

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

**DATE:** April 24, 2014

**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

1-11

It is recommended that the Governing Board approve the Minutes of the April 10, 2014 Executive Session, Regular Meeting and Executive Session (all Governing Board members were present.)

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

- F. Current Events and Acknowledgments: Governing Board and Superintendent  
*Celebrating Our Successes!* Luanne Herman, Principal at Sweetwater School, will share information regarding the school's student achievement gains.

- G. Special Recognition

Karl Alcance, 7<sup>th</sup> grade student at Abraham Lincoln Traditional School, placed 1<sup>st</sup> in the Washington Elementary School District Spelling Bee. Jessica Zylstra, 6<sup>th</sup> student at Lookout Mountain placed 2<sup>nd</sup>, and Jesheric Humphries, 8<sup>th</sup> grade student at Mountain Sky Junior High School, placed 3<sup>rd</sup>. Placing in the top seven were Alex Dominguez, 8<sup>th</sup> grade student at Cholla Middle School, Marie Simon, 5<sup>th</sup> grade student at John Jacobs Elementary School, Francisco Mendoza, 6<sup>th</sup> grade student at Moon Mountain Elementary School, and Jenna Dodgson, 7<sup>th</sup> grade student at Sweetwater School.

## **I. REGULAR MEETING – GENERAL FUNCTION (continued)**

### **H. Public Participation\*\***

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

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

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

## **II. CONSENT AGENDA**

- |   |       |
|---|-------|
| *A. Approval/Ratification of Vouchers   | 12    |
| The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of materials, equipment, salaries and services.   |       |
| *B. Personnel Items   | 13-15 |
| Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes.  |       |
| *C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)  | 16-17 |
| 1. Ironwood Elementary School Student Council donated a bench in remembrance of Tu Bui, a former 5 <sup>th</sup> grade student who passed away, with a value of \$661.62 for the benefit of students and staff at the school. |       |
| 2. Phoenix Suns donated tickets with a value of \$2,875.00 for the benefit of students in the 21 <sup>st</sup> Century After-School Program at Mountain View School.  |       |
| 3. Kroger/Fry's Food Stores donated a check in the amount of \$767.04 to be used for the benefit of students at Tumbleweed Elementary School.   |       |
| 4. Shaw Butte Elementary School Parent/Teacher Organization donated a check in the amount of \$500.00 to pay for an anti-bullying speaker to present to students, parents, and staff at the school.                           |       |
| 5. Jones, Skelton, and Hochuli, PLC donated computers and monitors with a value of \$1,500.00 for the benefit of students at Desert View Elementary School.   |       |
| 6. Telephone Pioneers donated computers, power cords, and ether-net cards with a value of \$3,450.00 for the benefit of students at Acacia Elementary School.   |       |
| 7. Angels on Patrol donated live caterpillars and food with a value of \$331.80 for the benefit of 1 <sup>st</sup> grade students at Mountain View School.  |       |
| 8. Mountain Sky Junior High School SPICE donated a check in the amount of \$7,300.01 to be used to pay teacher stipends for after-school activities.  |       |
| 9. Grand Canyon Association donated a check in the amount of \$700.00 to be used for field trip transportation and entry fees for students at John Jacobs Elementary School.  |       |
| 10. First Christian Church donated Fry's gift cards with a value of \$500.00 to be used for incentives for Love and Logic parenting classes at Sunnyslope School.   |       |

## **II. CONSENT AGENDA (continued)**

- \*D. Renewal of Intergovernmental Agreement Between Participating Districts and the Washington Elementary School District for Title I Private School Consortium 18-30
- \*E. Acceptance of the Musical Instrument Museum Field Trip Grant in the Amount of \$12,000.00 and Barbara Park Memorial Literacy Grant in the Amount of \$4,400.00 31-32
- \*F. Signatories for General Statement of Assurance 33-48

## **III. ACTION / DISCUSSION ITEMS**

- A. Interest-Based Negotiations (IBN) Team's Recommendations for 2014-2015 (Sue Snyder) 49  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- B. Review of Employee Benefits Trust Recommendation and Discussion, Consideration and Possible Action Regarding Employee Benefits Plan Funding Level for 2014-2015 (D. Rex Shumway) 50-55  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- C. Mathematics Materials Adoption (Natalie McWhorter) 56-90  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- D. Community Use of School Facilities Fee Structure for Fiscal Year 2014-2015 (Kathleen McKeever) 91-94  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- E. 2014-2015 School and Employee Calendars (Dr. Maggie Westhoff) 95-114  
Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

## **IV. FUTURE AGENDA ITEMS**

## **V. CALL FOR EXECUTIVE SESSION**

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

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

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

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

## **VI. RECESSING OF SPECIAL MEETING FOR EXECUTIVE SESSION**

## **VII. EXECUTIVE SESSION – GENERAL FUNCTIONS**

### **A. Call to Order and Roll Call**

### **B. Confidentiality Statement**

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

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

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

## **VIII. RECESSING OF EXECUTIVE SESSION FOR REGULAR MEETING**

## **IX. ADJOURNMENT**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

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

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

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

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

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

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



**GOVERNING BOARD MINUTES: EXECUTIVE SESSION, REGULAR MEETING,  
EXECUTIVE SESSION**

2013-2014

April 10, 2014

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

**I. SPECIAL MEETING**

**A. Call to Order and Roll Call**

Mrs. Lambert called the meeting to order at 6:05 p.m. Governing Board members constituting a quorum were present: Mrs. Tee Lambert, Mr. Bill Adams, Ms. Clorinda Graziano, Mr. Aaron Jahneke, and Mr. Chris Maza.

**B. Adoption of the Special Meeting Agenda**

**UNANIMOUS**

A motion was made by Mr. Jahneke that the Governing Board adopt the Special Meeting Agenda. The motion was seconded by Mr. Maza. The motion carried.

**II. CALL FOR EXECUTIVE SESSION**

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

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

A motion was made by Mr. Adams 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 – GENERAL FUNCTION**

**A. Call to Order and Roll Call**

**B. Confidentiality Statement**

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

April 10, 2014

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

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

V. **RECESSING OF EXECUTIVE SESSION FOR REGULAR MEETING**

VI. **REGULAR MEETING – GENERAL FUNCTION**

A. **Call to Order and Roll Call**

Mrs. Lambert called the meeting to order at 7:04 p.m. Governing Board members constituting a quorum were present: Mrs. Tee Lambert, Mr. Bill Adams, Ms. Clorinda Graziano, Mr. Aaron Jahneke, and Mr. Chris Maza.

B. **Moment of Silence and Meditation**

Mrs. Lambert called for a moment of silence and meditation.

C. **Pledge of Allegiance**

Mrs. Lambert led the Pledge of Allegiance.

D. **Adoption of the Regular Meeting Agenda**

UNANIMOUS

A motion was made by Mr. Maza that the Governing Board adopt the Regular Meeting Agenda. The motion was seconded by Ms. Graziano. The motion carried.

E. **Approval of the Minutes**

UNANIMOUS

A motion was made by Mr. Jahneke that the Governing Board approve the Minutes of the March 13, 2014 Regular Meeting. The motion was seconded by Mr. Maza. The motion carried. Mr. Adams and Ms. Graziano abstained from the vote.

F. **Current Events and Acknowledgments: Governing Board and Superintendent**

Mr. Adams shared that he enjoyed visiting the following schools and appreciated the staff's efforts:

- Lookout Mountain Elementary School
- Royal Palm Middle School
- Cactus Wren Elementary School

Mr. Adams shared that he enjoyed attending the following events:

- Read Across America at Mountain Sky Junior High School – enjoyed reading to the students.
- WESD Art Show at ASU West - amazing talent.
- SOSAz Reception – wonderful organization and thanked them for everything they do for the District.
- Refugee Parent University at Desert View Elementary School – very impressive event.
- Roadrunner's Spring Fling – good turnout and a lot of fun.
- National School Boards Association (NSBA) Conference in New Orleans, LA – school board members across the country are dealing with many common issues.

April 10, 2014

Mr. Maza shared that he enjoyed reading to students at Lookout Mountain Elementary School for Read Across America. Mr. Maza stated that the Read Across America event is copyrighted by the National Education Association (NEA).

Mr. Maza shared the following comments:

- Participated telephonically from the hospital for the March 13, 2014 Governing Board meeting due to emergency surgery on his leg. He appreciated the Superintendent and the District's efforts to change the agenda and table several agenda items.
- Referred to the NEA report regarding per pupil funding where Arizona was at the bottom of the report (number 50 out of 50 states). Mr. Maza stated that the difference between the 49<sup>th</sup> and 50<sup>th</sup> position is \$400.00 per student. Mr. Maza asked Dr. Cook how many students were in the District and she replied approximately 24,000 students. Mr. Maza asked everyone to do the math to see how much 24,000 times \$400.00 would be.
- Referred to articles regarding schools that chose to charter schools. Mr. Maza stated he was proud to be a member of a Board that chose to seek equitable funding for students in our schools and that voted to charter five schools last year in a legal district chartering plan which had been included in the Arizona Revised Statutes for many years. Mr. Maza said he was pleased that the charter schools have chosen to become specialized, chosen to teach according to the needs of their particular site and particular community, and differentiate instruction to a diverse population of students inside the largest elementary school district in the state of Arizona.

Mr. Jahneke advised that 24,000 times \$400.00 was \$9.6 million.

Mr. Jahneke shared that he enjoyed the Read Across America event when he read to students at Washington, Cactus Wren, Ocotillo, and Maryland schools.

Ms. Graziano shared the following:

- Apologized for missing the last two Governing Board meetings due to her father's illness and subsequent passing. She thanked the Governing Board for the beautiful flowers for the service, WDEA for the lovely plant in his memory, Dr. Cook for the book, Tear Soup, and the employees for the wonderful messages in their sympathy cards. Ms. Graziano stated it meant a lot to her to know she had the support of the WESD family.
- Congratulated WDEA for receiving a grant for Read Across America and was sorry she missed reading to the students.
- Apologized for missing all of the District music festivals and appreciated all of the teachers' time and efforts.
- Thanked the District honor strings orchestra for allowing her to participate with them in the District Honor Strings Concert.
- Enjoyed attending the District Honor Band Concert. Ms. Graziano appreciated that the music teachers and band directors that attended the District Honor Strings and the District Honor Band concerts accompanied and supported their students by going to rehearsals and the concerts.
- Enjoyed attending the WESD Art Show and thanked ASU West and the Fletcher Library for supporting the event. Ms. Graziano thanked the art teachers for beautifully displaying the artwork.
- Acknowledged and thanked the students and art teachers at Alta Vista, Cactus Wren, Lakeview, Sunset, and Tumbleweed schools for the artwork displayed in the Governing Board Room.

April 10, 2014

Mrs. Lambert thanked everyone who communicated with legislators on the importance of education. She stated it was important that the legislators hear the messages from staff, community members, and Board members to remind them that we have the mission to educate children. Mrs. Lambert encouraged everyone to stay involved and have our voices heard.

Mrs. Lambert thanked the staff for completing the AIMS testing and for all the spring celebrations that showcase the talents of our students.

Dr. Cook acknowledged Jennifer Griggs, a teacher at Desert View Elementary School. Dr. Cook received a letter from Bourgade High School that has a tradition of having their students write letters about those people who have impressed them during their lifetime. A student wrote a letter to Jennifer Griggs stating that she had changed her life. Dr. Cook presented the letter and a certificate to Ms. Griggs in front of her staff at a PLC Wednesday meeting. Dr. Cook stated that she believes teachers make an impact and change lives.

Dr. Cook advised the Board that it had the opportunity to celebrate the successes of Cactus Wren Elementary School and introduced Principal Kaylene Ashbridge. Ms. Ashbridge introduced Joan Rolfes, Program Coach, who was in attendance. Ms. Ashbridge shared information regarding the school's student achievement gains and was proud that the school went from a letter grade of "C" to "B".

**G. Special Recognition**

Dr. Cook introduced Mr. Mike Kramer, Director of Capital Projects and Maintenance; Ms. Tricia Heller Johnson, Principal of Lookout Mountain Elementary School; and Ms. Audrey Barrett, Assistant Principal of Lookout Mountain Elementary School. Mr. Kramer introduced Mr. Tom Geary, General Superintendent of Adolfsen & Peterson Construction, and Mr. Paul Hartley, Principal of H2 Group, who were in attendance. Mr. Kramer recognized Lookout Mountain Elementary School for receiving the Real Estate and Development Award (RED) for the Most Sustainable Project and presented Ms. Heller Johnson and Ms. Barrett with the award. Mr. Geary presented Ms. Heller Johnson and Ms. Barrett with a framed picture/award and stated he enjoyed working on the Lookout Mountain project. Mr. Kramer advised that the Washington Elementary School District, Adolfsen & Peterson Construction, Orcutt/Winslow, and H2 Group were honored as the project team members and were featured within a special awards section of AZRE Magazine, as well as honored at an annual awards ceremony.

**H. Public Participation**

There was no public participation.

**I. Approval of the Consent Agenda**

**UNANIMOUS**

Mr. Jahneke requested that Item \*VII.B. – Personnel Items be pulled from the Consent Agenda for separate consideration.

Ms. Graziano requested that Item \*VII.G. – Award of Contract – Bid No. 14.006, Ball Field Lighting Maintenance, and Item \*VII.K. – Permission to Pursue the 21<sup>st</sup> Century Community Learning Center Grant in the Amount of \$5,100,000.00 on Behalf of the District be pulled from the Consent Agenda for separate consideration.

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

April 10, 2014

## **VII. CONSENT AGENDA**

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

**UNANIMOUS**

Approved and ratified the vouchers as presented.

### **\*B. Personnel Items**

**UNANIMOUS**

A motion was made by Mr. Jahneke that the Governing Board approve the personnel items as presented. The motion was seconded by Ms. Graziano. The motion carried.

Dr. Cook acknowledged and introduced Ms. Susie Smith, new Principal at Desert Foothills Junior High School. Ms. Smith thanked the Board for the privilege to serve as principal at Desert Foothills and stated that they would strive to help the children reach their academic excellence.

Dr. Cook acknowledged family, friends, and faculty who attended the meeting to support Ms. Smith. Dr. Cook presented Ms. Smith with a candy bouquet.

### **\*C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)**

**UNANIMOUS**

Approved the public gifts and donations as presented.

1. Aetna Foundation donated a check in the amount of \$600.00 for the benefit of students at Roadrunner Elementary School.
2. Cholla Parent Teacher Organization donated a check in the amount of \$900.00 to be used for student and staff incentive awards for the 21<sup>st</sup> Century After-School Program at Cholla Middle School.
3. Michael Broadhead donated three commercial aircraft models with an approximate value of \$300.00 to be used for the benefit of science class studies at Sunnyslope School.
4. City of Phoenix Housing Department/Arizona Diamondbacks donated 100 Arizona Diamondbacks tickets with a value of \$2,500.00 for the benefit of students in the 21<sup>st</sup> Century After-School Program at Desert Foothills Junior High School.
5. Discover Books/Fry's Food Stores 10,000 gently used books with an approximate value of \$10,000.00 to the Washington Elementary School District to give to students to take home.
6. Phoenix Suns donated 100 Phoenix Suns tickets with a value of \$3,000.00 for the benefit of students in the 21<sup>st</sup> Century After-School Program at Mountain View School.
7. Roadrunner Parent Teacher Organization donated a check in the amount of \$1,251.07 to be used to purchase nine document cameras for the benefit of students at Roadrunner Elementary School.
8. Trinity Mennonite Church donated a check in the amount of \$1,000.00 to be used for the benefit of families in need at Palo Verde Middle School.
9. Walnut Canyon Press/Adi Benning donated 4,130 copies of the book Arizona: Nations and Art (honoring Arizona Native American art and culture) with a value of \$28,868.70 for all 4<sup>th</sup> grade students in the Washington Elementary School District. The book was written by Ms. Annica Benning.

April 10, 2014

- \*D. Out-of-State Travel** **UNANIMOUS**  
 Approved the out-of-state travel as presented.
1. Megan L. Kistner, teacher at Lookout Mountain Elementary School, to attend the SDE 2014 I Teach K! National Conference, July 7-10, 2014, in Las Vegas, NV, at a cost of \$599.00.
- \*E. Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative (MESC) and Strategic Alliance for Volume Expenditures (SAVE)** **UNANIMOUS**
- \*F. Award of Contract – RFP No. 14.005, Legal Services** **UNANIMOUS**
- \*G. Award of Contract – Bid No. 14.006, Ball Field Lighting Maintenance** **UNANIMOUS**  
 A motion was made by Ms. Graziano that the Governing Board award contract regarding Bid No. 14.006, Ball Field Lighting Maintenance to Corbins Service Electric, LLC dba Corbins Electric. The motion was seconded by Mr. Maza. The motion carried.
- Ms. Graziano noted that Corbins Electric had the lowest price for regular service during business hours and asked if most of the service calls would be during business hours. Ms. Cathy Thompson responded that the District would initially request Corbins Electric to make needed repairs during business hours and would then establish a maintenance schedule to be completed during business hours.
- \*H. Award of Contract – Bid No. 14.007, Computer Memory and Hard Drives** **UNANIMOUS**
- \*I. Arizona Department of Public Safety Agreement** **UNANIMOUS**
- \*J. Agreement with *Interlingua* to Provide Spanish Classes to MAP Center Students at Sahuaro Elementary School** **UNANIMOUS**
- \*K. Permission to Pursue the 21<sup>st</sup> Century Community Learning Center Grant in the Amount of \$5,100,000.00 on Behalf of the District** **UNANIMOUS**  
 A motion was made by Ms. Graziano that the Governing Board grant permission to pursue the 21<sup>st</sup> Century Community Learning Center Grant in the amount of \$5,100,000.00 on behalf of the District. The motion was seconded by Mr. Maza. The motion carried.
- Ms. Graziano noted that there were ten schools listed on the agenda item, however, there are more than ten schools receiving a 21<sup>st</sup> Century Grant. Ms. Kathleen McKeever advised that there are 22 21<sup>st</sup> Century grants and all are on different rotating funding cycles. Ms. Graziano asked if any schools were going off of the program. Ms. McKeever advised that a few schools would be going off, however, other programs would be made available to them. Ms. McKeever stated that the ten schools listed are new to the program.
- \*L. Acceptance of the School Security Hardware Grant in the Amount of \$100,000.00, the Washington Education Grant in the Amount of \$7,646.00 and the Virginia G. Piper Back to School Grant in the Amount of \$40,700.00** **UNANIMOUS**

April 10, 2014

## **VIII. ACTION / DISCUSSION ITEMS**

### **A. To Consider and, if Deemed Advisable, to Adopt a Resolution Ordering the Sale of School Improvement Bonds for the District** **UNANIMOUS**

Dr. Cook requested the Board to consider adopting a Resolution that would allow for a bond sale of \$5,000,000.00 in a different manner than has been done in the past. Dr. Cook introduced Ms. Cathy Thompson to provide background information.

Ms. Thompson advised the Board that the District was originally slated to sell \$25,000,000.00 in bonds in 2016 for work on projects. The District now proposes the issuance and sale of \$5,000,000.00 in bonds in order to expedite completion on some of the current projects and begin design work on projects scheduled for completion in 2016. Ms. Thompson advised that previous bond sales were sold in a public sale, however, this proposed bond sale would be through the Maricopa County Treasurer, who has already approved the purchase. Ms. Thompson stated that this bond sale would not cause the District to exceed the annual levy that was included in the bond election pamphlet distributed to voters.

Ms. Thompson introduced Mr. Bryan Lundberg from Stifel, Nicolaus & Company to provide information regarding the bond sale. Mr. Lundberg advised that the proposed sale was recommended to be through the Maricopa County Treasurer at an estimated interest rate not to exceed two percent. Mr. Lundberg stated that the final maturity of these bonds would not exceed five years.

Mr. Adams asked how the taxpayer would be impacted. Mr. Lundberg estimated that the first year of payment would be approximately a penny on the tax rate for the first interest payment.

Ms. Graziano asked if it made a difference to the District between taxable and tax-exempt bonds. Mr. Lundberg replied that the main difference for the District was that it would not have as many requirements for taxable bonds because tax-exempt bonds must comply to federal regulations. Mr. Lundberg stated that the Treasurer cannot benefit from tax-exemption because they pay no federal income taxes and there would be no need to have these extra requirements.

Ms. Graziano asked how the two percent interest for this bond sale compared to the interest on the first two bond sales. Mr. Lundberg responded that the proposed Resolution stated that the interest rate would not exceed 2.0%, however, the current rate was 1.56% and fluctuates slightly on a daily basis. Mr. Lundberg stated that last year's interest rate for the bond sale was averaging approximately 3.1% and the first bond sale interest rate was averaging approximately 5.0%-5.5%.

Ms. Graziano asked if the proposed bond sale was able to be considered because another one fell off or are we under the amount of indebtedness allowed. Ms. Thompson replied that the original plan was to sell \$25,000,000.00 in 2016 which would have had a large impact, however, this proposed bond sale will have a minimal impact and will be able to be paid in a shorter amount of time.

Ms. Graziano noted that the bank was the "middle man" because it administers the funds. She asked if the District pays the bank a fee or does it come out of the interest rate. Mr. Lundberg advised that one of the benefits of the proposed sale with the Treasurer was that it is a direct purchase and there is no "middle man", therefore, will save the District approximately \$30,000.00. He added that there would be a flat fee for the services of his firm as financial advisors.

April 10, 2014

Mrs. Lambert thanked Mr. Lundberg for his presentation and responses to questions from the Board members.

A motion was made by Mr. Maza that the Governing Board adopt a Resolution ordering the sale of School Improvement Bonds for the District in the amount of \$5,000,000.00. The motion was seconded by Ms. Graziano. The motion carried.

**B. 2014-2015 KidSpace Childcare Fee Structure Change**

**UNANIMOUS**

Dr. Cook advised the Board that the KidSpace Childcare Fee structure had not been changed in 13 years. Dr. Cook introduced Ms. Kathleen McKeever, Director of Academic Support Programs, and Ms. Keri Moore, KidSpace Coordinator, to provide information regarding the 2014-2015 proposed fee structure.

Ms. McKeever reported that KidSpace Childcare is offered at 23 sites servicing 1500+ students with over 80 trained employees. Ms. McKeever reviewed the advantages for families and fiscal responsibility for the rationale of the proposed fee structure. She advised that the proposed fee structure was streamlined and made clearer for parents. A rate comparison chart was provided to show research data for other districts and childcare facilities.

Ms. Graziano appreciated the data on the rate comparison and that the proposed fee structure was more user friendly.

Ms. Graziano asked the following questions:

- Is the childcare service for one hour before school in the morning? Ms. Moore responded that it varied according to the start time of the school. There are two start times: 7:30 a.m. and 8:15 a.m.
- How long is childcare provided after school. Ms. Moore replied that it could be 2:30-6:00 p.m. or 3:15-6:00 p.m.
- On the proposed fee structure, if a parent used the non-contracted time AM or PM, would they have to pay the registration fee? Ms. Moore stated that if a student was already contracted for KidSpace childcare, they would not have to pay the registration fee again. However, if a student was not contracted and a parent wished to use KidSpace childcare for one time, they would be required to complete a contract and pay the registration fee.
- What is the Emergency Child Finder fee on the proposed fee structure? Ms. Moore responded that if a child is not reported absent to KidSpace in advance by the parent, they will be charged the fee.

Mr. Adams thanked Ms. McKeever and Ms. Moore for their work in preparing the information for the presentation. Mr. Adams asked if the \$3/minute late pickup fee could be waived. Ms. Moore advised that the KidSpace late pickup fee was probably the lowest when compared to other childcare providers. She stated that it could be waived for special circumstances.

Mr. Adams asked if they received funding from First Things First for KidSpace. Ms. Moore stated that they do not receive funding for this program, however, First Things First funding is utilized for a program for four year old children.

Mrs. Lambert asked if KidSpace was simply a daycare for the children or was educational instruction also offered so that it is a continued learning opportunity. Ms. Moore replied that it is a continued learning opportunity through any game or activity utilized.

April 10, 2014



Mrs. Lambert stated that she appreciated that this was a safe environment for the children at an affordable cost for the family.

A motion was made by Mr. Adams that the Governing Board approve the proposed KidSpace fee structure for 2014-2015. The motion was seconded by Mr. Jahneke. The motion carried.

**C. Head Start Update, Philosophy, Long-Range and Short-Range Goals, and Self-Assessment Plan** **UNANIMOUS**

Dr. Cook advised the Governing Board that they were annually presented a review of the Head Start Program philosophy, long-range and short-range program goals, and the self-assessment process. Dr. Cook introduced Ms. Diana Howsden, Director of Head Start Services, and Ms. Michaela Pilsbury, Head Start Program Coordinator, to present information regarding the Head Start Program.

Ms. Howsden stated that Head Start is a federally funded program and the contract requires the Governing Board's review and approval of specific documents. Ms. Howsden provided an update about the District's Head Start Program and Ms. Pilsbury provided a presentation about the self-assessment process.

Ms. Graziano appreciated the Head Start Philosophy of not only educating the child (physical, social, emotional and cognitive development), but for helping the whole family and providing family services, e.g., emergency crisis intervention, housing assistance, mental health services, job training assistance, parent/health education information, etc.

Mr. Maza thanked Ms. Howsden and Ms. Pilsbury for the presentations and everything that they do for the children and families. Mr. Maza stated he is a strong supporter of early childhood education via Head Start. He reported that the program was laden with accountability paperwork and appreciated the efforts of Ms. Howsden and Ms. Pilsbury.

Mr. Adams and Mr. Jahneke echoed the comments of their fellow Board members and thanked Ms. Howsden and Ms. Pilsbury for the presentations and their dedication to the Head Start Program.

Mrs. Lambert advised Ms. Howsden and Ms. Pilsbury that she appreciated the work that they do with the students and families. Mrs. Lambert stated that they model the level of involvement and care that we want for all of our students.

Mrs. Lambert stated that she tabled this agenda item until all the Board members could be present, not only to complete the program's requirement, but to let Ms. Howsden and Ms. Pilsbury know that the Board supports and appreciates all of their hard work and efforts.

Dr. Cook thanked Ms. Howsden and Ms. Pilsbury for their efforts. Dr. Cook invited Board members to visit one of the Head Start classrooms and witness the amazing programs that are in place. Dr. Cook stated that there was evidence that Head Start students do much better in kindergarten.

A motion was made by Mr. Adams that the Governing Board approve the Preschool/Head Start Philosophy, the Head Start Long-Range and Short-Range Goals and the Self-Assessment Plan as presented. The motion was seconded by Ms. Graziano. The motion carried.

April 10, 2014

**IX. FUTURE AGENDA ITEMS**

Ms. Graziano requested data regarding employee exit surveys, e.g., classified mid-year resignations. Mrs. Lambert asked Ms. Graziano to email Dr. Cook with specific data that she would like to see in the presentation.

**X. CALL FOR EXECUTIVE SESSION**

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

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

- A.5 – Discussions or consultations with the designated representative of the public body in order to consider its position and instruct its representatives regarding negotiations with employee organizations regarding the salaries, salary schedule, or compensation paid in the form of fringe benefits of employees of the public body – specifically regarding the 2014 Interest-based Negotiation (IBN) process.

**UNANIMOUS**

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

**XI. RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION**

**XII. EXECUTIVE SESSION – GENERAL FUNCTION**

A. Call to Order and Roll Call

B. Confidentiality Statement

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

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

- A.5 – Discussions or consultations with the designated representative of the public body in order to consider its position and instruct its representatives regarding negotiations with employee organizations regarding the salaries, salary schedule, or compensation paid in the form of fringe benefits of employees of the public body – specifically regarding the 2014 Interest-based Negotiation (IBN) process.

**XIII. RECONVENING OF REGULAR MEETING**

**XIV. ADJOURNMENT**

A motion was made by Mr. Adams to adjourn the Regular Meeting at 9:45 p.m. The motion was seconded by Mr. Jahneke. The motion carried.

**UNANIMOUS**

April 10, 2014

**SIGNING OF DOCUMENTS**

Documents were signed as tendered by the Governing Board Secretary

\_\_\_\_\_  
BOARD SECRETARY

\_\_\_\_\_  
DATE

\_\_\_\_\_  
BOARD OFFICIAL

\_\_\_\_\_  
DATE

April 10, 2014

**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 24, 2014		
AGENDA ITEM:	<u>*Approval/Ratification of Vouchers</u>		
INITIATED BY:	<u>Elizabeth Martinez, Accounting Manager</u>	SUBMITTED BY:	<u>David Velazquez, Director of Finance</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Cathy Thompson, Director of Business Services</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA, DK and A.R.S. §15-321</u>		

**SUPPORTING DATA**

Funding Source: Various  
Budgeted: Yes

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

**APPROVE/RATIFY FY13/14 PAYROLL VOUCHERS** (warrants for services and materials, payroll expense):

04/04/14	<u>2,668,850.36</u>
<b>Totals:</b>	<b><u>2,668,850.36</u></b>

**APPROVE/RATIFY FY 13/14 EXPENSE VOUCHERS** (warrants for services and materials, payroll expense):

04/02/14	1,043,203.51
04/04/14	125,149.46
04/09/14	<u>5,165,414.69</u>
<b>Totals:</b>	<b><u>6,333,767.66</u></b>

**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	<u>      X      </u>	Action
		<u>          </u>	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	<u>          </u>	Information
		<u>          </u>	1st Reading
DATE:	April 24, 2014		
AGENDA ITEM:	<u>*Personnel Items</u>		
INITIATED BY:	Justin Wing, Director of Human Resources	SUBMITTED BY:	Justin Wing, Director of Human Resources
PRESENTER AT GOVERNING BOARD MEETING:	<u>Justin Wing, Director of Human Resources</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA</u>		

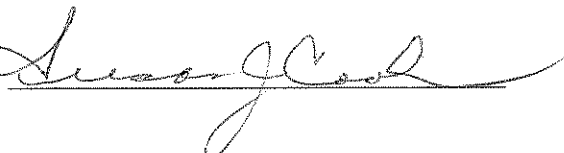
**SUPPORTING DATA**

Funding Source: Various  
Budgeted: Yes

The attached personnel actions are presented for approval.

**SUMMARY AND RECOMMENDATION**

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

Superintendent 

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

Agenda Item \*II.B.

**PERSONNEL ACTION RECOMMENDED**

**April 24, 2014**

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

**A. ADMINISTRATIVE**

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

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
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Aron	Thomas	Teacher-Band/Strings	Alta Vista	Resignation	7	5/29/2014
Baldwin	Holly	Teacher	Sahuaro	Leave of Absence for FY 14/15		7/1/2014
Bergstrom	Patricia	Teacher-Read 180	Cholla	Resignation	8	5/29/2014
Deines	Jennifer	Teacher	Sunburst	Resignation from Leave of Absence	6	6/30/2014
Gemmill	Rachel	Teacher-CCSC	Cactus Wren	Resignation	7	5/29/2014
Howell	Kim	Teacher-LD Resource	Palo Verde	Resignation	18	5/29/2014
Johansen	Nicole	Teacher-2nd Grade	Tumbleweed	Resignation	1	5/29/2014
Kennedy	Debra	Teacher-1st Grade	Lookout Mountain	Resignation	10	5/29/2014
Kerger	Shelby	Teacher-2nd Grade	Tumbleweed	Resignation	1	5/29/2014
Lerma	Lindsay	Teacher-Social Studies	Mountain View	Resignation	1	5/29/2014
Lowenstein	David	Teacher-Science	Palo Verde	Resignation	1	5/29/2014
Money	laura	Teacher-5th Grade	Tumbleweed	Resignation	3	5/29/2014
Monterroza	Alexandria	Teacher-6th Grade	Arroyo	Resignation	3	5/29/2014
Ondishko	Denise	Teacher-Music	Shaw Butte	Resignation	1	5/29/2014
Pfafman	Donna	Teacher-Art	Manzanita	Resignation	3	5/29/2014
Sampson	Racheal	Teacher-CCSC	Arroyo	Resignation	1	5/29/2014
Scrom	Angela	Teacher-1st Grade	Maryland	Resignation	14	5/29/2014
Snide	Variatee	Academic Intervention Specialist	Palo Verde	Resignation	3	5/29/2014
Swarts	Rose	Teacher	Shaw Butte	Resignation from Leave of Absence	5	6/30/2014
Tegidius	Natalie	Teacher-2nd Grade	Cactus Wren	Resignation	1	5/29/2014
Tramontozzi	Christine	Teacher-3rd Grade	Tumbleweed	Leave of Absence for FY 14/15		7/1/2014
Turpin	Robyn	Teacher	Sunset	Resignation from Leave of Absence	6	6/30/2014
Walsh	Sonja	Teacher	Shaw Butte	Resignation from Leave of Absence	6	6/30/2014
Watson	Monica	Teacher	Chaparral	Resignation from Leave of Absence	19	6/30/2014

**C. FULL-TIME CLASSIFIED**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
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Baker	Leigh	Transportation Router	Transportation	Leave of Absence for FY 14/15		7/1/2014
Morales Alvarez	Jose	Custodian 9 mo.	Mountain Sky	Resignation	2 mo.	4/8/2014
Pierce	Kenneth	Custodian 9 mo.	Desert Foothills	Resignation	3	4/14/2014
Tolano	Dora	Custodian	Ocotillo	Termination	7	4/15/2014
Vidrio	Maria	Custodian 9 mo.	Ocotillo	Termination	8	4/15/2014

**D. PART-TIME CLASSIFIED**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
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Aguilar	Brandi	Food Service Helper	Palo Verde	Resignation	2	3/28/2014
Aldridge	Hali	Crossing Guard	Ironwood	Resignation	1	4/10/2014
Bustamante	Emmett	Paraprofessional	Washington	Resignation	1	4/18/2014

# PERSONNEL ACTION RECOMMENDED

April 24, 2014

## D. PART-TIME CLASSIFIED (continued)

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Clerc	Jessica	HeadStart Support Instructor	Arroyo	Resignation from Leave of Absence	4	6/30/2014
Campa	Millie	HeadStart Support Instructor	Alta Vista	Resignation	12	4/4/2014
Dennis	Kimberley	HeadStart Support Instructor	Richard Miller	Resignation from Leave of Absence	11	6/30/2014
Dierdorf	Heather	Paraprofessional	Moon Mountain	Resignation	9 mo.	5/28/2014
Floriano Morales	Narda	Paraprofessional	Washington	Resignation	2	5/28/2014
Garcia	Maria	Crossing Guard	Washington	Resignation	4.5	4/9/2014
Hardy	Sabrina	Bus Driver	Transportation	Resignation from Leave of Absence	4	6/30/2014
Jovanovich	Angelina	KidSpace Assistant	Lookout Mountain	Resignation	3	4/17/2014
Kamps	Chelsea	KidSpace Assistant	Richard Miller	Resignation	4 mo.	4/14/2014
Khatri	Manjula	Special Ed. Asst.	Sweetwater	Resignation from Leave of Absence	18	6/30/2014
Robayo	Jennifer	Food Service Helper	Royal Palm	Resignation	4 mo.	3/14/2014
Trenberth	Adriana	ELL Testing Specialist	Royal Palm	Resignation	3	4/11/2014
Truman	Sarah	Paraprofessional	Cactus Wren	Resignation	8	4/11/2014
Tsang	Gina	Paraprofessional	Royal Palm	Resignation	1	4/25/2014
Vance	Ashley	Paraprofessional	Arroyo	Resignation	2 mo.	3/14/2014

## II. EMPLOYMENT

### A. ADMINISTRATIVE

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Stevens	Courtney	Director of Accountability	N	Assessment

### B. CERTIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Hayes	Stephanie	Teacher-LD	E	Special Services-To Be Determined FY 14/15
Murphy	Jacqueline	Teacher-LD	E	Special Services-To Be Determined FY 14/15

### C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Gutierrez	Patricio	Roving Night Custodian	E	Maintenance

### D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Armer	Heidi	Monitor	E	Chaparral
Barnett	Maria	Bus Driver	E	Transportation
Duenes	Stephen	Bus Driver	E	Transportation
Hitchcock	Carol Ann	Paraprofessional	E	Roadrunner
McGuirk	Richard	Paraprofessional	E	Washington
Paluch	Gina	Paraprofessional	E	Maryland
Perkins	Hannah	KidSpace Assistant	E	Lookout Mountain
Prosser	Randal	Bus Driver	E	Transportation
Vega Garcia	Blanca	KidSpace Assistant	E	Roadrunner
Wilson	Gertrude	Bus Driver	E	Transportation

# WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board           X           Action  
 FROM: Dr. Susan J. Cook, Superintendent                            Discussion  
 DATE: April 24, 2014                            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

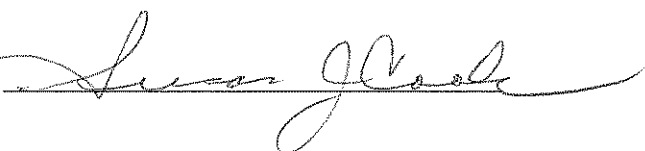
## SUPPORTING DATA

Funding Source: Donations  
 Budgeted: N/A

1. Ironwood Elementary School Student Council donated a bench in remembrance of Tu Bui, a former 5<sup>th</sup> grade student who passed away, with a value of \$661.62 for the benefit of students and staff at the school.
2. Phoenix Suns donated tickets with a value of \$2,875.00 for the benefit of students in the 21<sup>st</sup> Century After-School Program at Mountain View School.
3. Kroger/Fry's Food Stores donated a check in the amount of \$767.04 to be used for the benefit of students at Tumbleweed Elementary School.
4. Shaw Butte Elementary School Parent/Teacher Organization donated a check in the amount of \$500.00 to pay for an anti-bullying speaker to present to students, parents, and staff at the school.
5. Jones, Skelton, and Hochuli, PLC donated computers and monitors with a value of \$1,500.00 for the benefit of students at Desert View Elementary School.
6. Telephone Pioneers donated computers, power cords, and ether-net cards with a value of \$3,450.00 for the benefit of students at Acacia Elementary School.
7. Angels on Patrol donated live caterpillars and food with a value of \$331.80 for the benefit of 1<sup>st</sup> grade students at Mountain View School.

## SUMMARY AND RECOMMENDATION

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

Superintendent 

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

Agenda Item \*II.C.



**\*Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)**

**April 24, 2014**

**Page 2**

8. Mountain Sky Junior High School SPICE donated a check in the amount of \$7,300.01 to be used to pay teacher stipends for after-school activities.
9. Grand Canyon Association donated a check in the amount of \$700.00 to be used for field trip transportation and entry fees for students at John Jacobs Elementary School.
10. First Christian Church donated Fry's gift cards with a value of \$500.00 to be used for incentives for Love and Logic parenting classes at Sunnyslope School.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board           X           Action

FROM: Dr. Susan J. Cook, Superintendent                            Discussion

DATE: April 24, 2014                            Information

AGENDA ITEM: Renewal of Intergovernmental Agreement Between Participating Districts and the Washington Elementary School District for Title I Private School Consortium                            1st Reading

INITIATED BY: Janet Sullivan, Assistant Superintendent for Academic Services

SUBMITTED BY: Janet Sullivan, Assistant Superintendent for Academic Services

PRESENTER AT GOVERNING BOARD MEETING: Janet Sullivan, Assistant Superintendent for Academic Services, and Cathy Thompson, Director of Business Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §11-952

**SUPPORTING DATA**

Funding Source: N/A  
Budgeted: N/A

Federal Law requires public schools that receive Title I funding to use a portion of such funding to provide eligible private school students with Title I instructional services that are equitable to those Title I instructional services provided to students in public schools. To enable our District and other districts to provide services in a more efficient and cost-effective basis, the District joined a consortium of participating districts throughout Maricopa County.

On August 22, 2002, the Governing Board approved an Intergovernmental Agreement (IGA) with the participating districts in order to provide the required services for Washington Elementary School District (WESD) students. The District has also acted as fiscal agent for this intergovernmental agreement since that time. In years previous to 2002, the responsibility of the fiscal agent was shared among participating districts every two years, which created inconsistencies in administration and accountability.

Renewal of the IGA was approved in fiscal years 2005, 2008, and again May 12, 2011, for an additional three year period that will expire on June 30, 2014. The attached IGA is being presented for approval to enable our District to continue providing services through this agreement for the participating districts and to act as fiscal agent for the three year period beginning July 1, 2014 through June 30, 2017. Following approval by the Governing Board, the IGA will be presented to governing boards of the participating districts for approval.

Revisions have been made to reflect changes in participating districts and the funding formula for administrative and operating costs. The Intergovernmental Agreement has been reviewed by District Legal Counsel.

**SUMMARY AND RECOMMENDATION**

It is recommended the Governing Board approve Washington Elementary School District as the fiscal agent for the Title I Private School Consortium, approve the Intergovernmental Agreements with other participating districts as designated in the Intergovernmental Agreement, and authorize the Superintendent to execute the agreements on behalf of the District.

Superintendent



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

Agenda Item \*II.D.

When Recorded, Return to:

Washington Elementary School District No. 6

Attn: Miriam Mahoney

4650 W. Sweetwater Avenue

Glendale, Arizona 85304-1505

**Participating Districts: Alhambra, Balsz, Cartwright, Cave Creek, Creighton, Deer Valley, Fowler, Gilbert, Glendale Elementary, Glendale Union, Isaac, Kyrene, Laveen, Littleton, Madison, Murphy, Osborn, Paradise Valley, Pendergast, Peoria, Phoenix Elementary, Phoenix Union, Riverside, Roosevelt, Scottsdale, Tempe Elementary, Tolleson Elementary, Union Elementary, Washington, and Wilson.**

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**INTERGOVERNMENTAL AGREEMENT  
FOR TITLE I SERVICES TO PRIVATE SCHOOL CHILDREN**

This Amended and Restated Intergovernmental Agreement for Title I Services to Private School Children (the "Agreement") is made and to be effective as of **July 1, 2014**, by and between Washington Elementary School District No. 6 of Maricopa County, Arizona (the "Fiscal Agent"), and the undersigned participating public school districts (the "Participating District"), which together with other participating public school districts in Maricopa County, Arizona (collectively, the "Consortium Members" or the "Consortium") is required to provide certain federally mandated Title I supplemental instruction and services to children attending private schools.

**1. Purpose**

1.1 Title I – Under Part A – *Improving Basic Programs Operated by Local Educational Agencies*, of Subchapter I – *Helping Disadvantaged Children Meet High Standards*, of 20 U.S.C. §§ 6301 et seq. and the corresponding federal regulations, 34 C.F.R. Part 200, as amended (collectively, "Title I"), public schools that receive Title I funding must use a portion of such funding to provide eligible private school students with Title I Instructional services equitable to those Title I instructional services provided to students in public schools ("Program Services").

1.2 Collective Participation through Consortium. This Agreement, together with the intergovernmental agreements between the Fiscal Agent and other Consortium Members (collectively together with this Agreement, the "Consortium Agreements"), will enable the Participating District and the other Consortium Members, in their capacities as Local Education Agencies under Title I, to utilize their Title I funds and resources to provide Program Services to eligible Title I students attending private schools on a more efficient and cost effective basis than they could do separately.

**2. Authority.**

2.1 Statutory Authority. This Agreement is authorized by Title I, and by A.R.S. §§ 11-951, et seq., 15-341 and 15-342.

2.2 Governing Body Resolutions. This Agreement has been authorized by a Resolution adopted by the Governing Board of the Fiscal Agent on April 24, 2014 and by a Resolution adopted by the governing body of the Participating District on \_\_\_\_\_. The attorneys for the Fiscal Agent and the Participating District have determined that this Agreement is in proper form and within the powers and authority granted under the laws of Arizona to the Fiscal Agent and the Participating District respectively, as required by A.R.S. § 15-952.D.

3. Funding.

3.1 Source of Funds. The source of funds for implementing this Agreement and the other Consortium Agreements shall be Title I funds from annual distributions made by the State Board to each of the Consortium Members.

3.2 Contributions by the Participating District.

A. Amount.

The Participating District shall provide the Fiscal Agent with a purchase order, on or before September 1<sup>st</sup> of each year while this Agreement is in effect reflecting: (a) the total amount the Participating District is obligated to spend for Program Services to low-income students attending private schools and residing in the Title I attendance area of the Participating District; plus (b) \$40.00 for each such student for administrative and operating costs, subject to an annual adjustment as provided in Paragraph B below; plus (c) proportion of reserve from the Participating District's professional development required set-aside to provide professional development for private school teachers that work with Title I students, see Appendix 1-for formula, plus (d) proportion of reserve from the Participating District's parental involvement required set-aside to provide equitable opportunities for parental involvement activities, see Appendix 2 for formula. Purchase order is to be sent to the attention of Private School Consortium; c/o Washington Elementary School District; 4650 W. Sweetwater; Glendale, AZ 85304

Each Participating District will be invoiced in full for the per pupil amount described above in (a) and the administrative and operating costs described above in (b), and Services for professional development described above in (c), and parental involvement described above in (d) - with payment required prior to December 31 of each year.

B. Annual Adjustment of Administrative and Operating Costs.

The Fiscal Agent may annually adjust the amount to be paid for administrative and operating costs by the Participating District and each of the other Consortium Members under part (b) of Paragraph A above if reasonably necessary in the judgment of the Fiscal Agent. If the Fiscal Agent elects to make such an adjustment, the Fiscal Agent shall give the Participating District written notice of the adjustment on or prior to May 1 for any adjustment proposed to be effective on and after the following July 1. The Participating District can either agree to the adjustment, or elect to terminate this Agreement on June 30<sup>th</sup> as provided in Section 12.1 of this Agreement. If the Participating District does not respond to the notice, it shall be deemed to have agreed to the adjustment, which shall become effective as of July 1.

3.3 Unexpended Funds. Any funds not expended by the Fiscal Agent at the end of a fiscal year shall be held and carried over to the following fiscal year. The Participating District acknowledges that funds may be used to offset increases in contributions required for the following fiscal year from the Participating District or other Consortium Members.

3.4 Liability Limited to Available Funds. It is understood and agreed by the parties that this Agreement shall be deemed executory to the extent of monies made available to the parties, and the parties beyond the monies so available shall incur no liability. Liability shall extend only to eligible Title I funds. Furthermore, neither the Fiscal Agent nor the Program Coordinator (as defined in Section 4.1 of this Agreement) shall be obligated to initiate, defend or participate in any legal or arbitration proceedings unless and until adequate arrangements are made to their satisfaction to cover the costs thereof.

4. Obligations of the Participating District. The Participating District shall have the following obligations (in addition to those set forth elsewhere in this Agreement):

4.1 Funding. The Participating District shall provide the Fiscal Agent with funding as provided in Section 3.2 of this Agreement.

4.2 Residency of Private School Students. The Participating District shall be responsible for verifying the residency of private school students within the Participating District: (a) for funding purposes, and (b) for eligibility to receive Program Services.

4.3 Applications for Title I Funding. The Participating District shall be responsible for filing all of its own applications for Title I funding.

5. Duties and Authority of the Fiscal Agent. The Fiscal Agent shall be responsible for performing the following duties (in addition to those set forth elsewhere in this Agreement) in compliance with all applicable provisions of Federal and State law.

5.1 Program Services. The Fiscal Agent shall arrange for Program Services to be provided on behalf of the Consortium Members through a designated program coordinator who shall have the duties listed in Section 6 of this Agreement (the "Program Coordinator"). The Program Coordinator may be an employee of the Fiscal Agent, or an independent contractor under contract with the Fiscal Agent.

5.2 Personnel.

A. Program Coordinator. The Fiscal Agent shall have final responsibility and authority for all of the duties and activities of the Program Coordinator as stated in Section 6 of this Agreement, and for all other matters relating to the Program Coordinator, including without limitation selecting, contracting with, establishing the duties, salary and benefits for, paying, supervising, evaluating the performance of, and terminating or not renewing the contract of the Program Coordinator. The Fiscal Agent shall require the Program Coordinator to execute a copy of this Agreement to acknowledge the Program Coordinator's acceptance of the obligations and agreement to perform the duties of the Program Coordinator as set forth in this Agreement.

B. Other Staff. The Fiscal Agent, with the advice and assistance of the Program Coordinator, shall be solely responsible for selecting, contracting with or hiring, establishing the duties, salary and benefits for, paying, supervising, and evaluating the performance of personnel hired by the Fiscal Agent for the administration and performance of Program Services.

5.3 Management of Assets. As agent for the Consortium and on its behalf, the Fiscal Agent shall:

A. Funds. Deposit and hold all funds received pursuant to the Consortium Agreements, and all earnings thereon, and disburse such funds to pay payroll and the other costs of administering and providing Program Services and all other obligations of the Consortium as contemplated by the Consortium Agreements, and account for all such funds and transactions, all in conformity with the requirements of applicable Federal and State law.

B. Management. Hold title to, manage, control, and account for, all Title I funds and all property, including without limitation real estate, vehicles, furniture, fixtures, equipment, books and supplies, acquired by the Fiscal Agent pursuant to the Consortium Agreements (collectively, the "Assets").

C. Transactions. Have authority to acquire, sell, convey or lease (as lessor or lessee), any or all of the Assets, subject to applicable requirements of Federal and Arizona law, including without limitation Title I and public bidding laws.

D. Insurance. Arrange for, at the expense of the Consortium, such property and liability insurance relating to the Assets and activities contemplated by the Consortium Agreements, as is necessary or desirable in the judgment of the Fiscal Agent. Such insurance may be obtained separately, or the Fiscal Agent may add such coverage under its existing policies and/or funded self-insurance and allocate the cost pro-rata.

5.4 Records. The Fiscal Agent shall, with the assistance of the Program Coordinator, maintain accurate, complete and current records relating to the Assets, Program Services, and all activities conducted pursuant to the Consortium Agreements.

5.5 Reports and Applications. The Fiscal Agent shall be responsible for preparing and filing all budgets, financial statements, reports, applications and statements relating to the Assets and activities conducted pursuant to the Consortium Agreements, including without limitation disbursement requests, enrollment in private schools of Title I eligible students residing in the districts of Consortium Members, annual completion and academic progress reports to the State Board, and if applicable, periodic cash management reports, applications and amendments thereto, and requests to the State Board relating to capital expense grant funds, and all other reports required by Title I and the State Board.

6. Duties of the Program Coordinator. The Program Coordinator shall perform the following duties (in addition to those set forth elsewhere in this Agreement) in compliance with all applicable provisions of Federal and State law and subject to the direction of the Fiscal Agent:

6.1 Consultation. Consult with, and facilitate communications and coordination among, the Consortium Members, private schools, the parents of private school students, the State Board and the Fiscal Agent.

6.2 Identification of Students. Provide annual notices to private schools to determine if they wish to have their students receive Program Services; and identify, rank and determine the placement of eligible Title I students at participating private schools.

6.3 Program Services. Design and recommend Program Services which meet the requirements of Title I, address the identified needs of eligible students in private schools and are achievable with the funds available to the Consortium; arrange for the locations at which Program Services are to be provided to private school students; make recommendations to the Fiscal Agent for the acquisition of needed equipment, instructional materials and supplies; monitor Program Services and student progress; and collect, analyze and maintain achievement data for participating private school students and Program Services evaluation data.

6.4 Staffing. In accordance with the Fiscal Agent's procedures, establish job descriptions and qualifications, solicit and evaluate applicants, and make recommendations to the Fiscal Agent, for hiring personnel to provide and administer Program Services; and supervise, advise, assist and evaluate such personnel.

6.5 Funding. Reviewing the calculations of the amounts contributed by each Participating District pursuant to Section 3.2 of this Agreement, and advise the Participating District and the Fiscal Agent if any amount appears to be in error.

6.6 Assets. Maintain an inventory of Assets and their locations, and acquire and arrange for maintenance and repair of the Assets, subject to the direction and approval of the Fiscal Agent and available funding.

6.7 Records. Except as otherwise directed by the Fiscal Agent, maintain in the office of the Consortium complete, accurate and current information and records relating to the Assets, Program Services, and all activities conducted pursuant to the Consortium Agreements.

6.8 Reports and Applications. Advise and assist the Fiscal Agent with, and prepare draft copies of all reports and applications referred to in Section 5.5 of this Agreement.

## 7. Claims.

7.1 Responsible Party. The Fiscal Agent, the Program Coordinator and the Participating District each agrees to be responsible for the conduct of its respective operations and performance of its obligations hereunder, and for any accidents or injuries to persons or property arising out of its acts or omissions or the acts or omissions of its officers, agents or employees acting in the course or scope of their employment, while performing duties undertaken pursuant to this Agreement.

7.2 Indemnification. To the extent permitted by law, the Fiscal Agent, the Participating District, and the Program Coordinator (if the Program Coordinator is an independent contractor and not an employee of the Fiscal Agent), shall each indemnify, defend and hold the others, and the others' officers, employees, agents and invitees, harmless from all losses, damages, claims,

liabilities and expenses (including without limitation reasonable attorneys' fees) for damages to property or injury to persons arising from any willful or grossly negligent act or failure to act by the indemnifying party or its officers, agents or employees.

7.3 Insurance. The Fiscal Agent, the Program Coordinator (if the Program Coordinator is an independent contractor and not an employee of the Fiscal Agent) and the Participating District shall each maintain its own public liability insurance in such amount as is reasonably necessary to protect against claims, losses or judgments that might be occasioned by its acts or omissions or the acts or omissions of its officers, agents and employees. For the Fiscal Agent and the Participating District, the minimum amount of such coverage shall be \$1,000,000, which may be provided by funded self-insurance. If the Program Coordinator is an independent contractor and not an employee of the Fiscal Agent, the minimum amount of coverage to be maintained by the Program Coordinator shall be \$1,000,000.

8. Advisory Steering Committee. Consortium Members may establish a committee (the "Advisory Steering Committee") to consult with and advise the Fiscal Agent and/or the Program Coordinator on all matters relating to the Consortium Agreements. The Fiscal Agent and the Program Coordinator shall consult with the Advisory Steering Committee at its request, and carefully consider any recommendations it may make; however, the Advisory Steering Committee shall have no authority to direct or control the Fiscal Agent or the Program Coordinator, who shall be responsible solely to the Fiscal Agent. Consortium Members may determine membership on the Advisory Steering Committee and conduct its affairs in any manner they wish. The Participating District understands that it may or may not necessarily be a member of the Advisory Steering Committee.

9. Filing. This Agreement shall be filed as required by A.R.S. §11-952, as soon as possible, but in any event within ten days of its execution.

10. Term. Subject to appropriation and unless otherwise terminated as provided in Section 12 below, this Agreement shall remain in effect until June 30, 2017.

11. Modification. This Agreement may be renewed, extended, amended or revised at any time by the mutual written agreement of the Fiscal Agent and the Participating District as provided in A.R.S. §§11-951 et seq.

12. Termination.

12.1 By the Participating District. The Participating District may terminate this Agreement without cause and effective as of June 30 of any year by written notice to the Fiscal Agent, given no later than April 30 prior to the effective termination date.

12.2 By the Fiscal Agent.

A. Default by the Participating District. The Fiscal Agent may terminate this Agreement if the Participating District fails to make the payment required under Section 3.2 of this Agreement and does not cure the default within ten (10) business days after being given written notice of the default by the Fiscal Agent.

B. All Consortium Agreements. The Fiscal Agent may terminate this Agreement and all other Consortium Agreements, without cause and effective as of



June 30 of any year by written notice to the Participating District and all other Consortium Members, given no later than April 30 prior to the effective termination date.

12.3 Conflict of Interest. Each party acknowledges that the other has the statutory right for three (3) years to cancel this Agreement if, while this Agreement or any extension is in effect, any person significantly involved in negotiating, drafting or securing this Agreement on behalf of a party is (a) an employee or agent of the other party in any capacity, or (b) a consultant to the other party with respect to the subject matter of this Agreement; all as provided in A.R.S. § 38-511.

12.4 Disposition of Assets. If this Agreement and all of the other Consortium Agreements are terminated or expire and are not extended or renewed, then the Fiscal Agent shall promptly transfer all its rights, titles and interests in and to the Assets held in the name of the Fiscal Agent for the Consortium to the successor fiscal agent for the Consortium. In the event that all Consortium Agreements expire and/or terminate and no successor fiscal agent is named for the Consortium, the Fiscal Agent will retain all its rights, titles and interests in and to the Assets held in the name of the Fiscal Agent for the Consortium and may sell, transfer, and/or dispose of such assets in its sole discretion and in compliance with existing Arizona law.

13. Notices. Notices pursuant to this Agreement shall be deemed given upon actual delivery or three (3) days after being deposited postage pre-paid, return receipt requested, in the United States mail addressed as follows:

**If to the Fiscal Agent:**

Dr. Susan J. Cook  
Superintendent  
Washington Elementary School District  
4650 W. Sweetwater Avenue  
Glendale, Arizona 85304

**If to the Participating District:**

14. Arbitration. This Agreement is subject to arbitration to the extent required by A.R.S. § 12-1518.

15. Interpretation.

15.1 Arizona Law. This Agreement is entered into in Arizona and shall be construed and interpreted under the Laws of the State of Arizona.

15.2 Successors and Third Parties. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. Except as provided in Section 12.5 of this Agreement, there are no third party beneficiaries to this Agreement.

15.3 Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

15.4 Captions. The descriptive headings of the paragraphs of this Agreement are inserted for convenience only and shall not control or affect the meaning or construction of any of the provisions of this Agreement.

15.5 Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and shall not be changed or added to except in the manner provided in Sections 11 and 15.6 of this Agreement. All prior and contemporaneous agreements, representations and understandings of the parties with respect to the subject matter hereof, oral or written, are superseded by this Agreement.

15.6 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the provision shall be modified to the extent necessary to make it enforceable, or if it cannot be so modified, then severed, and the remaining terms of this Agreement shall remain in full force and effect, and it is hereby declared the intention of the parties that they would have executed the Agreement as so modified.

15.7 No Implied Waivers. No delay in exercising any right or remedy shall constitute a waiver thereof, and no waiver by a party of a breach of any provision of this Agreement shall be construed as a waiver of any prior or succeeding breach of the same or any other provision of this Agreement.

15.8 Conflict of Interest. The parties to this agreement acknowledge that they are aware that one of the statutory duties of the Maricopa County Attorney is to act as attorney for the school districts in the County, that the Civil Division of the Maricopa County Attorney's Office has represented some or all of the members of the Consortium in other matters, and that it may be chosen as the attorney for other parties to this agreement. The signing party acknowledges that it is aware of a potential conflict of interest, and it waives any claim of conflict of interest which may arise by virtue of representation by the Maricopa County Attorney's Office of other parties to this agreement.

16. **Iran and Sudan.** Pursuant to Arizona Revised Statutes §§ 35-391.06 and 35-393.06, the Fiscal Agent certifies that it does not have a scrutinized business operation in either Sudan or Iran. In the event the Fiscal Agent enters into a contract with one or more independent contractors to serve as the Program Coordinator and/or to provide some or all of the Program Services on behalf of Consortium Members, the Fiscal Agent will ensure that any and all such independent contractors certify, in writing, that they do not have scrutinized business operations in either Sudan or Iran.

17. **Legal Worker Requirements.** As mandated by Arizona Revised Statutes § 41-4401, the Fiscal Agent agrees that it will require any independent contractor with whom the Fiscal Agent contracts to serve as the Program Coordinator and/or to provide some or all of the Program Services on behalf of Consortium Members to comply with Arizona Revised Statutes § 23-214(A) and the federal immigration laws and regulations that relate to such independent contractor's employees. The Fiscal

Agent will ensure that each and every contract between the Fiscal Agent and any such independent contractor includes all of the following provisions:

- A. That each contractor and subcontractor warrants their compliance with all federal immigration laws and regulations that relate to their employees and their compliance with Arizona Revised Statutes § 23-214(A).
- B. That a breach of a warranty under paragraph A shall be deemed a material breach of the contract that is subject to penalties up to and including termination of the contract.
- C. That the Fiscal Agent retains the legal right to inspect the papers of any contractor or subcontractor employee who works on the contract to ensure that the contractor or subcontractor is complying with the warranty under paragraph A.

18. **Fingerprinting.** Pursuant to Arizona Revised Statutes § 15-512, the Fiscal Agent will ensure that a fingerprint check and background investigation are performed on the Program Coordinator and any other person hired or contracted with to provide Program Services on behalf of Consortium Members if such person is required to provide services on the property of Consortium Members at least five (5) times during a month.

IN WITNESS WHEREOF, the parties hereto have executed this Amended and Restated Intergovernmental Agreement for Title I Service to Private School Children to be effective as of the day and year appearing above.

**FISCAL AGENT:**  
**Washington Elementary School District No. 6**

**By:** \_\_\_\_\_

**Its:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The undersigned attorney acknowledges that this Agreement is in proper form and within the power and authority granted under the laws of the State of Arizona to Washington Elementary School District No. 6 of Maricopa County, Arizona.

**ATTORNEY FOR FISCAL AGENT:**

**By:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**PARTICIPATING DISTRICT:**

\_\_\_\_\_  
(Name of District)

**By:** \_\_\_\_\_

**Its:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The undersigned attorney acknowledges that this Agreement is in proper form and within the power and authority granted under the laws of the State of Arizona to the Participating School District identified above.

**ATTORNEY FOR PARTICIPATING DISTRICT:**

**By:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Title:** \_\_\_\_\_

## APPENDIX 1

### Title I-A Professional Development Formula for Private Schools

Purpose: To increase the skills and knowledge in providing instruction of the private school teachers that work with Title I students.

- Participating districts will set aside the PD amount determined from their GROSS Title I-A allocation.
- Use *low-income* public (i.e. 1,000 students) and *low-income* private school students (i.e.: 100 students) **residing** in the Title I attendance area to determine a proportion of reserve.

100 (Private school students from low-income families)  
\_\_\_\_\_ (divided by) \_\_\_\_\_ = 9% (proportion of reserve)

1,100 (Total number of students from low-income families)

9% (proportion of reserve)  
X \$2,500 (Amount of District's Title I set aside for Professional Development)

\$225 (Amount of professional development funds for private school teachers that work with Title I students.)

## APPENDIX 2

### Title I Formula for Parental Involvement

Purpose: To provide private school parent of Title I student the opportunity to participate equitably in parental involvement activities.

- Take the PI amount determined from the GROSS Title I-A allocation.  
Example: Title I allocation is \$50,000  
1% for PI is \$500
- Use *low-income* public (i.e. 1,000 students) and *low-income* private school students (i.e.: 100 students) **residing** in the Title I attendance area to determine a proportion of reserve.

100 (Private school students from low-income families)  
\_\_\_\_\_ (divided by) \_\_\_\_\_ = 9% (proportion of reserve)

1,100 (Total number of students from low-income families)

9% (proportion of reserve)  
X \$500 (Amount of District's Title I set aside for Parental Involvement)

\$45 (Amount of parental involvement funds for private school teachers that work with Title I students.)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO: Governing Board           X           Action  
 FROM: Dr. Susan J. Cook, Superintendent                            Discussion  
                           Information  
                           1st Reading  
 DATE: April 24, 2014  
 AGENDA ITEM: \*Acceptance of the Musical Instrument Museum Field Trip Grant in the Amount of \$12,000.00 and Barbara Park Memorial Literacy Grant in the Amount of \$4,400.00  
 INITIATED BY: Kathleen McKeever, Director of Academic Support Programs      SUBMITTED BY: Kathleen McKeever, Director of Academic Support Programs  
 PRESENTER AT GOVERNING BOARD MEETING: Kathleen McKeever, Director of Academic Support Programs  
 GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

**SUPPORTING DATA**

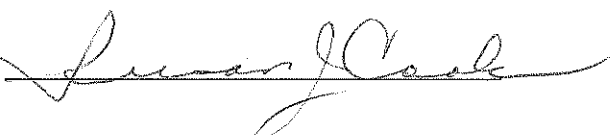
Funding Source: Grants  
 Budgeted: Yes

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

Funder	Location	Amount	Purpose
Musical Instrument Museum	Various Schools (N)	\$12,000.00	Field trip transportation and admission
Barbara Park Memorial Literacy Grant	Alta Vista (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Chaparral (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Cholla Middle (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Desert View (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	John Jacobs (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Lakeview (N)	\$400.00	Books

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the acceptance of the Musical Instrument Museum Field Trip Grant in the amount of \$12,000.00 and the Barbara Park Memorial Literacy Grant in the amount of \$4,400.00 and authorize the Superintendent to execute all necessary documents.

Superintendent 

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

Agenda Item \*II.E.

**\*Acceptance of the Musical Instrument Museum Field Trip Grant in the Amount of \$12,000.00 and Barbara Park Memorial Literacy Grant in the Amount of \$4,400.00.**

**April 24, 2014**

**Page 2**

Barbara Park Memorial Literacy Grant	Maryland (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Moon Mountain (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Roadrunner (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Sunset (N)	\$400.00	Books
Barbara Park Memorial Literacy Grant	Sweetwater (N)	\$400.00	Books

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



WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action  
FROM: Dr. Susan J. Cook, Superintendent Discussion  
DATE: April 24, 2014 Information  
AGENDA ITEM: \*Signatories for General Statement of Assurance 1st Reading

INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent  
PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

**SUPPORTING DATA**

Funding Source: N/A  
Budgeted: N/A

In order for the District to participate in federally funded projects administered through the Arizona Department of Education (ADE), a signed General Statement of Assurance must be on file with the ADE. Warrants for federally funded projects may not be processed for approved grants until a current Statement is on file. Additionally, the Statement permits users to be issued a user name and password to enable the electronic transmittal of documents. Grant applications, amendments, and completion reports are examples of documents that need to be submitted electronically.

It is requested that Superintendent, Dr. Susan J. Cook; Assistant Superintendent of Administrative Services, Dr. Lyn Bailey; Assistant Superintendent of Academic Services, Janet Sullivan; and Director of Business Services, Cathy Thompson, be approved as signatories on grant applications and grant-related documents, and as authorized representatives for the District. A copy of the General Statement of Assurance is attached. The General Statement of Assurance is due on May 15, 2014 and may be amended at any time.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve Superintendent, Dr. Susan J. Cook; Assistant Superintendent of Administrative Services, Dr. Lyn Bailey; Assistant Superintendent of Academic Services, Janet Sullivan; and Director of Business Services, Cathy Thompson, as signatories and authorized representatives of the Washington Elementary School District for the General Statement of Assurance.

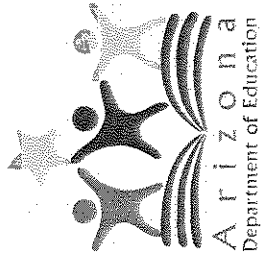
Superintendent



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

Agenda Item \*II.F.

RETURN SIGNED ORIGINAL DOCUMENT TO:  
 Arizona Department of Education  
 Attn: Grants Management, Bin 3  
 1535 W. Jefferson St.  
 Phoenix, AZ 85007  
 Inquiries: [grants@azed.gov](mailto:grants@azed.gov)  
 Phone (toll-free): (844) 893-9789  
 Fax: (602) 542-3264



## FY 2015 GENERAL STATEMENT OF ASSURANCE

A General Statement of Assurance must be filed annually with the Superintendent of Public Instruction in order to participate in any Arizona Department of Education administered program.

**Please complete the following information on your organization:**

**Name of Educational Agency**

Washington Elementary School District

CTDS

070406000

Mailing Address				
Address	4650 W. Sweetwater			
City	Glendale	State	AZ	Zip Code 85304
Phone Number	6023472600			
Payment Address				
Address	4650 W Sweetwater			
City	Glendale	State	AZ	Zip Code 85304

## ASSURANCES

The parties referred to in this document are the United States Department of Education, the Bureau of Indian Affairs of the United States Department of Interior, the United States Department of Agriculture, and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the State Board of Education of the State of Arizona, herein referred to as the "STATE AGENCY," and the local educational agency, herein referred to as the "SUBGRANTEE,"

### Washington Elementary School District

The STATE AGENCY may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Misrepresentation of information on grant applications can result in termination of program participation.

Consistent with 34 C.F.R. Sections 76-85, the SUBGRANTEE assures, if awarded a grant, sub-grant, or contract:

1. That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or sub-grant and enter into the contract.
4. That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organization" utilizing generally accepted accounting principles (GAAP). That the SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
5. That the SUBGRANTEE will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program.
6. That the SUBGRANTEE will make reports to the STATE AGENCY and to the DEPARTMENT as may reasonably be necessary to enable the STATE AGENCY and DEPARTMENT to perform their duties (e.g. Monthly cash management report, completion report, other required reports by a program)
7. That the SUBGRANTEE will maintain records, including the records required under Section 443(a) of the General Education Provisions Act ("GEPA"), 20 U.S.C. § 1232f, and provide access to those records as the STATE AGENCY or DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
8. That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program.

9. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
10. That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973 and applicable provisions of Chapter 4 of Title 34, A.R.S., in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.
11. That the SUBGRANTEE has adopted effective procedures for: Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and Adopting, if appropriate, promising educational practices developed through those projects.
12. That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with the Governor of Arizona's Executive Order 99-4 prohibiting discrimination in employment, as well as Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); the Age Discrimination Act (42 U.S.C. § 6101 *et seq.*); and the Americans with Disabilities Act ("ADA") (42 U.S.C. § 12101 *et seq.*)
13. That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following: A. Religious worship, instruction, or proselytization. B. Equipment or supplies to be used for any of the activities specified in paragraph 13A, herein. C. Construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 13A, herein. D. An activity of a school or department of divinity. A school or department of divinity is defined in 34 C.F.R. § 76.532(b).
14. That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.
15. That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing, or maintenance of effort requirements of a program.
16. That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.
17. That the SUBGRANTEE shall, to the extent possible, if its project includes activities to improve the basic skills of children, youth, or adults, coordinate its project with other basic skills activities that are in the same geographic area served by the project. Basic skills mean reading, mathematics, and effective communication, both written and oral.
18. That the SUBGRANTEE shall continue its coordination with the STATE AGENCY during the length of the project period.

19. The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.
20. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:
  - A. Provide private school students with a genuine opportunity for equitable participation.
  - B. Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs.
  - C. Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.
  - D. Comply with the requirements of 34 C.F.R. §76.652 through 76.662.
21. That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation.
22. That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
23. That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
24. That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
25. That it shall maintain records for 5 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: A. The amount of funds under the sub-grant or grant. B. How the SUBGRANTEE uses the funds. C. The total cost of the project. D. The share of that total cost provided from other sources
26. If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.
27. That in the event of a sustained audit exception, and upon demand of the STATE AGENCY, the SUBGRANTEE shall immediately reimburse the STATE AGENCY for that portion of the audit exception attributable under the audit to the SUBGRANTEE, but shall also immediately reimburse the STATE AGENCY expenses in defending the audit exception, including and not limited to travel and attorney's fees, in an amount proportional to the amount of the audit exception attributable to the SUBGRANTEE. The SUBGRANTEE agrees to hold the STATE AGENCY harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
28. That the SUBGRANTEE is aware all Federal funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and are subject to reduction or elimination by the United States Congress at any time, even following award and disbursement of funds. The SUBGRANTEE shall hold the STATE AGENCY harmless for any reduction or elimination of Federal funds granted to it. In the event of non-appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any project.

29. That the SUBGRANTEE is in compliance with State and Federal laws and regulations.

30. This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the SUBGRANTEE by the DEPARTMENT, through the STATE AGENCY, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The SUBGRANTEE recognized and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States and the State of Arizona, individually or jointly, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the SUBGRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the SUBGRANTEE.

31. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

32. That the SUBGRANTEE, if administering a program under the *No Child Left Behind Act of 2001*, by submitting its LEA Continuous Improvement Plan affirms that:

- Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.
- The public agency, nonprofit private agency, institution, organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
- The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the ADE, the US Secretary of Education, or other Federal officials.
- The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
- The LEA will (a) submit such reports to the ADE (which shall make the reports available to the Governor) and the US Secretary of Education as required to enable the state and federal departments to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the ADE (after consultation with the Governor) or the US Secretary may reasonably require to carry out their duties.
- Before the final plan was submitted, the LEA consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher learning; and, the LEA afforded a reasonable opportunity for public comment on the plan and considered such comment.
- The approved Final Continuous Improvement Plan will be made available for public review.
- The LEA will use federal funds applied for under this plan only to supplement the funds that would, in the absence of federal funds, be made available from nonfederal sources, and not to supplant such funds.
- The LEA is in compliance with state law requiring expulsion from school for a period of no less than 1 year a student who is determined to have unlawfully brought a firearm to school, or to have unlawfully possessed a firearm at a school under the jurisdiction of the LEA, except that the chief administering officer of an LEA is allowed to modify such expulsion requirements for a student on a case-by-case basis if such modification is in writing; and the LEA will provide to the ADE on an annual basis information surrounding any expulsion, including the name of the school concerned, the number of students expelled from such school, and the type of firearm(s) concerned.

33. That the SUBGRANTEE, if administering a program under Title I, affirms that:

- The LEA will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources and provide technical assistance and support to schoolwide programs.
- The LEA will work in consultation with schools as the schools develop and implement their schoolwide plans or undertake targeted assistance activities so that each school can make adequate yearly progress.
- The LEA will fulfill the LEA's school improvement responsibilities, including offering public school choice as outlined in Arizona's approved ESEA Flexibility Request.
- The LEA will take into account the findings of relevant scientifically based research of model programs for the educationally disadvantaged.
- The LEA will ensure that pre-schools funded by Title I will comply with the performance standards established under section 641A(a) of the Head Start Act.

- The LEA will comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals. The LEA will ensure that all paraprofessionals with instructional duties in any program supported by Title I funds, who are hired after January 8, 2002, will meet these requirements.
  - The LEA will work in consultation with schools to develop and implement their plans or activities for parental involvement (section 1118) and qualifications for teachers and paraprofessionals (section 1119).
  - The LEA will inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX (section 1112).
  - The LEA will coordinate and collaborate with the ADE with respect to a school's request for assistance in addressing factors significantly affecting student achievement that resulted in being identified for school improvement.
  - The LEA will ensure that low-income students and minority students are not taught by unqualified, out-of-field, or inexperienced teachers at higher rates than other students.
  - The LEA will use the results of the student academic assessments and other measures or indicators to review annually the progress of each school to determine whether all of the Title I schools are making the progress necessary to ensure that all students will meet the proficient level of achievement on AIMS.
  - The LEA will ensure that the results from academic assessments, including AIMS, will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
  - The LEA will assist each Title I school in developing or identifying a high-quality, effective curriculum that is aligned to the Arizona Academic Standards.
  - The LEA will require each principal of each Title I school – whether operating as a targeted assistance or schoolwide program – to attest annually that the school is in compliance with Section 1119 regarding the qualifications of its teachers and paraprofessional staff and will maintain such documentation at the school site and at the LEA office to be available by public request.
  - The LEA will require each principal of each Title I school – whether operating as a targeted assistance or schoolwide program – to provide to each individual parent timely notice that the parent's child has been taught for four or more consecutive weeks by a teacher who is not highly qualified (section 1111(h)(6) PARENTS RIGHT TO KNOW, paragraph B).
  - If required, the LEA can demonstrate that funds used in schools served under Title I, Part A provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under Title I, Part A, by (a) a local educational agency-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
34. That the SUBGRANTEE, if administering a program for Education of Homeless Students, affirms that:
- The LEA will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
  - The LEA will designate an appropriate staff person as an LEA liaison for homeless children and youths, to carry out the duties described in Title X, Part C, section 722, paragraph (6)(A).
  - The LEA will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin in accordance with the provisions of Title X, Part C, section 722, paragraph (6)(j)(iii).
  - The LEA will adopt policies and practices to ensure immediate enrollment of homeless children.
35. That the SUBGRANTEE, if administering a program under Title II, Part A, affirms that:
- The LEA will target funds to schools that (a) have the lowest proportion of highly qualified teachers; (b) have the largest average class size; or (c) are identified for school improvement.
  - The LEA shall conduct a needs assessment for professional development and hiring with the involvement of teachers, principals, administrators, paraprofessionals, and other school personnel, including Title I teachers, to determine the activities required to give teachers the subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to ensure students will meet the Arizona Academic Standards.
36. That the SUBGRANTEE, if administering a program under Title III, affirms that:
- The LEA will ensure that all teachers in any language instruction educational program for limited English proficient (LEP) children are fluent in English and any other language used for instruction, including written and oral communications skills.
  - The LEA will comply with the parental notification provisions throughout the school year (section 3302).
  - The LEA will annually assess the English proficiency of all limited English proficient (LEP) students using at least one of the four approved English language proficiency tests.
  - The LEA program is designed to enable LEP students to speak, read, write, and comprehend the English language and to meet Arizona Academic Standards.
  - The LEA is compliant with all Arizona state laws and rules and federal civil rights laws and rules regarding limited English proficient (LEP) students per sections 3126 and 3127.
37. That the SUBGRANTEE, if required, affirms that it will conduct timely and meaningful consultation with private school officials to provide services to eligible children attending private schools and to provide for participation in professional development by teachers and other instructional staff of private schools. (Note: Does not apply to Charter LEAs)

**\*\*Signature Required\*\* Section A**

This section must be signed by:

- a) District: Board President or Superintendent
- b) Charter: Contract Signer
- c) Other: Comparable authorized official at another type of organization

Educational Agency

Washington Elementary School District

Title

District - Superintendent

Print Name

Susan J. Cook

Signature (Required)

Date

**Must be in Black or Blue Ink**

If this authorized signer in this section changes, you must resubmit a new General Statement of Assurance.



# Section B - Authorized Grants Management Enterprise Users

Educational Agency	Washington Elementary School District
CTDS #	070406000

Add User	Click add user to insert unlimited user rows.					GSA Access User Signature OR Removal Reason
User Access	First Name	Last Name	Title	Email	Phone Number	
Entity Administrator	Susan	Cook	Superintendent	susie.cook@wedschools.org	(602) 347-2602	
Entity Administrator	Lyn	Bailey	Assistant Superintendent of Administrative Services	lyn.bailey@wedschools.org	(602) 347-2657	
Entity Administrator	Janet	Sullivan	Assistant Superintendent of Academic Services	janet.sullivan@wedschools.org	(602) 347-2820	
Entity Administrator	Cathy	Thompson	Director of Business Services	cathy.thompson@wedschools.org	(602) 347-2615	
	Craig	Carter	Director of Special Services	craig.carter@wedschools.org	(602) 347-2642	
	Joanne	Fimbres	Budget Manager	joanne.fimbres@wedschools.org	(602) 347-3522	
	Lea	Fultz	Budget Coordinator/ Grants Manager	lea.fultz@wedschools.org	(602) 347-3524	
	Terry	Kidd	Administrative Assistant to the Superintendent	terry.kidd@wedschools.org	(602) 347-2602	
	Rochelle	Lambie	Senior Finance Analyst	rochelle.lambie@wedschools.org	(602) 347-2608	
	Deirdre	Mai	Administrator of After School Programs	deirdre.mai@wedschools.org	(602) 347-2690	

Add User	Click add user to insert unlimited user rows.						GSA Access User Signature OR Removal Reason
User Access	First Name	Last Name	Title	Email	Phone Number		
	Elizabeth	Martinez	Accounting Manager	elizabeth.martinez@wedschools.org	(602) 347-2612		
	Kathleen	McKeever	Director of After School Programs	kathleen.mckeever@wedschools.org	(602) 347-3504		
	Linda	McKeever	Title I Administrator	linda.mckeever@wedschools.org	(602) 347-2680		
	Natalie	McWhorter	Director of Curriculum	natalie.mcwhorter@wedschools.org	(602) 347-2663		
	Debbie	Meehling	Psychologist	debbie.meehling@wedschools.org	(602) 347-4835		
	Connie	Parmenter	Director of Nutrition Services	connie.parmenter@wedschools.org	(602) 896-5230		
	Melissa	Paulsen	Program Coordinator Nutrition Services	melissa.paulsen@wedschools.org	(602) 896-5237		
	Kristianna	Quihuis	Administrative Assistant Special Services	kristianna.quihuis@wedschools.org	(602) 347-2632		
	Jeannine	Skipper	Administrative Assistant to Assistant Superintendent	jeannine.skipper@wedschools.org	(602) 347-2820		
	LuAnn	Sloan	Office Specialist	luann.sloan@wedschools.org	(602) 347-2653		
	David	Velazquez	Director of Finance	david.velazquez@wedschools.org	(602) 347-3506		
	Dorothy	Watkins	Administrator of Social Services	dorothy.watkins@wedschools.org	(602) 347-2636		

Click add user to insert unlimited user rows.							
Add User	User Access	First Name	Last Name	Title	Email	Phone Number	GSA Access User Signature OR Removal Reason
		Maggie	Westhoff	Director of Professional Development	maggie.westhoff@wedschools.org	(602) 347-2640	
		Justin	Wing	Director of Human Resources	justin.wing@wedschools.org	(602) 347-2801	
		Jennifer	Young	Administrative Specialist	jennifer.young@wedschools.org	(602) 347-2641	
		Barbara	Post	Director of Gifted Services	barbara.post@wedschools.org	(602) 347-2651	Other

**Constitutionally Protected Prayer Policy Certification**  
**NCLB Title IX, Section 9524**

The authorized signatory of the local education agency (LEA) affirms that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in any of the elementary or the secondary schools in the LEA. In affirming this provision, the LEA understands that, if the LEA refuses to submit this certification or does so in bad faith, the ADE may bring enforcement action that may include withholding of NCLB funds until the LEA complies with this requirement.

**SECTION 9524. SCHOOL PRAYER**

(a) **GUIDANCE- The secretary shall provide and revise guidance\***, not later than September 1, 2002, and of every second year thereafter, to State educational agencies, local educational agencies, and the public on constitutionally protected prayer in public elementary schools and secondary schools, including making guidance available on the Internet. The guidance shall be reviewed, prior to distribution, by the Office of Legal Counsel of the Department of Justice for verification that the guidance represents the current state of the law concerning constitutionally protected prayer in public elementary schools and secondary schools.

(b) **CERTIFICATION- As a condition of receiving funds under this Act**, a local education agency shall certify in writing to the State educational agency involved that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). **The certification shall be provided by October 1 of each year.** The State educational agency shall report to the Secretary by November 1 of each year a list of those educational agencies that have not filed the certification or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this section.

\*The guidance from the ED on religion and Public Schools was posted on February 7, 2003 at: [http://www.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)

**\*\*Signature Required\*\* Section C**

This section must be signed by:

- a) District: Board President or Superintendent
- b) Charter: Contract Signer
- c) Other: Comparable authorized official at another type of organization

Educational Agency

Washington Elementary School District

Title

District - Superintendent

Print Name

Susan J. Cook

Signature (Required)

Date

**Must be in Black or Blue Ink**

**Certification Regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace**

This certifies compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. Copies of these regulations may be obtained by contacting the person to whom this statement is submitted.

(BEFORE COMPLETING CERTIFICATION, READ THE REQUIREMENTS THAT FOLLOW)

- (1) All fund participants must certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or otherwise influencing decisions supporting the granting of funds administered by the Arizona Department of Education (ADE).
- (2) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (3) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement.
- (4) Furthermore, that sub-grantees receiving ADE administered funds will provide a drug-free workplace.

**\*\*Signature Required\*\* Section D**

This section must be signed by:

- a) District: Board President or Superintendent
- b) Charter: Contract Signer
- c) Other: Comparable authorized official at another type of organization

Educational Agency

Washington Elementary School District

Title

District - Superintendent

Print Name

Susan J. Cook

Signature (Required)

Date

**Must be in Black or Blue Ink**

## REQUIREMENTS FOR CERTIFICATION

This certification is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the participant or prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

By signing and submitting this statement, it is understood that the participants and prospective lower tier participant has done so in accordance with the following:

### LOBBYING

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the above signed, to any person for influencing or attempting to influence an officer of employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a Federal contract, grant loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-grantees shall certify and disclose accordingly.
- (d) This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

- (a) The prospective lower tier participant shall provide immediate written notice to the person to whom this statement is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- (b) The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntary excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this statement is submitted for assistance in obtaining a copy of those regulations.
- (c) The prospective lower tier participant agrees by submitting this statement that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency from which this transaction originated.
- (d) The prospective lower tier participant further agrees, by submitting this statement, that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- (e) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non Procurement List.

(f) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealing.

(g) Except for transactions authorized under paragraph (e) of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, the department or agency from which this transaction originated may, in addition to other remedies available, pursue suspension and/or debarment.

#### **DRUG-FREE WORKPLACE (Grantee other than Individuals)**

As required by the Drug-Free Workplace Act of 1988, and subsequent regulations, the applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about the dangers of drug abuse; grantee's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and, the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).

(d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will abide by the terms of the statement; and, notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under paragraph (d) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d), with respect to any employee who is so convicted:

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency; (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

#### **DRUG-FREE WORKPLACE (Grantees who are Individuals)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

(a) As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

(b) If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

## Section E - FY 2015 General Statement of Assurance

Educational Agency

Washington Elementary School District

### FFATA (Federal Funding Accountability and Transparency Act) Reporting Requirements

The Federal Funding Accountability and Transparency Act (FFATA) was signed on September 26, 2006. The intent is to empower every American with the ability to hold the government accountable for each spending decision. The end result is to reduce wasteful spending in the government. The FFATA legislation requires information on federal awards (federal financial assistance and expenditures) be made available to the public via a single, searchable web-site, which is [www.USASpending.gov](http://www.USASpending.gov).

The FFATA Sub-award Reporting System (FSRS) is the reporting tool Federal prime awardees (i.e. prime grants recipients, e.g. Arizona Department of Education) use to capture and report sub-award and executive compensation data regarding their first-tier sub-awards to meet the FFATA reporting requirements. Prime grant awardees (e.g. Arizona Department of Education) will report against sub-grants awarded. The sub-award information entered in FSRS will then be displayed on [www.USASpending.gov](http://www.USASpending.gov) associated with the prime award furthering Federal spending transparency.

In accordance with 2 CFR Chapter 1, Part 170 REPORTING SUB-AWARD AND EXECUTIVE COMPENSATION INFORMATION, Prime Awardees (e.g. Arizona Department of Education) awarded a federal grant are required to file a FFATA sub-award report by the end of the month following the month in which the prime awardee awards.

As a condition of receiving funds through Arizona Department of Education, a local education agency shall certify in writing to the Arizona Department of Education that a local education agency met the annual CCR (Central Contractor Registration) requirement and DUNS requirement. Please provide the following information. This information will be used by the Arizona Department of Education as a prime recipient to meet FFATA reporting requirements.

#### 1. Please attach a copy of your current CCR Registration (Required).

2. Provide the LEA/Organization DUNS Number 002902088

3. Congressional District where your LEA or organization resides 6, 10, 11, 12, 14, and 15

4. Zip + 4 85304-1505

\* Check to see if your organization is already registered at the CCR web-site. You will be able to search CCR (<https://www.bpn.gov/CCRSearch/Search.aspx>) by using either your organization's Data Universal Number System (DUNS) number or legal business name. Your organization needs to renew their CCR registration each calendar year.

\* You will be able to search the existing DUNS number or request a new DUNS number via D&B website at <http://fedgov.dnb.com/webform>

A Data Universal Numbering System (DUNS) number is a unique, non-indicative 9-digit identifier issued and maintained by D&B that verifies the existence of a business entity globally. D&B assigns DUNS numbers for each physical location of a business. All U.S. Government contractors/grantees globally can receive a DUNS number at no charge and, under normal circumstances, within 24-72 business hours when using the D&B web form process by accessing: <http://fedgov.dnb.com/webform>. The Transparency Act requires information disclosure concerning entities receiving Federal financial assistance through Federal awards such as grants and sub-grants. See 31 U.S.C. 6101 note. One of the data elements required is the unique identifier of the entity receiving the award. All sub-awardees required to have a DUNS number as an unique identifier.

Revised 3/18/2014

General Statement of Assurance Form Due- 5/15/2014



TO: Governing Board         X         Action

FROM: Dr. Susan J. Cook, Superintendent         X         Discussion

DATE: April 24, 2014                          Information

AGENDA ITEM: Interest-Based Negotiations (IBN) Team's Recommendations for 2014-2015                          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 composed 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 2013-2014 IBN Team was considered in light of the following Governing Board interests, the first of which is the Board's greatest priority for IBN:

- Provide an increase in salaries, if possible, for all employee groups.
- Attract and maintain a stable workforce through working conditions.
- Maintain local control in decision making.
- Promote positive community relations through the budget process.
- Maintain, and possibly enhance, the integrity of programming, instructional delivery and parity, focusing on student growth.
- Balance the budget.
- Optimize all funding sources.
- If additional funding is made available from state and/or federal sources, restoration of previous cuts will be considered.
- Maintain or decrease class size.

**SUMMARY AND RECOMMENDATION**

See pages 2-3.

Superintendent



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

Agenda Item III.A.

## Interest-Based Negotiations (IBN) Team's Recommendations for 2014-2015

April 24, 2014

Page 2

- Encourage and promote safety for staff and students.

The following are among the issues that the IBN Team addressed this year:

- Employee compensation issues
  - Employee ongoing salary increase (*see Governing Board recommendation*)
  - Distribution of one-time monies to employees (*see Governing Board recommendation*)
  - After-school athletic coaching stipend increase (*see Governing Board recommendation*)
- Revisions to general leave parameters
- Employee phased retirement program (*recommendation presented to and approved by the Governing Board on January 9, 2014*)
- IBN working conditions survey and related concerns
- Special education costs and anomaly
- Materials Management Center (MMC) anomaly
- Stipends
- Employee phased retirement program – future direction

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### **SUMMARY AND RECOMMENDATION**

Pending further legislative actions, it is recommended that the Governing Board approve the following:

1. It is recommended that a one percent ongoing salary increase be granted to all employees with a start date of 2/1/2014 or earlier, effective with the 2014-2015 school year, with the increased salary not to exceed the end range of the applicable salary schedule. If an employee is currently within one percent of the end range, it is recommended that that employee be granted the percentage increase that brings the employee to, but does not exceed, the end range. The cost of this recommendation is approximately \$1 million for the 2014-2015 fiscal year.
2. It is recommended that one-time monies be distributed as indicated below, to be paid in full to eligible employees in their August 22, 2014 paycheck and based on the employee's FTE as of February 18, 2014. The total cost for one-time monies is approximately \$1.2 million:
  - Distribute a one-time, lump sum payment of \$188.00 to each 1.0 FTE employee hired between 7/1/2013 and 2/1/2014, and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$272.00 to each 1.0 FTE employee hired during the 2012-2013 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$356.00 to each 1.0 FTE employee hired during the 2011-2012 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$440.00 to each 1.0 FTE employee hired during the 2010-2011 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$524.00 to each 1.0 FTE employee hired during the 2009-2010 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$608.00 to each 1.0 FTE employee hired prior to the 2009-2010 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.

**Interest-Based Negotiations (IBN) Team's Recommendations for 2014-2015**

**April 24, 2014**

**Page 3**

3. It is recommended that the stipend for K-6 after-school athletic coaches be increased from \$648.75 to \$865.00 effective with the 2014-2015 school year. It is further recommended that the stipend for 7-8 after-school athletic coaches be increased from \$972.75 to \$1,297.00 effective with the 2014-2015 school year. It is further recommended that the stipend for 7-8 after-school athletic coaches at K-8 schools be increased from \$648.75 to \$1,297.00 effective with the 2014-2015 school year. The total cost of this recommendation is \$94,000.00.

## **Interest-Based Negotiations Recommendations for 2014-2015**

### **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 growth the ultimate goal.

#### **Involved Stakeholders:**

The 2013-2014 IBN Team is composed of certified, classified and administrator employee representatives; Superintendent Dr. Susie Cook serves as representative for the Governing Board. Of the 24-member team, 17 are voting members, and the remaining 7 are non-voting, resource persons. Please refer to *Attachment A* for a list of 2013-2014 IBN members.

After two days of training during December 2013, IBN Team members participated in four scheduled, full-day meetings between January 10, 2014 and April 18, 2014 (*Attachment B*). Members of IBN's subcommittees met on several 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:

- Analyzing results of a District-wide employee working conditions survey
- Tracking federal and state legislative actions that have potential impact on WESD budget
- Receiving WESD financial status and ADM updates from Director of Business Services Cathy Thompson
- Reviewing relevant information from neighboring districts

#### **Options – 2014-2015 SCHOOL YEAR**

The *issues* that were addressed by the 2013-2014 IBN Team, as well as the related *options* that team members generated, the *interests/criteria* according to which they evaluated each option and their ensuing IBN *recommendations* are described below. The recommendations are pending further legislative actions.

#### **ISSUE A: EMPLOYEE COMPENSATION**

##### **• Description**

Based on the fiscal year 2014-2015 budget approved by the Arizona Legislature and signed by Governor Brewer on April 11, 2014, Director of Business Services Cathy Thompson estimates that

\$2.2 million is available to apply toward WESD employee compensation for the 2014-2015 school year. District Governing Board members have identified a salary increase for all employees as their priority interest for IBN this year.

- **Options**

IBN's Salary Subcommittee brainstormed the following compensation-related options:

- Provide a given percentage increase for all employees.
- Apply a tiered percentage system increase based on an employee's length of consecutive employment with WESD.
- Provide a given dollar increase for all employees.
- Apply a tiered dollar system increase based on an employee's length of consecutive employment with WESD.
- Apply a given percentage increase and a given dollar increase for all employees.

Salary Subcommittee members developed the following compensation straw design and presented it to the full IBN Team for consideration:

- **Part I:** For employees with a start date of 2/1/2014 or earlier, grant a one percent ongoing salary increase, effective with the 2014-2015 school year, with the increased salary not to exceed the end range of the applicable salary schedule. If an employee is currently within one percent of the end range, that employee is to be granted whatever percentage brings the employee to, but does not exceed, the end range. The cost of this compensation component is approximately \$1 million for the 2014-2015 fiscal year.
- **Part II:** Distribute a one-time, lump sum payment to employees according to a tiered payment matrix that is based on length of consecutive employment with WESD. Employees with a start date of 2/1/2014 or earlier are eligible to receive the one-time, lump sum payment, including those whose salary is at or beyond the current ending salary of the applicable salary schedule.
  - Distribute a one-time, lump sum payment of \$188.00 to each 1.0 FTE employee hired between 7/1/2013 and 2/1/2014, and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE as of 2/18/2014.
  - Distribute a one-time, lump sum payment of \$272.00 to each 1.0 FTE employee hired during the 2012-2013 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE as of 2/18/2014.
  - Distribute a one-time, lump sum payment of \$356.00 to each 1.0 FTE employee hired during the 2011-2012 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE as of 2/18/2014.
  - Distribute a one-time, lump sum payment of \$440.00 to each 1.0 FTE employee hired during the 2010-2011 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE 2/18/2014.
  - Distribute a one-time, lump sum payment of \$524.00 to each 1.0 FTE employee hired during the 2009-2010 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE as of 2/18/2014.

- Distribute a one-time, lump sum payment of \$608.00 to each 1.0 FTE employee hired prior to the 2009-2010 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE as of 2/18/2014.

The cost of this compensation component is approximately \$1.2 million.

IBN members achieved full consensus on the proposed straw design.

- **Evaluating Options**

The compensation straw design meets the following interests/criteria:

- Salary increase for all employees
- Addressing compression when feasible
- Promoting retention and recruitment
- Maintaining morale, and promoting productivity and loyalty
- Sustainability
- Supporting equity and promoting teamwork
- Fiscal responsibility
- Market competitiveness
- Supporting quality of life/standard of living

- **Recommendation**

IBN is recommending that a one percent ongoing salary increase be granted to all employees with a start date of 2/1/2014 or earlier, effective with the 2014-2015 school year, with the increased salary not to exceed the end range of the applicable salary schedule. If an employee is currently within one percent of the end range, it is recommended that that employee be granted the percentage increase that brings the employee to, but does not exceed, the end range. The cost of this compensation component is approximately \$1 million for the 2014-2015 fiscal year. IBN is further recommending that one-time monies be distributed according to the parameters outlined in the straw design described above, to be paid in full to eligible employees in their August 22, 2014 paycheck and based on the employee's FTE as of February 18, 2014. The total cost for one-time monies is approximately \$1.2 million.

## **ISSUE B: AFTER-SCHOOL ATHLETIC STIPENDS**

- **Description**

A stipend is a fixed sum of money that is paid to an employee, either as an incentive or as compensation for taking on additional responsibilities outside of the employee's regular employment. Effective with the 2009-2010 school year, most stipends were reduced by 25 percent as a budget-saving measure, and they have remained at that reduced level ever since. The impact has been particularly detrimental to after-school athletic programs. Because of inadequate pay and in light of the job's considerable expectations and responsibilities, many extracurricular coaching positions have remained unfilled, while some have been filled with inexperienced persons from outside the District. Ultimately, many students have been deprived of a quality intramural program.

- **Options**

Compensation for after-school athletic coaches was initially addressed as part of a larger discussion regarding stipends in general. IBN members concluded, however, that coaching compensation is

actually an anomaly issue. The following straw design was proposed by IBN's Salary Subcommittee and approved by the full IBN Team:

- Increase the stipend for K-6 after-school athletic coaches to \$865.00.
- Increase the stipend for 7-8 after-school athletic coaches to \$1,297.00.
- Within K-8 schools, pay the 7-8 coaches at the \$1,297.00 level.

The total cost for this action, including benefits, is \$94,000.00.

- **Evaluating Options**

The straw design meets the following interests/criteria:

- Encourages that positions be filled with WESD personnel
- Honors the time that is required of coaches
- Provides the programs for students
- Supports competitive pay related to both external and internal programs
- Helps support student achievement
- Promotes a safe environment for students
- Promotes quality extracurricular programs

- **Recommendation**

IBN is recommending that the stipend for K-6 after-school athletic coaches be increased from \$648.75 to \$865.00 effective with the 2014-2015 school year. IBN is further recommending that the stipend for 7-8 after-school athletic coaches be increased from \$972.75 to \$1,297.00 effective with the 2014-2015 school year. IBN is further recommending that the stipend for 7-8 after-school athletic coaches at K-8 schools be increased from \$648.75 to \$1,297.00 effective with the 2014-2015 school year.

## **ISSUE C: PAID TIME OFF – GENERAL LEAVE**

- **Description**

According to WESD Policy GCCA/GDCA, Professional/Support Staff General Leave, “general leave can be used for personal illness, family illness, religious observance or personal issues that cannot be taken care of *during off-duty hours*. General leave is not intended to be used for vacation or to extend a holiday.” Employees have reported inconsistencies in supervisors’ interpretation and enforcement of this policy. The IBN Team sought a solution that would be equitable, flexible, sustainable and unambiguous, that would help diminish abuse and that would promote employee morale, retention and productivity.

- **Options**

After IBN members brainstormed options, the Working Conditions Subcommittee developed a straw design that includes the following components:

General leave days shall be used at the discretion of the employee except for the following:

- No more than five (5) consecutive days may be taken without documentation of extenuating circumstances, not to include vacation.
- The following criteria apply to general leave used for personal illness, family illness, religious observance or emergency situations that can be verified with documentation:
  - Employees shall provide their supervisor and the District’s computerized substitute system, if applicable, seventy-two (72) hours’ notice prior to taking leave unless an emergency or illness prohibits the notification, in which case notification must be

- provided as soon as possible. Because the computerized substitute system does not record an absence forty-five (45) or fewer minutes before the beginning of the workday, the employee must report such absence to the school.
- When a concern arises regarding the use of leave for personal or family illness, the District may request that the employee provide medical certification. Employees may be required to present a fitness for duty certificate from a physician to be restored to employment after using leave.
  - When a concern arises regarding the use of leave for an emergency situation, the District may request that the employee provide supporting documentation.
  - The following criteria apply to general leave used for any other reason:
    - Requests must be approved by the appropriate supervisor as soon as the employee is aware of the need to be absent, but at least one (1) week prior to the scheduled absence.
    - If it is known that a particular date(s) will not be approved by the site administrator due to a special event, the site administrator must bring that information to the attention of staff within the first month of the instructional year.
  - “Protected” or “blackout” days are defined as the day before or after a holiday or break, during the week of state testing, site-specific parent/teacher conference days, the pre-week and first week of the instructional year, and the final week of the instructional year.
    - General leave may be used on “protected” days only with approval of the Superintendent or designee for documented illness, bereavement or special/emergency-related circumstances.
    - In considering an employee’s request for general leave on “protected” days, the Superintendent or designee will consider the following:
      - Employee’s attendance history
      - Employee’s previous general leave requests
      - Opportunity for employee to take the general leave at a different time
      - If the purpose of the leave is atypical
  - A supervisor has the right to ask an employee if the reason for general leave is either personal illness, family illness, religious observance or some other reason.

IBN members achieved full consensus on the proposed straw design.

- **Evaluating Options**

The straw design meets the following interests/criteria:

- Promotes employee morale
- Promotes employee retention
- Provides flexibility to employees
- Removes current ambiguity
- Addresses inconsistencies
- Helps to prevent long-term absences
- Gives supervisors authority to approve or deny “other” reasons
- Helps prevent heavy absenteeism before/after holidays, during first week of instruction, during state testing
- Allows consideration of special circumstances



- **Recommendation**

No Governing Board recommendation is required at this time. The straw design components will be reflected in Regulation GCCA-R/GDCA-R, Professional/Support Staff General Leave. The IBN Team intends to scrutinize the impact of these changes on employee absenteeism. Members will assess the results after one year and propose modifications, as appropriate.

### **ISSUE D: EMPLOYEE PHASED RETIREMENT PROGRAM**

On January 9, 2014, the Governing Board approved IBN's phased retirement program recommendation for the 2014-2015 school year.

### **OTHER ISSUES**

The following is a brief recap of some of the other issues that were addressed by the 2013-2014 IBN Team, none of which generated a Governing Board recommendation.

- **IBN Working Conditions Survey**

The IBN Team conducted its fifth annual working conditions survey. Approximately two-thirds of employees completed the online survey, which was administered by K-12 Insight, an independent research and communication firm. Overall, classified employees were less responsive than certified staff and administrators. Results were similar to last year's survey outcomes: Most respondents indicated they are happy working for the District; however, there is still room for improvement. An overwhelming majority of respondents chose e-mail as their preferred means of communication.

Based on the working conditions survey results, an IBN subcommittee was established to address the following issues:

- **Consistency of Paid Time Off**

This was addressed as Issue C, above.

- **Holiday Pay for Classified Hourly Employees**

Some employees had expressed confusion regarding the calculation of holiday pay for classified hourly employees whose scheduled hours vary depending on the day of the week. A clarifying example was offered in the December IBN Communiqué, and further information was provided to school administrators and office managers in January 2014.

- **Rotating Start Times**

WESD has a three-tiered schedule of school start and end times, which enables students to be transported using the current number of available buses. However, the dismissal time variance creates scheduling difficulties for after-school athletic programs, particularly at the middle-school level. Furthermore, the start time for District-level professional development activities may not accommodate teachers at the late-start schools. IBN Working Conditions Subcommittee members considered several options to address these concerns. Ultimately, in light of potential costs and disruptions of said options, the group proposed that the status quo be maintained. Moreover, they suggested that staff, parents and community be educated regarding the logistical issues of rotating start times and/or the establishment of common start and dismissal times for schools. They also proposed that there be staggered start times for District-level after-school professional development and other activities.

- **Coverage for Classified Absences**  
WESD provides substitute coverage for absences among certified staff and health services employees. While a small number of “floaters” provide minimal substitute coverage for some classified positions, classified absences far exceed the available “floater” pool. This is particularly prevalent among Nutrition Services Department employees, and typically, coverage must be provided by remaining staff. This is burdensome to those whose workloads are affected, and it may adversely impact productivity, quality of service to students, safety and employee morale. After discussing this matter according to interest-based parameters, the IBN Team proposed that it be forwarded to a small, collaborative team for further consideration. Representatives from Nutrition Services, Administrative Services and Human Resources met and identified several feasible solutions.
- **Training Opportunities for Classified Employees**  
Some classified employees do not complete online surveys or check e-mail because they are uncomfortable using technology. IBN members identified a need to provide professional development opportunities for classified staff, including computer training. Supervisors have been notified that classes, including *Microsoft Office 101*, *Grammar and Writing* and *Customer Service*, are currently being offered to classified employees.
- **Certified Substitute Pay Deficit**  
Every year, beginning in 2009-2010, each school has been allocated a substitute teacher budget based on the number of teachers at the school who require a substitute when absent and the District’s total substitute budget. A school’s allocation is not nearly adequate to cover its teachers’ available leave days, and some schools have exceeded their substitute budget during one or more years. The IBN Team has suggested that a committee of informed individuals be organized to further research this issue and to propose possible solutions.
- **Parity**  
During the mid-2000s, the Governing Board addressed the need for equitable programming and staffing across schools. The Board referred to this as *parity*, “defined as fair and equal access to educational programs that meet standards for effective program delivery and equal access to comparable opportunities with regard to curricula, programs, materials staff and facilities.” Some employees have expressed concern that, in light of budgetary constraints, some multi-year parity plans have not been realized. Of particular concern are a five-year health services implementation plan and a seven-year instrumental music implementation plan that were approved in March 2006. An IBN subcommittee will review the original parity plan and revisit staffing and program needs specific to schools and students. They will revise the parity plan to reflect current needs and present it as a proposal to the IBN Team in December 2014.
- **Class Sizes**  
Although the current class size thresholds continue to be a concern among some employees, budgetary constraints prohibit addressing this issue at the current time.
- **Time: Teacher Prep Time, PLC Time**  
Some certified employees have expressed concern that their prep time has diminished during recent years. Instead of having self-directed time to prepare for upcoming lessons, their designated prep time is often monopolized by meetings, e.g., team, grade level, department, staff, IEP, SST, as well as coverage for absent teachers’ classes. Additionally, some staff members are frustrated at the amount of PLC (professional learning community) time that is District-, rather than school-, directed. The IBN Team has identified this as a focus area for next year. Members of the IBN Working Conditions Subcommittee will develop a survey, to be administered to administrators and teachers at the beginning of next school year, to more

clearly identify concerns and possible resolutions. Survey results will be presented to the full IBN Team in December 2014.

- **Special Education Costs/Special Education Anomaly**

Relative to total District expenses, special education costs have increased significantly during recent years. Currently, approximately 16 percent of WESD students receive special education services while 20 to 21 percent of the District's budget is allocated to special education. The District has gained 313 special education students during the past two years, many of whom have complex issues that must be addressed with additional staff and materials. While most expenses are legally mandated, much has been accomplished this year to contain costs.

Last year, IBN identified special education teachers and support staff as anomaly groups. The interest-based process was followed in considering these anomalies; story was told, interests were identified, and options were brainstormed and evaluated. Because of the large number of employees involved, however, IBN's Salary Subcommittee concluded that sufficient funds were not available to address these anomalies. This year, the same conclusion resulted when the issue was again addressed. IBN recognizes, however, that a solution must be sought. Recruiting and retaining quality certified and classified employees for special education continues to be a significant challenge.

Recognizing that special education issues are extensive, complex and closely related to program delivery models, a Special Education Task Force will convene to explore possible solutions. Members will include IBN representatives, as well as Special Services Department administrators, parents and community members. Options proposed by the task force will be presented to the IBN Team in December 2014.

- **Materials Management Center (MMC) Anomaly**

MMC (warehouse) technicians I and II requested that IBN consider their positions as anomalies, i.e., those for which pay is not competitive with the market, causing them to be hard to fill. Upon studying the situation, IBN's Salary Subcommittee concluded that the positions do not meet anomaly criteria.

- **Stipends**

In addition to the recommendations for increasing after-school athletic coaching flat-fee compensation (Issue B, above), the IBN Salary Subcommittee developed several other stipend-related recommendations. The latter were not approved by the full IBN Team. Instead the subcommittee will reconvene to address any "extra pay for extra work" stipends. Members will discuss job descriptions, including standards and expectations, for these temporary positions, as well as competitive compensation. They will share their outcomes with IBN in December 2014. In the meantime, with the exception of athletic coaching flat-fee compensation, stipends will remain the same for 2014-2015 as they have been for the current year.

- **Phased Retirement Program – Future Direction**

The IBN Team endorses continuing to contract with smartschoolsplus, inc. for a phased retirement program in future years, should the current program parameters remain intact. If parameters change, however, IBN will reconvene to consider the revised program and to make a recommendation to the Governing Board.

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

The following are estimated costs for the recommendations listed under Section V, below:

- Recommendation #1:
  - Estimated cost of \$1,000,000.00
- Recommendation #2:
  - Estimated cost of \$1,200,000.00
- Recommendation #3:
  - Estimated cost of \$94,000.00

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

During December/January, each IBN representative e-mailed a note of introduction to his or her constituents. Additionally, periodic communiqués (*Attachment C*) were sent to each employee via e-mail during the IBN process. School office managers, cafeteria managers, facilities managers and department administrators were also asked to post hard copies of the communiqués, and principals were asked to remind their staff to check their e-mail and read the communiqués. Besides 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.

#### Recommendations:

1. It is recommended that a one percent ongoing salary increase be granted to all employees with a start date of 2/1/2014 or earlier, effective with the 2014-2015 school year, with the increased salary not to exceed the end range of the applicable salary schedule. If an employee is currently within one percent of the end range, it is recommended that that employee be granted the percentage increase that brings the employee to, but does not exceed, the end range. The cost of this recommendation is approximately \$1 million for the 2014-2015 fiscal year.
2. It is recommended that one-time monies be distributed according as indicated below, to be paid in full to eligible employees in their August 22, 2014 paycheck and based on the employee's FTE as of February 18, 2014. The total cost for one-time monies is approximately \$1.2 million:
  - Distribute a one-time, lump sum payment of \$188.00 to each 1.0 FTE employee hired between 7/1/2013 and 2/1/2014, and still employed by WESD in a regular position as 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$272.00 to each 1.0 FTE employee hired during the 2012-2013 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$356.00 to each 1.0 FTE employee hired during the 2011-2012 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$440.00 to each 1.0 FTE employee hired during the 2010-2011 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.

- Distribute a one-time, lump sum payment of \$524.00 to each 1.0 FTE employee hired during the 2009-2010 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
  - Distribute a one-time, lump sum payment of \$608.00 to each 1.0 FTE employee hired prior to the 2009-2010 school year and still employed by WESD in a regular position as of 8/15/2014. For less than full-time employees, prorate the lump sum based on FTE.
3. It is recommended that the stipend for K-6 after-school athletic coaches be increased from \$648.75 to \$865.00 effective with the 2014-2015 school year. It is further recommended that the stipend for 7-8 after-school athletic coaches be increased from \$972.75 to \$1,297.00 effective with the 2014-2015 school year. It is further recommended that the stipend for 7-8 after-school athletic coaches at K-8 schools be increased from \$648.75 to \$1,297.00 effective with the 2014-2015 school year. The total cost of this recommendation is \$94,000.00.

**2013-2014  
Interest-based Negotiations  
Member List**

<b><u>NAME</u></b>	<b><u>CATEGORY</u></b>	<b><u>CONSTITUENTS/POSITION</u></b>
Alexander, Audrey	Administration	Administrators - Administrative Center
Bailey, Dr. Lyn	District Resource (Nonvoting)	<i>Assistant Superintendent for Administrative Services</i>
Brown, Joslyn	WDEA Resource (Nonvoting)	<i>President, Washington District Education Association</i>
Cook, Dr. Susie	Superintendent (Nonvoting)	Governing Board
Flores, Patricia	Classified	Classified - Administrative Center
Fox, Lori	Certified - WDEA	Kindergarten/1st Grade/2nd Grade
Gray, Paula	Certified - Non-Affiliated	3rd/4th Grades
Hale, Carrie	Certified - WPE	7th/8th Grades
Heydorn, Nancy	Classified	Classified - At-Large
Hughes, Scott	Classified	Trades/Maintenance/Warehouse/At-Large - Nonstudent-Based
LaPine, Nina	Certified - WDEA	Special Education
Martinez, Jessica	Classified	School-Based Office Staff
Mason, Perry	Administration	Administrators - School-Based (Principals/Assistant Principals)
Maynard, Tracy	Administration	Administrators - School-Based (Principals/Assistant Principals)
Prock, Rula	Classified	Instructional Assistants/At-Large - Student-Based
Simmons, Ken	WPE Resource (Nonvoting)	<i>President, Washington Professional Educators</i>
Squire, Darrin	Certified - WDEA	Special Subject Areas (Art, Music, PE, Library)
Sullivan, Janet	District Resource (Nonvoting)	<i>Assistant Superintendent for Academic Services</i>
Thompson, Cathy	District Resource (Nonvoting)	<i>Director of Business Services</i>
VanAmburg, Maria	Certified - Non-Affiliated	Other Professionals (Program Coaches, Psychologists, Social Workers, Nurses, OTs, PTs, Student Service Specialists)
Wahlstrom, Jim	Classified	Nutrition Services
Wing, Justin	District Resource (Nonvoting)	<i>Director of Human Resources</i>

Wood, Grace	Certified - Non-Affiliated	5th/6th Grades
Yeoman, Mary	Classified	Transportation

**2013-2014 IBN Dates**

Monday, December 16, 2013 - Training

Tuesday, December 17, 2013 - Training

Friday, January 10, 2014

Monday, March 10, 2014

Thursday, April 17, 2014

Friday, April 18, 2014



# *Attachment C*

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



## Interest-Based Negotiations (IBN) Team Communiqué December 2013

### IBN REPRESENTATIVES

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*WESD's 2013-2014 Interest-Based Negotiations (IBN) Team met on December 16 and 17, 2013.*

### SYNOPSIS

- New IBN members, Scott Hughes, Perry Mason, Maria VanAmburg, Jim Wahlstrom and Mary Yeoman, were welcomed.
- Team members participated in IBN training exercises and identified issues to be addressed during 2013-2014 meetings.
- Task forces were organized to work on issues outside of regularly scheduled IBN meetings.
- IBN members addressed a concern regarding the calculation of holiday pay for classified hourly employees.
- Members also discussed employee absenteeism and related coverage issues.
- On January 9, 2014, the IBN Team will recommend to the Governing Board that an employee phased retirement program be pursued for 2014-2015.

### FULL COMMUNIQUÉ

#### Background

##### What is meant by interest-based negotiations (IBN)?

The IBN process is a method of reaching group decisions by using non-adversarial techniques. These techniques are familiar to most people and include trust, relationship building, consensus and conflict resolution strategies.

##### What is WESD's Interest-Based Negotiations Team?

The District's IBN Team includes seven certified employees, seven classified employees and three administrators who use an interest-based process to address communications, problem-solving and negotiations for the employee groups of WESD. Additionally, seven nonvoting members serve in a resource capacity. From the work of this team, recommendations are made to the Superintendent and Governing Board on a variety of topics.

The IBN Team is led by a highly skilled outside facilitator who remains neutral throughout the process while providing direction, organization and support; the facilitator encourages team members' participation and ensures that an atmosphere of respect is maintained.

##### What is the purpose of the IBN Communiqué?

Communiqués will be e-mailed periodically to all employees as a means of sharing information about the IBN Team's current areas of focus. Each communiqué includes the list of the 2013-2014 IBN Team members, their e-mail addresses and the employee group they represent; employees are encouraged to contact their representatives with questions, concerns and suggestions.

#### Introductory Meetings/New Members

The 2013-2014 Interest-Based Negotiations Team met on Monday, December 16, 2013, and Tuesday, December 17, 2013, and welcomed the following new members:

- *Scott Hughes*, representing classified employees in the Capital Projects, Maintenance and Materials Management Departments
- *Perry Mason*, representing principals and assistant principals
- *Maria VanAmburg*, representing certified professionals, including academic interventionists, gifted teachers, instructional coaches, nurses, occupational therapists, physical therapists, program coaches, psychologists, social workers, special services specialists, speech pathologists and student services specialists
- *Jim Wahlstrom*, representing classified employees in the Nutrition Services Department
- *Mary Yeoman*, representing classified employees in the Transportation Department

During these introductory meetings, team members learned about the interest-based model and its application. They reviewed IBN recommendations that the Governing Board approved last spring. They discussed roles and responsibilities of IBN members, characteristics of effective teams and the nature of collaborative behaviors.

IBN members conducted an environmental scan during which they reviewed current events at the local, state and federal levels that could impact the team's work. Additionally, they identified issues to be addressed during their 2013-2014 meetings, and they organized task forces that will meet outside of regularly scheduled IBN meetings to pursue assigned issues and subsequently report their progress and resulting proposals to the full IBN Team.

#### Holiday Pay for Classified Hourly Employees

There has been some confusion regarding the calculation of holiday pay for classified hourly employees whose scheduled hours vary depending on the day of the week. This situation might best be illustrated with an example:

- Mary Smith is a 0.75 FTE (full-time equivalent) special needs preschool paraprofessional.
- She is scheduled to work 7.5 hours per day on Monday, Tuesday, Thursday and Friday each week, for a total of 30 hours per week. She is not scheduled to work on Wednesdays, as special needs preschool students do not attend school on Wednesdays.
- School was closed on Monday, November 11, 2013 (Veterans Day), and it was a paid holiday for Mary. She received 6.0 hours of holiday pay, even though she is scheduled to work 7.5 hours on Mondays. For that week, she was paid for only 28.5 hours (6 hours' holiday pay for Monday, plus 7.5 hours' pay for Tuesday, plus 7.5 hours' pay for Thursday, plus 7.5 hours' pay for Friday) rather than for her usual 30 hours.

*Why is this the case?*

A day of holiday pay is based on the employee's FTE and calculated according to the average hours worked per day during a regular five-day (Monday through Friday) period. It is not based on the employee's scheduled hours for the particular day of the week on which the holiday falls.

*How could Mary have earned wages for 30 hours, rather than for only 28.5 hours, during that holiday week?*

Mary could have consulted with her supervisor about utilizing flex time during that week, i.e., working an extra 1.5 hours total during the non-holiday days that week. For example, she could have worked an extra half-hour each day, Tuesday, Wednesday and Thursday.

*But are paraprofessionals/instructional assistants allowed to work at times when students are not present?*

Yes, as long as their time is spent planning/preparing for future work with students.

Clarification of this issue will be provided to school administrators and office managers in January 2014. Any questions should be forwarded to Director of Human Resources Justin Wing at [justin.wing@wesdschools.org](mailto:justin.wing@wesdschools.org).

#### Absenteeism and Related Coverage Issues

Employee absenteeism is an issue that impacts all employee groups and all sites and departments throughout the District. Substitute Services addresses coverage for absences among certified and health services employees; however, coverage for most other employee absences must be provided by remaining staff. This is burdensome to those whose workloads are affected, and it may adversely impact productivity, quality of service to students, safety and employee morale.

IBN members discussed this issue using the interest-based process of telling story, identifying interests and criteria, and brainstorming options. A small group of members will continue to address this concern prior to the next scheduled IBN meeting.

#### Phased Retirement

According to the U.S. Department of Labor, **phased retirement** is defined as "a gradual change in a person's work arrangements as a transition toward full retirement." Some phased retirement programs involve the reduction of a participant's work hours, while others, including the one that WESD has previously offered through smartschoolsplus, inc., entail that a participant is hired by a different employer but continues in his or her pre-retirement position. In either case, the arrangement is said to be mutually beneficial: A program participant has the opportunity to save additional money toward his or her retirement. The participant's pre-retirement employer retains the services of a skilled, knowledgeable worker, frequently at a savings.

During eight of the past ten years, WESD has offered eligible employees the option of participating in a phased retirement program through smartschoolsplus, inc. IBN members discussed the feasibility of offering this option to eligible employees in 2014-2015. They developed a consensus recommendation that will be presented to the Governing Board on January 9, 2014. If the Board approves IBN's recommendation, details of the 2014-2015 phased retirement plan, including eligibility and application information, will be distributed to employees.

Employees who are interested in pursuing a 2014-2015 phased retirement program, if approved by the Governing Board, are encouraged to explore retirement preparation procedures through the Arizona State Retirement System. Information is available online at <https://www.azasrs.gov/web/GettingReadyForRetirement.do>.

### Communication

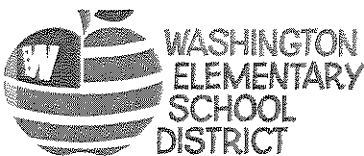
As representatives of various certified, classified and administrator employee groups, IBN members are committed to communicating with constituents. You will notice that this communiqué begins with a brief synopsis of IBN's progress during its most recent meetings, followed by a more detailed explanation. Team members intend that every employee reads the synopsis; employees who prefer a greater depth of understanding will want to read the balance of the communiqué, as well.

To be successful, communication is a shared responsibility between IBN representatives and their constituents. Each employees is encouraged to locate the name of his or her representative (on the left-hand column on page one of this communiqué) and e-mail the representative with comments, questions and ideas related to the process or to issues that the IBN Team will be addressing.

### Upcoming Meetings

Upcoming 2013-2014 IBN Team meetings are scheduled on the following dates:

- Friday, January 10, 2014
- Monday, February 3, 2014
- Monday, March 10, 2014
- Thursday, April 17, 2014



## Interest-Based Negotiations (IBN) Team Communiqué January 2014

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*WESD's 2013-2014 Interest-Based Negotiations (IBN) Team met on January 10, 2014.*

### SYNOPSIS

- Agenda items included an environmental scan, Governing Board interests, special education costs, salary and salary compression, stipends, rotating start times and substitute budget.
- The IBN Team is a recommendation-making, not a decision-making, body.
- WESD Governing Board members identified *providing an increase in salaries, if possible, for all employee groups* as their priority interest for IBN this year.
- There are misconceptions among some employees regarding WESD's salary history.
- WESD employees who contribute to Social Security and work for 20 or more hours per week for 20 or more weeks in a fiscal year are members of the Arizona State Retirement System, a defined benefit plan that, upon retirement, provides lifelong monthly benefits.
- On January 9, 2014, the Governing Board approved the IBN Team's recommendation to pursue an employee phased retirement program for 2014-2015.

### FULL COMMUNIQUÉ

#### Agenda Items

##### • *Environmental Scan*

An environmental scan is the gathering and review of information originating from both inside and outside of WESD that could impact the work of the IBN Team, e.g., the District's Average Daily Membership (ADM), which is related to student enrollment, District financial projections, program implementation within WESD and in surrounding districts, federal and state legislative actions, etc.

##### • *Governing Board Interests*

Governing Board interests are WESD Board members' collective concerns, needs and/or desires that help guide the IBN Team in addressing employee salary and working condition issues. The following are the 2013-2014 Governing Board interests for IBN:

1. Provide an increase in salaries, if possible, for all employee groups.\*
2. Attract and maintain a stable workforce through working conditions.
3. Maintain local control in decision making.
4. Promote positive community relations through the budget process.
5. Maintain, and possibly enhance, the integrity of programming, instructional delivery and parity, focusing on student growth.
6. Balance the budget.
7. Optimize all funding sources.
8. If additional funding is made available from state and/or federal sources, restoration of previous cuts will be considered.
9. Maintain or decrease class size.
10. Encourage and promote safety for staff and students.

*\*Governing Board's priority interest for 2013-2014*

##### • *Special Education Costs*

Relative to total District expenses, special education costs have increased significantly during recent years. Currently, approximately 16 percent of WESD students receive special education services while 20 to 21 percent of the District's budget is allocated to special education. Most costs are legally mandated; however, cost containment efforts are currently being pursued.

##### • *Salary*

With the exception of certain anomaly groups, i.e., positions identified as being paid below their market value, certified employees' last salary increase occurred in 2009-2010, and non-certified employees' most recent salary advancement was in 2008-2009. In recent years, however, employees have received one-time monies on multiple occasions. Those monies do count toward an employee's

Arizona State Retirement System (ASRS) retirement calculation. Moreover, while other Phoenix area districts have imposed salary reductions and/or considerable health insurance cost increases during past years, WESD has not.

- ***Salary Compression***

Salary compression occurs when there is no difference, or only a small difference, in pay between employees in a particular position, regardless of their skills, experience or seniority. Compression is certainly not unique to WESD or to school districts. While it is very expensive to address, the District has made concerted efforts to avoid worsening salary compression.

- ***Stipends***

A stipend is a fixed sum of money that is paid to an employee, either as an incentive or as compensation for taking on additional responsibilities outside of his or her regular employment. Examples include stipends for after-school athletic coaches and those for teachers who hold National Board Certification. Effective with the 2009-2010 school year, stipends were reduced by 25 percent each as a budget-saving measure. They have remained at that reduced level ever since.

- ***Rotating Start Times***

In order to transport student bus riders using the current number of available buses, WESD has a three-tiered schedule of school start and end times. Some schools begin at 7:30 a.m. and end at 2:30 p.m., others begin at 8:15 a.m. and end at 3:15 p.m., and still others begin at 9:00 a.m. and end at 4:00 p.m. The coordination of intramural athletics becomes challenging, particularly at the middle school level, because of these different schedules. Additionally, teachers from late-start schools are frequently tardy to District-level professional development classes that typically start at 4:00 p.m. or 4:30 p.m.

- ***Substitute Budget***

Effective with the 2009-2010 school year, the substitute budget was reduced by 25 percent as a cost-saving measure. Additionally, each school was given a substitute budget allocation to be used for both substitutes and class coverage in the absence of a substitute. This allocation procedure has been implemented during each subsequent year. Effective in 2012-2013, each school must develop a comprehensive annual plan that addresses class coverage procedures, substitute budget options and class coverage reimbursement options. A site's plan is enacted only upon approval by 75 percent of its staff, whereupon it is submitted to the assistant superintendent for administrative services.

*Most of the agenda items above will be further addressed by IBN subcommittees, which will develop options/recommendations to bring back to the full IBN Team at a future meeting.*

### **IBN Team's Charge**

The IBN Team is charged with applying an interest-based process to address issues related to employee salaries, benefits and working conditions. Ultimately, the group develops recommendations that are presented to the Governing Board for consideration. The interest-based process includes the following steps:

- identifying the ***issue*** or problem to be solved;
- telling ***story***, i.e., a detailed explanation of the issue from the participants' point of view;
- determining ***interests***, i.e., participants' needs, concerns and desires related to the issue;
- identifying ***criteria***, i.e., objective standards that must be considered;
- developing ***options*** or possible ways of addressing interests, stated as solutions;
- ***evaluating*** options by considering each option in terms of the extent to which it meets established interests and criteria;
- reaching a ***consensus recommendation***, i.e., an agreement that all parties can live with and support, even if it is not every participant's most desired outcome. A consensus recommendation is not achieved until all concerns have been voiced, considered and addressed.

### **Background Information about the Arizona State Retirement System**

IBN members suggested that employees may be interested in some general information about the Arizona State Retirement System (ASRS). Therefore, the following facts, all of which are posted on the ASRS Web site (<https://www.azasrs.gov>), are being provided:

- "The Arizona State Retirement System...is a state agency providing a guaranteed life-long pension benefit, a long-term disability income plan, retiree health insurance and survivor benefits to its members."
- "Benefits to ASRS members are guaranteed by the Arizona Constitution, which states that the 'assets of public retirement systems...are separate and independent trust funds' to be used solely for the benefit of members and beneficiaries, and that benefits 'shall not be diminished or impaired.'"
- "Membership into the ASRS is mandatory as a condition of employment if you work for...20 or more hours per week for 20 or more weeks in a fiscal year, and you contribute to Social Security."
- "Your ASRS pension is built through a 'cost sharing' model. Both you as the employee and your ASRS employer contribute towards your retirement."

- “The contribution rate is determined each year by a study of the fund conducted by the ASRS actuary to assure that the ASRS receives enough contributions to pay future benefits.”
- “There are two portions to the ASRS contribution rate – the Retirement Pension & Health Insurance Benefit, and the Long Term Disability Income Plan. The Pension Plan contribution is a pre-tax deduction, and the Long Term Disability deduction is post tax.”
- *The contribution rates for the current (2013-2014) fiscal year are as follows:*

	<b>Retirement Pension &amp; Health Insurance Benefit</b>	<b>Long Term Disability Income Plan</b>	<b>TOTAL</b>
<b>Employee</b>	<b>11.30%</b>	<b>0.24%</b>	<b>11.54%</b>
<b>Employer</b>	<b>11.30%</b>	<b>0.24%</b>	<b>11.54%</b>

- “The ASRS provides a fixed monthly benefit upon retirement, determined by a formula. The benefit formula is based on your length of services...under the ASRS, multiplied by a percentage of the average monthly amount of [your] earnings...”

*For additional information about the Arizona State Retirement System, please visit the ASRS Web site at <https://www.azasrs.gov>.*

#### Phased Retirement

The December IBN Communiqué included information about phased retirement and the IBN Team’s recommendation to the Governing Board to pursue a phased retirement program through smartschoolsplus, inc. for eligible employees in 2014-2015. The recommendation was approved by the Board during its January 9, 2014 meeting.

#### Upcoming Meetings

Upcoming 2013-2014 IBN Team meetings are scheduled on the following dates:

- Monday, February 3, 2014
- Monday, March 10, 2014
- Thursday, April 17, 2014



## Interest-Based Negotiations (IBN) Team Communiqué March 2014

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[susie.cook@wedschools.org](mailto:susie.cook@wedschools.org)

**Ken Simmons (Resource)**  
WPE President  
[ken.simmons@wedschools.org](mailto:ken.simmons@wedschools.org)

**Janet Sullivan (Resource)**  
Asst. Superintendent-Academic Services  
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**Cathy Thompson (Resource)**  
Director of Business Services  
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*WESD's 2013-2014 Interest-Based Negotiations (IBN) Team met on March 10, 2014.*

### SYNOPSIS

- Based on information provided by a subcommittee that researched the matter, the IBN Team made a consensus decision not to pursue rotating start times for schools.
- Jessica Martinez, IBN representative for school-based office staff, provided a recap of WESD's annual salary history dating back to the 2005-2006 school year.
- The Arizona State Retirement System contribution rate for 2014-2015, for both employers and employees, will be 11.60%, an increase of only 0.06% over the 2013-2014 rate.

### FULL COMMUNIQUÉ

#### Rotating Start Times

The January 2014 IBN Communiqué introduced this issue, which had been brought to the IBN Team for consideration: In order to transport student bus riders using the current number of available buses, WESD has a three-tiered schedule of school start and end times. Some schools begin at 7:30 a.m. and end at 2:30 p.m. (Tier 1), others begin at 8:15 a.m. and end at 3:15 p.m. (Tier 2), and still others begin at 9:00 a.m. and end at 4:00 p.m. (Tier 3). The coordination of intramural athletics becomes challenging, particularly at the middle school level, because of these different schedules. Additionally, teachers from late-start schools are frequently tardy to District-level professional development classes that typically start at 4:00 p.m. or 4:30 p.m.

Years ago, the three-tiered schedule was introduced with an understanding that schools would rotate from one tier to another over time; therefore, schools initially designated with a late start would eventually be reassigned to an earlier start and vice versa. This rotation of start times has not occurred, however. In a recent survey, most principals indicated that their current start time is acceptable, although principals at late-start schools would prefer an earlier start time.

As an IBN subcommittee addressed the issue of rotating start times, members kept the following interests in mind:

- Feasibility
- Physiology of students (late risers vs. early risers)
- Impact on parents and community
- Established transportation routes and bus availability
- Fairness to all schools

Subcommittee members reviewed several options, among which were rotating Tier 2 and Tier 3 schools every three years, rotating all tiers every three years, assigning all middle schools to the same tier and maintaining the status quo. After considering the disruption that frequent schedule changes would likely cause, as well as the significant cost (approximately \$2.4 million) to purchase the 16 additional busses required to schedule common start and dismissal times for all middle schools, the group suggested that the current three-tiered schedule remain in place. Additionally, members proposed that the following actions be taken:

- Have staggered start times for District-level professional development and other activities/groups that meet after school hours.
- Consider the possibility of releasing students who participate in after-school sports from their last period of the day. (This may not be feasible, however, considering students' loss of instructional time and unavailability of busses.)
- Educate staff, parents and community regarding the logistical issues related to rotating start times and/or common start and dismissal times for all middle schools.

#### Annual Salary History

The following recap of WESD's annual salary history was researched and presented by Jessica Martinez, IBN representative for school-based office staff:



- *For the 2005-2006 school year:* No less than a two percent salary adjustment was approved for all employees.
- *For the 2006-2007 school year:* A one-time District service award, paid in two increments, was approved for all employees.
- *For the 2007-2008 school year:* A \$450.00 market adjustment (\$0.22/hour for classified employees) and a 1.25% compression percentage for compression relief was approved for classified, certified and administrator employees, with the exception of principals and assistant principals.
- *For the 2008-2009 school year:* A \$635.00 market adjustment and a 0.725% individual adjustment was approved for certified employees. A one-time service award of \$1,100.00 was approved for classified and administrator employees.
- *For the 2009-2010 school year:* No money was approved, and most stipends were reduced by 25%. The Governing Board approved implementation of a work furlough plan if needed for WESD to accomplish a balanced budget.
- *For the 2010-2011 school year:* No money was approved, and the 25% stipend reductions were continued, with additional stipends being included. The Governing Board approved implementation of a work furlough plan if needed for WESD to accomplish a balanced budget.
- *For the 2011-2012 school year:* A one-time payment of \$400 was approved for employees who were not eligible to receive Proposition 301 funding, and the 25% stipend reductions were continued and expanded to include stipends for teachers who hold National Board Certification.
- *For the 2012-2013 school year:* A one-time, lump sum payment, based on years of service, was approved for all eligible certified, classified and administrator employees.
- *For the 2013-2014 school year:* A one-time, lump sum payment, based on years of service, was approved for all eligible certified, classified and administrator employees.

#### Arizona State Retirement System – Employee and Employer Contribution Rates for 2014-2015

General information about the Arizona State Retirement System (ASRS) was provided in the January 2014 IBN Communiqué. According to the ASRS, your “pension is built through a ‘cost sharing’ model. Both you as the employee and your ASRS employer contribute towards your retirement... The contribution rate is determined each year by a study of the fund conducted by the ASRS actuary to assure that the ASRS receives enough contributions to pay future benefits... There are two portions to the ASRS contribution rate – the Retirement Pension & Health Insurance Benefit, and the Long Term Disability Income Plan. The Pension Plan contribution is a pre-tax deduction, and the Long Term Disability deduction is post tax.”

The following 2013-2014 contribution rates were shared:

	<b>Retirement Pension &amp; Health Insurance Benefit</b>	<b>Long Term Disability Income Plan</b>	<b>TOTAL</b>
<b>Employee</b>	<b>11.30%</b>	<b>0.24%</b>	<b>11.54%</b>
<b>Employer</b>	<b>11.30%</b>	<b>0.24%</b>	<b>11.54%</b>

During the November 22, 2013, meeting of the Arizona State Retirement System Board, the ASRS employee/employer contribution rates for fiscal year 2014-2015 were approved as follows:

	<b>Retirement Pension &amp; Health Insurance Benefit</b>	<b>Long Term Disability Income Plan</b>	<b>TOTAL</b>
<b>Employee</b>	<b>11.48%</b>	<b>0.12%</b>	<b>11.60%</b>
<b>Employer</b>	<b>11.48%</b>	<b>0.12%</b>	<b>11.60%</b>

Please note that this represents an increased rate of 0.06% over the 2013-2014 total contribution rate; this increase is considerably less than increases that have been approved during the past several years.

#### Upcoming Meetings

Upcoming 2013-2014 IBN Team meetings are scheduled on the following dates:

- Thursday, April 17, 2014
- Friday, April 18, 2014

Topics to be addressed include pay, stipends, anomalies, working conditions, preparation time and revenue projections.

**Washington Elementary School District**

# **Interest-Based Negotiations**

**Recommendations for  
2014-2015**

## **INTRODUCTION**

# IBN Members

## Teachers/Representative Employee Group

Lori Fox, *Grades K-2*

Paula Gray, *Grades 3-4*

Carrie Hale, *Grades 7-8*

Nina LaPine, *Special Education*

Darrin Squire, *Special Areas*

Maria VanAmburg, *Other Prof. Certified*

Grace Wood, *Grades 5-6*

## Classified/Representative Employee Group

Patricia Flores, *Administrative Center Classified*

Nancy Heydorn, *Classified At-Large*

Scott Hughes, *Trades/Maintenance/Warehouse*

Jessica Martinez, *School-Based Office*

Rula Prock, *Instructional Assistants*

Jim Wahlstrom, *Nutrition Services*

Mary Yeoman, *Transportation*

## Administration/Representative Employee Group

Audrey Alexander, *Administrative Center Administrators*

Perry Mason, *Principals/Assistant Principals*

Tracy Maynard, *Principals/Assistant Principals*

## Resource Staff

Dr. Lyn Bailey, *Assistant Superintendent*

Joslyn Brown, *Certified, WDEA*

Dr. Susie Cook, *Superintendent*

Ken Simmons, *Certified, WPE*

Janet Sullivan, *Assistant Superintendent*

Cathy Thompson, *Finance*

Justin Wing, *Human Resources*

# 2013-2014 IBN Meeting Dates

- December 16, 2013 (Training)
- December 17, 2013 (Training)
- January 10, 2014
- March 10, 2014
- April 17, 2014
- April 18, 2014

# **IBN AND THE DECISION-MAKING PROCESS**

## **BACKGROUND**

**Annually, IBN is responsible for analyzing WESD's compensation programs and making recommendations to the Governing Board for implementation during the subsequent fiscal year.**

**The recommendations should meet the best interest of the District, with student growth the ultimate goal.**

## **RESEARCH/DATA**

- District-wide Working Conditions Survey
- Federal and state legislative updates
- WESD financial status and ADM updates
- Relevant information from neighboring districts

## **CONTEXT**

- The Arizona Legislature has approved, and Governor Brewer has signed, the FY 2014-2015 budget.
- IBN recommendations are based on that budget and are pending any further legislative action.

# **2014-2015 IBN RECOMMENDATIONS**

## **Issue A – Part I**

### **Ongoing Salary Increase**

## **Recommendation:**

### **ONE PERCENT SALARY INCREASE**

- Effective with the 2014-2015 school year
- Applies to employees with start date of 2/1/2014 or earlier
- Increased salary not to exceed the end range of the applicable salary schedule
- Total cost for 2014-2015 is approximately \$1 million

## **Issue A – Part II**

### **Distribution of One-Time Monies**

## **Recommendation:**

### **ONE-TIME, LUMP SUM PAYMENT DISTRIBUTED ACCORDING TO TIERED PAYMENT MATRIX**

- Based on length of consecutive employment with WESD
- Applies to employees with start date of 2/1/2014 or earlier who are still employed as of 8/15/2014
- Includes employees with salaries at or beyond current ending salary of applicable salary schedule
- Prorated for less than full-time employees based on their FTE as of 2/18/2014
- To be distributed in 8/22/2014 paycheck
- Total cost is approximately \$1.2 million

### **Payment Matrix**

<b><u>Hire Date</u></b>	<b><u>Lump Sum (1.0 FTE)</u></b>
7/1/13-2/1/14	\$188.00
2012-2013	\$272.00
2011-2012	\$356.00
2010-2011	\$440.00
2009-2010	\$524.00
Prior to 7/1/09	\$608.00



## **Issue B**

### **After-School Athletic Coaching Stipends**

## **Recommendation:**

Effective with the 2014-2015 school year...

- Increase stipend for K-6 after-school athletic coaches from \$648.75 to \$865.00.
- Increase stipend for 7-8 after-school athletic coaches from \$972.75 to \$1,297.00.
- Increase stipend for 7-8 coaches at K-8 schools from \$648.75 to \$1,297.00

Total cost is \$94,000.00.

## **Issue C**

**Paid Time Off –  
General Leave**

## **Issue D**

**Employee Phased  
Retirement**

## **Other Issues**

- **IBN Working Conditions Survey**

- Consistency of Paid Time Off
- Holiday Pay for Classified Hourly Employees
- Rotating Start Times
- Coverage for Classified Absences
- Training Opportunities for Classified Employees
- Certified Substitute Pay Deficit
- Parity
- Class Sizes
- Time: Teacher Prep Time, PLC Time

## **Other Issues**

- **Special Education Costs/Special Education Anomaly**
- **Materials Management Center Anomaly**
- **Stipends**
- **Phased Retirement Program – Future Direction**

# Questions?

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board   X   Action  
  X   Discussion  
FROM: Dr. Susan J. Cook, Superintendent            Information  
           1st Reading  
DATE: April 24, 2014  
AGENDA ITEM: Review of Employee Benefits Trust Recommendation and Discussion, Consideration and Possible Action Regarding Employee Benefits Plan Funding Level for 2014-2015  
INITIATED BY: David Ludwig, Employee Benefits Trust Board Chairman SUBMITTED BY: D. Rex Shumway, Legal Counsel  
PRESENTER AT GOVERNING BOARD MEETING: D. Rex Shumway, Legal Counsel  
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: EIC and A.R.S. §15-382

**SUPPORTING DATA**

Funding Source: Various  
Budgeted: Yes

At a Special Meeting of the Employee Benefits Trust Board (EBT) that was held on March 25, 2014, the Trust Board reviewed final projections, considered possible employee contribution changes, and then voted to recommend the final plan and funding contribution levels for 2014-2015.

In arriving at the recommended funding level, the EBT considered the direction from the Governing Board to formulate a plan for 2014-2015 that maintained District contribution rates at the same level as provided in the 2013-2014 plan, with any additional funding to come from EBT contingency funds and/or an increase in the PPO Buy-Up revenue.

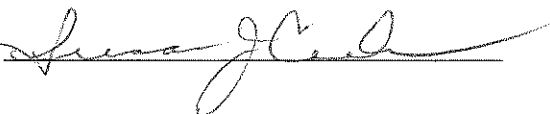
The Trust Board voted to provide the following recommendation for employee benefits to the Governing Board for the 2014-2015 school year:

- Approve the following Plan Design:
  - Continue to offer the PPO Buy-Up - \$600.00 deductible plan. Pursuant to the recommendation, employees will pay \$47.89/month (\$574.68 annually) to utilize this plan.
  - Continue to offer the Base PPO - \$1,200.00 deductible plan that is the Base Plan offered at no cost to employees.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the proposed Employee Benefits Plan for 2014-2015 as provided in the recommendation from the Employee Benefits Trust, including the District contribution rate of \$5,046.48 per employee and employee contribution rates at the level utilized in the 2013-2014 plan year.

Superintendent



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

Agenda Item III.B.

**Review of Employee Benefits Trust Recommendation and Discussion, Consideration and Possible Action  
Regarding Employee Benefits Plan Funding Level for 2014-2015**

**April 24, 2014**

**Page 2**

- Continue to offer the High Deductible Health Plan/Health Savings Account (HDHP/HSA) - \$2,500.00 deductible plan that has a District HSA Contribution of \$1,200.00.
- Approve the Self-Funded Budget, with the associated contributions rates (that will be at the same level as the rates utilized in the 2013-2014 plan year), that results in a 10.1% increase over the 2013-2014 Budget. Pursuant to direction from the Governing Board, the District contribution shall remain at \$5,046.48 per employee. This Plan results in an approximate \$1,590,261.00 deficiency that will be covered by excess contingency reserves of the EBT.



# **Washington Elementary School District EBT Self-funded Budget Projection**

**February 18, 2014**

**Presented by: John Coyle**

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# Washington Elementary School District EBT

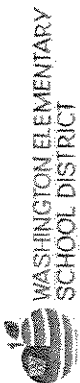
## Self-Funded Projection Summary

For the Period July 01, 2014 through June 30, 2015

	Medical Enrollment	PAID CLAIMS				Total
		PPO Buy-Up Med/Rx	PPO Base Med/Rx	PPO HDHP Med/Rx	Dental	
Jan-13	2,532	\$435,536	\$358,804	\$16,901	\$80,134	\$891,375
Feb-13	2,527	\$695,086	\$419,405	\$13,026	\$58,834	\$1,186,352
Mar-13	2,545	\$459,307	\$362,385	\$20,679	\$81,745	\$924,116
Apr-13	2,542	\$661,698	\$738,554	\$19,093	\$59,998	\$1,479,343
May-13	2,539	\$543,577	\$651,279	\$22,696	\$65,845	\$1,283,397
Jun-13	2,483	\$1,057,293	\$771,765	\$38,577	\$80,593	\$1,948,228
Jul-13	2,365	\$342,064	\$342,347	\$46,404	\$90,064	\$820,879
Aug-13	2,386	\$569,167	\$430,017	\$42,735	\$92,450	\$1,134,369
Sep-13	2,544	\$800,869	\$495,549	\$41,131	\$57,816	\$1,395,365
Oct-13	2,582	\$493,261	\$523,765	\$37,156	\$78,945	\$1,133,127
Nov-13	2,604	\$389,465	\$500,469	\$78,537	\$81,375	\$1,049,847
Dec-13	2,591	\$665,599	\$585,201	\$25,917	\$41,675	\$1,318,391
<b>TOTAL</b>	<b>30,240</b>	<b>\$7,112,922</b>	<b>\$6,179,541</b>	<b>\$402,853</b>	<b>\$869,474</b>	<b>\$14,564,791</b>
Shock Claim Credit		-\$528,906	\$0	\$0	\$0	-\$528,906
Adjustments for Historical Benefit Changes		-\$1,135	-\$348	-\$348	\$0	-\$1,831
Change in Reserves		\$132,500	\$41,372	\$23,631	\$437	\$197,940
Adjusted Incurred Claims		\$6,715,382	\$6,220,565	\$426,136	\$869,911	\$14,231,994
Average Period Lives		612	1,608	301	2,526	
PEPY Incurred Claims		\$10,982	\$3,869	\$1,417	\$344	
Annual Trend		7.9%	7.9%	7.0%	5.5%	
Effective Trend		1.12	1.12	1.11	1.08	
Trended Incurred Claims PEPY		\$12,297	\$4,332	\$1,568	\$373	
Projected Enrollment		623	1,675	295	2,642	
Projected Incurred Claims Based on Experience (Current plan)		\$7,661,106	\$7,256,301	\$462,501	\$985,677	\$16,365,585
Proposed Plan Design Changes (TrOOP & Network Change)		-\$620,495	-\$569,933	-\$33,343	\$0	-\$1,223,771
Projected Claims (proposed plan design)		\$7,040,611	\$6,686,368	\$429,158	\$985,677	\$15,141,814
Claim Fluctuation Margin @ 0.0%		\$0	\$0	\$0	\$0	\$0
Projected Claims with Margin		\$7,040,611	\$6,686,368	\$429,158	\$985,677	\$15,141,814
Stop Loss Premiums		\$157,327	\$374,460	\$72,097	\$0	\$603,884
Administration		\$209,869	\$564,254	\$113,359	\$90,356	\$977,838
Miscellaneous Expenses		\$73,337	\$197,214	\$388,756	\$0	\$659,307
Total Projected Plan Expenses		\$7,481,144	\$7,822,296	\$1,003,370	\$1,076,033	\$17,382,843
Total Current Contributions Including HSA Deposit (Jan 2014 x 12)		\$4,076,407	\$8,809,151	\$1,635,161	\$1,271,863	\$15,792,582
Surplus / (Deficit)		-\$3,404,737	\$388,355	\$631,792	\$195,829	-\$1,590,261
Calculated Change to Rates		83.5%	-11.2%	-38.6%	-15.4%	10.1%
Recommended Change to Rates		11.0%	11.0%	11.0%	0.0%	10.1%
<b>Projected IBNR Liability as of 06/30/15</b>		<b>\$798,610</b>	<b>\$757,160</b>	<b>\$49,834</b>	<b>\$63,853</b>	<b>\$1,619,623</b>

The above projection is an estimate of future cost and is based on information available to The Segal Company at the time the projection was made. The Segal Company has not audited the information provided. A projection is not a guarantee of future results. Actual experience may differ due to, but not limited to, such variables as changes in the regulatory environment, local market pressure, change in demographics, overall inflation rates and claims volatility.





# Washington Elementary School District EBT

## Self-funded Cost Analysis

For the Period: July 01, 2014 Through June 30, 2015

Coverage	Vendor	Service Description	Unit Basis	Units	Current Cost-- Per Unit Per Period	Projected Cost-- Per Unit Per Period	\$ Change per Period	% Change	Actual / Estimate	Comments
<b>Administration Fees</b>										
Dental	UCCI	Dental Administration	PEPM	2,642	\$3.50	\$110,964				
All Rx	WellDyne	Rx Administration	Scripts/Mo	3,255	\$0.00	\$0			Actual	New 7/1/14
PPO HDHP Med	Health Equity	HSA Administration	PEPM	295	\$3.95	\$13,983			Actual	
All Medical	Meritain	Medical Administration	PEPM	2,593	\$11.73	\$364,991			Actual	
All Medical	Aetna	Medical Network Access	PEPM	2,593	\$12.75	\$396,729			Actual	replaced BCBS
All Medical	AHG	Utilization Review	PEPM	2,593	\$2.00	\$62,232			Actual	
All Medical		Healthcare Blue Book	PEPM	2,593	\$0.00	\$0			Actual	New 7/1/14
<b>Total Administration</b>						<b>\$948,899</b>	<b>\$977,838</b>	<b>3.0%</b>		
<b>Stop Loss</b>										
All Medical	Symetra	Individual Stop Loss	EE	2,354	\$14.33	\$404,794			Estimate	
All Medical	Symetra	Individual Stop Loss	EE+Fam	239	\$34.29	\$98,344			Estimate	
<b>Total Stop Loss Premiums</b>						<b>\$503,138</b>	<b>\$603,884</b>	<b>20.0%</b>		
<b>Misc. Savings/Costs</b>										
PPO HDHP Med		HSA Deposit	PEPM	295	\$100.00	\$354,000				
All Medical	Segal	Consulting Fees	Annual	2,593	\$75,001	\$77,265	\$2,264	3.0%		
All Medical	WellDyne	Rx Rebates	Annual	2,593	-\$140,000	-\$228,100	-\$88,100	62.9%		
All Medical		AGG-Spec Corridor	Annual	2,593	\$235,000	\$235,000	\$0	0.0%		
All Medical		Investment Income	Annual	2,593	-\$84,499	-\$23,999	\$60,500	-71.6%		Fin. Statement
All Medical	Govt tax	Transitional Reinsurance	PMPY	4,409	\$31.50	\$138,884	\$96,999	69.8%		
All Medical	Govt tax	PCORI	PMPY	4,409	\$2.00	\$8,818	\$441	5.0%		
<b>Total Miscellaneous</b>						<b>\$659,307</b>	<b>\$72,104</b>	<b>12.3%</b>		
<b>Expected Claims</b>										
PPO Buy-Up Med		Claims Cost	PEPM	623	\$704.53	\$5,267,072				
PPO Buy-Up Rx		Claims Cost	PEPM	623	\$237.23	\$1,773,539				
PPO Base Med		Claims Cost	PEPM	1,675	\$247.47	\$4,974,047				
PPO Base Rx		Claims Cost	PEPM	1,675	\$85.19	\$1,712,321				
PPO HDHP Med		Claims Cost	PEPM	295	\$97.59	\$345,484				
PPO HDHP Rx		Claims Cost	PEPM	295	\$23.64	\$83,674				
Dental		Claims Cost	PEPM	2,642	\$31.09	\$985,677				
<b>Total Expected Claims</b>						<b>\$13,753,342</b>	<b>\$15,141,814</b>	<b>10.1%</b>		
<b>Total Cost</b>						<b>\$15,792,582</b>	<b>\$17,562,845</b>	<b>10.1%</b>		

<sup>1</sup> The Patient-Centered Outcomes Research Institute Fee (PCORI) is part of legislative changes brought about by The Affordable Care Act (ACA) and becomes payable for all plan years ending after September 30, 2012 and sunsets for plan years ending after September 30, 2019. The Transitional Reinsurance Fee is effective 1/1/2014.

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WASHINGTON ELEMENTARY  
SCHOOL DISTRICT

**Washington Elementary School District EBT**  
**Monthly MEDICAL/DENTAL Contribution Modeling**  
**For The Period July 01, 2014 through June 30, 2015**

		CURRENT CONTRIBUTIONS					PROPOSED CONTRIBUTIONS				
		Employer	HSA	Total WESD	Employee	Total	Employer	HSA	Total WESD	Employee	Total
Lives		Contribution +	Deposit =	Contribution +	Contribution =	Contribution	Contribution +	Deposit =	Contribution +	Contribution =	Contribution
PPO Buy-Up											
506	Active EE	\$408.68		\$408.68	\$47.89	\$456.57	\$452.38		\$452.38	\$53.01	\$505.39
98	Active EE+Fam	\$408.68		\$408.68	\$598.51	\$1,007.19	\$452.38		\$452.38	\$662.51	\$1,114.89
17	COBRA EE	\$0.00		\$0.00	\$465.70	\$465.70	\$0.00		\$0.00	\$857.50	\$857.50
2	COBRA EE+Fam	\$0.00		\$0.00	\$1,027.33	\$1,027.33	\$0.00		\$0.00	\$1,856.85	\$1,856.85
623	Total	\$2,962,113		\$2,962,113	\$1,114,295	\$4,076,407	\$3,278,861		\$3,278,861	\$1,320,490	\$4,599,350
PPO Base											
1,553	Active EE	\$408.68		\$408.68	\$0.00	\$408.68	\$452.38		\$452.38	\$0.00	\$452.38
95	Active EE+Fam	\$408.68		\$408.68	\$492.87	\$901.55	\$452.38		\$452.38	\$545.57	\$997.96
22	COBRA EE	\$0.00		\$0.00	\$416.85	\$416.85	\$0.00		\$0.00	\$369.85	\$369.85
5	COBRA EE+Fam	\$0.00		\$0.00	\$919.58	\$919.58	\$0.00		\$0.00	\$784.01	\$784.01
1,675	Total	\$8,082,056		\$8,082,056	\$727,095	\$8,809,151	\$8,946,295		\$8,946,295	\$766,636	\$9,712,931
PPO Hybrid											
252	Active EE	\$308.68	\$100.00	\$408.68	\$0.00	\$408.68	\$352.38	\$100.00	\$452.38	\$0.00	\$452.38
38	Active EE+Fam	\$308.68	\$100.00	\$408.68	\$401.64	\$810.32	\$352.38	\$100.00	\$452.38	\$444.59	\$896.97
4	COBRA EE	\$0.00	\$100.00	\$100.00	\$314.85	\$414.85	\$0.00	\$100.00	\$100.00	\$216.70	\$316.70
1	COBRA EE+Fam	\$0.00	\$100.00	\$100.00	\$724.52	\$824.52	\$0.00	\$100.00	\$100.00	\$439.85	\$539.85
295	Total	\$1,074,206	\$354,000	\$1,428,206	\$206,955	\$1,635,161	\$1,226,287	\$354,000	\$1,580,287	\$218,412	\$1,798,700
Dental											
2,191	Active EE	\$31.76		\$31.76	\$0.00	\$31.76	\$31.85		\$31.85	\$0.00	\$31.85
406	Active EE+Fam	\$31.76		\$31.76	\$53.24	\$85.00	\$31.85		\$31.85	\$53.39	\$85.24
37	COBRA EE	\$0.00		\$0.00	\$32.40	\$32.40	\$0.00		\$0.00	\$28.01	\$28.01
8	COBRA EE+Fam	\$0.00		\$0.00	\$86.70	\$86.70	\$0.00		\$0.00	\$70.18	\$70.18
2,642	Total	\$989,769		\$989,769	\$282,094	\$1,271,863	\$992,570		\$992,570	\$279,293	\$1,271,863
Annual Total											
		\$13,108,143	\$354,000	\$13,462,143	\$2,330,439	\$15,792,582	\$14,444,013	\$354,000	\$14,798,013	\$2,584,831	\$17,382,843
\$ Change											
									\$1,335,869	\$254,392	\$1,590,261
Funding Rate Medical/Dental PEPPY											
						\$5,295.89				\$5,821.41	
Life Insurance PEPPY											
						\$3.00				\$20.40	
Total Funding Rate PEPPY											
						\$5,298.89				\$5,841.81	
% Change in Funding Rates											
										10.2%	

Totals may be slightly different than the projection due to rounding

5295715v1

# WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action  
X Discussion  
FROM: Dr. Susan J. Cook, Superintendent            Information  
           1st Reading  
DATE: April 24, 2014  
AGENDA ITEM: Mathematics Materials Adoption

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INITIATED BY: Natalie McWhorter, Director of Curriculum  
SUBMITTED BY: Natalie McWhorter, Director of Curriculum

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PRESENTER AT GOVERNING BOARD MEETING: Natalie McWhorter, Director of Curriculum

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GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, IJ,IJJ,IJJ-R  
ARS 15-721(F),  
ARS 15-723(A)

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## SUPPORTING DATA

Funding Source: Soft Capital  
Budgeted: Yes

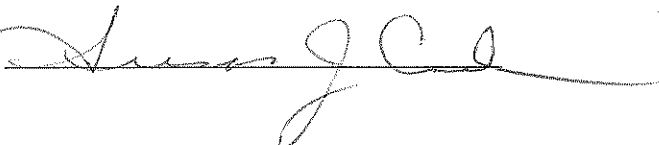
In response to Arizona's College and Career Ready Mathematics Standards (ACCRS) adopted by the State Board of Education in 2010, WESD identified the need for a District-wide mathematics adoption of curricular materials. This mathematics adoption of materials is particularly critical because the 2005-2006 adopted materials are not aligned with the current College and Career Ready Mathematics Standards. In 2010, *Investigations* was implemented in grades K-1 as a supplement to the 2006 adopted texts. In 2012, an updated *Investigations* was implemented in grades K-3 as a core mathematics program. Teachers in grades 4-8 have not had Standards-aligned materials, in anticipation of an adoption that fully aligns with the ACCR Mathematics Standards. The standards created a need for rigorous materials that focus on ratios, geometry, modeling, statistics and probability. WESD is in need of mathematics materials to support the teachers and students in grades 4-8 with these major changes (shifts) in mathematics instruction.

The mathematics adoption process (Attachment A) began in September 2013 (Attachment B) and concluded in April 1, 2014. A large committee of teachers, program coaches, and administrators (Attachment C) representing every school and special education was formed and first met on November 8, 2013. In addition, parents joined the committee and had two unique parent-oriented opportunities to view the materials at the display site and provide feedback (Attachment D). Teachers were invited to visit the display, evaluate the materials, and provide written feedback (Attachment E). All of the materials and evaluation forms were reviewed and discussed several times by the

## SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the mathematics materials adoption for grades 4-8 and special education, including supplemental instructional materials, as presented at an amount not to exceed \$978,158.80.

Superintendent



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

Agenda Item III.C.

## Mathematics Materials Adoption

April 24, 2014

Page 2

committee. The committee generated several options regarding all of the materials. Unanimous consensus was reached on April 1, 2014.

The consensus of the committee is to recommend the adoption of *Investigations* in grades 4-5, *Connected Mathematics Project (CMP3)* for grades 6-8, materials for special education students and supplemental materials (Attachment A) at a cost not to exceed \$978,158.80. These costs include teacher and student materials, professional development, technology components (Smart Board, CD-ROM, etc.), manipulatives, and software.

The attached documents provide additional information about the adoption process:

Attachment A: Summary of the Process

Attachment B: Timeline

Attachment C: Committee Members

Attachment D: Mathematics Display Invitations for Parents

Attachment E: Community Evaluation/Feedback Forms

Attachment F: Teacher/Committee Evaluation/Feedback Form

Attachment G: Vendor Presentations

Attachment H: Policy IJ, IJJ, IJJ-R

## Mathematics Materials Adoption Process

### Background Information

The Arizona College and Career Ready Mathematics Standards require focus and rigor. This means focusing deeply on the major work of each grade level. Rigor refers to deep, authentic command of mathematical concepts, not necessarily making math harder or introducing topics at earlier grades.

Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

The recommendation for adoption of the mathematics materials represents the culmination of a process that began in September 2013 and involved the collaborative efforts of numerous stakeholders. The following provides an overview of the process that was utilized. A full timeline is included (Attachment B).

- During September 2013, Director of Curriculum Natalie McWhorter, Ben Metcalf and Elizabeth Green, Program Coaches for mathematics, surveyed and visited surrounding districts to observe and ascertain the elementary and middle school mathematics programs that are currently being used. Research was done on *What Works Clearing House* and trainings at ADE and MCESA assisted in knowledge-building.
- During October 2013, a meeting with departments was held to discuss finances, purchasing procedures, bar coding, curriculum, and next steps.
- In October 2013, publishers of scientifically based mathematics programs were notified by letter and phone call of WESD's upcoming mathematics adoption, community display and presentations.
- In October, a request was made of principals, program coaches and members of the Planning and Steering Committee to solicit qualified members of a mathematics committee. The committee was charged with reviewing and evaluating mathematics programs and materials and making adoption recommendations.
- In November, Principals and Program Coaches were trained on the criteria/expectations for math materials using an adapted form of the *Publisher's Criteria for Mathematics Materials*. Their task was to present this information to the staff to prepare them for reviewing the mathematic materials. The key areas they were to focus on were:
  - Application
  - Mathematical Practices
  - Critical thinking (rigor)

- Writing opportunities
- Rubrics/assessments
- Three task levels
- Real world problems
- Assessments
- Student collaboration
- Technology
- From November 1, 2013 through March 31, 2014, in accordance with ARS15-721, the District displayed the mathematics textbooks and materials from publishers whose programs were to be considered for adoption. The display, located at Sahuaro School, was accessible to teachers from 8:00 a.m. to 4:00 p.m. each day. December 10, 2013, from 3:00 p.m. - 7:00 p.m. was earmarked for a community review of displayed materials. Parents received notification via their school newsletters and it was posted on the WESD website. On January 27, 2014, Dr. Cook invited the Parent Leadership Team to review the materials in the context of a presentation about the mathematics shifts. The parents were invited to fill out evaluation/comment sheets. Additionally, a flyer (Attachment D) was distributed to both the teachers and parents. All parties who examined the materials were encouraged to complete evaluation forms (Attachments E and F).
- The Mathematics Committee (Attachment C), comprised of teachers from each grade level 4-8, parents, principals, program coaches, assistant principals, and representatives from ELL, special education gifted, and technology, met five times beginning on November 7, 2013. Committee members understood that the anticipated outcome of their work would be a consensus recommendation of one math program for grades 4-5 and 6-8. The 4-8 group defined "consensus" as agreement by 80% of its members.
- On November 14, 2013, textbook publisher representatives made presentations to the Mathematics Committee. The 4-5 grade level group viewed presentations from five programs; simultaneously 6-8 grade level group viewed five programs (Attachment G). They recorded their findings on the evaluation form (Attachment F).
- As a result of the Math Committee's discussion on November 14, 2013, members requested that vendors present a 15 minute presentation to all 6-8 grade math teachers at the PLC meeting on November 20, 2013 and also remain at the site to answer questions (Attachment G). Approximately 35 teachers were in attendance.
- During the Mathematics Committee's December 5, 2013 meeting, each grade level groups 4-5 and 6-8, continued to evaluate the programs and discussed their evaluations.
- On February 20, 2014 the committee met to complete the evaluations and to review the remainder of the community and staff reviews. Based on their evaluations and the input of 6-8 grade members they eliminated *Glencoe Math* and *Big Ideas*. The 4-5 grade groups eliminated *My Math* and *enVisions*. The groups together eliminated *Math Focus* 4-8. *EngageNY* was further discussed. Teachers were familiar with *EngageNY* as it is used as a supplemental resource in the WESD Program Guide. The decision was to take a poll regarding their remaining options. These options were:
  - *EngageNY* 4-8
  - *Investigations 4-5 and Connected Math Project (CMP3)* 6-8

The group provided some suggestions, including the opportunity to teach, compare and evaluate lessons, talk with their staffs about the programs and review their evaluations. Natalie, Ben and Elizabeth were asked to research information regarding *EngageNY*, professional development and the costs of the programs. Janet Sullivan, Assistant Superintendent, discussed the financial aspects of the options.

- On April 1, 2014 the committee met for the purpose of making a recommendation for mathematics materials. A review discussion occurred about the components and the criteria established for materials. Information was shared about the professional development and costs. Janet Sullivan clarified with the committee members the financial costs and what funding sources pay for textbooks, paper and salaries. Additional Information was provided to the committee to read and discuss regarding *EngageNY*. After table and whole group discussions a proposal was offered to recommend the adoption of *Investigations* for grades 4 and 5, Connected Math Project 3 CMP3 for grades 6-8 and continue to use *EngageNY* as a supplement to support areas of need. The decision regarding special education materials was referred to a team of special educators for a final recommendation. The committee came to 100% consensus.

Schools have submitted their mathematics material orders, based on projected 2014-2015 class sections, to the Curriculum Department. If the Governing Board approves the recommended math programs, purchase requisitions will be immediately processed and submitted to the Purchasing Department.

**Policy/Legal Considerations:**

The following state and district laws/policies are relevant to the adoption of mathematics materials:

**State**

- ARS 15-721(F) states "The governing board shall: 1. Enforce the course of study and select all textbooks used in the common schools and purchase the textbooks from the publishers. District school funds may be budgeted and expended by the governing board for teaching aids, including instructional computer software, for courses that do not require that each student have a textbook other than for classroom instruction, the school district need only purchase one textbook for each student in the largest group that would be receiving classroom instruction at any one time. 2. Require that all meetings of committees authorized for the purpose of textbook review and selection be open to the public as prescribed in title 39 chapter 3 article 3.1. 3. Make available at the school district office for review by the public, for a period of sixty days prior to the formal selection of textbooks, a copy of each textbook that is being considered for selection."
- ARS 15-723(A) states "Free textbooks, subject matter materials and supplementary books shall be furnished in common schools and all state welfare institutions maintaining educational facilities subject to section 15-727."

**District**

- Governing Board Policy IJ, Instructional Resources and Materials, indicates that the District will furnish required textbooks and supplies to students in grades kindergarten through eight. It further states that the "Superintendent shall establish procedures that permit parents or guardians of students enrolled in the District access to the instructional materials currently used by, or being considered for use by, the District".
- Governing Board Policy IJJ-R, Textbook/Supplementary Materials Selection and Adoption, and its accompanying regulation are included as (Attachment H).

**Recommendation:**

The math core programs being recommended are:

- *Investigations for grades K-5 for general education*
- *Connected Math (CMP3) for grades 6-8 for general education*

The supplemental/special education materials being recommended are:

- *Number Talks, Grades K-5: Helping Children Build Mental Math and Computation Strategies (builds mental math, computational; strategies and provides teachers with video clips, along with how to ask the right questions to build math understanding) by Sherry Parrish*
- *ETA Hand to Mind - Math Manipulatives*
- *Corrective Mathematics - for special education*
- *Connecting Math Concepts for special education*
- *Ablenet EQUALS designed for special education*
- *Unique Learning Systems for special education*

It is recommended that the Governing Board approve the mathematics materials adoption for grades 4-8 and special education, including supplemental instructional materials, as presented at an amount not to exceed \$978,158.80.



**Washington Elementary School**  
**District Mathematics Materials Adoption Timeline 2013-2014**  
 Contact Natalie McWhorter for questions  
 602-347-2838 or 2663

<b>Events/Tasks</b>	<b>When</b>	<b>Where</b>	<b>Responsible Parties</b>
Contact surrounding districts about math programs they are using	September		Curriculum Natalie McWhorter Ben Metcalf
Establish a math review team to gather information about mathematics programs	September/October		Curriculum Natalie McWhorter Elizabeth Green Ben Metcalf
Meet with District personnel regarding the process of purchasing	October 14	Purchasing Warehouse Finance/Accounts Payable Bar-coding Curriculum	Curriculum Natalie Samala Molina Howard Kropp Dan Beckett Joanne Fimbres Barb Post
Math Coaches visit schools both in district and out of district to observe materials being used	May - October		Curriculum Ben Metcalf Elizabeth Green
Notify mathematics vendors of an upcoming mathematics adoption and presentations	October 8-15		Curriculum Natalie McWhorter

**Washington Elementary School**  
**District Mathematics Materials Adoption Timeline 2013-2014**  
 Contact Natalie McWhorter for questions  
 602-347-2838 or 2663

<b>Events/Tasks</b>	<b>When</b>	<b>Where</b>	<b>Responsible Parties</b>
Establish a mathematics committee to review, evaluate, and make recommendations	October 14 – math committee and others interested		Curriculum Natalie Ben Elizabeth
Establish criteria for evaluation of materials. Based on the Arizona College and Career Ready Standards and Publishers Criteria for Common Core Mathematics	October 18, 22, 28, 29 Math Coach Meetings	Natalie's Office  7 <sup>th</sup> and 8 <sup>th</sup> grade will receive training by Ben and Elizabeth  Planning and Steering Meeting	Curriculum Natalie McWhorter Ben Metcalf Elizabeth Green
Discuss Adoption Process and Criteria	Principals Oct 18   Program Coaches Oct. 18	Principal meeting October 15  Program Coach Meeting October 18 PC request for members  <u><b>List of Committee Members List Due Oct. 22</b></u>	Natalie McWhorter Ben Metcalf Elizabeth Green
Principal and Program Coach Meeting –Training on materials <u>criteria</u> – provide a PowerPoint for coaches to share with 4-8 teachers	Principals Oct. 29  Program Coaches November 1	Principals Meeting  Program Coach Meeting	Natalie McWhorter  Ben and Elizabeth

**Washington Elementary School**  
**District Mathematics Materials Adoption Timeline 2013-2014**  
 Contact Natalie McWhorter for questions  
 602-347-2838 or 2663

<b>Events/Tasks</b>	<b>When</b>	<b>Where</b>	<b>Responsible Parties</b>
Display area Sahuaro Elementary School	November 1, 2013 February 18, 2014  Extended to March 31, 2014 for stakeholders to revisit if there is a need.	Sahuaro Elementary School Room 403  12835 N. 33 <sup>rd</sup> Avenue Phoenix, Arizona 85029 Principal-Dave Anderson	Curriculum Natalie McWhorter
<b>Community Evening Display</b>  Publishers are welcome to be there and answer questions	<b>December 10, 2013</b> <b>3:00 – 7:00 PM</b>	<b>Sahuaro Elementary School</b> <b>12835 N. 33<sup>rd</sup> Avenue</b> <b>Phoenix, Arizona 85029</b>	<b>Ben</b> <b>Natalie</b> <b>Elizabeth</b>
Staff reviews materials uses established criteria for input to be considered when making decisions	November 1, 2013 Feb. 18, 2014	Sahuaro Elementary School 12835 N. 33 <sup>rd</sup> Avenue Phoenix, Arizona 85029	Grades 4-8 Staff and Principals
<b>#1 Mathematics</b> Committee Meeting  Review Criteria Discussion/questions Review materials Consensus Expectations AZ College and Career Ready Standards Discussions and the Publishers' Criteria for Common Core State Standards for Mathematics	Thursday, November 7, 2013 12:30 -4:30 PM	Navajo Room at Administrative Center	Curriculum Natalie Ben Elizabeth

**Washington Elementary School**  
**District Mathematics Materials Adoption Timeline 2013-2014**  
 Contact Natalie McWhorter for questions  
 602-347-2838 or 2663

<b>Events/Tasks</b>	<b>When</b>	<b>Where</b>	<b>Responsible Parties</b>
<b>#2 Mathematics Committee Meeting</b>  Publishers presentations – 45 minutes with 15 minutes for questions	Thursday, November 14, 2013  8:00- 4:00 PM Subs provided  See schedule for presentation times	Governing Board Room and Hopi Room  Administrative Center 4650 West Sweetwater Ave. Glendale, Arizona	Curriculum- Natalie Ben, Elizabeth  30 – 6-8 committee members  30 – grades 4-5 members
<b>Mathematics Committee Meeting Grades 6-8 PLC</b>  Publishers -Top Ten about their product  15 minute presentations	Wednesday, November 20  PLC Materials presentation  2:00 – 5:00	Desert Foothills Middle School  3333 West Banff Lane Phoenix, Arizona 85053	Curriculum Ben Natalie Elizabeth  60 - 6 <sup>th</sup> 7 <sup>th</sup> and 8 <sup>th</sup> grade teacher
<b>#3 Mathematics Committee Meeting</b>  Review and evaluate all math materials based on the Publishers Criteria for Common Core State Standards for Mathematics and WESD Expectations Criteria	Thursday, December 5, 2013  8:00 – 3:30 PM  Subs provided	Governing Board Room Zuni Lab and Kaibab Room Administrative Center	Curriculum Ben Natalie Elizabeth
		Navajo and Hopi Rooms	Ben

**Washington Elementary School**  
**District Mathematics Materials Adoption Timeline 2013-2014**  
 Contact Natalie McWhorter for questions  
 602-347-2838 or 2663

<b>Events/Tasks</b>	<b>When</b>	<b>Where</b>	<b>Responsible Parties</b>
<b>#4 Mathematics</b> Committee Meeting	Thursday, January 9, 2014 rescheduled <b>February 20, 2014</b>  8:00 – 3:30 PM Subs provided	Administrative Center	Natalie Elizabeth
<b>#5 Mathematics</b> Committee Meeting	April 1, 2014 4:15 PM	Navajo Room Administrative Center	Ben Natalie Elizabeth
Submit Recommendation to Assistant Superintendent and Superintendent	April 1, 2014	Administrative Center	Natalie McWhorter
Board Agenda Item	April 24, 2014	Curriculum	Natalie
Based on Board approval of recommended mathematics materials	April	Governing Board Room	Natalie School Board
Gather school data for number of grade levels	March	Curriculum	Samala and Natalie
Process purchase requisitions and submit to purchasing	April 25, 2014 based on approval	Curriculum and Purchasing	Curriculum Samala and Natalie
Orders submitted to vendors	April May- material	Purchasing	Curriculum Samala

**Washington Elementary School**  
**District Mathematics Materials Adoption Timeline 2013-2014**  
 Contact Natalie McWhorter for questions  
 602-347-2838 or 2663

<b>Events/Tasks</b>	<b>When</b>	<b>Where</b>	<b>Responsible Parties</b>
Bar Coding	May-June	Warehouse	Barb Post
Teacher Editions Distributed	TBD	Warehouse	Dan Beckett
Re-design a program guide based on new materials	April - July	Administrative Center	Curriculum Ben, Natalie Elizabeth Math Committee
Write assessments to align with the new pacing guide and the standards	April – August	Administrative Center	Academic Services Team Math Committee
Professional Development Implementation of new materials	April – Develop an Implementation Plan	Administrative Center	Curriculum-Natalie Professional Development Maggie Janet Sullivan Principals Program Coaches Math/Delta Committee
Professional Development Publisher	April Negotiate PD models	Curriculum Professional Development	Publishers Curriculum Natalie Professional Development Maggie Math Program Coaches
Professional Development 2014-15	PLC Wednesdays with varied trainings according to the schools needs	TBA	Professional Development Program Coaches Principals

**Washington Elementary School**  
**District Mathematics Materials Adoption Timeline 2013-2014**  
Contact Natalie McWhorter for questions  
602-347-2838 or 2663

<b>Events/Tasks</b>	<b>When</b>	<b>Where</b>	<b>Responsible Parties</b>
Professional Development 2014-15	Special Education training	TBA	Special Services Curriculum

# Mathematics Adoption Committee Structure 2013-2014

## Attachment C

School/Dept.	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Specialists
ALTS/167 K-8		Amy Heinlein	Julie Liffiton			
AC/114 K-6		Jessica Austin				Audra Bailey - Program Coach 5th
AV/116 K-6			Jay Bloch			
AR/118 K-8				Meghan Scibienski		
CW/120 K-6	Brian Fortune	Emily Moscioni				
CL/122 K-6			Tracy Holohan			
CH/124 7-8					Monica Dunham	Phil Garitson 7-8 Principal 8th
DF/126 7-8						
DV/128 K-5		Anna Iovescu		Gina Chesboro	Thomas Mobley	Susie Smith 7-8 Assistant Principal 8th
IR/130 K-6	Britt Clarkson		Heather Bycroft			
JJ/131 K-6	Diane Dunou					Kristy Gill - Program Coach 5th
LV/132 K-6	Nancy Truhler					
LM/134 K-6	Patti Kautz					
MA K-8	Nereyda German	Gurdeep Singh				
MZ/136 K-6			Johnna Faust			Micaela Wollschlager - K-6 Assistant Principal 6th
MM/140 K-6				Dave Johnson		
MS/141 7-8				Kym Tolway	Deanna Handorf	
MV/142 K-8	Jenna Mott			Kirk Kittle		Jamie Tejada - Assistant Principal 4th
OC/144 K-6	Lola McLain					Pam Wright - K-6 Assistant Principal 6th
OR/146 K-8				Erin Dickey		Enoch Davis - K-8 Assistant Principal 7th
PV/148 7-8						Helene Muzyka- Interventions 8th
RM/150 K-6				Lisa Dotson	June Blatter	Heather Vasquez 5th - Shannon Bonnette -Prin 4th

4/18/2014



# Mathematics Adoption Committee Structure 2013-2014

## Attachment C

School/Dept.	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Specialists
RR/152 K-6			Yvonne Smith			
RP/ACPA/154 6-8				Kristen Pollard		Jo Ann Brass - Program Coach 6th
SA/156 K-6		Ryan Rodgers				Lee Deremo - Gifted 5th
SB/160 K-6	Kim Rodgers	Caroline Tobin				
SJ/162 K-6	Vicki Link	Mary Flanders				
SS/164 K-6	Beth Perry			Brandon Seay		
SN/165 K-6						Mandi Jones - Program Coach 5th
SW/163 K-8	CeCe Kure					
TU/166 K-6	Pattie Ahlman					
WA/168 K-6			John Mockler			Amanda Wilber - AP 4th
ELL		Alice Pickel - ELL Program Coach 4th			<b>Meeting Dates</b>	
Special Education		Cindy Mink - Special Education Program Coach 5th			Nov. 7 12:30 - 4:00	
Gifted		Barb Post - Gifted Coordinator 4th			Nov. 14 8:00 - 4:00	
Technology		Art Tobin - Technology Program Coach 5th			Nov. 20 2:00 - PLC	
Technology		Chris Lieurance- Rene Rojas			Dec. 5 8:00 - 3:30	
Technology		Marguerite DiMicelli - Technology Program Coach 4th			Feb. 20 8:00 - 3:30	
Math Coach		Elizabeth Green - Math Program Caach 6th			April 1 4:15 - 6:00	
Math Coach		Ben Metcalf - Math Program Coach 8th			<b>Subs provided</b>	
Principal		Shannon Bonnette K-5 Phil Garitson 6-8				
Assistant Principal		A.Wilber, E.Davis, P.Wright, M.Wolschlager, S.Smith,				
Parent(s)		Diana Berns - Zylstra - LOM-MS 7th				
Student		Almarosa (Rosie) Molina - MM - 5th grade				
Curriculum Director		Natalie McWhorter - Director of Curriculum				

# **Mathematics Adoption Display Community Evening**

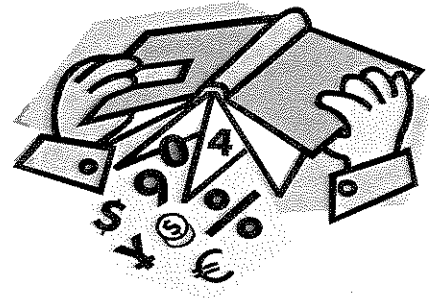
**Tuesday, December 10, 2013**

**3:00 PM -7:00 PM**

**Sahuaro Elementary School**

**12835 N. 33<sup>rd</sup> Ave.**

**Room #403**



**You are invited to review and share your input  
on the mathematics materials for grades 4-8 that  
are being considered for adoption.**

**If you have any questions please call Natalie McWhorter**

**602-347-2663**

Notes from the January 27, 2014 Meeting  
*of the*  
**Washington Elementary School District**  
**PARENT LEADERSHIP TEAM**

- **Welcome and Introductions**

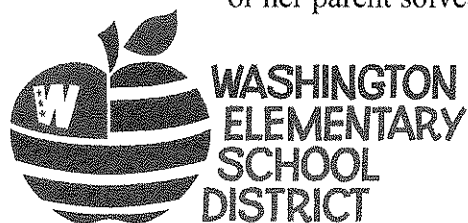
After welcoming attendees, Superintendent Dr. Susie Cook introduced Amanda McAdams, who is completing her superintendent internship with Dr. Cook. Dr. Cook then introduced the meeting's presenters: Director of Curriculum Natalie McWhorter, BEGIN/Math Program Coach Elizabeth Green and Math Program Coach Ben Metcalf.

- **Meeting Focus**

The meeting was intended to familiarize parents with changes that are being made in mathematics curriculum, instruction and assessment to align with Arizona's College and Career Ready Standards. A second purpose was to provide them an opportunity to review mathematics instructional materials that are being considered for possible adoption.

- **Key Points**

- Several shifts are taking place in mathematics education.
  - Focus: The number of standards has decreased to enable greater depth of instruction.
  - Coherence: Learning is being integrated across grade levels in a logical, developmentally appropriate progression.
  - Fluency: Students are expected to memorize core functions in order to quickly and accurately complete simple calculations.
  - Deep Understanding: Students are expected to have conceptual understanding in addition to procedural knowledge. They should be able to use a variety of approaches to solve any given problem, and they should be able to explain how and why the math works.
  - Application: Students are expected to appropriately apply concepts to solve problems in everyday life.
  - Dual Intensity: Students are expected to rigorously and simultaneously gain fluency and understanding.
- Students will complete state-level math assessments in March and May.
  - The March assessment will be problem based, while the May assessment will be multiple choice.
  - There will be an increased use of technology, e.g., drag and drop.
  - There will be an opportunity to receive partial credit for problem solutions.
  - Students will be required to show their rationale and explain their reasoning.
  - Problems will involve a lot of language.
- Even if parents don't understand all of the problem-solving approaches, they can still work with their children.
  - Parents should ask their child to explain how he or she solved a particular problem. Is the answer reasonable? Why does it make sense?
  - The child can be asked to connect the way he or she solves a given problem with the way his or her parent solves the same problem.




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Governing Board: Tee Lambert, President • Bill Adams, Vice President  
 Clorinda Graziano, Member • Aaron Jahneke, Member • Chris Maza, Member  
 Dr. Susan J. Cook, Superintendent

- Parents can relate problem solving to something the child already knows.
- Parents can encourage their child with a statement such as, “This is difficult, but we can figure it out.”
- With the mathematics shifts, students will be
  - learning more academic vocabulary;
  - working collaboratively to investigate solutions;
  - using intuition;
  - giving precise, unambiguous answers;
  - receiving more helpful feedback.

- **Reviewing Mathematics Materials**

Dr. Cook emphasized the need to be discerning in selecting new mathematics materials. She suggested that, in reviewing the materials under consideration, PLT members ask themselves, “Are the materials adequate to make this investment in 2014?”

- **Next Meeting**

The next Parent Leadership Team meeting will be held in the WESD Governing Boardroom on Monday, February 10, from 6:30 p.m. to 7:30 p.m.

**Publisher** \_\_\_\_\_

**Total Points** \_\_\_\_\_

**Grade Level** \_\_\_\_\_

*Mathematics is a tool to explore the world around us.*

**Rigor**

<p><b>Conceptual Understanding –</b> Do the materials support deep understanding of concepts?</p>	0	1	2
<p><i>Conceptual understanding refers to an integrated and functional grasp of mathematical ideas. Students with conceptual understanding know more than isolated facts and methods. They understand why a mathematical idea is important and the kinds of contexts in which is it useful. They have organized their knowledge into a coherent whole, which enables them to learn new ideas by connecting those ideas to what they already know. Conceptual understanding also supports retention. Because facts and methods learned with understanding are connected, they are easier to remember and use, and they can be reconstructed when forgotten. If students understand a method, they are unlikely to remember it incorrectly. They monitor what they remember and try to figure out whether it makes sense. They may attempt to explain the method to themselves and correct it if necessary. Although teachers often look for evidence of conceptual understanding in students' ability to verbalize connections among concepts and representations, conceptual understanding need not be explicit. Students often understand before they can verbalize that understanding.<sup>6</sup> Conceptual understanding refers to an integrated and functional grasp of mathematical ideas. Learning with understanding is more powerful than simply memorizing because the organization improves retention, promotes fluency, and facilitates learning related material –</i></p> <p><u>Adding it Up</u>  <a href="http://www.nap.edu/openbook.php?isbn=0309069955&amp;page=118">http://www.nap.edu/openbook.php?isbn=0309069955&amp;page=118</a></p>			

<p><b>Attention to Procedural Skills and Fluency –</b></p> <p><b>Do the materials provide opportunities to practice procedures and skills and are they linked to the conceptual understanding being addressed?</b></p> <p><i>Procedural Fluency is defined as the skill in carrying out procedures flexibly, accurately, efficiently, and appropriately. Knowing when to use the appropriate skills for problem solving. It goes hand in hand with conceptual knowledge.</i></p>	<p>0      1      2</p>
<p><b>Application - engaging and purposeful “real world problems”</b></p> <p><b>Are the materials designed so that teachers and students spend sufficient time working with engaging applications – real world problems?</b></p> <p><b><i>A Real World Problem</i></b></p> <p><i>Redbox charges \$1.20 per night per DVD. Redbox Instant offers unlimited streaming and 4 one-night rental credits for \$7.99. Which is the better option? Why?</i></p> <p><i>What procedures/skills did you use to figure the problem out?</i></p>	<p>0      1      2</p>

## Mathematical Practices

<p>Practice- Content Connections –</p> <p><b>Do the materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content?</b></p>	<p>0      1      2</p>
<p><b>Do the materials support the Standards' with an emphasis on mathematical reasoning by:</b></p> <ul style="list-style-type: none"> <li>• Prompting students to construct viable arguments and critique the reasoning of others?</li> <li>• Engaging students in problem solving as a form of argument?</li> <li>• Explicitly attending to the vocabulary of mathematics?</li> <li>• Connecting writing to mathematics</li> </ul>	<p>0      1      2</p>
<p><b>Do the teacher supports assist teachers with professional development and build content knowledge?</b></p>	<p>0      1      2</p>
<p><b>Is professional development included for the implementation of the program? Is there a cost?</b></p>	<p>0      1      2</p>
<p><b>Are there opportunities to differentiate for student needs?</b></p> <p><b>What does the program offer related to interventions for students?</b></p>	<p>0      1      2</p>

### Additional Indicators of Quality

Do the materials include learning objectives that label the AZ College and Career Ready domains and standards?	0	1	2
Does the design of the materials distinguish between problems and exercises? <ul style="list-style-type: none"> <li>Solving Problems – students are learning new mathematics.</li> <li>Exercises - students are applying what they have already learned to build mastery.</li> </ul>	0	1	2
Are lessons thoughtfully structured and support the teacher in leading the class through the learning paths at hand to include active participation?	0	1	2
Are the right manipulatives used for the purpose/concept of instruction? (ex., place value manipulatives for place value - fraction bars for fractions)	0	1	2
Is there support for English Language Learners and Special Education populations? Is the language in which problems are posed carefully considered?	0	1	2
Is mathematic vocabulary used and explained?	0	1	2
What type of related technology is provided? Is it online?	0	1	2
Does the program provide varied assessment tools? (quizzes, performance assessments , observations, written, oral)	0	1	2

WESD 2014 nm

*\*adapted from Publisher's Criteria for Mathematics*



## Additional Indicators of Quality

(Refer to the K-8 Publisher's Criteria for Common Core State Standards for Mathematics, Spring 2013).

Practice-Content Connections	Score	Evidence
<b>A.</b> Materials include learning objectives that are visibly shaped by the CCSSM cluster headings and/or standards.	<b>2 1 0</b>	
<b>B.</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	<b>2 1 0</b>	
<b>C.</b> Lessons are thoughtfully structured and support the teacher in leading class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	<b>2 1 0</b>	
<b>D.</b> Manipulatives are faithful representations of the mathematical objects they represent.	<b>2 1 0</b>	

**2 – (Meets full intention)      1 – (Partially meets full intention)      0 – (does not meet full intention)**

## Additional Indicators of Quality

(Refer to the K-8 Publisher's Criteria for Common Core State Standards for Mathematics, Spring 2013).

Adapted from The Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the CCSS

DRAFT 11/2013

Practice-Content Connections	Score	Evidence
<b>E.</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	2 1 0	
<b>F.</b> There are separate materials that support and reward teacher study including, but not limited to: <ul style="list-style-type: none"> <li>i. discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit;</li> <li>ii. discussion on student ways of thinking and anticipating a variety of student responses,</li> <li>iii. guidance on lesson flow,</li> <li>iv. guidance on questions that prompt student thinking, and</li> <li>v. discussion of desired mathematical behaviors being elicited among students.</li> </ul>	2 1 0	
<b>G.</b> The visual design isn't distracting or chaotic, but supports students in engaging thoughtfully with the subject.	2 1 0	

2 -- (Meets full intention)      1 -- (Partially meets full intention)      0 -- (does not meet full intention)

### Additional Indicators of Quality

(Refer to the K-8 Publisher's Criteria for Common Core State Standards for Mathematics, Spring 2013).

Practice-Content Connections	Score	Evidence
<b>H.</b> Materials carefully reviewed by qualified individuals,		

whose names are listed, in an effort to ensure freedom from mathematical errors and grade-level appropriateness.	<b>2</b>	<b>1</b>	<b>0</b>	
<i>Must have 12 points for approval.</i>				<b>Score:</b>
Justification/Notes:				

**2** – (Meets full intention)                      **1** – (Partially meets full intention)                      **0** – (does not meet full intention)

## Mathematical Practices

Instructional materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practices. (Refer to the K-8 Publisher’s Criteria for Common Core State Standards for Mathematics, Spring 2013. All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade).

<b>Practice-Content Connections</b>	<b>Score</b>	<b>Evidence</b>
<b>I.</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	<b>2</b> <b>1</b> <b>0</b>	

<b>J.</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	<b>2 1 0</b>	
<b>K.</b> The materials attend to the full meaning of each Mathematical Practice Standard.	<b>2 1 0</b>	

**2 – (Meets full intention) 1 – (Partially meets full intention) 0 – (does not meet full intention)**

### Mathematical Practices – additional indicators of quality

Instructional materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practices. (Refer to the K-8 Publisher's Criteria for Common Core State Standards for Mathematics, Spring 2013. All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade).

Practice-Content Connections	Score	Evidence
<b>L.</b> Materials support the Standards' emphasis on mathematical reasoning by:		
i. Prompting students to construct viable arguments and critique the reasoning of others concerning grade-level mathematics that is	<b>2 1 0</b>	

Adapted from The Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the CCSS

DRAFT 11/2013

# WESD Criteria for Evaluation of Math Materials

## Committee Evaluation

Attachment F

detailed in the content standards.			
ii.	Engaging students in problem solving as a form of argument.	2 1 0	
iii.	Explicitly attending to the specialized language of mathematics.	2 1 0	
<b>Must have 9 points for approval.</b>			Score:
Justification/Notes:			

2 – (Meets full intention)

1 – (Partially meets full intention)

0 – (does not meet full intention)

# Washington School District Mathematics Adoption 2013-14

## Schedule for Presentations

**Date:** November 14, 2013 7:00 AM – 4:00 PM

**Location:** Administrative Center Governing Board Room - 4650 West Sweetwater Ave.

**Contact Person:** Natalie McWhorter 602-757-7643

### Grades 6, 7 and 8 - Elizabeth and Ben

Publisher	Product	Contact	Time	Location
McGraw Hill	Glencoe Math	Julie Hill	8:00 – 9:00	Governing Board Room
Houghton Mifflin/Harcourt	Big Ideas	Berna Faye Bowhan,	9:10 – 10:10	Governing Board Room
Pearson	Connected (CMP3) Math	Michael Miller	10:20 – 11:20	Governing Board Room
<b>Lunch</b>			11:20 -12:20	
Houghton Mifflin/Harcourt	Math Focus 4-8	Berna Faye Bowhan,	12:30 -1:30	Governing Board Room
abelnet Special Education	Equals	Ken Barr	1:45 - 2:45	Governing Board Room
Closing	Next Steps Next Meeting December 5	Elizabeth Ben and Natalie	2:45 - 3:30	Governing Board Room

### Grades 4 and 5 – Kristy and Natalie

Publisher	Product	Contact	Time	Location
Pearson	Investigations	Michael Miller	8:00 -9:00	Hopi Room
McGraw Hill	My Math	Julie Hill	9:10 – 10:10	Hopi Room
Pearson	en Visions	Michael Miller	10:20 – 11:20	Hopi Room
<b>Lunch</b>			11:20 – 12:20	

**Cholla Middle School**  
3120 West Cholla St.

**Attachment G**

Wednesday, November 20, 2013  
2:15 – 3:35 and 3:15 – 4:45

**You can park in the church parking lot across the street if  
there is not enough room in the school parking lot.**

This will be a short *Top 10* - why your product is what WESD is looking for... address the **Publishers Criteria, rigor, problem solving, connection to real world problems and the math practices**. You may share the technology component but concentrate more on the **lessons and content**. The 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade teachers should walk away with the *Top 10* list and notations of what to look for when they review the materials.

You have about 12-15 maximum to present.

Teachers do not need books or materials unless you feel the need to share. There will be about 30-35 individuals in each session.

There will be a very short turn-around between presentations. It is recommended that you have your presentation on a **flash-drive** so that we can quickly put it onto the computer and remain on schedule.

You may arrive at Cholla Middle School no earlier than 1:30 pm as the rooms will not be available until dismissal at 1:45 pm. Please check in at the front office and you will be directed where to go.

Please contact Elizabeth Green, Math Coach, if you have any questions and needs: 623-628-9647

### **First Session 2:15 – 3:45**

<b>Publisher</b>	<b>Product</b>	<b>Contact</b>	<b>Time</b>	<b>Location</b>
McGraw Hill	Glencoe Math	Julie Hill	2:20 – 2:35	Cholla Middle School
Houghton Mifflin/Harcourt	Big Ideas	Mele Magazzeni	2:40 – 3:00	Cholla Middle School
Pearson	Connected Math CMP3	Michael Miller	3:05 – 3:25	Cholla Middle School
Houghton Mifflin/Harcourt	Math Focus 4-8	Mele Magazzeni	3:30 – 3:45	Cholla Middle School

**Cholla Middle School**  
3120 West Cholla St.

Wednesday, November 20, 2013  
2:15 – 3:35 and 3:15 – 4:45

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there is not enough room in the school parking lot.**

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Please contact Elizabeth Green, Math Coach, if you have any questions and needs: 623-628-9647

**Second Session 3:15 – 4:45**

<b>Publisher</b>	<b>Product</b>	<b>Contact</b>	<b>Time</b>	<b>Location</b>
McGraw Hill	Glencoe Math	Julie Hill	3:20 – 3:35	Cholla Middle School
Houghton Mifflin/Harcourt	Big Ideas	Mele Magazzeni	3:40 – 4:00	Cholla Middle School
Pearson	Connected Math CMP3	Michael Miller	4:05 – 4:25	Cholla Middle School
Houghton Mifflin/Harcourt	Math Focus 4-8	Mele Magazzeni	4:30 – 4:45	Cholla Middle School



**I-5250 © IJ  
INSTRUCTIONAL RESOURCES  
AND MATERIALS**

**Attachment H**

### **Supplies**

All students in the elementary (K-8) schools will have required textbooks and supplies furnished by the District.

Students and their parents shall be held responsible for proper care of books and school property. Books must be kept clean and unmarked. Parents may be required to pay for any damage to school property.

The Superintendent is authorized to establish a replacement-fee schedule and make it available to students, staff members, and parents. Students and parents will be advised of this replacement-cost policy upon enrollment or at the beginning of each school year.

The District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

### **Access to Instructional Material**

#### **by Parents and Guardians**

The Superintendent shall establish procedures that permit parents or guardians of students enrolled in the District to have advance access to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District in accordance with the terms of this policy. A parent who objects to any learning material or activity on the basis that the material or activity is harmful, because of sexual content, violent content, or profane or vulgar language, may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

The request by the parent or guardian must be in writing and must specify the materials that the parent or guardian wishes to review.

Such procedures shall make available at least one (1) copy of the materials for review by the parents or guardians. Printed textbooks, printed supplementary books, and printed subject-matter materials may be checked out from the District premises by parents or guardians for periods not to exceed forty-eight (48) hours. All other materials, including films, may be reviewed only on the District premises.

Parents or guardians will be notified when and where the instructional materials may be picked up or reviewed. Materials will be made available on a first-come,

first-served basis.

*Adopted:* November 10, 2011

LEGAL REF.: A.R.S. 15-102  
15-113  
15-341  
15-342  
15-721 to 15-730

CROSS REF.: ABA - Community Involvement in Education  
IJND - Technology Resources  
KB - Parental Involvement in Education

*Attachment H*

**I-5800 © IJJ  
TEXTBOOK / SUPPLEMENTARY  
MATERIALS  
SELECTION AND ADOPTION**

The Board will approve and adopt all new textbooks and supplementary books. The Superintendent shall establish textbook selection procedures that shall provide for the appropriate involvement of staff members, students, and community members. These procedures may provide for the establishment of textbook selection committees. Recommendations from textbook selection committees will be forwarded to the Superintendent.

Textbooks and supplementary books for common schools recommended by textbook selection committees will be placed on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption.

In recommending books, the committees will strive for continuity of textbooks throughout the different grades and use the same book series in all classes of the same grade.

### **Objectives of Selection**

It is the responsibility of the school textbook committees to:

- Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students served.
- Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.
- Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

The Superintendent will establish procedures for the purchase and distribution of all necessary textbooks, supplemental books, and other related instructional materials from the adopted list free of cost to students.

## **Removal of Textbooks/Supplementary Materials**

Textbook selection committees may recommend to the Superintendent that certain previously adopted textbooks or supplementary materials be deleted from the Board-approved list. Textbooks and supplementary materials will not be deleted without the approval of the Board.

## **Disposal of Learning Materials**

The Board authorizes the Superintendent to establish regulations for the disposal of surplus or outdated learning materials when it has been determined that the cost of selling such materials equals or exceeds estimated market value of the learning materials.

*Adopted:*     date of manual adoption

LEGAL REF.:    A.R.S.    15-203  
                  15-342  
                  15-721  
                  15-722  
                  15-726

CROSS REF.:    DN - School Properties Disposition  
                  IJL - Library Materials Selection and Adoption  
                  KEC - Public Concerns/Complaints about Instructional  
                      Resources

I-5811 © IJJ-R

Attachment H

REGULATION REGULATION

**TEXTBOOK / SUPPLEMENTARY  
MATERIALS  
SELECTION AND ADOPTION**

**(Criteria for Selection)**

Textbook selection committees shall be guided by the following:

- Resources shall be recommended to support and enrich the school curriculum and to meet the personal needs of the students.
- Resources that are recommended shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom the materials are selected.
- Resources that are recommended shall provide a background of information that will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- Resources that are recommended shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- Resources shall be recommended for the atypical student as well as for the average student.
- Resources shall be recommended for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.
- Recommendations shall support and be consistent with general education goals of the District and goals and objectives of specific courses.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action  
X Discussion  
Information  
1st Reading

FROM: Dr. Susan J. Cook, Superintendent

DATE: April 24, 2014

AGENDA ITEM: Community Use of School Facilities Fee Structure for Fiscal Year 2014-2015

---

INITIATED BY: Erika Williamson, Facility Use Coordinator      SUBMITTED BY: Kathleen McKeever, Director of Academic Support Programs

PRESENTER AT GOVERNING BOARD MEETING: Kathleen McKeever, Director of Academic Support Programs

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, KF and A.R.S. §15-1105(D)

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**SUPPORTING DATA**

Funding Source: N/A  
Budgeted: N/A

ARS §15-1105 mandates that the "Governing Board, superintendent or chief administrative officer shall charge a reasonable fee for the lease of school property" and defines "reasonable use" as "an amount that is at least equal to the school district's cost for utilities, services, supplies or personnel that the school provides to the lessee pursuant to the terms of the lease."

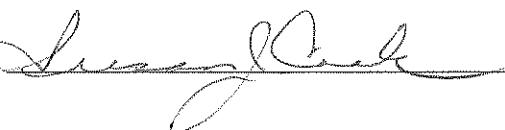
The following is the recommended 2014-2015 facility use fee schedule, to go into effect on July 1, 2014, which maintains the 2013-2014 facility use fees:

<b><u>2014-2015</u></b>	<b>Fee Per Hour for Each Organization Classification</b>			
<b>Service or Facility Type</b>	<b>Class I</b>	<b>Class II</b>	<b>Class III</b>	<b>Class IV</b>
CUSTODIAL SERVICES (when applicable)	\$22/HR. No minimum	\$22/HR. 1 hr. minimum	\$22/HR. 2 hr. minimum	\$22/HR. 2 hr. minimum
FOOD SERVICES (when applicable)	\$26/HR. No minimum	\$26/HR. 1 hr. minimum	\$26/HR. 2 hr. minimum	\$26/HR. 2 hr. minimum

It is further recommended that a \$10 late payment fee will be charged each month for all invoices outstanding sixty days or more.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the 2014-2015 community use of school facilities fee schedule as presented, to take effect on July 1, 2014.

Superintendent 

<b>Board Action</b>	<b>Motion</b>	<b>Second</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.D.

**Community Use of School Facilities Fee Structure for Fiscal Year 2014-2015**

**April 24, 2014**

**Page 2**

<b>2014-2015</b>	<b>Fee Per Hour for Each Organization Classification</b>			
Regular Classroom	N/C	\$3	\$15	\$20
Specialty Classroom	N/C	\$6	\$20	\$30
Multi-purpose Room	N/C	\$13	\$30	\$40
Multi-purpose Room & Kitchen	N/C	\$26	\$35	\$50
Gymnasium	N/C	\$56	\$75	\$100
Library	N/C	\$9	\$25	\$40
District Office – Anasazi	N/C	\$2	\$10	\$15
District Office – Hopi	N/C	\$3	\$15	\$20
District Office – Navajo	N/C	\$5	\$20	\$30
District Office – Board	N/C	\$10	\$30	\$40
District Office – Zuni	N/C	\$6	\$20	\$30
Evening Greeter (after 4:30pm and weekends)	\$12/HR.	\$12/HR.	\$12/HR.	\$12/HR.

**Class II & III Seasonal Baseball Softball Field Charges: \$10 registration fee for each season**

Elementary Schools:

- \$62.00 per month, per field, all days
- \$34.00 per month, weekdays only
- \$34.00 per month, Saturdays only

Middle Schools:

- \$75.00 per month, per field, all days
- \$41.00 per month, weekdays only
- \$41.00 per month, Saturdays only

**Class IV Seasonal Baseball Softball Field Charges: \$25 registration fee for each season**

Elementary Schools:

- \$82.00 per month, per field, all days
- \$54.00 per month, weekdays only
- \$54.00 per month, Saturdays only

Middle Schools:

- \$95.00 per month, per field, all days
- \$61.00 per month, weekdays only
- \$61.00 per month, Saturdays only

**Class II & III Seasonal Soccer/Football Field Charges: \$10 registration fee for each season**

Elementary Schools:

- \$124.00 per month, per field, all days
- \$68.00 per month, weekdays only
- \$68.00 per month, Saturdays only

Middle Schools:

- \$150.00 per month, per field, all days
- \$82.00 per month, weekdays only
- \$82.00 per month, Saturdays only

**Class IV Seasonal Soccer/ Football Field Charges: \$25 registration fee for each season**

Elementary Schools:

- \$164.00 per month, per field, all days
- \$108.00 per month, weekdays only
- \$108.00 per month, Saturdays only

Middle Schools:

- \$190.00 per month, per field, all days
- \$122.00 per month, weekdays only
- \$122.00 per month, Saturdays only

# Community Use of School Facilities Fee Structure for Fiscal Year 2014-2015

April 24, 2014

Page 3

If approved, community users will be notified of the 2014-2015 facility use fee schedule and the Community Use of Facilities Handbook will be updated accordingly.

## Single Event Outdoor Charges:

<b>2014-2015</b>	<b>Fee Per Hour for Each Organization Classification</b>			
Outdoor Facility	Class I	Class II	Class III	Class IV
<ul style="list-style-type: none"><li>School Field</li><li>Parking Lot</li></ul>	N/C	\$5	\$10	\$20
<ul style="list-style-type: none"><li>Basketball court</li></ul>	N/C	\$1	\$10	\$20
<ul style="list-style-type: none"><li>Field w/ lights</li><li>Parking lot w/ restrooms</li></ul>	N/C	\$10	\$15	\$30



# 2014-2015 FACILITY USE FEE STRUCTURE

Payment is due upon receipt. A \$10 Late Payment Fee will be charged each month for all invoices outstanding 60 days or more.

## ----- Fee Per Hour for Each Organization Classification -----

Facility Type or Service	Class I*	Class II*	Class III*	Class IV*
Regular Classroom	N/C	\$3	\$15	\$20
Specialty Classroom	N/C	\$6	\$20	\$30
Multi-purpose Room/Cafeteria	N/C	\$13	\$30	\$40
Multi-purpose Room & Kitchen	N/C	\$26	\$35	\$50
Gymnasium	N/C	\$56	\$75	\$100
Library	N/C	\$9	\$25	\$40
District Office- Anasazi (15)	N/C	\$2	\$10	\$15
District Office- Hopi (40)	N/C	\$3	\$15	\$20
District Office- Navajo (75)	N/C	\$5	\$20	\$30
District Office- Board (100)	N/C	\$10	\$30	\$40
District Office- Zuni Tech (25)	N/C	\$6	\$20	\$30
District Office- GREETER SERVICES (After 4:30 pm and Weekends)	\$12/hr. 1 hr. min.	\$12/hr. 2 hr. min.	\$12/hr. 2 hr. min.	\$12/hr. 2 hr. min.
CUSTODIAL SERVICES (when applicable)	\$22/hr. 1 hr. min.	\$22/hr. 2 hr. min.	\$22/hr. 2 hr. min.	\$22/hr. 2 hr. min.
NUTRITION SERVICES (when applicable)	\$26/hr. 1 hr. min.	\$26/hr. 2 hr. min.	\$26/hr. 2 hr. min.	\$26/hr. 2 hr. min.
• School Field	N/C	\$5	\$10	\$20
• Parking Lot				
• Basketball Court	N/C	\$1	\$10	\$20
• School Field w/ Lights	N/C	\$10	\$15	\$30
• Parking Lot w/ Restrooms				

## ----- Seasonal Field Charges -----

### - Class II & III Baseball/Softball Field -

Elementary Schools- per field	Middle Schools- per field
• \$62.00 per month- ALL DAYS	• \$75.00 per month- ALL DAYS
• \$34.00 per month- WEEKDAYS Only	• \$41.00 per month- WEEKDAYS Only
• \$34.00 per month- WEEKENDS Only	• \$41.00 per month- WEEKENDS Only
• \$10.00 Seasonal Registration Fee	• \$10.00 Seasonal Registration Fee

### - Class IV Baseball/Softball Field -

Elementary Schools- per field	Middle Schools- per field
• \$82.00 per month- ALL DAYS	• \$95.00 per month- ALL DAYS
• \$54.00 per month- WEEKDAYS Only	• \$61.00 per month- WEEKDAYS Only
• \$54.00 per month- WEEKENDS Only	• \$61.00 per month- WEEKENDS Only
• \$25.00 Seasonal Registration Fee	• \$25.00 Seasonal Registration Fee

### - Class II & III Soccer/Football Field -

Elementary Schools- per field	Middle Schools- per field
• \$124.00 per month- ALL DAYS	• \$150.00 per month- ALL DAYS
• \$68.00 per month- WEEKDAYS Only	• \$82.00 per month- WEEKDAYS Only
• \$68.00 per month- WEEKENDS Only	• \$82.00 per month- WEEKENDS Only
• \$10.00 Seasonal Registration Fee	• \$10.00 Seasonal Registration Fee

### - Class IV Soccer/Football Field -

Elementary Schools- per field	Middle Schools- per field
• \$164.00 per month- ALL DAYS	• \$190.00 per month- ALL DAYS
• \$108.00 per month- WEEKDAYS Only	• \$122.00 per month- WEEKDAYS Only
• \$108.00 per month- WEEKENDS Only	• \$122.00 per month- WEEKENDS Only
• \$25.00 Seasonal Registration Fee	• \$25.00 Seasonal Registration Fee

Please call 602-347-2682 for more information.  
\* See the WESD Facility Use Handbook for classification descriptions.

NOTE: Fields with lights require a Utilities Deposit to be paid before start of season and are billed separately.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board   X   Action  
  X   Discussion  
FROM: Dr. Susan J. Cook, Superintendent            Information  
           1st Reading  
DATE: April 24, 2014  
AGENDA ITEM: 2014-2015 School and Employee Calendars  
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 (WESD) 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 the State testing schedule.

On May 9, 2013, the Calendar Study Team recommended to the Governing Board the continuation of the PLC model through 2015. The Governing Board also approved the calendar overviews through 2015 which reflect the alignment of WESD start dates and holidays with those reflected on Glendale Union High School District's corresponding board-approved calendar.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the 2014-2015 employee calendars, including the 261-Day Employee Calendar, the 231-Day Employee Calendar, the 227-Day Employee Calendar, the 220-Day Psychologist Calendar, the 211-Day Employee Calendar, the 209-Day Employee Calendar, the 199-Day Employee Calendar, and the 194-Day Employee Calendar.

It is also recommended that the Governing Board approve the calendar overviews through 2018 which reflect the alignment of WESD start dates and holidays with those reflected on Glendale Union High School District's corresponding board-approved calendar.

Superintendent 

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

Agenda Item III.E.

## 2014-2015 School and Employee Calendars

April 24, 2014

Page 2

With the three-year start date and holiday calendars approved through June 2015, the task of the 2014-2015 Calendar Committee was to draft a 2014-2015 Staff/Student PLC calendar and submit continuation calendars through 2018 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: what worked and did not work with the 2013-2014 Staff/Student PLC Calendar and the newly adopted Parent/Teacher Translation Conference Model that was designed to address a shortage in available time for translation services at the school sites during conference times. After reviewing the feedback, the Calendar Committee reached consensus on the following recommendations:

- Continue the Staff/Student Calendar as designed.
- Continue the Parent/Teacher Translation Conference Model for the 2014-2015 school year and monitor the implementation of the model throughout the 2014-2015 school year.
- Continue the calendar overviews through 2018 which reflect the alignment of WESD start dates and holidays with those reflected on Glendale Union High School District's corresponding board-approved calendar.

Further information is provided in the attached documentation.

Attachment A:	Calendar Committee Membership
Attachment B:	Proposed 2014-2015 Staff/Student Calendar
Attachment C1-10:	Proposed 2014-2015 Employee Calendars
Attachment D:	Start and Holiday Dates for School Years 2015-2018
Attachment E:	Power Point Presentation

**Members of the WESD 2014-2015 Calendar Committee**

- Barbara Alspaugh, Teacher, Arroyo
- Janet Altersitz, Administrator for Professional Development
- Dave Anderson, Principal, Sahuaro
- Angela Messina, Teacher, Sahuaro
- Lori Fox, WDEA Representative, Moon Mountain
- Kristy Gill, Program Coach, John Jacobs
- Christine Hedlund, Program Coach for Special Services
- Suzanne Jones, Community Member, Ironwood
- Kelli Knox, Office Manager, Mountain Sky
- June Lopez, Librarian, Mountain View
- Donald Madison, Student Services, Palo Verde Middle School
- Kathleen McKeever, Interim Director of Academic Support Programs
- Carolyn Naylor, Art Teacher, Tumbleweed School
- Phyllis Olin, Parent, Abraham Lincoln Traditional School
- Angela Perrone, Translation Services
- Barbara Post, Administrator for Gifted Services
- Joan Rolfes, Program Coach, Cactus Wren School
- Janet Sullivan, Assistant Superintendent for Academic Services
- Patti Vail, Special Education Teacher, Sunnyslope School
- Maggie Westhoff, Director of Professional Development/ Facilitator
- Planning and Steering Council
  - Teachers
  - Parents/Community Members
  - Administrators

**WASHINGTON SCHOOL DISTRICT**  
**Proposed 2014-2015 Staff/Student Calendar**

Attachment B

JULY 2014	AUGUST 2014	SEPTEMBER 2014	OCTOBER 2014
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	1 2 3 4 5 6	1 2 3 4
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
	31		

NOVEMBER 2014	DECEMBER 2014	JANUARY 2015	FEBRUARY 2015
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	1 2 3 4 5 6	1 2 3	1 2 3 4 5 6 7
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30 31	
30			

MARCH 2015	APRIL 2015	MAY 2015	JUNE 2015
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 6 7	1 2 3 4	1 2	1 2 3 4 5 6
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30
		31	



**First and Last Days of School**  
**100th Day - January 27, 2014**

**Holidays/Breaks/Full Release Days**

<u>Beginning Dates</u>		<u>Student Early Release Days</u>
August 4-8	Teacher Orientation	
August 11	First Day of School	
<u>Holidays/Breaks</u>		
September 1	Labor Day	Site-Focused Professional Development 28
October 6-10	Fall Break	District-Focused Professional Development 4
November 10-11	Veterans' Day	Grading Time 2
November 27-28	Thanksgiving	Teacher Work Time 2 (November 26 and May 28)
December 22-January 2	Winter Break	Parent Teacher Conferences 6
January 19	Martin Luther King Day	
February 16	Presidents' Day	
March 16-20	Spring Break	
May 25	Memorial Day	
<u>Ending Dates</u>		
May 28	Last Day for Students	
May 29	Last Day for Teachers	
<u>End of Grading Periods</u>		
October 3 (39 Days)	1st Quarter	
December 18 (45 Days)	2nd Quarter	
March 13 (48 Days)	3rd Quarter	
May 28 (48 Days)	4th Quarter	
		<u>Prof Dev/Grading/Work Days For Teachers</u>
		(No Students)
		December 19 Prof Dev and Grading
		May 29 End of the Year Work Day
		<u>State Testing Dates</u> (Not Yet Determined)
		<u>Special Area Teachers' Grading Deadlines:</u>
		-September 24 for K-3 and October 1 for 4-8
		-December 17 for K-3 and December 19 for 4-8
		-March 11 for K-3 and March 25 for 4-8

**WASHINGTON ELEMENTARY SCHOOL DISTRICT  
SCHOOL YEAR 2014-2015**

*Attachment C-1*

**PRIVATE SCHOOL CONSORTIUM INSTRUCTOR  
209 ENCUMBERED DAYS (187 work days/22 holidays)**

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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			1	2	3	4	5	6					1	2	3							
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	☆	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

**2013**

August 18, 2014	Begin Work Year
September 1, 2014	Labor Day Holiday (1)
September 2, 2014	Title I Services Begin
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 22-31, 2014	Winter Holiday (8)

**2014**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-20 2015	Spring Holiday (5)
May 21, 2015	Last day with Title I students
May 25, 2015	Memorial Day Holiday (1)
June 4, 2015	Last day of work year



=Holiday

=Beginning/End of work year

**WASHINGTON ELEMENTARY SCHOOL DISTRICT**  
**261-DAY EMPLOYEE CALENDAR**  
**SCHOOL YEAR 2014-2015**

*Attachment C-2*


JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

**2014**

July 4, 2014	4th of July Holiday (1)
September 1, 2014	Labor Day Holiday (1)
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 22-31, 2014	Winter Holiday (8)

**2015**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 19-20, 2015	Spring Break (2)
May 25, 2015	Memorial Day Holiday (1)

 =Holiday

**WASHINGTON ELEMENTARY SCHOOL DISTRICT**  
**227 DAY EMPLOYEE CALENDAR** *Attachment C-3*  
**SCHOOL OFFICE MANAGER, SCHOOL OFFICE TECHNICIAN**  
**SCHOOL PROGRAM COACH, LEAD SOCIAL WORKER**  
**SCHOOL YEAR 2014-2015**

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	★	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6					1	2	3							
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	★	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

**2014**

July 21, 2014	Begin Work Year
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 22-31, 2014	Winter Holiday (8)

**2015**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-20 2015	Spring Holiday (5)
May 25, 2015	Memorial Day Holiday (1)
June 10 2015	Last day of work year

■ =Holiday

★ =Beginning/End of work year

X =non-work day (not encumbered)



# WASHINGTON ELEMENTARY SCHOOL DISTRICT

## TEACHER ASST, CROSSING GUARD, MONITOR Attachment C-4

### SCHOOL YEAR 2014-2015

**194 ENCUMBERED DAYS (180 work days/14 holidays\*)**

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	15	16	17	18	19	10	☆	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	X	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	X	X	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	X	X	X				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	X	X	X	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	☆	29	30	28	29	30				
														31													

#### 2014

August 11, 2014	Begin Work Year
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work Day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 19, 2014	Non-work Day
Dec. 22, 23, 29, 30, 31, 2014	Non-work Day
Dec. 24-26, 2014	Winter Holiday (3)

#### 2015

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-18, 2015	Non-work Day
March 19-20, 2015	Spring Holiday (2)
May 25, 2015	Memorial Day Holiday (1)
May 28, 2015	Last day of work year

■ = Holiday

☆ = Beginning/End of work year

X = no work day (not encumbered)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT  
SCHOOL YEAR 2014-2015**

*Attachment C-5*

**TEACHER, HEALTH SERVICES, OT/PT, SOCIAL WORKER, AUDIOLOGIST, HEADSTART  
INSTRUCTOR/SUPPORT INSTRUCTOR  
209 ENCUMBERED DAYS (187 work days/22 holidays)**

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	☆	5	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	☆	30	28	29	30				
														31													

**2014**

August 4, 2014	Begin Work Year
August 11, 2014	School Begins
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work Day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 22-31, 2014	Winter Holiday (8)

**2015**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-20 2015	Spring Holiday (5)
May 25, 2015	Memorial Day Holiday (1)
May 29, 2015	Last day of work year

- =Holiday
- ☆ =Beginning/End of work year
- X =no work day (not encumbered)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT**  
**BUS DRIVER, BUS ASST, NUTRITION UNIT LEADER, CLERK, HELPER,**  
**9-M0 CUSTODIAN, LIBRARY TECHNICIAN**

**SCHOOL YEAR 2014-2015**

*Attachment C-6*

**199 ENCUMBERED DAYS (185 work days/14 holidays\*)**

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	★	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	X	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	X	X	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	X	X	X				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	X	X	X	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	★	30	28	29	30				
														31													

**2014**

August 5, 2014	Begin Work Year
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 24-26, 2014	Winter Holiday (3)

**2015**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-18, 2015	Non-work days
March 19-20, 2015	Spring Holiday (2)
May 25, 2015	Memorial Day Holiday (1)
May 29, 2015	Last day of work year

■ =Holiday

★ =Beginning/End of work year

X =no work day (not encumbered)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT**  
**SCHOOL YEAR 2014-2015**  
**NUTRITION SERVICE MANAGER**  
**211 ENCUMBERED DAYS (189 work days/22 holidays)**

*Attachment C-7*

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	X	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

**2014**

July 30, 2014	Begin Work Year
August 11, 2014	School Begins
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
December 19, 2014	Non-work day
Dec. 22-31, 2014	Winter Holiday (7)

**2015**

January 1-2, 2015	Winter Holiday (3)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-20 2015	Spring Holiday (5)
May 25, 2015	Memorial Day Holiday (1)
May 29, 2015	Last day of work year

■ =Holiday

☆ =Beginning/End of work year

X =no work day (not encumbered)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT**  
**227 DAY EMPLOYEE CALENDAR**  
**CENTRAL REGISTRATION**  
**SCHOOL YEAR 2014-2015**

*Attachment C-8*

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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
		☆	2	3	4	5						1	2		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	☆	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

**2014**

July 1, 2014	Begin Work Year
July 4, 2014	July 4th Holiday (1)
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 22-31, 2014	Winter Holiday (8)

**2015**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-20, 2015	Spring Holiday (5)
May 21, 2015	Last day of work year

■ =Holiday

☆ =Beginning/End of work year

X =no work day (not encumbered)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT**  
**231 DAY EMPLOYEE CALENDAR**  
**PRINCIPAL, ASST. PRINCIPAL**  
**SCHOOL YEAR 2014-2015**

*Attachment C-9*




JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	★	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	★	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

**2014**

July 15, 2014	Begin Work Year
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 22-31, 2014	Winter Holiday (8)

**2015**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-20, 2015	Spring Holiday (5)
May 25, 2015	Memorial Day Holiday (1)
June 10, 2015	Last day of work year

-  =Holiday  
 =Beginning/End of work year  
 =no work day (not encumbered)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT**  
**220-DAY PSYCHOLOGIST CALENDAR**  
**SCHOOL YEAR 2014-2015**

*Attachment C-10*

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014						
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		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	X	X	X	X	X	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	★	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
NOVEMBER 2014							DECEMBER 2014							JANUARY 2015							FEBRUARY 2015						
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		1	2	3	4	5	6						1	2	3						
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7
9	X	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28
30																											
MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015						
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	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	★	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

**2014**

July 29, 2014	Begin Work Year
September 1, 2014	Labor Day Holiday (1)
October 6-10, 2014	Fall Break (non-work days)
November 10, 2014	Non-work day
November 11, 2014	Veterans' Day Holiday (1)
November 27-28, 2014	Thanksgiving Holiday (2)
Dec. 22-31, 2014	Winter Holiday (8)

**2015**

January 1-2, 2015	Winter Holiday (2)
January 19, 2015	Martin Luther King Holiday (1)
February 16, 2015	Presidents' Day Holiday (1)
March 16-20, 2015	Spring Holiday (5)
May 25, 2015	Memorial Day Holiday (1)
June 9, 2015	Last day of work year

★ =Beginning/End of work year

■ =Holiday

X =no work day (not encumbered)

**Washington Elementary School District**  
**School Calendars for 2014-2018**  
**Start Dates and Holidays Revised**

**2015-2016**

August 10 - First Day of School  
September 7 - Labor Day Holiday  
October 12-16 - Fall Break  
November 11 - Veterans' Day Holiday  
November 26-27 - Thanksgiving Break  
December 21-January 1 - Winter Break  
January 18 - Martin Luther King Day  
February 15 - Presidents' Day Holiday  
March 14-18 - Spring Break  
May 25 – Last Day of School

**2016-2017**

August 8 - First Day of School  
September 5 - Labor Day Holiday  
October 10-14 - Fall Break  
November 11 - Veterans' Day Holiday  
November 24-25 - Thanksgiving Break  
December 26-January 6 - Winter Break  
January 16 - Martin Luther King Day  
February 20- Presidents' Day Holiday  
March 20-24 - Spring Break  
May 24 – Last Day of School

**2017-2018**

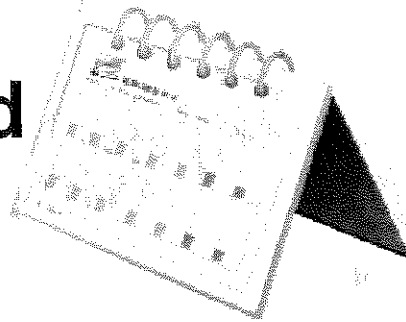
August 7 - First Day of School  
September 4 - Labor Day Holiday  
October 9-13 - Fall Break  
November 10 - Veterans' Day Holiday (Observed)  
November 23-24 - Thanksgiving Break  
December 25-January 5 - Winter Break  
January 15 - Martin Luther King Day  
February 19- Presidents' Day Holiday  
March 19-23 - Spring Break  
May 23 – Last Day of School



2012-2013 Calendar Governing Board Presentation

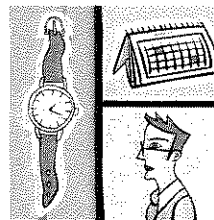
**Washington Elementary School District**

**2014-2015  
School and  
Employee  
Calendars**



**Significant Considerations**

- × Alignment with Glendale Union High School District start date and holidays
- × Compliance with legal requirements and state mandates



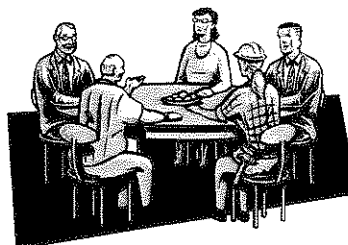
2012-2013 Calendar Governing Board Presentation

## **Focus**

- **Review the effectiveness of the 2013-2014 Staff/Student Calendar**
- **Review the effectiveness of the 2013-2014 Parent/Teacher Translation Conference Model**
- **Discussion of the three-year start dates and holidays schedule aligned with GUHSD.**

## **The Interest-Based Problem Solving Process...**

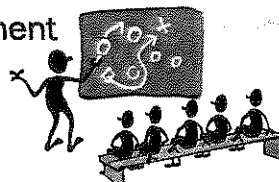
- × Issue
- × Story
- × Interests
- × Options
- × Investigation
- × Commitment  
Through  
Consensus



## 2012-2013 Calendar Governing Board Presentation

**Interests for 2014 Calendar Committee**

- × Student Achievement
- × Governing Board Given: Alignment with GUHSD
- × State Mandates of Instructional Time
- × Early Release for Professional Development
- × Student Safety and Comfort
- × Family Needs
- × Teacher Quality
- × Teacher Grading Cycle Time pertaining to Breaks and Conferences
- × Student Attendance
- × Sufficient Time for Translations/Translators
- × The Promotion Schedule
- × Grant Deadlines for Funding (summer school)

**Highlights of the 2014-2015 Staff/Student DRAFT Calendar...**

- × **Veterans' Day (Tuesday, November 11<sup>th</sup>)**

- + Critical window for student attendance (first 100 days)
- + Potential employee absences would cause hardship across the District
- + Monday, November 10<sup>th</sup>, is designated as a non-work day for less than 12-month employees and a non-attendance day for students. November 10<sup>th</sup> would be a work day for 12-month employees.
- + Employee work day would be added on at the end of the school year.



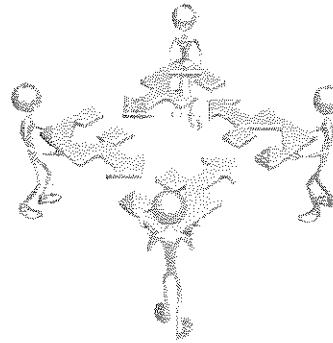
- × **Grading Days for Special Area Teachers-Additional Time for those serving K-3 Students**

- + High volume of students for whom they must submit grades
- + K-3 special area grades are given to homeroom teachers non-electronically and must be done earlier than the designated grading dates.
- + Added **THREE** early release designated grading days for special area teachers to address and submit K-3 grades

2012-2013 Calendar Governing Board Presentation

## Future Study...

Research, in  
collaboration with  
Glendale Union  
High School  
District,  
potential options  
for the  
Fall Break format.



## Recommendations...



- × It is recommended that the Governing Board approve the Staff/Student calendar for 2014-2015.
- × It is recommended that the Governing Board approve the 2014-2015 employee calendars.
- × It is further recommended that the Governing Board approve the start dates and holidays for school years 2015-2018.

2012-2013 Calendar Governing Board Presentation

**QUESTIONS?**