

Governing Board Agenda
WASHINGTON ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA FOR
REGULAR MEETING

DATE: May 23, 2013

TIME: Regular Meeting 7:00 p.m.

PLACE: Administrative Center, 4650 West Sweetwater Avenue, Glendale, AZ 85304-1505

CONSISTENT WITH THE REQUIREMENTS SET FORTH IN ARS 38-431.02,
NOTICES OF THIS PUBLIC MEETING HAVE BEEN APPROPRIATELY POSTED.

A copy of the completed agenda with names and details, including available support documents, may be obtained during regular business hours at the Washington Elementary School District Superintendent's Office at 4650 West Sweetwater Avenue, Glendale, AZ 85304-1505.

I. REGULAR MEETING – GENERAL FUNCTION

- A. Call to Order and Roll Call
- B. Moment of Silence and Meditation
- C. Pledge of Allegiance
- D. Adoption of the Regular Meeting Agenda

It is recommended that the Governing Board adopt the Regular Meeting Agenda.

Motion _____ Second _____ Vote _____

- E. Approval of the Minutes

1-15

It is recommended that the Governing Board approve the Minutes of the May 9, 2013 Regular Meeting. (Governing Board member not present was Ms. Clorinda Graziano.)

Motion _____ Second _____ Vote _____

- F. Current Events: Governing Board and Superintendent
Dave Anderson, Sahuaro Principal; Nora Gottschlich, Program Coach; and Steve Stouffer, 5th grade teacher, will share about Sahuaro's professional development efforts to implement Math and Reading curricula.
- G. Special Recognition
The Arizona Middle Level Association is dedicated to improving the education experiences of young adolescents by developing a network of schools and professionals. The following teachers were honored at an awards breakfast on April 25, 2013: Joy Metcalf, Cardinals Academy; Nada Cox, Martye Fredley, Tom Mobley, Andrew Warren, and Linda Wepler, Desert Foothills Junior High School; Andrea Bennett, Theresa Brooks, and Stephanie Sanschagrin, Maryland School; Deanna Handorf, Mountain Sky Junior High School; Carrie Hale, Merry Hammes, Angela Castro, and Amy Raper, Palo Verde Middle School; and Katrina Lomax and Megan Tolway, Royal Palm Middle School.

I. REGULAR MEETING – GENERAL FUNCTION (continued)

H. Public Participation**

- Members of the public may address the Governing Board during this portion of the agenda in regard to non-agenda items (not to exceed three (3) minutes at chair's discretion). If interpretation services are used, the time shall not exceed six (6) minutes, including interpretation.)
- Additionally, or instead of, members of the public may address the Governing Board during a specific item that is on the agenda (not to exceed three (3) minutes at chair's discretion). If interpretation services are used, the time shall not exceed six (6) minutes, including interpretation.)

I. It is recommended that the Governing Board approve the Consent Agenda.

Motion _____ Second _____ Vote _____

II. CONSENT AGENDA

- | | |
|---|-------|
| *A. Approval/Ratification of Vouchers
The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of materials, equipment, salaries and services. | 16 |
| *B. Personnel Items
Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes. | 17-19 |
| *C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)
1. Kroger (Fry's Food Stores) donated a check in the amount of \$500.00 to be used for the benefit of students at Desert Foothills Junior High School.

2. The Washington Education Foundation donated a check in the amount of \$500.00 to be used for the benefit of students at Cactus Wren Elementary School.

3. Edward Brophy donated a Perkins Brailier with the case and instruction manual for Braille transcribing, an English Braille American Edition, and Braille books with an approximate value of \$500.00 to be used for special needs students throughout the District.

4. The Washington Education Foundation donated a check in the amount of \$500.00 to be used to support the Retiree Reception.

5. Alliance Communities/Vaseo Apartments donated a check in the amount of \$750.00 to be used for the benefit of students at Lookout Mountain Elementary School.

6. Alliance Communities/Vaseo Apartments donated a check in the amount of \$750.00 to be used for the benefit of students at Mountain Sky Junior High School.

7. W. Scott Donaldson donated decorations and gifts with an approximate value of \$426.00 for the Lamp of Learning celebration.

8. The National Youth Tobacco Survey (CDC) donated a check in the amount of \$500.00 to Desert Foothills Junior High School for their participation in the 2013 National Youth Tobacco Survey.

9. Chapman Mazda donated the \$500.00 rental fee for bounce houses for the benefit of students attending the Spring Fling at Cactus Wren Elementary School. | 20-21 |

II. CONSENT AGENDA (continued)

- *D. Proposed Governing Board Meeting Dates for the 2013-2014 School Year 22-23
- *E. First Reading of Proposed Amended Board Policy GCCA/GDCA – Professional/Support Staff General Leave 24-30

III. ACTION / DISCUSSION ITEM

- A. Memoranda of Understanding with APS for Possible Participation in the Solar for Schools Program on Selected WESD Campuses (Cathy Thompson) 31-60

Motion _____ Second _____ Vote _____

IV. INFORMATION / DISCUSSION ITEM

- A. 2013 WESD Override Task Force Update (Sue Snyder) 61-113

V. FUTURE AGENDA ITEMS

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

VII. ADJOURNMENT

Motion _____ Second _____ Vote _____

NOTES: As a matter of information to the audience, five days prior to any Governing Board Meeting, Board Members receive the agenda along with the extensive background material which they study individually before action is taken at the meeting. Routine matters will be asterisked and approved as consent agenda items. Any member of the Governing Board may remove items from the consent agenda.

Persons with a disability may request a reasonable accommodation by contacting 602-347-2802. Requests should be made at least 24 hours prior to the scheduled meeting in order to allow time to arrange for the accommodation.

(*) Items marked with an asterisk (*) are designated as Consent Agenda Items. This implies that the items will be considered without discussion. Consent Agenda items may be removed for discussion and debate by any member of the Governing Board by notifying the Board President or the Superintendent twenty-four (24) hours before regular Board meeting or by a majority of the Governing Board members present at the Board Meeting.

(**) Members of the public who wish to address the Board during Public Participation or on an item which is on the agenda may be granted permission to do so by completing a PUBLIC PARTICIPATION SPEAKER COMMENT form and giving it to the Board's Secretary PRIOR TO THE BEGINNING OF THE MEETING. Those who have asked to speak will be called upon to address the Board at the appropriate time. If interpreter services are needed, please contact Angela Perrone at 602-347-2609 at least 24 hours prior to the scheduled Board Meeting in order to allow sufficient time to arrange for an interpreter to be available.

(**) During open session, the Board shall not hear personal complaints against school personnel or any other person connected with the District. Policy KE is provided by the Board for disposition of legitimate complaints including those involving individuals.

(**) The Board may listen but cannot enter into discussion on any item not on the agenda. Depending upon the number of requests to speak to the Board, time limitations may be imposed in order to facilitate accomplishing the business of the District in a timely manner.

WASHINGTON ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD MINUTES: REGULAR MEETING

2012-2013

May 9, 2013

Administrative Center
Governing Board Room
4650 West Sweetwater Avenue
Glendale, AZ 85304-1505

I. REGULAR MEETING – GENERAL FUNCTION

A. Call to Order and Roll Call

Mr. Maza called the meeting to order at 7:02 p.m. Governing Board members constituting a quorum were present: Mr. Chris Maza, Mr. Bill Adams, Mr. Aaron Jahneke, and Mrs. Tee Lambert. Ms. Clorinda Graziano was not present (Mr. Maza stated that Ms. Graziano had an unexpected occurrence which prevented her from attending the meeting and sent her regrets due to the importance of several agenda items).

B. Moment of Silence and Meditation

Mr. Maza called for a moment of silence and meditation.

C. Pledge of Allegiance

Mr. Maza led the Pledge of Allegiance.

D. Adoption of the Regular Meeting Agenda

UNANIMOUS

A motion was made by Mr. Adams that the Governing Board adopt the Regular Meeting Agenda. The motion was seconded by Mr. Jahneke. The motion carried.

E. Approval of the Minutes

UNANIMOUS

A motion was made by Mr. Jahneke that the Governing Board approve the Minutes of the April 25, 2013 Regular Meeting and Executive Session. The motion was seconded by Mrs. Lambert. The motion carried.

F. Current Events: Governing Board and Superintendent

Mr. Adams shared that he enjoyed attending the following events:

- Lamp of Learning
- BEGIN Graduation
- Acacia Elementary School – Title I Reward School Celebration

Mr. Jahneke shared that he enjoyed attending the following events:

- Lamp of Learning – acknowledged the video prepared by Paul Askew showcasing the award recipients.
- Acacia Elementary School – Title I Reward School Celebration – enjoyed the speech by John Huppenthal, Arizona Superintendent of Public Instruction, appreciated the attendance of Senator Kimberly Yee, and enjoyed the students' flash dance.

Mrs. Lambert shared that she enjoyed attending the following events and gave kudos to the staff involved in the well-planned events:

- Lamp of Learning

May 9, 2013

- Acacia Elementary School – Title I Reward School Celebration – congratulated the school for receiving the prestigious award.

Mr. Maza shared the following:

- Was sorry that he was unable to attend the Lamp of Learning event due to a family commitment out of state, but was pleased that he was able to convey a congratulatory message through a video.
- Congratulated graduates of the BEGIN program and stated that the District's BEGIN program was one of the models in the State with regard to mentoring and supporting new teachers in the District. Mr. Maza thanked Dr. Maggie Westhoff and her team for their efforts with the BEGIN program.
- Congratulated Acacia Elementary School for receiving the Title I Reward School award. Mr. Maza thanked Superintendent Huppenthal and Senator Yee for attending the event. Mr. Maza was sorry that he was unable to attend the event due to his employment in another district and his respect for the law, however, Dr. Cook conveyed his congratulations.

Dr. Cook acknowledged Christine Hollingsworth, principal of Acacia Elementary School, (who was in attendance due to her part of the Interest-Based Negotiations team) for all of her accomplishments at her school. Dr. Cook also acknowledged the following:

- A number of WESD principals who attended the event in support of a peer.
- All of the students for being in perfect synchronization for the flash dance.
- Two students who spoke at the celebration and were selected from a school-wide writing contest.

G. Public Participation

There was no public participation.

H. Approval of the Consent Agenda

UNANIMOUS

Mrs. Lambert requested that Item II.B. – Personnel Items be pulled from the Consent Agenda for separate consideration.

A motion was made by Mr. Jahneke that the Governing Board approve the remaining Consent Agenda items. The motion was seconded by Mrs. Lambert. The motion carried.

II. CONSENT AGENDA

***A. Approval/Ratification of Vouchers**

UNANIMOUS

Approved and ratified the vouchers as presented.

***B. Personnel Items**

UNANIMOUS

A motion was made by Mrs. Lambert that the Governing Board approve the personnel items as presented. The motion was seconded by Mr. Adams. The motion carried.

Dr. Cook welcomed the following new administrators:

- Heidi Keefer, Principal at Royal Palm (previously worked in the District eight years ago)
- Richard Morris Jr., Assistant Principal at Maryland (served as interim last year)

Dr. Cook acknowledged family, friends, and faculty who attended the meeting to support the new administrators. The new administrators were presented with a plant.

May 9, 2013

***C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) UNANIMOUS**

Approved the public gifts and donations as presented.

1. Kroger (Fry's Food Stores) donated a rebate check in the amount of \$500.00 to be used for the benefit of students at Palo Verde Middle School.
2. Fresh & Easy donated a check in the amount of \$378.84 to be used for student events and assemblies at Lakeview Elementary School.
3. Fresh & Easy donated a check in the amount of \$814.99 to be used for the benefit of students at Mountain View School.
4. Safeway donated Starbucks gift certificates with a value of \$2,000.00 to be used for teachers and staff at Cactus Wren Elementary School.
5. General Mills Box Tops for Education donated a check in the amount of \$447.90 to be used for supplies and refreshments for Student of the Month activities at Mountain View School.
6. General Mills Box Tops for Education donated a check in the amount of \$360.90 to be used for art supplies and materials for students at Moon Mountain Elementary School.
7. General Mills Box Tops for Education donated a check in the amount of \$395.10 to be used for the benefit of students at Roadrunner Elementary School.
8. General Mills Box Tops for Education donated a check in the amount of \$344.40 to be used for library books at Mountain Sky Junior High School.
9. Ocotillo Parent/Teacher Organization donated seven walkie talkies with an approximate value of \$1,300.00 to be used for staff communication at the school.
10. Arizona Diamondbacks donated tickets with an approximate value of \$4,000.00 to be used for students and staff at Lakeview Elementary School.
11. Desert Foothills Parent/Teacher Organization donated an ice machine and storage compartment with a value of \$2,588.84 to be used for the benefit of students and staff at the school.
12. Fresh & Easy donated a check in the amount of \$409.05 to be used for the 21st Century After-school Academy at Desert Foothills Junior High School.
13. Arizona Diamondbacks donated tickets with an approximate value of \$4,000.00 to be used for students in the 21st Century Program at Acacia Elementary School.

***D. Out-of-County/State Field Trips UNANIMOUS**

Approved the out-of-county/state field trips as presented.

1. Mandy Taylor, Lookout Mountain Elementary School, submitted an out-of-county/state field trip to Catalina Island Marine Institute (CIMI), Toyon Bay, Catalina Island, CA, November 12-15, 2013, for 6th grade students at a cost of \$45,078.57.

May 9, 2013

2. Dianna Bonney, Orangewood School, submitted an out-of-county/state field trip to Camp Colley, Payson, AZ, September 25-27, 2013, for 5th-7th grade students at a cost of \$4,400.00.
3. John Vasey, Orangewood School, submitted an out-of-county/state field trip to Hoover Dam, Boulder City, NV, Willow Beach, AZ, and Sky Y Camp and Goldwater Lake, Prescott, AZ, September 30 – October 4, 2013, for 6th grade students at a cost of \$36,220.00.
4. John Vasey, Orangewood School, submitted an out-of-county/state field trip to the University of Arizona Flandrau Planetarium and Silverbell Wetlands, Tucson, AZ, November 8, 2013, for 6th grade students at a cost of \$1,395.00.
5. John Vasey, Orangewood School, submitted an out-of-county/state field trip to the University of Arizona Flandrau Planetarium and Silverbell Wetlands, Tucson, AZ, November 11, 2013, for 6th grade students at a cost of \$1,395.00.
6. John Vasey, Orangewood School, submitted an out-of-county/state field trip to the University of Arizona Flandrau Planetarium and Silverbell Wetlands, Tucson, AZ, November 15, 2013, for 6th grade students at a cost of \$1,395.00.
7. Kathryn Schene, Sahuaro Elementary School, submitted an out-of-county/state field trip to Catalina Sea Camp, Claremont, CA, September 16-18, 2013, for 4th-6th grade students at a cost of \$15,061.40.

- | | | |
|-----|--|------------------|
| *E. | Award of Contract – RFP No. 13.001, After-School Programs and Field Trip Locations | UNANIMOUS |
| *F. | Award of Contract – RFP No. 13.002, Professional Development Services | UNANIMOUS |
| *G. | Award of Contract – RFP No. 13.008, Banking Services to Wells Fargo Bank N.A. | UNANIMOUS |
| *H. | Issue RFPs for Specified Services – Life Safety/Fire Services | UNANIMOUS |
| *I. | Signatories for General Statement of Assurance | UNANIMOUS |
| *J. | Acceptance of the John and Ethel Hughes Fund from the Arizona Community Foundation in the Amount of \$900.00 | UNANIMOUS |

III. RECESSING OF REGULAR MEETING FOR PUBLIC HEARING

IV. PUBLIC HEARING

A. Annual Expenditure Budget Revision #1 for Fiscal Year 2012-2013

Dr. Cook introduced Mr. David Velazquez, Director of Finance, who offered information regarding the Annual Expenditure Budget Revision #1 for fiscal year 2012-2013. Mr. Velazquez advised the Board that the District was required by law to present the revised expenditure budget for approval at a Governing Board meeting prior to May 15, 2013. Mr. Velazquez stated that the revisions to the state expenditure budget included adjustments to budget balance carry forward, adjustments to final student counts for last school year, adjustments based on growth in the current year, and adjustments to budget lines based on actual expenditure activity in the current year.

May 9, 2013

Mr. Velazquez advised the Board that certain expenditures may create a situation whereby a subsection of the Maintenance and Operations (M&O) budget may be exceeded per ARS 15-905 G, which allows districts to exceed a subsection as long as the overall M&O budget is not exceeded. Authorization for this flexibility was also requested.

There were no questions from the Governing Board or the public.

V. RECESSING OF PUBLIC HEARING FOR REGULAR MEETING

VI. ACTION / DISCUSSION ITEMS

A. Annual Expenditure Budget Revision #1 for Fiscal Year 2012-2013

UNANIMOUS

Dr. Cook asked the Governing Board to approve the Annual Expenditure Budget Revision #1 for Fiscal Year 2012-2013 as presented during the Public Hearing.

A motion was made Mrs. Lambert that the Governing Board approve the 2012-2013 Annual Expenditure Budget Revision #1, and authorize subsections to be exceeded provided that the overall Maintenance and Operations budget is not exceeded as per ARS 15-905 G. The motion was seconded by Mr. Jahneke. The motion carried.

B. Interest-Based Negotiations (IBN) Team's Recommendations for 2013-2014

Dr. Cook advised the Governing Board that they were being provided with the recommendations from the Interest-Based Negotiations (IBN) Team for 2013-2014. Dr. Cook stated that there were a series of "if", "then" scenarios because the Legislature had not concluded the fiscal year 2014 budget. Dr. Cook introduced Ms. Sue Snyder, Director of Organizational Development who, in turn, introduced IBN Team members in attendance. Ms. Snyder reviewed the issues addressed by the IBN Team and the recommendations for 2013-2014.

Recommendation #1

- Mr. Jahneke asked if the District had enough budget capacity for Scenario I. Ms. Cathy Thompson, Director of Business Services, stated there was sufficient budget capacity to fund Scenario I.
- Mrs. Lambert appreciated the work that the IBN Team did on these recommendations and was impressed with the approach to be equitable for all employee groups.

Recommendation #2

- Mr. Maza thanked the bus drivers for keeping the children safe. He stated it was extremely important that our children arrive to school safely and home safely. Mr. Maza asked that his sentiments be conveyed to the bus drivers.

Recommendation #3

- Mr. Maza thanked the bus assistants for the work that they do.

Recommendations #4 and #5

- Mr. Maza thanked all of the psychologists and social workers for their supportive efforts.

Recommendation #6

- Mr. Maza thanked the principals for all that they do.

May 9, 2013

Recommendation #7

- Thanked the IBN Team for addressing this issue.

A motion was made by Mr. Maza that the Governing Board approve the following recommendations, items 1-8. The motion was seconded by Mrs. Lambert. Mr. Maza made a friendly amendment that the Governing Board approve the following recommendations, items 1-7. Mrs. Lambert agreed with the amendment. The motion carried.

UNANIMOUS

1. It was recommended that the Governing Board approve distribution of one-time monies to employees as presented below, with monies to be paid in full to eligible employees in their August 23, 2013 paychecks and based on the employee's FTE as of March 1, 2013. The total cost for one-time monies in *Budget Scenario I* is \$1,400,000.00, the total cost for one-time monies in *Budget Scenario II* is \$1,800,000.00, the total cost for one-time monies in *Budget Scenario III* is \$2,000,000.00 and the total cost for one-time monies in *Budget Scenario IV* is \$2,200,000.00.

IF BUDGET SCENARIO I COMES TO FRUITION (includes no additional revenue and neither kindergarten RCL [overrides] nor inflation factor [court case]):

- Distribute a one-time, lump sum payment of \$100.00 to each 1.0 FTE employee hired between 7/1/2012 and 1/11/2013, and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$225.00 to each 1.0 FTE employee hired during the 2011-2012 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$350.00 to each 1.0 FTE employee hired during the 2010-2011 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$475.00 to each 1.0 FTE employee hired during the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$600.00 to each 1.0 FTE employee hired prior to the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.

IF BUDGET SCENARIO II COMES TO FRUITION (includes kindergarten RCL [overrides] only):

- Distribute a one-time, lump sum payment of \$235.00 to each 1.0 FTE employee hired between 7/1/2012 and 1/11/2013, and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$360.00 to each 1.0 FTE employee hired during the 2011-2012 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.

May 9, 2013

- Distribute a one-time, lump sum payment of \$485.00 to each 1.0 FTE employee hired during the 2010-2011 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$610.00 to each 1.0 FTE employee hired during the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$735.00 to each 1.0 FTE employee hired prior to the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.

IF BUDGET SCENARIO III COMES TO FRUITION *(includes inflation factor [court case] only):*

- Distribute a one-time, lump sum payment of \$300.00 to each 1.0 FTE employee hired between 7/1/2012 and 1/11/2013, and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$425.00 to each 1.0 FTE employee hired during the 2011-2012 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$550.00 to each 1.0 FTE employee hired during the 2010-2011 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$675.00 to each 1.0 FTE employee hired during the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$800.00 to each 1.0 FTE employee hired prior to the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.

IF BUDGET SCENARIO IV COMES TO FRUITION *(includes both kindergarten RCL [overrides] and inflation factor [court case]):*

- Distribute a one-time, lump sum payment of \$365.00 to each 1.0 FTE employee hired between 7/1/2012 and 1/11/2013, and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$490.00 to each 1.0 FTE employee hired during the 2011-2012 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
- Distribute a one-time, lump sum payment of \$615.00 to each 1.0 FTE employee hired during the 2010-2011 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.

May 9, 2013

- Distribute a one-time, lump sum payment of \$740.00 to each 1.0 FTE employee hired during the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
 - Distribute a one-time, lump sum payment of \$865.00 to each 1.0 FTE employee hired prior to the 2009-2010 school year and still employed by WESD in a regular position as of 8/16/2013. For less than full-time employees, prorate the lump sum based on FTE.
2. It was recommended that if adequate ongoing funds are available, the starting hourly rate for bus drivers be increased to \$13.00 from \$12.53, with an additional \$0.05 per hour given for each year of continuous employment as a WESD bus driver, for a total cost of \$65,200.00.
 3. It was recommended that if adequate ongoing funds are available, the starting hourly rate for bus assistants be increased to \$9.05 from \$8.84, with an additional \$0.05 per hour given for each year of continuous employment as a WESD bus assistant, for a total cost of \$25,142.00.
 4. It was recommended that if adequate ongoing funds are available, the Governing Board approve the psychologist salary anomaly proposal as presented below, for a total cost of \$103,000.00.

- Psychologist salary ranges

	<u>Masters</u>	<u>Education Specialist Degree</u>	<u>Doctorate</u>
<u>Start</u>	\$54,000.00	\$55,000.00	\$57,000.00
<u>End</u>	\$70,000.00	\$73,000.00	\$78,000.00

- Place current psychologists on the new salary schedule based on a \$500.00 increment per year of experience. (Increments of \$400.00 and \$300.00 were also considered as options.)
 - Maintain psychologists' current 220-day calendar.
 - Eliminate the stipend for having a doctorate.
 - Adjust for level movement for doctorate and education specialist degrees.
 - Continue to offer the incentive for having either National Association of School Psychologists certification or Arizona licensure. (The incentive is paid for only one, even if the employee has both.)
 - Continue to offer the incentive for having a bilingual endorsement.
5. It was recommended that if adequate ongoing funds are available *in funding sources other than M&O*, the Governing Board approve the social worker salary anomaly proposal as presented below, for a total cost of \$48,600.00, with no impact on the M&O budget.

- Social worker salary ranges

	<u>BSW</u>	<u>MSW, MAED or MC</u>	<u>LMSW, LAC or LASAC</u>	<u>LCSW, LMFT or LPC</u>
<u>Start</u>	\$34,000.00	\$36,350.00	\$37,750.00	\$39,300.00
<u>End</u>	\$41,274.00	\$49,749.00	\$54,603.00	\$62,922.00

BSW = Bachelor of Social Work
MSW = Master of Social Work

May 9, 2013

MAED = Master of Arts in Education
MC = Master of Counseling
LMSW = Licensed Master Social Worker
LAC = Licensed Addiction Counselor
LASAC = Licensed Associate Substance Abuse Counselor
LCSW = Licensed Clinical Social Worker
LMFT = Licensed Marriage and Family Therapist
LPC = Licensed Professional Counselor

- The proposed revised social worker salary schedule is similar in structure to that of the teacher salary schedule, and the teacher starting salary was used as the basis for the social worker starting salary.
 - Place current social workers on the new salary schedule based on a \$500.00 increment per year of experience. (Increments of \$600.00 and \$400.00 were also considered as options.)
 - Give up to eight years of credit for new hire social workers:
 - Year for year (1:1) credit for school-based social work/counseling experience
 - Year for every two years (1:2) for social work/counseling experience with majority of time working with children (not school-based)
 - Year for every three years (1:3) for social work/counseling experience not working with children on a regular basis
 - Credit based on implementation structure
 - With the new salary system already acknowledging social work certification, eliminate the LCSW stipend that is currently offered.
6. It was recommended that if adequate ongoing funds are available, the Governing Board approve the principal anomaly proposal as presented below, for a net cost of \$27,200.00 (\$75,200.00, less \$48,000.00 already allocated for the tiered system.) The cost of this proposal results from the addition of four days to principals' work calendar and paying each principal his or her per diem for those additional four days.
- Move to a range salary system for principals, to align with all other employee salary systems.
 - Increase the principal work calendar by four days, while increasing each principal's salary by his or her individual per diem rate for the additional days. The increase in days allows for professional development and additional time at the schools before school starts.
7. It was recommended that the Governing Board approve distribution of ongoing funds as presented below. The cost of this recommendation has yet to be determined pending further information from the AZ Legislature.

	Total Revenue Available, Including One-Time Monies	Portion of Net Revenue Available to be Used for Ongoing Salary Allocation	Portion of Net Revenue Available to be Used for One-Time Monies Allocation (includes funding sources in addition to M&O)
Scenario I - includes no additional funds and <u>neither</u> kindergarten RCL (overrides) <u>nor</u> inflation factor (court case)	\$1,400,000.00	\$0.00 (Would not be able to address anomalies)	\$1,400,000.00
Scenario II - includes kindergarten RCL (overrides) <u>only</u>	\$2,069,000.00	\$269,000.00 (Would be able to address bus driver, bus assistant, psychologist, social worker and principal anomalies)	\$1,800,000.00
Scenario III – includes inflation factor (court case) <u>only</u> *	\$2,300,000.00	\$300,000.00 (Would be able to address bus driver, bus assistant, psychologist, social worker and principal anomalies)	\$2,000,000.00
Scenario IV – includes <u>both</u> kindergarten RCL (overrides) <u>and</u> inflation factor (court case)*	\$3,000,000.00	\$800,000.00 (Would be able to address anomalies above, plus offer ½% salary increase)	\$2,200,000.00

***Based on the Legislature funding the full amount of the inflation factor. In the event the Legislature does not fund the full amount, the additional compensation shall be prorated based on the amount approved.**

- In allocating ongoing funds for 2013-2014, addressing anomalies takes precedence over providing a percentage salary increase.
- In **Budget Scenario I**, above, no ongoing funds would be available, and anomalies could not be addressed.
- In **Budget Scenario II** and **Budget Scenario III**, above, ongoing funds could address the bus driver, bus assistant, psychologist, social worker and principal anomalies, leaving a balance that would not be feasible to apply to a percentage salary increase. District administration should decide how to use the remaining ongoing funds.
- In **Budget Scenario IV**, above, it would be feasible to provide a percentage salary increase after having addressed the anomalies.
- Employees who fall into one of the anomaly categories and receive more via the anomaly recommendation than they would via the percentage salary increase will receive only the anomaly recommendation and not the percentage salary increase.

May 9, 2013

- Employees who fall into one of the anomaly categories and receive less via the anomaly recommendation than they would via the percentage salary increase will receive the percentage salary increase amount only.

Mr. Jahneke thanked the IBN Team for their efforts. He stated that every employee matters, regardless of their position, and it was a team effort.

Mr. Maza stated that even though employee based pay was non-negotiable, he wanted to ask Ms. Thompson a question regarding performance based pay Prop 301 classroom site fund money for the coming year. He asked if the amount per employee was increasing. Ms. Thompson replied that the amount was increasing. Mr. Maza asked if the increase was significant in comparison to the past three to four years. He stated it was his understanding that the funds were based on sales tax revenue. Ms. Thompson responded that the funds were based on sales tax revenue and that the amount had been approximately \$200.00 per student the past two years. Ms. Thompson reported that the amount for next year will be \$310.00 per student, and of that, \$280.00 per student will be continuing. Mr. Maza stated that the per student increases indicated that the State's sales tax revenue is in a healthy situation.

Mr. Maza thanked the IBN team for their work and recommendations. He stated that as an individual Board member, he was supportive of the IBN process.

Mr. Adams concurred with Mr. Maza's comments. He stated that he was appreciative and very proud of the IBN process which had worked well for the District.

A motion was made by Mr. Maza that the Governing Board approve the recommendation, item 8, as presented below. The motion was seconded by Mr. Adams. The motion carried. **UNANIMOUS**

8. It was recommended that the Governing Board approve the compression avoidance proposal as presented below. There was no cost to this recommendation.

- Reduce the percent of credit from 1.8 percent per year (compounded) to 1.5 percent per year. Limit year-for-year credit for new hire special education teachers to up to 20 years, not to exceed the ending salary. (Currently, new hire special education teachers are given year-for-year credit with no limit, up to the ending salary.)
- For rehires
 - *Assuming same pay grade:* If an individual is rehired within 16 months (last day of work versus first day of work as a rehire) of his or her separation date, WESD will place the individual at the base salary he or she was earning at the time of separation, or WESD will place the individual according to new hire placement procedures, whichever is less.
 - *Assuming different pay grade:* WESD will apply new hire placement procedures for the rehired individual.

Mr. Maza thanked the following individuals:

- Cathy Thompson for her work and diligent efforts.
- Rex Shumway for his legal input and advisement.
- Sue Snyder for preparing the recommendations and taking something very complicated and making it as understandable as possible.
- Justin Wing for his knowledge regarding human resources, salary, compressions, and anomalies.

May 9, 2013

C. 2013-2014 School and Employee Calendars

UNANIMOUS

Dr. Cook introduced Dr. Maggie Westhoff, Director of Professional Development, who presented the results of the group (Calendar Committee and Steering and Planning Council) that worked on the 2013-2014 school and employee calendars. Dr. Westhoff advised the Board that the multi-year start and holiday calendars had been approved through June, 2015, therefore, the task of the Calendar Committee was to draft the 2013-2014 Staff/Student PLC Calendar.

The Calendar Committee took the following parameters into consideration when developing the calendars:

- Alignment of WESD start date and holidays with those of Glendale Union High School District;
- Compliance with legal requirements and state mandates pertaining to instructional days and hours, legal holidays, teacher contracts and AIMS schedule.

The Calendar Committee reached consensus on the following recommendations:

- Continue the Staff/Student Calendar as designed.
- Continue the Parent/Teacher Translation Conference Model for the 2013-2014 school year and monitor the implementation of the model throughout the 2013-2014 school year.

Mrs. Lambert referred to the Site-Focused Professional Development days on the proposed Staff and Student Calendar and asked if the District asked the schools to have it by grade level, school level, or determined by the principals. Dr. Westhoff responded that last year, the Principal Planning Team was advised that there was a large amount of information on curricula/standards and made a joint decision to have training packages developed to be presented at the site level. There was a commitment that this year, they would build as much collaborative planning time with that content as possible.

Mr. Maza stated that in Arizona, people speak to how early schools start in comparison to East Coast schools who traditionally start the day after Labor Day. Mr. Maza asked when the school year would end if a school started the day after Labor Day. Dr. Cook responded that typically, it would end in the third week of June. She advised that it would also finish the first semester after Winter Break.

Mr. Maza stated that his experience had been that there was an unwritten law that schools should be ending the school year close to Memorial Day. He said that it would be impossible to fit the 180 day required State calendar in between Labor Day and Memorial Day. Dr. Cook replied that he was correct.

Mr. Maza asked if there was conversation when developing the District's calendar to start "later" than either the first or second week in August. Dr. Westhoff responded that investigative research was conducted four years ago where they looked at air conditioning costs, patterns of all schools in the Valley, and parent surveys of the high school feeder schools. She advised that at that time, it was not feasible to go out of step with other entities that would have caused the District more confusion versus collaboration.

Dr. Cook advised that a key issue was whether to finish the first semester prior to Winter Break or after Winter Break. She stated that the District could choose to deviate from the Glendale Union High School District's calendar. However, it would create an untenable situation for the families that have young children in our District and older children in another district, on a different calendar, which would be very difficult.

May 9, 2013

Mr. Adams appreciated the due diligence of the Calendar Committee for conducting the research study four years ago. From an economic standpoint, Mr. Adams asked if it was a correct assumption that it was more economical to follow with the proposed calendars, e.g., lower air conditioning costs, etc. Dr. Cook replied that he was correct.

Mr. Jahneke asked if there would be an adverse effect on student enrollment figures if the District chose to deviate from the Glendale Union High School District calendar. Dr. Cook replied that it would be difficult to predict how many families would choose to move their children out of our District.

Dr. Cook stated that another consideration was that our District preferred to maximize the number of instructional days prior to AIMS testing. Therefore, the earlier start date provided more instructional days before the State mandated date of AIMS testing.

Mrs. Lambert stated that the calendar issue was a volatile subject in the past. She was very appreciative of the Calendar Committee's work in taking into consideration all of the variables when developing the District's calendar and the detailed timelines for the different employee groups.

A motion was made by Mr. Maza that the Governing Board approve the 2013-2014 employee calendars, including the 261-Day Administrator Calendar, the 261-Day Employee Calendar, the 231-Day Employee Calendar, the 227-Day Employee Calendar, the 220-Day Psychologist Calendar, the 211-Day Employee Calendar, the 209-Day Employee Calendar, the 199-Day Employee Calendar, and the 194-Day Employee Calendar. The motion was seconded by Mrs. Lambert. The motion carried.

D. Renewal of Intergovernmental Agreement with the City of Phoenix for the Head Start Program and Approval of the WESD Head Start Program Planning 2013-2014 **UNANIMOUS**

Dr. Cook advised the Board that it was being presented with the Renewal of the Intergovernmental Agreement (IGA) with the City of Phoenix for the Head Start Program. She stated that the most significant piece of the IGA was that it was not decreased which meant that the District was not being affected by the sequester with our Head Start Agreement. Dr. Cook introduced Ms. Diana Howsden, Director of Head Start Services, who was available to answer any questions from the Board.

Mrs. Lambert reported she knew that sequester was affecting Head Start in many areas. She stated that it was commendable for the District's Head Start Program that the City of Phoenix (grantee) had decided to fully support the District's Head Start Program. Mrs. Lambert advised that it validated the work that Ms. Howsden and her staff do to make the District's Head Start Program a success. Mrs. Lambert thanked Ms. Howsden and her staff for their hard work.

Mr. Maza concurred with Mrs. Lambert's comments and asked Board members to thank the Phoenix Mayor or City Council members if the opportunity arose.

A motion was made by Mr. Jahneke that the Governing Board approve the renewal of the Head Start Intergovernmental Agreement with the City of Phoenix for the Head Start Program and authorize the Superintendent to execute the necessary documents. Additionally, it was moved that the Governing Board approve the WESD Head Start Program Planning 2013-2014 document. The motion was seconded by Mrs. Lambert. The motion carried.

VII. INFORMATION / DISCUSSION ITEM

May 9, 2013

A. Arizona School Boards Association's Legislative Agenda Proposals

Dr. Cook advised the Board that the Arizona School Boards Association (ASBA) had changed its legislative proposal process this year. She stated that ASBA had reduced the proposal submissions into three categories – long-term, short-term, and 2014 Session-specific legislation. Dr. Cook asked Board members to submit suggestions for proposals to her by May 13, 2013. She advised that the proposals would be submitted to the Governing Board on May 23, 2013 for consideration and action.

Dr. Cook informed the Board that Mrs. Lambert served on the ASBA Legislative Committee who will review the proposals on June 7, 2013 and will create a draft document that will be the basis for discussion at the official ASBA Delegate Assembly on September 7, 2013.

Mr. Maza asked who the ASBA Legislative Committee Chair was this year. Dr. Cook advised that it was Anne Greenberg.

Mrs. Lambert asked Board members that when considering suggestions for proposals to keep in mind not only how the proposal would affect our District, but how it would affect public education and children across the State.

Mr. Jahneke thanked ASBA for streamlining the process. Mrs. Lambert commented that the process will make proposals more attainable. Mr. Maza concurred and found the new process to be more manageable.

Mr. Adams advised that ASBA will have a new website at the end of May 2013 which will be user friendly and will provide greater communication for the members.

VIII. FUTURE AGENDA ITEMS

There were no future agenda items.

IX. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

Mr. Jahneke acknowledged that the following administrators from the Glendale Union High School District attended the Acacia Elementary School – Title I Reward School Celebration: Mr. Gene Dudo, Superintendent, and Mr. Matt Belden, Administrator of Title I and School Safety. Mr. Jahneke thanked the principals who attended the Acacia celebration to show their support.

Dr. Cook acknowledged Teacher Appreciation Week and all of the teachers in the District.

Dr. Cook acknowledged that the May 9, 2013 Agenda was a culmination of hard work and a tribute to the following groups:

- Search teams who hire the administrators.
- Interest-Based Negotiations Team
- Calendar Committee
- Planning and Steering Council

X. ADJOURNMENT

A motion was made by Mr. Adams to adjourn the meeting at 8:29 p.m. The motion was seconded by Mr. Jahneke. The motion carried.

UNANIMOUS

May 9, 2013

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

May 9, 2013

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action

FROM: Dr. Susan J. Cook, Superintendent Discussion

DATE: May 23, 2013 Information

AGENDA ITEM: *Approval/Ratification of Vouchers 1st Reading

INITIATED BY: Elizabeth Martinez, Accounting Manager SUBMITTED BY: David Velazquez, Director of Finance

PRESENTER AT GOVERNING BOARD MEETING: Cathy Thompson, Director of Business Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, DK and A.R.S. §15-321

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of salaries, materials, equipment, and services. Documentation for warrants is available for inspection from the Finance Department located at the District Administrative Center.

APPROVE/RATIFY FY12/13 PAYROLL VOUCHERS (warrants for services and materials, payroll expense):

05/03/13	<u>2,851,262.88</u>
Totals:	<u>2,851,262.88</u>


APPROVE/RATIFY FY 12/13 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

05/01/13	2,310,652.30
05/08/13	494,034.13
05/08/13	<u>6,100,729.23</u>
Totals:	<u>8,905,415.66</u>

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve and ratify the payroll and expense vouchers as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 23, 2013 Information
AGENDA ITEM: *Personnel Items 1st Reading

INITIATED BY: Justin Wing, Director of Human Resources
SUBMITTED BY: Justin Wing, Director of Human Resources

PRESENTER AT GOVERNING BOARD MEETING: Justin Wing, Director of Human Resources

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

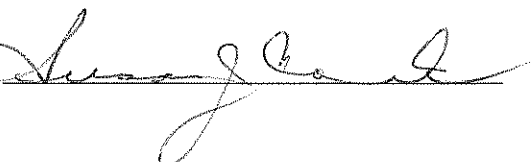
Funding Source: Various
Budgeted: Yes

The attached personnel actions are presented for approval.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the personnel items as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.B.

PERSONNEL ACTION RECOMMENDED

May 23, 2013

I. RESIGNATIONS, RETIREMENTS, EXCESSES, AND LEAVES OF ABSENCE**A. ADMINISTRATIVE**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
-----------	-------	----------	----------	--------	------------------	----------------

B. CERTIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
-----------	-------	----------	----------	--------	------------------	----------------

Aguirre	Monica	Speech Pathologist	Mountain View	Resignation	1	5/30/2013
Allen	Deborah	Teacher-6th Grade	Acacia	Resignation	6	5/30/2013
Asaro	Barbara	Teacher-3rd Grade	Sunnyslope	Resignation	7	5/30/2013
Begner	Diana	Speech Pathologist	Special Services	Resignation	1	5/30/2013
Billings	Natalee	Teacher-Kindergarten	Orangewood	Resignation	1	5/30/2013
Bruso	Emily	Teacher-Band/Orchestra	Arroyo	Rescinding Leave of Absence		
Carroll	Jessica	Teacher-Art	Desert Foothills	Resignation	6	5/30/2013
Clemens	Steven	Teacher-Science	Maryland	Resignation	1	5/30/2013
Fellows	Lisa	Teacher-4th Grade	Richard Miller	Resignation	2	5/30/2013
Gortarez	Yolanda	Teacher-Kindergarten	Manzanita	Resignation	5 mo.	5/30/2013
Haarala	Kelly	Teacher-5th Grade	Maryland	Resignation	6 mo.	5/30/2013
Hammes	Mary	Teacher-Mathematics	Palo Verde	Resignation	5	5/30/2013
Hartmann	Teresa	Teacher-LD	Abraham Lincoln	Resignation	8	5/30/2013
Hasenkamp	Julie	Teacher-5th Grade	Mountain View	Leave of Absence for 13-14 Fiscal Year		7/1/2013
Hunt	Ellen	Teacher-2nd Grade	Sunnyslope	Resignation	6	5/30/2013
Jastal	Ann Marie	Teacher-2nd Grade	Ocotillo	Resignation	9	5/30/2013
Jennes	Sara	Teacher-2nd Grade	Ocotillo	Resignation	7	5/30/2013
Johanson	Nicole	Teacher-1st Grade	Moon Mountain	Resignation	8	5/30/2013
Karraker	Sam	Teacher-Music	Sunnyslope	Resignation	7	5/30/2013
Knight	Melanie	Teacher-CCB	Lookout Mountain	Resignation	1	5/30/2013
Marshall	Janice	Academic Intervention Specialist	Arroyo	Resignation	7	5/30/2013
Moore	Cynthia	Teacher-1st Grade	Shaw Butte	Resignation	2	5/30/2013
Patten	Sharon	Teacher-Kindergarten	Cactus Wren	Retirement	8	5/30/2013
Pearson	Sara	Teacher-4th Grade	Orangewood	Resignation	8	5/30/2013
Petry	Brad	Teacher-Mathematics	Palo Verde	Resignation	5	5/30/2013
Phillips	Sherry	Teacher-Kindergarten	Tumbleweed	Retirement	18	5/30/2013
Robinson	Ashley	Teacher-4th Grade	Manzanita	Resignation	5	5/30/2013
Sandler	Deborah	Teacher-1st Grade	Alta Vista	Retirement	28	1/6/2014
Sanschagrin	Stephanie	Teacher-6th Grade	Maryland	Resignation	2	5/30/2013
Schafer	Britta	Teacher-3rd Grade	Acacia	Resignation	1	5/30/2013
Shannon	Sandi	Teacher-3rd Grade	Ocotillo	Resignation	2	5/30/2013
Stanley	Christina	Speech Pathologist	Special Services	Leave of Absence for 13-14 Fiscal Year		5/31/2013
Topper	Janette	Teacher-CCSC	Arroyo	Resignation	8	5/30/2013
Turpin	Robyn	Teacher-2nd Grade	Sunset	Leave of Absence for 13-14 Fiscal Year		7/1/2013
Wiese	Nicole	Teacher-6th Grade	Mountain View	Resignation	1	5/30/2013
Wiesenhofer	Hannah	Teacher-Art	Royal Palm	Resignation	2	5/30/2013
Willsey	Justin	Teacher-Music	Orangewood	Resignation	1	5/30/2013
Zettergren	Jessica	Teacher-5th Grade	Mountain View	Resignation	2	5/30/2013

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Gelhaar	Sophia	Office Specialist	Academic Services	Resignation	9	5/23/2013
Sanchez	Anthony	Facilities Manager	Sunburst	Resignation	3	7/31/2013
White	Nerissa	Tutor Title VII	Maryland	Termination	3 mo.	5/17/2013

PERSONNEL ACTION RECOMMENDED

May 23, 2013

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Balcerek	Michael	Paraprofessional	Moon Mountain	Resignation	4 mo.	5/29/2013
Boning	Maureen	ELL Testing Specialist	Maryland	Resignation	1	5/29/2013
Burnham	Brittney	Crossing Guard/Monitor	Shaw Butte	Resignation	6 mo.	5/7/2013
Canales	Jasmin	Special Ed. Assistant	Ironwood	Resignation	2 mo.	5/29/2013
Churchey	Carol	Food Service Helper	Lookout Mountain	Resignation	1.5	5/24/2013
Clay	Nathana	Paraprofessional	Sahuaro	Resignation	1	5/29/2013
DeLaTorre	Enedina	Monitor	Ocotillo	Resignation	2	5/29/2013
Dugan	Terry	Paraprofessional	Palo Verde	Retirement-Rescinding participation in SmartSchools for 13/14	17	5/29/2013
Flores	Nancy	Food Service Helper	John Jacobs	Resignation	2 mo.	5/13/2013
Followwill	Linda	Paraprofessional	Desert View	Postion Ended	1	5/29/2013
Gamez	Joseph	ELL Testing Specialist	Desert View	Resignation	1	5/29/2013
Geiser	Lesly	Office Technician	Alta Vista	Resignation	3	6/11/2013
Gomez Rosas	Maria	Monitor	Ocotillo	Resignation	2	5/24/2013
Gray	Bonnie	Bus Driver	Transportation	Retirement	3	5/8/2013
Hogg	Brenda	Paraprofessional	Shaw Butte	Postion Ended	3	5/29/2013
Martinez	Guadalupe	Food Service Helper	Food Services	Termination	2	4/29/2013
McCarthy	Janelle	Special Ed. Assistant	Ironwood	Resignation	2 wks.	5/3/2013
McCombs	Sherise	Monitor/KidSpace Asst.	Manzanita/Chaparral	Resignation	3 mo.	5/2/2013
McGuirk	Richard	Paraprofessional	Roadrunner	Resignation	1	5/29/2013
Mendoza	Silvia	Food Service Leader	Sahuaro	Resignation	3	5/1/2013
Pennix	Stacie	Special Ed. Assistant	Manzanita	Resignation	7 mo.	5/3/2013
Quinn	Tammy	Special Ed. Assistant	Lookout Mountain	Resignation	2	5/29/2013
Rodriguez	Cindy	Paraprofessional	Palo Verde	Resignation	4	5/29/2013
Rosas Gonzalez	Rocio	Special Ed. Assistant	Desert View	Termination	5 mo.	5/2/2013
Sandoval	Sara	Personal Care Provider	Washington	Resignation	2	4/26/2013
Simmons	Connie	Bus Driver	Transportation	Retirement	5	5/30/2013
Siwek	Leonard	Crossing Guard	Lookout Mountain	Retirement	22	5/15/2013
Smith	Mary Lee	Paraprofessional	Desert View	Postion Ended	1	5/29/2013
Strmic	Jan	Paraprofessional	Shaw Butte	Postion Ended	11	5/29/2013
Strub	Deboarh	Crossing Guard	Moon Mountain	Resignation	3	5/13/2013
Walley	Johann	Paraprofessional	Acacia	Resignation	3	5/20/2013

II. EMPLOYMENT**A. ADMINISTRATIVE**

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Schultz	Polly	Principal	E	Ironwood
Estrada	Darcy	Assistant Principal	E	Cholla

B. CERTIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Aslan-Blair	Vanessa	Teacher	Letter of Intent	
Work	Eryn	Teacher-Kindergarten	Returning from Leave of Absence	

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
-----------	-------	----------	---------------------	----------

PERSONNEL ACTION RECOMMENDED

May 23, 2013

II. EMPLOYMENT (continued)

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Bustamante	Emmett	Paraprofessional	E	Washington	
Lopez	Erika	Paraprofessional	E	Moon Mountain	
Price	Robert	Library Technician	E	Roadrunner	Returning from Leave
Sanchez Rivas	Maria	Food Service Helper	E	Food Services	

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> X </u>	Action
		<u> </u>	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Information
		<u> </u>	1st Reading

DATE: May 23, 2013

AGENDA ITEM: *Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)

INITIATED BY:	<u>Dr. Susan J. Cook, Superintendent</u>	SUBMITTED BY:	<u>Dr. Susan J. Cook, Superintendent</u>
---------------	--	---------------	--

PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §15-341

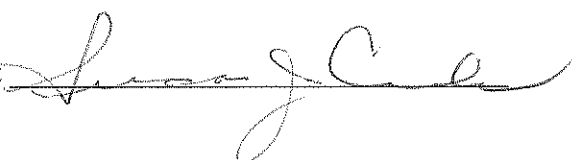
SUPPORTING DATA

Funding Source: Donations
Budgeted: N/A

1. Kroger (Fry's Food Stores) donated a check in the amount of \$500.00 to be used for the benefit of students at Desert Foothills Junior High School.
2. The Washington Education Foundation donated a check in the amount of \$500.00 to be used for the benefit of students at Cactus Wren Elementary School.
3. Edward Brophy donated a Perkins Brailler with the case and instruction manual for Braille transcribing, an English Braille American Edition, and Braille books with an approximate value of \$500.00 to be used for special needs students throughout the District.
4. The Washington Education Foundation donated a check in the amount of \$500.00 to be used to support the Retiree Reception.
5. Alliance Communities/Vaseo Apartments donated a check in the amount of \$750.00 to be used for the benefit of students at Lookout Mountain Elementary School.
6. Alliance Communities/Vaseo Apartments donated a check in the amount of \$750.00 to be used for the benefit of students at Mountain Sky Junior High School
7. W. Scott Donaldson donated decorations and gifts with an approximate value of \$426.00 for the Lamp of Learning celebration.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the gifts and donations as presented.

Superintendent 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *I.L.C.

***Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)**

May 23, 2013

Page 2

8. The National Youth Tobacco Survey (CDC) donated a check in the amount of \$500.00 to Desert Foothills Junior High School for their participation in the 2013 National Youth Tobacco Survey.
9. Chapman Mazda donated the \$500.00 rental fee for bounce houses for the benefit of students attending the Spring Fling at Cactus Wren Elementary School.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 23, 2013 Information
AGENDA ITEM: *Proposed Governing Board Meeting Dates for the 2013-2014 School Year
INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BE and ARS 15-321

SUPPORTING DATA

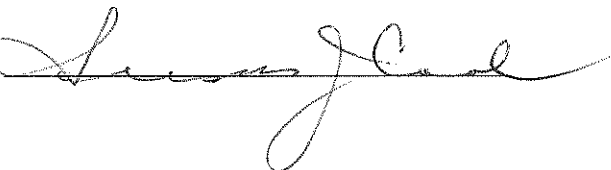
Funding Source: N/A
Budgeted: N/A

Attached is a calendar of proposed Governing Board meeting dates for the 2013-2014 school year. No proposed meetings will occur during Fall or Spring Breaks or Parent Teacher Conferences.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board adopt the proposed schedule of Governing Board meeting dates for the 2013-2014 school year.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.D.

Washington Elementary School District Governing Board Meeting Schedule 2013-2014

Meeting Dates:	Time:	Location:
July 11, 2013	7:00 p.m.	Governing Board Room
August 22, 2013	7:00 p.m.	Governing Board Room
September 12, 2013	7:00 p.m.	Governing Board Room
September 26, 2013	7:00 p.m.	Governing Board Room
October 17, 2013	7:00 p.m.	Governing Board Room
November 14, 2013	7:00 p.m.	Governing Board Room
December 12, 2013	7:00 p.m.	Governing Board Room
January 9, 2014	7:00 p.m.	Governing Board Room
January 23, 2014	7:00 p.m.	Governing Board Room
February 13, 2014	7:00 p.m.	Governing Board Room
February 27, 2014	7:00 p.m.	Governing Board Room
March 13, 2014	7:00 p.m.	Governing Board Room
April 10, 2014	7:00 p.m.	Governing Board Room
April 24, 2014	7:00 p.m.	Governing Board Room
May 8, 2014	7:00 p.m.	Governing Board Room
May 22, 2014	7:00 p.m.	Governing Board Room
June 12, 2014	7:00 p.m.	Governing Board Room
June 26, 2014	7:00 p.m.	Governing Board Room

* Regular Governing Board meetings start at 7:00 p.m. and are held in the Governing Board Room at the Administrative Center – 4650 West Sweetwater Avenue.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 23, 2013 Information
AGENDA ITEM: *First Reading of Proposed Amended Board Policy GCCA/GDCA – Professional/Support Staff General Leave 1st Reading

INITIATED BY: Interest-Based Negotiations Team SUBMITTED BY: D. Rex Shumway, Legal Counsel

PRESENTER AT GOVERNING BOARD MEETING: D. Rex Shumway, Legal Counsel

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BGC

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

The 2012-2013 Interest-Based Negotiations (IBN) Team made a consensus recommendation to Superintendent Dr. Susie Cook regarding changes to Regulation GCD-R/GDD-R – Professional/Support Staff Vacations and Holidays. The changes address concerns that had been voiced by some 12-month classified employees pertaining to their required use of five vacation days during the District's Winter Break closure. IBN's recommendation grants 12-month classified employees five additional paid holidays to cover the full two weeks of Winter Break, and it revises the number of vacation days that are granted to said employees, as stipulated in Regulation GCD-R/GDD-R. Additionally, the regulation has been revised to reflect an approved provision that allows unused vacation days from a prior fiscal year that are not used by December 31 of the current fiscal year to be accumulated as sick leave from year to year to an unlimited number of days. Previously, such days had been forfeited.

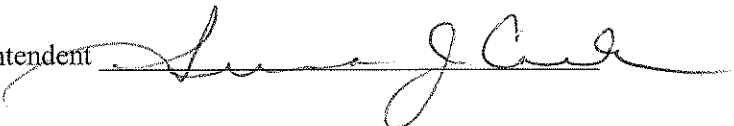
Accrued sick leave is addressed in Governing Board Policy GCCA/GDCA – Professional/Support Staff General Leave. Currently, the policy references the provision to accumulate unused general leave each fiscal year as sick leave. The proposed amendment to the policy adds the provision to accumulate unused vacation days as sick leave.

These recommended changes have been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy GCCA/GDCA – Professional/Support Staff General Leave.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.E.

PROFESSIONAL/SUPPORT STAFF GENERAL LEAVE**General Leave*****Leave Amount***

Regular twelve (12) month employees receive twelve (12) days of general leave. Regular employees that are regularly assigned to work less than twelve (12) months receive ten (10) days of general leave.

One (1) day of general leave is equivalent to an employee's regularly scheduled hours for the assigned position(s). Employees who work less than a full work year in their position receive a proportional amount of general leave based on their start date.

Leave Accrual

Employees who hold positions that are designated exempt under the Fair Labor Standards Act are credited with their general leave at the beginning of their work year or fiscal year for twelve (12) month employees. However, leave is accrued in equal prorated amounts.

Employees who hold positions that are designated non-exempt under the Fair Labor Standards Act and who are hired on or before January 1 of the current fiscal year accrue leave in equal prorated amounts and are not credited with their general leave at the beginning of the employee's work year. At the beginning of their next work year or fiscal year for twelve (12) month employees, the employee will be credited with their general leave. Employees hired after January 1 of the current fiscal year accrue leave in equal prorated amounts and are not credited with their general leave at the beginning of their current or subsequent work year or fiscal year for twelve (12) month employees. At the beginning of the following work year or fiscal year for twelve (12) month employees, employees will be credited with their general leave. Although leave is credited, the employee still accrues leave in equal prorated amounts.

Any accrued general leave not used during the current fiscal year will be accumulated as sick leave from year to year to an unlimited number of days.

Leave Purposes

General leave can be used for personal illness, family illness, religious observance or personal issues that cannot be taken care of *during off-duty hours*. General leave is not intended to be used for vacation or to extend a holiday.

Leave Notification

Employees shall provide their supervisor and the District's computerized substitute system (if applicable) seventy-two (72) hours' notice prior to taking leave unless an emergency or illness prevents the notification, in which case notification must be provided as soon as possible. Because the substitute system does not record an absence forty-five (45) minutes before the beginning of the workday, the employee must report the absence to the school.

Employees shall notify the Human Resources Department if absent five (5) or more consecutive days in order to determine whether consideration for Family and Medical Leave (FMLA) is required.

When an employee fails to provide the required notification of an absence, the absence shall be coded and considered an "unapproved, unpaid absence."

Employees who fail to provide the required notification and desire to utilize general leave may submit documentation to their supervisor and Human Resources in support of the use of general leave. Human Resources will determine whether general leave may be used or whether the absence shall remain "unapproved, unpaid." If the absence remains "unapproved, unpaid," the employee may be subject to disciplinary action.

Leave Usage

Employees who report their absences to the District's computerized substitute system, such as teachers, must report leave in half or full day increments. Other eligible employees may use leave in at least fifteen (15) minute increments.

When a concern arises regarding the use of leave for personal or family illness, the District may request that the employee provide medical certification. Employees may be required to present a fitness for duty certificate from a physician to be restored to employment after using leave.

When the scheduling of general leave for personal business conflicts with workplace requirements, the supervisor may confer with the employee to determine if a more feasible schedule for the leave is possible. When the supervisor is concerned about the welfare of an employee or about perceived abuse of leave, the supervisor will confer with the employee to rectify the situation. Employees who occupy more than one (1) position are only permitted to use the hours of leave time that are accrued in each respective position.

Employees that use leave for reasons that qualify for leave under the Family and Medical Leave Act ("FMLA"), shall comply with the FMLA's procedural requirements.

Employees eligible for workers' compensation benefits may use unused accrued leave days in an amount necessary to offset the difference between their regular gross pay and their workers' compensation benefits.

Accrued Sick Leave

Leave Amount

Any general leave not used during the current fiscal year accumulates as sick leave from year to year to an unlimited number of days. **Any earned vacation days from the previous fiscal year that are not used by December 31 of the new fiscal year also accumulate as sick leave from year to year in an unlimited number of days.**

Leave Purposes

Sick leave is used for personal illness, child(ren) (minor or disabled child) illness or can be used as a substitute for unpaid leave if the employee is eligible for leave under the Family and Medical Leave Act. Please see the "Family and Medical Leave" section for further information.

Leave Notification

Employees shall provide their supervisor or the District's computerized substitute system (if applicable) seventy-two (72) hours' notice prior to taking leave unless an emergency or illness prevents the notification, in which case notification must be provided as soon as possible. Because the substitute system does not record an

absence forty-five (45) minutes before the beginning of the workday, the employee must report the absence to the school.

Employees shall notify the Human Resources Department if absent five (5) or more consecutive days in order to determine whether consideration for Family and Medical Leave (FMLA) is required.

When an employee fails to provide the required notification of an absence, the absence shall be coded and considered an “unapproved, unpaid absence.” Employees who fail to provide the required notification and desire to utilize accrued sick leave may submit documentation to their supervisor and Human Resources in support of the use of accrued sick leave. Human Resources will determine whether accrued sick leave may be used or whether the absence shall remain “unapproved, unpaid.” If the absence remains “unapproved, unpaid,” the employee may be subject to disciplinary action.

Leave Usage

Employees may choose to use either their general leave or sick leave for the employee’s illness. Employees that report their absences to the District’s computerized substitute system, such as teachers, must use leave in half or full day increments. Other eligible employees may use leave in at least fifteen (15) minute increments.

When a concern arises regarding the use of leave for personal or family illness, the District may request that the employee provide medical certification. Employees may be required to present a fitness for duty certificate from a physician to be restored to employment after using leave.

When the supervisor is concerned about the welfare of an employee or about perceived abuse of leave, the supervisor will confer with the employee to rectify the situation.

Employees who occupy more than one (1) position are only permitted to use the hours of leave time that are accrued in each respective position.

Employees that use leave for reasons that qualify for leave under the Family and Medical Leave Act (“FMLA”), shall comply with the FMLA’s procedural requirements.

Employees eligible for workers' compensation benefits may use unused accrued leave days in an amount necessary to offset the difference between their regular gross pay and their workers' compensation benefits.

Leave Buyout

After fifteen (15) years continuous service in the District, an employee who separates from the District because of retirement, resignation or death shall receive payment for all accrued, unused general/sick leave days up to a maximum of one hundred forty-seven (147) days at the rate based on the leave buyout tier system herein described, provided that the employee's services have been provided in a satisfactory, ethical and professional manner (including, but not limited to, resignation in lieu of termination or non-renewal or significant disciplinary issues). Employees do not receive payment for credited days that the employee has not yet accrued. If an eligible employee dies, the above amount shall be paid directly to the employee's beneficiary/estate.

Leave Buyout Tier System

Employees who have served fifteen (15th) consecutive years through the end of the twenty-fourth (24th) consecutive year will receive rate buyout of fifty percent (50%) of the current beginning substitute teacher's daily rate.

Employees who have served twenty-five (25th) consecutive years through the end of the twenty-ninth (29th) consecutive year will receive rate buyout of seventy-five percent (75%) of the current beginning substitute teacher's daily rate.

Employees who have served the thirty (30th) consecutive years or above will receive rate buyout of one-hundred percent (100%) of the current beginning substitute teacher's daily rate.

Employees resigning/retiring from the District must notify Human Resources of this in writing by February 1 to ensure they will receive their leave buyout during that fiscal year. Failure to do so will result in the buyout being delaying into the next fiscal year and will result in a reduction in the buyout by fifty (50) percent unless special health related or extraordinary circumstances occur. In which case, the Superintendent must approve exceptions.

Position Upon Returning From Leave

Upon returning from paid sick leave, employees shall be placed in the position that they held prior to the leave. However, if the employee's previous position no longer exists or if the Superintendent or Human Resources designee determines that placing the employee in the prior position is not in the District's best interest the employee shall be placed in a comparable position for which the employee is qualified. If the position was eliminated due to a staff reduction, the employee will have the rights outlined in the District's staff reduction policies and regulations.

Short-Term/Long-Term Disability

Employees who become disabled due to a non-occupational injury or illness may utilize disability insurance that is voluntarily procured by the employees. Upon returning from short-term disability, employees shall be placed in the position that they held prior to the leave. However, if the employee's previous position no longer exists or if the Superintendent or Human Resources designee determines that placing the employee in the prior position is not in the District's best interest the employee shall be placed in a comparable position for which the employee is qualified. If the position was eliminated due to a staff reduction, the employee will have the rights outlined in the District's staff reduction policies and regulations.

Employees receiving long-term disability benefits must also be on a District approved leave for their absences to be excused.

Adopted: ~~September 11, 2008~~

LEGAL REF.: A.R.S. 15-502

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: May 23, 2013
AGENDA ITEM: Memoranda of Understanding with APS for Possible Participation in the Solar for Schools Program on Selected WESD Campuses
INITIATED BY: Cathy Thompson, Director of Business Services SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Cathy Thompson, Director of Business Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

For qualifying school districts, APS offers an opportunity to receive the benefits of renewable energy at no upfront cost to the school district. Under this program, APS designs, builds, owns, and maintains a solar electric generating system ("System") on the district's property at no upfront cost to the district. The energy produced by the System flows directly to the APS grid, but the district receives a fixed "solar rate" for a portion of their energy each month over the next 20 years. The amount of energy eligible for the solar rate is based on the estimated production of the System and is not subject to a reduction based on degradation in system output during the agreement term. All solar installations in this program are covered parking and/or covered shade structures. APS allows a school district a maximum of three solar projects.

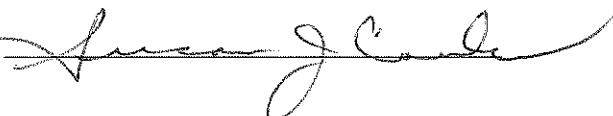
The purpose of the Memorandum of Understanding (MOU) is to formalize a non-binding current expression of intent for the District to participate in the Program. APS will study the feasibility of installing the System at the sites indicated hereafter. In the event APS and the District determine it is feasible to proceed, an easement (in the form attached) for the purpose of installing, owning, operating and maintaining the System will be presented to the Board for approval. The easement is for a 20-year period.

APS is proposing to construct a 325.68 kW-dc solar system at Sunburst Elementary School; a 375.24 kW-dc solar system at Moon Mountain Elementary School; and a 223.02 kW-dc solar system at Desert Foothills Junior High School. Construction would begin in July 2013 with an expected completion date of December 2013.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Memoranda of Understanding for possible participation in the Solar for Schools Program on selected WESD campuses and authorize the Superintendent to execute the necessary documents, pending agreement by APS to delete the highlighted phrase in the third bullet of the attestations.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.A.



MEMORANDUM OF UNDERSTANDING
Solar for Schools Program

mm

This Memorandum of Understanding ("MOU") is entered into as of _____ 2013, by and between Arizona Public Service Company, an Arizona corporation ("APS"), and Washington Elementary School District, a _____. APS and Washington Elementary School District may be referred to herein individually as a "Party" and collectively as the "Parties."

This MOU is intended by the Parties to be a non-binding document that expresses the Parties' current intentions with respect to the subject matter hereof. Neither Party shall be legally bound or obligated to perform with respect to the subject matter of this MOU. To the extent that either Party incurs any costs in connection with this MOU or the subject matter hereof, such costs shall not be reimbursable by the other Party.

RECITALS

- A. APS is an electric utility company that is regulated by the Arizona Corporation Commission ("ACC"). In conjunction with such regulation, APS is required to file with the ACC each year an implementation plan that details APS' plans to comply with the Renewable Energy Standard, including program and procurement strategies related to renewable energy.
- B. By Decision No. 72022 (December 10, 2010), as amended by Decision No. 71274 (February 11, 2011), the ACC recently approved that portion of APS' proposed implementation plan that, among other things, encourages the installation of distributed solar electric generating systems (the "System(s)") located on school and government property (the "Schools and Government Program").
- C. Washington Elementary School District desires to have a System installed on its property and intends to comply with the terms and conditions set forth below with respect to such installation and APS' subsequent ownership and maintenance of the System.

Based on the foregoing, the following is a summary of certain terms and conditions that the Parties have agreed to in principle:

- 1. APS intends to install an approximately 375.24 kW-dc System on property owned by Washington Elementary School District and located at 13425 N 19th Ave, Phoenix, AZ 85029 (the "Property"). The terms and conditions of the installation will be contained in a separate agreement between APS and installer. APS will own, operate and maintain the System following installation. APS may subcontract the operations and maintenance services to a third party. At no time will the subcontracted third party have any ownership interest in the System by virtue of this MOU or otherwise, nor will it participate in the operation or maintenance of the System, unless the Parties

agree to such a change in ownership, operation or maintenance pursuant to one or more separate, mutually executed agreements.

2. APS will pay all costs associated with the installation, ownership, operation and maintenance of the System, including those costs associated with any third-party engineers engaged by APS to determine the feasibility of installing the System at the Property as referenced in paragraph 10 below.
3. Washington Elementary School District desires to participate in the Schools and Government Program and will permit APS to install, own, operate and maintain the System at the Property for the purpose of generating electricity that will be delivered to the APS grid. Washington Elementary School District agrees to reasonably cooperate with APS, the installer, and any subcontractor in order to facilitate timely installation of the System.
4. Washington Elementary School District will neither purchase the System nor any energy from the System.
5. Washington Elementary School District will grant APS an easement on the Property for the purpose of installing, owning, operating and maintaining its System as described herein. As consideration for such easement, Washington Elementary School District will be eligible for a fixed solar energy rate (the "Solar Rate"), which has been approved by the ACC and which will be applied based on the output of the System. Washington Elementary School District will comply with all of the terms and conditions of the Solar Rate.
6. APS shall pay Washington Elementary School District for any loss, cost, or damage incurred by Washington Elementary School District as a result of the installation, operation, or maintenance of the System.
7. Washington Elementary School District may require the relocation of the System to a new location within the Property; provided however, that: (1) Washington Elementary School District must pay APS its direct costs of removing and reinstalling the System; and (2) Washington Elementary School District must provide APS with a new easement in a form and location acceptable to APS, and at no cost to APS. Upon acceptance by Washington Elementary School District of a new easement and after the relocation of the System to the new easement area, APS will abandon its rights to use the original easement.
8. Washington Elementary School District may require the removal of the System from the Property; provided however, that Washington Elementary School District must pay APS's direct costs of removing, transporting, and installing (at another location) the System. After the removal of the System, APS will abandon its rights to use the easement.
9. Washington Elementary School District acknowledges that APS' Schedule 1 specifically applies to the operation and interconnection of the System with the APS system and agrees to abide by all of the terms and conditions of Schedule 1 including, but not limited to, its obligation to refrain from in any way impeding the System or the operation thereof.

10. Washington Elementary School District acknowledges that, following the execution of this MOU, APS will engage the services of a third-party engineer to study the feasibility of installing the System at the Property. Washington Elementary School District represents that it has appropriately communicated with those individuals who are in a position to approve, reject or otherwise influence its participation in the Schools and Government Program for the purposes set forth in this MOU and that, based on such communications, it intends to comply with the terms and conditions stated herein.
11. Washington Elementary School District further acknowledges the specific representations made in the attached Attestation, which is incorporated herein by reference.
12. In connection with this MOU and Washington Elementary School District's participation in the Schools and Government Program, the Parties may furnish to one another business, technical, and/or financial information which the Parties regard as valuable, confidential and proprietary (the "Information"). The Parties agree to maintain the confidentiality of such Information and to not disclose such Information except to employees, agents or representatives who have a need for such information in furtherance of this MOU and who agree to be bound by the confidentiality requirements contained herein, without the express written consent of the other Party. Each Party is responsible for identifying the Information that is considered confidential and proprietary and must provide written notification of such to Party receiving the information. The Information shall not include information that: is generally available to the public at the time of disclosure; later becomes generally available to the public by publication or otherwise through no fault of the Parties; the receiving Party can show was lawfully in its possession prior to disclosure by the disclosing Party and was not acquired from a third party in violation of any other confidentiality obligation; or is required to be produced by order of a court of competent jurisdiction.

The Parties acknowledge, however, that APS may need to disclose the Information in connection with its regulatory filing or to otherwise satisfy its regulatory requirements. In the event that APS intends to disclose any of the Information to the ACC, or any employee, staff member, consultant, or agent thereof, it shall give Washington Elementary School District prompt prior written notice of its intention so that Washington Elementary School District may seek a protective order or other appropriate remedy. In the event that a protective order or other remedy is not obtained, Washington Elementary School District waives APS' compliance with the terms hereof with respect to such Information. Nothing herein shall be deemed to permit Washington Elementary School District to disclose the Information to the ACC, or any other party, unless such disclosure is otherwise permitted herein.

13. This MOU shall become effective upon execution by both Parties.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by the respective authorized representatives as of the date first set forth above.

ARIZONA PUBLIC SERVICE COMPANY

Washington Elementary School District

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

ATTESTATION

Washington Elementary School District hereby attests, represents, and warrants the following, in connection with the Memorandum of Understanding into which this Attestation is incorporated. Any terms that are capitalized herein and defined in the MOU shall have the same meanings given to them in the MOU.

1. Washington Elementary School District has a per pupil available Class B bonding capacity of \$8,000 or less
2. At least sixty percent (60%) of the students who attend Washington Elementary School District in the current calendar year are participating in available free or reduced cost lunch programs.
3. Washington Elementary School District has received a written proposal for installation of the System ~~at the Property~~ from one or more third party installers not affiliated with APS.

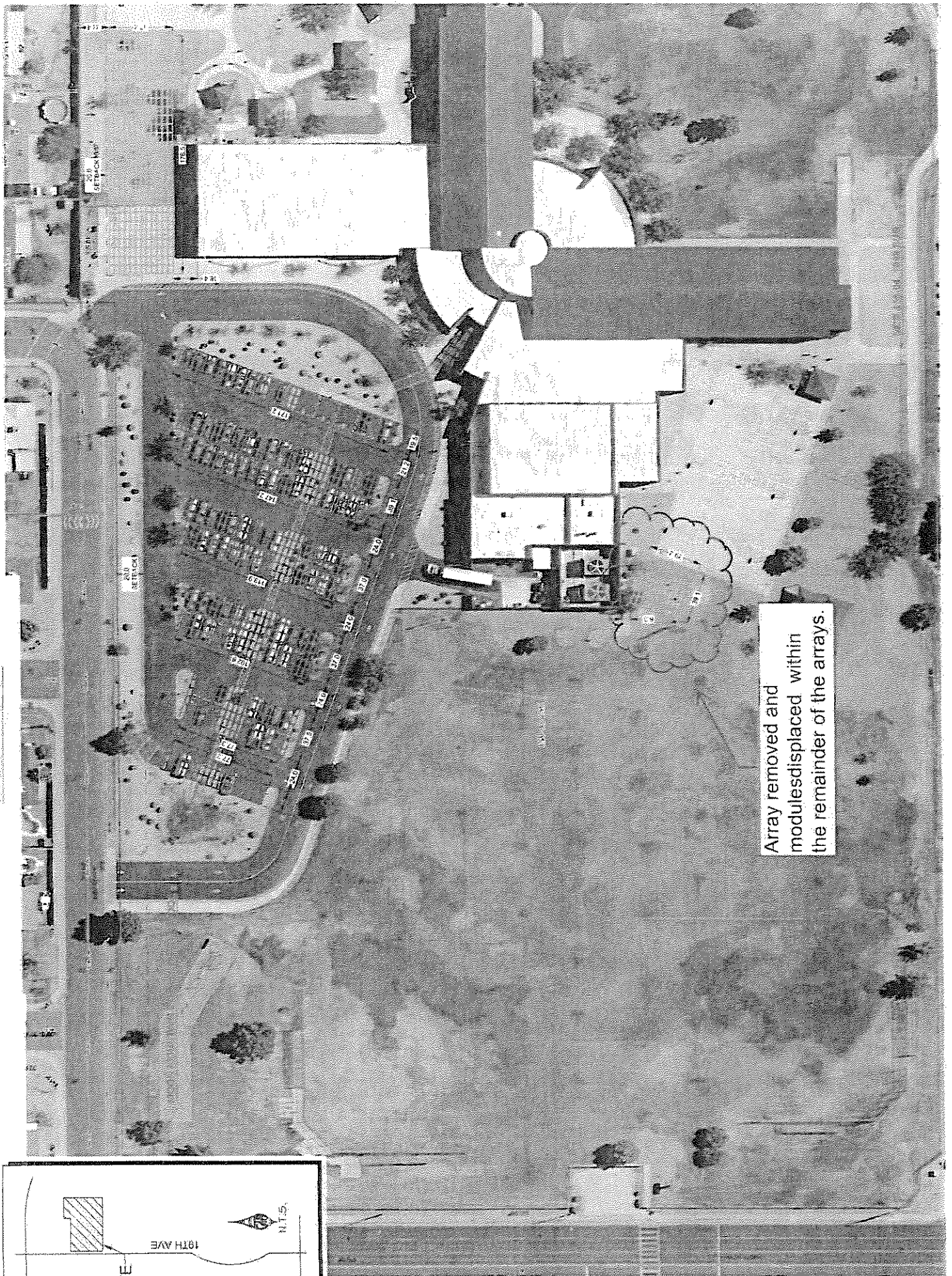
Washington Elementary School District represents that it will provide APS with the documentation that supports the above Attestation upon request.

This Attestation is made this ____ day of _____, 2013, by:

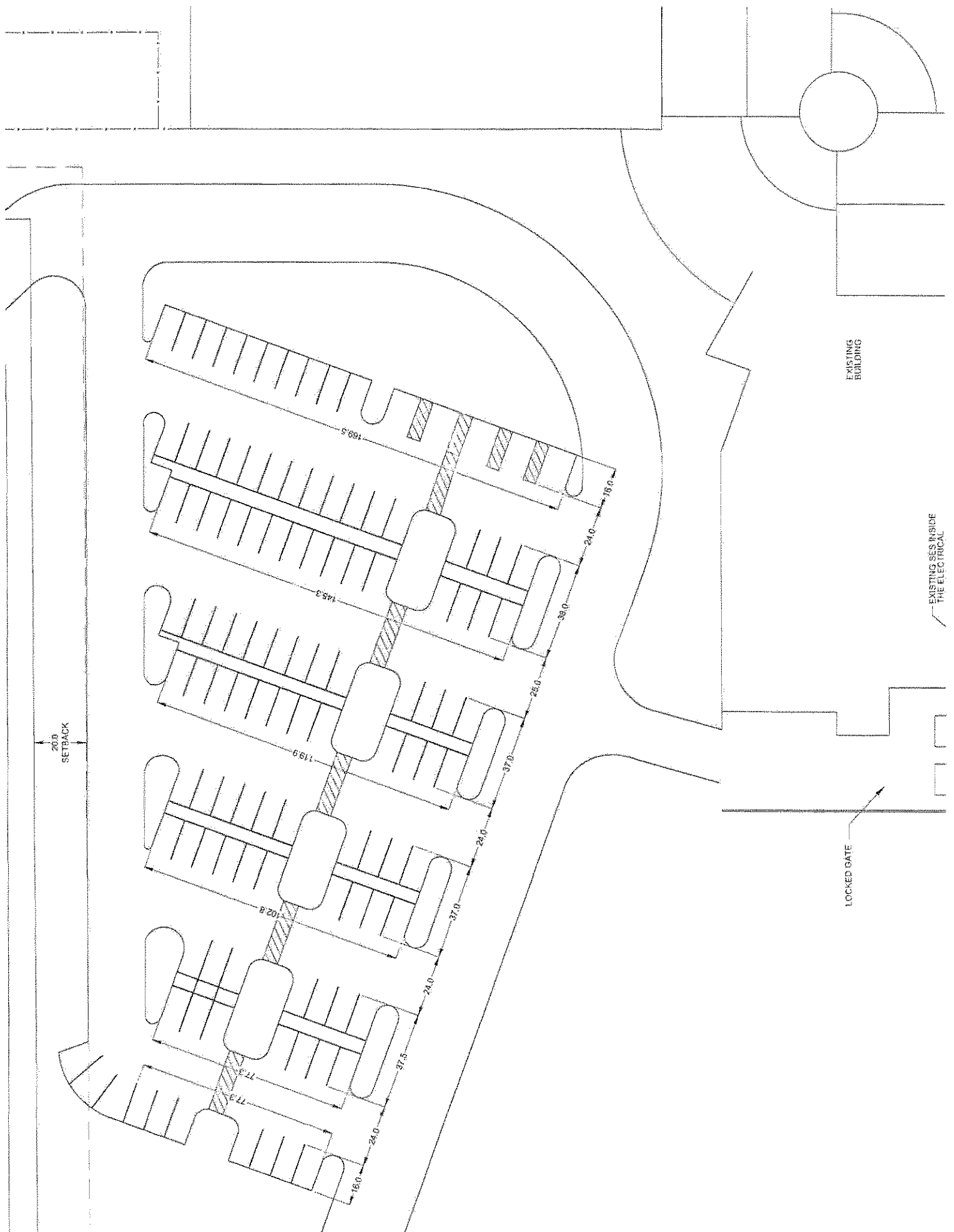
Name

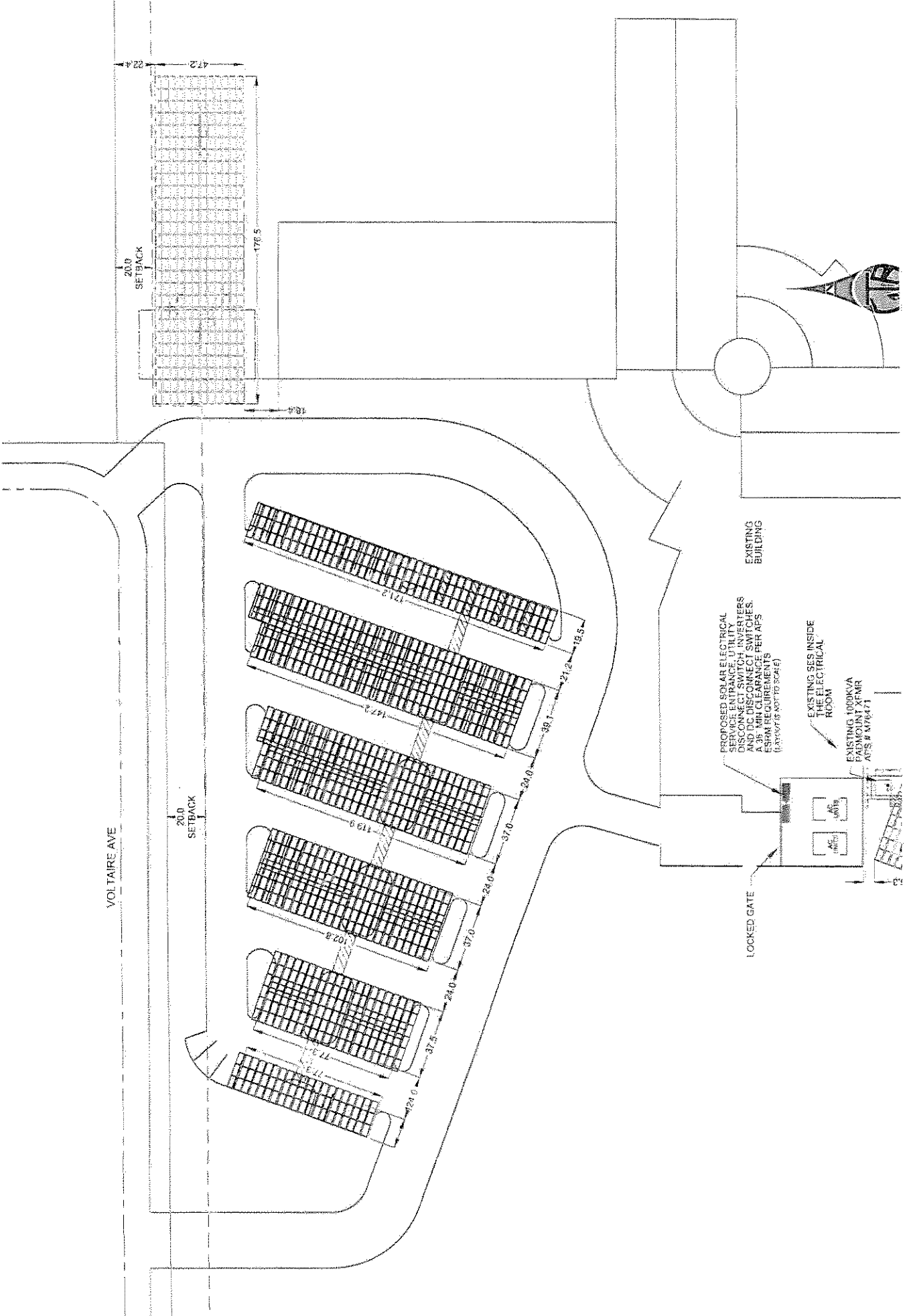
Title

Signature



Array removed and
modules displaced within
the remainder of the arrays.







MEMORANDUM OF UNDERSTANDING
Solar for Schools Program

This Memorandum of Understanding ("MOU") is entered into as of _____ 2013, by and between Arizona Public Service Company, an Arizona corporation ("APS"), and Washington Elementary School District, a _____. APS and Washington Elementary School District may be referred to herein individually as a "Party" and collectively as the "Parties."

This MOU is intended by the Parties to be a non-binding document that expresses the Parties' current intentions with respect to the subject matter hereof. Neither Party shall be legally bound or obligated to perform with respect to the subject matter of this MOU. To the extent that either Party incurs any costs in connection with this MOU or the subject matter hereof, such costs shall not be reimbursable by the other Party.

RECITALS

- A. APS is an electric utility company that is regulated by the Arizona Corporation Commission ("ACC"). In conjunction with such regulation, APS is required to file with the ACC each year an implementation plan that details APS' plans to comply with the Renewable Energy Standard, including program and procurement strategies related to renewable energy.
- B. By Decision No. 72022 (December 10, 2010), as amended by Decision No. 71274 (February 11, 2011), the ACC recently approved that portion of APS' proposed implementation plan that, among other things, encourages the installation of distributed solar electric generating systems (the "System(s)") located on school and government property (the "Schools and Government Program").
- C. Washington Elementary School District desires to have a System installed on its property and intends to comply with the terms and conditions set forth below with respect to such installation and APS' subsequent ownership and maintenance of the System.

Based on the foregoing, the following is a summary of certain terms and conditions that the Parties have agreed to in principle:

- 1. APS intends to install an approximately 325.68kW-dc System on property owned by Washington Elementary School District and located at 14218 N. 47th Ave, Phoenix, AZ 85306 (the "Property"). The terms and conditions of the installation will be contained in a separate agreement between APS and installer. APS will own, operate and maintain the System following installation. APS may subcontract the operations and maintenance services to a third party. At no time will the subcontracted third party have any ownership interest in the System by virtue of this MOU or otherwise, nor will it participate in the operation or maintenance of the System, unless the Parties

agree to such a change in ownership, operation or maintenance pursuant to one or more separate, mutually executed agreements.

2. APS will pay all costs associated with the installation, ownership, operation and maintenance of the System, including those costs associated with any third-party engineers engaged by APS to determine the feasibility of installing the System at the Property as referenced in paragraph 10 below.
3. Washington Elementary School District desires to participate in the Schools and Government Program and will permit APS to install, own, operate and maintain the System at the Property for the purpose of generating electricity that will be delivered to the APS grid. Washington Elementary School District agrees to reasonably cooperate with APS, the installer, and any subcontractor in order to facilitate timely installation of the System.
4. Washington Elementary School District will neither purchase the System nor any energy from the System.
5. Washington Elementary School District will grant APS an easement on the Property for the purpose of installing, owning, operating and maintaining its System as described herein. As consideration for such easement, Washington Elementary School District will be eligible for a fixed solar energy rate (the "Solar Rate"), which has been approved by the ACC and which will be applied based on the output of the System. Washington Elementary School District will comply with all of the terms and conditions of the Solar Rate.
6. APS shall pay Washington Elementary School District for any loss, cost, or damage incurred by Washington Elementary School District as a result of the installation, operation, or maintenance of the System.
7. Washington Elementary School District may require the relocation of the System to a new location within the Property; provided however, that: (1) Washington Elementary School District must pay APS its direct costs of removing and reinstalling the System; and (2) Washington Elementary School District must provide APS with a new easement in a form and location acceptable to APS, and at no cost to APS. Upon acceptance by Washington Elementary School District of a new easement and after the relocation of the System to the new easement area, APS will abandon its rights to use the original easement.
8. Washington Elementary School District may require the removal of the System from the Property; provided however, that Washington Elementary School District must pay APS's direct costs of removing, transporting, and installing (at another location) the System. After the removal of the System, APS will abandon its rights to use the easement.
9. Washington Elementary School District acknowledges that APS' Schedule 1 specifically applies to the operation and interconnection of the System with the APS system and agrees to abide by all of the terms and conditions of Schedule 1 including, but not limited to, its obligation to refrain from in any way impeding the System or the operation thereof.

10. Washington Elementary School District acknowledges that, following the execution of this MOU, APS will engage the services of a third-party engineer to study the feasibility of installing the System at the Property. Washington Elementary School District represents that it has appropriately communicated with those individuals who are in a position to approve, reject or otherwise influence its participation in the Schools and Government Program for the purposes set forth in this MOU and that, based on such communications, it intends to comply with the terms and conditions stated herein.
11. Washington Elementary School District further acknowledges the specific representations made in the attached Attestation, which is incorporated herein by reference.
12. In connection with this MOU and Washington Elementary School District's participation in the Schools and Government Program, the Parties may furnish to one another business, technical, and/or financial information which the Parties regard as valuable, confidential and proprietary (the "Information"). The Parties agree to maintain the confidentiality of such Information and to not disclose such Information except to employees, agents or representatives who have a need for such information in furtherance of this MOU and who agree to be bound by the confidentiality requirements contained herein, without the express written consent of the other Party. Each Party is responsible for identifying the Information that is considered confidential and proprietary and must provide written notification of such to Party receiving the information. The Information shall not include information that: is generally available to the public at the time of disclosure; later becomes generally available to the public by publication or otherwise through no fault of the Parties; the receiving Party can show was lawfully in its possession prior to disclosure by the disclosing Party and was not acquired from a third party in violation of any other confidentiality obligation; or is required to be produced by order of a court of competent jurisdiction.

The Parties acknowledge, however, that APS may need to disclose the Information in connection with its regulatory filing or to otherwise satisfy its regulatory requirements. In the event that APS intends to disclose any of the Information to the ACC, or any employee, staff member, consultant, or agent thereof, it shall give Washington Elementary School District prompt prior written notice of its intention so that Washington Elementary School District may seek a protective order or other appropriate remedy. In the event that a protective order or other remedy is not obtained, Washington Elementary School District waives APS' compliance with the terms hereof with respect to such Information. Nothing herein shall be deemed to permit Washington Elementary School District to disclose the Information to the ACC, or any other party, unless such disclosure is otherwise permitted herein.

13. This MOU shall become effective upon execution by both Parties.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by the respective authorized representatives as of the date first set forth above.

ARIZONA PUBLIC SERVICE COMPANY

Washington Elementary School District

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

ATTESTATION

Washington Elementary School District hereby attests, represents, and warrants the following, in connection with the Memorandum of Understanding into which this Attestation is incorporated. Any terms that are capitalized herein and defined in the MOU shall have the same meanings given to them in the MOU.

1. Washington Elementary School District has a per pupil available Class B bonding capacity of \$8,000 or less
2. At least sixty percent (60%) of the students who attend Washington Elementary School District in the current calendar year are participating in available free or reduced cost lunch programs.
3. Washington Elementary School District has received a written proposal for installation of the System ~~at the Property~~ from one or more third party installers not affiliated with APS.

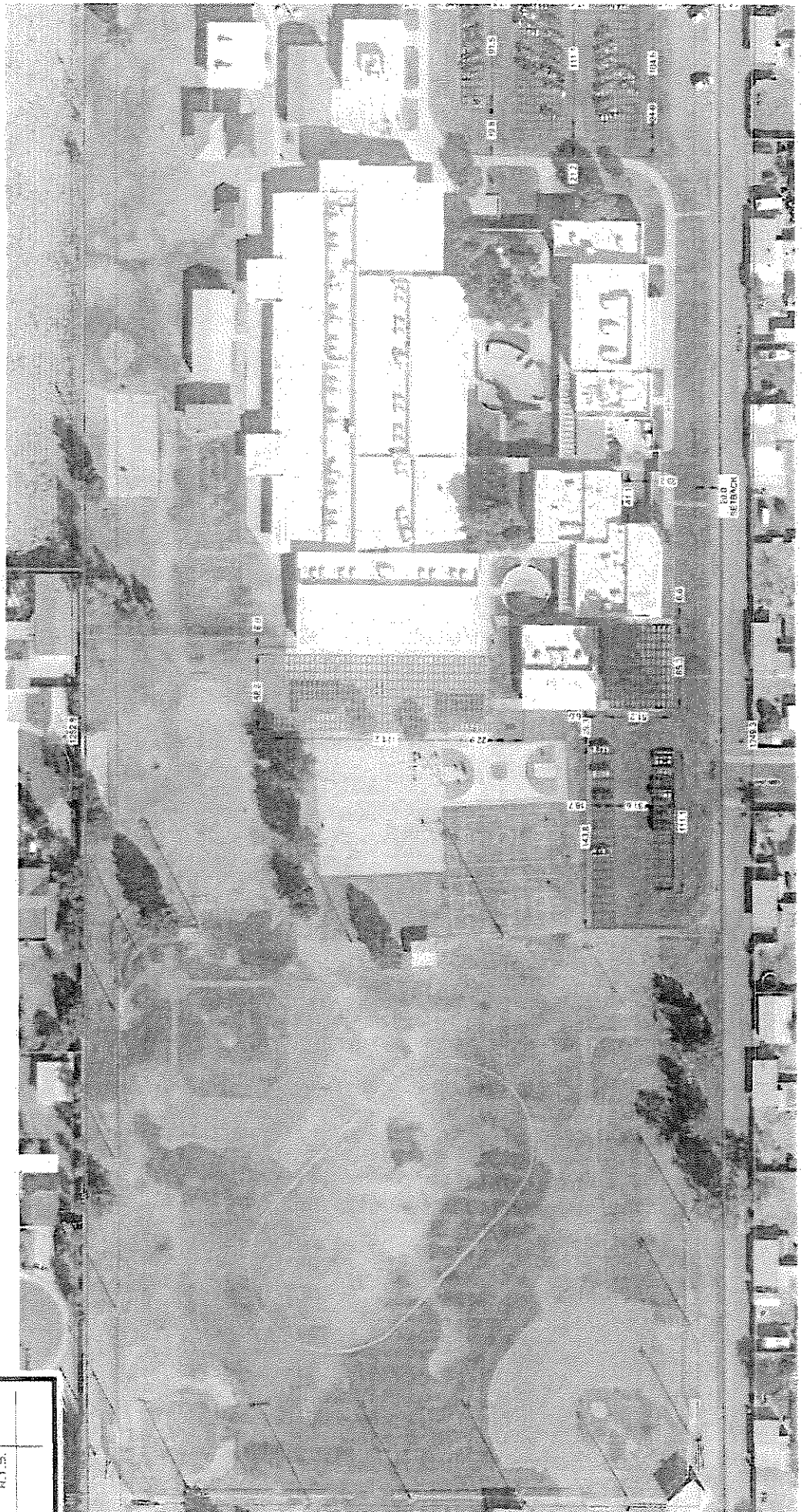
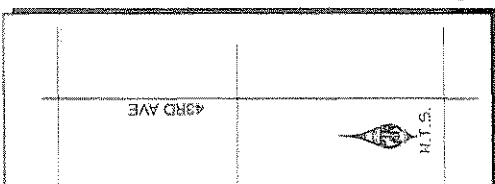
Washington Elementary School District represents that it will provide APS with the documentation that supports the above Attestation upon request.

This Attestation is made this ____ day of _____, 2013, by:

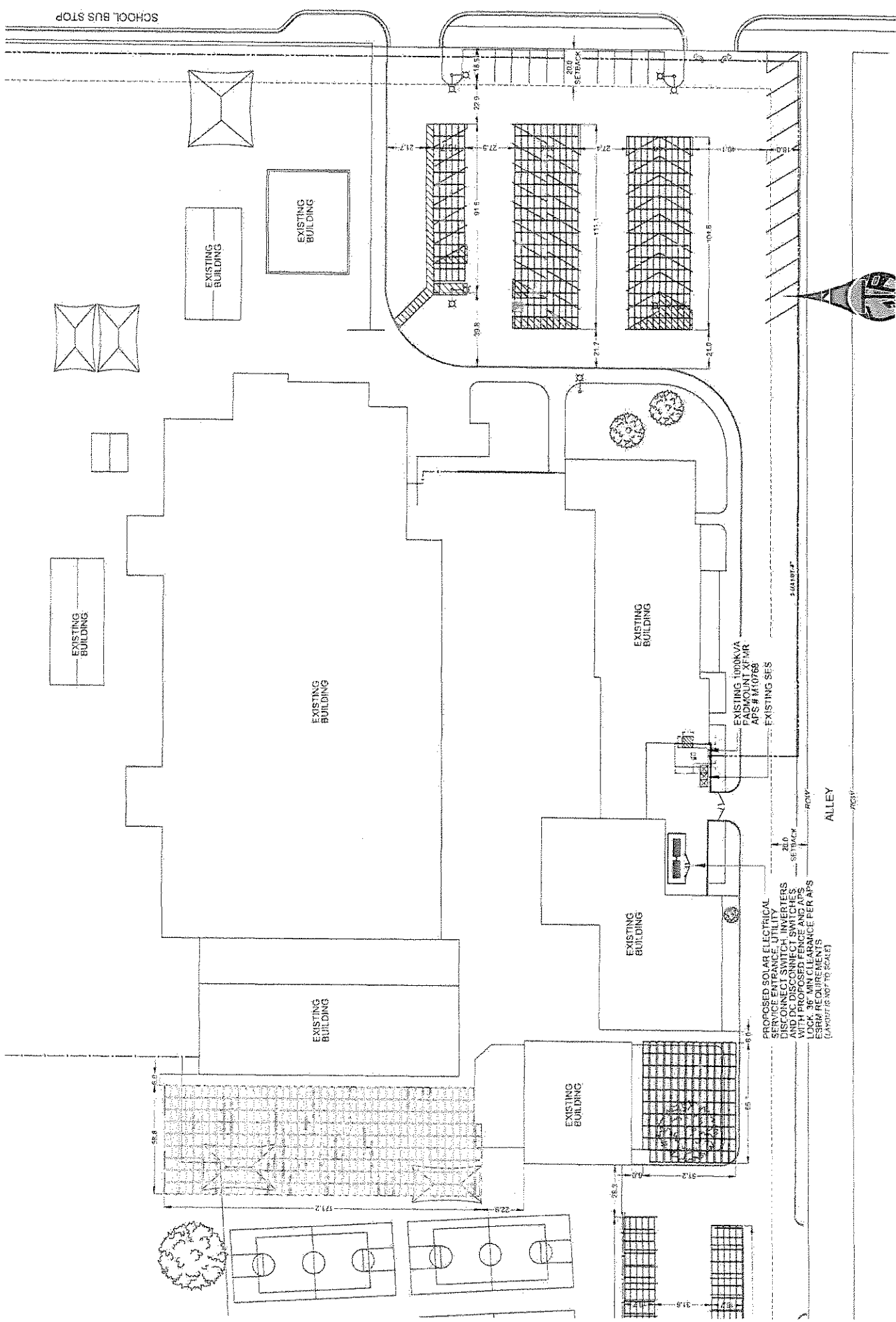
Name

Title

Signature









MEMORANDUM OF UNDERSTANDING
Solar for Schools Program

DF

This Memorandum of Understanding ("MOU") is entered into as of _____ 2013, by and between Arizona Public Service Company, an Arizona corporation ("APS"), and Washington Elementary School District, a _____ . APS and Washington Elementary School District may be referred to herein individually as a "Party" and collectively as the "Parties."

This MOU is intended by the Parties to be a non-binding document that expresses the Parties' current intentions with respect to the subject matter hereof. Neither Party shall be legally bound or obligated to perform with respect to the subject matter of this MOU. To the extent that either Party incurs any costs in connection with this MOU or the subject matter hereof, such costs shall not be reimbursable by the other Party.

RECITALS

- A. APS is an electric utility company that is regulated by the Arizona Corporation Commission ("ACC"). In conjunction with such regulation, APS is required to file with the ACC each year an implementation plan that details APS' plans to comply with the Renewable Energy Standard, including program and procurement strategies related to renewable energy.
- B. By Decision No. 72022 (December 10, 2010), as amended by Decision No. 71274 (February 11, 2011), the ACC recently approved that portion of APS' proposed implementation plan that, among other things, encourages the installation of distributed solar electric generating systems (the "System(s)") located on school and government property (the "Schools and Government Program").
- C. Washington Elementary School District desires to have a System installed on its property and intends to comply with the terms and conditions set forth below with respect to such installation and APS' subsequent ownership and maintenance of the System.

Based on the foregoing, the following is a summary of certain terms and conditions that the Parties have agreed to in principle:

- 1. APS intends to install an approximately 223.02 kW-dc System on property owned by Washington Elementary School District and located at 3333 West Baniff Ln., Phoenix, AZ 85053 (the "Property"). The terms and conditions of the installation will be contained in a separate agreement between APS and installer. APS will own, operate and maintain the System following installation. APS may subcontract the operations and maintenance services to a third party. At no time will the subcontracted third party have any ownership interest in the System by virtue of this MOU or otherwise, nor will it participate in the operation or maintenance of the System, unless the Parties

agree to such a change in ownership, operation or maintenance pursuant to one or more separate, mutually executed agreements.

2. APS will pay all costs associated with the installation, ownership, operation and maintenance of the System, including those costs associated with any third-party engineers engaged by APS to determine the feasibility of installing the System at the Property as referenced in paragraph 10 below.
3. Washington Elementary School District desires to participate in the Schools and Government Program and will permit APS to install, own, operate and maintain the System at the Property for the purpose of generating electricity that will be delivered to the APS grid. Washington Elementary School District agrees to reasonably cooperate with APS, the installer, and any subcontractor in order to facilitate timely installation of the System.
4. Washington Elementary School District will neither purchase the System nor any energy from the System.
5. Washington Elementary School District will grant APS an easement on the Property for the purpose of installing, owning, operating and maintaining its System as described herein. As consideration for such easement, Washington Elementary School District will be eligible for a fixed solar energy rate (the "Solar Rate"), which has been approved by the ACC and which will be applied based on the output of the System. Washington Elementary School District will comply with all of the terms and conditions of the Solar Rate.
6. APS shall pay Washington Elementary School District for any loss, cost, or damage incurred by Washington Elementary School District as a result of the installation, operation, or maintenance of the System.
7. Washington Elementary School District may require the relocation of the System to a new location within the Property; provided however, that: (1) Washington Elementary School District must pay APS its direct costs of removing and reinstalling the System; and (2) Washington Elementary School District must provide APS with a new easement in a form and location acceptable to APS, and at no cost to APS. Upon acceptance by Washington Elementary School District of a new easement and after the relocation of the System to the new easement area, APS will abandon its rights to use the original easement.
8. Washington Elementary School District may require the removal of the System from the Property; provided however, that Washington Elementary School District must pay APS's direct costs of removing, transporting, and installing (at another location) the System. After the removal of the System, APS will abandon its rights to use the easement.
9. Washington Elementary School District acknowledges that APS' Schedule 1 specifically applies to the operation and interconnection of the System with the APS system and agrees to abide by all of the terms and conditions of Schedule 1 including, but not limited to, its obligation to refrain from in any way impeding the System or the operation thereof.

10. Washington Elementary School District acknowledges that, following the execution of this MOU, APS will engage the services of a third-party engineer to study the feasibility of installing the System at the Property. Washington Elementary School District represents that it has appropriately communicated with those individuals who are in a position to approve, reject or otherwise influence its participation in the Schools and Government Program for the purposes set forth in this MOU and that, based on such communications, it intends to comply with the terms and conditions stated herein.
11. Washington Elementary School District further acknowledges the specific representations made in the attached Attestation, which is incorporated herein by reference.
12. In connection with this MOU and Washington Elementary School District's participation in the Schools and Government Program, the Parties may furnish to one another business, technical, and/or financial information which the Parties regard as valuable, confidential and proprietary (the "Information"). The Parties agree to maintain the confidentiality of such Information and to not disclose such Information except to employees, agents or representatives who have a need for such information in furtherance of this MOU and who agree to be bound by the confidentiality requirements contained herein, without the express written consent of the other Party. Each Party is responsible for identifying the Information that is considered confidential and proprietary and must provide written notification of such to Party receiving the information. The Information shall not include information that: is generally available to the public at the time of disclosure; later becomes generally available to the public by publication or otherwise through no fault of the Parties; the receiving Party can show was lawfully in its possession prior to disclosure by the disclosing Party and was not acquired from a third party in violation of any other confidentiality obligation; or is required to be produced by order of a court of competent jurisdiction.

The Parties acknowledge, however, that APS may need to disclose the Information in connection with its regulatory filing or to otherwise satisfy its regulatory requirements. In the event that APS intends to disclose any of the Information to the ACC, or any employee, staff member, consultant, or agent thereof, it shall give Washington Elementary School District prompt prior written notice of its intention so that Washington Elementary School District may seek a protective order or other appropriate remedy. In the event that a protective order or other remedy is not obtained, Washington Elementary School District waives APS' compliance with the terms hereof with respect to such Information. Nothing herein shall be deemed to permit Washington Elementary School District to disclose the Information to the ACC, or any other party, unless such disclosure is otherwise permitted herein.

13. This MOU shall become effective upon execution by both Parties.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by the respective authorized representatives as of the date first set forth above.

ARIZONA PUBLIC SERVICE COMPANY

Washington Elementary School District

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

ATTESTATION

Washington Elementary School District hereby attests, represents, and warrants the following, in connection with the Memorandum of Understanding into which this Attestation is incorporated. Any terms that are capitalized herein and defined in the MOU shall have the same meanings given to them in the MOU.

1. Washington Elementary School District has a per pupil available Class B bonding capacity of \$8,000 or less
2. At least sixty percent (60%) of the students who attend Washington Elementary School District in the current calendar year are participating in available free or reduced cost lunch programs.
3. Washington Elementary School District has received a written proposal for installation of the System ~~at the Property~~ from one or more third party installers not affiliated with APS.

Washington Elementary School District represents that it will provide APS with the documentation that supports the above Attestation upon request.

This Attestation is made this ____ day of _____, 2013, by:

Name

Title

Signature

EXISTING 750KVA
PADMOUNT XFMR
APS # M75697

EXISTING 167KVA
PADMOUNT XFMR
APS # 143708

When recorded, return to:

Arizona Public Service Company
P.O. Box 53999, Mail Station 3016
Phoenix, Arizona 85072-3999

Attention: _____

UTILITY AND ACCESS EASEMENT FOR APS-OWNED INTERCONNECTED SOLAR INSTALLATION

_____ (hereinafter called "Grantor"), is the owner of the real property located in _____ County, Arizona, described in Exhibit "A" attached hereto and made a part hereof (hereinafter called "Grantor's Property").

Grantor has elected to receive electric service under Rate Schedule SGSP – School Government Solar Program -- Rider Rate (the "SGSP Rate") (approved by the Arizona Corporation Commission, decision numbers 72022, 72174 and 72737 for a period of 20 years.

In part, Grantor is granting this easement pursuant to the requirements of the SGSP Rate. However, the terms and conditions of this easement shall apply whether or not Grantor elects to continue to receive electric service under the SGSP Rate.

Grantor, for and in consideration of One Dollar (\$1.00) and other valuable consideration, receipt of which is hereby acknowledged, does hereby grant and convey to **ARIZONA PUBLIC SERVICE COMPANY**, an Arizona corporation (hereinafter called "Grantee"), and to its successors and assigns, a non-exclusive right, privilege, and easement to install and operate Grantee-owned solar panels, and all necessary appurtenances thereto (collectively, the "Solar Installation"), together with aerial easement rights as hereinafter described, upon Grantor's Property, and to interconnect the Solar Installation with Grantee's electric distribution system. Hereinafter, that portion of Grantor's Property upon which the Solar Installation is to be located is referred to as the "Easement Premises," and is more particularly described in Exhibit "B" attached hereto and made a part hereof.

Grantee is hereby granted the right to: construct, install, operate, maintain, replace, repair, upgrade, modify and remove the Solar Installation, for the generation of electricity that will be transmitted through, across, and beyond Grantor's Property; to install, operate and maintain telecommunication wires, cables, conduits, fixtures and facilities incidental to the operation of the Solar Installation or for Grantee's own use (said Solar Installation and telecommunication lines, facilities and fixtures collectively herein called "Grantee Facilities"); and to utilize the Easement Premises for all other purposes connected therewith.

IT IS INTENDED THAT THE GRANTEE FACILITIES ARE, AND SHALL AT ALL TIMES BE, THE EXCLUSIVE PERSONAL PROPERTY OF GRANTEE; SHALL NOT BE CHARACTERIZED AS A FIXTURE, NOTWITHSTANDING THE MANNER IN WHICH THEY ARE ANNEXED TO GRANTOR'S PROPERTY; AND MAY BE REMOVED, REPLACED OR REINSTALLED BY GRANTEE IN ITS SOLE AND ABSOLUTE DISCRETION. NOTICE IS

HEREBY GIVEN THAT THE GRANTEE FACILITIES ARE "UTILITY PROPERTY," THE TAMPERING OR INTERFERENCE WITH WHICH IS BOTH A CIVIL AND CRIMINAL OFFENSE UNDER ARIZONA LAW.

Grantee shall at all times have the right of full, unobstructed and free ingress and egress to and from the Easement Premises for the purposes herein specified.

Grantor shall maintain a clear area (the "Aerial Easement Area") that affords the Solar Installation unobstructed exposure to sunlight. The dimensions of the Aerial Easement Area are more particularly described in Exhibit "B" hereto.

Grantor shall not locate, erect or construct, or permit to be located, erected or constructed, any building or other structure, or plant or permit to be planted any trees in the Easement Premises or within or adjacent to the Aerial Easement Area without the prior written consent of Grantee. However, Grantor reserves the right to use the Aerial Easement Area and the Easement Premises for purposes that are not inconsistent with Grantee's easement rights herein conveyed, and which do not interfere with or endanger Grantee Facilities or interfere in any way with clear, unobstructed exposure of the Solar Installation to sunlight.

Grantor shall exercise reasonable care to prevent loss or damage to the Solar Installation and Grantee Facilities caused by Grantor or third parties ("Reasonable Care"). Grantor shall implement precautions to protect the Solar Installation and Grantee Facilities from vandalism or theft that are at least consistent with the security precautions Grantor takes to protect its own property ("Precautions"). Grantor shall be responsible to Grantee for loss or damage to the Solar Installation or Grantee Facilities, to the extent such loss or damage arises from Grantor's failure to exercise Reasonable Care or implement Precautions.

Grantee is hereby granted the right, but not the obligation, to trim, prune, cut, and clear away trees, brush, shrubs, or other vegetation in or adjacent to the Aerial Easement Area that may interfere with the operation of the Solar Installation whenever in Grantee's judgment the same shall be necessary for the convenient and safe exercise of the rights herein granted.

Grantee agrees that following any installation, maintenance, repair, removal or other work on the Grantee Facilities by Grantee within the Easement Premises, the affected area will be restored by Grantee to as close to original condition (ordinary wear and tear excepted) as is reasonably possible, at the expense of Grantee; and that Grantee shall pay Grantor for any loss, cost, or damage incurred by Grantor as a result of the installation, operation, or maintenance of the Solar Installation and Grantee Facilities.

Grantor reserves the right to require the relocation of the Solar Installation and Grantee Facilities to a new location within Grantor's Property; provided however, that: (1) Grantor pays Grantee's direct costs of removing and reinstalling the Solar Installation and Grantee Facilities; and (2) Grantor provides Grantee with a new easement in a form and location acceptable to Grantee, and at no cost to Grantee. Upon the acceptance by Grantee of a new easement and after the relocation of the Solar Installation and Grantee Facilities to the new easement area, Grantee shall abandon its rights to use the Easement Premises granted in this easement.

Grantor also reserves the right to require the removal of the Solar Installation and Grantee Facilities from Grantor's Property; provided however, that Grantor pays Grantee's direct costs of removing,

Grantor's obligations to pay any of the costs set forth in the preceding two paragraphs shall terminate 20 years after the execution date set forth below, if Grantor's Property is no longer receiving electric service under Rate Rider Schedule SGSP or successor rate schedule. Notwithstanding the foregoing, however, in the event the Solar Charge per kWh in Rate Rider Schedule SGSP or successor rate schedule increases, the Grantor may terminate this Easement upon 180 days written notice to Grantee. In the event of such a termination, Grantor shall have no liability to Grantee for any of the removal costs set forth in the preceding two paragraphs.

The covenants and agreements herein set forth shall extend and inure in favor and to the benefit of, and shall be binding on the heirs, administrators, executors, successors in ownership and estate, assigns and lessees of Grantor and Grantee.

(Signature) _____ (Signature) _____

This instrument was acknowledged before me this ____ day of _____,

20__ by _____.

Notary Seal _____
Notary Public

EXHIBIT “A”

(LEGAL DESCRIPTION OF GRANTOR’S PROPERTY)

EXHIBIT “B”

**(LEGAL DESCRIPTION OF EASEMENT PREMISES
AND AERIAL EASEMENT AREA)**

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board
FROM: Dr. Susan J. Cook, Superintendent
DATE: May 23, 2013
AGENDA ITEM: 2013 WESD Override Task Force Update
INITIATED BY: Dr. Susan J. Cook, Superintendent
SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Sue Snyder, Director of Organizational Management
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA; ARS § 15-481

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

The 2013 Washington Elementary School District Override Task Force was organized in March 2013 and charged with the following responsibilities:

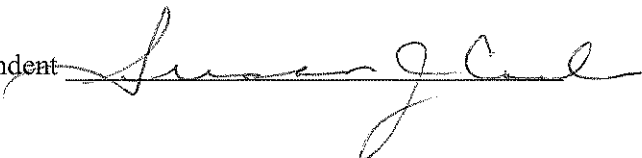
- to consider the feasibility of having the District hold one or more override elections in November 2013;
- to apply the District's decision-making process, in conjunction with an interest-based process, to develop one or more comprehensive override election recommendations;
- to forward the resulting recommendation(s) to the Superintendent and Governing Board for their consideration.

Task force members, a diverse group of 30 District stakeholders, included parents, community members, former employees, teachers, and site and District administrators. The team's initial focus was on a possible capital override election this November, following WESD's failed capital override in November 2012. After conducting substantial research and exploring a variety of options, members reached a consensus decision to recommend calling for a \$55 million capital override election to take place on November 5, 2013. If approved by voters, funding would enable the District to replace outdated, inefficient, ineffective technology at the school and classroom levels, as well as provide essential infrastructure to support the new technology. Six-device mobile computing centers would be installed in every kindergarten through second grade classroom, and each student in grades three through eight would be provided a mobile computing device to use during his or her WESD education. The distribution and implementation of devices would be strategically phased in to ensure that teachers are provided optimal professional development opportunities

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item IV.A.

prior to integrating the new technology into their instruction. Funding would also enable every District classroom to be equipped with a voice augmentation system, an interactive whiteboard, a document camera, a still/motion camera and classroom management software. Additionally, during the seven-year duration of the override, the following technology equipment/systems would be replaced in every school: parent notification system, intercom/bells and wireless clocks, presentation/sound system, telephony, and video distribution system. The capital override plan components were determined only after conducting a thorough needs assessment and comprehensively researching best practices. The resulting plan aligns with the District's vision and values, and it supports WESD's mission of "student achievement, preparing all students to become responsible, successful contributors to our diverse society."

Task force members also focused on a possible maintenance and operations (M&O) override election in November 2013. The District is in the third year of its current M&O override, the funding from which enables WESD to continue standards-aligned art, music and physical education programs at every school, provide services to students who require smaller class sizes to succeed academically and work toward competitive salaries to attract and retain qualified, effective instructional staff. M&O override funding will continue at the full rate (10 percent of the District's revenue control limit) through the fifth year of the override. If it is not renewed by voters, funding will be reduced by one-third in the sixth year, by an additional one-third in the seventh year, and it will be completely eliminated by the end of that year. WESD is in the fourth year of its current K-3 override, the funding from which enables the District to continue to offer free, full-day kindergarten. It will be fully funded (at 5 percent of the District's revenue control limit) through the fifth year of the override and phased out in years six and seven, if not renewed by voters.

As a result of statutory changes, a school district may now consolidate its 5 percent K-3 override and its 10 percent M&O override into a single 15 percent M&O override. If a district's governing board prefers, however, the district may pursue renewal of its 10 percent M&O override and pursue a separate renewal of its 5 percent K-3 override by calling for a 5 percent special program override. The Override Task Force considered the advantages and disadvantages of these available options and sought to determine the advisability of holding an M&O override election concurrently with a capital override election. Ultimately, following significant research and discussion, members reached a consensus decision to recommend that a 15 percent M&O override election be called to take place in November 2013, at the same time as the proposed capital override election.

The process that was followed by the Override Task Force and the rationale that supports their consensus decisions will be presented in detail in a PowerPoint format. Additionally, the following documents are offered to provide further clarification:

- WESD State Capital Funding (7-Year Trend) – ***Attachment A***
- Capital Override Option #1 Plan – ***Attachment B***
- Capital Override Option #2 Plan – ***Attachment C***
- Capital Override Option #4 Plan – ***Attachment D***
- WESD Technology Needs that Could be Met with Funding Generated by a Successful \$55 Million Capital Override Election – ***Attachment E***
- What Will Happen... – ***Attachment F***
- March 11, 2013 WESD Override Task Force Meeting Notes – ***Attachment G***
- March 25, 2013 WESD Override Task Force Meeting Notes – ***Attachment H***
- April 8, 2013 WESD Override Task Force Meeting Notes – ***Attachment I***
- April 22, 2013 WESD Override Task Force Meeting Notes – ***Attachment J***

Washington Elementary School District
STATE CAPITAL FUNDING (7-year trend) - Updated 4/4/2013

Funding Source: <u>Building Renewal</u>				
Fiscal Year	Formula Allocation = funds WESD was supposed to have received from the State	Revenue Received = actual funds WESD received from the State	Unfunded Amount = difference between what WESD was supposed to have received and what WESD actually received from the State	
2007-08	\$6,034,492	\$1,368,618	(\$4,665,874)	
2008-09	\$6,034,492	\$0	(\$6,034,492)	
2009-10	\$6,034,492	\$0	(\$6,034,492)	
2010-11	\$6,034,492	\$0	(\$6,034,492)	
2011-12	\$6,034,492	\$0	(\$6,034,492)	
2012-13	\$6,034,492	\$0	(\$6,034,492)	
*2013-14		\$0	\$0	
Total Unfunded (\$34,838,334)				
BUILDING RENEWAL funding was intended to maintain and renovate buildings and to upgrade internal systems. The formula allocations indicated for 2008-09 through 2011-2012 are estimates based on the actual 2007-08 allocation; because the AZ Legislature has not funded the Building Renewal program at all since 2007-08, no actual annual allocation calculations have been provided to WESD for 2008-09 through 2012-13.				
*anticipated				

Funding Source: <u>Soft Capital</u>				
Fiscal Year	Formula Allocation = funds WESD was supposed to have received from the State	Revenue Received = actual funds WESD received from the State	Unfunded Amount = difference between what WESD was supposed to have received and what WESD actually received from the State	
2007-08	\$5,203,234	\$5,203,234	\$0	
2008-09	\$5,085,373	\$4,563,443	(\$532,930)	
2009-10	\$4,940,977	\$1,343,858	(\$3,597,119)	
2010-11	\$4,862,362	\$800,000	(\$4,062,362)	
2011-12	\$4,685,211	\$0	(\$4,685,211)	
2012-13	\$4,708,553	\$837,076	(\$3,871,477)	
*2013-14	\$4,805,775	\$934,297	(\$3,871,478)	
Total Unfunded (\$20,620,577)				
SOFT CAPITAL funding is used primarily to purchase classroom furniture and equipment, as well as textbooks and instructional aids				

Funding Source: <u>Unrestricted Capital</u>				
Fiscal Year	Formula Allocation = funds WESD was supposed to have received from the State	Revenue Received = actual funds WESD received from the State	Unfunded Amount = difference between what WESD was supposed to have received and what WESD actually received from the State	
2007-08	\$5,220,809	\$5,220,809	\$0	
2008-09	\$5,103,554	\$5,103,554	\$0	
2009-10	\$4,957,666	\$4,957,666	\$0	
2010-11	\$4,872,362	\$4,872,362	\$0	
2011-12	\$4,701,036	\$2,530,077	(\$2,170,959)	
2012-13	\$4,724,458	\$2,736,402	(\$1,988,056)	
*2013-14	\$4,822,007	\$2,702,902	(\$2,119,105)	
Total Unfunded (\$6,278,120)				
UNRESTRICTED CAPITAL funding is a flexible funding source. Each year, WESD has used a portion to maintain salaries in the Maintenance and Operations (M&O) fund while budgets have been decreasing. The remainder has been used to offset the funding losses in the other capital funds.				

RECAP: UNFUNDED CAPITAL - WESD - FY08-FY14

Funding Source	Unfunded Amount
Building Renewal	(\$34,838,334)
Soft Capital	(\$20,620,577)
Unrestricted Capital	(\$6,278,120)
TOTAL	(\$61,737,031)

As the information above shows, over the past seven years, the Washington Elementary School District has NOT received nearly \$62 million of allocated capital funding from the State of Arizona...money that could be used on buildings, buses, textbooks and most of all, **technology**.

Capital Override Option #1 (\$55,000,000.00 Total/Non-Phased)

Year 1 Wireless LAN Document Cameras Classroom Voice Augmentation Projectors/SMART Boards Classroom Management Software Distance Learning Mobile Labs Still/Motion Camera Per Classroom Year 1 Total Yearly Allotment Network Contingency	\$1,920,000.00 \$225,000.00 \$1,568,000.00 \$2,700,000.00 \$300,000.00 \$18,000.00 \$240,625.00 \$6,971,625.00 \$7,850,000.00 \$878,375.00	Year 2 \$700 Per Device Computers 3-8 Computers K-2 PowerSync Tray for Classroom Devices School Staff Computers Teacher Devices Year 2 Total Yearly Allotment Network Contingency	\$3,000,000.00 \$1,134,000.00 \$270,000.00 \$1,603,000.00 \$1,050,000.00 \$7,057,000.00 \$7,850,000.00 \$793,000.00	Year 3 \$700 Per Device Computers 3-8 (Remaining) Year 3 Total Yearly Allotment Network Contingency	\$7,500,000.00 \$7,500,000.00 \$7,850,000.00 \$350,000.00	Year 4 \$700 Per Device Telephony Switching/Routing/Firewall Servers/Storage/Backup/OS UPS/Power Backup Year 4 Total Yearly Allotment Network Contingency	\$700,000.00 \$4,725,000.00 \$1,500,000.00 \$280,000.00 \$7,205,000.00 \$7,850,000.00 \$645,000.00
Year 5 \$700 Per Device IP Video Distribution Intercom/Bells and Wireless Clocks Presentation/Sound Systems Printers Year 5 Total Yearly Allotment Network Contingency	\$1,280,000.00 \$3,720,000.00 \$1,184,000.00 \$730,000.00 \$6,914,000.00 \$7,850,000.00 \$936,000.00	Year 6 \$700 Per Device IP Video Distribution Parent Notification System Computers K-2 PowerSync Tray for Classroom Devices School Staff Computers Teacher Devices Year 6 Total Yearly Allotment Network Contingency	\$4,000,000.00 \$150,000.00 \$1,134,000.00 \$270,000.00 \$1,603,000.00 \$1,050,000.00 \$8,207,000.00 \$7,850,000.00 -\$357,000.00	Year 7 \$700 Per Device Computers 3-8 Year 7 Total Yearly Allotment Network Contingency	\$10,500,000.00 \$10,500,000.00 \$7,850,000.00 -\$2,650,000.00	Network Contingency Total Year 4 Total Yearly Allotment Network Contingency	\$595,375.00 \$7,205,000.00 \$7,850,000.00 \$645,000.00

Capital Override Option #2: \$55,000,000.00 Total/7-Year Phased Plan

Year 1 Wireless LAN Document Cameras Classroom Voice Augmentation Projectors/SMART Boards Classroom Management Software Distance Learning Mobile Labs Still/Motion Camera Per Classroom Teacher Devices (1 School) Year 1 Total Yearly Allotment Network Contingency	\$1,920,000.00 \$225,000.00 \$1,568,000.00 \$2,700,000.00 \$300,000.00 \$18,000.00 \$240,625.00 \$35,000.00 \$7,006,625.00 \$7,850,000.00 \$843,375.00	Year 2 \$700 Per Device 1 School Computers 3-8 (1 School: 850 Students) Computers K-2 (1 School: 6 Devices/Classrm) PowerSync Tray for Classroom Devices School Staff Computers (All Schools) Parent Notification System Switching/Routing/Firewall Teacher Devices (Teachers 1/9) Teacher Devices (Teachers 3/9) K-2 Year 2 Total Yearly Allotment Network Contingency	\$595,000.00 \$42,000.00 \$10,000.00 \$1,603,000.00 \$150,000.00 \$4,725,000.00 \$115,900.00 \$350,700.00 \$7,592,600.00 \$7,850,000.00 \$257,400.00	Year 3 \$700 Per Device Computers K-2 (Remaining Schools) Computers 3-8, 1 Grade Level Teacher Devices (Teachers 2/9) Printers Intercom/Bells and Wireless Clocks PowerSync Tray for Classroom Devices Year 3 Total Yearly Allotment Network Contingency	\$1,092,000.00 — \$1,750,000.00 \$233,800.00 \$730,000.00 \$3,720,000.00 \$260,000.00 \$7,785,800.00 \$7,850,000.00 \$64,200.00	Year 4 \$700 Per Device Computers 3-8, 2 Grade Levels Teacher Devices (Remaining Teachers) Presentation/Sound Systems Servers/Storage/Backup/OS UPS/Power Backup Year 4 Total Yearly Allotment Network Contingency	\$3,500,000.00 \$313,600.00 \$1,184,000.00 \$1,500,000.00 \$280,000.00 \$6,777,600.00 \$7,850,000.00 \$1,072,400.00	Year 5 \$700 Per Device Computers 3-8, Remaining Telephony IP Video Distribution Year 5 Total Yearly Allotment Network Contingency	\$4,655,000.00 \$700,000.00 \$1,280,000.00 \$6,635,000.00 \$7,850,000.00 \$1,215,000.00	Year 6 \$700 Per Device IP Video Distribution Computers K-2 PowerSync Tray for Classroom Devices School Staff Computers (All Schools) Teacher Devices Year 6 Total Yearly Allotment Network Contingency	\$4,000,000.00 \$1,134,000.00 \$270,000.00 \$1,603,000.00 \$1,050,000.00 \$8,057,000.00 \$7,850,000.00 \$207,000.00	Year 7 \$700 Per Device Computers 3-8 Year 7 Total Yearly Allotment Network Contingency	\$10,500,000.00 \$10,500,000.00 \$7,850,000.00 -\$2,650,000.00	Network Contingency Total \$595,375.00
---	---	--	---	---	---	--	---	--	---	---	---	---	--	---

Capital Override Option #4: \$40,000,000.00 Total/7-Year Phased Plan

Year 1		Year 2		Year 3		Year 4	
Wireless LAN	\$1,920,000.00	Computers 3-8 (1 School: 850 Students)	\$595,000.00	Computers K-2 (Remaining Schools)	\$1,092,000.00	Computers 3-8, 1 Grade Level	\$1,750,000.00
Document Cameras	\$225,000.00	Computers K-2 (1 School: 6 Devices/Classrm)	\$42,000.00	Classroom Management Software	\$100,000.00	Classroom Management Software	\$33,334.00
Classroom Voice Augmentation	\$522,667.00	Classroom Management Software	\$15,000.00	Computers 3-8, 1 Grade Level	\$1,750,000.00	Teacher Devices (Remaining Teachers)	\$313,600.00
Projectors/SMART Boards	\$2,700,000.00	PowerSync Tray for Classroom Devices	\$10,000.00	Teacher Devices (Teachers 2/9)	\$233,800.00	Presentation/Sound Systems	\$1,184,000.00
Distance Learning Mobile Labs	\$18,000.00	School Staff Computers (All Schools)	\$1,603,000.00	Switching/Routing/Firewall	\$2,000,000.00	Servers/Storage/Backup/OS	\$1,500,000.00
		Parent Notification System	\$150,000.00	Switching/Routing/Firewall	\$2,000,000.00	UPS/Power Backup	\$280,000.00
		Classroom Voice Augmentation	\$1,250,000.00	PowerSync Tray for Classroom Devices	\$260,000.00	Switching/Routing/Firewall	\$500,000.00
Teacher Devices (1 School)	\$35,000.00	Still/Motion Camera Per Classroom	\$240,625.00				
		Teacher Devices (Teachers 1/9)	\$116,300.00				
Year 1 Total	\$5,420,667.00	Teacher Devices (Teachers 3/9) K-2	\$350,700.00	Year 3 Total	\$5,469,136.00	Year 4 Total	\$5,560,934.00
Yearly Allotment	\$5,714,000.00	Year 2 Total	\$5,418,558.00	Yearly Allotment	\$5,714,000.00	Yearly Allotment	\$5,714,000.00
Network Contingency	\$293,333.00	Network Contingency	\$295,442.00	Network Contingency	\$244,864.00	Network Contingency	\$153,066.00
Year 5		Year 6		Year 7		Network Contingency Total	
Computers 3-8, 1 Grade Level	\$1,750,000.00	IP Video Distribution	\$3,000,000.00	Computers 3-8, 2 Grade Levels	\$2,905,000.00	\$175,369.00	
Classroom Management Software	\$33,334.00	Classroom Management Software	\$33,334.00	Classroom Management Software	\$51,668.00		
Telephony	\$700,000.00	Computers 3-8, 1 Grade Level	\$1,750,000.00	IP Video Distribution	\$2,280,000.00		
Printers	\$730,000.00	Intercom/Bells and Wireless Clocks	\$1,000,000.00	Intercom/Bells and Wireless Clocks	\$1,000,000.00		
Intercom/Bells and Wireless Clocks	\$1,720,000.00						
Switching/Routing/Firewall	\$1,000,000.00						
Year 5 Total	\$5,933,334.00	Year 6 Total	\$5,783,334.00	Year 7 Total	\$6,236,668.00		
Yearly Allotment	\$5,714,000.00	Yearly Allotment	\$5,714,000.00	Yearly Allotment	\$5,714,000.00		
Network Contingency	-\$219,334.00	Network Contingency	-\$69,334.00	Network Contingency	-\$522,668.00		

WESD Technology Needs that Could be Met with Funding Generated by a Successful \$55 Million Capital Override Election

Prototypical Classroom Technology

- Student wireless computing device assigned to each student in *grades 3 through 8*
- For *grades kindergarten through 2*, a 6-device wireless computing center per classroom
- Classroom computer management software
- Interactive white board
- Projector
- Document camera
- Cameras, still and motion
- Classroom sound system, including voice augmentation
- Teacher station
- Integrated science laboratory technology

School-Based Technology

- Video production system
- Synchronized time system
- Bell/intercom system, managed through the data network
- School sound systems

District-Wide Technology

- Updated network infrastructure and supporting resources
- Electronic books
- Electronic readers
- Learning management system/course management system
- Updated assessment tools

Other Technology Needs

- System management software
- Video conferencing system
- Distance learning laboratory
- Upgraded legacy software

WHAT WILL HAPPEN...?

IF WESD <u>DOES NOT</u> CALL FOR A CAPITAL OVERRIDE ELECTION IN NOVEMBER 2013	IF WESD <u>DOES</u> CALL FOR A CAPITAL OVERRIDE ELECTION IN NOVEMBER 2013, AND IT <u>IS</u> SUCCESSFUL	IF WESD <u>DOES</u> CALL FOR A CAPITAL OVERRIDE ELECTION IN NOVEMBER 2013, AND IT <u>IS NOT</u> SUCCESSFUL
Increased frequency and severity of equipment failures	Depending on dollar value of approved override, ability to refresh current technology and possible opportunity to expand/enhance technology	Possible perception by some stakeholders that technology is a low-priority need within the District
Increased equipment maintenance needs and costs; with additional funds budgeted to meet these needs, budget reductions would likely result in other areas	Enhanced resources available to teachers to differentiate/individualize instruction	Possible conclusion by some stakeholders that the District as a whole is not supported by voters
Progressively slower processing times	Possible enhancement of STEM opportunities throughout the District	Frustration, disappointment by stakeholders who supported the capital override campaign
Continued and expanded inability to load software updates; could ultimately result in discontinuing use of instructional software that is currently utilized in many schools; other instructional resources would have to be identified, purchased and implemented	Possible opportunities to provide community access to WESD technology training and resources outside of regular school hours	Possibility of WESD Governing Board calling for another capital override election in November 2014
Overall reduction in District's operational productivity and efficiency, as well as instructional effectiveness and opportunities	Increased technology training/professional development needs for staff, particularly for teachers and instructional support employees	Perception by some stakeholders that WESD wouldn't have called for an election if it weren't necessary; realization that lack of voter support does not diminish need for technology funding
Increasingly greater challenge for teachers to align instruction with state technology standards	Development, communication and implementation of detailed technology-related action plans/timelines, including schedules for procurement, installation, training, etc.	<i>PLUS, ALL OF THE ITEMS LISTED IN COLUMN #1</i>

IF WESD <u>DOES NOT</u> CALL FOR A CAPITAL OVERRIDE ELECTION IN NOVEMBER 2013	IF WESD <u>DOES</u> CALL FOR A CAPITAL OVERRIDE ELECTION IN NOVEMBER 2013, AND IT <u>IS</u> SUCCESSFUL	IF WESD <u>DOES</u> CALL FOR A CAPITAL OVERRIDE ELECTION IN NOVEMBER 2013, AND IT <u>IS NOT</u> SUCCESSFUL
Reduced capability of WESD to adequately provide students with technology skills/concepts they will be expected to apply in high school	Ongoing need to update District policies, regulations and procedures to keep pace with technology enhancements	
Negative perceptions about WESD by (some) members of all stakeholder groups	Likely to be closer scrutiny of District's technological progress and increased demand for technology-related accountability by stakeholders	
Possible reduction in ADM as parents seek more state-of-the-art learning opportunities for their children	Possible reduced support by some voters for other District initiatives	
Possible inability to comply with mandate for common core online assessments		
Possible penalties for inability to meet federal and state online reporting requirements		
Possible negative impact on employee recruitment and retention		
Possible voter perception that District does not need capital funding for technology, i.e., if they needed it, they'd have asked voters for it		
No additional burden to WESD taxpayers		
No need for District to expend funds to cover cost of holding an election in November 2013		

Notes from the March 11, 2013 Meeting
of the
**Washington Elementary School District
OVERRIDE TASK FORCE**

Members Present:

Sandy Benson	Shanda Larson	Janet Sullivan
David Bridgman	Chris Lieurance	Cathy Thompson
Pat Carey	Pat MacArthur	Brian Vance
Sergio Chavez	Hillary Rusk	
Jill Hicks	Jeff Spellman	

Facilitator: Sue Snyder

□ **Introduction/Check-in**

- WESD Override Task Force facilitator Sue Snyder welcomed members and expressed her appreciation for their participation.
 - Sue clarified that the written agenda they received is intended to cover all four task force meetings, and she shared the expected contents of this evening's meeting.
 - She introduced the task force's charge by defining the following terms:
 - WESD: Washington Elementary School District, the largest elementary district in Arizona, serves a diverse student population of over 21,000 in 32 schools in north central/northwest Phoenix.
 - Override: An override election enables school district voters to decide if the district may exceed its legislatively determined budget limit. There are two types of override elections, M&O and capital, each of which must be called by the Governing Board. Overrides are funded by tax levies on properties.
 - Task Force: A task force is a committee of District stakeholders, including parents, community members and staff, who apply the WESD decision-making model to develop a Governing Board recommendation regarding a particular issue.
 - Task force members then viewed a video titled, "An Introduction to Technology Integration." The video may be accessed at <http://www.youtube.com/watch?v=d59eG1Tt-Q>
- Task force members introduced themselves and offered the following comments regarding the video:
 - Paradigm shift
 - Integrating student creativity
 - Need for technology
 - Technology to integrate, enhance learning
 - Leveling educational playing field for all
 - Good reminder that we learn at different paces and that technology supports differentiation
 - Want to see negatives about technology
 - If teacher uses technology appropriately, does amazing things

□ Housekeeping

○ Definition of consensus

- Task force members agreed that they will make decisions/recommendations based on sufficient consensus, which they defined as 90 percent of members present responding to a given proposal with either a thumb up or a thumb to the side.

- Thumb up = I fully support this proposal.
- Thumb to the side = I can live with this proposal, but I have some concerns I would like to share.
- Thumb down = I cannot support this proposal; I will explain my reasons and offer an alternative.

- Several members expressed concern about the small size of the task force and the lack of a teacher presence. After discussing the matter, the group made a consensus decision to allow and encourage additional membership, with the following caveats:

- New members must commit to attending all three of the remaining task force meetings.
- New members must arrive 20 minutes early to the next meeting to attend a catch-up briefing that Sue will conduct.

Current task force members will seek to recruit additional members and forward their names and contact information to Jill Hicks at jill.hicks@wesdschools.org.

○ Purpose

- Members agreed that the purpose of the WESD Override Task Force is
 - to consider the feasibility of having WESD hold one or more override elections in November 2013;
 - to apply the District's decision-making process, in conjunction with an interest-based process, to develop one or more comprehensive override election recommendations;
 - to forward the resulting recommendation(s) to the Superintendent and Governing Board for their consideration.

○ Norms

- Operational norms are the rules, standards or guidelines that govern behavior and interaction within a group. By consensus, members adopted the following norms:

- Speak openly, and listen respectfully.
- Everyone participates; no one dominates.
- Remain focused on the issue that is being discussed.
- Make decisions that
 - are based on available data; and
 - support the District's vision, mission and values.
- Limit side conversations.
- Monitor personal technology.

In addition to following the norms, members are also obligated to speak up if other members violate norms.

○ Roles

- The following member roles were discussed and assigned:
 - Facilitator (Sue Snyder)

- Note Taker (Cathy Thompson)
- Time Keeper (Pat MacArthur)
- Norms Minder (ALL members)
- Active Participant (ALL members)

○ **Public participation**

- As open meetings, task force meetings may be attended by any member of the public; however, such attendees may only observe, rather than participate in the meeting.
- Members agreed to allow public participation by nonmembers, within the following parameters:
 - Persons who wish to speak must complete a public participation form and submit it to the facilitator prior to the start of the meeting. *(Sue will share a draft form for task force members to review.)*
 - Public participation will be allowed at the beginning of the meeting only.
 - Each public participant may address the task force for no more than three minutes.
 - There is to be no interaction between the public participant and task force members; task force members are not to respond to the public participant.

□ **WESD Decision-Making Process/Interest-Based Decision-Making Process**

Sue referenced a handout that compares WESD's Governing Board-adopted decision-making process with an interest-based decision-making process. While the two processes are very similar, Sue indicated that she believes the latter is more conducive to pursuing this task force's charge. Members voiced no objection to adopting an interest-based approach.

○ **Issue(s) – defined as the problem(s) to be solved**

- Members agreed that they will initially focus on the issue, "Should a recommendation be made to the WESD Governing Board to call for a capital override election to take place in November 2013?"
- Other possible issues, e.g., the possibility of a concurrent M&O override election, will be dealt with later in the process.

○ **Story – defined as a detailed explanation of the issue from participants' point of view**

- The following are story details that task force members offered:
 - Current technology equipment
 - outdated
 - no longer under warranty
 - costly to maintain
 - will not run some instructional software
 - Waste time in classroom when only 20 out of 32 computers are working
 - Original capital override (November 2012) included the following components:
 - Replace infrastructure
 - Provide SMART Boards or touchscreen televisions for classrooms that are without
 - Telephone system
 - Wireless LAN

- Intercoms/bells
- Video distribution
- Document camera in every classroom
- Voice augmentation system in every classroom
- Presentation sound systems
- Printers
- Computers/wireless computing devices
- Fixed computer labs
- Classroom management software
- Distance learning
- Assessment tools
- Staff computers
- Still motion cameras
- Presentation systems
- \$61 million unfunded capital dollars between 2007-2008 and 2012-2013
- Outdated parent communication system
- Students are to take PARCC exam by computer
- WESD 2012 capital override election
 - Lost by 436 votes
 - Presidential election year
- Voters seem ignorant about WESD technology situation
- Staff seems ignorant about technology needs, opportunities
- Open conversation about override not allowed at school once election is called
- Override affects voters' tax bills
- Since 2009, average tax bill within WESD boundaries has actually gone down
- Lack of understanding regarding how schools are funded
- Wording on ballot leads some voters to believe we aren't staying within our budget
- WESD has received federal/state funding for technology only one time during past 15 years
- Arizona education funding per student one of lowest in U.S.
- AZ districts receive less funding than per state formula
- Windows XP will lose support next fall – will impact 80% of WESD computers
- District buys computers in the middle of their lifecycle
- There is evidence of improved achievement with technology
 - READ 180
 - Success Maker
- (Janet Sullivan to provide data)*
- We haven't done adequate job of educating the public
- Some computers being monopolized for remedial use
- Lack of computers limits amount of computer time per student
- Some teachers resist new technology
- Equipment is breaking down
- Factual data can be shared after election called
- Election results not necessarily correlated with campaign efforts
- May not have done good job of reaching Spanish-speaking voters
- Override funds go directly to school district, not to State general fund
- 2012 WESD capital override election results by precinct were provided as part of the story.

- ❑ Relevant excerpts from the 6/14/2012 capital override election recommendation Governing Board agenda were also provided as part of the story.
- **Interests** – defined as participants' needs, concerns and desires related to the issue; reasons why participants care about the issue and are motivated to resolve it
 - ❑ Task force members identified the following interests:
 - Making sure students are able to access the most up-to-date information
 - Making sure students have necessary resources
 - Increasing student achievement
 - Having kids be successful in the world
 - Having kids be excited about learning, engaged
 - Being competitive in terms of attracting and keeping students
 - Improving communication
 - Leveling the playing field by making technology accessible to all students
 - Ensuring college and employment (career) readiness for students
- ❑ **Meeting Conclusion/Reflection/Evaluation**
 - Members reflected on and discussed aspects of the meeting that went well, as well as those that can be improved upon in the future:
 - ❑

Went Well	Needs Improvement
Good video	Need to stay on track with process
Competent group	Not well represented
Very organized agenda	
Lot of good discussion	
Everyone participated	
Atmosphere of respect	
 - ❑ Sue asked members to submit in writing any information they wish to receive or questions they wish to have answered at the next meeting. The following questions were submitted:
 - Will the District have a publicity campaign that can approach the voters (or a start)?
 - What to do about lost/stolen?
 - Are we able to track them down like iPads?
 - Are they going to be able to be blocked from certain sites?
 - Can you ask every principal to send one parent or teacher who is most knowledgeable and vested in the issue?
 - How about a reporter to be on the task force?
 - ❑ Sue thanked members for attending and reminded them that the next WESD Override Task Force will be on Monday, March 25, from 5:30 p.m. to 7:30 p.m. in the WESD Governing Boardroom.

Notes from the March 25, 2013 Meeting
of the
**Washington Elementary School District
 OVERRIDE TASK FORCE**

Members Present:

Linda Armbruster	Ynes Garcia	Shanda Larson	Kevin Stockard
Jordan Blair	Milly Guthrie	Chris Lieurance	Janet Sullivan
Victoria Bonavito	Jill Hicks	Pat MacArthur	Cathy Thompson
David Bridgman	Olivia Hinojosa	Rich Morris	Brian Vance
Mike Cannon	Penny Hughes	Anne-Marie Olson	Mindy Whalen
Pat Carey	Denise Johnson	Anton Ray	
Sergio Chavez	Bantri Khongkhoun	Hillary Rusk	
Carol Donaldson	Sabrina Khongkhoun	Jeff Spellman	

Facilitator: Sue Snyder

☐ **Welcome/Public Participation/Introductions**

- WESD Override Task Force facilitator Sue Snyder welcomed both new and returning members. She noted that with the additional members, the group is composed of one assistant principal; six certified staff, five of whom are teachers and one who is a program coach; six community members/District supporters; 11 parents, one of whom is serving as a translator; and six Administrative Center (District Office) staff members.
- Sue indicated that a public participation form had been developed and refined, and she asked if there was any public participation. There was none.
- Task force members introduced themselves.

☐ **Review of Purpose Norms, Roles, Decision-Making Method**

- Task force members individually reviewed the group's purpose, norms, roles and decision-making method that were approved during the March 11 meeting. No suggestions for change were expressed.
- Sue shared that she received a proposal that Administrative Center staff members on the task force serve as resource, *nonvoting* members only. Following a discussion of this proposal, task force members made a consensus decision that Administrative Center staff members on the task force should continue to be *voting* members.
- Sue also clarified that an interest-based decision-making process is being used by the task force because it is a "win-win" approach, unlike some other methods that result in a winning side and a losing side. Through an interest-based method, as many issue-related needs, concerns and desires as possible are addressed and met.

☐ **Burning Questions from Last Meeting**

- The questions that were submitted by members at the end of the March 11 meeting were reviewed.
 - **Will the District have a publicity campaign that can approach the voters (or a start)?**

Sue responded that Superintendent Dr. Susie Cook would be meeting with Paul Ulan, an election consultant, later in the week. Mr. Ulan would share what he could do for the District prior to the time an override election may be called. One of the services he offers is marketing plan development.

❑ **What to do about lost/stolen?**

Are we able to track them down like iPads?

Are they going to be able to be blocked from certain sites?

Sue responded that other districts that have implemented one-to-one technology have addressed these issues in a parent/student handbook. We have several samples of handbooks that may guide us in developing our own.

❑ **Can you ask every principal to send one parent or teacher who is most knowledgeable and vested in the issue?**

Sue responded that while we weren't able to add a representative from each school, we did add a significant number of new members. Task force representation is considerably more diverse now than it was originally.

❑ **How about a reporter to be on the task force?**

Director of Communication Services Carol Donaldson responded that having a reporter on the task force probably wasn't altogether feasible, and it could discourage some members from speaking openly.

❑ **Issue: Should a recommendation be made to the WESD Governing Board to call for a capital override election to take place in November 2013?**

○ **Additional Story – (Story is defined as a detailed explanation of the issue from participants' point of view.)**

❑ Task force members offered many story details during the March 11 meeting. Those were captured in the notes from that meeting.

❑ The following additional story details were shared during the current meeting:

- Director of Business Services Cathy Thompson provided an update on the general tax impact trend in WESD. She indicated that if a \$7.8 million per year capital override were approved by voters, the average WESD taxpayer would pay an additional \$75 per year in taxes.
- Sue shared that results of a working conditions survey completed recently by WESD employees reflected a need for updated technology in the District.
- Sue notified members that WESD teachers will be asked to participate in a teacher technology survey this week, the results of which will be shared with the task force.
- Technology doesn't accept new programs; employees need faster computers in order to do their work efficiently.
- Staff can't get on computers during morning announcements.
- Schools can't put their yearbook together due to lack of updated technology.
- There is a lack of wireless Internet in WESD schools, as compared to other districts that have one-to-one technology and wireless Internet.
- Balsz School District has one-to-one technology. Their staff and students adapted quickly. WESD needs to catch up.
- Technology is currently not being used by teachers who are not "on board."
- New teachers know technology but lack experience in using it for instructional purposes.

- Out of 17 schools that received heart monitors for use by P.E. teachers with their students, only two still use them; this is due, at least in part, to the fact that the teachers received very little training.
 - If WESD used technology as a textbook source, the District wouldn't need to spend money on books.
 - Not all teachers have SMART Boards; some teachers would use technology if they had access to it.
 - There is a disconnect between the way people learn outside of school and the way they learn in school; the gulf is widening.
 - Kids know technology, and if their teacher isn't using it, he or she is irrelevant; technology would help re-engage kids.
 - Technology would enable individualization among students.
 - Currently, due to equipment shortages, adaptive technology needs to be carried from room to room with the student.
 - Technology supports learning for special needs students.
 - As the teacher in the District's technology classroom model, Jordan Blair has found that technology enhances quality instruction and helps students connect with one another in real time.
 - Our students have to compete with students in countries other than the United States; technology is far more advanced in other countries.
 - Children know how to use technology, but school can show them practical applications.
- **Interests** – *(Interests are defined as participants' needs, concerns and desires related to the issue; they are the reasons why participants care about the issue and are motivated to resolve it.)*
- Task force members identified several interests during the March 11 meeting. Those were captured in the notes from that meeting.
 - The following additional interests were shared during the current meeting:
 - Having teachers be adequately trained
 - Improved communication with parents and community
 - Having parents trained
 - Being competitive in terms of attracting and retaining teachers
- **Criteria** – *(Criteria are non-negotiable, objective considerations that must be taken into account when options are evaluated.)*
- Task force members identified the following criteria:
 - According to statutory formula, WESD cannot exceed \$9.8 million per year for a capital override.
 - The District is obligated to spend override funds according to the plan presented to voters in the override publicity pamphlet.
 - According to statute, districts can only go out for a bond or override election in November.
- **Options** – *(Options are possible solutions to the problem that address as many interests as possible.)*
- Director of MIS Chris Lieurance presented two options and offered two variations of each option.
 - Option #1(a) is a year-by-year recap that is nearly identical to the option that was presented to voters during the November 2012 capital override election. This option is based on the purchase of wireless computing devices at \$700 each.

- Option #1(b) is the same as #1(a) except that it is based on the purchase of wireless computing devices at \$600 each.
- Option #2(a) is phased-in version of #1(a).
- Option #2(b) is a phased-in version of #1(b).

□ **Next Steps**

- At the next task force meeting, scheduled for Monday, April 8, from 5:30 p.m. to 7:30 p.m. in the WESD Governing Boardroom, members will brainstorm additional options, including possible tweaks to the options that Chris presented.
- Sue suggested that before evaluating options, it will be important that task force members become familiar with research pertaining to technology in education. She indicated that she had copies of three handouts available. Members agreed that they would at least briefly review each of the handouts prior to the next meeting.

Notes from the April 8, 2013 Meeting
of the
**Washington Elementary School District
OVERRIDE TASK FORCE**

Members Present:

Linda Armbruster	Ynes Garcia	Anne-Marie Olson
Jordan Blair	Milly Guthrie	Anton Ray
David Bridgman	Jill Hicks	Hillary Rusk
Mike Cannon	Penny Hughes	Jeff Spellman
Pat Carey	Denise Johnson	Janet Sullivan
Sergio Chavez	Shanda Larson	Cathy Thompson
Carol Donaldson	Rich Morris	Mindy Whalen

Facilitator: Sue Snyder

Guest Present:

Paul Ulan, Primary Consultants, L.L.C.

☐ **Welcome/Public Participation**

- WESD Override Task Force facilitator Sue Snyder welcomed members and expressed her appreciation for their presence.
- Sue introduced guest Paul Ulan, principal of Primary Consultants, L.L.C., an election consulting firm.
 - ☐ Mr. Ulan provided information regarding services that he could provide in support of an override election, including
 - providing a voter file (who voted, voter demographics, etc.);
 - conducting a survey of likely voters to determine their perceptions.
 - ☐ Mr. Ulan also discussed his experience with the Permanent Early Voter List (PEVL)
 - Has dramatically changed elections
 - Can no longer pass election with just parent/staff support alone

☐ **Quick Review of Purpose Norms, Roles, Decision-Making Method**

- Task force members individually reviewed the group's purpose, norms, roles and decision-making method that were approved during the March 11 meeting. No suggestions for change were expressed.

☐ **Additional Story, Interests, Criteria**

- No additional interests or criteria were suggested. Additional story was discussed during a review of research.

☐ **Review of Research**

- Task force members divided into groups, each of which was assigned one to two research documents to review. Each group charted the key points of their assigned documents and presented their results to the full task force.

- Source: Page, J. D. (2007, November). *The ten fundamental reasons for technology in education*. Retrieved from <http://www.mathopenref.com/site/techreasons.html>
 - Key Points
 - Technology enables students to go at own pace
 - Technology – any time/any place
 - Web-based tools enhance understanding
 - Variety of media can be used
 - Reduce number of books (\$)/students can work collaboratively/enthusiasm for technology engages students

- Source: Strawn, C. (2012, August 7). *Research windows: What does the research say*. Retrieved from <http://www.iste.org/learn/publications/learning-leading/issues/september-october-2011/research-windows-what-does-the-research-say->
 - Key Points
 - You can't separate technology as a component of learning.
 - Students learn more from teachers who use technology as tools for learning.
 - Students exposed to technology in K-12 perform 12 percentile points higher than students without technology – enhanced instruction.

- Source: Results of *Washington Elementary School District Technology Interest Survey from Teachers* conducted online between 3/22/2013 and 4/4/2013. Responses received: 945 (67.07%)
 - Key Points
 - Majority of respondents (93%) rated themselves as intermediate or advanced with regard to technology knowledge
 - Majority of respondents (87%) integrate technology in classroom instruction
 - 94% of respondents said technology engages students
 - If capital override, what technology?
 - 29% wireless for students
 - 21% wireless for staff
 - 20% desktop computers
 - Support of one-to-one technology
 - 68% support for 3rd-6th graders
 - 71% support for 7th-8th graders
 - Amount of training teachers would need for one-to-one
 - 45% - moderate amount
 - 37% - a little
 - 12% - a lot

- Source: *Washington Elementary School District State Capital Funding (7-year trend)* updated 4/4/2013
 - Key Points
 - The District continues to experience reduced capital funding
 - \$5 million per year
 - \$62 million since 2007-2008
 - Impact: We have not been able to maintain our capital (computers, school bus) replacement plan.

- Source: *Negative Claims Regarding Technology in the Classroom* (a compilation of quotes from the following sources)
 - Jordan, G. (2012, November 20). *The downside of a high-tech classroom*. Retrieved from <http://stateimpact.npr.org/florida/2012/11/20/the-downside-of-a-high-tech-classroom/>
 - Chung. (2012, February 28). [Web log message]. Retrieved from <http://tek3d.org/pros-and-cons-of-the-ipad-and-other-technologies-in-school>
 - Pullen, M. (2012, January 5). *Pros & cons: Is elementary too early for 1:1 technology*. Retrieved from <http://gettingsmart.com/2012/01/pros-cons-is-elementary-too-early-for-11-technology/>
 - Key Points
 - There are some real concerns about increased technology in the classroom (dependence on technology, distractions).
 - Impact: Will need to provide education and information to address voters' concerns

- Source: Karsenti, T. (2012, December). *Benefits and challenges to using laptops in elementary and secondary school: Results of the second investigation at the eastern townships school board*. Retrieved from http://etsb.crifpe.ca/files/synthese_eng.pdf
 - Key Points:
 - 2012 – 1-year study
 - First district in North America to introduce one-to-one
 - Grades 3-11
 - Conducted surveys
 - Increased motivation/improved writing skills
 - Dropout rate decreased
 - Fact that 9.6% of students lack Internet access at home became an issue

- Source: Bebell, D. (2010, January). *One to one computing: A summary of the quantitative results from the berkshire wireless learning initiative*. Retrieved from <http://ejournals.bc.edu/ojs/index.php/jtla/article/view/1607/1462>
 - Key Points:
 - Three-year pilot in five middle schools in Massachusetts (2005-2008)
 - Staggered/phased implementation
 - Professional development provided
 - Surveys conducted
 - Increased use of technology/increased student engagement/improved test scores
 - Struggled with take-home policies
 - Some teacher resistance
 - Full impact of program could take years

- Source: Argueta, R. (2011, March). *Laptop initiatives: Summary of research across six states*. Retrieved from https://www.fi.ncsu.edu/assets/podcast_episodes/white-paper-series/laptop-initiatives-summary-of-research-across-seven-states.pdf
 - Key Points

- Increased student engagement and interest including high-risk kids and those with special needs
 - Addressed motor skill obstacles
 - Increased student achievement
 - Mixed reviews on effect on attendance
 - Mixed review on the effect on discipline
 - Improved technology skills (at school and at home)
 - Promoted critical thinking and problem-solving skills
 - Students became teachers; teachers became coaches
- **Issue: Should a recommendation be made to the WESD Governing Board to call for a capital override election to take place in November 2013?**

○ **Consider Options.**

- Task force members reviewed the options (**Option 1**, based on last year's proposal, and **Option 2**, a phased-in approach) that Director of MIS Chris Lieurance presented during the last meeting.
- Sue indicated that the District's decision-making model requires maintaining the status quo, i.e., recommending that no capital override be called, be considered as another option (**Option 3**).
- Cathy Thompson proposed an option (**Option 4**) that calls for total capital funding of \$40 million or \$5.7 million per year for seven years. It is similar in some respects to Option 2; however, it does not include a second refresh at the end of seven years, and it provides for a slower grade-level rollout.
- **Option 5**, proposed by Linda Armbruster, called for stationary computers rather than a District-funded one-to-one program. It also called for wireless Internet and the implementation of a "Bring Your Own Device" program, including providing a subsidy for families that require assistance in purchasing a device.
- Mike Cannon offered **Option 6**, which stipulated offering a one-to-one computing program on a more limited grade-level basis. Rather than implementing one-to-one in grades 3-8, this option suggested implementing it in 6-8 or 5-8 only.

○ **Evaluate Options.**

- Sue distributed an interest/criterion matrix on which identified interests and criteria were listed vertically, and proposed options were listed horizontally. The instrument provides one tool for evaluating each option in terms of the extent to which it meets each interest/criterion. Sue suggested that identifying pros and cons of each option would likely be a more efficient approach; however, she suggested that task force members proceed while bearing in mind the identified interests/criteria.
- Task force members evaluated each option as follows:

Option #1	
<i>Pros</i>	<i>Cons</i>
More offered up front	Training and professional development a concern
Students have access to devices sooner	Funds to pay for training
We'll see results sooner	Bandwidth not adequate to implement
More students involved in 1:1	Not enough time to fine-tune standard operating procedures, logistics, policies, insurance, etc.
Finishes SMART Board implementation in year 1	No infrastructure (switching, routing, firewall) update until year 4

Option #2

<i>Pros</i>	<i>Cons</i>
More time for training and professional development	May not be as marketable
Gets devices in teachers' hands before kids receive	Year 5 before majority of kids have devices
More time to develop policies, procedures	Greater burden on taxpayer
Time to pilot, fine-tune	
Implement infrastructure sooner	
Provides equitable access for all students	
Offers refresh option	
Finishes SMART Board implementation in year 1	
Community sees benefits	
Contingency funds set aside year 1	

Option #3

<i>Pros</i>	<i>Cons</i>
Less burden on taxpayers	Old technology that can't be upgraded
	Not able to meet assessment standards
	Not remaining competitive with other districts
	Leaves us dependent on legislature to meet WESD technology needs
	Cost of constant state of break/fix
	Contrary to District's mission, i.e., would not be "preparing all students to become responsible, successful contributors to our diverse society."
	Classrooms without SMART Boards will never receive them

Option #4

<i>Pros</i>	<i>Cons</i>
Less burden on taxpayer	Unknown regarding future refresh
Still implement technology	Takes longer to implement
More likely to pass	Perception that we went for \$55M last year when we only needed \$40M
Provides 1:1 for grades 3-8, plus all pros on Option #2 except second refresh	Less contingency
Shows commitment that we went back to drawing board after Nov. 2012 election	

Option #5

<i>Pros</i>	<i>Cons</i>
No issues related to taking devices home	Not going to have 1:1
Less chance of breakage, loss if not taken home	Many options for devices to be brought in
Less dependence on technology	Inequity
	Limits technology support
	Limits teaching style
	Possible infrastructure issues, including electrical, charging stations
	Not necessarily cheaper
	Classroom space limitations
	Possible lack of student ownership
	Devices could be stolen from schools

Option #6

<i>Pros</i>	<i>Cons</i>
Could be more appealing to voters	Harder to get parent support
Could be motivating to students	Too long for younger students to wait, especially at K-6 schools

Younger students could focus on nontechnical skills, e.g., socialization	Inequitable
Kids more mature at higher grades – would take more responsibility	
Could promote mentoring between upper and lower grades	
For 6,7,8, could use technology to replace textbooks	

- **Achieve consensus regarding a recommendation.**
 - Following a comprehensive discussion of the six suggested options, task force members reached a consensus decision to recommend Option #2, the phased-in, \$7.85 million per year approach.
- **Issue: Should a recommendation be made to the WESD Governing Board to call for an M&O override election to take place in November 2013?**
 - Sue distributed a handout, which provides story, interests, criteria and suggested options regarding a possible maintenance and operations override.
 - She indicated that the information is being provided in the interest of time since the next task force meeting is the final one scheduled. She encouraged members to review the handout prior to the next meeting, at which time additional/revised story may be told, additional/revised interests and criteria identified and additional/revised options brainstormed.
- **Next Meeting**
 - The next (and final!) meeting of the WESD Override Task Force will be held on Monday, April 22, from 5:30 p.m. to 7:30 p.m. in the District's Governing Boardroom.

Notes from the April 22, 2013 Meeting
of the
**Washington Elementary School District
OVERRIDE TASK FORCE**

Members Present:

Linda Armbruster	Milly Guthrie	Pat MacArthur	Janet Sullivan
Jordan Blair	Jill Hicks	Rich Morris	Cathy Thompson
Victoria Bonavito	Penny Hughes	Anne-Marie Olson	Brian Vance
David Bridgman	Denise Johnson	Hillary Rusk	Mindy Whalen
Mike Cannon	Shanda Larson	Jeff Spellman	
Pat Carey	Chris Lieurance	Kevin Stockard	

Facilitator: Sue Snyder

❑ **Welcome/Public Participation**

- WESD Override Task Force facilitator Sue Snyder welcomed members to the final task force meeting and briefly reviewed the agenda.
- There was no public participation.

❑ **Quick Review of Purpose Norms, Roles, Decision-Making Method**

- Task force members individually reviewed the group's purpose, norms, roles and decision-making method that were approved during the March 11 meeting. No suggestions for change were expressed.

❑ **Issue: Should a recommendation be made to the WESD Governing Board to call for an M&O override election to take place in November 2013?**

- Sue presented a PowerPoint version of the information on the "Possible Maintenance and Operations Override" handout that was distributed at the end of the April 8 meeting.
- Task force members added the following **story** to that which was included on the handout:
 - ❑ If M&O override funds do not continue, we will have to compensate elsewhere in the budget.
 - ❑ If M&O and/or special program overrides are on the ballot in November 2013 and fail, our budget will not be immediately affected.
 - ❑ Combining the current K-3 and M&O overrides into a single 15% M&O override would enable us NOT to have to go back to voters repeatedly.
 - ❑ School district initiatives would be listed on the ballot in the following order:
 - M&O override
 - Special program override (formerly K-3)
 - Capital override
 - ❑ The cost to taxpayers of WESD's current M&O and K-3 overrides is \$132 per year, per \$100,000 of assessed valuation.

- ❑ If the current K-3 and M&O overrides are combined into a single 15% M&O override, the seven-year override cycle would begin all over again.
 - ❑ The cost to the District of an election is between \$70,000 and \$100,000.
 - ❑ The cost to taxpayers of WESD's current M&O override, K-3 override and bond is \$267 per year, per \$100,000 of assessed valuation.
 - ❑ If a capital override were added to WESD's current M&O override, K-3 override and bond, the cost to taxpayers would be approximately \$337 per year, per \$100,000 of assessed valuation.
- Task force members added the following **interests** to those that were included on the handout:
 - ❑ Reduced voter fatigue
 - ❑ Reduced PAC (political action committee) fatigue
- The group identified the pros and cons of the following M&O override-related options:

Option A: Recommend combining the 10% M&O and the 5% K-3 overrides into a single 15% M&O override

<i>Pros</i>	<i>Cons</i>
Less confusing to voters	Both could fail instead of just one
Less expense to the District for election	Could be overwhelming to voters
Reduced risk of voters voting "yes" for one and not the other	15% may seem like more than 10% + 5%
Increased volunteer participation	Asking for a lot
Less voter fatigue	

Option B: Recommend calling for 10% M&O override and separate 5% special program override

<i>Pros</i>	<i>Cons</i>
Familiar to voters (with special program override in place of K-3)	Extra item on ballot
Appeal of free, full-day kindergarten	Voter fatigue, especially if worded on ballot as "new" for special program override

Option C: Recommend calling for a 10% M&O override only

<i>Pros</i>	<i>Cons</i>
Smaller number (10% instead of 15%)	Cost of election

Option D: Recommend calling for a 5% special programs override only

<i>Pros</i>	<i>Cons</i>
Smaller number (5% instead of 15%)	Cost of election
	Some voters may think "special programs" means special education

- Following a thorough discussion of Options A, B, C and D, task force members reached consensus regarding Option A, recommending that the 10% M&O and the 5% K-3 overrides be combined into a single 15% M&O override.
- The group then addressed the question, "Should we recommend that a 15% M&O override be called to take place in November 2013, at the same time as a capital override?" Members identified the following pros and cons of this recommendation:

<i>Pros</i>	<i>Cons</i>
Easier to engage volunteers; will be able to market	If we lose, we lose BIG
No Congressional elections (fewer voters)	If we lose a capital override and/or an M&O override,

	by default we will be forced to go out again in 2014
Reduces cost to District of elections	Adding an M&O override could reduce the chance of passing a capital override
We have voter precinct information to guide us	
We would be pooling our resources: one endeavor, one shared message	

- After considerable discussion, task force members reached a consensus decision to recommend that the Governing Board call for a 15% M&O override election and a capital override election, with both to take place on November 5, 2013.

□ Next Steps

- Sue will prepare the Governing Board agenda items for the task force's recommendations.
- Task force members are welcome (and encouraged!) to attend the presentation of the recommendations to the Governing Board during their meeting on Thursday, May 23, 2013, beginning at 7:00 p.m. *(If this date changes, task force members will be notified.)*

□ Subsequent Steps if Election is Called

- Sue directed the group's attention to the "Election Dos and Don'ts for Public School Employees" and the "Guidelines/Use of School District or Charter School Resources to Influence the Outcome of Elections" handouts.
- If they wish to do so, task force members may submit letters in support of the potential override elections for inclusion in the election publicity pamphlets.
- Additionally, task force members who wish to support potential override campaign efforts may do so through the INVE\$T in Education! AZ political action committee.

□ Reflection/Evaluation

- Task force members completed a written four-square reflection activity, in which each member shared something he or she learned while serving on the task force, questions and/or concerns he or she still has, and a way that he or she can help communicate the message if an election is called. Also, those who were willing to have their e-mail address forwarded to the INVE\$T in Education! AZ PAC, indicated that on their form.
- Sue expressed her sincere appreciation for members' participation in this important process.

2013 WESD Override Task Force Update

Governing Board Information
Item

May 23, 2013

Task Force Members

Parents

- Sandy Mendez Benson
- Sergio Chavez
- Ynes Garcia
- Milly Guthrie
- Olivia Hinojosa
- Bantri Khonghoune
- Sabrina Khonghoune
- Shanda Larson
- Anne-Marie Olson
- Hillary Rusk
- Jeff Spellman
- Kevin Stockard

Community Members/ District Supporters

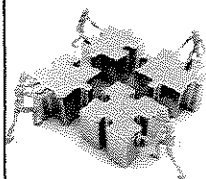
- David Bridgman
- Pat Carey
- Denise Johnson
- Pat MacArthur
- Brian Vance

School-Level Staff

- Linda Armbruster
- Jordan Blair
- Victoria Bonavito
- Penny Hughes
- Rich Morris
- Anton Ray
- Mindy Whalen

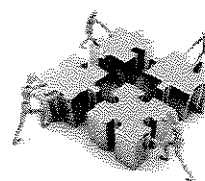
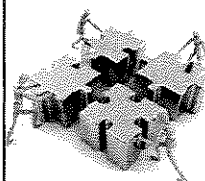
District-Level Staff

- Mike Cannon
- Carol Donaldson
- Jill Hicks
- Chris Lieurance
- Janet Sullivan
- Cathy Thompson



Task Force Meeting Dates

- March 11, 2013
- March 25, 2013
- April 8, 2013
- April 22, 2013



Task Force Purpose

- to consider the feasibility of having WESD hold one or more override elections in November 2013
- to apply the District's decision-making process, in conjunction with an interest-based process, to develop one or more comprehensive override election recommendations
- to forward the resulting recommendation(s) to the Superintendent and Governing Board for their consideration



Issue #1:
**Consideration of a
Capital Override**

Story - Sources

- Institutional knowledge
- June 14, 2012 capital override election recommendation to Governing Board
- November 2012 election data
- Results of WESD Technology Interest Survey from Teachers
- WESD State Capital Funding Trend report
- Online research

Story

• **Current Technology in WESD Schools**

- *Outdated*
- *No longer under warranty*
- *Slow, inefficient*
- *Malfunctioning, costly to maintain*
- *Limited in number*
- *Will not run some instructional and other software*
- *Lack of wireless Internet*

Story (continued)

• **November 2013 Capital Override**

- *Lost by 436 votes*
- *Election results not necessarily correlated with campaign efforts*
- *Ignorance among some voters and staff regarding technology needs, opportunities*
- *Lack of understanding about school funding*
- *Inadequate job of educating the public*
- *May have done poor job of reaching Spanish-speaking voters*

Story *(continued)*

- **Funding and Taxation**

- *Federal/state funding for technology received only once in past 15 years*
- *Nearly \$56 million unfunded capital dollars between FY2008 and FY2013*
- *AZ education funding per student among lowest in U.S.*
- *Override funds go directly to school district, not to State general fund*
- *Override affects voters' tax bills*
- *Since 2009, average tax bill within WESD boundaries has gone down*
- *Average WESD taxpayer would pay additional \$75 per year in taxes if \$7.8 million per year capital override passed*

Story *(continued)*

- **Technology and Instruction**

- *Evidence of improved achievement with technology: Read 180, Success Maker*
- *Technology*
 - *enables individualization among students*
 - *supports learning for special needs students*
 - *enhances quality instruction*
 - *helps students connect with one another in real time*
 - *increases student engagement*
 - *promotes critical thinking, problem-solving skills*

Story *(continued)*• **Teachers and Technology**

- *Some veteran teachers resistant to technology*
- *Some teachers would use technology, e.g., SMART Board, if they had access*
- *New teachers know technology but lack experience in using it for instruction*
- *Children know technology but often not practical applications; teachers can provide relevance*
- *Disconnect between learning outside of school and within school*

Interests

- Making sure students have necessary resources and are able to access the most up-to-date information
- Increasing student achievement and promoting students' current and future success; encouraging college and career readiness for students
- Engaging students and enhancing their excitement for learning
- Attracting and retaining both students and teachers
- Improving communication with parents and community
- Making technology accessible to all students
- Providing adequate training for teachers and parents

Options – Option #1

Call for a WESD capital override election in the amount of \$55 million (rounded to \$7.85 million per year for seven years), to take place in November 2013. This option is nearly identical to the one that was approved by the Governing Board on June 14, 2012.

Options – Option #1 Details

Year 1

- Wireless LAN
- Document Cameras
- Classroom Voice Augmentation
- Projectors/SMART Boards
- Classroom Management Software
- Distance Learning Mobile Labs
- Still/Motion Camera Per Classroom

Year 2

- Computers 3-8
- Computers K-2
- PowerSync Tray for Classroom Devices
- School Staff Computers
- Teacher Devices

Year 3

- Computers 3-8 (remaining)

Year 4

- Telephony
- Switching/Routing/Firewall
- Servers/Storage/Back-up/OS
- UPS/Power Backup

Year 5

- IP Video Distribution
- Intercom/Bells and Wireless Clocks
- Presentation /Sound Systems
- Printers

Year 6

- IP Video Distribution
- Parent Notification System
- Computers K-2
- PowerSync Tray for Classroom Devices
- School Staff Computers
- Teacher Devices

Year 7

- Computers 3-8

Options – Option #1 Pros and Cons

<i>Pros</i>	<i>Cons</i>
More offered up front	Training and professional development a concern
Students have access to devices sooner	Funds to pay for training
We'll see results sooner	Bandwidth not adequate to implement
More students involved in 1:1	Not enough time to fine-tune standard operating procedures, logistics, policies, insurance, etc.
Finishes SMART Board implementation in year 1	No infrastructure (switching, routing, firewall) update until year 4

Options – Option #2

Call for a WESD capital override election in the amount of \$55 million (rounded to \$7.85 million per year for seven years), to take place in November 2013. This option is similar to Option #1, except that it calls for a ***phased-in approach*** to the distribution and implementation of wireless mobile devices.

Options – Option #2 Details

Year 1

- Wireless LAN
- Document Cameras
- Classroom Voice Augmentation
- Projectors/SMART Boards
- Classroom Management Software
- Distance Learning Mobile Labs
- Still/Motion Camera Per Classroom
- Teacher Devices (1 School)

Year 2

- Computers 3-8 (1 School: 850 Students)
- Computers K-2 (1 School: 6 Devices/Classroom)
- PowerSync Tray for Classroom Devices
- School Staff Computers (All Schools)
- Parent Notification System
- Switching/Routing/Firewall
- Teacher Devices 3-8 (1 Grade Level/All Schools)
- Teacher Devices K-2 (All Remaining Schools)

Year 3

- Computers K-2 (All Remaining Schools)
- Computers 3-8 (1 Grade Level/All Schools)
- Teacher Devices 3-8 (2 Grade Levels/All Schools)
- Printers

Year 3 (continued)

- Intercom/Bells and Wireless Clocks
- PowerSync Tray for Classroom Devices

Year 4

- Computers 3-8 (2 Grade Levels/All Schools)
- Teacher Devices 3-8 (Remaining Teachers)
- Presentation /Sound Systems
- Servers/Storage/Backup/OS
- UPS/Power Backup

Year 5

- Computers 3-8 (Remaining Grade Levels)
- Telephony
- IP Video Distribution

Year 6

- IP Video Distribution
- Computers K-2 (All Schools)
- PowerSync Tray for Classroom Devices
- School Staff Computers (All Schools)
- Teacher Devices (All Schools)

Year 7

- Computers 3-8 (All Schools)

Options – Option #2 Pros and Cons

<i>Pros</i>	<i>Cons</i>
More time for training and professional development	May not be as marketable
Gets devices in teachers' hands before kids receive	Year 5 before majority of kids have devices
More time to develop policies, procedures	Greater burden on taxpayer
Time to pilot, fine-tune	
Implement infrastructure sooner	
Provides equitable access for all students	
Offers refresh option	
Finishes SMART Board implementation in year 1	
Community sees benefits	
Contingency funds set aside year 1	

Options – Option #3

Maintain the status quo, i.e., do not call for a WESD capital override election.

Options – Option #3 Pros and Cons

<i>Pros</i>	<i>Cons</i>
Less burden on taxpayers	Old technology that can't be upgraded
	Not able to meet assessment standards
	Not remaining competitive with other districts
	Leaves us dependent on legislature to meet WESD technology needs
	Cost of constant state of break/fix
	Contrary to District's mission, i.e., would not be "preparing all students to become responsible, successful contributors to our diverse society."
	Classrooms without SMART Boards will never receive them

Options – Option #4

Call for a WESD capital override election in the amount of \$40 million (rounded to \$5.71 million per year for seven years), to take place in November 2013. This option is similar to Option #2, with the following exceptions: distribution of devices occurs over seven years rather than five, the total override amount is \$40 million rather than \$55 million and there is no provision for a second computer refresh toward the end of the seven-year override. Additionally, the implementation timeline for certain systems varies somewhat from Option #2.

Options – Option #4 Details

Year 1

- Wireless LAN
- Document Cameras
- Classroom Voice Augmentation
- Projectors/SMART Boards
- Distance Learning Mobile Labs
- Teacher Devices (1 School)

Year 2

- Computers 3-8 (1 School: 850 Students)
- Computers K-2 (1 School: 6 Devices/Classroom)
- Classroom Management Software
- PowerSync Tray for Classroom Devices
- School Staff Computers (All Schools)
- Parent Notification System
- Switching/Routing/Firewall
- Classroom Voice Augmentation
- Still/Motion Camera Per Classroom
- Teacher Devices 3-8 (1 Grade Level/All Schools)
- Teacher Devices K-2 (All Remaining Schools)

Year 3

- Computers K-2 (All Remaining Schools)
- Computers 3-8 (1 Grade Level/All Schools)
- Classroom Management Software
- Teacher Devices 3-8 (2 Grade Levels/All Schools)
- Switching/Routing/Firewall
- PowerSync Tray for Classroom Devices

Year 4

- Computers 3-8 (1 Grade Level/All Schools)
- Classroom Management Software
- Teacher Devices 3-8 (Remaining Teachers)
- Presentation /Sound Systems
- Servers/Storage/Backup/OS
- UPS/Power Backup
- Switching/Routing/Firewall

Year 5

- Computers 3-8 (1 Grade Level/All Schools)
- Classroom Management Software
- Telephony
- Printers
- Intercom/Bells and Wireless Clocks
- Switching/Routing/Firewall

Year 6

- IP Video Distribution
- Classroom Management Software
- Computers 3-8 (1 Grade Level/All Schools)
- Intercom/Bells and Wireless Clocks

Year 7

- Computers 3-8 (2 Grade Levels/All Schools)
- Classroom Management Software
- IP Video Distribution
- Intercom/Bells and Wireless Clocks

Options – Option #4 Pros and Cons

<i>Pros</i>	<i>Cons</i>
Less burden on taxpayer	Unknown regarding future refresh
Still implement technology	Takes longer to implement
More likely to pass	Perception that we went for \$55M last year when we only needed \$40M
Provides 1:1 for grades 3-8, plus all pros on Option #2 except second refresh	Less contingency
Shows commitment that we went back to drawing board after Nov. 2012 election	

Options – Option #5

Call for a WESD capital override election to take place in November 2013. This option calls for stationary computers rather than a District funded one-to-one program. It also calls for wireless Internet and the implementation of a “Bring Your Own Device” program, including providing a subsidy for families that require assistance in purchasing a device.

Options – Option #5 Details

The details of Option #5 have not been specified.

Options – Option #5 Pros and Cons

<i>Pros</i>	<i>Cons</i>
No issues related to taking devices home	Not going to have 1:1
Less chance of breakage, loss if not taken home	Many options for devices to be brought in
Less dependence on technology	Inequity
	Limits technology support
	Limits teaching style
	Possible infrastructure issues, including electrical, charging stations
	Not necessarily cheaper
	Classroom space limitations
	Possible lack of student ownership
	Devices could be stolen from schools

Options – Option #6

Call for a WESD capital override election to take place in November 2013. This option calls for offering a one-to-one computing program on a more limited grade-level basis; rather than implementing one-to-one in grades 3-8, this option suggests implementing it in 6-8 or 5-8 only.

Options – Option #6 Details

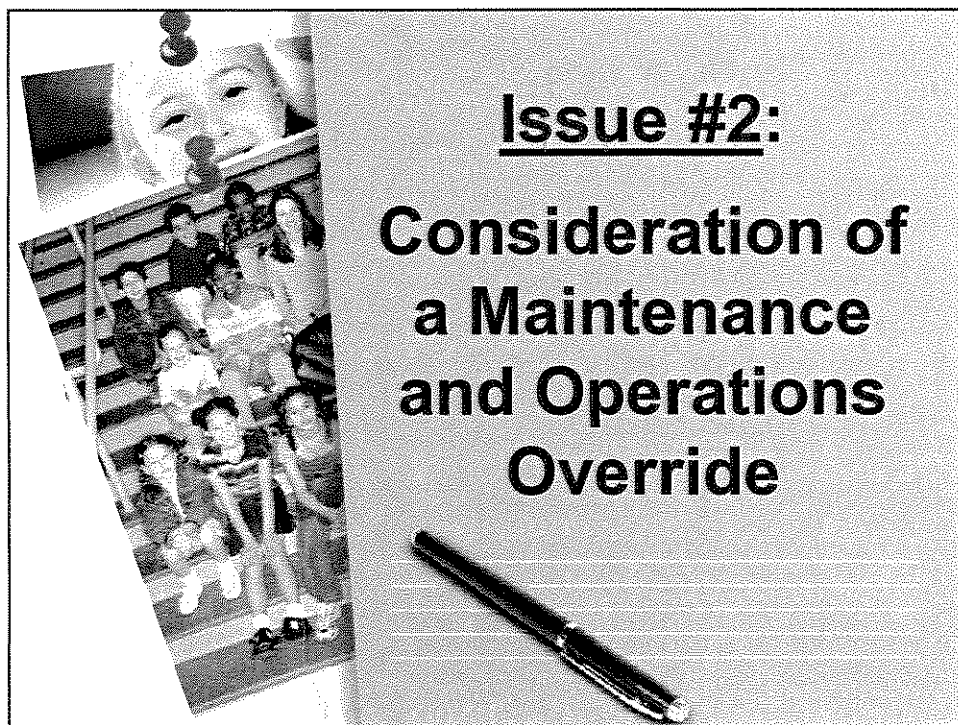
The details of Option #6 have not been specified.

Options – Option #6 Pros and Cons

<i>Pros</i>	<i>Cons</i>
Could be more appealing to voters	Harder to get parent support
Could be motivating to students	Too long for younger students to wait, especially at K-6 schools
Younger students could focus on nontechnical skills, e.g., socialization	Inequitable
Kids more mature at higher grades – would take more responsibility	
Could promote mentoring between upper and lower grades	
For 6,7,8, could use technology to replace textbooks	

Consensus Decision

The Override Task Force made a consensus decision to recommend Option #2, calling for a WESD capital override election in the amount of \$55 million (rounded to \$7.85 million per year for seven years), to take place in November 2013, with wireless mobile devices to be distributed and implemented using a phased-in approach.



Story - Sources

- Institutional knowledge
- June 11, 2009 K-3 override election recommendation to Governing Board
- June 10, 2010 M&O override election recommendation to Governing Board
- Arizona Revised Statutes
- Stifel (formerly Stone & Youngberg) seminar: "Preparing for Bond and Override Elections," February 5, 2013



Story



• WESD K-3 Override History

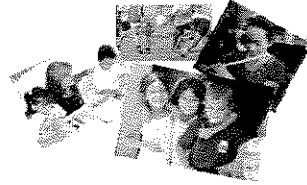
- *First K-3 override passed in 2004*
 - *Plan per school included one or more:*
 - *Full-day kindergarten*
 - *Smaller than average class sizes K-3*
 - *Targeted academic intervention K-3*
- *Unsuccessful K-3 override in November 2007*
- *Successful election in November 2009*
 - *Continuation of full-day kindergarten despite elimination of state funding in FY2011*
- *Currently in year 4 of 7-year K-3 override*

Story (continued)



• WESD M&O Override History

- *First M&O override passed in February 1990*
- *Reauthorized in 1995, 2001, 2006, 2010*
- *Override funds used in WESD for*
 - *meeting AZ academic standards for art, music, PE*
 - *providing services to students who require smaller class sizes to succeed academically*
 - *addressing unfunded legislative mandates*
 - *working toward competitive salaries for instructional staff*
- *Currently in year 3 of 7-year M&O override*

Story *(continued)*

- **Statutory Changes: More Options for Districts**

- *May consolidate 5% K-3 override and 10% M&O override into a single 15% M&O override*
- *May pursue renewal of 10% M&O override, plus separate renewal of 5% K-3 override with 5% special program override*

Story *(continued)*

- **Funding and Taxation**

- *If M&O override funds do not continue, District will have to compensate elsewhere in budget*
- *If M&O and/or special programs are on November 2013 ballot and fail, District budget not impacted immediately*
- *Cost to taxpayers of current M&O and K-3 overrides: \$132 per year, per \$100,000 of assessed valuation*
- *Cost to taxpayers of current M&O override, K-3 override and bond: \$267 per year, per \$100,000 of assessed valuation*
- *If capital override added to current M&O override, K-3 override and bond, cost to taxpayers: approximately \$337 per year, per \$100,000 of assessed valuation*

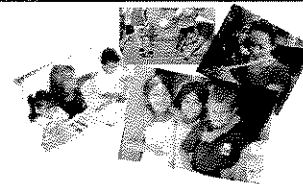
Story *(continued)*



• Election Strategy

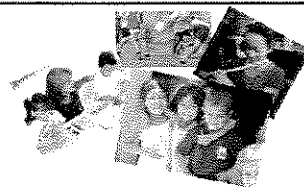
- *M&O overrides more difficult to pass in recent years*
- *When multiple questions on ballot, those after the first question are more difficult to pass*
- *Order of initiatives on ballot:*
 - *M&O override*
 - *Special program override (formerly K-3)*
 - *Capital override*
- *If current K-3 and M&O overrides successfully combined into 15% M&O override, 7-year cycle would begin again, and District would not have to go back to voters repeatedly*
- *Cost to WESD per election is \$70,000 - \$100,000*

Interests



- Maintaining full-day kindergarten
- Improving student achievement
- Maintaining art, music, PE programs
- Attracting and retaining students
- Attracting and retaining high-quality, effective staff
- Maintaining services for students who require smaller class sizes to succeed academically
- Reduced voter fatigue
- Reduced political action committee (PAC) fatigue

Options – Option A



Call for a 15% M&O override by combining the 10% M&O and the 5% K-3 overrides into a single ballot measure.

Options – Option A Pros and Cons



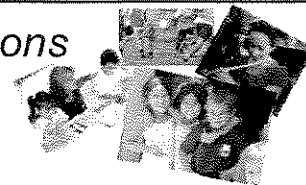
<i>Pros</i>	<i>Cons</i>
Less confusing to voters	Both could fail instead of just one
Less expense to the District for election	Could be overwhelming to voters
Reduced risk of voters voting "yes" for one and not the other	15% may seem like more than 10% + 5%
Increased volunteer participation	Asking for a lot
Less voter fatigue	

Options – Option B



Call for a 10% M&O override
and a separate 5% special
program override.

Options – Option B Pros and Cons



<i>Pros</i>	<i>Cons</i>
Familiar to voters (with special program override in place of K-3)	Extra item on ballot
Appeal of free, full-day kindergarten	Voter fatigue, especially if worded on ballot as "new" for special program override

Options – Option C



Call for a 10% M&O override only.

Options – Option C Pros and Cons



<i>Pros</i>	<i>Cons</i>
Smaller number (10% instead of 15%)	Cost of election

Options – Option D



Call for a 5% special
programs override only.

Options – Option D Pros and Cons



<i>Pros</i>	<i>Cons</i>
Smaller number (5% instead of 15%)	Cost of election
	Some voters may think "special programs" means special education

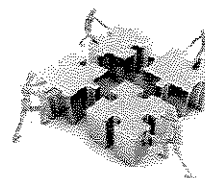
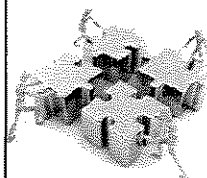
Consensus Decision



The Override Task Force made a consensus decision regarding Option A, that the 10% M&O and the 5% K-3 overrides be combined into a single 15% M&O override ballot initiative.

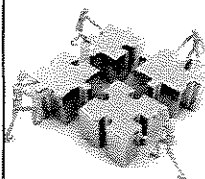
Final Task Force Question

“Should we recommend that a 15% M&O override election be called to take place in November 2013, at the same time as a capital override?”



Final Task Force Question: Pros and Cons

<i>Pros</i>	<i>Cons</i>
Easier to engage volunteers; will be able to market	If we lose, we lose BIG
No Congressional elections (fewer voters)	If we lose a capital override and/or an M&O override, by default we will be forced to go out again in 2014
Reduces cost to District of elections	Adding an M&O override could reduce the chance of passing a capital override
We have voter precinct information to guide us	
We would be pooling our resources: one endeavor, one shared message	



Final Task Force Consensus Decision

Task force members reached a consensus decision to recommend that a 15% M&O override election and a capital override election be called, with both elections to take place on November 5, 2013.

