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

DATE: February 23, 2012

TIME: Regular Meeting 7:00 p.m. – Board Room
                  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

    A. Call to Order and Roll Call

    B. Moment of Silence and Meditation

    C. Pledge of Allegiance

    D. Adoption of the Regular Meeting Agenda

       Motion _____ Second _____ Vote _____

    E. Approval of the Minutes   1-9

       It is recommended that the Governing Board approve the Minutes of the February 9, 2012 Regular Meeting and Executive Session (Mrs. Tee Lambert was not in attendance).

       Motion _____ Second _____ Vote _____

    F. Current Events: Governing Board and Superintendent
       A Sunburst student will demonstrate the use of the online SuccessMaker program. SuccessMaker is a supplemental online program used to increase student achievement in the areas of mathematics and reading. Teachers access student reports to help guide individualized instruction, share progress and set goals with their students. These reports are also used to discuss progress with parents and child study teams.

    G. Special Recognition
       • Special recognition of the Washington Elementary School District Spelling Bee winners: 1st place, Mark Morrissey, 8th grade, Mountain Sky Junior High School; 2nd place, Danielle Zylstra, 5th grade, Lookout Mountain Elementary School; 3rd place, Jes Humphries, 6th grade, John Jacobs Elementary School; 4th place, Chloe Graham, 6th grade, Sunburst Elementary School; 5th place, Connor Oakley, 8th grade, Sweetwater School; 6th place, Isabelle Donnell, 4th grade, Chaparral Elementary School; 7th place, Alex Dominguez, 6th grade, Ocotillo Elementary School; 8th place, Parker Davis, 6th grade, Royal Palm Middle School.

I. REGULAR MEETING – (continued)

    H. Public Participation**
- Members of the public may address the Governing Board during this portion of the agenda in regard to non-agenda items (not to exceed three (3) minutes at chair's discretion. If interpretation services are used, the time shall not exceed six (6) minutes, including interpretation.)

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

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

    Motion _____ Second _____ Vote _____

II. CONSENT AGENDA

*A. Approval/Ratification of Vouchers   10
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.

*B. Personnel Items   11-13
Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes.

*C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)   14
1. Washington Education Foundation donated gift cards with a total value of $480.00 to be distributed to every school to support Read Across America.

2. Kroger donated a VIP Shopper's Card commission check in the amount of $500.00 to be used for the benefit of students at Ironwood Elementary School.

3. American Fence Company of Arizona donated galvanized pipe and welding of the pipe with an approximate value of $574.09 to be used for tetherball poles for the playground at Richard E. Miller Elementary School.

4. Walnut Canyon Press donated books with an approximate value of $22,475.00 for the benefit of all 4th grade students in Washington Elementary School District.

5. Trinity Mennonite Church donated a check in the amount of $2,780.72 to be used for the benefit of students at Palo Verde Middle School.

6. Assistance League of Phoenix donated books with an approximate value of $17,855.61 to be used for the benefit of students at Mountain View School.

*D. Out-of-County/State Field Trip   15-20
1. Delta Apodaca, Desert Foothills Junior High School, submitted an out-of-county/state field request to Knott's Berry Farm, Buena Park, CA, for 7th and 8th grade students at a cost of $4,677.13.

*E. Out-of-State Travel   21-23
1. Victoria Bonavito, Physical Education Teacher, Desert View Elementary School, and Janice Evans, Physical Education Teacher, Maryland School, to attend the National AzAHPERD Convention for Health and Fitness, March 12-17, 2012, in Boston, MA, at a cost of $1,000.00 (cost for substitutes).

II. CONSENT AGENDA (continued)

*E. Out-of-State Travel (continued)
2. David Velazquez, Director of Finance, Howard Kropp, Director of Purchasing, and Tony Mlynek, Special Needs Transportation Supervisor, to attend the AASBO Spring Conference, April 4-6, 2012, in Laughlin, NV, at a cost of $879.08.

III. ACTION / DISCUSSION ITEMS

    Motion _____ Second _____ Vote _____

    Motion _____ Second _____ Vote _____

    Motion _____ Second _____ Vote _____

IV. INFORMATION / DISCUSSION ITEMS

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 Dr. Susan J. Cook.

Motion _____ Second _____ Vote _____

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 Dr. Susan J. Cook.

X. RECONVENING OF REGULAR MEETING

XI. <u>ADJOURNMENT</u>

Motion _____ Second _____ Vote _____

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

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

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

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

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

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

WASHINGTON ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD MINUTES: REGULAR MEETING AND EXECUTIVE SESSION

2011-2012   February 9, 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. Maza called the meeting to order at 7:03 p.m. Governing Board members constituting a quorum were present: Mr. Chris Maza, Mr. Bill Adams, Ms. Clorinda Graziano, and Mr. Aaron Jahneke. Mrs. Tee Lambert was not in attendance.

B. Moment of Silence and Meditation
Mr. Maza called for a moment of silence and meditation.

C. Pledge of Allegiance
Mr. Maza led the Pledge of Allegiance.

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

E. Approval of the Minutes   **UNANIMOUS**
A motion was made by Ms. Graziano that the Governing Board approve the Minutes of the January 26, 2012 Regular Meeting and Executive Session. The motion was seconded by Mr. Jahneke. The motion carried.

F. Current Events: Governing Board and Superintendent
Mr. Adams shared that he enjoyed attending the following events:
- Washington Elementary School visit with Principal Sean Carney and his staff.
- Shaw Butte Art Show – acknowledged the efforts of art teacher, Rose Swarts.
- Federal Relations Network Conference in Washington, D.C. where he was pleased to have the opportunity to meet with all of the Arizona representatives. Mr. Adams acknowledged the pre-conference data provided by Ms. Janet Sullivan. Mr. Adams will provide an update of the conference at a future Governing Board meeting.

Mr. Jahneke shared that there had been a good response for the Washington Education Foundation's Bowl-a-Thon to be held on February 12, 2012. He thanked Mary Cummings, Nancy Putnam, and Candice Fremouw for their collaborative efforts to make the Bowl-a-Thon a success in order to provide mini-grant funding for the students in the District.

Ms. Graziano shared that she enjoyed attending the following events:
- Rehearsals of the Honor Strings Group.
- Mountain Sky's Choral Festival – thanked Thunderbird High School for hosting the event.
- Sunburst's Beginning Band/Strings Winter Concert.
- Ironwood's 3rd Grade Violin Concert.
- Arizona Music Educators Conference – was pleased to see a few of the District's music teachers attending. She encouraged other music teachers to attend because the conference is one of the best in-service conferences in the State for music teachers.

Ms. Graziano thanked the District's parents and teachers for their efforts during Parent/Teacher Conference week.

Ms. Graziano wished everyone a Happy Valentine's Day and Presidents' Day.

Mr. Maza commented on the value of interest-based negotiations (IBN). He appreciated the extent that the District utilizes the process.

Dr. Cook introduced Orangewood School's Principal, Andrée Charlson who, in turn, introduced vocal music teacher, Mr. Alan Paulson, the music students and their parents. Mr. Paulson led music students in a medley, "Salute to Our Heroes", to honor our veterans. Ms. Graziano thanked the students for honoring our veterans.

G. Special Recognition
- Dr. Cook acknowledged special recognition of Christine Hollingsworth, Principal of Acacia Elementary School, who had the distinct honor of being named one of ten 2012 Exemplary Principals in Arizona, awarded by the Rodel Charitable Foundation of Arizona. Ms. Hollingsworth stated that the award was not due to her leadership alone, but was because of the support she received from her staff and the District.

  Mr. Maza congratulated Ms. Hollingsworth on her award. He stated that there is significant data to prove that the success of a teacher is due to the leadership of the principal. Mr. Maza thanked Ms. Hollingsworth for being supportive of her staff by being an exemplary principal.

- Mr. Maza recognized and welcomed members of Boy Scout Troop 824 who were working on the "Citizenship in the Community" badge.

H. Public Participation
There was no public participation.

I. Approval of the Consent Agenda   UNANIMOUS
A motion was made by Mr. Adams that the Governing Board approve the Consent Agenda items as presented. The motion was seconded by Ms. Graziano. The motion carried.

II. CONSENT AGENDA

*A. Approval/Ratification of Vouchers   UNANIMOUS
Approved and ratified the vouchers as presented.

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*B. Personnel Items   UNANIMOUS
     Approved the personnel items as presented.

*C. Public Gifts and Donations (The Value of Donated Items is Determined by the   UNANIMOUS
     Donor)
     Approved the public gifts and donations as presented.

     1. Dennis Millenacker donated books and bean bag chairs with an approximate
        value of $4,525.77 to be used for part of the library, dedicated as "Bobby's
        Corner" at Ironwood Elementary School (family donation in memory of their son
        who passed away in 1983).

     2. Taylor Guitars donated an electric guitar and case with an approximate value of
        $2,500.00 for the benefit of music students at Orangewood School.

     3. Royal Palm Middle School staff donated $491.95 for a monument in honor of
        Math teacher, Bonnie Novaky, who passed away this year.

     4. DonorsChoose.org donated eight books with an approximate value of $360.00
        for the benefit of students at Sunset Elementary School.

*D. Out-of-County/State Field Trip   UNANIMOUS
     Approved the out-of-county/state field trip as presented.

     1. Audrey Hess, Chaparral Elementary School, submitted an out-of-county/state
        field trip request to the Arizona Renaissance Festival, Apache Junction, AZ,
        February 14, 2012, for 6th grade students at a cost of $2,109.00.

*E. Out-of-State Travel   UNANIMOUS
     Approved the out-of-state travel as presented.

     1. Pauline McKinney, 3rd Grade/Lead Technology Teacher, and Valerie Miles,
        Technology Teacher, Northwest Christian School, to attend Computer Using
        Educators (Technology Conference), March 15-17, 2012, in Palm Springs, CA,
        at a cost of $2,726.00.

*F. Processing Credit Cards at the CNG Pumps Agreement   UNANIMOUS

*G. TeachTown Partnership Agreement   UNANIMOUS

*H. Quality First Enrollment Agreement and Program Improvement Grant with First   UNANIMOUS
     Things First

*I. Permission to Pursue Partnership with Health Schools Campaign and the Minnesota UNANIMOUS
     Institute of Public Health

*J. Acceptance of the Walmart Foundation Grant in the Amount of $2,000.00, and the UNANIMOUS
     Target Grants in the Amount of $1,400.00

*K. Issue RFQ No. 11.030, Solar Photovoltaic System Installation   UNANIMOUS

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III. ACTION / DISCUSSION ITEMS

A. Discussion, Consideration and Possible Approval of Direction to the Employee Benefit Trust (EBT) Regarding the Employee Benefits Plan for 2012-2013   UNANIMOUS

Dr. Cook advised the Board that it was being asked to recommend a funding level for the Employee Benefit Trust (EBT) which, in turn, will prepare an Employee Benefits Plan design for 2012-2013. Dr. Cook stated that the Administration was recommending that funding be maintained at the same level as 2011-2012, recognizing that the Governing Board's interests and the Interest-based Negotiations (IBN) team's interests were to use the District's money in the most optimum way for its employees.

Mr. Maza thanked the Governing Board members for allowing him to be the liaison between the Governing Board and the EBT. He thanked the members of the EBT for their diligent work in preparing the Employee Benefits Plan design.

A motion was made by Mr. Jahneke that, based on the current revenue projections and budget limitations, the Governing Board direct the Employee Benefit Trust (EBT) to formulate an employee benefits plan recommendation for 2012-2013 that maintains the same level of District contributions as provided in the 2011-2012 plan in the amount of $5,046.48 per employee, with any additional funding to come from plan design changes and/or excess contingency reserves of the EBT. The motion was seconded by Ms. Graziano. The motion carried.

B. Employee Phased Retirement Program   UNANIMOUS

Dr. Cook advised the Governing Board that the Interest-based Negotiations (IBN) team was making a timely recommendation. In order to be fair to employees and depending on the Board's action regarding this Agenda item, employees would be notified of what the District's intentions are to use a third party phased retirement/employee leaseback program.

Dr. Cook introduced Ms. Sue Snyder who presented the recommendation formulated by the 2011-2012 IBN team. Ms. Snyder stated that the IBN team applied interest-based strategies to develop a recommendation regarding the reauthorization of an employee phased retirement program for the 2012-2013 school year.

Ms. Graziano asked if an employee who is considering retirement needs to announce their retirement intention first and then apply for smartschools or do they know before they retire that they will be accepted for smartschools. Dr. Cook stated that, by policy, employees are asked to declare their retirement by February 1, 2012, which was the reason for the timeliness of the recommendation to the Board. Mr. Justin Wing responded that the retirement and smartschools is a simultaneous process as much as possible.

Ms. Graziano asked who was responsible to pay the Arizona State Retirement System (ASRS) alternate contribution rate (ACR) cost, the employee or the District. Mr. Wing advised that the recommendation was to reduce participant's pay to 75% of base salary earned during the final year of Washington Elementary School District (WESD) employment and pay smartschoolsplus 86% of base salary earned by participant during final year of WESD employment. WESD would be responsible for the remainder of the ASRS cost. Mr. Wing stated that although there will not be an additional cost to the District, it will result in a reduction in savings.

Ms. Graziano referred to the Straw Design where it stated, "At the end of 2012-2013, positions held by program participants will be opened as vacancies or considered for possible reductions. Program participants may reapply to WESD to be considered for posted vacancies; external application, selection, salary placement and benefits procedures will apply." Ms. Graziano asked what procedures are used to determine where the program participant will be placed if rehired. Mr. Wing responded that the Human Resources Department had established hiring placement procedures for new hire positions, regardless of former status, e.g., 20 year WESD retiree or 25 years with another school district. He advised that certified teachers hired into regular education positions are given a maximum of eight years of credit for prior work experience. The program participants will be treated as new hires and receive healthcare benefits.

Ms. Graziano asked if there was a potential savings from smartschool employees leaving after their one year term and the hiring of new employees at a lower salary. Mr. Wing replied that there will be a savings for the District because many of the new hire employees' starting salaries will be less than the base salary being paid to this year's smartschools program participants.

Mr. Adams asked what the net savings would be if the recommendation was approved. Mr. Wing responded that it would depend on the number of program participants and their current base salary. Mr. Wing stated that the cost savings to the District would be approximately 3.64% less for 2012-2013 than for 2011-2012. An estimate using the same number of participants and salary that are in the program for 2011-2012 would save the District approximately $635,000-$640,000 in 2012-2013. Mr. Adams stated that he was in support of this program as it resulted in a cost savings for the District.

Mr. Jahneke stated that since the District is paying ASRS for the program participant, it will benefit ASRS. Mr. Wing concurred with Mr. Jahneke and stated that is why ASRS applied the ACR. Mr. Shumway stated that this program will help ASRS, and also help school districts retain good, quality employees.

Mr. Maza appreciated and thanked the IBN team and the Superintendent for discussing and considering this topic as a piece of their negotiations. He stated that not all districts consider phased retirement/employee leaseback as a topic for the negotiations team because it is considered an outside vendor contract. Mr. Maza also thanked the IBN team for addressing ACR. He advised that the data he has indicates that the ASRS is the healthiest retirement program due to its conservative investing. Mr. Maza stated he was in support of this program and appreciated the work of the IBN team in developing the components of the recommendation.

A motion was made by Mr. Jahneke that the Governing Board authorize WESD to pursue a contract with smartschoolsplus, inc. for the 2012-2013 school year in accordance with the guidelines set forth in the Interest-Based Negotiations Team's proposal. The motion was seconded by Ms. Graziano. The motion carried.

IV. INFORMATION / DISCUSSION ITEMS

A. Truancy Prevention Unit (TPU) Update
Dr. Cook advised the Board that the TPU Update was tabled at the January 26, 2012 Governing Board meeting until the February 9, 2012 Governing Board meeting to accommodate Mr. John Shikany. Dr. Cook introduced Mr. John Shikany who reviewed truancy data for the 2010-2011 school year and compared it to the 2009-2010 school year data.

Mr. Shikany advised the Board that the Truancy Intervention Prevention Solutions (TIPS) program was implemented as a joint effort among the TPU, the Phoenix Police Department and the City of Phoenix Prosecutor's Office. Mr. Shikany explained that the TIPS program is a pre-arrest meeting for the parent and student to have the opportunity to identify the reasons for the truancy problem. All agency representatives offer resources within their resources to assist the family with any barriers that are preventing good school attendance.

Mr. Adams made the following comments:
- He thanked and commended Mr. Shikany for the wonderful job he does regarding truancy and going far beyond the call of duty.
- It is not only important for the child to attend school, but it is also fiscally important for the District.
- He felt comfortable that the District has the resources to help families with truancy issues.
- He asked if other school districts have a truancy program. Mr. Shikany responded that Mesa has a truancy program and Peoria is in the process of starting a truancy program. Other districts have contacted Mr. Shikany for information about the WESD Truancy Prevention Unit.

Mr. Jahneke made the following comments:
- Why did two schools not use the services of the TPU last year? Mr. Shikany responded that he assumed that the two schools were able to handle their own truancy issues, e.g., through conversations with parents or the truancy was not severe enough for a referral. Mr. Shikany reported that both schools have used the services of the TPU this school year.
- People know that Mr. Shikany really cares about the children.

Ms. Graziano made the following comments:
- Although the District needs to worry about Average Daily Membership (ADM), Mr. Shikany's personal involvement is wonderful.
- She thanked Mr. Shikany for making the extra effort to help families.
- She commended Mr. Shikany for all of the home visits made last year.
- She also thanked him for his efforts to find missing children.

Mr. Maza made the following comments:
- Although truancy can be treated on a punitive basis, Mr. Shikany seems to do it on behalf of the students and families.
- He thanked him for all of the home visits made last year.
- In addition to ADM being important, part of Adequate Yearly Progress (AYP) is affected by school dropout statistics. He stated that Mr. Shikany's efforts go full circle and affect the classroom statistics, as well as teacher evaluations in the near future.
- He thanked Mr. Shikany for the accurate data.
- He thanked Mr. Shikany for doing the difficult work on behalf of the District.

B. **A.R.S. 15-701 "Move on When Reading" and A.R.S. 15-701.01 "Move on When Ready" Updates**
Dr. Cook advised that at the January 26, 2012 Governing Board meeting, two Board members requested a Board Agenda item regarding updates on "Move on When Reading" and "Move on When Ready". Dr. Cook introduced Ms. Janet Sullivan to offer the updates. Dr. Cook stated that the District is waiting for further guidance from the State Board of Education and the Arizona Department of Education regarding the programs.

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Ms. Sullivan provided updates for the "Move on When Reading" and "Move on When Ready" programs. She stated that A.R.S. 15-701.01 "Move on When Ready" only applies to high school students and does not apply to WESD as a K-8 school district.

Ms. Graziano was grateful that the District's 2010 and 2011 3rd Grade AIMS data indicated that the District was not at the 20% level of third grade students who fall far below the standards which would require Governing Board action. Ms. Graziano asked Ms. Sullivan if she was ready to share any information regarding the District's efforts to ensure that third grade students do not fall far below the third grade level requiring them to be retained. Ms. Sullivan replied that all of the current programs (e.g., Response to Intervention protocol, progress monitoring, academic intervention, literacy centers/labs) and assessment data are used at all of the schools to help those students (Kindergarten to third grade) who are not at grade level. Ms. Sullivan stated that many schools have intensive student intervention by including an additional class of reading during the day, as well as after-school programs and summer school. Ms. Sullivan advised that the District's goal is to not have any third grade student reading far below the third grade reading level.

Ms. Graziano asked if the summer school program would be an additional expense to the District. Dr. Cook replied that the District currently has a summer school program.

Ms. Graziano asked what grade level students will be affected by the "Move on When Reading" initiative. Ms. Sullivan responded that students currently in kindergarten and first grade will be affected. She advised that the District is targeting students in those grades for early intervention through the summer school and 21st Century after-school programs.

Mr. Adams stated that he had heard at the National School Boards Association (NSBA) Conference that Adequate Yearly Progress (AYP) is going away. Dr. Cook stated that it may with the re-authorization of No Child Left Behind (NCLB). Ms. Sullivan advised that the State Department of Education is conducting Town Hall meetings to discuss the waiver for components of NCLB to amend how ADE calculates AYP.

C. **Race to the Top Round Three Update**
Ms. Janet Sullivan reviewed the Race to the Top Round Three information. She advised that the District is automatically considered a participating LEA or District. The District is asked to notify the Arizona Department of Education (ADE) by February 10, 2012 if it chooses to opt-out of the grant.

Ms. Sullivan advised that there are two main components of the grant, Standards Implementation and Data Systems, which will require the District to complete a Scope of Work. Ms. Sullivan stated that the estimated allocation for WESD is $425,612 over the 43 months of the project (June 1, 2012 to December 21, 2015).

Mr. Adams asked if the District would receive any of the funds for the Data Systems component. Ms. Sullivan advised that only one elementary school district had created the required data system aligning every student with every course with every teacher. The school district was Osborn who worked with ADE and Arizona State University for two years and uses the same student information system as WESD. Ms. Sullivan stated that the District is required in the Scope of Work to meet the file specifications set forth by ADE. Ms. Sullivan advised that ADE has

not provided file specifications yet. Mr. Maza stated that ADE will use the grant funds to build the data system. School districts may have to purchase the link to the data system and it is not known if the State will provide grant funds for that purpose.

Mr. Adams asked if the work required for the Scope of Work would be worth the estimated allocation of $425,612 for the District. Ms. Sullivan stated that the District will be required to complete the Data System work even if the Governing Board chooses to opt-out of the grant because it was a requirement of the assurances when the District accepted the ARRA funding.

Mr. Adams stated that if the District chooses to be a participant of the grant, it will be required to do the Scope of Work. He asked if ADE was going to advise the District what was required. Ms. Sullivan replied that ADE will provide the elements for the Scope of Work and the District will determine how to complete the work.

Ms. Graziano asked for confirmation that if the District chose to participate in the grant, it would have to complete the Scope of Work, but we do not know if it would receive any additional grant money for the Data System component. If the District chose to opt-out of the grant, it would not receive any grant money and would still be required to complete the work. Ms. Sullivan stated that she was correct.

Ms. Graziano stated that in the last couple of years, some of the actions pertaining to Race to the Top were described as voluntary, but at this point in time, the Data System and Common Core implementations are required.

V.   FUTURE AGENDA ITEMS
There were no future agenda items.

VI.   GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS
Ms. Graziano acknowledged the grants that were approved on the Consent Agenda and thanked the companies and all of the staff involved in securing those grants which provide additional income for our schools.

Dr. Cook acknowledged the parents and teachers for their participation in Parent/Teacher Conferences February 8-10, 2012. Dr. Cook advised the Board that consideration will be given when preparing the schedule for the 2012-2013 Governing Board meetings to have only one Board meeting in the months when parent/teacher conferences are held.

VII.   CALL FOR EXECUTIVE SESSION   UNANIMOUS
Call for Executive Session: Pursuant to A.R.S. §38-431.03 – A.5

It was 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 motion was made by Mr. Adams to call for an Executive Session. The motion was seconded by Mr. Jahneke. The motion carried.

February 9, 2012

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.

X. RECONVENING OF REGULAR MEETING

XI. ADJOURNMENT   **UNANIMOUS**
A motion was made by Mr. Adams to adjourn the meeting at 9:20 p.m. The motion was seconded by Mr. Jahneke. The motion carried.

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

_____   _____

BOARD SECRETARY   DATE

_____   _____

BOARD OFFICIAL   DATE

February 9, 2012

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	X	Action
			Discussion
FROM:	Dr. Susan J. Cook, Superintendent		Information
			1st Reading
DATE:	February 23, 2012		

AGENDA ITEM: *Approval/Ratification of Vouchers

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

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

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

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

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

APPROVE/RATIFY FY11/12 PAYROLL VOUCHERS (warrants for services and materials, payroll expense):

02/10/12	2,830,295.95
Totals:	**2,830,295.95**
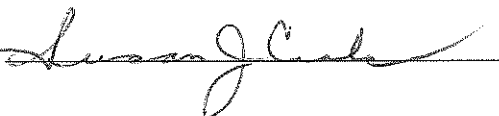
APPROVE/RATIFY FY 11/12 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

02/01/12	4,866,768.25
02/03/12	40,679.46
02/08/12	1,291,585.34
Totals:	**6,199,033.05**

SUMMARY AND RECOMMENDATION

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

Assistant Superintendent

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

Agenda Item *II.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	X	Action
			Discussion
FROM:	Dr. Susan J. Cook, Superintendent		Information
			1st Reading
DATE:	February 23, 2012		

AGENDA ITEM: *Personnel Items

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
February 23, 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
Baler	Keamme	Teacher-CCSC	Sweetwater	Retirement	1	5/31/2012
Cleaveland	Judy	Teacher-Kindergarten	Ocotillo	Retirement	12	5/31/2012
Garza	Cathlene	Teacher	Moon Mountain	Leave of Absence for FY 2012-2013		7/1/2012
Watson	Monica	Teacher-Gifted	Chaparral	Leave of Absence for remainder of fiscal year and FY 2012-2013		5/2/2012

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Flam	Rebecca	Dispatcher	Transportation	Resignation	13	2/6/2012
Linton	Robin	Paraprofessional	Cactus Wren/Abraham Lincoln	Resignation	13	2/10/2012
Taylor	Georgia	Office Manager	Chaparral	Leave of Absence for remainder of FY		3/2/2012

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Angelini	Nancy	Paraprofessional	Mountain View	Leave of Absence for remainder of FY		2/9/2012
Ballard	Kayla	Food Service Helper	Sweetwater	Resignation	3 wks.	2/17/2012
Cogsdill	Adam	Kidspace Assistant	Lookout Mountain	Resignation	3.5	2/10/2012
Havens	Pamela	Psychologist	Special Services	Retirement	3	6/15/2012
Howard	Darlene	HeadStart Support Instructor	Ocotillo	Resignation	5	2/24/2012
Prevnovost	Mary	Special Ed. Assistant	Sweetwater	Resignation	4	2/10/2012
Rious	Marian	Bus Assistant	Transportation	Resignation from Leave of Absence	3.5	2/6/2012
Tartaglia	Julie	Food Service Helper	John Jacobs	Resignation	6 mo.	2/17/2012
Turner	Harry	Bus Driver	Transportation	Termination	6 mo.	2/14/2012

II. EMPLOYMENT

A. ADMINISTRATIVE

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Potavin	Rebeccah	Assistant Principal	E	Ocotillo

B. CERTIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Hagstrom	Emily	Teacher-PE	E	Mountain View

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Collins	Dan	Trades Specialist	E	Maintenance
Curtis	Ceclan	Trades Specialist	E	Maintenance
Felix	Arturo	Night Custodian	E	Mountain Sky

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Amaro	Clara	Special Ed. Assistant	E	Arroyo
Ceron	Gabriela	Food Service Helper	E	Maryland
Gildersleeve	Lisa	Food Service Helper	E	Sweetwater
Hernandez	Maria	Crossing Guard	E	Sunnyslope
Kozimor	Ryan	Paraprofessional	E	Manzanita
Lara	Dominique	Paraprofessional	E	Ocotillo
Lewis	Corenda	Food Service Helper	E	Sunnyslope
Meyer	Jerilyn	Office Technician	E	Sunset
Moore	Katherine	Food Service Helper	E	Washington
Myers	Elizabeth	Bus Assistant	E	Transportation
Pierce	Frank	Crossing Guard	E	Shaw Butte
Reed	Steve	Bus Assistant	E	Transportation
Shillington	Gwendolyn	Bus Assistant	E	Transportation
Siler	Patricia	Bus Assistant	E	Transportation

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board   __X__   Action
                                                                    _____   Discussion
FROM: Dr. Susan J. Cook, Superintendent   _____   Information
                                                                    _____   1st Reading
DATE: February 23, 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. Washington Education Foundation donated gift cards with a total value of $480.00 to be distributed to every school to support Read Across America.

2. Kroger donated a VIP Shopper's Card commission check in the amount of $500.00 to be used for the benefit of students at Ironwood Elementary School.

3. American Fence Company of Arizona donated galvanized pipe and welding of the pipe with an approximate value of $574.09 to be used for tetherball poles for the playground at Richard E. Miller Elementary School.

4. Walnut Canyon Press donated books with an approximate value of $22,475.00 for the benefit of all 4th grade students in Washington Elementary School District.

5. Trinity Mennonite Church donated a check in the amount of $2,780.72 to be used for the benefit of students at Palo Verde Middle School.

6. Assistance League of Phoenix donated books with an approximate value of $17,855.61 to be sued for the benefit of students at Mountain View School.

SUMMARY AND RECOMMENDATION						
It is recommended that the Governing Board approve the gifts and donations as presented.	**Board Action**	Motion	Second	Aye	Nay	Abstain
	Adams					
	Graziano					
	Jahneke					
Superintendent _[signature]_	Lambert					
	Maza					

Agenda Item *II.C.

14.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	___X___	Action
		_____	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	_____	Information
		_____	1st Reading
DATE:	February 23, 2012		

AGENDA ITEM: *Out-of-County/State Field Trip

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

PRESENTER AT GOVERNING BOARD MEETING: Delta Apodaca, Cheer/Spirit Line Coach

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

SUPPORTING DATA   Funding Source: See Attached
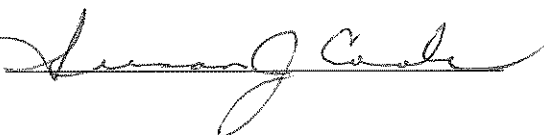   Budgeted: N/A

1. Delta Apodaca, Desert Foothills Junior High School, submitted an out-of-county/state field request to Knott's Berry Farm, Buena Park, CA, for 7th and 8th grade students at a cost of $4,677.13.

SUMMARY AND RECOMMENDATION	Board Action	Motion	Second	Aye	Nay	Abstain
It is recommended that the Governing Board approve the out-of-county/state field trip request as presented.						
	Adams					
	Graziano					
	Jahneke					
	Lambert					
Superintendent _____	Maza					

Agenda Item *II.D.

Request for Out-of-County/State Field Trip

| Date of Governing Board Agenda Item: | 2/23/2012 |

School: Desert Foothills   Departure Date: 5/2/2012   Return Date: 5/3/2012

Destination of Field Trip: Knott's Berry Farm, 8039 Beach Blvd., Buena Park, Ca. 90620

# of Student Participants: 35   Grade Level(s):   7 and 8   # of Chaperones (1:8):   5

Cell Phone Number of Person Attending Trip: 623-330-0567   # of Additional Chaperones Needed (Over 1:8):   0

Person Requesting Trip/Contact at Board Meeting: Delta Apodaca   # of Additional Adults - paying their own way: 0

Summary of Event/Purpose:

The Desert Foothills Spiritline has been invited to perform on the Knott's Berry Farm community stage. They will demonstrate their mastery level by performing at the AIA Cheer and Pom State Competition.

Educational Use:

The cheer squad will demonstrate AIA approved skills within their routine. Stunts such as: Half, Full, Lib, Power Press, Pyramid, will be performed within the current edition of the National Federation Spiritline Rules book and the AIA Bylaws. All skills performed will follow all sanctioned rules per AIA for the junior high level.

Itinerary:

Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
5/2/2012	Desert Foothills, Phoenix, AZ	12:01 AM	McDonalds Blythe, CA	2:14 AM	Charter Bus	623-330-0567
5/2/2012	Mc Donalds, Blythe, CA	2:30 AM	Knott's Berry Farm, Buena Park, CA	8:00 AM	Charter Bus	623-330-0567
5/2/2012	Knott's Berry Farm, Buena Park, CA	6:00 PM	McDonalds Blythe, CA	11:30 PM	Charter Bus	623-330-0567
5/3/2012	McDonalds, Blythe, CA	11:45 PM	Desert Foothills, Phoenix, AZ	2:00 AM	Charter Bus	623-330-0567

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: James Hall   2/10/2012

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: The BEST and DF student council will provide funds if a student is unable to provide their own funds.
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? 35	Is this a club or after-school class? Yes

What are the student eligibility requirements to participate in this trip? All students must have the routine mastered for performance. They must also have all grades at current eligibility. No pass, no play. No F's, U's or N's. What are the arrangements for students not participating in this trip? None, students not participating in this activity will reside with their parents, and attend school as usual.

Chaperones:

Will substitutes be used for certified staff chaperoning the trip? Yes

If no, what are the arrangements for class coverage?

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Delta Apodaca	Certified	Yes	Yes
James Hall	Certified	No	Yes
Misty Walden	Non-certified	No	Yes
Julie Steward	Certified	Yes	Yes
Rena Brethwaite	Parent	No	Yes

Academic Services Signature:	Natalie McWhorter	2/10/2012

Administrative Services Signature:	Lyn Bailey	2/10/2012

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
$ 4,487.13 Travel Agent Quote $ 0.00 Travel Insurance (optional) $ 190.00 Substitute Funding Source: PTO, Gifts, & Donations $ 0.00 Food: $ 0.00 Other: $ 4,677.13 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.	

35   # Students Participating

       # of Chaperones: 5

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

Additional Adults (paying own way): 0 Payment should be made and deposited to the school's field trip auxiliary account.

TOTAL PER STUDENT COST: $133.63

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

X - Auxiliary Operations (Fund 525 - fee based)

X - Gifts & Donations (Fund 530 - donation based)

X - PTA/PTO

X - Student Activities (Fund 850 - fundraising based)

X - Tax Credit (Fund 526 - donation based)

Finance Signature		
This expenditure was reviewed for compliance with designated and/or qualifying funding sources.	Elizabeth Martinez	2/10/2012

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	2/10/2012

DESERT/FOOTHILLS 02MAY TOUR LOS ANGELES CA

```
SUNDANCE/TZELL TRAVEL GROUP          INVOICE 00000EMAIL
215 NORTH 40TH ST.                   DATE 08FEBRUARY12
PHOENIX, AZ  85034                   BOOKING REF YVJ5E4
                                     AGENT MM/MM

TELEPHONE: 602 275-2400
FAX      : (602)267-8095

  WASHINGTON ELEMENTARY SCHOOL DISTRICT    DESERT FOOTHILLS JR HIGH
  4650 W SWEETWATER                        3333 W BANFF
  GLENDALE AZ 85304                        PHOENIX AZ 85053

ACCOUNT NUMBER WASHINGD


TOUR                 02MAY LOS ANGELES CA - LOS ANGELES INTL
                     03MAY SUNDANCE MEETINGS & INCENTIVES
                           TURNAROUND TRANSPORATION TO KNOTTS BERRY
FARM
                     QUOTE: $3647.53


                        BASED ON 50 PASSENGER MINIMUM

                        INCLUDED: COACH, FUEL SURCHARGES,GRATUITY
AND

                        DRIVER DAY ROOM

                        AGENCY FEE OF $9.00 PER PERSON BASED ON
MINIMUM OF 50 PAX



TOUR                 02MAY LOS ANGELES CA - LOS ANGELES INTL
                     03MAY KNOTTS BERRY FARM PERFORMANCE
                     QUOTE: $839.60
                        BASED ON 40 PERFORMERS & SUPPORTERS


--------------------------------------------------------------------
-

                              QUOTE:  $4487.13

OTHER CHARGES PAYMENT: CHECK
```

DESERT/FOOTHILLS

****
QUOTE NOT GAURANTEED UNTIL BOOKED

PRICE TO BE ADJUSTED AT FINAL PAYMENT BASED ON ACTUAL NUMBER OF
PARTICIPANTS
- -
DEPART 12:01AM 5/2/12 ARRIVE APPROXIMATELY 8:00AM
RETURN 6:00PM / ARRIVAL 02:00AM 5/3/12

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	__X__	Action
		_____	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	_____	Information
		_____	1st Reading
DATE:	February 23, 2012		

AGENDA ITEM: *Out-of-State Travel

INITIATED BY: Maggie Westhoff, Director of   SUBMITTED BY: Maggie Westhoff, Director of
Professional Development   Professional Development

PRESENTER AT GOVERNING BOARD MEETING: Maggie Westhoff, Director of Professional Development

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA   Funding Source: M&O
                                                                                Budgeted: Yes

The following out-of-state travel requests have been reviewed and are recommended for approval:

1. Victoria Bonavito, Physical Education Teacher, Desert View Elementary School, and Janice Evans, Physical Education Teacher, Maryland School, to attend the National AzAHPERD Convention for Health and Fitness, March 12-17, 2012, in Boston, MA, at a cost of $1,000.00 (cost for substitutes).

2. David Velazquez, Director of Finance, Howard Kropp, Director of Purchasing, and Tony Mlynek, Special Needs Transportation Supervisor, to attend the AASBO Spring Conference, April 4-6, 2012, in Laughlin, NV, at a cost of $879.08.

SUMMARY AND RECOMMENDATION

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

Superintendent _____

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

Agenda Item *II.E.

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) (as it appears on your driver's license)	Position	School/Department
Victoria Bonavito	Physical Education Teacher	Desert View Elementary School
Janice Evans	Physical Education Teacher	Maryland School

CONFERENCE INFORMATION:

CONFERENCE TITLE: National AzAHPERD Convention for Health and Fitness
TRAVEL DATES: March 12-17, 2012
CONFERENCE LOCATION: Boston, Massachusettes

SOURCE OF FUNDING: Description: Registration Funds (Funding Source) — **Total**

Registration Account Code:

			6331			$	

SOURCE OF FUNDING: Description: Travel Funds (Funding Source) — **Total**

Travel Account Code:

			6580			$	

SOURCE OF FUNDING: Description: M&O Substitute Funds (Funding Source) — **Total**

Substitute Account Code:

001	100	1000	6129	520	0000	$	1,000.00

PURPOSE OF TRAVEL: Victoria Bonavito, Physical Education teacher at Desert View School, is the President of the Arizona State Board of the Alliance of Health, Physical Education, Recreation and Dance, and Janice Evans, Physical Education teacher at Maryland School, is the President-Elect. The National AzAHPERD Convention for Health and Fitness will offer trainings regarding student assessment and the teacher evaluation process. This will be helpful in the development of the new WESD teacher evaluation rubric. Upon their return, Victoria and Janice will utilize their notes and handouts to offer physical education teachers updates and training information. In addition, Victoria and Janice, as organizational officers for the state of Arizona, must attend this conference to be eligible to vote on AzAHPERD issues pertaining to health and fitness.

MAXIMUM COSTS:

REGISTRATION FEE:	$	
MEALS	$	
LODGING:	$	
SUBSTITUTES	$	1,000.00
TRANSPORTATION:	$	
AIR	$	
CAR RENTAL/PARKING	$	
BUS/TAXI/SHUTTLE	$	
TOTAL COST:	**$**	**1,000.00**

SIGNATURES

Ann Roberts
Supervisor

Maria Farmer
Supervisor

Natalie McWhorter
Budget Manager

COMMENTS: All costs will be funded by the State Board with the exception of substitute days. These days will be covered by the Curriculum Maintenance and Operations Budget.

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.

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) *(as it appears on your driver's license)*	Position	School/Department
David Velazquez	Director of Finance	Finance
Howard Kropp	Director of Purchasing	Purchasing
Tony Mlynek	Transportation Supervisor/ Special Needs	Transportation

CONFERENCE INFORMATION:

CONFERENCE TITLE: AASBO Spring Conference

TRAVEL DATES: April 4-6, 2012

CONFERENCE LOCATION: Laughlin, Nevada

SOURCE OF FUNDING: Description: M&O Registration Funds (Funding Source) **Total**

Registration Account Code:

							Total
001	100	2510	6331	510	0000	$	163.00
001	100	2510	6331	515	0000	$	163.00

SOURCE OF FUNDING: Description: M&O Travel Funds (Funding Source) **Total**

Travel Account Code:

							Total
001	100	2510	6580	510	0000	$	184.36
001	100	2510	6580	515	0000	$	184.36
001	400	2700	6580	543	0000	$	184.36

SOURCE OF FUNDING: Description: Substitute Funds (Funding Source) **Total**

Substitute Account Code:

			6129			$

PURPOSE OF TRAVEL: David Velazquez, Howard Kropp, and Tony Mlynik have each been asked to present on a topic at the AASBO Conference. David will be presenting on preparing your payroll system for the ASRS Alternative contribution rate; Howard will present on new quote limits; Tony will present on adult learning and transporting special education students. A portion of the registration cost is being covered by AASBO for presenters. Lodging and meals are covered in the registration cost. Mileage is the reimbursement for employee vehicles driven to conference.

MAXIMUM COSTS:

REGISTRATION FEE:	$	326.00
MEALS	$	
LODGING:	$	
SUBSTITUTES	$	
TRANSPORTATION:	$	
AIR	$	
CAR RENTAL/PARKING	$	
BUS/TAXI/MILEAGE	$	553.08
TOTAL COST:	$	879.08

SIGNATURES

Cathy Thompson
Supervisor

Dr. Maggie Westhoff
Supervisor

Cathy Thompson
Budget Manager

COMMENTS: Tony Mlynek will not attend any sessions so he will not need to pay for any registration costs.

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
			Discussion
FROM:	Dr. Susan J. Cook, Superintendent		Information
			1st Reading
DATE:	February 23, 2012		

AGENDA ITEM: *Issue RFP for Specified Services – Bond Underwriting Services and Financial Consulting Services

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
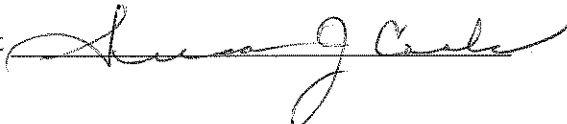
The purpose of requesting authorization to issue request for proposals (RFPs) is to obtain qualified firms to provide specified services required by the District. In this case, it is not practical or advantageous to procure these services by competitive sealed bidding because a bid does not allow the 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.

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

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board authorize the issuance of RFP No. 11.032 for Bond Underwriting Services and RFP No. 11.033 for Financial Consulting Services.

Superintendent _____

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

Agenda Item *II.F.

24.

RFPs to be issued during 2011-2012 with contracts beginning upon award include, but are not limited to the following:

RFP #	Title	Department Budget	Estimated 2012-2013 Budget
11.032	Bond Underwriting Services	Bond	To be used as needed, if needed
11.033	Financial Consulting Services	Finance	To be used as needed, if needed

11.032, Bond Underwriting Services

The purpose of this Request for Proposal is to obtain the services of a qualified firm for the purpose of underwriting any Class A, B, Override or Impact Aid Bonds the District elects to offer to the voters. The District feels these services should be provided by a separate vendor than our Financial Consultant to avoid any conflict of interest.

11.033, Financial Consulting Services

The purpose of this Request for Proposal is to obtain the services of qualified consultants to provide services in the sale of General Obligation Bonds for a possible District bond issue. The financial consultant will also provide assistance to the District in the following: the purchase of bonds, sale of bonds, refinancing bonds, financial and tax advice, assistance in bond and override elections and other services as needed.

TO:	Governing Board	X	Action
			Discussion
FROM:	Dr. Susan J. Cook, Superintendent		Information
			1st Reading
DATE:	February 23, 2012		

AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the State Procurement Office (SPO)

INITIATED BY: Howard Kropp, Administrator of Purchasing   SUBMITTED BY: Cathy Thompson, Director of Business Services

PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Administrator of Purchasing

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O, Capital
Budgeted: Yes

The Purchasing Department is recommending authorization to utilize the contracts presented for anticipated purchases in excess of the bidding threshold. No school or department can spend more than is budgeted without prior approval from the Finance Department. Schools and departments budget for goods or services without a particular vendor in mind.

Presented is a list of Intergovernmental Cooperative Purchase Agreements related to the Purchasing Department previously awarded by the Governing Board.
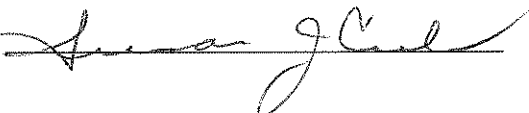
A.R.S. 11-952 and A.A.C. R7-2-1191 through R7-2-1195 authorizes and governs intergovernmental procurements. A school district may either, participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement of any materials, services, or construction with one or more 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.

Copies of the contracts are available for review in the Purchasing Department. The Purchasing Department follows a process to perform due diligence on every cooperative contract prior to making a recommendation for award.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Intergovernmental Cooperative Purchase Agreements and contract purchases with the State Procurement Office (SPO).

Superintendent _____

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

Agenda Item *II.G.

SPO CONTRACT

2011-2012 proposed Capital budget capacity for Transportation white fleet - $80,000.00

Contract Title:	Vehicle, New Purchase Statewide
Vendor(s):	
Avondale Dodge	Midway Chevrolet
Bill Luke Chrysler Jeep Dodge	Nelson Auto Center
Chapman Ford	Perkins
Courtesy Chevrolet	Sands Motor Company
Larry Miller Toyota	Sanderson Ford
Liberty GMC	San Tan Partners
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Transportation/Capital
Expended to Date:	New Contract to the District

2011-2012 proposed budget capacity for Maintenance Services - $654,810.81

Contract Title:	Lighting Supplies: Lamps, Ballasts, Light Sensors & Exit Signs
Vendor(s):	Voss Lighting
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Maintenance Department/M&O
Expended to date:	$7,546.00

TO:	Governing Board		X	Action
			X	Discussion
FROM:	Dr. Susan J. Cook, Superintendent			Information
				1st Reading
DATE:	February 23, 2012			

AGENDA ITEM: *Acceptance of the Lowe's Toolbox for Education Grant in the Amount of $4,900.00 and the Walmart Foundation Grant in the Amount of $500.00

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
Lowe's Toolbox for Education	Manzanita Elementary (N)	$4,900.00	Picnic tables
Walmart Foundation	Palo Verde Middle (N)	$500.00	Character education student incentives

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

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of the Lowe's Toolbox for Education grant in the amount of $4,900.00 and the Walmart Foundation grant in the amount of $500.00 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.H.

28.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	X Action
		X Discussion
FROM:	Dr. Susan J. Cook, Superintendent	___ Information
		___ 1st Reading
DATE:	February 23, 2012	

AGENDA ITEM: Award of Contract – Bid No. 11.028 – Roadrunner Site Preparations and Landscape Upgrades in an Amount Not to Exceed $441,232.00.

INITIATED BY: Howard Kropp, Administrator of Purchasing   SUBMITTED BY: Cathy Thompson, Director of Business Services

PRESENTER AT GOVERNING BOARD MEETING: Mike Kramer, Director of Capital Projects/Maintenance

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Bond/Capital
Budgeted: Yes

On February 2, 2012, the District issued Bid No. 11.028, Roadrunner Site Preparations and Landscape Upgrades that included a multi-phase bid for the "Safari" Green Schoolhouse located at Roadrunner Elementary School. This invitation to bid is known as "Package One" and consists of two phases of work – Phase One and Phase Three. Phase One consists primarily of the site preparation, slab, and utilities for the eventual construction of the community-center building. Phase Two, which is not included in this bid package, will be the construction of the actual building. Phase Three concludes with the transformation of the south playground into a soccer field.

Sixty-six (66) vendors were notified of the solicitation. Five (5) responsive, responsible offers were received and opened on February 17, 2012. Mike Kramer, Director of Capital Projects/Maintenance, Larry Larson, Contract Manager for Purchasing, Cathy Thompson, Director of Business Services, Roger Moon, Maintenance/Grounds Supervisor, and Kim Orozco, Finance Manager of Capital Projects, evaluated the offers and recommend Danson Construction, LLC for award. The award is recommended to Danson Construction, LLC, as their offer of base bid plus "Allowance 1", "Allowance 4", and "Owners Contingency" were accepted and Danson Construction, LLC was the lowest total responsive and responsible Offeror.

Included is a provision for cancellation by the District with thirty (30) days prior written notice.

A copy of the solicitation is available for review in the Purchasing Department.

Following is the breakdown of the offers received:

SUMMARY AND RECOMMENDATION	Board Action	Motion	Second	Aye	Nay	Abstain
It is recommended that the Governing Board award contract for Bid No. 11.028, Roadrunner Site Preparations and Landscape Upgrades, to Danson Construction LLC, in an amount not to exceed $441,232.00.						
	Adams					
Superintendent	Graziano					
	Jahneke					
	Lambert					
	Maza					

Agenda Item III.A.

Bidder	Base Bid Total with 2 Allowances and Owner's Contingency
Danson Construction LLC	**$441,232.00**
S.D. Crane Builders, Inc.	$486,000.00
Chasse Building Team	$515,397.00
J.E. Bowen Construction LLC	$594,000.00
Woodruff Construction	$703,660.00

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	__X__ Action
		__X__ Discussion
FROM:	Dr. Susan J. Cook, Superintendent	_____ Information
		_____ 1st Reading
DATE:	February 23, 2012	

AGENDA ITEM: Head Start Philosophy, Long-Range and Short-Range Goals, and Self-Assessment Plan

INITIATED BY: Dr. Susan J. Cook, Superintendent   SUBMITTED BY: Diana Howsden, Director of Head Start Services

PRESENTER AT GOVERNING BOARD MEETING: Diana Howsden, Director of Head Start Services, and Michaele Pilsbury, Head Start Program Coordinator

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA: Head Start Performance Standards

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SUPPORTING DATA

Funding Source: Federal Head Start Funding
Budgeted: Yes

On June 9, 2011, the Governing Board approved renewal of the intergovernmental agreement (IGA) with the City of Phoenix for the Head Start Program. This IGA allows Washington Elementary School District (WESD) to plan and deliver early childhood program services to 588 children and families in 20 school sites according to stipulated terms and conditions.

In compliance with Head Start Performance Standard 1304.51(d), information must be communicated periodically to a delegate's governing body and to members of its policy groups. The intent of the annual Head Start orientation is to comply with the standard and to ensure that essential information is communicated to the WESD Governing Board.
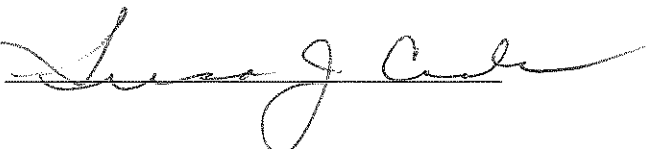
Attached is the Head Start orientation presentation for review by the Governing Board. Diana Howsden, Director of Head Start Services, will provide a brief presentation about the WESD Head Start Program.

Based on Head Start Performance Standard 1304.51(i)(1), at least once each program year, grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives in implementing Federal regulations.

Attached is the WESD Head Start Self-Assessment presentation for review by the Governing Board. Michaele Pilsbury, Head Start Program Coordinator, will provide a brief presentation about the WESD self-assessment process.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Preschool/Head Start Philosophy, the Head Start Long-Range and Short-Range Goals and the Self-Assessment Plan.

Superintendent _____

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

Agenda Item III.B.

In accordance with the Head Start Program Performance Standard, CFR 1304.50(d)(1)(iii), (iv), and (vi), the WESD Governing Board has the obligation and responsibility to periodically review and approve program philosophy, long-range and short-range program goals, and the self-assessment process.

Attached documents for approval are the:
        Washington Elementary School District Head Start Philosophy
        Washington Elementary School District Head Start Long-Range and Short-Range Goals
        Washington Elementary School District Head Start Self-Assessment Plan

The Head Start Philosophy document is the value and belief statement of the Washington Elementary School District Head Start program. WESD Head Start program long-range and short-range goals for program year 2011-2012 are stated in the WESD Head Start Program Long-Range and Short-Range Goals 2011-2012 document. The WESD Head Start Self-Assessment Process document states how the self-assessment process will be conducted. Stakeholders, Head Start parents and community members in partnership with WESD Head Start administrators, participated and contributed in the development, review and approval of the required Head Start documents. These documents are in your packet tonight.

Approval of these documents is requested and necessary for the District to remain eligible to receive Head Start funding through the City of Phoenix and are important in the periodic audit/review process. The Head Start Performance Standards, which are rigorously enforced by the City of Phoenix Grantee personnel, require the Governing Board to review and approve such documents.

Washington Elementary School District Head Start Program

Governing Board Presentation/Orientation
2011 - 2012

The Head Start Mission

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.

National Head Start Facts

- More than 28 million children have received Head Start services since it was created in 1965

- 942,311 children were enrolled in the Head Start program in the 2010-2011 program year

- 47,271 Head Start classrooms were staffed by 178,826 paid staff

National Head Start Facts

- In 2010 more than 752,470 parents volunteered in their local Head Start program

- More than 205,544 Head Start fathers participated in organized regularly scheduled activities designed to involve them in Head Start and Early Head Start programs.

2

Positive Impact for Arizona

- 14,422 Arizona children are enrolled in Head Start

- Federal Head Start grants bring in more the $115 million into Arizona's economy

- Arizona Head Start employs nearly 2,300 individuals

The WESD Head Start Program

- Currently in the 10th year of providing Head Start services to WESD preschool age children and their families

- Head Start services are in 20 WESD schools sites

- 588 preschool age children are receiving Head Start services

3

WESD Head Start
2010-11 Program Information Report (PIR)

- **Enrollment Information:**
Funded enrollment	588 children
Actual enrollment	701 children

- **Enrollment by Race:**
American Indian/Alaska Native	27
Asian	7
Black or African American	54
Native Hawaiian or other Pacific Islander	2
White	573
Biracial/Multi-racial	38
Other/Unspecified	0

WESD Head Start
2010-11 Program Information Report (PIR)
Health Services Information-Medical

- 688 children had health insurance

- 692 children had an on-going source of continuous accessible health care

- 653 children were up-to-date on a schedule of age-appropriate preventive and primary health care-screenings and physical exams

4

WESD Head Start
2010-11 Program Information Report (PIR)
Dental, Mental Health & Disabilities Services

- 680 children completed a professional dental exam

- Mental health services were made available for 93 children, with 7 children receiving three or more consultations by a mental health professional

- 76 children received special education (IEP) services in Head Start classrooms

WESD Head Start
2010-11 Program Information Report (PIR)
Family Services Information

- 690 families received Head Start services

- 460 parents were employed

- 40 parents were in a job training program or school

- 223 parents had either an advanced degree, a baccalaureate degree or an associate degree, vocational school or some college

5

2009 -10 PIR for Received Family Services

- 330 families received emergency crisis intervention
- 203 families received housing assistance
- 31 families received mental health services
- 194 families received ESL training
- 316 families received adult education assistance
- 477 families received job training assistance
- 11 families received domestic violence services assistance
- 543 families received health education information
- 572 families received parent education information

WESD Head Start
What's Happening

- WESD had full enrollment on the first day of school

- Last year WESD Head Start had 1,325 parent and community volunteers

- The WESD Head Start is beginning preparations for the next Federal Review in January 2013

- Self Assessment Process...

Head Start

Self -Assessment

Ongoing Quality Improvement

The Self-Assessment process provides the program with a method to regularly assess the effectiveness of key management systems regarding the quality of services delivered to Head Start eligible children and families.

1304.51(i)1

▶

1

Key Management Systems

▸ Governance
▸ Planning
▸ Communication
▸ Record Keeping and Reporting
▸ Ongoing Monitoring
▸ Human Resources
▸ Fiscal Management
▸ ERSEA

▸

Federal Review
vs.
Self-Assessment

▸

2

Federal Review

- ▸ Triennial visit by a team evaluators from Region IX

- ▸ Uses a monitoring tool called Monitoring 360*

- ▸ Makes sure programs meet all Head Start Performance Standards with respect to program, administrative, financial management and other requirements

▸

Self-Assessment

- ▸ Annual self monitoring which measures accomplishments, strengths and weaknesses each program year

- ▸ Promotes continuous improvement of service delivery and quality

▸

3

41.

Shared Decision-Making

From the planning to the analyzing of results
for the yearly self-assessment,
Head Start reinforces how program members
engage in shared decision-making.

▶

Self-Assessment is a team

▶ Provides an opportunity for involvement of parents and community stakeholders

▶ Increases staff awareness of how the program is viewed by consumers

▶

4

Self-Assessment utilizes all program information

Programs collect, analyze, review, and incorporate information from multiple sources, including:

▸ Ongoing monitoring data
▸ Program Information Report (PIR)
▸ Child outcome data
▸ Classroom observations
▸ Community assessment

▸

Interpreting Information

▸ Review and analyze information gathered from each Key area
▸ Examine program strengths and accomplishments
▸ Analyze and interpret areas to be strengthened
▸ Display the data in a useful manner
▸ Identify underlying causes and systemic issues
▸ Classify and prioritize issues and concerns

▸

5

Strengthening

Identify resources for program improvement:

▸ Head Start T & TA Network
▸ Internal program resources
▸ Other technical assistance providers
▸ Develop Program Improvement Plans
▸ Evaluate progress

▸

Identifying Strengths

▸ Build upon strengths to develop and support new strategies

▸ Focus on areas that are exceptional and exceed Head Start Performance Standards

▸

6

Report Findings

All monitoring information is presented
to Policy groups, Grantee, parents
and Head Start staff.

▶

WESD Head Start Self-Assessment Plan 2011- 2012

Action	Persons Responsible	Completion date	Resource People	Outcome
1. Provide training to all HS staff regarding the self-assessment process.	HS Director, HS Program Coordinator	February 2012	HS Director, HS Program Coordinator	Staff will receive training on all aspects of program Self –Assessment.
2. Provide Training to the Governing Board and/or Sub-Committee about Self-Assessment	Head Start Director	February 2012	Head Start Director, WESD Administration	Governing Board will receive training on all aspects of program Self – Assessment.
3. Provide training to all HS parents regarding the self-assessment process.	HS Director, HS Program Coordinator, Instructors	February 2012 Policy Comm. Mtg. and Parent Mtgs.	HS Director, HS Program Coordinator, Instructors	Parents will understand and participate in the self-assessment process.
4. Conduct Self-Assessment in all areas of services to children and families.	All Staff	Feb/March 2012	Head Start Director, HS Program Coordinator, Instructors	All program strengths and areas of challenge will be identified.
5. Report findings to Policy Committee, parents, staff and Governing Board	Head Start Director, HS Program Coordinator	April 2012	Head Start Director, HS Program Coordinator, Instructors	All staff, families and WESD Governing Board will have the opportunity to understand an overview of the program.
6. When needed, write a Quality Improvement Plan as a result from findings.	HS Director, HS Program Coordinator, Instructors	April 2012	Head Start Director, HS Program Coordinator, Instructors	All staff will be aware of challenges and strengths in our program service delivery to children and families.
7. Follow up on any compliance areas to improve services provided for children and families.	Head Start Director, HS Program Coordinator, Instructors	Ongoing	Head Start Director, HS Program Coordinator, Instructors, Grantee staff as needed.	Continuous program improvement in all areas of service delivery.

Approved by: _____   Date: _____

46.

WESD Head Start Inicio Auto-evaluación del Plan 2011-2012

Accion	Personas Responsables	Fecha De Terminacion	Personas De Recurso	Resultado
1. Brindar entrenamiento a todo el personal del HS, con respecto al proceso de Auto-Evaluación.	Director de HS, el coordinador del programa HS	Febrero 2012	Director de HS, el coordinador del programa HS	El personal recibirá entrenamiento sobre todos los aspectos de la Auto-Evaluación del programa.
2 Brindar entrenamiento a la Junta de Gobierno y / o Sub-Comité sobre la auto-evaluación.	Director de Head Start	Febrero 2012	Director de Head Start, Administracion WESD	Junta de Gobierno recibirá entrenamiento sobre todos los aspectos de la Auto-Evaluación del programa.
3 Proporcionar entrenamiento a todos los padres de HS sobre el proceso de auto-evaluación.	Director de HS, el coordinador del programa HS, Instructores	Febrero 2012 Junta Committee de Poliza y junta de padres	Director de Head Start, el coordinador del programa HS, Administracion WESD	Padres entenderan y participaran en el proceso de la auto-evaluacion del programa.
4. Conducir Auto-Evaluaciones en todas areas de sevicios a niños y familias.	Todo el personal	Febrero/Marzo 2012	Director de HS, el coordinador del programa HS, Instructores	Todos los puntos fuertes y áreas de desafio seran identificadas.
5. Informe de resultados al Comité de Poliza, los padres, el personal y la Junta de Gobierno.	Director de Head Start, , el coordinador del programa HS	Abril 2012	Director de HS, el coordinador del programa HS, Instructores	Todo personal, familias, y WESD junta de Gobierno tendra la oportunidad de conocer una vision general del programa.
6. Cuando sea necesario, escriba un Plan de Mejorar de Calidad como resultado de conclusiones.	Director de HS, , el coordinador del programa HS, Instructores	Abril 2012	Director de Head Start, Intructores	Todo el personal será consciente de los retos y fortalezas en nuestro programa de prestación de servicios a los niños y las familias.
7. Dar seguimiento a las áreas de cumplimiento para mejorar los servicios prestados a los niños y las familias.	Director de Head Start, el coordinador del programa HS, Instructores	Progresivo	Director de Head Start, el coordinador del programa HS, Instructores, concesionario del personal según sea necesario	Programa de mejoramiento continuo en todas las áreas de prestación de servicios

Approved by: _____   Date: _____

WESD Head Start Program Long- and Short-Range Goals
2011 - 2012

Long-Range Program Goals:

1. To improve connections for children and families to community resources.

2. To create and maintain long-term solutions to neighborhood challenges through community resources and development of collaboration between families and law enforcement organizations, such as Block Watch organizations.

Short-Range Program Goals:

1. To assist in increase presence and participation of parents on school councils; workshops will be made available for Head Start parents during this program year.

2. To assist Head Start families with guidance and discipline education requests; workshops will be made available for Head Start parents during this program year.

Approved by the WESD Head Start Policy Committee on: _____11/15/2011_____.

Approved by WESD Governing Board on: _____.

Submitted by: _____ ____Rebecca Ortega_____.
Policy Committee Chairperson

Objetivos de largo y Corto Plazo del Programa WESD Head Start
2011- 2012

Objetivos de Largo Plazo del Programa:

1. Mejorar las conexiones a los recursos de la comunidad para los niño y las familias.

2. Crear y mantener soluciones a largo plazo para problemas del vecindario a través de recursos de la comunidad y el desarrollo de la colaboración entre las familias y las organizaciones de aplicación de la ley, tales como las organizaciones Block Watch.

Objetivos de Corto Plazo del Programa:

1. Ayudar a aumentar la presencia y participación de los padres en los consejos escolares; talleres seran disponibles para los padres de Head Start durante este año del programa.

2. Ayudar a las familias de Head Start con la solicitud de educación sobre guías disciplina; talleres seran disponibles para los padres de Head Start durante este año escolar.

Approvado por el Comité de Normas WESD Head Start en: _____

Aprovado por el Consejo de Administración WESD: _____

Sometido por: _____
Presidente del Comité de Normas

Head Start Philosophy

Arizona's children reflect the broad differences in racial and cultural heritage, language, health and family situations that constitute the diversity of our great state. Each child's level of preparation and readiness for school also varies greatly depending upon many different factors. Educators and parents recognize that education is a process that begins at birth. The potential for learning encompasses the physical, social, emotional and cognitive development of children.

To ensure that Washington Elementary School District's children are ready for success in school, schools will implement developmentally appropriate teaching and assessment practices, strengthen efforts in parent involvement and professional development for staff, and work with community agencies to provide appropriate and effective services to children and families.

Filosofía de Head Start

Los niños de Arizona reflejan las diferencias anchas en la herencia racial y cultural, el idioma, las situaciones de la salud y la familia que constituyen la diversidad de nuestro gran estado. Cada nivel del niño de la preparación y la prontitud para la escuela varía también dependiendo mucho de muchos factores diferentes. Los educadores y los padres reconocen que la educación es un proceso que empieza al nacer. El potencial para aprender abarca el desarrollo físico, social, emocional y cognoscitivo de los niños.

Para asegurar que los niños del Distrito Escolar Washington estén listos para el éxito en la escuela, las escuelas aplicarán apropiadamente el desarrollo y las prácticas de la enseñanza, evaluación, esfuerzaran la participación de padre y desarrollo profesional para el personal, y trabajar con agencias de la comunidad para proporcionar los servicios apropiados y efectivos a niños y familias.

Approved by the WESD Head Start Policy Committee on _____11/15/2011_____.

Approved by WESD Governing Board on_____.

Submitted by: _____Rebecca Ortega_____.
                    Policy Committee Chairperson

Philosophy final-dhowsden
Updated 11/14/2011

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	X	Action
		X	Discussion
FROM:	Dr. Susan J. Cook, Superintendent		Information
			1st Reading
DATE:	February 23, 2012		

AGENDA ITEM: Structured English Immersion Model Adoption and Budget Submission

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; A.R.S. 15-756

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

The purpose of this agenda item is to present the Structured English Immersion Model(s) and Structured English Immersion budget application. Each district governing board must select one or more Arizona English Language Learner Task Force-approved model(s) for implementation on a school-by-school basis (A.R.S. §15-756.02). A Structured English Immersion (SEI) Model Selection Form must be submitted to the Arizona Department of Education (ADE) for each school. Additionally, an SEI Budget Request Application, indicating a specific amount of incremental monies requested from the Arizona SEI fund, may be submitted. The data that are populated in the budget request forms for the following school year's budget are based on the prior year's data. Therefore, the 2012-2013 SEI budget is based upon 2010-2011 enrollment and English language learner student population data.

In determining the recommendations for the school-by-school SEI model(s) selections, the fluctuating numbers of identified English language learners, the proficiency levels (pre-emergent, emergent, basic and intermediate) of these students, grade level staffing, and grade level configurations were considered. In order to provide the greatest flexibility, a number of options were identified for most schools.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the models (Attachment A) and authorize Mr. Chris Maza, Governing Board President, to execute the documents. It is further recommended that the Governing Board approve the submission of the Structured English Immersion budget application for submission February 24, 2012.

Superintendent

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

Agenda Item III.C.

These include:

- Proficiency sub-level within grade (only available in grades 7 and 8)
- Proficiency sub-level within grade band (only available in grades 7 and 8)
- Overall proficiency level within grade
- Overall proficiency level within grade band
- Overall proficiency level band within grade
- Overall proficiency level band within grade band
- Individual Language Learner Plan (ILLP)- for schools with fewer ELL students at a three grade span

The 2012-2013 recommended model adoptions for each school are attached (Attachment A).

The process leading to the 2012-2013 SEI budget application presented is outlined below.

- September 20, 2011- Verification of the "non-ELL average class size information" and Governing Board class size policies as requested by the ADE. These data reflected the numbers approved by grade level through the budgeting process and IBN recommendations.
- December 19, 2011- Received preliminary Incremental Teacher spreadsheets indicating the number and placement of SEI classrooms based upon the pre-populated data, as well as where ILLP grade levels are located. A total of 30.0 FTE were identified as incremental teachers. Upon review of these spreadsheets and subsequent communication with ADE, twenty-two (22) additional teachers were requested.
- January 18, 2012- Approval of 7.5 additional incremental teachers.
- February 2, 2012- Receipt of revised Incremental Teacher spreadsheets reflecting additions.
- February 8, 2012- Notification of SEI budget application opening February 13, 2012 and closing February 24, 2012.
- February 13, 2012- Review of the school level budget forms pre-populated for the 37.5 incremental teacher FTE agreed upon, including the individual teacher and benefit costs provided by the Department, ($44,336.00 and 11,084.00 respectively), for a total budget of $2,078,250.00. After applying the federal, state, and local funding offsets as indicated on the budget request forms, and despite the Alternate Budget Request Calculation excluding the use of federal funds to the incremental SEI costs, WESD is not eligible for funding from the SEI fund.

The Structured English Immersion (SEI) Rollup Budget Request Form A is attached (Attachment B) for Governing Board review.

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District   **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

> **A.R.S. 15-756.02 A**
> *Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.*

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Abraham Lincoln Traditional School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☐ Overall Proficiency Level within Grade

☐ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☐ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save | Cancel

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

🖶 Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District   **CTDS: 070406000**

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

> **A.R.S. 15-756.02 A**
> *Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.*

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Acacia Elementary School
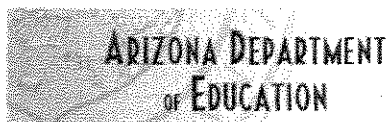
- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- ☐ No ELL students at the time of submission
- ☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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ARIZONA DEPARTMENT
of EDUCATION

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District Name: Washington Elementary School District   **CTDS: 070406000**

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school
-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Alta Vista Elementary School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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ARIZONA DEPARTMENT of EDUCATION

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District Name: **Washington Elementary School District**   **CTDS:** 070406000

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Arroyo School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Cactus Wren Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
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District Name:	Washington Elementary School District **CTDS:** 070406000
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Phone:	602-347-2020

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   SCHOOL: Chaparral Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Cholla Middle School

☑ Proficiency Sub-level within Grade

☑ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Desert Foothills Middle School

- ☑ Proficiency Sub-level within Grade
- ☑ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
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ARIZONA DEPARTMENT of EDUCATION

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Logon User: scook **District Name:** Washington Elementary School District

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Desert View Elementary School

☐ Proficiency Sub-level within Grade
☐ Proficiency Sub-level within Grade Band
☑ Overall Proficiency Level within Grade
☑ Overall Proficiency Level within Grade Band
☑ Overall Proficiency Level Band within Grade
☑ Overall Proficiency Level Band within Grade Band
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ARIZONA DEPARTMENT OF EDUCATION

DISTRICT Home   Model Adoption Forms   SCHOOL Incremental Budget   DISTRICT Incremental Budget   DISTRICT Rollup Budget   Help/Instructions   Exit

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Ironwood Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
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ARIZONA DEPARTMENT OF EDUCATION

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District Name:	Washington Elementary School District	**CTDS:** 070406000
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** John Jacobs Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
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Save | Cancel

ARIZONA DEPARTMENT of EDUCATION

DISTRICT Home   Model Adoption Forms   SCHOOL Incremental Budget   DISTRICT Incremental Budget   DISTRICT Rollup Budget   Help/Instructions   Exit

Logon User: scook **District Name:** Washington Elementary School District

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Lakeview Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Lookout Mountain School

☐ Proficiency Sub-level within Grade
☐ Proficiency Sub-level within Grade Band
☐ Overall Proficiency Level within Grade
☐ Overall Proficiency Level within Grade Band
☐ Overall Proficiency Level Band within Grade
☐ Overall Proficiency Level Band within Grade Band
☐ Itinerant Teacher
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Manzanita Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Maryland Elementary School

- ☑ Proficiency Sub-level within Grade
- ☑ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Moon Mountain School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
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ARIZONA DEPARTMENT of EDUCATION

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Mountain Sky Middle School

☑ Proficiency Sub-level within Grade
☑ Proficiency Sub-level within Grade Band
☑ Overall Proficiency Level within Grade
☑ Overall Proficiency Level within Grade Band
☑ Overall Proficiency Level Band within Grade
☑ Overall Proficiency Level Band within Grade Band
☐ Itinerant Teacher
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   SCHOOL: Mountain View Elementary School

- ☑ Proficiency Sub-level within Grade
- ☑ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Ocotillo School

☐ Proficiency Sub-level within Grade
☐ Proficiency Sub-level within Grade Band
☑ Overall Proficiency Level within Grade
☑ Overall Proficiency Level within Grade Band
☑ Overall Proficiency Level Band within Grade
☑ Overall Proficiency Level Band within Grade Band
☐ Itinerant Teacher
☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
☐ No ELL students at the time of submission
☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save   Cancel

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

🖶 **Print**

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District   **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A
Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Orangewood Elementary School

☑ Proficiency Sub-level within Grade
☑ Proficiency Sub-level within Grade Band
☑ Overall Proficiency Level within Grade
☑ Overall Proficiency Level within Grade Band
☑ Overall Proficiency Level Band within Grade
☑ Overall Proficiency Level Band within Grade Band
☐ Itinerant Teacher
☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
☐ No ELL students at the time of submission
☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save   Cancel

ARIZONA DEPARTMENT
of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District   **CTDS: 070406000**

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   SCHOOL: Palo Verde Middle School

☑ Proficiency Sub-level within Grade

☑ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save | Cancel

ARIZONA DEPARTMENT
of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

⌲ Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name:	**Washington Elementary School District**	**CTDS: 070406000**
Contact Name:	Janet Sullivan	
Email:	Janet.Sullivan@wesdschools.org	
Phone:	602-347-2820	

> *A.R.S. 15-756.02 A*
> *Each school district governing board and each governing body of a charter*
> *school shall select one or more of the Task Force approved models for*
> *structured English immersion for implementation on a school-by-school basis.*

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Richard E Miller School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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Date Alternate Model was approved by ADE as compliant:

Save	Cancel

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: **Washington Elementary School District**   **CTDS: 070406000**

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

> **A.R.S. 15-756.02 A**
> *Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.*

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Roadrunner Elementary School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save   Cancel

ARIZONA DEPARTMENT OF EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

🖶 **Print**

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: **Washington Elementary School District**   **CTDS: 070406000**

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

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Each school district governing board and each governing body of a charter
school shall select one or more of the Task Force approved models for
structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Royal Palm Middle School

- ☑ Proficiency Sub-level within Grade
- ☑ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- ☐ No ELL students at the time of submission
- ☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

| Save | Cancel |

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

*Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name:	**Washington Elementary School District** **CTDS: 070406000**
Contact Name:	Janet Sullivan
Email:	Janet.Sullivan@wesdschools.org
Phone:	602-347-2820

A.R.S. 15-756.02 A
Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Sahuaro School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

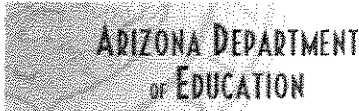☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save | Cancel

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: **Washington Elementary School District**   **CTDS: 070406000**

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A
Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Shaw Butte School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☑ Overall Proficiency Level within Grade
- ☑ Overall Proficiency Level within Grade Band
- ☑ Overall Proficiency Level Band within Grade
- ☑ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- ☐ No ELL students at the time of submission
- ☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save | Cancel

ARIZONA DEPARTMENT of EDUCATION

DISTRICT Home   Model Adoption Forms   SCHOOL Incremental Budget   DISTRICT Incremental Budget   DISTRICT Rollup Budget   Help/Instructions   Exit

Logon User: scook **District Name:** Washington Elementary School District

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name:	**Washington Elementary School District**	**CTDS:** 070406000
Contact Name:	Janet Sullivan	
Email:	Janet.Sullivan@wesdschools.org	
Phone:	602-347-2820	

> **A.R.S. 15-756.02 A**
> **Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.**

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Sunburst School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☐ Overall Proficiency Level within Grade

☐ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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Date Alternate Model was approved by ADE as compliant:

Save   Cancel

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name:	**Washington Elementary School District**	**CTDS:** 070406000
Contact Name:	Janet Sullivan	
Email:	Janet.Sullivan@wesdschools.org	
Phone:	602-347-2820	

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Sunnyslope Elementary School

- [x] Proficiency Sub-level within Grade
- [x] Proficiency Sub-level within Grade Band
- [x] Overall Proficiency Level within Grade
- [x] Overall Proficiency Level within Grade Band
- [x] Overall Proficiency Level Band within Grade
- [x] Overall Proficiency Level Band within Grade Band
- [ ] Itinerant Teacher
- [x] Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- [ ] No ELL students at the time of submission
- [ ] Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:

Save   Cancel

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name:	**Washington Elementary School District**	**CTDS: 070406000**
Contact Name:	Janet Sullivan	
Email:	Janet.Sullivan@wesdschools.org	
Phone:	602-347-2820	

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Sunset School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☐ Overall Proficiency Level within Grade

☐ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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Date Alternate Model was approved by ADE as compliant:

Save | Cancel

ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: **Washington Elementary School District**   **CTDS: 070406000**

Contact Name: Janet Sullivan

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   SCHOOL: Sweetwater School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☐ Overall Proficiency Level within Grade

☐ Overall Proficiency Level within Grade Band

☐ Overall Proficiency Level Band within Grade

☐ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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Date Alternate Model was approved by ADE as compliant:

Save   Cancel

ARIZONA DEPARTMENT OF EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

📌 Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name:	**Washington Elementary School District**	**CTDS: 070406000**

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   SCHOOL: Tumbleweed Elementary School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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ARIZONA DEPARTMENT of EDUCATION

Logon User: scook **District Name:** Washington Elementary School District

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District Name: **Washington Elementary School District**   **CTDS:** 070406000

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply)   **SCHOOL:** Washington Elementary School

☐ Proficiency Sub-level within Grade

☐ Proficiency Sub-level within Grade Band

☑ Overall Proficiency Level within Grade

☑ Overall Proficiency Level within Grade Band

☑ Overall Proficiency Level Band within Grade

☑ Overall Proficiency Level Band within Grade Band

☐ Itinerant Teacher

☑ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span

☐ No ELL students at the time of submission

☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

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Date Alternate Model was approved by ADE as compliant:

Save   Cancel

ROLLUP BUDGET

Structured English Immersion (SEI) BUDGET Request Form A

A lawsuit involving the funding of the education of English language Learners, Miriam Flores et al., is presently on appeal. Depending on the outcome of that case, the amount of monies available from the State for teaching English Language Learners (ELL) may change.

For the purpose of this (A) MODEL REQUIRED INCREMENTAL COSTS form, the "all students counts are based on the 100th Day Attending ADM Count for the prior school year. For the purpose of this (A) MODEL REQUIRED INCREMENTAL COSTS the English Language Learner counts are based on the previous year data from the SdELL-72 report compiled by the Arizona Department of Education on August 15. There are no exceptions to these data points.

Entity: Washington Elementary School District   **CTDS: 070406000**

Contact Name: Janet Sullivan

E-mail: janet.sullivan@wesdschools.org

Phone: 602-347-2820

(A) MODEL REQUIRED INCREMENTAL COSTS

Submitted costs must be compliant with the "cost efficient" requirement of the "SEI" models stated in 15-756.01 (D).

15-756.01 H: The Task Force shall establish procedures for school districts and charter schools to determine the incremental costs for implementation of the research based models of structured English immersion developed by the Task Force.

15-756.01 L 2: "Incremental Costs" means costs that are associated with a structured English immersion program pursuant to section 15-752 or a program pursuant to section 15-753 and that are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English proficient students or compensatory instruction.

Instruction	Incremental Cost
1 - Incremental Teacher Salaries: Incremental teachers are required to meet the English Language Learners (ELL) Task Force model requirements, as per ARS 15-756.01. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by the current statewide average teacher salary from the prior year for each teacher. If a teacher is not on LEA direct contract, the expenses associated with that teacher should be listed on line 3 and not be included on this line or line 2. Function Code:/Instruction , Object Code: 6100 & 6150/Salaries	$1,662,600.00
2 - Incremental Teacher Benefits: Benefits for the incremental teachers may include Retirement, Social Security Contributions, Unemployment Insurance, Workers' Compensation and health care coverage. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by 25% of the current statewide average teacher salary for the prior year for each teacher. Function Code:/Instruction , Object Code: 6210, 6220, 6230, 6240, 6250, 6260 & 6270/Benefits	$415,650.00
3 - Teacher Professional Services: For Charter School and contract teachers in lieu of lines 1 & 2: Incremental teaching staff that provides instructional services. If a teacher is on LEA direct contract, the expenses associated with that teacher should be listed on lines 1 and 2 and not included on this line. The costs allowed per teacher, for teacher professional services, must not exceed the statewide average teacher salary plus 25% for benefits. Function Code: Object Code: 6300	$0.00
4 - Explanation/Justification (1000 character max)	

Curriculum

5 - Textbooks, Instructional Aids & Assessments: Costs prohibited from being included as incremental costs of implementing the SEI models include capital expenses, facilities costs, and computers. Costs permitted to be included are incremental costs of materials, supply and classroom assessment costs that are for materials used in actual classroom instruction and are: 1.) Required for cost efficient implementation of models and 2.) In addition to the normal costs of providing textbooks, instructional aids, and assessments for English proficient students and 3.) Aligned to K-12 English Proficiency Standards and the DSI. Classroom assessments are defined as English language proficiency formulative assessments, which are to be administered for the purpose of monitoring learning, focusing instruction and providing immediate feedback to the teacher and student during the learning process. Costs for the AZELLA may not be included. Function Code:/Instruction, Object Code: 6642/Text Books; 6643/Instructional aids	$0.00
6 - Explanation/Justification (1000 character max)	

Transportation

7 - Transportation for Staff Between Classroom Sites for the SEI/ELD Program: If the model adopted requires the use of an itinerant teacher to service more than one site, funding for mileage is an allowable expense based on these standards. Function Code: 2500 , Object Code: 6580/Meals, Hotel, Mileage; 6626/Gasoline costs (for District/ Charter vehicle)	$0.00
8 - Explanation/Justification (1000 character max)	

Training Expenses

9 - Travel expenses for training administrators: Administrators may be required to travel to attend training in the SEI Models or the DSI. Standard state mileage, lodging, meals and incidental expenses are allowable expenses. Only training provided by, or approved by the Arizona Department of Education (ADE) is eligible. ADE will require names and attendance dates. Proof of registration and attendance is required for reimbursement and must be on file in the school district or charter holder office. Costs for in-state travel are limited to authorized items and limits on individual expenses based on Arizona Department of Administration stated travel policies. Reimbursement claim forms must be on file in the school district or charter holder office. Function Code: 2500 Object Code: 6580/Meals, Hotel, Mileage; 6626/Gasoline costs (for District/Charter vehicle)	$0.00
10 - Travel expenses for training teachers: Teachers may be required to travel to attend training in the SEI models or the DSI standard state mileage, lodging, meals and incidental expenses are allowable expenses. Only training provided by, or approved by, the Arizona Department of Education is eligible. ADE will require names and attendance dates. Proof of registration and attendance is required for reimbursement and must be on file in the school district or charter holder office. Costs for in state travel are limited to authorized items and limits on individual expenses based on Arizona Department of Administration stated travel policies. Reimbursement claim forms must be on file in the school district or charter holder office. Function Code: 2200, Object Code: 6580/Meals, Hotel, Mileage; 6626/Gasoline costs (for District vehicle)	$0.00
11 - Teacher stipend for non-school day, non-school year training: A stipend paid to teachers that attend SEI model or DSI required training that occurs outside the regular school day or school year is an allowable expense. Only training provided by, or approved by, the Arizona Department of Education is eligible. ADE will require names and attendance dates. Proof of registration and attendance is required and must be on file in the school district or charter holder office. The stipend must be provided in a manner that is compliant with the "cost efficient" requirement of the SEI models as stated in 15-756.01(D). Function Code: 2200 , Object Code: 6110 & 6150	$0.00

			$0.00
12 - Classroom Substitutes: The cost to provide a substitute while a teacher is attending authorized training in the SEI models and the DSI is allowed. Only training provided by, or approved by the Arizona Department of Education is eligible. ADE will require teacher names and attendance dates. Proof of registration and attendance at the training, and support documentation of the substitute is required, and must be on the file in the school district or charter holder office. Function Code: 2200 , Object Code: 6113 & 6153			

13 - Explanation/Justification (1000 character max)

			$0.00
14/15 - Other Expenses: Other expenses that are required to implement the SEI models. Detailed itemization and justification regarding the necessity of the items are required for any costs listed as "other". All expenses must be for model-required incremental costs and must be compliant with the "cost efficient" requirement of the SEI models as stated in 15-756.01(D). Function Code: 2200 Object Code: 6113 & 6153			

16 - Explanation/Justification (1000 character max)

Total:	**$2,078,250.00**

Structured English Immersion (SEI) BUDGET Request Forms B & C

(B) OFFSETS

This form is submitted only at the School District or Charter level.

For the purpose of this Part B OFFSETS form except for any noted exceptions, revenue amounts are based on the previous fiscal year.

For the purpose of this Part B OFFSETS form the ELL student count required by this form is the count in SAIS (ELLS28-1 report) as of 9/1.

The offsets arer provided per 15-756.01, "Not withstanding any other law, the maximum amount of the budget request shall be incremental costs of the models selected offset by the following monies:"

FEDERAL FUNDS

NOTE: Any requested changes to the form's pre-populated numbers require a request for modification be submitted on the Offset Variance report (Part D).	Total Funds	ELL population as a % of qualified population	Offset Amount
18 - Title I: The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS 15-756.01, sub-section 1, 2.)	$8,698,166.39	19.00%	$1,614,750.48
19 - Title II-A: The portion of TITLE II-A monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS 15-756.01, sub section 1, 2.)	$1,432,065.54	18.00%	$254,897.79
20 - Title III: All Federal TITLE III monies and any other federal monies designated soley for the educational needs of the English Language Learners. (As per ARS-756.01, sub-section I,1.)	$1,073,696.00	100.00%	$1,073,696.00
21 - Impact Aid: The portion of impact aid monies determined by the English Language learner population as a percentage of the qualified population. A school district or charter holder shall only apply unexpended impact aid monies to English Language Learner programs after it has applied its impact aid monies for other allowable uses as permitted by state law. (As per ARS 15-756.01, sub-section I, 3.)	$0.00	15.00%	$0.00
22 - Total Federal Fund Offsets:			$2,943,344.28
State and Local Funds			

23 - Desegregation Funding: The portion of desegregation monies levied pursuant to ARS 15-910 determined by the English Language Learner population as a percentage of the qualified population. (As per ARS 15-756.01, sub-section I,4.)	$6,342,929.00	15.00%	$934,916.04
24 - ELL "Group B Weight": The ELL support level weight prescribed in ARS 15-943. (As per ARS 15-756.01, sub-section I,5.)	$1,404,870.29	100.00%	$1,404,870.29
25 - Total State and Local Funding Offsets (Add lines 23 & 24):			$2,339,786.33

(C) BUDGET REQUEST

15-756.01 J. The difference calculated pursuant to section 15-756.03 for monies from the Arizona structured English Immersion fund established by section 15-756.04. Beginning July 15, 2008, school districts and charter schools shall not include the incremental costs of any pupil who is classified as an English Language learner after July 1 2007 and who has been classified as an English Language Learner for more than two years in the calculation of the school district's or charter school's Structured English Immersion budget request. (As per ARAS 15-756.01, sub-section J).	
26 - Total Incremental Costs of the models (from line 17):	$2,078,250.00
27 - Total Federal, State and Local Funding Offsets (Add lines 22 & 25):	$5,283,130.61
28 - Budget Request (Subtract line 27 from line 26):	$0.00

(C) ALTERNATE BUDGET REQUEST CALCULATION

29 - Total Incremental Costs of the models (from line 17):	$2,078,250.00
30 - Selected Federal, State, and Local Funding Offsets (Line 25):	$2,339,786.33
31 - Alternate Budget Request Calculation (Subtract line 30 from line 29):	$0.00

1 ADE percentage calculated by dividing the number of ELL students by the NCLB Title I eligible count as of 9/1 for the previous fiscal year.
2 Funding is based on the allocation from the previous fiscal year.
3 ADE percentage calculated by dividing the number of ELL students by the 100 day ADM for the previous year.
4 ADE offset calculated by multiplying qualified impact aid funds for the previous year by ELL population as a % of the qualified population.
5 ADE percentage calculated by dividing the number of ELL students by the 100 day ADM for the previous year.
6 ADE calculated by multiplying total district desegregation funding for the previous year by the ELL population as a % of the qualified population.
7 Funding is based on the number of ELL students utilizing funding multiplier provided by ADE School Finance.
8 ADE calculation is the number of ELL students divided by (.8(NCLB Title I eligible count as of 9/1 for the previous fiscal year) + .2(100 day ADM for the previous year)).
ear)).

(D) OFFSET VARIANCE REPORT

In the event that a School District or Charter Holder disagrees with the pre-populated amounts listed on lines 18-24 of the Part (B) Offsets form, the School district or Charter Holder must provide a detailed explanation/justification on this form.
FEDERAL FUNDS
18 - Title I: The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS 15-756.01, sub section I, 2.) EXPLANATION/JUSTIFICATION: (1000 character max)
19 - Title II-A: The portion of TITLE II-A monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS 15-756.01, sub-section I, 2.) EXPLANATION/JUSTIFICATION: (1000 character max)
20 - Title III: All Federal TITLE III monies and any other federal monies designated solely for the educational needs of English Language Learners. (As per ARS 15-756.01, sub-section I, 1.) EXPLANATION/JUSTIFICATION: (1000 character max)
21 - Impact AID: The portion of impact aid monies determined by the English language learner population as a percentage of the qualified population. A school district or charter holder shall only apply unexpended impact and monies to English Language Learner programs after it has applied its impact aid monies for other allowable uses as permitted by state law. (As per ARS 15-756.01, sub-section I, 3). EXPLANATION/JUSTIFICATION: (1000 character max)

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STATE AND LOCAL FUNDS

23 - Desegregation Funding: The portion of desegregation monies levied pursuant to ARS 15-910 determined by the English Language Learner population as a percentage of the qualified population. EXPLANATION/JUSTIFICATION: (1000 character max)

24 - ELL "Group B Weight": The ELL support level weight prescribed in ARS 15-943. EXPLANATION/JUSTIFICATION: (1000 character max)

(E) ATTESTATION

Contact Name: Janet Sullivan

Phone: 602-347-2820

E-mail: janet.sullivan@wesdschools.org

ARS 15-756.03 B states that "Each school district or charter school structured English Immersion Budget Request shall include the signature of the superintendent of the school district and the chief financial officer of the school district or the principal of the charter school and the chief financial officer of the charter school that certifies that the information in the budget request is true to the best of that person's knowledge and has been calculated in accordance with the form prescribed in section 15-756.01, subsection I and that monies from the Arizona Structured English Immersion Fund established by section 15-756.04 will not be used to supplant any federal, state or local monies, including desegregation monies levied pursuant to section 15-910, used for English language learners that were budgeted for English language learners as of February 23, 2006.

Your signatures below certify that detailed records will be retained and made available for audit upon request.

I certify that:

  1.) The information in the budget request is true to the best of my knowledge, and has been calculated in accordance with the form prescribed in section 15-756.01, subsection I; and,

  2.) The monies from the Arizona Structured English Immersion fund established by section 15-756.04 will not be used to supplant any federal, state or local monies, including desegregation monies levied pursuant to section 15-910, used for English language Learners as of February 23, 2006; and,

  3.) Instructional materials used for English language development of English Language Learners are aligned with the Arizona English Language Proficiency Standards and the Discreet Skills Inventory.

School District Superintendent/Charter School Principal (e-signature)   Date:

"I hereby attest that to the best of my knowledge this budget request complies with A.R.S. 15-756.03 B.

School District/Charter School Chief Financial Officer (e-signature)   Date:

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89.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board
FROM:	Dr. Susan J. Cook, Superintendent
DATE:	February 23, 2012
AGENDA ITEM:	Review of 2010-2011 Single Audit

	Action
X	Discussion
X	Information
	1st Reading

INITIATED BY:	Cathy Thompson, Director of Business Services	SUBMITTED BY:	Cathy Thompson, Director of Business Services

PRESENTER AT GOVERNING BOARD MEETING: Dennis Osuch, CliftonLarsonAllen

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Washington Elementary School District exceeds the threshold of federal award expenditures set forth in OMB Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and is required to obtain an annual single audit.

Dennis Osuch from the auditing firm of CliftonLarsonAllen will present a summary of the audit performed on activity during the 2010-2011 fiscal year. He will answer questions that the Governing Board might have regarding this audit.
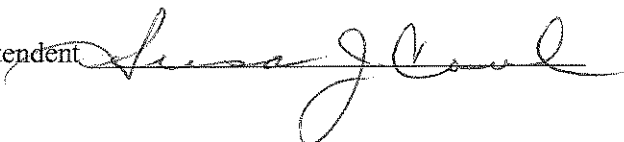
Copies of the Single Audit, USFR Questionnaire, and the Comprehensive Annual Financial Report have been provided to Governing Board members for review prior to the meeting.

LeeAnn Gallagher, Internal Auditor for the District, will also be available if the Governing Board has questions about action being taken in reference to findings that the external auditors have identified.

SUMMARY AND RECOMMENDATION

No action required.

Superintendent

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

Agenda Item IV.A.

TO:	Governing Board	Action
		X Discussion
FROM:	Dr. Susan J. Cook, Superintendent	X Information
		1st Reading
DATE:	February 23, 2012	

AGENDA ITEM: Choosing Cholla Committee Update

INITIATED BY: Dr. Susan J. Cook, Superintendent   SUBMITTED BY: Dr. Susan J. Cook, Superintendent

PRESENTER AT GOVERNING BOARD MEETING: Tracey Beal, Arizona State University/Urban Plunge; Phil Garitson, Cholla Principal; Members of the Choosing Cholla Committee; Sue Snyder, Director of Organizational Development

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, IGD

SUPPORTING DATA   Funding Source: N/A
Budgeted: N/A

The Choosing Cholla committee was formed during November 2011 for the purpose of researching strategies that could be implemented to promote increased student enrollment at Cholla Middle School. The group was further charged with applying Washington Elementary School District's decision-making protocol in developing and presenting a consensus recommendation regarding such implementation to the Superintendent and Governing Board.
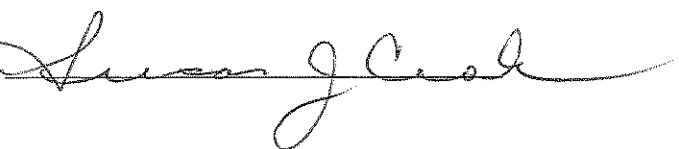
Based on both anecdotal information and quantitative survey results, committee members have determined that many prospective students and their parents harbor significant misconceptions about Cholla. In addition to their unsubstantiated concerns regarding widespread drug use, gang presence, etc. on campus, they tend to be unaware of the quality programs, staff and students at the school. In considering options to address this issue, committee members recognize the need to develop and implement a robust and comprehensive campaign to market Cholla. While production of a marketing video and related print material can be very effective toward this end, there must also be opportunities for positive interactions to occur between school personnel and community members.

Cholla's declining enrollment is attributable, in part, to competition from North Pointe Preparatory, a nearby charter school. Committee members have brainstormed options to address this "competition," including renaming academic classes based on the specific subject area focus, e.g., *biology* rather than *7th grade science*. In addition to being more

SUMMARY AND RECOMMENDATION

No action required.

Superintendent _____

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

Agenda Item IV.B.

descriptive, such designations connote a more sophisticated course of study. Another option would enable students to participate in an end-of-school-day enrichment class of their choice. This proposed opportunity supports middle school students' increased need for both independence and meaningful interactions with non-parental adults. It also encourages students to explore their talents and abilities while generating interest and motivation.

Choosing Cholla committee members are seeking to address their school's declining enrollment in a proactive manner. While they are realistic about the challenges they face, they are also cognizant of their school's many strengths. This unique outlook prompted organizers of the Urban Plunge Immersion Experience to select Cholla Middle School to be the focus of their community service endeavors. Their planned projects, which include beautification of Cholla's campus, will contribute to the school's efforts to attract and retain students.

Tracey Beal, Urban Plunge, and members of the Choosing Cholla committee will present an update of their collective efforts on behalf of Cholla Middle School.

<u>**Choosing Cholla Committee Update**</u>

I. Identify the issue from the perspective of involved stakeholders.

<u>**Issue:**</u>

Cholla Middle School's average daily membership (ADM) declined by 16.2 percent between the 2008-2009 school year and the 2010-2011 school year. During the same period, the 7th and 8th grade ADM at North Pointe Preparatory, a charter school located approximately two miles northwest of Cholla, *increased* by 16.5 percent. Cholla's ADM is expected to decline even further when one of its feeder schools, Arroyo Elementary, begins transitioning from a K-6 to a K-8 grade configuration next school year.

Cholla's administrators, Principal Phil Garitson and Assistant Principal Tim Woodward, recognize that the school's ADM concerns must be addressed if the school and its students are to thrive. They have spearheaded this effort by organizing the Choosing Cholla committee. The committee's purpose is to research methods, techniques and/or programs that could be implemented to promote increased enrollment at Cholla and to apply the District's decision-making process to develop a consensus recommendation for presentation to the Governing Board.

<u>**Involved Stakeholders:**</u>

Members have met six times since the Choosing Cholla committee was organized in November 2011. In addition to the school's site administrators, the group includes eight certified staff members and one parent who is also a classified employee at the school. Additionally, Director of Communication Services Carol Donaldson serves on the committee, sharing her public relations, marketing and branding expertise. The list of involved stakeholders is included as *Attachment A*.

II. Identify the options or alternatives that address the issue, including an option to maintain the status quo, utilizing the efficient and sufficient use of research and data. For each option, identify advantages and disadvantages.

<u>**Research/Data:**</u>

- *Urban Plunge*
  In early November 2011, WESD Community Outreach Specialist Jill Hicks identified Urban Plunge Immersion Experience as possible sources of community support for Cholla. Urban Plunge is an effort involving Arizona State University, Young Life College and local faith-based, business and nonprofit organizations that collaboratively engage in service activities on behalf of a selected high-need urban community. In light of both its challenges and assets, the Cholla Middle School community was chosen as this year's Urban Plunge partner and service recipient.

  While the Urban Plunge initiative is distinct from the endeavors of Choosing Cholla, its goals and projects align with and support the committee's purpose.

  Additional information about Urban Plunge, including the results of a related Cholla teacher survey, is provided as *Attachment B*.

- *Interest-Based Approach*
  Choosing Cholla committee members applied an interest-based approach in considering possible strategies to increase enrollment at the school.

  Research that was conducted during the process, including a survey of 5th and 6th grade students at Cholla's feeder schools, is included as **Attachment C**.

  - o **Story:** *the subject of discussion; the problem to be solved.* The following are story details that committee members offered to explain the issue under consideration:
    - Great staff whose abilities are undersold
    - Diverse student body; however, opportunities for culturally diverse extracurricular activities lacking
    - Quality instruction
    - Wide range of education offered to students; students' needs are being met
    - Energetic students, many of whom are involved in extracurricular activities
    - FLEX center for highly gifted middle school students located on campus
    - Advanced reading offered
    - Fine arts offered
    - Many after-school offerings through the 21st Century program
    - Administration does what is best for kids
    - Middle school myth exists; perception that middle schools are rampant with gangs, fights, drugs and sex
    - Availability of school choices
    - Depressed housing market; people in community losing homes, particularly in 85029 zip code
    - Cholla losing kids to North Pointe Preparatory
      - Details about North Pointe
        - o Attractive Web site
        - o Students must pass entrance exam to attend
        - o Less diverse student population than Cholla
        - o Stricter discipline
        - o No band or orchestra
      - Many students leave WESD to attend North Pointe for middle school, then attend high school in Glendale Union High School District
    - No baseball or football clubs at Cholla
    - Alternative education program on Cholla's campus creates negative perception
    - Doing less now than in the past to bring community into Cholla
    - "Cholla After Dark" no longer exists
    - Used to have good relationship with Moon Valley High School
    - Some employees say parents won't attend events at Cholla
    - Some students have negative perception of Cholla; lack of school pride
    - Used to have community service projects with Block Watch, etc.
    - Students in and out of Cholla so quickly – two years
    - With greater accountability, less school spirit related activities
    - Special areas, e.g., choir, band, still build programs with parents; parents work collaboratively in special areas
    - Teachers work individually, but not collectively, to build school spirit.
    - So many expectations already for teachers; transforming Cholla will require more work; will require paradigm shift
    - Tend to share positive culture within school but not outside of school
    - Cholla didn't make AYP.

- All of Cholla's teachers are highly qualified.
- Cholla and WESD have articulation with Glendale Union High School District
- Cholla students are represented well in local high schools as leaders, participants in school activities, etc.

- **Interests**: *the concerns, needs or desires underlying an issue.* Committee members identified the following interests:
  - Keep jobs.
  - Increase enrollment.
  - Keep kids at Cholla.
  - Make Cholla a better place.
  - Give kids a great education.
  - Promote/sell what Cholla and its staff do.
  - Make Cholla part of the community.
  - Engage all stakeholders.
  - Provide more choice within Cholla.

- **Criteria**: *other look fors, considerations or standards according to which options are evaluated.* Committee members identified the following additional criteria:
  - Funding availability/limitations
  - Laws/policies
  - Allocation of staff to handle proposed options
  - Time
  - Parity with other schools' programs

- **Options**: *ways of addressing interests, stated as potential solutions.* Committee members brainstormed the following options as possible methods, techniques and/or programs that could be implemented to promote increased enrollment at Cholla:
  - Extended lunch or homeroom period (moved to end of the day) for student enrichment activities, e.g., yoga, theater
    - Teachers would have option to teach what they want during period, as long as standards-based
    - Except for those in detention and those requiring academic intervention, students would choose activity in which to participate
    - Would provide additional elective (choice) for students
    - Would encourage academic achievement since students who require extra help would have study hall in lieu of extra elective
    - Would require teacher buy-in
    - Suggest trying on limited basis, perhaps on Fridays
    - Enrichment activities could be offered on per-quarter or per-semester basis
    - Program was successfully implemented at Adlai Stevenson High School in Chicago area
  - Math/science magnet school
    - Currently have some diversity within Cholla math program; could add more math options and more science options
    - Program was successfully implemented at Booth-Fickett Math-Science Magnet School in Tucson Unified School District
    - Variation of option would be to rename math, science and potentially all academic courses to reflect the specific type of math, e.g., algebra, geometry, science, e.g., biology, chemistry, etc. being taught

- Would entail repackaging course offerings rather than changing curriculum
- Would serve as marketing technique
- Class offerings could change on quarterly basis
- Performing arts magnet school
- Any magnet school
- Robotics
- Foreign language
- Cholla marketing video – "What's Great About Cholla"
  - Possibly created by Cholla students
  - Include Cholla parents
  - Include former Cholla students now in high school
  - Ask for help from Media Services Coordinator Paul Askew
- Develop Cholla Web site
- Do better job of marketing FLEX center
- Increased teacher salaries
- Expand extracurricular activities
- Life skills option – money, time management
- Students Against Destructive Decisions
- Community service
- Grade configuration change to 6-8
- Business/culinary program
- True middle school model: teaming, blocks
- Enhance connections between Cholla and feeder schools, and between Cholla and Moon Valley High School
  - Shadowing
  - Pen pals
  - Mentoring
  - Phil and Tim to attend assemblies at feeder schools
  - Future Cholla Night for 6th graders and parents
  - Invite feeder school parents to do walk-throughs at Cholla
  - Prepare "What Makes a Good School Great" checklist; distribute to feeder school parents to use when shopping for middle school
- Health education
- Spirit committee
- Sports banners in gym
- New paint; campus beautification
- Address unappealing view of chain-link fence (paint mural?)
- Bridge Builders
  - Team building
  - Motivational activities

- **Evaluation of Options:** Using a criterion matrix *(Attachment D),* committee members evaluated each of the brainstormed options against the interests and other criteria they had generated.
  - Before proceeding, however, some preliminary actions were taken:
    - Eliminated criteria that members agreed were not relevant
    - Eliminated options that members agreed were not feasible
    - Identified options that were to be handled outside of Choosing Cholla committee

- Identified options that could be combined
  - Remaining options were scored, with the following consensus results:
    - End-of-day student enrichment activities: 34 points
    - Repackaging math, science and other course offerings: 27 points
    - Performing arts magnet school (school within school): 28 points
    - Marketing video: 32 points
    - Better job of marketing FLEX, as well as gifted/talented, accelerated: 33 points
    - Expand extracurricular activities: 30 points
    - True middle school model: teaming, blocks: 24.5 points

- **Further Evaluation of Options: Advantages and Disadvantages, Including Cost Considerations**

  - *Short-term Projects*

    - Option A: Repackaging Cholla's math and science offerings

Advantages	Disadvantages
More reflective, descriptive of subject being taught	Could result in inconsistencies in course offerings across the District
Marketing advantages; parents and students likely to find "biology" more appealing than "7th grade science"	Some teachers might perceive this as opportunity to emphasize some standards at the expense of others
Could change course offerings on quarterly basis	
Would highlight diversity of course offerings	
Could be applied to all academic courses, not just math and science	
If approved, could be highlighted in marketing video	
Would not involve curriculum changes	
Virtually no extra cost to implement	

    - Option B: Cholla marketing video

Advantages	Disadvantages
Opportunity to highlight positive aspects of school	If it is to be presented to feeder school 6th graders, will have to be completed quickly
Opportunity to dispel middle school myths	Represents an additional project for Media Services Coordinator Paul Askew
Could be shown to students, parents, even prospective staff members	
Possibly include brief interviews with former Cholla students who have experienced success in high school, college, etc.	
Since video to be produced in-house,	

virtually no extra costs	

- Option C: Better job of marketing FLEX center and all gifted/talented/accelerated services at Cholla

Advantages	Disadvantages
Opportunity to increase student/parent/community awareness regarding diversity of course offerings	Concern about promoting FLEX center because District does not offer transportation
Could promote heightened perception of Cholla students as academically successful	Successful FLEX center marketing campaign might require District level involvement since FLEX is District-wide program housed on Cholla campus
Could highlight accelerated classes in marketing video	
Marketing of accelerated classes could be accomplished at very nominal expense	

- **Long-term Projects**

  - Option D: End-of-day enrichment activities

Advantages	Disadvantages
Would provide more elective-type options for students	Significant program planning will be required
Would provide additional opportunity for students who require academic intervention to receive it; could motivate those students to achieve in order to participate in enrichment activities	Will require teacher buy-in; some teachers may resent having to prepare for and teach an extra class, even though it will not be a full-period class
Would provide opportunity for teachers to teach something they enjoy, are passionate about	Would likely not be able to consider classes that require special materials due to budget limitations, e.g., robotics
Most feasible time for enrichment would be at end of day – create "half period" by shortening homeroom period significantly and shaving off a small amount of time from each class period; would still meet legislated time requirements	

  - Option E: Performing arts magnet school (school within school)

Advantages	Disadvantages
Could draw students to Cholla who might otherwise consider North Pointe	Given complex logistics and anticipated prohibitive cost, not likely to be approved/implemented for 2012-

	2013
Could enhance the already strong fine arts program at Cholla	Would have to conduct research regarding student/parent level of interest
Could reinstate drama program that was eliminated at Cholla a few years ago	
Could offer performing arts as part of end-of-school-day enrichment program; student/parent response could serve as gauge of interest in future performing arts magnet program at Cholla	

- Option F: Expand extracurricular activities

Advantages	Disadvantages
Additional, more diverse extracurricular activities would likely appeal to students and parents	Could violate District parity specifications
Could make Cholla's extracurricular activities more comparable to those offered at North Pointe	Likely to be cost prohibitive, e.g., teacher stipends, materials and equipment
Success of end-of-day enrichment period might stimulate expanded extracurricular activities in future	

- Option G: Implement true middle school model: teaming, blocks

Advantages	Disadvantages
Best practice literature identifies model as beneficial to middle school age students	Cost prohibitive due to additional staffing required
Encourages collaboration among teachers	

III. Prepare a cost-benefit analysis/cost assessment of each option.

Relative cost considerations of the various options are addressed in the preceding section.

IV. Seeking stakeholder feedback when relevant and/or necessary.

Stakeholder representatives have served on the Choosing Cholla committee since its inception. Additionally, stakeholder feedback has been sought through a survey of Cholla teachers, the results of which are included in *Attachment B*, and a survey of 5th and 6th grade students at Cholla's feeder schools (*Attachment C*).

V. Use conclusion(s) to develop a rationale and prepare recommendation(s) to present to the Governing Board for action.

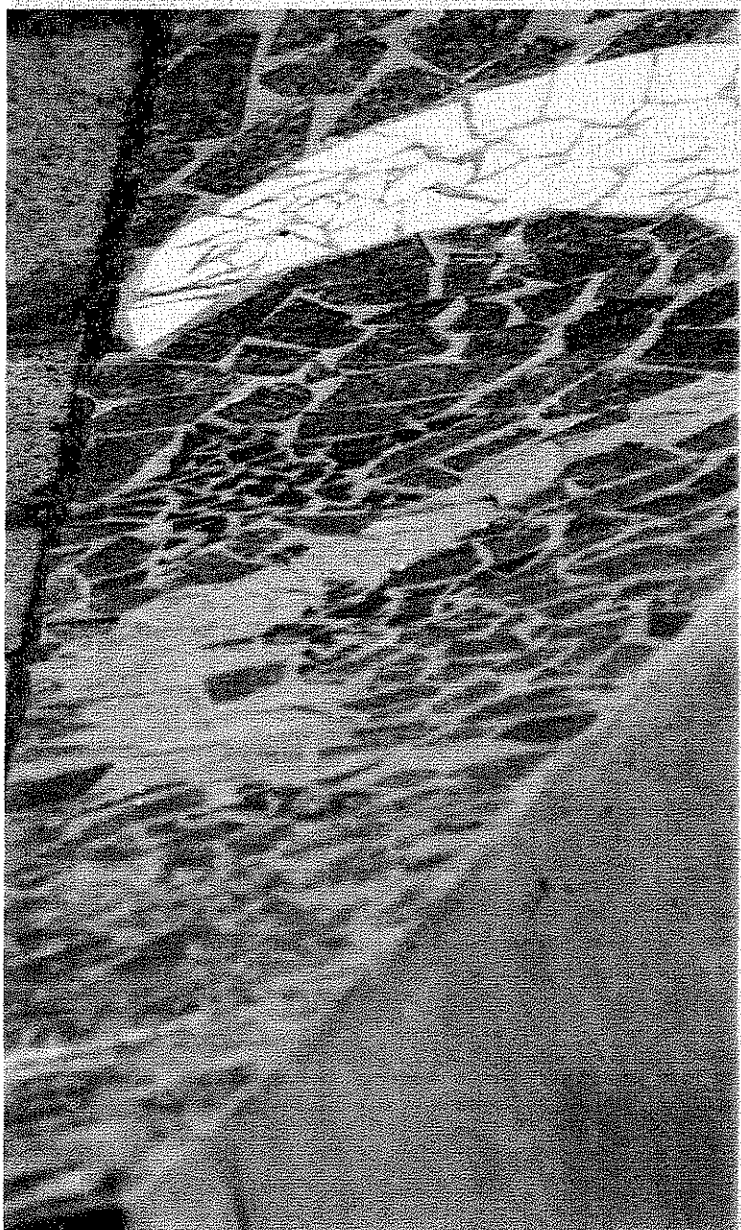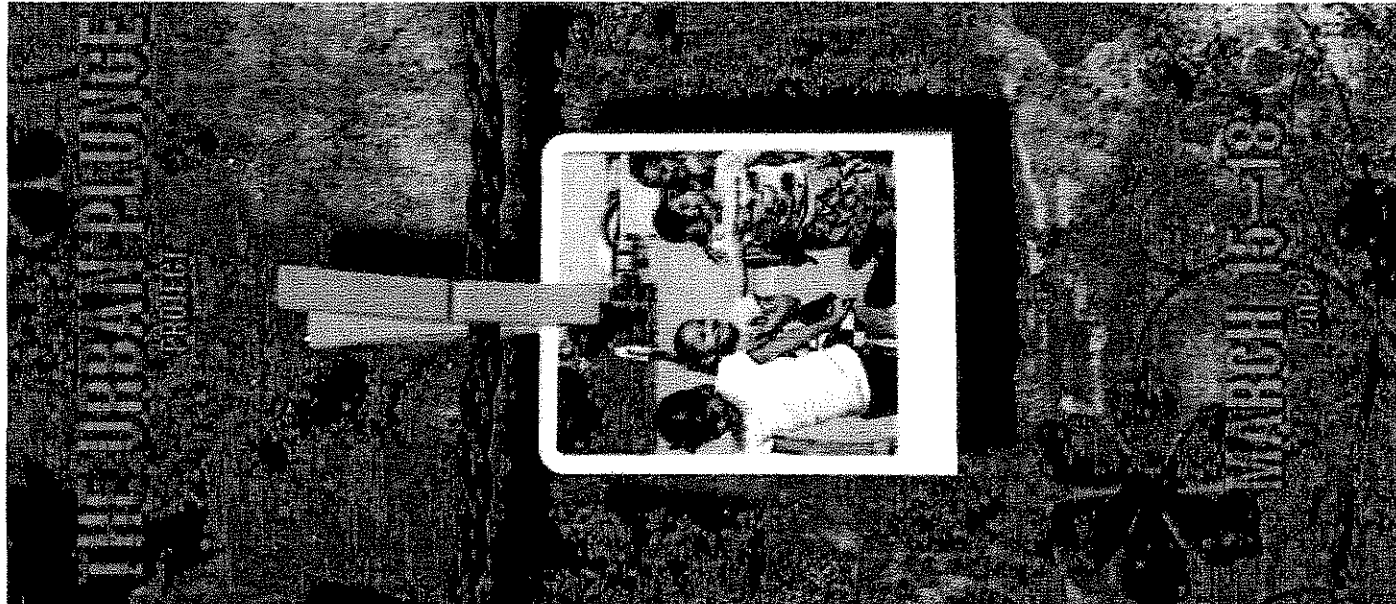Members of the Choosing Cholla committee are currently pursuing several of the options that they considered:

- Two certified committee members are seeking input from colleagues regarding Option A, the repackaging of course offerings in each academic area. They will use the information obtained to develop a proposal to submit to Assistant Superintendent for Academic Services Janet Sullivan.

- Assistant Principal Tim Woodward has begun collaborating with Media Services Coordinator Paul Askew regarding Option B, the production of a marketing video. They anticipate that Cholla's gifted/talented/advanced course offerings (Option C) will be among the programs that are highlighted.

- The committee is scheduled to present Option D, the proposed end-of-school-day enrichment program, to Cholla's staff on February 22, 2012. Based on staff feedback, Choosing Cholla members will determine the feasibility of continuing to pursue this option. If staff is supportive, the proposal will be presented to the Governing Board as a recommendation at a future Board meeting.

- At this time, the committee has reached a consensus decision not to pursue Options E and F; however, if future staffing configurations support teaming, Cholla may pursue that portion of Option G.

- Cholla Principal Phil Garitson and Assistant Principal Tim Woodward are continuing to schedule personal visits with 6th graders at each of the feeder schools. Committee members are actively seeking opportunities to support elementary school students' transition to middle school.

Choosing Cholla Committee Members

Name	Role
Alden, Kelly	Program coach
Bykerk, Lori	Parent of a current Cholla student and school nurse
Donaldson, Carol	Director of communication services
Freeberg, Sam	CCB teacher
Garitson, Phil	Principal
Givens, Ashanti	Academic intervention specialist
Marquez, Scott	Social studies teacher and parent of a former Cholla student, now in high school
Reicks, Pam	Reading teacher and parent of a former Cholla student, now in college
Richards, Laurie	Student services specialist
Shedroff, Jeffrey	LD/CCR teacher
Snyder, Sue	Facilitator
Squire, Darrin	Choral/general music teacher
Woodward, Tim	Assistant principal

Urban Plunge

Information
and
Research

CONTACT

Amanda Oates
aoates@ssczar.org
480-244-5402

Tracey Beal
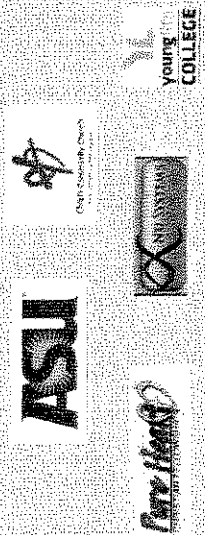traceyeylashwest.com
602-470-6513

Marco Rosales
marco_rosales@usd.org
602-543-1340
623-910-0525

community partners

These neighborhood and community partnerships not only enrich the lives of the Cholla community, they also offer a great experience for the partners themselves. As the benefits of our collaboration and the sustainability of our efforts are experienced, it gives rise to even greater community engagement in our city.

- Christ's Community Church
- Pure Heart Christian Fellowship
- Young Life College
- Arizona State University
- Nu Systems Contract Inc.
- Parents, Faculty, and Students from Cholla Middle School
- Professional Artists
- Local Businesses
- Area Nonprofits

The beautiful part about the Urban Plunge is that its initiatives are embedded within Cholla's assets and relationships. Arizona State University, Young Life, and teachers, parents and community members have had a significant role at Cholla already, and our efforts are connecting these resources together to multiply impact. As a third year program, we see momentum building as we learn to develop long-term relationships between schools and local organizations to affect change on a community level.

projects

From the information we were able to collect from the Cholla faculty and students, we have come up with projects that will be completed during a semester long initiative that will include a four-day immersion experience embarked upon by college students from a host of area churches, Young Life, and Arizona State University.

JANUARY

- Renovation of the teacher's lounge and cleaning around the campus completed as a part of the Coalesce day of service.

FEBRUARY

- Basketball clinics taught by a professional athlete who will then teach the skills that they have learned at the K-6 schools that feed into Cholla.

March

- Repainting of the school campus to brighten up its appearance
- Field repair and renovation
- Fencing moved to create a more inviting atmosphere for students and faculty
- Addition of audiovisual equipment to the Cholla cafeteria
- Teacher appreciation
- After school program provided
- Spoken Word and dance artists come to Cholla during lunchtime
- College preparedness workshops orchestrated by Access ASU

April

- Party for over 500 students and their families to celebrate students' accomplishments on the AIMS test

partnership opportunities

There are a number of ways that you can partner with the Urban Plunge based on your own strengths and interests. We believe that everyone has an invaluable part to play in the story of Cholla and that every little bit counts as we develop the Urban Plunge as a sustainable initiative and strive to have an indefinite impact on the school and surrounding community.

Volunteer your expertise or connect us to experts in the fields of painting, performing arts, landscaping, fencing, education, and sports

Provide food for the faculty at Cholla and the college students involved in the four-day immersion experience (March 15-18)

Join us as we prepare for the community block party by helping us to provide food and entertainment for Cholla students and their families

Help us put on an after school program by donating snacks for up to 200 kids, soccer balls and basketballs, and art supplies

Donate audiovisual equipment for the school cafeteria

Donate paint and supplies to paint the exterior of the school

Donate fencing and supplies

Donate landscaping and cleaning supplies like trash bags, gardening tools, plants

Inform the college students in your life about the four-day immersion experience and encourage them to get involved
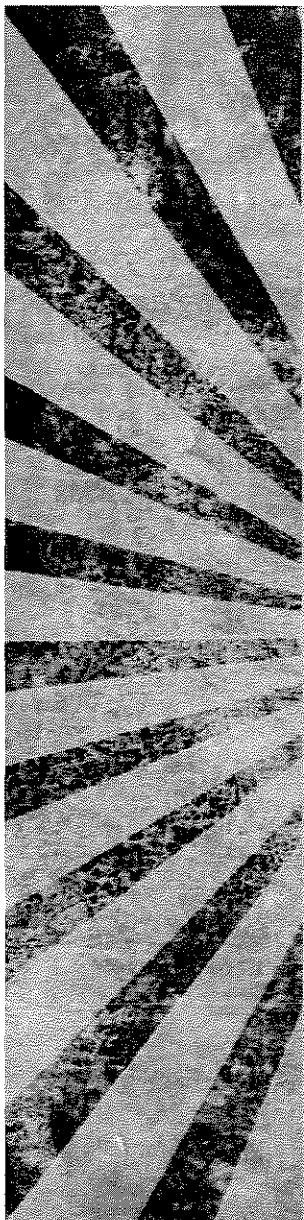
Help us with the miscellaneous costs of t-shirts, transportation, and other materials

THE URBAN PLUNGE

PROJECT

MARCH 15–18
2012

MISSION STATEMENT

To unlock resources inside and outside the Cholla Family so that students, faculty, staff and neighborhood build fresh vision for excellence in education and meaningful community relationships.
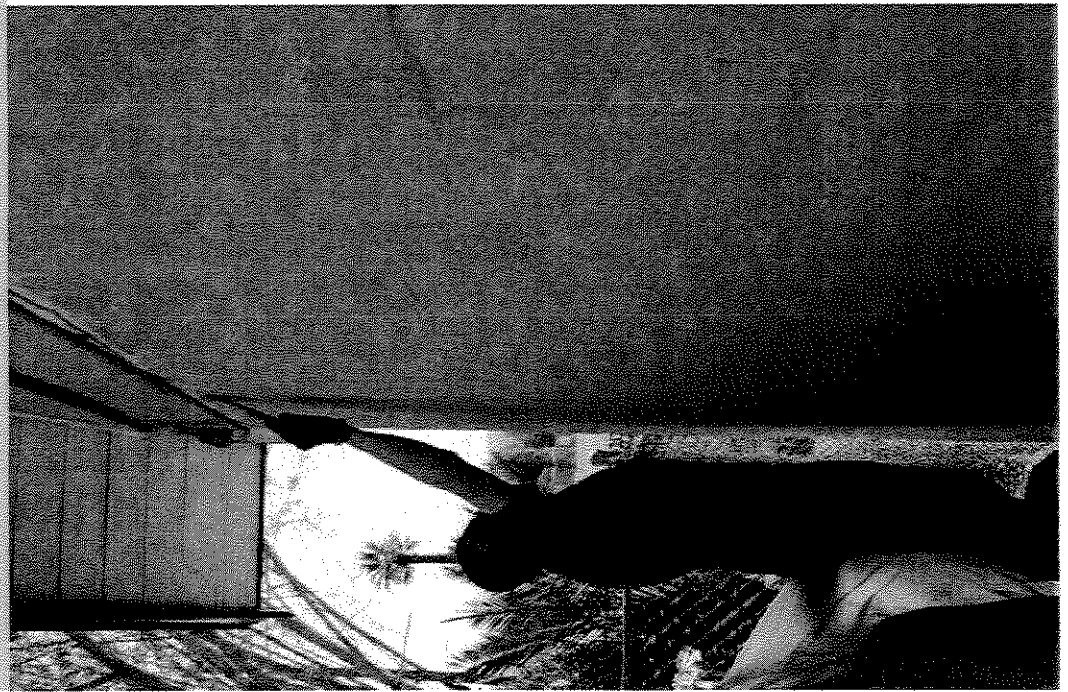
BACKGROUND INFORMATION

The Urban Plunge Immersion Experience is a third year collaborative initiative involving Young Life College, Arizona State University, Cholla Middle School, Christ's Community Church, Pure Heart Christian Fellowship, and a consortium of non-profits. It was born out of a class of Arizona State University whose purpose was three-fold:

1. Engage college students and community partners in serving the under privileged in urban Phoenix

2. Develop repeatable academic courses that deliver practical training that applies to both non-profit and for-profit workforces, with a concentration on leadership and urban development

3. Maximize individual and team learning capacity through mentor led hands-on project-based experiences.

During the first two years of the Urban Plunge, we worked with Herrera Elementary in downtown Phoenix because of its many unique qualities. We chose Herrera because of its dual-language environment, its emphasis on performing arts, and the unique challenges faced by the community. While at Herrera, we completed several projects at the school and in the surrounding neighborhood:

- Designed and planted a 'Healing Garden' with an 18 foot mosaic designed by a professional artist
- Cleaned and upgraded the campus grounds
- Worked with professional dance troops and musicians to enrich the school's performing arts program

BACKGROUND INFORMATION

- Offered after-school Soccer and Basketball clinics
- Offered after-school Arts and Crafts projects
- Served teachers breakfast and lunch
- Performed creative play during recess and lunch times
- Worked with a professional interior designer to redecorate the teacher's lounge
- Renovated several houses in the community by painting and doing yard work
- Painted the local YMCA
- Painted a Montessori school and renovated their playground
- Invited professional speakers to share about community transformation
- Held a block party for over 500 people in the community

This year, the Urban Plunge aims to reach **Cholla Middle School** and the community surrounding it. Cholla was chosen because of its position in the Washington Elementary School District, its proximity to area churches, and the challenges faced by teachers and students; many of which are on free or reduced lunch. Some of the key issues that Cholla faces are decreased enrollment, heightened levels of truancy, and lack of excitement about the school. Though Cholla faces many challenges, inherent in Cholla are assets, such as teacher initiative and desire to recreate the image of the school to make it more accessible to the community and future students. It is the hope of the Urban Plunge that we can use these assets to help Cholla develop the strength to overcome challenges and continue to make a positive impact on the surrounding community and the future generations of students attending there.
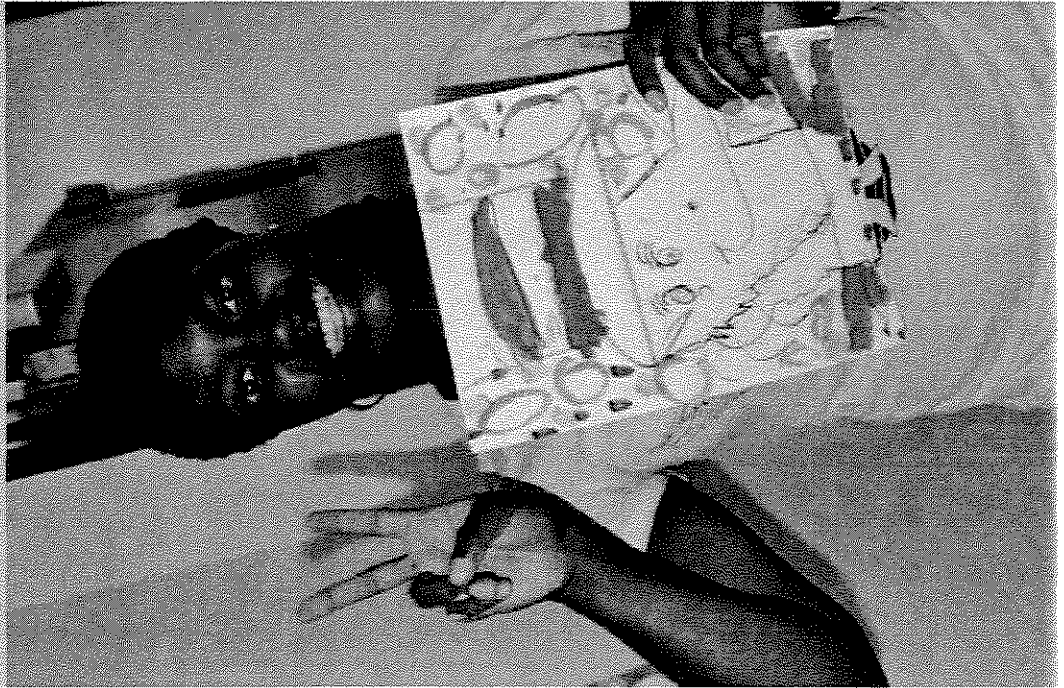
COMMUNITY PARTNERS

These neighborhood and community partnerships not only enrich the lives of the Cholla community, they also offer a great experience for the partners themselves. As the benefits of our collaboration and the sustainability of our efforts are experienced, it gives rise to even greater community engagement in our city. The Urban Plunge program incorporates several partners:

- Christ's Community Church
- Pure Heart Christian Fellowship
- Young Life College
- Arizona State University
- Nu Systems Contract Inc.
- Parents, Faculty, and Students from Cholla Middle School
- Professional Artists
- Local Businesses
- Area Nonprofits

From the start, Arizona State University has been an integral partner in this process. ASU is committed to strengthening the relationships between communities, the university, and its students through mutually beneficial partnerships. The Urban Plunge provides an opportunity for students to be embedded in the ongoing work of building sustainable ties among local schools and institutions of higher learning.
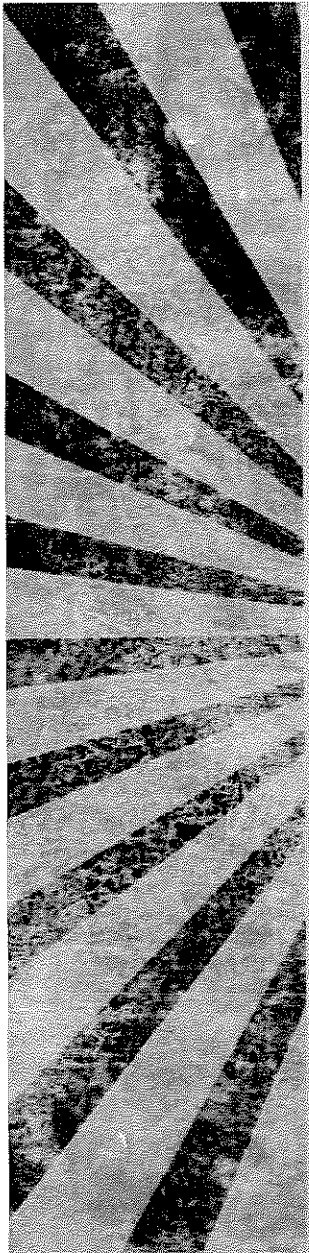
COMMUNITY PARTNERS

By utilizing Cholla Middle School's assets, ASU and its Urban Plunge partners are catalyzing positive social change to meet the needs of a local community. These mutual objectives will create a new innovative environment in which ASU and the Cholla community can tackle issues in the future.

The beautiful part about the Urban Plunge is that its initiatives are embedded within Cholla's assets and relationships. Arizona State University, Young Life, and teachers, parents and community members have had a significant role at Cholla already, and our efforts are connecting these resources together to multiply impact. As a third year program, we see momentum building as we learn to develop long-term relationships between schools and local organizations to affect change on a community level.

IDENTIFICATION OF NEEDS AND ASSETS

In order to better understand the strengths and challenges of Cholla, we met with the principal from Cholla, some key faculty, and personnel from the Washington School District. From that meeting, we learned about the key assets and issues of Cholla in relation to the teachers, the students, and the condition of the campus. In addition to meetings with Cholla and district staff, a survey was also completed by the faculty and students at the school.

Assets

- Clubs such as Sports, Student Council, 21st Century, National Junior Honor Society, Cheer, Yearbook, Newspaper, and Step (dance)
- Motivated teachers with the desire to see students become prepared for college, develop skills, feel confident in themselves, and take pride in their school by the time they graduate the eighth grade
- Teacher initiatives include introducing reward programs for attendance and academic success, a teacher-organized career day, a poetry slam, science fairs, and a Smithsonian night where students present on different events in history
- Key volunteers from the community consist of the Parent Teacher Organization and the Lions Club
- Teachers committed to raising AIMS scores, raised self-esteem, growth and improvement in academics, providing a creative, motivating environment, and higher attendance rates among students
- A majority of students expressed that they have had a fairly positive experience at Cholla

111.

IDENTIFICATION OF NEEDS AND ASSETS

Needs

- Teachers and students want to see more electives and extracurricular activities, such as field trips, sports, and clubs
- Positive role models and tutoring are invaluable resources needed to assist students in the classroom
- There is a high need for after-school programs
- The athletic fields need to be renovated by adding new turf and landscaping
- The school buildings need to be painted
- The outer fences of the school need to be moved in order to make the school feel more welcoming
- The cafeteria needs audiovisual equipment
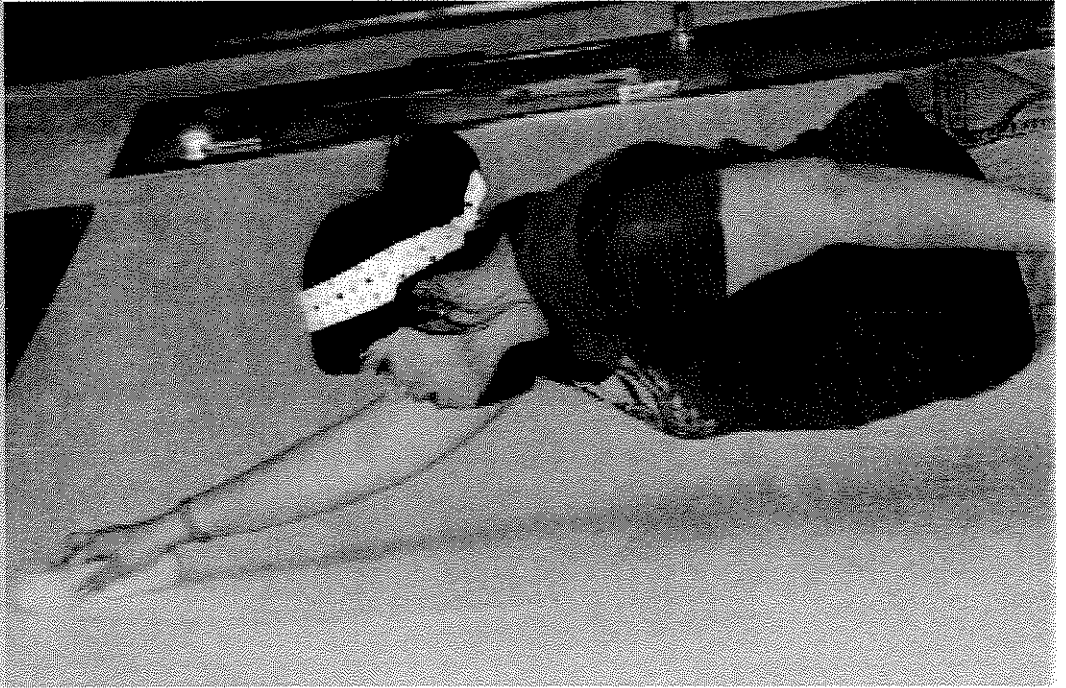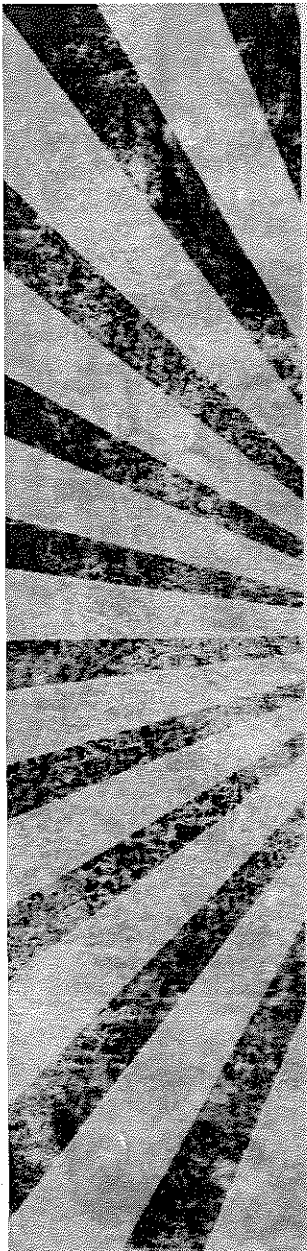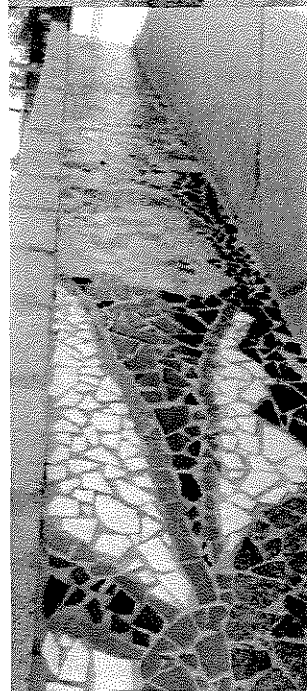
RECOMMENDATIONS & PROJECTS

From the information we were able to collect from the Cholla faculty and students, we have come up with projects that will be completed during a semester-long initiative that will include a four-day immersion experience embarked upon by college students from a host of area churches, Young Life, and Arizona State University.

Renovation of the campus grounds will greatly add to the atmosphere at Cholla and make it a truly welcoming place for students and faculty. We hope to work with local artists and the art departments of surrounding high schools to bring art pieces that reflect the unique character of the school. We will also be adding new turf to the athletic fields, which will enhance the sports programs already happening at Cholla. In addition, we will move fencing and add new fence pieces to create more space at the perimeter of the campus.

Teacher appreciation was chosen as one of our main projects this year because the teachers at Cholla are dedicated to the purpose of educating and empowering the next generation. We plan to redecorate their teacher's lounge, bring them gourmet meals, and give them a little extra pampering as a 'thank you' for all that they do.

The Urban Plunge strives to make a difference in the lives of each and every student at Cholla Middle School. We will do this by putting on after-school programs with sports and theatre activities during a four-day immersion experience participated in by college students from a variety of organizations and backgrounds. We will also be inviting professional athletes, artists, dancers, and musicians to come to the campus and teach the students at Cholla. We believe that this will greatly enrich the sports and performing arts clubs that Cholla already offers, in addition to generating new interest for these programs.
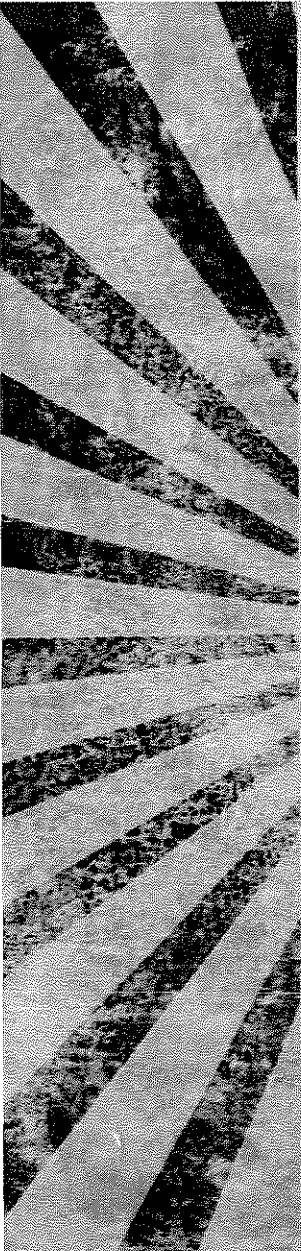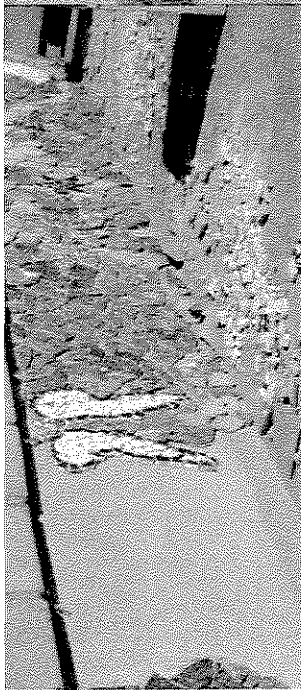
RECOMMENDATIONS & PROJECTS

To culminate our projects at Cholla, we will throw a community block party for over 500 students and their families to celebrate the students' completetion Arizona AIMS test and encourage further academic progress. We aim to bless the community while forming relationships with its members that will continue our relationship with Cholla and continue to draw out its assets.
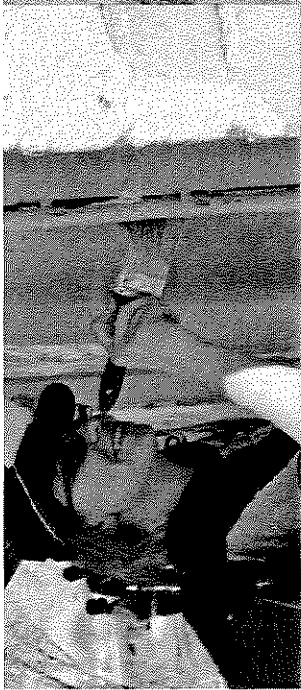
TIMELINE

JANUARY

Redecoration of the teacher's lounge and cleaning around the campus completed as a part of the Coalesce day of service.

FEBRUARY

Basketball clinics taught by a professional athlete who will then teach the skills that they have learned at the K-6 schools that feed into Cholla.

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APRIL

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PARTNERSHIP OPPORTUNITIES

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- Inform the college students in your life about the four-day immersion experience and encourage them to get involved

- Help us with the miscellaneous costs of t-shirts, transportation, and other materials

Amanda Cates

acates@cccaz.org
480-244-5402

Tracey Beal

traceyl@ylasuwest.com
602-670-6513

Marco Rosales

marco.rosales@asu.edu
602-543-8140
623-810-0525

Cholla Middle School URBAN PLUNGE Teacher Survey - Introduction
(Survey was conducted online via Survey Monkey in November 2011.)

YOUR INPUT IS NEEDED!

Cholla Middle School has an incredible opportunity to receive support, both short- and long-term, from a group of caring, resourceful, energetic, community-minded people:

WHO ARE THESE PEOPLE?
They are Arizona State University students; members of Young Life College Programs at ASU West, ASU Downtown and Glendale Community College; members of Pure Heart Fellowship and other local faith-based organizations; owners of local businesses; residents of Cholla's surrounding community; and parents, staff and students from within Cholla's school community.

WHAT IS THEIR PROGRAM?
Their program, URBAN PLUNGE, "immerses college students into the urban reality - an opportunity to identify the needs of local schools and struggling communities, and to create hope in the midst of life's challenges." The program promotes collaboration among community entities for the benefit of the entire community. It seeks to help schools help themselves to develop and maintain sustainable programs and improvements.

WHEN DOES THE PROGRAM BEGIN?
Program planning needs to begin IMMEDIATELY! Short-term projects will be completed during four days of spring break in March 2012. Long-term projects could continue for several months.

WHAT ARE THE PROJECTS?
URBAN PLUNGE participants pursue projects identified by Cholla Middle School as ones that will have the greatest positive impact on Cholla's students and community. During the past two years, URBAN PLUNGE worked with Herrera Elementary School in the Phoenix Elementary School District, completing projects that included the following:

- Designing and planting a "healing garden"
- Creating an 18-foot mosaic under the direction of a professional artist
- Cleaning and upgrading the campus grounds
- Bringing in a professional string quartet to teach orchestra students
- Offering after-school sports clinics
- Offering after-school arts and crafts
- Serving teachers a breakfast and lunch
- Performing creative play with students during recess and lunch
- Performing renovations to the school and to homes in the neighborhood
- Providing a performing arts camp
- Offering a three-week journalism unit study in collaboration with a professional journalist
- Organizing and sponsoring a neighborhood fiesta

Because Cholla's needs may be different than those of Herrera, your projects could be very different from the ones listed above.

By clicking on the link below and completing the survey, you will help URBAN PLUNGE identify and begin planning for the projects they will pursue at Cholla Middle School.

URBAN PLUNGE has chosen Cholla! Let's make the most of this terrific opportunity!

Thank you.

Q1 What do the kids want to see improved with their school?

1	no clue
2	Less fights, more electives for kids to choose how they spend their time in class.
3	More extracurricular activities.
4	The students would like to have more personal freedom--from haircolor to carrying backpacks. They also would like more choices for electives.
5	The appearance, more technology in the classroom (ideally, laptops)
6	Cleaner school...minus the bird guana More variety of food school mascot longer lunch school activities that include more students More aesthetic environment...greenery...seating...more colors community involvement
7	More current fiction in the library.
8	Its appearance, sports equip for courts in morning and lunch, assemblies
9	The grounds, the look of the buildings, etc. I think they would also like to see more incentive activities, fieldtrips, things that boost cholla pride, etc.
10	Technology
11	Less Drama, Shade structures, a non prison feel
12	Our school culture needs to be more positive and kid centered. More celebrations and positive activities.
13	quality of the food
14	na
15	I think the kids respond well to almost anything that is presented using the medium of technology, almost regardless of content subject. My impressions are students here generally feel very supported, secure, and challenged academically. They seem willing and interested in almost every type of extracurricular effort that is offered on campus.
16	They would like it to look nicer and have updated technology, like the high schools their siblings attend, and they would like more electives and other extra or non-curricular activity opportunities. There are other comments, like "no homework", but I didn't mention them here due to their non-negotiable nature.
17	Their lunch food and programs.
18	Students don't really know. A variety of activites such as robotics, Moote court, journalism and students working with an author and a campus beautification program.
19	The excitement level...our books are old, are equipment is old, there are no field trips. They want teachers that have time to care about them instead of racing to complete a curriculum that is entirely to broad
20	more fun
21	How we look. It looks like a prison! The campus should look inviting and safe.
22	Aesthetics any opportunity to "do" and participate
23	more electives
24	I do not know what our students want. most would say, honestly, that Cholla is a good school.
25	The overall look of the campus. The campus has a sterile look, kind of like a juvinile detention center.
26	Bathrooms!!! More space in the weight room. Lockers. Plants. A pond.
27	More time to complete work in Math classes so the students can get help from the teacher. This classes needs a loger class period. Parents can not do the 8th grade math many times I hear this from the students and the parents.
28	I think students want to see more extra curricular activities to have school spirit and pride within thier campus.
29	Fraction and decimal operations. Integers and algebra
30	Not sure what the students want.

Q2 What are some programs that you as faculty would like to see, but don't have the resources for?

1	academic responsibility and accountability
2	More elective time for students. Students should have access to 2 electives each, 2 choices of classes each day along with their other 5 required classes. If students have more choice, they would hopefully find more enjoyment in school. Also we would be able to use the 2nd elective course for some students to pull for interventions if they are falling behind in their required classes.
3	More extracurricular activities, assemblies, and guest speakers.

4	Bigger reward programs for students who do well both behaviorally and academically. I think we should check to see what other districts are doing to keep their kids well behaved and doing well academically.
5	More technology in the classroom. I'd love for my students to be able to type their papers rather than handwrite them.
6	A list of discounts that employees from our district get from businesses in the area Money to maintain fitness center when machines break down Money for equipment A student community club to feed homeless...etc..
7	Student bookstore.
8	I would love to see a true liberal/ fine arts program. Possibly a program for high school prep.
9	more field trips, incentives, etc
10	I would like an afterschool "Fire Hour" in which failing kids would attend until they are passing their core classes. They do this at GUHSD and it has been very successful.
11	Peer mediation, truancy issues
12	I would like to see intramural sports that more students can participate in and more positive assemblies. I would also like to see more field trips.
13	after school clubs
14	na
15	Additional programs I would like to see include a form of robotics, foreign languages, workshops with professionals from different fields, and community-based service opportunities.
16	Updated technology, access to teacher websites, printers in classrooms, mentor program, choice in professional development opportunities, no more outsourced help-use resources (teachers within district to facilitate professional development)
17	Drama, social skills, and intramural sports for those who do not make the team. We have so many students who try out for sports and most do not make it. For example over 60 tried out for basketball.
18	Robotics, Moot court, journalism and students working with an author and a campus beautification program
19	Field trips would be huge...it is both time and money. we have after school programs with very limited resources. In our Science Department, we have had very little if any new equipment over the last 6-8 years. I would like to see more for the higher level students.
20	more and better science equipment....microscopes, scales, general supplies
21	I would like to see our students having 2 elective periods each year. Currently it is difficult to maintain performing groups because students must choose to be in a performing group or do other electives but most cannot do both.
22	School play Before or after school sports clubs like a deck hockey club
23	more after school activities
24	Drama. We lost it last year and it was a student favorite. It gave them an outlet and many used it.
25	I would love to see the computers in the computer lab services and maintained so all the computer work properly.
26	More elective choices for the students.
27	Extended Day offered at the Middle School. Early starting time Example 7:00 - 7:50 Early release for the interested students
28	Extra curricular activities, additional sports. Afterschool clubs.
29	N/A - No programs only resources for math (manipulatives).
30	more one on one with students who struggle

Q3	What are your favorite concepts to teach? Why?
1	Written communication; character; responsibility & accountability
2	I love teaching Music theory, it is all the nuts and bolts behind how to play the music and once it is understood it is much easier to play the music.
3	Elements of literature because I love to read.
4	Theme, symbolism. I love to help the kids expand their thinking. These concepts get you away from those yes or no questions.
5	Writing, specifically word choice, description, figurative language, etc.
6	Fitness...because it gives students tools for a life time

7	Writing and ELL. I enjoy teaching the writing process and I enjoy the ELL kids.
8	Real life concepts! IE: Resumes, Interviews, Functional text such as reading and explaining how to navigate the phoenix grid system :)
9	math geometry concepts! you can see geometry all over the place!
10	Literature and History - There is so much you can do with it!
11	Life skills - it is what they are lacking
12	I love to teach tolerance, history, government, and team building
13	literature and the elements through lit study
14	Environmental awareness is a favorite because it's important to me and the kids have little knowledge of it.
15	I prefer reading and math.
16	There are too many to name.
17	Economics
18	NA
19	Motion and Newton's Laws: There are alot of hands-on things I can do with these areas. The kids get excited and are more into it even though it is a challenging unit. Genetics:again the kids get excited about how they got there characteristics and how characteristics can be bred or predicted. Chemistry: Again the excitement of chemical experiments is huge. We don't have the physical plant to do many things, but even the most basic experiments get the kids all excited about Science.
20	science, biology, geology, physics, chemistry.... I'm a science teacher
21	N/A
22	Math pure concept and math and how it relates to civic responsibility
23	hands on teaching
24	Personal responsibility/accountability. In this world, it is what these particular students seem to know the least about, and without it, they are done before they even get their feet wet.
25	I love to teach the mechanics of writing.
26	Personal writing. Poetry.
27	Integers. Fractions. Slope Math teacher
28	I love teaching students reading strategies. It provides opportunities for them to be critical thinkers.
29	Math - I am a math teacher I chose it as the subject I wanted to teach..
30	Math....

Q4	What kind of student initiative do you see happening?
1	not much!
2	we have students initiating extra club activities and ideas for fundraisers and goals for campus wide activities.
3	Not sure what this question means but in terms of student leadership we have various clubs including NJHS and Student Council.
4	n/a
5	no comment
6	Student Council
7	Fund raising from Student Council.
8	Very little. Most are going thru the motions :(
9	student leadership taking ownership and helping make cholla the place to be!!
10	NO COMMENT
11	leadership
12	I am unsure of this questions intent?
13	I am unclear on this question
14	Leading classes or getting our students involved in off-campus projects in the community
15	Student initiative will most likely occur only if we, as adults, raise the bar high enough.
16	Students want to be involved and belong.
17	I don't.
18	Attendance and grades

19	I am not sure exactly what you are looking for here. I see a lot of student apathy. I push my kids hard to turn in all their work and they respond well. Left to their own initiative they often don't do their work or turn it in. Once they buy in, the effort seems to continue through the year for me.
20	I don't understand this question
21	N/A
22	na
23	reward programs
24	Unknown. I have yet to figure out their drives.
25	NA
26	None
27	Self motivated to do the class work
28	Student Council
29	N/A
30	Not sure

Q5	What would you like to see students accomplish by the time they leave Cholla?
1	Develop a sense of pride in academic achievement
2	Students need to be able to pass all of their required classes before leaving Cholla. if students are not passing it would be nice to have extra interventions for them, like we already do with after school classes.
3	Rigorous academic growth. Ideally all students at or above grade-level.
4	I would like them to be able to think more on their own, to read and follow directions without much prompting, and to be able to complete the work in their 9th grade classes without extra help.
5	Descriptive, informative, and persuasive writing improved over the course of 2 years.
6	Be able to know how to do weights and fill out personal logs, and set goals for themselves
7	I would like them to be able to read, write, and work independently.
8	Confidence, maturation, and appreciation for what they have as well as the ability to teach themselves :)
9	I would like them to feel successful, that they have grown in their education and are ready for high school.
10	I would like them to ALL be on grade level or above in all subjects.
11	Leaving Cholla better than when they arrived - physicaly and perception of
12	I would like to see that they have pride in their school and themselves. I would like to see that they are prepared for high school and are sad to leave our school because they had such a great experince here.
13	have the basic skills to write a complete and well written essay
14	na
15	My goals would be for them to be prepared to explore future passions and career opportunities, in the global, informational age. I believe the Cholla staff does a very professional, conscientious job on a daily basis, without fail. A major concern is the lack of positive peer influences among the students themselves.
16	I would like them to think critically, behave well, and be well-prepared for high school. I hope they will be self-directed learners with confidence in themselves and pride in our school.
17	Self help skills
18	Be productive young adults
19	Develop an appreciation for Science. Develop a work ethic where they see that turning in all their work and making an effort pay huge benefits. Getting over some of the test anxiety.
20	Improve organization, study skills, motivation, be prepared for their next level of education.
21	I would like my students in choir to love what they have learned and want more. I want them to be better musicians then they were when they got here.
22	I would like to see them develop into empathetic young adults who see that they are agents of change in our society.
23	be able to work independently
24	I would like them to have experience with public presentations. Putting yourself out there is a very growing experience.

25	I would like to see all of my student become independent writers, who can look at a prompt and write, edit and revise a good essay.
26	Be able to function as young adults.
27	Increase in AIMS scores
28	I would like students to be well rounded academically and socially. I want my students to be prepared t obe successfull at the high school level.
29	Be successful in math.
30	PASS AIMS

Q6	What key contribution has a teacher done that has impacted the school?
1	not sure
2	Kelly Alden has helped the campus as a whole understand more how to set class and individual goals with students so there is a definite end in sight.
3	Many teachers have postively impacted the school with quality instruction and by building meaningful relationships with kids in and out of the classroom.
4	Teachers who volunteer with the attendance committee have done an amazing job.
5	no comment
6	initiating an attendance motivational program to get kids to school Rewards along with learning
7	The attendance committee has increased student attendance.
8	na
9	attendance committee, time after school or before, or during lunch to help struggling students , drama,
10	NO COMMENT
11	Showing kids they care and support them by going to extra curricular events
12	re-implementation of student council 7 years ago
13	this teacher takes students who don't know English and helps them to succeed and lean through caring and dedication to her job and the students
14	Mrs. Carnow has put artwork into our school with tiles and projects.
15	I observe multiple examples on a daily basis, which are usually very understated and are done without fanfare. Reick's Job Fair Presentations and Smithsonian efforts were tremendous. The 21st Century staff is very diligent and student-oriented. In my position I am in frequent contact with my colleagues and without fail, they are student-oriented, caring, and professioal.
16	This is tough to answer as we have a very diverse and dedicated staff. We have many committees to address attendance, marketing Cholla to increase enrollment, incentives, etc. We have Career Day every other year. We have Title I Night for students/parents which staff develops and facilitates. We have several mentor teachers. We have a Science Fair and the Smithsonian Event. These events are run by teachers and provide opportunities for parents and other members of the community to participate in our school.
17	Career Day inviting people from the community to share their profession with the students.
18	N>A>
19	Don't have an answer.
20	Building relationships with kids.
21	N/A
22	na
23	there for student in and outside of school
24	One of our teachers created a Poetry Slam which she hosts each year. A huge percentage of the students participates, and it is always a great experience.
25	Mrs. Carnow, our art teacher, made the benches around the school look nicer by making mosaics of donated school items.
26	Poorly written question. Not sure what is being asked.
27	Dont know.
28	Teachers have taken on initiatives to increase attendnace, promote school leadership and academic accountability for all students.
29	Math strategies.
30	Care about kids

Q7 What student clubs do you have?

1	clubs are recognized differently here and are part of an after-school grant program. Under this program we offer Journalism, Leadership (student council), readers thearter, fitness and others
2	National Junior Honor Society, Student Council
3	Student Council, NJHS, sports, and after school enrichment classes.
4	Student Council, Jr. Honor Society,
5	many
6	Student Council
7	none
8	Poetry Slam Reader's Theatre
9	afterschool academy, sports, cheer and step
10	Student Council, 21st century programs, sports
11	Step, NJHS, Student Council, Prayer
12	student council, NJHS, 21st Century classes
13	none
14	na
15	I am not involved in one at this time, but would like to explore the idea of a chess club, or any group involved in corresponding with age-group peers,, ala gsn.org, which would be difficult given district Firewall constraints.
16	Student Council, multiple sports, cheer, step, various music ensembles, newspaper, yearbook, NJHS, CBS
17	Sports, Step, and Academic Skills classes
18	Century 21 and sports.
19	None that are actual clubs.
20	Sports, STUCO, others
21	N/A
22	yearbook, newspaper, various sports
23	student council, sports
24	I am not aware of any besides Student Council.
25	All the sports have teams, but there are not really any clubs offered.
26	Cheer.
27	Prayer group.
28	We have cheer, step team, sports teams, NJHS, Student council.
29	Don't know of any clubs...only after school classes.
30	Student counsel NJHS

Q8 What are key volunteers (non profits or government social workers, businesses and parents involved at the school?

1	Parent Teacher Org
2	Social worker, PTO
3	Teachers
4	n/a
5	no comment
6	Lions Club Police Officer on bullying Food serivces class Eye doctors on campus
7	PTO, site council
8	na
9	n/a
10	NO COMMENT
11	drug awareness,
12	St. Andrews Church, 2 PTO parents, unsure of rest
13	pto
14	na

15	I am aware primarily of P.T.A. efforts.
16	Career Day, Drug Awareness (Lions Club), STEM engineers, SRO from PPD
17	none that i am aware of
18	I don't think we have any voluteers other than PTA on a regular bsis.
19	We have a very limited PTO. There are only a handful of parents involved. We have a dental group that comes in and the Lion's club for vision. St. Andrew"s church (across the stree) helps with food donations. We also have an outside vendor that comes in to provide tutoring. A group called the Warren J. Brown Foundation works with some of our at-risk students that may have discipline issues.
20	Lions club
21	Parents who care and are willing to encourage their student. Businesses that are willing to share time and rescources for our performing arts events. Help to get material and equipment which are outdated and or in poor working condition.
22	parent association
23	lions club, az diamondbacks
24	I do not know of any.
25	Our parent teacher organization.
26	Not aware of any
27	Dont know. I think it is a secret
28	PTO, Kwanis
29	Not aware of any.
30	Not sure

Q9 What are added resources needed to assist students who are under-performing or have special needs?

1	not sure
2	Special Education classes, 21st century after school classes
3	More time receiving targeted, differentiated small group or one-on-one support.
4	I think we have the resources in place--just need to have more parents/kids use them. We have kids who come sporadically to the after school program, or who play around in the classes that are in place to help them.
5	Read 180, CCB, Special ed.
6	Century 21
7	Century 21 classes, enrichment classes, contracted tutoring, and independent tutoring (teachers tutoring without pay on their own time).
8	Student accountability and parent accountability!
9	time....one on one help....some way to motivate...
10	MONEY!!!!!
11	21st Century Classes - enrichment
12	We need motivational assistance. I feel students are not achieving after a long period of failures in their education and they don't believe in themselves. They have learned to fail and that needs to be undone.
13	Smartboards in all the classrooms would be a huge help
14	Assistants to help with homework and motivation
15	The responses to my requests have been wonderful since my arrival. I feel as i though I spend too much of my time addressing behavior when ideally I would like to spend it on curriculum-related matters, although I realize this is totally within my domain of control. Simply put, the support has been and is great.
16	mentors, tutors, time, technology
17	More adult supervision and counsel. They really seem to thrive with adult attention. Mentoring
18	Role models or big brothers/sisters. Activities that can meak them feel successful
19	One on one tutoring is probably most beneficial. we have computer programs that are supposed to show academic progress but I personally don't see them being that effective.
20	textbooks that are not missing pages, computers that are updated, class sizes smaller than 25 - 30
21	Parents who care and get involved! If every child had that our work would be cut in half!

22	21st Century after school
23	aides (actual people)
24	I do not believe that resources are needed to help such students. Their need to learn and better themselves is logical. Their need to motivate themselves and drive their own learning must come from within. If this has not been instilled in them at home, we try to do so in the classroom. We are constantly throwing money at education and it has yet to raise a single grade. Unmotivated students don't care about how much money is being spent on them.
25	Fixing all the computers in the lab would be very benficial to all the students, but especially those with special learning needs.
26	Tutoring. Study Hall.
27	21st Century, Teachers teaching extra classes with under-performing students who will work to increase their score.
28	I would like to see greater accountability on the student level. Possibly additional guest speakers to motivate students to develop into leaders with the school adn community.
29	Math manipulatives such as 3-d Shapes and nets to go with the 3-d shapes.
30	More teacher aids, more one on one instruction

Q10	What are your goals for yourselves as teachers, for your students, and for the school itself?
1	To raise academic awareness and celebrate academic success as we get them ready for high school and beyond
2	My goal is to make my students competent musicians. I try to push them to become better musicians daily by challenging them to practice and play harder music and to have a good working knowledge of reading music. For the school I would like to see the test scores improve and have more students meeting or exceeding on the AIMS test
3	Continually growth and improvement. Establish and maintain a positive, productive, and respectful school culture.
4	I love this school. I want it to be viewed more positively in the community. My goal is to put forth a more positive view of our school, and that means talking to parents AND students to let them know how great we really are.
5	To set goals for ourselves and have our students set goals that would allow them to mature as learners and individuals.
6	Motivate students to learn
7	As a teacher, I want to learn something new every year. For my students, I want them to become proficient in English, and for Cholla, I want to see communication improve.
8	Honestly, to achieve with higher standards! It's a dedication and focus philosophy that just isn't happening...
9	For me is to find strategies that work best for the students i teach, and reach as many as I can. I would like to see my students make connections with mathematical concepts and deepen their understanding of mathematical concepts. I would like to see enrollment at cholla increase and be an inviting, safe place where learning is taking place, but so is fun!!! :)
10	HAVE ALL STUDENTS LEARN EVERYDAY!
11	Making students want to come to school
12	My goals are to help students make better choices and improve morale at the school. I also want to show others how great are school really is- I love working here and want others to share that opinion.
13	to help students to bring up their reading and math scores to do well in high school and on the AIMS test
14	To see my students more active in their own education
15	I would like to keep growing in terms of: curriculum development, my knowledge base in terms of how disabilities affect student growth, and the impact of technology on student performance. I do not see any reason why Cholla can not continue to strive to be the top performing Middle School in Arizona. The staff skill set, expectations, and individuals are in are in place to achieve it.
16	improve attendance, improve academic achievement-esp. math, raise scores of special ed.
17	To engage them inside and outside the classroom to be life long learners with goals in mind.
18	To make a difference in lives of the students that I work with and help them gain self-esteem and self-value.

19	To have an impact on my students, to make them better students and better people.
20	Continue learning and improving the craft.
21	To creat an environment that is creative, safe and allows students to reach their potential of being a happy productive citizen.
22	Develop a learning community
23	to get parents more involved and not just when its "too late"
24	I want every student to leave Cholla with a better sense of his or her won self-worth, to believe (FULLY) that he or she can make an honest and meaningful contribution to society, and that the ability to provide for one's own family is the mark to aim for. Self-reliance is the greatest gift we could possibly teach these kids.
25	I would like our school to look and be welcoming to learners with all learning styles and needs.
26	Improve!
27	Improve AIMS scores in Math
28	My goal is to increase student learning, engage studnets in diverse activities, and build lasting relationships with my students that deonstrate a value in education and a value in the individual.
29	As a teacher my goal is to continue to improve my lessons to make every student succeed through growth. I know not all students are A students but all students can grow academically.
30	Pass AIMS

Other

Research

Conducted by the Choosing Cholla Committee

RECAP: Survey of 5th and 6th Graders at Cholla Feeder Schools – January 2012

	Sahuaro			Tumbleweed			Cactus Wren			Sunset			Lakeview		
	Yes	No	IDK	Yes	No	IDK	Yes	No	IDK	Yes	No	IDK	Yes	No	IDK
Cholla is a school I want to attend.	9	21	6	49	5	13	24	8	5	40	4	17	25	2	10
Cholla is a safe place.	15	15	6	45	4	29	10	7	25	2	4	33	20	2	16
Cholla has many activities.	18	17	1	49	2	24	25	4	13	38	3	17	21	4	14
Cholla has school spirit.	18	15	4	47	5	26	13	3	25	40	3	29	17	4	17
Cholla teachers care.	19	15	5	42	4	40	20	3	19	32	2	27	14	4	20
Cholla is warm and inviting.	19	11	6	36	8	26	14	6	17	34	3	25	22	7	9
Cholla prepares students for high school.	19	15	4	39	8	27	26	3	13	34	2	25	27	2	9
Cholla has an excellent music program.	18	17	2	23	10	42	10	2	24	27	4	28	12	2	24
Cholla has an excellent sports program.	18	14	2	40	7	41	24	2	15	35	2	30	14	5	19
Cholla has a great principal and assistant principal.	19	12	2	26	5	40	20	2	20	39	0	17	12	5	20
Cholla is an exciting place to be.	17	14	4	38	5	31	20	4	17	38	5	17	16	3	19
Did you know that we have…															
PE, art, music, computers	41	14		54	1		35	8		64	23		32	5	
Band, choir, orchestra	32	24		35	22		30	13		50	30		24	13	
Stomp	22	34		37	20		15	23		52	26		23	20	
Intervention	28	27		30	26		16	26		43	37		23	14	
Gifted classes	31	25		37	19		19	24		43	46		17	20	
Advanced classes	35	21		41	14		25	16		46	32		19	13	
Competitive sports	41	15		55	8		25	18		68	21		28	9	
Do you want…															
Foreign language	20	22	6	7	6	3	32	6	2	31	12	11	24	4	9
Drama	23	24	4	12	9	1	16	19	4	28	14	12	20	10	7
Science club/fair	25	16	7	7	13		24	8	3	31	16	8	23	5	9
Math club	22	23	7	2	17	1	26	8	6	28	17	9	27	6	14
School dances	32	12	7	19	6		19	19	6	40	10	14	29	3	5
Anime club	16	12	14	3	18	3	22	10	6	26	17	13	13	12	11
Dance class/club	22	18	4	9	8	3	23	12	5	31	14	11	22	6	9
Yearbook club	23	18	8	10	5	2	25	9	7	33	19	10	25	6	6
Book club	32	18	7	2	15	2	17	18	4	19	22	10	23	6	18
Intramural sports	20	15	6	7	4	3	29	7	4	33	7	11	25	4	18

2009-2010 School Year Data: Percent of Students Who Qualify for Free or Reduced Lunch

(Source: Common Core of Data, National Center for Education Statistics: http://nces.ed.gov)

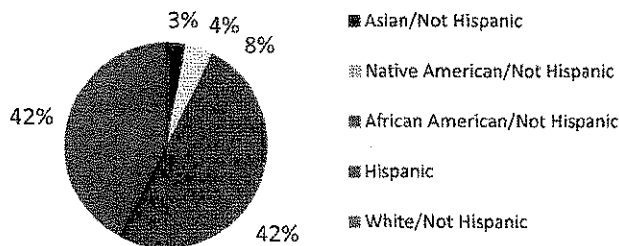| School	# Total Students	# Free Lunch Eligible	# Reduced-Price Lunch Eligible	% Free or Reduced Eligible
Cholla (Grades 7-8)	869	326	101	49.14%
North Pointe (Grades 7-12)	727	117	75	26.41%
Marshall Ranch (Grades Pre-K - 8)	717	202	62	36.82%

10/1/2010 Enrollment by Ethnicity

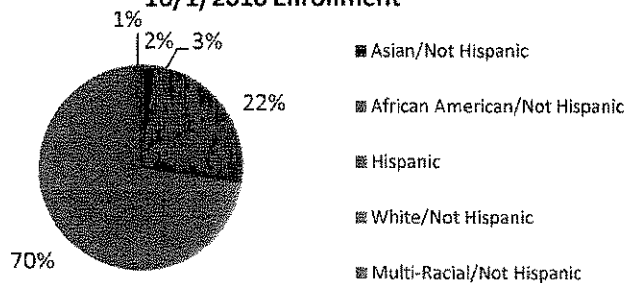*(Source: http://www.azed.gov/wp-content/uploads/PDF/2011Octenrollschoolsubgroupethnicity.pdf)*

Ethnicity	NUMBER OF STUDENTS		
	Cholla	North Pointe	Marshall Ranch
Asian/Not Hispanic	23	18	47
Native American/Not Hispanic	34	*	*
African American/Not Hispanic	59	26	46
Hispanic	326	173	210
White/Not Hispanic	325	564	468
Pacific Islander/Not Hispanic	*	*	*
Multi-Racial/Not Hispanic	*	10	46
TOTAL	769	802	825

Asterisks represent numbers under ten not publicly reported per the Family Educational Rights and Privacy Act of 1974 (FERPA).

Cholla - Student Ethnicity Based on 10/1/2010 Enrollment

- Asian/Not Hispanic
- Native American/Not Hispanic
- African American/Not Hispanic
- Hispanic
- White/Not Hispanic

3% 4% 8% 42% 42%

North Pointe - Student Ethnicity Based on 10/1/2010 Enrollment

- Asian/Not Hispanic
- African American/Not Hispanic
- Hispanic
- White/Not Hispanic
- Multi-Racial/Not Hispanic

1% 2% 3% 22% 70%

Marshall Ranch - Student Ethnicity Based on 10/1/2010 Enrollment

- Asian/Not Hispanic
- African American/Not Hispanic
- Hispanic
- White/Not Hispanic
- Multi-Racial/Not Hispanic

6% 6% 6% 25% 57%

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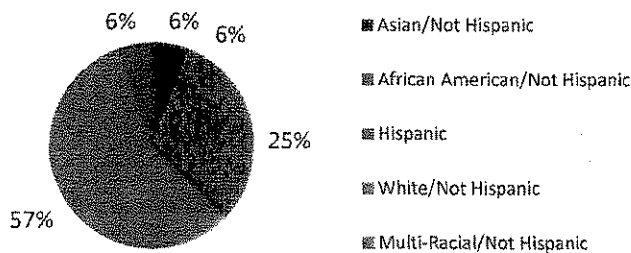
Student Enrollment: 2001-2002 through 2010-2011

NUMBER OF STUDENTS AS OF OCTOBER 1

School	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Cholla (Grades 7-8)	820	844	871	841	846	851	912	923	869	769
North Pointe (Grades 7-12)	118	316	385	391	581	613	659	720	727	802
Marshall Ranch (Grades Pre-K - 8)	941	884	864	895	798	711	761	758	772	825

Note: During the 2001-2002 school year, North Pointe Academy included grades 7-9 only.

132.
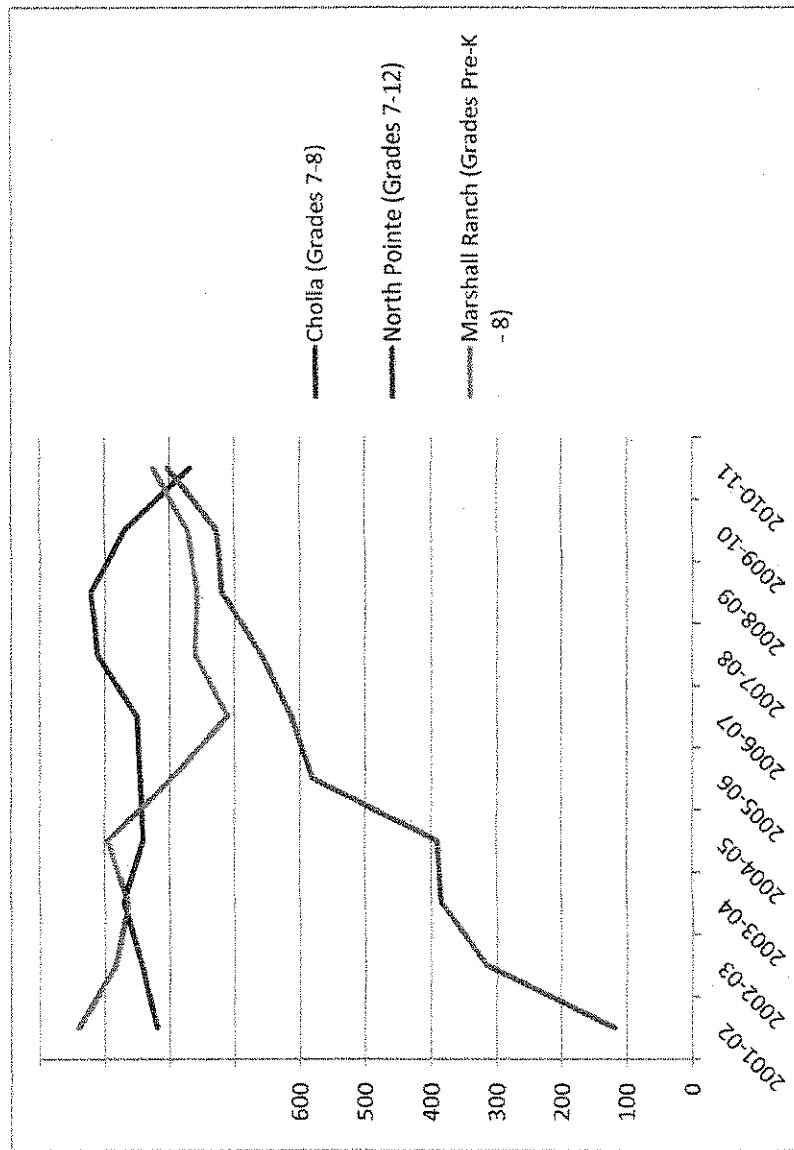
Comparison of Average Daily Membership History: Cholla/Marshall Ranch/North Pointe
Grades 7 and 8 Only

Cholla - ADM *(Source: SAIS ADMS45-1)*

ADM by Grade/Category							
7 Tuition	7 Resident Regular	7 Resident Sped	8 Tuition	8 Resident Regular	8 Resident Sped	Total ADM	School Year
	293.08	56.09		370.49	49.34	769.00	2010-2011
	390.01	44.71		390.66	39.70	865.07	2009-2010
	392.84	47.95		414.27	62.24	917.29	2008-2009
	409.81	62.54		407.34	29.98	909.67	2007-2008
	376.71	29.66		404.23	42.63	853.23	2006-2007
	384.59	48.61		402.21	31.92	867.33	2005-2006
	353.49	45.56		383.27	55.58	837.90	2004-2005

Marshall Ranch - ADM *(Source: SAIS ADMS45-1)*

ADM by Grade/Category							
7 Tuition	7 Resident Regular	7 Resident Sped	8 Tuition	8 Resident Regular	8 Resident Sped	Total ADM	School Year
0.40	36.02	4.00		31.85	2.40	74.67	2011-2012
	74.28	8.27	0.47	84.80	4.88	172.70	2010-2011
0.35	75.67	4.00	0.88	77.13	8.03	166.05	2009-2010
	80.59	7.37	0.10	83.95	9.58	181.59	2008-2009
	85.80	8.22		101.47	12.87	208.36	2007-2008
0.13	102.42	16.00	0.23	97.60	5.00	221.38	2006-2007
	102.16	6.00		113.89	7.09	229.14	2005-2006
	112.47	9.71	1.00	109.07	7.06	239.31	2004-2005

North Pointe - ADM *(Source: SAIS ADMS45-1)*

ADM by Grade/Category							
	7 Regular	7 Sped		8 Regular	8 Sped	Total ADM	School Year
	63.74	6.00		65.76	2.80	138.30	2011-2012
	155.05	8.79		143.20	5.00	312.04	2010-2011
	138.38	3.97		118.16	5.78	266.28	2009-2010
	123.26	10.17		129.50	5.00	267.92	2008-2009
	119.12	1.06		129.40	3.00	252.58	2007-2008
	118.75	6.34		131.02	6.31	262.41	2006-2007
	115.64	4.68		94.24	4.00	218.56	2005-2006
	68.67	2.00		95.98	2.00	168.65	2004-2005

	2008-2009 ADM	2010-2011 ADM	% Change
Cholla	917.29	769	-16.17%
North Pointe	267.92	312.04	16.47%
Marshall Ranch	181.59	172.7	-4.90%

2010-2011 AIMS Results: Cholla Compared to North Pointe Preparatory and Marshall Ranch

2011 AZ LEARNS A-F Accountability

School Name	County	School Type	Charter	Growth Points	Composite Points	Total Points	Letter Grade
North Pointe Preparatory	Maricopa	K-12	Yes	45	84	129	B
Marshall Ranch Elementary School	Maricopa	Elementary	No	50	81	131	B
Cholla Middle School	Maricopa	Elementary	No	49	63	112	C

2011 AYP Determination

School Name	Charter	County Name	AYP Determination	Met Percent Tested	Met Test Objective	Met Attendance Rate	Met Graduation Rate	Title 1 Status
North Pointe Preparatory	Yes	Maricopa	Yes	Yes	Yes	Yes	Yes	N/A
Marshall Ranch Elementary School	No	Maricopa	Yes	Yes	Yes	Yes	N/A	N/A
Cholla Middle School	No	Maricopa	No	Yes	No	Yes	N/A	Yes

2011 AZ LEARNS Legacy Ratings

School Name	Charter	County	Profile Type	Achievement Profile
North Pointe Preparatory	Yes	Maricopa	K-12	Highly Performing
Marshall Ranch Elementary School	No	Maricopa	Elementary	Performing Plus
Cholla Middle School	No	Maricopa	Elementary	Performing Plus

Choosing Cholla

Criterion Matrix

Choosing Cholla Criterion Matrix

ISSUE: WHAT METHODS, TECHNIQUES AND/OR PROGRAMS SHOULD CHOLLA PURSUE TO PROMOTE INCREASED ENROLLMENT?

<u>Instructions:</u> Using a score of 0, 1, 2 or 3, evaluate each option against each criterion:

Score of <u>0</u> means the option does not meet the criterion at all.
Score of <u>1</u> means the option meets the criterion to some extent.
Score of <u>2</u> means the option meets the criterion to a significant extent.
Score of <u>3</u> means the option meets the criterion to a great extent.

Criterion:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Options:	KEEP KIDS	INCREASE ENROLLMENT	KEEP KIDS AT CHOLLA	MAKE CHOLLA A BETTER PLACE	GIVE KIDS A GREAT EDUCATION	PROMOTE/ SELL WHAT CHOLLA AND ITS STAFF DO	MAKE CHOLLA PART OF THE COMMUNITY	ENGAGE ALL STAKE HOLDERS	PROVIDE MORE CHOICE WITHIN CHOLLA	FUNDING AVAILABILITY AND LIMITATIONS	LAWS AND POLICIES	ALLOCATION OF STAFF TO HANDLE PROPOSED OPTION	TIME	PROGRAMS	Total Score
1 Extended lunch or homeroom for student enrichment activities		3	3	3	3	3	3	3	3	2	2	3	3		34
3 Repackaging math and science offerings		3	3	3	3	3	0	1	0	3	2	3	3		27
4 Performing arts magnet school *(school within a school)*		3	3	3	3	3	3	3	3	1	1	1	1		28
8 Marketing video		3	3	3	3	3	3	3	0	2	3	3	3		32
9 School Web site															
10 Better job of marketing FLEX center *and all gifted, talented, accelerated*		3	3	3	3	3	3	3	3	2	1	3	3		33
12 Expand extracurricular activities, *e.g., spirit committee, Bridge Builders*		3	3	3	3	3	3	2	3	1	3	1	2		30
18 True middle school model: teaming, blocks		1	2	3	3	3	0	3	1.5	1	3	1	3		24.5
19 Enhance connections with feeder schools															
a. Cholla to present at honors or other assemblies															
b. Cholla elementary schools															
c. Future Cholla Night															
d. Bring 6th graders to Cholla to shadow															
e. Pen pals															
f. Mentoring															

Criterion:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Score
Options:	KEEP JOBS	INCREASE ENROLLMENT	KEEP KIDS AT CHOLLA	MAKE CHOLLA A BETTER PLACE	GIVE KIDS A GREAT EDUCATION	PROMOTE/ SELL WHAT CHOLLA AND ITS STAFF DO	MAKE CHOLLA PART OF THE COMMUNITY	ENGAGE ALL STAKE HOLDERS	PROVIDE MORE CHOICE WITHIN CHOLLA	FUNDING AVAILABILITY AND LIMITATIONS	LAWS AND POLICIES	ALLOCATION OF STAFF TO HANDLE PROPOSED OPTION	TIME	PROGRAMS	
g. Have feeders show "Cholla Happening" videos during morning announcements															
h. Invite parents to do walk-throughs															
i. "What Makes a Good School Great" checklist															
20 Enhance connections with Moon Valley HS															
a. Articulation between WESD administration and GUHSD administration: What is Moon Valley doing to move Cholla students to "A" level label?															
b. Bring 8th graders to MVHS to shadow															
c. Pen pals															
d. Mentoring															
21															
22															
23 Painting exterior of school															
24 Address unappealing view of chain-link fence															
25															
26															
27															
28															

= eliminated or combined with another option

= to be addressed but not by this committee

137.

February 23, 2012

Choosing

☑ **CHOLLA**

Committee Update

Cholla's Issue

- 16% + decline in ADM during past two school years
  - Economic conditions
  - Charter school competition

- Anticipate further decline as Arroyo begins transitioning to K-8

Cholla's Response

Address proactively by establishing
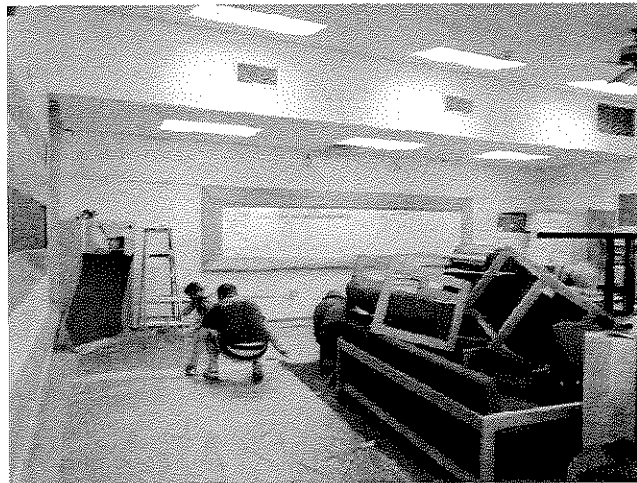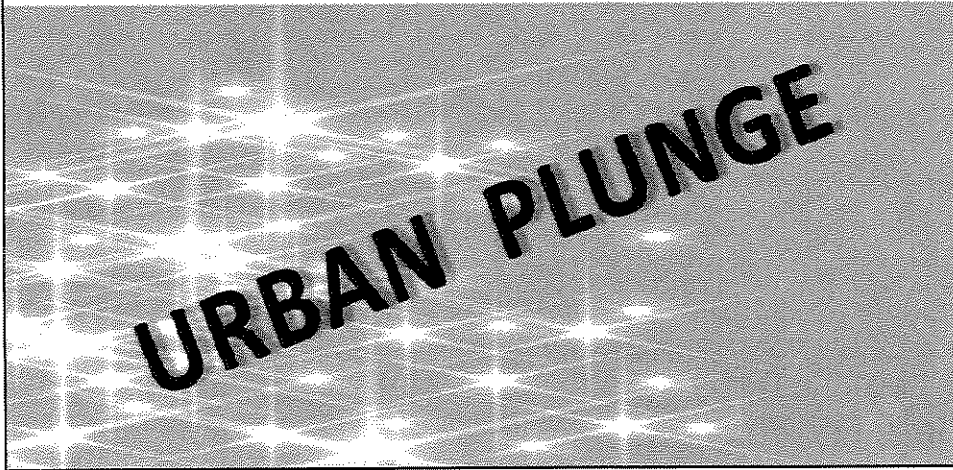the **CHOOSING CHOLLA**
committee

Committee's Purpose:

To research and consider
feasibility of implementing
various strategies to increase
student enrollment

Involved Stakeholders

- **Kelly Alden**, *Program Coach*
- **Lori Bykerk**, *Parent and School Nurse*
- **Carol Donaldson**, *Director of Communication Services*
- **Sam Freeberg**, *CCB Teacher*
- **Phil Garitson**, *Principal*
- **Ashanti Givens**, *Academic Intervention Specialist*
- **Scott Marquez**, *Social Studies Teacher and Parent*
- **Pam Reicks**, *Reading Teacher and Parent*
- **Laurie Richards**, *Student Services Specialist*
- **Jeffrey Shedroff**, *LD/CCR Teacher*
- **Darrin Squire**, *Choral/General Music Teacher*
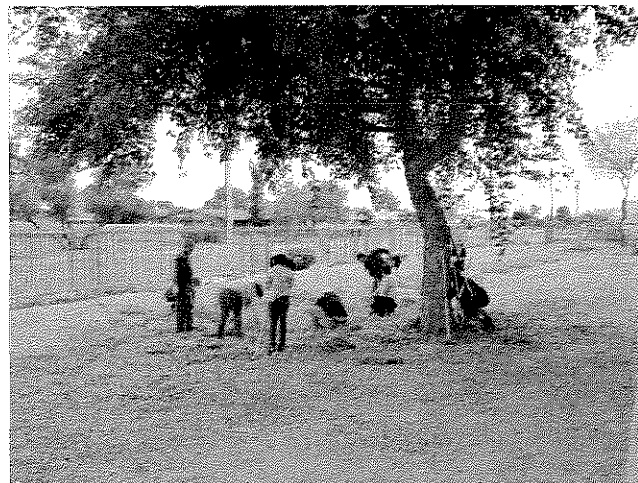- **Tim Woodward**, *Assistant Principal*

2

3

4

http://www.flickr.com/photos/760
63531@N07/6831726009/

Choosing Cholla committee members used an *interest-based* approach to address the issue of declining enrollment.

Story

- Cholla has many positive attributes, including quality staff and programs; however, the community is largely unaware of these points of pride.

- Interaction between Cholla and its surrounding community has declined during recent years.

- A negative perception of Cholla has been perpetuated during recent years, and it has been exacerbated by the presence of New Beginnings Academy on campus.

- A nearby charter school, which boasts many elective opportunities, competes with Cholla for students.

Interests

- Give Cholla students a great education.

- Increase enrollment.

- Engage all stakeholders, and enhance their awareness of Cholla's positive attributes.

- Make Cholla part of the community.

- Provide more choice within Cholla.

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Other Evaluative Criteria

- Funding availability/limitations

- Laws/policies

- Allocation of staff to handle proposed options

- Time commitment required

- Parity with other schools' programs

Next, committee members

- brainstormed options;

- evaluated each option based on identified interests and other criteria.

The following are options that merited further consideration.

Option A: Repackaging Cholla's math and science offerings

Advantages	Disadvantages
More reflective and descriptive of subject being taught	Could result in inconsistencies in course offerings across the District
Marketing advantages; parents and students likely to find "biology" more appealing than "7th grade science"	Some teachers might perceive this as opportunity to emphasize some standards at expense of others
Could change course offerings on quarterly basis	
Would highlight diversity of course offerings	
Could be applied to all academic courses, not just math and science	
If approved, could be highlighted in marketing video	
Would not involve curriculum changes	
Virtually no extra cost to implement	

Option B: Cholla marketing video

Advantages	Disadvantages
Opportunity to highlight positive aspects of school	If it is to be presented to feeder school 6th graders, will have to be completed quickly
Opportunity to dispel middle school myths	Represents an additional project for Media Services Coordinator Paul Askew
Could be shown to prospective students, parents, even staff members	
Possibly include brief interviews with former Cholla students who have experienced success in high school, college, etc.	
Since video to be produced in-house, virtually no extra costs	

Option C: Better job of marketing FLEX center and all gifted/talented/accelerated services at Cholla

Advantages	Disadvantages
Opportunity to increase student/parent/community awareness regarding diversity of course offerings	Concern about promoting FLEX center because District does not offer transportation
Could promote heightened perception of Cholla students as academically successful	Successful FLEX center marketing campaign might require District level involvement since FLEX is District-wide program housed on Cholla campus
Could highlight accelerated classes in marketing video	
Marketing of accelerated classes could be accomplished at very nominal expense	

Option D: End-of-day enrichment time

Advantages	Disadvantages
Would provide more elective-type options for students	Significant program planning would be required
Would provide additional opportunity for students who require academic intervention to receive it; could motivate those students to achieve in order to participate in enrichment activities	Would require teacher buy-in; some teachers might resent having to prepare for and teach an extra class, even though it would not be a full-period class
Would provide opportunity for teachers to teach something they enjoy, are passionate about	Due to budget limitations, would likely not be able consider classes that require special materials, e.g., robotics
Most feasible time for enrichment would be toward end of day, created by shortening homeroom period significantly and shaving off a small amount of time from each class period; would still meet legislated time requirements	

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Option E: Performing arts magnet school (school within school)

Advantages	Disadvantages
Could draw students to Cholla who might otherwise consider North Pointe	Given complex logistics and anticipated prohibitive cost, not likely to be approved/implemented for 2012-2013
Could enhance the already strong fine arts program at Cholla	Would have to conduct research regarding student/parent level of interest
Could reinstate drama program that was eliminated at Cholla a few years ago	
Could offer performing arts as part of end-of-school-day enrichment program; student/parent response could serve as gauge of interest regarding possible future performing arts magnet program at Cholla	

Option F: Expand extracurricular activities

Advantages	Disadvantages
Additional, more diverse extracurricular activities would likely appeal to students and parents	Could violate District parity specifications
Could make Cholla's extracurricular activities more comparable to those offered at North Pointe	Likely to be cost prohibitive, e.g., teacher stipends, materials and equipment
Success of end-of-school-day enrichment program might stimulate expanded extracurricular activities in future	

Option G: Implement true middle school model, including teaming and blocks

Advantages	Disadvantages
Best practice literature identifies model as beneficial to middle school age students	Cost prohibitive due to additional staffing required
Encourages collaboration among teachers	

Stakeholder Feedback

- **Ongoing feedback from stakeholder representatives who serve on committee**

- **Survey of Cholla teachers**

- **Survey of 5th and 6th grade students at Cholla's feeder schools**

Conclusions/Next Steps

- Committee members seeking input from Cholla teachers regarding Option A, repackaging of academic course offerings; will develop proposal to submit to Janet Sullivan

- Production of marketing video, Option B, has begun; gifted/accelerated course offerings among programs likely to be highlighted
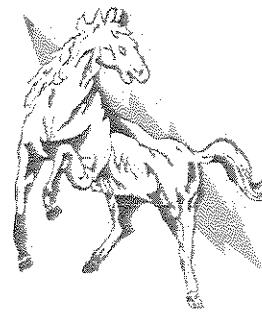
Conclusions/Next Steps
(continued)

- Committee members presenting information about proposed end-of-day enrichment program to staff; based on feedback, will consider feasibility of continuing to pursue. If staff is supportive, proposal to be presented to Governing Board as recommendation at future meeting

- Committee has made consensus decision not to pursue Options E and F at this time; if future staffing configurations support teaming, may pursue that portion of Option G

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Conclusions/Next Steps
(continued)

- **Principal Phil Garitson and Assistant Principal Tim Woodward continuing to schedule personal visits with 6th graders at each feeder school**

- **Committee members actively pursuing opportunities to support elementary students' transition to Cholla**

QUESTIONS?

TO:	Governing Board	Action
		X Discussion
FROM:	Dr. Susan J. Cook, Superintendent	X Information
		1st Reading
DATE:	February 23, 2012	

AGENDA ITEM: Report Regarding Federal Relations Network Conference

INITIATED BY: Bill Adams, Governing Board Member   SUBMITTED BY: Bill Adams, Governing Board Member

PRESENTER AT GOVERNING BOARD MEETING: Bill Adams, Governing Board Member

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

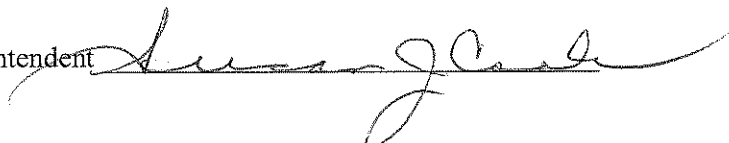**SUPPORTING DATA**   Funding Source: M&O
Budgeted: Yes

Governing Board Member, Bill Adams, will provide the Governing Board with a report about his trip to Washington D.C. as part of the Federal Relations Network Conference. The trip occurred February 3-8, 2012.

SUMMARY AND RECOMMENDATION	Board Action	Motion	Second	Aye	Nay	Abstain
No action required.	Adams					
	Graziano					
	Jahneke					
	Lambert					
Superintendent _(signature)_	Maza					

Agenda Item IV.C.