

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

DATE: September 22, 2011

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

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

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

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

I. REGULAR MEETING – GENERAL FUNCTION

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

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

Motion _____ Second _____ Vote _____

- E. Approval of the Minutes

1-5

It is recommended that the Governing Board approve the Minutes of the September 8, 2011 Regular Meeting (all Governing Board Members were in attendance).

Motion _____ Second _____ Vote _____

- F. Current Events: Governing Board and Superintendent

Eighteen Mountain Sky students along with their teacher, Diana Polanski, will play music selections from 6:45-7:00 p.m. in the foyer of the District Office. Following the performance and during the Board meeting, the students will share comments about the standards and the study of their music.

- G. 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).

- H. It is recommended that the Governing Board approve the Consent Agenda.

Motion _____ Second _____ Vote _____

II. CONSENT AGENDA

- | | |
|---|-------|
| *A. Approval/Ratification of Vouchers
The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of materials, equipment, salaries and services. | 6-7 |
| *B. Personnel Items
Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes. | 8-10 |
| *C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)
1. The Phoenix Zoo donated scholarships with a value of \$2,000.00 to Acacia Elementary School's 21 st Century After-School Academy for 36 students and chaperones to attend Zooreach Night Camp.

2. Washington Education Foundation donated a check and gift cards with a total value of \$1,670.00 to support Washington Elementary School District's annual United Way campaign.

3. Target Corporation donated a check in the amount of \$424.14 for the benefit of students at Shaw Butte Elementary School.

4. Thornburg Investment Management donated a check in the amount of \$1,600.00 for the benefit of students at Mountain Sky Junior High School. | 11 |
| *D. Award of Contract – Bid No. 11.006, Art Supplies | 12-13 |
| *E. Annual Intergovernmental Cooperative Purchase Agreements with the Strategic Alliance for Volume Expenditures (SAVE) | 14-15 |
| *F. Annual Intergovernmental Cooperative Purchase Agreements with the State Procurement Office (SPO) | 16-17 |
| *G. Arizona Nutrition Network – Arizona Department of Health Service Contract ADHS11-000743 Amendment No. 5 | 18-20 |
| *H. Amendment to the Intergovernmental Agreement with the City of Phoenix for the Head Start Program | 21-22 |
| *I. Renewal of Letter of Understanding with Operation Quality Time (QT), Inc. to Provide Grant Funds for After-School and Non-School Time Programs | 23-24 |
| *J. Project Infinity Program with Phoenix Indian Center | 25-31 |
| *K. Continuation of Services/Valle Del Sol – Family Service Center | 32-37 |
| *L. Rachel's Challenge Agreement | 38-41 |
| *M. Acceptance of the John C. Lincoln Health Foundation Grant in the Amount of \$4,947.00 and the Arizona Department of Education Grant in the Amount of \$12,000.00 | 42 |
| *N. First Reading of Proposed Amended Board Policy BK – School Board Memberships | 43-44 |
| *O. First Reading of Proposed Amended Board Policy CBA – Qualifications and Duties of the Superintendent | 45-49 |

II. CONSENT AGENDA (continued)

- *P. First Reading of Proposed Amended Board Policy JEB – Entrance Age Requirements 50-52
- *Q. First Reading of Proposed Amended Board Policies JFAA – Admission of Resident Students and JFAB – Tuition/Admission of Nonresident Students 53-58
- *R. First Reading of Proposed Amended Board Policies GBAB – Medical Marijuana Standards and Conditions for Employees, GBECA – Nonmedical Use or Abuse of Drugs or Alcohol, KF – Community Use of School Facilities, KFA – Public Conduct on School Property and KFAA – Smoking on School Premises at Public Functions 59-76

III. ACTION / DISCUSSION ITEMS

- A. Growing Arroyo Committee Recommendation (Sandy Mendez Benson, Parent, Philip Liles, Arroyo Principal, and Sue Snyder, Director of Organizational Development) 77-152
- Motion _____ Second _____ Vote _____
- B. 2012 Arizona School Boards Association (ASBA) Political Agenda: Governing Board Priorities (Chris Maza, Governing Board President) 153-173
- Motion _____ Second _____ Vote _____

V. FUTURE AGENDA ITEMS

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

VII. CALL FOR EXECUTIVE SESSION

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

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

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

Motion _____ Second _____ Vote _____

VIII. RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION

IX. EXECUTIVE SESSION – GENERAL FUNCTION

A. Call to Order and Roll Call

B. Confidentiality Statement

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

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

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

X. RECONVENING OF REGULAR MEETING

XI. 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.

GOVERNING BOARD MINUTES: REGULAR MEETING

2011-2012

September 8, 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 7:00 p.m. 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

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

UNANIMOUS

A motion was made by Mr. Adams that the Governing Board approve the Minutes of the August 25, 2011 Special Meeting, Executive Session and Regular Meeting. The motion was seconded by Ms. Graziano. The motion carried.

F. Current Events: Governing Board and Superintendent

Mr. Adams shared that he enjoyed visiting Sunset Elementary School and talking to the staff.

Ms. Graziano thanked the following schools for providing the creative artwork displayed in the Governing Board Room:

- Abraham Lincoln Traditional School
- Cholla Middle School
- Desert Foothills Junior High School
- Mountain Sky Junior High School
- Palo Verde Middle School

Mr. Jahneke shared that he serves as Treasurer for the Washington Education Foundation and they have approved funding for the District's United Way campaign.

Mrs. Lambert shared that she attended the Arizona Business and Education Coalition (ABEC) Board meeting and heard interesting information regarding school funding.

Mrs. Lambert shared that she and Mr. Adams enjoyed attending the Arizona School Boards Association (ASBA) Law Conference which started on September 8, 2011 and will end on September 10, 2011. Mrs. Lambert stated that Justice Sandra Day O'Connor's presentation was fascinating and that she encouraged attendees to visit her website which promotes iCivics and may be used as an educational tool in the classroom.

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Mr. Maza thanked District employees and students for dealing with the high heat index and especially thanked the Maintenance Department for ensuring that the air conditioners are working at all facilities.

Dr. Cook shared that Desert View Physical Education students would be demonstrating the use of heart-rate monitors and developing lifelong physical fitness skills. Dr. Cook introduced Maria Farmer, Principal at Desert View Elementary School, who introduced Physical Education teacher, Vicky Bonavito, and her students and their families. Students Christian Moreno, Marianna Ochoa, Annie Paz, and Michael Romero were each presented with a certificate and a jump rope.

G. Special Recognition

Dr. Cook advised the Board that three additional schools had received the ENERGY STAR designation for energy efficiency as designated by the United States Environmental Protection Agency (EPA). Dr. Cook introduced Ms. Sue Pierce, Director of Facility Planning, who congratulated and presented plaques to the principals and facility managers of the following schools:

- John Jacobs Elementary School
- Palo Verde Middle School
- Richard E. Miller Elementary School

Ms. Pierce advised that the three new schools receiving the ENERGY STAR award brought the District's total to 20 sites who had earned the award. Ms. Pierce thanked all facility managers for their efforts and commitment to their schools.

H. Public Participation

There was public participation. Mr. Maza asked the District's translator to translate the Admonition Prior to Public Comments into Spanish as he read it.

Ms. Rosie Calderon requested a Spanish translator and was allowed six minutes to speak. She thanked the District for signing the agreement to have bilingual personnel, but stated she was unhappy with the Manzanita Elementary School principal because he had brought a lot of problems to the school. Mr. Maza reminded her of the admonition which states: "As a final and **IMPORTANT** reminder, Board policy requires that any grievances against Board members, District employees, or students may not be stated during any public meeting of the Governing Board. Rather, they must be submitted in writing to the Board President or Superintendent."

Ms. Rocio Castaneda requested a Spanish translator and was allowed six minutes to speak. Ms. Castaneda stated that as humans, we all deserve the right to be heard, to be understood, and to be treated as equals. She asked that the principal be removed. Mr. Maza advised Ms. Castaneda that this was an employee grievance and asked her to file it in writing to the Superintendent per the Admonition Prior to Public Comments.

Ms. Maria Delgadillo requested a Spanish translator and was allowed six minutes to speak. Ms. Delgadillo thanked the District for adding Spanish to the documents at the schools. She asked that the principal be removed and the translator reminded her of the Admonition statement. Ms. Delgadillo stated that she does not want discrimination at her school like it was caused by Sheriff Arpaio at another school. Mr. Maza asked that any grievances be submitted to the Superintendent in writing.

I. Approval of the Consent Agenda

A motion was made by Mr. Jahneke that the Governing Board approve the Consent Agenda items as presented. The motion was seconded by Mr. Adams. The motion carried.

UNANIMOUS

September 8, 2011

II. CONSENT AGENDA

- *A. Approval/Ratification of Vouchers** **UNANIMOUS**
Approved and ratified the vouchers as presented.
- *B. Personnel Items** **UNANIMOUS**
Approved the personnel items as presented.
- *C. Public Gifts and Donations** **UNANIMOUS**
Approved the public gifts and donations as presented.
1. Gardner's Book Service donated books with a value of \$1,660.12 to be used by Book Pals Performing Artist in Literacy in Schools of the Screen Actors Guild Foundation for the benefit of students in the Washington Elementary School District.
 2. Pureheart Christian Fellowship donated school supplies with an approximate value of \$3,000.00 for the benefit of students at Acacia Elementary School, Arroyo Elementary School, Cactus Wren Elementary School, Chaparral Elementary School, Cholla Middle School, Mountain View School, Palo Verde Middle School, Richard E. Miller Elementary School, Sahuaro Elementary School, and Sunburst Elementary School.
 3. Rodel Charitable Foundation donated a check in the amount of \$4,650.00 to be used for the MAC-Ro Math Program kick-off assemblies and student incentives for the benefit of participating students at Desert View, Mountain View, Shaw Butte, and Sunnyslope Schools.
- *D. Out-of-County/State Field Trip** **UNANIMOUS**
Approved the out-of-county/state field trip as presented.
1. Matthew Weaver, Royal Palm Middle School, has submitted an out-of-county/state field trip request to AstroCamp, Idyllwild, CA, November 16-18, 2011, for 7th grade students at a cost of \$15,623.50.
- *E. Agreement with Austin Centers for Exceptional Students (ACES) for Behavior Coaches** **UNANIMOUS**
- *F. Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards** **UNANIMOUS**

III. ACTION / DISCUSSION ITEMS

- A. Option and Easement Agreement with Cricket Communications, Inc.** **4-1 AYE**
Dr. Cook introduced Ms. Cathy Thompson and asked her to provide the Board with information regarding Cricket Communications. Ms. Thompson advised the Board that Cricket Communications had asked the District to enter into an Agreement for the purpose of constructing and maintaining telecommunications antennas on an existing monopole utilized by the WESD Management Information Services department. The initial term will be for five years with Cricket Communications paying the District a \$900.00 per month fee with an upfront payment of \$10,800.00 for the first year.
- Mrs. Lambert asked if this Agenda item was to approve the easement and the building of a tower. Ms. Thompson responded that Cricket Communications would not be building a new tower, but would be adding antennas to the District's existing monopole, approximately 150 feet high.

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A motion was made by Ms. Graziano that the Governing Board approve the Option and Easement Agreement with Cricket Communications, Inc. for a telecommunications facility at 8610 North 19th Avenue and authorize the Superintendent to execute all necessary documents. The motion was seconded by Mr. Jahneke. The motion carried 4-1 Aye. Mrs. Lambert voted Nay.

B. Second Reading and Adoption of Proposed Board Policy JICK – Student Violence/Harassment/Intimidation/Bullying UNANIMOUS

Dr. Cook advised the Board that they were being presented with the Second Reading and adoption of the proposed Board Policy for student violence/harassment/intimidation/bullying. Dr. Cook stated that the revisions offered at the First Reading on August 25, 2011, had been incorporated into the proposed Policy.

A motion was made by Mr. Adams that the Governing Board approve the Second Reading and adopt Proposed Board Policy JICK – Student Violence/Harassment/Intimidation/Bullying. The motion was seconded by Ms. Graziano. The motion carried.

IV. INFORMATION / DISCUSSION ITEM

A. 2012 Arizona School Boards Association (ASBA) Political Agenda: Governing Board Priorities

Dr. Cook advised the Board that the Arizona School Boards Association (ASBA) asks the Board each year to select its top ten priorities for ASBA to pursue for the Legislative Session. Dr. Cook asked the Board to submit their top ten priorities to the Superintendent's office by September 12, 2011. She stated that the information would be compiled and provided for consideration on an agenda item at the September 22, 2011 Governing Board meeting.

Mr. Maza stated that ASBA was asking the Board's opinion on Legislative platforms which would then determine one's position on bills that are brought forward. Mr. Maza asked if there was recent legislation in regard to decisions made by ASBA in regard to taking positions on legislation. Dr. Cook stated that at the ASBA Law Conference she attended that day, ASBA advised that they had formed a 501c4 that allows them to comply with the law. ASBA advised that lobbying had been removed from the law, therefore, they would be allowed to pursue legislative lobbying.

Mr. Rex Shumway advised the Board that it would be provided a proposed Policy at the September 22, 2011 Governing Board meeting because of the recent changes in the legislative statute.

V. FUTURE AGENDA ITEMS

There were no future agenda items.

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

Dr. Cook asked that everyone remember the significance of September 11, in memory of all those who lost their lives ten years ago.

VII. ADJOURNMENT

A motion was made by Mrs. Lambert to adjourn the Regular Meeting at 7:41 p.m. The motion was seconded by Ms. Graziano. The motion carried. UNANIMOUS

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SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

September 8, 2011

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> X </u>	Action
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Discussion
DATE:	September 22, 2011	<u> </u>	Information
		<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):


08/29/11	<u>2,073.73</u>
Totals:	<u>2,073.73</u>

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

09/9/11	<u>2,797,148.46</u>
Totals:	<u>2,797,148.46</u>

SUMMARY AND RECOMMENDATION

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

Superintendent 

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

Agenda Item *II.A.

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

08/31/11	4,687,815.41
09/07/11	<u>1,706,706.54</u>
Totals:	<u>6,394,521.95</u>

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> X </u>	Action
		<u> </u>	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Information
		<u> </u>	1st Reading
DATE:	September 22, 2011		
AGENDA ITEM:	<u>*Personnel Items</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</u>		

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

The attached personnel actions are presented for approval.

SUMMARY AND RECOMMENDATION

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

Superintendent 

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

Agenda Item *II.B.

PERSONNEL ACTION RECOMMENDED

September 22, 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
Duffy	Jason	Night Custodian	Sunnyslope	Termination	4 mo.	9/2/2011
Jurewicz	Marie	Special Ed. Assistant	John Jacobs	Resignation	11	9/7/2011
Parker	Mary	Office Manager	Abraham Lincoln	Resignation	11	9/6/2011
Woodhull	Janice	Office Manager	Maryland	Retirement	27	9/30/2011
Wright	Fulton	Bindery Clerk	Printing Services	Retirement	25	9/6/2011

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Avila	Debra	Bus Assistant	Transportation	Resignation	2	8/23/2011
Bucher	Anna	Kidspace Assistant	Ironwood	Resignation	3 mo.	8/16/2011
Cole	Christina	Kidspace Assistant	Cactus Wren	Resignation	5	8/19/2011
Cortez	Alyssa	Food Service Helper	Desert Foothills	Resignation	1	8/26/2011
Burton	Tiffany	Special Ed. Assistant	Sweetwater	Position Ended	4	8/31/2011
Jepson	Virginia	Paraprofessional	Sunset	Resignation	5	9/20/2011
Jex	Kaitlan	Kidspace Assistant	Lookout Mountain	Resignation	2 weeks	8/31/2011
Munoz	Thomas	Bus Assistant	Transportation	Resignation	3	9/8/2011
Patten	Dani	Paraprofessional	Lakeview	Resignation	7	5/25/2011
Webb	Charlene	Paraprofessional	Sunnyslope	Resignation	1 mo.	9/9/2011

II. EMPLOYMENT

A. ADMINISTRATIVE

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

LAST NAME	FIRST	POSITION	(E)XISTING OR LOCATION (N)EW
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Hicks	Rosetta	Speech	E John Jacobs
Lehman	Michael	Social Studies/Science	E Palo Verde
Lowy	Kimberly	Gifted	E Lookout Mountain
Reynvaan	Callie	Speech	E Palo Verde/Washington
Wagner	Wendy	CCB/SC	E Moon Mountain

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR LOCATION (N)EW
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Barrow	Ticcola	Speech Assistant	E Chaparral/Ironwood
Clark	Jacqueline	Parent Outreach Liaison	E Washington
Santilland-Flores	Sergio	Night Custodian	E Cholla
Sullivan	Thomas	Facilities Manager	E Palo Verde

PERSONNEL ACTION RECOMMENDED
September 22, 2011

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Cortes	Griselda	Crossing Guard	E	Orangewood
DeLaTorre	Enedina	Crossing Guard	E	Ocotillo
Delvecchio	Judy	Bus Driver	E	Transportation
Hite	Amanda	Crossing Guard	E	Sunnyslope
Hoppe	Cynthia	Food Service Helper	E	Sunnyslope
Jacobson	Karolyn	Headstart Support Instructor	E	Manzanita
Joe	Pamela	Paraprofessional	E	Moon Mountain
Knoll	Julie	Monitor	E	Abraham Lincoln
Medrano	Stephen	Bus Driver	E	Transportation
Munster	Michael	Bus Driver	E	Transportation
Orozco	Salvadore	Bus Driver	E	Transportation
Perez-Hernandez	Idalia	Food Service Helper	E	Food Services
Pfafinan	Donna	Paraprofessional	E	Manzanita
Rupe	Carissa	Special Ed. Assistant	E	Sahuaro
Silbermann	Haja	Paraprofessional	E	Washington
Truman	Carla	Health Technician	E	Lookout Mountain
Westendorf	Kristen	Paraprofessional	E	Washington
Wipprecht	Natalya	Monitor	E	Tumbleweed

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 Information
 1st Reading
 DATE: September 22, 2011
 AGENDA ITEM: *Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)
 INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
 PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
 GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §15-341

SUPPORTING DATA

Funding Source: Donations
 Budgeted: N/A

1. The Phoenix Zoo donated scholarships with a value of \$2,000.00 to Acacia Elementary School's 21st Century After-School Academy for 36 students and chaperones to attend Zooreach Night Camp.
2. Washington Education Foundation donated a check and gift cards with a total value of \$1,670.00 to support Washington Elementary School District's annual United Way campaign.
3. Target Corporation donated a check in the amount of \$424.14 for the benefit of students at Shaw Butte Elementary School.
4. Thornburg Investment Management donated a check in the amount of \$1,600.00 for the benefit of students at Mountain Sky Junior High School.

SUMMARY AND RECOMMENDATION

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

Superintendent



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

Agenda Item *II.C.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: September 22, 2011 Information
AGENDA ITEM: *Award of Contract – Bid No. 11.006, Art Supplies 1st Reading

INITIATED BY: Cary Case, Manager of Materials Management SUBMITTED BY: Cathy Thompson, Director of Business Services

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

On August 15, 2011, the District issued Bid No. 11.006, Art Supplies. Items covered by this bid are needed to restock the Material 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 School (GPPCS) and Strategic Alliance of Volume Expenditures (SAVE).

Eighty Nine (89) vendors were notified of the Bid. Fourteen (14) responsive, responsible bids were received and opened on September 1, 2011. Cary Case, Manager of Materials Management and Freddie Randle, Materials Supervisor, evaluated the bids and recommend the vendors listed on the attached for award. A multiple award is the most advantageous to ensure the best service and the most complete product availability for the District. This recommendation is the least number of suppliers necessary to meet the District's needs.

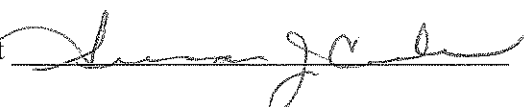
The award of this solicitation will result in a one (1) year contract beginning upon award with the option to renew for one (1) additional year or portion thereof (with the exception of paper). Included is a provision for cancellation by the District with thirty (30) days prior written notice.

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. 11.006, Art Supplies to the 12 vendors as presented.

Superintendent 

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

Agenda Item *I.I.D.

***Award of Contract - Bid No. 11.006, Art Supplies**
September 22, 2011
Page 2

Blick Art Materials
Business Stationers
Commercial Art Supply
Elgin School Supplies
National Art & School Supplies
Marjon Ceramics

Office Depot
Pyramid School Products
S&S Worldwide
School Specialty
Standard Stationery Supply
Triarco Arts & Crafts

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:	September 22, 2011	<u> </u>	1st Reading
AGENDA ITEM:	<u>*Annual Intergovernmental Cooperative Purchase Agreements with the Strategic Alliance for Volume Expenditures (SAVE)</u>		
INITIATED BY:	<u>Howard Kropp, Administrator of Purchasing</u>	SUBMITTED BY:	<u>Cathy Thompson, Director of Business Services</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Howard Kropp, Administrator of Purchasing</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA</u>		

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 Strategic Alliance for Volume Expenditures (SAVE).

Superintendent 

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

Agenda Item *I.I.E.

SAVE CONTRACTS

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

Contract Title:	Electrical Services and Construction Site Work
Vendor(s):	
AJP Electric	KER Electric
Foster Electric Motor Service	Kimbrell Electric
JFK Electrical Contracting	Swain Electric
Jioliotti Electric Service	
Contract Issuer:	Contract issued through Alhambra #M10-25-15
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis
Department/School Funding:	Maintenance/M&O. Capital Projects/Bond, Indirect Costs
Expended 2010-2011:	\$0.00 New Contract for WESD

2011-2012 proposed budget capacity - \$7,553,657.90

Contract Title:	White Copy Paper
Vendor(s):	The Paper Corporation
Contract Issuer:	Contract issued through Mesa #12-25B
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Materials Management Center/M&O
Expended 2010-2011:	\$0.00 New Contract for WESD
Contract Title:	Used Textbooks
Vendor(s):	
Apple Textbook	Follett Educational
Arizona Book Service	Textbook Brokers
Budgetext Corporation	Textbook Warehouse
Contract Issuer:	Contract issued through Deer Valley #DV09-010-5
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Materials Management Center/M&O
Expended 2010-2011:	\$0.00 New Contract for WESD

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: September 22, 2011 Information
AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the 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: M&O
Budgeted: Yes

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

Presented is a list of Intergovernmental Cooperative Purchase Agreements related to the Purchasing Department previously awarded by the Governing Board.

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

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

SUMMARY AND RECOMMENDATION

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

Superintendent



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

Agenda Item *II.F.

SPO CONTRACT issued by ADE

2011-2012 proposed budget capacity for Special Services - \$4,241,867.80

Contract Title:	School Improvement District Turnaround Providers Alternate Operations, School Restart and External Providers
Vendor(s):	Lindamon-Bell Learning Center
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Special Services/M&O
Expended 2010-2011:	\$9,980.45

2011-2012 proposed district wide budget capacity - \$7,553,657.90

Contract Title:	School Improvement District Turnaround Providers Alternate Operations, School Restart and External Providers
Vendor(s):	Scantron
Estimated 2011-2012 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Individual Departments and Schools/M&O
Expended 2010-2011:	\$7,216.29

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: September 22, 2011 Information
AGENDA ITEM: *Arizona Nutrition Network – Arizona Department of Health Service Contract ADHS11-000743 Amendment No. 5 1st Reading
INITIATED BY: Connie Parmenter, RD SUBMITTED BY: Connie Parmenter, RD
Director of Nutrition Services Director of Nutrition Services
PRESENTER AT GOVERNING BOARD MEETING: Connie Parmenter, RD
Director of Nutrition Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: AZDHS
Budgeted: Yes

On September 10, 2009, the Governing Board approved the contract with the Arizona Department of Health Services to participate in the Arizona Nutrition Network – Local Incentive Award. This award provides for Nutrition Education Activities for students in the thirty qualified schools in the District.

The purpose of this amendment is to revise the Price Sheet of the contract to reflect changes for the 2011-2012 school year.

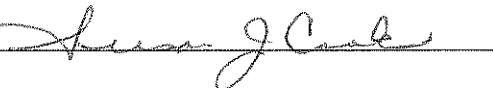
- Personnel Costs/Salary increased \$7,732.00;
- Fringe Benefits increased \$1,671.00;
- Contracts/Grants/Agreements decreased \$2,060.00;
- Non-Capital Equipment Supplies increased \$1,801.00;
- Materials increased \$5,804.00; and
- Travel decreased \$219.00.

This agreement has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Amendment to Contract ADHS11-000743 with the Arizona Department of Health Services.

Superintendent



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

Agenda Item *II.G.



CONTRACT AMENDMENT

ARIZONA
DEPARTMENT OF
HEALTH SERVICES
1740 W Adams, Room
303
Phoenix, Arizona 85007
(602) 542-1040

Contract No: ADHS11-000743

Amendment No: 5

Cindy Sullivan

The Arizona Nutrition Network

It is mutually agreed that the contract referenced is amended as follows:

1. Replace Price Sheet, Amendment Four (4), Page Three (3), with revised Price Sheet, Amendment Five (5), Page Two
- (2) Total Price Sheet is \$99,678 00
 - a. Personnel Costs/Salary increased \$7,732.00;
 - b. Fringe Benefits increased \$1,671.00;
 - c. Contracts/Grants/Agreements decreased \$2,060.00
 - d. Non-Capital Equipment Supplies increased \$1,801.00;
 - e. Materials increased \$5,804.00; and
 - f. Travel decreased \$219.00

All other provisions shall remain in their entirety.

Contractor hereby acknowledges receipt and acceptance of above amendment and that a signed copy must be filed with the Procurement Office before the effective date.
In accordance with A.R.S. 35-393.06, the Contractor hereby certifies that the Contractor does not have scrutinized business operations in Iran.
In accordance with A.R.S. 35-391.06, the Contractor hereby certifies that the Contractor does not have any scrutinized business operations in Sudan.

Signature / Date


Authorized Signatory's Name and Title:

Contractor's Name:

Washington Elementary School District

The above referenced Contract Amendment is hereby executed this _____ day of _____, 2011 at Phoenix, Arizona

Procurement Officer

	CONTRACT AMENDMENT		ARIZONA DEPARTMENT OF HEALTH SERVICES 1740 W Adams, Room 303 Phoenix, Arizona 85007 (602) 542-1040
	Contract No: ADHS11-000743	Amendment No: 5	Cindy Sullivan

PRICE SHEET/FEE SCHEDULE
WASHINGTON ELEMENTARY SCHOOL DISTRICT
 Effective 10-1-11

BUDGET CATEGORIES	APPROVED FEDERAL SHARE BUDGET
PERSONNEL COSTS/SALARY	\$43,498.00
FRINGE BENEFITS	\$12,453.00
CONTRACTS/GRANTS/AGREEMENTS	\$4,740.00
NON-CAPITAL EQUIPMENT SUPPLIES	\$7,201.00
MATERIALS	\$29,463.00
TRAVEL	\$2,323.00
BUILDING/SPACE	\$0
MAINTENANCE	\$0
EQUIPMENT & OTHER CAPITAL	\$0
INDIRECT COSTS	\$0
TOTAL	\$99,678.00

LINE ITEM BUDGET TRANSFERS

Upon receipt of written authorization from the ADHS Program Manager, the Contractor is authorized to transfer up to a maximum of ten percent (10%) of the Total Budgeted Amount between line items

Transfers of funds are only allowed between funded line items. Transfers exceeding ten percent (10%) or to a non-funded line item shall require a Contract Amendment

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: September 22, 2011 Information
AGENDA ITEM: *Amendment to the Intergovernmental Agreement with the City of Phoenix for the Head Start Program 1st Reading
INITIATED BY: Diana Howsden, Director of Head Start SUBMITTED BY: Diana Howsden, Director of Head Start
PRESENTER AT GOVERNING BOARD MEETING: Diana Howsden, Director of Head Start
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Head Start
Budgeted: Yes

As a delegate agency for Head Start, the Washington Elementary School District No. 6 (WESD) maintains an Intergovernmental Agreement (IGA) with the City of Phoenix, which is in effect from July 1, 2011 through June 30, 2012 and specifies the amount of funding for the WESD Head Start program as \$2,498,543.00.

The purpose of the Human Services Department IGA Contract Amendment is to add funding for FY 2011-2012 for increased costs of operating Head Start classrooms.

The additional funding is in the amount of \$94,950.00, increasing the total cumulative funding amount for the period from July 1, 2011 through June 30, 2012 to \$2,593,493.00.

The additional funding will be used for the following:

- Increased costs of daily dental hygiene supplies;
- Purchase needed resource books and materials to support the implementation of the new Teaching Strategies Gold Assessment and the Head Start Dual Language Learner requirements;
- Replace and/or update materials in the classrooms;
- Professional development consultants;
- Local conference fees for staff;
- Required adult lunches for staff;
- Printing costs which were previously in-kind to the program.

The Amendment has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Human Services Department Intergovernmental Contract Amendment to add funding for FY 2011-2012 in the amount of \$94,950.00, increasing the total amount of funding to \$2,593,493.00.

Superintendent



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

Agenda Item *II.H.



HUMAN SERVICES DEPARTMENT
CONTRACT AMENDMENT

Contract #131496-001

CONTRACTOR NAME (name & address)	AMENDMENT # 01
Washington School District	EFFECTIVE DATE OF AMENDMENT: 10/1/2011
Attn: Diana Howsden	SERVICE: Head Start Services
8430 N. 39TH Ave.	PREVIOUS CEILING: \$2,498,543
Phoenix, AZ 85051	THIS AMENDMENT: \$ 94,950
	NEW CONTRACT CEILING: \$2,593,493

The purpose of this amendment is to:

1. Add funding for FY 2011-12 to the Year 46 base budget.

The explanation of the revision is as follows:

1. The cost of operating Head Start classrooms has increased. The added funding is \$94,950.

Therefore, the reimbursement ceiling for the cumulative period beginning July 1, 2011 to June 30, 2012 is revised from \$2,498,543 to \$2,593,493.

All the terms and conditions of the original contract not specifically modified herein or in conflict with this amendment shall remain unchanged and in full force and effect. This amendment shall become effective on the date of the last signature unless otherwise specified herein.

CONTRACTOR	CITY OF PHOENIX
SIGNATURE OF AUTHORIZED SIGNATOR	SIGNATURE OF AUTHORIZED SIGNATOR
TYPED NAME	MOISES GALLEGOS TYPED NAME
TITLE	ACTING HUMAN SERVICES DIRECTOR TITLE
DATE	DATE

CITY CLERK **Approved as to form** DATE

Margaret Wilson
ACTING City Attorney

TO:	Governing Board	<u>X</u>	Action
			Discussion
FROM:	Dr. Susan J. Cook, Superintendent		Information
			1st Reading
DATE:	September 22, 2011		
AGENDA ITEM:	*Renewal of Letter of Understanding with Operation Quality Time (QT), Inc. to Provide Grant Funds for After-School and Non-School Time Programs		
INITIATED BY:	<u>Lori Ritz, Sunnyslope Principal</u>	SUBMITTED BY:	<u>Lori Ritz, Sunnyslope Principal</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Lori Ritz, Sunnyslope Principal</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	BBA		



OPERATION QT, INC.

NON-PROFIT CORPORATION

7628 North 48th Drive • Glendale, AZ 85301-1578
Tel. (623) 937-9582 • Cell (623) 221-4395 • Fax (623) 225-7991
E-mail: ljdqolf@yahoo.com • www.operationqt.org

Program
Director
Louis Daniels

Board of
Directors

President
Mildred Norman

Vice President
Lloyd Aycock, Ph.D.

Secretary
Richard Ebert

Carolyn Gong

Nancy Holloran

Governor
Rose Mofford

Mary Joy Stead

Leslie A. "Cap" Dean

Cleopatria Martinez, Ph.D.

Honorary
Board Member
Congressman
Ed Pastor

Education Advisor
Ralph Romero

LETTER OF UNDERSTANDING

Sunnyslope Elementary School and Operation QT, Inc. have mutually agreed on the following duties and responsibilities in relation to the Operation QT program at Sunnyslope Elementary School.

Operation QT, Inc. will provide a total of \$ 5,000.00 to fund the Operation QT program for the 2011-2012 school year. The funds will be used for personnel, benefits and program supplies, materials and/or field trips. All funds must be expended by December 15, 2011. No invoices will be honored after that date and no overdrafts will be paid and no funds will be carried forward.

Sunnyslope Elementary School will be solely responsible for all aspects of implementing the Operation QT program. They will provide the facilities, equipment, insurance, accounting, auditing, security and custodial services. The School and Operation QT, Inc. will jointly plan, organize, supervise and evaluate the program.

Our signatures below attest to this agreement:

Jeri Ritz Principal Louis Daniels President QT Prog. Director
Date 9/9/11 Date 9/9/2011

Sunnyslope Elementary School

Operation QT, Inc.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: September 22, 2011 Information
AGENDA ITEM: *Project Infinity Program with Phoenix Indian Center 1st Reading
INITIATED BY: Dorothy Watkins, Administrator of Social Services SUBMITTED BY: Dorothy Watkins, Administrator of Social Services
PRESENTER AT GOVERNING BOARD MEETING: Dorothy Watkins, Administrator of Social Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: No Cost to District
Budgeted: No

Project Infinity is a comprehensive school-based cultural/academic program that provides specific substance abuse prevention training to Native American students in 4th – 8th grades. Participation is voluntary and will be offered to all Native American students in addition to referrals made in collaboration with the schools' social service staff. The "Keeping it REAL/Living in 2 Worlds" program will be utilized by trained facilitators provided by the Phoenix Indian Center. The program is twelve weeks long and will be provided for one hour per week during a mutually agreed upon hour in the students' schedule. The program will be hosted at the selected schools during the Fall 2011 and Spring 2012 school semesters. Class materials and activities are presented commensurate with student grade levels, thereby reinforcing academic programming.

Washington Elementary School District has maintained a strong working relationship with the Phoenix Indian Center over the years and the goals of the program are to increase knowledge related to risk taking behavior and substance abuse with an emphasis on increasing protective factors in prevention.

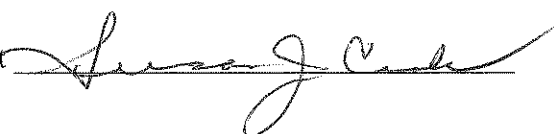
The program will be offered at Royal Palm Middle School, Richard E. Miller Elementary School and Palo Verde Middle School.

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

The attached Memorandum of Understanding has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding with the Phoenix Indian Center and authorize the Superintendent to execute the necessary documents.

Superintendent 

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

Agenda Item *II.J.



Phoenix Indian Center, Inc.

4520 N. Central Avenue, Suite 250 - Phoenix, AZ 85012

Phone (602) 264-6768 Fax 602-274-7486

www.phxindcenter.org

Memorandum of Understanding

The Phoenix Indian Center and Palo Verde Middle School signatories enter into this Memorandum of Understanding in consideration of the following:

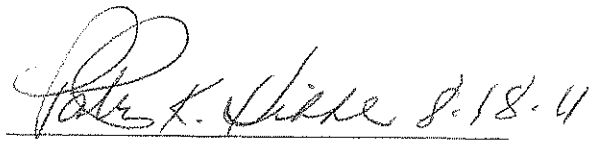
- 1). Palo Verde Middle School will collaborate with the Phoenix Indian Center in hosting Phoenix Indian Center's Project Infinity "keepin' it REAL"/Living in 2 Worlds program during the Fall-2011/Spring-2012 school semesters. One cohort will be run through the school year.
- 2). The program will be delivered by the Phoenix Indian Center on school property on a cost-free basis to both the school and the participants.
- 3). Native American students in the sixth through eighth grades will be offered the program, participation being voluntary.
- 4). Palo Verde Middle School agrees to provide a weekly meeting site for project participants.
- 5). The program will be offered one hour per week during a mutually (school, Phoenix Indian Center, and student) agreed upon hour in the students' schedules.
- 6). Participants will follow the keepin' it REAL/Living in 2 Worlds twelve lesson curriculum. Length of participation is determined by the time required for group participants to complete each lesson.
- 7). The Phoenix Indian Center agrees to obtain consent forms from participants' parents/guardians authorizing program participation and completion of program surveys.
- 8). The Phoenix Indian Center will provide a Native American group facilitator, professionally trained in group dynamics and the keepin' it REAL/Living in 2 Worlds curriculum.
- 9). The group facilitator will maintain a liaison with the school social worker to help keep program staff and school staff mutually apprised of the participants' program and school status.
- 10). All Project Infinity special events will be pre-approved by school personnel.

Project Infinity is a comprehensive school based cultural/academic program that provides culture specific substance abuse prevention training to Native American students in the fourth/fifth through twelfth grades. The goals are to increase knowledge related to risk taking behavior and substance abuse; with an emphasis on increasing protective factors in prevention. Parents and caretakers are involved via participant take home assignments and activities. Class materials and activities are presented commensurate with student grade levels, thereby augmenting and reinforcing the schools academic programming. Project Infinity facilitators are Native American professionals, learned and experienced in group processes, tradition, and the Native American learning experience. Facilitators maintain a close relationship with the school staff (e.g., school social worker) to jointly promote participant personal and academic growth.

M.O.U. Signatories,

Carol Patterson
Palo Verde M.S. Principal

Date

 8.18.11

Patricia Hibbeler
Phoenix Indian Center CEO

Date

Washington School District: _____

Date



Phoenix Indian Center, Inc.

4520 N. Central Avenue, Suite 250 - Phoenix, AZ 85012

Phone (602) 264-6768 Fax 602-274-7486

www.phxindcenter.org

Memorandum of Understanding

The Phoenix Indian Center and Richard E. Miller Elementary School signatories enter into this Memorandum of Understanding in consideration of the following:

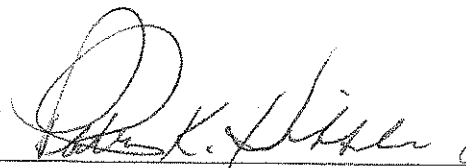
- 1). Richard E. Miller Elementary School will collaborate with the Phoenix Indian Center in hosting Phoenix Indian Center's Project Infinity "keepin' it REAL"/Living in 2 Worlds program during the Fall-2011/Spring-2012 school semesters. One cohort will be run for the school year.
- 2). The program will be delivered by the Phoenix Indian Center on school property on a cost-free basis to both the school and the participants.
- 3). Native American students in the fourth and fifth grade will be offered the program, participation being voluntary.
- 4). Richard E. Miller agrees to provide a weekly meeting site for project participants.
- 5). The program will be offered on an after school basis, one hour per week. To-home transportation consent forms for all participants will be prearranged by the group facilitator and school social worker and parents/guardians who will give permission for the child to walk home or to be picked up by a named individual. Transportation cannot be provided by the facilitator.
- 6). Participants will follow the keepin' it REAL/Living in 2 Worlds twelve lesson curriculum. Length of participation is determined by the time required for group participants to complete each lesson.
- 7). The Phoenix Indian Center agrees to obtain consent forms from participant parents/guardians authorizing program participation and completion of program surveys.
- 8). The Phoenix Indian Center will provide a Native American group facilitator, professionally trained in group dynamics and the keepin' it REAL/Living in 2 Worlds curriculum.
- 9). The group facilitator will maintain a liaison with the school social worker to help keep program staff and school staff mutually apprised of the participants' program and school status.
- 10). All Project Infinity special events will be pre-approved by school personnel.

Project Infinity is a comprehensive school based cultural/academic program that provides culture specific substance abuse prevention training to Native American students in the fourth/fifth through twelfth grades. The goals are to increase knowledge related to risk taking behavior and substance abuse; with an emphasis on increasing protective factors in prevention. Parents and caretakers are involved via participant take home assignments and activities. Class materials and activities are presented commensurate with student grade levels, thereby augmenting and reinforcing the schools academic programming. Project Infinity facilitators are Native American professionals, learned and experienced in group processes, tradition, and the Native American learning experience. Facilitators maintain a close relationship with the school staff (e.g., school social worker) to jointly promote participant personal and academic growth.

M.O.U. Signatories,

Shannon Bonnette
REM Principal

Date


Patricia Hibbeler
Phoenix Indian Center CEO

Date

Washington School District: _____

Date



Phoenix Indian Center, Inc.

4520 N. Central Avenue, Suite 250 - Phoenix, AZ 85012

Phone (602) 264-6768 Fax 602-274-7486

www.phxindcenter.org

Memorandum of Understanding

The Phoenix Indian Center and Royal Palm Middle School signatories enter into this Memorandum of Understanding in consideration of the following:

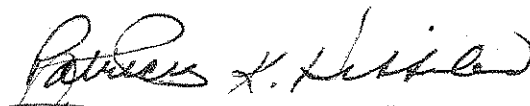

- 1). Royal Palm Middle School will collaborate with the Phoenix Indian Center in hosting Phoenix Indian Center's Project Infinity "keepin' it REAL"/Living in 2 Worlds program during the Fall-2011/Spring-2012 school semesters. One cohort will be run through the school year.
- 2). The program will be delivered by the Phoenix Indian Center on school property on a cost-free basis to both the school and the participants.
- 3). Native American students in the sixth through eighth grades will be offered the program, participation being voluntary.
- 4). Royal Palm Middle School agrees to provide a weekly meeting site for project participants.
- 5). The program will be offered one hour per week during a mutually (school, Phoenix Indian Center and student) agreed upon hour in the student's schedule.
- 6). Participants will follow the keepin' it REAL/Living in 2 Worlds twelve lesson curriculum. Length of participation is determined by the time required for group participants to complete each lesson.
- 7). The Phoenix Indian Center agrees to obtain consent forms from participant parents/guardians authorizing program participation and completion of program surveys.
- 8). The Phoenix Indian Center will provide a Native American group facilitator, professionally trained in group dynamics and the keepin' it REAL/Living in 2 Worlds curriculum.
- 9). The group facilitator will maintain a liaison with the school to help keep program staff and school staff mutually apprised of the participants' program and school status.
- 10). All Project Infinity special events will be pre-approved by school personnel.

Project Infinity is a comprehensive school based cultural/academic program that provides culture specific substance abuse prevention training to Native American students in the fourth/fifth through twelfth grades. The goals are to increase knowledge related to risk taking behavior and substance abuse; with an emphasis on increasing protective factors in prevention. Parents and caretakers are involved via participant take home assignments and activities. Class materials and activities are presented commensurate with student grade levels, thereby augmenting and reinforcing the schools academic programming. Project Infinity facilitators are Native American professionals, learned and experienced in group processes, tradition, and the Native American learning experience. Facilitators maintain a close relationship with the school staff (e.g., school social worker) to jointly promote participant personal and academic growth.

M.O.U. Signatories,

Leonard Hoover
Royal Palm M.S. Principal

Date


 8.31.11

Patricia Hibbler
Phoenix Indian Center CEO

Date

Washington School District: _____

Date

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: September 22, 2011 Information
 AGENDA ITEM: *Continuation of Services/Valle Del Sol – Family Service Center 1st Reading

INITIATED BY: Dorothy Watkins, Administrator of Social Services SUBMITTED BY: Dorothy Watkins, Administrator of Social Services

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
 Budgeted: N/A

Valle Del Sol (VDS) is one of Arizona's largest non-profit, community-based organizations that provides services to children and families. They have been working with the Washington Elementary School District (WESD) for several years to provide community-based programming through a Community Resource Center on two campuses, Royal Palm Middle School and Washington Elementary School.

Valle del Sol is committed to providing school-based programs to strengthen families by coordinating existing social, educational and health resources and then bringing them to a school campus. The Community Resource Centers are community-based programs serving families and children on a year-round basis. The goal of the resource centers is to work collaboratively with the Washington Elementary School District and other partners in both the development and sustainability of the Family Resource Centers.

Services include English language classes, computer skills, parenting and youth life skills programs. Valle del Sol involves the whole community by collaborating with community organizations, school districts, principals, teachers, parents, children and family members. All services are available in English and Spanish.

WESD Administrator of Social Services, Dorothy Watkins, has reviewed services and concluded that a continued collaboration with VDS would most advantageously address the District's needs.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding with Valle Del Sol and authorize the Superintendent to execute the necessary documents.

Superintendent



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

Agenda Item *II.K.

The previous Memorandum of Understanding (MOU) was effective through June 30, 2011. The term of this MOU will be from July 1, 2011 through June 30, 2012. The MOU will be automatically renewed for the additional period of July 1, 2012 through June 30, 2013, unless either party provides written notification to the other party of its intent not to renew within 30 days prior to the expiration of the initial term. Either party may terminate this MOU at any time upon 30 days written notice.

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

The attached Memorandum of Understanding has been reviewed by District Legal Counsel.

MEMORANDUM OF UNDERSTANDING

Between

**Valle del Sol
3807 North 7th Street
Phoenix, Arizona 85014**

**Washington Elementary School District
4650 West Sweetwater
Glendale, AZ 85304**

This document defines the responsibilities of Valle del Sol (“VdS”) and the Washington Elementary School District (“WESD”). The following agreement is designed to assist VdS in the delivery of effective programs and services to children and families in WESD.

Valle del Sol is committed to providing school-based programs to strengthen families by coordinating existing social, educational and health resources and then bringing them to a school campus. By providing preventive measures through education and other support systems, we seize the opportunity to greatly reduce the risk factors faced by families living in our communities.

ESL, Computer skills, and all classes listed below can be delivered to children and families in the Washington Elementary School District in community settings, which is welcoming and convenient to the participants.

Youth Life Skills Promoting Health and Personal Development: Program emphasizes social skills necessary for students to successfully meet life’s challenges like tobacco use and drug abuse.

NOPAL – A community-driven coalition focused on reducing youth marijuana use and abuse and its negative effects in North Phoenix (Sunnyslope area)

VAMOS: An interactive multi-media youth leadership program discussing difficult related topics with a focus on social change.

Parent Training Program: A parenting program designed to incorporate participants’ cultural roots throughout the curriculum. Parents are guided through the process of helping their children become ethnically and culturally proficient to help them resist violence and substance abuse.

Valle del Sol’s Mission is inspires positive change by investing in human services to strengthen families with tools and skills for self-sufficiency and by building the next generation of Latino and diverse leaders. We join the Washington Elementary School District to strengthen families by encouraging parental involvement in their child’s school activities and performance, helping families to develop healthy behaviors and working to assist school staff in coordinating existing educational, social and health resources.

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

Valle del Sol Overall Partnership Goal:

Our partnership goal is to work collaboratively with the Washington School District and other partners in both the development and sustainability of the Family Resource Centers.

Valle del Sol Partnership Outcomes

Long Term: Increase the number of Valle del Sol, Family Resource Centers within the Washington School District.

Mid Term: Meet established measures in the United Way contract.

Short Term: Establish the Valle del Sol, Family Resource Centers Model in Washington Elementary and Royal Palm Middle School.

Valle del Sol will:

1. Provide one (1) Resource Center Coordinator, 4 days a week on two-school campuses, Royal Palm Middle School and Washington Elementary. The Resource Center Coordinators will act as a point of contact and, serve as a liaison to the school administrators, parents and staff.
2. Provide timely and consistent communication regarding problems or issues regarding the effective delivery of the program service.
3. Provide opportunities for the school to access services for students, teachers and families to programs and services that may include:

Educational Programs

Parenting Classes

ESL Adults

Computer Training Adults

Life Skill Classes Youth

Social Activities/ Programs

Volunteer Program

Parental School Involvement

Holiday Assistance

Assistance with recreational/ social activities for families- Fairs, Sports, PTO

Health Resources

Prevention Workshops

Uniform Assistance as available

Food Boxes

Clothing Closet as available

Referrals to other Services

4. Create tools to measure progress on agreed upon outcomes including satisfaction surveys. Gather data for outcome measurement and report data to United Way Valley of the Sun and Valle del Sol's internal Quality Management Committee and designated Washington Elementary School District representative.
5. Document the value of all donations and services brought to the Washington Elementary School District and update site team on the value of resources on as needed basis.
6. The School has an option to accept or decline services based on needs, capacity or interest.

The Washington Elementary Public Schools will:

1. Provide both a school-based and regional staff person as point of contact to serve as liaison to Valle del Sol, Inc.
2. Provide WESD email
3. Designate school and District participation in the NOPAL Coalition. This includes but is not limited to monthly and/or quarterly participation in coalition meetings.
4. Provide timely and consistent communication regarding problems or issues in the effective delivery of the programs and/or services.
5. Provide access to a workspace location on the campus for the appropriate delivery of programs and services, including telephone, basic furniture, copier, printing, internet service and other on campus facilities/services as needed.
6. Provide access and assistance to appropriate data and information for program evaluation to include, but not limited to:
 - Distributing school approved surveys to school staff, parents and/or students as needed.
 - Share demographic information and appropriate data with Valle del Sol as needed.
 - Share ATOD suspension, detention or referral data as appropriate with the NOPAL Coalition.
 - Assist in administering survey's for evaluation services.
7. Incorporate Valle del Sol, Inc. Management staff into regional site teams for the purpose of planning and developing appropriate strategies for school programming.
8. Encourage and engage volunteers in meaningful ways at the schools and in classrooms.
9. Support Valle del Sol, Inc. with required site visits by Valle del Sol, Inc. funding partners like United Way Valley of the Sun.
10. Promote all partners on marketing and collateral.

Duration

The initial term of this MOU shall be from July 1, 2011 until June 30, 2012. The MOU will be automatically renewed for the additional period of July 01, 2012 until June 30, 2013, unless either party provides written notification to the other party of its intent not to renew within 30 days prior to the expiration of the initial term. Either party may terminate this MOU at any time upon 30 days written notice.

Modifications

This Memorandum of Understanding may be amended at any time by an agreement in writing executed by authorized representatives of Valle del Sol, Inc. and the Washington Elementary School District.

Compensation

There is no compensation exchanged between Valle del Sol, Inc. and the Washington Elementary School District. Future changes will require renegotiation of this MOU.

Indemnification: In fulfilling VdS's duties pursuant to this agreement, the VdS agrees to indemnify and hold harmless WESD, its affiliates, and their respective officers, directors agents and employees, against any and all losses, claims, damages and expenses, including reasonable and necessary attorney's fees, to the extent any such losses claims, damages and expenses are due to the acts or omissions of VdS, its officers, directors agents and employees. VdS, in its sole discretion, shall select counsel to defend any action pursuant to this indemnity. WESD hereby covenants not to settle or compromise any claim or cause of action for which indemnification is sought from VdS without the written permission of VdS. The obligation of VdS to so Indemnify WESD is expressly contingent upon WESD notifying VdS, in writing, with seven (7) calendar days after MPS knows, or reasonably should have known, of any claim, complaint, potential cause of action or proceeding. Failure by WESD to timely notify VdS shall relieve VdS of its obligation to so indemnify WESD to the extent any such delay materially prejudices the substantive rights and defenses available to VdS, or otherwise increases the damages, settlement costs, or costs of defense. VdS shall have no obligation to indemnify WESD should any such losses, claims, damages and expenses result, in whole or in part, from acts, omissions, willful misconduct or gross negligence of WESD, its affiliates, officers, directors, agents and employees.

Valle del Sol, Inc.: _____
Kurt Sheppard
President & CEO

Date

Washington School District: _____

Date

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: September 22, 2011 Information
 AGENDA ITEM: *Rachel's Challenge Agreement 1st Reading

INITIATED BY: Dorothy Watkins, Administrator of Social Services SUBMITTED BY: Dr. Steve Murosky, Director of Academic Support Programs

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: 21st Century Grant, Academic Support Programs funds, Tax Credit, Gifts and Donations

Budgeted: No

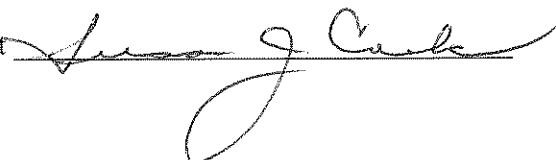
Rachel Scott was the first person killed at Columbine High School on April 20, 1999. Her acts of kindness and compassion coupled with the contents of her six diaries have become the foundation for one of the most life-changing school programs in America. Rachel's Challenge objectives for schools are to:

- Create a safe learning environment for all students by re-establishing civility and delivering proactive antidotes to school violence and bullying.
- Improve academic achievement by engaging students' hearts, heads and hands in the learning process.
- Provide students with social/emotional education that is both colorblind and culturally relevant.
- Train adults to inspire, equip and empower students to affect permanent positive change.

Students at Acacia, Maryland, Mountain Sky, Sunnyslope, Palo Verde, and Roadrunner schools will be participating in the Rachel's Challenge program this school year. Our students will participate in a one hour school-wide assembly where they will view a powerful video/audio footage of Rachel's life and the Columbine tragedy to motivate them toward positive change in the way they treat others. The same evening, our students and their parents/guardians will participate in a separate interactive 90 minute training session that shows how to sustain the momentum created by the assembly. The assembly creates the "want to" or desire for positive change. The training session teaches the "how to" and ensures that the positive impact will continue. That evening the Rachel's Challenge speaker conducts a powerful session with parents and community leaders. This session is similar to the assembly program and ends with

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Agreement for Services and General Provisions with Rachel's Challenge and authorize the Superintendent to execute the necessary documents.

Superintendent 

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

Agenda Item *II.L.

***Rachel's Challenge Agreement**

September 22, 2011

Page 2

a specific challenge to parents and community leaders, showing them how they can reinforce the decisions their students are making.

The Rachel's Challenge program also includes curricular materials consisting of 25 lessons that will be implemented throughout the school year during the school day and in the after-school programs. Six staff members at each school will participate in a six hour training on how to implement the lessons.

The total cost for these six schools to participate in the Rachel's Challenge program, including the school-wide assembly, evening assembly, staff training and curricular materials is \$16,652.00.



Contract Number: 1092910571

AGREEMENT FOR SERVICES

This Agreement for Services is entered into on September 23, 2011, by and between Washington Elementary School District - AZ ("Client") of 4650 W. Sweetwater Avenue, Glendale, AZ 85304; and Rachel's Challenge ("Company") of 7901 Southpark Plaza, Suite 210, Littleton, CO 80120. This Agreement sets forth the terms and conditions under which Rachel's Challenge agrees to provide services to the Client.

1. Description of Service

The Company agrees to provide Elementary Training/Kickoff Day Programming to the Client in the form of the services listed below. Presenter for this program will be Robbie Rowan.

of Presentations: 9, # of Evening Events: 2, # of Elementary Programs: 4

2. Compensation

As full compensation for all services contemplated by this Agreement, the Client agrees to remit \$16,652.00 in the form of a Purchase order for full amount with signing of the Agreement. Payment due upon delivery of the services provided hereunder. Travel is all inclusive. Make checks payable to Rachel's Challenge (Tax ID 84-1557094), Attn: Billing Department, 7901 Southpark Plaza, Suite 210, Littleton, CO 80120. All funds must be in U.S. Dollars.

3. Terms of Agreement

Client has 21 days prior to 9/29/2011 to execute and return this Agreement. No services will be scheduled without a signed Agreement. The services described herein will be rendered by Rachel's Challenge on 09/29/2011 10/3-10/7/2011 provided the aforementioned compensation has been paid and subject to the General Provisions of this Agreement.

4. Contract Documents

The contract documents consist of this Agreement for Services and the General Provisions. By signing this agreement the Client is bound by the terms and conditions of these two documents.

IN WITNESS WHEREOF, the Client and Rachel's Challenge have executed this Agreement on the day and year first written above. Any modifications to this Agreement for Services shall require the initials of all signed parties.

Rachel's Challenge:

Signed: Robert Unger

Printed Name: Robert Unger

Title: Chief Executive Officer

Date Signed: 9/23/2011

Client:

Signed: _____

Printed Name: _____

Title: _____

Date Signed: _____

For all questions regarding this contract, please contact the Rachel's Challenge event coordinator by email at eventcoordinator@rachelschallenge.com

GENERAL PROVISIONS
(Agreement for Services)

1. Neither party may assign or transfer this Agreement or any duty hereunder without the written consent of the other.
2. The Company, in performing the services herein specified, will act as an independent contractor and will have control of the work performed, the manner in which it is performed and the selection or changing of the assigned presenter unless expressly contracted otherwise herein. The Company is not an agent or employee of the Client and is not entitled to participate in any benefits provided by the Client.
3. The Company and Client will comply with all applicable federal, state and local laws in regard to nondiscrimination in employment based on race, color, ancestry, national origin, religion, gender, marital status, age, medical condition, handicap or other prohibited basis.
4. The parties represent that neither has an interest which would conflict in any manner with its ability to perform its obligations under this Agreement.
5. The Company warrants that all services performed hereunder are in accordance with generally accepted professional practices and standards.
6. No dates for services or presenters will be confirmed or assigned by the Company prior to receipt of the deposit specified herein.
7. A late fee will be assessed by the Company on all outstanding balances owed by the Client subsequent to the performance of the services described herein as follows: 10% on all outstanding balances 31-60 days past due; 15% on all outstanding balances 61-90 days past due; and 20% on all outstanding balances 91 or more days past due.
8. The Agreement may be terminated by either party with 30 days prior written notice. Should the Agreement be terminated by the Company any monies remitted will be refunded in full. Should the Client terminate the Agreement, the deposit will be refunded per the following schedule: 0-30 days, 0% refund; 31-60 days, 25% refund; 61-90 days, 50% refund; and 91 or more days, 75% refund.
9. In the event of a weather or emergency related postponement of services the deposit is nonrefundable but will be credited toward a new date if the services are rescheduled within six months of the original contract date. The Client is responsible for additional travel expenses incurred due to rescheduling. Upon cancellation, if no monies have exchanged hands the client is responsible for travel expenses incurred.
10. A \$25.00 shipping surcharge will be added to all international shipments.
11. The Company reserves the right to have guests attend the contracted services.
12. Each party agrees to defend, indemnify and hold harmless the other party, its Board, officers, agents and employees, individually and collectively, from and against costs, claims, demands, suits, actions, payments and judgments, including legal and attorney fees, arising from personal or bodily injuries, property damage or other actions, however caused, brought or recovered against any of the above that may arise for any reason from or during or alleged to be caused by the performance of the scheduled services.
13. The Company agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement.
14. The laws of the state of ~~Arizona~~ govern this Agreement. Any adjudication of this Agreement will be in the state or federal court in ~~Arizona~~.
15. Rachel's Challenge is a non-political, non-religious, non-profit organization and program. The services provided to the Client and all related materials including, but not limited to, audio, video, images, Rachel's name, slogans, quotes, writings, posters and any other related deliverables are owned by the Company and may not be used outside the terms and conditions of this Agreement without the written consent of a duly authorized officer of the Company.
16. The Contract Documents are intended as the final expression of the Agreement between the parties and supersede any other agreements between the parties either written or oral. No modification of this Agreement will be effective unless and until it is evidenced in writing and signed by both parties.

Initial: ____/____

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: September 22, 2011 Information
 AGENDA ITEM: *Acceptance of the John C. Lincoln Health Foundation Grant in the Amount of \$4,947.00 and the Arizona Department of Education Grant in the Amount of \$12,000.00 1st Reading
 INITIATED BY: Dr. Steve Murosky, Director of Academic Support Programs SUBMITTED BY: Dr. Steve Murosky, Director of Academic Support Programs
 PRESENTER AT GOVERNING BOARD MEETING: Dr. Steve Murosky, Director of Academic Support Programs
 GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

SUPPORTING DATA

Funding Source: Grants
 Budgeted: Yes

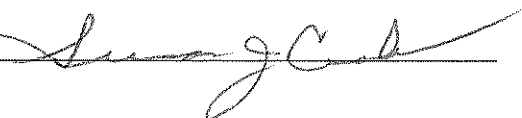
In accordance with Board policy, the Governing Board is advised that the following grant has been received in support of Washington Elementary School District students, parents, and staff.

Funder	Location	Amount	Purpose
John C. Lincoln Health Foundation	Desert View Elementary (N)	\$4,947.00	After-school enrichment classes
Arizona Department of Education 21 st Century Community Learning Center Unit	Shaw Butte Elementary (N)	\$12,000.00	After-school and summer STEM program

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of the John C. Lincoln Health Foundation grant in the amount of \$4,947.00 and the Arizona Department of Education grant in the amount of \$12,000 and authorize the Superintendent to execute all necessary documents.

Superintendent



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

Agenda Item *I.L.M.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: September 22, 2011 Information
AGENDA ITEM: *First Reading of Proposed Amended Board Policy BK – School Board Memberships 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

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

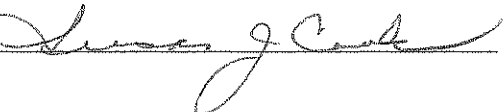
As a result of statutory changes enacted by the Legislature in HB 2002, ASBA Policy Services has recommended that Policy BK – School Board Memberships be amended to reflect the changes in the law. The recommended changes conform to new statutory provisions that prohibit a school district from spending monies for membership in an association that attempts to influence the outcome of an election. This prohibition does not affect lobbying activities.

These recommended changes have been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy BK – School Board Memberships.

Superintendent



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

Agenda Item *II.N.

SCHOOL BOARD MEMBERSHIPS

The Board shall annually review membership in such local, state, regional, and national school boards associations and other organizations and determine which shall be joined to promote improved Board service. Individual memberships in associations or organizations will be determined by the Board on a case by case basis.

The District shall not spend monies for memberships in an association that attempts to influence the outcome of an election, as determined by state and federal laws.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-342
 15-511

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: September 22, 2011 Information
AGENDA ITEM: *First Reading of Proposed Amended Board Policy CBA – Qualifications and Duties of the Superintendent 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

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

As a result of statutory changes enacted by the Legislature in SB 1141, ASBA Policy Services has recommended that Policy CBA – Qualifications and Duties of the Superintendent be amended to reflect the changes in the law. The recommended changes conform to new statutory provisions that impose a duty on the Superintendent to require and maintain verifiable documentation of residency in Arizona for pupils who enroll in the school district.

These recommended changes have been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy CBA – Qualifications and Duties of the Superintendent.

Superintendent 

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

Agenda Item *II.O.

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

(Performance Responsibilities)

The Superintendent shall have appropriate certification. Further, the Superintendent shall supervise, either directly or through delegation, all activities and all personnel of the school system according to the laws of the state of Arizona, rules of the Arizona State Board of Education, and adopted policies of the Governing Board.

The Superintendent is the District's chief executive officer and the administrative head of all divisions and departments of the school system. It is the Superintendent's duty to administer the policies of the Board and to provide leadership for the entire school system. The Superintendent is the professional consultant to the Board and, in this capacity, makes recommendations to the Board for changes in Board policies and the educational program.

The Superintendent provides the initiative and the technical guidance for the improvement of the total program of the school system. The delegation of authority for the operation of the various functions of the school system is one of the Superintendent's duties. The Superintendent is, however, responsible to the Board for all functions of the District, including those listed below.

Education:

- Administers the development, coordination, maintenance, and evaluation of the educational program, including the special education program.
- Supervises methods of teaching, supervision, and administration in effect in the schools.
- Keeps informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means.
- Keeps the public informed about modern education practices, educational trends, and the policies, practices, and problems in the District schools.

Management:

- Ensures that all activities of the District are conducted in accordance with the laws of the state of Arizona, the regulations of the Arizona Board of Education, and the policies of the Governing Board.
- Assumes responsibility for the overall financial planning of the District and for the preparation of the annual budget, and submits it to the Board for review and approval.
- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.
- Maintains or has maintained adequate records for the schools, including ~~financial accounts; business and property records; and personnel, school population, and scholastic records.~~ **but not limited to:**
 - **financial accounts,**
 - **business and property records,**
 - **personnel,**
 - **school population,**
 - **student records including verifiable documentation of each student's residency in this state in accordance with guidelines and forms adopted by the Arizona Department of Education, and**
 - **scholastic records.**
- Provides suitable instructions and regulations to govern the maintenance of District properties.
- Provides suitable instructions and regulations to govern the safety and transportation of students.
- Assumes responsibility for the use of buildings and grounds.

- Recommends the locations and sizes of new school sites and of additions to existing sites; the locations and sizes of new buildings; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the District.
- Oversees the processing and submission of required reports.
- Interprets the budget and finances to the community.
- Remains current on new legislation and implements laws to the best advantage of the District.

Governing Board:

- Attends and participates in all meetings of the Board and its committees, except when excused by the Board.
- Takes prompt action to implement all directives of the Board.
- Advises the Board on the need for new and/or revised policies.
- Provides timely advice to the Board on the implication of changes in statutes or regulations affecting education.
- Informs and advises the Board about programs, practices, and problems of the schools, and keeps the Board informed of the activities operating under the Board's authority.
- Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such facts, objective information, and reports as are needed to ensure the making of informed decisions.
- Develops and implements rules and regulations in keeping with Board policy.
- Acts as chief public relations agent for the District.

- Acts on own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy guidance in the future.

Personnel:

- Recommends to the Board the appointment or dismissal of all employees of the District.
- Ensures that all employees are evaluated in accordance with the schedule established by the Board.
- Determines assignments, defines the duties, and coordinates and directs the work of all employees of the District.
- Recommends all promotions, demotions, and salary changes to the Board.
- Communicates to all employees all actions of the Board relating to personnel matters, and receives from employees all communications to be made to the Board.

The Superintendent shall have a valid fingerprint card issued pursuant to A.R.S. 41-1758.03.

Adopted: February 11, 2010

LEGAL REF.: A.R.S. 15-503
15-802
38-201
41-1758
A.A.C. R7-2-603

CROSS REF.: CBI – Evaluation of Superintendent

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:	September 22, 2011	<u> X </u>	1st Reading
AGENDA ITEM:	<u>*First Reading of Proposed Amended Board Policy JEB – Entrance Age Requirements</u>		
INITIATED BY:	<u>D. Rex Shumway, Legal Counsel</u>	SUBMITTED BY:	<u>D. Rex Shumway, Legal Counsel</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>D. Rex Shumway, Legal Counsel</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BGF</u>		

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

As a result of statutory changes enacted by the Legislature, ASBA Policy Services has recommended that Policy JEB – Entrance Age Requirements be amended to reflect the changes in the law. The recommended changes conform to new statutory provisions (A.R.S. 15-821) that enables a school district to receive a portion of basic state aid when a child who has not reached the age of five (5) before September 1 is admitted to a kindergarten program, but does not remain enrolled, and then returns to kindergarten in the subsequent year.

These recommended changes have been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy JEB – Entrance Age Requirements.

Superintendent 

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

Agenda Item *II.P.

ENTRANCE AGE REQUIREMENTS

Special Preschool

A child evaluated and recommended for special services for a disability in accord with statute, and who has reached the third (3rd) birthday, may be admitted to preschool. If otherwise eligible, the District may admit a child who is within ninety (90) days of reaching age three (3) years if it is determined to be in the best interest of the individual. The Superintendent shall make such determination based upon one (1) or more consultations with parent(s), guardian(s), the child, and the multidisciplinary placement team.

Kindergarten and First Grade

For admission to kindergarten, children must be five (5) years of age prior to September 1 of the current school year. If a full-day kindergarten is provided, the parent of a student eligible for full-day kindergarten shall be offered the opportunity to choose either a half-day or a full-day kindergarten program. The District shall provide an academically meaningful half-day kindergarten program in each District school where the half-day student enrollment is sufficient to fill a class with approximately the same number of students as the District-wide kindergarten classroom average.

Children may be admitted to first grade who are six (6) years of age, or shall be deemed six (6) years of age if they reach such age prior to September 1 of the current school year.

The Board may admit children who have not reached the required age as prescribed above if it is determined to be in the best interest of the children, and such children must reach the required age of five (5) for kindergarten and six (6) for first grade by January 1 of the current school year.

For a child who has not reached six (6) years of age (five [5] for kindergarten) by September, the determination of whether to admit shall be based upon one (1) or more consultations with the parent(s) or guardian(s), the child, the teacher, the school principal, and/or professional consultants.

When a child who has not reached age five (5) prior to September 1 was admitted for early enrollment in kindergarten, and the child is ~~readmitted to~~ **then repeats** kindergarten in the following year, the District is not eligible to receive basic state

aid for the child's second year. When a child who has not reached age five (5) prior to September 1 was admitted for early enrollment in kindergarten but does not remain enrolled, the District may receive a portion of basic state aid on behalf of that child in the subsequent year. The District may charge tuition for the second year of kindergarten enrollment any child who is ineligible for basic state aid pursuant to A.R.S. 15-821.

Adopted: April 28, 2011

LEGAL REF.:	A.R.S.	15-701	15-771
		15-701.01	15-821
		15-703	15-901
		15-766	15-901.02
		15-767	
	A.A.C.	R7-2-301	

CROSS REF.: JF – Student Admissions
JHD – Exclusions and Exemptions from School Attendance
JLC – Student Health Services and Requirements

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:	September 22, 2011	<u> X </u>	1st Reading
AGENDA ITEM:	<u>*First Reading of Proposed Amended Board Policies JFAA – Admission of Resident Students and JFAB – Tuition/Admission of Nonresident Students</u>		
INITIATED BY:	<u>D. Rex Shumway, Legal Counsel</u>	SUBMITTED BY:	<u>D. Rex Shumway, Legal Counsel</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>D. Rex Shumway, Legal Counsel</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BGF</u>		

SUPPORTING DATA


Funding Source: N/A
Budgeted: N/A

As a result of statutory changes enacted by the Legislature in SB 1142, it is necessary to amend JFAA – Admission of Resident Students and JFAB – Tuition/Admission of Nonresident Students to reflect the changes in A.R.S. 15-802. The recommended changes conform to new statutory provisions that require school districts to require and maintain verifiable documentation of Arizona residency for students who enroll in the school district. Specifically, the new provisions require the District to comply with forms and guidelines developed by the Arizona Department of Education (ADE) regarding the documentation that is acceptable for verification of residency. Although ADE has not formally published the specific forms, they have released a list of acceptable documentation. Based on the information provided to date, appropriate forms have been developed and the schools have used these forms since the start of the school year.

These recommended changes have been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policies JFAA – Admission of Resident Students and JFAB – Tuition/Admission of Nonresident Students.

Superintendent 

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

Agenda Item *II.Q.

ADMISSION OF RESIDENT STUDENTS

A student who is a resident of the District and who meets the applicable age requirements established by state law shall be admitted without payment of tuition to the school in the attendance area in which the student resides and may be admitted as a resident transfer student to another school in the District in accordance with the District's open enrollment policy.

The following students are residents of the District:

- A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the District.
- A student who is an emancipated minor and whose place of residence is in the District. When determining whether a minor is emancipated, the Superintendent will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.
- A student who is 18 years of age or older and whose place of residence is in the District.
- A student who is homeless, and who attended a school in the District at the time of becoming homeless.

Residency Verification

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the District. ~~Such evidence of residency may include, without limitation, landlord-tenant agreements, rent receipts, and receipts for utility payments~~ **In accordance with guidelines and forms adopted by the Arizona Department of Education, the District shall require and maintain verifiable documentation of residency in the State of Arizona for pupils who enroll in the District.**

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-816
15-821
15-824
42 U.S.C. 11301, McKinny-Vento Homeless Assistance Act
of 2001

CROSS REF.: IKEB – Acceleration
JFAB – Admission of Nonresident Students
JFABD – Admission of Homeless Students
JFB – Open Enrollment
JG – Assignment of Students to Classes and Grade Levels
JLCB – Immunizations of Students
JLH – Missing Students
JR – Student Records
JRCA – Request for Transfer of Records

TUITION / ADMISSION OF NONRESIDENT STUDENTS

For purposes of open enrollment, a "nonresident pupil" means a student who resides in this state and who is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides. A student who is not a resident of the District, but is a resident of Arizona who meets the age and other requirements for open enrollment established by state law and District policy, shall be admitted to a school without payment of tuition.

A student shall also be admitted to a school *without tuition* payment, if:

- The student is the child of a United States resident who is not a resident of Arizona, if this is in the best interest of the student and the student is placed with a relative per A.R.S. 15-823 and the placement is not to avoid tuition payment.
- The Student is a resident of the United States and evidence indicates that because the parents are homeless or the child is abandoned, as defined in A.R.S. 8-201, the child's physical, mental, moral or emotional health is best served by placement with a person who does not have legal custody of the child and who is a resident within the school district, unless it is determined that the placement is solely for the purpose of obtaining an education in this state without payment of tuition.
- The student presents a certificate of educational convenience issued by the County School Superintendent pursuant to A.R.S. 15-825.
- The student is a child of a nonresident teaching or research faculty member of a community college district or state university or a nonresident graduate or undergraduate student of a community college district or state university whose parent's presence at the district or university is of international, national, state, or local benefit.

The District shall admit the following students, *charging tuition* as prescribed in statute:

- The child of an Arizona resident who is not a resident of the District, if the District provides a high school and the student is a resident of an Arizona common school district that is not in a high school district and that does not

offer instruction in the student's grade. Special circumstances may apply in accordance with A.R.S. 15-2041 after three hundred fifty (350) students have been admitted.

- For an Arizona resident who is not a resident of the District, if the district of residence provides only financing for students who are instructed by another school district and for students from a unified district that does not offer instruction in the student's grade.
- A pupil who is issued a certificate of educational convenience to attend school in the School District, or adjoining the school district to that in which the pupil is placed by an agency of this state or a state or federal court of competent jurisdiction, as provided in A.R.S. 15-825.

The District shall admit a pupil who is the resident of a school district that has entered into a voluntary agreement with the District, *charging tuition* as agreed to in accordance with A.R.S. 15-824(E)(3).

The District may admit nonresident foreign exchange students without payment of tuition, or as it may otherwise prescribe.

The District shall not include in its student membership count students who are not Arizona residents. The District is prohibited from obtaining state funding for any student who is not a resident of the state.

“Residence” Defined

The residence of a student is the residence of the person having legal custody of the student, except as provided in A.R.S. 15-823 through A.R.S. 15-825.

Residency of the parent/guardian or surrogate may be determined by showing the individual's presence and intent to remain in the District. ~~Documentation of residency may include, but is not limited to, landlord tenant agreements, rent or lease receipts, and receipts for utility payments.~~ **In accordance with guidelines and forms adopted by the Arizona Department of Education, the District shall require and maintain verifiable documentation of residency in the State of Arizona for pupils who enroll in the District.**

Adopted: June 9, 2011

15-816 through 15-816.07
15-821
15-823 through 15-825
42 U.S.C. 11301, McKinney-Vento Homeless Assistance
Act of 2001

CROSS REF.: IKEB – Acceleration
 JFABD – Admission of Homeless Students
 JFB – Open Enrollment
 JG – Assignment of Students to Classes and Grade Levels
 JLCB – Immunizations of Students
 JLH – Missing Students
 JR – Student Records
 JRCA – Request for Transfer of Records

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 Information
 DATE: September 22, 2011 X 1st Reading

AGENDA ITEM: *First Reading of Proposed Amended Board Policies GBAB – Medical Marijuana Standards and Conditions for Employees, GBECA – Nonmedical Use or Abuse of Drugs or Alcohol, KF – Community Use of School Facilities, KFA – Public Conduct on School Property and KFAA – Smoking on School Premises at Public Functions

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

SUPPORTING DATA

Funding Source: N/A
 Budgeted: N/A


As a result of statutory changes enacted through the passage of Proposition 203, The Arizona Medical Marijuana Act, ASBA Policy Services has recommended the creation of Policy GBAB – Medical Marijuana Standards and Conditions for Employees, and the amendment of GBECA – Nonmedical Use or Abuse of Drugs or Alcohol, KF – Community Use of School Facilities, KFA – Public Conduct on School Property and KFAA – Smoking on School Premises at Public Functions to reflect the changes in the law. The recommended changes conform to new statutory provisions that prescribe the mandatory, permissive, and restrictive laws pertinent to qualified cardholder patients, caregivers, and nonprofit medical marijuana dispensary agents, as well as the employment of qualified cardholders, the policies and rules applicable to district employees and student personnel, public conduct on school property, and the use of school facilities by the community. Because the changes to these Policies are interrelated, the proposed changes are being considered in a single Agenda item.

Specifically, while generally an employer may not discriminate against a person in hiring, termination or imposing any term or condition of employment or otherwise penalize a person solely because a person is a qualified cardholder patient and tests positively for marijuana, action may be taken if a person uses, possesses or is impaired by marijuana on the premises of the place of employment or during the hours of employment.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policies GBAB – Medical Marijuana Standards and Conditions for Employees, GBECA – Nonmedical Use or Abuse of Drugs or Alcohol, KF – Community Use of School Facilities, KFA – Public Conduct on School Property and KFAA – Smoking on School Premises at Public Functions.

Superintendent



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

Agenda Item *II.R.

Additionally, consistent with A.R.S. 15-802, the changes provide that no person is authorized to engage in:

- undertaking any task under the influence of marijuana that would constitute negligence or professional malpractice,
- possessing or engaging in the medical use of marijuana,
 - on a school bus,
 - on the grounds of any preschool, elementary school or secondary school,
- smoking marijuana,
 - on any form of public transportation, or
 - in any public place,
- operating, navigating or being in actual physical control of any motor vehicle, aircraft or motorboat while under the influence of marijuana,
 - except that a registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.
- using marijuana in any manner not authorized by Chapter 28.1 of Arizona Revised Statutes Title 36.

The District does not allow the ingestion of marijuana in any workplace,

- except that a registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.

While performing any duty in the capacity of a District employee, an employee may be disciplined, up to and including suspension or termination, for ingesting marijuana in the workplace or working under the influence of marijuana.

These recommended changes have been reviewed by District Legal Counsel.

**MEDICAL MARIJUANA STANDARDS
AND CONDITIONS FOR EMPLOYEES**

For the purpose of this policy, pursuant to Arizona Revised Statutes (A.R.S.) 36-2801, a qualified medical marijuana cardholder means:

- a qualifying patient,
- a designated caregiver, or
- a nonprofit medical marijuana dispensary agent

who has an identification card issued by the Arizona Department of Health Services related to the medical use of marijuana to treat or alleviate an individual's debilitating medical condition or symptoms associated with the debilitating medical condition.

Unless the District would lose a monetary or licensing related benefit under federal law or regulations, the School District may not discriminate against a person in hiring, termination or imposing any term or condition of employment or otherwise penalize a person solely:

- on the basis of the person's status as a medical marijuana cardholder,
or
- for a positive test for marijuana components or metabolites,
 - unless the person used, possessed or was impaired by marijuana on the premises of the place of employment or during the hours of employment.

The District shall not be penalized or denied any benefit under state law for employing a registered qualifying patient or a registered designated caregiver. [A.R.S. 36-2811]

Subject to A.R.S. 36-2802, no person is authorized to engage in:

- undertaking any task under the influence of marijuana that would constitute negligence or professional malpractice,

- possessing or engaging in the medical use of marijuana,
 - on a school bus,
 - on the grounds of any preschool, elementary school or secondary school,
- smoking marijuana,
 - on any form of public transportation, or
 - in any public place,
- operating, navigating or being in actual physical control of any motor vehicle, aircraft or motorboat while under the influence of marijuana,
 - except that a registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.
- using marijuana in any manner not authorized by Chapter 28.1 of Arizona Revised Statutes Title 36.

The District does not allow the ingestion of marijuana in any workplace,

- except that a registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.

While performing any duty in the capacity of a District employee, an employee may be disciplined, up to and including suspension or termination, for ingesting marijuana in the workplace or working under the influence of marijuana.

Wherever inconsistencies of interpretation arise, the law and regulations prevail.

When District officials have a reasonable belief an employee may be under the influence, in possession of or distributing marijuana in a manner not authorized by the medical marijuana statutes, law enforcement authorities will be informed.

Adopted:

LEGAL REF.: A.R.S. 13-3401
 13-3405
 13-3411
 15-342
 15-512
 15-546
 36-2801 et seq., Arizona Medical Marijuana Act

CROSS REF.: EEAEAA – Drug and Alcohol Testing of Transportation
 Employees
 GBEB – Staff Conduct
 GBEC – Drug-Free Workplace
 GBECA – Nonmedical Use or Abuse of Drugs or Alcohol

NONMEDICAL USE OR ABUSE OF DRUGS OR ALCOHOL

The District's posture in dealing with employees who engage in the nonmedical use of drugs and/or the abuse of alcohol is to be one of constructive confrontation in a supportive environment and supportive relationship. This approach is based on the following premises:

- Each employee is responsible for the employee's own actions.
- Each employee is a role model for students.
- Each employee who seeks help is to be given the opportunity to do so in a supportive environment.
- The District shall not ignore employee problems.
- Constructive confrontation will be utilized to make employees aware of opportunities and choices for help.
- Efforts to maintain confidentiality will be made by the District.
- Outside referrals to nonschool personnel will be provided to employees who indicate an interest. Information about coverage included in the District's health insurance plan will be provided.
- Employees will be required to provide information on progress in dealing with problems.
- Supervisory staff members will receive orientation on methods of constructive confrontation.
- Opportunities for self-referral will be provided.
- As recommended by outside professional sources, the District will consider support to an employee during reentry into the workplace.

- The District's right to intervene is based on (1) a basic concern for the health and welfare of the persons whom it employs and (2) the right to expect quality job performance.
- School employees are human and should not be considered any less vulnerable or immune to human stress than any other person.
- In spite of the above, school employees whose nonmedical use of drugs or use of alcohol endangers the health and safety of students or other employees will be dealt with according to the District's discipline policy.

Employee Drug Use or Abuse

The nonmedical possession or use or abuse of drugs and/or use of alcohol is forbidden on school property or at school-sponsored activities away from school property. Employees determined to be in possession of, using, or abusing drugs or using alcohol shall be reported immediately to the principal or other person in charge. The Superintendent shall be notified immediately.

The Superintendent will conduct an investigation in consultation with legal counsel as necessary. If the investigation shows sufficient evidence to suggest that the employee was involved with distribution or otherwise in violation of the law, law enforcement authorities shall be notified. If the results of the investigation show that the employee's actions endangered the health and/or safety of students or other employees, the Superintendent shall take disciplinary action in accordance with existing policies and statutes. If the results of the investigation suggest that the employee be provided options under the provisions of this policy, the Superintendent shall ensure that such options will be provided to the employee as appropriate.

Medical Marijuana

The District may not discriminate against a person in hiring, termination or imposition of any term or condition of employment or otherwise penalize a person on the basis of:

- **The person's status as an eligible medical marijuana cardholder, or**
- **As a registered qualifying patient, having a positive drug test for marijuana components or metabolites, unless the person used, possessed**

or was impaired by marijuana on District premises or during the person's hours of employment with the District,

unless a failure to do so would cause the District to lose a monetary or licensing related benefit under federal law or regulations.

The Arizona Medical Marijuana Act does not authorize any person to engage in the following conduct:

- Undertaking any task under the influence of marijuana that would constitute negligence or professional malpractice.
- Possessing or engaging in the medical use of marijuana:
 - On a school bus.
 - On the grounds of any preschool or primary or secondary school.
- Smoking marijuana:
 - On any form of public transportation.
 - In any public place.
- Operating, navigating or being in actual physical control of any motor vehicle, aircraft or motorboat while under the influence of marijuana, except that a registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.
- Using marijuana in any manner other than as authorized by the Arizona Medical Marijuana Act.

Adopted: ~~March 13, 2008~~

LEGAL REF.: A.R.S. 13-2911
13-3401 *et seq.*
15-341
23-493

23-493.03

36-2801 et seq.

41 U.S.C. 702, Drug-free workplace requirements for
Federal grant recipients.

34 C.F.R. Part 84

CROSS REF.: EEAEAA – Drug and Alcohol Testing of Transportation
Employees

**GBAB – Medical Marijuana Standards and Conditions for
Employees**

COMMUNITY USE OF SCHOOL FACILITIES

Leasing (renting)

School facilities and property may be leased to extended day resource programs and any person, group or organization, including District employees *who use facilities for non-school purpose*, for any lawful purpose in the interest of the community.

A reasonable use fee shall be charged for the lease of school facilities and property and this fee may be offset by goods contributed or services rendered by the lessee. "Reasonable use fee" means an amount that is at least equal to the cost for utilities, services, supplies or personnel provided to the lessee pursuant to the terms of the lease.

Uncompensated Use

The Superintendent may permit the uncompensated use of facilities and property by any school related group, including student political organizations, neighborhood groups, or by any organization whose membership is open to the public and whose activities promote the educational function of the District. "Education function" means uses that are directly related to the educational mission of the District as adopted by the Board and includes the educational mission related uses of parent - teacher organizations, youth organizations, neighborhood groups, and school employee organizations. Use of facilities or property by organizations indicated above that will require a substantial District cost for utilities, services, supplies and/or personnel may be permitted only if goods contributed, services rendered or payments are made to reimburse these costs to the District.

The vision, mission, and values of the District are found in section A of the policy manual (see cross referenced policies below). The vision, mission, and values of the District and the group's or organization's promotion of the educational function through the activity, as interpreted by the Superintendent in good faith, will be the basis upon which uncompensated use of District facilities and property shall be approved or denied.

The Superintendent shall annually inform the Board of all instances where uncompensated use of facilities and property is granted and the rationale for the exception.

Generally

The Superintendent shall annually recommend a fee schedule to the Board for the lease of school property and such schedule shall include a procedure for determining the value of goods and services being provided as compensation for the use of school property as defined in the Community Use of School Facilities pamphlet. The schedule shall include a designation of those groups whose activities promote the educational function of the School District as determined in good faith by the Superintendent and presented for Board review.

Property not associated with the use of facilities is covered in section E of the policy manual (see cross referenced policies below). The District will use its best efforts to avoid conflicts with approved use of the facilities and property but no lease or use provision shall be effective if the administrator of the facility finds that it would cause delay, cancellation, or rescheduling of a school-sponsored activity.

Proof of liability insurance shall be required for the use or lease of school property pursuant to A.R.S. 15-1105.

The Superintendent shall establish such rules and regulations as are needed to implement this policy as well as to assure the preservation of District property.

The lessee of school facilities must affirm knowledge of and enforce the requirements and restrictions set out in Chapter 28.1 of A.R.S. Title 36 related to medical marijuana.

The lessee of school facilities to be used for athletic activities must confirm knowledge of and compliance with the requirements and restrictions for such use as set out in Board Policy JJIB.

Adopted: ~~August 23, 2007~~

LEGAL REF.: A.R.S. 15-511
15-1105
15-1141-15-1143
16-411

36-2801 et seq., Arizona Medical Marijuana Act

CROSS REF.: A – District Mission and Belief Statement
 AC – Non-discrimination / Equal Opportunity
 EDC – Authorized Use of School-owned Materials and
 Equipment
 **KFA – Public Conduct on School Property During Public
 Events**

PUBLIC CONDUCT ON SCHOOL PROPERTY

No person shall engage in conduct that may cause interference with or disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of an educational institution by either:
 - Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.
 - Threatening to cause damage to the District, the property of the District, or the property of any person attending the District.
- Intentionally or knowingly entering or remaining on the property of an educational institution for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the Superintendent or a person designated to maintain order.

The above identified acts need not be directed at a specific individual, the District, or specific property of the District to constitute a violation of this policy.

Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. 13-2911.

A person may also interfere with or disrupt the District function by committing any of the following:

WASHINGTON ELEMENTARY DISTRICT NO. 6

9/22/11

Page 1 of 4

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by this Board.
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the District or at supervised functions sponsored by the District.
- Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on District property or at school-sponsored functions.
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of District officials or of District security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.
- Knowing violation of a District rule and regulation. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.
- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

Additional Requirements of the General Public

The definition of *general public* is anyone who does not come under the definition of student, faculty member, staff member, or employee.

- No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without approval by the principal or the principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the Superintendent or the Superintendent's authorized representative.
- Any member of the general public considered by the Superintendent, or a person authorized by the Superintendent, to be in violation of these rules shall be instructed to leave the property of the District. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.
- Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the facility.
- The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit.
- **No person shall, except as authorized by A.R.S. 36-2802 et seq.:**
 - **possess or engage in the medical use of marijuana,**
 - ▲ **on a school bus, or**
 - ▲ **on the grounds of any preschool, elementary school or secondary school,**
 - **smoke marijuana,**
 - ▲ **on any form of public transportation, or**
 - ▲ **in any public place,**

- operate, navigate or be in actual physical control of any motor vehicle, aircraft or motorboat while under the influence of marijuana,
 - ▲ except that a registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 13-2905
 13-2911
 13-3102
 15-341
 15-507
 36-802
 36-2801 et seq.

CROSS REF.: GEBE – Staff Conduct
 GCQF/GDQD – Discipline, Suspension, and Dismissal of
 Professional/Support Staff Members
 JIC – Student Conduct
 JK – Student Discipline
 KFAA – Smoking on School Premises at Public Functions

SMOKING ON SCHOOL PREMISES AT PUBLIC FUNCTIONS

The possession or use of tobacco products is prohibited in the following locations:

- School grounds.
- School buildings.
- School parking lots.
- School playing fields.
- School buses and other District vehicles.
- Off-campus school-sponsored events.

Under the provisions of A.R.S. 36-798.03, a person who violates the prohibition is guilty of committing a petty offense.

The prohibitions do not apply to an adult when possession or use of the tobacco products are for demonstration purposes as a necessary instructional component of a tobacco prevention or cessation program that is:

- Approved by the school.
- Established in accord with Arizona Revised Statute 15-712.

No person shall smoke marijuana in any public place.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 13-3622
 15-341
 15-712
 36-2802
 36-798.03
 20 U.S.C. 6083
 20 U.S.C. 7181

20 U.S.C. 7183

CROSS REF.: GBED – Smoking by Staff Members
JICG – Tobacco Use by Students
KFA – Public Conduct on School Property

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent X Discussion
 DATE: September 22, 2011 Information
 AGENDA ITEM: Growing Arroyo Committee Recommendation 1st Reading
 INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
 PRESENTER AT GOVERNING BOARD MEETING: 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

On August 25, 2011, representatives of the Growing Arroyo committee presented an overview of the decision-making process they implemented in their endeavor to increase student enrollment at the school. After conducting extensive research and considering numerous possibilities, the group expressed particular interest in a business/entrepreneurial program that was suggested by Sandy Mendez Benson, a WESD parent and part-time consultant.

The proposed program, Arroyo INC (Integrating New Century Skills), would enable students to learn and apply fundamental business skills as well as critical 21st century skills such as communication, collaboration, critical thinking, creativity and project management. The opportunity to develop and market a product would require and motivate students to enhance their knowledge of STEM (science, technology, engineering and math). Moreover, students would likely be inspired by the successful business community members who would serve as program instructors and mentors.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve introducing Arroyo INC as an optional after-school program for Arroyo 5th and 6th graders during the current (2011-2012) school year.

It is further recommended that the Governing Board approve beginning the process of implementing Arroyo INC as a magnet program in 2012-2013, pending review of the after-school pilot program.

It is further recommended that the Governing Board approve converting Arroyo's grade configuration from K-6 to K-8 during a two-year period beginning with the 2012-2013 school year.

Superintendent



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

Agenda Item III.A.

In order to gain stakeholder input regarding the proposal, committee members conducted a survey of Arroyo parents. More than 160 surveys were completed, and approximately 75 percent of respondents supported each of the three components of the proposal:

1. Introduce Arroyo INC as an optional after-school program for 5th and 6th graders during the current school year;
2. Begin 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, adopt Arroyo INC as Arroyo's magnet school theme;
3. Convert Arroyo's grade configuration from K-6 to K-8 during a two-year period beginning with the 2012-2013 school year.

In light of the positive response from parents, and after reviewing the plan's advantages, disadvantages and costs, committee members made a 100 percent consensus decision to recommend the three-part proposal.

Survey results and conclusions will be presented to the Governing Board, and Arroyo Principal Philip Liles, Sandy Mendez Benson and members of the Growing Arroyo committee will be available to answer questions.

Growing Arroyo Decision-making Process – Updated 9/22/2011

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.
 - On August 30, 2011, Arroyo Principal Philip Liles met with a group of WESD principals and District administrators for a roundtable discussion regarding K-8 school configurations in the District.
 - 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.
 - On September 7, a group of committee members met with the principal of Scales Technology Academy and toured the school.
 - Magnet programs and curricular focus programs in other Phoenix metropolitan school districts were scrutinized with an eye for "out-of-the-box" ideas. A recap of findings is included as **Attachment B**.
 - 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 C**.
 - Input from current Arroyo parents was sought via a written survey conducted during the school's Back-to-School Night on August 11, 2011.

Overview of Parent Survey Results:

- One hundred sixty-one surveys were completed by Arroyo parents, representing 226 students at the school.
- Seventy-nine percent of respondents indicated support for piloting Arroyo INC as a voluntary after-school program for 5th and 6th graders during the 2011-2012 school year; three percent expressed opposition to the proposal, while the remaining 18 percent were unsure.
- Seventy-five percent of respondents indicated support for beginning to implement a business/entrepreneurship magnet school (Arroyo INC) at Arroyo during the 2012-2013 school year; two percent expressed opposition to the proposal, while the remaining 23 percent were unsure.
- Seventy-one percent of respondents indicated support for transitioning Arroyo from a K-6 school to a K-8 school over a two-year period beginning in 2012-2013. Eleven percent expressed opposition to the proposal; however, only four percent indicated they would withdraw their child/children if the plan were implemented. The remaining 18 percent of respondents were unsure.

Detailed results of the parent survey are provided in *Attachment D*; further information regarding the Growing Arroyo committee's research may be found in *Attachment E*.

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 time)	May not meet developmental needs of 7 th /8 th graders as well as middle school would
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	
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III. Prepare a cost-benefit analysis/cost assessment of each option.

Option A:

Anticipated Costs for Arroyo INC After-school Program - Spring 2012

Services to be provided to 24 fifth-grade and sixth-grade Arroyo students; students to be divided into six teams of four students each

ITEM	NOTES	FUNDING SOURCE
2 WESD after-school teachers	2 teachers @ \$1,600 = \$3,200 to oversee program and supervise volunteer instructors	21st Century Grant
10 volunteer instructors from the local business community	10 instructors to teach sessions and mentor students; cost to fingerprint/background-check is \$29 per volunteer = \$290	M&O
After-school program curriculum	Currently researching programs such as Junior Achievement, Biz in a Boxx, etc. Alternately, could develop curriculum using available free resources, such as Economic Education Web, Council for Economic Education, MBA Research and Curriculum Center	Possible funding sources: Washington Education Foundation Grant; tax credit; Kiwanis Walk-a-thon proceeds; gifts and donations
6 laptop computers	1 laptop per team; can use mobile laptop cart on location at Arroyo. Alternately, may pursue donated computers or research feasibility of using Title I funds to purchase computers	None required; however, may use Title I, if feasible, and/or gifts and donations
Materials for teams to use in creating product prototypes	Specific needs/costs will be determined based on teams' projects	Possible funding sources: Washington Education Foundation Grant; tax credit; Kiwanis Walk-a-thon proceeds; gifts and donations
Other incidental supplies and materials	Paper, markers, etc.	21st Century Grant

Option B:

Anticipated Expenses for Arroyo INC School-wide Magnet Program

Curriculum - purchase package or develop using available free resources
Marketing the program - advertising, hosting open houses, etc.
Stipend for lead magnet teacher(s)
Professional development for Arroyo staff - entrepreneur curriculum and how to integrate into regular curriculum
Books, materials, supplies, equipment

Option C:

Anticipated Costs for Arroyo K-8 Conversion

Based on projected addition of 50 regular education 7th graders in 2012-2013 and 50 regular education 8th graders in 2013-2014. If proposal is approved by Governing Board, feasibility of establishing 7/8 self-contained special education class at Arroyo will be considered.

Item	Notes	Estimated Additional Cost	If existing resources are used and no READ 180, SMART Boards or construction
Facility modifications	Budgeted - 2010 bond funding renovations scheduled for 2015-2016. School staff is focused on minimal facility changes for the initial transition into K-8.	10,000.00	0.00
Furniture			
Classroom furniture for 4 rooms	Estimated cost for 4 rooms is \$12,656; however, it is anticipated that existing resources may be available to cover at least 2 of the classrooms.	12,656.00	6,328.00
Science lab tables/chairs	There may be existing resources within the District to accommodate this classroom.	8,122.00	
7/8 Library Collection	10 books/student * 100 students * \$20/book	20,000.00	20,000.00
7/8 Textbooks			
7th grade reading textbooks - McDougal Littell (red)	Utilize existing resources: 60 student books and 2 teacher's editions are available	0.00	0.00
8th grade reading textbooks - McDougal Littell (green)	Utilize existing resources: 60 student books and 2 teacher's editions are available	0.00	0.00
7th grade social studies textbooks - U.S. history	Utilize existing resources: 60 student books and 2 teacher's editions are available	0.00	0.00
8th grade social studies textbooks - U.S. history	Utilize existing resources: 60 student books and 2 teacher's editions are available	0.00	0.00
8th grade social studies textbooks - Civics	Utilize existing resources: 60 student books and 2 teacher's editions are available	0.00	0.00
7th grade math textbooks - Course 2	Utilize existing resources: 60 student books, 2 teacher's editions and 2 teacher resource kits are available	0.00	0.00
8th grade math textbooks - Course 3	Utilize existing resources: 60 student books, 2 teacher's editions and 2 teacher resource kits are available	0.00	0.00
7th grade science textbooks - life science	60 student books and 2 teacher's editions	5,100.00	5,100.00
7th grade science textbooks - earth science	60 student books and 2 teacher's editions	5,100.00	5,100.00
8th grade science textbooks - life science	60 student books and 2 teacher's editions	5,100.00	5,100.00
8th grade science textbooks - physical science	60 student books and 2 teacher's editions	5,100.00	5,100.00

Destiny (software tracking system for textbooks) - required for grades 7/8			
License fee		2,800.00	2,800.00
Annual fee		500.00	500.00
Roll of 1,000 bar codes		70.00	70.00
Technology (These costs are estimated and may not be realized if all are not selected in the initial transition.)			
SMART Board (including installation)	Classrooms not yet identified. May be able to utilize existing resources. Estimated cost is for 2 SMART Boards.	7,406.00	0.00
Classroom teacher station	Utilize existing resources to extent possible. May have to purchase at least one station	1,165.00	1,165.00
Materials and supplies	Per student allocation follows students; no additional budget will be given.	0.00	0.00
READ 180			
Equipment for READ 180 classroom	7 computers, color printer	5,092.00	0.00
READ 180 materials and software		35,000.00	0.00
READ 180 staff	1FTE teacher, 0.5 FTE instructional assistant	61,471.00	0.00
Staffing			
Classroom teachers	Net increase of 0.4 FTE	19,988.40	19,988.40
Athletic and extracurricular stipends	Difference between K-6 and K-8 activities offered	8,663.00	8,663.00
Transportation	No additional costs for transportation at this time. If special needs classes are added for grades 7 and 8, additional routes may be necessary.	0.00	0.00
TOTAL		\$ 213,333.40	\$ 79,914.40
Estimated Capital Costs		\$ 123,211.00	\$ 51,263.00
Estimated M&O Costs		\$ 90,122.40	\$ 28,651.40

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 E*.

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

Conclusions:

- Results of the August 2011 Arroyo parent survey indicate strong support for all three options.
 - Seventy-nine percent of respondents support Option A, i.e., introducing Arroyo INC as an optional after-school program for 5th and 6th graders during the current school year. Three percent of respondents oppose this option.

- Seventy-five percent of respondents support Option B, i.e., beginning to integrate Arroyo INC concepts into the regular school curriculum effective with the 2012-2013 school year; upon full, school-wide program implementation in 2013-2014, adopting Arroyo INC as Arroyo's magnet school theme. Two percent of respondents oppose this option.
- Seventy-one percent of respondents support Option C, i.e., converting Arroyo's grade configuration from K-6 to K-8 during a two-year period beginning with the 2012-2013 school year. Eleven percent of respondents oppose this option; however, nearly 64 percent of those opposed would continue to send their children to Arroyo if Option C were implemented.
- There are costs associated with each option; however, allocating resources to implement the proposed plan is a calculated risk. It represents an investment in the school and in the community - - one that will be recouped as Arroyo's enrollment increases.
- With 100 percent consensus, the Growing Arroyo committee is recommending all three options as part of a comprehensive plan.
- Arroyo Principal Philip Liles, members of the Growing Arroyo committee and members of Arroyo's Site Council are committed to vigorously and conscientiously supporting and promoting Governing Board-approved efforts to revitalize the school.

Recommendations:

- It is recommended that the Governing Board approve introducing Arroyo INC as an optional after-school program for Arroyo 5th and 6th graders during the current (2011-2012) school year.
- It is further recommended that the Governing Board approve beginning the process of implementing Arroyo INC as a magnet program in 2012-2013, pending review of the after-school pilot program.
- It is further recommended that the Governing Board approve converting Arroyo's grade configuration from K-6 to K-8 during a two-year period beginning with the 2012-2013 school year.

Next Steps:

The Growing Arroyo committee has been divided into three subcommittees:

- One subcommittee, headed by WESD parent and part-time consultant Sandy Mendez Benson, is focusing on the recommended Arroyo INC after-school program, including infrastructure, logistics, marketing and planning. Since the course will be offered as part of Arroyo's 21st Century program, Director of After-school Programs Kathleen McKeever, as well as Arroyo's 21st Century coordinator and community outreach specialist, are members of this subcommittee.
- The second subcommittee, headed by Arroyo Principal Philip Liles, is concentrating on Arroyo's recommended transition to K-8. Members will address considerations such as facility needs and modifications; staffing; communication with stakeholders; marketing techniques; curriculum and electives; extracurricular activities; discipline and procedures; supplies, materials, furniture and equipment; professional development.

- The third subcommittee, headed by Director of Curriculum Natalie McWhorter, is responsible for curriculum development. The team is initially considering curriculum for the recommended Arroyo INC after-school program; subsequent efforts will focus on curriculum for the proposed Arroyo INC magnet program, as well as effective means of integrating that content into the regular curriculum at each grade level.

If approved by the Governing Board, each of the three recommendations will require a significant marketing component. **Attachment F**, a marketing plan template developed by Magnet Schools of America, will be useful toward that end. Other identified resources include two U.S. Department of Education publications: *Creating Successful Magnet School Programs* (<http://www2.ed.gov/admins/comm/choice/magnet/report.pdf>) and *Creating and Sustaining Successful K-8 Magnet Schools* (http://www.magnet.edu/modules/info/files/files_4cf53bd31d429.pdf).

Arroyo's three-part proposal is clearly ambitious. Members of the Growing Arroyo committee believe that a plan of this magnitude is necessary to effectuate increased enrollment at the school. They are motivated to begin implementing the plan, and with District and community support, they feel confident that impressive results will be realized.

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
Terry Gill	Arroyo 21st Century Community Outreach Coordinator
Greg Grantham	Teacher Volunteer
Penny Hughes	Arroyo 21st Century Coordinator
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

Magnet and/or Specialized Programs in Other School Districts in the Phoenix Metropolitan Area

District	School	Specialized Program Focus
Agua Fria Union High School District	Agua Fria High School	Career and Technical Education Programs, including Allied Health Services, Computer Technology, Law and Public Safety, Construction, Air Force Junior ROTC
Agua Fria Union High School District	Desert Edge High School	Academy of Sports Medicine, Entertainment, Green Technologies
Agua Fria Union High School District	Millennium High School	International Baccalaureate
Alhambra Elementary School District	Alhambra College Preparatory High School	Chartered by Alhambra Education Partnership and operated by Alhambra Education Foundation; opened in August 2009 and closed after the 2010-2011 school year
Alhambra Elementary School District	Alhambra Traditional School	K-8 Traditional
Cave Creek Unified School District	Black Mountain Elementary School	Core Knowledge® School
Cave Creek Unified School District	Cactus Shadows High School	International Baccalaureate
Cave Creek Unified School District	Desert Sun Academy	Core Knowledge® School
Cave Creek Unified School District	Desert Willow Elementary School	World Language Focus, including Spanish Immersion Program
Cave Creek Unified School District	Horseshoe Trails Elementary School	Equestrian Program; has begun process to become an International Baccalaureate Primary Years Program School
Cave Creek Unified School District	Lone Mountain Elementary School	STEM Focus
Cave Creek Unified School District	Sonoran Trails Middle School	World Languages (Spanish, French)
Chandler Unified School District	"STEAM" Academy for the Gifted	Scientific, Technological, Engineering and Mathematical Literacy, Plus the Arts
Chandler Unified School District	Andersen Junior High School	Single Gender Classes; International Baccalaureate Middle Years
Chandler Unified School District	Arizona College Preparatory - Oakland Campus	College Preparatory - Grades 6-8
Chandler Unified School District	Basha High School	Biotechnology School; Project Lead the Way (ASU Engineering Program); ADDA Certified Architecture; Drafting/Design
Chandler Unified School District	Chandler Early College	Concurrent High School and College Courses (Dual Enrollment)
Chandler Unified School District	Chandler High School	International Baccalaureate; Air Force Junior ROTC; Dual Enrollment
Chandler Unified School District	Chandler Traditional Academy - Freedom Campus	Traditional
Chandler Unified School District	Chandler Traditional Academy - Goodman Campus	Traditional
Chandler Unified School District	Chandler Traditional Academy - Independence Campus	Traditional
Chandler Unified School District	Chandler Traditional Academy - Liberty Campus	Traditional
Chandler Unified School District	Hamilton Preparatory	Academic Rigor and Strong Discipline in a Smaller Academic Setting - Grades 7-12
Chandler Unified School District	Humphrey Elementary School	Core Knowledge School®
Chandler Unified School District	Patterson Elementary School	Traditional
Chandler Unified School District	Perry High School	Air Force Junior ROTC; Dual Enrollment
Creighton Elementary School District	Biltmore Preparatory Academy	Traditional; Foreign Language Immersion Program
Creighton Elementary School District	Creighton School	Dual Language
Creighton Elementary School District	William T. Machan School	Dual Language
Deer Valley Unified School District	Anthem School	Aerospace Academy

Deer Valley Unified School District	Barry Goldwater High School	International Baccalaureate; Senior Institute
Deer Valley Unified School District	Bellair School	Core Knowledge® School
Deer Valley Unified School District	Deer Valley eSchool	Online Coursework
Deer Valley Unified School District	Diamond Canyon School	Mandarin Chinese
Deer Valley Unified School District	Esperanza Elementary School	Renaissance Gifted and Music Academy
Deer Valley Unified School District	Gavilan Peak School	Mandarin Chinese
Deer Valley Unified School District	Greenbrier School	Core Knowledge® School
Deer Valley Unified School District	Hillcrest Middle School	Gateway to Technology Academy
Deer Valley Unified School District	Mountain Ridge High School	Project Lead the Way Academy (Engineering)
Deer Valley Unified School District	New River School	Core Knowledge® School
Deer Valley Unified School District	Paseo Hills School	Pre-International Baccalaureate
Deer Valley Unified School District	Sandra Day O'Connor High School	Academy of American Studies
Deer Valley Unified School District	Sierra Verde School	STEM Academy
Dysart Unified School District	Dysart High School	Dual Enrollment; Automotive Technology; Digital Photography; Early Childhood Education; Junior ROTC; Legal Services
Dysart Unified School District	Marley Park Elementary School	Cambridge Academy
Dysart Unified School District	Shadow Ridge High School	Architectural Design; Engineering
Dysart Unified School District	Valley Vista High School	Culinary Arts; Fire Science; Law Enforcement; Public Safety
Dysart Unified School District	Willow Canyon High School	International Baccalaureate' Allied Health Programs; Medical Occupations; Small Business Management
Madison Elementary School District	Madison Park School of Dynamic Interactive Learning	STEM
Madison Elementary School District	Madison Traditional Academy	K-5 Traditional
Mesa Unified School District	Bush Elementary School	Montessori
Mesa Unified School District	Crossroads Focus School	Alternative School - Grades 7-12 (small, supportive academic environment for students "who have struggled in large comprehensive junior highs and high schools)
Mesa Unified School District	Eagleridge Enrichment Program	Enrichment Program for Homeschooled Students - Grades K-8
Mesa Unified School District	East Valley Academy	Alternative High School (small school, small classes, individual attention, accessible teachers, flexible class schedule)
Mesa Unified School District	Franklin at Alma Elementary School	Back-to-Basics (Traditional)
Mesa Unified School District	Franklin East Elementary School	Back-to-Basics (Traditional)
Mesa Unified School District	Franklin Junior High School	Back-to-Basics (Traditional)
Mesa Unified School District	Franklin Northeast Elementary School	Back-to-Basics (Traditional)
Mesa Unified School District	Franklin South Elementary School	Back-to-Basics (Traditional)
Mesa Unified School District	Franklin West Elementary School	Back-to-Basics (Traditional)
Mesa Unified School District	Johnson Elementary School	Montessori
Mesa Unified School District	Mesa Academy for Advanced Studies	International Baccalaureate Middle Years - Grades 4-8 ("academically challenging and socially engaging" program for students who have a strong work ethic and are academically successful)
Mesa Unified School District	Mesa Distance Learning Program	On-line programs for K-6 and 7-12
Mesa Unified School District	Pomeroy Elementary School	Montessori
Mesa Unified School District	Riverview High School	Alternative Achool - Grades 7-12
Mesa Unified School District	SHARP (School Home Adjustment Reinforcement Program) School	Day School Alternative Program for Students with ED, MIMD, MOMD or Autism; Vocational Exploration Program; Sheltered Employment Training Program; Home Education Learning Program
Mesa Unified School District	Summit Base Academy	International Baccalaureate Primary Years - Grades K-6
Mesa Unified School District	Summit Climb Academy	International Baccalaureate Middle Years - Grades 7-8

Mesa Unified School District	Superstition High School	Grades 7-12 (small campus, more personalized attention)
Paradise Valley Unified School District	Boulder Creek Elementary School	Core Knowledge School®
Paradise Valley Unified School District	Campo Bello Elementary School	Core Knowledge School®
Paradise Valley Unified School District	CREST - Center for Research in Engineering, Science and Technology	STEM High School Focusing on Biotechnology, Sustainability and Engineering
Paradise Valley Unified School District	Desert Springs Preparatory Elementary School	Core Knowledge School®
Paradise Valley Unified School District	Eagle Ridge Elementary School	Core Knowledge School®
Paradise Valley Unified School District	Foothills Elementary School	Water and Environmental Quality Emphasis; Biotech Emphasis
Paradise Valley Unified School District	Grayhawk Elementary School	Core Knowledge School®
Paradise Valley Unified School District	Mountain Trail Middle School	Core Knowledge School®
Paradise Valley Unified School District	North Canyon High School	International Baccalaureate
Paradise Valley Unified School District	Pinnacle Peak Elementary School	Core Knowledge School®
Paradise Valley Unified School District	Quail Run Elementary School	International Baccalaureate Primary Years
Paradise Valley Unified School District	Star Tech Center	Career and Tech Education High School
Paradise Valley Unified School District	Sunset Canyon Elementary School	Core Knowledge School®
Paradise Valley Unified School District	Vista Verde Middle School	International Baccalaureate Middle Years
Paradise Valley Unified School District	Wildfire Elementary School	Core Knowledge School®
Peoria Unified School District	Apache Elementary School	Gifted Academy
Peoria Unified School District	Canyon Elementary School	Canyon Leadership Academy
Peoria Unified School District	Copperwood Elementary School	Copperwood Center for Differentiated Instruction
Peoria Unified School District	Desert Harbor Elementary School	Arts Integration
Peoria Unified School District	Foothills Elementary School	Fine Arts Academy
Peoria Unified School District	Heritage Elementary School	Science Math Technology Magnet
Peoria Unified School District	Ironwood High School	International Baccalaureate
Peoria Unified School District	Santa Fe Elementary School	Language Immersion
Peoria Unified School District	Sunrise Mountain High School	University High
Peoria Unified School District	Vistancia Elementary School	Accelerated Academy
Peoria Unified School District	Zuni Hills Elementary School	Traditional School-Within-a-School
Phoenix Union High School District	Alhambra High School	Center for Medical and Health Studies
Phoenix Union High School District	Bioscience High School	Bioscience
Phoenix Union High School District	Carl Hayden Community High School	Center for Computer Studies; Center for Marine/Environmental Science
Phoenix Union High School District	Central High School	Center for International Studies
Phoenix Union High School District	Franklin Police and Fire High School	Public Safety
Phoenix Union High School District	Metro Tech High School	Academic and Career Studies
Phoenix Union High School District	North High School	International Baccalaureate
Phoenix Union High School District	South Mountain High School	Center for Communication Arts; Center for Fine Arts; Center for Law-Related Studies; Center for Performing Arts; Center for Aviation/Aerospace Education
Scottsdale Unified School District	Arcadia High School	Advertising Art; Bio-Tech; Early Childhood Education; Interior Design; Media Communications; Marketing, Management and Entrepreneurship; Web Page Design
Scottsdale Unified School District	Arcadia Neighborhood Learning Center	K-8 Multi-age Classrooms; Project-based Learning
Scottsdale Unified School District	Chaparral High School	Child Development; Computer Programming/Software Development; Culinary Arts; Engineering/Architectural Design; Hospitality/Tourism; Interior Design; Marketing, Management and Entrepreneurship; Web Page Design
Scottsdale Unified School District	Cheyenne Traditional School	K-8 Traditional
Scottsdale Unified School District	Cocopah Middle School	French/Spanish/Mandarin Chinese; Multicultural Exploration

Scottsdale Unified School District	Copper Ridge School	K-8 Foreign Language/Cultural Studies
Scottsdale Unified School District	Coronado High School	Aviation; Computer Programming/Software Development; Education Professions; Early Childhood Education; Web Page Design
Scottsdale Unified School District	Desert Mountain High School	International Baccalaureate; Computer Programming; Criminology; Fashion Design; Dinancial Services; Hospitality; Marketing, Management and Entrepreneurship; sports Marketing; Tech Theatre; WebPage Design
Scottsdale Unified School District	Hohokam Traditional School	K-6 Traditional
Scottsdale Unified School District	Ingleside Middle School	Spanish/Mandarin Chinese
Scottsdale Unified School District	Mohave Middle School	Foreign Language Immersion; STEM
Scottsdale Unified School District	Mountainside Middle School	Spanish/Mandarin Chinese; Health and Family Science
Scottsdale Unified School District	Saguaro High School	Early Childhood Education; Interior Design; Nursing; Math and Science Academy; Marketing, Management and Entrepreneurship; Media Communications; Web Page Design

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*

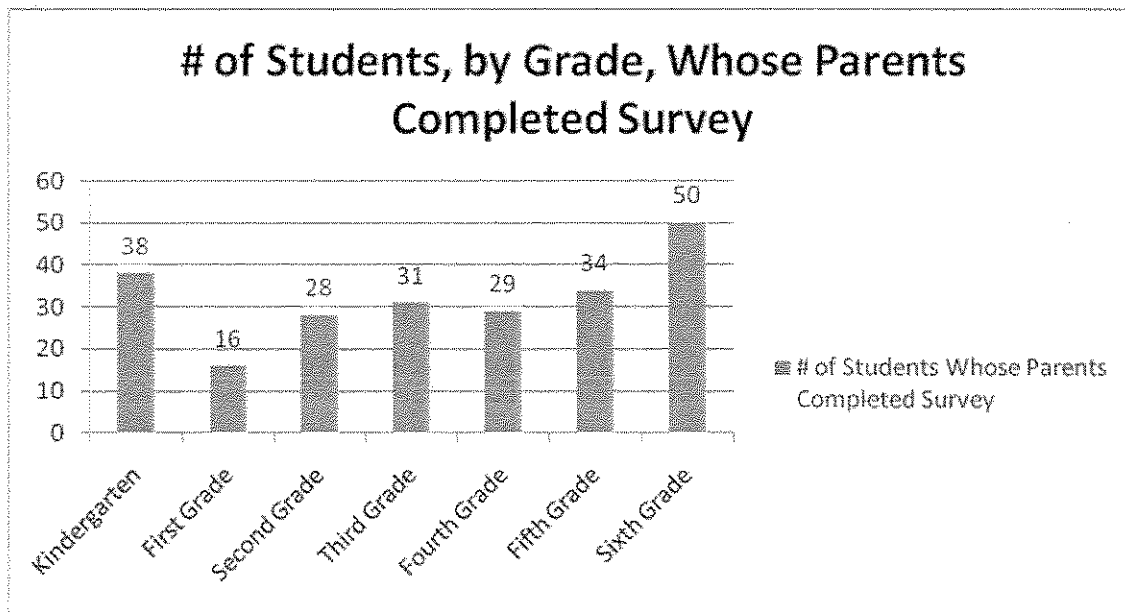
** *"Reaffirming and strengthening America's role as the world's engine of scientific discovery and technological innovation is essential to meeting the challenges of this century. That's why I am committed to making the improvement of STEM education over the next decade a national priority."*

- President Barack Obama, November 23, 2009

ARROYO PARENT SURVEY RESULTS – August 2011

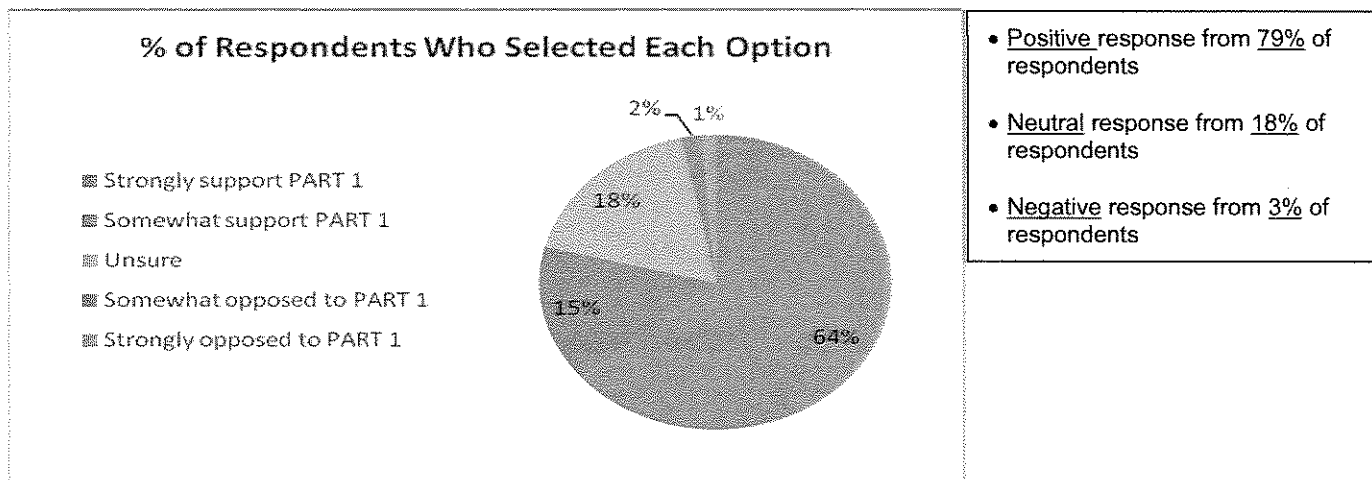
- **PART 1:** Pilot Arroyo INC (Integrating New Century skills) as a voluntary after-school program for 5th and 6th graders during the 2011-2012 school year. ***Please read the attached description of this proposed program before beginning the survey.***
- **PART 2:** If supported by parents, it is proposed that Arroyo begin implementing Arroyo INC as a magnet school during the 2012-2013 school year.
- **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.

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



Question 1: 161 respondents (surveys completed), representing 226 students

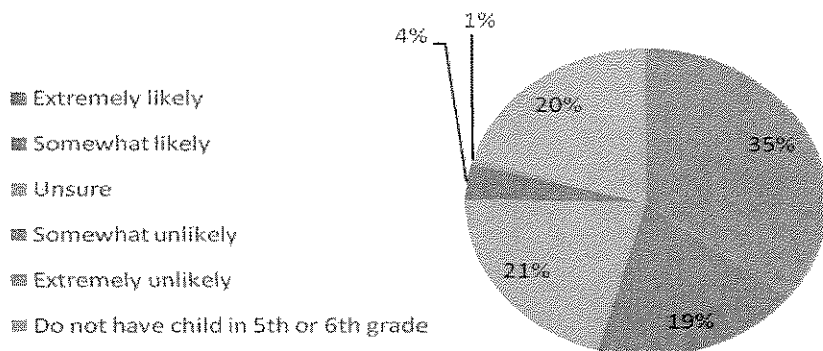
2. To what extent do you support **PART 1** of the proposed plan, i.e., piloting Arroyo INC as a voluntary after-school program for 5th and 6th graders during the 2011-2012 school year?



Question 2: n=157

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?

% of Respondents Who Selected Each Option

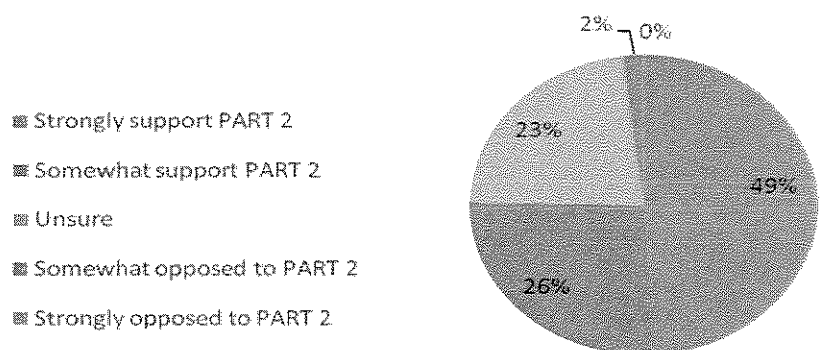


- Positive response from 54% of respondents
- Neutral response from 41% of respondents
- Negative response from 5% of respondents

Question 3: n=158

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?

% of Respondents Who Selected Each Option

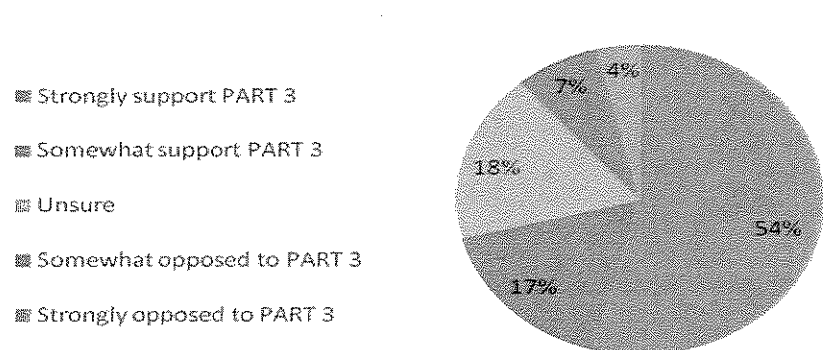


- Positive response from 75% of respondents
- Neutral response from 23% of respondents
- Negative response from 2% of respondents; however, no respondents indicated they would withdraw their child/ children from AR if PART 2 were implemented

Question 4: n=158

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?

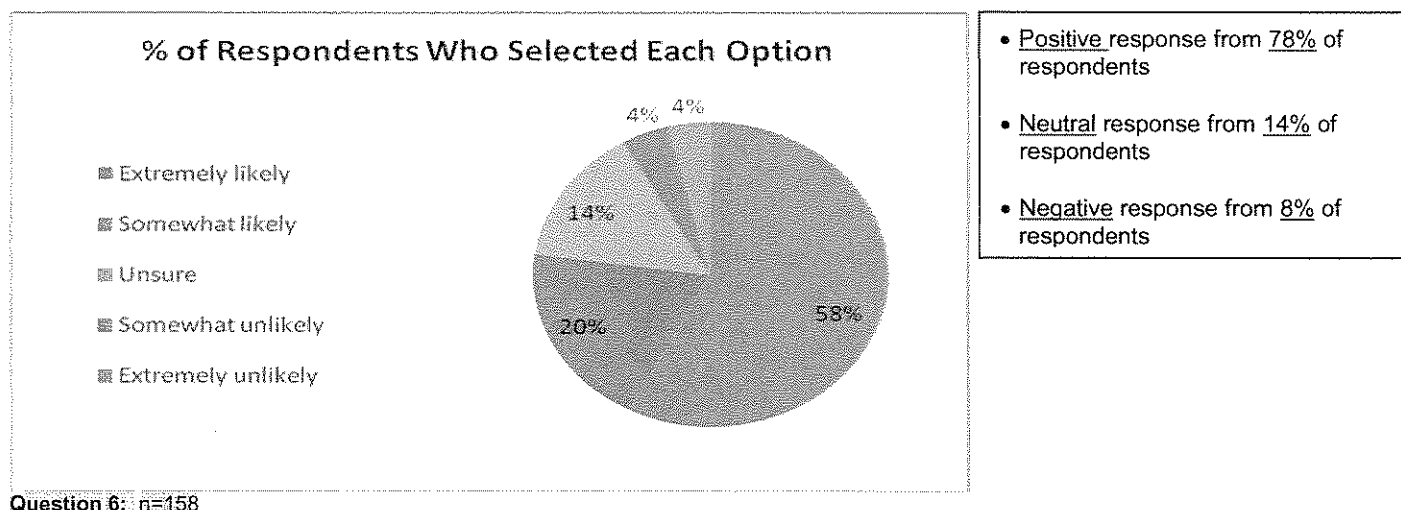
% of Respondents Who Selected Each Option



- Positive response from 71% of respondents
- Neutral response from 18% of respondents
- Negative response from 11% of respondents; however, only 4% of total respondents indicated they would withdraw their child/children from AR if PART 3 were implemented

Question 5: n=159

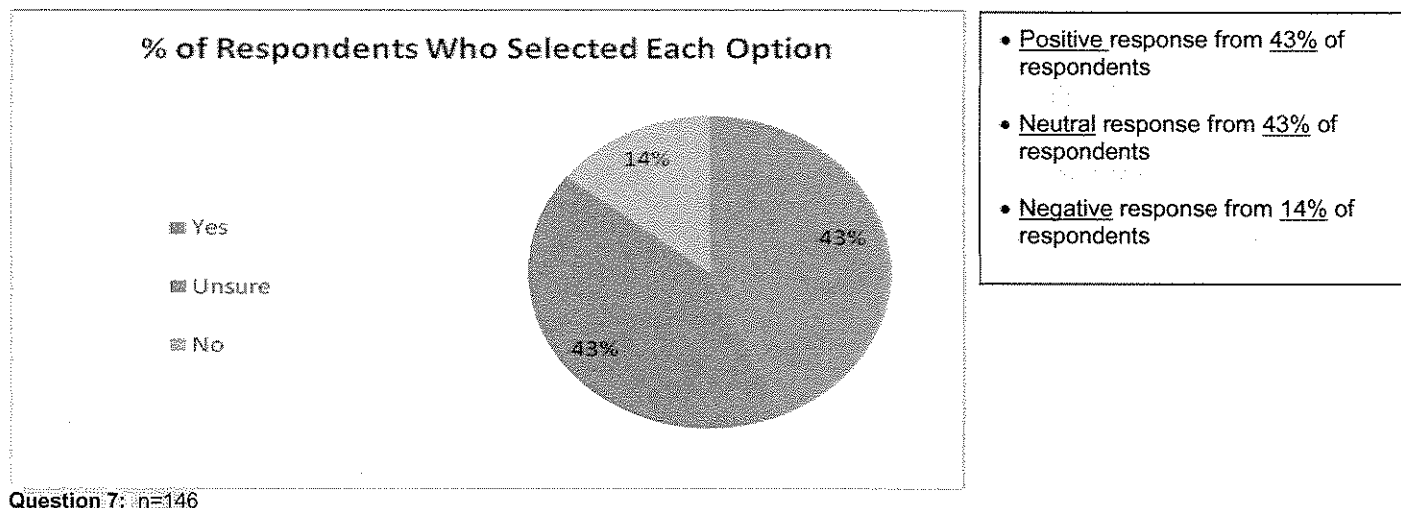
6. If Arroyo becomes a K-8 school, how likely is it that your child/children will attend 7th and 8th grade at the school?



If you marked either *Somewhat unlikely* or *Extremely unlikely*, please tell us where your child/children would attend 7th and 8th grade.

PLEASE SEE ATTACHED FOR COMMENTS

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



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

PLEASE SEE ATTACHED FOR COMMENTS

Arroyo Parent Survey COMMENTS - August 2011

Note #1: As each completed survey was turned in, it was assigned a number. The assigned number of the survey on which each comment was included is shown in parentheses.

Note #2: Comments are included exactly as they were submitted. No grammatical, spelling or other errors have been corrected.

Question 6 Comments

- If you make it K-8 here (18)
- Anthony & April Barriga (20)
- Cholla Middle School (22) (32) (37) (48) (55) (146) (147) (153) (154)
- I like the idea of middle school. I do not want my child to miss out on sports that are available in middle school and the extra classes that are offered (29)
- We would move out of the area. We will not allow our son to attend Cholla.(31)
- Depending if still living in the neighbor. (44)
- Sweetwater (51)
- We like the idea of Allan staying at the same school thru 8th grade. Also, the bizns magnt school is amazing as an opprtnty for our kids! (56)
- Online School (101)
- Not sure (109) (113)
- Alta Vista (110)
- North Pointe Preparatory (124)
- It would be really nice if Arroyo did go with 7th/8th grade. My child will attend to Arroyo if so...(128)
- Here! Arroyo! (133)
- Charter School (135)
- My child is bused for special needs. If he doesn't qualify then he will be at another school. Which I won't be happy. (141)
- Desert Foothills (150)
- Shea Middle School (161)

Question 7 Comments

- My schedule at work (83)

Question 8 Comments

- Sounds like a great idea. I support any education that expands a child's view. (9)
- I think that is a great program & strongly support the implementation. (17)
- Please contact me with more information about these proposals. (24)
- I think it's important to have Junior High so kids learn more how to deal with High School type situations. ie changing classes, using lockers being around the older kids force kids forces kids to become more independant. In K-8 I feel when they go to High School it's a shock. (37)
- I would love! If this school was K-8th (42)
- I think there are more important things in life that we would be implementing; Health & Wellness, Technology & would even consider music more important. Look where money & failed business has gotten us. This is a huge topic and in short we would be implementing more important thinks to our children. (44)
- I really like the K-8 it would be great not only for School, but my child & family that attends here also (45)
- Great ideas - I strongly support K-8. I will be happy to attend a meeting about the plan. (52)
- I think that 7 & 8 grade might be a problem with Kng students (58)
- I think K-8 is a good choice. Makes it easier on families in this area. (86)
- Part 1 & 2 are excellent ideas for this school & the kids As far as part 3 I honestly feel that it is good for the kids to go to a sepearte school for 7th & 8th grade but then again I like the fact of K-8 because of the security it gives the kids. So I am unsure of what would be best (90)
- I think this is a great idea and hope it all works out. (95)
- I love that Arroyo might go from K-6 to K-8 I would love to keep my children together as long as possible. (98)
- Congratulate: This new proposal is fantastic. I am willing to do whatever is necessary to be carried out. Excellent - K-8. (107)

- Need to know which program is best for my children (111)
- I would like to know what other options (programs) we have in making Arroyo a magnet school. (120)
- I believe that extending Arroyo to K-8 would be an excellent move as long as funds are available to meet the higher grades needs. (121)
- I think teachers should focus on students attending Arroyo then putting all the focus on a new curriculum when you don't know how many students will be attending next year (136)
- A webinar on the subject would be a great idea. (139)
- Would be nice if this was a option for all child but when children are bused in the options are limited. When they don't have a ride & not in walking distant. Will try to attend meeting to hear more about the program. (141)
- I think it is a very good plan and I hope it becomes true. (157)

Arroyo Parent Survey Results Recap - August 2011

Question 1	Grade Level	# of Students Whose Parents Completed Survey	
	Kindergarten	38	
	First Grade	16	
	Second Grade	28	
	Third Grade	31	
	Fourth Grade	29	
	Fifth Grade	34	
	Sixth Grade	50	
<i>Total</i>		226	

Question 2	Response Option	# of Respondents Who Selected Option	% of Respondents Who Selected Option
	Strongly support PART 1	100	64%
	Somewhat support PART 1	24	15%
	Unsure	28	18%
	Somewhat opposed to PART 1	3	2%
	Strongly opposed to PART 1	2	1%
	<i>Total</i>	157	100%

Question 3	Response Option	# of Respondents Who Selected Option	% of Respondents Who Selected Option
	Extremely likely	56	35%
	Somewhat likely	30	19%
	Unsure	33	21%
	Somewhat unlikely	6	4%
	Extremely unlikely	1	1%
	Do not have child in 5th or 6th grade	32	20%
<i>Total</i>		158	100%

Question 4	Response Option	# of Respondents Who Selected Option	% of Respondents Who Selected Option
	Strongly support PART 2	77	49%
	Somewhat support PART 2	42	26%
	Unsure	36	23%
	Somewhat opposed to PART 2	3	2%
	Strongly opposed to PART 2	0	0%
<i>Total</i>		158	100%

Question 5	Response Option	# of Respondents Who Selected Option	% of Respondents Who Selected Option
	Strongly support PART 3	86	54%
	Somewhat support PART 3	27	17%
	Unsure	28	18%
	Somewhat opposed to PART 3	12	7%
	Strongly opposed to PART 3	6	4%
<i>Total</i>		159	100%

Question 6	Response Option	# of Respondents Who Selected Option	% of Respondents Who Selected Option
	Extremely likely	91	58%
	Somewhat likely	31	20%
	Unsure	23	14%
	Somewhat unlikely	7	4%
	Extremely unlikely	6	4%
<i>Total</i>		158	100%

Question 7	Response Option	# of Respondents Who Selected Option	% of Respondents Who Selected Option
	Yes	63	43%
	Unsure	62	43%
	No	21	14%
<i>Total</i>		146	100%

Arroyo Parent Survey Results Tabulation - August 2011

	Question 1						Question 2					Question 3						Question 4					Question 5					Question 6					Question 7		
	K	1	2	3	4	5	6S	6OS	U	8C	8O	EL	EL	U	8U	EU	N/A	6S	6OS	U	8C	8O	6S	6OS	U	8C	8O	EL	EL	U	8U	EU	Y	U	N
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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?sectionidetailid=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.rschooltoday.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/%7Edbernhaag/GetFile/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_Elementary_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.

	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															
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		Other	
		# of schools	% of total	# of schools	% of total	# of schools	% of total	# of schools	% of total	# of schools	% of total	# of schools	% of total
1994-1995	60808	4876	8.02%	19259	31.73%	16568	27.25%	4505	7.41%	9954	16.37%	8006	9.22%
1995-1996	61165	4944	8.08%	19855	32.51%	15996	26.15%	4593	7.34%	10205	16.68%	8032	9.21%
1996-1997	61895	4910	7.94%	20570	33.28%	15578	25.21%	4543	7.35%	10499	16.99%	5705	9.23%
1997-1998	62739	4981	7.94%	21501	34.27%	14860	23.72%	4694	7.34%	10944	17.44%	5829	9.28%
1998-1999	63574	4945	7.78%	21614	34.05%	14516	22.83%	4804	7.34%	11205	17.63%	6520	10.43%
1999-2000	64131	4877	7.76%	22293	34.71%	14015	21.85%	4740	7.39%	11521	17.96%	6615	10.31%
2000-2001	64661	4883	7.56%	22572	34.94%	14445	22.36%	5195	8.05%	11696	18.10%	5907	8.98%
2001-2002	65228	4870	7.47%	23159	35.55%	14003	21.47%	5327	8.17%	11983	18.37%	6459	8.95%
2002-2003	65718	5009	7.62%	23418	35.53%	13768	20.98%	5456	8.32%	12174	18.52%	6683	8.92%
2003-2004	65758	5030	7.65%	23472	35.69%	13547	20.60%	5562	8.31%	12341	18.77%	6806	8.92%

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

GRADE LEVEL CONFIGURATIONS													
FISCAL YEAR	TOTAL ELEMENTARY SCHOOLS	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 8th grade TO 6th, 7th or 8th grade		Other	
		# 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	19.83%	294	35.94%	181	19.46%	103	12.59%	82	7.58%
1995-1996	817	45	5.51%	182	22.28%	267	32.68%	153	18.73%	111	13.59%	59	7.22%
1996-1997	834	53	5.67%	204	21.84%	291	31.16%	172	18.43%	128	13.70%	80	9.21%
1997-1998	861	52	5.30%	215	21.92%	300	30.53%	166	16.86%	141	14.37%	57	8.87%
1998-1999	1042	68	6.53%	221	21.21%	309	29.65%	194	18.52%	151	14.49%	95	8.50%
1999-2000	1086	62	5.71%	223	20.53%	314	28.91%	249	22.93%	152	14.00%	89	7.92%
2000-2001	1081	68	6.30%	217	20.05%	313	29.50%	243	22.50%	144	13.57%	76	7.07%
2001-2002	1173	58	4.94%	222	18.93%	333	28.39%	301	25.68%	155	13.21%	104	8.87%
2002-2003	1201	53	4.41%	233	19.37%	342	28.48%	332	27.64%	155	12.91%	96	7.99%
2003-2004	1261	61	4.84%	233	18.48%	352	27.91%	358	28.39%	162	12.85%	95	7.53%

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)

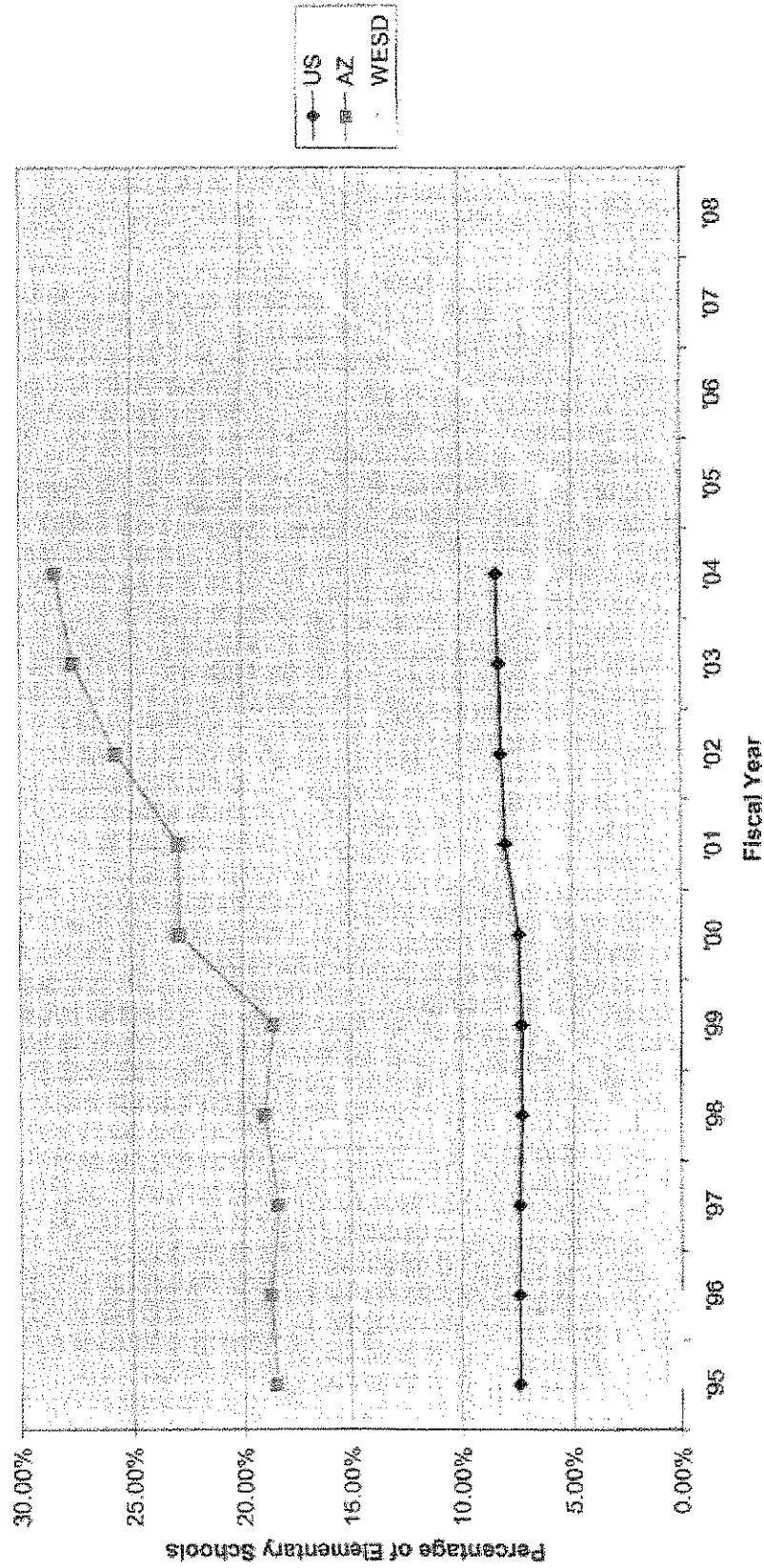


EXHIBIT III

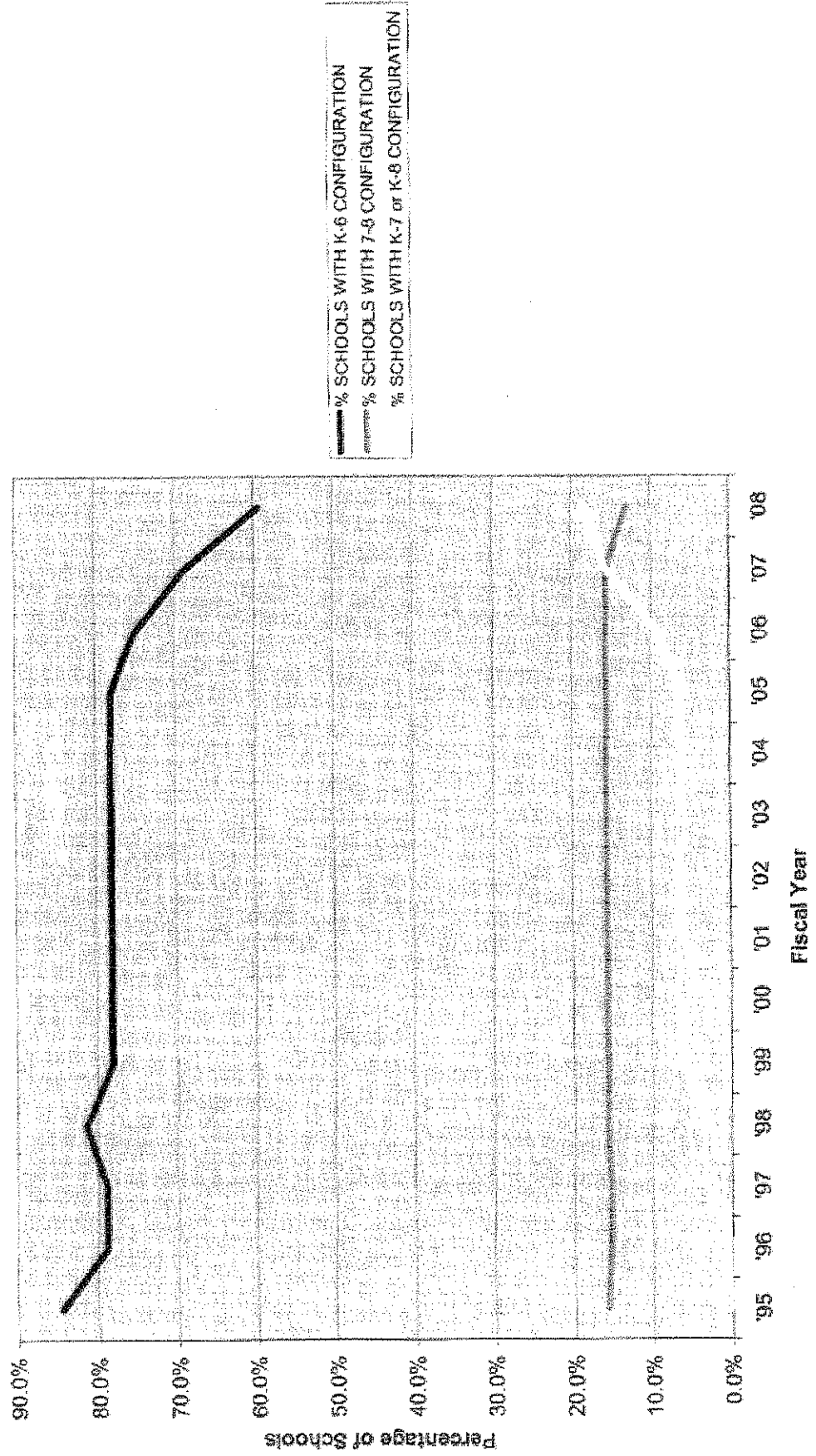
ELEMENTARY GRADE LEVEL CONFIGURATIONS OF NEIGHBORING DISTRICTS 2007-2008

% 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

Notes from Transitioning to K-8 Meeting on 8/30/2011

ATTENDEES:

Lyn Bailey
Andrée Charlson
Luanne Herman

Philip Liles
Natalie McWhorter
Lori Ritz

Ann Roberts
Adele Russell
Sue Snyder

Janet Sullivan
Cathy Thompson
Maggie Westhoff

TOPICS:

Computer Lab:

- K-6 classes use fixed lab; 7/8 use mobile lab (Sweetwater)

Curriculum:

- Per Natalie, may be able to move Read 180 from Ocotillo to Arroyo

Discipline/Procedures:

- With addition of 7/8, may have to modify current discipline plan, e.g., prior to K-8, Maryland used Responsible Thinking; that program was no longer feasible after 7/8 added
- Students who continued at school for 7/8 responded to discipline from lower grade teachers (Maryland)
- Disciplinary issues, i.e., drugs, alcohol, far fewer in K-8 than in middle school (Maryland); one reason is that with smaller school, principal knows all students' names – "homespun" feeling
- 7/8 students not required to walk in lines through hallways (Maryland, Sweetwater)

Electives:

- Current K-8 schools on 6-day schedule
- Block electives (Maryland, Orangewood)
- At Sunnyslope, special area teachers create options within each elective.
- As elective, some 7/8 students work as teaching assistants for K-6 teachers (Maryland)
- For 7/8 student requiring intervention, it is offered in place of one elective
- Suggest that principal determine elective and lunch schedules for 7/8, then have 7/8 teachers block other subjects

Extracurricular Activities, Including Athletics:

- Response to question, "How are sports at a K-8 school handled if the school has no gym?"
 - If hot, stay indoors
 - Schedule more games at schools that have gyms; however, transportation becomes an issue.
- High schools want middle school students to have had sports opportunities.

Furniture and Equipment:

- Need lab tables for 7/8 science room(s)
- Need science lab equipment
- Extra furniture available at Mountain View
- Regardless of school child attends for 7/8, will need desk and chair
- Utilize existing resources wherever possible

Impact of K-8 Configuration on WESD Middle Schools:

- Per Andrée, all Orangewood parents who responded on initial survey that their children would remain at the school for 7/8 actually did. Therefore, transition to K-8 served to retain students within WESD; intent was not to destroy middle school
- Per Luanne, there is no conflict/competition between Sweetwater and Desert Foothills for students. K-8 configuration a better fit for some; middle school model better for others. Also, students tend to go to the school that their friends attend.

Library Collection:

- Library will need more books for 7/8; Sue to check with Barbara Post

Marketing K-8:

- Visit churches and other meeting places in community to showcase what school will offer students; get excitement building and keep momentum going (Orangewood)
- Build on your school's strengths, e.g., being a community school, small size, "family" atmosphere
- Have 7/8 students do service projects that are oriented to the immediate community
- Be aware that perception parents have of K-8 vs. middle school is largely due to their own experiences
- Bullying is huge concern of parents; important to market school's safety. *(Per Maggie, this is something that NorthPointe Academy has done extremely well. Even though it is a combined junior/senior high school [7-12] campus, parents perceive it as a safe location for their 7th graders.)*
- Encourage parents to consider available middle school options; provide them with list of probing questions to ask when touring each school
- Sell parents on the quality of school's 7/8 teachers. Orangewood published a handout about their 7/8 teachers; included each teacher's photograph and biography (experience, qualifications, special designations, e.g., previous department chair). Referred to 7/8 teachers as "dream team"
- After K-8 program has been operational for a few years, ask principal of high school into which students feed to comment on benefits students derived from K-8 experience, and have the high school principal talk with parents of prospective K-8 school's students *(Per Andr  e, Washington High School's principal indicated that former Orangewood students have been more apt to participate in school clubs and activities as freshmen than students from other feeder schools; research reveals that the more active a high school student is as a freshman, the more successful his or her high school experience is likely to be.)*

Potential Impact on Current Staff of Adding 7/8:

- Per Ann, addition of 7/8 "shocking" to K-6 teachers, especially primary; may be resentful, as they perceive that 7/8 is driving the school schedule
- Per Luanne, 7/8 teachers likely to be very active in school since they often oversee 7/8 extracurricular activities, serve as sponsors for student council, National Junior Honor Society, etc. K-6 teachers sometimes feel that 7/8 teachers "get their way" and are in charge of the school.
- Sharing school facilities (computer lab, cafeteria, restrooms, etc.) among 9 vs. 7 grade levels
- More concerts, musical performances, extracurricular activities
- Will likely enroll more K-6 students when expand to K-8. Per Luanne, if 7/8 self-contained sped classes are added on campus, regular ed, K-6 siblings will often transfer to and attend the same school through open enrollment

Potential Impact on Current Staff – Suggested Ways to Address:

- Have teachers discuss ways they expect to be impacted
- Provide in-service for all staff: What is a middle school student like?
- Extinguish "us" vs. "them" mentality; all are our kids
- Extend opportunities to oversee 7/8 extracurricular activities to all teachers K-8
- Create natural bridges between 5/6 and 7/8, e.g., implement 5-8 student council (Maryland)
- Per Ann, create opportunities, implement specific programs, ideas that help to build relationships among everyone, e.g., 7/8 students serving as teaching assistants for K-6 teachers
- Have teachers from other K-8 schools in WESD talk with Arroyo teachers.

Professional Development:

- Separate PLC for 7/8 vs. K-6
- Implementation of common core standards has promoted vertical teaming 6, 7, 8

Providing Middle School Experience to 7/8 Students in K-8 School:

- Change school name from "Arroyo Elementary School" to "Arroyo School"
- Large version of school logo for 7/8, e.g., big lobo; use on special shirts for 7/8 only
- Physical separation of 7/8 from K-6 on campus; if have self-contained sped classes, locate with like grade level regular ed classes on campus. (Note that this may require some K-6 teachers to move to a different classroom; teachers tend to have roots in their current location)
- Give 7/8 students more responsibilities and more privileges; treat them in manner you want them to act, e.g., cafeteria (lunch) privileges:

- 7/8 students allowed to choose where to sit in cafeteria (Maryland, Sweetwater)
 - Larger food portions for 7/8 (1.5x the K-6 serving size)
 - 8th graders in cafeteria without other grade levels present; have music piped in (Sunnyslope)
- Have parent meetings; what are their expectations for children's middle school experience? Per Andrée, "Be the school the community wants."
- Many/most parents want children to have middle school experience within the perceived safety of K-8 campus

Staffing for 7/8 at K-8 School:

- 7/8 departmentalized at Maryland, Orangewood, Sunnyslope
- 7/8 self-contained at Sweetwater due to small school size
- Highly qualified status for 7/8 teachers a huge issue if departmentalized
 - Suggest trying to find teachers who are highly qualified in two subjects
 - Self-contained 7/8 would be easier, but...
 - What would parents think?
 - Would teachers complain about having to teach too many content areas?
 - Suggestion from Luanne: Consider designating middle school as 6-8 to create more staffing and scheduling flexibility.
 - Suggestion: Encourage current teachers to take AEPA tests to become highly qualified to teach 7/8 content areas
- When interviewing applicants for 7/8 vacancies, need to make them aware of differences between K-8 and middle school

Supplies and Materials:

- Need science lab supplies
- Should be enough extra materials at Cholla and Royal Palm to meet Arroyo's 7/8 needs
- Utilize existing resources wherever possible

School _____



MAGNET SCHOOL MARKETING PLAN 2010-2011

PART I THE MESSAGE

"The School that Tells the Best True Story Wins"

"Marketing" is informing certain publics about the magnet school program with the purpose of motivating them to participate.

The first step in marketing a magnet school is to determine the *message* you are trying to communicate. In other words, what do you want audiences to know about your magnet school that demonstrates its uniqueness or how it is different from other schools in the Omaha area?

In order to decide upon the message to be communicated, you will need to determine the *promises* you are making to families and students who attend the magnet school. We believe that all magnet schools must promise unique and attractive programs for students in order to compensate families for the sacrifices in time and distance from home and neighborhood that they make. The word *promises* is used here because it is wrong to encourage people to attend a magnet school by describing programs or activities that are not delivered after the student enrolls. Whatever programs or activities a school describes in its recruitment campaigns must be considered promises to be carried out at all costs. The promises a magnet school makes to the community are a commitment from the school and the school district that parents and students can count on.

Magnet school promises should be written in succinct, clear language that non-educators can easily understand. Promises should be thought of as "talking points" that can be used by staff, parents, and students to tell others about the magnet school. The promises should describe:

- unique and attractive aspects of the curriculum related to the theme area(s), i.e. extended and advanced course offerings, increased levels of proficiency (extra value standards)
- special instructional delivery structures and their benefits to students, i.e. block scheduling, interdisciplinary curriculum, performance grouping
- special program features, i.e. electronic assessment portfolios, opportunities to access technology, opportunities to participate in unique events/activities

What are the magnet school promises, or messages, that need to be communicated about your magnet school that indicate its uniqueness and attractiveness?



COMMUNICATING THE MESSAGE
Staff, Parents, and Students at the Magnet School
"Everyone is the Marketing Department"
 2010-2011

Members of the school staff must understand completely what the promises are and their responsibility in fulfilling them. What your staff members say about the magnet school to students, parents, other district employees, Board of Education representatives, and community members is considered "gospel." Research has shown that roughly 80 percent of community attitude toward a school is created by what staff says about the school. The school staff, then, becomes a part of the communication system with the community.

Remember, too, that students as well as parents, past and present, may be your most powerful communication sources.

Every effort must be made to ensure that the message delivered by school staff, students, and parents is factual, supportive, and positive.

Describe your school's strategy for equipping and involving staff members, students and parents in positive, assertive marketing of the magnet program. Your strategy for each group should address the following:

- *How will you ensure that all staff, students, and parents understand the message or magnet school promises that they should communicate?*
- *How will you organize and use each group to deliver the message?*
- *How will you change staff attitudes that are not always supportive?*

Staff

Students

Parents



PART II
THE AUDIENCES
 2010-2011

There are several priority audiences to be considered when marketing your magnet school. The messages delivered to each audience may differ from the others depending on the interests of the group.

- Parents will want to know about safety and acceptance issues as well as expectations for academic achievement.
- Students are more likely to be interested in the way learning will be done, where the novelty and excitement may be, and what is "cool" at the magnet school.
- Community leaders need to know the effect of the magnet school in terms of achievement and benefit to the community.

Target Audiences
Parents and Students

Of course, two of the most important audiences are the parents and students you are trying to recruit and retain in the magnet program. When considering the families you need to recruit, it is essential to consider where these families reside and in what settings they are most likely to be found. In other words, where in the community can you find these parents and students represented outside the school?

Based upon the application data provided, what are the elementary attendance areas where recruiting efforts for your school should be focused?

Elementary Attendance Area	Rationale for Selection

Indicate the messages that will be communicated to the parents and students in the targeted areas.

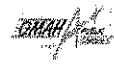
AUDIENCE:

MESSAGES:

AUDIENCE:

MESSAGES:

School _____



Indicate settings in the community where families from the identified areas can be found and influenced by marketing efforts initiated by your school. *The question is how can we take the marketing plan to the neighborhood? It won't be very effective unless we do.*

A large, empty rectangular box with a thin black border, intended for the user to write or draw their response to the question above it.

School _____



Target Audience

Community

2010-2011

The magnet school's success depends in large part on what various community audiences know and respect about the school. These audiences include various groups with a variety of relationships with the school. Community leaders who respect the magnet and its work with students can be an excellent source of help in recruitment. Magnet schools may work together to establish community support.

List other audiences you want to work with to develop broad community knowledge and respect for the magnet program.

--

Indicate the messages that will be communicated to community leaders and groups.

AUDIENCE:

MESSAGES:

--



PART III
THE STRATEGIES
2010-2011

Recruitment strategies should go beyond the traditional, yet necessary, techniques already used by the district and your school to market the magnet school program. Traditional techniques include such practices as mailings to all eligible students, feeder school visitations, and open houses.

Consult the list of sample strategies provided in your *Magnet School Marketing* notebook for examples of "non-traditional" activities. *Be sure to use current and past magnet school students and parents to advocate for your program.*

What "non-traditional" strategies will you use to communicate the magnet school message to targeted parents?

What "non-traditional" strategies will you use to communicate the magnet school message to targeted students?

What "non-traditional" strategies will you use to communicate the magnet school message to influential community groups?

School _____



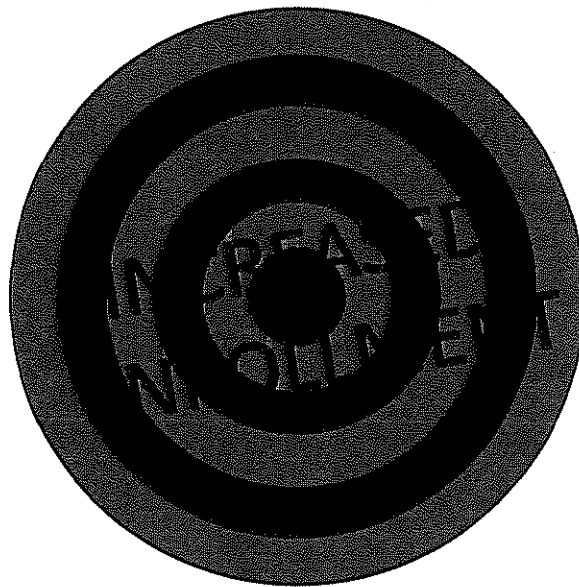
PART IV
MARKETING TIMELINE
2010-2011

Build a timeline showing marketing activities for the school year. Indicate the event, when it will happen, and for which audience it is intended.

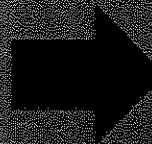
Month	Date	Marketing Event	Intended Audience
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			
July			
August			

Arroyo INC

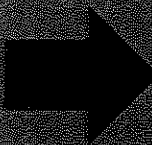
THE GOAL



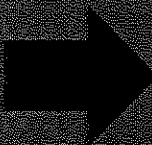
THE CONCEPT



Optional after-school program for 5th/6th graders this year



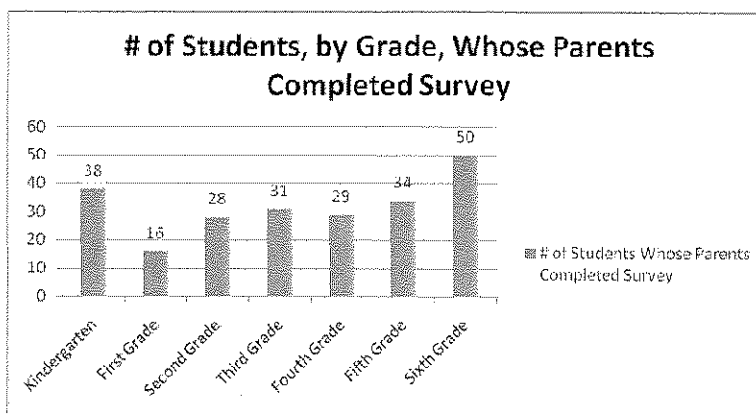
Integration of program concepts into regular curriculum beginning in 2012-2013



Conversion to K-8 during 2-year period beginning 2012-2013

SURVEY RESULTS

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

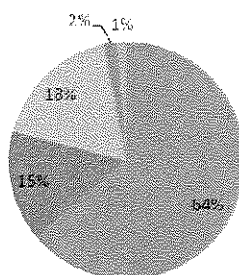


161 respondents (surveys completed), representing 226 students

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?

% of Respondents Who Selected Each Option

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



n=157

Positive response from 79% of respondents

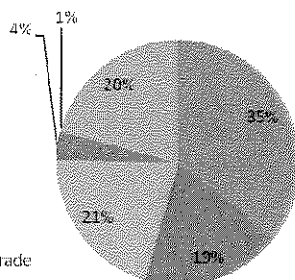
Neutral response from 18% of respondents

Negative response from 3% of respondents

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?

% of Respondents Who Selected Each Option

- Extremely likely
- Somewhat likely
- Unsure
- Somewhat unlikely
- Extremely unlikely
- Do not have child in 5th or 6th grade



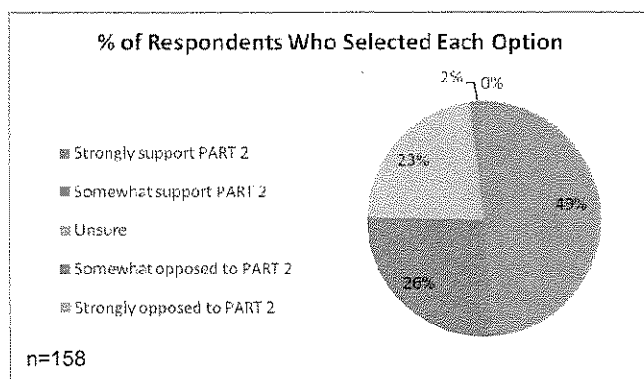
n=158

Positive response from 54% of respondents

Neutral response from 41% of respondents

Negative response from 5% of respondents

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?

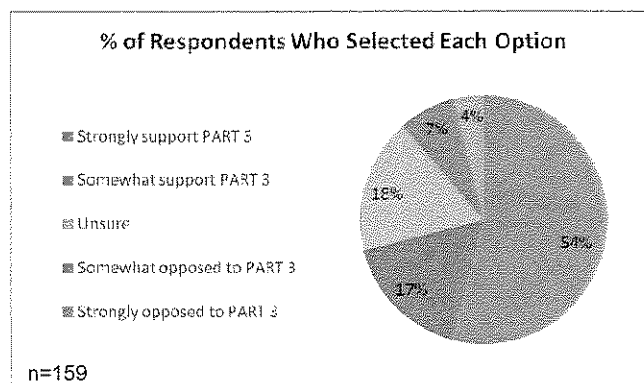


Positive response from 75% of respondents

Neutral response from 23% of respondents

Negative response from 2% of respondents; however, no respondents indicated they would withdraw their child/children from AR if PART 2 were implemented

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?

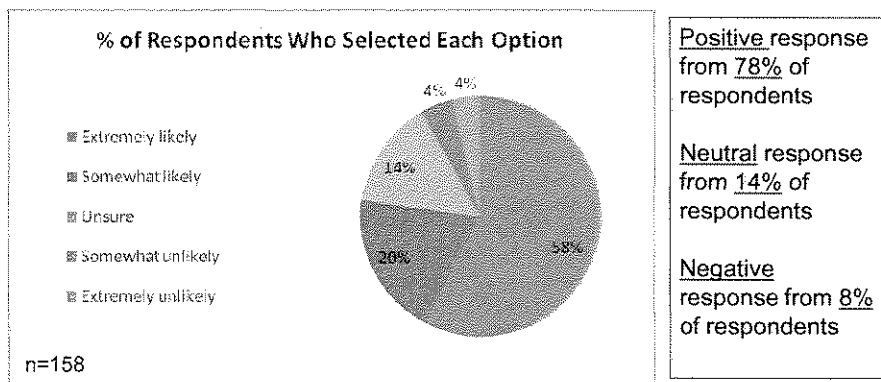


Positive response from 71% of respondents

Neutral response from 18% of respondents

Negative response from 11% of respondents; however, only 4% of total respondents indicated they would withdraw their child/children from AR if PART 3 were implemented

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



SURVEY COMMENTS

"Sounds like a great idea. I strongly support any education that expands a child's view."

"I love that Arroyo might go from K-6 to K-8. I would love to keep my children together as long as possible."

"Part[s] 1 & 2 are excellent ideas for this school & the kids. As far as part 3 I honestly feel that it is good for the kids to go to a separate (*sic*) school for 7th & 8th grade...then again I like the fact of K-8 because of the security it gives the kids...I am unsure of what would be best."

"I like the idea of middle school. I do not want my child to miss out on sports that are available in middle school and the extra classes that are offered."

CONCLUSIONS

- Results of the August 2011 Arroyo parent survey indicate strong support for all three parts of the Arroyo INC proposal.
- There are costs associated with each part of the proposal; however, allocating resources to implement the proposed plan is a calculated risk. It represents an investment in the school and in the community - - one that will be recouped as Arroyo's enrollment increases.

CONCLUSIONS

- With 100 percent consensus, the Growing Arroyo committee is recommending all three facets of the proposal as part of a comprehensive plan.
- Arroyo Principal Philip Liles, members of the Growing Arroyo committee and members of Arroyo's Site Council are committed to vigorously and conscientiously supporting and promoting Governing Board-approved efforts to revitalize the school.

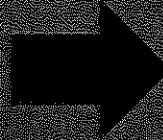
RECOMMENDATIONS

- It is recommended that the Governing Board approve introducing Arroyo INC as an optional after-school program for Arroyo 5th and 6th graders during the current (2011-2012) school year.
- It is further recommended that the Governing Board approve beginning the process of implementing Arroyo INC as a magnet program in 2012-2013, pending review of the after-school pilot program.

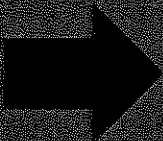
RECOMMENDATIONS

- It is further recommended that the Governing Board approve converting Arroyo's grade configuration from K-6 to K-8 during a two-year period beginning with the 2012-2013 school year.

NEXT STEPS



Subcommittee I: After-school Program - infrastructure, logistics, planning and marketing



Subcommittee II: Transitioning to K-8 - facility needs, staffing, communication, electives, extracurricular activities, professional development



Subcommittee III: Curriculum Development - for after-school program and for magnet program

Questions?



WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: September 22, 2011
AGENDA ITEM: 2012 Arizona School Boards Association (ASBA) Political Agenda: Governing Board
Priorities

INITIATED BY: Governing Board SUBMITTED BY: Chris Maza, Governing Board
President

PRESENTER AT GOVERNING BOARD MEETING: Chris Maza, Governing Board President

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Governing Board members have been asked to select the ten legislative action proposals that are the most important for Arizona School Boards Association (ASBA) to pursue in any Legislative Session on Education. Washington Elementary School District Governing Board members have provided individual responses to the ASBA Legislative priorities. The complete list of ASBA's priorities are attached (**Attachment A**).

The following priorities were marked by **three** Governing Board members as evidenced by **Attachment B**:

1. Oppose legislation to require school districts to report or determine the immigration status of students.
2. Oppose efforts to undercut voter-approved measures.

The following priorities were marked by **two** Governing Board members as evidenced by **Attachment B**:

3. Seek and support legislation that adequately encourages, assists and financially supports the curriculum and instructional needs of Arizona's public schools to ensure college and career readiness of all students.
4. Oppose unfunded and burdensome legislative mandates.
5. Seek and support legislation that ensures that all public schools are funded and governed in a manner consistent with the Arizona Constitution's requirement of a general and uniform public school system, so that substantial disparities in the treatment of schools are not created by the law.
6. Seek and support Legislation that provides Governing Boards with flexibility in committing and prioritizing the use of education funds.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board determine the legislative action priorities that will be submitted to ASBA on or before September 30, 2011.

Assistant Superintendent



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

Agenda Item III.B.

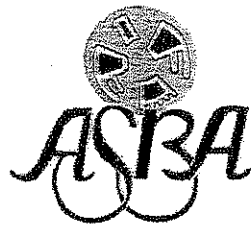
2012 Arizona School Boards Association (ASBA) Political Agenda: Governing Board Priorities

September 22, 2011

Page 2

7. Seek and support legislation to ensure that all schools receiving public funds are equally accountable financially to the public by complying with conflict of interest laws. Further, seek to ensure that charter funding systems are transparent, do not allow comingling of funds, and reverts all public funds and property to the state, if a charter school ceases to operate or loses its charter.
8. Seek and support efforts that would serve to maximize and increase the earnings of the school trust lands for the benefit of K-12 public education.
9. Seek and support legislation that addresses issues related to school capital issues, including minimum building standards, new school construction, building renewal, and soft capital.

ASBA is asking the Governing Board to come to consensus as to the priorities so that they may be submitted by September 30, 2011.



Arizona School Boards Association

2012 POLITICAL AGENDA PRIORITIES

As a governing board, please select the ten (10) legislative action proposals your school district believes are the most important ones for ASBA to pursue in any Special Session on Education and/or in the Fiftieth Legislature, First Regular Session. PLEASE RETURN TO ASBA BY THE CLOSE OF BUSINESS SEPTEMBER 30, 2011. They will be compiled to determine ASBA's Top Ten Priorities. Thank you much.

I. ADVOCACY FOR CHILDREN AND STUDENT NEEDS

- ☐ 1. Seek and support legislation that adequately encourages, assists and financially supports the curriculum and instructional needs of Arizona's public schools to ensure college and career readiness of all students.
- ☐ 2. Seek and support legislation to increase mandatory school attendance requirements until graduation level competency has been reached or until 18 years of age.
- ☐ 3. Oppose efforts to undermine the authority of Arizona Interscholastic Association and its members to determine eligibility for student participation in interscholastic activities.
- ☐ 4. Seek and support legislation that will fund programs to prepare and support children and families for success in public schools.
- ☐ 5. Oppose efforts to curtail communications in a language other than English for students, parents and other constituents and advocate for ADE to publish critical items intended for parent distribution in Spanish as well as English.
- ☐ 6. Oppose legislation to require school districts to report or determine the immigration status of students.

II. LOCAL CONTROL/GOVERNANCE

- ☐ 1. Advocate for preservation of community governance of school districts through elected representation and oppose federal, tribal, state, or administrative efforts to erode the authority of governing boards.
- ☐ 2. Oppose unfunded and burdensome legislative mandates.
- ☐ 3. Oppose any effort not initiated by local school districts, through their governing boards or voters, to consolidate or unify school districts.
- ☐ 4. Seek and support legislation that ensures that all public schools are funded and governed in a manner consistent with the Arizona Constitution's requirement of a general and uniform public school system, so that substantial disparities in the treatment of schools are not created by the law.
- ☐ 5. Oppose legislation that would limit district control of performance pay for teachers under the Classroom Site Fund, while acknowledging statewide best practices as demonstrated by the Performance Pay Task Force.
- ☐ 6. Advocate the consistent treatment of school districts with other political subdivisions and governing board members with other elected public officials in matters of general governance, open meeting law, and public records law.
- ☐ 7. Seek and support changes to law regarding elections and school district resources that clearly articulate free speech rights of both school employees and school board members.
- ☐ 8. Advocate that the Legislature revise A.R.S. 15-424(D) to allow candidates in an uncontested election, which has been cancelled, to be declared duly elected by the supervisors of that county rather than appointed.
- ☐ 9. Seek and support a change to student enrollment laws that would allow a school district to honor a disciplinary action of a student from another district when enrolling that student.
- ☐ 10. Seek and support Legislation that provides Governing Boards with flexibility in committing and prioritizing the use of education funds.

- ☐ 11. Seek and support legislation that would allow the removal of a governing board member for excessive absences at meetings.
- ☐ 12. Support the retention of the county school superintendent's role in appointing governing board vacancies.
- ☐ 13. Seek and support the ability of a school district governing board to create a process to censure a board member.

III. ACCOUNTABILITY

- ☐ 1. Seek and support the continued re-evaluation and refinement of the Arizona Instrument to Measure Standards.
- ☐ 2. Seek and support legislation to ensure that all schools receiving public funds are equally accountable financially to the public by complying with conflict of interest laws. Further, seek to ensure that charter funding systems are transparent, do not allow comingling of funds, and reverts all public funds and property to the state, if a charter school ceases to operate or loses its charter.
- ☐ 3. Advocate for continued local control of school improvement plans created and implemented for underperforming and persistently low performing schools and support other interventions as a last resort.
- ☐ 4. Oppose efforts to require verification of free and reduced lunch applications beyond federal guidelines.
- ☐ 5. Advocate a change to the Arizona Constitution to state that the State Superintendent of Public Instruction hold a teaching, principal, or superintendent certificate and that the Superintendent of Public Instruction be employed by the State.
- ☐ 6. Seek and support legislation to allow school districts and property owners to reach a solution to the Pesticide Covenant as it relates to new school sites.
- ☐ 7. Encourage the Arizona Department of Education to conduct research to determine the N number that is statistically valid.

- ☐ 8. Seek and support legislation which creates greater flexibility in procurement policies and procedures.
- ☐ 9. Support legislation that accurately, consistently and fairly measures the academic performance of individual schools and the district as a whole.
- ☐ 10. Support efforts to implement an accurate, statewide data system that enables local districts to use data to inform financial, student, and personnel decision making, with the cost of implementation to be funded and provided to each district by the state.
- ☐ 11. Support a requirement that county school superintendents have a teaching, administrative, or superintendent certificate.

IV. TAXATION/REVENUES

- ☐ 1. Advocate structural change to Arizona's tax system to support funding for public education, other child support services, and a competitive business climate while opposing any change to the existing property tax structure unless a comprehensive tax reform proposal is implemented to adequately address the needs of public education.
- ☐ 2. Oppose any legislation that prohibits local school district governing boards from supplementing state funding and budget provisions through M&O and flexible capital overrides as well as bond authorizations.
- ☐ 3. Advocate for repeal of both private student tuition and public extracurricular tax credits with those funds to be dedicated to public education, while demanding additional accountability for student tuition organizations until ultimate repeal is accomplished.
- ☐ 4. Seek and support legislation to clarify A.R.S. 15-915 and require ADE to provide the commensurate state aid revenue to districts that lose assessed value regardless of the cause of the reduction so that there is no loss of revenue to the district.
- ☐ 5. Seek and support efforts that would serve to maximize and increase the earnings of the school trust lands for the benefit of K-12 public education.
- ☐ 6. Seek and support legislation to ensure all property owners in the state of Arizona are paying the full qualifying tax rate to support education.

- ☐ 7. Oppose, or advocate the repeal of, any measure that requires a supermajority vote to increase state or local revenues.
- ☐ 8. Oppose efforts to permanently repeal the state equalization assistance rate.
- ☐ 9. Oppose the various Taxpayer Bill of Rights (TABOR) legislation.
- ☐ 10. Oppose efforts to undercut voter-approved measures.
- ☐ 11. Seek and support legislation to exempt public schools from municipal impact fees.
- ☐ 12. Allow school districts an appeals process to seek correction of census estimates.
- ☐ 13. Seek and support legislation to permanently address the Constitutional Aggregate Expenditure Limit formula.
- ☐ 14. Advocate for a review of all proposed legislative mandates to ensure any new requirements will have an identified funding stream.
- ☐ 15. Seek and support legislation requiring the Arizona State Legislature to pass a state budget for the ensuing fiscal year no later than April 1 of the previous fiscal year.
- ☐ 16. Seek and support legislation to provide for direct reimbursement, grants, and/or other incentives to schools for energy efficiencies.
- ☐ 17. Advocate that the Legislature modify the current freeze on the acquisition of school sites to allow acquisition of sites from the School Facilities Board or school district on State Trust Land according to the Arizona Constitution highest and best use provision.
- ☐ 18. Advocate to allow the purchase of equipment with bond money.
- ☐ 19. Seek and support state funding for any tax judgments that are due to inaccurate rate settings by a county or state.
- ☐ 20. Strike the bond indebtedness limits found in Arizona statutes so that districts may utilize the limits found in Arizona's Constitution.

- ☐ 21. Advocate the Legislature change the designation of "override" elections to "local effort" elections and adjust other language in the law suggesting that these elections provide "extra" funding.
- ☐ 22. Advocate for greater flexibility to public schools/districts to determine how tax credit funds are used.
- ☐ 23. Advocate for legislation that requires an annual review/revision of travel mileage reimbursement rates.

V. FUNDING

- ☐ 1. Advocate for a complete revision of the school finance formula.
- ☐ 2. Seek and support legislation that addresses issues related to school capital issues, including minimum building standards, new school construction, building renewal, and soft capital.
- ☐ 3. Seek and support full funding for voluntary educational preschool programs and oppose any effort from federal or state bodies or agencies to require preschool in the state of Arizona on a mandatory basis.
- ☐ 4. Seek and support legislation to adequately fund English Language Learners.
- ☐ 5. Seek and support legislation to ensure full funding for inflation, especially in years in which the rate of inflation is greater than 2 percent and vigorously oppose at the legislature and in the courts any attempts to not fully fund at least the 2 percent inflation factor as approved by the voters in Proposition 301 (2000).
- ☐ 6. Oppose legislation that takes away district authority to comply with federal desegregation court orders and Office of Civil Rights agreements.
- ☐ 7. Seek and support legislation to fully fund excess utility costs inside the Revenue Control Limit (RCL).
- ☐ 8. Oppose any effort to divert Medicaid in Public Schools (MIPS) reimbursement dollars from school districts to the state general fund.

- ☐ 9. Advocate for the continuation of funding career and technical education at both the State and Federal levels.
- ☐ 10. Oppose any measure that would require a certain percentage of district budgets be allocated to classroom expenditures, as defined by the State Auditor General, with the recognition that some "outside the classroom" expenditures directly benefit classroom learning of students.
- ☐ 11. Seek and support legislation that enables Joint Technological Education Districts (JTEDs) -- including all verbiage from items a through d.
- ☐ 12. Seek and support legislation to eliminate the Budget Balance Carry Forward limit in the M&O funding calculation.
- ☐ 13. Seek and support funding of programs that are proven to enhance school safety, including, but not limited to gang and drug prevention programs.
- ☐ 14. Seek and support legislation that would move the determination of the construction inflation costs from the Joint Legislative Budget Committee to the School Facilities Board.
- ☐ 15. Advocate for full state funding of Arizona State Retirement System employer contribution increases without shifting the cost to employees.
- ☐ 16. Oppose any mandatory increase in calendar days.
- ☐ 17. Encourage legislation to provide funding for school districts to cover the cost of elections that are state mandated.
- ☐ 18. Seek and support efforts to create a statewide database of digital content to be used in the classroom to enhance student achievement while lowering costs.
- ☐ 19. Seek and support funding to hold harmless for any loss of revenue and to cover transitional costs associated with district approved unification efforts.
- ☐ 20. Encourage legislation which requires the state to pay 100% of the cost of the Structured English Immersion model to districts to implement the program.

- ☐ 21. Seek and support the reenactment and funding of voluntary, full-day kindergarten.
- ☐ 22. Distribute Prop. 301 funds on an unweighted student count versus a weighted student count.
- ☐ 23. Seek and support the removal of requirements for public schools to use public school resources to evaluate, test and otherwise serve special education students who are enrolled in private school.

VI. PERSONNEL

- ☐ 1. Seek and support legislation that provides increased funding for school personnel salaries.
- ☐ 2. Seek and support legislation providing all school districts with 5.5% in revenue to fund a system that promotes or rewards teacher individual performance, including merit pay.
- ☐ 3. Oppose any legislation that would further restrict the local board's ability to terminate non-certificated personnel.
- ☐ 4. Oppose any legislation to impose mandatory collective bargaining as a method of determining salaries and working conditions for employees.
- ☐ 5. Oppose any legislative attempts to reduce the governing board's authority to use lawful forms of affirmative action.
- ☐ 6. Seek and support legislation that prevents the award of unemployment compensation to substitute teachers and other substitute employees.
- ☐ 7. Seek and support legislation providing that the school district may require medical or psychological examination of an employee by a physician of the board's choosing and at the district's expense.
- ☐ 8. Expand existing programs for the provision of instruction from proficient teachers through technological means.
- ☐ 9. Encourage legislation to provide additional funding to help low income and small rural/isolated schools, as well as for high-need subject areas, to attract and retain highly qualified teachers.

- ☐ 10. Encourage legislation which allows public colleges and universities to offer a tuition discount to teachers who need to meet the ESEA criteria for becoming "highly qualified" and continue to teach in schools that have a high concentration of economically disadvantaged students.
- ☐ 11. Seek and support legislation that would set a mandatory minimum contribution rate for the Arizona State Retirement System that would be based on historical averages and prevent large variant increases or decreases from year to year.
- ☐ 12. Encourage the development of a comprehensive professional education certification system to establish an independent Professional Licensing Board.
- ☐ 13. Initiate a change to current legislation which will allow for the superintendent evaluation to be confidential and not public record similar to the A.R.S. 15-537 regarding teacher evaluations.
- ☐ 14. Advocate for flexibility with regard to Highly Qualified regulations.

VII. FEDERAL CONCERNS

- ☐ 1. Advocate for increasing the federal investment in public education to meet the federally-imposed mandates and subsequent cost increases for special education (IDEA) and implementation of the Elementary and Secondary Education Act (ESEA).
- ☐ 2. Advocate for the following changes in the new reauthorization of the federal Elementary and Secondary Education Act (ESEA).
- ☐ 3. Urge the Arizona congressional delegation to ensure that adequate federal funds are available to support and sustain federally initiated supplemental programs such as Title 1, Title 2 and gifted programs as well as federally mandated programs and oppose efforts to make these programs into competitive grants.
- ☐ 4. Advocate for the continuation of full funding for federal impact aid for Group A and Group B students through Public Law 81-874 and for increased funding for school construction through Public Law 81-815.

- ☐ 5. Encourage legislation that would direct disbursement of forest fees and payment in lieu of taxes on all federal land on a formula basis whereby a minimum of fifty percent would be distributed to the public schools in the county.
- ☐ 6. Seek and support legislation that makes student/parent collegiate grant and loan programs more accessible and affordable.
- ☐ 7. Urge the codification of Congressional intent to firmly establish Medicaid responsibility for IDEA activities and direct medical services while recognizing that school-based Medicaid programs are good fiscal policy.
- ☐ 8. Ensure that the E-Rate is continued, making advanced telecommunications services affordable for the nation's schools and libraries.
- ☐ 9. Defeat all federal voucher and tuition tax subsidy proposals that result in public funds supporting private K-12 institutions.
- ☐ 10. Seek and support legislation aligning the Higher Education Act with ESEA to ensure a pool of highly qualified teachers.
- ☐ 11. Seek and support developmentally appropriate early education standards for Head Start that are aligned with state academic content standards and reflective of the expectations of local schools.
- ☐ 12. Support Arizona's efforts to apply and implement its Race to the Top plan.
- ☐ 13. Support supplemental federal grants to enhance school district innovation and further student success.
- ☐ 14. Advocate Arizona maximize opportunities to receive federal matching monies for all education-related issues.
- ☐ 15. Encourage legislation that will allow classified employees to be hired to fill sports and academic coaching positions and be paid the same stipend as other coaches rather than having to track their hours and be paid hourly.

Arizona School Boards Association
2012 POLITICAL AGENDA PRIORITIES

As a governing board, please select the ten (10) legislative action proposals your school district believes are the most important ones for ASBA to pursue in any Special Session on Education and/or in the Fiftieth Legislature, First Regular Session. **PLEASE RETURN TO ASBA BY THE CLOSE OF BUSINESS SEPTEMBER 30, 2011.** They will be compiled to determine ASBA's Top Ten Priorities. Thank you much.

I. ADVOCACY FOR CHILDREN AND STUDENT NEEDS

- ☒ 1. Seek and support legislation that adequately encourages, assists and financially supports the curriculum and instructional needs of Arizona's public schools to ensure college and career readiness of all students. **BA, AJ**
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II. LOCAL CONTROL/GOVERNANCE

- ☒ 1. Advocate for preservation of community governance of school districts through elected representation and oppose federal, tribal, state, or administrative efforts to erode the authority of governing boards. **CM**
- ☒ 2. Oppose unfunded and burdensome legislative mandates. **CG, CM**

- ☒ 3. Oppose any effort not initiated by local school districts, through their governing boards or voters, to consolidate or unify school districts. **CG**
- ☒ 4. Seek and support legislation that ensures that all public schools are funded and governed in a manner consistent with the Arizona Constitution's requirement of a general and uniform public school system, so that substantial disparities in the treatment of schools are not created by the law. **AJ, CM**
- ☒ 5. Oppose legislation that would limit district control of performance pay for teachers under the Classroom Site Fund, while acknowledging statewide best practices as demonstrated by the Performance Pay Task Force. **CM**
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- ☐ 11. Seek and support legislation that would allow the removal of a governing board member for excessive absences at meetings.
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- ☐ 1. Seek and support the continued re-evaluation and refinement of the Arizona Instrument to Measure Standards.

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- ☐ 3. Advocate for continued local control of school improvement plans created and implemented for underperforming and persistently low performing schools and support other interventions as a last resort.
- ☒ 4. Oppose efforts to require verification of free and reduced lunch applications beyond federal guidelines. **CG**
- ☒ 5. Advocate a change to the Arizona Constitution to state that the State Superintendent of Public Instruction hold a teaching, principal, or superintendent certificate and that the Superintendent of Public Instruction be employed by the State. **AJ**
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- ☐ 7. Encourage the Arizona Department of Education to conduct research to determine the N number that is statistically valid.
- ☐ 8. Seek and support legislation which creates greater flexibility in procurement policies and procedures.
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- ☒ 10. Support efforts to implement an accurate, statewide data system that enables local districts to use data to inform financial, student, and personnel decision making, with the cost of implementation to be funded and provided to each district by the state. **TL**
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IV. TAXATION/REVENUES

- ☒ 1. Advocate structural change to Arizona's tax system to support funding for public education, other child support services, and a competitive business climate while opposing any change to the existing property tax structure unless a comprehensive tax reform proposal is implemented to adequately address the needs of public education. **AJ**

- ☒ 2. Oppose any legislation that prohibits local school district governing boards from supplementing state funding and budget provisions through M&O and flexible capital overrides as well as bond authorizations. **CM**
- ☒ 3. Advocate for repeal of both private student tuition and public extracurricular tax credits with those funds to be dedicated to public education, while demanding additional accountability for student tuition organizations until ultimate repeal is accomplished. **CM**
- ☐ 4. Seek and support legislation to clarify A.R.S. 15-915 and require ADE to provide the commensurate state aid revenue to districts that lose assessed value regardless of the cause of the reduction so that there is no loss of revenue to the district.
- ☒ 5. Seek and support efforts that would serve to maximize and increase the earnings of the school trust lands for the benefit of K-12 public education. **AJ, CM**
- ☐ 6. Seek and support legislation to ensure all property owners in the state of Arizona are paying the full qualifying tax rate to support education.
- ☒ 7. Oppose, or advocate the repeal of, any measure that requires a supermajority vote to increase state or local revenues. **CM**
- ☐ 8. Oppose efforts to permanently repeal the state equalization assistance rate.
- ☐ 9. Oppose the various Taxpayer Bill of Rights (TABOR) legislation.
- ☒ 10. Oppose efforts to undercut voter-approved measures. **CG, TL, CM**
- ☐ 11. Seek and support legislation to exempt public schools from municipal impact fees.
- ☐ 12. Allow school districts an appeals process to seek correction of census estimates.
- ☐ 13. Seek and support legislation to permanently address the Constitutional Aggregate Expenditure Limit formula.
- ☒ 14. Advocate for a review of all proposed legislative mandates to ensure any new requirements will have an identified funding stream. **CG**

- ☒ 15. Seek and support legislation requiring the Arizona State Legislature to pass a state budget for the ensuing fiscal year no later than April 1 of the previous fiscal year. **TL**
- ☐ 16. Seek and support legislation to provide for direct reimbursement, grants, and/or other incentives to schools for energy efficiencies.
- ☐ 17. Advocate that the Legislature modify the current freeze on the acquisition of school sites to allow acquisition of sites from the School Facilities Board or school district on State Trust Land according to the Arizona Constitution highest and best use provision.
- ☐ 18. Advocate to allow the purchase of equipment with bond money.
- ☐ 19. Seek and support state funding for any tax judgments that are due to inaccurate rate settings by a county or state.
- ☐ 20. Strike the bond indebtedness limits found in Arizona statutes so that districts may utilize the limits found in Arizona's Constitution.
- ☐ 21. Advocate the Legislature change the designation of "override" elections to "local effort" elections and adjust other language in the law suggesting that these elections provide "extra" funding.
- ☒ 22. Advocate for greater flexibility to public schools/districts to determine how tax credit funds are used. **BA**
- ☐ 23. Advocate for legislation that requires an annual review/revision of travel mileage reimbursement rates.

V. FUNDING

- ☐ 1. Advocate for a complete revision of the school finance formula.
- ☒ 2. Seek and support legislation that addresses issues related to school capital issues, including minimum building standards, new school construction, building renewal, and soft capital. **TL, CM**
- ☐ 3. Seek and support full funding for voluntary educational preschool programs and oppose any effort from federal or state bodies or agencies to require preschool in the state of Arizona on a mandatory basis.
- ☐ 4. Seek and support legislation to adequately fund English Language Learners.

- ☒ 5. Seek and support legislation to ensure full funding for inflation, especially in years in which the rate of inflation is greater than 2 percent and vigorously oppose at the legislature and in the courts any attempts to not fully fund at least the 2 percent inflation factor as approved by the voters in Proposition 301 (2000). **CG**
- ☐ 6. Oppose legislation that takes away district authority to comply with federal desegregation court orders and Office of Civil Rights agreements.
- ☐ 7. Seek and support legislation to fully fund excess utility costs inside the Revenue Control Limit (RCL).
- ☒ 8. Oppose any effort to divert Medicaid in Public Schools (MIPS) reimbursement dollars from school districts to the state general fund. **CG**
- ☐ 9. Advocate for the continuation of funding career and technical education at both the State and Federal levels.
- ☐ 10. Oppose any measure that would require a certain percentage of district budgets be allocated to classroom expenditures, as defined by the State Auditor General, with the recognition that some "outside the classroom" expenditures directly benefit classroom learning of students.
- ☐ 11. Seek and support legislation that enables Joint Technological Education Districts (JTEDs) -- including all verbiage from items a through d.
- ☒ 12. Seek and support legislation to eliminate the Budget Balance Carry Forward limit in the M&O funding calculation. **AJ**
- ☐ 13. Seek and support funding of programs that are proven to enhance school safety, including, but not limited to gang and drug prevention programs.
- ☐ 14. Seek and support legislation that would move the determination of the construction inflation costs from the Joint Legislative Budget Committee to the School Facilities Board.
- ☒ 15. Advocate for full state funding of Arizona State Retirement System employer contribution increases without shifting the cost to employees. **BA**
- ☐ 16. Oppose any mandatory increase in calendar days.
- ☐ 17. Encourage legislation to provide funding for school districts to cover the cost of elections that are state mandated.

- ☐ 18. Seek and support efforts to create a statewide database of digital content to be used in the classroom to enhance student achievement while lowering costs.
- ☒ 19. Seek and support funding to hold harmless for any loss of revenue and to cover transitional costs associated with district approved unification efforts. **AJ**
- ☐ 20. Encourage legislation which requires the state to pay 100% of the cost of the Structured English Immersion model to districts to implement the program.
- ☒ 21. Seek and support the reenactment and funding of voluntary, full-day kindergarten. **CG**
- ☐ 22. Distribute Prop. 301 funds on an unweighted student count versus a weighted student count.
- ☐ 23. Seek and support the removal of requirements for public schools to use public school resources to evaluate, test and otherwise serve special education students who are enrolled in private school.

VI. PERSONNEL

- ☒ 1. Seek and support legislation that provides increased funding for school personnel salaries. **BA**
- ☐ 2. Seek and support legislation providing all school districts with 5.5% in revenue to fund a system that promotes or rewards teacher individual performance, including merit pay.
- ☐ 3. Oppose any legislation that would further restrict the local board's ability to terminate non-certificated personnel.
- ☐ 4. Oppose any legislation to impose mandatory collective bargaining as a method of determining salaries and working conditions for employees.
- ☐ 5. Oppose any legislative attempts to reduce the governing board's authority to use lawful forms of affirmative action.
- ☐ 6. Seek and support legislation that prevents the award of unemployment compensation to substitute teachers and other substitute employees.

- ☐ 7. Seek and support legislation providing that the school district may require medical or psychological examination of an employee by a physician of the board's choosing and at the district's expense.
- ☐ 8. Expand existing programs for the provision of instruction from proficient teachers through technological means.
- ☐ 9. Encourage legislation to provide additional funding to help low income and small rural/isolated schools, as well as for high-need subject areas, to attract and retain highly qualified teachers.
- ☐ 10. Encourage legislation which allows public colleges and universities to offer a tuition discount to teachers who need to meet the ESEA criteria for becoming "highly qualified" and continue to teach in schools that have a high concentration of economically disadvantaged students.
- ☐ 11. Seek and support legislation that would set a mandatory minimum contribution rate for the Arizona State Retirement System that would be based on historical averages and prevent large variant increases or decreases from year to year.
- ☐ 12. Encourage the development of a comprehensive professional education certification system to establish an independent Professional Licensing Board.
- ☐ 13. Initiate a change to current legislation which will allow for the superintendent evaluation to be confidential and not public record similar to the A.R.S. 15-537 regarding teacher evaluations.
- ☐ 14. Advocate for flexibility with regard to Highly Qualified regulations.

VII. FEDERAL CONCERNS

- ☒ 1. Advocate for increasing the federal investment in public education to meet the federally-imposed mandates and subsequent cost increases for special education (IDEA) and implementation of the Elementary and Secondary Education Act (ESEA). **BA**
- ☒ 2. Advocate for the following changes in the new reauthorization of the federal Elementary and Secondary Education Act (ESEA). **TL**
- ☒ 3. Urge the Arizona congressional delegation to ensure that adequate federal funds are available to support and sustain federally initiated supplemental programs such as Title 1, Title 2 and gifted programs as well as federally mandated programs and oppose efforts to make these programs into competitive grants. **CG**

- ☒ 4. Advocate for the continuation of full funding for federal impact aid for Group A and Group B students through Public Law 81-874 and for increased funding for school construction through Public Law 81-815. **TL**
- ☐ 5. Encourage legislation that would direct disbursement of forest fees and payment in lieu of taxes on all federal land on a formula basis whereby a minimum of fifty percent would be distributed to the public schools in the county.
- ☐ 6. Seek and support legislation that makes student/parent collegiate grant and loan programs more accessible and affordable.
- ☐ 7. Urge the codification of Congressional intent to firmly establish Medicaid responsibility for IDEA activities and direct medical services while recognizing that school-based Medicaid programs are good fiscal policy.
- ☐ 8. Ensure that the E-Rate is continued, making advanced telecommunications services affordable for the nation's schools and libraries.
- ☐ 9. Defeat all federal voucher and tuition tax subsidy proposals that result in public funds supporting private K-12 institutions.
- ☐ 10. Seek and support legislation aligning the Higher Education Act with ESEA to ensure a pool of highly qualified teachers.
- ☐ 11. Seek and support developmentally appropriate early education standards for Head Start that are aligned with state academic content standards and reflective of the expectations of local schools.
- ☒ 12. Support Arizona's efforts to apply and implement its Race to the Top plan. **AJ**
- ☐ 13. Support supplemental federal grants to enhance school district innovation and further student success.
- ☐ 14. Advocate Arizona maximize opportunities to receive federal matching monies for all education-related issues.
- ☐ 15. Encourage legislation that will allow classified employees to be hired to fill sports and academic coaching positions and be paid the same stipend as other coaches rather than having to track their hours and be paid hourly.