

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

DATE: December 12, 2012

TIME: Regular Meeting 7:00 p.m.
Executive Sessions to follow Regular Meeting

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

1-8

It is recommended that the Governing Board approve the Minutes of the November 8, 2012 Regular Meeting (Governing Board member not present was Mr. Chris Maza.).

Motion _____ Second _____ Vote _____

- F. Current Events: Governing Board and Superintendent

The North Phoenix Kiwanis will present the Washington Elementary School District with a check for \$23,028.04 from the annual Walk-A-Thon, which is their major fundraiser. Over 95% of the funds needed for Kiwanis projects throughout the year will come from this event. The Walk-A-Thon not only helps North Phoenix Kiwanis and its beneficiaries, but it helps numerous groups throughout the metro Phoenix area who are invited to join in the fun, as well as earn money for their group or organization. Partnering groups receive 75% of the funds that were raised.

I. REGULAR MEETING – GENERAL FUNCTION (continued)

G. Special Recognition

- In September, Roadrunner Elementary School held an art contest in partnership with Alliance Bank. The theme of the art contest was Thanksgiving. The entries from hundreds of children were judged and three Roadrunner students were chosen as winners. These winners were Megan Ramirez in 2nd grade, Maria Herrada Hernandez in 3rd grade, and Maya Romero in 6th grade. The artwork of these three students was used to create the Thanksgiving cards that Alliance Bank will send to its customers this year. The cards also highlight Roadrunner and the Green Schoolhouse project. Each child was honored by Jane McNeil, Vice-President of Alliance Bank; Lyn Bailey, Assistant Superintendent for Administrative Services; and their proud principal, Paula McWhirter.
- Michele Amrein, Arizona State University (ASU) iTeach Site Coordinator and Liaison with Washington Elementary School District, will introduce the iTeachASU Washington Elementary School District Cohort student teachers who have completed their year-long student teaching experience and are graduating from ASU in December: Kelsey Brockett, Jillian Curland, Mary Gilmore, Cassandra Glas, Alisa Gordon, Evette Jackson, Sharon Michael, Maria Morales, Christa Parks, Kaitlin Prankard, Sarah Roberts, and Emily Troyky.
- Special recognition of teachers who have received National Board Certification, the most prestigious credential a teacher can earn: Jennifer Hildebrand, Palo Verde Middle School; Erin Johnson, Mountain View School; and Leslie Perry, Richard E. Miller Elementary School.
- Special recognition of an ongoing NBC staff member who renewed her National Board Certification Certificate: Tracy Maynard, Shaw Butte Elementary School.

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. | 9-10 |
| *B. | Personnel Items Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes. | 11-14 |
| *C. | Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) 1. North Phoenix Kiwanis donated a check from the Walk-A-Thon in the amount of \$23,028.04 to be used for student and staff incentives. | 15-16 |

II. CONSENT AGENDA (continued)

*C. Public Gifts and Donations (continued)

2. Mr. Holland's Opus Foundation donated musical instruments with an approximate value of \$12,000.00 to be used for the benefit of students at Mountain View School.
3. Orangewood Parent/Teacher Association donated a check in the amount of \$308.00 to be used to pay for the bus used for a field trip for Orangewood School students.
4. Bruce Hickman donated literature sets with an approximate value of \$1,000.00 to be used for the benefit of students District-wide.
5. Fry's Food Stores donated a rebate check in the amount of \$500.00 to be used for the benefit of students at Desert Foothills Junior High School.
6. Kellogg's donated the printing services of the Washington Elementary School District 2012-2013 Breakfast and Lunch menu with an approximate value of \$14,136.86 for the benefit of students and parents/guardians in the District.
7. Kroger donated a VIP Reward Program check in the amount of \$500.00 to be used for the benefit of students at Ironwood Elementary School.
8. Mountain Sky SPICE (Parent/Teacher Organization) donated a check in the amount of \$2,268.00 to be used for a Mountain Sky Junior High School student field trip.
9. U.S. Airways donated two checks for a total of \$1,000.00 for transportation for student field trips at Mountain View School.
10. The Palo Verde Parent/Teacher Organization donated tables with attached benches with an approximate value of \$1,650.00 for the benefit of students at Palo Verde Middle School.
11. The Palo Verde Parent/Teacher Organization donated a check in the amount of \$830.00 to be used to purchase a color printer and toner cartridges for the Computer Lab at Palo Verde Middle School.
12. Target, in partnership with First Book Marketplace, donated books with an approximate value of \$500.00 for the benefit of students at Alta Vista Elementary School.
13. Vaseo Apartments/Klein Financial Corporation donated a check in the amount of \$683.96 for the benefit of students in the 21st Century Outreach Program at Mountain Sky Junior High School.
14. Vaseo Apartments donated a check in the amount of \$683.96 for the benefit of students at Lookout Mountain Elementary School.
15. The Washington Education Foundation donated a check in the amount of \$1,000.00 to be used for the benefit of students at Sunburst Elementary School. Sunburst collected the most money per capita for the United Way Campaign.
16. Sima and Arlen Savitt donated two violins with a combined value of approximately \$900.00 for the benefit of students at Sunnyslope School.

*D. Out-of-County/State Field Trip

1. Alan Paulson and Alex Keene, Orangewood School, submitted an out-of-county/state field trip to Disneyland, Anaheim, CA, May 6-8, 2013, for 7th and 8th grade students at a cost of \$26,716.32.

II. CONSENT AGENDA (continued)

- *E. Out-of-State Travel 23-25
1. Christine Hollingsworth, Principal; Kira Alexander, Office Manager; Audra Bailey, Program Coach; Joanne Fitch, Gifted Teacher; Hannah Marcum, 1st Grade Teacher; Sonia Saenz-Camilli and Linda Thompson, 3rd grade teachers; Christine Frost, Britta Schafer, and Donald Madison, 5th grade teachers; Stacie Bauer, 6th grade teacher; Jennifer Lauzon, Special Education; and Alyssa Weed, music teacher, to attend the National Title I Conference, January 20-23, 2013, in Nashville, TN, at a cost of \$16, 507.00.
- *F. Issue RFPs for Specified Services – After-School Programs and Field Trip Locations, and Professional Development Services 26-27
- *G. Acceptance of the Arizona Science Center Grant in the Amount of \$379.50 and the Washington Education Foundation Grants in the Amount of \$5,479.45 28-29
- *H. Teacher Evaluation System Verification – Statement of Assurance 30-31
- *I. Catholic Charities Peer Assistance & Leadership Program (PAL) 32-35
- *J. APS Incentive for Geothermal Install at Lookout Mountain 36-45

III. ACTION / DISCUSSION ITEMS

- A. 2012-2013 Teacher Performance Pay Plan (Dr. Lyn Bailey) 46-85
Motion _____ Second _____ Vote _____
- B. Sequestration Information and Resolution (Janet Sullivan) 86-88
Motion _____ Second _____ Vote _____
- C. Solution to Build Stakeholder Engagement / K12 Insight (Dr. Susan J. Cook) 89-99
Motion _____ Second _____ Vote _____
- D. Utilize an Intergovernmental Cooperative Purchase Agreement Contract through Mohave Educational Services Cooperative (MESC) for the Purchase of New Copiers (Howard Kropp) 100-102
Motion _____ Second _____ Vote _____
- E. Appointment of Community Member to the Trust Board (D. Rex Shumway) 103-106
Motion _____ Second _____ Vote _____

IV. INFORMATION / DISCUSSION ITEM

- A. 2012 Accountability Update - Assessment Report: Part Two (Janet Sullivan) 107-131

V. FUTURE AGENDA ITEMS

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

VII. CALL FOR EXECUTIVE SESSION

Call for Executive Session: Pursuant to A.R.S. §38-431.03 – A.5 and A.1

It is recommended that the Governing Board establish an Executive Session to be held immediately during a recess in the Regular Meeting for:

- A.5 – Discussions or consultations with the designated representative of the public body in order to consider its position and instruct its representatives regarding negotiations with employee organizations regarding the salaries, salary schedule, or compensation paid in the form of fringe benefits of employees of the public body – specifically regarding the 2012 Interest-based Negotiation (IBN) process.
- A.1 – Discussion or consideration of employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining or resignation of a public officer, appointee or employee of any public body, except that with the exception of salary discussions, an officer, appointee or employee may demand that the discussion or consideration occur at a public meeting – specifically regarding the quarterly evaluation of the Superintendent.

VIII. RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION

IX. EXECUTIVE SESSION – GENERAL FUNCTION

A. Call to Order and Roll Call

B. Confidentiality Statement

All persons present are hereby reminded that it is unlawful to disclose or otherwise divulge to any person who is not now present, other than a current member of the Board, anything that has transpired or has been discussed during this executive session. To do so is a violation of ARS 38-431.03 unless pursuant to a specific statutory exception.

C. Discussion under A.R.S. §38-431.03 – A.5

- A.5 – Discussions or consultations with the designated representative of the public body in order to consider its position and instruct its representatives regarding negotiations with employee organizations regarding the salaries, salary schedule, or compensation paid in the form of fringe benefits of employees of the public body – specifically regarding the 2012 Interest-based Negotiation (IBN) process.

D. Discussion under A.R.S. §38-431.03 – A.1

- A.1 – Discussion or consideration of employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining or resignation of a public officer, appointee or employee of any public body, except that with the exception of salary discussions, an officer, appointee or employee may demand that the discussion or consideration occur at a public meeting – specifically regarding the quarterly evaluation of the Superintendent.

X. RECESSING OF EXECUTIVE SESSION FOR REGULAR MEETING

XI. RECONVENING OF REGULAR MEETING

XII. 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.

GOVERNING BOARD MINUTES: REGULAR MEETING

2012-2013

November 8, 2012

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. Jahneke called the meeting to order at 7:00 p.m. Governing Board members constituting a quorum were present: Mr. Bill Adams, Ms. Clorinda Graziano, Mr. Aaron Jahneke, and Mrs. Tee Lambert. Mr. Chris Maza was not in attendance.

B. Moment of Silence and Meditation

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

C. Pledge of Allegiance

Mr. Jahneke led the Pledge of Allegiance.

D. Adoption of the Regular Meeting Agenda

A motion was made by Mr. Adams that the Governing Board adopt the Regular Meeting Agenda, with flexibility. The motion was seconded by Mrs. Lambert. The motion carried.

UNANIMOUS

Mr. Jahneke moved Item I.G. – Special Recognition before Item I.E. – Approval of the Minutes.

G. Special Recognition

Dr. Cook recognized Acacia Elementary School for the prestigious honor of being selected as one of two schools by the State of Arizona as a National Title I Distinguished School. Dr. Cook introduced Christine Hollingsworth, principal of Acacia, and acknowledged her superb leadership and management skills. Ms. Hollingsworth was presented with congratulatory flowers from the Governing Board and Administration. Dr. Cook acknowledged the Acacia staff, parents, and students for everything they did to help earn the award. Ms. Hollingsworth thanked the staff, parents, and students for their support. She also thanked the Governing Board and Administration for their support and presented them with an Acacia t-shirt and a token of their appreciation. Two Acacia teachers, Jennifer Lesser and Jennifer Lauzon, stated that Ms. Hollingsworth was a great role model and a tremendous leader for the staff and students. Three Acacia students, Audrie Lumpkin, 6th grader and Student Council President; Rachel Elrod, 5th grader; and Julie Lauzon, 4th grader, stated that Acacia was a safe and happy place for students to learn, make friends, and succeed. They said Acacia was an awesome school where everyone did their part to earn the award – students worked hard, teachers helped the students learn, and the principal encouraged them to make the right decisions. Dr. Cook introduced Mrs. Don Dolin who was on the Arizona Department of Education team who selected Acacia for the National Title I Distinguished School award. Mrs. Dolin reviewed the selection process and stated it was a difficult decision to make from the many qualified schools who applied for the award, but that Acacia stood out. She congratulated Ms. Hollingsworth for receiving the award and commended her for her amazing leadership. Governing Board members commended Ms. Hollingsworth on her leadership skills. They congratulated the collaborative team effort of her leadership, staff, parents, and students to be named a National Title I Distinguished School.

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E. Approval of the Minutes

UNANIMOUS

A motion was made by Mr. Adams that the Governing Board approve the Minutes of the October 18, 2012 Executive Session, 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 visiting Desert View Elementary School, Principal Maria Farmer, and her staff.

Mrs. Lambert thanked the staff and community members who volunteered their personal time with the initiatives (Proposition 204 and WESD Capital Override). Even though the initiatives did not pass, there was a rallying commitment for the children.

Ms. Graziano shared the following:

- Thanked everyone who worked tirelessly and believed strongly in the initiatives (Proposition 204 and WESD Capital Override). She hoped that the District would have another opportunity for an initiative to give students the technology tools that they need to succeed.
- Acknowledged and thanked the students and teachers at Chaparral, Ironwood, John Jacobs, Lookout Mountain, and Moon Mountain Elementary Schools for the artwork displayed in the Governing Board Room.
- Enjoyed attending the high school marching bands' spectacular event and congratulated Thunderbird and Greenway high schools for advancing to the State Marching Festival.
- Thanked Kiwanis for the successful Walk-a-Thon event.
- Acknowledged the Palo Verde Middle School Chorus and Hand Bell Concert for veterans.
- Acknowledged and thanked all the veterans in the District, including Mr. Adams, for their service and sacrifices.

Mr. Jahneke thanked everyone involved with the advocacy for public education.

Dr. Cook introduced Ms. Carol Patterson, principal of Palo Verde Middle School, who advised that the teachers were content driven and used their expertise and knowledge for science, social studies, language arts, and math to integrate the Common Core Standards. Ms. Patterson introduced the Palo Verde Lions Team consisting of Angela Castro, Pete Osmussen, Lisa Dotson, Bridget Munck, and Kim Powers who shared how they integrated the Arizona Common Core Standards across disciplines and also how they used and annotated the text. Ms. Patterson stated that they are having students use more critical thinking skills and raising the level of expectations for learning of the students. Governing Board members made the following comments:

- Mr. Adams thanked the presenters and stated that the students will be able to use these tools as adults.
- Mrs. Lambert thanked them for the presentation and acknowledged that it reinforced integrated learning using the tools for subjects that are being taught. She stated that the teamwork was beneficial to the students.
- Ms. Graziano agreed with Mrs. Lambert's comments and asked if the special areas and electives teachers were also involved. She was advised that all of the special areas and electives teachers are involved in the program.
- Mr. Jahneke thanked the presenters and stated that the students will benefit from these learning skills and will be better prepared for high school and college.

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H. Public Participation

There was no public participation.

I. Approval of the Consent Agenda

UNANIMOUS

Ms. Graziano requested that Item *II.F. – Annual Intergovernmental Cooperative Purchase Agreements with the Strategic Alliance for Volume Expenditures (SAVE) and The Cooperative Purchasing Network (TCPN) be pulled from the Consent Agenda for separate consideration.

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

II. CONSENT AGENDA

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

UNANIMOUS

Approved and ratified the vouchers as presented.

***B. Personnel Items**

UNANIMOUS

Approved the personnel items as presented.

***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. Arrowhead Promotion & Fulfillment donated a gift card in the amount of \$500.00 and a case of Lysol disinfecting wipes (as the grand prize winner in the Lysol “Healthy Classroom” sweepstakes) to be used for the benefit of 5th grade students at Chaparral Elementary School.
2. Target, Take Charge of Education Program, donated a rebate check in the amount of \$331.38 to be used for the benefit of students at John Jacobs Elementary School.
3. Cardinals Charities donated a check in the amount of \$398.74 to be used for the benefit of students at John Jacobs Elementary School.
4. Orangewood Parent Teacher Association donated a check in the amount of \$414.75 to be used for kindergarten field trips at Orangewood School.
5. Assistance League of Phoenix donated books with an approximate value of \$3,671.24 to be used for the benefit of students in kindergarten, second, and fourth grades at Richard E. Miller Elementary School.
6. Assistance League of Phoenix donated books with an approximate value of \$3,513.62 to be used for the benefit of students in kindergarten, second, and fourth grades at Sunnyslope School.

***D. Out-of-State Travel**

UNANIMOUS

Approved the out-of-state travel as presented.

1. Bill Adams, Governing Board Member, to attend the 40th Annual Federal Relations Network Conference, January 27-29, 2013, in Washington, D.C., at a cost of \$1,570.00.
2. Chris Lieurance, Director of Management Information Services, and Art Tobin, Program Coach/Technology, to attend a meeting with Smart Technologies, December 6-7, 2012, in Calgary, Canada, at no cost to the District.

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***E. Submission of the Science Foundation Arizona Network Helios STEM School Pilot Grant in an Amount Not to Exceed \$500,000.00 over 36 months** **UNANIMOUS**

***F. Annual Intergovernmental Cooperative Purchase Agreements with the Strategic Alliance for Volume Expenditures (SAVE) and The Cooperative Purchasing Network (TCPN)** **UNANIMOUS**

A motion was made by Ms. Graziano that the Governing Board approve the Intergovernmental Cooperative Purchase Agreements and contract purchases with the Strategic Alliance for Volume Expenditures (SAVE) and The Cooperative Purchasing Network (TCPN). The motion was seconded by Mr. Adams. The motion carried.

Ms. Graziano asked for information regarding the new contract titled "Solution to Build Stakeholder Engagement in Public Schools". Dr. Cook responded that if the District decided to use this vendor, a contract would be presented to the Board for approval. Dr. Cook advised that this company specializes in building relationships with the community via surveys and uses their platform to deliver the surveys. They compose the wording and do the analysis of the data. Dr. Cook stated that the District currently conducts four surveys, e.g., Working Conditions Survey, Parent Satisfaction Survey, Leadership Survey, and Student Survey. She said that three of the four surveys were required by law and all of the surveys needed to be updated. Dr. Cook advised that the District would conduct further research to determine if this was a feasible contract.

***G. Issue RFP for Specified Services – No. 12.020, Student Identification System** **UNANIMOUS**

III. ACTION / DISCUSSION ITEM

A. 2012-2013 Revenue Budget **UNANIMOUS**

Ms. Cathy Thompson advised the Board that the District was no longer required by law to submit an annual revenue budget. However, auditors requested that an estimated revenue budget be approved by the Governing Board in order to complete the audit forms. Ms. Thompson reviewed the estimated budget and requested the Governing Board's approval of the stated revenue amounts as the 2012-2013 estimated revenue budget for District funds.

A motion was made by Mrs. Lambert that the Governing Board approve the stated revenue amounts as estimated budget for the 2012-2013 fiscal year. The motion was seconded by Mr. Adams. The motion carried.

IV. INFORMATION / DISCUSSION ITEMS

A. United Way Update

Ms. Pam Horton reported that District employees donated \$37,214.00 to the 2012 United Way campaign and continued to be a leader among valley school districts in Maricopa County. She thanked the employees for contributing to the campaign and supporting the United Way.

Ms. Horton thanked the Washington Education Foundation (WEF) for the gift cards to the District's incentive program and \$1,000.00 to the school or department that donated the most per capita. Employees designated \$14,714.50 to be donated to the WEF for its grant program for schools. Ms. Nancy Putnam, president of the WEF, presented a \$1,000.00 check to Sunburst Elementary School Principal, Ms. Rhonda Warren, and Ms. Sally Cook, Sunburst campaign coordinator, for raising the most per capita with a total of \$1,898.00.

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Ms. Horton acknowledged Ms. Robin Telle, United Way Development Officer, and Ms. Cathy Cleland, loaned executive from the United Way, for their support of the District's campaign efforts.

Dr. Cook acknowledged the efforts of Pam Horton for the successful United Way campaign.

B. 2012 Accountability Update – Assessment Report: Part One

Ms. Janet Sullivan updated the Governing Board on the 2011-2012 accountability results which focused on the District's performance on state-administered assessments and the resulting accountability determinations. Ms. Sullivan presented Spring 2012 results of the Arizona's Instrument to Measure Standards (AIMS), the Stanford 10, and the Arizona English Language Learner Assessment (AZELLA).

Ms. Graziano asked if the low math scores were due to the change in curriculum. Ms. Sullivan responded that the curriculum change had affected the test scores. Ms. Sullivan stated that intervention had been focused on reading. The District is trying to expand intervention for math, however, it is difficult to accomplish due to limited resources. Ms. Sullivan advised that a number of school sites are trying to add math instruction time by extending the time for math or having double periods for math. Some middle schools have added an enrichment class for math, therefore, some students may have a second math class, rather than an elective. Ms. Sullivan stated that many schools are using small group instruction.

Mr. Adams thanked Ms. Sullivan for the presentation and asked if there was anything the Board could do to help. Ms. Sullivan stated that the accountability models were a moving target with frequent changes and more to come. She advised that if there was additional education funding, the District could do more intervention with students if the class sizes were smaller and if there were more staff/interventionists for math.

Mr. Jahneke asked if they could explain the decrease in AIMS percent proficient from grade 7 to grade 8. Ms. Sullivan stated that they are finding that the 8th grade students do not have the motivation to perform well on the tests. She advised that they have compared the District tests to the AIMS tests and are looking at targeting skill deficits and ways to motivate the 8th grade students.

Mr. Jahneke asked if this was an area of emphasis with respect to professional development and articulating with the feeder high school districts. Ms. Sullivan replied in the affirmative.

Mrs. Lambert thanked Ms. Sullivan for the data presented. Mrs. Lambert stated that although it was very complex to understand, the important thing was to keep it all in perspective. She advised that it was important to do the assessments and focus on the children to find their weaknesses and help build their strengths. She stated that the social atmosphere and mobility affect the data results. Mrs. Lambert said she was encouraged to see that the numbers for the "Falls Far Below" category was shrinking. She said she was not concerned about the math scores because they were affected by the changes of the scope of what was measured and the students not having the core building blocks for the assessments. She stated she was proud of what the District was doing and that it was on the right track with the focus being on the children and the classrooms.

Mr. Adams asked if it would be possible to have a quick reference card with the District's priorities listed. He said it would be helpful to have when Governing Board members had conversations with Congressmen/Senators or community members.

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Ms. Graziano asked if the decrease in 8th grade scores was district-wide, state-wide, or at a few schools. Ms. Sullivan responded that the state-wide data was reviewed and did not show a decrease at the State level as we had at the District level. Ms. Sullivan stated that within the District, the decrease was at almost every school. Ms. Graziano commented that it did not seem to be an academic problem, but more a social climate cultural problem.

Ms. Graziano asked if there were any plans for science to be included in the A-F letter grades. Ms. Sullivan replied that it was her understanding that the State planned to use the same science tests for several years and it was not anticipated to have science test data included in the A-F letter grades.

Ms. Graziano asked if the 7/8 grade science and math classes in the K-8 schools were taught by science and math teachers. Ms. Graziano also asked if the K-8 schools also had separate science, math, language arts, and social studies teachers. Ms. Sullivan advised that the teachers were highly qualified and departmentalized. Ms. Sullivan said that they use the middle school model.

Mrs. Lambert asked if the writing piece for Partnership for Assessment of Readiness for College and Careers (PARCC) was going to be subjective or multiple choice for learning grammar. Ms. Sullivan responded that the extended writing pieces that will be responses to both literary and informational text, will be rubrics that identify content, as well as grammar. Mrs. Lambert asked if they still plan to utilize computerized testing. Ms. Sullivan replied in the affirmative and it will go into effect the 2014-2015 school year. The challenge will be the expectation for all students to be tested on a computer within a window of time.

C. Continuous Improvement Plans

Ms. Sullivan advised the Governing Board members that schools identified as 'D' and/or Focus Schools under the new A-F Grades accountability system were required to share their plans with the Governing Board. Governing Board members were provided copies of the Continuous Improvement Plan (CIP) for Lakeview, Maryland, Moon Mountain, Mountain View, Richard E. Miller, and Shaw Butte schools. Ms. Sullivan introduced the principals of the Focus Schools. She stated that all of the 32 District schools were preparing a CIP, however, the principals at the Focus Schools had participated in a more intense review of their site plans, e.g., extensive analysis of their school culture, data, instructional strategies, programs in place, etc.

Dr. Cook stated that Acacia Elementary School was recognized for its accomplishments and award winning status at the onset of the meeting, however, she was no less proud of the six Focus School principals. Dr. Cook said that they work just as hard and they have many challenges with which they are dealing with on a daily basis. She advised that there was as much attention given to classroom activities at these six schools as any others.

Dr. Cook asked Tracy Maynard, principal of Shaw Butte Elementary School to share how Shaw Butte defined FOCUS. Ms. Maynard stated that at Shaw Butte, FOCUS means "Figuring Out Challenges Until Success".

Mr. Adams commented that the six Focus School principals were the "best of the best" and appreciated that they were chosen to lead these schools.

Ms. Graziano asked if the kindergarten Push-in Program was the name for the kindergarten intervention program. Ms. Sullivan confirmed that it was.

Ms. Graziano thanked the principals for their efforts and appreciated the following action steps taken at individual schools:

- Lakeview – Encouraging many volunteers
- Moon Mountain – Mentoring using buddy classes
- Mountain View – Studying Ruby Payne’s book, A Framework for Understanding Poverty
- Richard E. Miller – 5th grade students visiting Royal Palm Middle School to facilitate the transition from elementary school to middle school

Ms. Graziano made a helpful suggestion to the principals to coach teachers to expect 100% of the students to do everything. She stated that a high level of expectation/rigor was very important to keep in mind when dealing with their staff.

Mrs. Lambert thanked everyone for their hard work and attention to detail on the plans. She was pleased that the action steps were focused on student achievement and student needs.

Mrs. Lambert asked what learning walks were at Mountain View School. Mountain View Principal, Mike Christensen, advised that they had a learning walk that day with Mr. Kevin Feldman, an outside consultant. Mr. Feldman took the administrators and 7th grade teachers into an 8th grade classroom for an observation. They observed the teacher for approximately 20 minutes and took notes. They followed with a debriefing session with the 8th grade teacher and made comments and suggestions. Mr. Christensen stated it was a very beneficial learning experience for everyone and planned more learning walks during the school year.

Mr. Jahneke thanked everyone for the detailed plans. He advised the six Focus School principals that he was confident in their abilities to achieve their goals.

V. FUTURE AGENDA ITEMS

Mrs. Lambert requested information regarding sequestration’s affect on the District this school year, as well as the next school year.

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

Mr. Adams acknowledged the hard work of everyone involved in the initiatives (Proposition 204 and the WESD Capital Override).

Mrs. Lambert acknowledged the support that the District Office provides to the schools. She appreciated that the District Office works very hard to ensure that the principals have what they need to provide good leadership and to help their teachers to have what they need in the classroom.

Ms. Graziano made the following acknowledgments:

- Congratulated Mr. Bill Adams for receiving an Arizona School Boards Association (ASBA) sponsorship to pay for his registration to the Federal Relations Network Conference.
- Congratulated the 5th grade classroom at Chaparral Elementary School who was the grand prize winner in the Lysol “Healthy Classroom” sweepstakes.
- Thanked everyone who provided the academic and educational information for the Board meeting. She stated that everyone was doing a good job and was pleased that the data trends were positive.

Mr. Adams thanked the Board members for approving his out-of-state travel to attend the Federal Relations Network Conference in Washington, D.C., on January 27-29, 2013.

November 8, 2012

VII. ADJOURNMENT

A motion was made by Ms. Graziano to adjourn the Regular Meeting at 9:01 p.m. The **UNANIMOUS** motion was seconded by Mr. Adams. The motion carried.

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

November 8, 2012

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: | December 12, 2012 | | |
| AGENDA ITEM: | <u>*Approval/Ratification of Vouchers</u> | | |
| INITIATED BY: | <u>Elizabeth Martinez, Accounting Manager</u> | SUBMITTED BY: | <u>David Velazquez, Director of Finance</u> |
| PRESENTER AT GOVERNING BOARD MEETING: | <u>Cathy Thompson, Director of Business Services</u> | | |
| GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: | <u>BBA, DK and A.R.S. §15-321</u> | | |

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

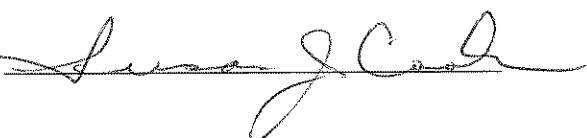
The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of salaries, materials, equipment, and services. Documentation for warrants is available for inspection from the Finance Department located at the District Administrative Center.

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

| | |
|----------------|----------------------------|
| 11/02/12 | 2,906,626.49 |
| 11/16/12 | 2,962,319.48 |
| 11/30/12 | <u>2,929,954.85</u> |
| Totals: | <u>8,798,900.82</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.

***Approval/Ratification of Vouchers**

December 12, 2012

Page 2

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

| | |
|----------------|-----------------------------|
| 10/26/12 | 424.74 |
| 10/31/12 | 1,133,754.76 |
| 11/05/12 | 1,679.95 |
| 11/08/12 | 5,922,065.31 |
| 11/09/12 | 134,424.61 |
| 11/14/12 | 1,550,691.77 |
| 11/21/12 | 5,305,433.59 |
| Totals: | <u>14,048,474.73</u> |

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2012 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

December 12, 2012

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 |
|-----------|---------|------------------------|---------------|------------------|------------------|----------------|
| Artus | Diane | Teacher-Music | Washington | Resignation | 5 | 5/30/2013 |
| Baldwin | Sallie | Teacher-Band | Mountain Sky | Resignation | 2 | 12/21/2012 |
| Chappelle | Judy | Teacher-Music | Ocotillo | Resignation | 4 mo. | 12/12/2012 |
| Humble | Julie | Teacher-Kindergarten | Moon Mountain | Retirement | 27 | 1/31/2013 |
| Lee | Erika | Teacher-Social Studies | Maryland | Resignation | 4 mo. | 1/9/2013 |
| Swaziek | MaryAnn | Teacher-LD | Palo Verde | Resignation | 4 mo. | 12/21/2012 |
| Thompson | Lindsay | Teacher-2nd Grade | Tumbleweed | Leave of Absence | | 12/14/2012 |
| Young | Margie | Teacher-2nd Grade | Sunburst | Resignation | 12 | 1/8/2013 |

C. FULL-TIME CLASSIFIED

| LAST NAME | FIRST | POSITION | LOCATION | ACTION | YEARS OF SERVICE | EFFECTIVE DATE |
|-----------------|--------|--------------------|-------------------|------------------|------------------|----------------|
| Arellanes | Sophia | Office Technician | Ocotillo | Resignation | 11 | 11/30/2012 |
| Cruz | Karen | Social Worker | Mountain View | Resignation | 2 mo. | 11/9/2012 |
| Hernandez Bravo | Jose | Night Custodian | Ocotillo | Resignation | 1.5 | 11/16/2012 |
| Leivas-Nelson | Stacy | Office Manager | Roadrunner | Resignation | 5 | 10/31/2012 |
| Mauck | Linda | Office Manager | Manzanita | Resignation | 4 mo. | 11/30/2012 |
| Raynes | Janis | Paraprofessional | Royal Palm | Retirement | 9 | 11/5/2012 |
| Treinen | Kathy | Library Technician | Arroyo/Tumbleweed | Leave of Absence | | 11/9/2012 |

D. PART-TIME CLASSIFIED

| LAST NAME | FIRST | POSITION | LOCATION | ACTION | YEARS OF SERVICE | EFFECTIVE DATE |
|--------------------|---------|---------------------------|------------------|------------------|------------------|----------------|
| Bailey | Rhonda | HeadStart Assistant | HeadStart | Resignation | 4 mo. | 12/4/2012 |
| Campa | Regina | Food Service Helper | Palo Verde | Resignation | 1 | 12/20/2012 |
| Caughy | Penny | Office Technician | Mountain Sky | Resignation | 3 | 12/7/2012 |
| Clifton | Celia | Paraprofessional | Palo Verde | Resignation | 10 | 1/8/2012 |
| Davis | Lawanda | Kidspace Assistant | Washington | Termination | 3 mo. | 11/30/2012 |
| Garner | Shannon | Food Service Helper | Desert Foothills | Resignation | 3 mo. | 11/21/2012 |
| Gibbons | Rita | Lead Assistant | Moon Mountain | Resignation | 8 | 11/30/2012 |
| Halbash | Terri | Paraprofessional | Sunset | Resignation | 5 | 11/16/2012 |
| Haremza | Janae | Food Service Helper | Sunburst | Resignation | 1 | 11/15/2012 |
| Lofton | Kathy | Crossing Guard | Abraham Lincoln | Resignation | 3 mo. | 11/20/2012 |
| Lopez | Delores | Food Service Helper | Ocotillo | Resignation | 1 | 11/16/2012 |
| Moore | Teresa | Paraprofessional | John Jacobs | Termination | 3 mo. | 11/21/2012 |
| Morey | Briana | Paraprofessional | Maryland | Position Ended | 1 | 11/9/2012 |
| Nelson | Kristy | Food Service Unit Leader | Roadrunner | Leave of Absence | | 11/13/2012 |
| Olivas | Lisa | ELL Testing Specialist | Maryland | Resignation | 1 | 11/9/2012 |
| Otto | Gregory | Bus Driver | Transportation | Resignation | 2 | 11/16/2012 |
| Otto | Melissa | Bus Driver | Transportation | Resignation | 2 mo. | 11/16/2012 |
| Owens | Deborah | Special Ed. Assistant | Sweetwater | Termination | 3 mo. | 11/2/2012 |
| Pierce | Frank | Crossing Guard | Shaw Butte | Resignation | 1 | 11/2/2012 |
| Porter | Yvette | Food Service Helper | Richard Miller | Resignation | 3 | 11/7/2012 |
| Prieger | Mark | Special Ed. Assistant | Sweetwater | Resignation | 1 | 10/30/2012 |
| Quatrano | Adriene | Kidspace Site Coordinator | Manzanita | Resignation | 5 | 11/9/2012 |
| Rahman | Justine | Special Ed. Assistant | Sweetwater | Resignation | 2 | 10/30/2012 |
| Romero | Leticia | Bus Assistant | Transportation | Resignation | 2 mo. | 10/25/2012 |
| Ruby | Amanda | Paraprofessional | Arroyo | Resignation | 2 mo. | 11/30/2012 |
| Scherkenback-Grace | Cindy | Paraprofessional | Alta Vista | Resignation | 4 mo. | 12/11/2012 |
| Schwengler | Mark | Bus Driver | Transportation | Resignation | 8 | 11/30/2012 |

PERSONNEL ACTION RECOMMENDED

December 12, 2012

D. PART-TIME CLASSIFIED (continued)

| LAST NAME | FIRST | POSITION | LOCATION | ACTION | YEARS OF SERVICE | EFFECTIVE DATE |
|-----------|---------|--------------------|------------------|----------------|------------------|----------------|
| Small | Daniel | Paraprofessional | Cactus Wren | Resignation | 1.5 | 12/21/2012 |
| Tawfig | Nadia | Kidspace Assistant | Lookout Mountain | Resignation | 3 mo. | 11/21/2012 |
| Taylor | Lenora | Kidspace Assistant | Alta Vista | Resignation | 3 mo. | 11/5/2012 |
| Thompson | Treinea | Food Service Clerk | Food Services | Resignation | 1 | 11/8/2012 |
| Wagner | Amanda | Paraprofessional | Washington | Resignation | 3 mo. | 11/16/2012 |
| Wenninger | Jill | Paraprofessional | Washington | Position Ended | 10 | 11/1/2012 |

II. EMPLOYMENT

A. ADMINISTRATIVE

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

B. CERTIFIED

| LAST NAME | FIRST | POSITION | (E)XISTING OR (N)EW | LOCATION | |
|---------------|-------|-------------------|---------------------|------------|--------------------------|
| Boop | Jenny | Teacher-2nd Grade | E | Tumbleweed | Balance of Year Contract |
| Flint Hollins | Tara | Teacher-3rd Grade | N | Maryland | Balance of Year Contract |
| Green | Karla | Teacher-PE | E | Arroyo | Balance of Year Contract |

C. FULL-TIME CLASSIFIED

| LAST NAME | FIRST | POSITION | (E)XISTING OR (N)EW | LOCATION |
|------------------|-------------|------------------------|---------------------|--------------------|
| Caine | Tarl | Fleet Attendant | E | Transportation |
| Carbray | Augusta | Social Worker | N | Moon Mountain |
| Carlson | Bernadette | Paraprofessional | E | John Jacobs |
| Candelaria | Christopher | Custodian- 9 mo. | E | John Jacobs |
| Collins | Dan | Trades Specialist-HVAC | E | Maintenance |
| Wolf | Cindie | Social Worker | N | Arroyo/Lakeview |
| Velazquez-Vargas | Jessica | Social Worker | N | Acacia/John Jacobs |

D. PART-TIME CLASSIFIED

| LAST NAME | FIRST | POSITION | (E)XISTING OR (N)EW | LOCATION |
|----------------|-----------|---------------------------|---------------------|------------------|
| Ahumada | Karina | Food Service Helper | E | Food Service |
| Al Jaber | Hawra | Special Ed. Assistant | E | Sweetwater |
| Armer | Heidi | Monitor | E | Abraham Lincoln |
| Avila | Debra | Food Service Helper | E | Richard Miller |
| Bachtel | Carol | Bus Driver | E | Transportation |
| Barbeau | Christine | Speech/Language Assistant | E | Special Services |
| Barnes | Carrie | Personal Care Provider | E | Maryland |
| Bateman | Rochelle | Monitor | E | Chaparral |
| Boning | Maureen | ELL Testing Specialist | E | Maryland |
| Burnham | Brittney | Crossing Guard | E | Shaw Butte |
| Carrel | Denise | Special Ed. Assistant | E | Mountain Sky |
| Chavez | Lisa | Food Service Helper | E | Sunburst |
| Clayborn | Bernard | Personal Care Provider | E | Washington |
| Cleveland | Amber | Personal Care Provider | N | Mountain View |
| Cortez | Alyssa | Bus Assistant | E | Transportation |
| Darling | Reanna | Bus Assistant | E | Transportation |
| Flores-Becerra | Maria | Special Ed. Assistant | E | Sweetwater |

PERSONNEL ACTION RECOMMENDED

December 12, 2012

D. PART-TIME CLASSIFIED (continued)

| LAST NAME | FIRST | POSITION | (E)XISTING OR (N)EW | LOCATION |
|----------------|-------------|---------------------------|------------------------|------------------|
| Funes | Mirna | Kidspace Assistant | E | Lookout Mountain |
| Galasso | Christopher | Special Ed. Assistant | E | Sweetwater |
| Jones | Vera | Crossing Guard | E | Chaparral |
| Keane | Michael | Bus Assistant | E | Transportation |
| Koeplin | Colleen | Paraprofessional | E | Sahuaro |
| Llamas | Martha | Food Service Helper | E | Ocotillo |
| McClung | Danielle | Special Ed. Assistant | E | Sweetwater |
| McIntyre | Jonathan | Bus Driver | E | Transportation |
| Montano | Joanna | Paraprofessional | E | Palo Verde |
| Nicolas | Christina | Paraprofessional | E | Sunnyslope |
| Nichols | Stephanie | Bus Assistant | E | Transportation |
| Northrop | Stephanie | Food Service Helper | E | Shaw Butte |
| Ortega-Dubon | Martha | Special Ed. Assistant | E | Sweetwater |
| Pacheco | Paulette | Food Service Helper | E | Desert Foothills |
| Pama | Venidici | Bus Assistant | E | Transportation |
| Rosas Gonzalez | Rosio | Special Ed. Assistant | E | Desert View |
| Sanchez | Sara | Paraprofessional | E | Arroyo |
| Smothers | Cara | Crossing Guard | E | Sunnyslope |
| Soto | Victor | Bus Driver | E | Transportation |
| Staniscia | Cecilia | Paraprofessional | E | Roadrunner |
| Summer | Bert | Bus Assistant | E | Transportation |
| Waddell | Roberta | Monitor | E | Chaparral |
| Walker | Marta | Special Ed. Assistant | E | Sweetwater |
| Wann | Fred | Bus Driver | E | Transportation |
| Wolcott | Cathy | Paraprofessional | N | Sahuaro |
| Wolcott | Patricia | Paraprofessional | E | Sunnyslope |
| Yancy | Susan | Kidspace Site Coordinator | E | Manzanita |
| Yazzie | Christopher | Food Service Helper | E | Richard Miller |

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 Information
 1st Reading
 DATE: December 12, 2012
 AGENDA ITEM: *Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)
 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: BBA and A.R.S. §15-341

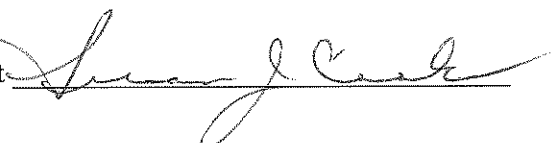
SUPPORTING DATA

Funding Source: Donations
 Budgeted: N/A

1. North Phoenix Kiwanis donated a check from the Walk-a-thon in the amount of \$23,028.04 to be used for student and staff incentives.
2. Mr. Holland's Opus Foundation donated musical instruments with a value of \$12,000.00 to be used for the benefit of students at Mountain View School.
3. Orangewood PTA donated a check in the amount of \$308.00 to be used to pay for the bus for a field trip for Orangewood School students.
4. Bruce Hickman donated literature sets with an approximate value of \$1,000.00 to be used for the benefit of students District-wide.
5. 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.
6. Kellogg's donated the printing services of the Washington Elementary School District 2012-2013 Breakfast and Lunch menu with a value of \$14,136.86 for the benefit students and parents/guardians in the District.
7. Kroger donated a VIP Reward Program check in the amount of \$500.00 to be used for the benefit of students at Ironwood Elementary School.

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)**

December 12, 2012

Page 2

8. Mountain Sky SPICE (Parent/Teacher Organization) donated a check in the amount of \$2,268.00 to be used for a student field trip.
9. U.S. Airways donated two checks for a total of \$1,000.00 for transportation for student field trips at Mountain View School.
10. The Palo Verde Parent/Teacher Organization donated tables with attached benches with an approximate value of \$1,650.00 for the benefit of students at Palo Verde Middle School.
11. The Palo Verde Parent/Teacher Organization donated a check in the amount of \$830.00 to be used to purchase a color printer and toner cartridges for the Computer Lab at Palo Verde Middle School.
12. Target, in partnership with First Book Marketplace, donated books with an approximate value of \$500.00 for the benefit of students at Alta Vista Elementary School.
13. Vaseo Apartments/Klein Financial Corporation donated a check in the amount of \$683.96 for the benefit of students in the 21st Century Outreach Program at Mountain Sky Junior High School.
14. Vaseo Apartments donated a check in the amount of \$683.96 for the benefit of students at Lookout Mountain Elementary School
15. The Washington Education Foundation donated a check in the amount of \$1,000.00 to be used for the benefit of students at Sunburst Elementary School. Sunburst collected the most money per capita for the United Way Campaign.
16. Sima and Arlen Savitt donated two violins with a combined value of approximately \$900.00 for the benefit of students at Sunnyslope School.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2012 Information
AGENDA ITEM: *Out-of-County/State Field Trip 1st Reading

INITIATED BY: Schools and Departments as Presented SUBMITTED BY: Administrative Services, Curriculum, Accounting and Purchasing Departments

PRESENTER AT GOVERNING BOARD MEETING: Field Trip Sponsor

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

SUPPORTING DATA

Funding Source: See Attached
Budgeted: N/A

1. Alan Paulson and Alex Keene, Orangewood School, submitted an out-of-county/state field trip to Disneyland, Anaheim, CA, May 6-8, 2013, for 7th and 8th grade students at a cost of \$26,716.32.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the out-of-county/state field trip request as presented.

Superintendent 

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

Agenda Item *II.D.

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 12/12/2012

| | | |
|--|--|---------------------------|
| School: Orangewood | Departure Date: 5/7/2013 | Return Date: 5/8/2013 |
| Destination of Field Trip: Disneyland, Anaheim, CA | | |
| # of Student Participants: 120 | Grade Level(s): 7-8 | # of Chaperones (1:8): 15 |
| Cell Phone Number of Person Attending Trip: 623-225-5737 | # of Additional Chaperones Needed (Over 1:8): 0 | |
| Person Requesting Trip/Contact at Board Meeting: Alan Paulson/Alex Keene | # of Additional Adults - paying their own way: 2 | |

Summary of Event/Purpose:

The Orangewood Band and Choir will be attending Disneyland for an end of the year celebration/reward trip. This trip will be to acknowledge the accomplishments and dedication they have shown in both band and choir. This is a valuable recruiting and motivational tool to keep kids participating in instrumental and choral music programs at the 7th and 8th grade level.

Educational Use:

Students will have the opportunity to see and hear live music being performed at a high level for public entertainment. As well as witnessing the application and use of skill that they will learn in band and choir in a "real world" setting. Students will evaluate music and music performance MU07-S3C2-02, MU08-SEC2-02, MUBI-S3C3-203, MUBI-23C2-205. Students will understand relationships between music, the arts, and disciplines outside the arts, MU07-S2C1-201, MUBI-S2C2-206, MU07-S2C1-03, MU08-S2C3-03, MU08/07-S2C1-04, MUBI-S1C3-206. MUBI-S2C2-207, MUBI-S3C1-204

Itinerary:

| Date | Departure Site | Departure Time | Arrival Site | Arrival Time | Mode of Transportation | Phone Number for Hotel / Event Location |
|----------|--------------------------------|----------------|--------------------------------|--------------|-----------------------------|---|
| 5/6/2013 | Orangewood School, Phoenix, AZ | 11:55 PM | Blythe, CA | 4:00 AM | Sundance Travel-Charter Bus | 602-275-2400 |
| 5/7/2013 | Blythe, CA | 4:15 AM | Disneyland, Anaheim, CA | 8:00 AM | Sundance Travel-Charter Bus | 602-275-2400 |
| 5/7/2013 | Disneyland, Anaheim, CA | 12:00 AM | Blythe, CA | 4:15 AM | Sundance Travel-Charter Bus | 602-275-2400 |
| 5/7/2013 | Blythe, CA | 8:00 AM | Orangewood School, Phoenix, AZ | 8:00 AM | Sundance Travel-Charter Bus | 602-275-2400 |

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: No

Principal Signature:

Andree Charlson

11/16/2012

Additional Information

Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:

Students will have multiple opportunities to fundraise and obtain money through scholarships, grants, and sponsorships. The quote includes all students and adults. The school is taking additional chaperones who will be paying their own way, therefore the cost was deducted from the quote.

Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes

Accommodations for students with special circumstances are needed: No

If yes, what accommodations are needed:

Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes

Is this the entire grade level: No

If no, how many students are in the grade level? 60

Is this a club or after-school class? No

What are the student eligibility requirements to participate in this trip?

Band and chorus students will be able to attend this trip if the following criteria are met;

-Students attend all assigned concerts.

-Students participate fully in both band and/or choir, to the best of their ability

-Students are in full academic standings with ALL teachers.

-Students are outstanding citizens of our Orangewood Community, student must not have any serious or ongoing behavior issues during the school year.

What are the arrangements for students not participating in this trip?

Student who will not be participating in the trip will be left to attend school normally. Student will attend another special class on May 7th, 2013 instead of their regular band or choir class.

Chaperones:

Will substitutes be used for certified staff chaperoning the trip? No

If no, what are the arrangements for class coverage?

Classes will be split to the remainder of the Special area teachers that will not be participating with us on this trip.

| Name | Certified/Non-Certified/Parent | Class Coverage Needed | Chaperone(Additional adults paying own way are not considered chaperones.) |
|----------------|--------------------------------|-----------------------|--|
| Alex Keene | Certified | No | Yes |
| Alan Paulson | Certified | No | Yes |
| Erin Dickey | Certified | No | Yes |
| Alejandro Luna | Certified | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| TBA | Parent | No | Yes |
| 2 TBA | Parent | No | No |

Academic Services Signature:

Natalie McWhorter

11/16/2012

Administrative Services Signature:

Lyn Bailey

11/20/2012

Out-of-County/State Field Trip Cost Sheet

| IMPORTANT - MUST CHECK ONE | | | | | | | | | | | | | | | | | |
|---|---|----|----------------|----|-------------|----|------------------------|----|--------------------------------|----|------------------------------------|----|--------------|----|-------------------|----|---------------------------|
| All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals. | All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses. | | | | | | | | | | | | | | | | |
| This is an out-of-state field trip and travel agent quote is attached: Yes | This is an out-of-county field trip and charter bus quote is attached: No This is an out-of-county field trip using District buses: No | | | | | | | | | | | | | | | | |
| \$ 21,916.32 Travel Agent Quote \$ 0.00 Travel Insurance (optional) \$ 0.00 Substitute Funding Source: \$ 4,800.00 Food: \$ 0.00 Other: \$ 26,716.32 Total Cost of Trip | <table style="width: 100%; border: none;"> <tr><td style="width: 5%; text-align: right;">\$</td><td>Lodging</td></tr> <tr><td style="text-align: right;">\$</td><td>Food</td></tr> <tr><td style="text-align: right;">\$</td><td>Transportation:</td></tr> <tr><td style="text-align: right;">\$</td><td>Registration/Entry Fees</td></tr> <tr><td style="text-align: right;">\$</td><td>Travel Insurance (optional)</td></tr> <tr><td style="text-align: right;">\$</td><td>Other</td></tr> <tr><td style="text-align: right;">\$</td><td>Substitute</td></tr> <tr><td style="text-align: right;">\$</td><td>Total Cost of Trip</td></tr> </table> | \$ | Lodging | \$ | Food | \$ | Transportation: | \$ | Registration/Entry Fees | \$ | Travel Insurance (optional) | \$ | Other | \$ | Substitute | \$ | Total Cost of Trip |
| \$ | Lodging | | | | | | | | | | | | | | | | |
| \$ | Food | | | | | | | | | | | | | | | | |
| \$ | Transportation: | | | | | | | | | | | | | | | | |
| \$ | Registration/Entry Fees | | | | | | | | | | | | | | | | |
| \$ | Travel Insurance (optional) | | | | | | | | | | | | | | | | |
| \$ | Other | | | | | | | | | | | | | | | | |
| \$ | Substitute | | | | | | | | | | | | | | | | |
| \$ | Total Cost of Trip | | | | | | | | | | | | | | | | |
| Totals are estimates only, based on number of anticipated students/adults and are subject to change. | | | | | | | | | | | | | | | | | |

120 # Students Participating

of Chaperones: 15

(approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost)

Additional Adults (paying own way): 2 Payment should be made and deposited to the school's field trip auxiliary account.

TOTAL PER STUDENT COST: \$222.64

FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):

- Auxiliary Operations (Fund 525 - fee based)
- X - Gifts & Donations (Fund 530 - donation based)**
- X - PTA/PTO**
- X - Student Activities (Fund 850 - fundraising based)**
- Tax Credit (Fund 526 - donation based)

| | | |
|---|--------------------|------------|
| Finance Signature | | |
| This expenditure was reviewed for compliance with designated and/or qualifying funding sources. | Elizabeth Martinez | 11/27/2012 |

| | | |
|--|--------------|------------|
| Purchasing Signature | | |
| This expenditure was reviewed for compliance with applicable procurement laws and regulations. | Howard Kropp | 11/29/2012 |

Keene, Alexander

From: May [mayb@sundancetvl.com]
Sent: Thursday, September 13, 2012 9:45 AM
To: Keene, Alexander
Cc: May
Subject: Fwd: ORANGEWOOD/SCHOOL 06MAY TOUR ANAHEIM CA

ORANGEWOOD/SCHOOL 06MAY TOUR ANAHEIM CA

SUNDANCE/TZELL TRAVEL GROUP
215 NORTH 40TH ST.
PHOENIX, AZ 85034
TELEPHONE: 602 275-2400
FAX : 602 267-8095

DATE 12SEPTEMBER12
AGENT MB/MB BOOKING REF Y3JML8
ORANGEWOOD/SCHOOL

ORANGEWOOD SCHOOL
7337 N 19TH AVE
PHOENIX
AZ 85021-7998
WASHINGTON ELEMENTARY SCHOOL DISTRICT
4650 W SWEETWATER
GLENDALE AZ 85304

----- THIS IS A QUOTE -----

TOUR 06MAY ANAHEIM CA - ANAHEIM
MONDAY ** SUNDANCE MEETING AND INSENTIVES BOOKED BY
MAY

TOUR 06MAY ANAHEIM CA - ANAHEIM
MONDAY ** GROUP 120 PEOPLE AND 17 CHAPERONES TOTAL
137 PEOPLE

TOUR 3 BUSES HOLDS 56 PEOPLE EACH, TURN AROUND

TOUR 06MAY ANAHEIM CA - ANAHEIM
MONDAY ** DEPARTING 11:55PM 5/06/13 TO ARRIVE TO
DISNEY ON 05/07/13 AM

TOUR 06MAY ANAHEIM CA - ANAHEIM
MONDAY **RETURNING 11:55PM 5/7/13 TO ARRIVE BY 8:00AM ON 5/8/13

TOUR 06MAY ANAHEIM CA - ANAHEIM
MONDAY ** DISNEY 1DAY PARK HOPPER FOR 120 STUDENTS AND 17 CHAPERONES
TOTAL 137

DAY PARK HARPER

YOU WILL RECEIVE 12 FREE CHAPERONES TICKETS FOR 1

MISCELLANEOUS

04SEP ANAHEIM CA
WEDNESDAY **THANK YOU FOR USING SUNDANCE TRAVEL**

ANY QUESTIONS PLEASE CALL MAY AT...602-275-2400 OR 800-522-2595

QUOTE TOTAL PRICE
\$ 22,241.00

BREAKDOWN:

| | |
|--|--------------|
| QUOTE FOR 3 BUSES, INCLUDING DRIVER ROOMS/GRATUITIES | \$ |
| 9885.00 | |
| QUOTE DISNEY 120 STUDENTS AND 17 CHAPERONES \$90.00 PER PERSON | \$ 11,260.00 |
| QUOTE AGENCY FEE BASED ON 137 PARTICIPENTS (\$8.00PP) | \$ 1096.00 |
| PRICING TO BE ADJUSTED BASED ON FINAL COUNT | |
| DEPOSIT AMOUNT NEEDED IN OUR OFFICE BY 26NOV,2012 | \$15000.00 |

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: | December 12, 2012 | | |
| AGENDA ITEM: | <u>*Out-of-State Travel</u> | | |
| INITIATED BY: | <u>Maggie Westhoff, Director of Professional Development</u> | SUBMITTED BY: | <u>Maggie Westhoff, Director of Professional Development</u> |
| PRESENTER AT GOVERNING BOARD MEETING: | <u>Maggie Westhoff, Director of Professional Development</u> | | |
| GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: | <u>BBA</u> | | |

SUPPORTING DATA

Funding Source: Indirect Cost to be moved to Title I upon amendment being approved
 Budgeted: Yes

The following out-of-state travel request has been reviewed and is recommended for approval:

1. Christine Hollingsworth, Principal; Kira Alexander, Office Manager; Audra Bailey, Program Coach; Joanne Fitch, Gifted Teacher; Hannah Marcum, 1st Grade Teacher; Sonia Saenz-Camilli and Linda Thompson, 3rd grade teachers; Christine Frost, Britta Schafer, and Donald Madison, 5th grade teachers; Stacie Bauer, 6th grade teacher; Jennifer Lauzon, Special Education; and Alyssa Weed, music teacher, to attend the National Title I Conference, January 20-23, 2013, in Nashville, TN, at a cost of \$16, 507.00.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Out-of-State Travel request as presented.

Superintendent 

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

Agenda Item *I.E.

WASHINGTON ELEMENTARY SCHOOL DISTRICT #6
DATE OF BOARD AGENDA ITEM - December 12, 2012

OUT-OF-STATE TRAVEL REQUEST FORM

| Name of Traveler(s) <i>(as it appears on your driver's license)</i> | Position | School/Department |
|---|---------------------|--------------------------|
| Christine Hollingsworth | Principal | Acacia |
| Kira Alexander | Office Manager | Acacia |
| Audra Bailey | Program Coach | Acacia |
| Joanne Fitch | Gifted Teacher | Acacia |
| Hannah Marcum | First Grade Teacher | Acacia |
| Sonia Saenz-Camilli | Third Grade Teacher | Acacia |
| Britta Schafer | Third Grade Teacher | Acacia |
| Linda Thompon | Third Grade Teacher | Acacia |
| Christine Frost | Fifth Grade Teacher | Acacia |
| Donald Madison | Fifth Grade Teacher | Acacia |
| Stacie Bauer | Sixth Grade Teacher | Acacia |
| Jennifer Lauzon | Special Education | Acacia |
| Alyssa Weed | Music Teacher | Acacia |

CONFERENCE INFORMATION:

CONFERENCE TITLE: National Title I Conference

TRAVEL DATES: January 20-23, 2013

CONFERENCE LOCATION: Nashville, Tennessee

| SOURCE OF FUNDING: Description: | Title I Registration Funds (Funding Source) | | | | | | Total |
|---------------------------------|---|-----|------|------|-----|------|-------------|
| | 570 | 100 | 1000 | 6331 | 114 | 0000 | |
| | 570 | 101 | 2410 | 6331 | 114 | 0000 | |
| | 570 | 118 | 2200 | 6331 | 114 | 0000 | |
| Registration Account Code: | 570 | 200 | 1000 | 6331 | 114 | 0000 | \$ 6,825.00 |

| SOURCE OF FUNDING: Description: | Title I Travel Funds (Funding Source) | | | | | | Total |
|---------------------------------|---------------------------------------|-----|------|------|-----|------|------------|
| | 570 | 100 | 1000 | 6580 | 114 | 0000 | |
| | 570 | 101 | 2410 | 6580 | 114 | 0000 | |
| | 570 | 118 | 2200 | 6580 | 114 | 0000 | |
| Travel Account Code: | 570 | 200 | 1000 | 6580 | 114 | 0000 | \$ 9682.00 |

| SOURCE OF FUNDING: Description: | Substitute Funds (Funding Source) | | | | | | Total |
|---------------------------------|-----------------------------------|--|--|------|--|--|-------|
| Substitute Account Code: | | | | 6129 | | | \$ |

PURPOSE OF TRAVEL: Christine Hollingsworth and her team of Acacia staff members will be attending the National Title I Conference to receive the National Title I Distinguish School Award. Acacia is only one of two schools in Arizona to receive this honor. The Acacia staff will be honored during the Distiquished Schools Parade on Monday, January 21, 2013, and will receive their national recognition on Tuesday, January 22 at an evening reception. This conference will host hundreds of training sessions focused on innovative programs, instructional strategies, and parent engagement, and the staff of Acacia School will attend those sessions that will benefit the students and families of their school. Future PLC Wednesdays will afford the Acacia Team time to share the recognition experience, as well as the knowledge from the sessions they are able to attend by sharing handouts and other training materials with the Acacia Staff, District administrators, and program coaches.

MAXIMUM COSTS:

| | |
|-------------------|-------------|
| REGISTRATION FEE: | \$ 6,825.00 |
| MEALS | \$ 0.00 |
| LODGING: | \$ 3,182.00 |
| SUBSTITUTES | \$ |

| | |
|--------------------|---------------------|
| TRANSPORTATION: | \$ |
| AIR | \$ 6,500.00 |
| CAR RENTAL/PARKING | \$ |
| BUS/TAXI/SHUTTLE | \$ |
| TOTAL COST: | \$ 16,507.00 |

SIGNATURES

Dr. Susan J. Cook

Supervisor

Dr. Lyn Bailey

Supervisor

Janet Sullivan and Cathy Thompson

Budget Manager

COMMENTS: Food and other ancillary expenses will be covered by the participants.

Please Note: Actual costs may occasionally vary from estimated amounts. Therefore, reimbursement for actual costs which exceed estimates, yet do not exceed the maximum reimbursement allowed by statute, will be subject to approval by the Superintendent or designee.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2012 Information
AGENDA ITEM: *Issue RFPs for Specified Services – After-School Programs and Field Trip Locations, and Professional Development Services 1st Reading
INITIATED BY: Howard Kropp, Director of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Director of Purchasing
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, DJE and ARS 15-213

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

The purpose of requesting authorization to issue request for proposals (RFPs) is to obtain qualified firms to provide specified services required by the District. In this case, it is not practical or advantageous to procure these services by competitive sealed bidding because a bid does not allow the District to use a contract other than a fixed-price type, conduct oral or written discussions with offerors concerning technical and price aspects of their proposals, afford offerors an opportunity to revise their proposals, nor allow the District to compare the different price, quality, and contractual factors of the proposals submitted and award a contract in which price is not the determining factor.

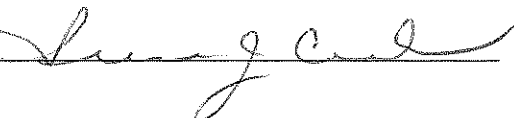
A multi-term contract is recommended for each of these procurements. In accordance with School District Procurement Rules R7-2-1093, it is determined that:

1. The estimated requirements cover the period of the contracts and are reasonable and continuing.
2. The use of the subsequent multi-term contracts will serve the best interest of the school district by encouraging effective competition or otherwise promoting economies of scale in school district procurement.
3. If monies are not appropriated or otherwise made available to support continuation of performance in a subsequent fiscal period, the contract shall be canceled and the contractor may only be reimbursed for the reasonable value of any nonrecurring costs incurred but not amortized in the price of the materials or services delivered under the contract or which are otherwise not recoverable. The cost of cancellation may be paid from any appropriations available for such purposes.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board authorize the issuance of RFP No. 13.001 for the solicitation of After-School Programs and Field Trip Locations, and RFP No. 13.003 for Professional Development Services.

Superintendent



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

Agenda Item *II.F.

***Issue RFPs for Specified Services – After-School Programs and Field Trip Locations, and Professional Development Services**

December 12, 2012

Page 2

Copies of the requests for proposal specifications associated with each of the services noted on the following list will be available for review in the Purchasing Department.

RFPs to be issued during 2012-2013 with contracts beginning July 1, 2013 include, but are not limited to the following:

| RFP # | Title | Department Budget | Estimated 2013-2014 Budget |
|--------------|--|--------------------------|-----------------------------------|
| 13.001 | After-School Programs and Field Trip Sites | ASP-Community Ed-General | To be used as needed, if needed. |
| 13.003 | Professional Development Services | Various Funds | To be used as needed, if needed. |

13.001, After-School Programs and Field Trip Locations

The purpose of this Request for Proposal is to enter into contracts with vendors to provide 21st Century Leadership Program services on early release Wednesdays, and local and out-of-county field trip site services. The current contract which expires June 30, 2013 is only for the after-school programs, and will be expanded to include the District's local and out-of-county sites. The District intends to make a multiple award under this solicitation for a variety of locations and services, which were previously procured with Written and Verbal Quotations.

13.003, Professional Development Services

The purpose of this Request for Proposal is to obtain District-wide Professional Development services. The District intends to make a multiple award under this solicitation for a variety of services, which were previously procured with Written and Verbal Quotations.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: December 12, 2012 Information
 AGENDA ITEM: *Acceptance of the Arizona Science Center Grant in the Amount of \$379.50 and the Washington Education Foundation Grants in the Amount of \$5,479.45 1st Reading

INITIATED BY: Dr. Steve Murosky, Director of Academic Support Programs SUBMITTED BY: Dr. Steve Murosky, Director of Academic Support Programs

PRESENTER AT GOVERNING BOARD MEETING: Dr. Steve Murosky, Director of Academic Support Programs

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

SUPPORTING DATA

Funding Source: Grants
 Budgeted: Yes

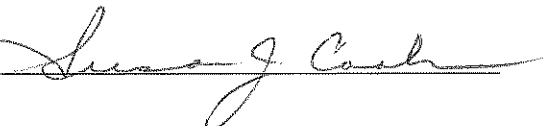
In accordance with Board policy, the Governing Board is advised that the following grants have been received in support of Washington Elementary School District students, parents, and staff.

| Funder | Location | Amount | Purpose |
|---------------------------------|-------------------|----------|-----------------------------|
| Arizona Science Center | Maryland (N) | \$379.50 | Field Trip Transportation |
| Washington Education Foundation | Cactus Wren (N) | \$489.39 | Fact or Informational Text |
| Washington Education Foundation | Moon Mountain (N) | \$499.70 | The Cody Program |
| Washington Education Foundation | Moon Mountain (N) | \$495.12 | The Cody Program |
| Washington Education Foundation | Mountain Sky (N) | \$500.00 | How Easily We are Persuaded |

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of the Arizona Science Center grant in the amount of \$379.50 and the Washington Education Foundation grants in the amount of \$5,479.45 and authorize the Superintendent to execute all necessary documents.

Superintendent



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

Agenda Item *II.G.

***Acceptance of the Arizona Science Center Grant in the Amount of \$379.50 and the Washington Education Foundation Grants in the Amount of \$5,479.45**

December 12, 2012

Page 2

| | | | |
|---------------------------------|-----------------------|------------|---|
| Washington Education Foundation | Richard E. Miller (N) | \$498.08 | Building Better Bodies and Brains with Books |
| Washington Education Foundation | Richard E. Miller (N) | \$497.16 | Building Better Bodies and Brains with Books |
| Washington Education Foundation | Washington (N) | \$500.00 | Common Core Shift |
| Washington Education Foundation | Social Services (N) | \$2,000.00 | Social Workers Professional Growth Harvests Student Success |

(N) New (N)* New application for an existing grant (R) Renewal

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2012 Information
AGENDA ITEM: *Teacher Evaluation System Verification – Statement of Assurance 1st Reading
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: A.R.S. § 15-952.A.3

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Each year the District must submit evidence to the State Board of Education that the evaluation system originally approved by the State Board of Education continues to meet all requirements set forth in A.R.S. § 15-537.

The attached Statement of Assurance form will be used as the basis for submitting an aggregated list of participating districts to the State Board of Education at its regularly scheduled meeting in February 2013. Districts will be notified after March 1, 2013 of the State Board of Education's decision. The State Board of Education's approval will signify that participating districts may continue the 1.25% budget level initially approved by the State Legislature.

SUMMARY AND RECOMMENDATION

It is recommended the Governing Board approve the Teacher Evaluation System Verification – Statement of Assurance.

Superintendent



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

Agenda Item *II.H.



State of Arizona
Department of Education

STATEMENT OF ASSURANCE

TEACHER EVALUATION SYSTEM STATUS – (FY 2013-2014)

A.R.S. §15-952.A & A.R.S. §15-537

SCHOOL DISTRICT: Washington Elementary School District

Directions: Each statement below needs to be checked and the statement signed by the district Governing Board President or designee. Statements must be submitted to the Arizona Department of Education by February 1, 2013.

X The district system is in compliance with A.R.S. §15-537.

X Monies have, or will be expended solely for teacher compensation as specified in A.R.S. §15-952, Paragraph C.

PRINT: _____
(Governing Board President or designee)

SIGNATURE: _____ DATE: _____

RETURN TO:

Submit through ALEAT



1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-4361 • www.azed.gov

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2012 Information
AGENDA ITEM: *Catholic Charities Peer Assistance & Leadership Program (PAL) 1st Reading
INITIATED BY: Dorothy Watkins, Administrator of Social Services SUBMITTED BY: Dorothy Watkins, Administrator of Social Services
PRESENTER AT GOVERNING BOARD MEETING: Dorothy Watkins, Administrator of Social Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: No Cost to District
Budgeted: N/A

The Peer Assistance & Leadership Program (PAL) is an evidence-based national peer helping program for elementary, middle and high school students. The mission of the PAL program is to enable young people to use their potential to make a difference in their lives, schools and communities. The program will be offered to students on a voluntary basis with parent permission. PAL assists students in building resiliency and assets through youth leadership, mentoring, conflict resolution, peer assistance, service learning, and community prevention activities. Catholic Charities' North Star Youth Partnership program, the only certified PAL training program in Arizona, will provide a trained PAL facilitator at Sunnyslope Elementary to implement the PAL program and provide weekly lessons and activities to PAL participants. The North Star Youth Program is a part of Catholic Charities Community Services, Inc.

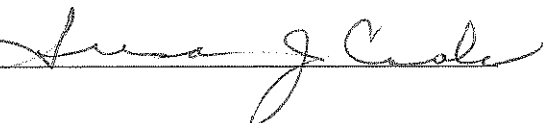
The program will be offered at Sunnyslope Elementary School to students in grades 6-8.

There is no cost for this program. The District is responsible for providing items as outlined in the agreement.

The attached memorandum of understanding has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding with the Catholic Charities Community Services and authorize the Superintendent to execute the necessary documents.

Superintendent 

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

Agenda Item *II.I.

MEMORANDUM OF UNDERSTANDING

Between

Catholic Charities Community Services, Inc.
4747 N. 7th Ave.
Phoenix, AZ 85013

and

Washington Elementary School District
4650 West Sweetwater
Glendale, AZ 85304

This document defines the responsibilities of Catholic Charities Community Services, Inc and the Washington Elementary School District ("WESD"). The following agreement is designed to assist Catholic Charities Community Services, Inc in the delivery of effective programs and services to children in WESD.

the Peer Assistance & Leadership Program (PAL) is an evidence-based national peer helping program for elementary, middle and high school students. The mission of the PAL program is to enable young people to use their potential to make a difference in their lives, schools and communities. PAL assists students in building resiliency and assets through youth leadership, mentoring, conflict resolution, peer assistance, service learning, and community prevention activities. Catholic Charities' North Star Youth Partnership program, the only certified PAL training program in Arizona, will provide a trained PAL facilitator at Sunnyslope Elementary to implement the PAL program and provide weekly lessons and activities to PAL participants.

This agreement is based on the following outcomes as agreed upon by the Partnership Site Team at Sunnyslope Elementary:

PAL program goals and objectives are to:

1. Assist PAL students to contribute in meaningful ways to their communities and acquire valuable life skills through leadership and service learning opportunities.
2. Engage PAL students and their peers to make healthy decisions.
3. Increase youth engagement and connectedness to the school and community.
4. Increase protective factors in students while decreasing high risk behaviors.

North Star Youth Partnership will provide:

1. Provide one (1) group facilitator, 1 day a week at Sunnyslope Elementary School.
2. Provide timely and consistent communication regarding problems or issues regarding the effective delivery of the program service.
3. Create tools to measure progress on agreed upon outcomes including satisfaction surveys.
4. The group facilitator shall be required to provide evidence of fingerprint clearance card.
5. Catholic Community Services shall be required to provide evidence of insurance.

The Washington Elementary Public Schools will:

1. Provide both a school-based and district staff person as point of contact to serve as liaison to Catholic Charities Community Services, Inc
2. Provide timely and consistent communication regarding problems or issues in the effective delivery of the programs and/or services.
3. Provide access to a location on the campus for the appropriate delivery of programs and services.
4. Promote all partners on marketing and collateral.

Duration

The initial term of this MOU shall be from January 1, 2013 until June 30, 2013. The MOU will be automatically renewed for the additional period of July 01, 2013 until June 30, 2014, unless either party provides written notification to the other party of its intent not to renew within 30 days prior to the expiration of the initial term. Either party may terminate this MOU at any time upon 30 days written notice.

Modifications

This Memorandum of Understanding may be amended at any time by an agreement in writing executed by authorized representatives of Catholic Charities Community Services, Inc. and the Washington Elementary School District.

Compensation

There is no compensation exchanged between Catholic Charities Community Services, Inc. and the Washington Elementary School District. Future changes will require renegotiation of this MOU.

Indemnification: In fulfilling Catholic Charities Community Services, Inc duties pursuant to this agreement, Catholic Charities Community Services, Inc agrees to indemnify and hold harmless WESD, its affiliates, and their respective officers, directors agents and employees, against any and all losses, claims, damages and expenses, including reasonable and necessary attorney's fees, to the extent any such losses claims, damages and expenses are due to the acts or omissions of Catholic Charities Community Services, Inc, its officers, directors agents and employees. Catholic Charities Community Services, Inc, in its sole discretion, shall select counsel to defend any action pursuant to this indemnity. WESD hereby covenants not to settle or compromise any claim or cause of action for which indemnification is sought from Catholic Charities Community Services, Inc without the written permission of Catholic Charities Community Services, Inc. The obligation of Catholic Charities Community Services, Inc to so Indemnify WESD is expressly contingent upon WESD notifying Catholic Charities Community Services, Inc, in writing, with seven (7) calendar days after WESD knows, or reasonably should have known, of any claim, complaint, potential cause of action or proceeding. Failure by WESD to timely notify Catholic Charities Community Services, Inc shall relieve Catholic Charities Community Services, Inc of its obligation to so indemnify WESD to the extent any such delay materially prejudices the substantive rights and

defenses available to Catholic Charities Community Services, Inc or otherwise increases the damages, settlement costs, or costs of defense. Catholic Charities Community Services, Inc shall have no obligation to indemnify WESD should any such losses, claims, damages and expenses result, in whole or in part, from acts, omissions, willful misconduct or gross negligence of WESD, its affiliates, officers, directors, agents and employees.

Catholic Charities Community Services, Inc:

(Name of Person)
President & CEO

Date

Washington School District:

Dr. Susan J. Cook
Superintendent

Date

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2012 Information
AGENDA ITEM: *APS Incentive for Geothermal Install at Lookout Mountain 1st Reading

INITIATED BY: Sue Pierce, Director of Facility Planning 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

The new construction at Lookout Mountain Elementary School includes a geothermal HVAC system installation on a portion of the campus. This renewable energy system qualifies for Up-Front Renewable Energy Incentives from APS, for which the District submitted design information with a request to reserve some incentive money for the Lookout Mountain project.

On November 14, 2012 the District was conditionally approved to receive up to \$75,000.00 of incentive money for this project. If the Governing Board approves acceptance of these incentive dollars and the final Energy Savings and Design document has been submitted and approved by APS, the District will remain eligible for the incentives.

The project must be completed within 180 days of approval in order to receive the incentives, and currently the construction schedule at Lookout Mountain is progressing accordingly.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of the Renewable Energy Incentive for the geothermal project at Lookout Mountain, and authorize the Superintendent to execute all documents related to the agreement.

Superintendent



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

Agenda Item *II.J.



**NON-RESIDENTIAL GEOTHERMAL SPACE HEATING / PROCESS HEATING SYSTEM
CREDIT PURCHASE AGREEMENT**

APS Renewable Energy Incentive Program Reservation #20962 for Renewable Energy System permanently located at: 15 W. Coral Gables, Phoenix, AZ 85023 (the "Property").

- 1) Customer agrees that approval of the Credit Purchase Agreement ("CPA") does not entitle Customer to any payment from APS; Customer must comply with all terms and conditions of the CPA in order to receive payment. **If approved, Customer has 180 days from the date of this CPA to purchase and install a system that meets the requirements set forth in Paragraph 3 below.**
- 2) As with any significant purchase, customer is encouraged to shop around when considering a renewable energy system and should check references and otherwise perform its own due diligence with respect to any installer that it hires. APS does not endorse the workmanship of any contractor, nor does it guaranty, warranty, or in any way represent or assume liability for any work proposed or carried out by any contractor. Customer shall remain solely and exclusively responsible for the selection of the installer and APS shall have no liability with respect to the installer or its work.
- 3) **APS will require dealer, installer and the Customer to execute an Installation and Commissioning Certificate certifying that the System meets the foregoing requirements.** The parties acknowledge and agree that the Credit Purchase Payment ("CPP") is specifically conditioned upon the System meeting such requirements and upon APS' acceptance and approval of the Installation and Commissioning Certificate. APS reserves the right to inspect the System to ensure conformance to such requirements prior to the approval of the Installation and Commissioning Certificate. Customer agrees to make the System and/or the Property available to APS for such inspection within a reasonable time following request by APS. Notwithstanding the inspection rights afforded to APS in this paragraph, Customer shall retain control of and liability for the System and the Property as otherwise established in this CPA including, but not limited to, the provisions of Paragraphs 10 and 13 herein.
- 4) APS will pay a one-time incentive of up to \$0.45 per Watt for the first year's kWh savings (based on the ES&D Report) limited to forty percent (40%) of the system cost or the amount requested on the approved reservation application (a copy of which is attached as Exhibit A), whichever is less. In no situation may the incentive exceed \$75,000. Dealers and manufacturers incentives are capped at forty percent (40%) of the system cost basis. Dealers cannot include installation in the cost basis. Dealers must be able to verify the cost they paid for each system component. Manufacturers cannot include their own technology in the cost basis. Customer may direct that the CPP be made by APS to the installer, dealer, or manufacturer designated by Customer on the Commissioning Form; provided, however, that APS will not make payment to any designated third party unless and until it receives written acceptance of the System from Customer as part of the Commissioning Form. The CPP represents APS' sole obligation to Customer under the terms of this CPA.
- 5) The parties agree that is Customer fails to maintain and operate the System on the Property for twenty (20) years from the date that it receives the Credit Purchase Payment, then Customer shall be in Default under this Incentive Agreement. You are required to notify us The Parties agree that if Customer fails to maintain and operate the System on the Property for twenty (20) years from the date that it receives the CPP, then Customer shall be in Default under this CPA. Customer must notify APS within five (5) business days after the Geothermal Heating System is either removed from your property or is no longer operational (the "Removal Date").

Liquidated damages shall apply if Customer fails to maintain and operate the System for a period of twenty (20) year from the date that it receives the CPP. In such event, APS shall be entitled to an undiscounted pro-rated refund (based on 240 months) of the CPP based on the Removal Date. Customer shall submit payment to APS in certified funds no later than five (5) business days after the Removal Date. We may, in our sole discretion, waive the foregoing reimbursement obligation or any other instance of your noncompliance if we determine that the System is not operational due to equipment malfunction or other disrepair that is not attributable to you and you are actively and reasonably making diligent, good faith efforts to repair the System and return it to operation.

When we receive your reimbursement payment this Agreement will be deemed terminated and neither APS nor you will have any further obligation to each other, but resolution of our respective obligations and rights will continue to be determined by this Agreement until our relationship with one another is finally and completely resolved.

There are certain important conditions to keep in mind if you sell your property where the Geothermal Heating System is located.

- You are required to notify us in writing promptly in the event that you intend to sell your property.
- If you sell your property within one (1) year after we pay you the Credit Purchase Payment and your buyer does not continue to operate and maintain the Geothermal Heating System you will be required to reimburse us the total amount of the CPP.
- If you sell your property more than one (1) year after you receive the CPP, you must make arrangements to have your buyer agree to these terms and conditions whereby it will continue to operate the Geothermal Heating System.

If Customer reimburses APS in accordance with this Paragraph 5, this CPA shall terminate effective as of the date that APS receives such reimbursement. Upon such termination, neither APS nor Customer shall have any further obligation to one another under this CPA except that the provisions contained in Paragraphs 6, 10 and 12 shall survive any such termination, together with any other provisions that survive termination by operation of law.

- 6) For each kWh saved by the System (based on the ES&D Report), there is an associated environmental credit. Title to and ownership of any and all environmental credits associated with Customer's System shall pass from Customer to APS upon payment of the CPP and APS shall maintain title to and ownership of all such environmental credits, benefits, emissions reductions, offsets and allowances, howsoever entitled, attributable to the generation of energy from the System. The calculation, use and retirement of any and all environmental credits shall be in the sole and exclusive discretion of APS. **Acceptance of the CPP by Customer shall operate as a waiver by Customer of any right, title or interest in the environmental credits and shall entitle APS to any and all environmental credits associated with Customer's System both presently and in the future.**
- 7) Customer shall be solely responsible for the payment of any and all taxes applicable to the System and/or the CPP. Our Program requires that the installer provide the customer with a minimum of a five year equipment warranty as provided by the system manufacturer, including a minimum warranty period of two years for repair/replacement service. The remaining operational life must be supported by a planned maintenance or equipment replacement schedule.
- 8) APS shall have the right, at any time, to publish information about Customer in connection with its renewable energy programs including, but not limited to, Customer's name, Customer's participation under this CPA, the results of Customer's participation, and any payments made to Customer pursuant to this CPA. Customer affirmatively waives any cause of action that may arise out of or relate to APS' publication of such information. Customer shall not use APS' name or the name of the APS Renewable Energy Incentive Program in any of its written materials including, but not limited to, advertising and promotional materials, without the prior express written consent of APS.
- 9) Customer understands and agrees that it is solely responsible for, and bears any and all liability for, the payment of all costs associated with the purchase and installation of the System. Customer agrees that any failure of the System shall be the responsibility of Customer and/or the installer and not the responsibility of APS. Additionally, APS is not responsible for ensuring that the design, engineering, or construction of the System is proper or complies with any particular laws, regulations, codes, licensing, certification and permit requirements or industry standards. APS provides no warranty of any kind, whether express or implied, with respect to the System and/or its installation, manufacture, or reliability, nor does APS warrant or guarantee the amount of energy or energy savings that may be produced by the System. **In no event shall APS be liable to customer for any consequential, special, incidental exemplary or punitive damages in connection with the System and/or its installation, maintenance, or use.**

In addition, you specifically agree to use the following APS approved language in connection with this transaction in any press releases, public meetings or hearings, or other public communications, including any release to any newswire service.

"The installation was facilitated, in part, by the APS Renewable Energy Incentive Program. This Program offers financial incentives to customers who add Renewable Energy systems to their homes or business. The Program is funded by APS customers and approved by the Arizona Corporation Commission."

Any other language used in connection with such public communications that specifically relates to the APS Renewable Energy Incentive Program or this Contract must be approved in advance by APS.

- 10) It is the Customer's sole responsibility to be informed about and understand any covenants or restrictions that may impact its ability to enter into and comply with the terms of this CPA, whether they are federal, state or local, including, but not limited to, homeowners' association covenants or other local neighborhood restrictions. The existence of any such covenants or restrictions, whether in place at the time this CPA is executed or instituted at any time thereafter, **shall not** excuse Customer's performance under this CPA, and Customer shall be bound to comply with the terms of this CPA notwithstanding any such covenants or restrictions.
- 11) Customer's failure at any time to fully comply with its obligations set forth herein shall be deemed a default under this CPA ("Default"). In the event of Default, APS shall have the right to any applicable liquidated damages pursuant to Paragraph 5 of this CPA, as well as any other damages that may be available to it at law or in equity.
- 12) If any claim of any nature is made by Customer and/or any third party with respect to Customer's System, Customer expressly agrees to indemnify APS and hold it harmless against such claims and any costs and expenses incurred by APS in connection with such claims.
- 13) This CPA shall be governed by and construed in accordance with the laws of the State of Arizona without giving effect to its principles of conflicts of laws.
- 14) Any dispute relating to this CPA, or the breach thereof, shall be submitted to binding arbitration. The arbitration shall be conducted in Phoenix, Arizona and shall be conducted by an arbitrator selected by, and in accordance with the rules of the American Arbitration Association. All costs and expenses of the arbitrator shall be borne equally by the Parties. The award shall be final and binding on the Parties and judgment upon any award may be entered in any court of competent jurisdiction. The Parties agree that the arbitrator shall have no authority to award consequential, treble, exemplary or punitive damages of any type, regardless of whether such damages may be available under any law or right and the Parties hereby affirmatively waive their rights, if any, to recover or claim such damages.
- 15) If any provision of this CPA (or any portion thereof) is found to be invalid, illegal or unenforceable, the validity, legality or enforceability of the remainder of this CPA shall not in any way be affected or impaired thereby.
- 16) The Parties agree that this CPA represents the entire agreement between the Parties with respect to the purchase, installation, maintenance and use of the System by Customer and APS' payment of the CPP to Customer for the same. This CPA may not be modified or amended in any way except by a writing signed by both of the Parties.

CUSTOMER

Name (Please Print)

Signature

Date

**EXHIBIT A
RESERVATION APPLICATION
[ATTACHED]**

#20962



**2012 NON-RESIDENTIAL
GEOTHERMAL HVAC / PROCESS HEATING SYSTEM
UP FRONT INCENTIVE RESERVATION APPLICATION**

This program is funded by APS customers and approved by the Arizona Corporation Commission

Is this a revision of a previously submitted reservation application? ☐ Yes ☒ No

In order to qualify for an up-front incentive, the total incentive cannot exceed \$75,000. Projects exceeding this limit may apply for funding using our Production Based incentive program application.

RESERVATION APPLICATION

APS Customer Name Washington School District

(This should match customer name as shown on APS bill for this location. If the name you want is different than what APS has in our system, please contact the APS customer care center at 602-371-7171 and make the account name change PRIOR to submitting the reservation application).

Installation Address Lookout Mountain Elementary School, 15 W. Camel Gables, Phoenix, AZ 85023
(The System must be installed at the same address where the customer's meter is located, and cannot be separated by private or public property or right of way).

Is the property: ☒ Owned ☐ Leased

If leased, a Landlord-Tenant rider will be required and must be submitted with the application (located at www.aps.com/solarforms). A copy of the lease agreement will also be required.

APS Account Number * 411381282
Service # 9017560285

Meter Number * (6 digits) Q 20615
(Meter Number associated with installation address)

Do you currently have another renewable energy system interconnected to the meter at this location? ☐ Yes ☒ No

If Yes:

Date of Installation _____

System Size _____

Type: ☐ PV ☐ Geothermal ☐ Solar Thermal ☐ Other

Is this a system expansion? ☐ Yes ☐ No

*If there is currently no electrical service at the installation site, please leave account and meter number blank and check here. ☐

APS CUSTOMER CONTACT INFORMATION (Please Note: installer/dealer contact information requested on next page)

APS Customer Contact Name Sue Pierce

Email: Sue.pierce@wesdschools.org

Business Phone 602-347-2847

Alternate Phone _____

Fax Number 602-347-2738

Mailing Address WESD Administrative Center, 4650 W. Sweetwater Ave., Glendale, AZ 85304
(No P.O. Boxes, please - must be able to receive FedEx deliveries at this address)

Is the Customer a dealer or manufacturer of any of the components proposed in the qualifying system? ☐ Yes ☒ No

If customer is a dealer or a manufacturer of the system components, system costs are limited to actual costs rather than retail.

INSTALLER INFORMATION

Installer Name (please supply full legal name) Harris Mechanical Southwest
Contact Name John Krhin Email JKrhin@hmcc.com
Telephone 602-443-7300 Fax _____
Mailing Address 2939 W. Culver St., Phoenix, AZ. 85009

Installer's Arizona Registrar of Contractors (AZROC) License Information

Number 243133 Class K-39 Dual Expiration 3/31/2014

EQUIPMENT DEALER INFORMATION (if same as installer, check here ☐)

Dealer Name (please supply full legal name) FHP Manufacturing Co. (Florida Heat Pump)
Contact Name Howard Newton Email howard.newton@us.basch.com
Telephone 954-776-5471 Fax 800-776-5529
Mailing Address 601 N.W. 65th Court, Fort Lauderdale, FL. 33309

Dealer's Arizona Registrar of Contractors (AZROC) License Information

Number NA Class manufacturer Expiration NA

SYSTEM OWNER INFORMATION (if different than customer)

Company Name (please supply full legal name) Same as Customer
Contact Name _____ Email _____
Telephone _____ Fax _____
Mailing Address _____

BY ITS SIGNATURE BELOW, SYSTEM OWNER CERTIFIES THAT, PURSUANT TO A LEASE AGREEMENT OR OTHERWISE, ANY AND ALL RENEWABLE ENERGY CREDITS PRODUCED BY THE SYSTEM SHALL BE OWNED BY APS AND THE SYSTEM OWNER SHALL CLAIM NO RIGHT OR TITLE TO, NOR ANY INTEREST IN, SUCH CREDITS.

Name _____ Title _____
Signature _____ Date _____

SYSTEM INFORMATION [Please contact your dealer if unsure of the information to provide in this section]

Geothermal Source ☒ Ground Loop ☐ Ground Water ☐ Water Loop
Project Type ☒ New Construction ☐ Retrofit ☐ Retrofit with Expansion

Building Square Footage 57,537

Estimated Installation Date October, 2012 - February, 2013

(For Up Front Incentives, the system must be installed within 180 days from date of reservation. Allowing for engineering, permitting and interconnection approvals, what is the realistic estimated date of installation?)

Total Peak Thermal BTU Rating 161.5 tons x 12,000 btu/ton = 1,938,000 btu/hour

IF YOUR RESERVATION IS APPROVED, YOU WILL BE REQUIRED TO SUBMIT AN ENERGY SAVINGS AND DESIGNED OUTPUT ("ES&D") REPORT.

The ES&D report must include either a testing certification for a substantially similar system prepared by a publicly funded laboratory, or an engineering report stamped by a registered professional engineer. The ES&D report shall provide a description of the system and major components, designed performance, system output and the report shall identify applicable standards and/or codes used in system design and a brief history of the components used in similar applications. If the system design differs from the recognized industry best practices, as described in the equipment qualifications listed in the Plan for the qualifying technology, the ES&D report must contain a certification that the system design is at least as effective as the specified requirements. This documentation should be preceded by an executive summary outlining supporting documentation including, but not be limited to, the following:

- System Design (Electrical and/or Thermal), Process and Instrument Diagram(s) & One-line Diagram(s)
- Designed System/Component Life Expectancy and Maintenance Interval Requirements
- Resource / Fuel Source Content, Quality, Forecasted Availability of Supply
- Metering Sources & Locations by Physical location (Site plan, Site Elevation)
- Production and/or Savings Estimates (kW & kWhs and/or BTU conversions & assumptions)
- Native Load / Energy Usage Impact: Load Reduction / Savings and/ or Net Exporter to Utility
- Verification of Design Compliance to APS's Distributed Energy Administration Plan's Equipment Qualifications Specifications and, if applicable, APS's Interconnection Requirements for Distributed Generation
- Installation of an accumulating BTU meter is required.

INCENTIVE REQUEST

Up-front incentives are competitively awarded but are limited to:

- up to \$0.90/first year's kWh savings based on the ES&D
- 40% of the qualified system cost
- a total payment of \$75,000.00

1. Estimated First Year kWh Savings: 200,000

Estimated First Year kWh Savings 200,000 x up to \$0.90/kWh = \$ 180,000 Estimated Incentive

Capped at \$75,000

2. 40% of the total project cost

Estimated Total Project Costs \$800,000 x .40 = 320,000

Incentive Amount Requested: The smaller amount from line 1 or line 2 above: \$75,000

The following information is REQUIRED to process your application and verify your UFI Ranking Score:

1. Copy of a contract with Installer or Developer executed by both customer and Installer or Developer for the installation of the System (application will not be accepted without this documentation)
2. UFI Ranking Score (please attach ranking sheet): 188

(UFI Ranking Calculator and current non-residential ranking scores can be found at www.aps.com/gosolar)

TOTAL PROJECT COST

Total APS incentive payments are limited to 40 percent of your Total Project Cost, if applicable

Est. system and installation cost \$800,000 + Est. financing cost* 0 = Est. Total Project Cost**
\$800,000

*Financing cost is limited to actual financing cost up to Prime + 5 % and will be validated upon System installation.

**Total Project Cost may include eligible financing, if applicable.

Above Total Project Cost x 40% = \$320,000 incentive payment cap

PAYMENT TO THIRD PARTY

Any request for APS to issue the incentive payment to a third party shall be made on the Installation Certification form and shall be subject to the terms and conditions stated therein.

Have you provided the required attachments?

☐ Copy of a contract with Installer or Developer executed by both customer and Installer or Developer for the installation of the System (application will not be accepted without this documentation)

NOTE: Installation contracts made contingent upon APS funding are also acceptable

☐ Ranking score calculation sheet

☐ A written system description

☐ A quote from your installer which includes an itemized list of system components

☐ AHRI Certified Specification Sheet

☐ Cost total of program related vs. non-program related items (e.g. high performance filters, supply and return ducts, radiant flooring, etc.)

☐ W-9 for owner of the system

☐ If applicable, a Landlord-Tenant Rider AND a copy of lease agreement

NOTE: The lease agreement must specifically state that Customer will retain ownership of the Renewable Energy Credits (RECs). Exhibit A to the Credit Purchase Agreement (CPA) requires Customer to be the sole owner of the RECs.

☐ If this is new construction, supporting documentation from your electrical engineer showing monthly estimated kWh usage for calendar year.

If your reservation is approved, please note the following timelines:

1. Your signed Credit Purchase Agreement must be returned to APS within 45 days of reservation date.
2. Submittal of a detailed Energy Savings & Design Output Report (ES&D) within 60 days of reservation date
3. A progress update is required at 90 days from reservation date, including:
 - a. Status of any changes to ES&D
 - b. Local permitting applications
 - c. Equipment orders
4. System must be installed within 180 days from reservation date.

Projects not meeting timelines may be cancelled. If extenuating circumstances exist, you may request consideration for an extension by contacting APS at commercial-incentives@aps.com. If your project requires outside financing, it should be secured at the beginning of the application process. Please note that extensions will not be granted for lack of secured financing.

This Reservation Request and any attachments provided supersede all prior Reservation Requests submitted for the installation address listed on the first page of this document and for this particular technology.

Please note that this is a CUSTOMER program, and the signature required is that of the of APS customer of record. By signing below, customer acknowledges that all application information and all required documents provided have been submitted in good faith. In addition, customer acknowledges installation of a phone line may be required.

CUSTOMER:

Cathy Thompson
Name (Please Print)

Director of Business Service/Washington Elementary SD
Title/Business Name

Cathy Thompson
Signature

10-25-12
Date

In order for an application to be submitted, please submit this request electronically to commercial-incentives@aps.com. Send one email per reservation application packet. DO NOT combine multiple application packets into one email, as they will not be accepted. Once the application is received, a confirmation email will be sent to the e-mail address from which the application was sent. If a confirmation response is not received within five days, you should contact APS by sending a follow-up email to commercial-incentives@aps.com.

APS will not accept incomplete applications. Please note:

- APS is not responsible for applications not received due to an undeliverable email address
- A reservation application will not be accepted unless it is signed by the APS customer of record
- A reservation application must be received by the nomination period deadline (which ends the last day of the nomination month)

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: December 12, 2012
AGENDA ITEM: 2012-2013 Teacher Performance Pay Plan

INITIATED BY: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services
SUBMITTED BY: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services

PRESENTER AT GOVERNING BOARD MEETING: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, A.R.S. §15-977

SUPPORTING DATA

Funding Source: Classroom Site Fund (301)
Budgeted: N/A

Pursuant to A.R.S. 15-977, the Governing Board must annually approve the District's Classroom Site Fund Pay for Performance Compensation Plan and submit it to the Arizona Department of Education (ADE) by December 31. ADE's submission guidelines for 2012-2013, received by Washington Elementary School District (WESD) in late October, reflect no material changes to the current guidelines.

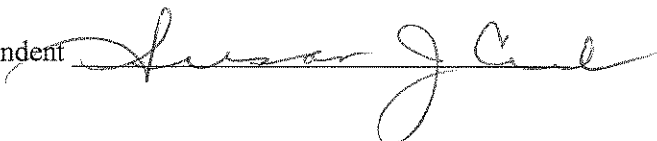
On November 8, 2012, the WESD Teacher Performance Pay Committee, an *ad hoc* committee of the Interest-Based Negotiation (IBN) Team, met to review the District's 2011-2012 Teacher Performance Pay Plan and to discuss possible plan modifications for 2012-2013. Both employee organizations were represented on the committee, which included teachers, principals and District administrators. The group made a consensus decision to recommend that no changes be made to the current plan. As such, 80% of available Proposition 301 Pay for Performance funds would be allocated to schools' Continuous Improvement Plan goals, and 20% of available Proposition 301 Pay for Performance funds would be allocated to the Teacher Development Plan (TDP) portion of the Teacher Evaluation Process (TEP).

Details regarding the committee's proposed 2012-2013 Classroom Site Fund Pay for Performance Plan were shared with WESD principals on November 20, 2012. Principals were provided a "talking points" handout (*Attachment E*)

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the District's proposed 2012-2013 Classroom Site Fund Pay for Performance Compensation Plan and authorize its submission to the Arizona Department of Education.

Superintendent



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

Agenda Item III.A.

2012-2013 Teacher Performance Pay Plan

December 12, 2012

Page 2

and a PowerPoint presentation to facilitate their subsequent communication of plan information to their certified staff. Upon learning about the proposed 2012-2013 Teacher Performance Pay Plan, each teacher was asked to indicate his or her approval or disapproval of implementing the plan, pending the plan's authorization by the Governing Board. Over ninety-nine percent of WESD teachers indicated their approval of the proposed 2012-2013 plan.

Comprehensive details about the proposed 2012-2013 plan are included in the following attachments:

- Attachment I, WESD Classroom Site Fund Pay for Performance Compensation Plan, 2012-2013
- Attachment II, Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan, WESD, 2012-2013
- Attachment A, WESD Individual Teacher Performance Pay Rubrics, 2012-2013
- Attachment B, WESD Teacher Performance Pay Plan Affidavit, 2012-2013
- Attachment C, WESD Teacher Performance Pay Plan Input Form, 2012-2013
- Attachment D, Allocation of WESD Classroom Site Fund Dollars, 2012-2013
- Attachment E, WESD Proposed Teacher Performance Pay Plan Talking Points, 2012-2013

WASHINGTON ELEMENTARY SCHOOL DISTRICT Classroom Site Fund Pay for Performance Compensation Plan 2012-2013

Eligibility: Classroom Teachers, Program Coaches, Academic Intervention Specialists, Special Services Specialists, Student Services Specialists, Counselors

Amount: \$ __ TBD* __ total, 80 percent of which is based on Continuous Improvement Plan Goals and 20 percent of which is based on Teacher Development Plan (Individual Growth Plan) objectives

**Dependent on revenue received*

The proposed Washington Elementary School District (WESD) Classroom Site Fund Pay for Performance Compensation Plan is comprised of two parts, both of which incorporate research-based methodology for enhancing student learning. The first part is to be achieved on a school-wide basis, while the second part focuses on individual achievement.

Part I : Documented and Validated Progress Toward Collaboratively Developed Continuous Improvement Plan Objectives

A comprehensive WESD School Improvement Process was developed by the District's Planning and Steering Council and implemented on a District-wide basis beginning in FY 1999. The process, which has since been renamed the WESD *Continuous* Improvement Process, is intended to provide stakeholders with a systematic means for acquiring the skills and behaviors that promote outstanding learning.

Input from staff, students, parents and community members is solicited as each site develops and executes its Continuous Improvement Plan according to the prescribed methodology. Teachers play a particularly key role in facilitating the plan's progression, which is outlined below. Furthermore, on an annual basis, at least 75% of teachers at each site must sign an affidavit stating that they participated in discussions regarding school progress as measured by the Continuous Improvement Rubrics and the resulting Continuous Improvement Plan.

- Collecting and analyzing data to determine school's status in relation to specified indicators
- Reviewing status findings to identify and prioritize needs
- Defining an objective that encapsulates the most critical needs
- Developing an action plan to define the operational means for accomplishing the objective
 - Knowledge-building
 - Implementation
 - Evaluation
- Monitoring outcomes

In the spring, each site prepares a Continuous Improvement Progress Report that highlights areas of success and accomplishment, as well as items that require additional attention and growth; additionally, plans for the upcoming school year are outlined. A site's Continuous Improvement Plan and Progress Report is then reviewed by a Continuous Improvement Review Team (CIRT), comprised of two teachers, one Site Council member and one Planning and Steering Council

member, all of whom originate from a District region other than the one in which the particular site is located. The plan and report are evaluated based on the following standards:

- The objectives are to meet established criteria:
 - Specific, concrete and understandable
 - Attainable in a reasonable time frame
 - Measurable
- The plan is to include the required components:
 - Knowledge-building
 - Must describe activities that involve gathering information
 - Must include examples related to effective practices and programs
 - Implementation
 - Must describe activities that involve systematically implementing the desired program or practice
 - Must include gathering feedback and adjusting as deemed necessary
 - Evaluation
 - Must describe activities that will evaluate the outcomes of the plan in relation to identified data sources
- The plan is to identify the following:
 - Timelines
 - Parties responsible for each activity
 - Budget needs and related resources for each activity
- The site's Professional Learning Community (PLC) Plan must support its Continuous Improvement Plan.

Given that a site's Continuous Improvement Plan meets the standards indicated above, employees at the site who are eligible for Classroom Site Fund Performance Pay would earn the incentive amount. If a site's plan fails to meet the standards, adjustments may be made, and the plan may be resubmitted for evaluation.

Part II: Documented and Validated Progress Toward Teacher Development Plan
Individual Growth Objectives

The Washington Elementary School District Teacher Development Plan (TDP), a component of the Teacher Evaluation Process (TEP), is a systematic method of providing teachers the opportunity to acquire research-based teacher behaviors and instructional practices that impact student learning. These behaviors and practices align with the InTASC Model Core Teaching Standards and are identified and acquired through self-reflection, evidence/data analysis and self-directed learning experiences. The TDP evolved from the District's Teacher Supervisory Process (TSP), which had been used systemically since 2004-2005.

The TDP is comprised of four parts:

- ***Part One: Standards and Behaviors***
In order to identify the specific teacher performance standard(s) and behavior(s) that will be the focus of his or her TDP, the teacher begins by reviewing each InTASC standard

and its related behaviors. The teacher then conducts a self-assessment of the degree to which he or she implements and demonstrates each behavior. Finally, the teacher analyzes the results to identify the behavior(s) for which he or she has the greatest professional development need and which will have the most immediate impact on student learning. The resulting domain/standard/behavior(s) becomes the focus of the teacher's TDP.

- **Part Two: Objective**

The objective is a statement of what the teacher will accomplish through his or her TDP.

- **Part Three: Task Analysis**

The task analysis is the list of steps the teacher will take to accomplish his or her objective. The steps delineate the sequence of cognitive tasks that the teacher must master in order to achieve his or her plan objective.

- **Part Four: Related Activities**

The plan is designed to be implemented in three phases, each of which delineates related activities to be performed, timeline and evidence.

- The **knowledge building** phase requires the teacher to complete in-depth research and capacity building specific to the behaviors that he or she has identified in the TDP. Throughout this phase, the teacher applies the knowledge he or she has acquired to identify the specific strategies and methods that are most applicable in the live environment.
- The **implementation phase** requires the teacher to take action steps, during which he or she applies the knowledge acquired in the live environment. Throughout this phase, there will be many strategies of implementation.
- The **evaluation phase** requires the teacher to assess the degree to which his or her knowledge building and implementation have been successful. Throughout this phase, the teacher evaluates the plan's success both from his or her own perspective and from that of students and the school.

Each school year, the teacher is required to complete an annual TDP progress report, to include the following information:

- Domain, standard(s) and behavior(s) targeted in the teacher's TDP that were addressed during the given year
- Description of the plan-related professional growth activities in which the teacher participated during the given year
- Description of the outcomes that were achieved as a result of the teacher's professional growth activities
- Description of resources that the teacher used to achieve the outcomes
- Description of findings that emerged when the teacher reflected on his or her outcomes
- Description of the next steps (action) that will be taken by the teacher as a result of his or her outcomes.

Prior to submitting the annual TDP progress report to his or her principal, the teacher will have self-assessed his or her TDP achievement using the TDP rubric (*Attachment A*). The principal then reviews the teacher's annual progress report and rates the teacher's achievement according to the same rubric. A mutually determined rating of "To a great extent" would earn the teacher 100 percent of the Classroom Site Fund Performance Pay incentive amount that has been allocated to individual performance; a rating of "To some extent" would earn the teacher 66

percent, a rating of “To a minimal extent” would earn the teacher 33 percent and a rating of “To no extent” would earn the teacher zero percent.

Beginning teachers receive TDP training during their participation in BEGIN, WESD’s three-year teacher induction program. Each BEGIN teacher’s individual achievement is measured by the District’s Director of Professional Development, according to a rubric that has been customized to reflect his or her TDP learning stage. (Please see *Attachment A*, WESD 2012-2013 Teacher Development (Individual Growth) Plan Performance Pay Rubrics, Versions #2 - 5.)

If a teacher disagrees with the TDP individual achievement rating he or she has received by his or her principal or by the Director of Professional Development, the teacher may appeal to the Assistant Superintendent for Administrative Services.

Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

School District: Washington Elementary School District #6

Fiscal Year: 2012-2013

- 1. Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, AIMS, district performance assessments, building performance assessments, classroom formative and summative assessments.**

Analyzing assessment data is a critical component of Washington Elementary School District's Continuous Improvement Plans (CIP) and Teacher Development (Individual Growth) Plans (TDP), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the CIP and the TDP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate the analysis of assessment data:

- Goal #1, Enabling and inclusive leadership
 - School Indicator C, Leadership that makes purposeful use of data to make decisions and solve problems
- Goal #2, A productive culture
 - School Indicator E, A culture in which stakeholders focus on and highly value student achievement
- Goal #3, Focused and effective instructional practices
 - School Indicator F, Ongoing reflection and monitoring of programs and practices to meet the changing needs of students
- Goal #4, Consistent, systematic, focused, and responsive monitoring of student progress
 - School Indicator A, Designing and/or administering multiple curriculum-aligned assessments
 - School Indicator B, Collaborating among teachers and staff to analyze assessment data
 - School Indicator C, Utilizing an effective system for collecting and managing information on student academic progress
 - School Indicator D, Utilizing the data from the curriculum-aligned assessments to design and modify instructional practices

WESD utilizes a variety of formal instruments to assess student learning, including curriculum-aligned District assessments in mathematics, reading, writing, technology, art, physical education and social studies/language arts, as well as state-mandated tests (Stanford 10, Arizona's Instrument to Measure Standard [AIMS] and the Arizona English Language Learner Assessment [AZELLA]).

Additionally, teachers use multiple classroom formative and summative assessments to measure student learning. Examples of formative assessments include informal observation of students, worksheets, homework, quizzes, student journal entries and class discussions; examples of summative assessments include student portfolios, final examinations, final projects, performance assessments and term papers.

- 2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include:**

summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, formative and summative assessments.

All of WESD's curricular objectives, in every grade level and in every subject area, are aligned to the Arizona Academic Standards and clearly delineated in the District's curriculum guides. Guides are revised and updated as the state's academic standards are modified. Every teacher receives a copy of the current curriculum guide(s) that is (are) relevant to his or her assigned areas of instruction. Curriculum guides are also accessible via the District's Intranet:



Go

Academic Services

- Curriculum
- -Art Curriculum
- -ELP Standards
- -English Language Arts Standards
- -Headstart
- -Library Curriculum
- -Mathematics Standards 4-8
- -Mathematics Standards K-3
- -Music Curriculum
- -Physical Education Curriculum
- -Science Curriculum
- -Social Studies Curriculum
- -Sports
- -Technology Curriculum
- -Title VII - Native American
- -Workspace Skills Curriculum

WESD teachers are expected to develop lesson plans that align with state standards. They are to monitor their students' progress by developing and implementing informal criterion-referenced formative and summative assessments that align with the standards.

*Formal assessments, all of which align with state standards, are administered according to the timeline that follows. Teachers administer internally developed District assessments for **mathematics, reading** (phonics screener, grades K-3; individual reading inventory, grades 1-3; reading comprehension assessments, grades 3-6; Washington Reading Assessment Profile [WRAP], grades 7-8), **writing, technology, art, physical education and social studies/language arts**; teachers also administer an external reading assessment, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next, to students in grades K-6.*

2012-2013 ASSESSMENT CALENDAR

| Date | Grade | Activities |
|---|-------|--|
| Aug. 13-Oct. 5 | K-2 | MATH: Assess all students Math Curriculum Benchmark Quarter 1 . Data due on intranet on-line application (K-2 Math Reporting/Observables) Oct. 5 |
| Aug. 13-Aug. 31 | K-2 | WRITING: Assess all students using Developmental Writing Assessment . Data due on intranet on-line application (K-2 Writing Reporting) Aug. 31 |
| Aug. 13-Sept. 25 | K-8 | AZELLA: All new PHLOTES K-8 starting the year must be tested by Sept. 25 |
| Aug. 13-Sept. 28 | K-3 | READING: Assess all students with Phonics Screener . Data due on intranet on-line application (Phonics Screener-Fall) Sept. 28 |
| Aug. 13-Sept. 28 | K-6 | READING: Assess all students with DIBELS Next Beginning Benchmarks . Data due on internet on-line application (https://dibels.uoregon.edu/) Sept. 28 |
| Aug. 13-Sept. 28 | 3-6 | WRITING: Assess all students with 6-Trait 6 Point Writing Prompt . Trait scores recorded on WRLA scan sheet due Sept. 28 |
| Aug. 13-Oct. 5 | 1-3 | READING: Administer Individual Reading Inventory (IRI) to all students (Grades 1-3). Data due on intranet on-line application (Phonics Screener-Fall Window) Oct. 5 |
| Aug. 20-23 | 2-8 | MATH: Test all students using Pretest Assessment . Math scan sheets due to Assessment Aug. 24 |
| Aug. 27-30 | 7-8 | READING: Assess all students on Pretest WRAP . WRAP scan sheets due Aug. 31 |
| Sept. 4-6 | 2-8 | MATH: Pretest Modified Window. Math scan sheets due to Assessment Sept. 7 |
| Sept. 4-Oct. 5 | 7-8 | WRITING: Assess all students with 6-Trait 6-Point Writing Prompt . Trait scores recorded on scan sheets due Oct. 5 |
| Sept. 14 | 2-8 | MATH: End of Pretest review window |
| Sept. 24-27 | 3-6 | READING: Test all students with Form 1 Reading Comprehension Assessment . WRLA scan sheets due to Assessment Sept. 28 |
| Oct. 5 | K-2 | MATH: Data due Math Curriculum Benchmark Quarter 1 intranet on-line application (K-2 Math Reporting/Observables) Oct. 5 |
| Oct. 5 | 7-8 | TECHNOLOGY: Data due 1 st Quarter intranet on-line application (Technology Reporting) |
| Oct. 5 | 7-8 | ART: Data due 1 st Quarter intranet on-line application (WESD Art Reporting) |
| Oct. 5 | K-8 | END OF GRADING PERIOD (1st Quarter) |
| Fall Break October 8-12 | | |
| Oct. 15-Dec. 21 | K-2 | MATH: Assess all students Math Curriculum Benchmark Quarter 2 . Data due on intranet on-line application (K-2 Math Reporting/Observables) Dec. 21 |
| Parent-Teacher Conferences October 25-26 | | |
| Dec. 3-Jan. 11 | K-6 | READING: Assess all students with DIBELS Next Middle Benchmarks . Data due on internet on-line application (https://dibels.uoregon.edu/) Jan. 11 |
| Dec. 10-13 | 3-6 | READING: Test all students with Form 2 Reading Comprehension Assessment . WRLA scan sheets due to Assessment Dec. 14 |
| Dec. 20 | K-2 | MATH: Data due Math Curriculum Benchmark Quarter 2 intranet on-line application (K-2 Math Reporting/Observables) Dec. 20 |
| Dec. 20 | 7-8 | TECHNOLOGY: Data due 2 nd Quarter intranet on-line application (Technology Reporting) |
| Dec. 20 | 7-8 | ART: Data due 2 nd Quarter intranet on-line application (WESD Art Reporting) |
| Dec. 20 | K-8 | END OF GRADING PERIOD (2nd Quarter) |
| Winter Break December 24-January 4 | | |

2012-2013 ASSESSMENT CALENDAR

| | | |
|---------------------------------|----------|--|
| Jan. 7-25 | K-3 | READING: Assess all below-grade level and new students with Phonics Screener . Due on intranet on-line application (Phonics Screener-Winter) Jan. 25 |
| Jan. 7-25 | K-2 | WRITING: Assess new students using Developmental Writing Assessment . Data due on intranet on-line application (K-2 Writing Reporting) Jan. 25 |
| Jan. 7-Mar.15 | K-2 | MATH: Assess all students Math Curriculum Benchmark Quarter 3 . Data due on intranet on-line application (K-2 Math Reporting/Observables) Mar. 15 |
| Jan. 14-Feb. 22 | K-8 | AZELLA 2013: AZELLA Reassessment and Monitoring Window |
| Jan. 14-17 | 2-8 | MATH: Test all students using Mid-Year Assessment . Math scan sheets due to Assessment Jan. 18 |
| Jan. 7-31 | 7-8 | WRITING: Assess all students with 6-Trait 6-Point Writing Prompt . Trait scores recorded on WRAP scan sheets due Feb. 1 |
| Jan. 28-31 | 7-8 | READING: Assess all students on Winter WRAP . WRAP scan sheets due Feb. 1 |
| Jan. 7-Mar.15 | 1-3 | READING: Administer Individual Reading Inventory (IRI) to below level students (1-3). Data due on intranet on-line application (Phonics Screener-Winter Window) Mar. 15 |
| Feb. 11-15 | staff | SURVEY: Leadership assessed on-line. Completed by Feb. 15 |
| Feb. 11-15 | K-8 | SURVEY: Parent Satisfaction Survey administered (scan sheets due to Assessment Feb. 22) |
| Feb. 11-15 | K-8 | SURVEY: Student Survey administered (scan sheets due to Assessment Feb. 22) |
| Feb. 11-22 | K-8 | SURVEY: OLWEUS Survey administered (Survey Monkey) |
| Feb. 11-Mar. 7 | 3-6 | WRITING: Assess all students with 6-Trait 6 Point Writing Prompt . Trait scores recorded on WRLA scan sheet due Mar. 8 |
| Mar. 4-7 | 3-6 | READING: Test all students with Form 3 Reading Comprehension Assessment . WRLA scan sheets due to Assessment Mar. 8 |
| Mar.15 | K-2 | MATH: Data due Math Curriculum Benchmark Quarter 3 intranet on-line application (K-2 Math Reporting/Observables) Mar. 15 |
| Mar. 15 | 7-8 | TECHNOLOGY: Data due 3 rd Quarter intranet on-line application (Technology Reporting) |
| Mar. 15 | 7-8 | ART: Data due 3 rd Quarter intranet on-line application (WESD Art Reporting) |
| Mar. 15 | K-8 | END OF GRADING PERIOD (3rd Quarter) |
| Spring Break March 18-22 | | |
| Mar. 25-May 17 | K-2 | MATH: Assess all students Math Curriculum Benchmark Quarter 4 . Data due on intranet on-line application (K-2 Math Reporting/Observables) May 17 |
| Mar. 25-May 17 | K-3 | READING: Assess all students with Phonics Screener . Data due on intranet on-line application (Phonics Screener-Spring) May 17 |
| Mar. 25-May 17 | K-3 | READING: Administer Individual Reading Inventory (IRI) to all students (K-3). Data due on intranet on-line application (Phonics Screener-Spring Window) May 17 |
| Apr. 15-17 | 2 | Stanford 10: Testing Window |
| Apr. 15 | 5, 6 & 7 | AIMS: Writing |
| Apr. 15 | 4 and 8 | AIMS: Science |
| Apr. 16 | 3-8 | AIMS: Reading and Mathematics part 1 |
| Apr. 17 | 3-8 | AIMS: Reading and Mathematics part 2 |
| Apr. 18 | 3-8 | AIMS: Reading and Mathematics part 3 |
| Apr. 19, 22 | 3-8 | AIMS: Make-ups |

2012-2013 ASSESSMENT CALENDAR

| | | |
|----------------|---------|--|
| Apr. 15-May 10 | K-6 | READING: Assess all students with DIBELS Next End Benchmark . Data due on internet on-line application (https://dibels.uoregon.edu/) May 10 |
| Apr. 26 | 6 | SOCIAL STUDIES : Assess all students using Oral Presentation Rubric. Data due on intranet on-line application (Social Studies/Language Arts Reporting) Apr. 26 |
| Apr. 29-May 2 | 3-6 | READING: Test all students with Form 4 Reading Comprehension Assessment . WRLA scan sheets due to Assessment May 3 |
| Apr. 29-May 2 | 7-8 | READING: Assess all students on Post WRAP . WRAP scan sheets due May 3 |
| May 6 | K-2 | WRITING: Assess all students using Developmental Writing Assessment . Data due on intranet on-line application (K-2 Writing Reporting) May 6 |
| May 6-9 | 2-8 | MATH: Test all students using Posttest Assessment . Math scan sheets due to Assessment May 10 |
| May 6-9 | 7-8 | MATH: Test Algebra and Geometry students with GUHSD final test. Math scan sheets due to Assessment May 10 |
| May 17 | K-2 | MATH: Data due Math Curriculum Benchmark Quarter 4 intranet on-line application K-2 Math Reporting/Observables) May 17 |
| May 17 | K-8 | AZELLA 2 : Last day to turn in Placement tests to the District. No AZELLA testing after May 17 |
| May 17 | 2 and 4 | ART : Data due on intranet on-line application (Arts Reporting) |
| May 17 | K-6 | TECHNOLOGY : Data due on intranet on-line application (Technology Reporting) |
| May 17 | 3-8 | PE: Fitnessgram records completed |
| May 17 | 7-8 | TECHNOLOGY : Data due 4 th Quarter intranet on-line application (Technology Reporting) |
| May 17 | 7-8 | ART : Data due 4 th Quarter intranet on-line application (WESD Art Reporting) |
| May 29 | K-8 | END OF GRADING PERIOD (4th Quarter) |

3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.

As indicated in #1, above, the assessment of student progress is integral to attaining WESD's Long-range Strategic Action Plan Goals; those goals are the foundation upon which the District's Classroom Site Fund Pay for Performance Compensation Plan has been developed. In addition to analyzing the results of standardized, norm-referenced state- and District-mandated assessments, teachers measure and monitor their students' progress through a variety of techniques including the following:

- *Anecdotal records or checklists based on formal or informal observations of students*
- *Student portfolios*
- *Performance assessments*
- *Informal progress reports (both verbal and written)*
- *Report cards*

- Informal discussions with students/verbal questioning of students
- Teacher-developed formative and summative quizzes/tests

4. Briefly discuss dropout and/or graduation rates if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.

Because Washington Elementary School District is a K-8 district, and because students do not "graduate" from eighth grade, dropout and/or graduation rates are not applicable to the District's performance plan.

5. Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not. The intent of this element is student attendance rates NOT teacher attendance rates.

Student attendance rates, recognized by WESD as being critical in several respects, are integrated into the District's Classroom Site Fund Pay for Performance Compensation Plan. Teachers are keenly aware of state statutory regulations regarding student attendance, as well as the direct correlation, confirmed by research, between student attendance and student achievement. Teachers and school administrators are vigilant in monitoring student attendance, and their efforts are supported by WESD's District-wide truancy intervention and enforcement plan. The District's truancy plan delineates four levels of truancy discipline, and it has established a Truancy Enforcement Unit (TEU) to intervene upon a student's fifth unexcused absence or tenth unexcused tardy. TEU members respond to truancy referrals from schools, coordinate the flow of information and documentation, communicate with and provide assistance to parents/guardians and students, monitor the attendance of identified truant, serve as truancy hearing officers and solicit the cooperation of community resources to effectively address truancy issues. WESD's truancy enforcement plan lessens the time that school personnel must dedicate to truancy matters while offering students opportunities to achieve educational success.

Additionally, teachers and administrators take proactive measures to minimize student absenteeism, including educating students and parents regarding the importance of school attendance, maintaining frequent, open communication with parents, encouraging meaningful parent involvement in the educational process, and modeling and recognizing excellent attendance.

WESD's 2010-2011 and 2011-2012 school attendance rates are indicated below. In comparison to the prior school year, 2011-2012 attendance rates increased at 65.6 percent of schools, remained stable at 15.6 percent of schools and declined at 18.8 percent of schools; the District-wide attendance rate increased by 0.3 percent.

| SCHOOL | SCHOOL-WIDE STUDENT ATTENDANCE RATE % | | %Δ |
|------------------|---------------------------------------|-----------|------|
| | 2010-2011 | 2011-2012 | |
| Acacia | 95.2 | 95.0 | -0.2 |
| Alta Vista | 94.9 | 95.5 | 0.6 |
| Arroyo | 94.6 | 94.9 | 0.3 |
| Cactus Wren | 94.2 | 94.3 | 0.1 |
| Chaparral | 95.5 | 95.6 | 0.1 |
| Cholla | 93.7 | 93.7 | 0.0 |
| Desert Foothills | 95.0 | 94.9 | -0.1 |
| Desert View | 95.3 | 95.4 | 0.1 |
| Ironwood | 95.7 | 95.7 | 0.0 |
| John Jacobs | 95.1 | 95.7 | 0.6 |
| Lakeview | 95.5 | 94.7 | -0.8 |

| | | | |
|-----------------------|-------------|-------------|------------|
| Lookout Mountain | 95.9 | 96.3 | 0.4 |
| Manzanita | 95.2 | 95.5 | 0.3 |
| Maryland | 93.7 | 94.0 | 0.3 |
| Moon Mountain | 95.2 | 95.1 | -0.1 |
| Mountain Sky | 94.6 | 95.0 | 0.4 |
| Mountain View | 94.8 | 94.8 | 0.0 |
| Ocotillo | 95.1 | 95.7 | 0.6 |
| Orangewood | 93.9 | 94.4 | 0.5 |
| Palo Verde | 94.1 | 94.4 | 0.3 |
| Richard E. Miller | 94.4 | 94.8 | 0.4 |
| Roadrunner | 95.3 | 95.1 | -0.2 |
| Royal Palm | 94.1 | 94.2 | 0.1 |
| Sahuaro | 95.4 | 95.7 | 0.3 |
| Shaw Butte | 93.1 | 95.6 | 2.5 |
| Sunburst | 95.2 | 95.2 | 0.0 |
| Sweetwater | 92.7 | 93.2 | 0.5 |
| Sunnyslope | 94.7 | 95.6 | 0.9 |
| Sunset | 95.0 | 95.8 | 0.8 |
| Tumbleweed | 95.9 | 95.7 | -0.2 |
| Abraham Lincoln | 96.5 | 96.7 | 0.2 |
| Washington | 94.8 | 94.8 | 0.0 |
| TOTAL DISTRICT | 94.8 | 95.1 | 0.3 |

6. Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.

Washington Elementary School District seeks parental input regarding the rate of school quality by distributing an annual District-wide Parent Satisfaction Survey. Survey results, by school, are compiled by the District's Assessment Department and distributed to each site for analysis. The 2011-2012 survey asked parents/guardians to rate their satisfaction of their child's school in six areas, detailed below. Response options for each indicator were (1) very satisfied, (2) satisfied, (3) neutral, (4) dissatisfied, (5) very dissatisfied and (6) don't know. District-wide, less than three percent (2.72%) of all responses were expressions of dissatisfaction.

- *School Facility and Safety*
 - *The cleanliness of the school*
 - *The maintenance of school facilities and grounds*
 - *The level of supervision provided for students*
 - *The discipline practices of school personnel*
 - *The level of safety/security on school grounds*
 - *The level of safety/security in school classrooms*
 - *The ability of the school to handle crisis situations*
- *Personnel*
 - *The helpfulness of office staff members*
 - *The welcoming attitude shown by school personnel to students*
 - *The welcoming attitude shown by school personnel to parents/visitors*
 - *The attitude about the school displayed by school personnel*
 - *The respect shown to parents and students by school personnel*

- The willingness of school personnel to provide requested information or assistance
- **Classroom and Instruction**
 - The commitment of WESD to focus classroom instruction on what students are required to learn as defined by Arizona Academic Standards and WESD curricula
 - The degree to which classroom instruction and programs meet the learning needs of your student
 - The ability of your student to access extra help when needed
 - The timeliness of the teacher's response to questions and requests
 - The efficient use of classroom learning time by the teachers
 - The teacher's expectations for student learning
- **School Involvement and Communication**
 - The opportunities available for you to participate in school activities such as PTO/A, Site Council, family nights, concerts, sporting events, etc.
 - The opportunities available for you to volunteer in the school and/or classroom
 - The level of communication you receive about changes in the school and/or news about the school overall
 - The level of communication you receive about school activities
 - The level of communication you receive about your student's progress
 - The level of communication you receive about social services available to students at your school
 - The school's efforts to be involved in the community
- **Principal**
 - The availability of the principal
 - The willingness of the principal to consider parent suggestions
 - The timeliness of responses from the principal to consider parent suggestions
 - The ability of the principal to communicate the goals of the school in a clear and effective manner
 - The visibility of the principal on the school campus

The final survey prompt asked the responder to rate his or her overall satisfaction with the quality of his or her child's education at the school. Response options were (1) excellent, (2) good, (3) fair, (4) poor and (5) don't know. **District-wide, 90 percent of responses were either excellent or good.**

The measure of school quality by parents may be an indicator in Continuous Improvement Plans (CIPs) and Teacher Development (Individual Growth) Plans (TDPs), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the CIP and the TDP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate parents' rating of school quality:

- **Goal #1, Enabling and inclusive leadership**
 - School Indicator D, Leadership that provides direction through collaborative planning and shared decision-making
 - School Indicator E, Leadership that promotes effective communication
- **Goal #2, A productive culture**
 - School Indicator A, A culture in which staff, students and parents understand what is expected of them to advance the goals of the school/district
 - School Indicator B, A culture in which the school community collaborates to advance the goals of the school/district
 - School Indicator C, A culture in which staff, students and parents are accountable for behaviors that contribute to the goals of the school/district
 - School Indicator D, A culture in which staff, students and parents respect others, resolve conflicts and model effective social skills
- **Goal #4, Consistent, systematic, focused and responsive monitoring of student progress**
 - School Indicator E, Providing high-quality feedback to students and stakeholders in a timely manner
- **Goal #6, A safe and inviting environment**
 - School Indicator C, Stakeholder involvement in the development and implementation of safety, crisis and prevention plans

- Goal #7, Meaningful parental involvement
 - School Indicator A, Ongoing and effective communication
 - School Indicator B, Programs and practices designed to invite and welcome parents into the school
 - School Indicator C, Providing a variety of opportunities for parents to be involved in the educational process
 - School Indicator D, Providing the opportunity for parents to be involved in the decision-making processes of the school

7. Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.

A District-wide student survey of school quality was conducted in Washington Elementary School District during the spring of 2012. Students at every school, in every grade level were encouraged to participate. Three developmentally-appropriate versions of the survey were distributed: one for grades K-3 and increasingly more comprehensive and sophisticated versions for grades 4-6 and for grades 7-8.

The following statements were included on the student survey for grades K-3. Response options were "yes," "yes and no" and "no." (Note: Only "yes" responses were included in the tally of positive indicators.)

- I like school.
- My teachers are friendly.
- My teachers care about me.
- My teachers are fair.
- My teachers are helpful when I don't understand something.
- My teachers help me learn to be a responsible person.
- My teachers expect me to do my best.
- I have friends at school.
- I know who to talk to at school if I am having a problem.
- I feel safe at school.
- I like to do schoolwork.
- My schoolwork is hard. (Note: This item was not included when survey results were tallied in response to this question.)
- I am learning a lot at school.
- The food in the cafeteria is healthy.
- The school and playground are clean.
- My family likes to visit the school.
- Parents and adults often come and help at school.
- IF YOU RIDE THE BUS: I feel safe at the bus stop.
- IF YOU RIDE THE BUS: I feel safe riding the bus.

The following statements were included on the student survey for grades 4-6. Response options were "strongly agree," "agree," "disagree" and "strongly disagree."

- I like school.
- My teachers and other adults are friendly.
- My teachers and other adults care about me.
- My teachers and other adults expect me to do my best.
- My teachers and other adults are helpful when I don't understand something.
- My teachers and other adults help me learn to be a responsible person.
- I am treated with respect by teachers and other adults at my school.
- The teachers and other adults in my school show respect for each other.
- I know who to talk to at school if I am having a problem.
- I know what the school rules are.
- My teachers and other adults are fair.
- I have friends at school.
- I get picked on at school by other students. (Note: Responses to this item were inverted for tallying purposes.)
- I feel safe at school.
- I like to do schoolwork.

- *I have a hard time understanding my schoolwork.* (Note: Responses to this item were inverted for tallying purposes.)
- *The work at my school is challenging.*
- *Classes are often interrupted by my classmates or other people.* (Note: Responses to this item were inverted for tallying purposes.)
- *I am learning a lot at school.*
- *I have a hard time completing my homework assignments.* (Note: Responses to this item were inverted for tallying purposes.)
- *There are healthy food choices in the school cafeteria.*
- *The school and playground are clean.*
- *My family feels welcome when they visit my school.*
- *Many parents and adults often come and help at school.*
- *IF YOU RIDE THE BUS: I feel safe at the bus stop.*
- *IF YOU RIDE THE BUS: I feel safe riding the bus.*

The following statements were included on the student survey for grades 7-8. Response options were "strongly agree," "agree," "disagree" and "strongly disagree."

- *I like my school.*
- *My teachers and other adults are friendly.*
- *My teachers and other adults care about me as a person.*
- *My teachers and other adults expect me to do my best.*
- *My teachers and other adults will help me if I have a question.*
- *My teachers and other adults help me learn good character traits.*
- *I am treated with respect by teachers and other adults at my school.*
- *The teachers and other adults in my school show respect for each other.*
- *I know who to talk to at school if I am having a problem.*
- *At my school the rules are clear and understandable.*
- *I believe the school rules are enforced fairly for all students.*
- *I have friends at school.*
- *I get bullied or teased by other students.* (Note: Responses to this item were inverted for tallying purposes.)
- *I feel safe at school.*
- *The work at my school is challenging.*
- *Classes are often interrupted by my classmates or other people.* (Note: Responses to this item were inverted for tallying purposes.)
- *I feel I am being prepared well for high school.*
- *I feel I am well prepared to pass the AIMS test.*
- *I have a hard time completing my homework assignments.* (Note: Responses to this item were inverted for tallying purposes.)
- *I have a hard time understanding class work.* (Note: Responses to this item were inverted for tallying purposes.)
- *There are healthy food choices in the school cafeteria.*
- *The school and campus are kept clean.*
- *My family feels welcome when they visit my school.*
- *Many parents and adults from the community come and help at school.*
- *I plan to go on to college or get some post high-school training.* (Note: This item was not included when survey results were tallied in response to this question.)
- *IF YOU RIDE THE BUS: I feel safe at the bus stop.*
- *IF YOU RIDE THE BUS: I feel safe riding the bus.*

Results were analyzed by individual grade level and by grade range on a District-wide basis and on a school-by-school basis. **District-wide, 80.1 percent of student responses reflected positive quality ratings.**

The measure of school quality by students may be an indicator in Continuous Improvement Plans (CIPs) and Teacher Development (Individual Growth) Plans (TDPs), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the CIP and the TDP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate students' rating of school quality:

- Goal #1, A productive culture
 - School Indicator A, A culture in which staff, students and parents understand what is expected of them to advance the goals of the school/district
 - School Indicator B, A culture in which the school community collaborates to advance the goals of the school/district
 - School Indicator C, A culture in which staff, students and parents are accountable for behaviors that contribute to the goals of the school/district

- School Indicator D, A culture in which staff, students and parents respect others, resolve conflicts and model effective social skills
- School Indicator F, A culture in which staff is committed to the education of all students
- Goal #3, Focused and effective instructional practices
 - School Indicator B, Planning and designing instruction based on the needs of all students
 - School Indicator E, Organizing students, programs, procedures and materials for maximum use of instructional time
 - School Indicator F, Ongoing reflection and monitoring of programs and practices to meet the changing needs of students
- Goal #4, Consistent, systematic, focused, and responsive monitoring of student progress
 - School Indicator E, Providing high-quality feedback to students and stakeholders in a timely manner
- Goal #6, A safe and inviting environment
 - School Indicator A, Facilities that support a safe and orderly environment conducive to student learning
 - School Indicator B, A school-wide discipline plan and/or procedures that support student learning

8. In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.

The components of the proposed 2012-2013 Classroom Site Fund Pay for Performance Compensation Plan were originally developed in the fall of 2007 by the Performance Pay Committee, a representative group of WESD teachers and administrators. They concurred that the plan should include both

- Documented and validated progress toward the school's collaboratively developed Continuous Improvement Plan objectives (Part I), and
- Documented and validated progress toward the Teacher Development (Individual Growth) Plan objectives (Part II)

A proposal regarding the distribution of funds between Part I (80 percent of available funds) and Part II (20 percent of available funds) was developed by the District's Interest-Based Negotiation (IBN) Team and approved by the Governing Board for initial implementation during the 2008-2009 school year. The IBN Team is comprised of employees from every employee group: certified, classified and administrator; moreover, members include representatives from both of WESD's employee associations as well as unaffiliated employees. The same fund distribution was subsequently recommended and approved for 2009-2010, 2010-2011, 2011-2012 and 2012-2013.

On November 8, 2012, the WESD Teacher Performance Pay Committee, now an ad hoc committee of the IBN team, met to review the District's 2011-2012 Teacher Performance Pay Plan and to discuss possible modifications for 2012-2013. Both employee organizations were represented on the committee, which included teachers, principals and District administrators. The group made a consensus decision to recommend that no changes be made to the current plan. This recommendation will be presented to the Governing Board on December 12, 2012; if approved, 80 percent of available Pay for Performance funds will be allocated to the Continuous Improvement Plan goals and 20 percent will be allocated to Teacher Development Plan progress.

A site's Continuous Improvement Plan is developed and implemented based on input from teachers and site administrators, as well as support staff, students, parents and community members. The school's Site Council plays a key role in this regard; the District's Site Council Handbook Template lists "Implement School

[Continuous] Improvement Plan” as one of the Site Council responsibilities and procedures, and it goes on to include the following details:

- *Facilitate the development of long-range objectives, goals and implementation of the School [Continuous] Improvement Plan*
 - *The principal, teachers, parents, classified staff and community members will be included in the school [continuous] improvement process*
 - *Develop a comprehensive needs assessment*
 - *Use scientific-based research*
 - *Focus on increasing student achievement*
 - *Develop a plan for professional development to promote increased student achievement*
- *Develop an annual review and update process*

Site councils make decisions by consensus, and each Site Council's handbook defines their agreed-upon definition of consensus.

As the precursor of the current Teacher Development Plan (TDP), WESD's Teacher Supervisory Process was originally developed by a team of teachers and administrators via a consensus-building process. Each teacher's TDP is developed by that teacher based on the results of his or her reflective self-assessment. The site administrator reviews the plan and provides input to ensure that it meets the parameters of the Teacher Development Plan process.

9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.

Upon consensus recommendation of the plan by WESD's Pay for Performance Committee, details regarding the District's proposed 2012-2013 Classroom Site Fund Pay for Performance Plan were shared with WESD principals; between November 20, 2012 and November 30, 2012, each principal shared the plan information with his or her certified staff. At that time, teachers signed an affidavit (Attachment C) to indicate their concurrence with the plan elements. If teachers did not concur, they were asked to provide feedback (Attachment D). Principals submitted the results to the Assistant Superintendent for Administrative Services, who tallied the percentage of teachers who responded affirmatively to the plan. Over ninety-nine percent of WESD teachers had indicated their approval of the proposed 2012-2013 plan.

10. Summarize the appeals process for teachers who have been denied performance based compensation. If there is not an appeals process, provide a rationale as to why there is not one.

Each site's Continuous Improvement Plan is peer-reviewed on an annual basis to ensure that the plan meets established standards. If standards are met, the site's employees who are eligible for Classroom Site Fund Performance Pay will earn the incentive amount. If standards are not met, the Continuous Improvement Review Team meets with the site administrator(s) to discuss their concerns. The site administrator collaborates with teachers and other stakeholders to remedy deficiencies and make appropriate plan adjustments; then the revised plan is submitted for reevaluation.

If teachers at a site feel that their plan has been unjustly rejected, they have the opportunity to appeal to the Assistant Superintendent for Administrative Services. If they are dissatisfied with the outcome of that petition, they may appeal to the Superintendent.

A comparable appeals process exists if a teacher feels that he or she has been unjustly denied the portion of Classroom Site Fund Pay for Performance Compensation that correlates with the District's Teacher Development (Individual Growth) Plan. Site administrators review veteran teachers' Individual Growth Plans and Yearly Progress Reports to ensure that they meet established standards; the Director of Professional Development reviews the progress documentation for teachers who participate in the District's three-year BEGIN program for beginning teachers. If a teacher's plan/report is deficient, he or she is afforded the opportunity to make revisions and to resubmit the paperwork to the appropriate administrator. If the teacher remains displeased with the administrator's reevaluation, he or she may appeal to the Assistant Superintendent for Administrative Services; if that outcome does not prove satisfactory to the teacher, he or she may then appeal to the Superintendent.

11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.

Both parts of WESD's plan include an evaluation component, the ultimate purpose of which is to determine if student achievement is being positively impacted. In Part I, each site's Continuous Improvement Plan and CIP Progress Report is reviewed and evaluated by a Continuous Improvement Review Team each spring. The review team is comprised of two teachers, one Site Council member, and one Planning and Steering Council member, all of whom originate from a District region other than the one in which the particular site is located. The site's plan and report are evaluated based on the standards indicated below. Research has demonstrated that these standards are essential if a Continuous Improvement Plan is to have the desired effect of enhancing student achievement.

- *The objectives are to meet established criteria:*
 - *Specific, concrete and understandable*
 - *Attainable in a reasonable time frame*
 - *Measurable*
- *The plan is to include the required components:*
 - *Knowledge-building*
 - *Must describe activities that involve gathering information*
 - *Must include examples related to effective practices and programs*
 - *Implementation*
 - *Must describe activities that involve systematically implementing the desired program or practice*
 - *Must include gathering feedback and adjusting as deemed necessary*
 - *Evaluation*
 - *Must describe activities that will evaluate the outcomes of the plan in relation to identified data sources*
- *The plan is to identify*
 - *Timelines*
 - *Parties responsible for each activity*
 - *Budget needs and related resources for each activity*
- *The site's Professional Learning Community Plan must support its Continuous Improvement Plan.*

The evaluation component of Part II of WESD's plan, the Teacher Development Plan, requires that the teacher submit a copy of his or her TDP, as well as his or her Yearly Progress Report, to the site administrator(s) each spring. The administrator(s) evaluates the plan to determine if it meets the following requirements:

- reflective of scientifically research-based practices in teaching and learning
- aligned with InTASC Standards
- intended to have a measurable impact on student learning

The site administrator also reviews the teacher's progress report to examine the professional growth activities in which the teacher participated, the outcomes that he or she achieved as a result of the activities, the resources that he or she used to achieve the stated results or outcomes, the teacher's findings that emerged, and the next steps that the teacher is anticipating with regard to his or her plan. The site administrator evaluates the teacher's progress and accomplishments relative to the terms of his or her Teacher Development Plan to ensure that the plan is being followed, that the intended behavioral focus is being pursued and that the results are having a measurable impact on student learning.

12. Provide a summary of the professional development programs that are aligned with the elements of the district performance based compensation system.

A site's Continuous Improvement Plan is customized to meet the needs of the particular school with regard to WESD's Long-range Strategic Action Plan Goals; a teacher's Teacher Development (Individual Growth) Plan is customized to meet his or her particular needs with regard to the same goals. Therefore, a broad spectrum of professional development programs are incorporated into these plans throughout the District.

Examples of professional development programs that are aligned with Continuous Improvement Plans include the following:

- *Training (Includes in-school training; in-District training; training delivered by District staff; training delivered by consultants; training conducted during workshops, seminars, and conferences outside of District)*
 - *Math strategies training*
 - *Singapore math training*
 - *Reading strategies training, e.g., centers, word walls*
 - *SEI instructional strategies training*
 - *Curriculum mapping training*
 - *Special education inclusion strategies training*
 - *Thinking Maps training*
 - *Six-Traits training*
 - *Rosetta Stone training*
 - *Read 180 training*
 - *Accelerated Reader training*
 - *Training in student engagement strategies of note-taking, summarizing, non-linguistic representation*
 - *Peer mediation training*
 - *Small-group instruction training*
 - *Intervention strategies training (math and reading)*
 - *Training in strategies that target needs of diverse populations*
 - *Training in analyzing and utilizing assessment data to effectively focus, drive, and differentiate instruction*
 - *Trophies program training*
 - *Technology integration training*
 - *Rubric writing training*
 - *Olweus staff training*
 - *Character Counts training*
 - *Cooperative learning*
 - *Cognitive coaching*
 - *Literacy coaching*
 - *Win-win training*

- Collaborative implementation of research-based strategies
 - Reformatting core reading and math unit tests into AIMS format
 - Instructional team meetings to plan differentiation strategies: graphic organizers, peer mentors, interest centers, tiered learning assignments, etc.
 - Designing formative assessments
 - Grade level meetings to discuss assessment data and instructional delivery
 - Creating math pacing guides and blueprints
 - Brainstorming with parents on how to set up learning environments that are conducive to student learning
 - Instituting a Family Reading Take-Home program
 - Implementing school-wide tutoring program
 - Conducting a Curriculum Night for families
 - Conducting Family Literacy Evenings
 - Creating curriculum maps that align with state standards
 - Writing SMART goals for language arts and math
- Book studies
 - What Works in Schools (Marzano)
 - Classroom Instruction that Works (Marzano)
 - School Leadership that Works (Marzano)
 - Do I Really Have to Teach Reading? (Tovani)
 - Powerful Designs for Professional Learning (edited by Lois Brown Easton) – DISTRIBUTED TO PRINCIPALS AS RESOURCE GUIDE
- Data analysis
 - Benchmark determination; analyzing student data against a benchmark
 - Analysis of disaggregated data (District and state assessments)
 - Use of formative progress monitoring math assessments
 - Analysis of reading assessment data on regular basis using DIBELS

Examples of job-embedded professional development activities that are aligned with Teacher Development (Individual Growth) Plans include the following:

- Reading professional literature pertaining to the topic
- Observing exemplary teachers
- Attending workshops, trainings pertaining to the topic
- Surveying students, parents
- Taking courses pertaining to the topic
- Participating in discussion/study groups with colleagues
- Analyzing and summarizing student assessment data
- Maintaining a reflective journal
- Serving on a curriculum committee
- Presenting at a workshop
- Participating in peer coaching
- Implementing research-based instructional strategies
- Adopting a research-based classroom management technique
- Preparing lesson plans that reflect differentiation strategies
- Developing assessments that align with state academic standards
- Whisper coaching
- Classroom modeling
- Data dialogues
- Curriculum mapping
- Lesson study

13. Provide documentation to show how classroom site fund dollars are allocated.

Please refer to Attachment D for spreadsheet documentation that reflects how Classroom Site Fund dollars are allocated.

In Washington Elementary School District, Proposition 301 (Classroom Site) Funds 011 (20%) and 013 (40%) are used to provide teacher salary increases. The District's Finance department determines how much to allocate to each teacher's salary by (1) determining the amount of 301 Funds that will be carried forward from the prior year and combining that with the 301 revenue that is projected to be received in the current year; (2) determining the total applicable M&O teacher positions (teachers funded via Desegregation funds, K-3 Override funds and grant funds are excluded) and calculating how much of those teachers' salary can be supported by funds 011 and 013 while ensuring that it is not a higher percentages than what was provided in the base year, as that would result in possible supplanting issues. For vacant teacher positions, an average salary amount is utilized in performing the aforementioned calculations.

In determining the amount of performance pay to allocate per teacher, a similar process is implemented. Total available 012 funds are calculated and divided by the total applicable teaching positions. In this case all teaching positions are accounted for, since the compensation is performance-related and does not affect a position's base salary. The resulting figure is the amount available to pay each applicable teacher who has met his or her established performance goals.

14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.

Individual teachers' classroom performance is an integral part of the implementation and evaluation phases of both Part I (Continuous Improvement Plan) and Part II (Teacher Development [Individual Growth] Plan) of WESD's Classroom Site Fund Pay for Performance Compensation Plan. Measures of a teacher's classroom performance serve as sources of evidence that the desired teacher behaviors and instructional practices, based on the District's Long-range Strategic Action Plan Goals and aligned with InTASC Standards, have been integrated by that individual. Examples include the following:

- Lesson plans
- Curriculum maps
- Student handouts
- Communication with parents (copy of written; log of verbal)
- Copy of classroom rules/procedures
- Photographs of classroom
- Results of student, parent surveys
- Rubrics
- Student observation notes
- Seating charts
- Student products
- Videotape of teaching
- Teacher-developed instructional materials
- Teacher-developed formative and summative assessments
- Student report cards
- Student progress narratives
- Student profiles
- Student and teacher journal entries
- Records of student disciplinary actions

2012-2013 Teacher Development (Individual Growth) Plan Performance Pay Rubrics

Notes:

- Allotted Teacher Development (Individual Growth) Plan performance pay per teacher is 20% of the total allocated performance pay monies per eligible employee.
- TDP = Teacher Development Plan
- TEP = Teacher Evaluation Process

Teacher Performance Pay 2012-2013 Rubric

Teacher Name _____

Date _____

School _____

VERSION #1: THIS RUBRIC APPLIES TO ANY CONTINUING WESD TEACHER WHOSE GROWTH PLAN HAS BEEN APPROVED BUT HAS NOT BEEN COMPLETED AS OF MAY 31, 2013 OR CONTINUING TEACHERS WHO WILL HAVE COMPLETED THEIR TDP BY MAY 31, 2013.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

| To a great extent (4) 100% of allotted Performance Pay | To some extent (3) 66% of allotted Performance Pay | To a minimal extent (2) 33% of allotted Performance Pay | To no extent (1) 0% of allotted Performance Pay |
|---|---|---|--|
| The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Information pertaining to professional growth activities, including resources and results/outcomes, substantiates that the teacher has achieved maximum behavioral development ("to a great extent" rating) for the given Standard and Behavior/s, as indicated on the Teacher Evaluation Rubric. | The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Information pertaining to professional growth activities, including resources and results/outcomes, aligns with the plan objective and is of sufficient detail and clarity to validate consistent progress toward achievement of the Standard and Behavior/s. Reflections are insightful, and description of "next step" focuses on a logical sequence of action. | The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date; however, report reflects minimal progress toward established objective. Information pertaining to professional growth activities on the plan, including resources and results/outcomes, is lacking in substance, detail, clarity, and/or alignment with the objective. Reflections lack evidence of significant critical thinking and/or insight. Description of "next step" neglects to identify a logical sequence of action. | Teacher has neglected to complete any activities on the Teacher Development Plan and has not submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. |

Please attach your Teacher Development Plan and TEP Yearly Progress Report to this rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

Teacher Performance Pay 2012-2013 Rubric

Teacher Name _____

Date _____

School _____

VERSION #2: THIS RUBRIC APPLIES TO 2012-2013 WESD BEGIN III TEACHERS AND TO VETERAN TEACHERS WHO ARE NEW TO WESD IN 2012-2013.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

| To a great extent (4) 100% of allotted Performance Pay | To some extent (3) 66% of allotted Performance Pay | To a minimal extent (2) 33% of allotted Performance Pay | To no extent (1) 0% of allotted Performance Pay |
|---|---|--|--|
| The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed and submitted a Teacher Development Plan to his/her principal by the stipulated due date. Plan meets established criteria in all regards: objective aligns with Standards and Behaviors; task analysis is clear, comprehensive, and sequential; activities listed under a given phase correspond to that phase, and they are clear, adequate, and realistic; stated timelines are manageable and productive; evidence listed will substantiate performance of the given activity. | The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed and submitted a Teacher Development Plan to his/her principal by the stipulated due date; however, plan is lacking in <u>one or more</u> areas (e.g., objective does not align with Standards and Behaviors; task analysis is vague, incomplete, or non-sequential; activities listed under Knowledge Building, Implementation, or Evaluation do not correspond to the given phase, are unclear, inadequate, and/or are unrealistic; stated timelines are unmanageable or unproductive; evidence listed will not substantiate performance of the given activity). | The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has neglected to complete and submit a Teacher Development Plan to his/her principal by the stipulated due date; however, he/she has provided evidence of having completed <u>all</u> of the preliminary process steps: (1) Teacher has learned the Domains, Standards and Behaviors; (2) Teacher has collected evidence and data; (3) Teacher has self-assessed using the Teacher Evaluation Rubric; (4) Teacher has completed the Standard Prioritization Worksheet. | Teacher has neglected to complete and submit a Teacher Development Plan and a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has neglected to complete <u>all</u> of the preliminary process steps. |

Please attach your Teacher Development Plan and TEP Yearly Progress Report plan to rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

Teacher Performance Pay 2012-2013 Rubric

Teacher Name _____

Date _____

School _____

VERSION #3: THIS RUBRIC APPLIES TO 2012-2013 WESD BEGIN I TEACHERS.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

| To a great extent (4) 100% of allotted Performance Pay | To some extent (3) 66% of allotted Performance Pay | To a minimal extent (2) 33% of allotted Performance Pay | To no extent (1) 0% of allotted Performance Pay |
|--|---|--|--|
| <p>The teacher has completed and submitted a TSP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed all of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics. | <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed four of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics. | <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed only two or three of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics. | <p>Teacher has neglected to complete and submit a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed one or none of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics. |

Please attach your TEP Yearly Progress to rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

Teacher Performance Pay 2012-2013 Rubric

Teacher Name _____

Date _____

School _____

VERSION #4: THIS RUBRIC APPLIES TO 2012-2013 WESD BEGIN II TEACHERS.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

| To a great extent (4) 100% of allotted Performance Pay | To some extent (3) 66% of allotted Performance Pay | To a minimal extent (2) 33% of allotted Performance Pay | To no extent (1) 0% of allotted Performance Pay |
|--|--|--|--|
| <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed all of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric. | <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has only completed five to six of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric. | <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed only three to four of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric. | <p>Teacher has neglected to complete and submit a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed two to none of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric. |

Please attach your TEP Yearly Progress Report to rubric.

Teacher Signature: _____
Comments:

Principal and/or Designee
Indicates Approval

Teacher Performance Pay 2012-2013 Rubric

Teacher Name _____

Date _____

School _____

VERSION #5: THIS RUBRIC APPLIES TO 2012-2013 WESD BEGIN SUPPORT TEACHERS.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

| To a great extent (4) 100% of allotted Performance Pay | To some extent (3) 66% of allotted Performance Pay | To a minimal extent (2) 33% of allotted Performance Pay | To no extent (1) 0% of allotted Performance Pay |
|---|---|--|--|
| <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed all of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added. | <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed two of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added. | <p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed only one of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added. | <p>Teacher has neglected to complete and submit a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has not successfully completed any of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added. |

Please attach your TEP Yearly Progress to rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

[illegible]

**** If you check the "I do NOT approve" box, please complete a Teacher Performance Pay Plan INPUT FORM, and submit it to your principal by the end of your staff meeting.***

2012-2013 WESD Teacher Performance Pay Plan INPUT FORM

*(To be completed only by teachers who have checked the "I do NOT approve" box on the
TEACHER AFFIDAVIT)*

**I do not approve of the proposed WESD 2012-2013 Teacher Performance Pay Plan
for the following reasons:**

***You are not required to identify yourself below; however, doing so will allow the Teacher
Performance Pay Committee to seek clarification of your input, if necessary. Thank you.***

Teacher's Name _____ Date _____

School _____ Classroom Telephone Extension _____

2012-2013 Proposed Teacher Performance Pay Plan

TALKING POINTS

1. The majority of funding for Arizona's Teacher Performance Pay is generated via a state sales tax increase that was approved by voters in 2000.
2. It is anticipated that the Teacher Performance Pay amount for 2012-2013 will be at least as much as the amount that was paid last year.
3. The 2012-2013 Teacher Performance Pay Plan is identical to last year's plan with regard to eligibility and structure.
4. Certified teachers who are employed by WESD are eligible to earn Teacher Performance Pay. Certified teachers include classroom teachers, program coaches, academic intervention specialists, special services specialists, student services specialists and counselors.
5. 80% of allocated performance pay is based on a school-wide focus; as a group, eligible teachers at a school earn this money by providing documented and validated progress toward collaboratively developed Continuous Improvement Plan objectives.
6. The remaining 20% of allocated performance pay corresponds to an individual teacher achievement focus; an individual teacher earns this money by providing documented and validated progress toward his or her Teacher Development (Individual Growth) Plan objectives.
7. According to AZ statute, 70% of eligible teachers in the District must approve the proposed 2012-2013 Teacher Performance Pay Plan in order for it to be recommended to the Governing Board for final approval.

Washington Elementary School District

PROPOSED 2012-2013 TEACHER PERFORMANCE PAY PLAN

*Governing Board Presentation:
December 12, 2012*

Background

- In November 2000, Arizona voters approved Proposition 301, a major education funding initiative.
- Proposition 301 established the Arizona Classroom Site Fund, with monies to be generated from a 0.6 % sales tax increase and from land revenue accrued by the public schools.

- Arizona Revised Statute 15-977 mandates how the Classroom Site Fund monies are to be distributed, and it specifies the associated requirements for distribution.
 - 40% of Classroom Site Fund monies are to be allocated to performance pay for teachers.
 - School district governing boards are required to adopt a performance-based compensation system.
 - The performance-based compensation system, or teacher performance pay plan, must be approved “based on an affirmative vote of at least seventy percent of the teachers eligible to participate” in the system.

Review of Last Year's Teacher Performance Pay Plan

- On November 8, 2012, a committee of teachers and administrators reviewed last year's Teacher Performance Pay Plan and considered possible plan changes for 2012-2013.
- The group made a consensus decision to recommend that NO CHANGES BE MADE TO THE CURRENT PLAN, i.e., that the structure of the 2012-2013 Teacher Performance Pay Plan be IDENTICAL to that of the 2011-2012 plan.
- Group members noted that the performance pay amount for 2012-2013 is anticipated to be at least as much as the amount that was paid in 2011-2012.

**Proposed 2012-2013 Teacher
Performance Pay Plan**
Eligibility

**The following certified teachers, employed by WESD,
will be eligible to receive Teacher Performance Pay*:**

- Classroom teachers
- Program coaches
- Academic intervention specialists
- Special services specialists
- Student services specialists
- Counselors

* GCBA-R/GDBA-R: "Employees whose current performance evaluation indicates that an aspect of their job performance is unsatisfactory, resulting in a plan of improvement, will not be granted the performance incentive until these employees accomplish the goals described on their performance evaluation. An employee will retroactively receive the performance incentive upon successful completion of the improvement plan goals."

**Proposed 2012-2013 Teacher
Performance Pay Plan**
Projected Amount

According to the WESD 2012-2013 teacher contract,

"Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's Performance Pay Plan for 2012-2013 adopted by the Governing Board, subject to any reduction in Classroom Site Funding...The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan."

Proposed 2012-2013 Teacher Performance Pay Plan *Components*

The plan is comprised of two parts:

- **Part I: School-wide Focus** (*accounts for 80% of total allocated performance pay monies per eligible employee*)
- **Part II: Individual Teacher Achievement Focus** (*accounts for 20% of total allocated performance pay monies per eligible employee*)

PART I: School-Wide Focus

- What are the requirements of PART I?
 - Part I requires that the school provide documented and validated progress toward collaboratively developed Continuous Improvement Plan objectives.
- How is PART I assessed?
 - Each site's Continuous Improvement Plan (CIP) and CIP Progress Report is peer-reviewed toward the end of the school year.
 - An impartial CIP Review Team evaluates the site's plan and progress report according to an established set of standards.

- If the standards are not met, the site is given an opportunity to remedy deficiencies, make appropriate plan adjustments and submit the revised plan for reevaluation.
- If site employees feel that their plan has been unjustly rejected, that site may appeal to the Assistant Superintendent for Administrative Services.

PART II: Individual Teacher Achievement Focus

- **What are the requirements of PART II?**
 - Part II requires that the individual teacher provide documented and validated progress toward his or her Teacher Development (Individual Growth) Plan objectives.
- **How is PART II assessed?**
 - Five versions of the 2012-2013 Teacher Development (Individual Growth) Plan Performance Pay Rubric have been developed:
 - Version #1 applies to all 2012-2013 continuing WESD teachers who are not current participants in the BEGIN program.
 - Version #2 applies to 2012-2013 WESD BEGIN III teachers and to veteran teachers who are new to WESD in 2012-2013.
 - Version #3 applies to 2012-2013 WESD BEGIN I teachers.
 - Version #4 applies to 2012-2013 WESD BEGIN II teachers.
 - Version #5 applies to 2012-2013 WESD BEGIN Support teachers.

- Each eligible teacher is to complete a self-assessment using the appropriate version of the rubric.
- Each BEGIN I and each BEGIN II teacher is to submit a copy of his or her self-assessment rubric and related documentation to the Director of Professional Development; the Director of Professional Development will review each teacher's materials and designate an assessment rating.
- All other teachers are to submit a copy of their self-assessment rubric and related documentation to their principal; the principal will review each teacher's materials and designate an assessment rating.
- If there is a discrepancy between the administrator's rating and the teacher's rating, the two parties will discuss the matter and try to reach agreement ; if agreement cannot be reached, the teacher may appeal to the Assistant Superintendent for Administrative Services.

- If an eligible employee receives a rubric rating of 4 (*to a great extent*), that employee will earn 100% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 3 (*to some extent*), that employee will earn 66% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 2 (*to a minimal extent*), that employee will earn 33% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 1 (*to no extent*), that employee will earn 0% of the allotted PART II pay for performance plan per-teacher amount.

2012-2013 Proposed Plan: Actions Taken to Date

- On November 20, 2012, principals received information about the proposed 2012-2013 Teacher Performance Pay Plan.
- Between November 20 and November 30, 2012, principals shared the plan information with teachers.
- Teachers were asked to indicate either their approval or disapproval of the proposed plan.
- Teachers who disapproved of the plan were asked to explain their rationale.
- Over 99% of all teachers voted in favor of the plan as presented.

Recommendation

It is recommended that the Governing Board approve the District's proposed 2012-2013 Classroom Site Fund Pay for Performance Compensation Plan and authorize its submission to the Arizona Department of Education.

Questions?

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

| | | | |
|---|--|-------------------|--|
| TO: | Governing Board | <u> X </u> | Action |
| | | <u> X </u> | Discussion |
| FROM: | Dr. Susan J. Cook, Superintendent | <u> </u> | Information |
| | | <u> </u> | 1st Reading |
| DATE: | December 12, 2012 | | |
| AGENDA ITEM: | Sequestration Information and Resolution | | |
| INITIATED BY: | Tee Lambert, Governing Board Member | SUBMITTED BY: | Janet Sullivan, Assistant Superintendent for Academic Services |
| PRESENTER AT GOVERNING BOARD MEETING: | Janet Sullivan, Assistant Superintendent for Academic Services | | |
| GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: | <u>BBA</u> | | |

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

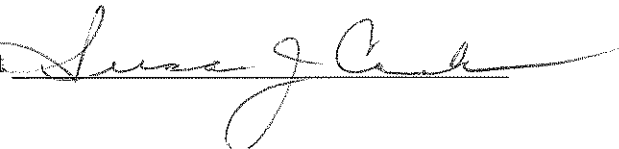
Mrs. Lambert requested a future agenda item regarding the Federal Budget Control Act of 2011 that mandates reductions in funding of almost every federal program including education funding. Known as sequestration, a procedure by which automatic spending cuts are triggered, the Act passed by Congress in August 2011 would have an overall impact over the next 10 years of \$1.2 trillion in cuts nationally for programs not exempted from sequestration. For the 2013-2014 school year, cuts in education programs across the country would be more than \$4 billion. Programs affected include Title I, Title II, Title III, Individuals with Disabilities Education Act (IDEA), 21st Century Learning Centers and Head Start. For Title I alone, Arizona could see cuts of over \$33 million.

While the cuts to these programs are estimated to be 8.2% overall, and because Arizona is already facing reductions in funding for these programs next year, districts have been advised by the Arizona Department of Education to anticipate a 10.5% reduction in funding for these programs serving disadvantaged students, English language learners, and disabled students. The funds support intervention, special education services, English language development, early childhood education, extended school day and year programs, professional development geared toward increasing the effectiveness of teachers, and ultimately, raising student achievement.

For the 2012-2013 school year, Washington Elementary School District received \$20,553,223 in federal funding for the programs identified above. An overall 8.2% reduction for 2013-2014 would total \$1,685,610 if sequestration occurs.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve a resolution to be submitted to NSBA for use with Congress, urging them to amend the Budget Control Act.

Superintendent 

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

Agenda Item III.B.

Sequestration Information and Resolution

December 12, 2012

Page 2

For Title I, the largest of the federal grant amounts received by WESD at \$8,540,306, the reduction would amount to \$700,305, while the 10.5% reduction would amount to \$896,732.

Sequestration is scheduled to occur January 2, 2013 unless Congress intervenes. The National School Boards Association (NSBA) has provided information that includes a sample resolution for school boards to act upon in encouraging Congress and the Administration to mitigate across-the-board cuts to education.

A copy of the Resolution is attached for Board consideration.

**Washington Elementary School District
Resolution for School Boards Regarding Sequestration**

(NSBA Model Resolution)

WHEREAS, a world class public education is essential for the future success of our nation and today's schoolchildren; and

WHEREAS, the Budget Control Act of 2011 includes a provision to impose \$1.2 trillion in across-the-board budget cuts to almost all federal programs including education that would become effective January 2, 2013; and

WHEREAS, these across-the board budget cuts would impact school districts during the 2013-14 school year, with the exception of the Impact Aid program, with which a reduction would become effective this school year; and

WHEREAS, these across-the board budget cuts, also known as sequestration, would impact education by a reduction in funds of 8.2 percent or more and could result in larger class sizes, fewer course offerings, loss of intervention programs for students, loss of extracurricular activities, and teacher and staff lay-offs. The Washington Elementary School District would see a reduction of \$1,685,610 or more for programs impacting our neediest students; and

WHEREAS, sequestration would impact almost every public school system in the nation and the millions of students education through programs such as Title I grants for disadvantaged students, the Individuals With Disabilities Education Act (IDEA), English Language Acquisition, Career and Technical Education, 21st Century Community Learning Centers, and more; and

WHEREAS, Washington Elementary School District, as well as other public schools, would be impacted nationwide by an estimated \$2.7 billion loss from just three programs alone – Title I grants, IDEA special education state grants and Head Start – that serve a combined 30.7 million children; and

WHEREAS, federal funding for K-12 programs was already reduced by more than \$835 million in Fiscal Year 2011, and state and local funding for education continues to be impacted by budget cuts and lower local property tax revenues; and

WHEREAS, states and local governments have very limited capacity to absorb further budget cuts from sequestration, as Washington Elementary School District has already implemented cuts commensurate to state and local budget conditions;

NOW THEREFORE, BE IT RESOLVED, that the Washington Elementary School District urges Congress and the Administration to amend the Budget Control Act to mitigate the drastic cuts to education that would affect our students and communities, and to protect education as an investment critical to economic stability and American competitiveness.

Governing Board President, Chris Maza

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: December 12, 2012
AGENDA ITEM: Solution to Build Stakeholder Engagement / K12 Insight
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: BBA

SUPPORTING DATA

Funding Source: Indirect Cost
Budgeted: Yes

Each year Washington Elementary School District engages parents, teachers, students, community and employees in several surveys in order to evaluate the state of the District. There is a need to revise the current surveys. The District administration would like to utilize the expertise of a company that can assist with best practices in this area and assist with a comprehensive approach to communication with our stakeholders. References have been checked with all users of K12 Insight and all were positive. The advantages of utilizing K12 Insight are:

1. The surveys will be worded appropriately, yielding more accurate responses;
2. The surveys will be hosted on K12 Insights' platform, thus ensuring complete anonymity for respondents;
3. K12 Insight will analyze all of the data, report the results, and participate in the communication of the results;
4. With the contract, K12 Insight will revise or create as many surveys as the District chooses;
5. The surveys become the intellectual property of the District;
6. K12 Insight will further conduct focus groups for any designated need, including the need for future ballot initiatives;
7. Stakeholders can participate in the development of any survey, e.g. IBN can participate in the development of the Working Conditions Survey.

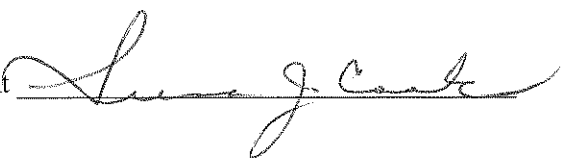
The contract has been reviewed by District Legal Counsel. The only concern initially was the potential of a three-year contract. K12 Insight agreed to a one-year contract with the option to renew. The contract can begin in December with immediate work on the Working Conditions Survey.

On November 8, 2012 the Governing Board authorized staff to work with Zarca Interactive dba K12 Insight on an existing TCPN cooperative contract. Attached is the recommended contract at a cost of \$91,960.00 for services as needed for one year with the option to renew for subsequent years.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the contract with Zarca Interactive dba K12 Insight in the amount of \$91,600.00 and authorize the Superintendent to execute all documents related to the agreement.

Superintendent



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

Agenda Item III.C.

Systems-Based Stakeholder Engagement Solution

Washinton Elementary School District #6

Liz Ralston

11/27/2012



A district leadership team's ability to excel, particularly in these challenging times, is inextricably linked to the level of trust it maintains with its key stakeholders: parents, teachers, community members and students. K12 *Insight* proposes an innovative and comprehensive solution to raise the level of "Trust Capital" by providing greater transparency and adopting a collaborative and consultative approach to decision-making. Our solution is based on a Systems implementation of stakeholder engagement that is a timely alternative to the random, reactionary and episodic approach prevalent in school districts.

PROPOSAL

K12 *Insight* proposes a customized prescription for building and growing the engagement level of all stakeholders of the captioned school district in a manner that is systemic and systematic. K12 *Insight*'s prescription has a core component which will be customized in working closely with the district's leadership team to be fully aligned with the district's strategic plan.

The prescription creates a systemic way to provide transparency into the opportunities and challenges before the district, as well as to be inclusive of all perspectives on all issues.

The core components of this prescription are listed below:

I. A Communication Calendar Aligned with District Calendar

K12 *Insight* shall conduct a comprehensive audit through a Survey of Surveyors to establish a baseline need and activity of two-way dialogue through surveys in the district. A consolidated Communication Calendar is drawn at the start of each school year based on needs defined in the district strategic plan, data from the Survey of Surveyors and discussions in a working session with key district leaders.

II. Guideline on Best Practices

K12 *Insight* shall help the district develop a set of guidelines based on Best Practices to help any district staff member deploy a survey. Such policy is in recognition of the fact that every survey creates expectations in the minds of those who participate, and is therefore an exercise in public relations. The wording of questions in a study, and the communication that follows a study, greatly impact the engagement level of those who participate in the study. A uniform guideline eliminates over-surveying and survey fatigue, while also providing all applicable staff members access to the tools and necessary expertise.















III. A Comprehensive Approach to Communication

In recognition of the limits of one-way dialogue, our comprehensive approach utilizes true two-way dialogue with stakeholders. While we use surveys as the vehicle for such two-way dialogue, we depart from the traditional view of surveys in significant ways:

1. We go beyond mere data-gathering with a research focus to informing and educating respondents on key issues using the art of asking questions to inform and educate. This is essential since a majority of the public does not understand how their district operates and the nature of the challenges and opportunities before the district. This also gives the district an opportunity to address prevailing myths. To clarify, this exercise is not the equivalent of "push polling" and other aggressive PR activities. On the contrary, everything we do in and for the school district is rooted in authenticity. We believe that in order for any school district to have the capacity to meet the challenges it faces, all stakeholder groups must have access to key facts, free of misinformation and myths that are all too common in public education.

2. We will provide the necessary content to the district's Communications team to conduct extensive communication before a survey is launched in order to emphasize the fact that the district leadership team values stakeholder input. Such pre-survey communication shall also clearly set expectations on when respondents can expect to see reports, as well as how survey findings will be used.
3. On a select set of critical studies, we shall invite the participation of 100% of the population instead of a partial sample. As a communication and relationship-building activity, the district must seek the involvement and participation of everyone, with emphasis on reaching those individuals who traditionally tend to be absent from such dialogue.
4. K12 *Insight* will help the school district develop key partnerships with community-based organizations to ensure greater participation in all such studies. We will work with the Communications department by bringing the lessons we have learned from our work in districts all around the country to tap into the support of clergy, libraries and other civic organizations.
5. Questionnaires are reviewed to ensure they are free of jargon and other forms of K12-speak. If a sizeable number/percentage of parents does not speak English as their native language, studies directed at parents and community members should also be deployed in those native languages.
6. A considerable amount of attention is paid to post-survey communication. In the interest of transparency, findings are made available and shared with all stakeholders shortly after the closing of the data collection phase. In addition to expressing appreciation for their input, stakeholders should be informed of key findings, how their input will be used and what decisions will be based on those findings — using easily understood words and terms. K12 *Insight* will provide all reports and work with the district communications team to develop the messaging for all such communication.

IV. Sample Communications and Outreach Calendar (to be customized for district within the first six weeks of engagement)

| Topic | Respondent Group | | | |
|---|--|---|---|---|
| | Students | Staff | Parents | Community |
| <i>Opening of the Schools Customer Satisfaction (Site level leaders only)</i> | |  | | |
| Climate at Site Level Issues |  |  |  | |
| Student Engagement |  | | | |
| Employee Engagement | |  | | |
| Climate at Central Office Issues | |  |  |  |
| Professional Development Needs Assessment | |  | | |
| <i>Alumni Workforce and College Readiness</i> |  | | | |
| <i>End of the Year Customer Satisfaction (Site level leaders only)</i> | |  | | |
| <i>New Hire Mentoring Effectiveness</i> | |  | | |
| <i>Employee Exit Survey</i> | |  | | |

Survey Respondents Key:

 Students  Staff  Parents  Community  All Groups

V. High Quality Email Database of All Stakeholders

Even though surveys may be deployed both online and offline (via paper or phone), there are distinct advantages to building email database for all stakeholders who can access the Internet. K12 Insight will help the district build and maintain an email database of parents, community members, teachers, alumni and students based on our experience in working with schools around the country. Having a high quality email database that is updated in a timely manner significantly reduces the cost of communication, while increasing its effectiveness. Student survey access is possible using special passwords such as student IDs.

- VI. Plug & Play Solution for Central Office and Every School Site with Full Support**
 K12 *Insight*'s solution is fully customized for each district, so its look and feel reflects that of the district. Every staff member in both the Central Office and at school sites who needs access to the technology is trained and supported by a dedicated Strategic Account Manager and provided full and unlimited access. Permission levels determine what data a person may view or modify. Training is provided on an on-going basis. Support is available by phone or email. Professionals with expertise in survey design and messaging are available to every district staff member to assist with questionnaire design and provide interpretation and dissemination of information. We also provide professional translation of all survey content to enable parents to complete surveys in their native languages. This is essential to boosting engagement and parental participation.
- VII. Reporting Dashboard**
 K12 *Insight* shall provide the results of all surveys on a reporting dashboard, including longitudinal trends to track progress in key areas.
- VIII. Comprehensive Pre-Survey Communications Campaign**
 K12 *Insight* shall provide templates and key messaging documents for op-ed articles, press releases and phone messages to be recorded in advance of the two Climate survey initiatives.
- IX. Comprehensive Post-Survey Communications Campaign**
 K12 *Insight* shall provide detailed reports and shall develop articles with key messages for circulation to the press, including press releases and press conferences, after each of the two Climate survey initiatives.
- X. Centralized Repository for all District Survey Initiatives**
 K12 *Insight* shall provide access to its technology for all survey initiatives in the district and shall provide training and support to all district personnel in both the use of the technology, as well as proper methodology on surveys.
- XI. YourVoice – Integrated Content Publishing Tool for Engagement and Outreach Initiatives**
 Key to K12 *Insight*'s solution is a cultural transformation that provides for greater transparency and collaborative decision-making with opportunities for all to provide input. To maintain a persistent narrative of this transformation, every district must maintain a history of all past, present and future outreach activities on its website. Details of goals, key findings, copies of questions used, etc., for all past initiatives should be made available. We recommend a district maintain this for up to three years. YourVoice is K12 *Insight*'s integrated Content publishing tool that makes publishing such information on the district's website simple. Its power lies in being integrated with the platform that houses the central repository for district surveys.
- XII. Engage – Customized Mobile App**
 K12 *Insight* shall provide the district with a customized version of a mobile App for iPhone and Droid mobile devices. This app provides the the following five key features:
 - i. District News (with an interface to publish news)
 - ii. District Emergency Alerts (with an interface to broadcast Emergency Alerts)

- iii. District Engage Dialogue (with an interface to publish surveys)
- iv. District Facebook Page (if applicable)
- v. District Twitter Feeds (if applicable)

XIII. FormCloud – High Quality Electronic Versions of All District Forms

K12 *Insight* shall work with the district to publish all forms online. The Rules-based alert notification will inform concerned staff members when a completed form has been received, as well as email them the content of the form. FormCloud allows all data associated with forms to be directly entered into a database, thus eliminating manual data entry by district staff. It also reduces errors during data entry and allows districts to realize savings by reducing the amount of printing and management of logistics of paper surveys.

Survey Bank

All surveys deployed by a district should be customized to meet the district's exact communication needs. This work is done by professionals who specialize in communication and survey design. To ensure quality control, we have developed an exhaustive process for designing questionnaires. Known as the Joint Questionnaire Development (JQD), this process is collaborative between K12 Insight's experts and district staff.

Additionally, a Survey Bank — a repository of tested and validated surveys on a wide variety of topics — is available to all users of our system. A sample of topics is listed below.

| | Staff | Parents | Students | Alumni |
|---|-------|---------|----------|--------|
| 360 Feedback for Leadership Board | x | | | |
| 360 Feedback for Principals & Teachers | x | | | |
| Access to Computer | | x | x | |
| Alcohol/Drug/Tobacco Use | | | | x |
| Alumni: General | | | | x |
| Alumni: Job/College Readiness | | | | x |
| BYOD – Bring Your Own Device | x | x | x | |
| Boosting Application to Highly Selective Colleges | x | x | x | |
| Bond Preparation | | x | | |
| Budget Shortfall Survey | x | x | x | |
| Career Preference Survey | x | | | |
| Climate | x | x | x | |
| Course/Teacher Eval - End of Year | | | x | |
| Course/Teacher Eval - Mid-Year | | | x | |
| Course/Teacher Eval - Year-Round | | | x | |
| Customer Satisfaction | | x | | |
| District Leadership Evaluation | x | | | |
| Entry Plan for New Superintendent | x | x | | |
| Facilities: Cafeteria | | | x | |
| Facilities: Computers/Technology | x | | x | |
| Facilities: Overall | x | | | |
| Guidance Counseling Dept Redesign | x | x | x | x |
| HR: Job Applicant Eval | | | | |
| HR: Employee Engagement/Morale | | | | |
| HR: New Teacher Mentoring Effectiveness | | | | |
| HR: Exit Survey | | | | |
| Internet Access | | x | x | |
| Ops: Payroll Issues | x | | | |
| Ops: Resource Availability | x | | | |
| Ops: Technology Needs Assessment | x | | | |
| Ops: Transportation | | x | x | |
| Parental Support | | x | x | |
| PD: General | x | | | |

13454 Sunrise Valley Drive
 Suite 440
 Herndon, VA 20171
 Tel: (703)956-6460
 Fax: (703)935-1403
 Fed Tax ID: 48-1270227

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7

| | Staff | Parents | Students | Alumni |
|------------------------------------|-------|---------|----------|--------|
| PD: Needs Assessment | x | | | |
| PD: Training/Program Evaluation | x | | | |
| Principal Evaluation | x | | | |
| Safety: Youth Risk Behavior | | | x | |
| Safety: Bullying | x | x | x | x |
| Safety: Cyberbullying | x | x | x | x |
| Safety: Perception | x | x | x | x |
| Safety: Policy Violation Reporting | x | x | x | |
| School Census | | x | | |
| School Choice | | x | x | |
| School Closure | x | x | x | |
| School Improvement | x | x | x | |
| School Naming/Renaming | x | x | x | |
| School Uniform Policy Survey | x | x | | |
| Strategic Plan Design Survey | x | x | x | |
| Student Engagement/Attitude | x | | | |
| Teacher Evaluation | | x | x | |
| Visual & Performing Arts Resources | | | x | |
| Volunteer - Determining Interest | | x | | |
| Volunteer Feedback | | x | | |
| Website Evaluation | | x | | |
| Wellness Survey | x | | x | |

Purchase Order #

DISTRICT INFORMATION

| | | | |
|---------------------|--|------|------------|
| District Name | Washington Elementary School District #6 | | |
| Main Office Address | 4650 West Sweetwater Ave | | |
| Main Office Address | | City | Glendale |
| State | Arizona | Zip | 85304 |
| Enrollment | 22,990 | Date | 11/27/2012 |

SOLUTION CONTRACTED

| | Solution | Description | Price |
|-------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> | Comprehensive Stakeholder Perception Solution | Expertise to deploy a systemic and systematic stakeholder survey solution for the entire district – availability of survey methodologist and survey communications experts to assist in design, deployment and interpretation of all surveys. | Annual Cost: \$4 per student per year |
| <input checked="" type="checkbox"/> | Subscription to K12 Insight's comprehensive K12 survey platform | Subscription access license to the K12 <i>Insight</i> solution. This includes unlimited surveys, responses training and support for all members of district staff for all surveys related to the district's business. Full access to Survey Bank included. | Included |
| <input checked="" type="checkbox"/> | Technical Support | Telephone and email support available to all trained personnel during normal business hours (8 a.m. to 8 p.m. Eastern Time M-F). Includes all releases for the duration of the contract. | Included |
| <input checked="" type="checkbox"/> | Training | K12 <i>Insight</i> will provide training for all members of district staff (via the web) who need to conduct any surveys for any purpose related to the district. Web-based training is provided year-long. Two sessions of in-person training will be conducted. One training session per year for principals on how to use feedback data for better communication with stakeholders. | Included |
| | | | \$91,960.00 |

13454 Sunrise Valley Drive
Suite 440
Herndon, VA 20171
Tel: (703)956-6460
Fax: (703)935-1403
Fed Tax ID: 48-1270227

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CONTRACT DETAILS

| | Start Date | End Date | TOTAL |
|--------|------------|------------|----------|
| Year 1 | 12/1/2012 | 11/30/2013 | \$91,960 |
| Year 2 | | | |
| Year 3 | | | |
| Year 4 | | | |
| Year 5 | | | |

Year to year contract with the option to renew by Oct 1st each year, 60 days before termination date.

DISTRICT BILLING CONTACT

| | | | |
|------------------|---------------------------------------|-----|--|
| Name | District finance – Accounting manager | | |
| Title | Elizabeth Martinez | | |
| Email Address | Elizabeth.martinez@wesdschools.org | | |
| Telephone Number | 602 347 2612 | Fax | |

ORDER CONFIRMATION

This Order is subject to and governed by the Terms and Condition of Use governing the services which may be accessed at the following URL: <http://www.k12insight.com/terms-ki11A.pdf> Customer hereby requests K12 *Insight* to provide the Services as described herein. Upon receipt of this Order Form completed and duly signed by an authorized representative of Customer, K12 *Insight* will execute the requested Services. This instrument has been preaudited in the manner required by all applicable state and local laws.

AUTHORIZED SIGNATURE

Executed for and on behalf of the District by:

| | | | |
|---------------------------------|--|--------|--|
| DISTRICT SIGNATURE: | | Name: | |
| | | Title: | |
| | | Date: | |
| Email Address | | | |
| Telephone Number | | Fax | |

For and on behalf of K12 *Insight*, a Division of Zarca Interactive, by:

K12 *INSIGHT* SIGNATURE:

Name:

Title:

Date:

| | | | |
|-----------------------|--|----------------------|--|
| For Internal Use Only | | | |
| Main login ID | | Contract Received | |
| Invoice # | | Signed Contract Sent | |

K12 *Insight* Account Executive: Liz Ralston

These services ordered under Service Agreement #: _____

13454 Sunrise Valley Drive
Suite 440
Herndon, VA 20171
Tel: (703)956-6460
Fax: (703)935-1403
Fed Tax ID: 48-1270227

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WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: December 12, 2012
AGENDA ITEM: Utilize an Intergovernmental Cooperative Purchase Agreement Contract through Mohave Educational Services Cooperative (MESC) for the Purchase of New Copiers
INITIATED BY: Howard Kropp, Director of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Director of Purchasing
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA


Funding Source: Capital
Budgeted: Yes

On June 14, 2012, the Governing Board approved the use of an intergovernmental purchase cooperative agreement to purchase copiers through Konica Minolta Business Solutions and Baystone Financial Group to continue the fourth year of the current lease.

Recently Konica representatives approached the District with a proposal to buy out the current lease and enter into a new lease with new equipment by December 31, 2012. Any new contracts after January 1, 2013 would not include some of the elements that are favorable to WESD – such as no overage charges for excess copies. If the District completed the current lease before entering into a new lease, each machine would have a limited number of copies in the contract. With the volume of copies made with our current copiers, concerns have been reported regarding more maintenance calls over the last several months, and new machines should eliminate this concern. After evaluation of this proposal, the recommendation is to utilize the Mohave Educational Services contract with Konica Minolta Business Solutions and Baystone Financial Group to replace the current fleet of copiers throughout the District. This request would result in a new five-year lease agreement, with the purchase of copiers not to exceed \$445,333.72 per year for the five year term and the annual service and maintenance agreement not to exceed \$270,219.94. The new lease would result in an annual savings of \$51,263.27 versus the existing lease agreement, while providing the following advantages:

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the use of an intergovernmental cooperative purchase agreement with Baystone Financial Group for the purchase of copiers not to exceed the \$445,333.72 per year for the five year term and with Konica Business Solutions for the service and maintenance of copiers not to exceed \$270,219.94 per year. It is further recommended that the Governing Board authorize the Superintendent to execute the documents for the new lease.

Superintendent 

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

Agenda Item III.D.

Utilize an Intergovernmental Cooperative Purchase Agreement Contract through Mohave Educational Services Cooperative (MESC) for the Purchase of New Copiers

December 12, 2012

Page 2

- Every existing copier would be replaced with new machines, thereby providing newer technology and faster copiers to all school sites and departments.
- The color copier in Printing Services would be upgraded to a *75ppm unit to support the current 65ppm unit.
- Under the proposed new agreement, no copy limitations would be established, and no overage costs would be incurred.
- Every existing copier in the District would be replaced with no loss of current functionality, e.g., if a current copier has fax capabilities or scanning capabilities, the unit that replaces it will have the same capabilities.
- Major technology improvements over the past 4 years will provide increased efficiencies as well as operator productivity.

A.R.S. 11-952 and A.A.C. R7-2-1191 through R7-2-1195 authorize and govern intergovernmental procurements. A school district may either, participate in, sponsor, conduct or administer a cooperative purchasing agreement for the procurement of any materials, services or construction with one or more public procurement units in accordance with an agreement entered into between the participants. By participating in a cooperative purchase, public entities that bid common items/services can obtain economy of scale pricing and best value and reduce administrative duplication of cost and effort for all participating public entities.

The comparison of the current lease to the recommended lease option is detailed below:

| Cost of Current Lease | | | | Proposed Cost | | | |
|---|-----|---------------------|---------------------------------|--|-----|---------------------|---------------------------------|
| Model | Qty | Annual Service Cost | Annual Lease Payment / Svc Cost | Model | Qty | Annual Service Cost | Annual Lease Payment / Svc Cost |
| KM bizhub 250 | 8 | | | KM bizhub 423 | 21 | | |
| KM Bizhub 600 | 63 | | | KM Bizhub 601 | 45 | | |
| KM Bizhub 750 | 58 | | | KM Bizhub 751 | 22 | | |
| KM Bizhub | 14 | | | KM Bizhub 951 | 53 | | |
| PRO1050E | | | | KM BH 1250 | 2 | | |
| KMC6501 | 1 | | | KM C754 | 1 | | |
| | 144 | \$176,889.00 | | | 144 | \$270,219.94 | |
| Annual Service Cost | | | \$176,889.00 | Annual Service Cost | | | \$270,219.94 |
| Annual Lease Pay (5yr) | | | \$589,917.93 | Annual Lease Pay (5 yr) | | | \$445,333.72 |
| Total Annual Cost | | | \$766,816.93 | Total Annual Cost | | | \$715,553.66 |
| Annual service will include: Unlimited black and white copies All service parts and labor, staples and toner 109,000 color copies annually | | | | Total 5 year lease amount: \$445,333.72 x 5 years = \$2,226,668.60 (this figure is inclusive of the interest charges – amount before interest is \$2,027,879.80) Annual Savings: \$51,263.27 Five Year Savings: \$256,316.35 | | | |

BAYSTONE FINANCIAL GROUP

November 30, 2012

Together, we keep communities running.

Formal Proposal

OBLIGOR: WASHINGTON ESD

- ✓ This is a finance/ownership contract.
- ✓ Fixed interest rate for the Five (5) Year term.

EQUIPMENT: NEW COPIERS

| | | | | | |
|--------------------|----------------|----------------|-------------------|--------------------|---------------|
| Acquisition Cost: | \$1,449,352.48 | Term: | Five (5) Years | First Payment Due: | July 31, 2013 |
| Buyout: | \$578,527.32 | Payment Mode: | Annual in Arrears | Payment Amount: | \$445,333.72 |
| Trade In: | \$0.00 | Interest Rate: | 3.660% | | |
| Principal Balance: | \$2,027,879.80 | Rate Factor: | 0.219606 | | |

- ♦ The copier equipment must be under a service contract for a period of time that at least matches or exceeds the contract purchase term.
- ♦ This transaction must be credit approved, documents properly executed and returned to Baystone Financial Group and the transaction funded on ALL proposals on or before December 30, 2012. If funding does not occur within that time-frame, or there is a change of circumstance which adversely affects the expectations, rights, or security of Obligor or its assignees, then Obligor or its assignees reserve the right to adjust and determine a new interest rate factor and payment amount, or withdraw this proposal in its entirety.
- ♦ This transaction must be designated as tax-exempt under Section 103 of the Internal Revenue Code of 1986 as amended.
- ♦ Obligor's total amount of tax-exempt debt to be issued in this calendar year will not exceed the \$10,000,000 limit.
- ♦ This is a proposal only and is not a commitment to finance. This proposal is subject to credit review and approval and proper execution of mutually acceptable documentation.

| | |
|--|-----------------------|
| BAYSTONE FINANCIAL GROUP <i>William Bauman</i> Vice President | WASHINGTON ESD |
| | Signature: |
| | Typed Name & Title: |
| | Date: |

5225 N Central Avenue, Suite 218, Phoenix, AZ 85012
Local: (602) 650-1184 Toll Free: 888-345-0071 Fax: (602) 650-1194
wbauman@bfgfinancial.net
www.baystone.net

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: December 12, 2012
AGENDA ITEM: Appointment of Community Member to the Trust Board
INITIATED BY: D. Rex Shumway, Legal Counsel SUBMITTED BY: D. Rex Shumway, Legal Counsel
PRESENTER AT GOVERNING BOARD MEETING: D. Rex Shumway, Legal Counsel
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: EIC

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

On August 26, 2010, the Governing Board appointed Sharon Hensley to serve as a Board member on the District's Insurance Trust Boards for the remainder of a three-year term that concludes on December 31, 2012. Ms. Hensley has been a dedicated member of the Trust Board. Her expertise in the insurance/litigation area and her decision-making skills have been a valuable asset to the Trust, contributing to the outstanding management of the Trust assets.

Ms. Hensley has submitted the attached letter, expressing an interest in being reappointed to a three-year term that commences on January 1, 2013 and expires on December 31, 2015.

A copy of Policy EIC is attached.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board appoint Sharon Hensley as a community representative to serve as a Member of the Washington Elementary School District Trust Boards for the term commencing on January 1, 2013 and expiring on December 31, 2015.

Superintendent



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

Agenda Item III.E.

November 27, 2012

Governing Board
Washington Elementary School District
4650 W. Sweetwater Ave.
Glendale, Arizona 85304

Dear Governing Board Members:

On August 26, 2010, I was appointed to serve as a Board Member on the District's insurance Trust Boards for the term that will expire on December 31, 2012. It has been a pleasure to serve in this capacity. By this letter I am advising the Governing Board of my desire to be reappointed to serve for an additional three-year term commencing on January 1, 2013.

Thank you for the opportunity to serve the District.

Sincerely,

Sharon Hensley

Sharon Hensley

E-4700 EIC
SELF - INSURANCE PROGRAMS

(Trust Board)

The Governing **Board** shall establish **trust** funds to provide a mechanism for implementation of self-insurance retention programs in accordance with A.R.S. 15-382 and any other applicable laws. The funds appropriated shall be designated to cover:

- Employee health plan benefits allowed under section 501(C)(9) of the Internal Revenue Code of 1954.
- Workers' compensation benefits pursuant to Title 23 of the Arizona Revised Statutes.
- Specified property and liability losses, and any other losses the District may elect to self-insure.
- Management and administration of the self-retention programs, including defense costs, insurance premiums, and other related expenses.

Funds budgeted for the self-insurance programs shall be subject to District budgetary requirements. Additionally, an audit of **trust** funds shall be performed annually by a certified public accountant.

The **trust** funds shall be administered by a **Trust Board** consisting of at least five (5) joint trustees, of whom no more than one (1) may be a member of the Governing **Board** and no more than one (1) may be an employee of the District. Trustees shall be appointed by the Governing **Board** and shall serve at the discretion of the Governing **Board** for three-year staggered terms, except that in no event shall the employee or Governing **Board** representatives serve beyond their employment or membership on the Governing **Board**, respectively. Trustees shall be provided with errors and omissions insurance during their tenure.

The **Trust Board** shall be responsible for the management of the **trust** funds including:

- Interpreting and applying all provisions of the insurance plans approved by the Governing **Board**;
- Formulating, issuing, and applying rules and regulations which are consistent with applicable law and the terms and provisions of the insurance plans approved by the **Board**;
- Making appropriate claim determinations and calculations, and directing the payment of benefits accordingly;
- Arranging for all fund-related reports which may be required either by law or

for fund management and administration;

- Contracting for and paying premiums for any insurance which is purchased in furtherance of the insurance plans;
- Recommending plans, plan design changes and funding levels to the Governing **Board** that are designed to insure the cost-effectiveness and financial solvency of the District's self-insurance programs;
- Developing and implementing preventative programs pertaining to the safety and health of students and employees, and administering said programs in conformity with approved plans and all applicable laws; and
- Insuring compliance with approved plans and all applicable laws pertaining to the safety and health of students and employees, and managing all litigation arising from claims brought against the District.

The **Trust Board** shall develop and codify procedures to address each responsibility.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-341

15-381

15-382

15-383

15-384

15-386

15-387

15-388

15-502

A.G.O. I80-216

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board
FROM: Dr. Susan J. Cook, Superintendent
DATE: December 12, 2012
AGENDA ITEM: 2012 Accountability Update - Assessment Report: Part Two
INITIATED BY: Janet Sullivan, Assistant Superintendent for Academic Services
SUBMITTED BY: Janet Sullivan, Assistant Superintendent for Academic Services
PRESENTER AT GOVERNING BOARD MEETING: Janet Sullivan, Assistant Superintendent for Academic Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

On November 8, 2012, the Governing Board was provided information about the revised accountability systems meeting both federal and state requirements and the Spring 2012 results of three assessments administered in Arizona to measure student achievement, Arizona's Instrument to Measure Standards (AIMS), the Stanford 10 and the Arizona English Language Learner Assessment (AZELLA).

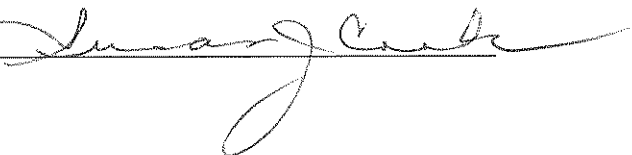
The purpose of this agenda item, Part Two of the 2012 Accountability Update, is to provide the Board with information on District assessments in the areas of Reading/Language Arts and Mathematics and how data from these assessments are utilized at the District and school levels. District assessments, aligned with Arizona Academic Standards and District curricula, include screening, diagnostic, formative and benchmark assessments. This protocol has changed over time to focus less on summative assessment and more on data to inform instruction throughout the school year.

A PowerPoint presentation providing an overview of District assessments and how the data are utilized is attached. A brief synopsis of the PowerPoint will be presented.

SUMMARY AND RECOMMENDATION

No action required.

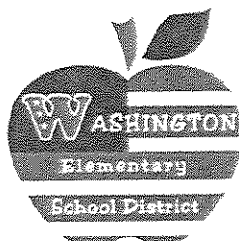
Superintendent



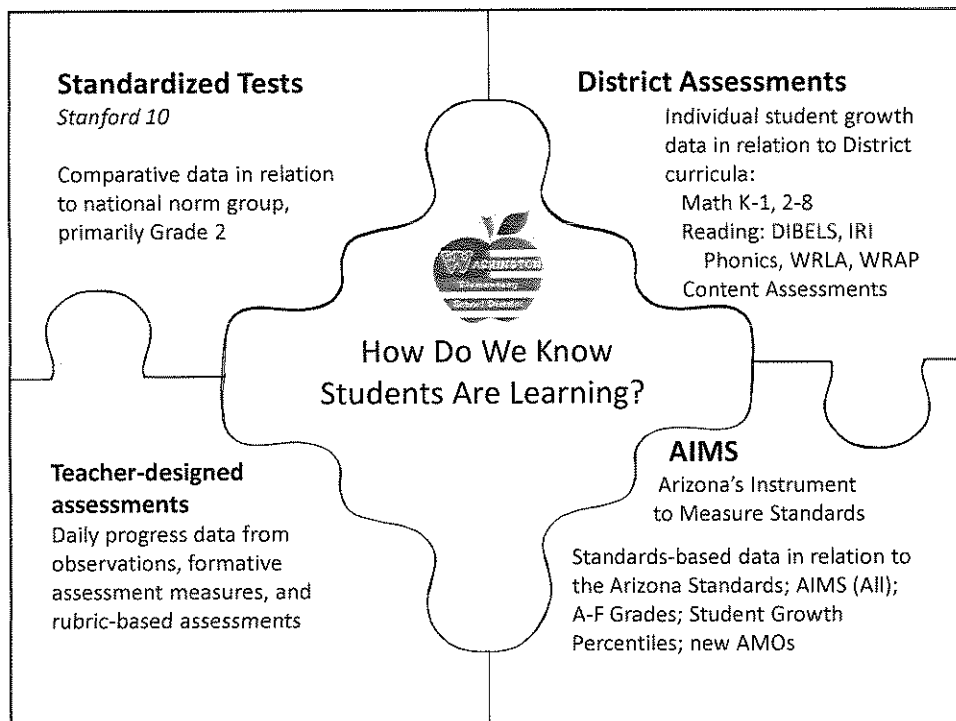
| Board Action | Motion | Second | Aye | Nay | Abstain |
|--------------|--------|--------|-----|-----|---------|
| Adams | | | | | |
| Graziano | | | | | |
| Jahneke | | | | | |
| Lambert | | | | | |
| Maza | | | | | |

Agenda Item IV.A.

2012 Accountability Update

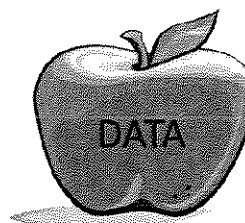


Assessment Report: Part 2 District Assessments



District Assessments

- Mathematics
 - grades K and 1
 - grades 2-8
 - Grades 3-8 compared to AIMS
- Reading
 - Phonics Screener grades K-2
 - WRLA Grades 3-8
 - WRAP Grades 7 and 8
 - DIBELS Next and AIMS Scores

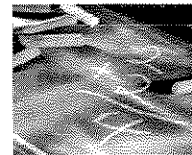


2011-2012 Mathematics in Grades K-1 Implemented Arizona's Common Core Mathematics Standards

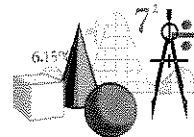
| Domains | |
|-----------------------------------|-----------------------------------|
| Kindergarten | First Grade |
| Counting and Cardinality | Operations and Algebraic Thinking |
| Operations and Algebraic Thinking | Number and Operations in Base Ten |
| Number and Operations in Base Ten | Measurement and Data |
| Measurement and Data | Geometry |
| Geometry | Mathematical Practices |
| Mathematical Practices | |

K-1 Mathematics Assessments

- Revised K-1 observables to new Common Core Standards
- Developed new math screener for K-1
- Refined Intranet data collection and reporting application



Mathematics Grades 2-8



Continued instruction of the 2008 Mathematics Curriculum, composed of five strands:

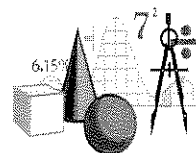
Number Sense, Data Analysis, Algebra, Geometry and Measurement, and Structure/Logic

Level Tests aligned with 2-8 Mathematics utilize scale scores that reflect the level and percent correct

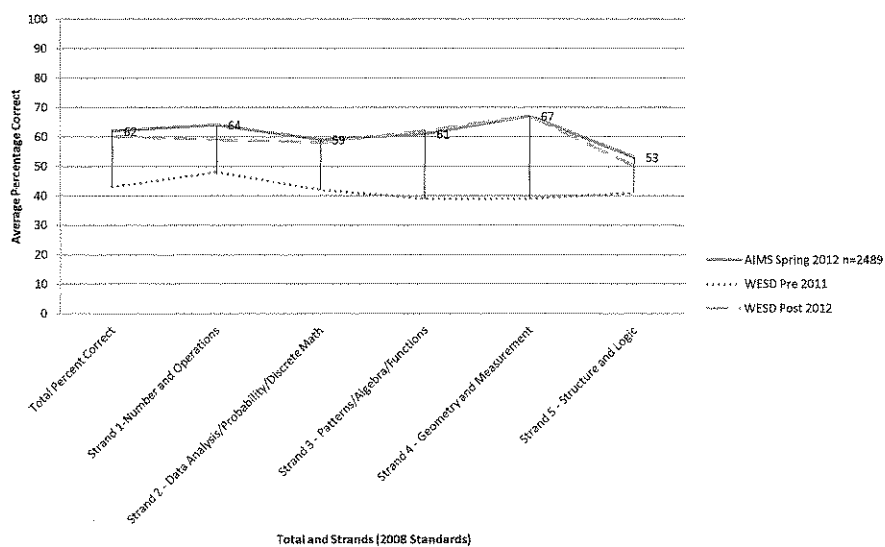
Tests in grades 3-8 are aligned to the blueprint for Arizona's Instrument to Measure Standards

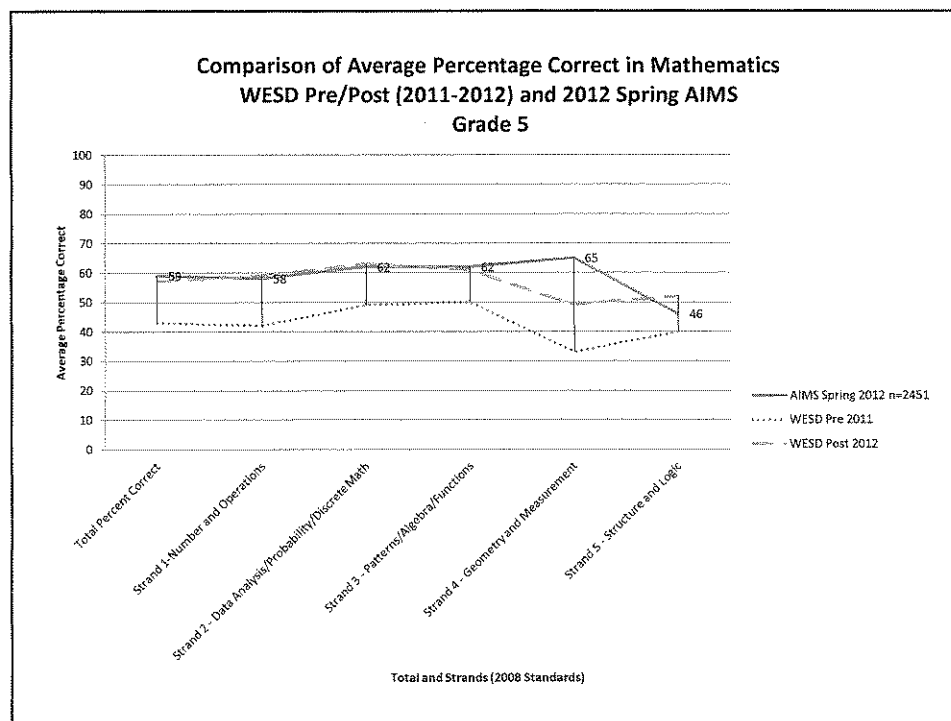
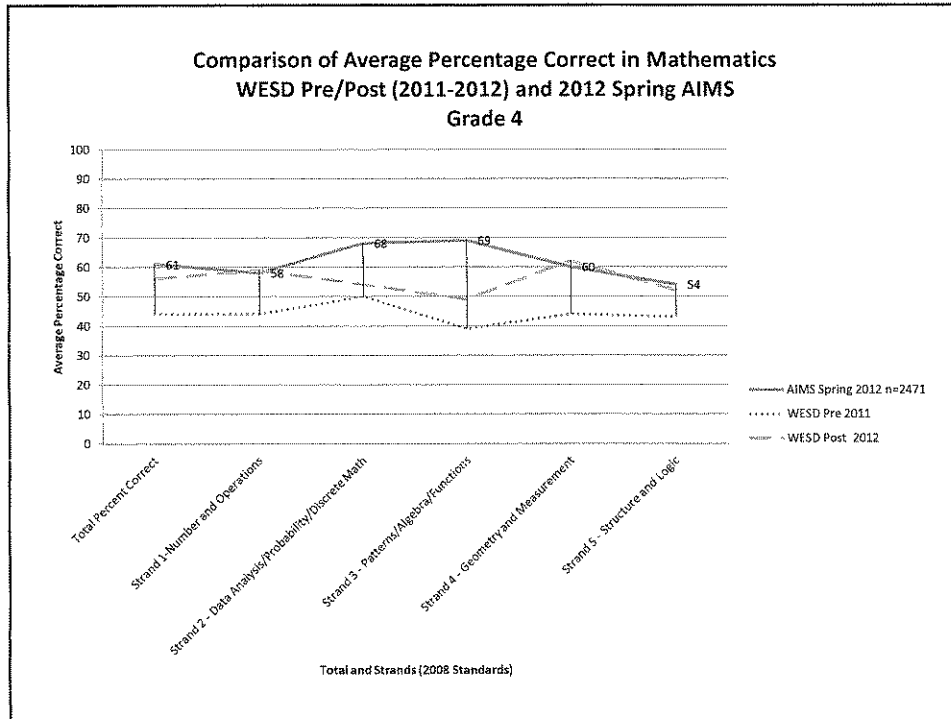
WESD Mathematics Results Grades 3-8

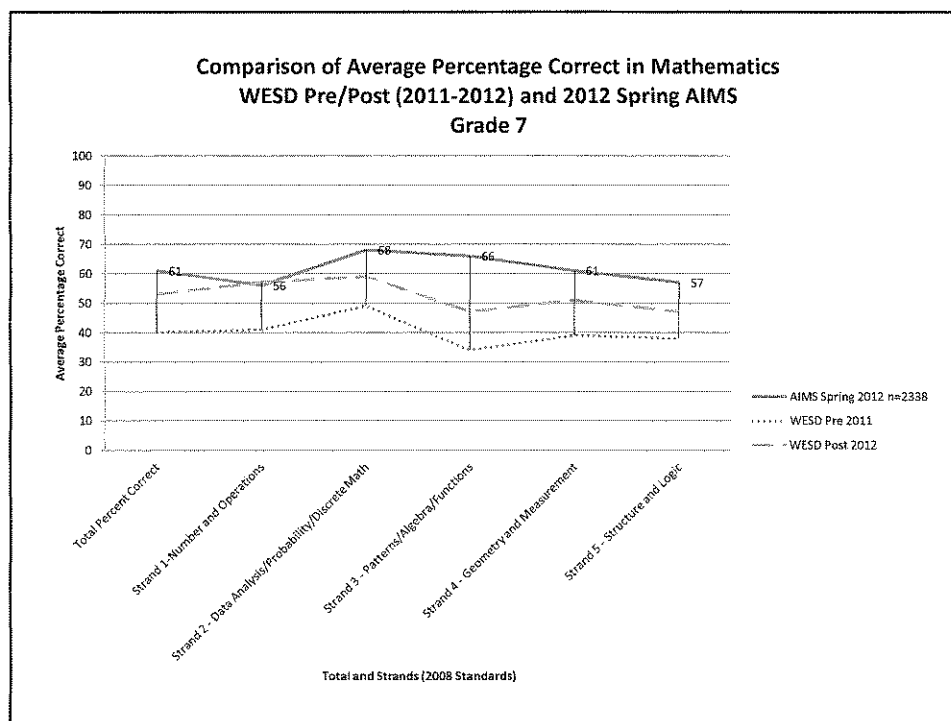
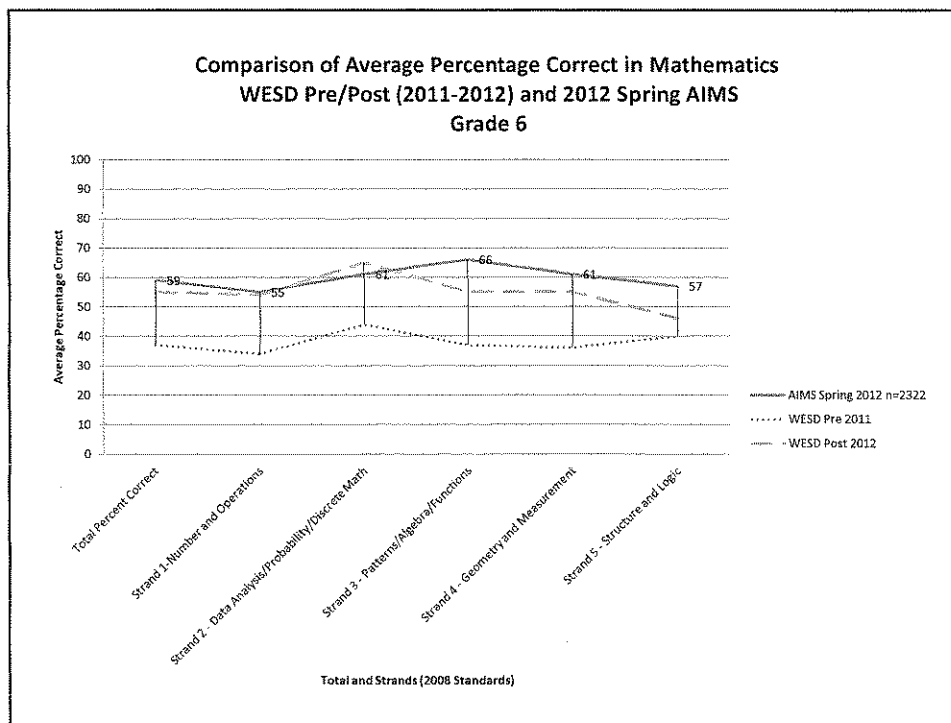
Comparing total and strand scores
District: AIMS, for both the beginning-
of-year test and the end-of-year
assessments

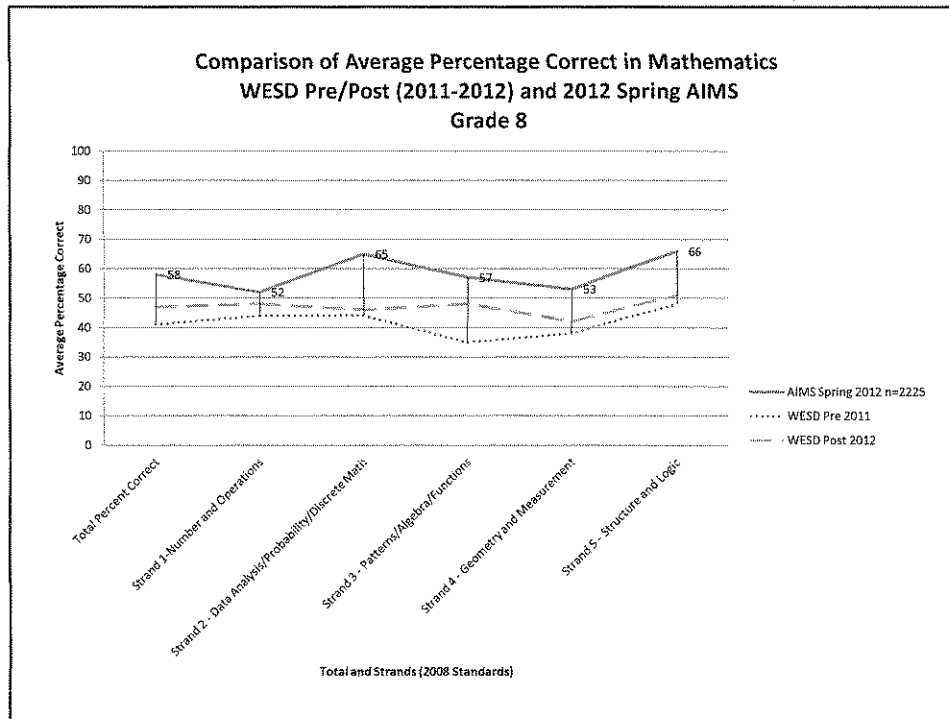


Comparison of Average Percentage Correct in Mathematics
WESD Pre/Post and Spring 2012 AIMS
Grade 3









District: AIMS Mathematics Grades 3-8

Data were analyzed to:

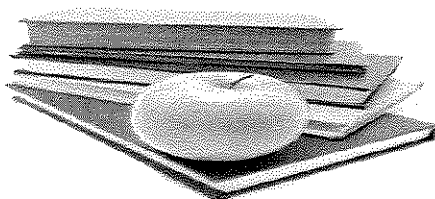
- Compare beginning-of-year District assessments with those at end-of-year
 - Grades 3, 5, 6, and 7 pre and post tests appear to be parallel forms
 - Great variation exists in grades 4 and 8
- compare total and strand scores for end-of-year District and AIMS tests
 - The total percent correct is within 2-4 percent in comparing WESD end-of-year tests and AIMS in grades 3-6
 - Greater variation, by as much as 10%, was evident in grades 7 and 8
 - Grade 3 scores were closely aligned at the total and strand levels

District: AIMS Mathematics Grades 3-8

Data were analyzed to:

- determine the potential predictor of performance on the AIMS
 - Overall, the percent correct on AIMS is higher than for District end-of-year tests, suggesting the District tests are at a higher level of difficulty
 - Total percent correct and strand scores of the end-of-year District tests and AIMS scores demonstrate similar patterns, with anomalies noted at some grade levels, for example, gr. 5 Geometry and Measurement
- determine next steps
 - Examined available AIMS item specifications for specific strands and concepts and compared them to District items to identify potential changes where differences in performance were evident
 - Evaluated test item statistics to identify item level difficulty between beginning-of-year and end-of-year tests
 - Moved more difficult items from end-of-year test to beginning of year test to more accurately reflect instructional needs

WESD Reading Assessments



Phonics Screener grades K-2 aligned with Arizona's Common Core Standards

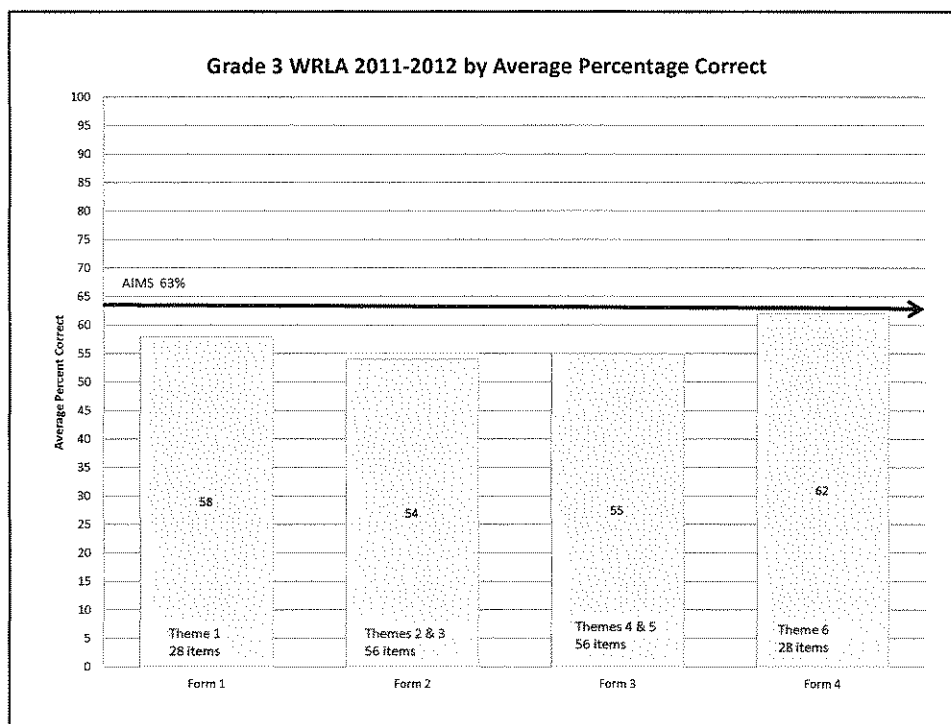
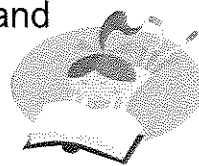
WRLA- Washington Reading Language Arts, grades 3-6

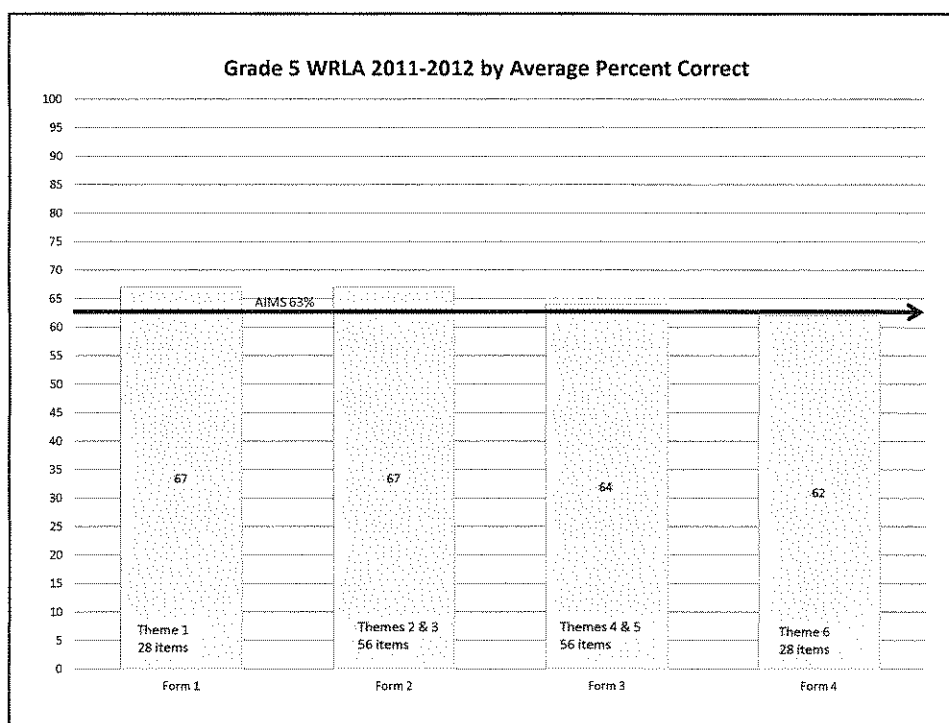
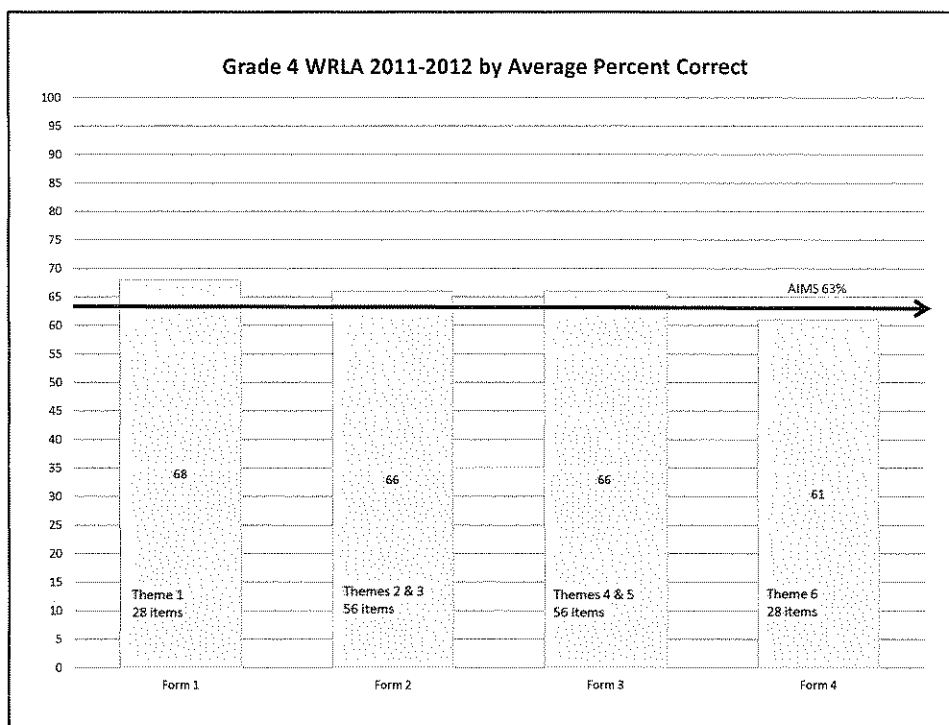
WRAP- Washington Reading Assessment Profile, grades 7-8

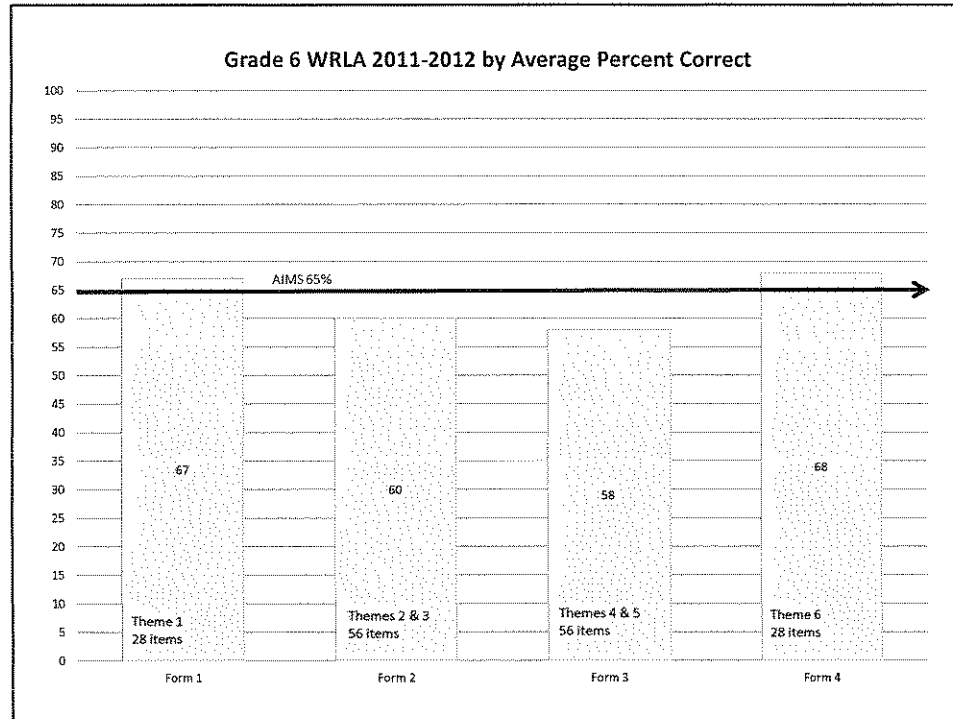
DIBELS Next

Washington Reading Language Arts (WRLA) Grades 3-6

Four benchmark Reading Comprehension AIMS-formatted assessments using *Storytown* materials were administered. These assessments reflected student performance relative to the content taught in the given themes and data were used to identify concepts and objectives for review, reteaching, and intervention.





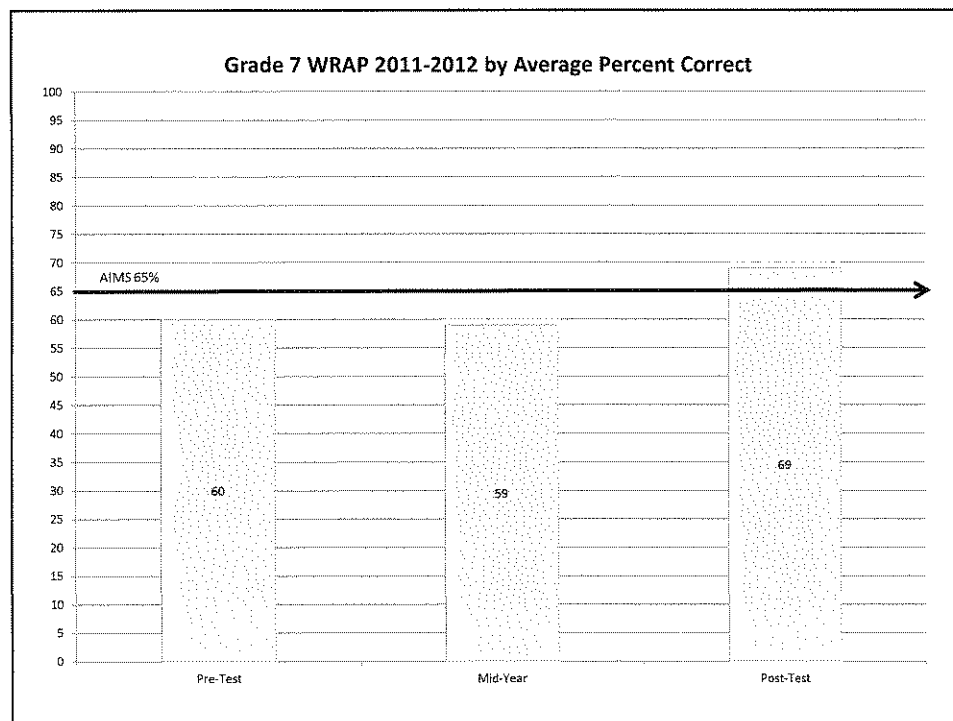


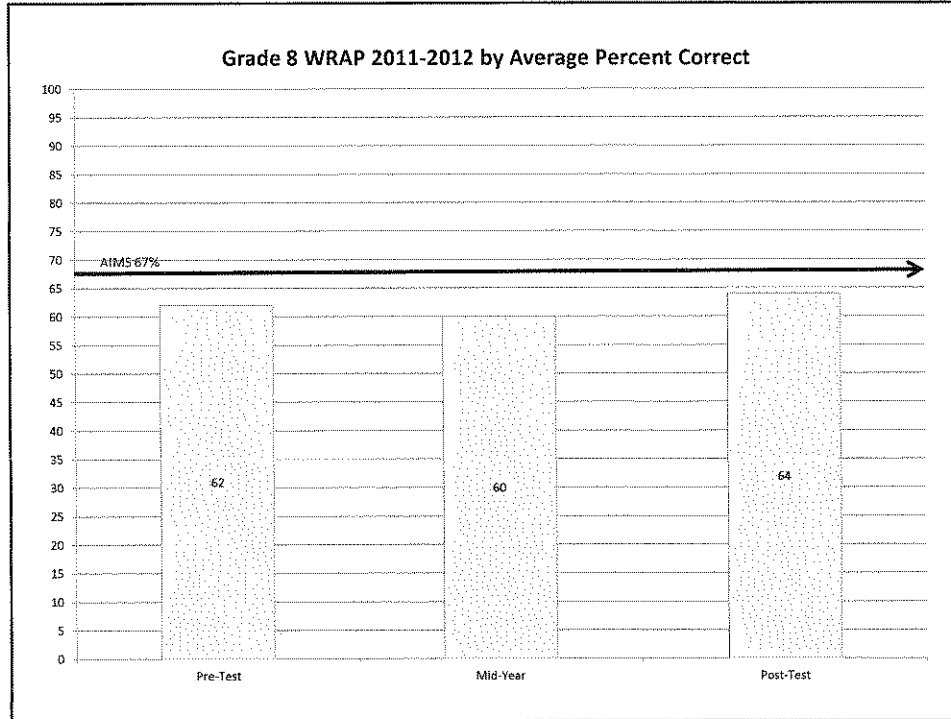
District Reading Assessment and AIMS Performance

- In grades 3-6, the assessments measure different concepts within the standards as taught in the different themes. Tests 2 and 3 reflect two themes each, while tests 1 and 4 reflect one, thus have half the number of items.
- The 3-6 assessments are less a measure of growth; instead they reflect mastery of content taught in each theme.
- The percent correct on District end-of-year and AIMS is comparable at all grade levels.

Washington Reading Assessment Profile (WRAP) Grades 7-8

- WESD-created Reading Assessment developed using items and passages from the adopted text
- Aligned to the Arizona Standards
- Blueprinted to AIMS based upon the number of items per concept however, the genre of the text selections vary across forms
- Used as a diagnostic tool to guide instruction for AIMS rather than as a pre-post measure





District Reading Assessment Data

For grades 7 and 8, the three tests are aligned with the blueprint by strand and concept. While the Lexile levels of passages are comparable, the genre of the reading passages varies among forms as does the difficulty level of individual questions based upon the reading selection. The assessments are less about growth across the three forms and more about the different forms of genre students are expected to read and comprehend.

Dynamic Indicators of Basic Early Literacy Skills K-6 DIBELS Next

- Set of standardized measures of early and ongoing literacy development
- DIBELS Next data are used as part of the Response to Intervention model. In conjunction with phonics analysis, an individual reading inventory in grades K-3, and the core reading program assessments in grades 3-6, DIBELS Next data are utilized to identify students' needs for reteaching and intervention.

Administration of DIBELS Next Indicators by Grade Level and Time Period

| Indicator | Kindergarten | | | Grade 1 | | | Grade 2 | | | Grades 3-6 |
|---|-------------------|----------------|-------------|-------------------|----------------|-------------|-------------------|----------------|-------------|-------------|
| | Beginning of Year | Middle of Year | End of Year | Beginning of Year | Middle of Year | End of Year | Beginning of Year | Middle of Year | End of Year | Each Period |
| First Sound Fluency (FSF) | X | X | | | | | | | | |
| Letter Naming Fluency (LNF) | X | X | X | X | | | | | | |
| Phoneme Segmentation Fluency (PSF) | | X | X | X | | | | | | |
| Nonsense Word Fluency (NWF) | | | | | | | | | | |
| -CLS* | | X | X | X | X | X | X | | | |
| -WWR** | | X | X | X | X | X | X | | | |
| DIBELS Oral Reading Fluency (DORF) including Retell | | | | | X | X | X | X | X | X |
| Daze | | | | | | | | | | X |

*CLS = Correct Letter Sounds

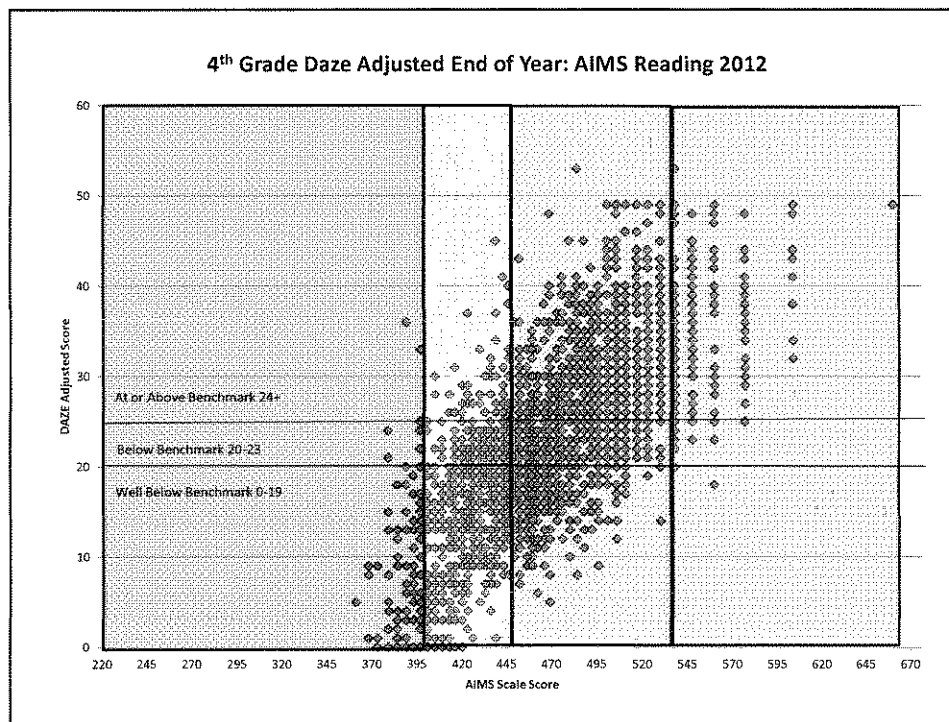
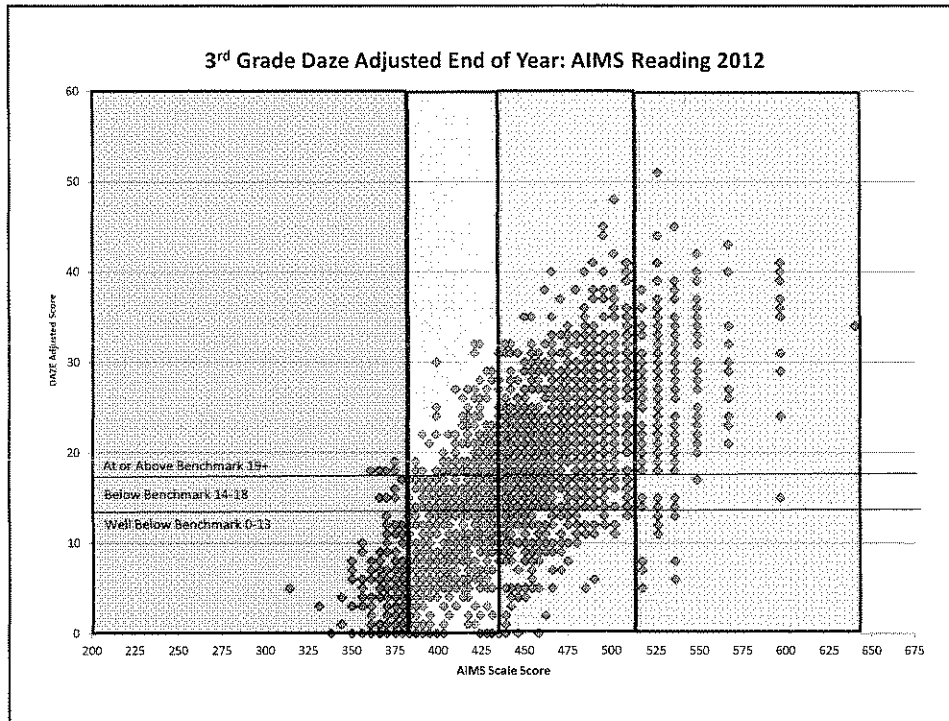
**WWR = Whole Words Read

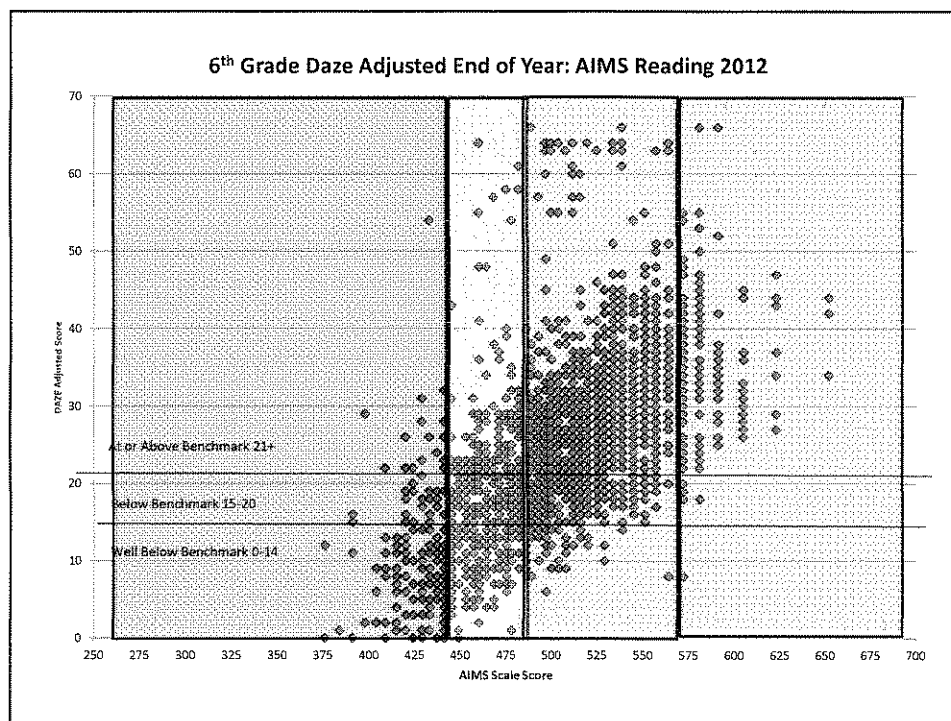
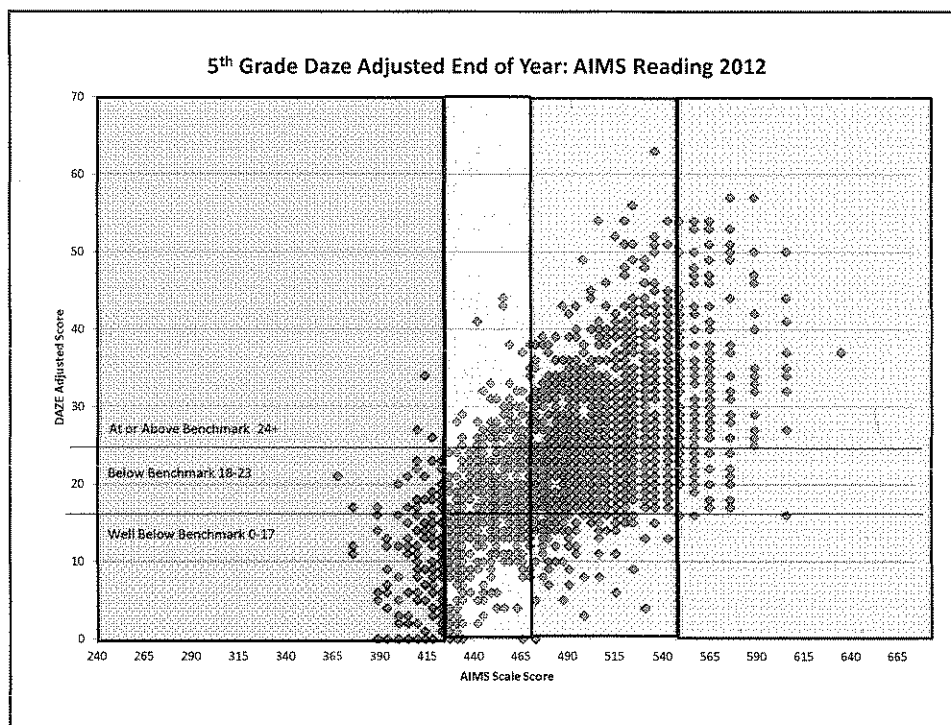


Comparison of end of year DIBELS
and AIMS Reading Scale Score

K-6 DIBELS Next - DAZE

- DAZE- (a cloze reading assessment) subtest added for 2011-2012 in grades 3-6
- Group administered at three benchmarks (Fall, Winter and Spring)
- DAZE assesses comprehension-students select one word that would make sense in context from a choice of three words

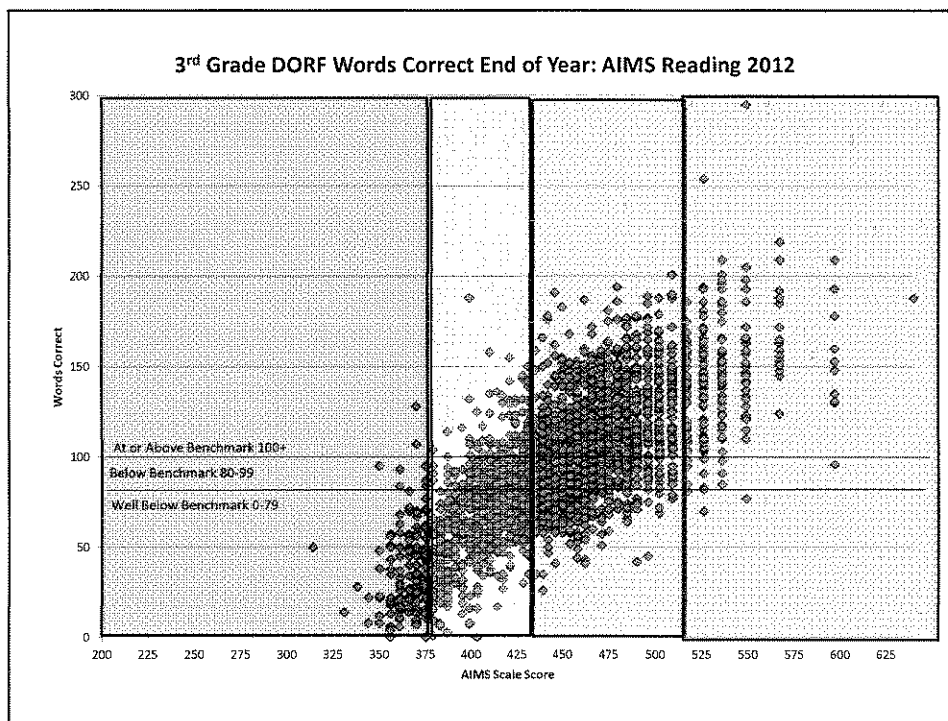


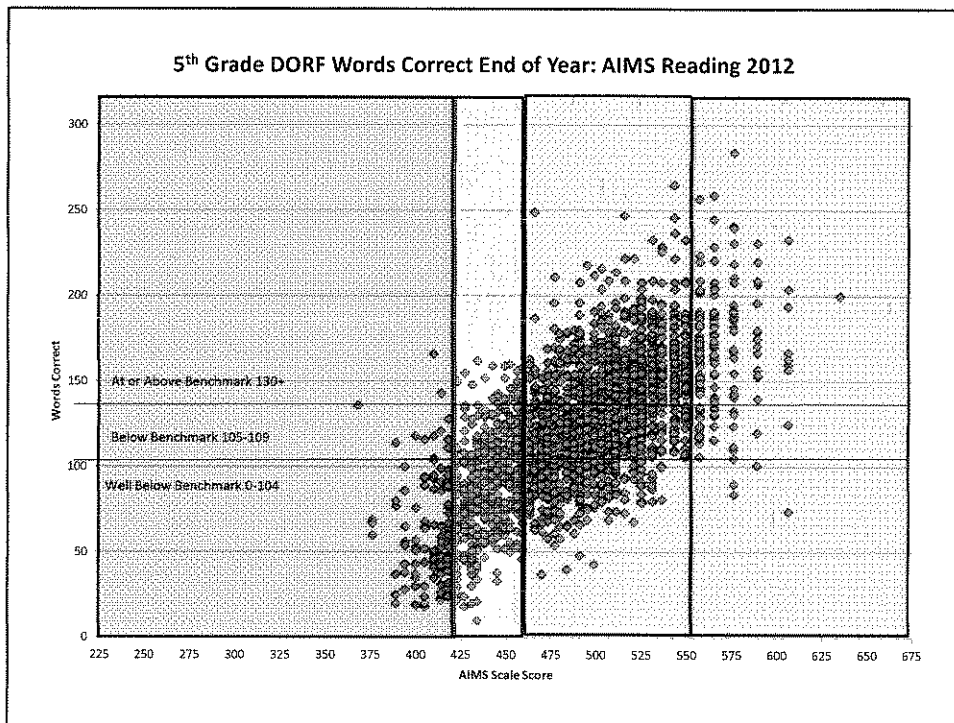
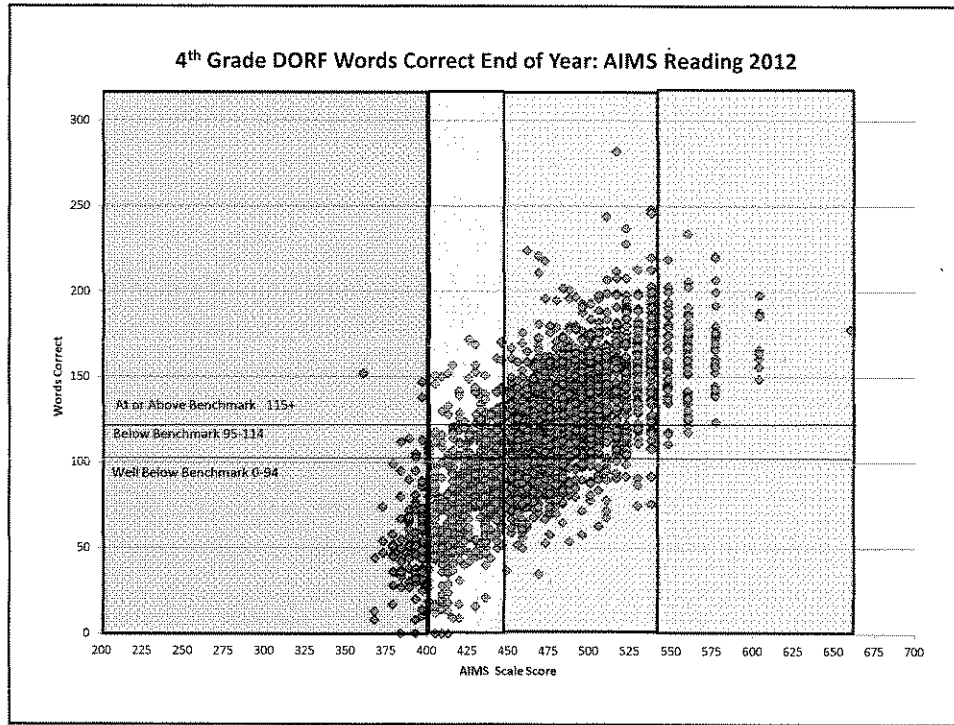


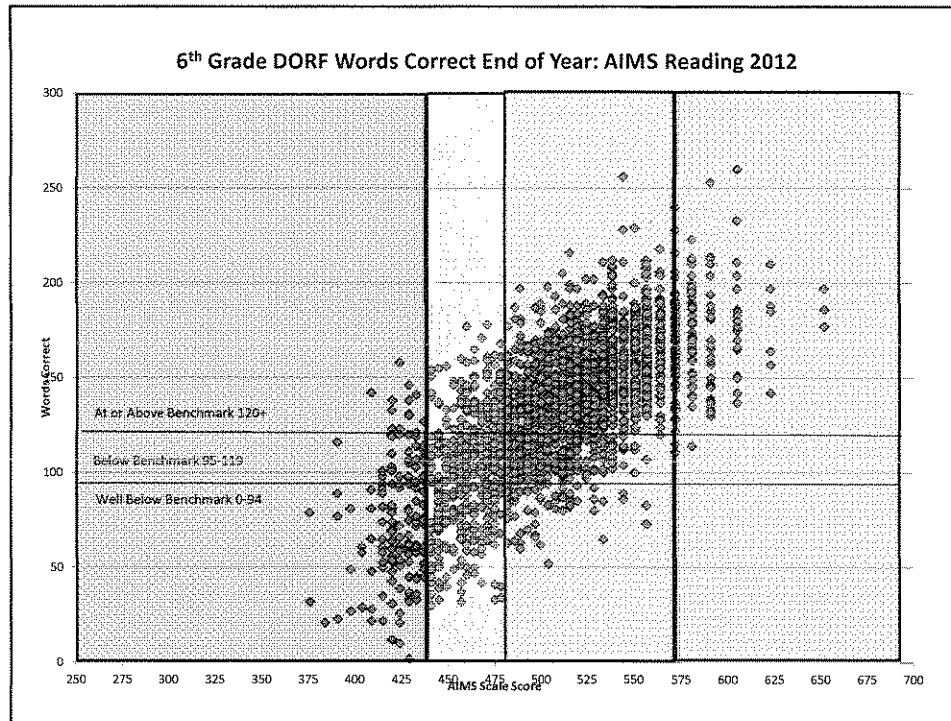
DIBELS Oral Reading Fluency

- Assessed starting in the middle benchmark of first grade and every benchmark thereafter through sixth grade
- Student reads 3 passages for 1 minute each; the middle score is recorded
- Goal increases from 47 wpm correct in grade one to 120 wpm correct at the end of grade six

Research has shown a high correlation between 3rd grade DORF and AIMS.



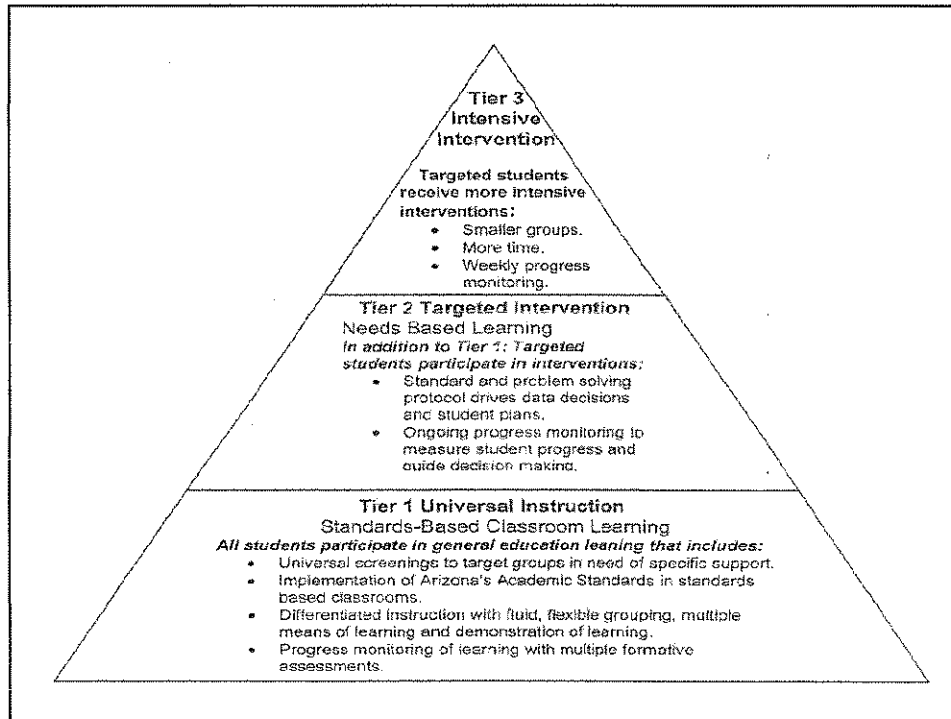




DIBELS Next Data

- In the earlier grades, data are utilized more as a prevention model through identification of skill deficits which may impede ongoing reading development. In later grades, the DORF and DAZE assessments are monitoring tools for fluency and comprehension.

- In general, the greater the gap between student's performance and the benchmarks, the greater the need for intervention. Students may require Tier 1 intervention within the classroom with re-teaching and more practice of specific skills. While students with multiple skill deficits require Tier 3 intense daily intervention in addition to the core reading instruction.

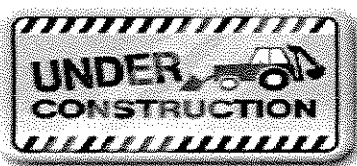


ROADMAP

for school year 2012-2013 ...

Professional Learning Community Activities Include:

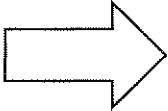
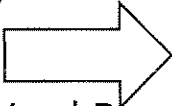
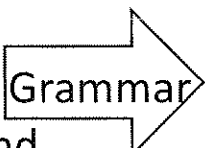
- Review of Continuous School Improvement Plans and SMART goals at the school, grade level and teacher levels focused on using data
- Individual student data reviews and goal setting
- Analysis of data for instructional planning and grouping of students for Tier 1, 2 and 3 Response to Intervention (RTI)
- Data dialogue days
- Creation of data walls and/or student data folders



Transition

Towards Common Core

WESD Assessment Common Core Updates

- K-1 Math Screener to  K-2 Math Portfolio
- K-2 Phonics to  K-3 Phonics Analysis and Word Recognition
- Addition of ten  Grammar items to each form of WRLA and WRAP

Additional Changes Implemented and Initiated 2012-2013

- Noted on both Mathematics and Reading assessments, alignment with Common Core Standards where content matched to facilitate transition to Common Core
- Analyzing content on both reading and mathematics assessments to increase the rigor of test items and to identify content to be moved to a different grade level



Additional Changes Implemented and Initiated 2012-2013

Continuing to gather information from PARCC
(Partnership for Assessment of Readiness for College
and Career) to:



- Provide professional development in the content knowledge necessary for the curriculum, instruction and assessment shifts
- Modify District assessments for 2013-2014 in Mathematics and English Language Arts to fully align with Arizona's Common Core and PARCC assessment structures