

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

DATE: April 28, 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

1-10

It is recommended that the Governing Board approve the Minutes of the April 14, 2011 Special Meeting, Executive Session, Regular Meeting and Executive Session (all Governing Board Members were in attendance).

Motion _____ Second _____ Vote _____

- F. Current Events: Governing Board and Superintendent
A Royal Palm Middle School student will demonstrate a mathematics concept that aligns with the newly adopted Mathematics Program Guide.

- 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. | 11 |
| *B. Personnel Items
Personnel items include resignations, terminations, requests for retirement or leave,
recommendations for employment and position changes. | 12-14 |
| *C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)
1. Kroger donated a check in the amount of \$500.00 to be used for the benefit of students at
Mountain View School.

2. Washington Education Foundation donated a check in the amount of \$500.00 to support the
2011 Washington Elementary School District Retiree Reception.

3. DonorsChoose.org donated a document camera, The School Story literature set, and
bookmaking supplies with an approximate value of \$934.00 for the benefit of students at
Sunset Elementary School.

4. The Sheraton Crescent Hotel donated discounted food and AV services with an
approximate value of \$15,794.00 for the Lamp of Learning Celebration.

5. S & T Photography donated photography services with an approximate value or \$395.00
for the Lamp of Learning Celebration.

6. AZ Diamondbacks donated forty tickets with a value of \$680.00 to be used for the benefit
of students in the Sunset Elementary School Mileage Club. | 15 |
| *D. Award of Contract – Bid No. 10.043, Interactive Learning System, in an Amount Not to
Exceed \$118,100.00 | 16-17 |
| *E. Award of Contract – Verbal Quote DIBELS Next Training, Dynamic Measurement Group
Service Agreement in an Amount Not to Exceed \$13,999.25 | 18-24 |
| *F. Acceptance of the Virginia G. Piper Charitable Trust Grants in the Amount of \$41,000.00 | 25-26 |
| *G. First Reading of Proposed Amended Board Policy DFF – Income From School Sales and
Services | 27-28 |
| *H. First Reading of Proposed Amended Board Policy IGD – Curriculum Adoption | 29-31 |
| *I. First Reading of Proposed Amended Board Policy JLDA – School Counselors and
Psychologists | 32-33 |
| *J. First Reading of Proposed Amended Board Policy KHB – Advertising in Schools | 34-36 |
| *K. Second Reading and Adoption of Proposed Amended Policy JEB – Entrance Age
Requirements | 37-39 |
| *L. Second Reading and Adoption of Proposed Amended Policy JII – Student Concerns,
Complaints and Grievances | 40-48 |
| *M. Second Reading and Adoption of Proposed Amended Policy JK – Student Discipline | 49-51 |
| *N. Second Reading and Adoption of Proposed Amended Policy JKE – Expulsion of Students | 52-60 |

II. CONSENT AGENDA (continued)

- *O. Second Reading and Adoption of Proposed Amended Policy JLCD – Medicines/ Administering Medicines to Students 61-67

III. ACTION / DISCUSSION ITEMS

- A. Award of Contract – RFQ No. 10.040, Construction Manager at Risk Services for the New Lookout Mountain School to Adolfson & Peterson Construction in an Amount Not to Exceed \$90,000.00 for Pre-construction Services (Cathy Thompson) 68-73
Motion _____ Second _____ Vote _____
- B. Award of Contract – Bid No. 10.041, Orangewood School Site Improvements to SDB, Inc. in an Amount Not to Exceed \$644,500.00 (Cathy Thompson) 74-75
Motion _____ Second _____ Vote _____
- C. Temporary Suspension of Policy BGB – Policy Adoption and Adoption of Proposed Amended Policy GCQA – Professional Staff Reduction in Force (D. Rex Shumway) 76-82
Motion _____ Second _____ Vote _____
- D. Interest-Based Negotiations (IBN) Team’s Recommendations for 2011-2012 (Sue Snyder) 83-140
Motion _____ Second _____ Vote _____
- E. 2011-2012 School and Employee Calendars and the Calendar Framework for 2012-2015 (Maggie Westhoff) 141-160
Motion _____ Second _____ Vote _____
- F. Discussion and Consideration of 2011-2012 Governing Board Budget (Chris Maza, Governing Board President) 161-163
Motion _____ Second _____ Vote _____

IV. FUTURE AGENDA ITEMS

V. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

VI. CALL FOR EXECUTIVE SESSION

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

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

VI. CALL FOR EXECUTIVE SESSION (continued)

- A.3 and A.4 – Discussion or consultations with the attorney or attorneys for the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiations, in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation – specifically regarding bond improvement contract issues.

Motion _____ Second _____ Vote _____

VII. RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION

VIII. 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.3 and A.4

A.3 and A.4 – Discussion or consultation with attorneys of the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiation, or in settlement discussions conducted in order to avoid or resolve litigation – specifically regarding bond improvement contract issues.

IX. RECONVENING OF REGULAR MEETING

X. 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: SPECIAL MEETING, EXECUTIVE SESSION, REGULAR MEETING AND EXECUTIVE SESSION

2010-2011

April 14, 2011

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

I. SPECIAL MEETING

A. Call to Order and Roll Call

Mr. Maza called the meeting to order at 6:17 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. Adoption of the Special Meeting Agenda

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

UNANIMOUS

II. CALL FOR EXECUTIVE SESSION

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

UNANIMOUS

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

- A.3 and A.4 – Discussion or consultations with the attorney or attorneys for the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiations, in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation – specifically regarding bond improvement contract issues.

A motion was made by Mrs. Lambert to call for an Executive Session. The motion was seconded by Mr. Jahneke. The motion carried.

III. RECESSING OF SPECIAL MEETING FOR EXECUTIVE SESSION

IV. EXECUTIVE SESSION

A. Call to Order and Roll Call

All Board members were in attendance.

B. Confidentiality Statement

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

April 14, 2011

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

- A.3 and A.4 – Discussion or consultation with attorneys of the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiation, or in settlement discussions conducted in order to avoid or resolve litigation – specifically regarding bond improvement contract issues.

V. RECESSING OF EXECUTIVE SESSION FOR REGULAR MEETING

VI. REGULAR MEETING – GENERAL FUNCTION

A. Call to Order and Roll Call

Mr. Maza called the meeting to order at 7:15 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

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

UNANIMOUS

E. Approval of the Minutes

A motion was made by Mr. Jahneke that the Governing Board approve the Minutes of the March 10, 2011 Special Meeting, Executive Session, Regular Meeting, Executive Session. The motion was seconded by Mr. Adams. The motion carried. Mrs. Lambert abstained from the vote.

UNANIMOUS

F. Current Events: Governing Board and Superintendent

Mr. Adams shared that he attended Chaparral's Literacy Night. He enjoyed the information regarding the web-based reading program, "Think Central". Mr. Adams thanked Principal Ken Schofield for the wonderful experience.

Mr. Adams encouraged everyone to participate in the Invest in Education! Golf Classic to be held on May 21, 2011, at the Pointe Tapatio Golf Club. Mr. Adams stated it is a worthwhile event with proceeds going to the Washington Elementary School District.

Mr. Jahneke shared that he attended the funerals of Donna Stout, former Governing Board member of the Glendale Union High School District, and Mike Ledford, employee at Roadrunner Elementary School. Mr. Jahneke stated that both of these individuals made an impact on other people's lives.

Mr. Jahneke shared that he enjoyed attending the 5th-6th grade District Honor Band at Orangewood School.

Mrs. Lambert thanked Royal Palm Middle School for inviting the elementary feeder schools to attend their Regional Choir Concert. Mrs. Lambert acknowledged that the Royal Palm band was invited to participate in a concert at Sunnyslope High School. She stated that the family and community support was very good.

April 14, 2011

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

- Chaparral Elementary School
- John Jacobs Elementary School
- Ironwood Elementary School
- Lookout Mountain Elementary School
- Moon Mountain Elementary School
- Shaw Butte Elementary School

Ms. Graziano shared that she attended the memorial service for Raul Osorio, a student at Orangewood School.

Ms. Graziano shared that she enjoyed attending the following events:

- Mountain Sky Area Strings Festival
- 5th and 6th grade District Honor Band Festival

Ms. Graziano shared that she enjoyed attending the Music Educators' National Conference – Eastern Division in Baltimore, MD, and the National School Boards Association Conference in San Francisco, CA. She stated that the conferences had the following common themes:

- Do not cut music and the arts in schools
- Anti-bullying
- Arts integration into all subjects

Mr. Maza shared that he attended the Governor Arts Awards with Dr. Cook and Mrs. Lambert. Mr. Maza reported that the District was nominated by Childsplay for an arts award – Arts and Education as an Organization. He stated that the District was the only public school district nominated for an award. Mr. Maza thanked Childsplay for the nomination and stated that it was an honor to be nominated.

Dr. Cook introduced Ms. Maria Van Amburg, assistant principal of Palo Verde Middle School, who, in turn, introduced Merry Hammes, 8th grade math teacher and department chair. Ms. Hammes introduced Misael Perez Saldivar and his mother. Ms. Hammes stated that Misael is a 7th grade student excelling in her 8th grade math class. Misael demonstrated a mathematics concept by solving a two step equation using algebra tiles. Misael was presented with a certificate, mathematics book, a pencil holder, a ruler, calculator and pencils.

G. Public Participation

There was public participation.

Mr. Dave McNeil, principal of Washington Elementary School, thanked the District for its direction, guidance, and support during his 6 year career. He thanked the staff, students, and community of Washington Elementary School for their trust in his leadership and working towards a common goal of always believing in the children.

Mr. Darrin Squire, teacher at Cholla Middle School, thanked the District for its support of the arts, specifically music. He reported that he took 8 choir students from Cholla to participate in the All-State Festival of Performance. Mr. Squire reported that it was a lot of work for students and teachers to prepare for the event, but it was very rewarding to see them perform. Mr. Squire invited everyone to attend the Cholla Region Choral Festival to be held on April 19, 2011, 7:00 p.m., at Cholla Middle School.

Mr. Adams invited Mr. Jesus Rubalcava to speak. Mr. Rubalcava introduced himself as the Maricopa County Co-Director for the Arizona School Boards Association (ASBA). He stated that there are many services available from ASBA to assist school districts with any needs they may have.

H. Approval of the Consent Agenda

UNANIMOUS

Ms. Graziano requested that the following items be pulled from the Consent Agenda for separate consideration:

- *VII.D. – Out-of-County/State Field Trip
- *VII.E. – Out-of-State Travel
- *VII.G. – Award of Contract – Written Quote No. 10.031, TEACCH Training
- *VII.L. – First Reading of Proposed Amended Board Policy JEB – Entrance Age Requirements
- *VII.M. – First Reading of Proposed Amended Board Policy JII – Student Concerns, Complaints and Grievances
- *VII.N. – First Reading of Proposed Amended Board Policy JK – Student Discipline
- *VII.O. – First Reading of Proposed Amended Board Policy JKE – Expulsion of Students
- *VII.P. – First Reading of Proposed Amended Board Policy JLCD – Medicines/Administering Medicines to Students

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

VII. 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. Campos Creative School Portraits donated a fall pictures commission check in the amount of \$424.00 to be used to purchase recess equipment for K-6 students at Arroyo Elementary School.
2. General Dynamics donated a check in the amount of \$2,000.00 for field trips, school supplies, assemblies, and office equipment for the benefit of students at Lakeview Elementary School.
3. Master Block, Inc. donated brick pavers with an approximate value of \$720.00 to be used for the renovation of the kindergarten courtyard for the benefit of students at Lakeview Elementary School.
4. Kroger/Fry's Foods donated a check in the amount of \$500.00 to be used for miscellaneous student activities and programs for the benefit of students at Lakeview Elementary School.
5. La Donna Loitz donated books with an approximate value of \$450.00 for the benefit of K-2 students at Lakeview Elementary School.

April 14, 2011

6. S.P.I.C.E. – Mountain Sky Parent Teacher Organization donated a check in the amount of \$8,848.03 to pay for after-school extracurricular activities for the benefit of students at Mountain Sky Junior High School.
7. DonorsChoose.org donated books (\$514.89), white boards (\$397.53), reading centers (\$386.31), four violins (\$500.00), art supplies (\$350.00), and 30 Diary of Anne Frank books (\$536.00) with a total approximate value of \$2,684.73 for the benefit of students at Mountain View School.

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

UNANIMOUS

A motion was made by Ms. Graziano that the Governing Board approve the out-of-county/state field trip request as presented. The motion was seconded by Mrs. Lambert. The motion carried.

Ms. Graziano asked how the students were selected to attend the field trip. Ms. Schene, MAP Center teacher, replied that all students attend and the trip is funded through tax credits.

Ms. Graziano asked if the students stay at the camp. Ms. Schene responded that they stay at the camp during the entire field trip.

Ms. Graziano noted that there was a \$450 fee paid to Sundance Travel. She asked if the District could review the guidelines for using Sundance Travel, possibly using their services only for trips involving transportation and hotel accommodations.

1. Kathryn Schene, Sahuaro Elementary School, submitted an out-of-county/state field trip request to Astrocamp, Claremont, CA, September 28-30, 2011, for 4th - 6th grade students at a cost of \$16,000.00

***E. Out-of-State Travel**

UNANIMOUS

A motion was made by Ms. Graziano that the Governing Board approve the out-of-state travel requests as presented. The motion was seconded by Mr. Jahneke. The motion carried.

Ms. Graziano asked if the District was able to obtain feedback from the private schools when they attend events/conferences. Dr. Maggie Westhoff responded that there is a very collaborative relationship between the District and the private schools. She advised that the private schools attend coursework offered by the District. Dr. Westhoff reported that the private schools would be willing to provide feedback if the District requested it.

Ms. Graziano stated she was interested in feedback from item #5 regarding girl bullying and other forms of relational aggression. She asked if it would be possible to request them to conduct an in-service for District personnel or have District personnel attend when the information is presented at the private school. Dr. Westhoff replied that she would have Ms. Dorothy Watkins contact the attendee.

Mrs. Lambert asked what model is used for the private schools' School Improvement Plan. Dr. Westhoff responded that the private schools are required to complete a School Improvement Plan which is not the same model currently used by the District. She stated that they use a model similar to what the District previously used or they use a diocese model.

1. Michael C. Brennan, Principal of Most Holy Trinity School; submitted a request to attend the Mary Ann Remick Leadership Program, June 12-July 11, 2011, in Notre Dame, IN, at a cost of \$3,052.00.

April 14, 2011

2. Lisa Temple and Andrea Boat, Northwest Christian School language arts teachers, submitted a request to attend the Advanced Continuum, June 20-24, 2011, in Chicago, IL, at a cost of \$4,826.00.
3. Larry Billar, Saint Simon and Jude School junior high social studies teacher, submitted a request to attend the 2011 National Conference on Geographic Education, July 31-August 8, 2011, in Portland, OR, at a cost of \$2,497.00.
4. Sue Kelling, Saint Simon and Jude School junior high math teacher, submitted a request to attend the National Council of Teachers of Mathematics, July 27-31, 2011, in Orlando, FL, at a cost of \$1,472.00.
5. Wendy Treon, Saint Simon and Jude School K-8 counselor, submitted a request to attend the 5th Annual National Conference on Girl Bullying and Other Forms of Relational Aggression, June 29-July 2, 2011, in Las Vegas, NV, at a cost of \$1,064.24.

***F. Acceptance of the Washington Education Foundation Grants in the Amount of \$8,885.91** **UNANIMOUS**

***G. Award of Contract – Written Quote No. 10.031, TEACCH Training** **UNANIMOUS**

A motion was made by Ms. Graziano that the Governing Board award contract for Written Quote No. 10.031, TEACCH Training to University of North Carolina at Chapel Hill for the Charlotte TEACCH Center in an amount not to exceed \$33,400.00 and authorize the Superintendent to execute the agreement between the Washington Elementary School District and the University of North Carolina at Chapel Hill. The motion was seconded by Mr. Jahneke. The motion carried.

Ms. Graziano expressed concern regarding the cost of the TEACCH training and asked how many District teachers would be participating. Dr. Craig Carter responded that the staff associated with the autism program at John Jacobs Elementary School and Royal Palm Middle School will be attending the training (i.e., teachers, aides, speech therapists, and occupational therapists). Dr. Carter advised that the training will be funded by ARRA Federal funds which is appropriate use of the Federal funds for professional development. He stated that the University of North Carolina is the only national provider of this specific training and recognized as an approved methodology for this population.

***H. Award of Contract – Bid No. 10.036, Moving and Relocation Services to Graebel Lightning Movers, Inc., Beltman Group, and Desert View Logistics, LLC in an Amount Not to Exceed \$50,000.00** **UNANIMOUS**

***I. Annual Intergovernmental Cooperative Purchase Agreements with the Greater Phoenix Purchasing Consortium of Schools (GPPCS)** **UNANIMOUS**

***J. Annual Intergovernmental Cooperative Purchase Agreements with the State Procurement Office (SPO)** **UNANIMOUS**

***K. Extension and Renewal of Annual Contracts for Specified Goods and Services** **UNANIMOUS**

***L. First Reading of Proposed Amended Board Policy JEB – Entrance Age Requirements** **UNANIMOUS**

A motion was made by Mr. Graziano that the Governing Board approve the First Reading of Proposed Amended Board Policy JEB – Entrance Age Requirements. The motion was seconded by Mrs. Lambert. The motion carried.

April 14, 2011

Ms. Graziano advised meeting attendees that she pulled the five Consent Agenda items regarding First Reading of Proposed Amended Board Policies because she wanted them to be aware that one of the Governing Board's responsibilities is to approve Policies and the Board will be asked to approve Proposed Amended Policies in future meetings. She stated that the Arizona School Boards Association's (ASBA) services are utilized to ensure that the District's policies are in compliance with new Federal and State statutes.

Mr. Maza advised that Board members are not allowed to discuss the Policy items with each other, but can submit their questions to the Superintendent to be addressed. Since Board members have had the opportunity to have their concerns addressed, the Policies have been placed on the Agenda as Consent items rather than Action items.

***M. First Reading of Proposed Amended Board Policy JII – Student Concerns, Complaints and Grievances UNANIMOUS**

A motion was made by Mr. Graziano that the Governing Board approve the First Reading of Proposed Amended Board Policy JII – Student Concerns, Complaints and Grievances. The motion was seconded by Mrs. Lambert. The motion carried.

***N. First Reading of Proposed Amended Board Policy JK – Student Discipline UNANIMOUS**

A motion was made by Mr. Graziano that the Governing Board approve the First Reading of Proposed Amended Board Policy JK – Student Discipline. The motion was seconded by Mrs. Lambert. The motion carried.

***O. First Reading of Proposed Amended Board Policy JKE – Expulsion of Students UNANIMOUS**

A motion was made by Mr. Graziano that the Governing Board approve the First Reading of Proposed Amended Board Policy JKE – Expulsion of Students. The motion was seconded by Mrs. Lambert. The motion carried.

***P. First Reading of Proposed Amended Board Policy JLCD – Medicines/ Administering Medicines to Students UNANIMOUS**

A motion was made by Ms. Graziano that the Governing Board approve the First Reading of Proposed Amended Board Policy JLCD – Medicines/Administering. The motion was seconded by Mrs. Lambert. The motion carried.

Ms. Graziano expressed concern that there are exceptions to allow students to administer their own medication.

Ms. Graziano referred to the Regulation that states: "Drugs must be kept in their original containers in a locked medicine cabinet." Ms. Graziano stated that there are some medications that require refrigeration and asked if there was a means to lock them in a refrigerator. Dr. Cook responded that the matter is being handled with the nurses to comply with the law.

VIII. ACTION / DISCUSSION ITEMS

A. Award of Contract – RFQ No. 10.032-1, New Lookout Mountain Architectural Services UNANIMOUS

Dr. Cook advised the Board that the District's recommendation is to award the contract for architectural services for the new Lookout Mountain project to Orcutt Winslow.

Ms. Graziano and Mr. Maza thanked the Finance and Purchasing Departments for providing the information for this agenda item.

April 14, 2011

A motion was made by Mr. Jahneke that the Governing Board award a contract under RFQ No. 10.032-1, New Lookout Mountain Architectural Services, to Orcutt Winslow in an amount not to exceed \$732,500.00. The motion was seconded by Ms. Graziano. The motion carried.

B. Arizona School Boards Association's Delegate Assembly Appointments and Legislative Agenda Proposals

Dr. Cook advised the Board members that she did not receive any suggestions from them for proposals to be submitted for the Arizona School Boards Association's (ASBA) Delegate Assembly on June 25, 2011. Dr. Cook asked the Board if they wanted to appoint a Delegate and Alternate Delegate to attend the ASBA Delegate Assembly on June 25, 2011.

A motion was made by Mr. Maza to appoint Mrs. Lambert as the Delegate to the Arizona School Boards Association's Delegate Assembly to be held on June 25, 2011. The motion was seconded by Ms. Graziano. The motion carried.

UNANIMOUS

A motion was made by Mr. Adams to appoint Mr. Jahneke as the Alternate Delegate to the Arizona School Boards Association's Delegate Assembly to be held on June 25, 2011. The motion was seconded by Mrs. Lambert. The motion carried.

UNANIMOUS

IX. INFORMATION / DISCUSSION ITEM

A. Discussion and consideration of 2011-2012 Governing Board Budget

Mr. Jahneke suggested that the Board review the following items:

- Communication – asked if the budget could be reduced. Dr. Cook responded that a three year trend would be reviewed and that the budget item could be adjusted accordingly.
- Consider moving a portion out of Communication into Travel
- Travel - review
- Elections – recommended no change
- Legal – recommended no change
- Supplies – reduce slightly
- Subscriptions – review
- Consider reducing the overall budget

Ms. Graziano asked about the Tear Soup Books. Dr. Cook advised that they are books that are sent on behalf of the Governing Board to provide comfort to families in the District who have suffered a death in the family.

Ms. Graziano asked who was receiving the Arizona Capitol Times subscription. Mr. Adams advised that he was receiving the subscription which was offered to all Board members.

Mr. Adams expressed an interest to have a discussion regarding Board members' philosophy concerning professional development in regard to travel.

Mrs. Lambert felt there was a need to have a discussion regarding travel and determine what future workshops/conferences the Board would like to attend. She stated it was one of the Board's responsibilities to be informed of legislative actions which are helpful for planning for the District.

Ms. Graziano did not feel it was appropriate to have Board travel expenses since the District has restricted travel for employees. She supports in-state training to keep up with information related to the State and the legislature. Ms. Graziano agreed there should be a discussion to plan for future in-state professional development.

April 14, 2011

Mr. Maza asked Ms. Thompson what happened to money that is not expended for any given account. Ms. Thompson replied that if there is a balance during a current fiscal year, the money would remain in the Governing Board's budget unless the Board elected to move it out. If the money is not spent, it would go into Budget Balance Carry Forward. For the following fiscal year, the budget would be reevaluated based on a three year trend and adjusted accordingly. Mr. Maza stated there was a need to keep the travel budget for professional development. He stated he would like to have a discussion regarding professional development opportunities as they arise to determine if the Board feels that representation would be important.

Ms. Graziano asked about the significant amount remaining in the Elections account. Dr. Cook advised that it is preferable to keep the same budget line in case the Board calls for an election. Dr. Cook stated that the costs vary because they are determined by the scope of the election.

X. FUTURE AGENDA ITEMS

Mr. Adams requested that the 2011-2012 Governing Board Budget be presented as an Action item.

XI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

Ms. Graziano and Mr. Maza thanked the OASIS volunteer tutors for their time and efforts. Mr. Maza acknowledged them at the ice cream social where they were honored.

Mr. Jahneke thanked Debra Karns, the Accounting Department, and David Velazquez for their assistance when he reviews the Vouchers. He stated they are very helpful and quick to respond to his questions.

Dr. Cook acknowledged the employees who were retiring and thanked them for their long years of dedication and commitment. Dr. Cook acknowledged Lookout Mountain teacher, Ms. Nancy Putnam, one of the future retirees, who was in the audience.

XII. CALL FOR EXECUTIVE SESSION

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

UNANIMOUS

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

A.5 – Discussion or consultations with the designated representative of the public body in order to consider its position and instruct its representatives regarding negotiations with employee organizations regarding the salaries, salary schedule, or compensation paid in the form of fringe benefits of employees of the public body – specifically regarding the Board's interests for the 2011 Interest-based Negotiation (IBN) process.

A motion was made by Mr. Jahneke to call for an Executive Session. The motion was seconded by Ms. Graziano. The motion carried.

XIII. RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION

XIV. EXECUTIVE SESSION – GENERAL FUNCTION

A. Call to Order and Roll Call

All Board members were in attendance.

April 14, 2011

B. Confidentiality Statement

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

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

A.5 – Discussion or consultations with the designated representative of the public body in order to consider its position and instruct its representatives regarding negotiations with employee organizations regarding the salaries, salary schedule, or compensation paid in the form of fringe benefits of employees of the public body – specifically regarding the Board’s interests for the 2011 Interest-based Negotiation (IBN) process.

XV. RECONVENING OF REGULAR MEETING

XVI. ADJOURNMENT

A motion was made by Mr. Adams to adjourn the Regular Meeting at 9:02 p.m. The motion **UNANIMOUS** was seconded by Mr. Jahneke. The motion carried.

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

April 14, 2011

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:	April 28, 2011		
AGENDA ITEM:	<u>*Approval/Ratification of Vouchers</u>		
INITIATED BY:	<u>Debra Karns, 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 FY10/11 PAYROLL VOUCHERS (warrants for services and materials, payroll expense):

03/22/11	2,974,527.51
04/05/11	<u>2,772,297.09</u>
Totals:	<u>5,746,824.60</u>

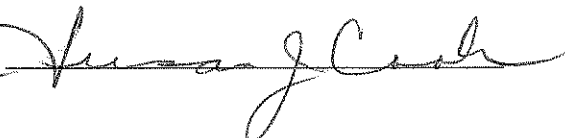
APPROVE/RATIFY FY 10/11 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

03/23/11	3,573,667.56
03/25/11	167,950.24
03/30/11	1,880,928.98
04/06/11	<u>4,436,883.41</u>
Totals:	<u>10,059,430.19</u>

SUMMARY AND RECOMMENDATION

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

Superintendent



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

Agenda Item *II.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: April 28, 2011 Information
AGENDA ITEM: *Personnel Items 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

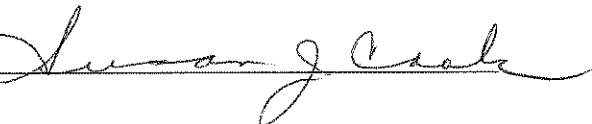
Funding Source: Various
Budgeted: Yes

The attached personnel actions are presented for approval.

SUMMARY AND RECOMMENDATION

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

Superintendent



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

Agenda Item *II.B.

PERSONNEL ACTION RECOMMENDED

April 28, 2011

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

A. ADMINISTRATIVE

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

B. CERTIFIED

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

Allen	Pamala	Teacher-General Music	Mountain View	Resignation	1	5/26/2011
Broner	Judy	Speech Pathologist	Royal Palm	Resignation	6 mo.	4/14/2011
Broomfield	Alyson	Teacher-5th Grade	Maryland	Leave of Absence for remainder of 2010-2011		5/9/2011
Brown	Susan	Teacher-Mathematics	Mountain Sky	Resignation	1	5/26/2011
Freda	Jennifer	Teacher-Kindergarten	Maryland	Resignation		5/26/2011
Gainer	Melanie	Teacher-Art	Washington	Resignation	4	5/26/2011
Girod-Law	Janice	Teacher-Art	Sunnyslope	Resignation	4	5/26/2011
Jones	Mandi	Teacher-4th Grade	Sunset	Leave of Absence for 2011-12 Fiscal Year	1	5/26/2011
MacCarl	Rebecca	Teacher-CCB	Mountain Sky	Resignation	5	5/26/2011
McLeod	Tracie	Teacher-1st Grade	Shaw Butte	Leave of Absence for 2011-12 Fiscal Year		5/26/2011
Moschgat	Lydia	Teacher-Art	Mountain View	Resignation	2	5/26/2011
Newcomber	Helga	Teacher-CCSC	Arroyo	Retirement	1	5/26/2011
Pekara	Carolyn	Teacher-SNPS	Chaparral	Resignation	2	5/26/2011
Riney	Kathryne	Teacher-General Music	Roadrunner	Resignation	1.5	5/26/2011
Shurbet	Maryann	Teacher-6th Grade	Maryland	Resignation	4	5/26/2011
Sidler	Carlene	Teacher-2nd Grade	John Jacobs	Resignation from Leave of Absence	6	6/30/2011
Sire	Melissa	Teacher-Kindergarten	Alta Vista	Resignation	5	5/26/2011
Webb	Marianne	Teacher-Life Skills	Cholla	Resignation from Leave of Absence	4	6/30/2011
Wells	Nathan	Teacher-Social Studies	Mountain View	Resignation	4	5/26/2011

C. FULL-TIME CLASSIFIED

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

Brewer	Cheryl	Office Technician	Shaw Butte	Retirement	24	6/7/2011
Gonzales	Michael	Trades Specialist	Maintenance	Resignation	2	4/22/2011
Kartman	Nancy	Office Manager	Ocotillo	Resignation	11	6/7/2011
Moen	Paula	Nurse	Mountain Sky	Retirement	6	5/26/2011
Tarango	Joneen	Bus Driver	Transportation	Resignation	3	4/15/2011
Trejo	Patricia	Custodian	Sunnyslope	Termination	5	4/21/2011
Williams	Jacqueline	Bus Driver	Transportation	Retirement	16	4/22/2011

D. PART-TIME CLASSIFIED

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

Acothley	Davida	Nutrition Service Helper	John Jacobs	Resignation	7 mo.	4/22/2011
Cortez	Alyssa	Nutrition Service Helper	Desert Foothills	Resignation	1	4/22/2011
Cruz	Edith	Paraprofessional - Individual Assistant	Ocotillo	Resignation	5 mo.	4/14/2011
Descheneau	Marcia	Nutrition Service Helper	Washington	Resignation	3	4/11/2011
Glas	Cassandra	KidSpace Assistant	Abraham Lincoln	Resignation	3	4/11/2011
Goins	Lindsay	Special Ed. Assistant	Sweetwater	Leave of Absence for 2011-12 Fiscal Year		7/1/2011
Jacobs	Tyler	Crossing Guard	Shaw Butte	Resignation	1 mo.	4/8/2011
John	Sherri	Nutrition Service Helper	Cholla	Resignation	5 mo.	4/4/2011

PERSONNEL ACTION RECOMMENDED

April 28, 2011

D. PART-TIME CLASSIFIED (continued)

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Mizik	Margaret	Nutrition Service Helper	Mountain View	Resignation	8 mo.	4/14/2011
Oakey	Daniel	Paraprofessional	Ocotillo	Resignation	4	4/14/2011
Phelps	Rachel	Paraprofessional	Mountain View	Resignation	5 mo.	5/25/2011
Prizmich	Jared	Paraprofessional - Individual Assistant	Royal Palm	Position Ended	2	4/18/2011
Royce	Michael	Crossing Guard	Sahuaro	Resignation	3	4/6/2011
Spicher	Billie	Alternative Driver	Transportation	Leave of Absence for remainder of Fiscal Year		3/21/2011
Stinebaugh	Emily	Office Technician / Detention Monitor	Mountain Sky	Resignation	3	5/25/2011
Taylor	Tara	Nutrition Service Helper	Cholla	Resignation	5 mo.	4/13/2011
Thraikill	Jayne	Individual Assistant	Sweetwater	Resignation	3 mo.	4/15/2011

II. EMPLOYMENT

A. ADMINISTRATIVE

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

B. CERTIFIED

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

C. FULL-TIME CLASSIFIED

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

D. PART-TIME CLASSIFIED

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

Arellano	Maria	Nutrition Services Helper	E	Sunnyslope	
Beltran	Alvaro	Crossing Guard	E	Shaw Butte	
Casale	Suzanne	Paraprofessional - Individual Assistant	N	John Jacobs	New Student
Garcia	Frankie	KidSpace Assistant	E	Abraham Lincoln	
McDermott	Johanna	Crossing Guard	E	Sahuaro	
Ramirez Garcia	Rosario	Nutrition Services Helper	E	Desert View	
Sauer	Joseph	KidSpace Assistant	E	Abraham Lincoln	
Silva	Tania	Paraprofessional	E	Cactus Wren	
Simon	Marlene	Paraprofessional	E	Sahuaro	
Small	Daniel	Paraprofessional - Individual Assistant	E	Cactus Wren	

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: April 28, 2011 Information
AGENDA ITEM: *Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) 1st Reading
INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §15-341

SUPPORTING DATA

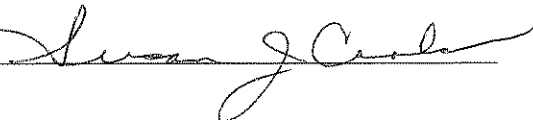
Funding Source: Donations
Budgeted: N/A

1. Kroger donated a check in the amount of \$500.00 to be used for the benefit of students at Mountain View School.
2. Washington Education Foundation donated a check in the amount of \$500.00 to support the 2011 Washington Elementary School District Retiree Reception.
3. DonorsChoose.org donated a document camera, The School Story literature set, and bookmaking supplies with an approximate value of \$934.00 for the benefit of students at Sunset Elementary School.
4. The Sheraton Crescent Hotel donated discounted food and AV services with an approximate value of \$15,794.00 for the Lamp of Learning Celebration.
5. S & T Photography donated photography services with an approximate value or \$395.00 for the Lamp of Learning Celebration.
6. AZ Diamondbacks donated forty tickets with a value of \$680.00 to be used for the benefit of students in the Sunset Elementary School Mileage Club.

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: April 28, 2011 Information
AGENDA ITEM: *Award of Contract – Bid No. 10.043, Interactive Learning System, in an Amount Not to Exceed \$118,100.00 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: Head Start Grant
Budgeted: Yes

On March 29, 2011, the District issued Bid No. 10.043, Interactive Learning System. The purpose of this bid is to obtain qualified firms to provide an interactive learning system to the Head Start Department of the Washington Elementary School District. No school or department can spend more than is budgeted without prior approval from the Finance Department.

Two Hundred Eight (208) vendors were notified of the solicitation. Four (4) offers and one (1) "No-Bid" were received and opened on April 13, 2011. Natalie McWhorter, Director of Curriculum and Cyndi Hawk, Assistant Buyer for Purchasing, evaluated the offers and recommend Hatch, Inc. for award. The other three (3) offers were deemed non-responsive, Laureate and Lakeshore did not meet the AZ Early Learning Standards set forth in the bid documents and Immedia EDU did not meet the scope provided in the documents as all they offered were interactive boards.

The award of this solicitation will result in a one (1) year contract beginning upon award. Included is a provision for cancellation by the District with thirty (30) days prior written notice.

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

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract for Bid No. 10.043, Interactive Learning System, in an amount not to exceed \$118,100.00.

Superintendent



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

Agenda Item *II.D.

Ranking of the offers by the committee:

Vendor Name:	Rank:
Hatch, Inc.	1
Laureate	Non-Responsive, software did not meet AZ Early Learning Standards
Lakeshore	Non-Responsive, software did not meet AZ Early Learning Standards
Immedia EDU	Non-Responsive, did not meet scope

The District has expended \$36,329.28 in the current school year for these products.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: April 28, 2011 Information
AGENDA ITEM: *Award of Contract - Verbal Quote DIBELS Next Training, Dynamic Measurement Group Service Agreement in an Amount Not to Exceed \$13,999.25 1st Reading
INITIATED BY: Howard Kropp, Administrator of Purchasing SUBMITTED BY: Natalie McWhorter, Director of Curriculum
PRESENTER AT GOVERNING BOARD MEETING: Natalie McWhorter, Director of Curriculum
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Title I
Budgeted: Yes

The purpose of the Dynamic Measurement Group agreement is to provide Washington Elementary School District professional development training for educators using the DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills). This training is designed to provide an in-depth understanding of the conceptual and empirical foundations of DIBELS Next as well as training in the administration and scoring of the measures.

The District is expanding the administration of this assessment series to grades 4-6 to measure reading fluency and comprehension. This will enable schools to have a uniform, consistent data set in order to support Response to Intervention (RTI) efforts. Response to Intervention (RTI) is a component of the District's Local Education Agency (LEA) Consolidated Grant Application and LEA Improvement Plan goals. The training expense has been approved by the Arizona Department of Education Title I Program Specialist as part of the District's professional development plan.

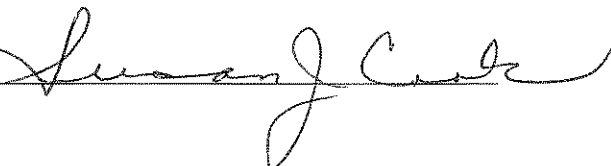
Ninety-one participants will attend the DIBELS Next workshop June 27-30, 2011. Upon completion, the participants will be certified to train and support K-6 school staff members. The total cost of \$13,999.25 includes materials, trainer fees and certification of participants.

The agreement was reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Dynamic Measurement Group Service Agreement in an amount not to exceed \$13,999.25 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.E.

SERVICES AGREEMENT

PARTIES:

DYNAMIC MEASUREMENT GROUP, an Oregon corporation, ("DMG")
132 East Broadway, Suite 636
Eugene, OR 97401

Agency/School/District: Washington Elementary School District ("District")
Street Address: 4650 West Sweetwater
City/State/Zip Code: Glendale, AZ 85304
Contact Person: Natalie McWhorter, Director of Curriculum
Telephone Number: 602-347-2663/602-347-2702
Email: Natalie.McWhorter@wesdschools.org

AGREEMENTS:

1. DESCRIPTION OF SERVICES. DMG shall provide training in DIBELS[®] assessment including the following (the "Services"):

- 3.5-Days DIBELS Next Training June 27-30, 2011 including 2-day DIBELS Next Essential Workshop June 27 & 28, 2011 and 1.5 DIBELS Next Mentoring workshop June 29 and 30, 2011. Training materials for 91 participants will also be provided including:
 - 91 DIBELS Next Essential Workshop training books
 - 91 DIBELS Next Mentoring Workshop training books
 - 91 DIBELS Next Training cds.

2. TERM. DMG shall perform the Services on or before June 30, 2011.

3. PAYMENT FOR SERVICES. The District shall pay DMG the following amount for performing the Services:

Total Fee for Services: \$13,999.25

4. EQUIPMENT. The District agrees to make the following equipment available for the Services to be provided:

- LCD projector
- Computer speakers or other means to amplify sound from a laptop computer
- Microphone system to amplify sound of presenter speaking (if necessary)
- Flip chart pad, easel and markers
- Post-it notes for each table of participants

5. TIMING OF INVOICES AND PAYMENTS. DMG will invoice the District following completion of the Services, and shall include reasonable documentation of travel expenses. The District shall pay the invoice within 30 days of the invoice date. DMG reserves the right to submit one or more intermittent invoices prior to completion of the Services if the Services are to be performed over a calendar period of greater than 30 days. Such intermittent invoices shall be based on the Services performed and expenses incurred prior to the invoice date.

7. INTEGRATION. This Agreement constitutes a final and complete statement of the agreement between the parties, and fully supersedes all prior agreements or negotiations, written or oral.

8. AMENDMENT. This Agreement may be modified or amended, if the amendment is made in writing and is signed by both parties.

9. WAIVER. No waiver of any right arising out of a breach of any covenant, term or condition of this Agreement shall be a waiver of any right arising out of any other or subsequent breach of the same or any other covenant, term or condition.

10. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of Oregon, without regard to its conflicts of law principles.

11. LEGAL PROCEEDINGS. In the event any legal proceeding is commenced for the purpose of interpreting or enforcing any provision of this Agreement, the prevailing party in such proceeding shall be entitled to recover a reasonable attorney's fee in such proceeding, or any appeal thereof, to be set by the court without the necessity of hearing testimony or receiving evidence, in addition to the costs and disbursements allowed by law.

12. WARRANTY OF AUTHORITY. The person or persons executing and delivering this agreement on behalf of DMG and the District represent and warrant that each of them is duly authorized to do so and that the execution and delivery of this agreement are the lawful and voluntary act of the party on whose behalf that person purports to act.

13. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered (i) when delivered in person, or (ii) two business days following deposit in the United States mail, postage prepaid to the address set forth at the beginning of this Agreement. Either party may change its address from time to time by providing written notice in the manner set forth above.

14. COUNTERPARTS. This Agreement may be executed in one or more counterparts, all of which will be considered one and the same agreement and will be effective when one or more counterparts have been signed and delivered by DMG and the District. Delivery may be accomplished by confirmed transmission of a facsimile to the recipient party.

DATED EFFECTIVE: March 23, 2011

DYNAMIC MEASUREMENT GROUP, INC.

Washington Elementary School District

By: _____

By: _____

Michele Heckel

Print Name: _____

Director, Finance & Business Operations

Title: _____



March 23, 2011

Natalie McWhorter, Director of Curriculum
Washington Elementary School District
4650 West Sweetwater
Glendale, AZ 85304

Re: Proposal for DIBELS Next Training

Dear Ms. McWhorter:

Thank you for your interest in DIBELS® workshops provided through Dynamic Measurement Group. Dynamic Measurement Group was established by the authors of DIBELS®, Drs. Roland Good and Ruth Kaminski to provide educational organizations exceptional professional development for educators using DIBELS®. All of our workshops are instructed by individuals with extensive background in the development, research and implementation of DIBELS® as a part of a system supporting reading success for all children.

Based on our discussion, you are interested in hosting 3.5 days of DIBELS Training June 27-30, 2011. The 3.5 days of DIBELS Next training would include our 2-day DIBELS Next Essential workshop and our 1.5-day DIBELS Next Mentoring Workshop. Individuals within your district may choose to attend the first 2 days or all 3.5 days of training based on their training needs. Please note the Mentoring workshop is typically a 2-day workshop, but would be able to be consolidated to 1.5 days based on your staff's experience with DIBELS and the size of your group. Following are details for these workshops.

DIBELS® Next Essential Workshop

The 2-day DIBELS Next Essential workshop is designed to provide an in-depth understanding of the conceptual and empirical foundations of DIBELS Next as well as training in administration and scoring of the measures. It includes a focus on the development of DIBELS measures and features that differentiate DIBELS Next from other commonly-used assessments; the linkage of DIBELS Next to the big ideas of literacy; the use of DIBELS Next data for educational decision making within an Outcomes-Driven Model; and comprehensive training and practice in administration and scoring of all the DIBELS measures, including an explanation of the development of each measure and up-to-date coverage of additions and revisions in administration and scoring rules. Our DIBELS Next Essential workshop is a prerequisite for the 1.5-day DIBELS Next Mentoring Workshop.

Participants attending the 2-day DIBELS Next Essential workshop will need the DIBELS Next Essential training book and a stopwatch.

DIBELS Mentoring Workshop

The 1.5-day DIBELS Next Mentoring training is designed for those who have already completed DIBELS Next Essential training and wish to extend their Essential knowledge of DIBELS so that they may provide training for others in their school, district, or agency. Participants who complete the Mentoring training will receive a CD containing all the DIBELS Next Essential DIBELS trainings materials as well as the DIBELS

Next Transition training materials. The DIBELS Next Essential training materials are intended to be used to train others who are new to DIBELS or need comprehensive training on DIBELS Next. The DIBELS Next Transition training materials are intended to be used to train others currently using DIBELS 6th Edition and only need training to transition to DIBELS Next. After completing the Mentoring training, participants will be able to use the DIBELS Next Essential and Transition materials to provide training in DIBELS Next administration and scoring, including foundations of DIBELS and assessment logistics; to observe and provide feedback to DIBELS assessors, and to interpret and assist others in using classroom, school, and district level DIBELS data.

Participants attending the Mentoring workshop in addition to the DIBELS Next Essential workshop will need a DIBELS Next Mentoring training book and a DIBELS Next training CD.

Registration for Workshops/Workshop Attendance Requirements

Participants may register for either the 2-day DIBELS Next Essential workshop OR (b) both the 2-day DIBELS Next Essential workshop and the 1.5-day DIBELS Next Mentoring workshop. Attendance for all 3.5 complete days of training will be required for individuals to receive, and be authorized to use, the DIBELS Next training CD and presentation materials.

Training Materials

Participants attending the DIBELS Next Essential Workshop will need the DIBELS Next Essential workbook and a stopwatch. Participants attending the DIBELS Next Mentoring Workshop will need the DIBELS Next Mentoring workbook and the DIBELS Next training CD.

To facilitate training materials are received in time for the workshop, all training materials including training books, stopwatches, and training CDs need to be ordered four weeks prior to the workshop. We can help ensure you are ordering the correct quantity of workshop materials if you provide us with the number of individuals attending each workshop or combination of workshops. To order training materials, please contact Sarah Laszlo, Professional Development Coordinator, at 541-228-3291 or email slaszlo@dibels.org

Technology and other equipment needs

Your trainer will use a Microsoft Office PowerPoint presentation for the workshop. Your trainer will have a laptop, but will need an LCD projector, computer speakers (or other means to amplify sound from a laptop) and possibly a microphone for each presenter depending on the acoustics in the room. For the Mentoring/TOT workshop only, the trainer will also need two flip chart pads and easels.

DIBELS Next Workshop Fees

The cost for 3.5 days of DIBELS Next training is \$13,999.25 including all workshop costs and training materials for 91 participants.

Workshop training books and DIBELS Next training CDs will be provided for 91 participants who will attend both workshops. The cost for the workshop includes these training materials: 91 DIBELS Next Essential workbooks, 91 DIBELS Next Mentoring workbooks and 91 DIBELS Next training CDs. You indicated you do not need to purchase stopwatches. Additional workshop materials may be purchased with the following pricing:

DIBELS Next Essential Training Books:	\$13.50 ea/incl. ground shipping
DIBELS Next Mentoring Training Books:	\$13.50 ea/incl. ground shipping
DIBELS Stopwatches:	\$7.25 ea/incl. ground shipping
DIBELS Next Training CDs:	\$5.50 ea/incl. ground shipping

Thank you, again, for inquiring about hosting DIBELS Next training. It would be our honor to work with you on this potential project. If you have any additional questions, feel free to email or call kpetersen@dibels.org or 952-448-1941, respectively.

Sincerely,

Kathleen Petersen, Ph.D.
Director of Professional Development

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent X Discussion
 DATE: April 28, 2011 Information
 AGENDA ITEM: *Acceptance of the Virginia G. Piper Charitable Trust Grants in the Amount of \$41,000.00 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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

SUPPORTING DATA

Funding Source: Grants
 Budgeted: Yes

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

Funder	Location	Amount	Purpose
Virginia G. Piper Charitable Trust	Acacia Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Alta Vista Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Arroyo Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Cactus Wren Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Chaparral Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Desert View Elementary (N)	\$1,200.00	School Clothes

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of the Virginia G. Piper Charitable Trust grants in the amount of \$41,000.00.

Superintendent 

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

Agenda Item *II.F.

***Acceptance of the Virginia G. Piper Charitable Trust Grants in the Amount of \$41,000.00**

April 28, 2011

Page 2

Virginia G. Piper Charitable Trust	Ironwood Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	John Jacobs Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Lakeview Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Manzanita Elementary (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Maryland Elementary (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Moon Mountain Elementary (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Mountain View School (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Ocotillo Elementary (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Orangewood School (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Richard E. Miller Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Roadrunner Elementary (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Sahuaro Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Shaw Butte Elementary (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Sunburst Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Sunnyslope Elementary (N)	\$2,300.00	School Clothes
Virginia G. Piper Charitable Trust	Sunset Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Sweetwater School (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Tumbleweed Elementary (N)	\$1,200.00	School Clothes
Virginia G. Piper Charitable Trust	Washington Elementary (N)	\$2,300.00	School Clothes

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 Information
 X 1st Reading
 DATE: April 28, 2011
 AGENDA ITEM: *First Reading of Proposed Amended Board Policy DFF – Income From School Sales and Services
 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

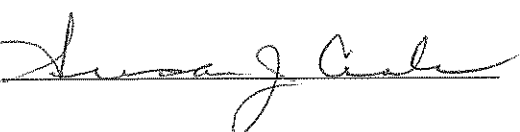
As a result of statutory changes enacted by the Legislature, ASBA Policy Services has recommended that DFF – Income From School Sales and Services be amended to reflect the changes in the law. The following is a summary of the recommended changes:

- Requires that District advertisement fund shall be established for the deposit of revenues from the sale of advertising.
- All revenues are to be deposited and accounted for pursuant to the USFR. Monies in the advertising fund are not subject to reversion.

These recommended changes have been reviewed by the District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy DFF – Income From School Sales and Services.

Superintendent 

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

Agenda Item *II.G.

INCOME FROM SCHOOL SALES AND SERVICES

Vocational Activity Income

Through certain vocational activities, students may provide goods and services at a charge to the public. These activities are designed for educational purposes, not to make a profit or to be competitive with business in the community.

The charges for work performed and goods sold through these activities will be kept current with costs for the particular service or item offered for sale.

Advertising Income

A District advertisement fund shall be established for the deposit of revenues if the District sells advertising.

All revenues Monies collected will be deposited and accounted for in accordance with the Uniform System of Financial Records. **Monies in the advertising fund are not subject to reversion.**

Adopted: date of manual adoption

LEGAL REF.: 15-342
 15-1121

CROSS REF.: KHB – Advertising in Schools

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: April 28, 2011 Information
AGENDA ITEM: *First Reading of Proposed Amended Board Policy IGD – Curriculum Adoption 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

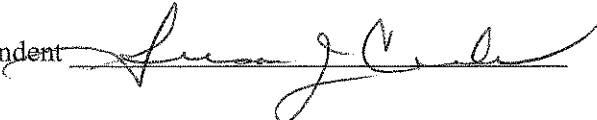
As a result of statutory changes (HB 2281) enacted by the Legislature, ASBA Policy Services has recommended that IGD – Curriculum Adoption be amended to reflect the changes in the law. (Although not specifically mentioned in the Bill, HB 2281 was enacted as a reaction to some ethnic study courses being taught by Tucson Unified School District.) The following is a summary of the recommended changes:

- States the Legislative declaration found in A.R.S. §15-111 that students should be taught to treat and value each other as individuals and not be taught to resent or hate other races or classes of people.
- Contains the specific direction from A.R.S. §15-112 that prohibits certain elements from being included in a program of instruction and prescribes potential penalties for a district that violates the mandates.

These recommended changes have been reviewed by the District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy IGD – Curriculum Adoption.

Superintendent 

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

Agenda Item *II.H.

CURRICULUM ADOPTION

All new programs and courses of study will be subject to Board approval, as will elimination of programs and courses and extensive alteration in their content. Curricular proposals from the professional staff may be presented to the Superintendent, who will be responsible for making recommendations to the Board on such matters.

The Governing Board acknowledges that legislative affirmation that public school students should be taught to value each other as individuals and not be taught to hate other races or classes people.

No District school shall include in its program of instruction any courses or classes that:

- Promote the overthrow of the United States government.
- Promote resentment toward a race or class of people.
- Are designed primarily for students of a particular ethnic group.
- Advocate ethnic solidarity instead of treatment of students as individuals.

The above restrictions are not to be construed to restrict or prohibit:

- Courses or classes for Native American pupils that are required to comply with federal law.
- Grouping of students according to academic performance, including capability in the English language, that may result in a disparate impact by ethnicity.
- Courses or classes that include the history of any ethnic group and that are open to all students, unless the course or class is in violation of an above cited course or class restriction.
- Courses or classes that include the discussion of controversial aspects of history.

- Instruction about the Holocaust, any other instance of genocide, or the historical oppression of a particular group of people based on ethnicity, race, or class.

An alleged failure by the District to abide by the preceding conditions may subject the District to investigation by the State Board of Education (SBE) or the Superintendent of Public Instruction. Enforcement action may be instituted by the SBE or the Superintendent of Public Instruction as prescribed by A.R.S. 15-112.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-111
 15-112
 15-721
 15-722

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: April 28, 2011 Information
 AGENDA ITEM: *First Reading of Proposed Amended Board Policy JLDA – School Counselors and X 1st Reading
 Psychologists
 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 (SB 1309), ASBA Policy Services has recommended that JLDA – School Counselors and Psychologists be amended to reflect the changes in the law. The following is a summary of the recommended changes:

- Requires prior written or oral consent from a parent or legal guardian to procure, solicit to perform, arrange for the performance of or perform mental health screening in a nonclinical setting or mental health treatment on a minor.
- These restrictions do not apply to emergency situations.

These recommended changes have been reviewed by the District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy JLDA – School Counselors and Psychologists.

Superintendent 

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

Agenda Item *II.I.

SCHOOL COUNSELORS AND PSYCHOLOGISTS

Psychological services, including testing, are available to students through the public schools. Initial referrals for psychological evaluations may come from certificated staff members or parents, or from the student. ~~Parental or eligible student authorization must be obtained.~~

Prior written or oral consent of a parent or the legal guardian of a minor child must be obtained in the manner and as required by A.R.S. 36-2272 to procure, solicit to perform, arrange for the performance of or perform mental health screening in a nonclinical setting or mental health treatment on a minor. These restrictions do not apply when an emergency exists that requires a person to perform mental health screening or provide mental health treatment to prevent serious injury to or save the life of a minor child.

A school psychologist shall administer preliminary tests to determine the need for psychological evaluations.

Referrals to outside agencies shall be made only with parental or eligible student authorization **except as otherwise provided by law or a court order.**

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 36-2272

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> X </u>	1st Reading
DATE:	April 28, 2011		
AGENDA ITEM:	<u>*First Reading of Proposed Amended Board Policy KHB – Advertising in Schools</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 (HB 2725), ASBA Policy Services has recommended that KHB – Advertising in Schools be amended to reflect the changes in the law. The following is a summary of the recommended changes:

- The Governing Board is given broad rights to authorize the sale of advertising.
- The content of the advertising must comply with the restrictions stated in A.R.S. §15-342(27) and the location of advertising on the exterior of school buses must be as prescribed in statute.

These recommended changes have been reviewed by the District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the First Reading of Proposed Amended Board Policy KHB – Advertising in Schools.

Superintendent



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

Agenda Item *II.J.

ADVERTISING IN SCHOOLS

Except as otherwise provided herein, no materials from outside of the school system used for propaganda purposes (ideas, facts, or allegations spread deliberately to further a cause or to damage an opposing cause) shall be permitted to be posted in school buildings or on school grounds or properties while students are present for instructional or recreational purposes.

School sponsored student government activities, mock elections and promotions are exempt from the prohibition against propaganda posting.

Unless otherwise prohibited by law, ~~Nothing~~ herein shall be construed to prevent advertising in student publications that are published by student organizations or prevent the District or District schools from the sale of advertising space in accordance with A.R.S. 15-342, subject to the following conditions: ~~on-school buses as provided by statute.~~

- Such advertisements shall be age appropriate and not contain promotion of any substance that is illegal for minors, such as alcohol, tobacco and drugs, or gambling. Advertisements shall comply with the state sex education policy of abstinence.
- Advertising approved by the Governing Board for the exterior of school buses may appear only on the side of the bus in the following areas:
 - The signs shall be below the seat level rub rail and not extend above the bottom of the side windows.
 - The signs shall be at least three (3) inches from any required lettering, lamp, wheel well or reflector behind the service door or stop sign arm.
 - The signs shall not extend from the body of the bus so as to allow a handhold or present a danger to pedestrians.
 - The signs shall not interfere with the operation of any door or window.
 - The signs shall not be placed on any emergency doors.

- **The District shall establish an advertising fund that is composed of revenues from the sale of advertising. The monies in the advertising fund are not subject to reversion.**

Requests for advertising to promote the merit of any product by brand name or trademark shall be submitted to the Board.

Display of Propaganda Materials by Persons, Groups or Organizations Leasing School Facilities and Property

With the approval of the Superintendent, persons, groups or organizations leasing school facilities and property pursuant to Policy KF - Community Use of School Facilities, are authorized to display propaganda materials under the following conditions:

- The display of signage used solely for the purpose of acknowledging and expressing appreciation to sponsors may remain on school facilities for the duration of the athletic season or extended event or activity.
- The display of signage or advertising for sponsors of athletic teams or other events or activities may remain on school facilities for the duration of the event or activity only. Upon conclusion of the event or activity, all signage or advertising must be removed.

The Governing Board has the authority to decline specific advertisements.

The Superintendent may develop regulations to govern the signage and advertising on school facilities.

Adopted: February 8, 2006

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

CROSS REF.: DFF – Income from School Sales and Services

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> X </u>	Action
		<u> </u>	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Information
		<u> </u>	1st Reading
DATE:	April 28, 2011	<u> X </u>	2 nd Reading
AGENDA ITEM:	<u>*Second Reading and Adoption of Proposed Amended 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>		

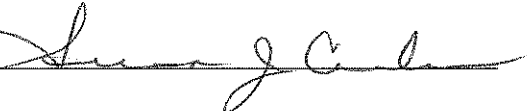
SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

On April 14, 2011, the Governing Board voted to approve the First Reading of proposed amended Policy JEB – Entrance Age Requirements. No additional revisions were requested. The Policy is now ready for final adoption. The revisions are noted in the attached proposed amended Policy JEB – Entrance Age Requirements.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Second Reading and adopt the amended Policy JEB – Entrance Age Requirements.

Superintendent 

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

Agenda Item *II.K.

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 kindergarten in the following year, the District is not eligible to receive basic

state aid for the child's second year. The District may charge tuition for the second year of kindergarten enrollment.

Adopted: date of manual adoption

LEGAL REF.:	A.R.S.	15-701	15-771
		15-701.01	15-821
		15-703	15-901
		15-766	<u>15-901.02</u>
		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
		<u> </u>	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Information
		<u> </u>	1st Reading
DATE:	April 28, 2011	<u> X </u>	2 nd Reading
AGENDA ITEM:	<u>*Second Reading and Adoption of Proposed Amended Policy JII – Student Concerns, Complaints and Grievances</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

On April 14, 2011, the Governing Board voted to approve the First Reading of proposed amended Policy JII – Student Concerns, Complaints and Grievances. No additional revisions were requested. The Policy is now ready for final adoption. The revisions are noted in the attached proposed amended Policy JII – Student Concerns, Complaints and Grievances.

Additionally, attached is Regulation JII-R – Student Concerns, Complaints and Grievances and Exhibit JII-EB – Student Concerns, Complaints and Grievances that also contain revisions as determined pursuant to the authority of the Superintendent.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Second Reading and adopt the amended Policy JII – Student Concerns, Complaints and Grievances.

Superintendent



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

Agenda Item *II.L.

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

The Superintendent is directed to establish procedures whereby students may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, harassment, **intimidation**, **bullying** or personal safety provided that.

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint/grievance may be raised regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies **not related to the student's individual capabilities**.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Harassment of the student by another person.
- **Intimidation by another student.**
- **Bullying by another student.**
- Concern for the student's personal safety.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance. The complaint/grievance shall be made only to an administrator or other professional staff member. That person shall elicit from the student the particulars determined by the Superintendent to be necessary for the complaint/grievance to be investigated. When the initial allegation is submitted in

a manner other than on the prescribed form, the particulars of the complaint/grievance must be written on the form as immediately as possible after receipt of the complaint/grievance. The professional staff member may assist the student in completing the complaint/grievance form. The student should sign and date the form, however, unsigned forms are to be processed in the same manner as a signed form.

When the professional staff member is other than the school administrator, it shall be the responsibility of the staff member to inform a school administrator as soon as feasible, but not later than the next school day following the day that the staff member receives the complaint/grievance. If the school administrator is included in the allegation, the complaint/grievance shall be transmitted to the next higher administrative supervisor. A failure by the professional staff member to timely inform the school administrator or next higher administrative supervisor of the allegation may subject the staff member to disciplinary action. The professional staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent.

Middle school Students should file complaints on their own behalf. A parent or guardian may initiate the complaint process on behalf of an elementary school student. **A parent or guardian who wishes to complain should do so by completing the forms following Policy KE on Public Concerns and Complaints.**

A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. **False or unproven complaint documentation about harassment, intimidation, or bullying shall not be maintained.**

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all complaints/grievances shall be reported to the Superintendent as the compliance officer for discrimination. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's concern, complaint, or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

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

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: date of manual adoption

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

CROSS REF.: AC – Nondiscrimination/Equal Opportunity
ACA – Sexual harassment
GBEB – Staff Conduct
JB – Equal Educational Opportunities
JIC – Student Conduct
JICFA – Hazing
JK – Student Discipline
JKD – Student Suspension
JKE – Expulsion of Students

KE – Public Concerns and Complaints

EXHIBIT**EXHIBIT****STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES**

**(To be displayed in school buildings
and in student handbooks)**

Students may present a complaint or grievance regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Harassment of the student by another person. or
- **Intimidation by another student.**
- **Bullying by another student.**
- Concern for the student's personal safety.

Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or professional staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. *Forms are available in the school office.*

EXHIBIT**EXHIBIT**

- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent.

Complaints by middle school students may be made only by the students on their own behalf. A parent or guardian may initiate the complaint process on behalf of an elementary school student. **A parent or guardian who wishes to complain should do so by completing the forms following Policy KE on Public Concerns and Complaints.**

A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

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

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

REGULATION**REGULATION****STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES**

A student who complains or grieves regarding constitutional rights, equal access to programs, discrimination, harassment, **bullying, intimidation** or personal safety issues may complain directly to the school administrator or to a professional staff member. The individual receiving the student complaint must retrieve sufficient detail from the student to complete the form designated for such purpose. When a professional staff member receives the information, the staff member will transmit it to the school administrator not later than the next school day following the day the staff member receives the complaint/grievance. If the complaint/grievance involves the school administrator the professional staff member shall forward the complaint/grievance to the next administrative level.

At a minimum the complaint/grievance shall contain the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. The written complaint/grievance should contain a requested solution and the submission should be signed and attested to by the complainant. However, an unsigned form will be processed in the same manner as a signed form.

The complaint/grievance will be investigated by the school administrator or a supervising administrator. The student shall be contacted not later than the school day following the date the school administrator's or the administrator's supervisor receives the information. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the student who submitted the complaint/grievance at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.

REGULATION**REGULATION**

- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.
- A confidential record of each concern, complaint, and grievance made pursuant to Policy JII shall be maintained at the District office. The record shall include a copy of the concern, complaint, or grievance filed by a student, findings of the investigation, and the disposition of the matter.
- Unless a determination has been made by the appropriate investigating school official that the reported incident actually occurred, that record shall not be used for the imposition of discipline.

Where disciplinary action is necessary, District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

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:	April 28, 2011	<u> X </u>	2 nd Reading
AGENDA ITEM:	<u>*Second Reading and Adoption of Proposed Amended Policy JK – Student Discipline</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

On April 14, 2011, the Governing Board voted to approve the First Reading of proposed amended Policy JK – Student Discipline. No additional revisions were requested. The Policy is now ready for final adoption. The revisions are noted in the attached proposed amended Policy JK – Student Discipline.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Second Reading and adopt the amended Policy JK – Student Discipline.

Superintendent



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

Agenda Item *II.M.

STUDENT DISCIPLINE

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. 15-843. These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity and may be imposed if the student's behavior affects the school order. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of students shall not be based on race, color, religion, gender, national origin or ancestry. A substantial or deliberate failure to comply with the prohibitions against race, color, religion, gender, national origin or ancestry may subject the District to the loss of funds imposed by A.R.S. 15-843.

The principal of each District school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion are distributed to each student's parents at the time the student enrolls in school each year.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- Rules established for the referral of students.
- The conditions of A.R.S. 15-841, when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. 15-841 and 13-2911. A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion

requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 13-403 et seq.
 13-2911
 15-341
 15-342
 15-841
 15-842
 15-843
 15-844

CROSS REF.: JIC – Student Conduct
 JKA – Corporal Punishment
 JKD – Student Suspension
 JKE – Expulsion of Students

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:	April 28, 2011	<u> X </u>	2 nd Reading
AGENDA ITEM:	<u>*Second Reading and Adoption of Proposed Amended Policy JKE – Expulsion of 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

On April 14, 2011, the Governing Board voted to approve the First Reading of proposed amended Policy JKE – Expulsion of Students. No additional revisions were requested. The Policy is now ready for final adoption. The revisions are noted in the attached proposed amended Policy JKE – Expulsion of Students.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Second Reading and adopt the amended Policy JKE – Expulsion of Students.

Superintendent 

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

Agenda Item *ILN.

EXPULSION OF STUDENTS

A recommendation to expel shall be through the principal and forwarded to the Superintendent. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

The Governing Board will decide in executive session whether the Board will conduct an expulsion hearing or designate one or more hearing officers to hear the evidence or may vote at its annual organizational meeting that all expulsion hearings will be conducted by a hearing officer selected from a list of hearing officers approved by the Board.

Expulsion

Regular Education Students

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

- *Step 1:* Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.
- *Step 2:* If the Superintendent concurs with the recommendation, ~~it shall be forwarded to the Governing Board~~ **the Superintendent shall present the recommendation to the Governing Board or present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board.**
- *Step 3:* In each case in which a recommendation for expulsion receives approval by the Superintendent, **(and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer),** the Governing Board will meet in executive session:
 - to determine whether the nature of the accusations against the student justify an expulsion hearing,

- to determine whether the hearing will be held before the Governing Board or before a hearing officer,
 - to designate a hearing officer if one will be used, and
 - if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during this initial executive session.
- *Step 4:* The expulsion hearing should be scheduled so that it may be resolved, if reasonably possible, during the period of any suspension.
 - *Step 5:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:
 - A statement of the charges and the rule or regulation violated.
 - The extent of the punishment to be considered.
 - The date, time, and place of the formal hearing.
 - A designation of the District's witnesses.
 - That the student may present witnesses.
 - That the student may be represented by counsel at the student's expense.
 - If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
 - Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.

- *Step 6:* The parent, guardian or emancipated student shall be informed of the following:
 - Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
 - The student is entitled to a statement of the charges and the rule or regulation violated.
 - The student may be represented by counsel, without bias to the student.
 - The student may present witnesses.
 - The student or counsel may cross-examine witnesses presented by the District.
 - The burden of proof of the offense lies with the District.
 - Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
 - The District has the right to cross-examine witnesses, and may be represented by an attorney.
 - If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.
 - If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and

parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

- *Step 7:* A formal hearing will be held:
 - When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:
 - ▲ If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
 - ▲ If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.
- *Step 8:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:
 - Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:
 - ▲ The time and place of the Board meeting at which the recommendation will be made.
 - ▲ That the recommendation may be appealed at the time the recommendation is made to the Board.

- ▲ That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
- ▲ That the written appeal shall indicate a spokesperson on behalf of the student.
- ▲ That the spokesperson will be given time to speak to the Board on appeal.
- ▲ The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.
- ▲ Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

Special Education Students

A student qualified under the Individuals with Disabilities education Act (IDEA) as revised in ~~1997~~ **2004** may not be expelled from school but in compliance with federal law and regulation may be given a change in placement. The Individualized Education Program Team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's Individualized Education Programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in ~~1997~~ **2004**, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

Readmittance Procedures

- A student expelled from the District may request readmittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:
 - Be written and be directed to the attention of the Governing Board.
 - Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:
 - ▲ An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.
 - ▲ That such misconduct or similar misconduct will not be repeated.
 - ▲ A description of the student's activities since the expulsion.
 - ▲ Support of the student's application for readmission.
 - Be filed in the Superintendent's office.
- The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student,

the District, and the interests of the other students and staff members. The Governing Board's decision is final.

- A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

Readmittance Conditions

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions.

- Regular attendance – no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.
- Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Adopted: date of manual adoption

LEGAL REF.:	A.R.S.	15-342	15-841
		15-766	15-842
		15-767	15-843
	A.G.O.	I78-103	I80-055
		I78-218	I84-036
	20 U.S. C.	1400 et seq.,	Individuals with Disabilities
		Education Act	

20 U.S.C. 7151 et seq., The Gun-Free School Act of 1990
29 U.S.C. 794 Rehabilitation Act of 1973 (Section 504)

CROSS REF.: IHB – Special Instructional Programs
JR – Student Records

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: April 28, 2011 Information
AGENDA ITEM: *Second Reading and Adoption of Proposed Amended Policy JLCD – Medicines/
Administering Medicines to Students 1st Reading
2nd 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

On April 14, 2011, the Governing Board voted to approve the First Reading of proposed amended Policy JLCD – Medicines/Administering Medicines to Students. No additional revisions were requested. The Policy is now ready for final adoption. The revisions are noted in the attached proposed amended Policy JLCD – Medicines/Administering Medicines to Students.

Additionally, attached is Regulation JLCD – Medicines/Administering Medicines to Students that also contains revisions as determined pursuant to the authority of the Superintendent.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Second Reading and adopt the amended Policy JLCD – Medicines/Administering Medicines to Students.

Superintendent 

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

Agenda Item *II.O.

MEDICINES/ADMINISTERING MEDICINES TO STUDENTS

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

- There must be a written order from the physician **or pharmacist** stating the name of the medicine, the dosage, and the time it is to be given.
- There must be written permission from the parent to allow the school or the student to administer the medicine. Appropriate forms are available from the school office.
- The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

Exceptions

- Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including auto-injectable epinephrine provided that pupil's name is on the prescription label on the medication container or device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office manager or health office personnel as soon as practicable following the use of the medication;
- For breathing disorders, handheld inhaler devices may be carried for self administration provided that pupil's name is on the prescription label on the medication container or on the handheld inhaler device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration. The student should notify a teacher or health office personnel as soon as practicable following the use of the medication.
- **Students with diabetes who have a diabetes medical management plan provided by the student's parent or guardian, signed by a licensed health professional or nurse practitioner as specified by A.R.S. 15-**

344.01, may carry appropriate medications and monitoring equipment and self-administer the medication.

District employees may volunteer to be a student's diabetes care assistant, subject to approval by the student's parent or guardian, in an emergency situation as described in A.R.S. 15-344.01. The Superintendent may develop regulations for implementing this provision.

The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

This policy and any related policies or amendments to such policies shall be forwarded to the District liability insurance carrier for review.

Adopted: September 24, 2009

LEGAL REF.: A.R.S. 15-341
15-344
32-1601
32-1901

CROSS REF.: EBC-RC – Emergencies (First Aid)

REGULATION**REGULATION****MEDICINES/ADMINISTERING MEDICINES
TO STUDENTS****Prescription Drugs**

For occasions when it is necessary for a student to receive a prescription drug during the school day, the following procedure has been established to ensure the protection of the school and the student and to assure compliance with existing rules and regulations:

Administration by school personnel:

- The medication must be prescribed by a physician.
- The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the school office.
- The medication must come to the school office in the prescription container as put up by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given.
- An administrator may designate a school employee to administer the medication.
- **Two (2) or more school employees, subject to final approval by the student's parent or guardian, may volunteer to serve as diabetes care assistants in an emergency as follows:**
 - **The parent or guardian must provide to the school an unexpired glucagon kit prescribed for the student by an appropriately licensed healthcare professional or nurse practitioner.**
 - **The volunteer diabetes care assistant has provided to the school a written statement signed by an appropriately licensed health professional that the voluntary diabetes care assistant has received proper training in the administration of glucagon, including the training specified in A.R.S. 15-344.01.**

REGULATION**REGULATION**

- A District employee shall not be subject to any penalty or disciplinary action for refusing to serve as a voluntary diabetes care assistant.
 - The District, employees of the District, and properly licensed volunteer health professionals and nurse practitioners are immune from civil liability of the consequences of the good faith adoption and implementation of policies and procedures pursuant to District policy and this regulation.
- Each administration of prescription drugs must be documented, making a record of the student having received the medication.
 - Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

- When the physician feels it is necessary for the student to carry and self-administer the medication, the physician shall provide written recommendations, to be attached to the signed parent permission form except in the case of medication for diagnosed anaphylaxis and breathing disorders requiring handheld inhaler devices. In these cases the student's name on the prescription label is sufficient for the physician's recommendation.
- The student's diabetes medical management plan provided by the parent or guardian shall be signed by the appropriately licensed health professional or nurse practitioner and shall state that the student is capable of self-monitoring blood glucose and shall list the medications, monitoring equipment, and nutritional needs that are medically appropriate for the pupil to self-administer and that have been prescribed or authorized for that student. The pupil must be able to practice proper safety precautions for the handling and disposal of the equipment and medications that the student is authorized to use under these provisions. The pupil's diabetes medical management plan shall specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the school.

REGULATION**REGULATION**

- The parent or guardian must provide written permission for the student to self-administer and carry the medication. Appropriate forms are available from the school office.
- The medication must come in the prescription container as dispensed by the pharmacist, with the prescription label. Additionally, the epinephrine pen must be boxed in its original packaging.

Over-the-Counter Medication:

When it is necessary for a student to receive a medicine that does not require a prescription order but is sold, offered, promoted, and advertised to the general public, the following procedure has been established to ensure the protection of the school and the student.

Administration by school personnel

- Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs.
- Any over-the-counter drug or medicine sent by the parent to be administered to a student must come to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked.
- An administrator may designate a school employee to administer a specific over-the-counter drug.
- Each instance of administration of an over-the-counter drug must be documented in the daily log.
- Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration

- Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs by the student.

REGULATION**REGULATION**

- Over-the-counter drugs or medicine sent by the parent to be administered by the student must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.
- *Necessity* for self-administration of an over-the-counter drug or medicine shall be determined by the student's physician and must be verified by a signed physician's statement attached to the parent or guardian permission form, indicating the specific drug or medicine

Protection of Students

Use or administration of medication on school premises may be disallowed or strictly limited if it is determined by the Superintendent, in consultation with medical personnel, that a threat of abuse or misuse of the medicine may pose a risk of harm to a member of the student population.

The student shall take extraordinary precautions to keep secure any medication or drug, and under no circumstances shall make available, provide, or give the item to another person. The student shall immediately report the loss or theft of any medication brought onto school campus. Violation of this regulation may subject the student to disciplinary action.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: April 28, 2011 Information
1st Reading

AGENDA ITEM: Award of Contract – RFQ No. 10.040, Construction Manager at Risk Services for the New Lookout Mountain School to Adolfson & Peterson Construction in an Amount Not to Exceed \$90,000.00 for Pre-construction Services

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

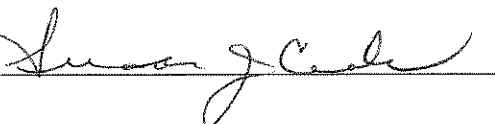
Funding Source: Bond
 Budgeted: Yes

On February 22, 2011, the District issued RFQ No. 10.040, Construction Manager at Risk (CMAR) Services for the new Lookout Mountain School project. The purpose of this RFQ is to obtain a qualified firm to provide pre-construction and construction services. No school or department can spend more than is budgeted without prior approval from the Finance Department.

One-hundred twenty seven (127) vendors were notified of the solicitation. Eleven (11) responsive, responsible offers and two (2) ineligible responses were received and opened on March 21, 2011. The committee was comprised of Cathy Thompson, Director of Business Services; Mike Kramer, Director of Capital Projects/Maintenance; Kim Orozco, Finance Manager for Capital Projects/Maintenance; Tricia Johnson, Principal of Lookout Mountain; Sue Pierce, Director of Facility Planning; Kevin Vander Molen, Pre-Construction Manager for Kitchell Contractors; Craig Passey, Architect with the Smith Group; Paul Hartley, Principal with the H2 Group (non-voting); and Howard Kropp, Administrator of Purchasing (non-voting member). The committee evaluated the offers and short-listed four vendors for interviews: Adolfson & Peterson Construction; Brignall Construction; Concord General Contracting; and McCarthy Building Companies. Presentations and interviews were scheduled for April 5, 2011. Following the interviews, the evaluation committee combined the initial scores with the interview scores and determined that Adolfson & Peterson Construction received the highest scores.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract for RFQ No. 10.040, Construction Manager at Risk Services for the New Lookout Mountain School to Adolfson & Peterson Construction in an amount not to exceed \$90,000.00 for pre-construction services.

Superintendent 

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

Agenda Item III.A.

Award of Contract – RFQ No. 10.040, Construction Manager at Risk Services for the New Lookout Mountain School to Adolfson & Peterson Construction in an Amount Not to Exceed \$90,000.00 for Pre-construction Services

April 28, 2011

Page 2

On April 12, 2011 Mike Kramer, Director of Capital Projects/Maintenance, Howard Kropp, Administrator of Purchasing and Paul Hartley, Principal of H2 Group entered into negotiations with Jeff Keck, Vice-President/Principal in Charge of Education Services for Adolfson & Peterson Construction to determine pre-construction services fees. The District will, at a future date, come back to the Board to award the guaranteed maximum price (GMP) for the construction phase of this project.

The committee evaluated the responses based on the following criteria as stated in the RFQ.

Initial Screening Criteria: The selection committee will objectively evaluate the firm's abilities in accordance with the criteria listed below:

A. Related Building Experience (300)

Major consideration will be given to the successful completion of previous K-6 educational projects using the CM at Risk project delivery method that are comparable in design, scope and complexity. List the projects that best illustrate the experience of the firm and current staff to be assigned to this project. (List no more than 10 projects: list no projects that were completed more than ten years ago). Include the following for each project.

1. Name and location of this project.
2. Nature of the firm's responsibility on this project.
3. Project owner's name, address and telephone and fax number.
4. Date project was completed or anticipated date for completion.
5. Size of project (construction gross).
6. Cost of project (construction cost) including Change Orders-List Change Orders separately.
7. Scope of Service of firm's responsibility.
8. Present status of project (Photo encouraged).
9. Firm's project manager and other key professionals involved on this project and staff to be assigned to the project.

B. Scheduling and Cost Control (150)

The firm's scheduling system and costs control system shall be described. Methods for assuring subcontractor's adherence to schedule shall be highlighted. A comparison of the firm's project profile shall indicate their ability to hold to original schedules and budgets.

The following questions shall be addressed:

1. Do you use or provide computer-generated schedules for the management of construction?
2. To what level of detail should a construction schedule be defined? How do you schedule the processing of shop drawings and other submittals?
3. How do you coordinate development of schedule information from subcontractors?
4. State experience in handling crew loading and coordinated construction schedules.
5. State experience in cost loading of schedules.
6. Attach a sample schedule which best illustrates your overall scheduling capabilities to meet an October 2013 Substantial Completion.
7. List the last five (5) construction management projects you have completed. Provide original and final contract dollars and schedule.

8. Describe the functions and capabilities of your computer based project management and information system and provide examples of your progress reports.

C. Project Staff/Key Personnel (200)

The ability and experience of the field staff will be evaluated with specific attention to project related experience.

Give brief resumes of key personnel (including the Project Manager and Site Superintendent) to be assigned to this project including, but not limited to, the following:

1. Name and title
2. Job assignment for this project
3. Percentage of time to be assigned to this project
4. Number of years with the firm
5. Experience, include types of projects, size of projects (dollar value and square footage of projects), and specific project involvement
6. Education
7. Active registrations
8. Note any project experience that was on K-6 educational facilities using the CM at Risk project delivery method.

D. Overall Approach Methodology (200)

1. Describe the capabilities of your staff to provide the technical services required for the following items:
 - a. Options Analysis design review
 - b. Budget Estimating
 - c. Value Engineering
 - d. Life Cycle Cost Analysis
 - e. Construction Scheduling
 - f. Constructability Analysis
 - g. Cost Control
 - h. Quality Control
 - i. Alternate materials
2. Discuss your firm's approach and plan for implementing the following construction management services:
 - a. Project Administrative Engagement of Local Subcontractor Labor and Materials Suppliers
 - b. Customer Service Trade Quality Assurance
 - c. Change Order Review Management Services
 - d. Project Status Safety Programs
 - e. Reporting Inspections records
 - f. Shop Drawing Review Management
3. Submit your firm's subcontractor selection plan (how you assure quality sub-contractors). Subcontractors may be selected based on qualifications alone or on a combination of qualifications and price. Subcontractors shall not be selected on price alone.

E. Workload (150)

List all outstanding contracts with other entities for the CM for projects over \$5,000,000.00. Include contract dollar amount, contracting entities names and addresses, status of completion and project completion dates.

INTERVIEWS AND PRESENTATIONS

After the firms have been evaluated based on their written submissions, at least three (3) firms with the highest scores will be more closely considered through a presentation or interview to further evaluate their approach and ability to perform on this particular project.

Firms interviewed will be expected to address the following:

A. Overall Approach Methodology (200)

Discuss the Construction Manager at Risk procurement process and describe how it affects the design and costs of construction.

B. Proposed project staff and functions (150)

The firm shall name the actual staff to be assigned to this project, describe their ability and experience and indicate the function of each within their organization and their proposed role on this project. Staff is required to be present at the time of the interview. Resumes and background information of assigned staff member shall be provided at this time. The proposed project staff (Project Manager and Site Superintendent) shall lead the presentation.

C. Project Scheduling (150)

As part of the project approach, the firm shall propose a scheduling methodology for effectively managing and executing the work to meet the established October 2013 Substantial Completion date. The firm shall indicate its procedure for scheduling and for compliance controls. The firm shall describe any representative current projects versus the actual schedule for each.

D. References (100)

Provide recommendations from previous owners and architects. References listed will be checked and provided to the Selection Committee. Firms shall provide recommendations and examples from previous owners.

E. Knowledge of the site and local conditions (150)

1. The firm shall demonstrate its knowledge of the site, local codes and ordinances, local subcontractors and suppliers as an indication of ability to deliver quality workmanship in an effective and timely manner.
2. Knowledge of School Facilities Board guidelines and Arizona Student's First requirements.

Award of Contract – RFQ No. 10.040, Construction Manager at Risk Services for the New Lookout Mountain School to Adolfson & Peterson Construction in an Amount Not to Exceed \$90,000.00 for Pre-construction Services

April 28, 2011

Page 5

F. LEEDS, Green Building, Sustainability and Energy Efficiency for High Performance Schools (150)

Discuss your company's previous construction projects that have utilized construction methods and building systems to achieve increased energy efficiency and sustainability. Indicate specific high performance criteria that were attained. Indicate your company's ability to implement pay-back and life-cycle analysis.

G. Additional questions submitted by the District. (100)

Scoring of the initial offers by the committee:

Vendor Name:	Points:
McCarthy Building Companies	6,245
Adolfson & Peterson	6,160
Concord General Contracting	5,825
Brignall Construction	5,815
Sundt Construction	5,705
Jim O'Connor Construction	5,655
D. L. Withers	5,605
Turner Construction	5,580
Core Construction	5,560
W. E. O'Neill	5,055
Sun Eagle	4,440

Scoring of the interviews/presentations by the committee:

Vendor Name:	Points:
Brignall Construction	6,205
Adolfson & Peterson	5,996
Concord General Contracting	5,878
McCarthy Building Companies	5,780

Total points scored by the committee:

Vendor Name:	Points:
Adolfson & Peterson	12,156
McCarthy Building Companies	12,025
Brignall Construction	12,020
Concord General Contracting	11,703

Based on the total points scored, the evaluation committee elected to move forward with negotiations with the top scoring firm, Adolfson & Peterson Construction. If the District could not agree to fair terms for pre-construction services, the District then would have moved to the second highest scoring vendor with which to enter negotiations.

Award of Contract – RFQ No. 10.040, Construction Manager at Risk Services for the New Lookout Mountain School to Adolfsen & Peterson Construction in an Amount Not to Exceed \$90,000.00 for Pre-construction Services

April 28, 2011

Page 6

The negotiations took place at the Administrative Center in the Purchasing Department and resulted in agreement for pre-construction fees not-to-exceed \$90,000.00. These fees include:

- Developing a construction management plan as required by the client, addressing project documentation and reporting, scheduling and budget management, and contract administration.
- Attending all required meetings during the design phase.
- Reviewing plans for constructability and provide alternative design options where possible.
- Providing value engineering suggestions without reducing the quality of design or performance.
- Providing detailed cost estimates.
- Providing updated estimates reflective of alternative systems analysis and value engineering.
- Providing input to design team to achieve energy efficiency goals.
- Advising the client of methods to gain efficiency in project delivery; such as early GMP to hold prices and early sub-contractor selection to provide detailed design input.
- Participating in peer reviews.
- Providing long lead procurement studies and where possible, initiate procurement of long lead-time items.
- Assisting in the process of obtaining approval of the appropriate authorities for issuance of required permits.
- Protecting the client sensitivity to quality, safety, environmental factors, and ADA requirements.
- Developing the Guaranteed Maximum Price (GMP) of construction including establishing alternates, allowances, contingencies, and contract terms.
- Presenting GMP to Governing Board and staff.
- Providing scheduling services for both the Design Phase Services and the construction period, and maintain and update these schedules.
- Providing monthly updates to the Governing Board, staff, and building committee as requested.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action

FROM: Dr. Susan J. Cook, Superintendent Discussion

DATE: April 28, 2011 Information

AGENDA ITEM: Award of Contract – Bid No. 10.041, Orangewood School Site Improvements to SDB, Inc. in an Amount Not to Exceed \$644,500.00 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Bond
Budgeted: Yes

On March 11, 2011, the District issued Bid No. 10.041, Orangewood School Site Improvements that include parking lot drop-off and pick-up areas to ensure safety, playground improvements, landscaping, and fencing. The purpose of this bid is to obtain a qualified contractor to provide school site improvements at Orangewood School. No school or department can spend more than is budgeted without prior approval from the Finance Department.

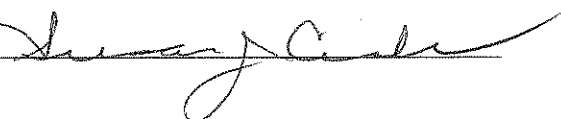
One hundred twenty-five (125) vendors were notified of the solicitation. Eleven (11) responsive, responsible offers were received and opened on April 13, 2011. Mike Kramer, Director of Capital Projects, Kim Orozco, Finance Manager for Capital Projects/Maintenance, Larry Larson, Contract Manager for Purchasing, Paul Hartley, Principal with H2 Group and Richard Clutter, Architect with EMC2, evaluated the offers and recommend SDB, Inc. for award. The award is recommended to SDB, Inc. as their offer of base bid plus all four of the alternates were accepted and SDB, Inc. was the lowest total responsive and responsible Offeror.

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

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

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract for Bid No. 10.041, Orangewood School Site Improvements, to SDB, Inc. in an amount not to exceed \$644,500.00.

Superintendent 

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

Agenda Item III.B.

Award of Contract – Bid No. 10.041, Orangewood School Site Improvements to SDB, Inc. in an Amount Not to Exceed \$644,500.00

April 28, 2011

Page 2

Following is the breakdown of the offers received:

<u>Bidder</u>	<u>Bid Total with 4 requested Alternates</u>
SDB, Inc.	\$644,500.00
Low Mountain Construction	\$675,400.00
Aloha Grading, Inc.	\$691,507.57
Visus Engineering Construction	\$700,000.00
ELS Construction	\$702,160.00
RK Sanders, Inc.	\$729,281.00
Sky Engineering	\$743,691.00
Paul R. Peterson Construction	\$747,200.00
Chaase Building Team	\$747,998.00
Woodruff Construction	\$756,473.00
Sunland Asphalt	\$937,047.00

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent X Discussion
 DATE: April 28, 2011 Information
 AGENDA ITEM: Temporary Suspension of Policy BGB – Policy Adoption and Adoption of Proposed Amended Policy GCQA – Professional Staff Reduction in Force 1st Reading

INITIATED BY: Sue Snyder, Director of Organizational Development SUBMITTED BY: D. Rex Shumway, Legal Counsel

PRESENTER AT GOVERNING BOARD MEETING: Sue Snyder, Director of Organization Development

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BGB and BGF

SUPPORTING DATA

Funding Source: N/A
 Budgeted: N/A

Board Policy BGB – Policy Adoption provides for a first and second reading as part of the Policy revision process. However, Policies BGB and BGF – Suspension/Repeal of Policy provide that an amended Policy may be adopted in a single reading if the Governing Board determines there is a need to do so. Because contracts will be issued after the Governing Board takes action on the 2011-2012 Interest-Based Negotiations (IBN) Team's recommendations, it is necessary to make changes to Policy GDQA that will be in affect for the 2011-2012 contract year. Requiring a first and second reading will delay the issuance of contracts. For this reasons, it is recommended that the Governing Board temporarily suspend Policy BGB and allow adoption of the amended Policy without two readings.

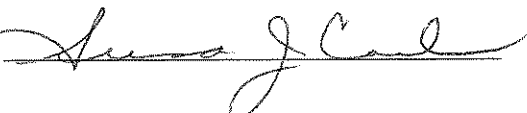
On April 22, 2010, the Governing Board approved the Second Reading of Amended Policy GCQA – Professional Staff Reduction in Force. Subsequent to the approval, the IBN RIF Subcommittee developed an associated Regulation, which was presented to the Board as an information and discussion item on August 26, 2010. A provision of Regulation GCQA-R is that the reduction in force process be reviewed annually.

During the 2010-2011 IBN meetings, the RIF process was discussed. The IBN RIF Subcommittee met on April 4, 2011 to conduct the annual RIF process review. Members applied the interest-based process, beginning with story, i.e., a detailed explanation of the issue being addressed. The story focused on concerns that teachers have expressed regarding Section (4.) of the RIF Rubric (*Attachment A*).

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board temporarily suspend Policy BGB – Policy Adoption and adopt proposed amended Policy GCQA – Professional Staff Reduction in Force.

Superintendent



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

Agenda Item III.C.

Section (4.), Subsection (d.) is of particular concern to special area teachers because they are not granted a point in recognition of teaching multiple grade levels. Subsection (f.) is contentious to teachers who do not hold a master's degree but have accumulated an equivalent number of professional development credits. Although Section (4.) is worth a maximum of 9 out of a possible total of 100 points for the rubric, some teachers feel frustrated that they are unable to achieve the maximum score for the section.

Subcommittee members then reviewed the interests/criteria that they had identified when they originally met last school year:

- Attract and maintain a stable, highly qualified workforce, while protecting the integrity of programming and parity.
- Develop fair, equitable and clear procedures for RIF, should they be necessary.
- Maintain District autonomy in decision-making, while meeting the requirements of statute and regulation, including Race to the Top.
- Focus on/maximize student achievement/growth.

Next, the group generated a variety of options for revising Section (4.) of the RIF Rubric, and members evaluated each option in accordance with the designated criteria. The group recommended the following revisions, which were presented to and approved by the full IBN Team on April 8, 2011, and which are reflected on **Attachment B**.

- **Eliminated** the possible one point for *certified teaching experience in more than one of the following areas/grade levels: K-3; 4-6; 7-8; special subject area (art, music, PE)*
- **Eliminated** the possible two points for *master's degree in education-related field*
- **Added** the points indicated below for *education level based on current lane placement within WESD Certified Teacher Salary System*
 - Teacher is on Lane 1 (BA) = 0 points
 - Teacher is on Lane 2 (BA+15) = 1 point
 - Teacher is on Lane 3 (MA, or BA+34) = 2 points
 - Teacher is on Lane 4 (MA+15, or BA+49) = 3 points
 - Teacher is on Lane 5 (MA+30, or BA+64) = 4 points
- **Changed** the points granted for *doctorate in education-related field* from 2 points to 1 point

Although changes to the RIF Rubric are relatively minor, they have necessitated a revision of Policy GCQA, the current version of which includes significant details pertaining to the assessment components of the RIF Rubric. Typically, such administrative details are outlined in regulation rather than policy. The language of the attached amended Policy GCQA has been generalized in order to avoid future policy revisions of this nature.

PROFESSIONAL STAFF REDUCTION IN FORCE

*(Effective July 1, 2010 for all certificated teacher contracts issued
for the 2010-2011 school year)*

Reduction in Force

The Governing Board may eliminate teachers in the District in order to effectuate economies in the operation of the District or to improve the efficient conduct and administration of the schools of the District. The number and type of certificated staff positions required to implement the District's educational program will be determined by the Board after recommendation from the Superintendent.

The Board will follow the guidelines below when implementing a reduction in force:

- Normal attrition will be relied upon as the first means of reducing the number of positions.
- If attrition does not accomplish the required reduction in staff, the Superintendent shall submit to the Board recommendations for the termination of specific staff members. Factors to be considered in recommending the release of specific teachers shall include the following:
 - Staffing needs to continue educational programs at the highest possible level of effectiveness.
 - Application of the Reduction in Force Rubric (Regulation GCQA-R) that includes the following areas of assessment:
 - ▲ Job performance, competency and effectiveness, as recorded in the teacher's most recent summative evaluation.
 - ▲ Overall fit to the site, as assessed by the Productive Culture Rubric. (See Regulation GCQA-R.)
 - ▲ Compliance with District policies and mandates.
 - ▲ Other areas of assessment regarding teacher qualifications, as determined by the Interest-Based Negotiations (IBN) Team, ~~Highly qualified status, certification, multiple grade level/subject area teaching experience, including experience at other comparable educational institutions or in other comparable programs, education and other qualifications, including federal and state requirements~~ that are needed to accomplish the District's educational programs and mission.

- The Superintendent shall develop regulations and procedures for applying the areas of assessment to the reduction in force process.

Employment retention priority for teachers shall not be based upon tenure or seniority.

Teachers to be released shall be notified as soon as practical.

Appeal of Reduction in Force Rubric Score

A teacher who disagrees with his or her Reduction in Force Rubric score may, within five (5) working days after receipt of the score, submit a written appeal to the principal or supervisor. The appeal must explain what specifically the teacher disagrees with on the rubric and the reasons why. The principal or supervisor will meet with the teacher within five (5) working days after receiving the appeal to review the teacher's concerns. Based upon the presented information, the principal or supervisor shall revise the rubric score or make no changes. The principal or supervisor will provide the teacher with a written response within five (5) working days of the meeting, explaining the reasons for the decision.

If the employee is dissatisfied with the decision of the principal or supervisor, the employee may, within five (5) working days after receiving the written response, submit a written appeal to the Superintendent. The Superintendent shall review the appeal and respond to the employee within ten (10) working days of receipt of the appeal.

Reduction in Salary

The District shall give written notice of a general salary reduction to each certificated teacher affected. This notice provision does not apply to reductions in salary from monies from the classroom site fund pursuant to A.R.S. 15-977.

Rehiring of Teachers Who are Terminated Due to Reduction in Force

There shall be no recall rights for teachers who are terminated due to reduction in force; however, such teachers may participate in a streamlined reduction in force rehiring process, which shall be administered by the Human Resources Department. If rehired within one (1) year of termination due to reduction in force, the teacher's years of service and salary status shall be honored; however, the salary shall reflect any salary reduction should a reduction be imposed upon other certificated teachers.

Adopted: April 22, 2010

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

15-503

15-544

A.G.O. I78-286

CROSS REF.: GCB – Professional Staff contracts and Compensation

Teacher Name: _____

Location: _____

		Possible Points	Actual Points	Notes/Comments
1. PERFORMANCE EVALUATION, INCLUDING ACHIEVEMENT/GROWTH OF STUDENTS				
CHOOSE ONLY ONE	a. <i>Professionally Competent</i> in all areas <u>AND</u> no <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	25		
	b. <i>Professionally Competent</i> in all areas <u>AND</u> 1 <i>Recommended Areas of Growth and Improvement</i> box checked on most recent summative evaluation	20		
	c. <i>Professionally Competent</i> in all areas <u>AND</u> 2 <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	15		
	d. <i>Professionally Competent</i> in all areas <u>AND</u> 3 or more <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	-15		
	e. <i>Unsatisfactory</i> in one or more areas on most recent summative evaluation	-25		

2. PRODUCTIVE CULTURE RUBRIC

Total number of points received on Productive Culture Rubric	56
--	----

3. DISCIPLINE

CHOOSE ONLY ONE	a. Consistent with GCQF-R/GDQD-R, employee has had no formal disciplinary action imposed during the current school year.	10	
	b. Consistent with GCQF-R/GDQD-R, employee has received a formal written reprimand during the current school year.	-10	
	c. Consistent with GCQF-R/GDQD-R, employee has been suspended during the current school year.	-20	

4. HIGHLY QUALIFIED/CERTIFICATION/ENDORSEMENTS/EXPERIENCE/EDUCATIONAL BACKGROUND

MAXIMUM TOTAL POINTS ALLOWED FOR SECTION 4 IS 9 (NINE) POINTS	a. (1) Highly qualified and appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); <u>OR</u> (2) Highly qualified but not appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); <u>OR</u> (3) Highly qualified and appropriately certified in non-hard-to-fill area, <u>or appropriately certified in area that does not require highly qualified status</u>	3	
	b. (1) Highly qualified and appropriately certified in multiple areas; <u>OR</u> (2) Highly qualified but not appropriately certified in multiple areas	3	
	c. Not highly qualified in any area, but certified; <u>does not pertain to teachers in positions that do not require highly qualified status</u>	2	
	d. Certified teaching experience in more than one of the following areas/grade levels: K-3; 4-6; 7-8; special subject area (art, music, PE)	-3	
	e. Certified teaching experience in Title I school	1	
	f. Master's degree in education-related field	1	
	g. Doctorate in education-related field	2	
	h. Holds National Board Certification	2	
	i. Is currently participating in or has completed 3-year BEGIN program	2	
	SECTION 4 SUBTOTAL	0	

TOTAL POINTS

0

Principal/Supervisor Signature: _____

Date: _____

Teacher Name: _____ Location: _____

Possible Points	Actual Points	Notes/Comments
-----------------	---------------	----------------

1. PERFORMANCE EVALUATION, INCLUDING ACHIEVEMENT/GROWTH OF STUDENTS

CHOOSE ONLY ONE	a. Professionally Competent in all areas AND no Recommended Areas of Growth and Improvement boxes checked on most recent summative evaluation	25		
	b. Professionally Competent in all areas AND 1 Recommended Areas of Growth and Improvement box checked on most recent summative evaluation	20		
	c. Professionally Competent in all areas AND 2 Recommended Areas of Growth and Improvement boxes checked on most recent summative evaluation	15		
	d. Professionally Competent in all areas AND 3 or more Recommended Areas of Growth and Improvement boxes checked on most recent summative evaluation	-15		
	e. Unsatisfactory in one or more areas on most recent summative evaluation	-25		

2. PRODUCTIVE CULTURE RUBRIC

Total number of points received on Productive Culture Rubric	56		
--	----	--	--

3. DISCIPLINE

CHOOSE ONLY ONE	a. Consistent with GCQF-R/GDQD-R, employee has had no formal disciplinary action imposed during the current school year.	10		
	b. Consistent with GCQF-R/GDQD-R, employee has received a formal written reprimand during the current school year.	-10		
	c. Consistent with GCQF-R/GDQD-R, employee has been suspended during the current school year.	-20		

4. HIGHLY QUALIFIED/CERTIFICATION/ENDORSEMENTS/EXPERIENCE/EDUCATIONAL BACKGROUND

MAXIMUM TOTAL POINTS ALLOWED FOR SECTION 4 IS 9 (NINE) POINTS	a. (1) Highly qualified and appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); OR	3		
	(2) Highly qualified but not appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); OR	2		
	(3) Highly qualified and appropriately certified in non-hard-to-fill area, or appropriately certified in area that does not require highly qualified status	1		
	b. (1) Highly qualified and appropriately certified in multiple areas; OR	3		
	(2) Highly qualified but not appropriately certified in multiple areas	2		
	c. Not highly qualified in any area, but certified; does not pertain to teachers in positions that do not require highly qualified status	-3		
	d. Certified teaching experience in Title I school	1		
	e. Education level based on current lane placement within WESD Certified Teacher Salary System			
	• Teacher is on Lane 1 (BA)	0		
	• Teacher is on Lane 2 (BA+15)	1		
	• Teacher is on Lane 3 (MA or BA+34)	2		
	• Teacher is on Lane 4 (MA+15 or BA+49)	3		
	• Teacher is on Lane 5 (MA+30 or BA+64)	4		
	f. Doctorate in education-related field	1		
	g. Holds National Board Certification	2		
	h. Is currently participating in or has completed 3-year BEGIN program	2		
SECTION 4 SUBTOTAL			0	

TOTAL POINTS

0

Principal/Supervisor Signature: _____ Date: _____

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent X Discussion
 DATE: April 28, 2011 Information
 AGENDA ITEM: Interest-Based Negotiations (IBN) Team's Recommendations for 2011-2012 1st Reading

INITIATED BY: Interest-Based Negotiations Team SUBMITTED BY: Dr. Susan J. Cook, Superintendent, and IBN Team Members

PRESENTER AT GOVERNING BOARD MEETING: Sue Snyder, Director of Organizational Development

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Various
 Budgeted: In Process

The mission of the Interest-Based Negotiations (IBN) Team is to provide a collaborative forum for addressing District-wide terms and conditions of employment. The group is comprised of certified, classified and administrator employee representatives; additionally, Superintendent Dr. Susie Cook serves as representative for the Governing Board. IBN members utilize interest-based strategies, including consensus-building and trust-building techniques, to reach agreement regarding compensation and working condition recommendations.

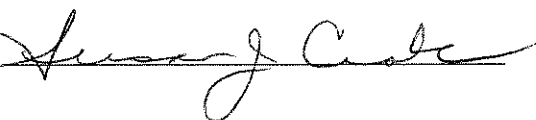
Each of the issues addressed by the 2010-2011 IBN Team was considered in light of the following Governing Board interests and IBN Team interests:

- Governing Board Interests
 - Attract and maintain a stable workforce.
 - Continuously evaluate, review and if necessary, revise procedures for reduction in force.
 - Continuously evaluate, review and if necessary, revise procedures for excessing personnel.
 - Maintain District autonomy in decision-making.
 - Promote positive community relations throughout the budget process.
 - Promote the integrity of programming and parity, focusing on student achievement.
 - Balance the budget.

SUMMARY AND RECOMMENDATION

See pages 3-4.

Superintendent



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

Agenda Item III.D.

Interest-Based Negotiations (IBN) Team's Recommendations for 2011-2012

April 28, 2011

Page 2

- Optimize all funding sources.
- If additional federal funding is made available, it should be distributed in a legal and equitable fashion, in accordance with laws and regulations.
- IBN Team Interests
 - Promote student achievement.
 - Retain and attract students.
 - Maintain parity among employees and schools.
 - Ensure safety and compliance.
 - Maintain workforce, jobs and employee morale.
 - Save money; cut costs; increase revenue.
 - Consider public perception, and honor commitments to the public.

Historically, for years during which increased District revenue was projected, IBN focused on compensation options to maximize the effective and equitable distribution of such increases; the team's recommendations addressed individual salary adjustments, market adjustments, compression relief, anomalies, service awards, supplemental monies, incentives and stipends. The 2008-2009 and 2009-2010 IBN Teams considered compensation components in the context of significant funding *reductions*; during the current year, the Team has sought to generate recommendations that minimize the negative impact of *still further* anticipated reductions.

Among the issues addressed in this year's IBN recommendations are the following:

- Maintaining 2010-2011 class size thresholds
- Application of existing staffing parity rubrics
- Departmental reductions
- Reorganization of night custodial staff
- Furlough days for teachers, administrators and support staff
- Through attrition, replacement of 2.0 FTE librarians with library technicians
- Through attrition, replacement of 2.0 FTE nurses with health services technicians

Effective communication with employees has remained one of IBN's most important responsibilities. Toward that end, the 2010-2011 IBN Team has continued to e-mail communiqués to all WESD employees for the duration of the process. The communiqués are intended to promote process transparency and to help employees understand the impact of external legislative and economic factors on WESD's budget.

Another medium for employee communication is the annual WESD Working Conditions Survey. This anonymous questionnaire, which was accessible online by all staff in early December 2010, assessed employees' perceptions of their work environment. In addition to serving as a vehicle for staff input, the survey encouraged and facilitated communication between supervisors and employees. Each school and department supervisor received a general recap of the given site's responses to survey questions. Supervisors shared this information with their staff, whereupon employees at each site collaboratively identified the issues/themes they wished to address in order to improve their working conditions. Each site/department developed a brief action plan to outline employees' intended follow up.

The recommendations that are included in this agenda item are based on data that is current as of the time that this material is being prepared. IBN will meet again on Monday, April 25, 2011 to consider the most recent Legislative actions, Court actions, and actions that may have been taken by the Governor on legislative bills. Any outcomes that result from the discussion will be offered to the Governing Board on April 28, 2011 during the regularly scheduled Board meeting.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the following:

1. It is recommended that the Governing Board approve applying existing school office, ELL, special education, computer lab technician and student services parity rubrics, resulting in an M&O budget reduction of \$514,000 for 2011-2012.
2. It is recommended that the Governing Board approve District departmental M&O budget reductions of \$250,000 for 2011-2012 to include reductions in staffing, overtime, supplies, and purchased services.
3. It is recommended that the Governing Board approve reorganizing night custodial staff and how custodial substitutes are hired and assigned for 2011-2012, based on site need and safety/security considerations. This action results in a cost savings of \$150,000 in the M&O budget.
4. It is recommended that the Governing Board approve establishing four work furlough days during 2011-2012, to occur on the day after Thanksgiving (11/25/2011), the day before Winter Break (12/23/2011), the Friday of Spring Break (3/23/2012) and Memorial Day (5/28/2012). This action represents an M&O budget reduction of \$1,760,000.
5. It is recommended that the Governing Board approve replacing 2.0 FTE librarians who are resigning or retiring at the end of 2010-2011 with library technicians. The M&O cost savings of this action is \$87,000.
6. It is recommended that the Governing Board approve replacing 2.0 FTE nurses who are resigning or retiring at the end of 2010-2011 with health service technicians if medically fragile students are not adversely impacted. The M&O cost savings of this action is \$48,700.
7. It is recommended that the Governing Board approve reducing the full stipend to teachers with National Board Certification from \$4,000 to \$2,500 so that it aligns with other WESD incentive stipends and with NBC stipends paid by surrounding districts; it is further recommended that the Governing Board approve reducing the new full stipend amount by 25% for 2011-2012. This action results in a cost savings of \$26,800 in the M&O budget.
8. It is recommended that the Governing Board approve reduction of 4.0 FTE Responsible Thinking Center (RTC) monitors to maintain parity among schools, resulting in a savings of \$97,000 in the M&O budget for 2011-2012.
9. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to BEGIN teachers for each of the three years of the BEGIN program for 2011-2012. This action maintains the current year M&O budget for this expense.
10. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to program coaches for summer work for 2011-2012. This action maintains the current year M&O budget for this expense.
11. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to "other professionals," including psychologists, speech therapists, social workers and counselors, for 2011-2012. This action maintains the current year M&O budget for this expense.
12. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to after-school athletic coaches for 2011-2012. This action maintains the current year M&O budget for this expense.

Interest-Based Negotiations (IBN) Team's Recommendations for 2011-2012

April 28, 2011

Page 4

13. It is recommended that the Governing Board approve that stipends for yearbook, National Junior Honor Society and student council advisors be continued for 2011-2012 at a 25 percent reduction from their respective 2008-2009 stipend level; it is further recommended that the Governing Board approve the continued allocation of 100 hours of discretionary funding per school for 2011-2012. This action maintains the current year M&O budget for this expense.
14. It is recommended that the Governing Board approve honoring all lane changes for teachers, speech therapists, principals and assistant principals for 2011-2012. M&O funding of \$178,000 is budgeted for anticipated 2011-2012 lane changes.
15. It is recommended that the Governing Board approve adding a fourth tier to the current principal salary schedule, which will impact seven veteran principals at a total cost to the M&O budget of \$35,000 plus benefits for 2011-2012.
16. It is recommended that the Governing Board approve earning one vacation day each year for those 12-month employees who currently earn ten vacation days for five years, after which they earn 15 vacation days a year. For example, a first-year employee earns ten vacation days per year; a second-year employee would earn 11 vacation days a year; a third-year employee would earn 12 days, etc. This action represents neither a cost to nor a savings in the M&O budget.

Note: IBN discussed health insurance for part-time employees, but did not conclude the discussion. IBN will meet in the near future. If the team members come to consensus about this or other agenda items, recommendations will be brought to the Board at a later date for action.

Interest-Based Negotiations Recommendations for 2011-2012

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

Issue:

Each school year, the Interest-Based Negotiations (IBN) Team analyzes the District's employee compensation programs and makes recommendations to the Governing Board for the subsequent year. The recommendations should meet the best interests of the District, with student achievement the ultimate goal. In planning for a year in which District revenues are likely to increase, IBN's proposal typically includes some or all of the following: individual salary increases, market salary adjustments, compression relief, service awards, supplemental monies, incentives and stipends. When considering a year in which diminished revenues are anticipated, IBN's proposal focuses on budget reductions. In both scenarios, however, IBN seeks to attract and retain a stable, quality, motivated workforce, maintain parity, protect the integrity of programs throughout WESD and support the District's vision, mission and values.

For the third consecutive year, the IBN Team has faced significant fiscal challenges. They have had to address anticipated Maintenance and Operations budget reductions of \$7.9 million for FY2012 versus FY2011 – reductions that are attributable, in part, to a decline in enrollment of approximately 750 students, nearly two-thirds of whom were English language learners. Throughout their very challenging process, IBN members have struggled to *preserve* compensation to the greatest extent possible, while minimizing adverse impact on students.

Involved Stakeholders:

The 2010-2011 IBN Team is comprised of certified, classified and administrator employee representatives; Superintendent Dr. Susie Cook serves as representative for the Governing Board. Of the 24-member team, 18 are voting members, and the remaining 6 are non-voting, resource persons. Please refer to ***Attachment A*** for a list of 2010-2011 IBN members.

IBN Team members participated in five scheduled, full-day meetings. IBN also met as a full group on four additional dates for after-school meetings. Members of IBN's three subcommittees, Working Conditions, Reduction in Force and Budget, met on numerous other occasions during late afternoon/early evening hours.

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:

Research conducted by the IBN Team included the following:

- Developing, implementing and analyzing results (***Attachment B***) of a District-wide employee working conditions survey

- Tracking legislative updates at the state level
- Tracking legislative activity at the federal level
- Receiving frequent WESD financial status updates from Director of Business Services Cathy Thompson
- Reviewing relevant WESD policies/regulations

Options – 2011-2012 SCHOOL YEAR

In light of legislative and economic conditions, several issues materialized as priority concerns of the 2010-2011 IBN Team. These issues, the related options that team members generated, the criteria according to which they considered each option and their ensuing IBN recommendations are described below.

ISSUE: ALLOCATION OF WESD'S EDUCATION JOBS FUNDING

• Description

- In November 2010, WESD was awarded approximately \$4.1 million in federal Education Jobs funding.
- Public Law No. 111-226, Education Jobs Funds, states that funding awarded to local educational agencies “may be used only for compensation and benefits and other expenses, such as support services, necessary to retain existing employees, to recall or rehire former employees, and to hire new employees, in order to provide early childhood, elementary, or secondary educational and related services; and may not be used for general administrative expenses”. Such administrative expenses include those related to the operation of the District Governing Board or the Superintendent’s office, including salaries and benefits of District-level administrative employees; additionally, the District is prohibited from using Education Jobs funding toward fiscal services, human resource services and program planners and researchers.
- According to the U.S. Department of Education’s *Initial Guidance for the States on the Education Jobs Fund Program*, funding may be used “to pay the salaries of teachers and other employees who provide school-level educational and related services. In addition to teachers, employees supported with program funds may include, among others, principals, assistant principals, academic coaches, in-service teacher trainers, classroom aides, counselors, librarians, secretaries, social workers, psychologists, interpreters, physical therapists, speech therapists, occupational therapists, information technology personnel, nurses, athletic coaches, security officers, custodians, maintenance workers, bus drivers, and cafeteria workers.”
- The District may use Education Jobs funding for obligations made on or after 8/10/2010 and must use the funding by 9/30/2012.

• Options

Several options were discussed in response to the question, “How should WESD spend the Education Jobs funding?”

- Option #1:
 - Eliminate the furlough day that was scheduled for March 18, 2011;
 - Offset increased costs of Workers Compensation claims;
 - Offset increased health insurance costs; and
 - Grant each 1.0 FTE employee a one-time payment of \$550.
 - Allocate M&O funds to cover costs for employees who do not qualify for Education Jobs funding.
 - Use the balance of Education Jobs funding to offset possible FY2012 furlough days and/or to maintain staffing positions for FY2012.
- Option #2:
 - Eliminate the furlough day that was scheduled for March 18, 2011;
 - Offset increased costs of Workers Compensation claims; and
 - Offset increased health insurance costs.
 - Allocate M&O funds to cover costs for employees who do not qualify for Education Jobs funding.
 - Use the balance of Education Jobs funding, which would be significantly greater than the Option #1 balance, to offset possible FY2012 furlough days and/or to maintain staffing positions for FY2012.
- Option #3:
 - Eliminate the furlough day that was scheduled for March 18, 2011;
 - Offset increased costs of Workers Compensation claims; and
 - Grant each 1.0 FTE employee a one-time payment of \$1,115.
 - Allocate M&O funds to cover costs for employees who do not qualify for Education Jobs funding.
 - The balance of Education Jobs funding would be minimal.
- Option #4:
 - Same as Option #1, except move the balance of Education Jobs funding into the substitute teacher budget for the current school year.
- Option #5:
 - Eliminate the furlough day that was scheduled for March 18, 2011; and
 - Grant each 1.0 FTE employee a one-time payment of \$550.
 - Plan to use the balance of Education Jobs funding during FY2012.
- Option #6:
 - Restore stipends that were temporarily eliminated or reduced during the FY2011 budget process.
- Option #7:
 - Allocate Education Jobs funding to eligible staff, but do not allocate M&O funds to cover employees who do not qualify for Education Jobs funding.
- Option #8:
 - Eliminate the furlough day that was scheduled for March 18, 2011, using M&O funds (budget savings realized to date) to cover the cost for employees who do not qualify for Education Jobs funding.
 - Carry over the balance of Education Jobs funding for use during FY2012.

- **Evaluating Options**

Each of the options was evaluated in light of the following criteria:

- Maximizing resources
 - Spending wisely and according to a prudent timeline
 - Protecting the financial status of employees
 - Being good stewards of the public's money
 - Protecting the FY2012 budget and offsetting the impact on employees of possible budget reductions
 - Remaining in compliance
 - Improving morale
 - Taking care not to give money to employees only to have it taken away the following year
- **Recommendation**
In light of the evaluation results, IBN recommended Option #8. This option was presented to the Governing Board on January 27, 2011, at which time the Board approved designating March 18, 2011 as a regular, paid holiday.

ISSUE: EMPLOYEE PHASED RETIREMENT PROGRAM

- **Description**
WESD was offered the opportunity to contract with smartschoolsplus, inc. to reestablish a phased retirement program for 2011-2012.
- **Options**
Options were proposed based on the following considerations:
 - For what period of time would participants be allowed to remain in the program?
 - How would program eligibility be determined?
 - What compensation and benefits would participants be offered?
 - How would program participants be impacted by a reduction in force?
- **Evaluating Options**
Each of the options was evaluated in light of the following criteria:
 - Saving District money
 - Predictability in the budget
 - Stability; not depending on smartschoolsplus, inc.
 - Correcting perception of salary inequities: phased retirement and return-to-work employees versus regular employees
 - Retaining the best, strongest, most productive employees
 - Balance of new and veteran employees
 - Future staffing flexibility
 - Ensuring that potential participants understand the program parameters
 - Honoring employee longevity while complying with the law
 - Establishing equitable procedures for reduction in force and return-to-work procedures
- **Recommendation**
On February 10, 2011, the Governing Board approved IBN's phased retirement program recommendation, the parameters of which are indicated below:

- Program Duration
 - The program is for one year only (2011-2012).
 - At the end of 2011-2012, positions held by program participants will be opened as vacancies, or, if necessary, they may be considered for possible budget reductions. Program participants may reapply to WESD to be considered for posted vacancies; external application, selection, salary placement and benefits procedures will apply.
- Program Eligibility
 - The program will be open to eligible members of all employee groups with the exception of the Superintendent, per GCQE-R.
 - To be eligible, an individual must
 - ✓ be currently employed by WESD for five or more consecutive years;
 - ✓ qualify for full retirement benefits through ASRS;
 - ✓ complete the WESD application process.
 - Selection of program participants from among eligible applicants will be based on the combined results of an individual's Reduction in Force rubric, Productive Culture rubric and performance evaluations.
 - A program participant's intended placement will be at the site where he or she was located immediately prior to retirement.
- Program Compensation and Benefits
 - A program participant will receive 80% of the base salary earned during his or her final year of employment with WESD.
 - WESD will pay smartschoolsplus, inc. 91% of the base salary earned by the program participant during his or her final year of district employment.
 - WESD will not pay program participants' health insurance.
 - Program participants with 12-month positions will be granted 12 general leave days up front; participants with less than 12-month positions will be granted 10 general leave days up front.
 - Program participants with 12-month positions will receive 10 vacation days up front.
 - Program participants will not be eligible for professional development days.
 - Program participants will not be eligible to receive incentives, unless 2141, a function of No Child Left Behind that requires the equitable distribution of teachers, is instituted.
 - Program participants will be eligible to receive stipends for additional work completed, if applicable; in such circumstances, WESD would pay 100% of the stipend amount to smartschoolsplus, inc.
 - Program participants will not be eligible to serve on the following District committees:
 - ✓ IBN Team
 - ✓ Planning and Steering Council
 - ✓ Facilities Council
 - A program participant may serve on a curriculum-related committee, if the work of the committee impacts the participant's current-year students.
 - A program participant may serve on other committees, including Site Council, only if doing so is a requirement of his or her position, and only with the approval of his or her principal and/or the Superintendent or designee. (Site Council meetings are open to anyone, including program participants, to attend.)
 - Program participants will not be paid for any days, i.e., furlough days, for which regular District employees are not compensated.

ISSUE: PRINCIPAL SALARY SCHEDULE

- **Description**

- The current principal salary schedule reflects anomalies that have remained unaddressed for several years. The consequences, which have become more severe with the passage of time, are evidenced by WESD's struggle to recruit and retain quality principals.
- WESD's beginning principal salary is comparable to that offered by surrounding districts; however, the ending principal salary is \$6,000 to \$7,000 below market value.
- Currently, a WESD principal who has 21 years of experience earns the same salary as one who has only 8 years of experience.
- A 2011-2012 principal vacancy, which has been posted since 12/1/2010, for which numerous applications have been submitted and reviewed, and for which interviews have been conducted, still remains unfilled.

- **Options**

- Option #1: Add a fourth tier to the current principal salary schedule.
- Option #2: Eliminate stipends for 5th and 6th grade athletics, and use the savings to add a fourth tier to the current principal salary schedule.
- Option #3: Pay a stipend for hard-to-fill principal positions.
- Option #4: Develop a performance pay plan for principals.
- Option #5: Eliminate the principal tier system, effective with the 2012-2013 school year.

- **Evaluating Options**

Each of the options was evaluated in light of the following criteria:

- Keeping top quality administrators who help move WESD schools forward
- Not recreating salary compression issues
- Recruitment of quality administrators
- Fairness to this employee group and to all employee groups; impact on employee morale
- Impact on budget, particularly in light of WESD's financial obligations and budgetary constraints
- Importance of quality leadership

- **Recommendation**

IBN is recommending Option #1, the addition of a fourth tier to the current principal salary schedule:

- Current WESD Principal Salary Schedule:

Tier I	0 to 4 years of principal experience	Salary: \$75,606
Tier II	4 to 7 years of principal experience	Salary: \$80,606
Tier III	8 or more years of principal experience	Salary: \$85,606

- Recommended Changes:

No changes to Tier I or Tier II		
Tier III	8 <u>to 11</u> years of principal experience	Salary: \$85,606
<u>Add</u> Tier IV	12 or more years of principal experience	Salary: \$90,606

ISSUE: CERTIFIED REDUCTION IN FORCE (RIF) REVIEW

- **Description**

- Governing Board Regulation GCQA-R, Professional Staff Reduction in Force, states that the RIF “process shall be reviewed annually.”
- The IBN RIF Subcommittee met on April 4, 2011 to conduct their annual RIF process review.
- The group focused on teachers’ concerns regarding Section (4.) of the RIF Rubric (*Attachment C*).
 - Special area teachers do not receive a point in Subsection (d.) for teaching multiple grade levels.
 - Teachers who lack a master’s degree but have accumulated an equivalent number of professional development credits do not receive points in Subsection (f.).
 - Although Section (4.) accounts for a maximum of only nine percent of the total possible rubric points, the challenge of actually obtaining the maximum section score is causing morale issues among some teachers.

- **Options/Evaluating Options**

RIF Subcommittee members brainstormed a variety of options that targeted Section (4.) of the RIF Rubric. They evaluated each option based on the following interests/criteria:

- Attract and maintain a stable, highly qualified workforce, while protecting the integrity of programming and parity.
- Develop fair, equitable and clear procedures for reduction in force, should they be necessary.
- Maintain District autonomy in decision-making, while meeting the requirements of statute and regulation, including Race to the Top.
- Focus on/maximize student achievement/growth.

- **Recommendation**

The full IBN Team reached consensus regarding the following recommended revisions, which are reflected on *Attachment D*:

- **Eliminate** the possible one point for *certified teaching experience in more than one of the following areas/grade levels: K-3, 4-6, 7-8; special subject area (art, music, PE).*
- **Eliminate** the possible two points for *master’s degree in education-related field.*
- **Add** the points indicated below *for education level based on current lane placement within the WESD Certified Teacher Salary System.*
 - Teacher is on Lane 1 (BA) = 0 points
 - Teacher is on Lane 2 (BA+15) = 1 point
 - Teacher is on Lane 3 (MA, or BA+34) = 2 points
 - Teacher is on Lane 4 (MA+15, or BA+34) = 3 points
 - Teacher is on Lane 5 (MA+30, or BA+64) = 4 points
- **Change** the points granted for *doctorate in education-related field* from 2 points to 1 point.

ISSUE: BUDGET REDUCTIONS

- **Description**

- WESD student enrollment has declined by approximately 750 students during the current school year; of these 750 students, 500 have been English language learners. Both factors significantly impact funding levels for FY2012.
- According to the most recent information available, the allocation of Maintenance and Operations (M&O) funding that WESD receives from the State for FY2012 will be \$7,963,557 less than the District's FY2011 M&O allocation.
- In order to achieve a balanced budget in FY2012, WESD must identify and, with the Governing Board's approval, implement significant budget reductions.

- **Options/Evaluating Options**

IBN Budget Subcommittee members provided leadership to the full IBN Team in brainstorming budget savings options for the District. Each option was considered in light of the following interests/criteria:

- Promoting student achievement and minimizing impact on students
- Maintaining programs
- Retaining employees
- Supporting employee morale
- Preserving established parity standards
- Retaining and attracting students
- Remaining compliant and honoring commitments to stakeholders

Option #1: In accordance with the parameters outlined previously in this document, implement a phased retirement program through smartschoolsplus, inc. for 2011-2012.

Projected M&O Savings for 2011-2012: \$700,000

Plus	Minus
Opportunity to retain qualified, trained, productive personnel and to honor their longevity	Status of smartschoolsplus, inc. employees as leased employees/ independent contractors versus WESD employees
Benefits related to employee retention, including reduced turnover costs and program continuity	Program participants not eligible to receive incentives, bonuses, Proposition 301 monies
Reduced costs to District achieved through elimination of benefits expenses (health insurance, FICA/Medicare, unemployment insurance, Workers' Compensation, ASRS matching contributions)	Concern that availability of phased retirement program may encourage employees to retire at a younger age than they would if program were not available
Increased earning opportunity for program participants	Possible negative perception of phased retirement programs by some employees and community members, as well as the media, due to "double dipping" nature of programs and alleged drain on ASRS

Option #2: Maintain 2010-2011 class size thresholds.

Projected M&O Savings for 2011-2012: \$1,683,000

Plus	Minus
Average class size per grade level is significantly lower than established threshold	Inequities created by school size and school type (elementary vs. middle school)
Cost savings	Size of classroom creates physical limitations in some situations
Not <i>increasing</i> class sizes is positive in terms of promoting student achievement, safety, classroom management, employee morale	Mainstreaming more of a challenge and less successful if class sizes are large

Option #3: Apply existing parity rubrics for determining 2011-2012 staffing needs in the following areas: school office, ELL, special education, computer lab technicians, student services.

Projected M&O Savings for 2011-2012: \$514,000

Plus	Minus
A proven tool: rubrics were approved by Governing Board and originally implemented several years ago	Unless reduced positions are vacant, reductions likely to result in employees being excessed
Means of adjusting for declining enrollment	
Means of maintaining parity throughout District	
Cost savings	

Option #4: Implement department reductions of personnel and other resources.

Projected M&O Savings for 2011-2012: \$250,000

Plus	Minus
Shows everyone is in same boat	Made significant department reductions last year
Might help change perception that more money is spent outside of classroom	Spreads departments too thin
Some would rather see a cut in service than other cuts, e.g., salary	Workload increases for others, including school staff
Cost savings	Service is reduced or delayed
	Hurts morale
	Staff may be improving efficiency and/or saving money; those benefits would be eliminated
	Could result in compliance issues

Option #5: Reorganize night custodial staff and how custodial substitutes are hired and assigned.

Projected M&O Savings for 2011-2012: \$150,000

Plus	Minus
Night custodian allocations/assignments to be based on site need	Employees' adjustment to changes
Will positively impact safety/security	
More efficient/effective use of custodial personnel	
Cost savings	

Option #6: Establish four employee work furlough days during 2011-2012: 11/25/2011, 12/23/2011, 3/23/2012, 5/28/2012.

Projected M&O Savings for 2011-2012: \$1,760,000

Plus	Minus
Students not adversely impacted	May be hard for individuals to budget for
Temporary	Have not had to take furlough days this year; not a reality to employees
Generates significant savings	
Retain current salary level/scale	
If Legislature passes SB 1263, may be able to reduce number of days from four to three	
Employees already familiar with concept	
Measure that has been implemented by other districts and organizations	
"We are all in this together"	

Option #7: Replace 2.0 FTE librarians (resigning/retiring at end of 2010-2011) with library technicians.

Projected M&O Savings for 2011-2012: \$87,000

Plus	Minus
Change is through attrition	Technicians cannot teach
A number of schools currently have technician only and report satisfaction with arrangement	
Cost savings	

Option #8: Replace 2.0 FTE nurses (resigning/retiring at end of 2010-2011) with health service technicians

Projected M&O Savings for 2011-2012: \$48,700

Plus	Minus
Appropriate care of medically fragile students will not be impacted by change	Possible greater reliance on District health supervisor
Change is through attrition	
A number of schools currently have health service technician in lieu of nurse and report satisfaction with arrangement	
Cost savings	

Option #9: Reduce full stipend to teachers with National Board Certification (NBC) from \$4,000 to \$2,500, and reduce the new full stipend amount by 25% for 2011-2012.

Projected M&O Savings for 2011-2012: \$26,800

Plus	Minus
Reduced full stipend amount aligns with other WESD incentive stipends	Income loss for NBC teachers
Reduced full stipend amount aligns with NBC stipends paid by surrounding districts	
Twenty-five percent reduction is consistent with other WESD stipend reductions	
Cost savings	

Option #10: Reduce Responsible Thinking Center (RTC) monitors to one position per school for schools that have an RTC program (4.0 FTE).

Projected M&O Savings for 2011-2012: \$97,000

Plus	Minus
Maintains parity among schools	Workload increase for remaining RTC staff
Cost savings	

ISSUE SUMMARY: WORKING CONDITIONS

With direction provided by the IBN Working Conditions Subcommittee, the IBN Team addressed several issues pertaining to working conditions for District employees:

- Employees throughout the District were encouraged to complete the 2010 IBN Working Conditions Survey, the results of which are presented in *Attachment B*.
 - Each school and department was provided site-specific survey results that supervisors were asked to share with staff.
 - Based on the results, employees at each site worked together to identify the specific issues/themes they would address in order to improve their working conditions.
 - Each site developed a brief action plan in which they outlined their intended follow up.

- Information provided by principals confirmed IBN's concern that certified class coverage procedures were being administered inconsistently among schools.
 - Appropriate measures have been taken to ensure uniform, equitable administration of leave policy without sacrificing flexibility.
 - Discussion among principals has raised their awareness of acceptable and appropriate application of class coverage procedures.

- Some 12-month classified employees voiced concern regarding their required use of five vacation days during WESD's Winter Break closure. In response, the IBN Working Conditions Subcommittee considered numerous options before developing the following multi-part recommendation and obtaining consensus for the recommendation by the full IBN Team:
 - Continue the current practice of requiring 12-month classified staff to use vacation for winter break;
 - Exceptions, e.g., new hires, personnel responsible for District safety/security or other programs that have to remain opened, must be worked out with the Human Resources Department;
 - Aside from the exceptions referenced above, all WESD school and District locations will be closed during winter break;
 - The 12-month employee calendar will clearly designate the winter break closure and the required use of 5 vacation days by classified staff;
 - Hiring supervisors must notify newly hired employees of the vacation usage requirement during winter break;
 - 12-month classified employees hired after October 2008 will receive 10 vacation days during their first year of employment. They will receive one additional vacation day each subsequent year until their total annual number of vacation days is 15. Upon completion of 10 years of employment with the District, they will be granted a total of 20 vacation days each year thereafter. The revised regulation is included as ***Attachment E***.

- Some employees have expressed frustration related to time management and time constraints. In response, efforts will be made to communicate methods of streamlining processes, working "smarter, not harder" and exploring PLC alternatives.

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

The following recap of estimated budget reductions for 2011-2012 incorporates and reflects the recommendations proposed by the IBN Team. *(Please Note: All budget information provided is estimated and based on data that are current as of the time that this agenda item is being prepared. The Arizona legislative session has not concluded yet, and further budgetary changes could be forthcoming.)*

WESD's Estimated State Funding Loss for 2011-2012	\$ (7,963,557)
Additional Budget Balance Carry-forward	\$ 1,000,000
<u>Remaining Education Jobs Funding</u>	<u>\$ 1,392,813</u>
Net WESD Budget Reduction for 2011-2012	\$ (5,570,744)

<u>Type of Reduction</u>	<u>Amount of Reduction</u>
Implementing phased retirement program through smartschoolsplus, inc. for the 2011-2012 school year (IBN recommendation approved by Governing Board on 2/10/2011)	\$ 700,000
Maintaining 2010-2011 class size thresholds (accounts for loss of enrollment)	\$ 1,683,000
Applying existing parity rubrics for determining 2011-2012 staffing needs in the following areas: school office ELL, special education, computer lab technicians, student services	\$ 514,000
Implementing department reductions of personnel and other resources	\$ 250,000
Reorganizing night custodial staff and how custodial substitutes are hired and assigned, based on site need and safety/security considerations	\$ 150,000
Establishing four employee work furlough days during 2011-2012	\$ 1,760,000
Replacing 2.0 FTE librarians (resigning/retiring at the end of 2010-2011) with library technicians	\$ 87,000
Replacing 2.0 FTE nurses (resigning/retiring at the end of 2010-2011) with health service technicians (<i>Note: Appropriate care of medically fragile students will <u>not</u> be impacted by these changes.</i>)	\$ 48,700
Reducing full stipend to teachers with National Board Certification from \$4,000 to \$2,500 so that it aligns with other WESD incentive stipends and with NBC stipends paid by surrounding districts, and reducing the new full stipend amount by 25% for 2011-2012 in accordance with other WESD stipend reductions	\$ 26,800
Reduction of 4.0 FTE Responsible Thinking Center (RTC) monitors to maintain parity among schools	\$ 97,000
TOTAL RECOMMENDED BUDGET REDUCTIONS	\$ 5,316,500

(Note: The budget is not balanced, but the difference can be made up with vacancy savings.)

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

Employees received periodic communiqués (*Attachment F*) via e-mail throughout the IBN process. In addition to providing updated information, each communiqué sought to dispel rumors and to encourage employees to share their questions, comments and suggestions with their respective IBN representative. Each communiqué listed the names and e-mail addresses of all IBN Team members.

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

Conclusions:

- As a result of national, state and local economic challenges, declining student enrollment and Arizona's budget shortfall, WESD is faced with significant fiscal challenges for 2011-2012.
- With regard to the 2010-2011 IBN process, the Governing Board's interests and those of the IBN Team are very closely aligned. Both groups have sought to balance the budget, protect programming, support morale, obtain staff buy-in, retain employees, focus on student achievement and maintain parity among schools. These interests are reflected in the recommendations that IBN is presenting.

Recommendations:

1. It is recommended that the Governing Board approve applying existing school office, ELL, special education, computer lab technician and student services parity rubrics, resulting in an M&O budget reduction of \$514,000 for 2011-2012.
2. It is recommended that the Governing Board approve District departmental M&O budget reductions of \$250,000 for 2011-2012 to include reductions in staffing, overtime, supplies, and purchased services.
3. It is recommended that the Governing Board approve reorganizing night custodial staff and how custodial substitutes are hired and assigned for 2011-2012, based on site need and safety/security considerations. This action results in a cost savings of \$150,000 in the M&O budget.
4. It is recommended that the Governing Board approve establishing four work furlough days during 2011-2012, to occur on the day after Thanksgiving (11/25/2011), the day before Winter Break (12/23/2011), the Friday of Spring Break (3/23/2012) and Memorial Day (5/28/2012). This action represents an M&O budget reduction of \$1,760,000.
5. It is recommended that the Governing Board approve replacing 2.0 FTE librarians who are resigning or retiring at the end of 2010-2011 with library technicians. The M&O cost savings of this action is \$87,000.
6. It is recommended that the Governing Board approve replacing 2.0 FTE nurses who are resigning or retiring at the end of 2010-2011 with health service technicians if medically fragile students are not adversely impacted. The M&O cost savings of this action is \$48,700.

7. It is recommended that the Governing Board approve reducing the full stipend to teachers with National Board Certification from \$4,000 to \$2,500 so that it aligns with other WESD incentive stipends and with NBC stipends paid by surrounding districts; it is further recommended that the Governing Board approve reducing the new full stipend amount by 25% for 2011-2012. This action results in a cost savings of \$26,800 in the M&O budget.
8. It is recommended that the Governing Board approve reduction of 4.0 FTE Responsible Thinking Center (RTC) monitors to maintain parity among schools, resulting in a savings of \$97,000 in the M&O budget for 2011-2012.
9. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to BEGIN teachers for each of the three years of the BEGIN program for 2011-2012. This action maintains the current year M&O budget for this expense.
10. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to program coaches for summer work for 2011-2012. This action maintains the current year M&O budget for this expense.
11. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to "other professionals," including psychologists, speech therapists, social workers and counselors, for 2011-2012. This action maintains the current year M&O budget for this expense.
12. It is recommended that the Governing Board approve continuing the current status of the 25 percent reduction of the stipend paid to after-school athletic coaches for 2011-2012. This action maintains the current year M&O budget for this expense.
13. It is recommended that the Governing Board approve that stipends for yearbook, National Junior Honor Society and student council advisors be continued for 2011-2012 at a 25 percent reduction from their respective 2008-2009 stipend level; it is further recommended that the Governing Board approve the continued allocation of 100 hours of discretionary funding per school for 2011-2012. This action maintains the current year M&O budget for this expense.
14. It is recommended that the Governing Board approve honoring all lane changes for teachers, speech therapists, principals and assistant principals for 2011-2012. M&O funding of \$178,000 is budgeted for anticipated 2011-2012 lane changes.
15. It is recommended that the Governing Board approve adding a fourth tier to the current principal salary schedule, which will impact seven veteran principals at a total cost to the M&O budget of \$35,000 plus benefits for 2011-2012.
16. It is recommended that the Governing Board approve earning one vacation day each year for those 12-month employees who currently earn ten vacation days for five years, after which they earn 15 vacation days a year. For example, a first-year employee earns ten vacation days per year; a second-year employee would earn 11 vacation days a year; a third-year employee would earn 12 days, etc. This action represents neither a cost to nor a savings of the M&O budget.

**2010-2011
Interest-based Negotiations
Member List**

<u>NAME</u>	<u>CATEGORY</u>	<u>CONSTITUENTS</u>
Bailey, Dr. Lyn	District Resource (Nonvoting)	Assistant Superintendent for Administrative Services
Barrier, Pat	Classified - Non-Affiliated	School-Based Office Staff
Brogan, Maggie	Certified - WPE	2nd Grade
Brown, Joslyn	Certified - WDEA	Kindergarten/1st Grade
Carpenter, Eric	Classified - Non-Affiliated	Trades/Maintenance/Warehouse/At-Large - Nonstudent-Based
Cook, Dr. Susie	Superintendent (Nonvoting)	Governing Board
Gray, Paula	Certified - Non-Affiliated	3rd/4th Grades
Hertzog, Bruce	Classified - WDEA	Transportation
Heydorn, Nancy	Classified - Non-Affiliated	Classified - At-Large
LaPine, Nina	Certified - WDEA	Special Education
Martinez, Jessica	Classified - Non-Affiliated	Instructional Assistants/At-Large - Student-Based
Paterson, Betty	Administration	Administrators - School-Based (Principals/Assistant Principals)
Perry, Talia	Certified - Non-Affiliated	Other Professionals (Program Coaches, Psychologists, Social Workers, Nurses, OTs, PTs, Student Service Specialists)
Phillips, Stephanie	Classified - Non-Affiliated	Nutrition Services
Simmons, Ken	WPE Resource (Nonvoting)	Certified - Middle Schools/Junior High Schools
Squire, Darrin	Certified - WDEA	Special Subject Areas (Art, Music, PE, Library)
Sullivan, Janet	District Resource (Nonvoting)	Assistant Superintendent for Academic Services
Taylor, Angie	Classified - WDEA	Classified - Administrative Center
Thompson, Cathy	District Resource (Nonvoting)	Finance
Trevillion, Mike	Administration	Administrators - School-Based (Principals/Assistant Principals)
Velazquez, David	Administration	Administrators - Administrative Center
Whalen, Mindy	WDEA Resource (Nonvoting)	Certified - Middle Schools/Junior High Schools
Wing, Justin	District Resource (Nonvoting)	Human Resources
Wood, Grace	Certified - Non-Affiliated	5th/6th Grades

Attachment B

IBN Working Conditions Survey Results

IBN Working Conditions Survey Results



IBN Working Conditions Survey Results

| Background |



IBN Working Conditions Survey Results

Survey Objective

- Collect feedback from all employees District-wide regarding the working conditions of WESD
 - Analyze results District-wide for an overall perspective
 - Analyze results by site/department
 - Determine areas of concern as well as areas for improvement
 - Develop plan/next steps



Survey Respondents

- 2,007 completed survey responses; 76 partial responses (3,175 invitations sent).
- 63% response rate (based on completed responses only) Nearly 66% if counting partial
- Response rate up from 2009, which had 51%
- Survey took place between November 30 and December 10, 2010
- Survey responses are anonymous

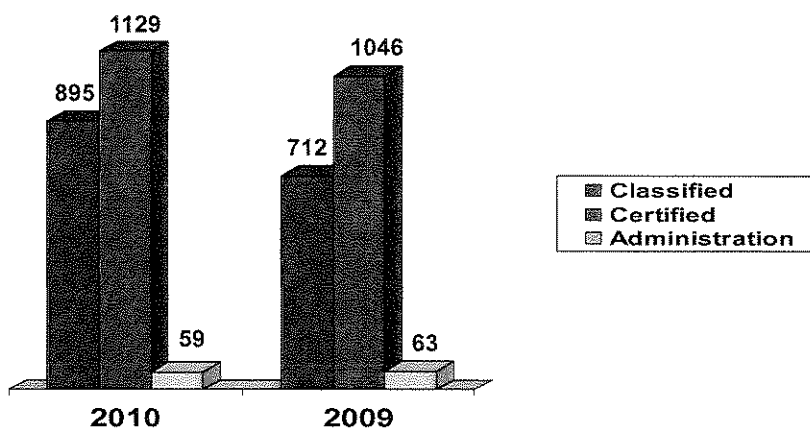


| Key Findings |



WV Washington Elementary School District

Employee Responses by Type

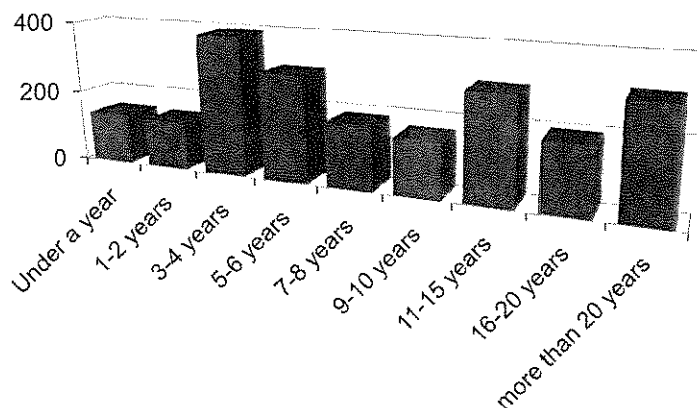


Q. Please choose your employee type. Select from drop-down.
2083 total respondents answered this question.



WV Washington Elementary School District

Employee Responses by Years of Service

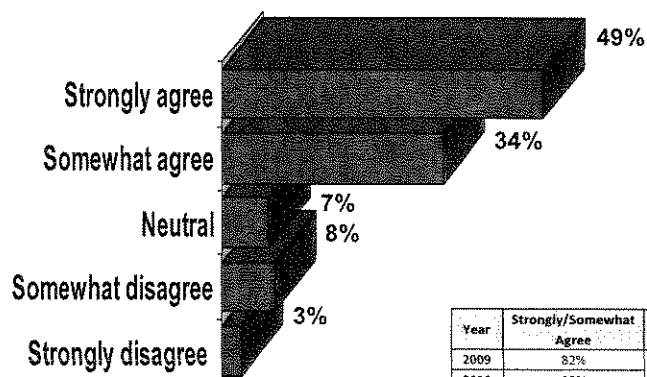


Q. Please choose your employee type. Select from drop-down.
2083 total respondents answered this question.



2010 Working Conditions Survey Data

I feel as though I am treated as a professional



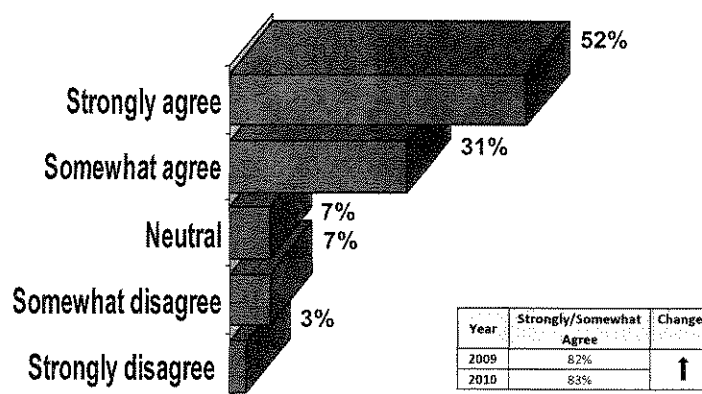
Year	Strongly/Somewhat Agree	Change
2009	82%	↑
2010	83%	

Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



2010 Working Conditions Survey Data

I feel I am a valued part of a team

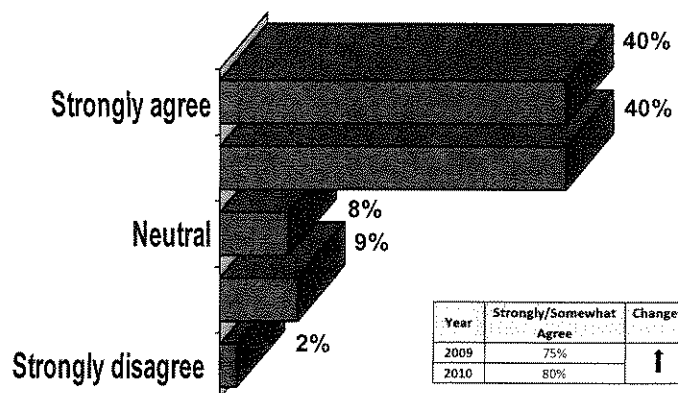


Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



IBN Working Conditions Survey 2010

I have the materials and equipment I need to do my job properly

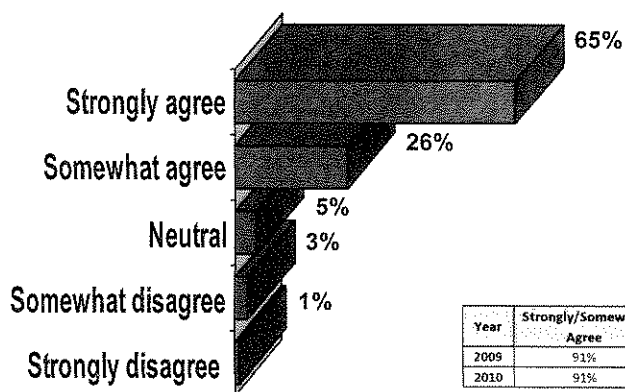


Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



IBN Working Conditions Survey 2010

I know what is expected of me



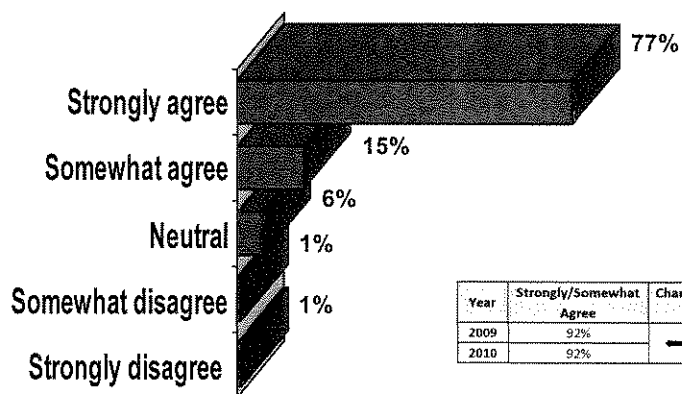
Year	Strongly/Somewhat Agree	Change
2009	91%	—
2010	91%	

Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



WESD Working Conditions Survey 2010

I feel I have a coworker or someone else at work that cares about me as a person



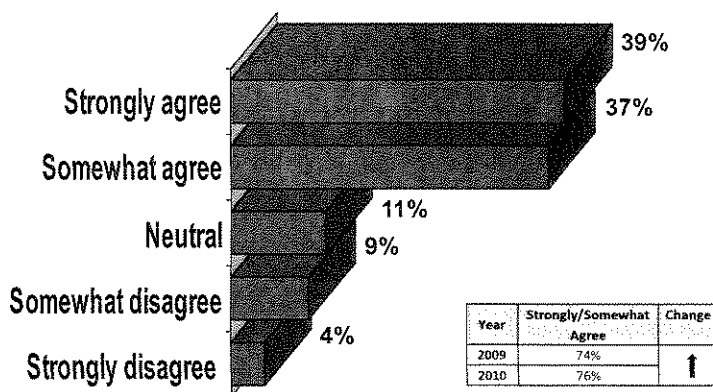
Year	Strongly/Somewhat Agree	Change
2009	92%	—
2010	92%	

Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



WESD Working Conditions Survey 2010

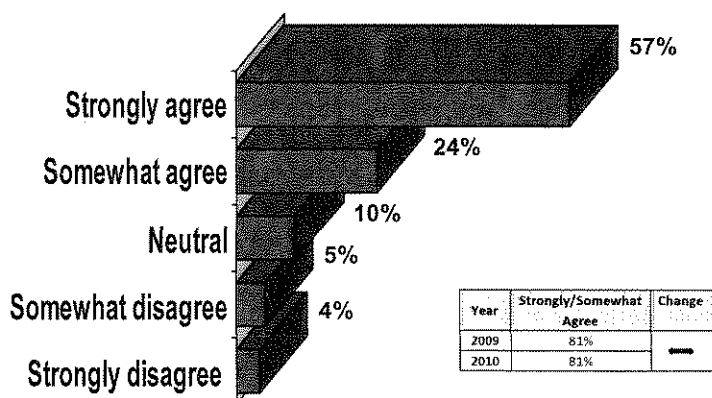
My opinion seems to count



Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



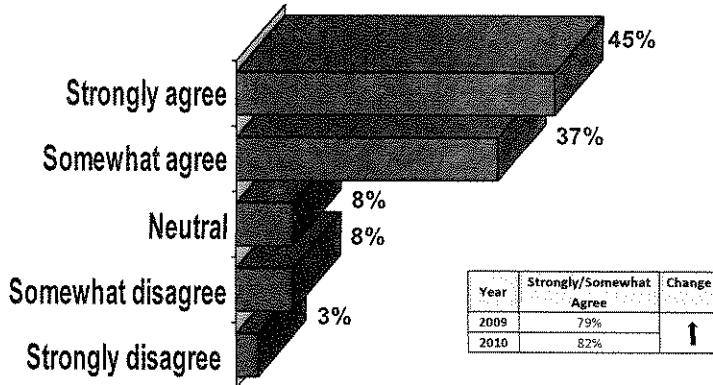
My supervisor at work seems to care about me as a person



Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



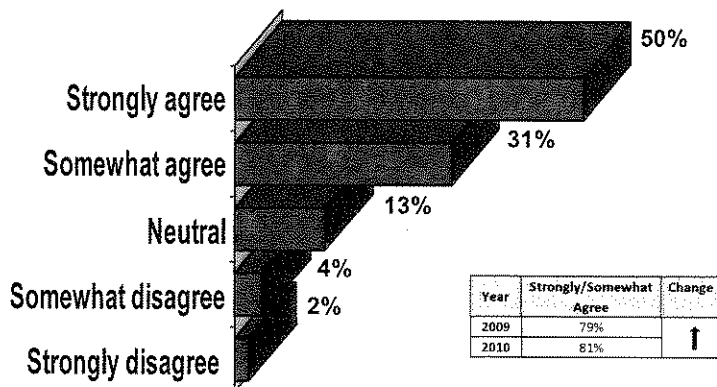
My work environment allows me to be effective every day



Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



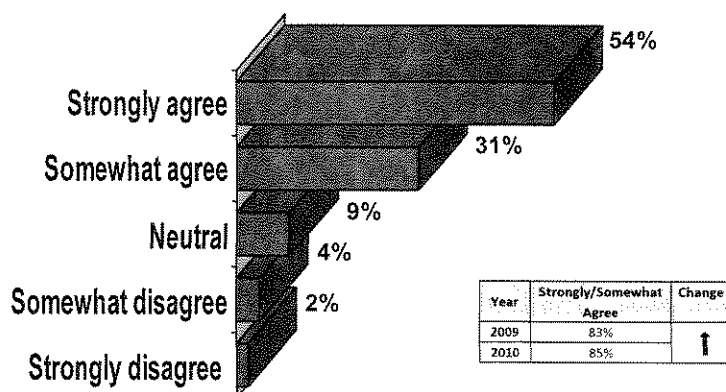
The mission of the school makes me feel like my work is important



Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



I feel like I have had opportunities to learn and grow

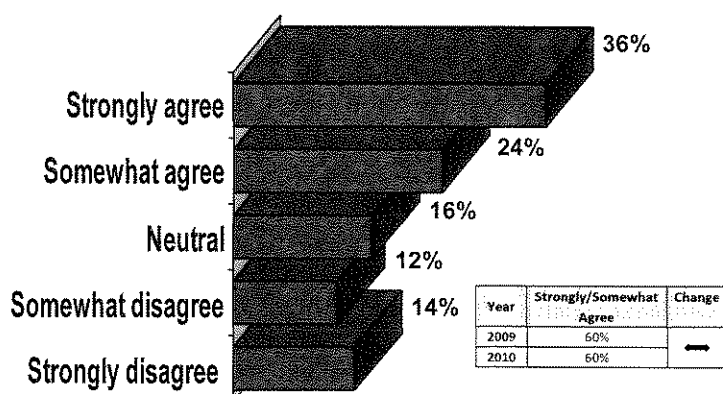


Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.

10th Working Conditions Survey 2010



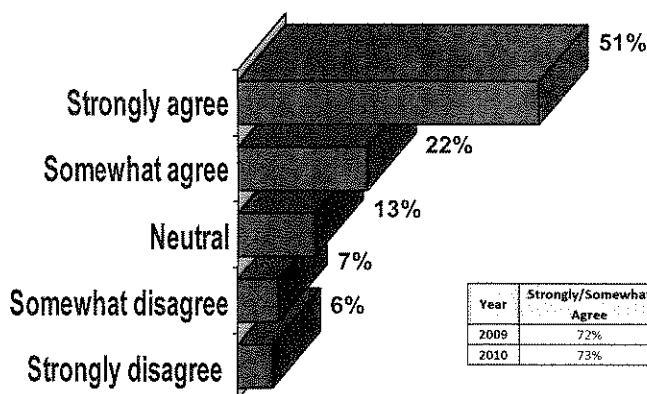
In the last seven days I have received acknowledgement for good work



Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



I have participated in a conversation about my progress with my supervisor in the last 6 months



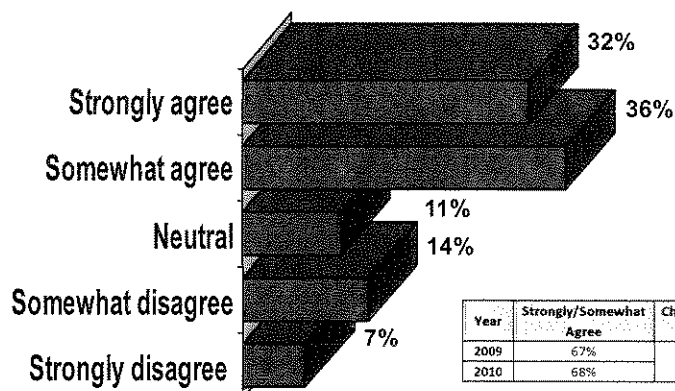
Year	Strongly/Somewhat Agree	Change
2009	72%	↑
2010	73%	

Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



WESD Working Conditions Survey 2010

My workload is manageable



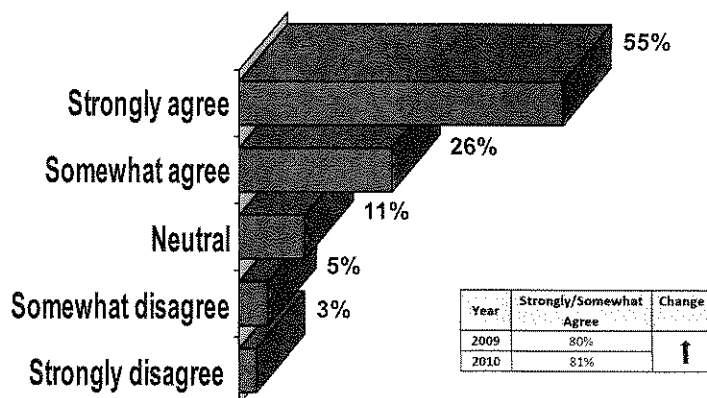
Year	Strongly/Somewhat Agree	Change
2009	67%	↑
2010	68%	

Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



WESD Working Conditions Survey 2010

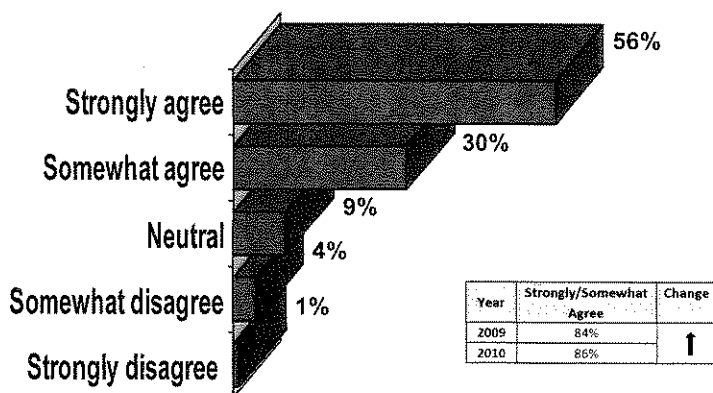
There is someone at work who supports me
and encourages my development



Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



My coworkers are committed to doing
quality work



Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
2,007 respondents answered this question.



Comparison to Previous Year

Question	Year	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
I feel as though I am treated as a professional	2009	46%	36%	7%	7%	4%
	2010	49%	34%	7%	8%	3%
I feel I am a valued part of a team	2009	46%	36%	7%	7%	4%
	2010	52%	31%	7%	7%	3%
I have the materials and equipment I need to do my job properly	2009	36%	39%	10%	11%	4%
	2010	40%	40%	8%	9%	2%
I know what is expected of me	2009	65%	26%	4%	4%	1%
	2010	65%	26%	5%	3%	1%
I feel I have a co-worker or someone else at work who cares about me as a person	2009	76%	16%	5%	2%	1%
	2010	77%	15%	6%	1%	1%

1001 Washington Elementary Survey 2010-11



Comparison to Previous Year

Question	Year	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
My opinion seems to count	2009	35%	39%	11%	10%	5%
	2010	39%	37%	11%	9%	4%
My supervisor at work seems to care about me as a person	2009	57%	24%	10%	5%	4%
	2010	57%	24%	10%	5%	4%
My work environment allows me to be effective every day	2009	40%	39%	8%	9%	4%
	2010	45%	37%	8%	8%	3%
The mission of the school makes me feel like my work is important	2009	45%	34%	13%	5%	3%
	2010	50%	31%	13%	4%	2%
I feel I have had opportunities to learn and grow	2009	51%	32%	9%	5%	3%
	2010	54%	31%	9%	4%	2%

1001 Washington Elementary Survey 2010-11



Comparison to Previous Year

Question	Year	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
In the last seven days I have received acknowledgement for good work	2009	35%	25%	15%	12%	14%
	2010	36%	24%	16%	12%	14%
I have participated in a conversation about my progress with my supervisor in the last 6 months	2009	50%	22%	12%	8%	8%
	2010	51%	22%	13%	7%	6%
My workload is manageable	2009	29%	38%	9%	15%	9%
	2010	32%	36%	11%	14%	7%
There is someone at work who supports me and encourages me	2009	50%	30%	11%	6%	3%
	2010	55%	26%	11%	5%	3%
My co-workers are committed to doing quality work	2009	52%	32%	9%	5%	2%
	2010	56%	30%	9%	4%	1%

2010 Working Conditions Survey Results



Comparison by Job Type

Question	Job Type	Strongly/ Somewhat agree
I feel as though I am treated as a professional	Classified	80%
	Certified	83%
	Administrative	95%
I feel I am a valued part of a team	Classified	81%
	Certified	85%
	Administrative	95%
I have the materials and equipment I need to do my job properly	Classified	86%
	Certified	76%
	Administrative	91%

Question	Job Type	Strongly/ Somewhat agree
I know what is expected of me	Classified	91%
	Certified	90%
	Administrative	95%
I feel I have a co-worker or someone else at work at cares about me as a person	Classified	88%
	Certified	95%
	Administrative	96%
My opinion seems to count	Classified	75%
	Certified	76%
	Administrative	93%

2010 Working Conditions Survey Results



Comparison by Job Type

Question	Job Type	Strongly/ Somewhat agree
My supervisor at work seems to care about me as a person	Classified	81%
	Certified	80%
	Administrative	93%
My work environment allows me to be effective every day	Classified	83%
	Certified	79%
	Administrative	95%
The mission of the school makes me feel like my work is important	Classified	80%
	Certified	81%
	Administrative	93%

Question	Job Type	Strongly/ Somewhat agree
I feel I have had opportunities to learn and grow	Classified	78%
	Certified	90%
	Administrative	95%
In the last seven days I have received acknowledgement for good work	Classified	60%
	Certified	58%
	Administrative	75%
I have participated in a conversation about my progress with my supervisor in the last 6 months	Classified	63%
	Certified	81%
	Administrative	88%

ISN Working Conditions Survey 2010



Comparison by Job Type

Question	Job Type	Strongly/ Somewhat agree
My workload is manageable	Classified	80%
	Certified	59%
	Administrative	86%
There is someone at work who supports me and encourages me	Classified	76%
	Certified	84%
	Administrative	91%
My co-workers are committed to doing quality work	Classified	82%
	Certified	90%
	Administrative	93%



| What factors are important to you in the current economic environment? |



Job Working Conditions Survey 2010

Main Focal Points

Based on District-wide feedback, there were very clear and significant themes found within the responses received. These major points of emphasis include:

- **Benefits/Health Insurance**
both maintaining and improving current insurance plan
- **Appreciation/Recognition**
- **Compensation**
salary increases, raises, cost of living standard increase, pay rates
- **Support / Collaboration**
includes support from District, administrators and co-workers
- **Positive environment/Teamwork**
- **Job Security/Stability**

Q. What factors are important to you during this economic environment?
1,475 respondents answered this question.



Job Working Conditions Survey 2010

| Identify the factors that impact your effectiveness in your current position |



Identifying the Factors Survey 2010

Main Focal Points

As a District overall, the following items were identified as recurring factors throughout the answers to this particular question:

Support from All Levels

Class Size

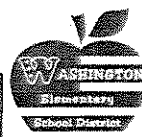
Time/Workload

Lack of Resources/Supplies/Materials

Communication

Collaboration/Teamwork

Q. Identify the factors that impact your effectiveness in your current position?
1,431 respondents answered this question.



Identifying the Factors Survey 2010

| Realistically, if you could improve your working environment, what changes would you make? |



2011 Working Conditions Survey Results

Main Focal Points

District-wide, employees felt strongly that focusing on the following issues would help to improve current working conditions:

- Facilities upgrades (more storage space, better climate control, etc.)
- Class Size
- Time or Lack Thereof
- Resources/Materials/Equipment
- Technology upgrades (Smartboards, printers, Internet access, etc.)
- More staff/reduced workload

Q. Realistically, if you could improve your working environment, what change(s) would you make?
1,402 respondents answered this question.



2011 Working Conditions Survey Results

| Please rate the overall working conditions
of the WESD|



2010 Working Conditions Survey 2010

Grading the WESD

Overall the WESD was generally thought of as a good or excellent place to work.

- 83% rated as Excellent or Good ↑
- 12% rated as Neutral ↓
- 5% rated as Poor or Very Poor ↓

Rating	Excellent	Good	Neutral	Poor	Very Poor
2009	24%	57%	13%	4%	2%
2010	28%	55%	12%	4%	1%

Q. Please rate the overall working conditions of the WESD.
1,939 respondents answered this question.



2010 Working Conditions Survey 2010

Overall Grade by Employee Type

- 85% of Classified rated as Excellent or Good
- 80% of Certified rated as Excellent or Good
- 93% of Administrative rated as Excellent or Good

Rating	Excellent	Good	Neutral	Poor	Very Poor
Classified	30%	55%	11%	3%	1%
Certified	24%	56%	13%	5%	1%
Administrative	65%	28%	5%	2%	0

Q. Please rate the overall working conditions of the WESD.
1,939 respondents answered this question.



199 Working Conditions Survey Report

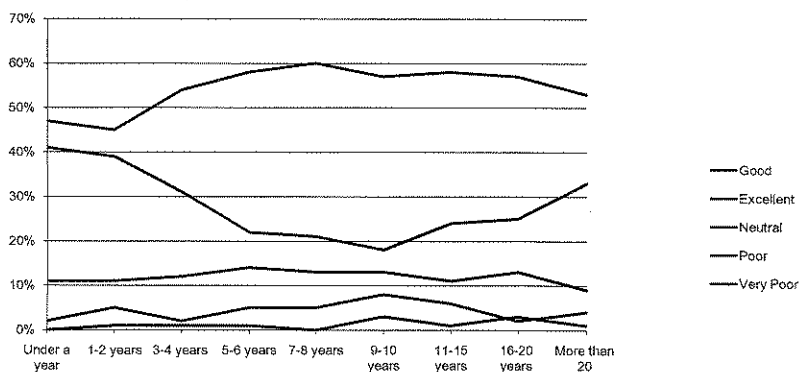
Overall Grade by Years of Service

Rating	Excellent	Good	Neutral	Poor	Very Poor
Under a year	41%	47%	11%	2%	0
1-2 years	39%	45%	11%	5%	1%
3-4 years	31%	54%	12%	2%	1%
5-6 years	22%	58%	14%	5%	1%
7-8 years	21%	60%	13%	5%	0
9-10 years	18%	57%	13%	8%	3%
11-15 years	24%	58%	11%	6%	1%
16-20 years	25%	57%	13%	2%	3%
More than 20	33%	53%	9%	4%	1%

Q. Please rate the overall working conditions of the WESD.
1,939 respondents answered this question.



Overall Grade by Years of Service



Q. Please rate the overall working conditions of the WESD.
1,939 respondents answered this question.



WV Washington Elementary School District Survey 2010

Overall Grade, by Employee Type

Overall the WESD was generally thought of as a good or excellent place to work.

- 85% of classified employees rated as Excellent or Good
- 81% of certified employees rated as Excellent or Good
- 93% of administrative employees rated as Excellent or Good

Q. Please choose your level of agreement with each statement regarding working conditions at the WESD.
1,939 respondents answered this question.



WV Washington Elementary School District Survey 2010

| Please share any additional feedback
about the working conditions of the WESD |



Focal Points

Many employees used this particular question as an opportunity to respond with positive feedback about the District. While not all 660 responses were positive, it is important to note that there were a significant amount of unsolicited words of encouragement, including:

Thank you for asking for our input. I am and have been so privileged to work in WESD for the past 34 years.

I feel the District as a whole is striving to make WESD the best it can be.

I love working with WESD, the staff is very kind and always very helpful!

Both of my children went through WESD and as a parent I was very satisfied and so impressed with the teachers, that when I chose to teach I chose WESD. I love it!!!

I enjoy working here and love coming to work.

The District has always gone above and out of their way for me as an employee.

I trust the decisions made by our district leaders and school board because I know they are ultimately basing their decisions on the children.

WESD, and Dr. Bailey in particular, is so supportive of faculty and administration. The IBN Team also seems to be great advocates for us, and Dr. Cook a positive leader. These factors make working conditions favorable, and I am proud to be a part of Washington District.

Q. Please share any additional feedback about the working conditions of the WESD?
660 respondents answered this question.



Teacher Name: _____

Location: _____

Possible Points	Actual Points	Notes/Comments
-----------------	---------------	----------------

1. PERFORMANCE EVALUATION, INCLUDING ACHIEVEMENT/GROWTH OF STUDENTS

CHOOSE ONLY ONE	a. <i>Professionally Competent</i> in all areas <u>AND</u> no <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	25	
	b. <i>Professionally Competent</i> in all areas <u>AND</u> 1 <i>Recommended Areas of Growth and Improvement</i> box checked on most recent summative evaluation	20	
	c. <i>Professionally Competent</i> in all areas <u>AND</u> 2 <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	15	
	d. <i>Professionally Competent</i> in all areas <u>AND</u> 3 or more <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	-15	
	e. <i>Unsatisfactory</i> in one or more areas on most recent summative evaluation	-25	

2. PRODUCTIVE CULTURE RUBRIC

Total number of points received on Productive Culture Rubric	56
--	----

3. DISCIPLINE

CHOOSE ONLY ONE	a. Consistent with GCQF-R/GDQD-R, employee has had no formal disciplinary action imposed during the current school year.	10	
	b. Consistent with GCQF-R/GDQD-R, employee has received a formal written reprimand during the current school year.	-10	
	c. Consistent with GCQF-R/GDQD-R, employee has been suspended during the current school year.	-20	

4. HIGHLY QUALIFIED/CERTIFICATION/ENDORSEMENTS/EXPERIENCE/EDUCATIONAL BACKGROUND

MAXIMUM TOTAL POINTS ALLOWED FOR SECTION 4 IS 9 (NINE) POINTS	a. (1) Highly qualified and appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); OR (2) Highly qualified but not appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); OR (3) Highly qualified and appropriately certified in non-hard-to-fill area, or appropriately certified in area that does not require highly qualified status	3	
	b. (1) Highly qualified and appropriately certified in multiple areas; OR (2) Highly qualified but not appropriately certified in multiple areas	2	
	c. Not highly qualified in any area, but certified; does not pertain to teachers in positions that do not require highly qualified status	-3	
	d. Certified teaching experience in more than one of the following areas/grade levels: K-3, 4-6; 7-8; special subject area (art, music, PE)	1	
	e. Certified teaching experience in Title I school	1	
	f. Master's degree in education-related field	2	
	g. Doctorate in education-related field	2	
	h. Holds National Board Certification	2	
	i. Is currently participating in or has completed 3-year BEGIN program	2	
SECTION 4 SUBTOTAL		0	
TOTAL POINTS		0	

Principal/Supervisor Signature: _____

Date: _____

Teacher Name: _____ Location: _____

Possible Points	Actual Points	Notes/Comments
-----------------	---------------	----------------

1. PERFORMANCE EVALUATION, INCLUDING ACHIEVEMENT/GROWTH OF STUDENTS

CHOOSE ONLY ONE	a. <i>Professionally Competent</i> in all areas <u>AND</u> no <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	25		
	b. <i>Professionally Competent</i> in all areas <u>AND</u> 1 <i>Recommended Areas of Growth and Improvement</i> box checked on most recent summative evaluation	20		
	c. <i>Professionally Competent</i> in all areas <u>AND</u> 2 <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	15		
	d. <i>Professionally Competent</i> in all areas <u>AND</u> 3 or more <i>Recommended Areas of Growth and Improvement</i> boxes checked on most recent summative evaluation	-15		
	e. <i>Unsatisfactory</i> in one or more areas on most recent summative evaluation	-25		

2. PRODUCTIVE CULTURE RUBRIC

Total number of points received on Productive Culture Rubric	56		
--	----	--	--

3. DISCIPLINE

CHOOSE ONLY ONE	a. Consistent with GCQF-R/GDQD-R, employee has had no formal disciplinary action imposed during the current school year.	10		
	b. Consistent with GCQF-R/GDQD-R, employee has received a formal written reprimand during the current school year.	-10		
	c. Consistent with GCQF-R/GDQD-R, employee has been suspended during the current school year.	-20		

4. HIGHLY QUALIFIED/CERTIFICATION/ENDORSEMENTS/EXPERIENCE/EDUCATIONAL BACKGROUND

MAXIMUM TOTAL POINTS ALLOWED FOR SECTION 4 IS 9 (NINE) POINTS	a. (1) Highly qualified and appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); <u>OR</u>	3		
	(2) Highly qualified but not appropriately certified in one or more hard-to-fill areas (Hard-to-fill areas determined annually by Superintendent or designee); <u>OR</u>	2		
	(3) Highly qualified and appropriately certified in non-hard-to-fill area, <u>or appropriately certified in area that does not require highly qualified status</u>	1		
	b. (1) Highly qualified and appropriately certified in multiple areas; <u>OR</u>	3		
	(2) Highly qualified but not appropriately certified in multiple areas	2		
	c. Not highly qualified in any area, but certified; does not pertain to teachers in positions that do not require highly qualified status	-3		
	d. Certified teaching experience in Title I school	1		
	e. Education level based on current lane placement within WESD Certified Teacher Salary System			
	• Teacher is on Lane 1 (BA)	0		
	• Teacher is on Lane 2 (BA+15)	1		
	• Teacher is on Lane 3 (MA or BA+34)	2		
	• Teacher is on Lane 4 (MA+15 or BA+49)	3		
	• Teacher is on Lane 5 (MA+30 or BA+64)	4		
	f. Doctorate in education-related field	1		
	g. Holds National Board Certification	2		
	h. Is currently participating in or has completed 3-year BEGIN program	2		
SECTION 4 SUBTOTAL			0	

TOTAL POINTS

0

Principal/Supervisor Signature: _____ Date: _____

G-3211 GCD-R/GDD-R

REGULATION REGULATION

**PROFESSIONAL / SUPPORT STAFF
VACATIONS AND HOLIDAYS****Introduction**

For purposes of vacation/holiday eligibility, regular full-time employees are employees that are regularly scheduled to work at least forty (40) hours per week in one (1) or more assignments or 1.0 F.T.E. certificated teachers. Regular part-time employees are employees that are regularly scheduled to work in one (1) or more assignments less than forty (40) hours per week or less than 1.0 certificated teachers. The definition of a regular employee does not include, but is not limited to, the following: temporary employees, substitute teachers, independent contractors, and interns. Temporary employees are typically hired to work for the duration of a project or to fill a role for a limited period of time. Independent contractors are employees of firms/companies or individuals with whom the District contracts directly.

Employees are required to either be at work or on an approved leave, which consists of the District's leaves of absence, vacation, or a holiday. If an employee has used more vacation/holiday days than have been earned, the District will deduct the excess used days from the employee's paycheck in accordance with applicable law. The employee may also be subject to discipline when warranted.

Employees that are off payroll (short-term disability, leave of absence without pay, workers compensation, etc.), on sabbatical leave do not accrue vacation and are not paid holidays, unless allowed by District policy, regulation, or applicable law.

An employee's regular assignment does not include temporary positions. Regular employees working in temporary positions do not accrue and may not use vacation or holidays, except for employees functioning in a workers' compensation light duty assignment or employees assigned to work in a temporary assignment in place of their regular assignment.

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

Vacations

Twelve (12) month certificated administrators shall take their vacation when school is not in session. If workloads disallow vacations as established, the Superintendent may approve vacation days during the school year.

Vacation Amount

All regular, twelve (12) month employees who are regularly assigned to work twenty (20) or more hours per week, earn the following vacation amounts per fiscal year based on years of service, calculated from the anniversary date of regular employment:

If hired on or before September 30, 2008:

Start date through the end of the fifth (5th) year	fifteen (15) days
Beginning of sixth (6th) year and above	twenty (20) days

If hired or rehired on or after October 1, 2008:

Start date through the end of the fifth (5th) first (1st) year	ten (10) days
Beginning of sixth (6th) the second (2nd) year through the end of the tenth (10th) second (2nd) year	fifteen (15) days <u>eleven (11) days</u>
<u>Beginning of the third (3rd) year through the end of</u>	

<u>the third (3rd) year</u>	<u>twelve (12) days</u>
---	--------------------------------

Beginning of the fourth (4th) year through the end of

<u>the fourth (4th) year</u>	<u>thirteen (13) days</u>
-------------------------------------	----------------------------------

Beginning of the fifth (5th) year through the end of

<u>the fifth (5th) year</u>	<u>fourteen (14) days</u>
------------------------------------	----------------------------------

Beginning of the sixth (6th) year through the end of

<u>the tenth (10th) year</u>	<u>fifteen (15) days</u>
-------------------------------------	---------------------------------

Beginning the eleventh (11th) year and above	twenty (20) days
--	------------------

All regular, twelve (12) month administrators who are regularly assigned to work twenty (20) or more hours per week, earn twenty (20) **vacation** days per fiscal year.

Upon completion of the applicable years of service, employees move to the next level of the vacation schedule at the first pay period after the anniversary date in which they were hired into a position eligible for vacation.

Current employees who become eligible for vacation because of a change of position or hours earn vacation at the beginning number of days.

Vacation is earned in equal pro-rated amounts on a monthly basis from July 1 to June 30. One (1) day of vacation is equivalent to an employee's regularly scheduled hours for the eligible position(s). Employees who begin employment after the start of the fiscal year receive a proportional amount of **vacation** based on their anniversary date.

Vacation Requests

All vacation requests must be approved by the appropriate supervisor at least one (1) week prior to the scheduled vacation.

Vacation Accrual

Vacation days may be taken as earned during the current fiscal year and may be carried over for six (6) months into the new fiscal year (July 1 - December 31). Any vacation days from the previous fiscal year that are not used by December 31 of the new fiscal year are forfeited and deleted from the employee's vacation accrual. These days cannot be used, carried over, or paid out to the employee.

Employees must use a minimum of four (4) consecutive hours when using vacation leave. Employees must use leave in fifteen (15) minute increments after the minimum of four (4) consecutive hours are met.

Vacation Reimbursement

When employees voluntarily or involuntarily terminate employment they are paid their unused accrued vacation days at their regular rate of pay.

When a vacation eligible employee accepts a position in the District that is not vacation eligible, the employee will be paid out for their unused accrued vacation days at their regular rate of pay.

Holidays

Regular non-exempt employees who are regularly assigned twenty (20) hours per week or more shall receive Governing Board approved holidays based on the length of the employee's work year in their regular assignment. Exempt employees receive holidays in accordance with Governing Board-approved calendars.

One (1) day of holiday pay is equivalent to an employee's regularly scheduled hours for the position(s).

Attachment F

The pages that follow provide a copy of each IBN communiqué that was e-mailed to employees.



Interest-Based Negotiations Team

Communiqué

Revised
January 24, 2011

MISSION STATEMENT: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

Pat Barrier
Classified: School-Based Office
pat.barrier@wesdschools.org

Maggie Brogan
Certified: Grade 2
maggie.brogan@wesdschools.org

Joslyn Brown
Certified: Grades K-1
joslyn.brown@wesdschools.org

Eric Carpenter
Classified: Trades/Maintenance/Warehouse
eric.carpenter@wesdschools.org

Susie Cook (Resource)
Governing Board
susie.cook@wesdschools.org

Paula Gray
Certified: Grades 3-4
paula.gray@wesdschools.org

Bruce Hertzog
Classified: Transportation
bruce.hertzog@wesdschools.org

Nancy Heydorn
Classified: At-Large
nancy.heydorn@wesdschools.org

Nina LaPine
Certified: Special Education
nina.lapine@wesdschools.org

Jessica Martinez
Classified: Instructional Assistants
jessica.martinez@wesdschools.org

Betty Paterson
Administration: Principals/Asst Principals
betty.paterson@wesdschools.org

Talia Perry
Other Professional Certified
talia.perry@wesdschools.org

Stephanie Phillips
Classified: Nutrition Services
shcfe@wesdschools.org

Ken Simmons (Resource)
Certified: Middle School/Junior High
ken.simmons@wesdschools.org

Darrin Squire
Certified: Special Subject Areas
darrin.squire@wesdschools.org

Angie Taylor
Classified: Administrative Center-Based
angie.taylor@wesdschools.org

Mike Trevillion
Administration: Principals/Asst Principals
michael.trevillion@wesdschools.org

David Velazquez
Administration: Administrative Center-Based
david.velazquez@wesdschools.org

Mindy Whalen (Resource)
Certified: Middle School/Junior High
mindy.whelen@wesdschools.org

Justin Wing (Resource)
Human Resources
justin.wing@wesdschools.org

Grace Wood
Certified: Grades 5-6
grace.wood@wesdschools.org

IBN is a collaborative process addressing communications, problem-solving and negotiations for the employee groups of WESD. From the work of this team, recommendations are made to the Superintendent and the Governing Board on a variety of topics. This communiqué and others that follow serve as the vehicle for communication regarding interests addressed in IBN.

The 2010-2011 Interest-Based Negotiations Team met on Thursday, January 13, 2011, and Friday, January 14, 2011, and welcomed the following new members:

- *Bruce Hertzog*, representing classified employees in the Transportation Department
- *Talia Perry*, representing other professional certified employees, including program coaches, student service specialists, counselors, speech therapists, psychologists, social workers, nurses, occupational therapists and physical therapists
- *Stephanie Phillips*, representing classified employees in Nutrition Services
- *Mike Trevillion*, representing principals and assistant principals

During these introductory meetings, team members learned about the interest-based model and its application. They explored WESD's implementation of the IBN model from a historical perspective and identified both encouraging and disappointing outcomes that have resulted. They considered strategies to promote successful collaboration, focusing on the essential elements of trust, communication and commitment. Additionally, the group discussed fundamental components of the structure and process that will guide their work during upcoming months.

Work Furlough

The budget reductions for 2010-2011 included two furlough days, one scheduled for November 26, 2010 and the other for March 18, 2011. The District was able to eliminate the November furlough day so that it was a paid holiday for all employees.

IBN members made a consensus decision to recommend that a portion of the District's Education Jobs Fund allocation be applied toward eliminating the upcoming planned furlough day in March. Because those funds may be used only for school-level personnel, IBN is recommending that budget savings realized to date be utilized to eliminate the March furlough day for all other employees. A recommendation regarding the scheduled March 18, 2011 furlough day will go to the Governing Board on January 27, after which employees will be notified of the Board's decision. The recommendation will ask the Board to approve March 18 as a paid holiday for all employees.

Phased Retirement

IBN Team members discussed the feasibility of offering eligible employees the opportunity to participate in a phased retirement program through smartschoolsplus, inc. next school year. IBN will make a recommendation to the Governing Board regarding this issue, following a yet to be scheduled Board Study Session.

Next IBN Meeting: February 3, 2011

IBN will discuss the results of the Working Conditions Survey. Additionally, members will identify issues to be addressed by the Team this year, and they will begin to tackle those issues.



Interest-Based Negotiations Team

Communiqué

February 8, 2011

MISSION STATEMENT: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

Pat Barrier
Classified: School-Based Office
pat.barrier@wedschools.org

Maggie Brogan
Certified: Grade 2
maggie.brogan@wedschools.org

Joslyn Brown
Certified: Grades K-1
joslyn.brown@wedschools.org

Eric Carpenter
Classified: Trades/Maintenance/Warehouse
eric.carpenter@wedschools.org

Susie Cook (Resource)
Governing Board
susie.cook@wedschools.org

Paula Gray
Certified: Grades 3-4
paula.gray@wedschools.org

Bruce Hertzog
Classified: Transportation
bruce.hertzog@wedschools.org

Nancy Heydom
Classified: At-Large
nancy.heydom@wedschools.org

Nina LaPine
Certified: Special Education
nina.lapine@wedschools.org

Jessica Martinez
Classified: Instructional Assistants
jessica.martinez@wedschools.org

Betty Paterson
Administration: Principals/Asst Principals
betty.paterson@wedschools.org

Talia Perry
Other Professional Certified
talia.perry@wedschools.org

Stephanie Phillips
Classified: Nutrition Services
shcafe@wedschools.org

Ken Simmons (Resource)
Certified: Middle School/Junior High
ken.simmons@wedschools.org

Darrin Squire
Certified: Special Subject Areas
darrin.squire@wedschools.org

Angie Taylor
Classified: Administrative Center-Based
angie.taylor@wedschools.org

Mike Trevillion
Administration: Principals/Asst Principals
michael.trevillion@wedschools.org

David Velazquez
Administration: Administrative Center-Based
david.velazquez@wedschools.org

Mindy Whalen (Resource)
Certified: Middle School/Junior High
mindy.whelen@wedschools.org

Justin Wing (Resource)
Human Resources
justin.wing@wedschools.org

Grace Wood
Certified: Grades 5-6
grace.wood@wedschools.org

The 2010-2011 Interest-Based Negotiations Team met on Thursday, February 3, 2011.

Phased Retirement

During their January 14, 2011 meeting, IBN Team members considered the feasibility of offering a phased retirement program to eligible WESD employees for the 2011-2012 school year. Phased retirement was the focus of the Governing Board Study Session on February 1, 2011, during which IBN representatives shared information about the process they had used to analyze the issue and the outcomes that resulted. The recommendation offered on behalf of the IBN Team is that the Governing Board authorize WESD to pursue a one-year contract with smartschoolsplus, inc. for a 2011-2012 phased retirement program to be offered to eligible employees in accordance with the following guidelines:

Program Duration

- The program is for one year only (2011-2012).
- At the end of 2011-2012, positions held by program participants will be opened as vacancies, or, if necessary, they may be considered for possible budget reductions. Program participants may reapply to WESD to be considered for posted vacancies; external application, selection, salary placement and benefits procedures will apply.

Program Eligibility

- The program will be open to eligible members of all employee groups with the exception of the Superintendent, per GCQE-R.
- To be eligible, an individual must
 - be currently employed by WESD for five or more consecutive years;
 - qualify for full retirement benefits through ASRS;
 - complete the WESD application process.
- Selection of program participants from among eligible applicants will be based on the combined results of an individual's Reduction in Force rubric, Productive Culture rubric and performance evaluations.
- A program participant's intended placement will be at the site where he or she was located immediately prior to retirement.

Program Compensation and Benefits

- A program participant will receive 80% of the base salary earned during his or her final year of employment with WESD.
- WESD will pay smartschoolsplus, inc. 91% of the base salary earned by the program participant during his or her final year of district employment.
- WESD will not pay program participants' health insurance.
- Program participants with 12-month positions will be granted 12 general leave days up front; participants with less than 12-month positions will be granted 10 general leave days up front.
- Program participants with 12-month positions will receive 10 vacation days up front.
- Program participants will not be eligible for professional development days.
- Program participants will not be eligible to receive incentives, unless 2141, a function of No Child Left Behind that requires the equitable distribution of teachers, is instituted.



Interest-Based Negotiations Team

Communiqué

February 8, 2011

MISSION STATEMENT: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

- Program participants will be eligible to receive stipends for additional work completed, if applicable; in such circumstances, WESD would pay 100% of the stipend amount to smartschoolsplus, inc.
- Program participants will not be eligible to serve on the following District committees:
 - IBN Team
 - Planning and Steering Council
 - Facilities Council
- A program participant may serve on a curriculum-related committee, if the work of the committee impacts the participant's current-year students.
- A program participant may serve on other committees, including Site Council, only if doing so is a requirement of his or her position, and only with the approval of his or her principal and/or the Superintendent or designee. (Site Council meetings are open to anyone, including program participants, to attend.)
- Program participants will not be paid for any days, i.e., furlough days, for which regular District employees are not compensated.

IBN's phased retirement program recommendation will be presented to the Governing Board as an action item on February 10, 2011, after which employees will be notified of the Board's decision. Any questions about the proposed program should be directed to Justin Wing at jwing@wesdschools.org or by phone at 602.347.2801.

Governor Brewer's Budget Proposal

Governor Brewer released her state budget proposal last month. Arizona's total estimated budget deficit for fiscal year 2011 (July 1, 2010-June 30, 2011) is \$763.6 million. The Governor's office has proposed a K-12 education budget reduction of \$101.2 million *for the current school year*, which would represent a funding reduction of approximately \$2 million for WESD *for the current school year*. If the reduction is approved, districts would be able to apply Education Jobs Fund money to help compensate for their funding loss -- *if they have not already spent their allocation*. Thanks to the District's conservative approach regarding Education Jobs funding, WESD should be able to cover a significant portion of the proposed reduction with its remaining Education Jobs allocation.

Arizona's estimated fiscal year 2012 (July 1, 2011-June 30, 2012) budget deficit is \$1.15 billion. K-12 education budget reductions proposed by Governor Brewer for 2011-2012 include decreasing capital outlay revenue limit (CORA) funding, as well as neglecting to fund the base level inflation factor mandated by the passage of Proposition 301 in 2000.

Future IBN communiqués will provide further state budget information and updates.

Working Conditions Survey Results

The Working Conditions Survey Subcommittee presented the aggregated results of WESD's 2010 Working Conditions Survey to their IBN Team colleagues. Schools and departments are being sent site-specific survey results to be shared with their staff. Based on the data they receive, employees at each site will collaboratively identify the issues/themes they wish to address in order to improve their working conditions. They will develop a brief action plan to outline their intended follow up.

Next IBN Meeting: February 22, 2011

Agenda items for the next IBN meeting include stipends, health insurance information, legislative updates and budget.



Interest-Based Negotiations Team

Communiqué

Late February 2011

MISSION STATEMENT: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

Pat Barrier
Classified: School-Based Office
pat.barrier@wesdschools.org

Maggie Brogan
Certified: Grade 2
magdalene.brogan@wesdschools.org

Joslyn Brown
Certified: Grades K-1
joslyn.brown@wesdschools.org

Eric Carpenter
Classified: Trades/Maintenance/Warehouse
eric.carpenter@wesdschools.org

Susie Cook (Resource)
Governing Board
susie.cook@wesdschools.org

Paula Gray
Certified: Grades 3-4
paula.gray@wesdschools.org

Bruce Hertzog
Classified: Transportation
bruce.hertzog@wesdschools.org

Nancy Heydorn
Classified: At-Large
nancy.heydorn@wesdschools.org

Nina LaPine
Certified: Special Education
nina.lapine@wesdschools.org

Jessica Martinez
Classified: Instructional Assistants
jessica.martinez@wesdschools.org

Betty Paterson
Administration: Principals/Asst Principals
betty.paterson@wesdschools.org

Talia Perry
Other Professional Certified
talia.perry@wesdschools.org

Stephanie Phillips
Classified: Nutrition Services
shcafe@wesdschools.org

Ken Simmons (Resource)
Certified: Middle School/Junior High
ken.simmons@wesdschools.org

Darrin Squire
Certified: Special Subject Areas
darrin.squire@wesdschools.org

Angie Taylor
Classified: Administrative Center-Based
angie.taylor@wesdschools.org

Mike Trevillion
Administration: Principals/Asst Principals
michael.trevillion@wesdschools.org

David Velazquez
Administration: Administrative Center-Based
david.velazquez@wesdschools.org

Mindy Whalen (Resource)
Certified: Middle School/Junior High
mindy.whelan@wesdschools.org

Justin Wing (Resource)
Human Resources
justin.wing@wesdschools.org

Grace Wood
Certified: Grades 5-6
grace.wood@wesdschools.org

The 2010-2011 Interest-Based Negotiations Team met on Tuesday, February 22, 2011.

Senate Bill 1263: Schools: Administrative Tasks: Reduction

Director of Business Services Cathy Thompson provided information to IBN members about AZ Senate Bill 1263. Details of the bill's numerous provisions may be found at <http://www.azleg.gov/FormatDocument.asp?inDoc=/legtext/50leg/1r/summary/s.1263ed-approp.doc.htm>; however, the provision that is of particular relevance to IBN pertains to the number of instructional days per school year. If approved, the bill would allow school district governing boards to adopt "a written resolution to conduct school sessions for fewer than one hundred eighty days" per school year, as long as school sessions are conducted for a minimum of one hundred seventy days per school year and the total number of instructional minutes currently required by law are met. If SB 1263 were to be enacted into law, WESD's Governing Board would seek a recommendation from IBN regarding the possible reduction of instructional days within the District; furthermore, given the potential impact a reduction could have on 2011-2012 school calendars and employee salaries/contracts, it was imperative that IBN address the issue immediately.

In considering the possibility of reducing instructional days for next school year, IBN members shared story, expressed interests, identified other considerations, generated options and evaluated the options using the interests and other considerations as criteria. The group reached a consensus decision to recommend no reduction of instructional days.

Extension of Retirement Notification Deadline

On February 10, 2011, the Governing Board authorized WESD to pursue a contract with *smartschoolsplus, inc.* for the 2011-2012 school year. As a result, some employees who had not previously considered retiring at the end of the current year are now hoping to retire and to participate in next year's phased retirement program. Governing Board Policy GCCA/GDCA, Professional/Support Staff General Leave, describes the terms and conditions of the District's leave buyout plan and states, "Employees resigning/retiring from the District must notify Human Resources of this in writing by February 1 to ensure they will receive their leave buyout during that fiscal year. Failure to do so will result in the buyout being delayed into the next fiscal year and will result in a reduction in the buyout by fifty (50) percent unless special health related or extraordinary circumstances occur."

In light of the pending Board action regarding phased retirement, the February 1, 2011 retirement notification deadline had been extended to March 1, 2011. At the request of several prospective *smartschoolsplus, inc.* participants, IBN made a consensus decision to further extend the deadline to **5:00 p.m. on Monday, March 21, 2011**. The additional three weeks should provide sufficient time for interested parties to meet with Arizona State Retirement System representatives and to initiate retirement procedures.

Anticipated IBN Representative Vacancies for 2011-2012

The IBN Team anticipates that at least four representative seats will be vacated at the end of the current school year. Perhaps **YOU** would like to participate in this collaborative, interest-based process next year as an employee group representative! Further details about the openings and the application/selection process will be forthcoming early next fall.

Next IBN Meeting: March 7, 2011



Interest-Based Negotiations Team

Communiqué

Early March 2011

MISSION STATEMENT: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

Pat Barrier
Classified: School-Based Office
pat.barrier@wesdschools.org

Maggie Brogan
Certified: Grade 2
maedelene.brogan@wesdschools.org

Joslyn Brown
Certified: Grades K-1
joslyn.brown@wesdschools.org

Eric Carpenter
Classified: Trades/Maintenance/Warehouse
eric.carpenter@wesdschools.org

Susie Cook (Resource)
Governing Board
susie.cook@wesdschools.org

Paula Gray
Certified: Grades 3-4
paula.gray@wesdschools.org

Bruce Hertzog
Classified: Transportation
bruce.hertzog@wesdschools.org

Nancy Heydorn
Classified: At-Large
nancy.heydorn@wesdschools.org

Nina LaPine
Certified: Special Education
nina.lapine@wesdschools.org

Jessica Martinez
Classified: Instructional Assistants
jessica.martinez@wesdschools.org

Betty Paterson
Administration: Principals/Asst Principals
betty.paterson@wesdschools.org

Talia Perry
Other Professional Certified
talia.perry@wesdschools.org

Stephanie Phillips
Classified: Nutrition Services
sbcafe@wesdschools.org

Ken Simmons (Resource)
Certified: Middle School/Junior High
ken.simmons@wesdschools.org

Darrin Squire
Certified: Special Subject Areas
darrin.squire@wesdschools.org

Angie Taylor
Classified: Administrative Center-Based
angie.taylor@wesdschools.org

Mike Trevillion
Administration: Principals/Asst Principals
michael.trevillion@wesdschools.org

David Velazquez
Administration: Administrative Center-Based
david.velazquez@wesdschools.org

Mindy Whalen (Resource)
Certified: Middle School/Junior High
mindy.whelen@wesdschools.org

Justin Wing (Resource)
Human Resources
justin.wing@wesdschools.org

Grace Wood
Certified: Grades 5-6
grace.wood@wesdschools.org

The 2010-2011 Interest-Based Negotiations Team met on Monday, March 7, 2011.

Certified Class Coverage

IBN members discussed the current status of certified class coverage procedures throughout the District. Upon reviewing relevant information provided by principals, members noted procedural inconsistencies among schools. In order to ensure uniform, equitable administration of leave policy without sacrificing flexibility, the following actions will be taken with regard to certified class coverage:

- WESD administration will confer with District legal counsel;
- Principals will address the issue during an upcoming Principals Meeting and forward their recommendations to IBN;
- IBN will discuss legal counsel's and principals' feedback on March 31, 2011.

Class Sizes

Effective with the 2005-2006 school year, the Governing Board established District-wide maximum class sizes at each grade level. For implementation in 2009-2010, one facet of IBN's recommendation to the Board was increasing the established maximum class sizes by 1.4 students per grade. Given the need to make significant budget reductions, this recommendation was approved. Effective with the current school year, the Board approved IBN's recommendation to increase maximum class sizes by an additional 0.6 students.

With more budget reductions anticipated for 2011-2012, IBN sought to determine if instituting further maximum class size increases would be a feasible option. Team members weighed the benefit of potential cost savings against the possible negative impact on student achievement, classroom management, safety and teacher morale. They reached a consensus decision to recommend that current maximum class sizes be maintained; increasing the maximum should be considered only as an absolute last resort.

IBN Representative Term Limits

The IBN Team applied the interest-based process in consideration of establishing term limits for all IBN representative positions. The process yielded the following outcomes:

- With the exception of IBN principal representatives, whose professional group has self-imposed a two-year term limit, IBN members may continue to serve on the IBN Team indefinitely.
- Several current classified representatives have already announced that they will vacate their IBN positions at the end of 2010-2011; as such, term limits do not seem particularly relevant at present. Next year, IBN members will monitor classified representative attrition and develop a term limit recommendation, if appropriate.
- Current certified representatives will develop a recommendation for their group and present it during the first IBN meeting of the 2011-2012 school year.

District Closure During Winter Break: Impact on 12-Month Classified Staff

For each of the past several years, WESD has closed down for the duration of winter break. Employees who follow a 12-month schedule have been granted 5 paid holidays during that time, and they have been directed to use 5 of their vacation days to cover the remaining time off. Because this practice has been of concern to some staff, it was brought to the



Interest-Based Negotiations Team

Communiqué

Early March 2011

MISSION STATEMENT: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

attention of IBN's Working Conditions Subcommittee. Its members utilized the interest-based process to address the issue; after having considered numerous options, subcommittee members arrived at the following multi-part recommendation, which they presented to the full IBN Team:

- Continue the current practice of requiring 12-month classified staff to use vacation for winter break;
- Exceptions, e.g., new hires, personnel responsible for District safety/security or other programs that have to remain opened, must be worked out with the Human Resources Department;
- Aside from the exceptions referenced above, all WESD school and District locations will be closed during winter break;
- The 12-month employee calendar will clearly designate the winter break closure and the required use of 5 vacation days by classified staff;
- Hiring supervisors must notify newly hired employees of the vacation usage requirement during winter break;
- 12-month classified employees hired after October 2008 will receive 10 vacation days during their first year of employment. They will receive one additional vacation day each subsequent year until their total annual number of vacation days is 15. Upon completion of 10 years of employment with the District, they will be granted a total of 20 vacation days each year thereafter.

This recommendation received consensus support from the full IBN Team. *It will be presented for the WESD Governing Board's consideration at an upcoming Board meeting.*

Health Insurance Coverage for Certified Employees and Administrators with Less Than 0.75 FTE Contracts

The IBN Team discussed the following inconsistency with regard to the administration of employee health insurance benefits: Currently, WESD **certified** employees and **administrators** are eligible for health insurance benefits if they have a **0.5 FTE** (half-time) or greater contract, while **classified** employees are eligible for health insurance benefits only if they are scheduled to work 6 hours per day (**0.75 FTE**) or more. To address this discrepancy, IBN members reached consensus on the following two-part recommendation, *which will be forwarded to Governing Board members as an agenda item at a future Board meeting:*

- Part 1: **Effective 7/1/2011**
 - Continuing WESD certified employees and administrators, i.e., those whose employment began on or before 6/30/2011, who have contracts of **0.5 FTE** or greater will continue to be eligible for District health insurance benefits for the 2011-2012 school year;
 - Certified employees and administrators whose employment with WESD begins between 7/1/2011 and 6/30/2012 and who have contracts for **0.75 FTE or greater** will be eligible for District health insurance benefits for the 2011-2012 school year;
 - Certified employees and administrators whose employment with WESD begins between 7/1/2011 and 6/30/2012 and who have contracts for **at least 0.5 FTE but less than 0.75 FTE** will be eligible to purchase health insurance coverage for the 2011-2012 school year at 100 percent of the premium cost.
- Part 2: **Effective 7/1/2012**
 - All certified employees and administrators, both those continuing employment with WESD, as well as those new to the District who begin employment on or after 7/1/2012, who have contracts for **at least 0.5 FTE but less than 0.75 FTE** will be eligible to purchase health insurance coverage for the 2012-2013 school year at 100 percent of the premium cost.

Next IBN Meeting: March 31, 2011

The next IBN meeting is scheduled for Thursday, March 31, 2011. Anticipated agenda items include stipends, junior high school scheduling and budget reductions.



Interest-Based Negotiations Team

Communiqué

April 2011

MISSION STATEMENT: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

Pat Barrier
Classified: School-Based Office
pat.barrier@wedschools.org

Maggie Brogan
Certified: Grade 2
magdalene.brogan@wedschools.org

Joslyn Brown
Certified: Grades K-1
joslyn.brown@wedschools.org

Eric Carpenter
Classified: Trades/Maintenance/Warehouse
eric.carpenter@wedschools.org

Susie Cook (Resource)
Governing Board
susie.cook@wedschools.org

Paula Gray
Certified: Grades 3-4
paula.gray@wedschools.org

Bruce Hertzog
Classified: Transportation
bruce.hertzog@wedschools.org

Nancy Heydorn
Classified: At-Large
nancy.heydorn@wedschools.org

Nina LaPine
Certified: Special Education
nina.lapine@wedschools.org

Jessica Martinez
Classified: Instructional Assistants
jessica.martinez@wedschools.org

Betty Paterson
Administration: Principals/Asst Principals
betty.paterson@wedschools.org

Talia Perry
Other Professional Certified
talia.perry@wedschools.org

Stephanie Phillips
Classified: Nutrition Services
shcfe@wedschools.org

Ken Simmons (Resource)
Certified: Middle School/Junior High
ken.simmons@wedschools.org

Darrin Squire
Certified: Special Subject Areas
darrin.squire@wedschools.org

Angie Taylor
Classified: Administrative Center-Based
angie.taylor@wedschools.org

Mike Trevillion
Administration: Principals/Asst Principals
michael.trevillion@wedschools.org

David Velazquez
Administration: Administrative Center-Based
david.velazquez@wedschools.org

Mindy Whalen (Resource)
Certified: Middle School/Junior High
mindy.whelen@wedschools.org

Justin Wing (Resource)
Human Resources
justin.wing@wedschools.org

Grace Wood
Certified: Grades 5-6
grace.wood@wedschools.org

The 2010-2011 Interest-Based Negotiations Team participated in a full-day meeting on Thursday, March 31, 2011, followed by an afternoon meeting on Friday, April 8, 2011.

Budget Update

(Please Note: All budget information provided is estimated and based on data that are current as of the time that this communiqué is being written. The AZ legislative session has not concluded yet, and further budgetary changes could be forthcoming.)

WESD's 2011-2012 (FY2012) budget will be significantly impacted by two factors related to enrollment: total student count has declined by about 750 students during the current school year, and of these 750 students, 500 have been English language learners. Both factors significantly impact funding levels.

Furthermore, according to the most recent information available, WESD's allocation of Maintenance and Operation (M&O) funding from the State for FY2012 will be **\$7,963,557 less** than the District's 2010-2011 allocation. Director of Business Services Cathy Thompson explained, however, that our anticipated budget reductions for FY2012 will be significantly less than the \$7.9 million shortfall because of the use of remaining Education Jobs funding and carry-forward from vacancy savings.

WESD's Estimated State Funding Loss for 2011-2012 --	\$	(7,963,557)
Additional Budget Balance Carry-forward -----	\$	1,000,000
Remaining Education Jobs Funding -----	\$	1,392,813
Net WESD Budget Reduction for 2011-2012	\$	(5,570,744)

IBN members considered numerous budget reduction options, and they identified those that most closely align with the following interests:

- Promoting student achievement and minimizing impact on students
- Maintaining programs
- Retaining employees
- Supporting employee morale
- Preserving established parity standards
- Retaining and attracting students
- Remaining compliant and honoring commitments to stakeholders

Ultimately, the group reached consensus that the budget reductions they recommend to the Governing Board on April 28, 2011 will include the following:

Implementing phased retirement program through smartschoolsplus, inc. for the 2011-2012 school year (IBN recommendation approved by Governing Board on 2/10/2011) -----	\$	700,000
Maintaining 2010-2011 class size thresholds (accounts for loss of enrollment)-----	\$	1,683,000

Applying existing parity rubrics for determining 2011-2012 staffing needs in the following areas: school office, ELL, special education, computer lab technicians, student services-----	\$	514,000
Implementing department reductions of personnel and other resources -----	\$	250,000
Reorganizing night custodial staff and how custodial substitutes are hired and assigned, based on site need and safety/security considerations -----	\$	150,000
Establishing four employee work furlough days during 2011-2012 -----	\$	1,760,000
Replacing 2.0 FTE librarians (resigning/retiring at end of 2010-2011) with library technicians -----	\$	87,000
Replacing 2.0 FTE nurses (resigning/retiring at end of 2010-2011) with health service technicians (<i>Note: Appropriate care of medically fragile students will <u>not</u> be impacted by these changes.</i>) -----	\$	48,700
Reducing full stipend to teachers with National Board Certification from \$4,000 to \$2,500 so that it aligns with other WESD incentive stipends and with NBC stipends paid by surrounding districts, <u>and</u> reducing the new full stipend amount by 25% for 2011-2012 in accordance with other WESD stipend reductions -----	\$	26,800
Reduction of Responsible Thinking Center (RTC) monitors to maintain parity among schools-----	\$	97,000
Total Recommended Budget Reductions	\$	5,316,500
Note: The budget is not balanced, but the difference can be made up with vacancy savings.		

Furlough Days

If the Governing Board approves IBN's recommendation to establish four work furlough days during 2011-2012, the following are the dates on which they will occur. (*Note: If the Legislature passes Senate Bill 1263, it may be possible to reduce the number of furlough days from four to three.*)

- Friday, November 25, 2011 (day after Thanksgiving) – *Affects all employees*
- Friday, December 23, 2011 (day before Winter Break) – *Affects most employees; does not affect 194-day calendar employees*
- Friday, March 23, 2012 (Friday of Spring Break) – *Affects all employees*
- Monday, May 28, 2012 (Memorial Day) – *Affects all employees*

Because none of the dates above is a school day, students will not be adversely impacted.

Stipend for Teachers with National Board Certification (NBC)

In previous years, NBC teachers received their stipend in one payment at the beginning of the school year. Effective with the 2011-2012 school year, NBC stipends will be paid out in two payments: Fifty percent of the stipend will be paid on the December payday before Winter Break, and the remaining fifty percent will be paid on the payday prior to teachers' balance of pay disbursement. Implementing this change will establish a consistent pay schedule for all incentive stipends.

Certified Class Coverage Update

As a follow up to IBN's March discussion regarding certified class coverage procedures, actions were taken to ensure the uniform, equitable administration of leave policy without sacrificing flexibility. When principals addressed the issue during a recent Principals Meeting, 95 percent indicated that current procedures are working satisfactorily, and they suggested that no changes be implemented. Having formally discussed class coverage procedures several times of late, 100 percent of principals are now aware of acceptable policy administration. When consulted, District legal counsel indicated that the current leave policy stands; only the accompanying regulation would need to be revised to include language about working with supervisors to accommodate appointments.

Junior High Scheduling

District junior high schools and middle schools currently have a six-period day. IBN addressed a proposal that the daily schedule be adjusted to seven periods in order to accommodate Tier II intervention. After discussing the matter, IBN Team members agreed that no change should be implemented for next year; additional training in Tier II and Tier III interventions is necessary, and assessments need to be strengthened before further action is considered.

Working Conditions Update

IBN members agreed that the Working Conditions Subcommittee has positively impacted WESD employees. The group's efforts, including the annual survey they initiate, have increased employees' awareness of various issues and promoted productive conversation and communication as a means of addressing their concerns. This year, some District employees expressed frustration related to time management and time constraints. In response, efforts will be made to communicate methods of streamlining processes, working "smarter, not harder" and exploring PLC alternatives.

Overtime Budgets

In their dialogue regarding possible budget reductions, IBN members considered overtime budgets. While they determined that eliminating overtime budgets was probably not feasible, they acknowledged the importance of monitoring employees' overtime and encouraging use of flex time when possible. As a public entity, we must be vigilant stewards of our budget.

Certified RIF Rubric Update

The RIF Subcommittee met on April 4, 2011 to discuss possible changes to the certified RIF Rubric. The group recommended the following revisions to section #4 (Highly Qualified/Certification/Endorsements/Experience/Educational Background), which were subsequently presented to and approved by the full IBN Team:

- **Eliminated** the possible one point for *certified teaching experience in more than one of the following areas/grade levels: K-3; 4-6; 7-8; special subject area (art, music, PE)*
- **Eliminated** the possible two points for *master's degree in education-related field*
- **Added** the points indicated below for *education level based on current lane placement within WESD Certified Teacher Salary System*
 - Teacher is on Lane 1 (BA) = 0 points
 - Teacher is on Lane 2 (BA+15) = 1 point
 - Teacher is on Lane 3 (MA, or BA+34) = 2 points
 - Teacher is on Lane 4 (MA+15, or BA+49) = 3 points
 - Teacher is on Lane 5 (MA+30, or BA+64) = 4 points
- **Changed** the points granted for *doctorate in education-related field* from 2 points to 1 point

These recommended changes will be presented to the Governing Board on April 28, 2011.

Principal Salary Schedule

The current principal salary schedule reflects anomalies that have, to date, remained unaddressed. The consequences, which have become more serious with the passage of time, are evidenced by our struggle to recruit and retain quality principals. While the shortage of such principals is prevalent nationwide and may be attributed, in part, to factors beyond our control, e.g., increased state and federal accountability, reduced resources, challenges associated with mounting societal problems, we do have the ability to address our own principal salary inequities.

In developing their principal salary recommendation, IBN members looked at data, including the following:

- WESD's beginning principal salary is comparable to that offered by surrounding districts; however, our ending principal salary is \$6,000 to \$7,000 below market value.
- Currently, a WESD principal who has 21 years of experience earns the same salary as one who has only 8 years of experience.
- A 2011-2012 principal vacancy, which has been posted since 12/1/2010, for which numerous applications have been submitted and reviewed, and for which interviews have been conducted, still remains unfilled.

Team members also considered current budgetary constraints, as well as staff morale issues that could arise from adjusting salaries within a single employee group only. At the same time, they acknowledged that WESD's mission is student achievement, and quality principals can strongly and positively impact student achievement. Consequently, they reached a consensus decision to recommend that a fourth tier be added to the current principal salary schedule, impacting seven veteran principals who have been in the District 12 or more years.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent X Discussion
 DATE: April 28, 2011 Information
 AGENDA ITEM: 2011-2012 School and Employee Calendars and the Calendar Framework for 2012-2015 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA IC, GCL/GDK, A.R.S. 15341.01, 15-901

SUPPORTING DATA

Funding Source: N/A
 Budgeted: N/A

Proposed school and employee work day calendars for the subsequent school year are presented to the Governing Board annually for approval. Each year the school calendar is developed collaboratively by a group of representative stakeholders who comprise the Washington Elementary School District Calendar Committee. The following parameters provide a framework within which the calendar development proceeds:

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

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the 2011-2012 PLC early-release Wednesday calendar for the staff and students as presented.

It is further recommended that the Governing Board approve the start and end dates and holidays for the 2012-2015 calendars which are aligned with Glendale Union High School District calendars.

Finally, it is recommended that the Governing Board approve the 2011-2012 employee calendars, including the 261-Day Administrator Calendar, the 261-Day Classified Employee Calendar, the 227-Day Employee Calendar, the 220-Day Psychologist Calendar, the 209-Day Employee Calendar, and the 194-Day Employee Calendar.

Superintendent 

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

Agenda Item III.E.

2011-2012 School and Employee Calendars and the Calendar Framework for 2012-2015

April 28, 2011

Page 2

On February 26, 2009, the Calendar Study Team recommended to the Governing Board the continuation of the PLC model through 2012-2013. The Governing Board also approved the calendar overviews through 2011-2012 which reflect the alignment of WESD start dates and holidays with those reflected on Glendale Union High School District's corresponding board-approved calendar.

With the three-year start and holiday calendars approved through June 2012, the task of the 2010-2011 Calendar Committee was to draft a 2011-2012 Staff/Student PLC calendar and submit continuation calendars through 2012-2015 which are aligned with Glendale Union High School District.

Input was gathered from building principals, program coaches, school staffs, the Planning and Steering Council (including parents), and office managers based on two components of the PLC model: the placement of fall Parent/Teacher Conferences and increasing the district-wide PLC Wednesdays to five from four days. After reviewing the feedback, the Calendar Committee reached consensus on the following recommendations:

- Schedule the fall Parent/Teacher Conferences the week of November 7, 2011.
 - The placement of the fall Parent Teacher Conferences frequently conflicts with October 31 which is Halloween.
 - The options were to start conferences on Tuesday, November 1 and conclude them into the next week on Monday, November 7 versus conducting the conferences within one work week and then students and staff would be off work on Friday, November 11 due to Veterans' Day.
 - After looping out this question, the input was analyzed and it is recommended that fall conferences be conducted during the week of November 7 for several key reasons:
 - After-School Programs will not be impacted by conferences occurring over a two week period.
 - Disruptions to the schedule would be contained within one school week.
 - Should there be a District election on November 8, the input stated that having parents on campus might increase the numbers at the polls.
- Increase the District-Wide PLC Wednesdays to five from four due to the reduction of state mandated instructional hours for grades 7 and 8 students.

None of the calendars reflect furlough days. Those recommendations come from IBN and can be superimposed on all of the calendars when decided.

Further information is provided in the attached documentation.

Attachment A:	Calendar Committee Membership
Attachment B1-4:	Glendale Union High School 2011-2015 Calendars (Draft)
Attachment C:	Proposed 2011-2012 Staff/Student Calendar
Attachment D:	Start and Holiday Dates for 2012-2015
Attachment E1-6:	Employee Group Calendars by Days Worked
Attachment F:	Power Point Presentation

Members of the WESD 2010-2011 Calendar Committee

- Janet Altersitz, Administrator for Professional Development
- Dave Anderson, Principal, Sahuaro
- Lyn Bailey, Assistant Superintendent for Administrative Services
- Jay Bloch, Elementary Teacher, Alta Vista
- Teresa Elves, Program Coach, Abraham Lincoln
- Leah Esmont, Program Coach, Washington
- Angela Fantasia, Elementary Teacher, Sahuaro
- Teresa Harfmann, Elementary Teacher, Abraham Lincoln
- Chris Hedlund, Program Coach, Special Services
- Suzanne Jones, Special Education Teacher, Palo Verde
- Margaret Kerlin, Elementary Teacher, Abraham Lincoln
- Kelli Knox, Office Manager, Mountain Sky
- Sheryl Kronenberg, WDEA Representative, Cactus Wren
- June Lopez, Librarian, Mountain View
- Pat MacArthur, Principal, Arroyo
- Marlene Olsen, Elementary Teacher, Sunnyslope
- Angela Perrone, Translation Services
- Barbara Post, Administrator for Gifted Services
- Lori Ritz, Principal, Sunnyslope
- Janet Sullivan, Assistant Superintendent for Academic Services
- Patti Vail, Special Education Teacher, Arroyo
- Maggie Westhoff, Director of Professional Development/ Facilitator
- Planning and Steering Council
 - Teachers (25)
 - Parents (7)
 - Administrators (11)
 - Support Staff (1)

GLENDALE UNION HIGH SCHOOL DISTRICT
School Year Calendar for 2011-2012

Attachment B1

FIRST SEMESTER

		<u>Students</u>	<u>Teachers</u>
New Teacher Staff Development	July 25-August 5		
Registration	August 1-5		
All Teacher Staff Development	August 8-9		
Orientation	August 10-12		
School Begins	August 15		
Labor Day	September 5		
End 1st Quarter	October 14	44 days	49 days
Fall Recess	October 17-21		
Veterans' Day Observance	November 11		
Thanksgiving Recess	November 24-25		
End 1st Semester/2nd Quarter	December 22	<u>41 days</u>	<u>41 days</u>
Office Open with Counselors	December 23		
(no teachers / no students 12/23)	Total	85 days	90 days
Winter Holiday/Recess	December 26 - January 6		

SECOND SEMESTER

Teacher Workshop / Registration	January 9 (no students)		
Begin 2nd Semester	January 10 (Tuesday)		
Martin L. King, Jr. Day	January 16		
Presidents' Day	February 20		
End 3rd Quarter	March 16	47 days	48 days
Spring Recess	March 19-23		
Senior Finals	May 24-25		
Memorial Day	May 28		
Semester Finals	May 30-31		
End of school/4th Quarter	June 1	<u>48 days</u>	<u>49 days</u>
(no students 6/1)	Total	95 days	97 days
	Total Days	180 days	187 days
	Holidays/Recesses	<u>28 days</u>	<u>28 days</u>
	SCHOOL YEAR	208 days	215 days

HOLIDAY/RECESS SCHEDULE

Sept. 5	Labor Day	1 day
Oct. 17-21	Fall Recess	5 days
Nov. 11	Veterans' Day	1 day
Nov. 24-25	Thanksgiving	2 days
Dec. 26-Jan 6	Winter Recess	10 days
Jan. 9	No Students	1 day
Jan. 16	MLK Day	1 day
Feb. 20	Presidents' Day	1 day
March 19-23	Spring Recess	5 days
May 28	Memorial Day	<u>1 day</u>
	TOTAL	28 DAYS

GRADUATION DATES

May 29, 2012 AHS, MVHS, THS
 May 30, 2012 CHS, GHS, IHS
 May 31, 2012 GWHS, SHS, WHS

Adopted by Governing Board September 3, 2008
Revised October 6, 2008

GLENDAL UNION HIGH SCHOOL DISTRICT DRAFT
School Year Calendar for 2012-2013

FIRST SEMESTER**Students****Teachers**

New Teacher Staff Development	July 23-August 3		
Registration	July 30-August 3		
All Teacher Staff Development	August 6-7		
Orientation	August 8-10		
School Begins	August 13		
Labor Day	September 3		
End 1st Quarter	October 5	39 days	44 days
Fall Recess	October 8-12		
Veterans' Day Observance	November 12		
Thanksgiving Recess	November 22-23		
End 1st Semester/2nd Quarter	December 20	<u>46 days</u>	<u>46 days</u>
Office Open with Counselors	December 21		
(no teachers / no students 12/21)	Total	85 days	90 days
Winter Holiday/Recess	December 24 - January 4		

SECOND SEMESTER

Teacher Workshop / Registration	January 7 (no students)		
Begin 2nd Semester	January 8 (Tuesday)		
Martin L. King, Jr. Day	January 21		
Presidents' Day	February 18		
End 3rd Quarter	March 15	47 days	48 days
Spring Recess	March 18-22		
Senior Finals	May 23-24		
Memorial Day	May 27		
Semester Finals	May 29-30		
End of school/4th Quarter	May 31	<u>48 days</u>	<u>49 days</u>
(no students 5/31)	Total	95 days	97 days
	Total Days	180 days	187 days
	Holidays/Recesses	<u>28 days</u>	<u>27 days</u>
	SCHOOL YEAR	208 days	214 days

HOLIDAY/RECESS SCHEDULE**GRADUATION DATES**

Sept. 3	Labor Day	1 day
Oct. 8-12	Fall Recess	5 days
Nov. 12	Veterans' Day	1 day
Nov. 22-23	Thanksgiving	2 days
Dec. 24-Jan. 4	Winter Recess	10 days
Jan. 7	No Students	1 day
Jan. 21	MLK Day	1 day
Feb. 18	Presidents' Day	1 day
March 18-22	Spring Recess	5 days
May 27	Memorial Day	<u>1 day</u>
	TOTAL	28 DAYS

May 28, 2013 GWHS, SHS, WHS
 May 29, 2013 CHS, GHS, IHS
 May 30, 2013 AHS, MVHS, THS

GLENDAL UNION HIGH SCHOOL DISTRICT DRAFT
School Year Calendar for 2013-2014

FIRST SEMESTER

		<u>Students</u>	<u>Teachers</u>
New Teacher Staff Development	July 22-August 2		
Registration	July 29-August 2		
All Teacher Staff Development	August 5-6		
Orientation	August 7-9		
School Begins	August 12		
Labor Day	September 2		
End 1st Quarter	October 4	39 days	44 days
Fall Recess	October 7-11		
Veterans' Day Observance	November 11		
Thanksgiving Recess	November 28-29		
End 1st Semester/2nd Quarter	December 19	<u>46 days</u>	<u>46 days</u>
Office Open with Counselors	December 20		
(no teachers / no students 12/20)	Total	85 days	90 days
Winter Holiday/Recess	December 23 - January 3		

SECOND SEMESTER

Teacher Workshop / Registration	January 6 (no students)		
Begin 2nd Semester	January 7 (Tuesday)		
Martin L. King, Jr. Day	January 20		
Presidents' Day	February 17		
End 3rd Quarter	March 14	47 days	48 days
Spring Recess	March 17-21		
Senior Finals	May 22-23		
Semester Finals	May 28-29		
End of school/4th Quarter	May 30	<u>48 days</u>	<u>49 days</u>
(no students 5/30)	Total	95 days	97 days
	Total Days	180 days	187 days
	Holidays/Recesses	<u>28 days</u>	<u>27 days</u>
	SCHOOL YEAR	208 days	214 days

HOLIDAY/RECESS SCHEDULE

Sept. 2	Labor Day	1 day
Oct. 7-11	Fall Recess	5 days
Nov. 11	Veterans' Day	1 day
Nov. 28-29	Thanksgiving	2 days
Dec. 23-Jan. 3	Winter Recess	10 days
Jan. 6	No Students	1 day
Jan. 20	MLK Day	1 day
Feb. 17	Presidents' Day	1 day
March 17-21	Spring Recess	5 days
May 26	Memorial Day	<u>1 day</u>
	TOTAL	28 DAYS

GRADUATION DATES

May 27, 2014 AHS, MVHS, THS
 May 28, 2014 CHS, GHS, IHS
 May 29, 2014 GWHS, SHS, WHS

GLENDALE UNION HIGH SCHOOL DISTRICT DRAFT
School Year Calendar for 2014-2015

FIRST SEMESTER

		<u>Students</u>	<u>Teachers</u>
New Teacher Staff Development	July 21-August 1		
Registration	July 28-August 1		
All Teacher Staff Development	August 4-5		
Orientation	August 6-8		
School Begins	August 11		
Labor Day	September 1		
End 1st Quarter	October 3	39 days	44 days
Fall Recess	October 6-10		
Veterans' Day Observance	November 11		
Thanksgiving Recess	November 27-28		
End 1st Semester/2nd Quarter	December 18	<u>46 days</u>	<u>46 days</u>
Office Open with Counselors	December 19		
(no teachers / no students 12/19)	Total	85 days	90 days
Winter Holiday/Recess	December 22 - January 2		

SECOND SEMESTER

Teacher Workshop / Registration	January 5 (no students)		
Begin 2nd Semester	January 6 (Tuesday)		
Martin L. King, Jr. Day	January 19		
Presidents' Day	February 16		
End 3rd Quarter	March 13	47 days	48 days
Spring Recess	March 16-20		
Senior Finals	May 21-22		
Memorial Day	May 25		
Semester Finals	May 27-28		
End of school/4th Quarter	May 29	<u>48 days</u>	<u>49 days</u>
(no students 5/29)	Total	95 days	97 days
	Total Days	180 days	187 days
	Holidays/Recesses	<u>28 days</u>	<u>27 days</u>
	SCHOOL YEAR	208 days	214 days

HOLIDAY/RECESS SCHEDULE

Sept. 1	Labor Day	1 day
Oct. 13-17	Fall Recess	5 days
Nov. 11	Veterans' Day	1 day
Nov. 27-28	Thanksgiving	2 days
Dec. 22-Jan 2	Winter Recess	10 days
Jan. 5	No Students	1 day
Jan. 19	MLK Day	1 day
Feb. 16	Presidents' Day	1 day
March 16-20	Spring Recess	5 days
May 25	Memorial Day	<u>1 day</u>
	TOTAL	28 DAYS

GRADUATION DATES

May 26, 2015 GWHS, SHS, WHS
 May 27, 2015 CHS, GHS, IHS
 May 28, 2015 AHS, MVHS, THS

WASHINGTON SCHOOL DISTRICT
DRAFT 2011-2012 Staff/Student Calendar
(including information about PLC Wednesdays)

JULY 2011 S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUGUST 2011 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	SEPTEMBER 2011 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTOBER 2011 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
NOVEMBER 2011 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER 2011 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JANUARY 2012 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY 2012 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
MARCH 2012 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL 2012 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAY 2012 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE 2012 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



First and Last Days of School



Holidays/Breaks/Full Release Days

Beginning Dates

August 8-12

Teacher Orientation

August 15

First Day of School

Early Release Days

Site-Focused Professional Development 25

District-Focused Professional Development 5

Grading Day 2

Teacher Work Time 2

Parent Teacher Conferences 6

Holidays/Breaks

September 5

Labor Day

October 17-21

Fall Break

November 11

Veterans' Day

November 24-25

Thanksgiving

December 26-January 6

Winter Break

January 16

Martin Luther King Day

February 20

Presidents' Day

March 19-23

Spring Break

Ending Date

May 30

Last Day for Students

May 31

Last Day for Teachers

**Prof Dev/Grading/Work Days For Teachers
(No Students)**

December 23



Prof Dev and Grading

May 30



End of the Year Work Day

End of Grading Periods

October 14 (44 Days)

1st Quarter

December 22 (41 Days)

2nd Quarter

March 16 (48 Days)

3rd Quarter

May 30 (47 Days)

4th Quarter

State Testing Dates

April 16-20

Washington Elementary School District
Proposed School Calendars for 2012-2015
Start Dates and Holidays

2012-2013

August 13 - First Day of School
September 3 - Labor Day Holiday
October 8-12 - Fall Break
November 12 - Veterans' Day Holiday
November 22-23 - Thanksgiving Break
December 24-January 4 - Winter Break
January 21 - Martin Luther King Day
February 18 - Presidents' Day Holiday
March 18-22 - Spring Break
May 30 – Last Day of School

2013-2014

August 12 - First Day of School
September 2 - Labor Day Holiday
October 7-11 - Fall Break
November 11 - Veterans' Day Holiday
November 28-29 - Thanksgiving Break
December 23-January 3 - Winter Break
January 20 - Martin Luther King Day
February 17- Presidents' Day Holiday
March 17-21 - Spring Break
May 29 – Last Day of School

2014-2015

August 11 - First Day of School
September 1 - Labor Day Holiday
October 6-10 - Fall Break
November 11 - Veterans' Day Holiday
November 27-28 - Thanksgiving Break
December 22-January 2 - Winter Break
January 19 - Martin Luther King Day
February 16 - Presidents' Day Holiday
March 16-20 - Spring Break
May 28 – Last Day of School

WASHINGTON ELEMENTARY SCHOOL DISTRICT
261-DAY ADMINISTRATOR CALENDAR
SCHOOL YEAR 2011-2012


JULY 2011							AUGUST 2011							SEPTEMBER 2011							OCTOBER 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
31																					30	31					
NOVEMBER 2011							DECEMBER 2011							JANUARY 2012							FEBRUARY 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28	29			
MARCH 2012							APRIL 2012							MAY 2012							JUNE 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30

2011

July 4, 2011	4th of July Holiday (1)
September 5, 2011	Labor Day Holiday (1)
November 11, 2011	Veterans' Day Holiday (1)
November 24-25, 2011	Thanksgiving Holiday (2)
Dec. 26-30, 2011	Winter Holiday (5)

2012

January 2-6, 2012	Winter Holiday (5)
January 16, 2012	Martin Luther King Holiday (1)
February 20, 2012	Presidents' Day Holiday (1)
March 22-23, 2012	Spring Holiday (2)
May 28, 2012	Memorial Day Holiday (1)

 =Holiday

WASHINGTON ELEMENTARY SCHOOL DISTRICT
261-DAY CLASSIFIED EMPLOYEE CALENDAR
SCHOOL YEAR 2011-2012

JULY 2011							AUGUST 2011							SEPTEMBER 2011							OCTOBER 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
31																					30	31					
NOVEMBER 2011							DECEMBER 2011							JANUARY 2012							FEBRUARY 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28	29			
MARCH 2012							APRIL 2012							MAY 2012							JUNE 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30

2011

July 4, 2011 4th of July Holiday (1)
September 5, 2011 Labor Day Holiday (1)
November 11, 2011 Veterans' Day Holiday (1)
November 24-25, 2011 Thanksgiving Holiday (2)
Dec. 26-28, 2011 Winter Holiday (3)

2012

January 2-3, 2012 Winter Holiday (2)
January 16, 2012 Martin Luther King Holiday (1)
February 20, 2012 Presidents' Day Holiday (1)
March 22-23, 2012 Spring Holiday (2)
May 28, 2012 Memorial Day Holiday (1)

■ =Holiday

■ =Offices Closed (Employee must use Vacation Days)

WASHINGTON ELEMENTARY SCHOOL DISTRICT
220-DAY PSYCHOLOGIST CALENDAR
SCHOOL YEAR 2011-2012




JULY 2011							AUGUST 2011							SEPTEMBER 2011							OCTOBER 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6						1	2	3						1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	X	X	X	X	X	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
31																					30	31					
NOVEMBER 2011							DECEMBER 2011							JANUARY 2012							FEBRUARY 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28	29			
MARCH 2012							APRIL 2012							MAY 2012							JUNE 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30

2011

August 8, 2011	Begin Work Year
September 5, 2011	Labor Day Holiday (1)
October 17-21, 2011	Fall Break (non-work days)
November 11, 2011	Veterans' Day Holiday (1)
November 24-25, 2011	Thanksgiving Holiday (2)
Dec. 26-Jan. 6, 2012	Winter Holiday (10)

2012

January 16, 2012	Martin Luther King Holiday (1)
February 20, 2012	Presidents' Day Holiday (1)
March 19-23, 2012	Spring Recess (5)
May 28, 2012	Memorial Day Holiday (1)
June 15, 2012	Last day of work year

 =Holiday
 =no work day (not encumbered)
 =Beginning/End of work year

WASHINGTON ELEMENTARY SCHOOL DISTRICT
227-DAY EMPLOYEE CALENDAR
SCHOOL YEAR 2011-2012
PRINCIPAL, ASST. PRINCIPAL, OFFICE MGR, SCHOOL OFFICE TECHNICIAN

JULY 2011							AUGUST 2011							SEPTEMBER 2011							OCTOBER 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	X	X	X	X	X	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
31																					30	31					
NOVEMBER 2011							DECEMBER 2011							JANUARY 2012							FEBRUARY 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28	29			
MARCH 2012							APRIL 2012							MAY 2012							JUNE 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30

2011

July 25, 2011	Begin Work Year
September 6, 2011	Labor Day Holiday (1)
October 17-21, 2011	Fall Break
November 11, 2011	Veterans' Day Holiday (1)
November 24-25, 2011	Thanksgiving Holiday (2)
Dec. 26-Jan. 6, 2012	Winter Holiday (10)

2012

January 16, 2012	Martin Luther King Holiday (1)
February 20, 2012	Presidents' Day Holiday (1)
March 19-23, 2012	Spring Holiday (5)
May 28, 2012	Memorial Day Holiday (1)
June 12, 2012	End of work year

■ =Holiday

X =no work day (not encumbered)

WASHINGTON ELEMENTARY SCHOOL DISTRICT
SCHOOL YEAR 2011-2012

TCH ASST, CROSS GRD, BUS DRVR, BUS ASST, MONITOR, FOOD SERVICE
194 ENCUMBERED DAYS (180 work days/14 holidays*)




JULY 2011							AUGUST 2011							SEPTEMBER 2011							OCTOBER 2011							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2		1	2	3	4	5	6						1	2	3						1	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	X	X	X	X	X	22	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	
31																					30	31						
NOVEMBER 2011							DECEMBER 2011							JANUARY 2012							FEBRUARY 2012							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4	5					1	2	3	1	2	3	X	X	X	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
20	21	22	23	24	25	26	18	19	20	21	22	X	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
27	28	29	30				25	26	27	28	X	X	31	29	30	31					26	27	28	29				
MARCH 2012							APRIL 2012							MAY 2012							JUNE 2012							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
18	X	X	X	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	

2011

August 15, 2011	Begin Work Year
September 5, 2011	Labor Day Holiday (1)
October 17-21, 2011	Fall Break (non-work days)
November 11, 2011	Veterans' Day Holiday (1)
November 24-25, 2011	Thanksgiving Holiday (2)
Dec. 23, 2011	Non-work day
Dec. 26-Jan. 6, 2012	Winter Holiday (5)

2012

January 16, 2012	Martin Luther King Holiday (1)
February 20, 2012	Presidents' Day Holiday (1)
March 19-23, 2012	Spring Holiday (2)
May 28, 2012	Memorial Day Holiday (1)
May 30, 2012	Last day of work year

 =Holiday *(employees working 20 hrs/week or more)
 =non-work day
 =Beginning/End of work year

WASHINGTON ELEMENTARY SCHOOL DISTRICT

SCHOOL YEAR 2011-2012TEACHER, HEALTH SERVICES, OT/PT, SOCIAL WORKER, AUDIOLOGIST, FOOD SERVICE MGR.HEAD START INSTRUCTOR/SUPPORT INSTRUCTOR209 ENCUMBERED DAYS (187 WORK DAYS/22 HOLIDAYS)

JULY 2011							AUGUST 2011							SEPTEMBER 2011							OCTOBER 2011									
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
					1	2			1	2	3	4	5	6						1	2	3								1
3	4	5	6	7	8	9		7	☆	9	10	11	12	13		4	5	6	7	8	9	10		2	3	4	5	6	7	8
10	11	12	13	14	15	16		14	15	16	17	18	19	20		11	12	13	14	15	16	17		9	10	11	12	13	14	15
17	18	19	20	21	22	23		21	22	23	24	25	26	27		18	19	20	21	22	23	24		16	X	X	X	X	X	22
24	25	26	27	28	29	30		28	29	30	31					25	26	27	28	29	30			23	24	25	26	27	28	29
31																								30	31					
NOVEMBER 2011							DECEMBER 2011							JANUARY 2012							FEBRUARY 2012									
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
			1	2	3	4	5						1	2	3	1	2	3	4	5	6	7					1	2	3	4
6	7	8	9	10	11	12		4	5	6	7	8	9	10		8	9	10	11	12	13	14		5	6	7	8	9	10	11
13	14	15	16	17	18	19		11	12	13	14	15	16	17		15	16	17	18	19	20	21		12	13	14	15	16	17	18
20	21	22	23	24	25	26		18	19	20	21	22	23	24		22	23	24	25	26	27	28		19	20	21	22	23	24	25
27	28	29	30					25	26	27	28	29	30	31		29	30	31						26	27	28	29			
MARCH 2012							APRIL 2012							MAY 2012							JUNE 2012									
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
				1	2	3		1	2	3	4	5	6	7				1	2	3	4	5							1	2
4	5	6	7	8	9	10		8	9	10	11	12	13	14		6	7	8	9	10	11	12		3	4	5	6	7	8	9
11	12	13	14	15	16	17		15	16	17	18	19	20	21		13	14	15	16	17	18	19		10	11	12	13	14	15	16
18	19	20	21	22	23	24		22	23	24	25	26	27	28		20	21	22	23	24	25	26		17	18	19	20	21	22	23
25	26	27	28	29	30	31		29	30							27	28	29	30	☆				24	25	26	27	28	29	30

2011

August 8, 2011	First Day of Work Year
August 15, 2011	School Begins
September 5, 2011	Labor Day Holiday (1)
October 17-21, 2011	Fall Break (Non-Paid Days)
November 11, 2011	Veterans' Day Holiday (1)
November 24-25, 2011	Thanksgiving Holiday (2)
Dec. 26-30, 2011	Winter Holiday (5)

2012

January 2-6, 2012	Winter Holiday (5)
January 16, 2012	Martin Luther King Holiday (1)
February 20, 2012	Presidents' Day Holiday (1)
March 19-23, 2012	Spring Holiday (5)
May 28, 2012	Memorial Day Holiday (1)
May 31, 2012	Last Day of Work Year


■ =Holiday

X =non-work day (non-contract day)

★ =Beginning/End of work year

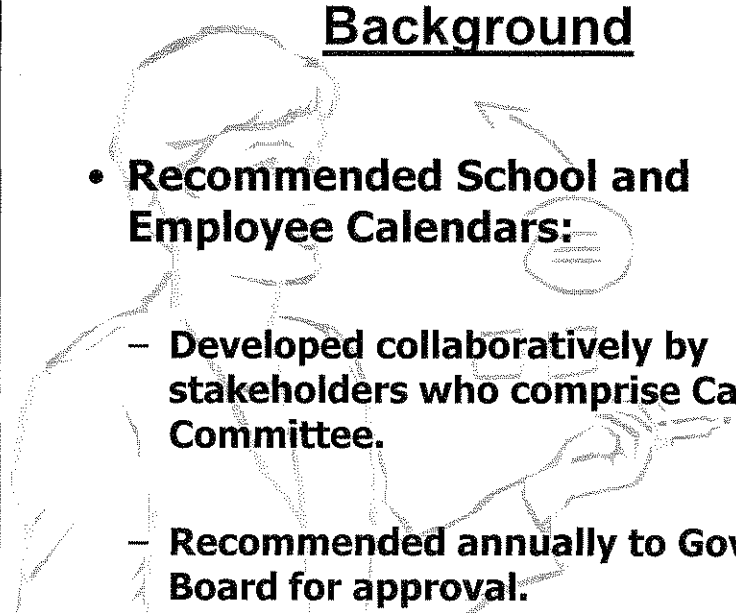
2010-2011 Calendar Governing Board Presentation

Washington Elementary School District



**2011-2012
School and
Employee
Calendars**

Background



- **Recommended School and Employee Calendars:**
 - **Developed collaboratively by stakeholders who comprise Calendar Committee.**
 - **Recommended annually to Governing Board for approval.**

2010-2011 Calendar Governing Board Presentation

2010-2011 Calendar Committee

- Janet Altersitz
- Dave Anderson
- Lyn Bailey
- Jay Bloch
- Teresa Elves
- Leah Esmont
- Angela Fantasia
- Teresa Harfmann
- Chris Hedlund
- Suzanne Jones
- Margaret Kerlin
- Kelli Knox
- Sheryl Kronenburg
- June Lopez
- Pat MacArthur
- Marlene Olsen
- Angela Perrone
- Barbara Post
- Janet Sullivan
- Patti Vail
- Maggie Westhoff,
Facilitator
- Members of the Planning and Steering Council

Significant Considerations

- **Alignment with Glendale Union High School District start date and holidays**
- **Compliance with legal requirements and state mandates**

2010-2011 Calendar Governing Board Presentation

Focus

- **Review the effectiveness of the 2010-2011 Staff/Student Calendar**
- **Increase the District-Wide PLCs from four to five days**
- **Placement of the fall Parent/Teacher Conferences**

Stakeholder Feedback

- **Feedback solicited from**
 - principals and assistant principals
 - program coaches
 - office managers
 - school staffs
 - Planning and Steering Council

Two Questions:

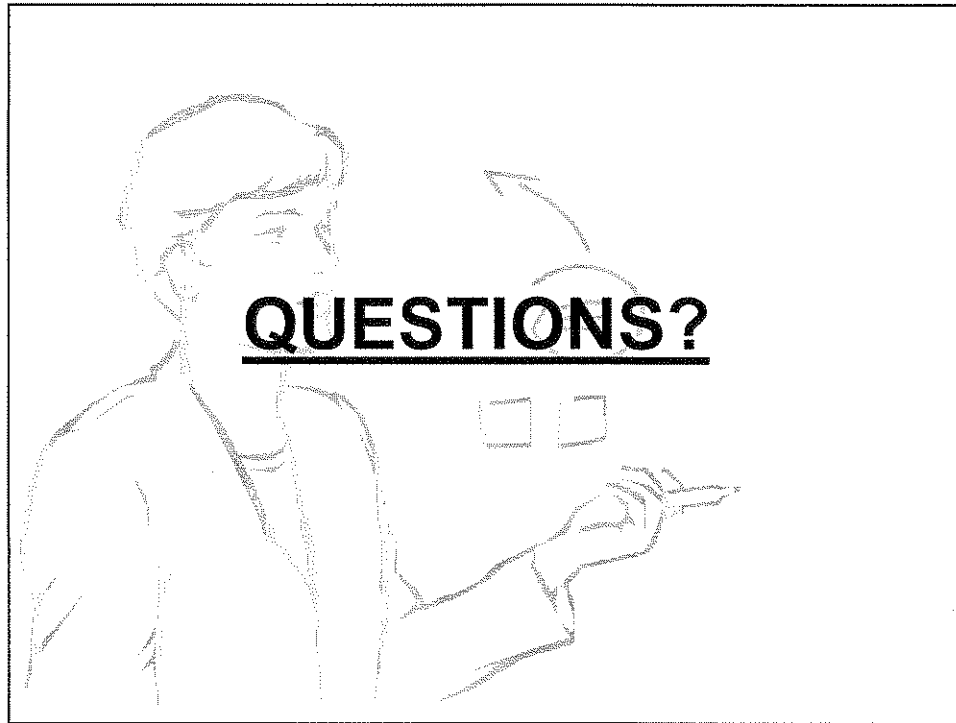
- **Increase the District-Wide PLC Wednesdays from four to five days?**
- **Which week to schedule the fall Parent/Teacher Conferences ?**

2010-2011 Calendar Governing Board Presentation



- **It is recommended that the Governing Board approve the Staff/Student calendar for 2011-2012.**
- **It is further recommended that the Governing Board approve the 2011-2012 employee calendars.**
- **Finally, it is recommended that the Governing Board approve the start and end dates and holidays for 2012-2015 school years.**

2010-2011 Calendar Governing Board Presentation



WASHINGTON ELEMENTARY SCHOOL DISTRICT #6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: April 28, 2011
AGENDA ITEM: Discussion and Consideration of 2011-2012 Governing Board Budget
INITIATED BY: Chris Maza, Governing Board President SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Chris Maza, Governing Board President
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

The Governing Board will review the 2010-2011 Governing Board budget in order to make recommendations for the 2011-2012 Governing Board budget.

On April 14, 2011, the Governing Board discussed the budget and offered the following categories as possible suggestions for reductions:

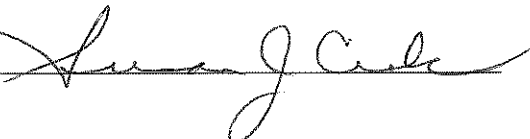
- Communication
- Travel
- Elections
- Legal
- Supplies
- Subscriptions

Direction is sought from the Governing Board in order to finalize the Governing Board's budget.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the 2011-2012 Governing Board budget.

Superintendent



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

Agenda Item III.F.

**Governing Board Budget
Through March 29, 2011**

Overall Budget	10-11 Budget	Expenditures	Encumbrances	Remaining
001.100.2310.6320.501.0000 Legal Services	100,000.00	10,501.48	43,998.52	45,500.00
001.100.2310.6321.501.0000 Elections	112,482.30	54,807.21	0.00	57,675.09
001.100.2310.6330.501.0000 Contractual Agreement	8,313.93	4,046.00	0.00	4,267.93
001.100.2310.6331.501.0000 Registration	4,500.00	1,869.99	0.00	2,630.01
001.100.2310.6530.501.0000 Communication/Postage	14,000.00	11,849.58	0.00	2,150.42
001.100.2310.6540.501.0000 Advertising	300.00	300.00	0.00	0.00
001.100.2310.6550.501.0000 Printing and Binding	20,550.90	20,550.90	0.00	0.00
001.100.2310.6580.501.0000 Travel	2,600.00	1,785.13	0.00	814.87
001.100.2310.6613.501.0000 Supplies	1,150.00	753.72	384.23	12.05
001.100.2310.6616.501.0000 Food/Paper Products	2,350.00	736.75	1,267.90	345.35
001.100.2310.6644.501.0000 Subscriptions/Books	1,050.00	679.63	324.22	46.15
001.100.2310.6810.501.0000 Dues and Fees	11,100.00	10,885.00	150.00	65.00
001.199.2310.6531.501.0000 Communication	7,900.00	3,820.60	0.00	1,900.00
	286,297.13	120,644.79	50,245.47	115,406.87
Details				
	10-11 Budget	Expenditures	Encumbrances	Remaining
001.100.2310.6320.501.0000 Legal Services	100,000.00	10,501.48	43,998.52	45,500.00
Attorneys - Paid to date - \$10,501.48			Open POs for school year	
	10-11 Budget	Expenditures	Encumbrances	Remaining
001.100.2310.6321.501.0000 Elections	112,482.30	54,807.21	0.00	57,675.09
M&O Override Election Expenses				
	10-11 Budget	Expenditures	Encumbrances	Remaining
001.100.2310.6330.501.0000 Contractual Agreement	8,313.93	4,046.00	0.00	4,267.93
ASBA Policy Services - \$3,696.00				
Julia Smock Presentation at Governing Board Meeting - \$350.00				
	10-11 Budget	Expenditures	Encumbrances	Remaining
001.100.2310.6331.501.0000 Registration	4,500.00	1,869.99	0.00	2,630.01
ASBA Conferences - Registration				
	10-11 Budget	Expenditures	Encumbrances	Remaining
001.100.2310.6530.501.0000 Postage	14,000.00	11,849.58	0.00	2,150.42
Postage for M&O Override Pamphlet				
	10-11 Budget	Expenditures	Encumbrances	Remaining
001.100.2310.6540.501.0000 Advertising	300.00	0.00	300.00	0.00
Election Required Publication				

**Governing Board Budget
Through March 29, 2011**

001.100.2310.6550.501.0000 Printing and Binding	10-11 Budget 20,550.90	Expenditures 20,550.90	Encumbrances 0.00	Remaining 0.00
Printing Service for M&O Override Election				
001.100.2310.6580.501.0000 Travel	10-11 Budget 2,600.00	Expenditures 1,785.13	Encumbrances 0.00	Remaining 814.87
Travel Expenses for FRN Conference in Washington D.C.				
001.100.2310.6613.501.0000 Supplies	10-11 Budget 1,150.00	Expenditures 753.72	Encumbrances 384.23	Remaining 12.05
Awards, Name Badges, Plaques, Agenda Binders, etc. Education Code Books				
001.100.2310.6616.501.0000 Food/Paper Products	10-11 Budget 2,350.00	Expenditures 736.75	Encumbrances 1,267.90	Remaining 345.35
Refreshments and Paper Supplies				
001.100.2310.6644.501.0000 Subscription	10-11 Budget 1,050.00	Expenditures 679.63	Encumbrances 324.22	Remaining 46.15
Tear Soup Books AZ Capitol Times Subscription American School Board Journal Subscription				
001.100.2310.6810.501.0000 Dues and Fees	10-11 Budget 11,100.00	Expenditures 10,885.00	Encumbrances 150.00	Remaining 65.00
ASBA - membership dues - \$6,000.00 ABEC - membership dues - \$4,860.00 AZ Tax Research Association - membership dues - \$150.00 AZ School Board Assoc Hispanic/Native American Indian Caucus - membership dues - \$25.00				
001.199.2310.6531.501.0000 Communication	10-11 Budget 7,900.00	Expenditures 2,179.40	Encumbrances 3,820.60	Remaining 1,900.00
Cell phones and internet service				