NOTICE OF PUBLIC MEETING

Pursuant to A.R.S. §38-431.02, notice is hereby given that the Dysart Governing Board will hold a meeting open to the public on the date and day, at the time, and at the location shown below. A copy of the complete agenda with names and details is posted prior to the scheduled meeting during business hours at the Dysart Education Center at 15802 N. Parkview Place, Surprise, AZ 85374 or at www.dysart.org> About Dysart> Governing Board> Meeting Packets.

DYSART UNIFIED SCHOOL DISTRICT
GOVERNING BOARD MEETING AGENDA
REGULAR MEETING

TIME: 6:00 p.m. - Wednesday, June 9, 2010

PLACE: Nathaniel Dysart Education Center, 15802 N. Parkview Place, Surprise, AZ 85374

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the Governing Board Secretary at 623-976-7002. Requests should be made as early as possible to allow time to arrange the accommodation.

REGULAR MEETING

Individuals wishing to address the Governing Board must fill out a request form available in the Lobby and turn it in to the Board Clerk, Superintendent or Board Secretary prior to the start of the meeting. Those who have asked to speak will be called upon to address the Board at the appropriate time.

1. Call to Order
   (Members of the Dysart Unified School District Governing Board will attend either in person or by telephone conference call.)

2. Pledge of Allegiance

3. Approval of the Agenda Form

   It is recommended the Governing Board approve this Agenda Form consistent with Board Policy BEDB and temporarily suspend any Governing Board policy with which this agenda may be inconsistent.

   Motion ______________  Second ________________  Vote __________

4. Summary of Current Events
   • Superintendent
     • Presentations, Recognitions, Celebrations
   • Governing Board
     • Jennifer Tanner
     • April Allen
     • Christine Pritchard
     • Bonnie Schroader
     • Jerry Eynon
5. Audience with Individuals or Groups

During open session, the Board shall not hear personal complaints against school personnel or any other person connected with the District. Policies KL, KLB and KLD are 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 (except personal criticism). In order to facilitate accomplishing the business of the District in a timely manner, a time limit of three (3) minutes will be imposed for each individual or group addressing the Board. When you approach the podium, please state your name and address for the record.

**ACTION ITEMS**

**MOTION TO APPROVE CONSENT AGENDA ITEMS**

It is recommended the Governing Board approve Consent Agenda items as presented.

Motion ______________  Second ________________  Vote __________

**SECTION 2**

**ACTION/CONSENT**

1. Approval to Participate in Action Research to Examine the Effects of Specific Academic Language Skills That Are Most Important For Students in Grades 6, 7, and 8th to Succeed in Reading to Learn in Their Science and Social Studies Classes

   Submitted By: Dr. Miller

2. Recommendation to Approve Donation Agreement Between Dysart Unified School District and 371 on 163, L.L.C., Owner and Developer of the Property Known as Altamira

   Submitted By: Mr. Thompson

3. Recommendation to Approve Personnel Action Items for the Period of May 27, 2010 through June 9, 2010

   Submitted By: Dr. Roach

4. Recommendation to Approve Safe Schools/Healthy Students Prevention Counselor Position

   Submitted By: Dr. Roach

5. Recommendation to Approve the Safe Schools/Healthy Students Services Outreach Specialist Position and Job Description

   Submitted By: Dr. Roach

6. Recommendation to Approve the Revised Prevention Coordinator Job Description

   Submitted By: Dr. Roach

7. Recommendation to Eliminate Support Staff Positions for the 2010-2011 School Year Due to Budget Cuts

   Submitted By: Dr. Roach

8. Recommendation to Approve New Administrative and Support Staff Positions for the 2010-2011 School Year

   Submitted By: Dr. Roach

9. Approval/Ratification of the Minutes of Governing Board Meeting(s) and Events on May 12, 2010, May 20, 2010 and May 26, 2010

   Submitted By: Dr. Pletnick

10. Hearing Officer’s Recommendation(s) for Long Term Suspension

    Submitted By: Dr. Kellis

11. Out of State Travel for One Willow Canyon (IB) International Baccalaureate Foreign Language Teacher to Attend the Mandated International Baccalaureate Teacher Training Workshops in Tahoe City, CA, July 26-29, 2010

    Submitted By: Dr. Kellis

12. Overnight Travel for Up to Twenty-five Willow Canyon High School Spiritline Members and Three Chaperones to Attend Universal Cheerleader’s Association Summer Cheerleading Camp in Phoenix, AZ, July 14-17, 2010

    Submitted By: Dr. Kellis
SECTION 2
ACTION/CONSENT-Continued

13. Overnight Travel for Twenty-five Dysart High School Student Council Members and Four Sponsors to Attend Student Council Summer Leadership Retreat in Prescott, AZ, July 19-22, 2010

Submitted By: Dr. Miller

14. Recommendation for Approval to Dispose of Surplus Property

Submitted By: Mr. Thompson

15. Approval/Ratification of Expense Voucher 1062 in the Amount of $1,815,680.99

Submitted By: Mr. Thompson

16. Approval/Ratification of Payroll Vouchers 46 and 7376 in the Amount of $15,757,246.72

Submitted By: Mr. Thompson

SECTION 2
ACTION/DISCUSSION

17. Recommendation to Approve the Appointment of K-8 Principal

Submitted By: Dr. Roach

18. Recommendation to Approve the Appointment of K-8 Principal

Submitted By: Dr. Roach

19. Recommendation to Approve the Appointment of K-8 Principal

Submitted By: Dr. Roach

20. Recommendation to Approve the Appointment of K-8 Principal

Submitted By: Dr. Roach

21. Recommendation to Terminate Employment – Support Staff – 2009-2010 School Year

Submitted By: Dr. Roach

22. Direction to the Governing Board Delegate and Alternate Regarding Action to be Taken at the ASBA Delegate Assembly on June 26, 2010

Submitted By: Dr. Pletnick

23. Recommendation to Approve Revision of Governing Board Policy JK - Student Discipline and Adoption of the Best Practices in Special Education and Behavior Management as Incorporated in Regulation JK-RB - Second Reading

Submitted By: Dr. Kellis

SECTION 4
INFORMATION

24. Information on Recess and Lunch Time Schedules in K-8 Buildings

Submitted By: Dr. Miller

25. Strategic Plan Report - Goal 1.A.1 - Create a Culture Where Staff Have Adequate Time, Empowerment, Leadership, Resources and Human Development

Submitted By: Dr. Miller

26. Strategic Plan Report - Goal 3.A.3 - Optimize Resources to Drive Student Achievement

Submitted By: Dr. Miller

27. Strategic Plan Update - Goal 4.B.5 - Implement the Parent and Student Nutrition Advisory Team that Participates in District Food Services Decisions

Submitted By: Mr. Thompson

28. Discussion Regarding Setting a Date for an Executive Session for Superintendent Evaluation

Submitted By: Dr. Pletnick

29. Discussion Regarding City of Surprise and Dysart Liaison Collaborative Meeting

Submitted By: Dr. Pletnick

REQUESTS FOR FUTURE AGENDA ITEMS

ADJOURNMENT

Motion ____________________  Second __________________  Vote ________
AGENDA ITEM: Approval to Participate in Action Research to Examine the Effects of Specific Academic Language Skills That Are Most Important For Students in Grades 6, 7, and 8th to Succeed in Reading to Learn in Their Science and Social Studies Classes

Action/Consent X Action/Discussion Information Supporting Data X

Policy Reference: LC Cost: NA Funding Source: NA

EXECUTIVE SUMMARY:

The District has been asked to participate in action research to examine the effects of specific academic language skills that are most important for students in grades 6, 7, and 8 to succeed in reading to learn in their science and social studies classes. Through a partnership with Teachers College, Columbia University, this study proposes to identify diagnostic tools that can provide teachers with more useful information about their students’ developing understanding of academic language. This information can then be used to improve instruction to move students from all backgrounds toward meeting academic standards.

Participation in the study is voluntary. If parental approval is received, students will complete diagnostic assessments in the areas of academic language and reading comprehension of science and social studies texts. Assessments will take approximately 1 hour to administer and will be administered outside of the regular school day. Follow up assessments will be administered later in the year to approximately 30 students. Again, the follow up assessments are voluntary and conducted outside the regular school day.

All data collected will be kept confidential. Any information collected will be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose except as required by law. The data collected will be used in analyses to understand what specific aspects of academic language in science and social studies are most important to teach and to identify instructional strategies that accelerate students’ progress.

Columbia University will share information gathered through this study with Dysart Unified School District. Ultimately, the goal of the project will be to utilize the findings to design effective instructional programs to address the issues identified through the study.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the participation of the Dysart Unified School District in the action research to examine the effects of specific academic language skills that are most important for students in grades 6, 7, and 8th to succeed in reading to learn in their science and social studies classes.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: ______
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
DEPARTMENT OF ARTS AND HUMANITIES
APPLIED LINGUISTICS PROGRAM

Academic Language and Disciplinary Reading Comprehension
for Students from Linguistically Diverse Backgrounds

Principal Investigation: Michael J. Kieffer, Assistant Professor of Language & Education

Study Overview

Background on the Issue
Although most students learn to read successfully in the primary grades, many go on to struggle with reading to learn in the middle grades. In particular, learning complex science and social studies content requires that students can comprehend the specialized texts in these content areas. To comprehend these texts in a deep way that facilitates conceptual learning, students must develop “disciplinary” reading comprehension, which means learning the strategies that historians and scientists use to build meaning from text. As recognized by the new Common Core Standards for literacy in history/social studies and science, reading to learn rigorous content is increasingly important for success in high school, college, and the work force.

Unfortunately, many English language learners, former English language learners, and struggling native English-speaking readers can encounter difficulties in meeting these expectations. Educators increasingly recognize that comprehending science and social studies texts requires that these students learn the academic language of these texts. However, it is not always clear what we mean by “academic language.” There are many linguistic challenges that readers face in understanding the vocabulary, sentence structure, and text organization of the content areas, so it is not necessarily clear what features should be prioritized for teaching. Additionally, teachers do not always have good diagnostic assessment tools for understanding their students’ individual strengths and weaknesses in this area.

Goals of this Research
The proposed project aims to improve our understanding of the specific academic language skills that are most important for students in grades 6, 7, and 8 to succeed in reading to learn in their science and social studies classes. The project is designed to provide guidance about how to improve instruction to meet the needs of all students. The project would begin to address these questions by using new diagnostic tools that can provide teachers with more useful information about their students’ developing understanding of academic language.

In collaboration with instructional leaders in Dysart’s Academic Services department as well as interested principals, we will select three schools that have relatively high proportions of English language learners (as well as former English language learners) and that would benefit from partnering in this project. In these schools, we will assess 6th, 7th, and 8th grade students in the three schools on the new diagnostic assessments. The assessments will take approximately 1 hour. Based on the results from these assessments, we will select a small number of students for more in-depth, follow-up assessments to be individually administered. All assessments will be administered outside the regular school day.
Benefits and Implications for Dysart Educators

This research will provide useful information for informing the districts’ and schools’ efforts for improving instruction to move students from all backgrounds toward the goal of meeting the new Common Core standards. In particular, the findings will shed light on what specific aspects of academic language in science and social studies are most important to teach. They will also highlight the strengths and weaknesses of different groups of students, including English language learners, former English language learners who have been recently redesignated, and native English speakers who are struggling to meet academic standards. These findings will then inform further research and instructional efforts that can investigate students’ growth in these skills and identify approaches that can accelerate students’ progress. Throughout the process, the research team will be committed to providing Dysart teachers and instructional leaders with useable data and related professional development that can inform their efforts.
AGENDA ITEM: *Recommendation to Approve Donation Agreement Between Dysart Unified School District and 371 on 163, L.L.C., Owner and Developer of the Property Known as Altamira

Action/Consent  X  Action/Discussion  ___  Information  ___  Supporting Data  X  
Policy Reference: KCD  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

371 on 163, L.L.C., owner and developer of property known as Altamira, intends to make a charitable cash donation to the Dysart Unified School District to defray the expense associated with an increase in the population of students.

The Donation Agreement has been reviewed by legal counsel and released for Governing Board consideration.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the donation agreement with 371 on 163, L.L.C., owner and developer of the property known as Altamira.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]
ACTION BY BOARD: Motion:  Second:  Vote: AGENDA ITEM: 2
DONATION AGREEMENT

(Altamira)

THIS DONATION AGREEMENT ("Agreement") is made by and between Dysart Unified School District No. 89 of Maricopa County, Arizona, a political subdivision of the State of Arizona (the "District"), and 371 on 163, L.L.C., an Arizona limited liability company ("Developer"). The District and Developer are referred to herein collectively as "the parties."

REcITALS:

A. Developer owns certain real property in Surprise, Arizona (the "City"), to be used for a development known as Altamira, as more particularly described in Exhibit A, attached hereto (the "Property").

B. Development of the Property will increase the population of students attending public schools within the District, which in turn will increase the need for public school facilities within the District. The Developer is willing to make, and the District is willing to accept, cash donations to defray the expense to the District associated with an increase in the population of students.

Agreement:

For and in consideration of the covenants contained herein, the District and Developer, intending to be legally bound, state, confirm and agree as follows:

1. Incorporation of Recitals. The Recitals stated above are true and correct and are incorporated herein by this reference. Developer warrants that it owns the Property and has the authority to make this agreement.

2. Conditions. It is a condition of the continuing effect and enforceability of this Agreement that, with regard to the Property, the District not have opposed any zoning or entitlement application or request of Developer, including without limitation, any preliminary or final plat application for the Property or a portion thereof; and that, if requested to do so by Developer or the governmental authority with jurisdiction, the District provide the governmental authority promptly and in a timely manner with written confirmation thereof.

3. Cash Donation by Developer to the District. Subject to the terms and conditions of this Agreement, Developer, for itself and its successors-in-ownership and assigns, including, without limitation, any affiliate of Developer and any homebuilder initially constructing or placing a dwelling unit on the Property, agrees to pay the following amount for each dwelling unit so constructed or placed on the Property:
<table>
<thead>
<tr>
<th>Type of Dwelling</th>
<th>Donation (per unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>House</td>
<td>$1,000</td>
</tr>
<tr>
<td>Condominium</td>
<td>$750</td>
</tr>
<tr>
<td>Apartment</td>
<td>$400</td>
</tr>
<tr>
<td>Mobile Home</td>
<td>$400</td>
</tr>
</tbody>
</table>

Developer shall contribute all donations as required under this paragraph no later than ninety days after the building permit for construction of the particular Dwelling Unit is issued by the City. No donation shall be payable in connection with any reconstruction or subsequent construction of a Dwelling Unit on a particular portion of the Property after the donation for such portion of the Property has been initially paid.

4. **Future Development Fees.** Notwithstanding the foregoing or anything herein to the contrary, Developer desires that it receive credit for the money donated to the District, if at any time in the future, any federal, state, county, municipal or any other governmental or quasi governmental authority with jurisdiction over the Property lawfully imposes any development fee, impact fee, dedication requirement, exaction or similar fee or charge on the Property (individually, a “Development Fee” and collectively, the “Development Fees”) through the exercise of either its police power or its taxing power (other than secondary real estate taxes, general obligation bonds and school district override elections) in connection with or related to the acquisition, development, construction, improvement and operation of public school facilities within the District. While the District offers no assurances to the Developer that it is empowered or authorized to provide Developer with a credit against Development Fees which may be assessed on the Property, the District, to the extent it is permitted by law to do so, agrees to the contents of this Section.

   (a) If the Development Fees imposed on the Property are less than the total donations required under this Agreement, then no Development Fees shall be due and payable by Developer to or for the benefit of the District (but the remainder of this Agreement shall continue in full force and effect); or

   (b) If the Development Fees imposed on the Property are greater than the total donations required under this Agreement, then Developer shall receive a credit against the Development Fees in the amount of the total donations, and Developer shall only be obligated to pay to or for the benefit of the District an amount equal to the difference between the Development Fees and the total donations.

5. **Default and Remedies.** Developer acknowledges that the District intends to rely upon this Agreement in formulating its plans for growth and in other regards, and that such reliance is reasonable. In the event of any default under this Agreement, the non-defaulting party
shall have all rights and remedies provided at law or in equity, including without limitation
specific performance and injunctive relief, and all such rights and remedies shall be cumulative.
Developer acknowledges the sufficiency of the consideration for this agreement and irrevocably
waives lack of consideration as a defense to the enforcement of this Agreement.

6. Notices. Any and all notices, consents or other communications required or
permitted by this Agreement shall be given in writing and telecopied, personally delivered, sent
by registered or certified mail, return receipt requested, postage prepaid, or sent by Federal
Express, Airborne, U.P.S. or other similar nationally recognized overnight courier, addressed as
follows:

To Developer: 371 on 163, L.L.C.
   Attn: Keith Miller
   14400 North 76th Place
   Scottsdale, AZ 85260
   Facsimile Number: (480) 948.6369

   With Copy to: Earl, Curley & Lagarde, P.C.
   Attn: K. Scott McCoy
   3101 N. Central Avenue
   Suite 1000
   Phoenix, AZ 85012
   Facsimile Number: (602) 265.2195

To the District: Dysart Unified School District of
   Arizona No. 89
   Attention: Superintendent
   Dysart Education Center
   15802 North Parkview Place
   Surprise, AZ 85374
   FAX: 623-876-7042

   With a copy to: LaSota & Peters, PLC
   Attention: Donald M. Peters
   722 East Osborn, Suite 100
   Phoenix, AZ 85014
   (602) 248 2999 fax

or at any other address or telecopier number designated by any party hereto in writing. Any
notice or communication shall be deemed to have been delivered and received (i) as of the date
of receipt, if sent by telecopier (with written confirmation of error-free transmission) on or
before 5:00 p.m., Phoenix time; (ii) as of the next day of receipt, if sent by telecopier (with
written confirmation of the date and time of transmissions and receipt) after 5:00 p.m., Phoenix
time; (iii) the date of delivery, if hand delivered or sent by nationally recognized overnight
courier; (iv) three (3) days after the date of mailing, if mailed by registered or certified mail.
7. **General.**

   (a) **Waiver.** No delay in exercising any right or remedy shall constitute a waiver thereof, and no waiver by the District or Developer of any default under this Agreement shall be construed as a waiver of any preceding or succeeding default.

   (b) **Attorneys’ Fees.** In the event any party finds it necessary to bring any action at law or other proceeding against the other party to enforce any of the terms, covenants or conditions hereof, or by reason of any default hereunder, the party prevailing in any such action or other proceeding shall be paid all reasonable costs and attorneys’ fees by the other party, and in the event any judgment is secured by the prevailing party, all such costs and attorneys’ fees shall be included therein, with the fees to be set by the court and not by jury.

   (c) **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. The signature pages from one or more counterparts may be removed from the counterparts and the signature pages may all be attached to a single instrument.

   (d) **Further Acts.** Each of the parties hereto shall execute and deliver all such documents and perform all such acts as reasonably necessary, from time to time, to carry out the matters contemplated by this Agreement.

   (e) **Successors and Assigns.** All of the provisions of this Agreement shall inure to the benefit of and be binding upon the District and the Developer and its successors-in-ownership and assigns. District may record this Agreement or a memorandum reflecting this agreement so as to give notice to Owner’s successors-in-ownership and assigns. Upon the conveyance of all or any portion of the Property by Developer or its successors-in-ownership or assigns and the written assumption by such transferee of the obligations of the Developer under this Agreement with respect to the portion of the Property conveyed, Developer or its successors-in-ownership or assigns, as the case may be, shall be relieved of any further liability or obligations under this Agreement with respect to the portion of the Property conveyed but shall not be relieved or released from any liabilities or obligations incurred during the period of its ownership of the Property. The Developer shall provide the District written notice of any such conveyance and assumption of obligations within thirty (30) days after the conveyance. The liabilities and obligations of Developer and its successors-in-ownership and assigns are several obligations, and not joint and several obligations, and may only be enforced against the party then in default, and, notwithstanding any default by the owner of the portion of the Property, this Agreement shall remain in full force and effect with respect to the other owners of the Property.

   (f) **No Partnership and Third Parties.** It is not intended by this Agreement to, and nothing contained in this Agreement shall, create any partnership, joint venture or other similar arrangement between Developer and the District. No term or provision of this Agreement is intended to, or shall, be for the benefit of any person, firm, organization or
corporation not a party hereto, and no such other person, firm, organization or corporation shall have any right or cause of action hereunder.

(g) **Entire Agreement.** This Agreement constitutes the entire agreement between the parties hereto pertaining to the subject matter hereof. All prior and contemporaneous agreements, representations and understandings of the parties, oral or written, are hereby superseded and merged herein.

(h) **Amendment.** No change or additions may be made to this Agreement except by a written amendment executed by the parties hereto.

(i) **Governing Law.** This Agreement shall be governed by, and construed and interpreted in accordance with, the laws of the State of Arizona.

(j) **Conflicts of Interest.** The parties acknowledge that this Agreement is subject to cancellation pursuant to A.R.S. § 38-511 or any successor statute.

(k) **Severability.** In the event that (a) the Attorney General of Arizona issues or affirms an opinion which finds any part of this Agreement to be illegal, invalid or unenforceable, or (b) any part of this Agreement is held to be illegal, invalid or unenforceable by a court of competent jurisdiction, the validity and enforceability of the remainder of the Agreement shall not be affected.

IN WITNESS WHEREOF, the parties have executed this Agreement.

**DISTRICT:**

DYSART UNIFIED SCHOOL DISTRICT
NO. 89 OF MARICOPA COUNTY,
ARIZONA, a political subdivision of the State of Arizona

By: 
Its: 
Date: 

**DEVELOPER:**

371 on 163, LLC, an Arizona limited liability company

By: 
Its: 
Date: 7/19/10
EXHIBIT A

Property legal description
PARCEL NO. 3: (PINNACLE PEAK COUNTRY ESTATES - PARCEL C)  
A PORTION OF SECTION 7, TOWNSHIP 4 NORTH, RANGE 1 WEST, OF THE GILA AND SALT RIVER BASE  
AND MERIDIAN, MARICOPA COUNTY, ARIZONA, MORE PARTICULARLY DESCRIBED AS  
FOLLOWS:  
COMMENCING AT THE SOUTH QUARTER CORNER OF SAID SECTION 7;  
THENCE SOUTH 89 DEGREES 55 MINUTES 12 SECONDS EAST ALONG THE SOUTH LINE OF SAID  
SECTION 7 A DISTANCE OF 533.69 FEET TO THE TRUE POINT OF BEGINNING;  
THENCE NORTH 00 DEGREES 04 MINUTES 45 SECONDS EAST A DISTANCE OF 786.42 FEET;  
THENCE NORTH 00 DEGREES 27 MINUTES 21 SECONDS WEST A DISTANCE OF 36.19 FEET;  
THENCE NORTH 02 DEGREES 40 MINUTES 08 SECONDS WEST A DISTANCE OF 113.42 FEET;  
THENCE NORTH 06 DEGREES 01 MINUTES 27 SECONDS WEST A DISTANCE OF 113.42 FEET;  
THENCE NORTH 09 DEGREES 49 MINUTES 48 SECONDS WEST A DISTANCE OF 143.85 FEET  
TO THE  
BEGINNING OF A NON-TANGENT CURVE;  
THENCE WESTERLY ALONG SAID CURVE, HAVING A RADIUS OF 480.00 FEET, CONCAVE SOUTHERLY,  
WHOSE RADIUS BEARS SOUTH 08 DEGREES 36 MINUTES 31 SECONDS EAST, THROUGH A CENTRAL  
ANGLE OF 01 DEGREES 04 MINUTES 36 SECONDS A DISTANCE OF 9.02 FEET;  
THENCE NORTH 09 DEGREES 41 MINUTES 07 SECONDS WEST A DISTANCE OF 40.00 FEET;
THENCE NORTH 14 DEGREES 46 MINUTES 20 SECONDS WEST A DISTANCE OF 108.76 FEET;
THENCE NORTH 17 DEGREES 57 MINUTES 09 SECONDS WEST A DISTANCE OF 105.48 FEET;
THENCE NORTH 21 DEGREES 05 MINUTES 03 SECONDS WEST A DISTANCE OF 105.48 FEET;
THENCE NORTH 24 DEGREES 12 MINUTES 57 SECONDS WEST A DISTANCE OF 105.48 FEET;
THENCE NORTH 27 DEGREES 20 MINUTES 51 SECONDS WEST A DISTANCE OF 105.48 FEET;

THENCE NORTH 30 DEGREES 28 MINUTES 45 SECONDS WEST A DISTANCE OF 105.48 FEET;
THENCE NORTH 33 DEGREES 36 MINUTES 39 SECONDS WEST A DISTANCE OF 105.48 FEET;
THENCE NORTH 36 DEGREES 44 MINUTES 33 SECONDS WEST A DISTANCE OF 106.11 FEET;
THENCE NORTH 33 DEGREES 31 MINUTES 38 SECONDS WEST A DISTANCE OF 121.44 FEET;
THENCE NORTH 23 DEGREES 52 MINUTES 01 SECONDS WEST A DISTANCE OF 148.00 FEET;
THENCE NORTH 08 DEGREES 11 MINUTES 01 SECONDS WEST A DISTANCE OF 151.36 FEET;
THENCE NORTH 00 DEGREES 01 MINUTES 29 SECONDS EAST A DISTANCE OF 60.00 FEET;
THENCE NORTH 89 DEGREES 58 MINUTES 31 SECONDS WEST A DISTANCE OF 19.81 FEET;
THENCE NORTH 00 DEGREES 22 MINUTES 47 SECONDS WEST A DISTANCE OF 164.41 FEET;
THENCE NORTH 44 DEGREES 49 MINUTES 14 SECONDS EAST A DISTANCE OF 56.37 FEET
TO THE
CENTER OF SAID SECTION 7;
THENCE SOUTH 89 DEGREES 58 MINUTES 44 SECONDS EAST A DISTANCE OF 657.68 FEET;
THENCE SOUTH 89 DEGREES 58 MINUTES 31 SECONDS EAST A DISTANCE OF 176.82 FEET;
THENCE SOUTH 89 DEGREES 59 MINUTES 00 SECONDS EAST A DISTANCE OF 151.91 FEET;
THENCE SOUTH 89 DEGREES 57 MINUTES 40 SECONDS EAST A DISTANCE OF 328.93 FEET;
THENCE NORTH 00 DEGREES 25 MINUTES 42 SECONDS WEST A DISTANCE OF 659.44 FEET;
THENCE NORTH 00 DEGREES 21 MINUTES 05 SECONDS WEST A DISTANCE OF 659.77 FEET;
THENCE SOUTH 89 DEGREES 59 MINUTES 51 SECONDS EAST A DISTANCE OF 1,313.10 FEET TO THE
EAST LINE OF SAID SECTION 7;
THENCE SOUTH 00 DEGREES 28 MINUTES 27 SECONDS EAST ALONG THE EAST LINE OF SAID
SECTION 7 A DISTANCE OF 659.96 FEET;
THENCE SOUTH 00 DEGREES 29 MINUTES 58 SECONDS EAST A DISTANCE OF 659.57 FEET TO THE
EAST QUARTER CORNER OF SAID SECTION 7;
THENCE SOUTH 00 DEGREES 28 MINUTES 48 SECONDS EAST ALONG THE EAST LINE OF SAID
SECTION 7 A DISTANCE OF 2638.86 FEET;
THENCE NORTH 89 DEGREES 55 MINUTES 12 SECONDS WEST ALONG THE SOUTH LINE OF SAID
SECTION 7 A DISTANCE OF 2101.30 FEET TO THE TRUE POINT OF BEGINNING.
AGENDA ITEM: *Recommendation to Approve Personnel Action Items for the Period of May 27, 2010 through June 9, 2010

Action/Consent  X  Action/Discussion  ___  Information  ___  Supporting Data  X
Policy Reference: GCBC, GCQC, GDQB, GDB  Cost:  Funding Source: M&O, Title Funds, Grants, IDEA

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve Personnel Actions which include:

4  New Hires (Guest Teachers, Support Staff)
1  Recall and Issuance of Contract
2  Rescission to Terminate Employment
6  Change in Assignment
18  Resignations
1  Request for Leave Without Pay
52  Supplemental Compensation

Information regarding the personnel action items is attached.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve personnel actions for May 27, 2010 through June 9, 2010 as presented.
NEW HIRES

SUPPORT STAFF SUBSTITUTES

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

Strong, Jillian

SUPPORT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>SALARY</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coreas, Rosanna</td>
<td>$9.00 per hour</td>
<td>Bus Aide</td>
</tr>
<tr>
<td></td>
<td>(Grade 4/Step 1)</td>
<td></td>
</tr>
<tr>
<td>Magnusson, Jennifer</td>
<td>$9.00 per hour</td>
<td>Bus Aide</td>
</tr>
<tr>
<td></td>
<td>(Grade 4/Step 1)</td>
<td></td>
</tr>
<tr>
<td>Tansy, Ana</td>
<td>$9.00 per hour</td>
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RECALL AND ISSUANCE OF CONTRACT

CERTIFIED STAFF

<table>
<thead>
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<tbody>
<tr>
<td>Walker, Willie A.</td>
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RESCISSION TO TERMINATE EMPLOYMENT

CERTIFIED STAFF

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<tbody>
<tr>
<td>Johnson, Stacy</td>
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SUPPORT STAFF

<table>
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<tr>
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<tbody>
<tr>
<td>Muench, Ronny</td>
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CHANGE IN ASSIGNMENT

CERTIFIED STAFF

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<tbody>
<tr>
<td>Ferguson, Connie</td>
<td>Fine Arts Coordinator</td>
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SUPPORT STAFF

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<tr>
<td>DiRoma, Margo</td>
<td>HR File Clerk</td>
<td>Clerk Typist</td>
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<tr>
<td>Garcia, Mary</td>
<td>Clerk Typist</td>
<td>HR Receptionist</td>
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<tr>
<td>Groh, Miriam</td>
<td>Clerk Typist</td>
<td>Administrative Secretary II</td>
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<tr>
<td>Hughes, Donna</td>
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EXEMPT STAFF

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<tr>
<td>Toribio, Dereck</td>
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<td>Interim Network Administrator</td>
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RESIGNATIONS

ADMINISTRATIVE STAFF

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<td>Diaz, Melinda</td>
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CERTIFIED STAFF

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<td>Bucur, Mary</td>
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<td>Chew, Seana</td>
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<td>Rodriguez, Christine</td>
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<td>Starits, Erika</td>
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<td>Thomas, Kimberley</td>
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<tr>
<td>Thompson, Jessica</td>
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SUPPORT STAFF

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<td>Kelly, Christopher</td>
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REQUEST FOR LEAVE OF ABSENCE WITHOUT PAY

CERTIFIED STAFF

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<tr>
<td>Sullivan, Crystal</td>
<td>Kindergarten Teacher</td>
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SUPPLEMENTAL COMPENSATION

CERTIFIED 2009-2010

Staff will be paid per MOU through grants for Teaching or Tutoring.

| Ashby, Jessica F | Gleeson, Amy R | Murray, Rachel M |
| Barkley, Sarah G | Hancock, Jeff S | Ordaz, Sylvia N   |
| Bedolla, Torrie L | Hein, Jessica M | Porretta, Julie R |
| Bovolitis, Aliki R | Hockman, Desere L | Schiff, Emilie L   |
| Broughton II, Jack | Hockman, Eric S | Schrader, Susan R |
| Carr, Kristen M | Jiron-Cano, Maria E | Sehr, Trevor D |
| Carrasco, Celia A | Knutson, Susan V | Urias, Sylvia Carrasco |
| Copenhagen, Carol J | Marinelli, Danae M | Williams, Bradley M |
| Fredrickson, Ronni L | Miller, Gail M | Zinck, Nancy B |
| Garcia, Maricela | Mundstock, Catherine M | |

Staff will be paid per MOU through grants for Curriculum Writing.

| Gleeson, Amy R | Koci-Crane, Mary Ellen |
| Kyle, Barbara J | Woerner, Jody R |

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

| Bailey, Nicole M (Yearbook) | Swedenhjelm, Margaret L. (Yearbook) |
Staff will be paid through grants for Program Coordinator Assignments for Community Education.

Gallegos, Veronica A

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

Bohon, Robert (Conditioning Coach)  Hemsley, John H (Conditioning Coach)
Clanton, Jonathan E (Conditioning Coach)  Hudnutt, Michael T (Conditioning Coach)
Garrett, Andrew J (Conditioning Coach)  Tipton, Enrico A (Conditioning Coach)

Staff will be paid per MOU for Elementary Coaching Assignments.

Hancock, Jeff S (Flag Football)

SUPPORT STAFF 2009-2010

Staff will be paid through grants for Instructional Assistants for Summer School.

Cano, Elvira A  Richardson, Ginny Lee
Flores, Esperanza H  Seidner, Patricia A
Musser-Mariano, Melissa  Summers, Cathrin F
Putman, Tracy

Staff will be paid through grants for Attendance Clerks for Summer School.

Gonzalez, Liliana  Hernandez, Norma
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: *Recommendation to Approve Safe Schools/Healthy Students Prevention Counselor Position

Action/Consent  X   Action/Discussion  ___   Information  ___   Supporting Data  ___

Policy Reference: GBA and GCF   Cost: $55,000   Funding Source: Grant

Safe Schools Healthy Students

EXECUTIVE SUMMARY:

In order to equitably staff Shadow Ridge High School and Sundown Mountain Alternative Program with a Safe Schools/Healthy Students Prevention Counselor, the Federal Project Officer has given permission for the addition of one full-time equivalent (FTE) Safe Schools/Healthy Students Prevention Counselor. The full time position at Shadow Ridge High School will also provide service to Sundown Mountain Alternative Program.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the addition of one full-time FTE Safe Schools/Healthy Students Prevention Counselor position to address staffing at Shadow Ridge High School, Sundown Mountain and Cimarron Springs Elementary.

SUBMITTED BY:  SUPERINTENDENT:  

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM:  

Page 1 of 1
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM:  *Recommendation to Approve the Safe Schools/Healthy Students Services Outreach Specialist Position and Job Description

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
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<td>Safe Schools/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Healthy Students</td>
<td></td>
</tr>
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Policy Reference: GBA, GCA and GCF  Cost: $37,000  Funding Source: Grant

EXECUTIVE SUMMARY:

Administration is recommending the approval of the Safe Schools/Healthy Students Student Services Outreach Specialist position and job description approved by the Federal Project Officer for the Safe Schools/Healthy Students grant. The position is necessary in order to fulfill the requirements of the grant related to Student Programs such as D.R.A.F.T., FAST, Truancy Prevention, Diversion Programs, Teen Court and other grant-related or grant-funded student programs. A copy of the job description is attached for your review.

This position will be eliminated at the conclusion of the grant in two (2) years.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the Safe Schools/Healthy Students Student Services Outreach Specialist position and job description.

SUBMITTED BY:  SUPERINTENDENT:  

ACTION BY BOARD:  Motion:  Second:  Vote:  AGENDA ITEM: 5
JOB DESCRIPTION – SS/HS Student Services Outreach Specialist

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SS/HS Student Services Outreach Specialist</th>
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<tbody>
<tr>
<td>REPORTS TO</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>FLSA STATUS</td>
<td>Non exempt (hourly)</td>
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<tr>
<td>SUPERVISES</td>
<td>Does not supervise others</td>
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<tr>
<td>WORK CALENDAR</td>
<td>E</td>
</tr>
<tr>
<td>FTE</td>
<td>1.0</td>
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<tr>
<td>GRADE</td>
<td>26</td>
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<tr>
<td>(Grant funded position)</td>
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<tr>
<td>HOURS PER DAY</td>
<td>8</td>
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<tr>
<td>APPROVED</td>
<td></td>
</tr>
<tr>
<td>REVISED</td>
<td></td>
</tr>
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</table>

SUMMARY: To coordinate activities, trainings, programs and projects of the SS/HS grant specific to students. To provide support, education and training opportunities which promote healthy choices in the areas of chemical use, violence prevention, and other identified risk factors for students and staff. Assist in managing the Safe Schools – Healthy Student's Diversion and Intervention programs, Dysart's Recreational After School for Teens (DRAFT) programs, Student Bullying Prevention Campaigns, and Dysart’s Peer Mediation Programs. Coordinate alcohol, tobacco and other drug (ATOD) and violence prevention programs at assigned sites by providing educational opportunities to students and staff. (This position is funded by the SS/HS grant which was awarded July 1, 2008, and is a four-year grant. This position is funded/authorized for the term of the grant. At the conclusion of the grant term, a notification of position/job non-renewal will be provided).

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Work with SS/HS Program and Evaluation Manager, SS/HS Community Parent Outreach Specialist, Student Services Department and schools to develop student involvement ideas and activities in order to address student needs and achieve SS/HS goals, objectives and outcomes.

2. Promote awareness of ATOD and violence prevention program services district-wide.

3. Provide students with link to community resources.

4. Network and establish sustainable partnerships with community agencies and organizations.

5. Provide consultation to middle schools and high schools regarding violence prevention and chemical health awareness through scheduled staff in-services and student presentations/ assemblies.

6. Facilitate communication between school and home in order to develop and sustain positive relationships.

7. Communicate effectively in oral and written forms with district staff, community members and partnering agencies.

8. Work with Prevention Coordinator, SS/HS Project Manager and principals to develop parent involvement programs and activities in order to achieve SS/HS grant goals, objectives and outcomes.

9. Record and collect data as required by SS/HS grant goals and objectives.

10. Work with Program Manager in the evaluation of program effectiveness and implement necessary changes.

11. Assist Project Manager with the implementation of SS/HS project goals and objectives.

12. Serve on the SS/HS Core Management Team to report on project oversight, training, evaluation and implementation.

13. Establish and maintain good rapport with students, employees, community members and vendors.

14. Maintain a high level of ethical behavior and confidentiality.

15. Other job related duties as assigned.
**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED**

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education**
1. High school diploma required.
2. B.A. Degree in Education, Recreation, Mental Health or related field preferred.

**Experience**
1. Experience working with K-12 students.
2. Experience working with school staff and teams.
3. Experience working with teen population.
4. Experience working with community agencies and organizations.
5. Experience working with health promotion and risk prevention.
6. Experience managing programs.
7. High level of resourcefulness, critical thinking and creative problem solving.
8. Ability to work flexible hours.
9. Ability to develop effective program trainings and successful projects.
   - behavioral concerns, chemical health use/abuse issues, violence prevention, family stability concerns and school-related issues.
10. Computer Skills
   1. Demonstrated competency in computer applications such as Word, Excel, Outlook, data entry and typing.
   2. Computer knowledge applicable to responsibilities.

**Communication Skills**
1. Ability to read and interpret general documents such as employee handbooks and safety/training manuals.
2. Ability to communicate on a professional basis with students, employees, administration and the community.

**Math Ability**
1. Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals.

**Reasoning Ability**
1. Ability to interpret assortment of instructions furnished in variable forms. Ability to apply reason to research and solve moderately complex issues with little or no assistance.

*Such alternatives to the above qualifications as the Board may find appropriate and acceptable.*

**PHYSICAL DEMANDS**
The physical demands described here are representatives of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is frequently required to sit, talk or hear. The employee occasionally will stand and walk. The employee is occasionally required to reach with hands and arms. Employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision.

**WORKING CONDITIONS**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the American’s with Disabilities Act (ADA) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

The Dysart Unified School District is an Equal Employment Opportunity Employer in compliance with Title VI of the Civil Rights Act of 1964, Civil Rights Act Title VII of 1972, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Dysart Unified School District does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in employment or in any of its educational programs or in the provisions of benefits and services to students.
AGENDA ITEM: *Recommendation to Approve the Revised Prevention Coordinator Job Description

Action/Consent  X  Action/Discussion  _____  Information  _____  Supporting Data  X
Policy Reference:  GBA, GCA and GCF  Cost:  $72,000  Funding Source:  Grant
Safe Schools
Healthy Students

EXECUTIVE SUMMARY:

Administration is recommending the approval of the revised Prevention Coordinator job description to more accurately reflect the responsibilities of the position. The revisions have been approved by the Federal Project Officer. This position is also a Safe Schools/Healthy Students grant-funded and required position. The revisions more accurately reflect the duties specific to the grant but also include duties more reflective of the overall responsibilities of the position related to prevention and student services. This position has been unfilled since September 2009. In order to bring the grant into compliance, the position will need to be filled by the 2010-2011 school year. Copies of the old job description and the revised job description are attached for your review.

This position will be eliminated at the conclusion of the grant in two (2) years.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the revisions to the Prevention Coordinator job description.

SUBMITTED BY:  
SUPERINTENDENT: 

ACTION BY BOARD:  Motion:  _____  Second:  _____  Vote:  _____  AGENDA ITEM:  6

Page 1 of 1
JOB DESCRIPTION – Prevention Coordinator

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<th>Director of Student Services</th>
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<td>Does not supervise others</td>
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<td>WORK CALENDAR</td>
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SUMMARY:
The Prevention Coordinator will assist with all duties and responsibilities of the Student Services Department with a particular focus on the SS/HS grant implementation and related programs including K-12 counseling programs and state and federal grants management particular to Prevention and Student Services. *(This position is funded by the SS/HS grant which was awarded July 1, 2008, and is a four-year grant. This position is funded/authorized for the term of the grant. At the conclusion of the grant term, a notification of position/job non-renewal will be provided.)*

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Assists with the facilitation of all programs and initiatives of the Student Services Department.
2. Develops, administers and manages all district prevention programs and prevention-related grants overseen in the Student Services Department.
3. Coordinates all district prevention programs to include all state and federal grant programs unless otherwise assigned.
4. Facilitates completion of all activities and requirements of all state and federal grants and prevention programs as assigned to Student Services.
5. Coordinates planning and implementation of staff development as needed for Student Services Department with a focus on staff development for the SS/HS grant.
6. Provides networking with state universities, local community colleges and other agencies in support of Student Services and Prevention programs and initiatives.
7. Maintains all federal and state records and reports as required.
8. Coordinates the day-to-day budgets and reporting for all state and federal grants.
9. Ensures effective communication between the Student Services Department and other District departments and all schools.
10. Facilitates the District Safety Committee.
11. Coordinates the K-12 Counseling Program.
12. Facilitates and/or participates in committees and/or work groups related to Student Services and Prevention.
13. Participates in SS/HS project evaluation and serves on the Core Management Team.
14. Assists the Director of Student Services with any responsibilities assigned to the Student Services Department.
Seeks and facilitates grant writing opportunities with an emphasis on Prevention/Counseling/Student-Related Programs.

Establishes and maintains good rapport with students, employees, community members and vendors.

Maintains an especially high level of ethical behavior and confidentiality given the nature of student and parent records maintained in the Student Services Department.

Other job related duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED**

representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education**

1. Master's Degree in Education, Administration, Counseling or other related field.

**Certificates**

1. Administration Required
2. Guidance Counseling **Preferred-Required**

**Experience**

1. Experience working with K-12 students
2. Experience with State and Federal Grants Management
3. Experience working with community agencies and organizations
4. Excellent communication and organization skills
5. High level of resourcefulness, critical thinking and creative problem solving

**Computer Skills**

1. Demonstrated competency in computer applications such as Word, Excel, Outlook, data entry and typing.
2. Computer knowledge applicable to responsibilities

**Communication Skills**

1. Ability to read and interpret general documents such as employee handbooks and safety/training manuals.
2. Ability to communicate on a professional basis with students, employees, administration, and the community.

**Math Ability**

1. Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals.

**Reasoning Ability**

1. Ability to interpret assortment of instructions furnished in variable forms. Ability to apply reason to research and solve moderately complex issues with little or no assistance.

*Such alternatives to the above qualifications as the Board may find appropriate and acceptable.*

**PHYSICAL DEMANDS**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.*

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is frequently required to sit, talk, or hear. The employee occasionally will stand and walk. The employee is occasionally required to reach with hand and arms. Employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision.

**WORKING CONDITIONS**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.*

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

Prevention Coordinator Revised 5/28/10
The information contained in this job description is for compliance with the American's with Disabilities Act (ADA) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

The Dysart Unified School District is an Equal Employment Opportunity Employer in compliance with Title VI of the Civil Rights Act of 1964, Civil Rights Act Title VII of 1972, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Dysart Unified School District does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in employment or in any of its educational programs or in the provisions of benefits and services to students.
DYSART UNIFIED SCHOOL DISTRICT #89

JOB DESCRIPTION

TITLE: PREVENTION COORDINATOR

RESPONSIBLE TO: Assistant Superintendent for Elementary Education

JOB GOALS: To coordinate all federal and state prevention programs.

JOB QUALIFICATIONS:

1. Master’s Degree or equivalent.
2. Three (3) years experience developing and coordinating programs with regard to positive intervention and drop-out prevention.
3. Supervisory and facilitation experience required.
4. Extensive knowledge of prevention programs.
5. Education background preferred.
6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

PERFORMANCE RESPONSIBILITIES:

1. Develops, administers and manages all district Prevention programs and Prevention-related grants.
2. Serve on the District Community Advisory Board and assists with the collection of data regarding community needs and district interests in prevention.
3. Coordinate all district preventative programs to include all state and federal grant programs unless otherwise assigned to another coordinator.
4. Supervises completion of all activities and requirements of all state and federal grants and prevention programs.
5. Hires and supervises appropriate staff as needed.
6. Coordinate planning and implementation of staff development as needed for prevention programs.
7. Provide opportunities for parental training and support.
8. Provide networking with state universities and local community colleges.
9. Maintain all federal and state records as required. Manage all grant budgets and prepare necessary state and federal reports as required.
10. Ensure effective communication between the district prevention programs and the district schools.
11. Participate as a regular member of the CAT team.
12. Performs other tasks as assigned.
13. Maintain a high level of ethical behavior and confidentiality.

Revised 4/8/04
**Physical demands:** The physical demands described here are representatives of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is frequently required to sit, talk, or hear. The employee occasionally will stand and walk. The employee is occasionally required to reach with hand and arms. Employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet but will involve active work at the school sites in the presence of children.

The Information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

<table>
<thead>
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<th>SALARY LEVEL</th>
<th>As Approved</th>
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<tbody>
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<td>CONTRACT LENGTH</td>
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Revised 4/8/04
AGENDA ITEM: *Recommendation to Eliminate Support Staff Positions for the 2010-2011 School Year Due to Budget Cuts

Action/Consent X  Action/Discussion  Information  Supporting Data

Policy Reference: GCF  Cost:  Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is recommending eliminating Support Staff positions for the 2010-2011 school year due to budget cuts. The eight (8) positions are listed below for review.

<table>
<thead>
<tr>
<th>Position</th>
<th>Department/School</th>
<th>Number of Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable Supervisor</td>
<td>Business</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Secretary II</td>
<td>IT</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Secretary II</td>
<td>Prevention Services</td>
<td>1</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>Transportation</td>
<td>1</td>
</tr>
<tr>
<td>Courier</td>
<td>Business</td>
<td>1</td>
</tr>
<tr>
<td>District Office Receptionist</td>
<td>Human Resources</td>
<td>1</td>
</tr>
<tr>
<td>Grounds</td>
<td>Maintenance</td>
<td>1</td>
</tr>
<tr>
<td>Routing Technician</td>
<td>Transportation</td>
<td>1</td>
</tr>
</tbody>
</table>

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the elimination of Support Staff positions as presented for the 2010-2011 school year.

SUBMITTED BY:  SUPERINTENDENT:

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM: 7
AGENDA ITEM: *Recommendation to Approve New Administrative and Support Staff Positions for the 2010-2011 School Year

Action/Consent  X  Action/Discussion  ___  Information  ___  Supporting Data  ___

Policy Reference:  GCF  Cost:  ___  Funding Source:  M&O

EXECUTIVE SUMMARY:

Administration is recommending approval of new Administrative and Support Staff positions for the 2010-2011 school year. The ten (10) positions are listed below for review.

<table>
<thead>
<tr>
<th>Department/School</th>
<th>Position</th>
<th>Classification</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow Ridge High School</td>
<td>Assistant Principals</td>
<td>Administrative</td>
<td>2.0</td>
</tr>
<tr>
<td>Shadow Ridge High School</td>
<td>Security Guard</td>
<td>Support Staff</td>
<td>1.0</td>
</tr>
<tr>
<td>Shadow Ridge High School</td>
<td>Registrar</td>
<td>Support Staff</td>
<td>1.0</td>
</tr>
<tr>
<td>Shadow Ridge High School</td>
<td>Administrative Secretary I</td>
<td>Support Staff</td>
<td>2.0</td>
</tr>
<tr>
<td>Shadow Ridge High School</td>
<td>Groundskeeper</td>
<td>Support Staff</td>
<td>2.0</td>
</tr>
<tr>
<td>Shadow Ridge High School</td>
<td>Skilled Maintenance</td>
<td>Support Staff</td>
<td>2.0</td>
</tr>
</tbody>
</table>

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve new Administrative and Support Staff positions as presented for the 2010-2011 school year.

SUBMITTED BY: ___________________ SUPERINTENDENT: ___________________

ACTION BY BOARD: Motion: ___  Second: ___  Vote: ___  AGENDA ITEM: ___
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: *Approval/Ratification of the Minutes of Governing Board Meeting(s) and Events on May 12, 2010, May 20, 2010 and May 26, 2010

Action/Consent X Action/Discussion ___ Information ___ Supporting Data X

Policy Reference: BEDG Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve the minutes of the Regular Meeting(s) held May 12, 2010, May 20, 2010 and May 26, 2010. The minutes are attached for Governing Board review and consideration.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve/ratify the minutes of the Governing Board meeting(s) and events on May 12, 2010, May 20, 2010 and May 26, 2010.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____
I. EVENT MINUTES

1. SUNDOWN 2010 AWARDS AND HONORS EVENT at Valley Vista High School
Members of the Governing Board attended and observed the Sundown 2010 Awards event where students were honored for their accomplishment. No formal meeting was held and no district business was discussed.

2. RETIREE RECOGNITION RECEPTION at Dysart Education Center
Members of the Governing Board joined retirees and their families in the Retiree Recognition Reception. No formal meeting was held and no district business was discussed.

Signed:                                             Date:

__________________________________               June 9, 2010
MINUTES: GOVERNING BOARD – SPECIAL MEETING

2009-2010 May 20, 2010 Location: Nathaniel Dysart Education Center

I. SPECIAL MEETING - GENERAL FUNCTION

1. Ms. Jennifer Tanner, Governing Board President, called the regular meeting to order at 11:20 AM. Governing Board members constituting a quorum were present; Ms. Jennifer Tanner, Ms. Christine Pritchard, Mrs. Bonnie Schroader and Mr. Jerry Eynon.


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 - None

7. Audience with Individuals or Groups - None

ACTION/DISCUSSION

1. Recommendation for the Recall and Issuance of Contracts for Certified Staff for the 2010-2011 School Year
A motion by Tanner/Eynon was entered to approve the recall and issuance of contracts for the individuals listed for the 2010-2011 school year, effective July 1, 2010. Appendix A UNANIMOUS

2. Recommendation for the Recall and Issuance of Contracts of Administrators for the 2010-2011 School Year
A motion by Tanner/Pritchard was entered to approve the recall and issuance of contracts for Mr. James Braden, Ms. Connie Ferguson, Mr. David Jordan and Mr. Brian Thayer for the 2010-2011 school year, effective July 1, 2010. UNANIMOUS

REQUESTS FOR FUTURE AGENDA ITEMS - None

ADJOURNMENT

On a motion entered by Tanner/Pritchard and by a unanimous vote, the meeting ended at 11:27 AM.

Signed: Date:

_________________________________________ June 9, 2010
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. Bonnie Schroader and Mr. Jerry Eynon.


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
   • Presentations, Recognitions, Celebrations
     • The Thompson Ranch Folklorico Dancers performed.
     • Retirees were recognized and honored for their years of service in education. Gary Ritter, Bharathi Rao, Kelly Miller, Scott Meyer, Hans-Peter Kohloff, Frances Sanchez were present for the recognition.
     • Dr. Pletnick reported on the many current events planned for the end of year culmination activities; Sundown Honors and Awards, high school graduations, 8th grade promotions and the possibility of a special board meeting after the May 18th sales tax initiative.
   • Governing Board
     • Jennifer Tanner welcomed the newly appointed Governing Board Member, Mr. Jerry Eynon. Ms. Tanner, reported attending several events: Relay for Life, Sundown Honors and Awards and volunteer recognitions.
     • Christine Pritchard reported attending several events: Relay for Life, Canyon Ridge Talent Show; Canyon Ridge 1st Grade Awards, Canyon Ridge PBL Presentations on Making Surprise Green; and Sundown Honors and Awards
     • Bonnie Schroader welcomed Mr. Eynon and reported attending several events: flag football, 8th grade promotion planning meeting, preschool transition to kindergarten, Canyon Ridge Character Counts, Canyon Ridge Spring Concert.
     • Jerry Eynon provided information regarding his background and 37 years experience in education.

7. Audience with Individuals or Groups - None

ACTION/CONSENT

A motion by Tanner/Pritchard was entered to approve the Consent Agenda items as presented. UNANIMOUS
1. Recommendation for Approval to Award Contract #11-4629-009 for Procurement Card Services for the 2010-2011 School Year
Approved the award of contract for procurement card services to UMB Bank for the 2010-2011 school year. UNANIMOUS

2. Recommendation for Approval to Award Contract #11-4902-002 for Science Supplies and Equipment for the 2010-2011 School Year
Approved the award of Contract #11-4902-002 for science supplies and equipment for the 2010-2011 school year as presented to Benz Microscope Optics Center, Bio Corporation, Carolina Biological Supply Co., Frey Scientific, Edvotek, ETA/Cuisenaire, Fisher Science Education, Pitsco, Sargent Welch, Science Kit, and Ward’s Natural Science. UNANIMOUS

3. Recommendation to Approve Personnel Action Items for the Period of April 22, 2010 through May 12, 2010
Approved. Appendix A UNANIMOUS

4. Termination - Certified - 2009-2010 School Year
Approved the termination of employment of Mr. Gregorio Quintero effective April 16, 2010 UNANIMOUS

5. Request for Release from Contract - Administrative Staff - 2009-2010 School Year
Approved the release from contract for Mr. Napodano UNANIMOUS

6. Unused Earned Leave Payout - Certified Staff - 2009-2010 School Year
Approved the unused earned leave payout to Ms. Wendy Hachtel the amount of $975.38 for the 2009-2010 school year. UNANIMOUS

7. Recommendation to Approve the Employee Work Calendars for 2010-2011 School Year
Approved; 197, 211 and 248 day work calendars. Appendix B UNANIMOUS

8. Recommendation for Correction of the 2010-2011 Governing Board Meeting Schedule
Approved. Appendix C UNANIMOUS

9. Recommendation to Approve a Memorandum of Understanding (MOU) with the State of Arizona Regarding the Race to the Top Grant Project
Approved the Memorandum of Understanding with the State of Arizona to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State of Arizona in its implementation of an approved Race to the Top grant project. UNANIMOUS

10. Approval of the Minutes of the Governing Board Meeting and Event Held April 21, 2010
Approved/Ratified UNANIMOUS

11. Revision of the 2009-2010 School Year Calendar
Approved; May 19-20 approved as high school half-days and May 18th as high school graduation day. UNANIMOUS
12. 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) HOR0910-082, HOR0910-083,
   HOR0910-084, HOR0910-085, HOR0910-086, HOR0910-087, HOR0910-088,
   HOR0910-089, HOR0910-090. 
   UNANIMOUS

13. Approval to Adopt (ELL) English Language Learner K-8 Supplemental Materials
   Approved 
   UNANIMOUS

14. Out of State Travel for One Willow Canyon (IB) International Baccalaureate
   English Teacher to Attend Mandatory International Baccalaureate Teacher
   Training Workshops in Montezuma, NM, July 12-16, 2010
   Approved 
   UNANIMOUS

15. Overnight Travel for Up to Fifty Valley Vista High School Football Players and
   Six Coaches to Attend Football Team Camp in Payson, AZ, July 27-31, 2010
   Approved 
   UNANIMOUS

16. Overnight Travel of Up to Fifty-six Dysart High School Football Players and Eight
   Coaches to Attend Summer Team Camp in Show Low, AZ, July 26-30, 2010
   Approved 
   UNANIMOUS

17. Out of State Travel for Eight Dysart High School Close Up History Club Members
   and Two Teacher/Chaperones to Attend the Close Up Conference in Washington,
   D.C., June 6-11, 2010
   Approved 
   UNANIMOUS

18. Out of State Travel for Up to Twenty-five Dysart High School Wrestling Team
   Members and Three Coaches to Attend the Rocky Mountain Crimson Team Camp
   in Gunnison CO, June 11-15, 2010
   Approved 
   UNANIMOUS

19. Out of State Travel for Ten Dysart High School Key Club Members and Three
   Advisors/Chaperones to Attend the Key Club International Convention in
   Memphis, TN, July 6-12, 2010
   Approved 
   UNANIMOUS

20. Overnight Travel for Nineteen Shadow Ridge High School Spiritline Members and
   Two Coaches to Attend the Universal Cheerleader’s Association Summer
   Cheerleading Camp in Phoenix, AZ, July 14-17, 2010
   Approved 
   UNANIMOUS

21. Approval of Shadow Ridge High School (SADD) Students Against Destructive
    Decisions Club
    Approved 
    UNANIMOUS

22. Recommendation for Approval to Dispose of Surplus Property
    Approved 
    UNANIMOUS
23. Approval/Ratification of Expense Vouchers 1055, 1056, 1057 and 1058 in the Amount of $5,867,860.75
   Approved

24. Approval/Ratification of Payroll Vouchers 42, 7372, 43 and 7373 in the Amount of $10,088,764.80
   Approved

25. **ACTION/DISCUSSION**
   Review of the 2010-2011 Student and Parent Handbook and Approval of the Discipline Procedures Section of the Handbook
   After discussion, a motion by Tanner/Eynon was entered to approve the Discipline Procedures Section of the 2010-2011 Student and Parent Handbook. Mrs. 1 - NO Schrader cast the dissenting vote.
   MOTION CARRIES 3 - YES

26. Recommendation to Approve the Appointment of Elementary School Principal for Countryside Elementary School for the 2010-2011 School Year
   After discussion, a motion by Tanner/Schroader was entered to approve the appointment of Mr. Jayson Black as Principal for Countryside Elementary School.
   UNANIMOUS

27. Recommendation for Approval of Certified Staff Contract Language for the 2010-2011 School Year
   After discussion, a motion by Tanner/Pritchard was entered to approve the certified staff contract language for the 2010-2011 school year.
   UNANIMOUS

28. Recommendation for the Reemployment of Certificated Employees and Issuance of Contracts for the 2010-2011 School Year
   After discussion, a motion by Tanner/Schroader was entered to reemploy eligible certificated staff and authorized the issuance of contracts at the 2009-2010 salary level with the 2009-2010 benefits package for the 2010-2011 school year.
   UNANIMOUS

29. Recommendation for Approval of Administrator Contract Language for the 2010-2011 School Year
   After discussion, a motion by Tanner/Eynon was entered to approve Administrator contract language for the 2010-2011 school year.
   UNANIMOUS

30. Recommendation for Approval of Current Salary and Authorization for Issuance of Contracts to Certificated Administrative Staff for the 2010-2011 School Year with Benefits Commensurate with Position
   After discussion, a motion by Tanner/Schroader was entered to approve the current salary and authorize issuance of contracts to certificated administrative staff for the 2010-2011 school year with benefits commensurate with the position.
   UNANIMOUS

31. Authorization to Expend in Excess of a Budget Subsection for the 2009-2010 School Year
   After discussion, a motion by Tanner/Pritchard was entered to approve expenditures in excess of a subsection in the Maintenance and Operations budget as long as the total expenditures do not exceed the budget limit for Fiscal Year 2009-2010.
   UNANIMOUS
32. Recommendation to Approve 2009-2010 Revised Expenditure Budget
   After discussion, a motion by Tanner/Schroader was entered to approve the Revised Expenditure Budget for Fiscal Year 2009-2010. UNANIMOUS

33. Board Direction to the Superintendent Regarding Legal Counsel Representation
   After discussion, a motion by Tanner/Schroader was entered to direct the Superintendent to contact the TRUST and request Jennifer MacClennan of Gust Rosenfeld be named as primary legal contact for the Board President on legal issues dealing with any Governing Board business. Mr. Jerry Eynon abstained from voting.

   INFORMATION

34. Information on Staff Conference Travel
   Dr. Cyndi Miller, Assistant Superintendent, provided the Governing Board with information regarding goals and funding sources for staff conference travel. To achieve budget savings, the district developed criteria for travel in 2007 which was revised during IBA in spring 2009. Further revisions were implemented spring 2010 to restrict travel to grant funded conferences for registration only. The only variant is travel mandated by programs such as IB and/or grants. The district will work with CTE and high school club sponsors to evaluate student travel and will look for local opportunities for professional development as well as technology supported learning like webinars.

REQUESTS FOR FUTURE AGENDA ITEMS

Mrs. Schroader requested information regarding school recess and lunch times.

ADJOURNMENT

On a motion entered by Tanner/Pritchard and by a unanimous vote, the meeting ended at 8:06 p.m.

   Signed:                     Date:

   ___________________________ May 26, 2010
DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD – REGULAR MEETING

2009-2010 May 26, 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. Bonnie Schroader, Mrs. April Allen and Mr. Jerry Eyon.


4. A motion by Tanner/Allen was entered to approve the Agenda Form consistent with board policy BEDB and temporarily suspend any Governing Board Policy with which this agenda may be inconsistent with the exception of item #5 moving to action/discussion because it was identified as action/discussion on the board item.

UNANIMOUS

6. Summary of Current Events
   - Presentations, Recognitions, Celebrations
     - Classroom Spotlight - Teen Court
   - Superintendent Update - The passage of Prop 100 and recall of those certified staff that had to be riffed was followed by high school graduations, 8th grade promotions, kindergarten programs and award ceremonies. Last week was a week of great celebrations. Dr. Pletnick thanked the Board, staff, parents, students, and volunteers for making 2009-2010 the great success it was even in these most challenging times. Staff is in full gear preparing for 2010-2011 with curriculum work, assessment development, building and maintenance projects, ordering, staff development, leadership development, hiring, and summer extension programs for students.
   - Jennifer Tanner reported the high school graduations at the new venue were very exciting and well received.
   - April Allen welcomed Jerry Eyon, the newest member of the Governing Board. Ms. Allen reported attending the Desert Moon Volunteer Appreciation event.
   - Christine Pritchard reported the graduations were wonderful; the event reminds us why we are here. Ms. Pritchard, who worked with teachers to support Prop 100, thanked them for contributing hours of their time to support its passage.
   - Bonnie Schroader reported attending the Concert Band performance and awards presentations, a Year in Review at Canyon Ridge, 8th grade promotion at Canyon Ridge and the high school graduations.
   - Jerry Eyon attended the high school graduation ceremonies and reported his joy in the opportunity to hand out diplomas particularly to students he recognized as Sundown Mountain students. Additionally, Mr. Eyon toured Shadow Ridge High School and reported the Engineering and Architectural Program classroom equipment and set-up is outstanding.

7. Audience with Individuals or Groups
   - Mr. Terry Dutoi addressed the Governing Board and requested he not to be terminated.
ACTION/CONSENT

A motion by Schroader/Eynon was entered to approve the consent items as presented with the exception of agenda item #9, Recommendation to Terminate Employment - Support Staff - 2009-2010 School Year, and also with the correction on #19 that it is in San Diego, CA not San Diego, AZ. Ms. Tanner cast the dissenting vote.

1. Proposed Revision to Start Times for the 2010-2011 School Year
   Approved
   UNANIMOUS

2. Recommendation to Ratify Intergovernmental Agreement Between Maricopa County School Superintendent and Dysart Unified School District for Election Services
   Approved
   UNANIMOUS

3. Recommendation for Approval to Award Contract #11-2003-007 for Janitorial/Custodial Services for the 2010-2011 School Year to ISS Facility Services
   Approved
   UNANIMOUS

4. Recommendation for Approval to Award Contract #11-3322-013 for Baseball Infield Mix, Fertilizer, Grass Seed and Sand for the 2010-2011 School Year
   Approved the award of Contract #11-3322-013 as presented for baseball infield mixes, fertilizer, grass seed and sand for the 2010-2011 school year to Arizona Sport Turf, Dave Bang Associates, HD Supply Waterworks, Horizon, Rock N Rollin and Target Specialty.
   UNANIMOUS

5. Recommendation to Approve the Certificated Staff, Support Staff and Administrator Salary Schedules for Hiring - 2010-2011 School Year
   During Approval of the Agenda Form, this item was moved from Action/Consent to Action/Discussion
   MOVED TO ACTION/DISCUSSION

6. Recommendation to Approve the Employee 190, 219, 229 and 257 Day Work Calendars for 2010-2011 School Year
   Approved
   UNANIMOUS

7. Recommendation to Approve Personnel Action Items for the Period of May 13, 2010 through May 26, 2010
   Approved. Appendix A
   UNANIMOUS

8. Recommendation Not to Re-employ Support Staff Due to Human Resources Department Reorganization for the 2010-2011 School Year
   Approved the recommendation not to re-employ Mr. Gordon Boesen and Ms. Margaret Snyder for the 2010-2011 school year due to the reorganization of the Human Resources Department.
   UNANIMOUS

9. Recommendation to Terminate Employment - Support Staff - 2009-2010 School Year
   Via approval of the consent agenda, this item was pulled. No action was taken.
   NO ACTION TAKEN
10. Recommendation to Terminate Employment - Support Staff - 2009-2010 School Year
   Approved the termination of Ms. Maria Ramos effective April 27, 2010. UNANIMOUS

11. Unused Earned Leave Payout - Certified Staff - 2009-2010 School Year
   Approved the unused earned leave payout to Ms. Frances Sanchez in the amount of
   $12,495.00 for the 2009-2010 school year. UNANIMOUS

12. Recommendation for Compensation to School Psychologists Who Perform Evaluations During the Summer or Other School Break
   Approved UNANIMOUS

13. Recommendation to Add Job Description of Special Equipment Technician in the Transportation Department
   Approved UNANIMOUS

14. Approval of the Minutes of the Governing Board Meeting and Event Held May 12, 2010 and May 18, 2010
   Approved/ratified the minutes of the Governing Board meeting and event held May
   12, 2010 and May 18, 2010. UNANIMOUS

15. Hearing Officer’s Recommendation(s) for Long Term Suspension
   Accepted the Hearing Officer’s recommendation to long-term suspend student(s) in
   the matter of Student Discipline Hearing(s) HOR0910-091, HOR0910-092,
   HOR0910-093 and HOR0910-094. UNANIMOUS

16. Revision of the Professional Growth Classes for Professional Growth Credit and Supplemental Assignments for 2010-2011
   Approved the revision of professional growth classes to include Common Connection Math Summit (K-12). UNANIMOUS

17. Overnight Travel for Up to Fourteen Willow Canyon Theater Troupe 6901 Members, One Advisor and One Chaperone to Attend the Thespian Leadership Camp in Heber, AZ, July 6-9, 2010
   Approved UNANIMOUS

18. Out of State Travel for Up to Six Willow Canyon High School (HOSA) Health Occupations Students of America and Two Advisor/Chaperones to Attend the National Leadership Conference/Competition in Orlando, FL, June 22-26, 2010
   Approved UNANIMOUS

19. Out of State Travel for Ten Valley Vista High School Women’s Basketball Players and Two Coaches to Attend the Basketball Tournament in San Diego, CA, July 14-18, 2010
   Approved UNANIMOUS
20. Out of State Travel for One (AVID) Advancement Via Individual Determination Coordinator from Dysart Unified School District to Attend Advancement Via Individual Determination (AVID): A Tradition of Innovation; A Future of Transformation Conference in Dallas, TX, June 20-25, 2010
   Approved
   UNANIMOUS

   Approved
   UNANIMOUS

22. Ratification of Student Activity Treasurer
    Ratified under the provisions of A.R.S. §15-1122 and the USFR, the continuance of the Finance Director as Student Activities Treasurer and have his signature appear on warrants disbursed from the Maricopa County Treasurer.
   UNANIMOUS

23. Recommendation for Approval to Dispose of Surplus Property
    Approved
    UNANIMOUS

24. Extra Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of April 2010
    Accepted
    UNANIMOUS

25. Gift and Donations for the Month of April 2010
    Approved acceptance of gifts and donations and authorized letters of appreciation to the donors.
    UNANIMOUS

26. Approval/Ratification of Expense Vouchers 1059, 1060, and 1061 in the Amount of $1,494,795.27
    Approved
    UNANIMOUS

27. Approval/Ratification of Payroll Vouchers 44, 7374, 45 and 7375 in the Amount of $5,233,772.23
    Approved
    UNANIMOUS

**ACTION/DISCUSSION**

5. Recommendation to Approve the Certificated Staff, Support Staff and Administrator Salary Schedules for Hiring - 2010-2011 School Year
   After discussion, a motion by Tanner/Allen was entered to approve employee salary schedules for hiring for the 2010-2011 school year as presented and amend the Memorandum of Understanding as recommended.
   UNANIMOUS

28. Recommendation for Approval of Contract Language for Non-Certificated Administrator Contracts for the 2010-2011 School Year
   After discussion, a motion by Tanner/Eynon was entered to approve Non-Certificated Administrator 248 day and 257 day contract language for the 2010-2011 school year.
   UNANIMOUS
29. Recommendation for Approval of Current Salary and Authorization for Issuance of Contracts to Non-Certificated Administrative Staff for the 2010-2011 School Year With Benefits Commensurate With Position
After discussion, a motion by Tanner/Allen was entered to approve the current salary and authorize the issuance of contracts to non-certificated administrative staff for the 2010-2011 school year with benefits commensurate with the position. **UNANIMOUS**

30. Recommendation for Approval of Support Staff Notice of Employment Language for the 2010-2011 School Year
After discussion, a motion by Tanner/Pritchard was entered to approve the support staff notices of employment language for hourly and exempt support staff for the 2010-2011 school year. **UNANIMOUS**

31. Recommendation for the Reemployment of Support Staff and Issuance of Notices of Employment for the 2010-2011 School Year
After discussion, a motion by Tanner/Schroader was entered to approve the reissuance of contracts to support staff in their current positions at the 2009-2010 salary level for the 2010-2011 school year with benefits commensurate with the position. **UNANIMOUS**

32. Recommendation for Issuance of Contracts for School Psychologists Occupational Therapist, Physical Therapist, Social Worker and Nurse Employees for the 2010-2011 School Year
After discussion, a motion by Tanner/Eynon was entered to approve reemployment of eligible School Psychologists, Occupational Therapist, Physical Therapist, Social Worker and Nurse Employees and authorized the issuance of contracts at the 2009-2010 salary level with the 2009-2010 benefits package for the 2010-2011 school year. **UNANIMOUS**

33. Recommendation for Authorization to Issue Notification of Reasonable Assurance to Guest Teachers and Support Staff Substitutes for the 2010-2011 School Year
After discussion, a motion by Tanner/Schroader was entered to approve guest teacher and support staff substitute notifications of reasonable assurance for the 2010-2011 school year. **UNANIMOUS**

34. Approval of Governing Board Member as a Trustee of the Employee Benefits Trust
After discussion, a motion by Tanner/Eynon was entered to elect not to appoint a (Board) member as a trustee of the Employee Benefits Trust. Mrs. Schroader cast the dissenting vote. **MOTION CARRIES 4 - YES 1 - NO**

**INFORMATION**

35. Proposed Fiscal Year 2010-2011 Budget Matrix
Mr. Scott Thompson presented information regarding the budget matrix tool which is established for updating the budgeting process. The matrix presented represents all budget items and associated detail which have implications for Fiscal Year 2010-2011. The matrix represents: 1) an assumption the legislature will reduce state formula funding by $9.7M; 2) funding additional positions based on unexpended current year growth carry forward; and 3) a 51% reduction in the Classroom Site Fund (CSF). The matrix communicates the many areas under consideration during the budgeting process.
Ms. Pritchard and Mrs. Schroader expressed concerns regarding capital expenditures for 2010-2011. Mr. Thompson reported the District will use developer donation funds to offset the loss of state capital funding and local capital override. These donations will support expenditures for transportation equipment, IT and construction expenses for the fine arts building at Shadow Ridge which exceed available bond funds. Appendix B

36. Revision of Governing Board Policy JK - Student Discipline - First Reading
The Arizona School Boards Association (ASBA) is recommending revision of Governing Board Policy JK - Student Discipline to comply with Senate Bill 1197 regarding best practices in special education and behavior. The information was presented to the Governing Board for a first reading. There were no questions regarding the material presented.

REQUESTS FOR FUTURE AGENDA ITEMS

- Return of agenda item #9 - Recommendation to Terminate Employment - Support Staff - 2009-2010 School Year for Terry Dutoi

- Schedule the Superintendent’s Year End evaluation

ADJOURNMENT
On a motion entered by Tanner/Pritchard and by a unanimous vote, the meeting ended at 7:33 p.m.

Signed: 

Date: 

June 9, 2010
AGENDA ITEM: *Hearing Officer’s Recommendation(s) for Long Term Suspension

Action/Consent X Action/Discussion Information Supporting Data

Policy Reference: JIC, JICH, JKD, JICI Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

Hearing Officer for the Dysart Unified School District, conducted discipline hearings for violation of Governing Board Policy JIC, JICH, JKD, JICI and the student “Informational Handbook” and recommends the student(s) in the matter of Student Discipline Hearing(s) listed be Long Term Suspended.

The recommendation(s) is/are made for Student Discipline Hearing(s):

HOR0910-095
HOR0910-096
HOR0910-097

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the Hearing Officer’s recommendation to long-term suspend student(s) in the matter of Student Discipline Hearing(s) HOR0910-095, HOR0910-096, HOR0910-097.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 10
## HEARING OFFICER'S RECOMMENDATION(S)

<table>
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<tr>
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<th>HEARING DATE</th>
<th>HEARING OFFICER</th>
<th>SCHOOL</th>
<th>CHARGES</th>
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"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: *Out of State Travel for One Willow Canyon (IB) International Baccalaureate Foreign Language Teacher to Attend the Mandated International Baccalaureate Teacher Training Workshops in Tahoe City, CA, July 26-29, 2010

Action/Consent X Action/Discussion Information Supporting Data

Policy Reference: EEB-R Cost: $1,001.00 Funding Source: M&O and Employee Funded

EXECUTIVE SUMMARY:

WHO: One Willow Canyon IB Foreign Language Teacher, Dr. Jason Ward

WHAT: IB Summer Institute, IB Teacher Training Workshops

WHERE: Tahoe City, CA

WHEN: July 26-29, 2010

WHY: It is a mandated requirement of the International Baccalaureate Program that all teachers have training to maintain status; the current IB Spanish teacher is resigning.

COST: The cost of $1,001.00 includes registration, materials and meals to be paid by school M&O funding. Dr. Ward will pay for his own transportation and lodging.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the out of state travel of one Willow Canyon International Baccalaureate Foreign Language teacher to attend the mandated International Baccalaureate Teacher Training Workshops in Tahoe City, CA, July 26-29, 2010.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 11
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: *Overnight Travel for Up to Twenty-Five Willow Canyon High School Spiritline Members and Three Chaperones to Attend Universal Cheerleader’s Association Summer Cheerleading Camp in Phoenix, AZ, July 14-17, 2010

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<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
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<tr>
<td>Policy Reference: JJA</td>
<td>Cost: $9,075.00</td>
<td>Funding Source: Contributions</td>
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EXECUTIVE SUMMARY:

WHO: Up to twenty-five Willow Canyon High School Spiritline members and three coaches (to be named).

WHAT: Universal Cheerleader’s Association Summer Cheerleading Camp

WHERE: Arizona Grand Resort, Phoenix, Arizona

WHEN: July 14-17, 2010

WHY: At the camp, students will learn and refine technique and safety practices in cheerleading and dance. In addition, coaches will receive training on proper safety techniques and leadership skills.

COST: The estimated cost of $9,075.00 includes transportation, registration, meals, lodging, training and materials. Students will contribute $363.00 to cover the costs. The coaches’ tuition has been waived by UCA. Students will travel to the event by yellow school bus.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the overnight travel of up to twenty-five Willow Canyon High School Spiritline members and three chaperones to attend (UCA) Universal Cheerleader’s Association Summer Cheerleading Camp in Phoenix, AZ, July 14-17, 2010.
AGENDA ITEM: *Overnight Travel for Twenty-Five Dysart High School Student Council Members and Four Sponsors to Attend Student Council Summer Leadership Retreat in Prescott, AZ, July 19-22, 2010

Action/Consent: X  Action/Discussion:  Information:  Supporting Data: Student Contribution, Tax Credit and Student Council Funds

Policy Reference: IJOA, EEB-R  Cost: $10,150.00  Funding Source: Council Funds

EXECUTIVE SUMMARY:

WHO: Twenty-five Dysart High School Student Council Officers and four sponsors

WHAT: Dysart High School Student Council Summer Leadership Retreat

WHERE: Prescott, AZ

WHEN: July 19-22, 2010

WHY: The Summer Leadership Retreat allows newly elected high school student council officers to participate in leadership workshops, teambuilding activities, and school spirit development exercises. The retreat also allows them to share ideas and begin making plans for the upcoming school year. The five day program will cover many aspects of leadership and offer students opportunities to expand their knowledge through a variety of workshops, activities, and exercises and will provide the new officers with a solid foundation for the coming year.

COST: The approximate cost of $10,150.00 includes all lodging, meals, workshops and several additional planned programs and activities. Students will contribute $50.00 towards the cost of the trip with the remainder to be paid by Tax Credit and DHS Student Council funds. DHS Student Council funds will pay for all transportation costs. Students will travel via white school busses.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the overnight travel of twenty-five Dysart High School Student Council Members and four sponsors to attend the Student Council Summer Leadership Retreat in Prescott, AZ, July 19-22, 2010.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM: 13
AGENDA ITEM: *Recommendation for Approval to Dispose of Surplus Property

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<tr>
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EXECUTIVE SUMMARY:

The District has accumulated obsolete and outdated equipment. These items no longer work or no longer meet the District's standard and/or need. The items include various mid to high speed copiers. In accordance with Arizona Administrative Code #R7-2-1131, all items will be disposed through sealed bid, public auction, established markets, trade-in, posted prices or state surplus. All proceeds will be returned to the District.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the disposal of surplus property.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 14
AGENDA ITEM: *Approval/Ratification of Expense Voucher 1062 in the Amount of $1,815,680.99

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Policy Reference: DK  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

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<tr>
<td>05-20-2010</td>
<td>1062</td>
<td>$ 1,815,680.99</td>
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TOTAL  $ 1,815,680.99

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve/ratify expense voucher 1062 in the amount of $1,815,680.99.

SUBMITTED BY:  [Signature]  SUPERINTENDENT:  [Signature]

ACTION BY BOARD:  Motion:  Second:  Vote:  AGENDA ITEM:  15
DYSART UNIFIED VOUCHER

Voucher No: 1062 Voucher Date: 05/20/2010 Prepared By: 

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $1,815,680.99 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2009 to June 30, 2010 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: __________ was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or __________ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321. All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER PRESIDENT

APRIL ALLEN CLERK

CHRISTINE PRITCHARD MEMBER

BONNIE SCHROADER MEMBER

JERRY EYNON MEMBER

DYSART UNIFIED

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**Total Amount:** $1,815,680.99
AGENDA ITEM: *Approval/Ratification of Payroll Vouchers 46 and 7376 in the Amount of $15,757,246.62

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<tr>
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<td>05-24-2010</td>
<td>7376</td>
<td>15,167,420.45</td>
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<td>TOTAL</td>
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BOARD ACTION REQUESTED:
It is recommended that the Governing Board approve/ratify payroll vouchers 46 and 7376 in the amount of $15,757,246.62.
DYSART UNIFIED VOUCHER

Voucher No: 7376   Voucher Date: 05/24/2010   Prepared By: 

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $15,167,420.45 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2009 to June 30, 2010 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or ☑ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER      PRESIDENT

APRIL ALLEN            CLERK

CHRISTINE PRITCHARD    MEMBER

BONNIE SCHROADER      MEMBER

JERRY EYNON            MEMBER

DYSART UNIFIED

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<td>596</td>
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$15,167,420.45
DYSART UNIFIED VOUCHER

Voucher No: 46  Voucher Date: 05/28/2010  Prepared By: [Signature]

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $589,826.17 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2009 to June 30, 2010 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, that teachers, substitute teachers and administrators whose salaries are claimed herein are legally certified during the fiscal year covering this pay period and that the services herein represented have been received and that the claim: _was approved at a public meeting of the governing board on________ (A.R.S. 15-304), or _will be ratified at the next regular or special meeting of the governing board on________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER  PRESIDENT

APRIL ALLEN  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JERRY EYNON  MEMBER

DYSART UNIFIED

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<th>Description</th>
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**Total:** $589,826.17
AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Principal

Action/Consent ______ Action/Discussion X Information ______ Supporting Data X

Policy Reference: GCF Cost: N/A Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for the position of K-8 Principal. Dr. Lisa Yopp is being recommended for the position.

Dr. Yopp received her Doctorate in Instructional Technology and Distance Education from Nova Southeastern University and her Master’s degree in Education Leadership from the University of Central Florida. Dr. Yopp has four (4) years of experience as a Principal for Tanque Verde Unified School District. Dr. Yopp has five (5) years of experience as a Principal and Assistant Principal for Round Lake Elementary Charter School. Dr. Yopp has two (2) years of experience as an Assistant Principal and twelve (12) years experience as an elementary/middle school teacher for Lake County Schools. Dr. Yopp will receive a salary and benefits commensurate with the position, her education and experience. Dr. Yopp’s résumé is attached for Board consideration and review.

A comprehensive selection process was used to identify Dr. Yopp for this position. The community and staff were presented with information about the selection process. Input was collected from the community about the qualities and characteristics of a K-8 Principal. The position was posted internally and externally for a sufficient length of time for candidates to apply. All the candidates were interviewed by a team consisting of: Dr. Quinn Kellis, Assistant Superintendent, Dr. Cyndi Miller, Assistant Superintendent, Jim Braden, Director, Jayson Black, Principal, Erica Blogg, Teacher, Ed Galindo, Teacher, Teri Guilbault, Classified Staff, Jodi Harmann, Classified Staff, Rachel Kelley, Teacher, Justean Palmer, Teacher, Laura Ramirez, Parent, Kellie Smith, Classified Staff, April Taylor, Parent, Julie Tolby, Parent, and Angee Telesco, Classified Staff. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Dr. Lisa Yopp as a K-8 Principal.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: [Number]
Dr. Lisa S. Yopp

Degrees
Nova Southeastern University, Ed D Instructional Technology and Distance Education
University of Central Florida, M. Ed. Educational Leadership
Arkansas State University, B.A. Elementary Education
University of South Florida, Music Major
University of Florida, Elementary Education
Florida College, Community College

Certifications
➢ Educational Leadership
➢ Principal (Arizona Certificate)

Work History
Agua Caliente Elementary, Tucson AZ
Tanque Verde Unified School District Principal 2006 - Current

Nova Southeastern University, Ft. Lauderdale, FL
Doctoral Advisor for the Dissertation Process in the Instructional Technology Distance Education and Educational Leadership 2000 - Current

Apollo Middle School Sunnyside District Tucson, AZ
Reading Intervention Teacher March - May 2006

Consultant for School Improvement
Evans Newton Scottsdale, AZ 2005 - 2006

Round Lake Elementary, Florida
School Administrator 2000 - 2005

Barry University
Adjunct Professor for the course “Technology for Administrators” 2003 - Current

Groveland Elementary 1998 - 2000

Florida College
Adjunct Professor for the Course: Technology for Educator 2000 - 2003

Lake Sumter Community College
Adjunct Professor for the Course: Technology for Educators 1996 - 1999
Professional Organizations
Association for Supervision & Curriculum Development
National Association of Elementary School Principals (Current) Florida Association of Elementary School Principals (Current)
Phi Delta Kappa 1998 -Present -President (2002-03)
Florida Association of Computers in Education 1995-2000
International Society of Technology in Education 1996-2000
President of Lake County Tech Share 1994-1998

Educational/ Training Experience
Arizona
Qualified Evaluator Trained
SEI (45 hours)
Professional Development Leadership Academy
6 Traits of Writing
Instigated Foreign Exchange Program

Florida
Technology for Educators Course Workshop Co-Presenter and Designer for Florida Comprehensive Assessment Test strategies for Administrators
Workshop Instructor for Desktop Publishing and Computerized Gradebook
School Improvement Team Chairperson
Grade Level Chairperson Conference Presenter --“School Improvement and Grants”
Textbook Adoption Committee Member for Lake County Reading Books (1988)
Peer Teacher and Supervisor of Senior Student Intern 1994
Lake County Schools Curriculum Writing Team

Professional Experience in Educational Leadership
Instructional Technologist for Distance Learning Project
Electronic SchoolHouse Liaison for America Online
Instructional Courseware Programmer
Technical Systems --Configured the first Ethernet Lab in Lake County Schools
Grant Writer--Successfully wrote 5 Grants totaling over $ 250,000.00
Grant Reader—U. S. Department of Education --Challenge Grants
TV Studio Director for Beverly Shores Elementary
Adjunct Professor for Lake Sumter Community College Course --“Technology for Educators”
Project Director for the Florida History and Geography from County to County
Web Course Designer for the Interactive Distance Course “Technology for Educators”
Presentations and Invited Addresses

Attendance Symposium for the Florida Department of Education
Lake County Mini Conference
Florida Educator’s Technological Conference
Florida Council on Elementary Education Journey Toward Excellence
  ➢ “Technology, Grants, School Improvement Plans, Pulling It All Together”
Florida’s Conference on Improving Education
  ➢ “Classroom 2000 Virtual Reality”
  ➢ “Technology, Grants, School Improvement Plans, Pulling It All Together”
Florida Council for the Social Studies “Reflections on Our Mission”
  ➢ History in Song
  ➢ Using Technology in Social Studies Curriculum
Kiwanis Club of Leesburg “Technology in Education”
Lake Sumter Community College “Instructional Technology --Tools for Learning”

Awards and Recognitions Received

Finalist for Boss of the Year (2002-03)
Lake County Teacher of the Year (1993-94)
Beverly Shores Elementary Teacher of the Year 1993
Beverly Shores Social Studies Teacher of the Year (1991-92)
Technological Coordinator and Computer Facilitator

Community Involvement

Habitat for Humanity
Horses for Hospice
Kiwanis (Vice-President)
Leesburg Public Library Summer Reading Program Presenter
Friends of Florida Folk
RALLY (Reading and Literacy for Lake Youth)

Publications

Dillinger, L. S., (1996) Lake Sumter Community College Distance Learning Newsletter
  IDG Books Worldwide, Inc. Forest City, CA.
Dillinger, L. S., (1999) Applied Dissertation Interactive Learning at a Distance:
  Providing Instruction for K-12 Teachers and Pre-Service Education Students
## Work History

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<th>Time Period</th>
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<td>1998 - 2000</td>
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<td>Adjunct Professor</td>
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<td>Fourth Grade Teacher</td>
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<td>Third Grade Teacher</td>
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<td>Physically Handicapped Teacher</td>
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## Biographical Sketch

Dr. Yopp began her educational career after graduating from Arkansas State University in 1978. She taught students on the elementary level at Harry-Anna Children’s Hospital in Umatilla, Florida. From 1980 to 1984 she taught third grade at Umatilla Elementary. In 1990 she earned a M.Ed. degree in Administration/Supervision from the University of Central Florida as an evening student. She was asked to be the computer/music teacher from 1994 to 1997. She was chosen as the Lake County District Teacher of the Year because of her teaching and technological expertise. She designed and set up the first Ethernet computer network in the school district.

She was also recognized for configuring a TV studio for the school along with the coordination of a student operated TV production lab. Subsequently, she was chosen to be a part of a team that awarded over 20 million dollars through the federally funded Challenge Grants. In 1997 she entered administration by becoming the dean of Umatilla Middle School. She was promoted to the position of Assistant Principal at Groveland Elementary in Groveland, Florida in 1998. Dr. Yopp earned a doctorate in Instructional Technology and Distance Education at Nova Southeastern University in 1999. The doctoral project was to deliver instruction in technology integration to pre-service college students and K-12 teachers. Additionally she taught as an adjunct professor at several colleges and universities. Presently she is serving as a dissertation chair for Nova Southeastern University. In May 2004 she was appointed to the position of Principal at Round Lake Elementary (public charter conversion school) after serving as the assistant principal. This new school began as a low achieving school in Florida and under her leadership moved into an A rating and continually kept a waiting list of more than 100 students who wished to enroll. She has continually received glowing evaluations (available for viewing). In 2006 she was appointed to her current position of principal at Agua Caliente Elementary, an Excelling Arizona School. At ACES, she helped develop a Professional Development Program, Headed up Technology Planning and Implementation and began a Foreign Exchange Program with students.
AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Principal

Action/Consent ______  Action/Discussion    X    Information ______  Supporting Data    X

Policy Reference: GCF Cost: N/A Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for the position of K-8 Principal. Ms. Therese Tipton is being recommended for the position.

Ms. Tipton received her Master’s degree in Education Administration from the University of Washington. Ms. Tipton has five (5) years of experience as an Assistant Principal for Dysart Unified School District No. 89 and Glendale Elementary School District No. 40. Ms. Tipton has seven (7) years of experience as a high school teacher for Puyallup School District where she also performed her Assistant Principal Internship. Ms. Tipton will receive a salary and benefits commensurate with the position, her education and experience. Ms. Tipton’s résumé is attached for Board consideration and review.

A comprehensive selection process was used to identify Ms. Tipton for this position. The community and staff were presented with information about the selection process. Input was collected from the community about the qualities and characteristics of a K-8 Principal. The position was posted internally and externally for a sufficient length of time for candidates to apply. All the candidates were interviewed by a team consisting of: Dr. Quinn Kellis, Assistant Superintendent, Dr. Cyndi Miller, Assistant Superintendent, Jim Braden, Director, Jayson Black, Principal, Erica Bogg, Teacher, Ed Galindo, Teacher, Teri Guilbault, Classified Staff, Jodi Harmann, Classified Staff, Rachel Kelley, Teacher, Justean Palmer, Teacher, Laura Ramirez, Parent, Kellie Smith, Classified Staff, April Taylor, Parent, Julie Tolby, Parent, and Angee Telesco, Classified Staff. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Ms. Therese Tipton as a K-8 Principal.
Objective
To obtain a Principal position with the Dysart District allowing me to utilize my strengths and knowledge in effective school practices, student behavior management, instructional leadership and knowledge of education.

Experience
Assistant Principal/Athletic Director
July 2006 – Present Dysart Unified School District, Surprise, AZ
- Work daily with students and parents on increasing academic success, regular attendance and decreasing discipline issues; work with counselors to focus on academic achievement and graduation rates; work as Academic Enrichment Coordinator where school-wide lessons on anti-bullying for every student have been implemented; district LEA Committee; Dress Code committee; Rights & Responsibilities Handbook committee; Freshman Mentor program leader; demonstrate instructional leadership via classroom walk-through visits and formal observations; Effective Schools training; teacher leader in weekly professional development; all aspects of managing and supervising athletic program at 5All level school; member of school administrative team that led school to Highly Performing status;

Assistant Principal
August 2005 – July 2006 Glendale Elementary District, Glendale, AZ
- Worked with high poverty student population in focusing on increasing achievement, parent involvement, and encouraging students to stay in school; worked with staff on implementing Marzano’s strategies through PLC’s and leadership teams; utilized effective schools strategies in instructional leadership; led caring school climate parent and teacher team to implement school-wide activities to build school to home connections; led regular SST teaming with Special Education staff; implementation of Reading First

Teacher/Assistant Principal
- Varied responsibilities including all facets of successful classroom instruction; member of leadership team that utilized data to increase student achievement an average of 5 percentage points per year in state testing; board member for Safe and Drug Free Schools implementing a district wide anti-smoking campaign; department chair; successful leader of initiative to build 40 Developmental Assets district-wide, including community forum involving schools, families, churches and local businesses; implementation lead for Step up to Writing program

Education
Washington State University, Pullman, WA
September 1978 – May 1985
- BA Business Administration
- BS Physical Education
University of Washington, Tacoma, WA
September 2003 – June 2005
- Masters Education Administration
Interests

Keen interest in implementing strategies for student success such as advisories, use of 40 developmental assets, instructional leadership and best practices. Advocate for student connections such as diversity camp, peer mediation, freshmen mentoring and smaller learning communities.

References

References are available on request.
AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Principal

Action/Consent ______ Action/Discussion X ______ Information ______ Supporting Data X ______

Policy Reference: GCF Cost: N/A Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for the position of K-8 Principal. Mr. Larry Lawrence is being recommended for the position.

Mr. Lawrence received his Master’s degree in Education/Administration from the University of Phoenix. Mr. Lawrence has three (3) years of experience as a Principal and two (2) years of experience as an Assistant Principal for Murphy Elementary School District No. 21. Mr. Lawrence has eight (8) years experience as a high school teacher for Page Unified School District No. 8 and three (3) years experience as an elementary school teacher for Fowler Elementary School District No. 45. Mr. Lawrence will receive a salary and benefits commensurate with the position, his education and experience. Mr. Lawrence’s résumé is attached for Board consideration and review.

A comprehensive selection process was used to identify Mr. Lawrence for this position. The community and staff were presented with information about the selection process. Input was collected from the community about the qualities and characteristics of a K-8 Principal. The position was posted internally and externally for a sufficient length of time for candidates to apply. All the candidates were interviewed by a team consisting of: Dr. Quinn Kells, Assistant Superintendent, Dr. Cyndi Miller, Assistant Superintendent, Annette Cain, Classified Staff, Edward Damon, Classified Staff, Thom Dickerson, Director, Dr. David Dumon, Principal, Krista Gibson, Parent, Elizabeth Hargraves, Classified Staff, Michelle Hudson, Teacher, Dietra Hughes, Parent, Mary Izaguirre, Classified Staff, Laura Linderman, Teacher, Guadalupe Soto, Parent, Leslie Spector, Teacher, Anna Tamayo, Parent and Lewis Theokas, Teacher. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Mr. Larry Lawrence as a K-8 Principal.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: ______
Larry Lawrence

Education

University of Phoenix  Phoenix, AZ.  Masters of Education/Administration  August 31st, 2004

Liberty University  Lynchburg, VA.  Bachelor of Science/Psychology  September 14th, 1992

International Correspondence School  N.Y., N.Y.  Industrial Technology Degree  1986

Professional Experience

Murphy Elementary School District No. 21  
Garcia Elementary School 1441 27th Avenue, Phoenix, AZ. 85009  
Principal, K-8th (2007-current)

Murphy Elementary School District No. 21  
Garcia Elementary School 1441 27th Avenue, Phoenix, AZ. 85009  
Assistant Principal, (2005-2007)

Fowler Elementary School District No. 45 1617 S. 67th Ave. Phoenix, AZ.  
Santa Maria Middle School  
Mathematics & Social Studies Teacher, 8th Grade (2004-2005)  
Introduction to Technology Teacher, 6th, 7th & 8th, Grades (2002-03)

Page Unified School District #8  P.O. Box 1927 Page AZ. 86040

Page High School  
Introduction to Technology Teacher, 9th & 10th grades, (1997-2001)  
Electronics Teacher, 10th-12th grades (1994-1995)

Catholic Social Services  Page, AZ. 86040  
Adoption/Foster Care Specialist/Case Manager (1993-1994)  
Case Management for adoption and foster care certification  
and investigations for Child Protective Services

Salt River Project  Navajo Generating Station  Page, AZ. 86040  
Responsible for the electronic, hydraulic and pneumatic maintenance of  
all turbine and auxiliary controls for an 800-megawatt Electric Generating Station.
AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Principal

Action/Consent  Action/Discussion  X  Information  Supporting Data  X

Policy Reference: GCF  Cost: N/A  Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for the position of K-8 Principal. Mr. Christopher Kerr is being recommended for the position.

Mr. Kerr received his Master’s degree in Education - Computers and Media from Arizona State University. Mr. Kerr has four (4) years of experience as an Assistant Principal and two (2) years of experience as a middle school teacher for Dysart Unified School District No. 89. Mr. Kerr has fourteen (14) years experience as a high school teacher for Glendale Union High School District. During the time Mr. Kerr was teaching for Glendale Union High School District, he was also the Tech Coordinator for five (5) years. Mr. Kerr will receive a salary and benefits commensurate with the position, his education and experience. Mr. Kerr’s résumé is attached for Board consideration and review.

A comprehensive selection process was used to identify Mr. Kerr for this position. The community and staff were presented with information about the selection process. Input was collected from the community about the qualities and characteristics of a K-8 Principal. The position was posted internally and externally for a sufficient length of time for candidates to apply. All the candidates were interviewed by a team consisting of: Dr. Quinn Kellis, Assistant Superintendent, Dr. Cyndi Miller, Assistant Superintendent, Annette Cain, Classified Staff, Edward Damon, Classified Staff, Thom Dickerson, Director, Dr. David Dumon, Principal, Krista Gibson, Parent, Elizabeth Hargraves, Classified Staff, Michelle Hudson, Teacher, Dietra Hughes, Parent, Mary Izaguirre, Classified Staff, Laura Linderman, Teacher, Guadalupe Soto, Parent, Leslie Spector, Teacher, Anna Tamayo, Parent and Lewis Theokas, Teacher. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Mr. Christopher Kerr as a K-8 Principal.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM: 20
C. Scott Kerr

Philosophy
“All students can learn and teachers make the difference”

Objective
To become a Principal and lead that school by data driven decisions that are best for students, setting a good school climate and be the instructional leader who will develop great teachers through district research based practices.

Administrative Experience
2006 - 2009 Dysart Unified School District
Assistant Principal – Part of the administrative team that opened Valley Vista High School.
- My responsibilities include but are not limited to: Campus safety, Attendance, Discipline, Long Term Hearings, Athletics, Budgets, Security, Facilities, Transportation, Parking, Evaluations of faculty, coaches and some support staff, head several Committees, assist with Master Schedule. For the past two years I have successfully organized and lead the most difficult Northwest region athletic meets – Swim & Dive and Track. I am the lead administrator for Registration and Graduation on our campus.

2000-2005 Glendale Union High School District
Summer School Administrator – Project Sharp
- Administer the attendance and discipline for the program.
- Monitor the campus before, during and after the school day and assist teachers and student needs.

Technology Coordinator
- Evaluate/Oversee two classified employees
- Develop technical documentation for teachers
- Led full Faculty professional development
- Responsible for all technical needs on the campus including software, hardware and installations

Teaching Experience
2001 – 2006 Apollo High - Math teacher/Tech Coordinator
- Taught math 1-2, Math 5-6, A.P. Calculus – with a 76% pass rate (3’s – 5’s), Technology Coordinator 3/5, Head freshman football coach. Technology committee chair. Helped develop math curriculum during the summers to align with State standards.
1992 – 2001 Washington High - **Math/Programming Teacher**

- Taught math 1-2, math 1-4, Math 5-6, A.P. Calculus – with a 79% pass rate (3’s – 5’s) and Programming. Technology Coordinator 2/5, Head JV/ asst varsity football coach, Head Varsity and JV girls basketball coach. Helped develop math curriculum during the summers to align with State standards. **Lead teacher in developing the programming curriculum and benchmark assessment.**

1990-1992 Dysart Middle School - **Math/At Risk Teacher**

- Taught 7th Grade Math, organized, implemented and taught the middle school At-Risk program, Head JV football coach at high school, 7th grade baseball coach.

**Professional Development, Activities, Awards and Organizations**

- I have been trained in Reciprocal Reading, Cooperative education, Fred Jones Classroom Management, Outcome Based Education, SIOP, Master Schedule training, Essential Elements of Instruction and Clinical Supervision, McREL leadership training, West Ed. Professional Development.

- I have **implemented and run many professional development** workshops for teachers in our current and previous districts.

- I have also **created the support documents** for teachers technology needs.

- I am a member of ASA, AIAAA and ASTI.

- I currently work with and for the AIA regarding the State Cross Country (All entries and results for all Conferences) and State 2A, 4AI & 4All Track meets (All entries and All results).

- I also Work for the College Board entering my 4th year as an AP Calculus grader during the summers.

**University of Arizona Dean’s List 1990**

Selected as the **2009 AIAAA Zig Kwiatkowski Rookie “Step to the Plate” Arizona Athletic Director of the year award.**

**Education**

- 1983-1988 - University of Arizona  **B.S. Computer Engineering**
- 2002-2003 - University of Phoenix  **Administrative Certificate**
AGENDA ITEM: Recommendation to Terminate Employment – Support Staff – 2009-2010 School Year

Action/Consent ______ Action/Discussion X Information ______ Supporting Data ______

Policy Reference: GDQD Cost: __________ Funding Source: __________

EXECUTIVE SUMMARY:

Administration is recommending the termination of Terry Dutoi - Bus Driver, for violation of Governing Board Policies, effective June 9, 2010.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the termination of Mr. Terry Dutoi effective June 9, 2010.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: 21
“Exceeding standards, future ready”

GOVERNING BOARD ITEM

AGENDA ITEM: Direction to the Governing Board Delegate and Alternate Regarding Action to be Taken at the ASBA Delegate Assembly on June 26, 2010

Action/Consent ___ Action/Discussion X Information/Discussion ___ Supporting Data X

Policy Reference: BBA Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

At its March 24, 2010 meeting, the Governing Board received information regarding a four-part process to craft, approve and prioritize the ASBA Political Agenda. At its April 7, 2010 meeting, the Board took action to appoint the delegate, Ms. Jennifer Tanner, and alternate, Mrs. Bonnie Schroader.

Part three of the process includes Governing Board action to direct Ms. Jennifer Tanner and Mrs. Bonnie Schroader to cast a vote to SUPPORT or DO NOT SUPPORT the recommendations made by the ASBA Political Committee regarding proposed changes to the Vision, Beliefs and Action Agendas of the Arizona School Boards Association.

The proposed action agenda for the delegate assembly is provided for Governing Board review.

BOARD ACTION REQUESTED:

It is recommended the Governing Board authorize Ms. Jennifer Tanner and/or Mrs. Bonnie Schroader to cast votes at the June 26, 2010 Delegate Assembly to SUPPORT ___ or NOT SUPPORT ___ recommendations made by the ASBA Political Committee regarding proposed changes to the Vision, Beliefs and Action Agendas of the Arizona School Boards Association.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 22
AGENDA ITEM: Recommendation to Approve Revision of Governing Board Policy JK - Student Discipline and Adoption of the Best Practices in Special Education and Behavior Management as Incorporated in Regulation JK-RB - Second Reading

Action/Consent ______ Action/Discussion X ______ Information ______ Supporting Data X ______

Policy Reference: BEDG Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:
The Arizona School Boards Association (ASBA) is recommending revision of Governing Board Policy JK - Student Discipline to comply with Senate Bill 1197 regarding best practices in special education and behavior. As a result of SB1197, a special task force: (1) examined, evaluated and made recommendations concerning the best practices for managing the behavior and discipline of pupils with disabilities, including (a) a list of prohibited disciplinary actions, (b) mandatory or recommended training for special education teachers and classroom aides, [and] (c) parental notice requirements concerning disciplinary actions.

Revision is recommended for policy JK, regulation JK-R and adoption of best practices in Special Education and behavior as a new regulation, JK-RB, to address the task force guidelines. As suggested by the ASBA, a district committee of administrators and special education educators reviewed the task force recommendations to consider each item on the basis of accepting, rejecting and/or modifying. Regulation JK-RB represents the work of this committee. Text highlighted in yellow represents areas recommended by the committee for modification or rejection; all other task force recommendations were accepted as written. Strike-through text represents text to be removed and underlined text is recommended for inclusion in regulation JK-RB.

The Act further directed that, on or before June 30, 2010, each school district governing board shall conduct a public meeting to review and consider the adoption of the best practice recommendations submitted by the task force.

Committee Members:
Sheila Argeris, Director, Student Services
Janice Guardino, ABA Coordinator
Jean Hunt, Principal, Western Peaks School
Lindsay Hutchinson, SPED Instructional Coach
Gretchen Jennings, School Psychologist
Christopher Lawrence, Preschool Coordinator

Dr. Juliann McCarthy, Director, SPED/Gifted
Kim LoMazzo, Asst. Principal, WCHS
Rose Ann Wastjer, Asst. Director, SPED/Gifted
Jayne Wieferich, Asst. Principal, DHS
Andrea Willingham, Principal, Riverview School

BOARD ACTION REQUESTED:
It is recommended the Governing Board approve revision of Governing Board Policy JK - Student Discipline and approve adoption of Best Practices in Special Education and Behavior Management as incorporated in Regulation JK-RB. Second Reading

SUBMITTED BY: ___________________________ SUPERINTENDENT: ___________________________

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: ______

Page 1 of 1
STUDENT DISCIPLINE

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

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

Behavior Management and Discipline of Students with Special Needs

The Superintendent shall oversee a collaborative process for the identification, description, and monitoring of best practices for behavioral management and discipline of special needs students. The practices shall include, but not be limited to:

- authorized and prohibited disciplinary methods,
- recommended and required training for special education program teachers and aides, and
- requirements for conveying notice of disciplinary measures taken.

The Superintendent shall, by administrative regulation, prescribe procedures for implementation of the best practices, subject to Governing Board approval.

Temporary Removal

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

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

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

_Threatened an educational institution_ means to interfere with or disrupt an educational institution as found in A.R.S. 15-841 and 13-2911. A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

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

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

_Adopted:_ January 13, 2010

LEGAL REF.: A.R.S. 13-403 _et seq._

13-2911
15-341
15-342
15-841
15-842
15-843
15-844

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

The discipline procedures and best practices in Special Education and Behavior Management adopted by the Governing Board are incorporated by this reference. The discipline procedures encompass disciplinary infractions, and permissible consequences.

Involving Staff Members

The principal is responsible for involving staff members of the school in the development of a positive plan for student discipline. All staff members are responsible for implementing the plan of student discipline for the school.

Any teacher, administrator, Board member, parent, or other person may report a violation of student disciplinary rules to an administrator. The administrator will then make an investigation of the charges as deemed appropriate and will institute appropriate proceedings.

Refusal to readmit per A.R.S. 15-841:

- Upon discussion, by the administrator with the teacher, of disciplinary action implemented in conjunction with a temporary removal in accord with the rules established by the Board, the teacher will be required to state an intent to readmit or refuse to readmit the removed student. If the teacher refuses to readmit the student, the reason shall be written by the teacher, explaining the conditions used to determine the removal, and shall be provided to the administrator by the next business day following the temporary removal.

- Either of the following conditions must exist for a temporary removal per A.R.S. 15-841:

  - The teacher has documented that the pupil has repeatedly interfered with the teacher's ability to communicate effectively with the other pupils in the class or with the ability of the other pupils to learn.

  - The teacher has determined that the pupil's behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.

- The matter will be referred to the school placement review committee (SPRC) constituted in accord with statute if the conditions are consistent with those stated in A.R.S. 15-841. Within three (3) business
days following the date of temporary removal, the SPRC shall determine to either place the student in a new class or return the student to the existing class if that is the best or only practicable alternative.

- If the student is qualified for educational services under the Individuals with Disabilities Education Act (IDEA), any change in the student's individualized education program (IEP) shall be determined by the IEP team in accord with federal regulations.
STUDENT DISCIPLINE

(Behavior Management and Discipline of Students With Disabilities)

Practices and procedures for the behavior management and discipline of special needs students shall be determined and applied in accord with the following standards:

Behavior Management and Discipline of Special Needs Students

Each school shall implement positive, evidence-based, safe, and timely plans and procedures for all special needs students including those who exhibit behaviors that interfere with learning or who place themselves or others in danger. Administration, staff, parents and students are to be engaged in the development of the plans. The purpose of the plan is to identify practices that are agreed upon and complied with and reinforced by members of the school community, including the Governing Board. An objective of the plan is to provide consistency in the manner in which deviations from appropriate behavior are addressed. The plans are to be submitted to the Superintendent.

- Plans are to be:
  - **Proactive:** Students are to be taught the critical social skills needed for success. Positive behavioral interventions and supports enable the school to set clear expectations for behavior, to acknowledge and reward reinforce appropriate behavior, and to implement a consistent continuum of consequences for challenging behavior.
  - **Comprehensive:** Positive behavioral interventions and supports are to be employed uniformly throughout the school, including non-instructional areas such as the cafeteria, hallways, and buses. School personnel are to be trained in positive behavioral interventions and supports, in data reporting, and receive support in implementation of the practices. Appropriate school personnel are to be trained in areas of crisis intervention such as use of restraints and seclusion.
  - **Data driven:** The school is to rely on data for the development and modification of its positive behavioral interventions and supports approach. The data is to be tracked through office referrals as well as from classroom reports, school-based intervention teams, and crisis intervention documentation. Positive behavioral
interventions and support teams are to use the data to design specific interventions to prevent challenging behaviors before they occur and to confirm the effectiveness of interventions.

- Plans are to ensure that parents of students enrolled in the school have comprehensive information regarding behavioral expectations within the school and the planned responses should the expectations not be met. Parents are to:
  - have ready access to the school plan, and
  - be informed how to provide input into the plan.

Response to Intervention

The plans are to provide for and the school is to have in place a multi-level approach to teaching students appropriate behaviors that provide progressively intense support for students according to need.

- Interventions shall be consistent with plans for creating and maintaining a positive school climate.

- Provide for small group direct instruction on a regular basis to those students who are experiencing difficulty understanding or abiding by the established standards of behavior. Supports should may include such strategies as increased and targeted social skills training, increased monitoring and reinforcement systems, self-management techniques, and family mentoring and involvement programs and small group direct instruction.

- Provide a range of individualized interventions designed to address the specific behaviors continuing to cause the student difficulty. These may include counseling, more intense direct instruction, behavioral contracts, specific behavioral consequences, alternative educational programming, consideration for a referral for an evaluation for special education, and other strategies agreed upon with the parents. A functional behavioral assessment (FBA) and a behavior intervention plan (BIP) may be included and shall be required for students with disabilities when a manifestation determination is necessary.

  - The FBA must identify the triggers target for the challenging behavior and what subsequent responses by staff or other students reinforce the continuation of the challenging behavior.
The BIP should be developed from a functional behavioral assessment and prescribe methods the staff will use to prevent, manage, replace, and monitor changes to the behavior. The BIP must be based on evidence-based practices and support the goal of making the challenging behavior irrelevant, ineffective and inefficient. The BIP must be implemented with integrity by staff trained to do so.

Crisis Management

Crisis management in the context of behavior management is defined as the methods used by school personnel to respond to imminent danger to the student, other students or staff. The two (2) most commonly used methods of crisis management are restraint (either physical or mechanical) or seclusion of the student.

- Use of seclusion. Seclusion for the purpose of the plan is the confinement of a student alone in any space from which the student is physically prevented from leaving.

Seclusion does not mean (a) time out when it is used for a limited or specified time, as a behavior management technique during which the student is placed in an environment where access to positive reinforcement is unavailable and the student's movement in not physically restricted, and (b) student self-imposed voluntary isolation or time out for the purpose of calming him/herself and the student is monitored by a staff member.

- The use of seclusion is to be used only in an emergency to protect persons from imminent, serious physical harm.

- Any area used for seclusion must be free of objects that could cause harm, must provide for adequate visual and audio supervision of the student, must provide adequate lighting and ventilation, and must not be locked.

- Any area used for seclusion must comply with the State Fire Code.

- School personnel must observe the student at all times during the seclusion period and reassess the child’s demeanor at age-appropriate intervals every thirty (30) minutes. When seclusion continues beyond the second assessment, an administrator or the administrator’s designee must review and approve continued seclusion.
• The student must be released from seclusion as soon as the student regains self-control.

• If seclusion is necessary, parents and administrators must be notified within the same school day and a written notice that includes the circumstances that preceded the behavior, the behavior, the length of time the student was secluded, the location of the seclusion, and the person who observed the student during the seclusion must follow. When a student has been in seclusion for longer than one (1) hour, parent contact must be initiated immediately.

• A debriefing with affected staff, parents, and, if appropriate, the student shall be conducted within two school days with forty-eight (48) hours. During the debriefing, a determination must be made regarding the need for a functional behavior assessment (FBA).

• Each incident must be recorded in the student management system.

• A student who has required crisis management by the school staff more than three (3) times in a semester must have a functional behavior assessment (FBA) and, if appropriate, a behavior intervention plan (BIP) within a reasonable time following the third (3rd) incident.

• The District and the school must have a strategy in place to support teams in modifying a FBA and BIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention).

• Prohibited uses of seclusion:

  • Seclusion is not to be used as punishment for violations of school rules, for repetitive behaviors, or because of staff teacher anger toward the student.

  • Seclusion is not to be harsh, severe, or out of proportion with the offense committed and the age and physical condition of the student.

  • Seclusion is not to be used to prohibit reasonable access for the care of the student's bodily needs.

  • Seclusion must not deny a free, appropriate public education to students with disabilities through excessive or extensive use.
- The use of seclusion is not to be limited, by policy or practice, to students with disabilities.

- **Use of physical and mechanical restraints**: For the purposes of this regulation *physical restraint* is defined as the application of physical force by one (1) or more individuals that prevents or significantly restricts a student's movement. Restraint is a last resort emergency safety intervention.

For the purposes of this regulation *mechanical restraint* is defined as the restriction of movement by devices such as straps, duct tape, cords, or garments. Not to be included in this definition are:

Restraints used in schools for the purpose of providing support to students' orthopedic and assistive technology needs in order to permit them to learn and participate in school activities as identified in an individualized education program (IEP).

Restraints, such as weighted vests or blankets, identified by an IEP team as appropriate for a student to enhance participation in learning activities.

Vehicle safety restraints used in accordance with state and federal regulations.

Restraints employed by law enforcement officers in school settings that are used in accord with their policies and appropriate professional standards. *These instances are subject to the same reporting requirements by the school as restraints used by school personnel.*

- Physical restraint is to be a last resort emergency safety measure used only in an emergency situation when a student is imminently dangerous to him/herself or others. Instances where reasonable and appropriate restraint may be used include, but are not limited to:
  
  ▲ Breaking up a fight;
  
  ▲ Taking a weapon away from a student;
  
  ▲ Briefly holding a student to calm and comfort the student;
  
  ▲ Applying minimum contact necessary to physically escort a student from one area to another;
Assisting a student in completing a task or response if the student does not resist or resistance is in minimal intensity or duration;

Momentarily holding a student in order to prevent an impulsive behavior that threatens the student's safety, the safety of others, or the destruction of property.

- Personnel using the restraint must take extreme care to provide for the safety and comfort of the student during the restraint procedure.

- Personnel authorized to use restraints must have been extensively and repeatedly trained by personnel who have maintained approval by a training program to provide training in: Personnel authorized to use restraints must maintain current training certification. This training must be provided by personnel with current approval by a training program with training in:
  - Alternatives to restraint (e.g., de-escalation strategies, and problem-solving techniques);
  - The proper use of the restraint; and
  - Safety precautions and procedures for continuous monitoring of a student by a third party during restraint.

- The student must be released from the restraint as soon as the student regains self-control.

- Parents and administrators are notified as soon as possible within the same school day, followed by a written notice stating the circumstances that preceded the behavior, the behavior, the length of time the student was restrained, the location of the restraint and the person(s) who observed the student during the restraint.

- A debriefing with affected staff and parents and, if appropriate, the student must be conducted within two school days forty-eight (48) hours. During the debriefing a determination will be made regarding the need for a functional behavioral assessment (FBA).

- An incident report of the event must be recorded in the student management system.

- A student who has required crisis management on the part of the school staff more than three (3) times in a semester must have a functional behavioral assessment (FBA) and, if appropriate, a
behavior intervention plan (BIP) developed within a reasonable time following the third (3rd) critical incident.

- The District and the school must have a strategy to support teams in modifying a FBA and BIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention).

• **Prohibited uses of physical and mechanical restraints:**

  - Physical and mechanical restraints, such as prone restraint, that places excess pressure on the chest or back or impedes the ability to breathe or communicate are prohibited.

  - The use of mechanical restraint by a staff member who has not been trained in the use of restraints is prohibited except when the case is one presenting extreme danger to the student or to others, and:

    - The restraint is not out of proportion to the danger, the age, and the physical condition of the student;

    - The restraint is not used to prohibit reasonable access for the care of the student's bodily needs.

  - Restraints that provide support to a student's orthopedic needs shall not used as a means of punishment for noncompliant behaviors.

  - No policy or practice shall limit the use of restraints to students with disabilities.

• **Training in uses of seclusion and restraint procedures:**

  - Personnel who use seclusion and/or restraints procedures must have training in conflict prevention, crisis de-escalation, possible effects of seclusion, and any local or state regulations regarding the seclusion space and its use.

  - The training of personnel must be recurrent with annual updates appropriate to the type of school setting, to the age and developmental level of students. The training must include information about commonly accepted standards for the use of seclusion and restraint in the school setting.

  - The training must include content and skill development on the use of positive, instructional, and preventive methods for addressing student behavior.
• The training must include information about the effects of medications students may be receiving and how seclusion and restraint procedures might affect the physical well-being of the student during seclusion or restraint.

• The training must include multiple methods for monitoring a student's well-being during a restraint.

• The training must include certification in First Aid and cardiopulmonary resuscitation (CPR) in the event of an emergency during seclusion.

• The training must include the requirements for reporting to parents and administration.

- **Corporal punishment:** For the purposes of this regulation *corporal punishment* is defined as the deliberate infliction of pain intended to discipline or reform a person's bad attitude and/or behavior.

  - Corporal punishment is prohibited.
AGENDA ITEM: Information on Recess and Lunch Time Schedules in K-8 Buildings

Action/Consent ____ Action/Discussion ____ Information X Supporting Data X

Policy Reference: ______________ Cost: ______________ Funding Source: ______________

EXECUTIVE SUMMARY:

Information will be presented to the Governing Board on recess and lunch time schedules in the K-8 buildings.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information on recess and lunch time schedules in K-8 buildings as presented.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 24
Information on Recess and Lunch Time Schedules in K-8 Buildings

Instructional minutes mandated by ARS = 1068

Currently 1081.75 for K-8 schools

A sample of K-8 schools including a small school (Desert Moon) and a large school (Sunset Hills) yielded the following information about lunch/recess time:

- All schedule 40-45 minutes for lunch/recess grades K-6
- Students at all schools are allowed to stay in the cafeteria the entire period
- TRES has recess before lunch
- All schools reported that teachers bring students to lunch and help to get students through the lunch line
- All schools reported approximately 5 minutes (except the first week of school) to serve each group coming to lunch
- Percentage of students who buy a lunch ranges from nearly 100% at TRES to approximately 50% at Sunset Hills
- Schools generally begin the process of dismissing students from cafeteria to playground after 20 minutes with the exception of grades 7 & 8 which are dismissed after 15 minutes
- All schools report allowing 5 more minutes for Kindergarten before beginning to dismiss from the cafeteria to the playground
- All schools use a variety of methods to encourage students to use their time in the cafeteria for eating rather than playing with the understanding that time for socializing is provided by recess
  - Microphone messages during lunch
  - Teachers and instructional assistants supervising the cafeteria watch students and encourage slower eaters to eat
  - Different configurations of lunch tables are used to encourage students to focus on the business of eating
  - Faculty and administration communicate with parents about students who play rather than eat
  - Administration works with parents when parents report concerns about lunch not being eaten
  - Student behavior contracts for lunch are sometimes implemented

A single district wide schedule would not meet the various needs of the different campuses because the schedule must accommodate

- different size schools and grade level populations
- special programs – number of specials and number of sections/grade level
- staff schedules to provide coverage for lunch and recess
- different number of staff available to supervise
- different percentage of students buying lunch
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: Strategic Plan Report - Goal 1.A.1 – Create a Culture Where Staff Have Adequate Time, Empowerment, Leadership, Resources and Human Development

Action/Consent _____ Action/Discussion _____ Information X Supporting Data X

Policy Reference: BBA Cost: ___________ Funding Source: ___________

EXECUTIVE SUMMARY:

Information will be presented on Strategic Plan 1.A.1.

Theme #1: Dysart Work Culture.

Goal A: Assess how staff use work time outside student instruction time.

Objective #1: Reports showing how time outside of student instruction time, including: percentage of time classroom teachers spend on duties not directly connected with instruction; percentage of time staff spend working collaboratively with colleagues in specified area; and the percentage of time staff spend on professional development outside the classroom.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board accept the information.

SUBMITTED BY: Miller SUPERINTENDENT: __________

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 25
Strategic Plan 1A-1
Assess how staff use work time outside student instruction time.

Resources used to assess
- Staff development tool (iPAL)
- Multiple surveys
- School schedules
- Teacher logs
- Coaching logs
- Committee to look at work time of effective teachers (defined by one year's growth)
- Focus groups of effective teachers

Percentage of time classroom teachers spend on duties not directly connected with instruction
- Average teacher spends approximately 30 minutes a day engaged in activities not directly related to instruction, approximately 7% of a 7 hour day. This equates to approximately 90 hours a year. These duties not related to instruction are usually considered to be morning, afternoon, and lunch duty.

- Few teachers mentioned other duties such as committees, parent contact, book orders, bulletin boards, etc.

- Some teachers viewed all duties they engaged in to relate to student achievement in some way.
### Percentage of time staff spent working collaboratively with colleagues in specified area.
- Survey results indicate the majority of teachers spend less than an hour each day working collaboratively with colleagues.
- The average effective teacher spends between one to two hours a day collaborating with colleagues.
- Effective teachers collaborate with their grade level colleagues, instructional coaches and reading coaches, interventionists, administration, committees and book studies, vertical grade bands, students and parents.
- It is of interest to note that these teachers do not view meetings where coaches or administration drive the agendas as collaborative in nature; however, they do view meetings where coaches and administration are present to support/foster help to teachers based on team/grade level agendas as collaborative in nature.

### Percentage of time staff spends on PD outside of classroom.
- The average effective teacher spends 6 hours a week outside of Monday engaged in professional development.
- The majority of these teachers believe that the professional development they have received through the district directly impacts the results they have achieved.
- Most of these teachers also engaged in professional development outside the district; many via advanced degrees and pursuit of endorsements.

### Teacher Recommendations for PD
- More differentiated professional development that directly relates to student achievement.
- The majority of these teachers would like the professional development they receive to be grade specific or subject specific.
- Other topics of interest to these teachers are SPED students, technology and learning how to work with data.
- They also envision this professional development encompassing discourse and sharing of best classroom practices.
- This professional development time would also incorporate follow up and reflection.
- Small group professional development would be preferable to these teachers.
Next Steps
- Strategic plan 1A-2 and 1A-3
  - Design and implement a plan that provides adequate allocation of time that results in student achievement – August 2010
  - Evaluate the time allocation plan – August 2011
Dysart Unified School District       June 9, 2010       Governing Board Meeting

"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: Strategic Plan Report - Goal 3.A.3 – Optimize Resources to Drive Student Achievement

Action/Consent       Action/Discussion       Information       X       Supporting Data       X

Policy Reference: BBA       Cost:       Funding Source:       

EXECUTIVE SUMMARY:

Information will be presented on Strategic Plan 3.A.3

Theme #1: Exceeding Standards Ready Future.

Goal A: Optimize resources to drive student achievement.

Objective #1: Evaluate the effectiveness of the implementation of policy and practice in assuring consistency in field trip procedures.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board accept the information.

SUBMITTED BY: [Signature]       SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 26

Page 1 of 1
Field Trip Audit
Strategic Plan 3A.3

Alignment with purpose
- Teachers provided learning objective for the trip 86% of the time

Alignment with policy & procedures
- 86% to 96% report routinely using field trip procedures
  - Request form and process
  - Parent permission
  - Chaperone ratios
  - Trip schedules
Consistency across district

- Consistency in process and procedures
- Variability in number of trips
- Variability in trip destinations

Next steps

- Determine the suggested distance for walking field trips per grade level
- Reinforce that new policies exist and where to find the policies
Field Trip Survey Audit 2010

1. Approximately how many academic field trips has your school taken this year? (This does not include sports-related activities.)

<table>
<thead>
<tr>
<th>Number of Trips</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4-6</td>
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<td>0%</td>
</tr>
<tr>
<td>7-9</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>10 or more</td>
<td>4</td>
<td>14%</td>
</tr>
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</table>

2. Did teachers routinely use the field trip procedure by beginning with an application top Principal/AP?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>75%</td>
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<tr>
<td>Not</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>5</td>
<td>18%</td>
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</table>

3. Did teachers provide a learning objective(s) for the field trip demonstrating alignment to content standards?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>Yes</td>
<td>21</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>2</td>
<td>7%</td>
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</table>

4. Did the field trip budget cover the cost of the trip but not exceed the amount needed?

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<th>Response</th>
<th>Count</th>
<th>Percentage</th>
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<td>No</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td>3</td>
<td></td>
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<tr>
<td>Yes</td>
<td>20</td>
<td></td>
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</table>
5. Did teachers routinely utilize the District Permission Slips?

- Yes: 23 (82%)
- No: 4 (14%)

6. Was a parent-permission form required of all students before they left the school site?

- Yes: 26 (93%)
- No: 1 (4%)

7. Were field trip generally conducted between 9:30 a.m. and 1:30 p.m.?

- Yes: 24 (86%)
- No: 3 (11%)

8. Were the student-to-chaperone ratios met?

- Yes: 26 (93%)
- No: 1 (4%)

Number of daily responses

[Graph showing daily responses from 4/27/2010 to 5/4/2010]
<table>
<thead>
<tr>
<th>FUND</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
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</thead>
<tbody>
<tr>
<td>Maintenance &amp; Operation (M&amp;O - 001)</td>
<td>$202,239</td>
<td>$183,500</td>
<td>$132,607</td>
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<tr>
<td>Title I ( Federal funds) 100, 101, 102</td>
<td>$85,594</td>
<td>$163</td>
<td>$67,970</td>
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<td>IDEA - Funding for Special Education -220</td>
<td>$19,711</td>
<td>$23,182</td>
<td>$6,279</td>
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<td>MIPS</td>
<td>$87</td>
<td>$219</td>
<td>$0</td>
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<tr>
<td>21st Century After School Learning Centers</td>
<td>$14,712</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Gear-Up - ( Grant Funding - 7-8 and HS )</td>
<td>$28,883</td>
<td>$4,675</td>
<td>$0</td>
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<td>AIMS Intervention/Dropout Prevention (ADE)</td>
<td>$0</td>
<td>$250</td>
<td>$0</td>
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<td>Gifted Education</td>
<td>$75</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Civic Center (Vending machines, HS)</td>
<td>$0</td>
<td>$332</td>
<td>$0</td>
</tr>
<tr>
<td>Community School (am/pm and summer)520</td>
<td>$30,751</td>
<td>$0</td>
<td>$3,018</td>
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<td>Auxiliary Operations (525funds HS fees)</td>
<td>$9,891</td>
<td>$418</td>
<td>$74</td>
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<td>Tax Credit (526- specific, extracurricular only)</td>
<td>$6,082</td>
<td>$524</td>
<td>$8,226</td>
</tr>
<tr>
<td>Gifts &amp; Donations ( 530-includes PTO/parents)</td>
<td>$15,246</td>
<td>$8,646</td>
<td>$13,743</td>
</tr>
<tr>
<td>WESTMEC (596-CTE funding for HS only)</td>
<td>$821</td>
<td>$0</td>
<td>$1,170</td>
</tr>
<tr>
<td>SAFE SCHOOLS/HEATHY STUDENTS (370)</td>
<td></td>
<td></td>
<td>$1,496</td>
</tr>
<tr>
<td>Student Activities (850, Extra Curricular)</td>
<td>$9,332</td>
<td>$1,092</td>
<td>$1,692</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$423,424</strong></td>
<td><strong>$223,001</strong></td>
<td><strong>$236,278.00</strong></td>
</tr>
<tr>
<td>Schools K-8</td>
<td># of trips 0-9-10</td>
<td># of trips 08-09/ Total # of students</td>
<td># of trips 07-08/ Total # of students</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>ELEMENTARY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashton Ranch</td>
<td>11</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Canyon Ridge</td>
<td>14</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Cimarron Springs</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Countryside</td>
<td>4</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Desert Moon</td>
<td>3</td>
<td>4</td>
<td>231</td>
</tr>
<tr>
<td>Dysart El</td>
<td>5</td>
<td>4</td>
<td>215</td>
</tr>
<tr>
<td>El Mirage</td>
<td>7</td>
<td>12</td>
<td>943</td>
</tr>
<tr>
<td>Kingswood</td>
<td>0</td>
<td>8</td>
<td>522</td>
</tr>
<tr>
<td>Luke</td>
<td>2</td>
<td>1</td>
<td>92</td>
</tr>
<tr>
<td>Marley Park</td>
<td>2</td>
<td>8</td>
<td>342</td>
</tr>
<tr>
<td>Mountain View</td>
<td>9</td>
<td>3</td>
<td>293</td>
</tr>
<tr>
<td>Parkview</td>
<td>4</td>
<td>2</td>
<td>115</td>
</tr>
<tr>
<td>Rancho Gabriela</td>
<td>1</td>
<td>1</td>
<td>88</td>
</tr>
<tr>
<td>Riverview</td>
<td>6</td>
<td>8</td>
<td>497</td>
</tr>
<tr>
<td>Sonoran Heights</td>
<td>8</td>
<td>9</td>
<td>493</td>
</tr>
<tr>
<td>Sunset Hills</td>
<td>9</td>
<td>2</td>
<td>263</td>
</tr>
<tr>
<td>Surprise</td>
<td>1</td>
<td>1</td>
<td>74</td>
</tr>
<tr>
<td>Thompson Ranch</td>
<td>6</td>
<td>11</td>
<td>781</td>
</tr>
<tr>
<td>West Point</td>
<td>4</td>
<td>2</td>
<td>190</td>
</tr>
<tr>
<td>Western Peaks</td>
<td>5</td>
<td>1</td>
<td>85</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>106</strong></td>
<td><strong>8,352</strong></td>
<td><strong>126</strong></td>
</tr>
<tr>
<td><strong>HIGH SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dysart HS</td>
<td>5</td>
<td>3</td>
<td>170</td>
</tr>
<tr>
<td>Sundown</td>
<td>0</td>
<td>2</td>
<td>248</td>
</tr>
<tr>
<td>Valley Vista</td>
<td>3</td>
<td>5</td>
<td>202</td>
</tr>
<tr>
<td>Willow Canyon</td>
<td>1</td>
<td>11</td>
<td>567</td>
</tr>
<tr>
<td>Shadow Ridge</td>
<td>1</td>
<td>10</td>
<td>355</td>
</tr>
<tr>
<td>SRHS (Life Skills)</td>
<td>17</td>
<td>86</td>
<td>355</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>27</strong></td>
<td><strong>333</strong></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td>Dysart Fine Arts</td>
<td>7</td>
<td>6</td>
<td>222</td>
</tr>
<tr>
<td><strong>SAFE SCHOOLS</strong></td>
<td><strong>15</strong></td>
<td><strong>1,412</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FINAL TOTALS</strong></td>
<td><strong>157</strong></td>
<td><strong>10,474</strong></td>
<td><strong>153</strong></td>
</tr>
</tbody>
</table>
“Exceeding standards, future ready”

GOVERNING BOARD ITEM

AGENDA ITEM: Strategic Plan Update – Goal 4.B.5 – Implement the Parent and Student Nutrition Advisory Team that Participates in District Food Services Decisions

Action/Consent ______  Action/Discussion ______  Information X  Supporting Data X
Policy Reference: BBA  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

Information about the results of the Nutrition Advisory Team survey will be presented.

THEME #4: Health Students, Safe Schools

Goal B: Implement the Parent and Student Nutrition Team that participates in District food service decisions.

Objective #1: Implement advisory team consisting of parents and students.

Nutrition Advisory Team Survey Results

In May 2010, a survey was sent to all email accounts of the high school students at Dysart Unified School District. The survey was available beginning May 3 through May 11, 2010. Eight hundred twenty-five (825) surveys were completed by students. The Nutrition Department has reviewed the surveys and presents the following recommendations to begin the first day of school year 2010-2011:

1. New higher quality fries will be implemented.
2. There will be a change to higher quality white meat chicken patties.
3. Nacho cheese sauce will be changed to a thicker, higher quality product.
4. Different varieties of in-season fresh fruits and vegetables will be used on the salad bar.

The Nutrition Advisory Team will be reconvened in September to evaluate survey results to determine if other recommendations will be initiated.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board accept the information on the results of the Nutrition Advisory Team survey as presented.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM: 27
**Nutrition Advisory Team Survey 1**

**Results Overview**

Date: 5/11/2010 8:54 AM PST  
Responses: Completes  
Filter: No filter applied

### 1. What High School do you attend?

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysart High School</td>
<td>187</td>
<td>23%</td>
</tr>
<tr>
<td>Shadow Ridge High School</td>
<td>108</td>
<td>13%</td>
</tr>
<tr>
<td>Valley Vista High School</td>
<td>50</td>
<td>6%</td>
</tr>
<tr>
<td>Willow Canyon High School</td>
<td>479</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>824</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 2. What grade are you currently in?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>264</td>
<td>32%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>252</td>
<td>31%</td>
</tr>
<tr>
<td>Junior</td>
<td>180</td>
<td>22%</td>
</tr>
<tr>
<td>Senior</td>
<td>128</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>824</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 3. How many times a week do you use the Cafeteria to purchase meals/snacks for lunch?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>112</td>
<td>14%</td>
</tr>
<tr>
<td>1</td>
<td>77</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>71</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>73</td>
<td>9%</td>
</tr>
<tr>
<td>4</td>
<td>75</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>462</td>
<td>56%</td>
</tr>
</tbody>
</table>

### 4. What days of the week do you typically eat lunch in the Cafeteria?

<table>
<thead>
<tr>
<th>Day</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>523</td>
<td>71%</td>
</tr>
<tr>
<td>Tuesday</td>
<td>545</td>
<td>74%</td>
</tr>
<tr>
<td>Wednesday</td>
<td>559</td>
<td>76%</td>
</tr>
<tr>
<td>Thursday</td>
<td>533</td>
<td>72%</td>
</tr>
<tr>
<td>Friday</td>
<td>573</td>
<td>78%</td>
</tr>
</tbody>
</table>

5/11/2010
5. In general, how would you rate the French fries served in the cafeteria?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>29</td>
<td>4%</td>
</tr>
<tr>
<td>Good</td>
<td>113</td>
<td>14%</td>
</tr>
<tr>
<td>Fair</td>
<td>320</td>
<td>39%</td>
</tr>
<tr>
<td>Poor</td>
<td>354</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>816</td>
<td>100%</td>
</tr>
</tbody>
</table>

6. Please rate these snack bar items on Taste from 1 to 5, with 1 being excellent and 5 being poor.

<table>
<thead>
<tr>
<th>Snack Item</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef Jerky</td>
<td>210 (25%)</td>
<td>243  (29%)</td>
<td>219  (27%)</td>
<td>152  (18%)</td>
</tr>
<tr>
<td>Granola Bars</td>
<td>177 (21%)</td>
<td>305  (37%)</td>
<td>247  (30%)</td>
<td>95   (12%)</td>
</tr>
<tr>
<td>Slushies</td>
<td>378 (46%)</td>
<td>245  (30%)</td>
<td>129  (16%)</td>
<td>72   (9%)</td>
</tr>
<tr>
<td>Teas and Powerade</td>
<td>428 (52%)</td>
<td>211  (26%)</td>
<td>121  (15%)</td>
<td>64   (8%)</td>
</tr>
<tr>
<td>Chips</td>
<td>279 (34%)</td>
<td>274  (33%)</td>
<td>175  (21%)</td>
<td>96   (12%)</td>
</tr>
<tr>
<td>Cookies</td>
<td>502 (61%)</td>
<td>174  (21%)</td>
<td>87   (11%)</td>
<td>61   (7%)</td>
</tr>
</tbody>
</table>

7. How would you rate the quality of:

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheat Bread and Buns</td>
<td>81 (10%)</td>
<td>217  (27%)</td>
<td>291  (36%)</td>
<td>224  (28%)</td>
</tr>
<tr>
<td>Chicken Patty Sandwich</td>
<td>123 (15%)</td>
<td>223  (27%)</td>
<td>252  (31%)</td>
<td>213  (25%)</td>
</tr>
<tr>
<td>Pizza</td>
<td>121 (15%)</td>
<td>218  (27%)</td>
<td>268  (33%)</td>
<td>208  (26%)</td>
</tr>
<tr>
<td>Chinese Food</td>
<td>167 (21%)</td>
<td>224  (28%)</td>
<td>254  (32%)</td>
<td>157  (20%)</td>
</tr>
<tr>
<td>Nacho Cheese Sauce</td>
<td>117 (14%)</td>
<td>180  (22%)</td>
<td>252  (31%)</td>
<td>258  (32%)</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>87 (11%)</td>
<td>143  (18%)</td>
<td>280  (35%)</td>
<td>294  (37%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>112</th>
<th>220</th>
<th>271</th>
<th>208</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14%</td>
<td>27%</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Salad Bar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taco Salad</td>
<td>114</td>
<td>199</td>
<td>279</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>25%</td>
<td>35%</td>
<td>26%</td>
</tr>
<tr>
<td>Hot Wings</td>
<td>182</td>
<td>191</td>
<td>229</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>24%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Sub Sandwiches</td>
<td>213</td>
<td>242</td>
<td>211</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>30%</td>
<td>26%</td>
<td>18%</td>
</tr>
<tr>
<td>Mini Corn Dogs</td>
<td>126</td>
<td>205</td>
<td>242</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>26%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Pasta</td>
<td>114</td>
<td>173</td>
<td>287</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>22%</td>
<td>36%</td>
<td>28%</td>
</tr>
</tbody>
</table>

8. Do you have enough time to eat your food?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>422</td>
</tr>
<tr>
<td>No</td>
<td>397</td>
</tr>
<tr>
<td>Total</td>
<td>819</td>
</tr>
</tbody>
</table>

9. If there is not enough time, then which of these would help?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>More serving lines</td>
<td>448</td>
</tr>
<tr>
<td>More time to eat</td>
<td>438</td>
</tr>
<tr>
<td>Additional lunch period</td>
<td>207</td>
</tr>
<tr>
<td>Students type in own ID number</td>
<td>182</td>
</tr>
<tr>
<td>Faster service</td>
<td>301</td>
</tr>
</tbody>
</table>

10. How long do you wait to pay for lunch in the main Cafeteria line?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t wait</td>
<td>134</td>
</tr>
<tr>
<td>5 minutes</td>
<td>250</td>
</tr>
<tr>
<td>10 minutes</td>
<td>291</td>
</tr>
<tr>
<td>15 minutes</td>
<td>132</td>
</tr>
<tr>
<td>&gt;15 minutes</td>
<td>137</td>
</tr>
</tbody>
</table>

11. What type of food do you throw away?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td>200</td>
</tr>
<tr>
<td>Milk</td>
<td>236</td>
</tr>
<tr>
<td>Vegetable</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td>65</td>
</tr>
</tbody>
</table>
12. Rate the price for each item:

<table>
<thead>
<tr>
<th>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</th>
<th>Under Priced</th>
<th>Priced Right</th>
<th>Over Priced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beef Jerky</strong></td>
<td>24 3%</td>
<td>280 35%</td>
<td>504 62%</td>
</tr>
<tr>
<td><strong>Teas and Powerade</strong></td>
<td>33 4%</td>
<td>406 50%</td>
<td>377 46%</td>
</tr>
<tr>
<td><strong>Bars</strong></td>
<td>36 4%</td>
<td>476 60%</td>
<td>288 36%</td>
</tr>
<tr>
<td><strong>Slushies</strong></td>
<td>34 4%</td>
<td>529 65%</td>
<td>245 30%</td>
</tr>
<tr>
<td><strong>Chicken Sandwiches</strong></td>
<td>29 4%</td>
<td>493 61%</td>
<td>285 35%</td>
</tr>
<tr>
<td><strong>Chips</strong></td>
<td>38 5%</td>
<td>449 55%</td>
<td>326 40%</td>
</tr>
<tr>
<td><strong>Cookies</strong></td>
<td>62 8%</td>
<td>665 81%</td>
<td>91 11%</td>
</tr>
</tbody>
</table>

13. Are snack bar prices reasonable for the amount you get?

<table>
<thead>
<tr>
<th></th>
<th>Under Priced</th>
<th>Priced Right</th>
<th>Over Priced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>370</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>450</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>820</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

14. Are school foodservice meal prices reasonable for the amount you get?

<table>
<thead>
<tr>
<th></th>
<th>Under Priced</th>
<th>Priced Right</th>
<th>Over Priced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>326</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>496</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>822</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
“Exceeding standards, future ready”

GOVERNING BOARD ITEM

AGENDA ITEM: Discussion Regarding Setting a Date for an Executive Session for Superintendent Evaluation

Action/Consent ___  Action/Discussion ___  Information X  Supporting Data X

Policy Reference: BEDG  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

It is recommended the Governing Board discuss setting an Executive Session at the conclusion of the June 23, 2010 Governing Board meeting in order to comply with Policy CBI: Evaluation of Superintendent. The policy states:

“Prior to July 1 of each school year, the Board will meet in executive session with the Superintendent to provide a final evaluation for the school year. The Superintendent’s performance will be summarized in writing and furnished to the Superintendent.”

The Superintendent will present an overview of the goals and measures of success as part of the Regular Board Agenda on June 23, 2010. A written summary of the goals will be provided for that meeting as well.

BOARD ACTION REQUESTED: Information item for discussion.

SUBMITTED BY:  SUPERINTENDENT:  

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM: 28
AGENDA ITEM: Discussion Regarding City of Surprise and Dysart Liaison Collaborative Meeting

Action/Consent _____ Action/Discussion _____ Information/Discussion X Supporting Data X

Policy Reference: KL Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

The purpose of this discussion is to gather input on the items to be discussed at a meeting between the City of Surprise Council and Dysart Governing Board Liaisons. Topics recommended for discussion are:

- Collaborate on an Editorial Regarding Youth Civic Engagement
- Youth Leadership Program
- Youth Recognition Opportunities
- Other Collaborative Projects

BOARD ACTION REQUESTED:

It is recommended the Governing Board provide input.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 29