DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD –REGULAR MEETING

2009-2010 March 10, 2010 Location:

Nathaniel Dysart Education Center

I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Jennifer Tanner, Governing Board President, called the regular meeting to order at 6:00 p.m. Governing Board members constituting a quorum were present; Ms. Jennifer Tanner, Ms. Christine Pritchard, Mrs. April Allen, and Mrs. Bonnie Schroader. Appointment to fill a Board vacancy is pending.

3. The Dysart High School JROTC Color Guard presented colors and Ms. Jennifer Tanner led the Pledge of Allegiance.

4. A motion by Tanner/Schroader was entered to approve the Regular Agenda Form and Consent Agenda Form and temporarily suspend any Governing Board Policy with which the agenda may be inconsistent. UNANIMOUS

6. Summary of Current Events
   • Superintendent - Dr. Pletnick thanks the Governing Board, teachers, administrators, Dysart Education Association, Dysart Site Administrator Association, Dysart Educational Support Association, support staff, parents and community volunteers for their commitment to passing the override. Dr. Pletnick reports there are a number of bills moving through the legislature that will impact education; among them is a bill to remove funding for all-day kindergarten and reduce the number of minutes 7-8th graders are enrolled. If the 1% sales tax initiative passes, we could expect a 5-12% cut to K-12 education.
   • Governing Board
     • Jennifer Tanner thanked the community and staff for their contribution to passing the override. She reported attending the Community Connections Fair and the ASBA Conference in Flagstaff.
     • April Allen thanked the community and staff for their contribution to passing the override. She also attended the ASBA Conference in Flagstaff.
     • Christine Pritchard thanked the community and staff for their contribution to passing the override. She reported attending the ASBA Conference in Tucson, the Community Connections Fair and accompanying Dr. Pletnick to school sites to congratulate Dysart Heroes.
     • Bonnie Schroader thanked the community and staff for their contribution to passing the override. She reported attending the Community Connections Fair and the Junior High honor band performance.

7. Audience with Individuals or Groups - NONE
ACTION/CONSENT

A motion by Tanner/Allen was entered to approve the Consent Agenda items as presented. UNANIMOUS

1. Recommendation for Approval to Issue and Release Invitation for Bids for Construction Services
   Approved UNANIMOUS

2. Recommendation to Approve Personnel Action Items for the Period of February 25, 2010 Through March 10, 2010
   Approved. Appendix A UNANIMOUS

3. Recommendation for Compensation to Speech Language Pathologists, Occupational Therapists and Physical Therapists Who Cover More Than One School Due to Staff Shortages for the 2009-2010 School Year
   Approved the compensation to Speech Language Pathologists, Occupational Therapists and Physical Therapists who cover more than one school due to staff shortages. UNANIMOUS

4. Recommendation to Terminate Employment—Support Staff—2009-2010 School Year REMOVED FROM THE AGENDA. NO ACTION TAKEN

5. Approval of the Minutes of the Governing Board Meetings Held February 24, 2010 and Attendance of a Quorum of Governing Board Members at the Community Connection Fair and 2nd Annual History Fair
   Approved UNANIMOUS

6. Hearing Officer’s Recommendation(s) Long Term Suspension
   Accepted the Hearing Officer’s recommendation to long-term suspend student(s) in the matter of Student Discipline Hearing(s) HOR0910-061, HOR0910-062, HOR0910-063, Hor0910-064 and HOR0910-065. UNANIMOUS

7. Overnight Travel for Fifteen Willow Canyon Key Club Members and Two Advisors to Attend the Southwest District Key Club 57th Annual Convention in Tucson, AZ April 8-11, 2010
   Approved UNANIMOUS

8. Approval to Consolidate the Media Club with the Skills USA Club at Willow Canyon High School and Change the Name to Skills USA/Media Club at Willow Canyon High School
   Approved UNANIMOUS

9. Out of State Travel for One Language Arts Specialist to Attend the 2010 Journalism Education Association/Nation Scholastic Press Association (JEA/NSPA) Spring National High School Journalism Convention in Portland, OR April 15-18, 2010
   Approved UNANIMOUS
10. Out of State Travel for Six Information Technology Department Employees to Attend the International Society for Technology In Education (ISTE) Conference in Denver, CO, June 27-30, 2010
   Approved UNANIMOUS

11. Dispose of Surplus Property
    Approved UNANIMOUS

12. Gifts and Donations for February 2010
    Approved acceptance of gifts and donations and authorized letters of appreciation to the donors. UNANIMOUS

13. Approval/Ratification of Expense Vouchers 1044 and 1045 in the Amount of $2,119,816.64
    Approved UNANIMOUS

14. Approval/Ratification of Payroll Vouchers 37 and 7367 in the Amount of $6,048,732.84
    Approved UNANIMOUS

**ACTION/DISCUSSION**

15. Recognition of a Parent Support Organization for the 2009-2010 School Year
    A motion by Tanner/Schroader was entered to recognize the listed parent support organization (Willow Canyon - In the Spotlight/Beyond the Scenes) for the 2009-2010 school year. UNANIMOUS

**INFORMATION**

16. Representation by Legal Counsel - Information and Process Through the TRUST Pre-Paid Legal Program
    Mr. Norman Hall, Claims Counsel for the TRUST, presented the Board with information regarding legal representation provided through the TRUST. Legal representation is provided through the insurance policy purchased by the District from the TRUST for claims arising out of; 1) general liability such as bus/auto accidents, slip and falls etc. and 2) representation under the Administrative Practices Liability policy regarding claims before state and federal departments such as the Personnel Board, EEOC, OCR, Special Education etc. In addition, the TRUST provides a Pre-Paid Legal Program to member districts. Prepaid Legal attorneys provide districts with advice regarding basic questions on contracts, agreements, open meeting law, policy and issues such as personnel, discipline, custody etc. Districts chose a primary attorney from the list provided by the TRUST and can also work with other attorneys on the list specializing in a specific area of law. The Board expressed a desire to be involved in the selection of the primary attorney used by the District. Dr. Pletnick suggested developing an objective process for the Board to participate in interviewing the attorneys and selecting the primary attorney for the District.
17. Information on Effective Partnerships and Managing Facilities Used by Outside Groups
When attending the AASA Conference in February, Dr. Plentnick participated in sessions regarding productive partnerships that contribute to school’s mission to support student success and managing facilities used by outside groups. Appendix B

Successful partnerships are catalytic and spark broader action and should support students not only in school academically but socially, vocationally, civically and ideally spiritually. Research shows that to ensure young people are ready for college work and life; cities must ensure that all the community’s resource not just the schools share responsibility for student success. Quality supports can change the odds for children and change their vision. Dr. Plentnick is committed to the development of catalytic partnerships and indicated next steps would include pursuing more information on how the resources available through the work of Ready by 21 can inform the District’s formation of meaningful partnerships as well as evaluating current partnerships to determine how these partnerships can work to change the odds for children.

Another valuable session which will provide factual data to the dialog with partners on use of facilities was “Managing Facilities Used by Outside Groups.” A 2008 Cost Recovery Study indicates 97% of school districts typically do not recover costs associated on community use of facilities. The financial relevance is revenue lost which could be used to pay for teachers and/or programs.

18. Information on the Proposed Consumer Driven Health Plans for the 2010-2011 School Year
Mr. Mark Bagnall and Ms. Cynthia Walker of The Bagnall Company presented information regarding Consumer Driven Health Plans. The District will offer this plan as a medical insurance option for the 2010-2011 school year. There will be several opportunities for employees to learn more about this option. Appendix C

19. Update on Conversion of the Employee Health Benefit Plan to Self-Funding
Mr. Mark Bagnall provided information regarding self-funding the District Employee Health Benefit Plan. Mr. Bagnall and Mr. Thompson agree the District is in a good position to consider this opportunity as a tool to manage the cost of medical insurance. Appendix D

Mr. Jim Dean provided the Governing Board with information regarding the surveying of customer service supplied to our community by school and department staff, as well as training conducted this year and plans to provide training in the future.

Dr. Cyndi Miller provided the Governing Board with information regarding the working conditions survey. A committee was formed comprised of representatives from certified and support staff, district administration and site administration. The 2008 Arizona Teachers Working Conditions Survey was evaluated to ensure responses would be information necessary for our needs. The 107 questions were narrowed down to the 50 questions administered divided into six domains; 1) Time, 2) Facilities and Resources, 3) Empowerment, 4) Leadership, 5) Professional Development, and 6) Core Questions. See Appendix E for more detailed information.
REQUESTS FOR FUTURE AGENDA ITEMS
Need information regarding Extracurricular Sports Pass to Play

ADJOURNMENT
On a motion entered by Tanner/Schroader and by a unanimous vote, the meeting ended at 9:53 p.m.

Signed:                                 Date:

[Signature]

March 24, 2010
NEW HIREs

GUEST TEACHERS

The following Guest Teachers will be paid by M&O per Board Policy.

Alshire, Lydia  Brisen, Jana  Roberson, Theresa

SUPPORT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>SALARY</th>
<th>ASSIGNMENT</th>
<th>FUND</th>
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<tbody>
<tr>
<td>Fields, Brad</td>
<td>$1,943.00 for entire season</td>
<td>Freshman Track Coach - Girls</td>
<td>M&amp;O</td>
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<tr>
<td>Garcia, Raymond</td>
<td>$2,267.00 for entire season</td>
<td>JV Softball Coach</td>
<td>M&amp;O</td>
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<td>Ragan Jr., Robert</td>
<td>$10.43 per hour (Grade 10/Step 1)</td>
<td>Field Technician</td>
<td>Community Schools</td>
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<td>Sapp, Stephanie</td>
<td>$9.45 per hour (Grade 3/Step 4)</td>
<td>Child Care Aide</td>
<td>Community Schools</td>
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<td>Smith, Marilyn</td>
<td>$13.36 per hour (Grade 19/Step 2)</td>
<td>Bus Driver</td>
<td>M&amp;O</td>
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<tr>
<td>Sparks, Bobby</td>
<td>$2,915.00 for entire season</td>
<td>Assistant Varsity Softball Coach</td>
<td>M&amp;O</td>
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<tr>
<td>Sudberry, Daniqueka</td>
<td>$8.77 per hour (Grade 3/Step 1)</td>
<td>Child Care Aide</td>
<td>Community Schools</td>
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<tr>
<td>Ward, Sara</td>
<td>$8.77 per hour (Grade 3/Step 1)</td>
<td>Child Care Aide</td>
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SUPPORT STAFF SUBSTITUTES

The following Support Staff Substitutes will be paid by M&O per Board Policy.

Jackson, Sabrina  Torres, Manuel
Parris, Karen      Wachtmann, Ashley

CHANGE OF ASSIGNMENT

SUPPORT STAFF

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<td>Ramos, Sheresa</td>
<td>Child Care Aide</td>
<td>Assistant Child Care Facilitator</td>
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REQUEST FOR ANNUAL LEAVE

CERTIFIED STAFF

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<tr>
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<tr>
<td>La Due, Melanie</td>
<td>Teacher 3rd Grade</td>
<td>07/01/2010 – 06/30/2011</td>
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<tr>
<td>NAME</td>
<td>REASON</td>
<td>EFFECTIVE</td>
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<tr>
<td>------------------</td>
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<td>-------------</td>
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<tr>
<td>Miller, Camilla</td>
<td>K-3 Reading Interventionist</td>
<td>07/01/2010 – 06/30/2011</td>
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<tr>
<td>Moore, Natalie</td>
<td>Teacher 7th Grade Science</td>
<td>07/01/2010 – 06/30/2011</td>
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**REIGNATIONS**

**CERTIFIED STAFF**

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<tr>
<td>Polensky, LeAnn</td>
<td>Personal</td>
<td>2/26/2010</td>
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**SUPPORT STAFF**

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<td>Butler, Ruth</td>
<td>Personal</td>
<td>12/11/2009</td>
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<td>Flaig, Christopher</td>
<td>Personal</td>
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<td>Jennings, Christine</td>
<td>Personal</td>
<td>2/25/2010</td>
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<td>Lehman, Miranda</td>
<td>Other Employment</td>
<td>2/19/2010</td>
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<tr>
<td>McIlwaine, John</td>
<td>Personal</td>
<td>3/2/2010</td>
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<tr>
<td>Morales, Elizabeth</td>
<td>Personal</td>
<td>2/3/2010</td>
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<tr>
<td>Quezada, Titania</td>
<td>Personal</td>
<td>2/26/2010</td>
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**RETIREMENTS**

**CERTIFIED STAFF**

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<td>Rao, Bharathi</td>
<td>5/21/2010</td>
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**SUPPORT STAFF**

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<tr>
<td>Zannini, Marie</td>
<td>3/10/2010</td>
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**TERMINATIONS**

**GUEST TEACHERS**

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<tr>
<td>Hemmen, Stephen</td>
<td>Governing Board Policy Violation</td>
<td>February 26, 2010</td>
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SUPPORT STAFF

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<tr>
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<tr>
<td>Murillo, Deanna</td>
<td>Job Abandonment</td>
<td>2/16/2010</td>
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<tr>
<td>Settle, Jack</td>
<td>Loss of CDL and Bus Driver Endorsement</td>
<td>2/26/2010</td>
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SUPPLEMENTAL COMPENSATION

CERTIFIED 2009-2010

Staff will be paid per MOU through grants for teaching or tutoring.

Aldridge Felan, Breanna M  
Brown, Michelle W  
Desaulniers, Dean D  
Desaulniers, Loretta V  
Drysdale, Michelle L  
Gonzalez, Elena  
Gonzalez, Liliana  
Harrigan, Sharon A  
Hendrickson, Lindy R  
Pendleton, Walter E  
Sobelman, Laura L  
Sullivan, Steve M  
Swartz, Jessica A  
Turner, Cindi M  
Van Oel, Anna L  
West, Ronnie G  

Staff will be paid per MOU for Homebound Instruction.

McGinnis, Lasharon D  

Staff will be paid per MOU for High School Coaching assignments.

Frazer, Theron, L (Freshman Track–Boys)  
Bailey, Ronald R (Freshman Baseball)  
Martinez, Mark A (Freshman Baseball)  
Zinter, Mark A (Freshman Baseball)  
Cornwell, Anson B (Varsity Track-Girls)  
Velazquez, Sergio M (Varsity Tennis-Boys)  
Baker, John K Jr (JV Track-Boys)  

Staff will be paid per MOU for Game Supervisor.

Bedolla, Xavier G  

Staff will be paid per MOU for Extended School Year Coordinator.

Rose, Shara D  

Staff will be paid per MOU for K-8 Extended Day Activities.

Ormsbee, Alicia R  

Staff will be paid per MOU for attendance at a Staff Development Class.

Adrian, Laura  
Altamirano, Annette  
Americo, Dorothy  
Ashby, Jessica  
Barkley, Sarah  
Bedolla, Torrie  
Bongiovanni, Robert  
Buchmann, Jacinda  
Carrasco, Celia  
Carrillo, Michael  
Chun-Drew, Donna  
Clark, Charleen  
Conant, Ginger  
De La Rosa, Linda  
Deal, Erin
### SUPPORT STAFF 2009-2010

Staff will be paid at their approved hourly rate through Community Ed for President’s Day Camp.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Avitia, Adelaida</td>
<td>Higginbotham, Timi I</td>
<td>Ragan, Jennifer</td>
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<tr>
<td>Caldwell, Megan J</td>
<td>Kokora, Ljubica</td>
<td>Ragan, Sheralynn</td>
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<tr>
<td>Dempsey, Melissa N</td>
<td>Lomeli, Mary I</td>
<td>Soliz, Ofelia</td>
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<tr>
<td>Diaz, Emelinda</td>
<td>Luzzi, Mandy L</td>
<td>Torres, Maricela</td>
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<td>Gonzalez, Edma</td>
<td>Ly, Helen</td>
<td>Valle, Sandra C</td>
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<tr>
<td>Guzman, Rosely</td>
<td>Payne, Lewis G</td>
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Staff will be paid at their approved hourly rate for additional work hours.

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<tr>
<td>Alexander, Ida</td>
<td>Fousel, Cecilia</td>
<td>Owens, Lauralyn</td>
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<tr>
<td>Blair, April M</td>
<td>Garcia, Mario A.</td>
<td>Steele, Whitney</td>
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<tr>
<td>Dixon, Tia</td>
<td>Marr, Colleen M</td>
<td>Truong, Jola</td>
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</tbody>
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Staff will be paid at their approved hourly rate through M&O for Translation assignments.

Camacho, Silvia
Guidelines for Cost Recovery for Community Use of Schools

1) Adopt the characteristics of successful districts. The districts most successful with community use have these common elements:
   - A single coordinator and point of contact for the district communicates with principals and the community on community use.
   - Community use groups are separated into categories to be treated appropriately for charging.
   - An events calendar is available on the website for community and district employees to see.
   - A detailed facility use policy describes the conditions for use.
   - A request for use form is available online to request usage. That form, once approved and signed, becomes the contract for usage.
   - A detailed fee table is available for users to estimate cost of usage.

2) Make facility use information easy to find. Have a tab for "Community" on the school district website homepage that will take the user to a "Facility Rental" page with:
   i. Point of contact to include:
      1. Name
      2. Department
      3. Title
      4. Phone number
      5. Email address
      6. Mailing address
   ii. Description of the community use program
   iii. Links to take them to:
      1. Facility use policy
      2. Request for use form
      3. Rate sheet with group type categories

3) Management of Community Use is complex and requires an automated system. Implement SchoolDude facility scheduling and invoicing software that automates the cost recovery function. The school districts interviewed to compile this information use FSDirect, Community Use, and ConnectScheduleStar software from SchoolDude.com.

4) Define the relationship between the district and the schools. Make sure principals, teachers, and school staffs understand the importance of cost recovery to the district budget. A communication from the superintendent and/or school board to endorse cost recovery helps achieve buy-in for the program.

5) Define a board-approved automated fee escalation policy, and communicate the policy and fee changes to the public on the district website.
School District Facility Use Policy Template

Our District welcomes the use of the school facilities by the community for purposes directly related to the educational, civic, cultural, recreational and social life of the community. We recognize that the primary purpose of school facilities is to implement District instructional, extracurricular, and school-sponsored programs and that other usage shall not interfere with these programs.

While our schools are established for the primary purpose of facilitating the instructional programs of the District for our students, the buildings in our District are available for use after regular school hours and weekends for many types of activities.

Permission to use facilities shall be allowed at the discretion of the District and will be given with the understanding that the user assumes full financial responsibility and liability for actions of attendees, care of equipment and protection of school property.

Programs and activities of users must be of a nature suitable for a public school, must be lawful and must conform to all of the policies of the District.

Who May Use the Facilities

Established organizations within the district (P.T.A.s, booster groups, governmental and quasi-governmental public service bodies, religious, business/industrial organizations) serving the residents of the District may apply to use school facilities provided the use is for an educational, civic, cultural, recreational, social or other legitimate purpose of the organization.

Process to Obtain a Facility Use Reservation

- All organizations requesting facility use must submit a facility use application form. All applications for facility use must be processed through the District Facility Scheduling office.

- You may print the application form, fill it out, and include $10.00 for paper processing and mail it or drop it off at the office during regular hours. Or you may submit your request online with no processing fee. (link to Facility Use Application form)

- All requests must be submitted to Facility Scheduling no later than two weeks prior to the event.

- Facility Scheduling cannot "hold" space for any organization.

- Rooms are rented and reserved on a first come, first serve basis. In the event that simultaneous requests are received, Group 1 has the highest or greatest priority for building use scheduling and Group 3 the least. (link to Classification of Users document)

- The application must be submitted by a designated person who will be responsible for the event. This person must be at least 21 years of age.

- Once the application is received, the District will calculate fees and send the approved application to the applicant. Once the applicant signs and returns the form, the form becomes the contract between the District and the applicant. The contract will contain the details of the event, a summary of fees and attached will be the District Facility Use Policy. This contract must be signed and returned to Facility Scheduling at least two weeks prior to the event.

- Permission to use facilities shall be allowed at the discretion of the District and will be given with the understanding that the user assumes full financial responsibility and liability for actions of attendees, care of equipment and protection of school property.

- Representatives who have been granted permission to use facilities shall not reassign, transfer, sublet or charge a fee to others for the use of school property.

- A certificate of insurance must be provided at least two weeks prior to event. (See Liability and Insurance section below)
• Without a reservation confirmation, use will be denied.

• Non-school events to be scheduled for the school year will not be scheduled until after September 15th.

• The District reserves the right to deny or withdraw facility use privileges at any time.

Cancellations

• Events cancelled within 10 days prior to event will be charged an additional $10.00 cancellation fee. Notification of cancellation less than 48 hours before the scheduled time of use will result in the full rental fee being charged. All cancellations must be in writing. They may be dropped off, emailed, or faxed.

• School events may result and override any previously requested reserved space. Facility Scheduling will do everything possible to accommodate your group when this occurs with as much notice as possible.

• If the District is closed due to inclement weather or any other unexpected reason, every effort will be made to reschedule the event at a mutually agreeable date and time. If this is not possible, a full refund will be given.

Liability and Insurance

• A Proof of Liability/Personal Injury/Bodily Injury and Property Damage Insurance Certificate is required for non-school groups for each event in the amount of at least $1,000,000 Bodily Injury and $1,000,000 Property Damage, and having the District named as "an additional insured" on the policy. User is responsible for getting the insurance.

• A copy of the Certificate is due at least two weeks prior to the event.

• Failure to present proof of insurance voids all agreements.

• Events without the proper insurance on file will be cancelled.

• All users must agree to hold harmless the District and its agents and employees from and against all claims, damages, losses, and expenses including attorney fees arising out of or resulting from applicants’ use of District facilities. A Hold Harmless statement will accompany the signed application form/contract.

[Samples:

In consideration of the use of the room or facility referenced in this form, the organization named on the form, for itself and on behalf of its individual members and guests, hereby expressly relieves and discharges the District, its Board, officers, agents and employees, from any and all liability for any loss, injury or damage to persons or property that may be sustained by reason of the use or occupancy of the room or facility used hereunder and the lobbies, corridors, parking lots and any other parts of the School District premises, and waives any claim which it or they may have against the School District, officers, agents, and employees by reason of any such loss, injury or damage. Further, said organization, for itself and on behalf of its individual members and guests, hereby agree to identify and save harmless the District, its Board, officers, agents and employees from and against any and all claims of loss, injury, or damage to persons or property arising out of the use or occupancy of the room or facility used hereunder and the lobbies, corridors, parking lots and other parts of the School District premises.

To the maximum extent permitted by law, the renter agrees to indemnify and hold harmless the District, the Board of Education, individual Board members (both past and present), the District's administration and/or and other District representatives, employees, agents, and officials, for any claims, actions, liabilities, costs and expenses, including reasonable attorney fees, which are alleged to arise or result from , or are related to the renter's use of the property or the activities that are conducted by the renter on the property. This liability includes, but is not limited to, claims for bodily injury or death of persons and for loss of or damage to property. This liability does not include claims resulting from the negligent or intentional act of the District.
and/or its agents. Further, nothing contained within this provision shall operate to limit or waive, or be construed as limiting or waiving the district's immunity from liability as granted by state and/or federal law.

To the fullest extent permitted by law, the user agrees to defend, pay in behalf of, and hold harmless the District, its elected and appointed officials, employees, volunteers and others working in behalf of the district against any and all claims, demands, suits, losses, attorney fees, including all costs connected therewith, for any damages which may be asserted, claimed or recovered against or from the District, by reason of personal injury, including bodily injury and death, and/or property damage, including loss of use thereof, which arises out of or is in any way connected or associated with the facility use.]

Payment

- The individual(s) who signed the application and agreement are responsible for payment of all charges associated with the related facility use.
- Payment in full is due 10 days prior to the event.

Prohibited Use

- School facilities are not available for private lessons or tutoring.
- School facilities are not available for private parties or family reunions.
- School facilities cannot be used for political gain.
- Games of chance, lotteries or other activities classified as gambling cannot be conducted on school premises.
- Activity that promotes commercial gains cannot be conducted without the consent of the Board.

On-Site Rules

- User groups are expected to leave all rooms and furniture in the condition and arrangement in which they were found. Any additional custodial services which are necessary to return the facility to the condition in which it was found shall be compensated by the using group.
- Do not disturb any message that may appear on whiteboards or chalkboards in the classroom areas.
- ABSOLUTELY NO ALCOHOLIC BEVERAGES may be served or consumed on school property.
- ABSOLUTELY NO SMOKING is permitted in school buildings or on school property.
- The user is not entitled to use areas or equipment not specifically requested and approved per the Facility Use Application Form.
- All activities must be under competent adult supervision approved by Facility Scheduling and the principal of the building involved. Children attending this event must be supervised by an adult at all times. This includes trips to the restroom and drinking fountain.

- User groups must take reasonable steps to insure orderly behavior and will be required at their expense to provide school-approved security personnel as determined necessary by the administration. The use of the school facilities will require that a school employee be present when the building is open.
• Users will be responsible for paying for all damage incurred by their use of the facility or equipment, including property of pupils and employees. In the event that property loss or damage is incurred during use or occupancy of district facilities, the amount of damage shall be determined by the building principal and approved by the administration, and a bill for damages will be presented to the group using the facilities. Payment for damage must be made within two weeks of receipt of the bill. The District will not be responsible for any loss of valuables or personal property.

• Approved users are restricted to the dates and hours approved and to the building area and facilities specified. Buildings will normally be opened one-half hour before the scheduled program time and closed one-half hour after the scheduled program time.

• Approved users are responsible for the observance of county and state fire and safety regulations at all times. Corridors, exits and stairways shall be kept free of obstructions. Members of an audience or spectators must never stand or sit to block exits, aisles ways or stairways. Facility capacities, as determined by the Fire Marshall, shall be observed.

• Only decoration materials acceptable to the local Fire Marshall shall be used. Decorations shall be removed immediately after the event.

• When a group or organization uses a facility during the time a custodian is normally on duty, the custodian will see that the facility is properly heated, that lights are turned on and that the doors are opened for the group’s use of the facility.

• If the custodial staff is called away from regular duties to set up equipment and furniture, custodial services will be provided at user expense. If custodial staff is required for after-hours events, overtime pay for the period services are required and shall be charged to the user.

• Only District personnel may move or direct movement of equipment, furniture, etc. If stage curtains, projection equipment, lighting, and PA systems are to be used, arrangements will be made with Facility Scheduling to provide technically qualified personnel to perform the tasks at wage rate specified in the Tiered Fee Schedule. (link to Tiered Fee Schedule)

• Bats, hardballs, and softballs are prohibited from use in school buildings.

• Only in the case of an emergency are offices to be opened and/or telephones used. Groups are requested to use the pay telephones.

• No food/drink items of any type are to be used in District facilities without the prior knowledge and consent of Facility Scheduling. Should a kitchen area be desired for use of food preparation, it is understood that an approved member of the school cafeteria staff will be necessary at user expense to supervise the kitchen.

• Applicant must have their approved Facility Use Contract in their possession at the event.
Classification of Users Template

To ensure the care and preservation of school facilities and equipment and to ensure fairness and consistency in the implementation of District policy governing use of facilities, the following categories have been established. These categories have been approved to determine priority for facility use and a schedule fee has been provided for approved users when space and facilities are available.

Approval of all applications will be based upon the following criteria: benefits to the school district and the community; educational contribution; potential wear and tear on school facilities; appropriateness of the activity; relationship of the activity to the stated mission of the school district.

The use of school facilities for K-12 school instructional and extracurricular programs, meeting of students, teachers, parent-teacher organizations or other organizations directly affiliated with the schools will have precedence over all other requests.

Category 1 will be given the highest priority and Category 3 the lowest priority. However, every effort will be made to accommodate all requests. Generally, Category 1 is only charged for after-hours use of District personnel. Category 2 receives an approximate 33% discount, except for selected items, and Category 3 is charged the full rate.

- **Category 1 Community Education Programs/School Support Groups**
  Community Education programs provide student enrichment and support.

  School-related support groups could include but are not limited to: Parent-Teacher Associations, Parent Advisory Groups, Sports Boosters, Special Olympics, and local Scout organizations.

- **Category 2 Community Use Non-Profit Groups**
  Community non-profit groups are defined as governmental agencies, church groups or organized groups who provide local, civic, educational, religious or cultural activities and are staffed by volunteers. At least 60% of the members/participants of the organization shall be residents of the District. The School District may require a membership list of names, addresses and phone numbers of all members/participants as verification.

  Examples of users could include but are not limited to: Jaycees, Kiwanis, Rotary, City Chamber of Commerce, City Parks and Recreation, Habitat for Humanity, Community Theatre, Big Brothers/Big Sisters, University Extension Programs, 4-H Groups, Little League, American Cancer Society, County Department of Waste, government polling sites, and United Methodist Church.

- **Category 3 Private Citizen Use/Non-Profit Groups/Commercial Users**
  Private Citizen Use/Non-Profit Groups/Commercial Users are defined as groups of community residents who are interested in using school facilities for a particular use such as recreational, educational, and cultural activities. A group or organization under this category may conduct training or meeting sessions for employees related to their business, but may not actually generate revenue or profit from the activity.

  This category could include but is not limited to: private citizens and businesses that provide opportunities for District students, private schools who are hosting events/activities, adult athletic clubs, YMCA, neighborhood associations, and driving schools.
CONSUMER DRIVEN HEALTH PLANS
Presented to:

Dysart Unified School District

March 16, 2010

$12,000,000
Estimated Group Medical Expenditures for Dysart based on current rates

Presentation Outline

- Acronyms Defined (for a change)
- Consumer Driven Health Plans: Overview
- General Information/Acceptance of Consumer Driven Health Plans (Results from 2008 United Benefit Advisor Health Promo survey)
Acronyms Defined
- CDHP: Consumer Driven Health Plans
- HSA: Health Savings Account
- HDHP: High Dollar Deductible Health Plan

Consumer Driven Health Plans
- Consumer Driven Health Plans are health benefit plans that engage covered individuals in managing their own health expenses and improving their own health with respect to factors they can control.
- Consumer Driven Health Plans give individuals the opportunity to save money that they do not spend this year for health care expenses in future years.

Qualified High Deductible Health Plans
- Consumer responsible for costs up to specified deductible level - at least $1,200 for single and $2,400 for family.
- Maximum out of pocket $5,000 for single, $11,000 for family.
- Can pay out of pocket or with funds from an HSA.
- Plan begins to pay for services after consumer has reached deductible.
- Many plans require cost sharing after deductible is met, up to out-of-pocket max.
- Plans may pay for "preventive" benefits before deductible is met.
HOW IS SAVINGS ACHIEVED?

- Reduce premiums by lowering the level of coverage and eliminating most first dollar benefits.
- Reducing or eliminating the employee cost sharing (payroll deduction); especially important for families!
- Develop funding methods for employees to pay for claims that are not paid by insurance.
  * Tax-advantaged accounts are the best method for accomplishing this.

HSA

- Account allowed in conjunction with a qualified HDHP provided the insured is not covered by another "Non-HDHP" or entitled to Medicare or Medicaid. Trust account used to accumulate pre-tax funds. Pays for Section 213(d) expenses.
- Various Funding Options are Available
  - Employer Dollars
  - Employee Dollars
    * Payroll deduction (Section 125 allowed)
    * Direct contribution (deductible on tax return)

Eligibility, Tax Treatment

- Must have High Deductible Health Plan (HDHP) with minimum deductible of $1,200 single, $2,400 family.
- Asset Accumulation vehicle owned by employee. Federal income tax and payroll taxes are not levied on contributions, investment earnings, or withdrawals if spent on qualified medical expenses.
- Portable (upon termination of employment).
Administration Considerations

- Employees open and control the HSA account
- Employees are responsible for claim substantiation
- No Third Party or employer administration required!!!

Unused Dollars

- Unused dollars remain in account and grow tax-free
- Withdrawal at 65 or later for non-medical expenses are subject to ordinary income tax
- Withdrawals prior to age 65 for non-medical expenses are subject to ordinary income and 10% penalty

How would this look?

Currently District pays 100% of Mid and Low Option Plans...

... The Mid Plan
Annual Cost is $4,573
How would this look?

- The district "defines" this as the contribution for the Medical Plans offered
- Cost savings from CDHP is placed into the HSA for the employee
- Employee still chooses the Plan that best suits his/her situation

Simply, it looks like this...

The following slides are illustrative based on current plan costs and subject to change with final renewal from BlueCross.

<table>
<thead>
<tr>
<th>District Contribution</th>
<th>CDHP Plan $1,589</th>
<th>HDD Cost</th>
<th>Amount Deposited to HSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,573</td>
<td>$3,650</td>
<td></td>
<td>$923</td>
</tr>
</tbody>
</table>

Mr. Healthy Example

Reasons Mr. Healthy decided to enroll in the HDHP $1500 with HSA Plan were:
- Opportunity to save on taxes and save for future health care expenses
- Preventive care and preventive medications covered 100 percent

Annual deductible: $2,980
District funds to HSA: $1823
Maximum HSA contribution: $3,000
Health coverage (network): 20%
Out-of-pocket maximum: $3,000
Mr. Healthy – First Year in HSA
$1,500 Deductible Plan

- Plan Pays 100% - $300 preventive care
- HSA Pays: $250 for Rx and Office Visit
- HSA Balance: $1,250

Ms. Sick Example
Reasons Ms. Sick decided to enroll in the HDHP $1,500 with HSA Plan were:
- District contribution to the HSA
- No upfront cost for preventive care visits

Ms. Sick – First Year in HSA
$1,500 Deductible Plan

- Health plan pays 100% - $250 Preventive Care
- HSA pays: $1,800 Deductible
- HSA pays: $423 toward maximum out of pocket
- Ms. Sick pays: $1,077 (balance of maximum out of pocket)
- Health plan pays: $33,500
- HSA Balance: $0

Using the HSA, $1,077 of the $3,000 max. is paid and Ms. Sick pays remainder of HSA ($423) to pay part of the remaining $1,500.
Thus, Ms. Sick pays the balance of $1,077 and Health Plan pays $33,500.
Consumer Driven Health Plans

- High Deductible Health Plans with an HRA or HSA, are 17% of all plans (vs. 12.6% last year), with 15.4% of all employees enrolled (vs. 11.2% last year; and surpassed HMO enrollment for the first time).
- The overwhelming majority of the increase in CDHPs has come from companies with fewer than 1,000 employees, with the under 100 employee groups showing the largest increases.

Consumer Driven Health Plans

- Employers the size of Dysart have most success when offering this plan as an option to the existing benefit plan offerings.
- The intent is to keep the existing medical plans and offer the CDHP Plan as an option to the current array.
Health Savings Accounts

Summary – CDHP/HSAs
- 11.2% of CDHPs offer HSAs (5.7% last year)
- 87.6% of HSA plans offer 1st Dollar Preventive

Employer Contributions:
- Average HSA contributions:
  $621 single, $976 family

www.thebagmailcompany.com
Where are your benefit plan dollars going?

- Administration
  - Overhead
  - Reinsurance Premiums
  - Network Fees
  - Plan Management Programs
  - Profit

- Claims
  - Current – Paid Claims
  - Future – Claim Reserves (claims that have been incurred but not reported - IBNR)

Fully-Insured Plan (Current arrangement with BlueCross Blackwell)

- Dysart pays a fixed premium amount
- BlueCross assumes all of the risk
- Dysart benefits from consistent, predictable costs and complete protection
- BlueCross benefits from built-in profit margins when claims are lower than expected
- When claims are higher than expected, BlueCross pays, but often attempts to offset losses with subsequent rate increases. Dysart may end up paying for bad claim years through higher premiums the following year.
Self-Funded Plans

- Dysart contracts with BlueCross to administer the plan and process the claims.
- Dysart agrees to pay for claims as they are received and processed. There are no guarantees as to what the claim costs will be in any given period.
- Dysart purchases insurance (reinsurance) for protection against large, catastrophic claims for individual participants (Specific Stop Loss) and high claim levels from the total group (Aggregate Stop Loss).
- Dysart assumes fiduciary responsibility.
- Reinsurance indemnifies the "Dysart," it does not "insure" the plan participants.
- Appeals Committee may deal with claim coverage denial (and why "denied" can be a positive legal issue).

Self-Funded Plans (continued)

- Benefit appeals resulting in legal action are brought against the plan sponsor, not necessarily the reinsurer.
- A self-insurance Trust and Trust Board is necessary.
- Dysart benefits when the combined costs for Administration, Reinsurance and Claim are lower than other funding arrangements.
- Dysart is at risk when claims are higher than expected; reinsurance rates increase; and/or administration charges increase.
- When Specific or Aggregate Stop Loss claims are triggered, the reinsurer pays. If the plan chooses to alter or cancel the reinsurance contract and/or recoup losses with subsequent rate increases. Dysart may end up paying for poor claim years through higher self-insurance rates and administrative expenses the following year.

Components of Self-Funded Plan

- Plan Document / SPD
- Reinsurance Contract(s)
- Claim Administrator
- Pharmacy Benefit Manager
- (TPA or Carrier)
- Trust Account for Plan Expenses
- Provider Networks
- Need a balance of access and discounts
- Fiduciary Responsibility
- Utilization & Disease Management
- Consulting Services
Advantages of Self-Funding

- Eliminates the "Industry Risk Charge" and margins included in conventional insurance.
- Eliminates state premium tax on claims.
- Possibly lower administrative (non-claim) costs.
- Allows more employer input and control of plan design.
- No state-mandated benefits.
- Direct financial benefit to employer from good claim experience.
- Claim funds held by plan sponsor until claims are paid (float).
- Reserves held by plan sponsor until needed (float).
- These funds may be placed in conservative investments to help offset expenses.

Disadvantages of Self-Funding

- More financial risk than conventional insurance.
- Claims can be volatile.
- Reinsurance market can be volatile.
- Risk may be increased through lending, attachment points, or non-renewals.
- Plan Sponsor assumes fiduciary liability and active role in plan decisions.
- Plan Sponsor is a covered entity under HIPAA.
- More responsibility for compliance with DOT guidelines and federal mandates.
- Irregular monthly cash flow (unless pre-funded at maximum liability via trust or segregated account).
- More complicated exit/change issues (run-out/leap).

Who is a Good Candidate for Self-Funding?

- Employer is financially sound with good cash flow and budget control.
- History of good claims experience.
- Favorable demographics.
- Employer pays majority of health insurance cost.
- Employer understands and accepts balance of financial risk versus reward.
- Employer is committed to actively participate in managing plan decisions.
### Example of Self-Funding

<table>
<thead>
<tr>
<th></th>
<th>Self-Funded</th>
<th>Fully-Insured</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Fixed Costs</td>
<td>$522,820</td>
<td>$2,267,000</td>
</tr>
<tr>
<td>B. Expected Claims</td>
<td>$2,342,290</td>
<td>N/A</td>
</tr>
<tr>
<td>C. Maximum Claim Liability</td>
<td>$3,552,863</td>
<td>N/A</td>
</tr>
<tr>
<td>(120% of Expected) Maximum Cost (A+C)</td>
<td>$4,075,683</td>
<td>$3,267,000</td>
</tr>
<tr>
<td>% Difference</td>
<td>+ 24.7%</td>
<td></td>
</tr>
</tbody>
</table>

Assuming equal cost and dollars of claims and a "nominal group", the maximum liability will always be greater under self-funding.

### Summary:

- Elements of Effective Self Funded Plans
  - Responsible Plan Design
  - Effective Claims Administration / Reporting
  - Appropriate Reinsurance Contracts
  - Effective Provider Networks/Vendor Arrangements
  - Effective Utilization Management
  - Proactive Financial Analysis and Planning
  - Consistent Fiduciary Oversight

### Summary:

- Self-funding offers a potential savings based upon:
  - Favorable claims experience
  - Ability to procure Administrative Services and Reinsurance
  - Financial ability and discipline to fund fluctuating claims and create and maintain proper reserves
  - Employer willingness to actively manage the plan

- Consider, however:
  - You take on more Risk and Responsibility
  - Employer and certain employees becomes Fiduciaries
  - Need to fund at Maximum Liability levels and build reserves
  - Increased HIPAA and Regulatory Compliance issues
The Working Conditions Committee convened in September to begin the task of creating an annual survey for all Dysart employees. The committee was comprised of representatives from certified staff, support staff, district administration, and site administration along with a district office representative to oversee our progress. This survey fulfills an objective in the Dysart Strategic Plan, Theme #1, Dysart Work Culture, in an effort to assess the working climate of the three employee groups; support staff, certified staff, and administrative staff. This information will be used to make decisions at both the district and site level.

To begin our work, we reviewed the survey that then Governor Janet Napolitano gave all Arizona teachers in the fall of 2008, Arizona Teachers Working Conditions Survey. We evaluated each question to ensure the responses would be information necessary for our informational needs. We began with the certified survey and narrowed the original 107 questions down to just 50. From there we revised and edited those 50 questions to fit the job responsibilities of site and district administrators, creating a survey of 44 questions. Finally we reexamined and rewrote many questions specifically for the needs of our support staff to create a 40 question survey.

Each survey is divided into 6 domain areas similar to the original survey of 2008. We did not include the two sections regarding mentee and mentoring programs because Instructional and Reading Coaches currently conduct annual surveys that would have made this information redundant. The six domains include Time, Facilities and Resources, Empowerment, Leadership, Professional Development, and Core Questions. Each summary report is separated into these domain areas to assist with the understanding and analysis of these survey results.

After initial examination of the first working conditions surveys and in comparison to Governor Napolitano’s survey results of 2008 as well as the National Staff Development Council Standards Assessment Inventory of 2008 and 2009, we identified a few key areas of comparison that are included in the summary. In addition, we have identified several areas in which we would like to recommend possible revisions for the survey next year:

- Due to a large number of staff indicating “neutral” instead of “agree” or “disagree,” we would like to eliminate that category entirely; a high percentage of neutral votes made the evaluation of information more difficult.
- We would like to recommend that the Support Staff Survey be revised to strategically collect input from the various departments that ensure all support staff working conditions that comprise “support staff” are accurately assessed.
- We would like to recommend that we revisit the original 2008 survey to possibly include questions regarding instruction that were not initially included in this year’s survey.
Survey participation was:

- Administrative: 49 out of a possible 78 for 63%
- Certified: 1039 out of a possible 1431 for 73%
- Support: 446 out of a possible 992 for 45%

The results of the surveys can be viewed through the following links:

Administrative:


Certified:


Support:

Working Conditions Survey Results
Support Staff

Category 1: Time

- Half of the respondents agree that there is time for collaboration with colleagues and efforts are made to maximize the amount of routine paperwork done electronically. (#3, #4)

Category 2: Facilities and Resources

- The majority reported that they have sufficient training and support to fully utilize available technology.

Category 3: Empowerment

- The majority reported that they have little to no role in decision making.

Category 4: Leadership

- Over half of the respondents indicate they agree that:
  1. There is an atmosphere of trust and mutual respect. (#18)
  2. Department/school leadership communicates clear expectations. (#20)
  3. School leadership consistently enforces rules for school conduct. (#21)
  4. They receive support that helps improve performance. (#23)
  5. Department/school leadership is effective. (#25)

- Nearly one third of support staff does not feel comfortable raising issues and concerns. (#19)
- The level of agreement regarding support staff being recognized for accomplishments and contributions is evenly distributed. (#24)
- The majority reported that their performance evaluations are fair and they are comfortable seeking information and support from their direct supervisor. (#22, #26)

Category 5: Professional development

- Approximately half of respondents agree that the professional development/training provides necessary knowledge and skills and they have opportunities to learn from one another. (#28, #29)
- The areas in which the need for additional support is indicated were:
  1. Technology (#30)
  2. Policies/procedures/processes (#30)
Category 6: Core Questions

- In considering their future plans, the majority of respondents reported that these issues influence their decision to stay in their current job assignment:
  1. Department/school leadership support (#33)
  2. Collegial atmosphere (#34)
  3. Assignment (#35)
  4. Decision making (#36)
  5. Salary (#37)
  6. Student behavior (#38)

- The majority of support staff reported that their school/department is a good place to work. (#39)

Based on the results, we recommend that each school review the data as it aligns to their CIP and the Strategic Plan.
Working Conditions Survey Results
Administrative Staff

Category 1: Time

- Administrators generally agree that they have established time to collaborate. (#2)
- The level of agreement regarding administrative paperwork is distributed between agree, neutral and disagree. (#3)
- The majority of administrators report that they work 56 hours or more per week. (#4)

Category 2: Facilities and Resources

- The vast majority report that they have sufficient training and support to fully utilize available instructional technology.

Category 3: Empowerment

- The majority of Administrators indicate they are involved in decision making about educational issues (#11), however, they are not in agreement that the district has an effective process for making group decisions (#12).
- Administrators indicate they have a moderate to large role in:
  1. Selecting instructional materials, setting grading and assessment practices (#13, 14)
  2. Professional development (#15)
  3. Hiring of new administrators (#16)
  4. School/district continuous improvement planning (#17)

Category 4: Leadership

- The level of agreement regarding administrators’ trust and mutual respect is evenly distributed between agree and disagree. (19)
- Less than half of the administrators indicate feeling comfortable raising issues and concerns. (#20)
- The level of agreement regarding administrators being recognized for accomplishments and contributions is evenly distributed between agree, neutral and disagree. (#25)
- There is general agreement that:
  1. School leadership communicates clear expectations to staff, students and parents (#21)
  2. District leadership is supportive of decisions regarding student conduct (#22)
  3. Performance evaluations are fair (#23)
  4. Feedback helps to improve performance (#24)
  5. District leadership is effective (#26)
  6. Administrators are comfortable asking for support from their direct supervisor (#27)
Category 5: Professional development

- Over half of administrators indicate professional development provides them with the knowledge and skills necessary for their job responsibilities. (#29)
- The majority of administrators indicate they are evenly distributed between neutral and agree on the following:
  1. Opportunities to learn from one another (#30)
  2. Follow up from professional development (#31)
  3. Walkthrough feedback has improved my leadership (#32)
- The areas in which the need for additional support is indicated were: (#33)
  1. Master scheduling
  2. Working with data
  3. Continuous improvement planning

Category 6: Core Questions

- In considering their future plans, the majority of administrators reported that these issues influence their decision to stay in the profession or their current assignment:
  1. District leadership support (#36)
  2. Collegial atmosphere (#37)
  3. Assignment (#38)
  4. Site decision making (#39)
  5. Salary (#40)
  6. Student behavior (#41)
- The most important conditions to promote student learning are: (#42)
  1. Time in classrooms
  2. Decision making
- The strong majority of administrators reported that their district/school is a good place to work. (#43)

Based on the results, we recommend that the District consider:

- Creating a process for group decisions and problem solving
- Continue building trust
- Seeking administrative input regarding professional development, provide follow up from professional development, and provide opportunities to learn from other administrators
Working Conditions Survey Results
Certified Staff

Category 1: Time

- The level of agreement regarding collaboration time with colleagues is distributed between agree and disagree. (#4)
- Teachers generally agree that they have established time to collaborate and that their teaching time is minimally interrupted. (#8)
- Teachers generally disagree that class sizes are reasonable and efforts are being made to minimize paperwork. (#3, #7)
- About half of the teachers report that an hour or less a week is spent on duties and that they are spending more than six hours a week outside of their compensated hours. (#5, #6)

Category 2: Facilities and Resources

- The majority reported that they have sufficient training and support to fully utilize available instructional technology.

Category 3: Empowerment

- Teachers indicate they have a moderate to large role in:
  1. Grading and assessment (#19)
- Teachers indicate they have a small to moderate role in:
  1. Selection of instructional materials and resources (#18)
- Teachers indicate that they have a minimal role in:
  1. Professional development (#20)
  2. Hiring (#21)
  3. Budget (#22)
- The level of agreement regarding teachers’ involvement in decision making is distributed between agree, neutral and disagree. (#16, #17)

Category 4: Leadership

- The level of agreement regarding teachers’ trust and mutual respect is distributed between agree, neutral and disagree. (#24)
- The level of agreement regarding teachers feeling comfortable raising issues and concerns is distributed between agree and disagree. (#25)
- There is general agreement that:
  1. Performance evaluations are fair (#28)
  2. Feedback is helpful (#29)
  3. They are comfortable asking for support (#32)
  4. School leadership communicates clear expectations to staff, students and parents (#26)
• More than half report that their school leadership is effective and that teachers are recognized for accomplishments and contributions. (#30, #31)
• One third of the teachers disagree that student conduct rules are consistently enforced. (#27)

Category 5: Professional development

• The level of agreement is that professional development provides teachers with necessary knowledge and skills is evenly distributed between agree, neutral and disagree. (#34)
• Nearly half of the teachers agreed that there were opportunities to learn from one another. (#35)
• The level of agreement is evenly distributed regarding:
  1. Professional development offerings are relevant (#36)
  2. Teachers received follow up from professional development opportunities (#37)
• The areas in which the need for additional support is indicated were:
  1. Assistance in students with disabilities (#39)
  2. Working with data (#39)
• Over one third of the teachers indicate that the feedback from walkthroughs has helped to improve their instruction. (#38)

Category 6: Core Questions

• In considering their future plans, the majority of teachers reported that these issues influence their decision to stay in the profession or their current assignment:
  1. Leadership support (#42)
  2. Collegial atmosphere (#43)
  3. Assignment (#44)
  4. Decision making (#45)
  5. Salary (#46)
• The most important conditions to promote student learning are:
  1. Administrative support (#48)
  2. Uninterrupted time during the work day (#48)
• The majority of teachers reported that their district/school is a good place to work. (#49)

Based on the results, we recommend that each school review the data as it aligns to their CIP and the Strategic Plan. Areas that may be specifically addressed are time, empowerment and professional development.
SURVEY COMPARISONS

National Staff Development Council Standards Assessment Inventory
2008-2009

The March 2009 results of the National Staff Development Council Standards Assessment Inventory (SAI) indicated that 68% of the schools showed growth in providing resources to teachers. The Certified Working Conditions Survey results of 2010 indicate similar findings; the majority reported that they have sufficient training and support to fully utilize available instructional technology.


Time: Teachers indicate that there has been a slight improvement (fewer in number) in the frequency of interruptions during class time.

Facilities and Resources: There has been a significant increase in teacher access to instructional technology (computers, Smart Boards, projectors and software).

Empowerment: An equal number of teachers agree and disagree that there is an effective process for making group decisions and problem solving.

Leadership: Teachers indicate that there is a slight decrease in the agreement that there is an atmosphere of trust and mutual respect and in their comfort in raising important issues and concerns.

Professional Development: When asked if professional development provides the knowledge and skills most needed, the percentage of teachers who agreed dropped by 10%; however, the percentage that disagreed remained the same.

Core Questions: When asked, teachers described their future intentions for their professional career as:

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue working at my current school as long as I am able.</td>
<td>44%</td>
<td>51%</td>
</tr>
<tr>
<td>Continue working at my current school until a better opportunity comes along.</td>
<td>29%</td>
<td>22%</td>
</tr>
<tr>
<td>Continue working in education, but leave this school as soon as I can.</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Continue working in education, but leave this district as soon as I can.</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Leave education all together.</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Not listed above</td>
<td></td>
<td>9%</td>
</tr>
</tbody>
</table>
Working Conditions Survey

Strategic Plan Update – Goal 1.A.5

Objectives

5. Design a working conditions survey based on the Arizona Teacher Working Conditions survey
6. Evaluate the working conditions of the district utilizing the Dysart Teacher Working Conditions survey

Survey Use

› Administrator & report annually in January
› Results used in combination with other surveys to accomplish Strategic Plan Goal A:

Create a culture where staff has adequate time, empowerment, leadership, resources, and human development.

Timeline

› Design survey August 2009
› Pilot survey November 2009
› Administer & report January 2010

General Findings

› Baseline data established for all three categories of Dysart employees
› Number of staff responding “neutral” made evaluation of input difficult
› Support Staff survey lacked specificity for various departments

Findings

› Highlights:
  • Time: All groups generally agree there is time for collaboration with colleagues.
  • Facilities & Resources: The majority in all groups report they have sufficient training and support to fully utilize technology.
  • Empowerment: Teachers and administrators report a greater degree of involvement in decision making than support staff report.
  • Leadership: All groups generally agree that leadership throughout the district is effective.
  • Professional Development: Results were mixed for all groups. Staff are generally divided as to what kinds of professional development are valuable.
Next steps

- Share results with schools/departments
- Review data in terms of continuous improvement plans
- Develop action steps to address specific concerns
- Modify surveys for next administration