

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

DATE: August 25, 2011

TIME: Special Meeting, Executive Session 6:15 p.m.
Regular Meeting 7:00 p.m.

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

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

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

I. SPECIAL MEETING – GENERAL FUNCTION

A. Call to Order and Roll Call

B. Adoption of the Special Meeting Agenda

Motion _____ Second _____ Vote _____

II. CALL FOR EXECUTIVE SESSION

Call for Executive Session: Pursuant to A.R.S. §38-431.03 – A.3 and A.4

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

- A.3 and A.4 – Discussion or consultations with the attorney or attorneys for the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding settlement discussions conducted in order to avoid litigation – specifically regarding an OCR matter.

Motion _____ Second _____ Vote _____

III. RECESSING OF SPECIAL MEETING FOR EXECUTIVE SESSION

IV. 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 A.R.S. §38-431.03 unless pursuant to specific statutory exception.

IV. EXECUTIVE SESSION – GENERAL FUNCTION (continued)

C. Discussion under A.R.S. §38-431.03 – A.3.and A.4

- A.3 and A.4 – Discussion or consultations with the attorney or attorneys for the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding settlement discussions conducted in order to avoid litigation – specifically regarding an OCR matter.

V. RECONVENING OF SPECIAL MEETING

VI. RECESSING OF SPECIAL MEETING FOR REGULAR MEETING

VII. REGULAR MEETING – GENERAL FUNCTION

A. Call to Order and Roll Call

B. Moment of Silence and Meditation

C. Pledge of Allegiance

D. Adoption of the Regular Meeting Agenda

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

Motion _____ Second _____ Vote _____

E. Approval of the Minutes

1-4

It is recommended that the Governing Board approve the Minutes of the July 14, 2011 Regular Meeting (all Governing Board Members were in attendance).

Motion _____ Second _____ Vote _____

F. Approval of the Minutes

5-6

It is recommended that the Governing Board approve the Minutes of the August 4, 2011 Special Meeting (all Governing Board Members participated telephonically).

Motion _____ Second _____ Vote _____

G. Current Events: Governing Board and Superintendent

H. Special Recognition

- Special Recognition of Instructional Coach, Sandy Dyke, who was the recipient of the Robert B. Griffith Education Award from the University of Louisville School of Music Alumni Council.

I. 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).
- 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).

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

Motion _____ Second _____ Vote _____

VIII. CONSENT AGENDA

- | | | |
|-----|--|-------|
| *A. | Approval/Ratification of Vouchers
The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of materials, equipment, salaries and services. | 7-8 |
| *B. | Personnel Items
Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes. | 9-11 |
| *C. | Public Gift and Donation (The Value of Donated Items is Determined by the Donor)
1. National Foundation for Women Legislators (NFWL) donated 100 backpacks in conjunction with Office Depot with an approximate value of \$800.00 to be used for the benefit of students at Arroyo Elementary School. | 12 |
| *D. | Out-of-State Travel
1. Sandra Dyke, Instructional Coach, submitted a request to attend the Robert B. Griffith Music Educators Award Presentation at University of Louisville, September 9-September 12, 2011, in Louisville, Kentucky, at no cost to the District.

2. Howard C. Kropp, Director of Purchasing, submitted a request to attend the National School Supply and Equipment Association, School Equipment Show, November 29-December 2, 2011, in San Antonio, Texas, at no cost to the District. | 13-15 |
| *E. | Acceptance of the Walmart Grants in the Amount of \$2,500.00, the Media In Education Grant in the Amount of \$3,300.00, the Arizona Department of Education Grants in the Amount of \$1,713,336.00, the City of Phoenix Neighborhood Block Watch Grants in the Amount of \$29,078.00, the Target Corporation Grant in the Amount of \$9,996.00, the National School Supply and Equipment Association Grant in the Amount of \$1,000.00, and the BHHS Legacy Foundation Grant in the Amount of \$75,875.00 | 16-17 |
| *F. | Award of Contract – Bid No. 11.001, Warehouse, School and Office Supplies | 18-19 |
| *G. | Award of Contract – Bid No. 11.009, Non-Vehicular Glass Replacement | 20 |
| *H. | Award of Contract – Bid No. 11.010, Instructional Aids and Supplies | 21-22 |
| *I. | Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative, Inc. (MESC) and State Procurement Office (SPO) | 23-24 |
| *J. | Annual Intergovernmental Cooperative Purchase Agreements with the Greater Phoenix Purchasing Consortium for Schools (GPPCS), Strategic Alliance for Volume Expenditures (SAVE) and The Cooperative Purchasing Network (TCPN) | 25-28 |
| *K. | Extension and Renewal of Annual Contracts for Specified Goods and Services | 29-31 |
| *L. | Intergovernmental Agreement with the City of Phoenix Parks and Recreation | 32-36 |
| *M. | Intergovernmental Agreement with the Superior Court of Arizona in Maricopa County, Juvenile Probation Department | 37-48 |
| *N. | Agreement with Public Consulting Group, Inc. (PCG) | 49-77 |
| *O. | Amendment/Continuation of Maricopa County Tobacco Use Prevention Program Contract for Fiscal Year 2011-2012 | 78-83 |
| *P. | 2011-2012 Qualified Evaluators | 84-85 |

IX. ACTION / DISCUSSION ITEM

- A. First Reading of Proposed Board Policy JICK – Student Violence/Harassment/Intimidation/ Bullying (D. Rex Shumway) 86-98

Motion _____ Second _____ Vote _____

X. INFORMATION / DISCUSSION ITEMS

- A. Capital and Bond Implementation Plan Update (Jeff Cook and Paul Hartley, H2 Group; Vispi Karanjia and Roxana Morales, Orcutt Winslow Partnership) 99-115
- B. Growing Arroyo Committee Update (Sandy Mendez Benson, Parent, Philip Liles, Arroyo Principal, and Sue Snyder, Director of Organizational Development) 116-160
- C. Report Regarding Arizona School Boards Association's 2011 Summer Leadership Institute (Bill Adams and Clorinda Graziano) 161

XI. FUTURE AGENDA ITEMS

XII. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGEMENTS

XIII. ADJOURNMENT

Motion _____ Second _____ Vote _____

NOTES:

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

(*) 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 on an item which is on the agenda may be granted permission to do so by completing an AUDIENCE PARTICIPATION 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.

(**) 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

2011-2012

July 14, 2011

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 7:01 p.m. Governing Board members constituting a quorum were present: Mr. Chris Maza, Mr. Bill Adams, Mr. Aaron Jahneke, and Mrs. Tee Lambert. Ms. Clorinda Graziano joined the meeting at 7:08 p.m.

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 Mrs. Lambert that the Governing Board adopt the Regular Meeting Agenda. The motion was seconded by Mr. Adams. The motion carried.

E. Approval of the Minutes

3-0 AYE

A motion was made by Mr. Jahneke that the Governing Board approve the Minutes of the June 23, 2011 Regular Meeting and Executive Session. The motion was seconded by Mrs. Lambert. The motion carried. Mr. Adams abstained from the vote.

F. Current Events: Governing Board and Superintendent

Mr. Adams thanked the Glendale Union High School Project S.H.A.R.P. coordinators, teachers, and students for the letters he received. Mr. Adams thanked everyone involved in the worthwhile program.

Mr. Jahneke shared that he enjoyed reading the letters from the Project S.H.A.R.P. coordinators, teachers, and students.

Dr. Bailey advised that summer school had ended and over 5,000 students had participated in various programs. She stated that four school sites remained open for childcare.

G. Public Participation

There was no public participation.

H. Approval of the Consent Agenda

UNANIMOUS

Mr. Adams recused himself from Consent Agenda item *II.K. – Renewal of Contract with First Things First for the Washington Resource Information Center.

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

July 14, 2011

II. CONSENT AGENDA

- | | |
|--|------------------|
| *A. Approval/Ratification of Vouchers
Approved and ratified the vouchers as presented. | UNANIMOUS |
| *B. Personnel Items
Approved the personnel items as presented. | UNANIMOUS |
| *C. Award of Contract – Bid No. 11.007, Window Treatments | UNANIMOUS |
| *D. Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative, Inc. (MESC) | UNANIMOUS |
| *E. Extension and Renewal of Annual Contracts for Specified Goods and Services | UNANIMOUS |
| *F. Addendum to the Food Program Permanent Service Agreement for the Fresh Fruit and Vegetable Program | UNANIMOUS |
| *G. Affiliation Agreement to Provide Meals to ACCEL School | UNANIMOUS |
| *H. Affiliation Agreement to Provide Meals to Gompers Special Education Day School | UNANIMOUS |
| *I. Agreement with <i>Interlingua</i> to Provide Spanish Classes to MAP Center Students at Sahuaro Elementary School | UNANIMOUS |
| *J. Renewal of Federal Work-Study Program Agreement with The Bryman School of Arizona | UNANIMOUS |
| *K. Renewal of Contract with First Things First for the Washington Resource Information Center
A motion was made by Mrs. Lambert that the Governing Board approve the renewal contract with First Things First for the 2011-2012 school year and authorize the Superintendent to execute all necessary documents. The motion was seconded by Mr. Jahneke. The motion carried. Mr. Adams recused himself from the vote. | 3-0 AYE |
| *L. Reappointment of Employee Representative to the Trust Boards | UNANIMOUS |

III. RECESSING OF REGULAR MEETING FOR PUBLIC HEARING

IV. PUBLIC HEARING

A. Expenditure Budget for 2011-2012

Dr. Bailey introduced Ms. Cathy Thompson who gave a presentation regarding the 2011-2012 proposed expenditure budget and proposed tax rates. Ms. Thompson stated that the proposed expenditure budget for 2011-2012 was prepared within the limits provided by the State of Arizona and that the tax rates were estimates.

Ms. Thompson pointed out that the total for student instruction/support was over 70% represented on the M&O/Classroom Site Fund Expense by Function graph. Mrs. Lambert asked if the breakdown on the graph was the same as what the State Auditor General uses. Ms. Thompson replied that it is not the same, however, the categories are similar.

July 14, 2011

Mr. Jahneke asked if the District's figure (9%) for Student Support Services was higher than other districts. Ms. Thompson advised that our District spends more on Student Support Services than other districts.

Mr. Maza thanked Ms. Thompson for the presentation and pointed out that if the District had not received the M&O Override and K-3 Override funding, the District would have had a \$15-\$16 million budget cut.

Ms. Thompson advised that the tax rate is comparable to the 2004-2006 tax rates. She stated that although the tax rates are slightly higher than anticipated, the impact to the voters will be minimal because of the decrease in assessed home values.

There were no questions from the public.

V. RECESSING OF PUBLIC HEARING FOR REGULAR MEETING

VI. RECONVENING OF REGULAR MEETING

VII. ACTION / DISCUSSION ITEMS

A. Expenditure Budget for 2011-2012

UNANIMOUS

A motion was made by Mr. Adams that the Governing Board adopt the 2011-2012 Expenditure Budget, and approve and verify the Desegregation Budget Supplement and Verification Report. The motion was seconded by Ms. Graziano. The motion carried.

B. To Consider and, if Deemed Advisable, Adopt a Resolution to Authorize the Sale of Tax Anticipation Notes by the District

UNANIMOUS

Dr. Bailey advised the Board that the District experienced cash flow shortages due to differences in timing between the receipt of State funds and District expenditure patterns. Dr. Bailey introduced Ms. Cathy Thompson who advised the Board that the District had been greatly impacted the last few years by the rollovers by the State regarding the District's funding. Ms. Thompson stated that each year, the District had to utilize a line of credit in order to meet expenditures. Ms. Thompson explained that Tax Anticipation Notes (TANS) were a short-term debt that would be paid before the end of the school year at an interest rate well below the line of credit interest cost. Ms. Thompson stated that the District's recommendation was to purchase \$10 million in TANS which would allow the District to have cash on hand to cover expenditures.

Ms. Thompson introduced Mr. Bill Davis from Piper Jaffray and Company who gave a presentation regarding TANS. Mr. Davis advised that the Treasurer would be purchasing the notes on a taxable basis which eliminated most of the federal tax law requirements relating to spend down and arbitrage rebate. Mr. Davis stated that there was currently a unique situation in that short-term government rates were at taxable rates at or below short-term tax exempt rates which would provide direct benefits to the District. On a percentage basis, it appeared that the District's expenses for the program would be 40% lower this year than last year. Mr. Davis stated that overall borrowing cost was going to be lower and any interest earnings differential was going to be greater and more cost effective this year.

Mrs. Lambert asked how TANS would help the District if the State withholds funds in May. Mr. Davis replied that TANS would not help the District in the second half of May through the end of the fiscal year. Mr. Davis stated that the District would receive enough property tax revenue to pay back the TANS, however, might have to draw on a line of credit to meet expenditures at the end of the fiscal year.

July 14, 2011

Mrs. Lambert asked when the District would receive funds from the TANS if approved. Mr. Davis said he anticipated that the funds would be delivered on or around July 26, 2011.

Mr. Adams thanked Mr. Davis for his presentation and expressed his support of TANS because it would be advantageous for the District.

Ms. Graziano asked whether principle or interest would be used to pay expenditures if TANS was approved. Mr. Davis replied that the principle would be utilized, however, when property tax revenue or State aid was received, those monies would be deposited and draw interest. Mr. Maza stated that TANS was not meant to be a money making effort, but would allow the District to meet its expenditures without having to draw on a line of credit.

A motion was made by Mr. Adams that the Governing Board authorize the sale of tax anticipation notes by the District and the execution of all documents related to the sale. The motion was seconded by Mrs. Lambert. The motion carried.

VIII. FUTURE AGENDA ITEMS

There were no future agenda items.

IX. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

Mr. Adams acknowledged and thanked Mr. Rex Shumway, Legal Counsel, for being available when needed.

Ms. Graziano acknowledged and thanked the students and teachers of the S.H.A.R.P. Program for their letters. She congratulated the students who participated in the program.

X. ADJOURNMENT

A motion was made by Mr. Adams to adjourn the Regular Meeting at 7:44 p.m. The motion **UNANIMOUS** was seconded by Ms. Graziano. The motion carried.

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

July 14, 2011

WASHINGTON ELEMENTARY SCHOOL DISTRICT

MINUTES: SPECIAL MEETING

2011-2012

August 4, 2011

Administrative Center
Anasazi 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 2:35 p.m. telephonically. Governing Board members constituting a quorum were present: Mr. Chris Maza, Mr. Bill Adams, Ms. Clorinda Graziano, Mr. Aaron Jahneke, and Mrs. Tee Lambert.

B. Moment of Silence and Meditation – Waived

C. Pledge of Allegiance – Waived

D. Adoption of the Special Meeting Agenda

A motion was made by Mrs. Lambert to adopt the Special Meeting Agenda. The motion was seconded by Mr. Adams. The motion carried.

UNANIMOUS

E. Public Participation

There was no public participation.

F. Approval of the Consent Agenda

A motion was made by Ms. Graziano that the Governing Board approve the Consent Agenda. The motion was seconded by Mr. Jahneke. The motion carried.

UNANIMOUS

II. CONSENT AGENDA

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

Approved and ratified the vouchers as presented.

UNANIMOUS

***B. Personnel Items**

Approved the personnel items as presented.

UNANIMOUS

III. FUTURE AGENDA ITEMS

There were no future agenda items.

IV. CURRENT EVENTS: GOVERNING BOARD AND SUPERINTENDENT

There were no current events.

V. ADJOURNMENT

A motion was made by Mr. Adams to adjourn the meeting at 4:03 p.m. The motion was seconded by Mrs. Lambert. The motion carried.

UNANIMOUS

August 4, 2011

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

August 4, 2011

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> X </u>	Action
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Discussion
		<u> </u>	Information
DATE:	August 25, 2011	<u> </u>	1st Reading
AGENDA ITEM:	<u>*Approval/Ratification of Vouchers</u>		
INITIATED BY:	<u>Elizabeth Martinez, Accounting Manager</u>	SUBMITTED BY:	<u>David Velazquez, Director of Finance</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Cathy Thompson, Director of Business Services</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA, DK and A.R.S. §15-321</u>		

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

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

APPROVE/RATIFY FY 10/11 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

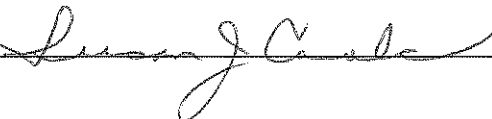
07/28/11	145,756.35
08/04/11	93,338.39
08/11/11	48,181.13
Totals:	<u>287,275.87</u>

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

07/29/11	448,590.73
08/12/11	594,106.95
Totals:	<u>1,042,697.68</u>

SUMMARY AND RECOMMENDATION

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

Superintendent 

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

Agenda Item *VIII.A.

***Approval/Ratification of Vouchers**

August 25, 2011

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APPROVE/RATIFY FY 11/12 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

07/27/11	510,204.40
08/03/11	648,702.26
08/05/11	875,001.25
08/10/11	773,297.21
08/12/11	535,880.89
Totals:	<u>3,343,086.01</u>

Agenda Item _____

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Personnel Items 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

The attached personnel actions are presented for approval.

SUMMARY AND RECOMMENDATION

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

Superintendent



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

Agenda Item *VIII.B.

PERSONNEL ACTION RECOMMENDED

August 25, 2011

I. RESIGNATIONS, RETIREMENTS, EXCESSES, AND LEAVES OF ABSENCE

A. ADMINISTRATIVE

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
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B. CERTIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
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C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Henderson	Robert	Facilities Manager	Sunburst	Termination	4	8/4/2011

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Alauria	Earlene	Headstart Assistant	Headstart	Resignation	2	5/25/2011
Campbell	Rebecca	Nutrition Service Clerk	Sunset	Resignation	4 mo.	5/25/2011
Champine	Melissa	Special Ed. Assistant	Chaparral	Resignation	2 mo.	5/25/2011
Deward	Rickford	Bus Driver	Transportation	Resignation	1	5/25/2011
Galaviz	Carmen	Paraprofessional	Desert Foothills	Resignation	9	5/25/2011
Garcia-Encinas	Mirna	Headstart Support Instructor	Desert View	Resignation	4	5/26/2011
Guiliano	Kayla	Kidspace Assistant	Washington	Resignation	4	8/11/2011
Gutierrez	Casper	Crossing Guard	Ocotillo	Resignation	4	5/25/2011
Hebison	Blyt	Bus Driver	Transportation	Termination	10	7/28/2011
Hugo	Amy	Paraprofessional	Mountain View	Resignation	5	5/25/2011
Kaji	Sarab	Personal Care Provider	Moon Mountain	Resignation	3	5/25/2011
Lancaster	Melissa	Nutrition Service Helper	Nutrition Service	Resignation	2 wks.	5/25/2011
Poffinbarger	Betty	Special Ed. Assistant	Manzanita	Resignation	12	8/3/2011
Rademacher	Donna	Headstart Assistant	Headstart	Resignation	1	5/25/2011
Roth	Laura	Nutrition Service Helper	Lakeview	Resignation	25	5/25/2011
Smith	Emily	Paraprofessional	Washington	Resignation	1	5/25/2011
Testa	Mary	Paraprofessional	Arroyo	Resignation	2	5/25/2011
White	Ashlyn	Paraprofessional	Washington	Resignation	3 mo.	5/25/2011

II. EMPLOYMENT

A. ADMINISTRATIVE

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
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B. CERTIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
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Barr	Stephen	Teacher-Art	E	Washington	FY 2011-2012
Burbank	Megan	Teacher-LD	E	Lakeview	FY 2011-2012
Bywater	Michelle	Teacher-LD	E	Lookout Mountain	FY 2011-2012
Cabot	Courtney	Teacher-CCB/SC	E	Moon Mountain	FY 2011-2012
Darby	Claire	Teacher-Language Arts	E	Sunnyslope	FY 2011-2012
Ettlinger	Allison	Teacher-Language Arts	E	Cholla	FY 2011-2012
Goold	Jessica	Teacher-3rd Grade	E	Sahuaro	FY 2011-2012
Hinde	Amanda	Teacher-Kindergarten	E	Roadrunner	FY 2011-2012
Lillie	Melissa	Teacher-Kindergarten	E	Lookout Mountain	FY 2011-2012
Powell	Megan	Speech Pathologist	E	Lookout Mountain/Manzanita	FY 2011-2012

PERSONNEL ACTION RECOMMENDED

August 25, 2011

B. CERTIFIED (continued)

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Reddick	Victoria	Teacher-1st Grade	E	Abraham Lincoln	FY 2011-2012
Sidebottom	Michael	Teacher-CCK	E	Chaparral	FY 2011-2012
Sterneman	Mary	Teacher-Music	E	Roadrunner	FY 2011-2012
Thompson	Tori	Teacher-Music	E	Washington	FY 2011-2012
Weaser	Eric	Student Service Specialist	E	Palo Verde	FY 2011-2012

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Chacon	Haidi	Parent Outreach Liaison	N	Washington	ARRA
Clark	Randall	Fleet Attendant	E	Transportation	
Colyar	Donna	Office Technician	E	Maryland	
Dukes	Shannon	Instructional Assistant	E	Mountain Sky	
Heinrich	Roger	Suspension Monitor	E	Mountain Sky	
Michels	Crystal	Health Technician	E	Richard Miller	
Riddle-Madrid	Natalie	Social Worker	E	Richard Miller	
Rotchford	Kathryn	Occupational Therapist	E	Special Services	

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Arellanes	Marissa	Paraprofessional	E	Ocotillo	
Barr	Sharon	Kidspace Assistant	E	John Jacobs	
Bartimioli	Hope	Kidspace Assistant	E	Abraham Lincoln	
Benedict	Vincent	Kidspace Site Coordinator	E	Alta Vista	
Chacon	Carmen	Bus Assistant	E	Transportation	
Cruz	Janice	Paraprofessional	E	Maryland	
Doepke	Darlene	Nutrition Service Helper	E	Alta Vista	
Fontaine	Brianna	Special Ed. Assistant	E	Sweetwater	
Fullen	Mary-Claire	Crossing Guard	E	Shaw Butte	
Grill	Sabra	Nutrition Service Helper	E	Sunnyslope	
Guerrero	Kyle	Bus Assistant	E	Transportation	
Hare	Carrie	Paraprofessional	E	Palo Verde	
Hinton	Annette	Crossing Guard	E	Alta Vista	
Hively	David	Crossing Guard	E	Richard Miller	
Huff	Kathy	Nutrition Service Helper	E	Moon Mountain	
Jones	Robert	Detention Monitor	E	Palo Verde	
Jordan	Jennifer	Paraprofessional	E	Ocotillo	
Lanaza	Lia	Nutrition Service Helper	E	Manzanita	
Lopez	Dolores	Nutrition Service Helper	E	Moon Mountain	
Lopez	Marina	Crossing Guard	E	Shaw Butte	
Martinez	Angel	Kidspace Assistant	E	Moon Mt./Sahuaro	
Mendez	Jannette	Nutrition Service Helper	E	Washington	
Ollis	Angela	Kidspace Assistant	E	Lookout Mountain	
Pivonka	Mary	Private School Instructor	E	Private School Consortium	
Salinas	Joan	Kidspace Site Coordinator	E	Chaparral	
Tartaglia	Julie	Nutrition Service Helper	E	John Jacobs	
Thorp	Brandee	Nutrition Service Helper	E	Moon Mountain	
Todd	Stephanie	Paraprofessional	E	Sahuaro	
Villamil	Jenny	Headstart Instructor	E	Sunnyslope	
Webb	Charlene	Paraprofessional	E	Sunnyslope	
Yee	Krystin	Detention Monitor	E	Richard Miller	
Zoglo	Deborah	Paraprofessional	E	Palo Verde	

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Public Gift and Donation (The Value of Donated Items is Determined by the Donor) 1st Reading
INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §15-341

SUPPORTING DATA

Funding Source: Donations
Budgeted: N/A

1. National Foundation for Women Legislators (NFWL) donated 100 backpacks in conjunction with Office Depot with an approximate value of \$800.00 to be used for the benefit of students at Arroyo Elementary School.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the gift and donation as presented.

Superintendent 

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

Agenda Item *VIII.C.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Out-of-State Travel 1st Reading

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

PRESENTER AT GOVERNING BOARD MEETING: Maggie Westhoff, Director of Professional Development;
Cathy Thompson, Director of Business Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

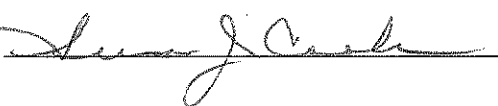
Funding Source: No Cost to District
Budgeted: No Cost to District

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

1. Sandra Dyke, Instructional Coach, submitted a request to attend the Robert B. Griffith Music Educators Award Presentation at University of Louisville, September 9-September 12, 2011, in Louisville, Kentucky, at no cost to the District.
2. Howard C. Kropp, Director of Purchasing, submitted a request to attend the National School Supply and Equipment Association, School Equipment Show, November 29-December 2, 2011, in San Antonio, Texas, at no cost to the District.

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 *VIII.D.

WASHINGTON ELEMENTARY SCHOOL DISTRICT #6
DATE OF BOARD AGENDA ITEM - August 25, 2011

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) <i>(as it appears on your driver's license)</i>	Position	School/Department
Sandra Dyke	Instructional Coach	Professional Development

CONFERENCE INFORMATION:

CONFERENCE TITLE:	Robert B. Griffith Music Educators Award Presentation at University of Louisville					
TRAVEL DATES:	September 9-September 12, 2011					
CONFERENCE LOCATION:	University of Louisville, Louisville, Kentucky					
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:	Substitute Funds (Funding Source)					Total
Substitute Account Code:				6129		\$

PURPOSE OF TRAVEL: Sandra Dyke has been selected as the third recipient of the Robert B. Griffith Music Education Award. This award is given to someone who has excelled as a music educator in kindergarten through high school. Sandy has been invited to attend a celebration dinner in her honor on Saturday, September 10 and a concert on September 11 during which she will accept the award.

MAXIMUM COSTS:

REGISTRATION FEE:	\$
MEALS	\$
LODGING:	\$
SUBSTITUTES	\$
TRANSPORTATION:	\$
AIR	\$
CAR RENTAL/PARKING	\$
BUS/TAXI/SHUTTLE	\$
TOTAL COST:	\$ 0.00

SIGNATURES

Dr. Maggie Westhoff
Supervisor

Supervisor

Budget Manager

COMMENTS: Sandra will attend the recognition ceremony weekend at no cost to Washington Elementary School District.

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 #6
DATE OF BOARD AGENDA ITEM - August 25, 2011

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) <i>(as it appears on your driver's license)</i>	Position	School/Department
Howard C. Kropp	Director of Purchasing	Purchasing

CONFERENCE INFORMATION:

CONFERENCE TITLE:	National School Supply and Equipment Association , School Equipment Show						
TRAVEL DATES:	November 29 - December 2, 2011						
CONFERENCE LOCATION:	San Antonio Texas						
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:	Substitute Funds (Funding Source)						Total
Substitute Account Code:				6129			\$

PURPOSE OF TRAVEL: Howard Kropp will attend the National School Supply and Equipment Association School Equipment show where he will meet with manufacturers of school equipment and furniture. Howard will gather information about the newest trends in sustainable furniture. Howard will share what he has learned with various groups in the district. The District has not investigated the updating of "standard" furniture in recent years.

MAXIMUM COSTS:

REGISTRATION FEE:	\$
MEALS	\$
LODGING:	\$
SUBSTITUTES	\$
TRANSPORTATION:	\$
AIR	\$
CAR RENTAL/PARKING	\$
BUS/TAXI/SHUTTLE	\$
TOTAL COST:	\$ 0.00

SIGNATURES

Cathy Thompson

Supervisor

Supervisor

Budget Manager

COMMENTS: Howard applied and was selected to receive a grant to attend this year's show. The funds provided by the grant will cover his roundtrip coach airfare to/from San Antonio, three nights hotel accommodations and the conference registration fees. Howard will cover any and all other incidental costs, such as meals.

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

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: August 25, 2011 Information
1st Reading

AGENDA ITEM: *Acceptance of the Walmart Grants in the Amount of \$2,500.00, the Media In Education Grant in the Amount of \$3,300.00, the Arizona Department of Education Grants in the Amount of \$1,713,336.00, the City of Phoenix Neighborhood Block Watch Grants in the Amount of \$29,078.00, the Target Corporation Grant in the Amount of \$9,996.00, the National School Supply and Equipment Association Grant in the Amount of \$1,000.00, and the BHHS Legacy Foundation Grant in the Amount of \$75,875.00

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
Walmart #3241	Acacia Elementary (N)	\$500.00	Accelerated Reader/Rachel's Challenge
Walmart #3896	Acacia Elementary (N)	\$1,000.00	Accelerated Reader/Rachel's Challenge
Walmart #2512	Acacia Elementary (N)	\$1,000.00	Staff incentives and reading prizes

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of the Walmart grants in the amount of \$2,500.00, the Media In Education grant in the amount of \$3,300.00, the Arizona Department of Education grants in the amount of \$1,713,336.00, the City of Phoenix Neighborhood Block Watch grant in the amount of \$29,078.00, the Target Corporation grant in the amount of \$9,996.00, the National School Supply and Equipment Association grant in the amount of \$1,000.00, and the BHHS Legacy Foundation grant in the amount of \$75,875.00 and authorize the Superintendent to execute all necessary documents.

Superintendent 

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

Agenda Item *VIII.E.

***Acceptance of the Walmart Grants in the Amount of \$2,500.00, the Media In Education Grant in the Amount of \$3,300.00, the Arizona Department of Education Grants in the Amount of \$1,713,336.00, the City of Phoenix Neighborhood Block Watch Grants in the Amount of \$29,078.00, the Target Corporation Grant in the Amount of \$9,996.00, the National School Supply and Equipment Association Grant in the Amount of \$1,000.00, and the BHHS Legacy Foundation Grant in the Amount of \$75,875.00**

August 25, 2011

Page 2

Media In Education	Alta Vista Elementary (N)	\$3,300.00	Technology/computers
Arizona Department of Education/School Safety Division	Cholla Middle School (N)	\$246,639.00	School Resource Officer salary and supplies for SY2011, SY2012, SY2013
Arizona Department of Education/School Safety Division	Desert Foothills Jr. High (N)	\$233,502.00	Juvenile Probation Officer salary and supplies for SY2011, SY2012, SY2013
Arizona Department of Education/School Safety Division	Mountain Sky Jr. High (N)	\$246,639.00	School Resource Officer salary and supplies for SY2011, SY2012, SY2013
Arizona Department of Education/School Safety Division	Mountain View School (N)	\$246,639.00	School Resource Officer salary and Supplies for SY2011, SY2012, SY2013
Arizona Department of Education/School Safety Division	Palo Verde Middle School (N)	\$246,639.00	School Resource Officer salary and supplies for SY2011, SY2012, SY2013
Arizona Department of Education/School Safety Division	Royal Palm Middle School (N)	\$246,639.00	School Resource Officer salary and supplies for SY2011, SY2012, SY2013
Arizona Department of Education/School Safety Division	Washington Elementary School (N)	\$246,639.00	School Resource Officer salary and supplies for SY2011, SY2012, SY2013
City of Phoenix Neighborhood Block Watch	Maryland School (N)	\$9,933.00	Before/After-school/Summer programs
City of Phoenix Neighborhood Block Watch	Moon Mountain Elementary (N)	\$9,245.00	Before/After-school/Summer programs
City of Phoenix Neighborhood Block Watch	Palo Verde Middle (N)	\$9,900.00	Before/After-school/Summer programs
Target Corporation	Academic Services (N)	\$9,996.00	Musical Instrument Museum field trips
National School Supply and Equipment Association	Purchasing Services (N)	\$1,000.00	Conference registration and travel
BHHS Legacy Foundation	Special Services(N)	\$75,875.00	EyeSpy 20/20 vision screening program

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Award of Contract – Bid No. 11.001, Warehouse, School and Office Supplies 1st Reading
INITIATED BY: Cary Case, Manager of Materials Management SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Cary Case, Manager of Materials Management
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

On June 30, 2011, the District issued Bid No. 11.001, Warehouse, School and Office Supplies. Items covered by this bid are needed to restock the Materials Management Center and for small dollar purchases placed by individual schools and departments. No school or department can spend more than is budgeted without prior approval from the Finance Department. This contract is also available to members of the Greater Phoenix Purchasing Consortium of Schools (GPPCS) and Strategic Alliance of Volume Expenditures (SAVE).

One hundred thirty-four (134) vendors were notified of the Bid. Twenty-one (21) responsive, responsible bids and one (1) nonresponsive bid were received and opened on July 27, 2011. Cary Case, Manager of Materials Management, and Freddie Randle, Materials Supervisor, evaluated the bids and recommend the vendors listed on the attached sheet for award. A multiple award is the most advantageous to ensure the best service and the most complete product availability for the District.

The award of this solicitation will result in a one (1) year contract beginning upon award with the option to renew for one (1) additional year or portion thereof, (with the exception of paper). Included is a provision for cancellation by the District with thirty (30) days prior written notice.

Copies of the solicitation and responses are available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract regarding Bid No. 11.001, Warehouse, School and Office Supplies to 16 vendors as presented.

Superintendent



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

Agenda Item *VIII.F.

***Award of Contract - Bid No. 11.001, Warehouse, School and Office Supplies**

August 25, 2011

Page 2

American International Sales	Elgin School Supply	Spicers Paper
ATP Industries	National Art & School Supplies	Standard Stationery Supplies
Beyond Technology	Office Depot	The Library Store
Brodart Company	Pyramid School Products	Vision Business Products
Business Stationers	S&S Worldwide	
Bye-Mo'r	School Specialty	

In 2010-2011, \$1,387,814.91 was encumbered for these products.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Award of Contract – Bid No. 11.009, Non-Vehicular Glass Replacement 1st Reading
INITIATED BY: Howard Kropp, Director of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Director of Purchasing
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O, Capital
Budgeted: Yes

On July 19, 2011, the District issued Bid No. 11.009, Non-Vehicular Glass Replacement. The purpose of this bid is to contract with a qualified vendor that can provide all labor, materials, fixtures, supplies, equipment, transportation, supervision and any other services which may be required to obtain obscure, clear, tempered, laminated or safety glass, Lexan and plexiglass replacement, and plate glass cut to required size and installed on site. No school or department can spend more than is budgeted without prior approval from the Finance Department.

Five (5) vendors were notified of the Bid. Three (3) responsive, responsible bids were received and opened on August 8, 2011. Kim Orozco, Finance Manager, and Duane Baer, Maintenance Manager, evaluated the bids and recommend True View Windows & Glass for award. In 2010-2011, \$9,951.45 was encumbered for this service and products.

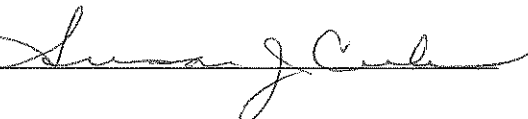
The award of this solicitation will result in a one (1) year contract beginning upon award with the option to renew for four (4) additional years or portion thereof. Included is a provision for cancellation by the District with thirty (30) days prior written notice.

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

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award a contract regarding Bid No. 11.009, Non-Vehicular Glass Replacement, to True View Windows & Glass.

Superintendent



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

Agenda Item *VIII.G.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Award of Contract – Bid No. 11.010, Instructional Aids and Supplies 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

On July 14, 2011, the District issued Bid No. 11.010, Instructional Aids and Supplies. This contract is to obtain firm(s) that provide instructional aids and supplies that the District can purchase. No school or department can spend more than is budgeted without prior approval from the Finance Department. This contract is also available to members of the Greater Phoenix Purchasing Consortium of Schools (GPPCS) and Strategic Alliance of Volume Expenditures (SAVE).

One hundred eighty-three (183) vendors were notified of the Bid. Fifty (50) responsive, responsible bids were received and opened on August 2, 2011. Brian Wenrich, Contract Manager, and Cyndi Hawk, Assistant Buyer, evaluated the bids and recommend the vendors listed on the attached sheet for award. A multiple award is the most advantageous to ensure the best service and the most complete product availability for the District.

The award of this solicitation will result in a one (1) year contract beginning upon award with the option to renew for four (4) additional years or portion thereof. Included is a provision for cancellation by the District with thirty (30) days prior written notice.

Funding for this expenditure is included in the individual school's or department's 2011-2012 M&O budgets and will be purchased on an as-needed basis.

Copies of the solicitation and responses are available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract regarding Bid No. 11.010, Instructional Aids and Supplies to the 24 vendors as presented.

Superintendent



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

Agenda Item *VIII.H.

***Award of Contract - Bid No. 11.010, Instructional Aids and Supplies**

August 25, 2011

Page 2

AFP Industries	ETA Cuisenaire	Music & Arts Center
Arizona Furnishing	Fisher Science Education	National Educational Systems
Beecon Learning	Frey Scientific	Oriental Trading Company
Classroom Products Warehouse	Highsmith	S&S Worldwide
Constructive Playthings	Kaplan Early Learning Company	Sargent-Welch
Demco	Lakeshore Learning Materials	Science Kit
EAI Education	Learning Resources	Teaching Stuff
Educators Outlet	LIF Direct	Wards Natural Science

In 2010-2011, \$1,579,821.81 was encumbered for these products.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative, Inc. (MESC) and State Procurement Office (SPO) 1st Reading
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: Various
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 Mohave Educational Services Cooperative, Inc. (MESC) and State Procurement Office (SPO).

Superintendent 

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

Agenda Item *VIII.I.

MOHAVE EDUCATIONAL SERVICES COOPERATIVE CONTRACT

2011-2012 proposed budget capacity for Construction Services - \$212,000.00

Vendor(s):	SDB, Inc.
Description of Purchase:	Job Order Contracts (JOC)
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Construction Services
Expended 2010-2011:	\$206,058.05

STATE PROCUREMENT OFFICE CONTRACT

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

Contract Title:	Plumbing Parts and Supplies
Vendor(s):	Ferguson Enterprises
Description of Purchase:	Plumbing parts and supplies
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Maintenance/M&O
Expended 2010-2011:	\$28,661.85

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: August 25, 2011 Information
 AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the Greater Phoenix 1st Reading
 Purchasing Consortium for Schools (GPPCS), Strategic Alliance for Volume Expenditures (SAVE) and The Cooperative Purchasing Network (TCPN)
 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: Various
 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 Greater Phoenix Purchasing Consortium for Schools (GPPCS), Strategic Alliance for Volume Expenditures (SAVE) and The Cooperative Purchasing Network (TCPN).

Superintendent



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

Agenda Item *VIII.J.

GPPCS CONTRACTS

2011–2012 proposed budget capacity for Printing Services - \$137,749.10

Contract Title:	Printing Services
Vendor(s):	
Alphagraphics	Copy Flyers.com
Art Printing	Di-Mor Business Forms
Buse Printing & Packaging	MBG Printing
Complete Print Shop	Workflow One
Contract Issuer:	Contract issued through Phoenix Elementary SD #10A-0708
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Printing Services/M&O
Expended 2010-2011:	New Contract

2011-2012 Budgets for Title I and Grants are determined as students register

Contract Title:	Comprehensive Intervention Reading Program
Vendor(s):	
Houghton Mifflin/Harcourt	Wilson Language Training
Voyager Expanded Learning (Cambium)	
Contract Issuer:	Contract Issued through Litchfield #09-10-07
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Individual schools/departments. Title I and Grants
Expended 2010-2011:	\$315,979.14

Not all Grant budgets have been submitted and/or approved. This is a recurring item.

Contract Title:	After School Enrichment Programs
Vendor(s):	
After Cool Fitness	Lou Lou's Play School (dba: Future Kiddie)
All Star Driver Ed	Mrs. Handcock's
All the Right Moves Life Training	NRG Dance Company
Bilingual Baby	Rangolee Art From India
Bricks4Kidz	Morris Sports (dba: Sportball Phoenix)
Chess Emporium	Southwest Center for Martial Arts
East Valley Children's Theater	Talent Team
LD Music (dba: Elements Music)	Tumble Town Gymnastics
Game Truck	World Martial Arts
In Motion Arizona	Young Champions of America
Junior Golf Success	Eyes on Art (dba: Young Rembrandts)
Kidzweyes	
Contract Issuer:	Contract Issued through Mesa #11-81MP
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Community Enrichment/21st Century
Expended 2010-2011:	\$19,490.00

Contract Title:	General Merchandise Supplemental (walk-in)
Vendor(s):	
Lakeshore Learning Materials	Target
Contract Issuer:	Contract Issued through Scottsdale USD #12106
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Individual schools/departments. Title I and Grants
Expended 2010-2011:	\$188,088.64

2011-2012 proposed budget for Maintenance Department - \$654,810.81

Contract Title:	Storage Containers Rentals and Purchase
Vendor(s):	
AZ Storage Rental	Southwest Mobile Storage
Contract Issuer:	Contract Issued through Glendale #07.08.008
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Maintenance/M&O
Expended 2010-2011:	\$0.00

SAVE CONTRACTS

2011-2012 Budgets for Title I and Grants are determined as students register

Contract Title:	Instructional Software/Courseware for Reading Intervention
Vendor(s):	
Achieve 3000	Pearson (Success Maker)
Archipelago Learning (Study Island)	Renaissance Learning
Cambium Learning (Voyager)	Scholastic (Read 180)
Computer Generation	Plato
Compass Learning	McGraw Hill
Houghton Mifflin/Harcourt	Wireless Generation
1 Station	
Contract Issuer:	Contract Issued through Mesa #11-55MP
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Individual schools/departments. Title I and Grants
Expended 2010-2011:	\$415,626.97

2011-2012 proposed budget for Maintenance Department - \$654,810.81

Contract Title:	Building Materials, Equipment and Supplies
Vendor(s):	
84 Lumber Company Store	Fastenal Company
Gilbert Ace Hardware	Frazee Paints
Paul's Scottsdale Hardware	Glidden Professional
Valley Ace Hardware	HD Supply
Barnes Distribution	Home Depot
Border Construction Specialties	Painter's Supply and Decorating Center
Dave Downing & Associates	PPG Paint's
Duncan Bolt	Premium Quality Lighting
Dunn Edwards Paint	Sexauer - Interline Brands
Electric Supply	Voss Lighting
Contract Issuer:	Contract Issued through Mesa #11-84MP
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Maintenance/M&O
Expended 2010-2011:	\$212,611.09
Contract Title:	Grounds Parts, Supplies and Equipment Service
Vendor(s):	Ewing Irrigation Rentals
Contract Issuer:	Contract Issued through Glendale #07.08.009
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Maintenance/M&O
Expended 2010-2011:	\$33,287.47
Contract Title:	Concrete and Paving Site Work
Vendor(s):	
Ace Asphalt of Arizona	CPC Asphalt
Arrowhead Builders	Sunland Asphalt
Cactus Asphalt	
Contract Issuer:	Contract Issued through Alhambra #M10-26-15
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Maintenance/M&O
Expended 2010-2011:	\$0.00

TCPN CONTRACT

2011-2012 proposed budget for Maintenance Department - \$654,810.81

Contract Title:	Asphalt Surfaces, Sport Surfaces and Related Construction Services
Vendor(s):	Sunland Asphalt
Contract Issuer:	Contract issued through TCPN #M0927
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Maintenance M&O
Expended 2010-2011:	\$0.00

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Extension and Renewal of Annual Contracts for Specified Goods and Services 1st Reading

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, DJE and ARS 15-213

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

Attached is a list of contracts that have been previously awarded by the Governing Board. These contracts will soon be expiring. Because performance under these contracts has been satisfactory, extension of the contract is recommended. No school or department can spend more than is budgeted without prior approval from the Finance Department.

The estimated requirements cover the period of each contract and are reasonable and continuing. A multi-term contract encourages effective competition and promotes economies in school district procurement.

The 2011-2012 proposed budget capacity is provided on the attached list.

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

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the annual contract extension and renewal for specified goods and services as presented.

Superintendent



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

Agenda Item *VIII.K.

2011-2012 proposed budget capacity for Human Resources is \$126,650.00

Contract Title:	07.004, Drug Testing
Vendor(s):	Quest Diagnostics
Board Approval	September 27, 2007
Proposed Extension	Fourth and Final
Renewal Options Remaining:	None
Proposed 2011-2012 Expenditures:	To be used on an as-needed basis.
Expended 2010-2011:	\$18,827.24

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

Contract Title:	07.005, Elevator Maintenance
Vendor(s):	ThyssenKrupp Elevator Corporation
Board Approval	August 23, 2007
Proposed Extension	Fourth and Final
Renewal Options Remaining:	None
Proposed 2011-2012 Expenditures:	To be used on an as-needed basis.
Expended 2010-2011:	\$26,513.82
Contract Title:	10.019, Paint and Related Products/Services
Vendor(s):	Dunn Edwards Paints
Board Approval	August 26, 2010
Proposed Extension	First
Renewal Options Remaining:	Three
Proposed 2011-2012 Expenditures:	To be used on an as-needed basis.
Expended 2010-2011:	\$80,459.37

2011-2012 proposed budget capacity for Transportation is \$2,727,907.70

Contract Title:	08.005, Bus Parts and Repair Services
Vendor(s):	Cummins Rocky Mountain
Board Approval	July 10, 2008
Proposed Extension	Third
Renewal Options Remaining:	One
Proposed 2011-2012 Expenditures:	To be used on an as-needed basis.
Expended 2010-2011:	\$10,826.35
Contract Title:	10.021, Vehicle Glass Replacement
Vendor(s):	Bunker's Glass
Board Approval	August 26, 2010
Proposed Extension	First
Renewal Options Remaining:	Three
Proposed 2011-2012 Expenditures:	To be used on an as-needed basis.
Expended 2010-2011:	\$5,749.48

2011-2012 proposed budget capacity for Communication Services is \$86,115.00

Contract Title:	07.019, On-Line Social Studies Cultural Integration Program
Vendor(s):	Proquest
Board Approval	July 12, 2007
Proposed Extension	Fourth and Final
Renewal Options Remaining:	None
Proposed 2011-2012 Expenditures:	To be used on an as-needed basis.
Expended 2010-2011:	\$8,845.00
Contract Title:	07.057, Bulk Mailing Services
Vendor(s):	Complete Print Shop
Board Approval	July 10, 2008
Proposed Extension	Third
Renewal Options Remaining:	One
Proposed 2011-2012 Expenditures:	To be used on an as-needed basis.
Expended 2010-2011:	\$45,229.08

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Intergovernmental Agreement with the City of Phoenix Parks and Recreation 1st Reading
INITIATED BY: Dr. Steve Murosky, Director of Academic Support Programs SUBMITTED BY: Dr. Steve Murosky, Director of Academic Support Programs
PRESENTER AT GOVERNING BOARD MEETING: Dr. Steve Murosky, Director of Academic Support Programs
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

The City of Phoenix Parks and Recreation Department will continue to provide the Phoenix Activity City (PAC) After-school Program at Desert View, Maryland, Moon Mountain, Mountain View, and Ocotillo schools during the 2011-2012 school year. Included is an Intergovernmental Agreement (IGA) between Washington Elementary School District and the City of Phoenix Parks and Recreation Department.

The Intergovernmental Agreement has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Authorization of the Intergovernmental Agreement with the City of Phoenix Parks and Recreation Department and authorize the Superintendent to execute all necessary documents.

Superintendent



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

Agenda Item *VIII.L.



City of Phoenix

AGREEMENT NO. _____

This agreement made and entered into this 1st day of July, 2011 (hereinafter "Effective Date") by and between the City of Phoenix Parks, hereinafter called "City" and

Washington Elementary School District No. 6, hereinafter called "District". The District enters into this inter-governmental agreement pursuant to A.R.S. 15-342(13), A.R.S. § 15-1105 and A.R.S. § 11-952 as it is in the best interest of its students and community. The City enters into this inter-governmental agreement pursuant to A.R.S. §11-952.

Witnesseth

WHEREAS, the District is desirous of utilizing the Phoenix Afterschool Center, hereinafter called "PAC", as the out-of-school time youth recreation program provider operated by the City for use by the District; and

WHEREAS, the District expressly finds that the uncompensated use of District facilities by the City for the PAC program will promote the educational function of the District and that the City's PAC program will be open to the public; and

WHEREAS the purpose and intent of the City in entering into this agreement with the District is to provide a framework for facility and program consistency for use of the District's facilities to provide programs and services to the public;

NOW, THEREFORE, IT IS AGREED by and between the parties upon the following terms and conditions.

The term of this agreement shall be for two (2) school years from the Effective Date to and including the 30th day of June, 2013. Prior to July 1, 2013, City of Phoenix may notify the District in writing of the desire to renew the Agreement for an additional year (1). The District has the right to accept or deny this request. The specific provisions of this agreement may be re-negotiated and may be amended in writing, but any provisions not so amended shall remain in full force and effort for the term of agreement.

City hereby designates the Parks and Recreation Department Director and/or their designee as the agent with whom the District shall deal in the matter of carrying out the provisions of the Agreement. The District will satisfy its obligation under this agreement from the District's general budget.

City and District shall:

1. Each party (as "indemnitor") agrees to defend and hold harmless the other party (as "indemnatee") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "claims") arising out of bodily injury of any person including death or property damage but only to the extent that such claims which result in vicarious/derivative liability to the Indemnatee are caused by the act, omission, negligence, misconduct or other fault of the indemnitor, its officers, officials, agents, employees or volunteers.
2. Comply with all applicable federal, state, county and city laws, ordinances and regulations governing the activity and use of the facility.
3. Not discriminate in activity under this agreement, against any worker, employee, student, or any member of the public because of race, creed, color, religion, sex, or national origin. District further agrees that a non-discrimination clause will be incorporated into any subcontracts for labor, service or janitorial in connection with this agreement.

4. This Agreement is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership or form a business association or organization of any kind between the parties, and the rights and the obligations of the parties will be only those expressly set forth in this Agreement.

The City shall provide:

1. High quality, affordable out-of-school time recreation program for youth in grades 1-8 or ages 6 -13 (based on school campus).
2. Programming daily when school is in session excluding City Holidays (Monday – Friday) from student release time until 6:00 pm. Early release days will be negotiated by each school and City.
3. Program supervision and management by full-time Recreation Coordinator.
4. Regular communications with District superintendent and principals. Responsive and personalized service from PAC Coordinator as a single point of contact for District.
5. Uniformed staff (ID badge and shirt).
6. Maintain an average program ratio no greater than 1:25 between staff and participants.
7. Program staff comprised of a Recreation Leader, Recreation Instructor, and Recreation Aide and modified as attendance levels dictate.
8. Contracted staff for enrichment programs and shall complete background checks and fingerprint clearance for all staff who will be working with youth.
9. Teen Corps volunteer, adult volunteer, and youth internship opportunities.
10. On-line and walk-up program registration options.
11. Support Districts rules and procedures as well as to support educational goals.
12. Regular program evaluation (participant, parent, district staff, and city staff) resulting in continuously improved service delivery.
13. Provide a multi year commitment with an annual compliance review where those sites in compliance will be automatically renewed and those out of compliance will reapply through the open Service Request process.
14. Program rosters (name and grade) to Principal for reporting purposes.
15. Certificate of Insurance to District annually (July 1 through June 30).
16. Immediate written notice of program changes and/or elimination based on low enrollment.
17. Sixty day written notice of program changes and/or elimination based on budget reductions.

The District shall provide:

1. Free facility usage including maintenance, utilities, application fees, and security deposits.
2. Adequate indoor program space for a minimum program size of 60 participants. Adequate indoor space if multi-purpose space is in use for a special/school sponsored event.

3. A detailed program description and data for all programs on site that duplicate PAC services (time/days/grades/program focus/etc).
4. A daily healthy snack for participants.
5. Adequate outdoor space i.e. playground, ball field, etc.
6. Access to cleaning materials, or, in the alternative, make maintenance staff available to clean conditions that, in the judgment of PAC staff, require immediate attention. It is understood that maintenance staff are at all times employees or contractors of the District and are not City employees and are not entitled to any benefits of City employment.
7. Marketing space: a flier rack in the school office, a bulletin board in the program area (City will provide bulletin board, District will provide installation) if none exists currently. The ability to distribute PAC fliers within District.
8. Access to keys for all program spaces the City is approved to use per this agreement.
9. Space for storing programming materials such as storage cabinets, ball cages, etc.
10. ADA compliant program space.
11. Necessary support materials when interested in partnering for grants i.e. 21st Century, Piper Foundation, etc. when mutually beneficial.
12. Consideration of a minimum of 1 program location for summer PAC session.
13. Access to contracting District transportation for field trips (primarily during summer session).
14. Supervision for those children that are not registered in the program but show up to the program (once escorted to facility office).
15. Approval of this IGA document no fewer than 30 days prior to District start date.

Attachment: School facilities approved for a PAC program.

All parties hereto acknowledge that this agreement is subject to cancellation by the City of Phoenix pursuant to the provisions of Section 38-511, Arizona Revised Statutes.

To the extent applicable under A.R.S. § 41-4401, the parties warrant their compliance with all federal immigration laws and regulations that relate to their employees and compliance with the E-verify requirements under A.R.S. § 23-214(A).

The parties hereby warrant, and represent to each other, that they do not have and during the term hereof will not have a "scrutinized business operation" in either Sudan or Iran as defined under A.R.S. § 35-391 et seq.

Neither party shall be responsible for acts, omissions or errors involving a failure to follow statutes, rules, policies or regulations that solely and specifically apply to the other party. Each party is responsible to insure that the services emanating from this Agreement comply with those statutes, rules, policies and regulations specific to that party.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement the day and year first mentioned above.

Parks and Recreation Department Director

By _____
its Director

Washington Elementary School District No. 6 By _____ its Superintendent or designee

Attest _____
City Clerk

Approved as to form:

City Attorney

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Intergovernmental Agreement with the Superior Court of Arizona in Maricopa County, 1st Reading
Juvenile Probation Department
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

The Arizona Legislature recently approved funding for the 2011-2012 school year to the Arizona Department of Education for the purpose of placing Juvenile Probation Officers in Arizona schools in accordance with the School Safety Program.

Included is an Intergovernmental Agreement (IGA) between Washington Elementary School District and the Superior Court of Arizona in Maricopa County, Juvenile Probation Department. This IGA is for the purpose of continuing services of one Juvenile Probation Officer assigned to the campus of Desert Foothills Junior High. The Juvenile Probation Officer is responsible for implementing Law-Related Education in the classroom, as well as providing other student services according to the School Safety Program Guidance Manual.

The Intergovernmental Agreement has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Authorization of the Intergovernmental Agreement with the Superior Court of Arizona in Maricopa County, Juvenile Probation Department and authorize the Superintendent to execute all necessary documents.

Superintendent



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

Agenda Item *VIII.M.

INTERGOVERNMENTAL AGREEMENT

BETWEEN

**Washington Elementary School District
4650 W. Sweetwater
Glendale, Arizona 85304**

AND

**Superior Court of Arizona in Maricopa County
Juvenile Probation Department
3125 W. Durango
Phoenix, Arizona 85009**

This intergovernmental agreement ("Agreement") is entered into this first day of July 2011, by and between the Washington Elementary School District ("District") and the Superior Court of Arizona, Maricopa County, Juvenile Court/Probation ("Court"). Each party to this Agreement is a public agency of the state of Arizona as defined in A.R.S. section 11-951.

Pursuant to Laws 1997, Ch. 220, Sec. 78, the Arizona Legislature amended Title 15, Chapter 1, article 5, Arizona Revised Statutes, by adding sections 15-153, 15-154, 15-155, governing the School Safety program. The District and the Court are authorized by A.R.S. §§11-952 (L) and 15-153, 15-154 and 15-155 (B) to enter into this Agreement.

Funds have been appropriated from tax revenues in fiscal year 2011-2012 to the Arizona Department of Education to place Juvenile Probation Officers and School Resource Officers in Arizona schools in accordance with approved School Safety Programs.

The District and the Court desire to work in cooperation with one another to further the goals of the approved School Safety Program. The Court through this Agreement will assign one Juvenile Probation Officer to the District to perform Law-Related Education Services as required in paragraph "2" herein. Therefore, in consideration of the mutual promises and undertaking contained herein, the parties hereby agree as follows:

1. DURATION OF AGREEMENT

This Agreement shall begin on the 1st day of July 2011 and shall terminate on the 30th day of June 2012.

2. SERVICES TO BE PERFORMED

The Court will assign one probation officer, for a period of 12 months, to the campus of Desert Foothills Jr. High to provide a number of services. The services include, but are not limited to, the following: dispensing information to the students about the laws; providing a minimum of ninety (90) hours of Law Related Education to students per semester as a preventative education approach; and assisting in developing programs and providing consultation regarding safety factors. The probation officer is also available to provide training to staff regarding ways to give support to the Law Related Education Programs.

In accordance with the policies and directives set forth by the Court, the probation officer will convey to the District information relevant to the well being of the children/adolescents involved in the District. In turn, the District will convey relevant information to the probation officers to the extent that revealing such information is consistent with the District's obligations under federal and state law.

The probation officer is not solely responsible for curriculum development or the teaching of the Law Related Education Programs. Any of these activities will be done in conjunction with District personnel.

3. SCHOOL INTERSESSION

During the summer intersession the probation officer will be engaged in some or all of the following:

- Take regularly scheduled vacation.
- Plan school security improvements.
- Prepare law related education lessons/presentations.
- Develop collaborations with community resources, identifying services offered that could benefit students.
- Conduct school safety assessments.
- Work with the school safety team to review and update the school crisis plan, and conduct school wide exercises to test the plan.
- Plan in-service training.
- Collaborate with school administration to analyze criminal incident reports and disciplinary records to identify patterns and develop strategies to address problems.
- Work with community-based and youth recreational and leadership development activities that complement and reinforce the school safety program.
- Attend training opportunities.

No later than one week prior to the end of the school year, the probation officer will provide their supervisor a final copy of their summer schedule. Approval of the officer's schedule lies solely with the Court, however, the Court will work collaboratively with the District regarding schedules.

4. FINANCE AND BUDGET

The School Safety Program Oversight Committee ("SSPOC") has approved funding for the School Safety Program of Washington Elementary School District. Upon the receipt of the funds from the Arizona Department of Education, the District will transfer the funds to the Court to be budgeted and allocated as follows:

- a. The District shall retain all supplies and capital outlay funds allocated as follows:

For Desert Foothills Jr. High:	
Supplies	\$100.00
Capital Outlay (computers/printers)	\$000.00
Total	\$100.00

Grand Total \$100.00

Any equipment purchased for the probation officer by the school using grant funds will remain the property of the District.

- b. Complete breakdown of funds and schools is as follows:

For Desert Foothills Jr. High:	
Salary/ Benefits	\$77,734.00
Supplies	\$100.00
Travel/ Training	\$00.00
Capital Outlay (computers/ printers)	\$000.00
Total	\$77,834.00

Grand Total \$77,834.00

Total personnel salary and benefits shall not exceed \$77,734.00.

Any unexpended funds allocated for the School Safety Plan during the fiscal year shall be remitted to the Arizona Department of Education as required by A.R.S. §15-154 (D).

- c. Payment Terms

The District will remit a total of \$77,734.00 in two equal payments to the Court, each due within thirty days of receipt of School Safety Grant Funds from the Arizona Department of Education.

5. INAPPROPRIATE EXPENDITURES

The Court and the District shall expend funds only for the purposes and uses specified in the approved plan and budget. Any party that expends funds for purposes or uses other than those specified in the plan and budget approved by SSPOC shall reimburse the Arizona Department of Education for such unauthorized or inappropriate expenditures. Funds shall not be used to pay the Court's or District's administrative costs for services

associated with the receipt of those funds including, but not limited to, the costs of: accounting, payroll, data processing, purchasing, personnel, and building use.

6. FUND ACCOUNTING

Funds distributed to the Court shall be handled and accounted for in accordance with the regular operating procedures established by the Court. Any interest earned on these funds while in the possession of the Court shall accrue to the Court and may be used by the Court for the School Safety Program.

Funds unencumbered as of June 30, 2012, and unexpended as of July 1, 2012, shall be transmitted to the District for reversion no later than August 31, 2012.

In the event that this Agreement is terminated prior to June 30, 2012, all unexpended funds in the possession of the Court will be returned to the District within 30 days of such termination.

7. REPORTING AND RECORDS

All books, accounts, reports, files and other records relating to this Agreement shall be kept for five years after termination of this Agreement. The assigned probation officers shall establish and maintain procedures and controls that are acceptable to the Court for the purpose of assuring that no information contained in the probation officers' records or obtained from the Court shall be disclosed by the probation officers or anyone under their supervision, except as is necessary in the performance of the officers' duties as described herein. No information pertaining to probationers or juveniles shall be divulged, other than as required in the performance of the officer's duties as described herein. Any information concerning students or District employees relating to this Agreement may be disclosed only as permitted by federal and state law.

8. MODIFICATION AND TERMINATION

a. Termination

Either party may terminate this Agreement if in its judgment such action is necessary due to:

- (1) Non-Availability of funds: Every payment obligation of the State under this Agreement is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated and available for the continuance of this Agreement, this Agreement may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph;
- (2) Statutory changes in the program;

- (3) Either party's failure to implement or operate the approved School Safety Program; or
- (4) Either party's non-compliance with this Agreement

Any termination must be in writing, stating the reason therefore, and be sent certified mail to the other party giving 30 days notice prior to termination.

b. Modification

Any modification to this Agreement must be by mutual written consent of the parties.

9. EMPLOYMENT STATUS OF PROBATION OFFICER

Except as otherwise provided in law, in the performance of this Agreement and the School Safety Program, both parties hereto will be acting in their individual governmental capacities and not as agents, employees, or partners of the other party. The employees, agents, or subcontractors of one party shall not be deemed or construed to be the employees, agents, or subcontractors of the other party.

The Court will have the sole authority over:

- (1) the assignment of probation officers;
- (2) the determination of the probation officers' hours;
- (3) discipline of the probation officers; and
- (4) the implementation of policies and procedures in the handling of probation matters

The Court recognizes the necessity of interfacing with the District in relation to hours, assignments, and discipline issues of the probation officers and will consult with the relevant parties if/ when problems arise.

10. ENTIRE AGREEMENT

This Agreement contains the entire understanding of the parties hereto. There are no representations or other provisions other than those contained herein, and any amendment or modification of this Agreement shall be made only in writing and signed by the parties to this Agreement.

11. INVALIDITY OF PART OF THE AGREEMENT

The parties agree that should any part of this Agreement be held to be invalid or void, the remainder of the Agreement shall remain in full force and effect and shall be binding upon the parties.

12. GOVERNING LAW

This Agreement shall be constructed under the laws of the State of Arizona and shall incorporate by reference all laws governing the intergovernmental agreements and mandatory contract provisions of the state agencies required by statute or executive order.

13. COMPLIANCE WITH NON-DISCRIMINATION LAWS

The Court and the District shall comply with Title VII of Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, and State Executive Order No. 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, or political affiliation, shall have equal access to employment opportunities. The Court and the District shall comply with the Rehabilitation Act of 1973, as amended which prohibits discrimination in the employment or advancement in employment of qualified persons because of physical or mental handicap, and the Americans With Disabilities Act.

14. COMPLIANCE WITH IMMIGRATION LAWS

The Court shall comply with State's Executive Order 05-30 to the extent applicable.

15. INSURANCE INDEMNIFICATION

Each party (as "Indemnitor") agrees to indemnify, defend, and hold harmless the other party (as "Indemnitee") from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to the extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

16. DISPUTE RESOLUTION

If there is a dispute that is subject to the mandatory arbitration provisions of A.R.S. section 12-133, the parties shall submit the matter to binding arbitration in compliance with A.R.S. section 12-1518.

17. CONFLICT OF INTEREST

The parties acknowledge that this Agreement is subject to cancellation provisions pursuant to A.R.S. §38-511, the provisions of which are incorporated herein by reference and made a part of hereof.

18. COMPLIANCE WITH SCHOOL SAFETY PROGRAM GUIDELINES

The Court and the District agree to implement this Agreement in accordance with the School Safety Program guidelines established by the School Safety Program Oversight Committee, including without limitation the following guidelines:

- a. The school probation officer ("PO") shall fulfill their duties as a sworn officer for the Court for the State of Arizona.
- b. No District or school administrator shall interfere with the duties of the PO as a sworn officer of the Court.
- c. The roles and responsibilities of the District and the Court will comply with the Guidance Manual for School Safety Program as approved by the School Safety Program Oversight Committee.
- d. The school shall provide office space that provides privacy for the PO to conduct confidential business. The office shall include the necessary equipment for an officer to effectively perform duties, i.e., telephone, desk, chair, filing cabinet, up-to-date computer with Internet access, and a printer as provided by the grant.
- e. The District or school shall send officers annually to law-related education training and provide all related travel expenses as provided in the grant.

This Agreement is subject to approval by the Governing Board of the Washington Elementary School District.

19. NOTICES

All notices, requests for payment, or other correspondence between the parties regarding this Agreement shall be mailed or delivered to the respective parties at the following addresses:

School Contact Persons:

Steve Murosky, Academic Support Program Director
Washington Elementary School District
4650 W. Sweetwater
Glendale, Arizona 85304
Phone: 602-347-3504
Fax: 602-347-2708
Email: steve.murosky@wesdschools.org

Court Contact Person:

Michael Bane, Probation Supervisor
Maricopa County Juvenile Probation Department
1810 S. Lewis
Mesa, Arizona 85210
Phone: 602-506-6586
Fax: 602-506-2162
Email: micban@juvenile.maricopa.gov

IN WITNESS WHEREOF, the parties hereto have executed this AGREEMENT
on the date written below.

District: Washington Elementary School District

Court: Superior Court of Arizona in
Maricopa County

Dated: _____

Dated: _____

By: _____
Dr. Susan J. Cook
Title: Superintendent

By: _____
Norman Davis
Title: Presiding Judge

In accordance with A.R.S. §11-952, this contract has been reviewed by the undersigned that
have determined that this contract is in appropriate form and within the powers and authority
granted to each respective public body.

This ____ day of _____, 2011

This ____ day of _____, 2011

Attorney for District

Attorney for Court

ADDENDUM OF MANDATORY PROVISIONS FOR ARIZONA STATE AGENCIES

Notwithstanding any provision of the [name of the primary agreement] ("the Agreement") to the contrary, [CONTRACTOR NAME] ("Contractor") agrees to abide the following terms and provisions that are required for contracts with [STATE AGENCY] ("the Department"), a constituent department of the State of Arizona:

1. Notwithstanding any provision of the Agreement to the contrary, the Department is not authorized to indemnify Contractor.
2. Every payment obligation of the Department under this Agreement is conditioned upon the availability of funds appropriated and allocated for the payment of such obligation. If funds are not appropriated, allocated and available or if the appropriation is changed by the legislature resulting in funds no longer being available for the continuance of this Agreement, this Agreement may be terminated by the Department or any other agency of the State of Arizona at the end of the period for which funds are available. No liability shall accrue to the Department or any other agency of the State of Arizona in the event this provision is exercised, and neither the Department nor any other agency of the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.
3. Pursuant to A.R.S. §§ 35-214 and 35-215, the Contractor shall retain all records relating to this Agreement for a period of five years after completion of the Agreement. All records shall be subject to inspection and audit by the State of Arizona at reasonable times. Upon request, the Contractor shall produce the original of any or all such records at the offices of the Department.
4. The requirements of A.R.S. § 38-511 apply to this Agreement. The Department may cancel this Agreement, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of the Department is, at any time while this Agreement or any extension is in effect, an employee, agent or consultant of Contractor with respect to the subject matter of this Agreement.
5. Contractor shall comply with Executive Order 2009-9, which mandates that all persons, regardless of race, color, religion, sex, age, or national origin not mentioned in Order shall have equal access to employment opportunities, and all other applicable state and Federal employment laws, rules, and regulations, including the Americans with Disabilities Act. Contractor shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability.
6. Scrutinized Business Operations. Pursuant to A.R.S. § 35-391.06 and 35-393.06, the Contractor certifies that it does not have a scrutinized business operation in Sudan or Iran. For the purpose of this Section the term "scrutinized business operations" shall have the meanings set forth in A.R.S. § 35-391 and 35-393, as applicable. If the State of Arizona or the Department determines that the Contractor submitted a false certification, the Department may impose remedies as provided by law including cancellation or termination of this Agreement.
7. Compliance requirements for A.R.S. § 41-4401 — immigration laws and E-Verify requirement.

- a. The Contractor warrants compliance with all Federal immigration laws and regulations relating to employees and warrants its compliance with Section A.R.S. § 23-214, Subsection A. (That subsection reads: "After December 31, 2007, every employer, after hiring an employee, shall verify the employment eligibility of the employee through the e-verify program.")
 - b. A breach of a warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of the contract and the Contractor may be subject to penalties up to and including termination of the Agreement.
 - c. The Department retains the legal right to inspect the papers of any employee who works on the Agreement to ensure that the Contractor or subcontractor is complying with the warranty under paragraph 8(a).
8. Contractor assigns to the Department any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to Contractor toward fulfillment of this Agreement.
9. This Agreement shall be construed in accordance the laws of the State of Arizona.
10. The parties to this Agreement agree to resolve all disputes arising out of or relating to this Agreement through arbitration, after exhausting applicable administrative review, to the extent required by A.R.S. § 12-1518 except as may be required by other applicable statutes.

[CONTRACTING ENTITY]

By: _____

Name: _____

Title: _____

Date: _____

[STATE AGENCY]

By: _____

Name: _____

Title: _____

Date: _____

357749

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: August 25, 2011 Information
AGENDA ITEM: *Agreement with Public Consulting Group, Inc. (PCG) 1st Reading

INITIATED BY: Dr. Craig Carter, Director of Special Services SUBMITTED BY: Dr. Craig Carter, Director of Special Services

PRESENTER AT GOVERNING BOARD MEETING: Dr. Craig Carter, Director of Special Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Medicaid
Budgeted: Reimbursement

Arizona districts participate in two Medicaid programs that are under the jurisdiction of the Arizona Health Care Cost Containment System (AHCCCS) and administered by Public Consulting Group, Inc. (PCG) referred to as Medicaid School Based Claiming. Under the first Medicaid program, Direct Service Claiming (DSC), the District is reimbursed for school-based medical services provided to Individual Education Plan (IEP) students who meet AHCCCS eligibility standards. Covered services include the provision of all therapies, assessment activities, transportation, and aides in accordance with established guidelines. The second Medicaid program in which the Washington Elementary School District (WESD) participates is Medicaid Administrative Claiming (MAC). According to program parameters, MAC reimburses the District for some of the costs that are associated with school-based health and outreach activities which cannot be claimed under the DSC program.

Since February 1, 2009, PCG has been the Third Party Administrator (TPA) to process reimbursement claims submitted by WESD. On August 26, 2010, the Governing Board approved a Participation Agreement with an automatic annual renewal provision between the District and PCG. On June 29, 2011, the District received notice that a new Agreement is required due to changes in calculating the cost rate that became effective August 1, 2011.

Last school year, the Medicaid School Based Claiming generated approximately \$1,100,000.00 in revenue for the District.

The Agreement has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Agreement with Public Consulting Group, Inc. for continued participation in the Medicaid Administrative Claiming and Direct Service Claiming programs and authorize the Superintendent to execute the necessary documents.

Superintendent



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

Agenda Item *VIII.N.

Janice K. Brewer, Governor
Thomas J. Betlach, Director

801 East Jefferson, Phoenix, AZ 85034
PO Box 25520, Phoenix, AZ 85002
Phone: 602-417-4000
www.azahcccs.gov



Our first care is your health care
ARIZONA HEALTH CARE COST CONTAINMENT SYSTEM

DATE: June 17, 2011

TO: Participating LEAs

FROM: Tricia Krotenberg, MBA, M.Ed., MSBC Manager
Melinda Hollinshead, Ph.D., MSBC Manager

SUBJECT: Public Consulting Group (PCG) Administrative Fee increase

Over the last year AHCCCS and our Third Party Administrators, PCG, have worked with the Arizona Department of Education and the LEAs in order to implement a Cost Based Reimbursement and Reconciliation (CBR) methodology. Arizona has been asked by the Federal Medicaid oversight agency, the Centers for Medicare and Medicaid Services (CMS) to develop and implement a CBR methodology as the accepted standard for Medicaid reimbursement for school based claiming. Many states have already moved to CBR for their school based claiming programs.

During the last year, in addition to preparing for the implementation of CBR, PCG has successfully implemented an enhanced electronic Random Moment Time Study (RMTS) program and financial data collection process that has resulted in significant improvements in the Medicaid Administrative Claiming (MAC) program. This system will also serve the program as Arizona moves to CBR. As part of implementation of the CBR methodology PCG will further revise the electronic financial data collection process to provide even better data collection capabilities to the LEAs.

As of July 1, 2011 the CBR methodology will go into effect. Due to the increase in administrative oversight and operational duties required of PCG under the new methodology, there will be an increase in the Direct Service Claiming unit fee. The unit fee will increase from 56 cents per unit to 64 cents per unit (the LEAs are responsible for half of this cost which equates to 32 cents per unit).

Although Arizona is implementing a CBR methodology, and it does mean some changes will occur in terms of identifying personnel on the RMTS rosters and submitting detailed cost data at the end of the fiscal year for reconciliation, there will be no changes to the current claiming process. LEAs should continue to submit claims for services provided, maintain all the appropriate and required documentation, and LEAs will continue to receive interim payments for claims submitted. PCG has provided in the last month, and will continue to provide, training related to upcoming changes and any technical assistance LEAs need to ensure a seamless transition to CBR.

If you have any questions regarding this information please contact either Tricia Krotenberg at (602)417-4149 or Melinda Hollinshead at (602)417-4746.

cc: Florie Wong, PCG
Marc Leib, AHCCCS
Maureen Sharp, AHCCCS



Special Education Data Reporting Overview

Cost Based Reimbursement Methodology for School-Based Health Services

May 2011



Public Focus. Proven Results.™

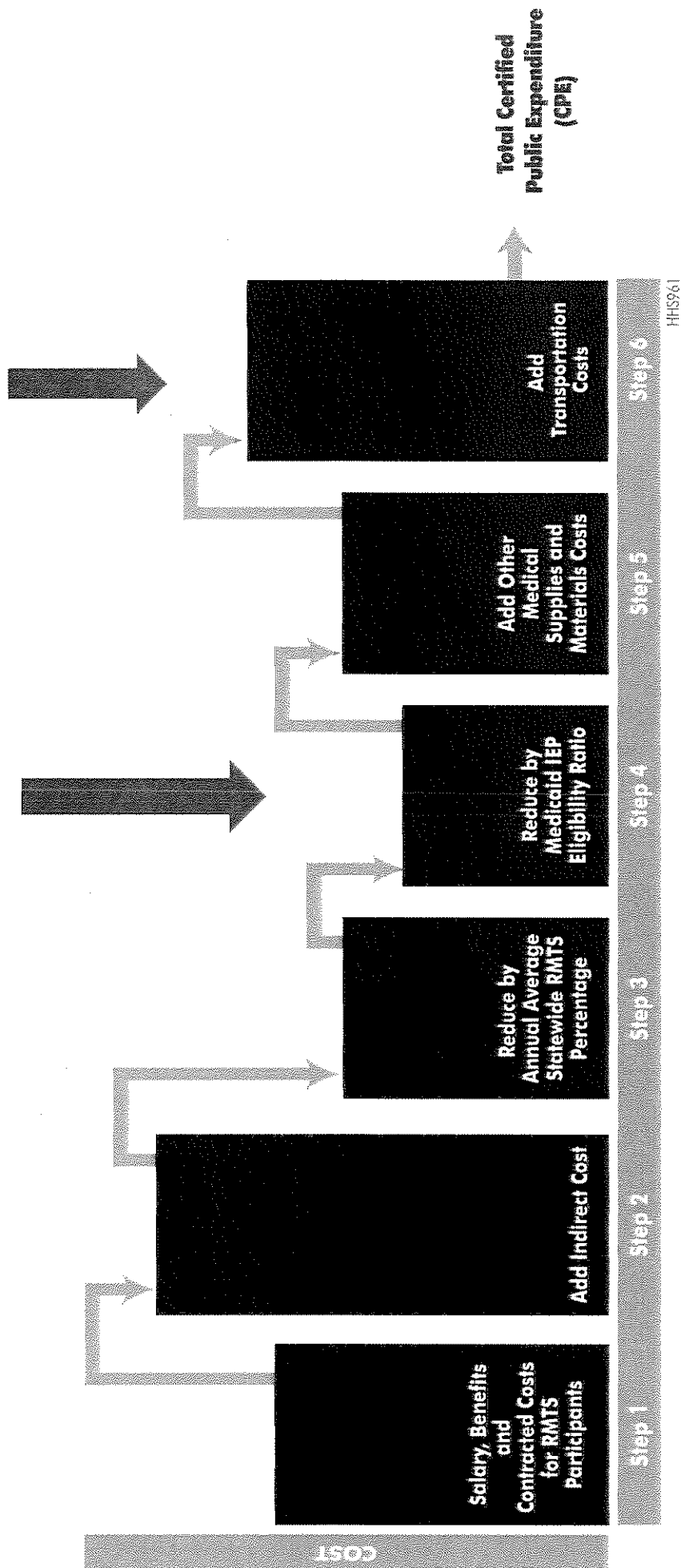
Agenda

- Overview of Cost Settlement Methodology
- Special Education Data Reporting Requirements
- Special Education Medicaid Eligibility Ratio
- Specialized Vehicle Ratio
- Specialized Transportation Trip Ratio
- Next Steps

Overview of Cost Settlement Methodology

- ***Federal Medicaid (CMS) requires that States demonstrate that rates paid for school-based services are no higher than the actual cost of providing medical services.***
- In order to comply with this requirement, AHCCCS will implement a Medicaid cost reconciliation and settlement process effective for SFY 2012.
- So what does that mean for LEAs?
 - LEAs will go through an **annual cost settlement process** which will **require the submission of a Medicaid cost report.**
 - Actual costs of providing Medicaid-covered health related services will be compared to Medicaid reimbursement received.
 - If costs exceed reimbursement received, **LEA will receive a settlement.**
 - If costs are less than reimbursement received, **LEA will payback the difference.**

Overview of Cost Settlement Methodology



Special Education Data Reporting Requirements

- There are a number of factors that are used to determine what portion of LEA costs are allocable to Medicaid.
- These factors will be calculated annually and will require data inputs from LEAs, PCG, and ADE.
 - Special Education Medicaid Eligibility Ratio – Used to allocate direct medical service costs to the Medicaid program.
 - Specialized Vehicle Ratio – Used to allocate general transportation costs when specialized transportation costs cannot be discretely identified by LEA financial staff (for example, fuel costs).
 - Specialized Transportation Trip Ratio – Used to allocate specialized transportation service costs to the Medicaid program.

Special Education Medicaid Eligibility Ratio

- The Special Education Medicaid Eligibility Ratio represents the number of special education students with related services who are Medicaid eligible.

Total Medicaid Special Education Students with a Related Service

Total Special Education Students with a Related Service

- LEA will be required to submit a data file of all special education students on December 1st who have at least one reimbursable related medical service prescribed on their IEP.
 - Reimbursable medical service are only those that are covered with the Direct Service Claiming Program, which includes: Speech, Physical Therapy, Occupational Therapy, Audiology Services, Nursing Services, Behavioral Health Service, Personal Care Services.

Special Education Medicaid Eligibility Ratio

- If a child receives more than one direct medical service, such as speech and OT, the child should only be listed once within the file.
- PCG will perform a Medicaid eligibility matching process to determine the # of children with Medicaid eligibility (numerator of the ratio).
 - Both the numerator and denominator will be pre-populated in the Medicaid cost report by PCG.
- PCG will provide a required template that each LEA will have to follow to facilitate the matching process.
 - This process will build upon the current matching process PCG performs annually on behalf of LEAs.
 - Preliminary required fields will include: Name, date of birth, gender, and identification of related medical services within the IEP.
 - PCG will provide additional information on this reporting process in the future.

Specialized Vehicle Ratio

Total Number of Specialized Vehicles

Total Number of Vehicles

- A specialized vehicle is defined as a special needs school bus that is designed to transport disabled passengers and is constructed with a special-service entrance.
 - The vehicles reported in the numerator should be those that solely transport special education students (per Medicaid billing requirements) and should NOT include vehicles that transport both special education and general education students.
- LEA will report these two vehicle counts (total vehicles and total specialized vehicles) on the annual Medicaid cost report.

Specialized Transportation Trip Ratio

Total Paid 1-Way Trips Provided to Medicaid Eligible SpEd Students

Total 1-Way Trips Provided to SpEd Students Riding Specialized Vehicles

- LEAs will report the total number of one-way trips provided for all special education students requiring specialized transportation services during the cost reporting period.
- Trip count includes all trips for students riding specialized vehicles for the fiscal year.
 - Special education students riding on buses transporting general education students should not be included in this count.
 - LEA will report this count on the annual Medicaid cost report.
- Medicaid count of trips will be calculated by PCG based on claims data (numerator).
- Bus logs must be kept and stored by LEAs in order to support reported number of one-way trips, in the event of an audit /review.

Next Steps

- Review special education reporting system to determine how student file can be provided for special education students with reimbursable direct medical related services.
- AHCCCS and PCG to provide additional details on IEP ratio file requirements , including file content and due date.
- Examine process used for logging student transportation trips in order to accurately report specialized transportation trip count.

**AGREEMENT BETWEEN PUBLIC CONSULTING GROUP, INC.
(PCG) AND LOCAL EDUCATION AGENCY (LEA)**

Please select which program (s) your LEA will be participating in:

☐ 1) MEDICAID DIRECT SERVICE CLAIMING PROGRAM

OR

☐ 1) MEDICAID DIRECT SERVICE and 2) ADMINISTRATIVE CLAIMING PROGRAM

Participating Local Education Agency

Business Street Address

LEA/AHCCCS Identification Number

City

State

Zip Code

Whereas, PCG is duly authorized to execute and administer agreements under its contract with Arizona Health Care Cost Containment System Administration (AHCCCSA); and

Whereas, LEA is a local education agency duly licensed by the State of Arizona; and

Whereas, PCG desires that the LEA arrange for the provision of 1) specific health services (direct service) or both 1) and 2) administrative activities, pursuant to the terms and conditions contained herein; and

Therefore, PCG and the LEA agree to abide by all terms and conditions set forth in the appropriate documents.

Term: The term of this agreement shall be effective on and after July 1, 2011.

For and on behalf of PCG:

For and on behalf of LEA:

Signature

Date

Signature

Date

Type Name

Title

Type Name

Title

General Principles

Public Consulting Group, Inc. (PCG) and the Local Education Agency (LEA), hereby agree to the principles, terms and effective dates carried in this agreement. This agreement is set forth to define each party's responsibilities in order to effectively administer the provision of and reimbursement for Medicaid direct service and administrative claiming activities and is necessary to implement parts of the Medicaid state plan under Title XIX of the Social Security Act. Legal authority for this program is found in Title XIX of the Social Security Act. PCG (as a contractor of Arizona Health Care Cost Containment System) has entered into an agreement that authorizes PCG to administer the Medicaid School-Based Claiming program in Arizona. AHCCCS is the single state agency in Arizona under Title XIX of the Social Security Act. Additionally, specific federal governing policies and procedures are found in the Office of Management and Budget's (OMB) Circular A-87 and the Code of Federal Regulations (CFR), Title 45, Parts 74 and 95. The LEA has authority to enter into this agreement pursuant to A.R.S§15-341(A)(27).

This agreement is to be based on the following general principles:

- 1.01 The aforementioned parties have a common and concurrent interest in providing and reimbursing Medicaid school-based claiming activities, within parameters set by the federal Centers for Medicare & Medicaid Services (CMS) and only as approved by CMS. Any changes in the program required by CMS are to be implemented by both of the aforementioned parties.
- 1.02 This agreement is in no way intended to modify the responsibilities or authority delegated to the parties.
- 1.03 This agreement is not intended to override or obsolete any other agreements or memorandums of understanding, which may already exist between these parties.
- 1.04 Any LEA contractors involved with Medicaid school-based claiming activities are bound by this agreement with regard to administrative policies and procedures.
- 1.05 This agreement provides a mechanism for payment of federal funds from CMS and the parties agree that it in no way creates a requirement for AHCCCS to reimburse any LEA from AHCCCS state funds.
- 1.06 This Agreement is authorized by an intergovernmental agreement between AHCCCS and the Arizona Department of Education (ADOE) under which Medicaid-eligible special need students receive appropriate services.

Basic Rights, Responsibilities and Obligations of the LEA

- 2.01 Compliance with Laws, Rules, Regulations, Policies, Procedures and Program Requirements The LEA will comply with all applicable federal, state and local laws, rules and regulations, program requirements, AHCCCS policies and procedures governing performance of duties under this agreement. Including but not limited to an annual audit conducted in accordance with the Single Audit Act of 1984 and all applicable amendments.

- 2.02 Record Retention The LEA agrees to maintain and furnish records and documents from the date of payment, both medical and non-medical, as may be required by applicable federal and state laws, rules and regulations and AHCCCS Medical Records Standards. The LEA will allow PCG and AHCCCS or designees reasonable access during regular business hours to review, copy or obtain specific records or documents and will cooperate with PCG or designee to facilitate the information and record exchanges necessary for quality management, utilization management or other processes required for program operations.
- 2.03 Non-Federal Matching Dollars The LEA must provide the required funding to satisfy the local match requirement for federal Medicaid funding. Each LEA must sign and return to PCG the quarterly certification form, and/or other documentation determined by AHCCCS to be necessary to verify that the match requirement has been met.
- 2.04 The LEA shall comply with Federal Regulations of the Occupational Safety and Health Administration including, without limitation, the regulations concerning Bloodborne Pathogens Standards at 29 CFR Part 1910.1030, which became effective January 1, 1992.

Basic Rights and Obligations of PCG

- 3.01 Compliance Reviews, Monitoring and Evaluation Pursuant to this agreement, PCG will be entitled to review, monitor and evaluate the LEA's operations related to relevant program costs and services provided pursuant to this agreement.
- 3.02 Communication Channels PCG will assign an Account Manager to the LEA to serve as the LEA's primary contact with PCG. The Account Manager will coordinate contracting, education and training, technical assistance and communication between PCG and the LEA and will provide training materials and program handbooks.
- 3.03 Visitation and Inspection The LEA will provide PCG with reasonable access to personnel and will gather provider documentation needed to inspect the operations and premises of the LEA to ensure that adequate provision of services meet the needs of qualified children.
- 3.04 Compensation PCG will compensate the LEA in the manner described in the contract between AHCCCS and PCG, attached hereto and incorporated herein by reference, subject to the terms and conditions of this agreement. PCG is obligated to reimburse funds to the extent that PCG receives funds from AHCCCS, excluding appropriate fees as agreed between AHCCCS and PCG.

Basic Rights and Obligations of PCG and LEA

- 4.01 Terms This agreement will commence on the effective date set forth on the signatory page and will automatically renew every 12 month period, for a total term of not more than four (4) years, until one of the following occurs:

1. Either party gives thirty days written notice prior to the next renewal date of intention not to renew.
 2. The agreement is terminated pursuant section 4.02 of this agreement.
- 4.02 Termination This agreement may be terminated with or without cause upon thirty days written notice of either party, or within five (5) years of the agreement's execution pursuant to ARS 38-511 regarding conflicts of interest. PCG retains the right to terminate this agreement immediately upon written notice when any of the following occur:
1. Cancellation, termination or material modification of the applicable PCG contract with AHCCCSA.
 2. Cancellation, termination or material modification of the qualifications, or certification, to provide health services to qualified children, of a health care provider contracted with or employed by the LEA.
 3. Failure by a health care provider either contracted or employed by the LEA to maintain appropriate license, certification or credentials required to perform covered services.
- 4.03 Disputes This agreement will be governed by and interpreted in accordance with the laws of Arizona applicable to contracts executed and wholly performed within Arizona and in accordance with applicable federal laws. If any provision of this Agreement is held by a court of competent jurisdictions to be invalid, void or unenforceable the remaining provisions shall nevertheless continue in full force without being impaired or invalidated in any manner.
- 4.04 Independent Relationship This agreement is not intended to create nor shall it be construed to create any relationship between PCG and the LEA other than that of independent contractors or entities subcontracting for the purpose of effecting the provisions of this agreement.
- 4.05 Indemnification To the extent allowed by law, each party shall indemnify and hold harmless the other party from and against any and all losses, damages, liabilities, costs, expenses (including attorneys' fees) and any other claims whatsoever which the party may suffer arising out of or relating to this agreement or the services provided hereunder if the claim against the party arises out of negligent or intentional acts or omissions of the other party. Indemnification shall include all employees, agents, officers, directors, shareholders and contractors of the party.
- 4.06 Severability If any provisions of this agreement are held invalid or unenforceable, the remaining provisions will continue valid and enforceable to the full extent permitted by law.
- 4.07 Waiver No provision of this agreement shall be waived unless in writing, signed by all parties hereto. Waiver of any provision of this Agreement shall not be deemed to be a continuing waiver of any other provision. This agreement may be modified or amended only by written agreement executed by all parties hereto.

Failure to exercise any right, power or privilege under this agreement will not operate as a waiver.

- 4.08 Notices All notices given pursuant to this agreement shall be in writing sent by certified mail, return receipt requested, and shall be addressed as follows:

Public Consulting Group
101 N. First Avenue, Suite 1800
Phoenix, AZ 85003
Attn: Direct Service Claiming

- 4.09 Exercise of Rights Failure to exercise any right, power or privilege under this agreement will not operate as a waiver.

- 4.10 Amendments PCG may amend this agreement by providing thirty days prior written notice to the LEA.

- 4.11 In the event that state or federal laws, rules or regulations change, are altered or modified such that the terms, benefits and conditions of this agreement must be changed accordingly, then PCG, agrees to provide prompt notice to the LEA. Upon such notice, PCG and the LEA may amend this agreement in accordance with section 4.07 of the agreement.

In the event that any updates or revisions to the most current HCPCS, CPT or ICD-9 codes should occur during the terms of this agreement, the LEA agrees to employ the most recent update or revision. PCG will use its best efforts to communicate with LEAs in advance about the substance and effective dates of updates and revisions however it is the LEAs responsibility to employ any updates and revisions without notice by PCG.

- 4.12 Entire Agreement This agreement constitutes the entire, complete and final agreement between the parties and supersedes any prior written or oral agreements with respect to the subject matter of this Agreement.

- 4.13 Limitation of Liability In no event shall either party be liable for indirect, special, consequential or punitive damages. The LEA shall be solely responsible for disallowances or refunds of funds claimed or received.

Definitions

- 5.01 Administrative Claiming Program is the quarterly claim which provides reimbursement for a percentage of time LEAs spend providing administrative support for direct services, as well as efforts by LEAs to assure the Title XIX eligible children and their families are informed about the Title XIX EPSDT program, are helped to understand its importance, and are encouraged to seek EPSDT services.
- 5.02 AHCCCS Medical Policy Manual (AMPM) provides information to Contractors and Providers regarding services covered within the AHCCCS program.
- 5.03 AHCCCSA is the Arizona Health Care Cost Containment System Administration and is defined by Arizona Revised Statutes, Title 36, Chapter 29.
- 5.04 ADOE is the Arizona Department of Education.
- 5.05 Claim refers to provider services documented on a CMS1500 form or transmitted to PCG electronically, either directly or through use of a PCG-approved clearinghouse.
- 5.06 Clean Claim refers to a claim that may be processed without obtaining additional information from the LEA or other provider of service. This is defined in Arizona Revised Statutes 36-2904.G.1, and rules within Title 9 of the Arizona Administrative Code governing AHCCCS programs and programs administered by AHCCCS.
- 5.07 Centers for Medicare & Medicaid Services (CMS) Federal governing entity that oversees the Medicare and Medicaid programs in the United States of America.
- 5.08 Contract refers to the present and future agreements between PCG and AHCCCS that authorize PCG to provide administrative services for payment of claims for qualified children under the Medicaid school-based claiming programs through contracts/agreements between PCG and LEAs.
- 5.09 Cost Report is the report that is submitted by each LEA which contains all costs such as salaries and benefits for the use of the MAC claim and cost settlement.
- 5.10 Cost Settlement is the process by which actual costs of providing Medicaid-covered health related services will be compared to Medicaid reimbursements received.
- Covered Services are all services available to qualified children pursuant to AHCCCS policies, the contract and PCG policies and procedures.
- 5.11 Direct Service Claiming Payment is the amount paid by PCG to the LEA for providing covered services, calculated according to the formula detailed in the Method of Compensation section of the Medicaid Direct Service Contract Document.
- 5.12 Direct Service Claiming Program is the program implemented by AHCCCS and ADOE to allow reimbursement for services AHCCCSA identified as being

covered, are provided by the LEAs to Title XIX, Medicaid eligible children, and are part of the child's IEP.

- 5.13 Federal Funding a classification (originating source) of funding used to reimburse school district personnel.
- 5.14 Individuals with Disabilities Education Act (IDEA) was established in Federal statute and ensures children with special educational needs receive a free and appropriate public education.
- 5.15 Individualized Education Plan (IEP) is the written plan developed and implemented to provide special education and other related services to a child with a disability that is determined eligible for such services under IDEA, Part B.
- 5.16 The Local Education Agency (LEA) recorded within the General Provisions of this agreement is a public school district, non-affiliated charter school or the Arizona School for the Deaf and the Blind (ASDB) that desires to participate in the PCG contract network and employs or contracts with health care providers who registered with AHCCCS to provide covered services to qualified children and hereinafter shall be referred to as the Participating Healthcare Provider.
- 5.17 Medicaid Administrative Claiming (MAC) Program provides a means for school districts/charter schools to receive federal reimbursement for Medicaid outreach and administrative activities that support students receiving health services, such as referrals made for health services, and the coordination of health services.
- 5.18 Medically Necessary generally refers to covered services that prevent disease, disability or other adverse health conditions or progression of such, or prolong life. They must be provided by a qualified provider within the scope of his/her practice under state law. AHCCCS rules, requirements and policies determine if a particular service is medically necessary for the purposes of Direct Service Claiming compensation.
- 5.19 Participating Provider refers to independent providers under contract with or employed by the LEA to provide specific covered services to qualified children.
- 5.20 Participating LEA is a LEA that signed a participation agreement with PCG for the purpose of billing AHCCCSA for covered services provided to qualified children.
- 5.21 Participating Healthcare Provider (PHP) is a health care provider duly licensed/certified in the State of Arizona, if applicable.
- 5.22 Qualified Child is a child at least three years old and under age 22, and who has been determined by AHCCCSA to be eligible under Title XIX of the Social Security Act, and who has been determined by the LEA to be eligible for special education services provided under IDEA and A.R.S §36-2907.
- 5.23 Qualified Provider is an individual who is eligible to provide services under the Direct Service Claiming Program. Such provider must be a registered AHCCCS provider either employed or under contract with a LEA, or an employee or

- contractor of the LEA providing services for which the LEA is a registered provider.
- 5.24 Related Services are the services defined by 34 CFR 300.34 that are provided to children who qualify for special education services in order to benefit from special education services under IDEA.
- 5.25 Record is the health or medical record of a qualified child that documents the covered services that were received by a qualified child. These records include but are not limited to the student's IEP, treatment plans, billing records, evaluations, summary of progress, treatment dates and descriptions, and signatures of the providers of service.
- 5.26 Random Moment Time Study (RMTS) is a federally accepted method for documenting the time school district personnel spend on Medicaid outreach and administrative activities.
- 5.27 Special Education Services are services defined under 34 CFR 300.39 that are provided to a qualified child in order that the child may benefit from the free and appropriate education guaranteed under IDEA.
- 5.28 Third Party is a person, entity or program that is or may be liable to pay all or part of the medical cost of injury, disability or disease for an AHCCCS applicant, eligible person or qualified child, as defined by Arizona Administrative Code R9-22-1001.
- 5.29 Third Party Liability refers to, as defined by Arizona Administrative Code R9-22-1001, the obligation of a person, entity or program by agreement, circumstances or otherwise to pay all or part of the medical expenses incurred by the applicant, eligible person or qualified child.
- 5.30 Title XIX of the Social Security Act means Medicaid as defined in 42 U.S.C. 7.19.

[End of Definitions]

(1) MEDICAID DIRECT SERVICE CLAIMING CONTRACT DOCUMENTS

Direct Service Provisions

Basic Rights, Responsibilities and Obligations of the LEA

- 1.01 Covered Services The LEA will provide or arrange for the provision of specific covered services to qualified children in accordance with the terms of this agreement, as set forth in A.R.S. §36-2907 and pursuant to the child's Individualized Education Plan (IEP) and the AHCCCS Medical Policy Manual (AMPM). Failure to comply with the above mentioned regulations may result in claim denial.
- 1.02 Requesting Fees The LEA will not request fees from qualified children, qualified children's legal representatives, parents or guardians for covered services.
- 1.03 Notice of Credential or License Change The LEA agrees to notify PCG within one week of any legal or administrative proceeding or investigation that applies to the LEA, or health care providers contracted with or employed by the LEA to provide covered services, that may result in revision, revocation, censure, dismissal, suspension or limitation of any of the following:
1. Transportation provider driver's license
 2. License to provide health care service
 3. Narcotics license
 4. Certification or authority to treat patients covered by Medicare or Medicaid
- 1.04 Professional Standards The LEA will provide covered services in a manner consistent with the professional standards of care generally accepted by the medical or other relevant community of the LEA.
- 1.05 Confidentiality The LEA will treat records of qualified children as confidential and will comply with all applicable federal and state laws, rules and regulations, regarding release of a qualified child's records to PCG or AHCCCSA without written permission from the qualified child or his/her representative.
- 1.06 Grievances Actions by PCG may be grieved or appealed by the LEA. The LEA agrees to adhere to grievance policies and procedures. The LEA also agrees to assist PCG in investigating or resolving any grievance.
- 1.07 Claims Reporting and Reimbursement The LEA will file claims and receive interim reimbursements on approved claims from PCG in accordance with applicable provisions included in this agreement.
- 1.08 LEA Registration The LEA must register with AHCCCS as a group biller and ensure that all providers who must also register with AHCCCS are in fact registered and that they have authorized the LEA to serve as a billing agent.

- 1.09 NPI Number The LEA must obtain a National Provider ID (NPI), notify AHCCCS of the number and ensure that all providers requiring an NPI (all except Health Aides and Transportation) obtain one and notify AHCCCS of the number.
- 1.10 The LEA shall ensure that the student meets the definition of a qualified child prior to billing PCG for the medically necessary claim. Failure to verify eligibility may result in a claim denial.
- 1.11 The LEA agrees to render services to qualified children who are diagnosed as having Acquired Immune Deficiency Syndrome (AIDS) or AIDS-related Complex (ARC) in the same manner and to the extent as other qualified children and under the compensation terms set forth herein.
- 1.12 The LEA agrees to utilize current CPT, HCPCS and ICD-9 coding guidelines or any alternative coding authorized by AHCCCS.
- 1.13 The LEA and all PHPs contracted with or employed by it shall maintain in full force and effect and be covered at all times during the term of this agreement by liability insurance including both nose and tail coverage as well as the other insurance requirements contained within Section 4.05 of the General Provisions of this agreement.
- 1.14 The LEA shall provide covered services on-site except in cases when the IEP requires that an eligible student be educated or treated in an alternative setting (e.g., at home, private special education program) other than at the school. In these cases, covered services provided to qualified children in these alternative settings may be reimbursed. Covered services provided to students at other locations (e. g., clinics, hospitals, etc.) are not reimbursable to the LEA.
- 1.15 The LEA must participate in the quarterly Random Moment Time Study (RMTS). All direct service billing providers must be included in the quarterly staff pool list.
- 1.16 If this Agreement is terminated by either party, the LEA will be required to submit costs and information for the relevant quarters of participation and the annual cost report at the end of the year.
- 1.17 Staff 100% Federally Funded should be excluded from the quarterly staff pool list and LEA must not bill for direct services rendered by provider.
- 1.18 The LEA shall monitor staff participation to ensure that every RMTS form is completed. LEAs not meeting the minimum compliance rate quarterly may be subject to sanctions as defined in the program handbook.
- 1.19 By law, AHCCCS is the payer of last resort. It is the LEA's responsibility to determine the extent of third party coverage and bill all third party payers prior to billing PCG. Any payments received from a third party payer for a covered service must be reported on the claim form submitted to PCG.
- 1.20 The LEA must follow all applicable regulations regarding obtaining permission to bill any third party payer from a qualified child's parent or legal guardian.
- 1.21 The LEA must maintain a medical record for each qualified child who receives covered services through the Medicaid School-Based Claiming Program. Medical

records should be well organized and comprehensive, with sufficient detail to promote effective patient care and quality review. Medical records shall be retained by the LEA for a period not less than five (5) years from the date of payment. Records under review by a state or federal agency must be maintained until review has been finalized even if time period of records exceed 5 years.

1.22 As defined by the AHCCCS Office of Medical Policy & Programs, each medical record must include:

- A copy of the qualified child's IEP.
- Applicable diagnostic or evaluation documentation.
- A plan of treatment with outcomes oriented goals.
- An IEP is considered current and valid when the date of service falls within the date-span reflected on the IEP, and the IEP has been signed and dated by the appropriate qualified medical providers for each claimable service.
- The IEP must contain a "prescription" or recommendation for each medical service including details regarding the scope, frequency and duration. The appropriate qualified provider for each particular service identified in the IEP must determine and include in the IEP the scope, frequency and duration for the medical service under his/her direction. The IEP must be signed and dated by the appropriate qualified medical provider(s).
- Periodic summary reports of the qualified child's progress toward treatment goals. Periodic summary reports must be completed by the appropriate qualified medical provider and are signed and dated.
- Provider-signed and dated service logs, including the date and description of services and/or modalities (also known as clinical notes) provided by the signing provider.

1.23 A LEA receiving DSC funds will be subject to a compliance review conducted no less than once every three years. LEAs not meeting compliance standards will be subject to sanctions for failure to comply as defined in the program handbook.

1.24 The LEA will cooperate with periodic DSC compliance reviews conducted by PCG and will comply with recommendations that result from those compliance reviews.

1.25 Any recoupment or disallowance of funds due to an audit exception or compliance review, deferral or denial deemed appropriate by CMS or AHCCCS will be the responsibility of the LEA, even after withdrawal from the program. PCG shall have no liability in such circumstances.

1.26 The LEA will designate an employee(s) to act as liaison with PCG for issues concerning this agreement, administration of the program and financial information. The LEA may choose to designate more than one person based on

roles and responsibilities. If the designated employee(s) changes roles or leaves the district the LEA must provide notice to PCG within twenty (20) business days.

Covered Services

- 2.01 Covered services are those services as defined in the AHCCCS Medical Policy Manual AMPM.
- 2.02 The LEA shall provide or arrange for the provision of AHCCCS covered services to qualified children in accordance with the AMPM, program procedures and applicable statutes and regulations.
- 2.03 The LEA shall authorize the issuance of the claim in accordance with the Billing and Reporting Requirements section.

Billing and Reporting Requirements

- 3.01 In accordance with A.R.S. 36-2904 and Title 9 of the Arizona Administrative Code, the LEA must submit to PCG claims for covered services provided to a qualified child by the LEA within six months from date of service or the notification by AHCCCS of the retro enrollment of the qualified child, whichever date is later. Denied claims that were initially timely may be re-submitted within twelve months from the date of service or the notification of AHCCCS of the retro enrollment of the qualified child, whichever date is later.
- 3.02 LEA will submit claims on a consistent and routine basis for all covered services. Certain LEA costs may be subject to exclusion from the annual cost report and settlement for failure to submit direct service claims routinely as defined by PCG and AHCCCS.
- 3.03 LEA will receive interim Medicaid payments for approved direct service claims for dates of service beginning July 1, 2011.
- 3.04 At a minimum, all claims shall provide the following information and data:
 - 1. Qualified child's name, sex and date of birth
 - 2. Qualified child's AHCCCS ID number
 - 3. Diagnosis Code(s) (ICD-9 Codes)
 - 4. Procedure Code(s) (Current CPT Codes and/or HCPCS Codes),
 - 5. Place of service
 - 6. Date of service
 - 7. The LEA's name, address and authorized signature
 - 8. The LEA's group biller AHCCCS ID number
 - 9. The LEA's National Provider ID (NPI) number

10. The provider's AHCCCS ID number
11. The provider's NPI number, if required
12. Explanation of Benefits, if applicable
13. Applicable costs to provide the service

Failure to submit any of the above information and data within the prescribed time period may result in payment delay and/or claim denial.

- 3.05 Claims for reimbursement of eligible services may be subject to a pre-payment review of the appropriate documentation necessary to support the claim. If the supporting information is not submitted, claims will be denied reimbursement.
- 3.06 Claims may be submitted to PCG directly through the web-based claiming system or CMS1500 form. Original CMS 1500 forms must be mailed to:

Public Consulting Group
101 N. First Avenue, Suite 1800
Phoenix, AZ 85003
Attn: DSC Claims

Faxes or copies of CMS1500 forms will not be accepted.

- 3.07 LEA will report quarterly salary and benefit, and contracted personnel costs for staff that are included on the RMTS staff pool list quarterly. Quarterly cost must be certified by an authorized financial representative of the LEA.
- 3.08 LEA will report special education student and transportation data annually for the purposes of the cost settlement process.
- 3.09 LEA will report annual costs as the close of the fiscal year. Costs must be certified by an authorized financial representative of the LEA.

Method of Compensation

- 4.01 PCG shall pay the LEA for the delivery of covered services to qualified children during the terms of this agreement on a fee-for-service payment basis. PCG will pay the LEA for covered services in accordance with the AHCCCS fee schedule or the actual cost to the LEA to provide the services, whichever is less, times the appropriate FMAP rate, less any applicable administration fees. The LEA shall not charge qualified children, their legal representatives, parents or guardians for services for which AHCCCS has denied payment as not a medically necessary service or not a covered service. The LEA shall not seek any additional reimbursement from qualified children. All payments shall be sent from PCG to the LEA directly or to a designee of the LEA. The LEA is responsible for payment to all employed staff or contracted providers. PCG shall retain administrative fees associated with claim recoupments identified by PCG during a compliance review. PCG shall only be obligated to pay the LEA such amounts as PCG receives from AHCCCS with respect to the LEA.

- 4.02 PCG will complete a cost settlement of the LEA's annual costs and interim payments. Other factors are included in the settlement such as the direct service results of the RMTS, Medicaid eligibility rate and indirect cost rate.
- 4.03 As a result of the settlement, the LEA may receive an additional payment from AHCCCS if actual costs to provide health related services exceed interim payments. The result of the settlement may alternately determine that the LEA costs are less than interim payments, resulting in the LEA owing excess Medicaid reimbursements. The LEA is responsible for ensuring that all monies owed are remitted within 60 days of settlement.

[End of Section]

(2) MEDICAID ADMINISTRATIVE CLAIMING CONTRACT DOCUMENTS

Medicaid Administrative Claim Provisions

Basic Rights, Responsibilities and Obligations of the LEA

- 1.01 The LEA agrees to participate in the Administrative Claiming Program.
- 1.02 The time accounting system used by the LEA or its contractor must comply with the requirements contained in OMB Circular A-87 and 45 CFR.
- 1.03 The LEA must follow the policies and procedures contained in the AHCCCS "Medicaid Administrative Claiming Program Guide" as submitted to CMS for approval.
- 1.04 Any recoupment or disallowance of funds due to an audit exception or compliance review, deferral or denial deemed appropriate by CMS or AHCCCS will be the responsibility of the LEA, even after withdrawal from the program. PCG shall have no liability in such circumstances.
- 1.05 The LEA will maintain or coordinate a contractor's assistance in maintaining an AHCCCS/CMS approved administrative claiming program to include training, the use of standardized sample forms, sampling, the development and maintenance of clearly identifiable cost accounting pools and the application of sample percentages to accounting pools in a manner which will document the process for audits.
- 1.06 The LEA will submit claims to PCG for administrative activities on a quarterly basis. Each claim will be accompanied by an AHCCCS certification of funds form indicating that sufficient funds were available to support the non-federal share of the cost of each claim. The certification of funds form must be signed by an authorized financial representative on behalf of the LEA. The non-federal share must be funds other than federal dollars.
- 1.07 The LEA will maintain and be able to produce within specified time frames requested records and material for CMS or AHCCCS audits.
- 1.08 The LEA will designate an employee to act as liaison with PCG for issues concerning this agreement, administration of the program and financial information. The LEA may choose to designate more than one person based on roles and responsibilities. If the designated employee (s) changes roles or leaves the district the LEA must provide notice to PCG within twenty (20) business days.
- 1.09 The authorized financial LEA representative is required to certify the funds reported for the quarterly Medicaid Administrative claim and certification of match.
- 1.10 The LEA will maintain an active group biller number with AHCCCS.

- 1.11 The LEA will participate in the Medicaid Direct Service Program.
- 1.12 The LEA will meet all deadlines to submit required information to PCG for the purposes of the program.
- 1.13 The LEA shall monitor employee participation to ensure that every RMTS form is completed. LEAs not meeting the minimum compliance rate quarterly may be subject to sanctions as defined in the program handbook.
- 1.14 A LEA receiving MAC funds will be subject to a compliance review conducted no less than once every three years. LEAs not meeting compliance standards will be subject to sanctions for failure to comply as defined in the program handbook.
- 1.15 The LEA will cooperate with periodic MAC compliance reviews conducted by PCG and will comply with recommendations that result from those compliance reviews.

Basic Rights and Obligations of PCG

- 2.01 PCG has developed a description of Medicaid reimbursable administrative claiming activities performed by LEA contract or salaried staff. This list is in accordance with Center for Medicare and Medicaid Services (CMS) guidelines. A description of the Administrative claiming activities can be found in the AHCCCS "Medicaid Administrative Claiming Guide."
- 2.02 PCG will review LEA administrative claims for Medicaid reimbursement on a quarterly basis.
- 2.03 PCG will complete all required documentation as set forth by CMS guidelines and reimburse the LEA based on federally established rates of 50 percent of the cost of allowable administrative activities performed by designated personnel.
- 2.04 PCG will complete all required documentation as set forth by CMS guidelines and reimburse the LEA 100 percent of the federal share of actual and reasonable costs for Medicaid administrative activities provided by LEAs, as determined by CMS approved cost allocation methodologies and time study formulas.
- 2.05 PCG will prepare claims for AHCCCS to forward for funding to CMS for Title XIX participation.
- 2.06 PCG will produce any Medicaid specific reports deemed necessary for the LEA.
- 2.07 PCG will notify the LEA in the event of any changes made by CMS to federal matching percentages or costs eligible for match.
- 2.08 PCG will reimburse the LEA for administrative claiming where allowed under CMS's policies and procedures for the program.
- 2.09 PCG will periodically monitor the LEA files pertaining to administrative claiming for compliance with record keeping requirements for reporting reimbursable activities and capturing time, as well as the sampling process and results.

- 2.10 PCG will develop procedures for recoupment from the LEA, if warranted by appropriate state or federal monitoring authorities.
- 2.11 PCG will conduct a compliance review for LEAs that receive DSC and/or MAC funds no less than once every three years. PCG will make appropriate recommendations to the LEA that does not meet compliance standards consistent with the Medicaid School Based Claiming Program.

Confidentiality

- 3.01 The LEA agrees to safeguard the use and disclosure of information pertaining to current or former Medicaid beneficiaries and agrees to comply with all state and federal laws pertaining to confidentiality of patient and student information.

Effective Date, Changes, Life of this Agreement

- 4.01 The effective date of this agreement will be the first day of the first quarter during which valid time studies were conducted where the LEA participated and are subject to CMS approval.
- 4.02 Changes may be made to the agreement in the form of amendments and must be signed by all parties.
- 4.03 Changes in the CMS matching percentage or costs eligible for match will not be made via this agreement but will be applied pursuant to changes in applicable Medicaid federal regulations and effective the date specified by CMS.
- 4.04 This agreement will commence on the effective date set forth on the signatory page and will automatically renew for every 12 month period until one of the following occurs:
 - 1. Either party gives thirty days written notice prior to the next renewal date of intention not to renew.
 - 2. The agreement is terminated pursuant to section 4.05 or 4.06 of this agreement.
- 4.05 This agreement may be terminated with or without cause upon thirty days written notice of either party.
- 4.06 This agreement may be terminated pursuant to ARS 38-511.

Compensation

- 5.01 PCG will compensate the LEA in the manner described by AHCCCS in the scope of work in the RFP or subsequent methodology documents. PCG is obligated to reimburse funds to the extent that PCG receives funds from AHCCCS, excluding appropriate fees as agreed between AHCCCS and PCG.

[End of Document]

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: August 25, 2011

AGENDA ITEM: *Amendment/Continuation of Maricopa County Tobacco Use Prevention Program Contract for Fiscal Year 2011-2012

INITIATED BY: Dorothy Watkins, LCSW, ADMINISTRATOR OF SOCIAL SERVICES
SUBMITTED BY: Dorothy Watkins, LCSW, ADMINISTRATOR OF SOCIAL SERVICES

PRESENTER AT GOVERNING BOARD MEETING: Dorothy Watkins, LCSW, Administrator of Social Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Maricopa County Health Department
Budgeted: No


The Maricopa County Tobacco Use Prevention Program contract, a cost reimbursement grant from the Maricopa County Health Department, was originally approved by the Governing Board on August 24, 2005. Each year, thereafter, the Governing Board has approved a contract amendment. The purpose of the attached amendment/continuation contract, received on July 20, 2011, is to exercise Section 1, paragraph 24, Right to Extend Contract, for one additional year, amending the expiration date to May 1, 2012. In addition, the contract amount has increased from \$24,000.00 (for 24 schools) last year to \$32,000.00 (for 32 schools) for the budget term July 1, 2011 through May 1, 2012.

For the 2011-2012 school year, the Maricopa County Department of Health selected all 32 WESD schools for inclusion in the program as indicated:

Abraham Lincoln Traditional	Acacia Elementary	Alta Vista Elementary
Arroyo Elementary	Cactus Wren Elementary	Chaparral Elementary
Cholla Middle School	Desert Foothills Junior High School	Desert View Elementary
Ironwood Elementary	John Jacob Elementary	Lakeview Elementary
Lookout Mountain Elementary	Manzanita Elementary	Maryland Elementary
Moon Mountain Elementary	Mountain Sky Junior High School	Mountain View Elementary
Ocotillo Elementary	Orangewood Elementary	Palo Verde Middle School
Richard E. Miller Elementary	Roadrunner Elementary	Royal Palm Middle School
Sahuaro Elementary	Shaw Butte Elementary	Sunburst Elementary
Sunnyslope Elementary	Sunset Elementary	Sweetwater Elementary
Tumbleweed Elementary	Washington Elementary	

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Maricopa County Tobacco Use Prevention Program Contract Amendment for Fiscal Year 2011-2012 in the amount of \$32,000.00 and authorize the Superintendent to execute the necessary documents on behalf of the District.

Superintendent: 

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

Agenda Item *VIII.O.

When the School Health Index has been completed, the schools may utilize the \$1,000.00 to stipend the prevention coordinator/School Health Index coordinator and for prevention activities and materials, e.g. Red Ribbon week.

Changes in the contract for the 2011-12 school year include:

- Replace Section III, 2. Service Goals to add the School Health Index
- Revised Section III 3. Services Objectives/Activities to add the instructions for completion of the School Health Index
- Strike Section III, 4. Other Requirements, A. to remove the section
- Revise Section III 4. Other Requirements, B. added instructions for payment requests

These changes to the contract have been reviewed by Maricopa County Tobacco Use Prevention staff and Dorothy Watkins, Administrator of Social Services, who will manage the grant.

The amended contract has been reviewed by District Legal Counsel.

Note: The Amendment cover page states that the contract amount has “changed to NTE \$80,000”, which means that the cost reimbursement grant amendments cannot exceed \$80,000.00 for three consecutive years. This year’s amendment brings the WESD three-year total to \$80,000.00.

AMENDMENT NO. 2
TO INTERGOVERNMENTAL AGREEMENT
BETWEEN
MARICOPA COUNTY DEPARTMENT OF PUBLIC HEALTH
AND
Washington Elementary School District
Tobacco Use Prevention Program

- I. The above named Agreement is hereby amended as specified below.
- A. Cover Page, line 3, Contract Amount is changed to NTE \$80,000 (increased by \$32,000 for the budget term July 1, 2011 through May 1, 2012).
 - B. Cover Page, line 6, Expiration Date is changed to May 1, 2012.
 - C. Replace Section III, 2. Service Goals.
 - D. Revise Section III, 3. Services Objectives/Activities:
 - E. Strike Section III, 4. Other Requirements, A.
 - F. Revise Section III, 4. Other Requirements, B.
 - G. List of Participating schools is Attachment A.
 - H. This Amendment is effective upon execution by both parties.
 - I. All other term and conditions of the original Contract shall remain in full force and effect.

IN WITNESS WHEREOF, the parties agree to the changes indicated herein:

FOR AND ON BEHALF OF
MARICOPA COUNTY

FOR AND ON BEHALF OF
WASHINGTON ELEMENTARY SCHOOL DISTRICT

By: _____
Chairman, Board of Supervisors

By: _____

Date

Date

ATTEST

Clerk of the Board

ATTEST

Date

Date

APPROVED AS TO FORM

APPROVED AS TO FORM

Attorney for the Board of Supervisors

Date

Date

Section III

2. Service Goals:

Contractor agrees to act as a pay agent and pass through funds to each school based on the following categories:

- A. A stipend of \$1,000 per school listed in Attachment A to be paid to the school district or charter upon successful completion of the School Health Index.
- B. Technical assistance, training, and other related material, will be provided by MACTUPP.

3. Services Objectives/Activities:

- A. School Health Index (SHI) school coordinator will attend a MACTUPP sponsored SHI Training.
- B. Coordinated School Health Program
 - i. SHI (School Health Index) coordinator will recruit SHAC (School Health Advisory Council) members, following CDC recommendations to attain multi-disciplinary participation.
 - ii. SHI coordinator will meet with the SHAC team and provide an orientation to the SHI in regards to the purpose, completion, and their role in participating on the SHAC team.
 - iii. SHI coordinator will assign and distribute the module completion forms to members and collect module discussion questions and score cards prior to the all SHAC team meeting(s).
 - iv. SHI coordinator will schedule meeting date(s) and time(s) with the SHAC team and MACTUPP representative, to complete the SHI and Planning for Improvement Instrument.
 - v. SHI coordinator will submit a report to MACTUPP to verify that the SHI has been completed.
 - vi. SHI Coordinator will complete and submit a Program Completion Report to MACTUPP when the SHI deliverables are completed. Program Completion Reports can be sent via mail to: Tobacco Use Prevention Program, 4041 N. Central Avenue, Suite 1400, Phoenix, AZ, 85012, or can be emailed to the assigned MACTUPP representative. All SHI program deliverables must be completed by May 1, 2012.

4. Other Requirements

- B. Payment requests may be submitted via email in addition to first-class mail.

Name of School	Address City, State Zip	Phone	Agreement Amount
Acacia Elementary	3021 W. Evans Drive, Phoenix, AZ 85053	602 896-5000	1,000
Cactus Wren Elementary	9650 N. 39 th Avenue, Phoenix, AZ 85051	602 347-2100	1,000
Cholla Middle	3120 W. Cholla, Phoenix, AZ 85029	602 896-5400	1,000
Desert View Elementary	8621 N. 3 rd Street, Phoenix, AZ 85020	602 347-4000	1,000
Lakeview Elementary	3040 W. Yucca, Phoenix, AZ 85029	602 896-5800	1,000
Maryland Elementary	6503 N. 21 st Avenue, Phoenix, AZ 85015	602 347-2300	1,000
Moon Mountain	13425 N. 19 th Avenue, Phoenix, AZ 85029	602 896-6000	1,000
Mountain View Elementary	801 W. Peoria, Phoenix, AZ 85029	602 347-4100	1,000
Orangewood Elementary	7337 N. 19 th Avenue, Phoenix, AZ 85021	602 347-2900	1,000
Richard E. Miller	2021 W. Alice, Phoenix, AZ 85021	602 347-3000	1,000
Palo Verde Middle	7502 N 39 th Ave, Phoenix, AZ 85051	602 347-2500	1,000
Roadrunner Elementary	7702 N. 39 th Avenue, Phoenix, AZ 85051	602 347-3100	1,000
Royal Palm Middle	8520 N. 19 th Avenue, Phoenix, AZ 85021	602 347-3200	1,000
Sahuaro Elementary	12835 N. 33 rd Ave, Phoenix, AZ 85029	602 896-6200	1,000
Shaw Butte Elementary	12202 N. 21 st Avenue, Phoenix, AZ 85029	602 347-4200	1,000
Sunnyslope Elementary	245 E. Mountain View Rd, Phoenix, AZ 85020	602 347-4300	1,000
Sunset Elementary	4626 W. Mountain View Rd, Glendale, AZ 85302	602 347-3300	1,000
Washington Elementary	8033 N. 27 th Avenue, Phoenix, AZ 85051	602 347-3400	1,000
Alta Vista Elementary	8710 N. 31 st Ave, Phoenix, AZ 85051	602 347-2000	1,000
Arroyo Elementary	4535 W. Cholla, Glendale, AZ 85304	602 896-5100	1,000
John Jacobs Elementary	14421 N. 23 rd Ave, Phoenix, AZ 85023	602 896-5700	1,000
Manzanita Elementary	8430 N. 39 th Ave, Phoenix, AZ 85051	602 347-2200	1,000
Ocotillo Elementary	3225 W. Ocotillo Rd, Phoenix, AZ 85017	602 347-2400	1,000
Tumbleweed Elementary	4001 W. Laurel Ln, Phoenix, AZ 85029	602 896-6600	1,000
Abraham Lincoln Traditional	10444 North 39th Ave, Phoenix, Arizona 85051	602 896-6300	1,000
Chaparral Elementary	3808 West Joan De Arc, Phoenix, Arizona 85029	602 896-5300	1,000
Ironwood Elementary	14850 North 39th Avenue, Phoenix, Arizona 85053	602 896-5600	1,000
Lookout Mountain Elementary	15 West Coral Gables Drive, Phoenix, Arizona 85023	602 896-5900	1,000
Sunburst Elementary	14218 North 47th Avenue, Glendale, Arizona 85306	602 896-6400	1,000
Sweetwater School	4602 West Sweetwater Avenue, Glendale, AZ 85304	602 896-6500	1,000
Desert Foothills Junior High	3333 West Banff Lane, Phoenix, Arizona 85053	602 896-5500	1,000
Mountain Sky Junior High	16225 North 7th Avenue, Phoenix, Arizona 85023	602 896-6100	1,000
		Total	\$ 32,000

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> X </u>	Action
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Discussion
		<u> </u>	Information
DATE:	August 25, 2011	<u> </u>	1st Reading
AGENDA ITEM:	<u>*2011-2012 Qualified Evaluators</u>		
INITIATED BY:	<u>Justin Wing, Director of Human Resources</u>	SUBMITTED BY:	<u>Justin Wing, Director of Human Resources</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Justin Wing, Director of Human Resources</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA and A.R.S. §15-537</u>		

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Arizona Revised Statute Section 15-537, Section D, requires the Governing Board to “designate persons who are qualified to evaluate teachers to serve as evaluators for the District’s teacher performance evaluation system”. The District personnel listed on the attachment have received training on the District’s evaluation procedures and requirements of Arizona State Law. Training occurred for the new qualified evaluators on August 2, 2011 and was conducted by Justin Wing. Additional training is scheduled for all qualified evaluators on August 30, 2011, September 20, 2011, October 25, 2011, and January 31, 2012.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the designation of the 2011-2012 qualified evaluators for the teacher performance evaluation system as presented.

Superintendent 

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

Agenda Item *VIII.P.

***2011-2012 Qualified Evaluators**

August 25, 2011

Page 2

PRINCIPALS	ASSISTANT PRINCIPALS	STAFF
ANDERSON, DAVID	BARRETT, AUDREY	ALTERSITZ, JANET
ARONOWITZ, CARLA	BROWN, SUSAN	BAILEY, LINDA
ASHBRIDGE, KAYLENE	HOOD, CHRISTINE*	CANNON, MICHAEL
BONNETTE, SHANNON	ISHERWOOD, CANDACE	CARTER, CRAIG
CARNEY, SEAN	MATHEWS, AUDRA*	CHISHOLM, JANELLE
CASE-FAULKNER, BRENDA	MCCORMICK, CATHIE	COOK, SUSAN
CHARLSON, ANDREE	NEWMAN, BARBARA	DAVIDS, FRANCINE
CHRISTENSEN, MICHAEL	POTAVIN, REBECCA*	DYKE, SANDRA
FARMER, MARIA	SARRAINO, JILL*	HENDERSON-BLACK, KEISHA
FOUNTAIN, TIMOTHY	SCHULTZ, POLLY*	HERBST-TRESTRAIL, KARLA
GARITSON, PHILLIP	SPELLMAN, JAMES*	MCKEEVER, LINDA
GUPTON, NICHOLAS	WOODWARD, TIMOTHY	MCWHORTER, NATALIE
HALEY-MAYOLE, TARA		POST, BARBARA
HALL, JAMES		REDMOND, ELIZABETH
HELLER, TRICIA		SCHAUER, SHERYL
HERMAN, LUANNE		SHUMWAY, DALE
HOLLINGSWORTH, CHRISTINE		SULLIVAN, JANET
HOOVER, LEONARD		SWARTZBAUGH, PHILIP
LILES, PHILIP		WESTHOFF, MAGGIE
MASON, PERRY		WING, JUSTIN
MAYNARD, TRACY		
MENAUGH, KAREN		
PALMER, MARY LOU		
PATERSON, BETTY		
PATTERSON, CAROL		
RITZ, LORI		
ROBERTS, ANN		
RUSSELL, ADELE		
SCHOFIELD, KEN		
TEJADA, JAIME		
TREVILLION, MICHAEL		
WARREN, RHONDA		
*Denotes new qualified evaluators		

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent X Discussion
 DATE: August 25, 2011 X Information
 AGENDA ITEM: First Reading of Proposed Board Policy JICK – Student Violence/Harassment/Intimidation/Bullying X 1st Reading

INITIATED BY: D. Rex Shumway, Legal Counsel SUBMITTED BY: D. Rex Shumway, Legal Counsel

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

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

SUPPORTING DATA

Funding Source: N/A
 Budgeted: N/A

ASBA Policy Services has presented a newly developed Policy, with accompanying Regulation and Exhibits, that implements the compliance driven changes made to A.R.S. §15-341 by House Bill 2415 (Laws 2011, Chapter 195). This new Policy specifically addresses bullying, harassment and intimidation. Current WESD policy language involving this type of student behavior is addressed in multiple policies that concern student rights and responsibilities, student complaints and grievances, and student conduct and discipline.

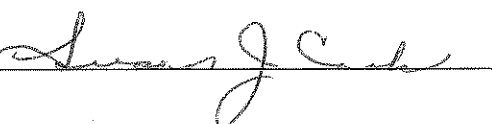
The new Policy provides definitions for bullying, cyberbullying, harassment and intimidation. The Policy also provides expectations regarding prohibited conduct and discipline, reporting of incidents, and processes for District staff to understand its role and then diligently respond to the behavior covered under the Policy.

Additionally, attached is Regulation JICK-R – Student Violence/Harassment/Intimidation/Bullying, Exhibit JICK-EA - Student Violence/Harassment/Intimidation/Bullying (Complaint Form) and Exhibit JICK-EB - Student Violence/Harassment/Intimidation/Bullying (notice to be displayed in school buildings and in student handbooks) that contain provisions for implementing the new Policy.

These documents have been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Board Policy JICK – Student Violence/Harassment/Intimidation/Bullying.

Superintendent 

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

Agenda Item IX.A.

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Definitions

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,

- exposure to social exclusion or ostracism,
- physical contact, including but not limited to, pushing hitting, kicking, shoving, or spitting,
- damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Prohibitions and Discipline

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

**Reporting Incidents
of Bullying**

A student who is experiencing bullying, or believes another student is experiencing bullying, shall report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the school administrator. Such personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on forms(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policy GCQF/GDGF.

Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of bullying or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set forth in applicable District policies and administrative regulations.

At the time a student reports alleged bullying, the principal shall provide to the student who has allegedly been bullied a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s) of the report.

The principal shall investigate *all* reports of bullying. If the principal determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation, the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set forth in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement, all personally identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall

- occur during the first (1st) week of each school year,
- be provided to each incoming student during the school year at the time of the student's registration,
- be posted in each classroom and in common areas of the school, and
- be summarized in the student handbook and on the District website, and

the Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to:

- Governing Board policy,
- preventive measures,
- incident reporting procedures,
- available support services for students (both proactive and reactive), and
- student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incident of bully is a violation of the law.

Adopted:

LEGAL REF.: A.R.S. 13-1202
 13-1203
 13-1204
 13-2321
 13-2916
 13-2921
 13-3506.01
 15-341
 20 U.S.C. 7161
 20 U.S.C. 7283

CROSS REF.: JI – Student Rights and Responsibilities
 JII – Student Concerns, Complaints, and Grievances
 JIC – Student conduct
 JK – Student Discipline
 JKD – Student Suspension
 JKDA – Removal of Students from School-Sponsored
 Activities
 JKE – Expulsion of Students
 JR – Student Records

REGULATION**REGULATION****STUDENT VIOLENCE / HARASSMENT /
INTIMIDATION / BULLYING**

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely and responsive action.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Any student who feels he or she has been the victim of bullying or suspects other students of being bullied should file a complaint with the principal or the principal's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

Any staff member who becomes aware of or suspects that a student is experiencing bullying shall immediately notify the principal or the principal's designee. Employees may initially give verbal notice to the principal or the principal's designee, but shall submit a written report to the principal or the principal's designee within one (1) school day of the verbal report.

Reprisal directed toward a student or employee for the reporting of a case of bullying or a suspected case of bullying will not be tolerated. Students involved directly or indirectly in reprisal will be disciplined pursuant to Board Policies JK, JKD, and JKE. Any suspected violation of the law will be reported to law enforcement authorities.

Investigation of submitted complaints shall be initiated by the principal or the principal's designee as soon as is feasible, but not later than two (2) school days after

REGULATION**REGULATION**

the initial report. Each investigation will be comprehensive to the extent determined appropriate by the principal or the principal's designee. In investigating the complaint, the principal or the principal's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA).

Each investigation will be documented by the principal or the principal's designee. Documentation will be maintained by the District for at least six (6) years. In the event the District must report incidents to persons other than school officials or law enforcement, all personally identifiable information shall be redacted.

Should the principal or the principal's designee determine that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation, the principal or the principal's designee will meet with the student who reported or was reported as being bullied to review the findings of the investigation. Additionally, the parent(s) or guardian(s) of the involved students will be informed of the findings of the investigation.

The Superintendent is responsible for determining the methods of information delivery to employees and students. The Superintendent shall provide to the school principals, supervisors and all other District employees the information necessary to comply with Governing Board policy JICK. The information related to bullying is to include, but not be limited to, preventive measures, incident reporting, related support services available (proactive and reactive), student rights, employee responsibilities, and the ramifications of not reporting a bullying incident or suspicion of bullying. The information shall be disseminated to District personnel at the beginning of each year and as the Superintendent otherwise determines to be appropriate.

The principal or the principal's designee is responsible to ensure information related to bullying is disseminated to students, and parents and guardians. The information shall include but not be limited to Governing Board policy, incident reporting support services (proactive and reactive) and student's rights. The dissemination of this information will

- occur during the first (1st) week of each school year,
- be posted in each classroom and in common areas of the school,
- be summarized in the student handbook and on the District website, and

REGULATION**REGULATION**

- be provided to each incoming student during the school year at the time of registration.

The principal or the principal's designee is also responsible to ensure information is disseminated to all students who report bullying, including, at the time the incident is reported, a written copy of the student rights, protections and support services available to the student; a copy of the report shall also be given to the student's parent(s)/guardian(s).

The principal or the principal's designee is responsible for the maintenance of documentation related to bullying.

EXHIBIT**EXHIBIT**

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Name	Address	Telephone Number
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The projected solution:

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

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I certify this information is correct to the best of my knowledge.

Signature of Complainant _____	Date _____
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Document received by _____	Date _____
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Investigating official _____	Date _____
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EXHIBIT**EXHIBIT****STUDENT VIOLENCE / HARASSMENT /
INTIMIDATION / BULLYING**

The Governing Board of the Washington Elementary School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- exposure to social exclusion or ostracism,
- physical contact, including but not limited to, pushing hitting, kicking, shoving, or spitting,
- damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

EXHIBIT**EXHIBIT**

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or believe another student is being bullied should report their concerns to any staff member of the School District. School personnel shall maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set forth in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bully is a violation of the law.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board
FROM: Dr. Susan J. Cook, Superintendent
DATE: August 25, 2011
AGENDA ITEM: Capital and Bond Implementation Plan Update
INITIATED BY: Cathy Thompson, Director of Business Services
SUBMITTED BY: Mike Kramer, Director of Capital Projects and Maintenance
PRESENTER AT GOVERNING BOARD MEETING: Jeff Cook and Paul Hartley, H2 Group; Vispi Karanjia and Roxana Morales, Orcutt Winslow Partnership
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

During the June 23, 2011 Governing Board meeting, Jeff Cook and Paul Hartley of H2 Group presented an update of the Bond Implementation Plan and timeline for completion of projects in conjunction with the estimated bond cash management timeline.

H2 Group and the Capital Projects Department have worked to complete construction for many projects scheduled for Summer 2011. The planning and procurement for additional projects that have been identified to begin during the 2011-2012 school year are ongoing.

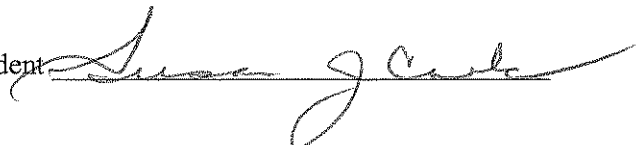
Mr. Jeff Cook and Mr. Paul Hartley from H2 Group will present status to date of the bond implementation plan and answer any questions from the Governing Board members.

Vispi Karanjia and Roxana Morales of Orcutt Winslow Partnership will present an update on the Lookout Mountain rebuild project.

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



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

Agenda Item X.A.

AUGUST 2011 STATUS REPORT

**WASHINGTON ESD
2010 BOND PROGRAM**

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- **Summer 2011 Completed Projects**
 - **PARKING LOT AND BUS BAY MODIFICATIONS**
 - ACACIA
 - MARYLAND
 - DESERT VIEW
 - MANZANITA
 - ORANGEWOOD (FUNDED THROUGH PREVIOUS BOND)

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- Summer 2011 Completed Projects
 - PARKING LOT SEAL, STRIPE, AND REPAIR
 - ALTA VISTA
 - IRONWOOD
 - JOHN JACOBS
 - MOON MOUNTAIN
 - MOUNTAIN VIEW
 - OCOTILLO
 - RICHARD E. MILLER
 - SAHUARO

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- Summer 2011 Completed Projects
 - FLOORING RENOVATIONS
 - ALTA VISTA
 - CHOLLA
 - MOON MOUNTAIN
 - ORANGEWOOD
 - SUNBURST
 - SUNNYSLOPE
 - SUNSET
 - WASHINGTON

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- Summer 2011 Completed Projects
 - PAINTING
 - PALO VERDE
 - TUMBLEWEED
 - SMALL RENOVATIONS
 - SUNSET (AMPHITHEATER)
 - PALO VERDE (OFFICE IMPROVEMENTS IN PROGRESS)

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

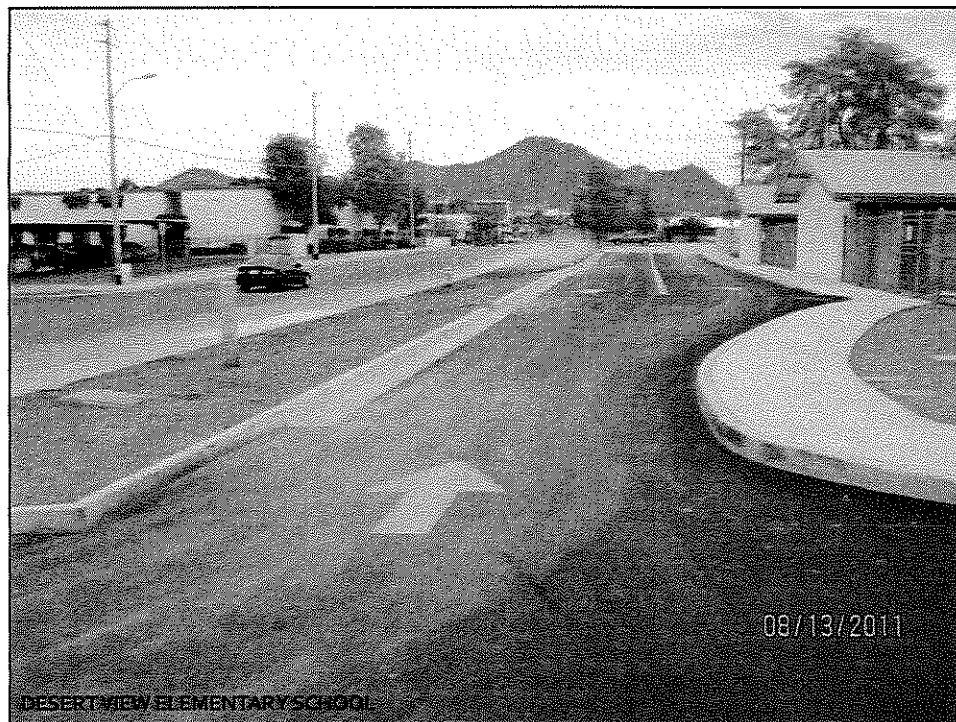
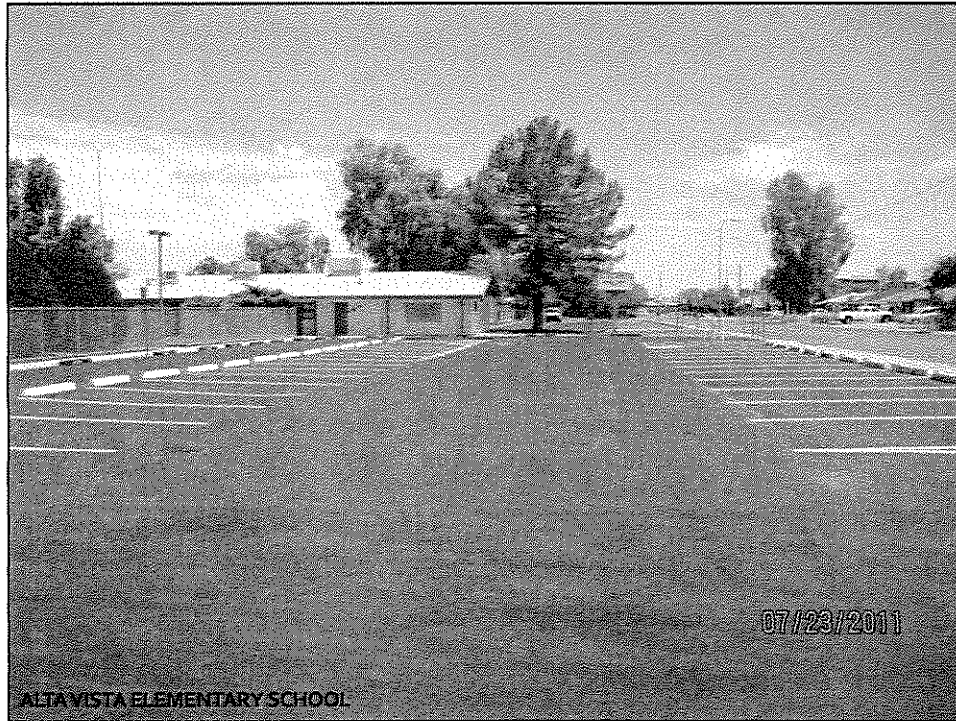
- Summer 2011 Completed Projects
 - FURNITURE, FIXTURES, AND EQUIPMENT (FF&E)
 - DESERT FOOTHILLS (STAGE CURTAINS)
 - LAKEVIEW (STAGE CURTAINS AND MARQUEE*)
 - SUNSET (STAGE CURTAINS)
 - MANZANITA (MARQUEE*)
 - DESERT VIEW (MARQUEE*)
 - * ALL MARQUEES TO BE INSTALLED SEPTEMBER 2011

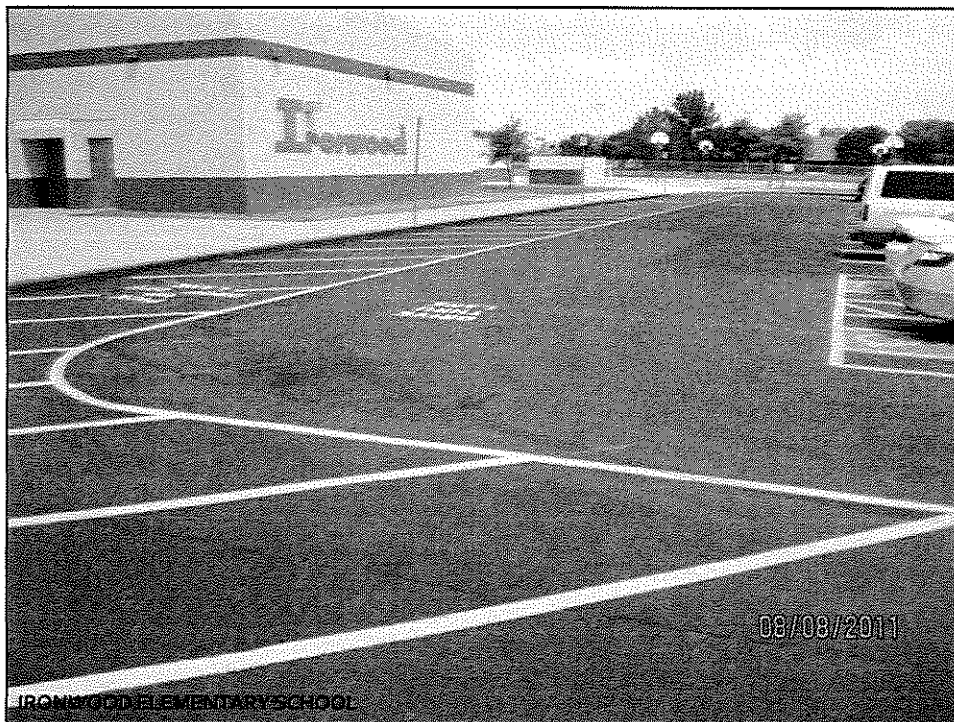
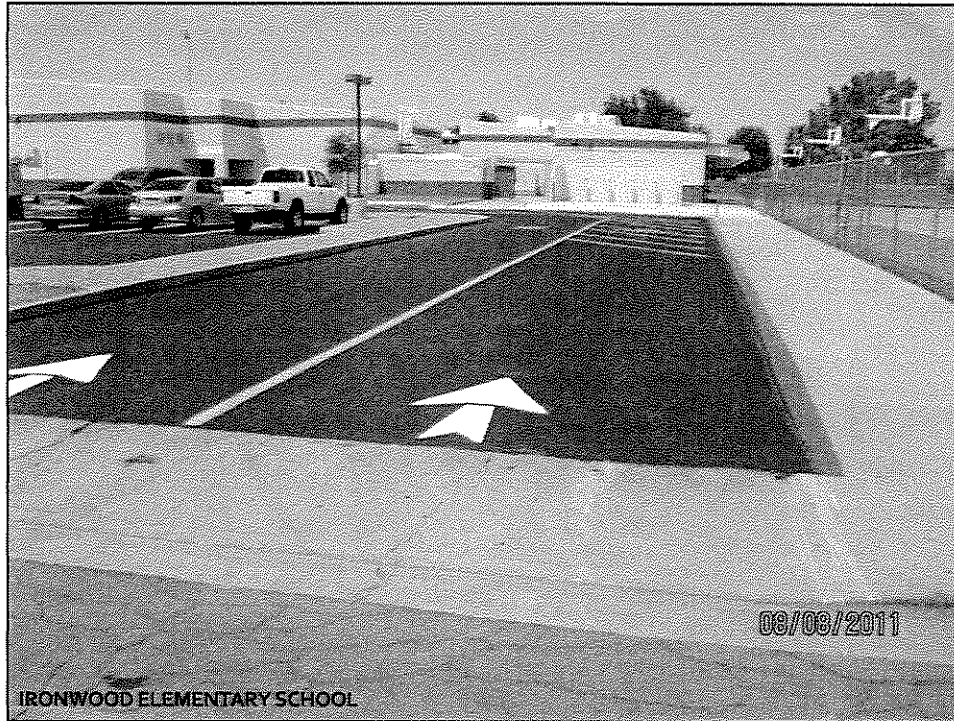
**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

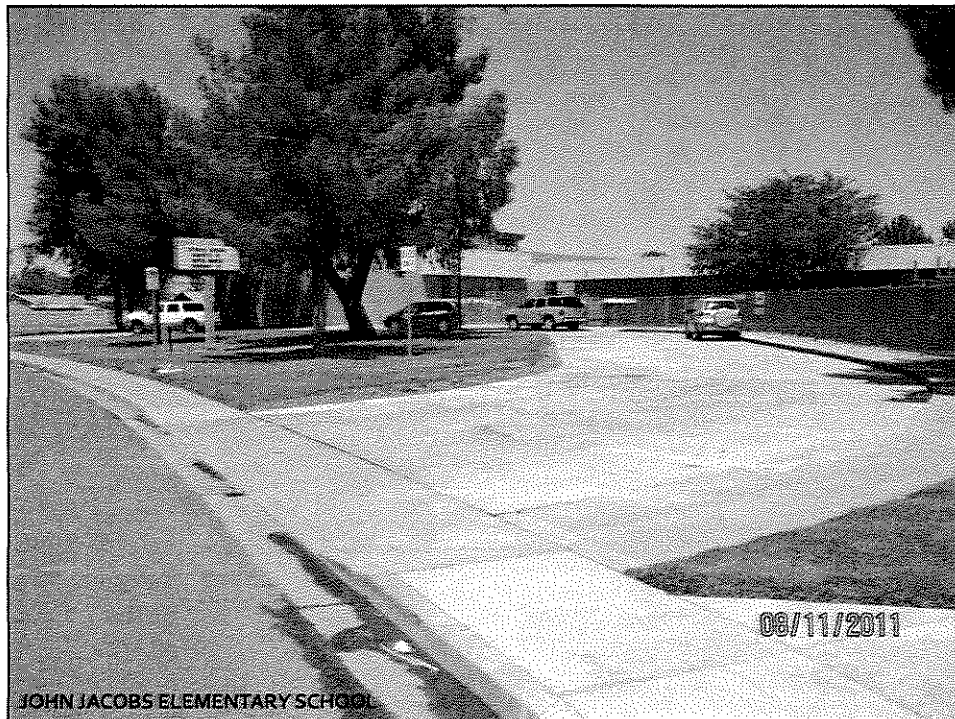
■ PROJECT PHOTOS

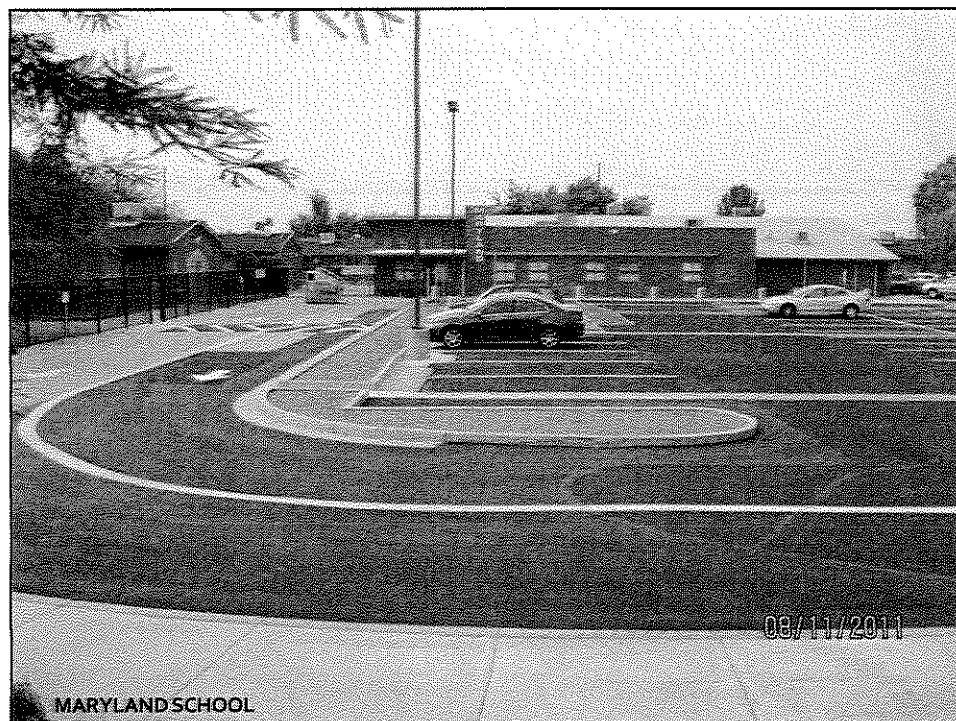
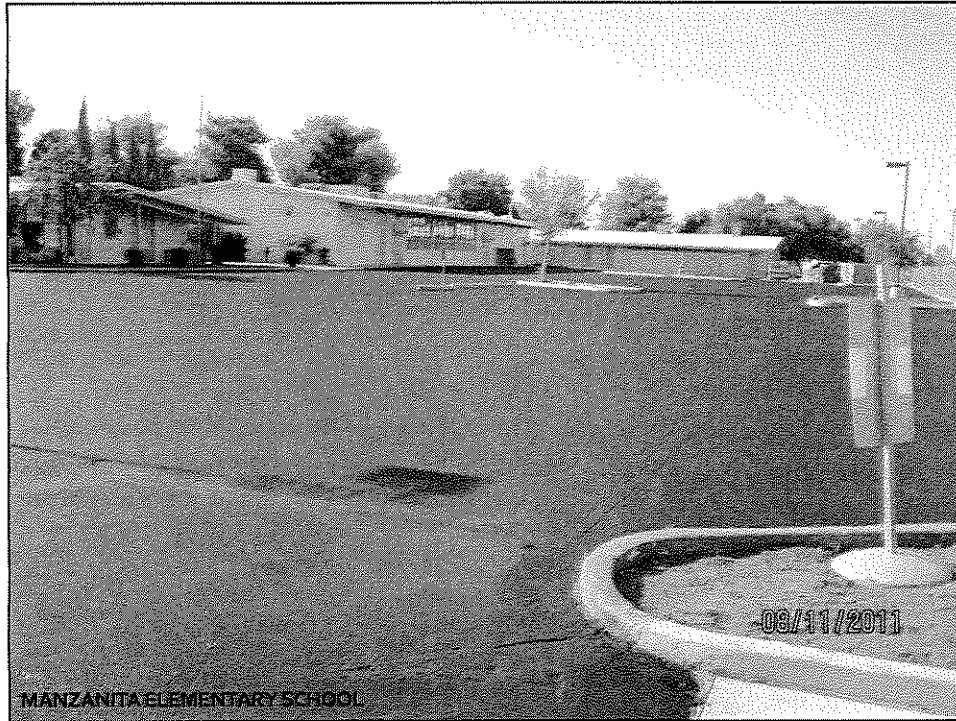


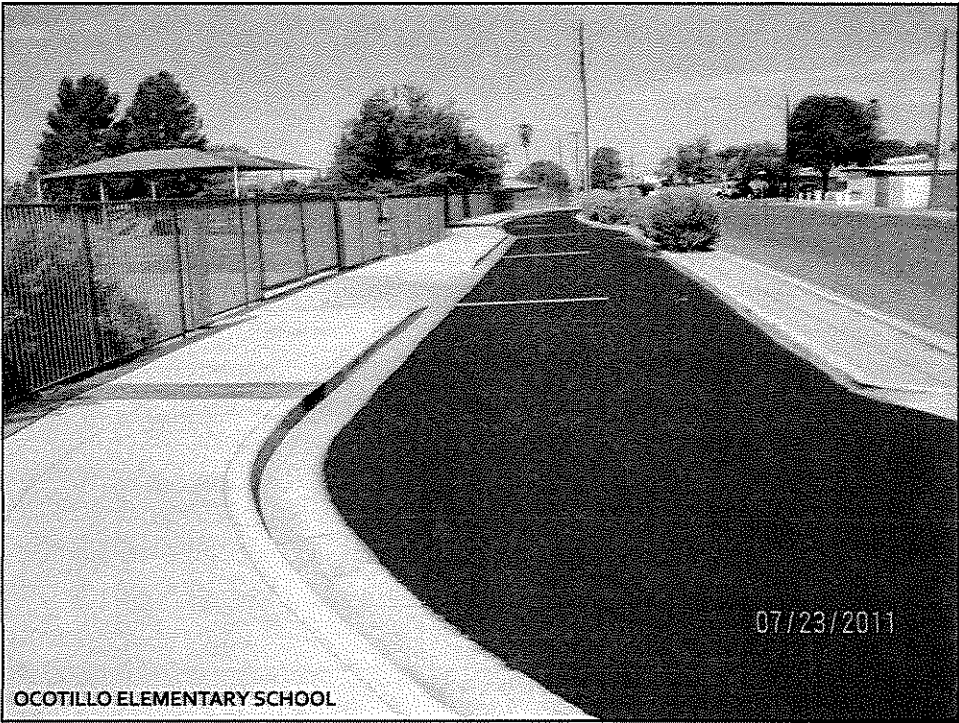
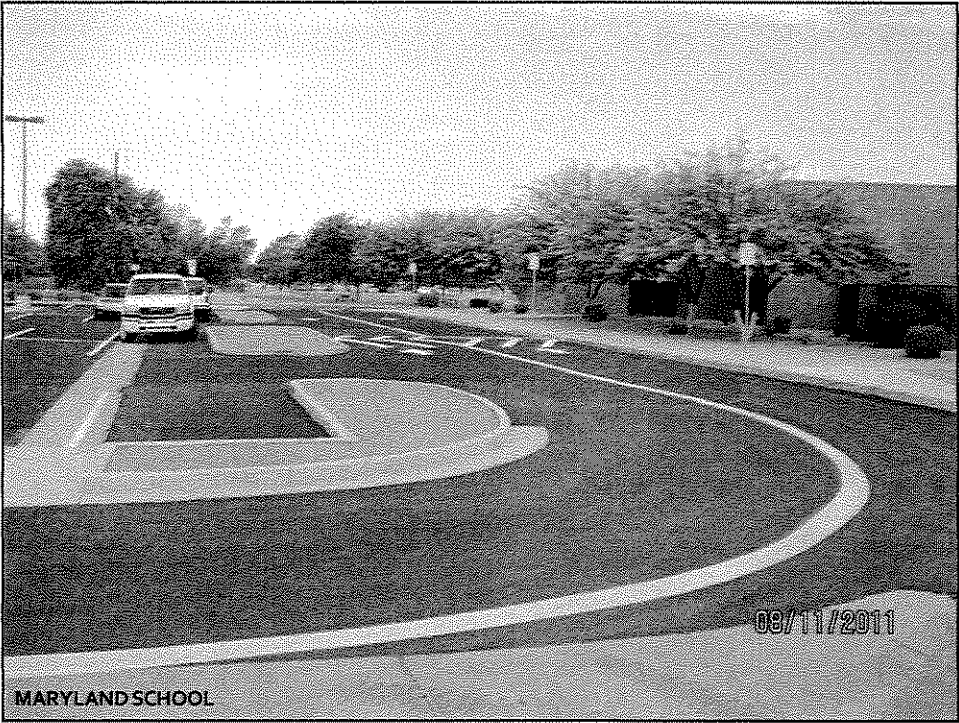
ACACIA ELEMENTARY SCHOOL

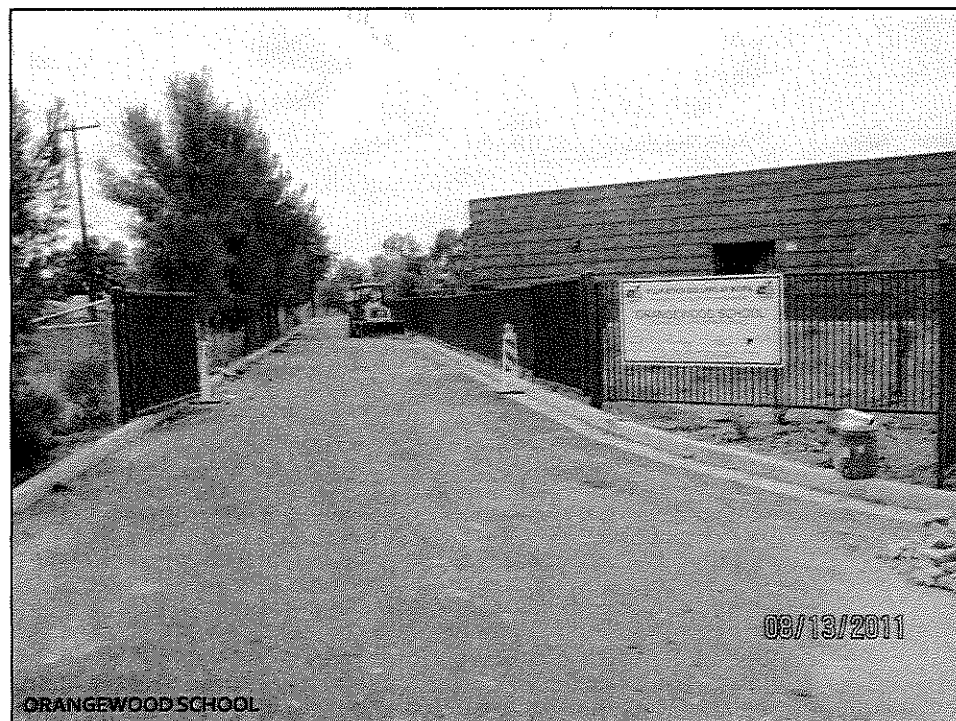














**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- **2011-2012 PROJECTS IN PROGRESS**
 - **HVAC STUDY AND REPAIR**
 - ORANGEWOOD
 - CHOLLA
 - MOON MOUNTAIN
 - **PARKING LOT SEAL, STRIPE, REPAIR**
 - MOUNTAIN SKY
 - **WINDOW COVERINGS AND GLASS REPLACEMENT**
 - PALO VERDE
 - **ROOFING**
 - PALO VERDE
 - **LANDSCAPE RENOVATION**
 - CHOLLA

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- 2011-2012 PROJECTS IN PROGRESS
 - EXTERIOR LIGHTING UPGRADES
 - ACACIA
 - CACTUS WREN
 - CHAPARRAL
 - IRONWOOD
 - JOHN JACOBS
 - MOUNTAIN SKY
 - ROADRUNNER
 - SAHUARO
 - SHAW BUTTE
 - SUNBURST
 - SUNSET
 - SWEETWATER
 - TUMBLEWEED
 - WASHINGTON

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- 2011-2012 PROJECTS IN PROGRESS
 - Lookout Mountain Rebuild Update
 - Programming
 - Schematic Design
 - Design Development
 - Construction Documents
 - Guaranteed Maximum Price

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

■ **DESIGN PHASES**

■ **Programming**

- Compilation of project-related information through meetings with stakeholders. A total of 26 meetings have been held during this phase since April 2011.
- Design team gathered input from community
- Design team gathered input from staff
- Design team gathered input from Departments Transportation, MIS, Nutrition Services

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

■ **Schematic Design (*currently in this phase*)**

- Further development of site plan
- Architectural and engineering design of facility floor plans and elevations

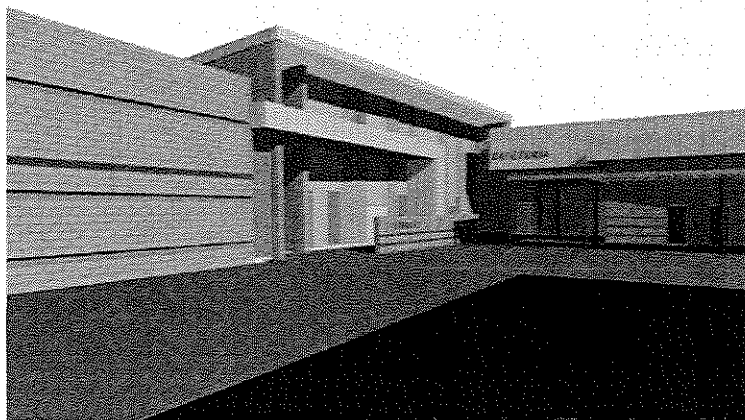
■ **Design Development**

- Finalization of design work – includes addition to drawings of specific details for structure and site
Example – lighting fixture locations, building materials

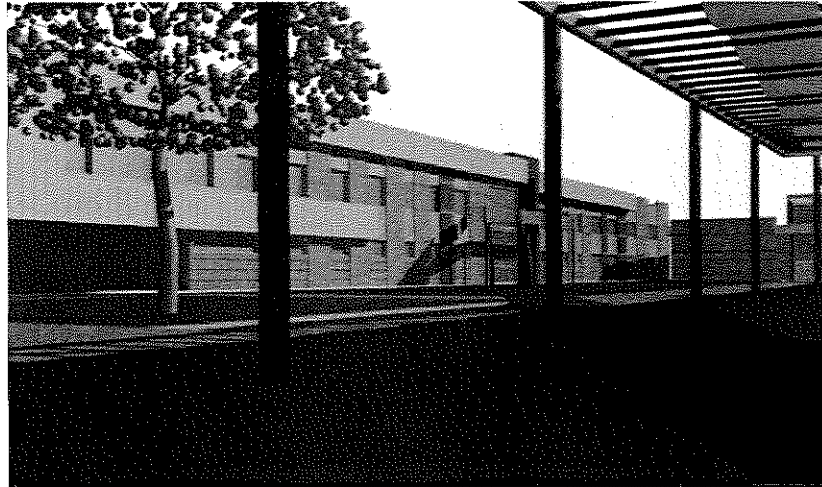
**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

- **Construction Documents**
 - Development of drawings
 - Plan Review/Permitting
 - Preparation for project construction costs
 - Preparation for beginning of construction
- **Construction of Facility**
 - Construction Manager At-Risk prepares detailed construction budget also known as GMP (Guaranteed Maximum Price)
 - GMP presented to Governing Board for approval

**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**



**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**



**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**



**WASHINGTON ESD – 2010 BOND PROGRAM
BOND MANAGEMENT PLAN – AUGUST 2011 UPDATE**

QUESTIONS?

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board
FROM: Dr. Susan J. Cook, Superintendent
DATE: August 25, 2011
AGENDA ITEM: Growing Arroyo Committee Update
INITIATED BY: Dr. Susan J. Cook, Superintendent
SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Sandy Mendez Benson, Parent, Philip Liles, Arroyo Principal, and Sue Snyder, Director of Organizational Development
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, IGD, JC

SUPPORTING DATA

Funding Source: Various
Budgeted: In Process

The Growing Arroyo committee was formed during January 2011 for the purpose of researching methods, techniques and/or programs that could be implemented as a means of increasing student enrollment at Arroyo. 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. Arroyo's significant decline in student enrollment during the past 10 years was the impetus for forming this committee.

During Spring 2011, the Growing Arroyo committee, comprised of Site Council members, other school staff and parents, and District-level staff serving in a resource capacity, conducted both primary and secondary research that targeted each of the following strategies for increasing student enrollment:

1. Enhancing the school's culture and climate by focusing on areas such as customer service, communication, and parent and community involvement;
2. Expanding the school's grade configuration from K-6 to K-8;
3. Implementing a special program to attract new students and retain current students.

By the end of the 2010-2011 school year, committee members had acknowledged the collective value of all three strategies. They supported transitioning to K-8, and they narrowed the myriad of magnet school options to one that involved STEM (science, technology, engineering, math).

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



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

Agenda Item X.B.

Growing Arroyo Committee Update

August 25, 2011

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During the summer of 2011, Sandy Mendez Benson, a WESD parent, proposed a program for Arroyo in which students would learn fundamental business principles and entrepreneurial concepts in a hands-on environment with real-world applications. Students would have the opportunity to work with community business leaders to develop a product and a plan for marketing it. The Arroyo INC (Integrating New Century Skills) program would encourage and enable students to develop the 21st century skills that will be critical to their future education and employment, regardless of the particular career path they choose. Additionally, students would have the opportunity to learn and apply STEM skills throughout the program.

As proposed, the Arroyo INC program would consist of three parts:

1. Introducing Arroyo INC as an optional after-school program for 5th and 6th graders during the current school year;
2. Beginning to integrate Arroyo INC concepts into the regular curriculum effective with the 2012-2013 school year, and upon full, school-wide implementation in 2013-2014, adopting Arroyo INC as Arroyo's magnet school theme;
3. Converting Arroyo's grade configuration from K-6 to K-8 during a two-year period beginning with the 2012-2013 school year, pending Governing Board approval.

Ms. Mendez Benson presented the proposal to Growing Arroyo Committee members when the group met on July 27, 2011. Those in attendance reached full consensus to *further pursue the proposal* by surveying Arroyo parents during Back-to-School Night on August 11, 2011. Over 115 families completed and submitted the survey at that time, which was available in both English and Spanish versions. The results are currently being tabulated, and they will be shared with committee members during the group's upcoming meeting on August 17, 2011. It is anticipated that the committee will reach a consensus decision that supports a recommendation for subsequent presentation to the Governing Board during September 2011.

Arroyo Principal Philip Liles, Sandy Mendez Benson and members of the Growing Arroyo committee will be present during the Governing Board meeting to answer questions and provide further information.

Growing Arroyo

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

Issue:

Student enrollment at Arroyo Elementary has declined significantly during the past 10 years. The decline is attributable to the neighborhood's aging population; challenging economic conditions, including the increased incidence of real estate foreclosures; the impact of SB 1070; and increased school choice opportunities, including open enrollment and charter school options.

Upon considering how to best address Arroyo's predicament, Washington Elementary School District administration concluded the following:

- WESD is accountable to the public for making prudent fiscal decisions. While this is an enduring responsibility, it is of even greater relevance now, given existing education funding challenges.
- It is not cost effective to operate Arroyo at its current level of enrollment.
- At present, closing Arroyo is not an option. Doing so would be disruptive to the school community and to neighboring schools, and it would likely weaken overall support for public schools within the community. Moreover, the savings realized in school closures are typically less impactful than anticipated.
- If the status quo is maintained, Arroyo's enrollment is not likely to increase significantly; a concerted, focused effort will be required to develop and implement a plan to draw more students to the school.
- Arroyo's Site Council is charged with recommending a plan to repurpose the school as a means of promoting increased student enrollment.
- Funding allocated to Arroyo facility improvements during the 2010 bond election will support structural changes that are required for repurposing.

Involved Stakeholders:

In January 2011, Arroyo Site Council members facilitated the development of an *ad hoc* committee to research methods, techniques and/or programs that could be implemented as a means of increasing student enrollment at the school. The Growing Arroyo committee was comprised of 10 Site Council members, including parents, teachers, support staff, community member and principal, plus two additional parent volunteers and a teacher volunteer. District administrators served on the committee to provide information regarding academic services, business services, grant funding and capital projects. A 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.

Research/Data:

Early in their process, the Growing Arroyo committee identified three main strategies for increasing enrollment:

- Strategy #1: Enhancing the school's culture and climate by focusing on areas such as customer service, communication, and parent and community involvement;
- Strategy #2: Expanding the school's grade configuration from K-6 to K-8;
- Strategy #3: Implementing a special program to attract new students and retain current students.

Committee members then conducted both primary and secondary research that targeted each strategy:

- Strategy #1: Research sought to answer questions such as, "What are parents looking for in an elementary school? For what reasons have some parents withdrawn their children from Arroyo?"
 - Committee members identified school attributes that they, as parents, feel are important in an elementary school.
 - The principal shared anecdotal information regarding parents' reasons for having withdrawn students from Arroyo.
 - Telephone interviews were conducted with parents who had withdrawn students from Arroyo.
 - A nearby charter school was scrutinized in an effort to identify its appeal.
- Strategy #2: Research focused on the advantages and disadvantages of various grade-level configurations.
 - Journal articles and best-practice studies were reviewed.
 - Input regarding a possible transition to K-8 was sought from a focus group composed of parents of Arroyo sixth graders.
 - A WESD principal whose school transitioned from K-6 to K-8 several years ago presented information to committee members.
 - Input from current Arroyo parents was sought via a written survey conducted during the school's Back-to-School Night on August 11, 2011.
- Strategy #3: Research focused on magnet schools: what they are, their history, their measures of success and the various types.
 - Staff members brainstormed possible magnet school themes during a Professional Learning Community (PLC) session.
 - Committee members reviewed a fairly comprehensive list of possible magnet school themes, including those that staff members had identified.
 - Articles from both journals and popular media were reviewed.
 - Relevant Web sites, such as <http://www.magnet.edu/> (Magnet Schools of America), <http://www.ibo.org/> (International Baccalaureate), <http://www.montessori.edu/> (International Montessori Index), and <http://www.paideia.org/> (National Paideia Center) were consulted.
 - A site visit was made to a current STEM (science, technology, engineering, math) magnet school in a neighboring school district.
 - An innovative magnet school proposal, Arroyo INC, was presented to committee members by Sandy Mendez Benson, a WESD parent and part-time consultant. The proposed program is outlined in **Attachment B**.
 - Input from current Arroyo parents was sought via a written survey conducted during the school's Back-to-School Night on August 11, 2011.

Further information regarding the Growing Arroyo committee's research is included as **Attachment C**.

Options:

- Option A: Introduce Arroyo INC as an optional after-school program for 5th and 6th graders during the current school year.

Advantages	Disadvantages
Opportunity to test a possible magnet school concept prior to implementing it	Logistics of program planning, community business leader recruitment, etc. could be challenging
Focus on real-world skills used in business, career and life, e.g., personal finance, working as part of a team, conducting research, project management, writing, presenting	
Opportunity for students to develop and market a product, learn how to start a business	
Opportunity for students to work with and learn from community business leaders	
Many opportunities to incorporate STEM	
Possibility of including the after-school program as part of the 21 st Century Grant program at Arroyo	

- Option B: Begin integrating Arroyo INC concepts into the regular school curriculum effective with the 2012-2013 school year; upon full, school-wide program implementation in 2013-2014, adopt Arroyo INC as Arroyo's magnet school theme.

Advantages	Disadvantages
Arroyo INC appears to be unique among school magnet/focus programs in the Phoenix area	Requires locating or developing program curriculum and training teachers
Opportunity to increase student enrollment by attracting new students/retaining current students	Funding for materials, teacher training, etc. may have to be pursued through sources outside District
Incorporates 21 st century skills and STEM	Administrative details such as application process, availability of transportation, etc. will have to be determined
Opportunity to partner with members of business community and draw them into the school	
Endless opportunities to integrate business and entrepreneurial concepts into regular school curriculum at all grade levels	
May be able to apply for federal Magnet Schools Assistance Grant to be awarded in 2013	
Bond funds available to make facility changes to support program	
Opportunity for students to transition from Arroyo INC program to DECA ("international association of students and teachers of marketing, management and entrepreneurship in business, finance, hospitality, and marketing sales and service") program in Glendale Union High School District	

- Option C: Convert Arroyo's grade configuration from K-6 to K-8 during a two-year period beginning with the 2012-2013 school year.

Advantages	Disadvantages
Arroyo campus large enough to accommodate additional grade levels (was a K-8 school at one	May not meet developmental needs of 7 th /8 th graders as well as middle school would

time)	
Current principal has had experience at K-6, K-8 and middle school levels	May not offer as many elective/exploratory options as middle school
Bond funds available to make facility changes to support addition of 7 th and 8 th grades	May not offer as many extracurricular opportunities as middle school
Several WESD schools (Sunnyslope, Mountain View, Orangewood, Maryland) have transitioned from K-6 to K-8 in the recent past	Possible parental concerns regarding interactions between younger students and older students
Opportunity to retain students who might otherwise withdraw from Arroyo to attend an out-of-district or charter K-8 school	Implementation logistics would have to be determined
Students would experience fewer school transitions	
Transition into high school might be less stressful	
Perception that students would be in a safe, nurturing environment	
Families may have multiple children attending one school	
Opportunity for older students to serve as role models for younger students	
Possible continued parent involvement in 7 th and 8 th grades	
More opportunity for teachers and students to get to know one another	
Possibly fewer/less severe disciplinary issues and lower rate of absenteeism among 7 th and 8 th graders	
More stable student body may promote school culture and community	

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

The cost assessment of each option is currently being addressed. It will be included as part of the recommendation that is presented to the Governing Board in September 2011.

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

Stakeholder representatives have served on the Growing Arroyo committee since its inception. Additionally, stakeholder feedback has been sought through telephone interviews, a parent focus group and a parent survey. These research instruments are included as part of *Attachment C*.

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

Results of the August 11, 2011 parent survey are currently being tabulated. Data will be shared with committee members during the upcoming Growing Arroyo meeting on August 17, 2011. At that time, the group will draw conclusions, propose one or more recommendations and seek consensus regarding the presentation of said recommendations to the Governing Board in September 2011.

Growing Arroyo Committee Members

Arroyo Site Council Members

Name	Role
Mary Baird	Site Council - Teacher
Maggie Brogan	Site Council - Teacher
Dee Carpenter	Site Council - Teacher
Debbie Cheney	Site Council - Teacher
Maureen Hampson	Site Council - Parent
Melissa Heffke	Site Council - Support Staff
Barb Lentz	Site Council - Community Member
Pat MacArthur (replaced by Philip Liles 7/2011)	Site Council - Principal
Rhoda Mason	Site Council - Teacher
Laura Watson	Site Council - Support Staff

Additional Arroyo Stakeholders

Name	Role
Greg Grantham	Teacher Volunteer
Jessica Ruiz	Parent Volunteer
Peri Waffle	Parent Volunteer

District Staff Serving Resource Function

Name	Role
Sandy Mendez Benson	Consultant
Sandy Dyke	Instructional Coach
Jill Hicks	Community Outreach Specialist
Mike Kramer	Director of Capital Projects/Maintenance
Kathleen McKeever	Administrator of After-School Programs
Natalie McWhorter	Director of Curriculum
Steve Murosky	Director of Academic Support Programs
Sue Snyder	Director of Organizational Development
Janet Sullivan	Assistant Superintendent for Academic Services
Cathy Thompson	Director of Business Services

Arroyo Integrating New Century Skills *(Proposed)*

Training young minds today to be entrepreneurs of tomorrow.

What is Arroyo INC?

Arroyo INC is a proposed pilot program that will be introduced at Arroyo Elementary School in the fall of 2011. Washington Elementary School District has committed to trialing a program geared towards developing the minds of young entrepreneurs. The effort will be a partnership between WESD and the business community.

WESD will select a total of 24-30 5th and 6th graders to participate on teams of 4. Each team will represent a major university such as Team Harvard, Team Stanford, Team ASU, etc. The children will learn to think like entrepreneurs and will go through the new product/business development process. Members of each team will work together throughout the semester to develop a business plan for their product. Ultimately, the teams will present their concepts to the business community, which will select the team with the best idea and most likely potential for success.

Why offer the pilot at Arroyo Elementary School?

For a variety of reasons including the economy and the housing market, Arroyo registration numbers have been on the decline. Arroyo INC is one of several efforts to strategically raise the number of students at Arroyo Elementary School.

What does the curriculum for Arroyo INC consist of?

The program will run for a total of 10-12 weeks. Classes will be held twice a week, after school, from 3:30-5:00 p.m. Classes will include inspirational stories from entrepreneurs, as well as lessons on leadership, time management, etc. Students will also learn what information is needed to compile a business plan, e.g., What is their target market? What is the size of the market? How do they plan to reach their market?

Each team will have a group of advisors whom they may contact with questions about their business or product. These advisors will be seasoned business professionals who have either launched their own businesses or worked for companies that did.

What is the selection process for Arroyo INC?

We will accept applications from 5th and 6th graders who are interested in participating in the program. Children should be strong students, so as not to distract from their main studies. Children with a strong interest in math or science would likely enjoy this program as they will use those skills to determine the potential for their products.

(over, please)

Why should all students, even those who aren't likely to pursue a business career, consider participating in Arroyo INC?

The Arroyo INC program will encourage and enable students to develop the 21st century skills* that will be critical to their future education and employment, regardless of the particular career path they choose.

Additionally, Arroyo INC participants will have the opportunity to learn and apply science, technology, engineering and math skills** throughout the program.

How can you get involved with Arroyo INC?

We are looking for folks with business backgrounds to teach the classes. Folks who have launched their own businesses, small or large, would be excellent resources. WESD teachers will also be invited to participate in the program.

How will Arroyo INC evolve?

The ultimate goal is that Arroyo INC curriculum will be integrated into the general curriculum for Arroyo Elementary School students.

* *The 2003 North Central Regional Educational Laboratory/Metiri Group publication titled "enGauge 21st Century Skills, Literacy in the Digital Age" describes the following as essential 21st century skills:*

- **Digital-Age Literacy**
 - *Basic, scientific, economic, and technological literacies*
 - *Visual and information literacies*
 - *Multicultural literacy and global awareness*
- **Inventive Thinking**
 - *Adaptability/managing complexity*
 - *Self-direction*
 - *Curiosity, creativity, and risk-taking*
 - *Higher-order thinking and sound reasoning*
- **Effective Communication**
 - *Teaming, collaboration, and interpersonal skills*
 - *Personal, social, and civic responsibility*
 - *Interactive communication*
- **High Productivity & quality, State-of-the-Art Results**
 - *Ability to prioritize, plan, and manage for results*
 - *Effective use of real-world tools*
 - *The ability to create relevant, high-quality products*

** *"Reaffirming and strengthening America's role as the world's engine of scientific discovery and technological innovation is essential to meeting the challenges of this century. That's why I am committed to making the improvement of STEM education over the next decade a national priority."*

- President Barack Obama, November 23, 2009

Growing Arroyo Committee

RESEARCH

February 23, 2011

TO: Growing Arroyo Committee Members

FROM: Sue Snyder, Facilitator

SUBJECT: Growing Arroyo Committee Update

★★

Hi! It seems like eons since we last met! I'm looking forward to working with you when we meet again this coming Wednesday, March 2, from 6:00 p.m. to 7:30 p.m., in Arroyo's Community Room.

Just to refresh your memory about our February 2 meeting...

School Attributes

We brainstormed the school attributes that we would look for as (real or imagined) parents of school-aged children. Some of the features that were mentioned repeatedly are listed below:

- Positive climate, culture and reputation (both school and district)
- Teachers who are experienced, friendly, positive, committed and knowledgeable
- Principal who is a capable, knowledgeable leader
- Strong test scores and achievement profile
- Curriculum that is implemented with rigor
- Reasonable pupil/teacher ratios
- Safe, clean, well maintained campus
- Variety of elective opportunities
- Variety of extracurricular opportunities
- Before- and after-school programs
- Gifted program
- Strong STEM (science, technology, engineering, math) programs
- Mission statement
- Discipline policy
- Neighborhood location
- Active parent involvement

We agreed to keep these attributes in mind as we consider various models for growing Arroyo.

Committee Structure

- We agreed that the purpose of the committee is
 - to research methods, techniques and/or programs that could be implemented as a means of increasing student enrollment at Arroyo, and
 - to apply the District's decision-making process in developing a consensus recommendation to implement one or more methods, techniques and/or programs at Arroyo and to forward said recommendation to the Superintendent and Governing Board.
- As a committee, we agree to adhere to the following operational norms:
 - Monitor technology.
 - Stay focused on the speaker and the agenda.
 - Limit sidebars.

- Only one person speaks at a time.
 - Respond respectfully.
 - Arrive, start and finish on time, unless the meeting is shortened or extended by consensus.
 - Call “norms” when needed.
 - Confidentiality: No information is shared outside of the committee unless a consensus decision has been made to communicate the given information; when communicating, the message is to be universal, consistent and clear.
 - Make decisions that
 - are based on available data and best practices, and
 - support the District’s vision, mission and values.
- We defined **consensus** as sufficient consensus, which requires that 80% of members present agree (thumbs up or thumbs to the side) on an item in order for the committee to approve it. This applies to both process decisions and decisions regarding final recommendations.

Future Meeting Dates

We scheduled Growing Arroyo Committee meetings for the remainder of the current school year. All meetings will be held in Arroyo’s Community Room, and all will begin at 6:00 p.m. and end at 7:30 p.m.

- **Wednesday, March 2**
- **Monday, March 21**
- **Monday, April 18**
- **Monday, May 9**

Interest-Based Decision-Making Process

- We began to discuss the components of an interest-based decision-making approach, in which
- the **issue** (problem to be solved) is identified;
 - the **story** (detailed explanation of the issue from participants’ point of view) is shared;
 - **interests** (participants’ needs, concerns and desires related to the issue) are expressed;
 - **criteria** (shared interests, plus any other considerations or limitations, that become the standards according to which options are evaluated and compared) are defined;
 - **options** (possible ways of addressing interests, stated as solutions or parts of solutions) are brainstormed;
 - options are **evaluated** based on the defined criteria (considered in terms of the extent to which each option meets the given criteria);
 - a **consensus recommendation** (agreement that all parties can live with and support, even if it is not a participant’s most desired outcome; presumes that all concerns have been voiced, considered and addressed) is achieved.
- We had identified the issue and shared the story when we met in January. The following is a recap of that information.
- **Issue:** Arroyo’s enrollment has declined significantly during the past 10 years. AR’s site council has been charged with repurposing the school in order to increase enrollment.
 - **Story:**
 - Since the 1999-2000 school year, AR’s enrollment has declined by nearly 27%.
 - Reasons for the school’s declining enrollment include the following:
 - Aging community
 - Economic challenges/foreclosures
 - Open enrollment opportunities
 - Charter school opportunities
 - Arizona Senate Bill 1070 (immigration bill)
 - WESD does not plan to close AR at this time.

- In general, a school closure is disruptive to the given school community, as well as to neighboring schools; additionally, the cost savings of closing a school is frequently less than anticipated, and community support for public schools often declines.
- WESD believes that all stakeholders can benefit by focusing on growing AR's enrollment by repurposing the school.
- Planning for repurposing AR has already begun through the formation of this committee; however, a new, repurposed program would not be implemented until the beginning of the 2012-2013 school year.
- The most likely type of repurposing is to institute a magnet program at Arroyo.
- The U.S. Department of Education defines a magnet school as a public elementary or secondary school "that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds." Another definition is a public school that provides "incentives to parents and students through specialized curricular themes or instructional methods" (*Smrekar and Goldring*).
- Magnet schools were originally developed during the 1960s as a means of promoting racial desegregation in large urban areas.
- Currently, magnet schools are directed less toward desegregation and more toward academic achievement and choice within the public school system.
- Magnet schools vary in terms of structure, focus and admissions procedures.
 - Some are stand-alone schools, while others are schools within a school.
 - Some focus on a particular discipline, while others implement a specific instructional approach.
 - Some have a competitive admissions process, while others admit students based on a lottery system or on a first come, first served basis.
- The following are *benefits* of magnet programs:
 - They increase educational choices available to families within the community, while retaining students within the public school system.
 - They may bolster student enrollment that had previously declined.
 - Since they are programs of choice, a high level of commitment is often demonstrated by students, staff and parents, resulting in improved student achievement and behavior.
- The following are *concerns* about magnet programs:
 - They may promote segregation of students based on talent and ability.
 - Admissions standards and parent access to program information will likely influence the representation of economically disadvantaged, ELL and special needs students within a given program.
 - They may require funding that is disproportionate to that of non-magnet programs within a district.
- Studies comparing student achievement in magnet schools versus "regular" public schools tend to be inconclusive and/or controversial.
 - Student demographics and parental influence may skew achievement results.
 - Standardized tests do not measure social development or other growth factors that may be strongly supported within a magnet program.

Shared Interests

We compiled the following list of **shared interests** pertaining to growing Arroyo:

- **Increasing enrollment (and therefore, funding)**
- **Teaching to the future**
- **Attracting parents and encouraging parent involvement**
- **Promoting academic excellence**
- **Providing another public school choice for parents and community**
- **Attracting business and college partnerships**

- Saving Arroyo for the long term
- Encouraging students who have left Arroyo to return to the school
- (possibly) Providing a K-8 grade configuration

Other Considerations

We also identified other considerations that may be relevant to growing Arroyo:

- Fiscal limitations
- Extracurricular opportunities for 7th/8th graders in a K-8 configuration versus those in a middle school or junior high school configuration
- Availability of bond funds in terms of both timing and dollar amount
- Possibility of implementing a program over time rather than all at once, e.g., begin the program with kindergartners only, add 1st graders in year two, 2nd graders in year three, etc.
- Space constraints, i.e., approximately six available classrooms are available at the current time

Criteria

The combination of the shared interests and the other considerations will constitute the criteria according to which growing Arroyo options will be evaluated.

Next Steps

How should we go about determining what AR's magnet school theme should be and what the school's grade configuration should be?

- Begin to narrow the options that have already been brainstormed by evaluating each option according to the established criteria.
- Conduct more in-depth research:
 - Survey?
 - Focus groups?
 - Site visits?
 - Guest speakers?
 - Review of written materials regarding best practices?
 - Other methods?
- Prior to the next meeting, committee members are encouraged to
 - identify magnet school themes that they find appealing;
 - conduct online (or other types of) research about those themes (attachments to this e-mail may be helpful);
 - be prepared to informally discuss their research findings during the next meeting;
 - reflect on the extent to which each researched theme meets the established criteria.

Next Meeting

The next meeting of the Growing Arroyo Committee will be on Wednesday, March 2, 2011, beginning at 6:00 p.m., in the Arroyo Community Room.

Repurposing Arroyo: Ideas Brainstormed by Arroyo Staff on 1/19/2011
(Examples of Themed Schools with Web Links)

	School Theme	Example of School with Given Theme	Web Site to Visit for Further Information
1.	Gifted magnet	William B. Travis Academy/Vanguard for the Academically Gifted and Talented	http://www.dallasisd.org/schools/realtor_new.cfm?id_con=190
2.	Math/science magnet	Woodcreek Elementary Magnet School	http://woodcreek.lansingschools.net/pages/Woodcreek_Magnet_School
3.	Science lab magnet	Garfield Elementary School	http://www.lorainschools.org/Schools/Garfield.php
4.	Music magnet (especially instrumental)	Lowell Elementary Magnet School	http://www.duluth.k12.mn.us/education/school/school.php?sectionid=1302&sc_id=1187903317
5.	Performing arts center	Richard J. Kinsella Magnet School of Performing Arts	http://www.kmspa.org/
6.	Sports – extracurricular		
7.	Residential (boarding) school	The SEED School of Maryland	http://www.seedschoolmd.org/
8.	Increased technology	Cromwell Valley Elementary Regional Magnet School of Technology	http://cromwellvalleyes.bcps.org/
9.	K-8	Internal resources are available to provide information.	
10.	Environmental, natural science focus	Garlough Environmental Magnet School	http://www.rschoolday.com/se3bin/clientschool.cgi?schoolname=school174
11.	Anatomy, physiology focus		
12.	Block scheduling with team teaching	Northpoint Elementary School (Granger, IN)	http://northpoint.phmschools.org/node/5
13.	Tracks		
14.	Non-graded	Adams County School District	http://www.sbsadams50.org/content/component/content/article/88-our-model.html
15.	Year-round	Internal resources are available to provide information.	
16.	Recording studio		
17.	Extra electives	Kealing Magnet Program	http://www.kealing.org/resources-documents/7th_8th_Grade_Electives_09_10.pdf
18.	Community outreach classes	Sidney L. Johnson Vocational Center	http://www.syracusecityschools.com/?q=departments/adult
19.	Parent university	Sidney L. Johnson Vocational Center	http://www.syracusecityschools.com/?q=departments/adult
20.	GED preparation	Sidney L. Johnson Vocational Center	http://www.syracusecityschools.com/?q=departments/adult
21.	Gym	The Academy of Exercise Physiology and Sports Medicine	http://www.spm.richland2.org/%7Edbernhaq/GetFit/magnetindex.htm
22.	Marching band		
23.	Green focus	(see #10, above)	
24.	Fine arts focus	Birch Grove Elementary School for the Arts	http://www.district279.org/elem/bg/index.html
25.	Computer-taught program for students with learning disabilities	Henderson Inclusion Elementary School	http://k12blueprint.com/k12/blueprint/cd/Intel_Ed_Henderson_Elem_School_CaseStudy-LowRes.pdf

Magnet School Themes/Areas of Focus

- Five common themes were evident in early magnet programs:
 - Arts – performing, applied or fine
 - General academics
 - Sciences
 - Social studies occupations
 - Traditional school approach
- Subsequently, magnet program themes have become much more varied in terms of both curricular specialties and educational approaches. The following is representative of common themes; however, it is not to be construed as an exhaustive list:
 - Aerospace engineering
 - Agriculture
 - Architecture
 - Biomedical
 - Classical studies
 - Communications
 - Culinary arts
 - Economics and mathematics
 - Environmental studies
 - Gifted and talented
 - Global studies
 - Higher order thinking
 - Humanities
 - International Baccalaureate *
 - Languages – modern/international
 - Law enforcement
 - Learning immersion
 - Liberal arts
 - Math through music
 - Microsociety
 - Military science
 - Montessori **
 - Multiple intelligences
 - Museums
 - Paideia ***
 - Robotics/mechanical

- Sports sciences/medical sciences
- Technology/applied technology and engineering
- University partnership

* According to the International Baccalaureate Web site, <http://www.ibo.org/>, their "three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are more than 892,000 IB students at 3,113 schools in 140 countries."

** According to <http://www.education.com/>, the Montessori method is defined as follows: "Child-centered approach to teaching, developed by Maria Montessori and most often used in the early childhood years, that features a wide range of graded, self-motivational techniques and materials specially designed to provide sensorimotor pathways to higher learning."

*** The Paideia Active Learning Web site, <http://www.paideia.org/content.php/system/index.htm>, states the following: "The Paideia philosophy celebrates the fundamental notion that to be fully educated is a lifelong adventure that only begins with an individual's formal schooling. It is based on the assumption that all human beings are by definition activist learners, capable of a fully humanistic life defined by intellectual growth. Thus, Paideia schools should ultimately be judged by how well they prepare students for a full and active life of the heart and mind. . . Paideia teachers use three instructional techniques:

1. didactic instruction for increasing students' factual recall,
2. intellectual coaching for developing students' literacy skills, and
3. seminar dialogue to strengthen students' conceptual understanding."

CRITERION MATRIX

ISSUE: WHAT MAGNET SCHOOL THEME SHOULD ARROYO RECOMMEND FOR IMPLEMENTATION?

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

Score of 0 means the option does not meet the criterion at all. Score of 2 means the option meets the criterion to a significant extent.

Score of 1 means the option meets the criterion to some extent. Score of 3 means the option meets the criterion to a great extent.

Options	Criterion 1: Increasing enrollment/funding	Criterion 2: Teaching to the future	Criterion 3: Attracting parents/encouraging parent involvement	Criterion 4: Promoting academic excellence	Criterion 5: Providing another public school choice for parents/community	Criterion 6: Attracting business and college partnerships	Criterion 7: Saving Arroyo for the long term	Criterion 8: Encouraging students who have left AR to return to the school	Criterion 9: Providing a K-8 grade configuration	Criterion 10: Fiscal limitations	Criterion 11: Extra-curricular opportunities for 7th/8th graders in K-8 vs. 7-8	Criterion 12: Availability of bond funds in terms of both timing and dollar amount	Criterion 13: Possibility of implementing program over time vs. all at once	Criterion 14: Space constraints	Total Score
1 Gifted magnet															
2 Math/science magnet															
3 Science lab magnet															
4 Music magnet															
5 Performing arts center															
6 Sports - extracurricular															
7 Residential (boarding) school															
8 Increased technology															
9 K-8															
10 Environmental, natural science focus															
11 Anatomy, physiology focus															
12 Block scheduling with team teaching															
13 Tracks															
14 Non-graded															
15 Year-round															
16 Recording studio															
17 Extra electives															
18 Community outreach															
19 Parent university															
20 GED preparation															
21 Gym															
22 Marching band															
23 Fine arts focus															
24 Computer-taught program for LD students															
25 Aerospace engineering magnet															
26 Agriculture magnet															

	Criterion 1: Increasing enrollment/ funding	Criterion 2: Teaching to the future	Criterion 3: Attracting parents/ encouraging parent involvement	Criterion 4: Promoting academic excellence	Criterion 5: Providing another public school choice for parents/ community	Criterion 6: Attracting business and college partnerships	Criterion 7: Saving Arroyo for the long term	Criterion 8: Encouraging students who have left AR to return to the school	Criterion 9: Providing a K-8 grade configuration	Criterion 10: Fiscal limitations	Criterion 11: Extra- curricular opportunities for 7th/8th graders in K-8 vs. 7-8	Criterion 12: Availability of bond funds in terms of both timing and dollar amount	Criterion 13: Possibility of implementing program over time vs. all at once	Criterion 14: Space constraints	Total Score
Options															
27 Architecture magnet															
28 Biomedical magnet															
29 Classical studies magnet															
30 Communications magnet															
31 Culinary arts magnet															
32 Economics and mathematics magnet															
33 Global studies magnet															
34 Higher order thinking magnet															
35 Humanities magnet															
36 International Baccalaureate magnet															
37 Modern languages magnet															
38 Law enforcement magnet															
39 Learning immersion magnet															
40 Liberal arts magnet															
41 Math through music magnet															
42 Microsociety magnet															
43 Military science magnet															
44 Montessori magnet															
45 Multiple intelligences magnet															
46 Museums magnet															
47 Paideia magnet															
48 Robotics/mechanical magnet															
49 Sports/medical sciences magnet															
50 Technology/engineering magnet															
51 University partnership magnet															

Options 1-24 are repurposing ideas that AR teachers brainstormed during their 1/19/2011 staff meeting.

Options 25-51 are some common magnet school themes.

Grade Level Configurations

Research and Data

Throughout the United States, the variety of elementary grade level configurations abounds; however, educators' well-intended efforts to determine which one is "best" have been largely to no avail. According to Paglin and Fager (1997), "Research has not provided definitive answers to the myriad possible questions about grade span, but the questions have never gone away. They are questions which arise whenever school reform, increasing or declining enrollment, or financial considerations bring about a reorganization of existing schools".

Through the middle of the twentieth century, K-8 was the predominant elementary configuration (Pardini, 2002). Junior high schools flourished during the 1950s and 1960s, but their popularity declined following the introduction of middle schools in the 1970s and 1980s (Craig, 2003). Paglin and Fager (1997) describe the conceptual differences between junior high schools and middle schools as follows:

"The junior high was conceived of as a preparation for high school and usually imitated the structure of one, with departmentalized classes and uniform daily class periods. The middle school, on the other hand, was conceived as a more child-centered institution with 'responsive practices' such as interdisciplinary team teaching, advisory programs, and flexible scheduling. The middle school also offers a more varied curriculum and more electives or exploratory classes than are usually available at junior high schools."

During recent years, there has been a resurgence of interest in the K-8 configuration. According to the U.S. Department of Education, National Center for Education Statistics, and as illustrated in *Exhibit I* and *Exhibit II* (attached), the percentage of Pre-K-8, K-8, or 1-8 schools increased nationally by one percent between FY 1995 and FY 2004. During the same period in Arizona, schools with those configurations increased by nearly ten percent, while in WESD, the increase was over six percent. According to Pardini (2002), "by the mid-1990s, [middle] schools that were once praised for their team teaching, flexible schedules and interdisciplinary instruction found themselves under attack for placing too much emphasis on creating a nurturing environment and too little on their academic progress." In some instances, middle schools had been created to meet enrollment, transportation, economic, infrastructure, or desegregation needs, with little consideration having been given to students' academic and emotional well-being. It was not uncommon for districts to have adopted a middle school configuration without embracing the middle school philosophy and without having allocated the necessary resources for effective implementation. Pardini (2002) quotes Sue Swaim, former Executive Director of the National Middle Schools Association, as follows:

“We have a strong body of knowledge, based on research and practice, that says when the middle school concept is fully implemented with consistency and over time, it works. So the first thing I would have to ask is whether these districts that are returning to K-8 schools have fully implemented the middle school concept. Unfortunately, we know that a lot of places simply changed the name over the door and changed the grade configuration in the building. That doesn’t make a true middle school.”

Nonetheless, with the No Child Left Behind Act and increased accountability as a likely impetus, there is significant evidence that a transformation back to K-8 schools is occurring in cities across the United States.

Between FY 1999-2000 and FY 2001-2002, plans were made to reconfigure twenty-one Cleveland schools as K-8 schools, and it was the district’s intent to continue that trend. Pardini (2002) indicates that sixth graders at the reconfigured schools performed better on standardized tests and had better attendance records than those who remained in middle schools. According to the Cleveland Metropolitan School District web site, over eighty-five percent (85%) of the schools that serve elementary students are currently configured as pre-K-8 or K-8 schools.

Patton (2006) quotes Jerry Wartgow, Superintendent of Denver Public Schools as follows:

“data...shows that 6-8 graders attending Denver’s five K-8 schools are developing stronger math and reading skills than those in its 22 middle schools...Many parents aren’t quite ready to place their fifth-grade children in middle schools. They feel more comfortable keeping them in their home school where they’ve always been, where all the teachers know their child and where the child knows all the teachers. We’re hoping that K-8 will provide a choice for parents, an alternative within the public education system to the middle school.”

Deer Valley is another district that Patton (2006) cites as one that is transitioning, at least in part, to K-8. According to Superintendent Virginia McElyea, K-8 schools provide the most economical means of addressing the district’s five percent (5%) annual growth rate.

Other districts, including those in Baltimore, Philadelphia, and Oklahoma City, have seen merit in the K-8 school configuration (Pardini, 2002). In any discussion about elementary grade level configuration, it is important that the relative advantages and disadvantages of K-8 versus K-6/7-8 be considered:

Kindergarten Through 8th Grade Configuration:

Advantages	Disadvantages
Students experience fewer transitions. McEntire (2002) cites research indicating that transitions may result in academic loss and increased feelings of anonymity, as well as reduction in leadership behaviors, self-esteem, and participation in extracurricular activities.	Student population may be higher than that of a middle school
Transition into high school may be less stressful.	Possible bullying of younger students by older students
Families may have multiple children attending one school.	Extracurricular opportunities may be fewer than those at middle schools
Perception that students are in a safe, nurturing environment	Range of elective courses may be fewer than at middle schools
Opportunity for older students to serve as role models for younger students	Building size/configuration may not accommodate K-8
Parent involvement may continue into upper grades	School administrators must have broader, less specialized background
Academic achievement may be enhanced.	
May be able to incorporate middle school program design within K-8 configuration (Hough, 1995)	
More opportunity for students to get to know teachers and vice versa	
Disciplinary issues and absenteeism among 7 th and 8 th graders may be less severe than among middle school students	
Schools may cost less to build and operate	
Existence of neighborhood schools may reduce transportation costs	
More stable student body may promote school culture and community	

Kindergarten Through 6th Grade Configuration, Followed by 7th Through 8th Grade Configuration (or variations thereof):

Advantages	Disadvantages
Middle schools may better meet developmental needs of pre-adolescents	Lack of opportunities for interaction between older students and younger students (e.g., peer coaching)
Middle schools may provide more extracurricular opportunities.	Requires students to transition during their elementary school years
Middle schools may provide more	Parental involvement may decline at the

elective/exploratory options	middle school level.
Middle school concept promotes teacher collaboration	Disciplinary problems may be greater at middle schools than among 7 th and 8 th graders at K-8 schools.
Middle schools may nurture social responsibility among preadolescents	Students at middle schools may not perform as well academically as 7 th and 8 th graders at K-8 schools.
	Large size of middle schools may inhibit ability to provide adequate support to individual students
	Middle school teaching positions may be more difficult to fill than 7 th and 8 th grade positions at K-8 schools.

WESD Grade Level Configuration History

Washington Elementary School District's grade level configurations have varied dramatically during the past fifty years. During FY 1957-1958, over sixty-two percent (62%) of the District's schools served students in grades one through eight (1-8), and middle schools and junior high schools were non-existent. Data supports the premise that a new school of that era generally served students in grades one through four (1-4) during its initial year of operation; an additional grade level was added during each subsequent year. By FY 1961-1962, all ten (10) WESD schools maintained grades one through eight (1-8) configurations. This standard appeared to continue throughout the District's rapid growth during the 1960s.

The following decade brought further expansion, and by FY 1971-1972, WESD had twenty-one (21) schools. The majority served students in grades one through eight (1-8); however, a trend toward separate schools for students in grades four through eight (4-8) was beginning to emerge. By FY 1979-1980, four (4) of the District's twenty-nine (29) schools were of the grades four through eight (4-8) configuration.

The national popularity of middle schools and junior high schools rose during the 1980s, and WESD's grade level configurations of that period reflect this trend. By FY 1984-1985, the four schools that had had fourth through eighth (4th-8th) grade configurations during the late 1970s, had become seventh through eighth (7th-8th) grade schools. By the early 1990s, the District seemed to have established itself as one with kindergarten through sixth (K-6th) grade schools and seventh through eighth (7th-8th) grade schools only.

During the late 1990s, both Sweetwater and Abraham Lincoln Traditional developed into kindergarten through eighth (K-8th) grade schools. From that time through FY 2004-2005, the District maintained the following grade level configurations:

- 25 schools serving grades K-6
- 2 schools serving grades K-8 (Sweetwater and Abraham Lincoln)
- 5 schools serving grades 7-8

Sunnyslope was a K-6 school until FY 2005-2006, when seventh grade was added; eighth grade was added the following year. Maryland and Orangewood followed suit beginning in FY 2006-2007, as did Mountain View during the current fiscal year. During the past three years, the prevalence of K-6 schools in the District has decreased by over eighteen percent (18%), while that of K-7/K-8 schools has increased by over twelve percent (12%). Please refer to *Exhibit III* (attached) for a graphic representation of recent grade configuration changes within the District.

Sweetwater and Abraham Lincoln Traditional are firmly established as K-8 schools, and students at both schools have demonstrated academic success; during FY 2005-2006, Sweetwater received a “Performing Plus” designation, while Abraham Lincoln received an “Excelling” designation.

The K-8 status of Sunnyslope, Maryland, Orangewood, and Mountain View has been of insufficient duration to substantiate the impact of their configuration on student achievement. As data becomes available, it will be advisable to consider this important factor.

Current Elementary Grade Level Configurations of Neighboring Districts

As indicated in *Exhibit IV* (attached), among twelve neighboring districts, K-8 is the most common elementary grade level configuration. Nine of the twelve districts have some K-8 schools; only Madison, Osborn, and Paradise Valley have no K-8 schools. Four districts, Avondale, Dysart, Murphy, and Peoria, have K-8 as their sole elementary configuration.

The second most common grade level configuration in neighboring districts is the K-6/7-8 grade level combination; however, this structure is evident in only four of the twelve districts. A configuration of somewhat lesser popularity is the K-3/4-8 grade level permutation. Other variations include K-4/5-8, K-5/6-8, and K-6/7-12.

Conclusions/Next Steps

There is a scarcity of empirical research that correlates grade level configuration with academic achievement and other measures of school success (Renchler, 2000). Given that most reports are qualitative and anecdotal in nature, it is difficult to suggest that one particular configuration is more conducive to student learning than another. Reeves

(2005) quotes Kenneth McEwin, Professor of Curriculum and Instruction at Appalachian State University: "When you look at educating, it's not necessarily the grade configuration, it's what you're doing in the classroom that is developmentally appropriate." Nancy Ames, Vice President of the Education Development Center, concurs. She believes that, instead of focusing on transforming schools, educators should concentrate on effective teaching strategies and responsiveness to students (Patton, 2006).

Nevertheless, external factors such as enrollment shifts and facility maintenance necessitate that districts consider grade level configuration options. Paglin and Fager (1997) offer the following list of questions to contemplate toward this end:

1. How will the configuration impact transportation costs? Will it impact the distance that students must travel?
2. How will the configuration impact the degree of parent involvement?
3. Based on the configuration, what will the student enrollment be per grade level? What might the impact be on instructional grouping and course selections?
4. How might the configuration impact student achievement?
5. Will the configuration result in school closures, and if so, how might that impact neighborhoods?
6. How will the configuration impact the number of times students transition through the system?
7. How will the configuration impact interaction between students at different grade levels, both positively and negatively?
8. Are the physical features and design of facilities appropriate for the configuration?

Additionally, Paglin and Fager (1997) offer the following sage advice:

"No particular sequence of grade spans is perfect or in itself guarantees student achievement and social adjustment. With thought and effort effective practices can be implemented in a variety of grade configurations. What is important...is to be aware of the potential benefits and difficulties of different configurations and to make each configuration, whether it comes about from choice or necessity, work as well as possible for all students."

EXHIBIT I

NATIONAL STATISTICS: NUMBER/PERCENTAGE OF ELEMENTARY SCHOOLS PER GRADE LEVEL CONFIGURATION
FY 1994-1995 through FY 2003-2004

FISCAL YEAR	TOTAL ELEMENTARY SCHOOLS	GRADE LEVEL CONFIGURATIONS									
		Pre-K, K or 1st grade TO 3rd or 4th grade		Pre-K, K or 1st grade TO 5th grade		Pre-K, K or 1st grade TO 6th grade		Pre-K, K or 1st grade TO 8th grade		4th, 5th or 6th grade TO 6th, 7th or 8th grade	
		# of schools	% of total	# of schools	% of total	# of schools	% of total	# of schools	% of total	# of schools	% of total
1994-1995	60303	4876	8.02%	18268	31.37%	18668	27.25%	4505	7.41%	9954	16.37%
1995-1996	61165	4944	8.08%	19885	32.51%	18996	26.15%	4893	7.98%	10205	16.88%
1996-1997	61805	4910	7.94%	20570	33.28%	18578	25.21%	4843	7.83%	10499	16.99%
1997-1998	62739	4981	7.94%	21801	34.27%	14880	23.72%	4804	7.65%	10944	17.44%
1998-1999	63674	4945	7.78%	21814	34.09%	14516	22.83%	4834	7.59%	11205	17.63%
1999-2000	64131	4977	7.76%	22203	34.71%	14015	21.85%	4740	7.39%	11521	17.96%
2000-2001	64601	4883	7.56%	22572	34.94%	14445	22.38%	5199	8.05%	11996	18.10%
2001-2002	65228	4870	7.47%	23189	35.55%	14003	21.47%	5327	8.17%	11983	18.37%
2002-2003	65718	5009	7.62%	23418	35.63%	13788	20.98%	5455	8.32%	12174	18.52%
2003-2004	65753	5030	7.65%	23472	35.69%	13547	20.60%	5592	8.37%	12341	18.77%

ARIZONA STATISTICS: NUMBER/PERCENTAGE OF ELEMENTARY SCHOOLS PER GRADE LEVEL CONFIGURATION
FY 1994-1995 through FY 2003-2004

FISCAL YEAR	TOTAL ELEMENTARY SCHOOLS	GRADE LEVEL CONFIGURATIONS									
		Pre-K, K or 1st grade TO 3rd or 4th grade		Pre-K, K or 1st grade TO 5th grade		Pre-K, K or 1st grade TO 6th grade		Pre-K, K or 1st grade TO 8th grade		4th, 5th or 6th grade TO 6th, 7th or 8th grade	
		# of schools	% of total	# of schools	% of total	# of schools	% of total	# of schools	% of total	# of schools	% of total
1994-1995	818	47	5.75%	181	21.98%	294	35.94%	151	18.46%	103	12.59%
1995-1996	817	45	5.51%	182	22.28%	267	32.68%	153	18.73%	111	13.59%
1996-1997	834	53	6.37%	204	24.44%	291	34.16%	172	20.44%	128	13.70%
1997-1998	831	52	6.30%	218	26.22%	300	36.08%	188	22.62%	141	14.37%
1998-1999	1042	69	6.53%	241	23.11%	309	29.65%	194	18.52%	151	14.49%
1999-2000	1055	62	5.71%	233	20.53%	314	28.91%	249	22.93%	152	14.00%
2000-2001	1081	69	6.50%	217	20.48%	313	29.50%	243	22.90%	144	13.57%
2001-2002	1173	58	4.94%	222	18.93%	333	28.39%	301	25.66%	155	13.21%
2002-2003	1281	53	4.41%	223	15.57%	342	25.48%	332	27.54%	155	12.01%
2003-2004	1281	61	4.84%	233	15.46%	352	27.91%	318	28.39%	162	12.85%

EXHIBIT II

Percentage of Schools with Pre-K - 8th, K - 8th, or 1st - 8th Grade Level Configurations in the United States, Arizona, and WESD FY 1995 Through FY 2004

(Note: National and State Data Not Available Beyond FY 2004)

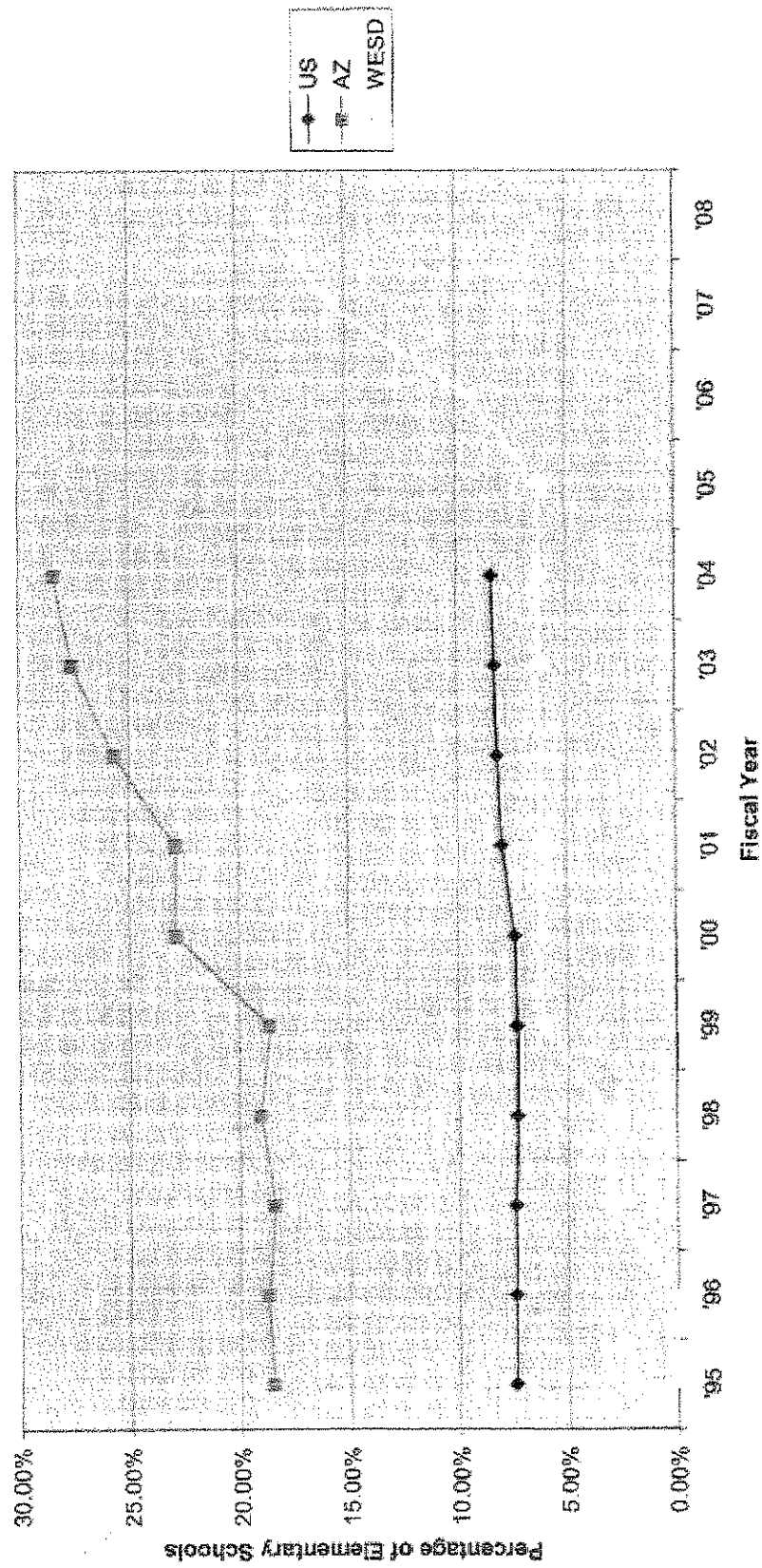


EXHIBIT III

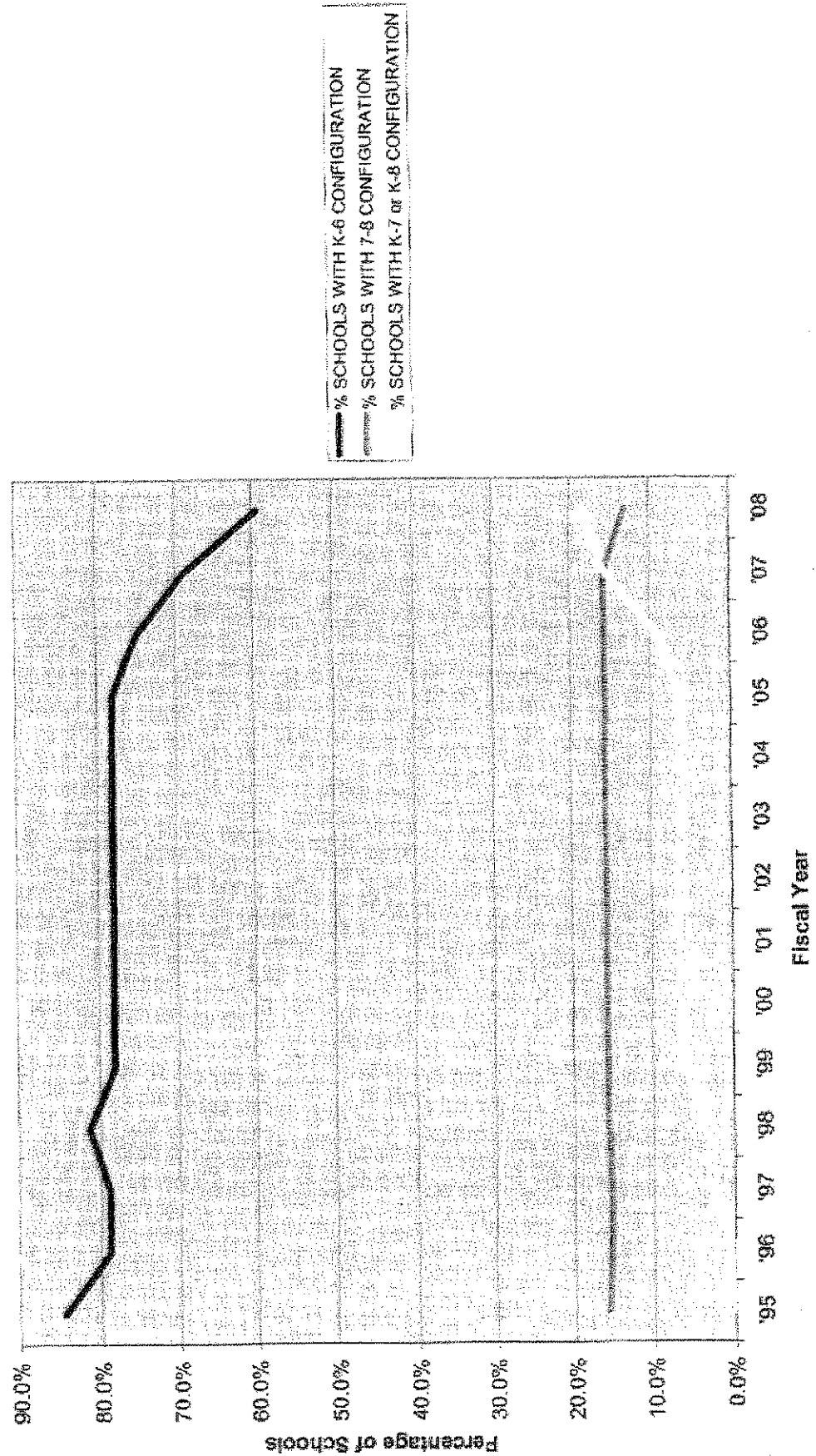
ELEMENTARY GRADE LEVEL CONFIGURATIONS OF NEIGHBORING DISTRICTS 2007-2008

% OF TOTAL SCHOOLS IN DISTRICT PER GRADE LEVEL CONFIGURATION													
DISTRICT	TOTAL NO. OF ELEMENTARY SCHOOLS	K-8	K-7	K-6	K-5	K-4	K-3	4-6	4-8	5-8	6-8	7-8	7-12
Alhambra	15	20					40		40				
Avondale	7	100											
Deer Valley	32	35	3	50								9	3
Dysart	18	100											
Glendale	17	53			6		17.5		17.5		6		
Madison	8					50	12.5		25	12.5			
Murphy	4	100											
Osborn	6			50			16.7	16.7				16.6	
Paradise Valley	39			72			5	5				18	
Pendergast	14	86				7				7			
Peoria	20	100											
Scottsdale	27	7		30	37						19	7	

Washington	32	16	3	59	6						3	13	
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EXHIBIT IV

WESD Grade Level Configurations FY 1995 Through FY 2008



**Telephone Interview Questions for Parents Who Had Withdrawn Their
Child/Children from Arroyo Within the Past Two Years**

- What prompted you to explore other educational opportunities for your child?
- Did you have specific concerns about AR or about WESD that motivated you to seek other opportunities?
- What initially appealed to you about the school to which your child transferred?
- Have your initial expectations of that school been met?
- When your child attended AR, what did you like about the school and about WESD?
- We know that parents have choices about where to educate their children. What could AR do to make the school a top choice for parents?
- AR is currently a K-6 school. What are your thoughts about having AR become a K-8 school?
- AR is considering implementing a magnet program. (Define magnet program.) As the parent of a school-age child, does that appeal to you?
- Here is a list of possible magnet program themes, including a brief description of each one. Which, if any, appeal to you? Why or why not?

HELP WANTED

Focus Group Members Needed!!

Qualifications:



- Willing to take part in a discussion with other Arroyo Parents
- Willing to speak openly
- Willing to share ideas about Arroyo

Benefits:



- Voice in your child's education
- Opportunity to meet other parents
- Help shape the future of Arroyo

Date: Thursday, May 19 at 6:00 p.m.

Location: Arroyo Library

Free Daycare

Refreshments

Growing Arroyo Focus Groups – Parents of Current 6th Graders
Thursday, 5/19/2011

Facilitator and recorder introduce themselves

Facilitator:

Thank you so much for joining us here today. Am I correct that each of you is the parent of a 6th grader at Arroyo – at least for another week?

For how many years has your 6th grader attended Arroyo? (*for example, since kindergarten, beginning in 4th grade, etc.*)

It sounds like *most/many/several* of you have been a part of the Arroyo community for quite a while! This meeting is an opportunity for you to share your thoughts, opinions and concerns about Arroyo.

I want to encourage you to speak openly during our discussion. We value your insight and input, and we're eager to learn from you today. I also want to assure you that you will remain an anonymous member of the focus group; in other words, while we may share outcomes from the focus group, we will never attribute a specific comment to a specific person.

Do you have any questions before we begin? Okay, let's get started...

1. As a parent, what factors are important to you when it comes to your child's elementary school experience? (*If prodding is necessary, you can say that the factors could be related to teachers, curriculum, resources, programs, the facility, the principal, the district, etc.*)
2. What are some things that you have liked about Arroyo?
3. What are some things that you believe could be improved at Arroyo?
4. If you could change just one thing about Arroyo, what would it be?
5. You may be aware that Arroyo's enrollment has declined significantly during the last 10 years. Why do you think that is? Does it concern you?
6. Arroyo's Site Council formed an *ad hoc* committee in February to research possible ways to increase Arroyo's enrollment. The "Growing Arroyo" committee is very aware that parents have choices about where to educate their children. What do you think could be done to make Arroyo a top choice for parents?
7. The Growing Arroyo committee is considering recommending that Arroyo become a magnet school. Magnet schools are public schools that have "specialized curricular themes or instructional methods." The U.S. Department of Education defines a magnet school as a public school "that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds." Enrollment is not limited to defined school or district boundaries; in fact, the term "magnet" refers to the school's ability to attract students from both local and surrounding areas. Magnet schools originated in the 1960s as a means

of promoting racial desegregation; currently, their focus is more on promoting academic achievement and increasing choices within the public school system. Based on this brief description, do you think it would be a good idea for Arroyo to become a magnet school?

8. Teachers in a magnet school follow the same standards-aligned curricula that are taught in other public schools, but they do so by either implementing a particular instructional method, such as a traditional approach, or by integrating a particular theme throughout the curricula, such as international or environmental studies. Here is a list of some common elementary magnet school themes. *(Hand out half sheets.)* Which ones appeal to you, and why?
9. What are some factors that the Growing Arroyo committee should consider when choosing a magnet school theme to recommend?
10. The Growing Arroyo committee has also discussed the possibility of converting Arroyo from a K-6 school to a K-8 school. What is your reaction to that idea?
11. What do you see as some benefits of a K-8 grade configuration compared to a K-6/middle school configuration?
12. What concerns might you have about Arroyo as a K-8 school?
13. Where will your 6th grader go to school next year? Are you willing to share the reason(s) why you've chosen that school?
14. If Arroyo were currently a K-8 school, how likely would your 6th grader be to continue here at Arroyo next year?

I want to thank you for participating in this discussion tonight! The Growing Arroyo committee will continue to meet next fall. They will review all of the feedback that you and other focus group members have provided, and they will make a recommendation to the Washington Elementary School District Governing Board regarding a magnet program for Arroyo. If a magnet program is approved, it will be implemented effective with the 2012-2013 school year.

Some Common Magnet School Themes

1. Career education
2. Environmental studies
3. Fine arts
4. Foreign language immersion
5. International studies
6. Leadership development
7. Performing arts
8. Some combination of science, technology, engineering and math
9. Traditional education

IMPORTANT ARROYO PARENT SURVEY!

You may be aware that Arroyo's enrollment has declined during recent years; there are a variety of reasons for the decline, including the state of the economy and resulting real estate foreclosures. Last February, the school's Site Council formed an *ad hoc* committee to research possible ways to increase student enrollment. After having considered many options, the "Growing Arroyo" committee is proposing the following three-part plan:

- **PART 1:** Pilot Arroyo INC (Integrating New Century skills) as a voluntary after-school program for 5th and 6th graders during the 2011-2012 school year. ***Please read the attached description of this proposed program before beginning the survey.***
- **PART 2:** If supported by parents, it is proposed that Arroyo begin implementing Arroyo INC as a magnet school during the 2012-2013 school year.
 - Magnet schools are public schools that have "specialized curricular themes or instructional methods."
 - Teachers in a magnet school follow the same standards-aligned curricula that are taught in other public schools, but they do so by either implementing a particular instructional approach or by integrating a particular theme throughout the curricula.
 - Arroyo's proposed theme, business and entrepreneurship, would likely be incorporated into reading, writing, math, science and social studies lessons at all grade levels. The Arroyo INC magnet program would enhance students' development of critical 21st century skills, while promoting their acquisition and application of science, technology, engineering and math skills.
 - Magnet schools focus on advancing academic achievement and increasing choices within the public school system.
 - A magnet school's enrollment is not limited to defined school or district boundaries; in fact, the term "magnet" refers to the school's ability to attract students from both local and surrounding areas.
- **PART 3:** If supported by parents, it is proposed that Arroyo begin to transition from a K-6 school to a K-8 school, with 7th grade being added in 2012-2013 and 8th grade being added the following year.

As members of the "Growing Arroyo" committee, we are anxious to receive your feedback regarding our proposed plan. Your responses to this survey will help to determine if we will recommend the plan to WESD's Governing Board for approval. Thank you, in advance, for participating!

1. How many children do you have who currently attend Arroyo? In what grade is each child?

- ____ One child at Arroyo in grade K__ 1__ 2__ 3__ 4__ 5__ 6__ (Please check one.)
- ____ Second child at Arroyo in grade K__ 1__ 2__ 3__ 4__ 5__ 6__ (Please check one.)
- ____ Third child at Arroyo in grade K__ 1__ 2__ 3__ 4__ 5__ 6__ (Please check one.)
- ____ Fourth child at Arroyo in grade K__ 1__ 2__ 3__ 4__ 5__ 6__ (Please check one.)

2. To what extent do you support PART 1 of the proposed plan, i.e., piloting Arroyo INC as a voluntary after-school program for 5th and 6th graders during the 2011-2012 school year?

- ____ Strongly support PART 1
- ____ Somewhat support PART 1
- ____ Unsure
- ____ Somewhat opposed to PART 1
- ____ Strongly opposed to PART 1

3. If **PART 1** of the proposed plan is approved, how likely is it that your 5th or 6th grade child/children would participate in the program?

☐ Extremely likely
☐ Somewhat likely
☐ Unsure
☐ Somewhat unlikely
☐ Extremely unlikely
☐ I do not have a child who is currently in 5th or 6th grade.

4. To what extent do you support **PART 2** of the proposed plan, i.e., beginning to implement a business/ entrepreneurship magnet school (Arroyo INC) at Arroyo during the 2012-2013 school year.

☐ Strongly support PART 2
☐ Somewhat support PART 2
☐ Unsure
☐ Somewhat opposed to PART 2; however, my child/children would continue to attend Arroyo.
☐ Strongly opposed to PART 2; I would withdraw my child/children from Arroyo.

5. To what extent do you support **PART 3** of the proposed plan, i.e., transitioning Arroyo from a K-6 school to a K-8 school over a two-year period beginning in 2012-2013.

☐ Strongly support PART 3
☐ Somewhat support PART 3
☐ Unsure
☐ Somewhat opposed to PART 3; however, my child/children would continue to attend Arroyo.
☐ Strongly opposed to PART 3; I would withdraw my child/children from Arroyo.

6. If Arroyo becomes a K-8 school, how likely is it that your child/children will attend 7th and 8th grade at the school?

☐ Extremely likely
☐ Somewhat likely
☐ Unsure
☐ Somewhat unlikely*
☐ Extremely unlikely*

*If you marked either of these responses, please tell us where your child/children would attend 7th and 8th grade.

7. Are you interested in attending a meeting to learn more about the proposed plan for Arroyo?

_____ Yes

_____ Unsure

_____ No

8. Please share any comments and/or questions you have regarding the proposed plan for Arroyo.

Providing the following information is strictly optional:

Your name _____

Your telephone number _____

Your e-mail address _____

Thank you for completing this survey! We appreciate your input!

Arroyo Integrating New Century Skills *(Proposed)*

Training young minds today to be entrepreneurs of tomorrow.

What is Arroyo INC?

Arroyo INC is a proposed pilot program that will be introduced at Arroyo Elementary School in the fall of 2011. Washington Elementary School District has committed to trialing a program geared towards developing the minds of young entrepreneurs. The effort will be a partnership between WESD and the business community.

WESD will select a total of 24-30 5th and 6th graders to participate on teams of 4. Each team will represent a major university such as Team Harvard, Team Stanford, Team ASU, etc. The children will learn to think like entrepreneurs and will go through the new product/business development process. Members of each team will work together throughout the semester to develop a business plan for their product. Ultimately, the teams will present their concepts to the business community, which will select the team with the best idea and most likely potential for success.

Why offer the pilot at Arroyo Elementary School?

For a variety of reasons including the economy and the housing market, Arroyo registration numbers have been on the decline. Arroyo INC is one of several efforts to strategically raise the number of students at Arroyo Elementary School.

What does the curriculum for Arroyo INC consist of?

The program will run for a total of 10-12 weeks. Classes will be held twice a week, after school, from 3:30-5:00 p.m. Classes will include inspirational stories from entrepreneurs, as well as lessons on leadership, time management, etc. Students will also learn what information is needed to compile a business plan, e.g., What is their target market? What is the size of the market? How do they plan to reach their market?

Each team will have a group of advisors whom they may contact with questions about their business or product. These advisors will be seasoned business professionals who have either launched their own businesses or worked for companies that did.

What is the selection process for Arroyo INC?

We will accept applications from 5th and 6th graders who are interested in participating in the program. Children should be strong students, so as not to distract from their main studies. Children with a strong interest in math or science would likely enjoy this program as they will use those skills to determine the potential for their products.

(over, please)

Why should all students, even those who aren't likely to pursue a business career, consider participating in Arroyo INC?

The Arroyo INC program will encourage and enable students to develop the 21st century skills* that will be critical to their future education and employment, regardless of the particular career path they choose.

Additionally, Arroyo INC participants will have the opportunity to learn and apply science, technology, engineering and math skills** throughout the program.

How can you get involved with Arroyo INC?

We are looking for folks with business backgrounds to teach the classes. Folks who have launched their own businesses, small or large, would be excellent resources. WESD teachers will also be invited to participate in the program.

How will Arroyo INC evolve?

The ultimate goal is that Arroyo INC curriculum will be integrated into the general curriculum for Arroyo Elementary School students.

* *The 2003 North Central Regional Educational Laboratory/Metiri Group publication titled "enGauge 21st Century Skills, Literacy in the Digital Age" describes the following as essential 21st century skills:*

- **Digital-Age Literacy**
 - *Basic, scientific, economic, and technological literacies*
 - *Visual and information literacies*
 - *Multicultural literacy and global awareness*
- **Inventive Thinking**
 - *Adaptability/managing complexity*
 - *Self-direction*
 - *Curiosity, creativity, and risk-taking*
 - *Higher-order thinking and sound reasoning*
- **Effective Communication**
 - *Teaming, collaboration, and interpersonal skills*
 - *Personal, social, and civic responsibility*
 - *Interactive communication*
- **High Productivity & quality, State-of-the-Art Results**
 - *Ability to prioritize, plan, and manage for results*
 - *Effective use of real-world tools*
 - *The ability to create relevant, high-quality products*

** *"Reaffirming and strengthening America's role as the world's engine of scientific discovery and technological innovation is essential to meeting the challenges of this century. That's why I am committed to making the improvement of STEM education over the next decade a national priority."*

- President Barack Obama, November 23, 2009

GROWING

Arroyo

Governing Board Update 8/25/2011

**The Growing Arroyo
Committee**

Who?

**4 Arroyo parents/community members
6 Arroyo teachers
2 Arroyo support staff members
Arroyo principal
District staff**



What?

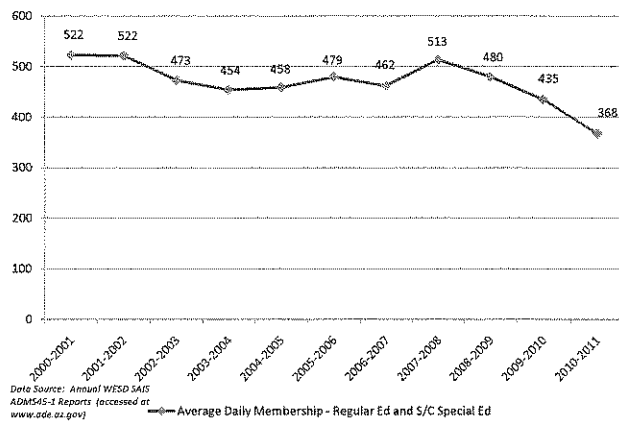
**Research methods, techniques and/or
programs that could be implemented
as a means of increasing student
enrollment**

**Apply WESD's decision-making
protocol in developing and presenting
a consensus recommendation to the
Superintendent and Governing Board**



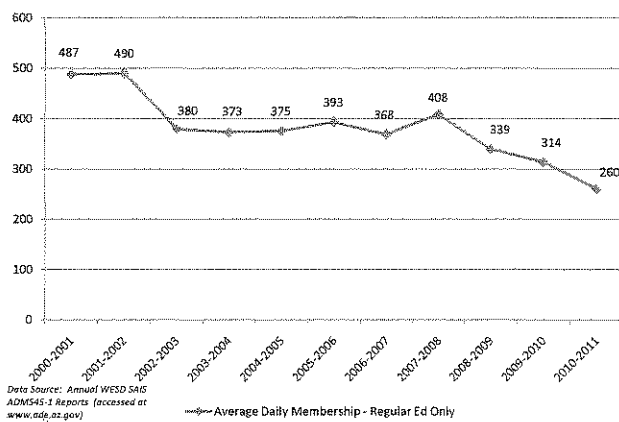
Why?

**Arroyo ADM - Regular and S/C Special Education
FY2001 - FY2011**



Why?

**Arroyo ADM - Regular Education Only
FY2001-FY2011**



How?

- Conducted research targeting each of 3 strategies for increasing enrollment
 - Enhancing school's culture/climate
 - Expanding from K-6 to K-8
 - Implementing special program



How?

- By end of 2010-2011
 - Acknowledged importance of all 3 strategies
 - Supported transitioning to K-8
 - Narrowed magnet program options to STEM



How?

Arroyo INC (ncorporating New Century Skills)

- Business, entrepreneurial focus
- Product development, marketing, business start-up
- Community business partnerships
- 21st century skills
- STEM



How?

Presentation of Arroyo INC concept by Sandy Mendez Benson to Growing Arroyo committee

3 Phases of the program

- Optional after-school program for 5th/6th graders this year
- Integration of program concepts into regular curriculum beginning in 2012-13
- Conversion to K-8 during 2-year period beginning 2012-13

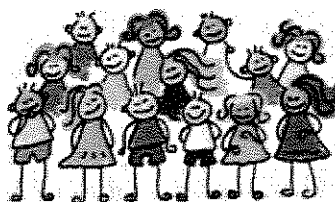
Program will be implemented in a phased manner, beginning with the 5th and 6th grades in 2012-13, and then expanding to include all K-8 students by 2014-15.



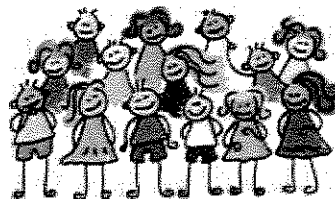
Next Steps

Committee members to review survey results, draw conclusions, propose recommendation

If consensus is reached, present to Governing Board in September 2011



Questions?



WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board

FROM: Dr. Susan J. Cook, Superintendent

DATE: August 25, 2011

AGENDA ITEM: Report Regarding Arizona School Boards Association's 2011 Summer Leadership Institute

INITIATED BY: Bill Adams, Governing Board Member; and Clorinda Graziano, Governing Board Member

SUBMITTED BY: Bill Adams, Governing Board Member; and Clorinda Graziano, Governing Board Member

PRESENTER AT GOVERNING BOARD MEETING: Bill Adams, Governing Board Member; and Clorinda Graziano, Governing Board Member

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

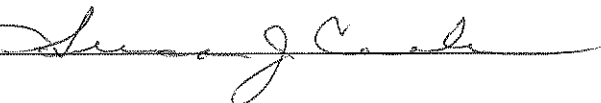
Governing Board Members, Bill Adams and Clorinda Graziano, will provide the Governing Board with a report about the Arizona School Boards Association's 2011 Summer Leadership Institute that they attended on July 28-30, 2011, in Flagstaff, Arizona.

Board members were provided with the materials from the Institute.

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



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

Agenda Item X.C.