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 https://www.dysart.org/GBAgendas/.

DYSART UNIFIED SCHOOL DISTRICT
GOVERNING BOARD MEETING AGENDA

STUDY SESSION/REGULAR MEETING

STUDY SESSION
TIME: 4:00 p.m. – Wednesday, March 5, 2014
PLACE: Nathaniel Dysart Education Center, 15802 N. Parkview Place, Surprise, AZ 85374
Continuous Improvement Plan Presentations

- Dysart High School
- El Mirage School
- Riverview School
- Dysart School
- Luke School
- Marley Park School

REGULAR MEETING
TIME: 6:00 p.m. – Wednesday, March 5, 2014

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. Persons with a disability or who need an interpreter may request a reasonable accommodation, such as a translator or sign language interpreter, by contacting the Governing Board Secretary at 623-876-7002. Requests should be made at least 48 hours in advance to arrange the service.

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 and temporarily suspend any Governing Board policy with which this agenda may be inconsistent.

   Motion _______________ Second _______________ Vote ___________

4. Summary of Current Events
   - Presentations, Recognitions, Celebrations
   - Spotlight Video – Learning Through the Arts
   - 2013-2014 EXPLORE Perfect Score
   - City of El Mirage Citizen of the Year
   - Education Week’s 2014 Leaders to Learn From
   - Phoenix Business Journal names Dysart as one of the “Healthiest Employers in the Valley”
   - Superintendent Update
5. **Audience with Individuals or Groups**

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date. 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 for the record.

**MOTION TO APPROVE CONSENT AGENDA ITEMS**

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

Motion ____________ Second ____________ Vote ____________

**ACTION/CONSENT AGENDA ITEMS**

1. Recommendation to Approve Personnel Action Items for the Period of February 19, 2014 Through March 5, 2014  
   Submitted By Mr. Dean

2. Recommendation to Approve the Employee 190, 195, 197, 211, 219, 229, 248, 254 and 257 Day Work Calendars for the 2014-2015 School Year  
   Submitted By Mr. Dean

3. Approval of the Minutes of the February 19, 2014 Governing Board Meeting and the February 20, 2014 Rachel’s Challenge Event  
   Submitted By Dr. Pletnick

4. Hearing Officer’s Recommendation(s) for Long Term Suspension  
   Submitted By Dr. Kellis

5. Recommendation to Approve Overnight and Out-of-State Travel  
   Submitted By Drs. Kellis/Miller

6. Approval/Ratification of Expense Vouchers 1037 and 1038 in the Amount of $1,154,922.76  
   Submitted By Mr. Eaton

7. Approval/Ratification of Payroll Vouchers 7571 and 40 in the Amount of $5,011,022.06  
   Submitted By Mr. Eaton

**ACTION/DISCUSSION AGENDA ITEMS**

8. Recommendation to Approve the Appointment of Director Federal Projects / Community Outreach  
   Submitted By Mr. Dean

9. Recommendation to Approve the Appointment of K-8 Principal  
   Submitted By Mr. Dean

10. Recommendation to Approve the Appointment of K-8 Principal  
    Submitted By Mr. Dean

11. Recommendation for Implementation of Governing Board Policy Section 10.12 – Open Enrollment for the 2014-2015 School Year  
    Submitted By Dr. Kellis

12. Recommendation to Approve Revision of Governing Board Policies Sections 10.45 and 10.54 – Second Reading  
    Submitted By Dr. Kellis
INFORMATION AGENDA ITEMS

13. Volunteer Review Committee Findings
14. Information on Project Graduation for Title Schools
15. Information on the 21st Century Support Collaborative

REQUESTS FOR FUTURE AGENDA ITEM(S)

ADJOURNMENT

Motion ___________________ Second ___________________ Vote ________

Submitted By
Dr. Pletnick
Dr. Miller
Dr. Miller
AGENDA ITEM: *Recommendation to Approve Personnel Action Items for the Period of February 19, 2014 Through March 5, 2014

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

Cost: ______________  Funding Source: Grants, IDEA

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve personnel action items which may include new hires, leaves of absence, resignations, terminations and supplemental compensation. Information regarding the personnel action items is attached.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve personnel actions for February 19, 2014 through March 5, 2014 as presented.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____
NEW HIRE

CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
</tr>
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<tbody>
<tr>
<td>Cave, Robert</td>
<td>Coach</td>
</tr>
<tr>
<td>Hall, Antwaun</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Lung, Scott</td>
<td>Coach</td>
</tr>
<tr>
<td>Moreno, Delicia</td>
<td>Instructional Assistant SPED SAT</td>
</tr>
<tr>
<td>Neerings, Julie</td>
<td>Instructional Assistant SPED SC</td>
</tr>
</tbody>
</table>

ADMINISTRATIVE SUBSTITUTE

The following Administrative Substitute will be paid by M&O per Board Policy.

Garcia, Amalia (Molly)

SUBSTITUTE TEACHERS

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

Hamilton, Julie Morrison, Christopher Shahenian, Amy
Keidrowski, Amy Peacock, Nancy Valdez, Julie

CLASSIFIED SUBSTITUTE STAFF

The following Classified Staff Subs will be paid by M&O per Board Policy.

Cascella, Lisa

CHANGE IN FTE

CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>OLD FTE</th>
<th>NEW FTE</th>
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</thead>
<tbody>
<tr>
<td>Roberts, Jodi</td>
<td>.75</td>
<td>.875</td>
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REQUEST FOR EXTENDED LEAVE

CERTIFIED STAFF

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<th>DATES</th>
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<tbody>
<tr>
<td>Milender, Ana</td>
<td>02/04/2014 – 05/23/2014</td>
<td>Teacher</td>
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### CLASSIFIED STAFF

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<tr>
<td>Alvarez, Isabel</td>
<td>10/29/2013 – 05/22/2014</td>
<td>Instructional Assistant</td>
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<td>Goodman, Jennifer</td>
<td>02/19/2014 – 05/22/2014</td>
<td>Instructional Assistant</td>
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<td>Vasquez, Rodolfo</td>
<td>05/03/2013 – 05/02/2014</td>
<td>Skilled Maintenance</td>
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### RESIGNATION

### CERTIFIED STAFF

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<tbody>
<tr>
<td>Bane, Gabrielle</td>
<td>Relocation</td>
<td>05/23/2014</td>
</tr>
<tr>
<td>Bracamontes, Sandy</td>
<td>Relocation</td>
<td>05/23/2014</td>
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<td>Dato, Maria</td>
<td>Relocation</td>
<td>05/23/2014</td>
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<tr>
<td>Dudley, Stephanie</td>
<td>Personal</td>
<td>05/23/2014</td>
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<tr>
<td>Galindo, Julie</td>
<td>Retirement</td>
<td>05/23/2014</td>
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<tr>
<td>Gantz, David</td>
<td>Personal</td>
<td>05/23/2014</td>
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<tr>
<td>House, Tammy</td>
<td>Personal</td>
<td>05/23/2014</td>
</tr>
<tr>
<td>Kieran, Kimberly</td>
<td>Relocation</td>
<td>05/23/2014</td>
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<tr>
<td>Korpan, Dennis</td>
<td>Personal</td>
<td>05/23/2014</td>
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<td>McMenemy, Emily</td>
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<td>Murphy, Lori</td>
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<td>Nichols, Janeen</td>
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<td>Quinn, Barbara</td>
<td>Relocation</td>
<td>05/23/2014</td>
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<td>Raab, Lauren</td>
<td>Relocation</td>
<td>05/23/2014</td>
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<td>Raidy, CJ</td>
<td>Relocation</td>
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<td>Ramm, Matthew</td>
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<td>05/23/2014</td>
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<td>Sue, Jessica</td>
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<td>05/23/2014</td>
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<td>Thorson, Greg</td>
<td>Personal</td>
<td>05/23/2014</td>
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<td>Welsh, Cassandra</td>
<td>Personal</td>
<td>05/23/2014</td>
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<td>Wilson, Jennifer</td>
<td>Personal</td>
<td>05/23/2014</td>
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<tr>
<td>Zintak, Karen</td>
<td>Retirement</td>
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### SUBSTITUTE TEACHER

<table>
<thead>
<tr>
<th>NAME</th>
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</thead>
<tbody>
<tr>
<td>Priddy, Samantha</td>
<td>Relocation</td>
<td>02/28/2014</td>
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</tbody>
</table>

### CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
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</thead>
<tbody>
<tr>
<td>Carranza, Mayra</td>
<td>Did Not Return from LOA</td>
<td>01/06/2014</td>
</tr>
</tbody>
</table>
March 5, 2014 Governing Board Meeting

Green, Tina | Other Employment | 02/28/2014
Hernandez, Rossanna | Personal | 02/28/2014
Moore, Margaret | Did Not Return from LOA | 02/19/2014
Paschal, Angela | Job Abandonment | 03/28/2013
Ramirez, Rosa | Other Employment | 02/28/2014
White, Aaron | Personal | 02/21/2014

**RESIGNATION CORRECTION**

**CERTIFIED STAFF**

<table>
<thead>
<tr>
<th>NAME</th>
<th>REASON</th>
<th>EFFECTIVE</th>
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</thead>
<tbody>
<tr>
<td>McCann, Allison</td>
<td>Relocation/Administration Supports Waiver of Liquidated Damages</td>
<td>02/28/2014</td>
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**TERMINATION**

**CLASSIFIED STAFF**

<table>
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<tr>
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<th>REASON</th>
<th>EFFECTIVE</th>
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</thead>
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<tr>
<td>Alexander, Ida</td>
<td>Non-Renewal for 2014-2015 SY – Failure to Provide Evidence of Highly Qualified Proficiency</td>
<td>05/22/2014</td>
</tr>
</tbody>
</table>

**SUPPLEMENTAL COMPENSATION**

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

| Adelman, Erika | Garrett, Rachel | Raab, Lauren |
| Barkley-Rosenthal, Sarah | Graczyk, Jason | Rodriguez, Ashley |
| Bedolla, Torrie | Hahn, Jamie | Rollins, Karen |
| Benicki, Amy | Hall, Crystal | Roosevelt, Laura |
| Chavez, Crystal | Hannah, Michelle | Rose, Denella |
| Clute, Danielle | Ingles, Tausha | Schroeder, Steffany |
| Deissler, Sherri | King, Amanda | Sinex, Heidi |
| Demartinis, Jami | Martinez Hemsley, Genera | Tracey, Tammy |
| Donajkowski, Amanda | McCarthy, Kady | Tshivhase, Brandi |
| Dossey, Emily | Mendoza, Sara | Wilkens, Kathryn |
| Espy, Thomas | Mikos, Amy | Wright, Kimberly |
| Flannigan, Carol | Mills, Michelle | |
| Franklin, Cristen | O'Donnell, Christopher | |

Staff will be paid per MOU for Teaching and Tutoring.

| Baringer, Bryce | Fussell, Mollie | Kirchner, Brian |
| Bjerkstrand, Holly | Hartjen, Ashley | Koch, Brian |
| Bohon, Robert | Herrera, Dan | Mitchell, Craig |
| Cancelli, Danielle | James, Wendy | Molett III, Charles |
| Collins, Pamela | Jay, Erica | Moore, Luci |
March 5, 2014 Governing Board Meeting

Pleak, Jessica
Pramuk, Hope
Reidy, Jennifer
Tofan, Angela
Wood, Katelyn

Staff will be paid for Additional Hours Classified.

Adamoli, Rebecca
Arroyo-Castro, Christine
Benjamin, Robin
Blaeser, Jodie
Brode, Linda
Brooks, Vanessa
Cook, Catherine
Dabney, Michelle
Daugherty, Carmen
Eccles, Eryn
Evans, Christine
Hensley, Pamela
Jones, Ella
Lewandowski, Melinda
Pearce, Vicki
Reed, Mary
Roach, Debra
Rutledge-Link, Joell
Sauerbrei, Kelly
Spiwak, Nancy
Strohm, James
Veigel, Donna

Staff will be paid for Additional Days.

Argo, John
Hession, Jill
Murphy, Jacqueline
Swanson-Cinader, Dayna

Staff will be paid per MOU for After School Coordinator.

Garcia, Christina
Green, Stacy
Pierce, Tammy

Staff will be paid per MOU for Language Acquisition Mentor.

Barkley-Rosenthal, Sarah
Rhoads-Harris, Michelle
Rose, Denella

Staff will be paid per MOU for Curriculum Writing.

Daub, Melissa
Walker, Amanda

Staff will be paid per MOU for High School 6th Section.

Lee, Tonya

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

Kelly, Jennifer

Staff will be paid per MOU for High School Coach of 3 Levels.

Bejarano, Vicki
Carleton, Kevin
Martin, Brandon
Tizzano, Donald

Staff will be paid per MOU for High School Head Varsity Coach.

Bergeron, Scott
Bohon, Robert
Elledge, Alex
Garcia, Bernice
Jones, Anthony
Larocca, Vincent
O'Leary, Kristina
Paine, Katelynn
Stangler, Justin
Tipton, Enrico
Ward, Jason
Wilson, Mathew
Staff will be paid per MOU for High School Varsity Assistant Coach.

Baker, Nathen  
Campos, Gabriel  
Collazo, Arthur  
Sparks, Bobby  
Tamez, Shane

Staff will be paid per MOU for High School JV Coach.

Braden, John  
Cuellar, Carlos  
Garrett, Andrew  
Martinez, Adam  
Maville, Randy  
McClenathan, Marquea  
Ramsey, Shelly  
Scaife, Richard  
Schuele, Taylor  
Sears, Bryan  
Thomas, Courtney

Staff will be paid per MOU for High School Freshman Coach.

Centeno, Moises  
Jansen, Matthew  
Shoop, Andrea  
Worthington, Chad

Staff will be paid per MOU for Game Supervisor.

Bennett, Bruce  
Spanos, Michael

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

Stevenson, Sarah
AGENDA ITEM: *Recommendation to Approve the Employee 190, 195, 197, 211, 219, 229, 248, 254 and 257 Day Work Calendars for the 2014-2015 School Year

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

Cost: ________________  Funding Source: Various

EXECUTIVE SUMMARY:

The Administration is recommending the approval of the 2014-2015 school year employee work calendars.

The work calendars are subject to periodic revisions during the year.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the employee 190, 195, 197, 211, 219, 229, 248, 254 and 257 day work calendars for the 2014-2015 school year as presented.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____  Second: _____  Vote: _____  AGENDA ITEM: _____
2014-2015 FISCAL YEAR
190-DAY WORK CALENDAR

***Start Date***
First Day for Students August 6
Labor Day September 1 - PAID
Fall Break October 13-17
Veterans’ Day November 11 - PAID
Thanksgiving Recess November 27-28 - PAID
Winter Break December 22 - January 2
Martin Luther King Day Jan. 19 - PAID
Presidents’ Day February 16 - PAID
Spring Break March 16-20
Spring Holiday March 20 - PAID
Non-Duty Day April 17
Last Day of School for Students May 21

Governing Board approved _______
### 2014-2015 FISCAL YEAR
#### 195-DAY WORK CALENDAR

| ***Start Date*** | August 1 |
| First Day for Students | August 6 |
| Labor Day | September 1 - PAID |
| Fall Break | October 13-17 |
| Veterans' Day | November 11 - PAID |
| Thanksgiving Recess | November 27-28 - PAID |
| Winter Break | Dec. 22 - Jan. 2 |
| Martin Luther King Day | Jan. 19 - PAID |
| Presidents' Day | Feb. 16 - PAID |
| Spring Break | March 16-20 |
| Spring Holiday | March 20 - PAID |
| Professional Development Day | April 17 |
| Last Day of School for Students | May 21 |
| Last Work Day | May 22 |

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

**NOTE**

Students are dismissed early every Monday beginning August 11 to provide time for teacher professional development.

Governing Board approved ______________. 
2014-2015 FISCAL YEAR
197-DAY WORK CALENDAR

***Start Date***
- August 1

First Day for Students - August 6
Labor Day - September 1
Fall Break - October 13-17
Veterans' Day - November 11 - PAID
Thanksgiving Recess - November 27 - 28
Winter Break - Dec. 22 - Jan. 2 - PAID
Martin Luther King Day - January 19
Presidents' Day - February 16
Spring Break - March 16-20
Professional Development Day - April 17
Last Day of School for Students - May 21
Last Work Day - May 22

**NOTE**
Students are dismissed early every Monday beginning August 11 to provide time for teacher professional development.

Governing Board approved

197-DAY WORK CALENDAR
185 WORK DAYS + 12 PAID HOLIDAYS = 197 PAID DAYS

DRAFT
### 2014-2015 FISCAL YEAR
#### 211-DAY WORK CALENDAR

**First Date**

- **First Day for Students:** July 14
- **Labor Day:** September 1
- **Fall Break:** October 13 - 17
- **Veterans' Day:** November 11 - PAID
- **Thanksgiving Recess:** November 27-28
- **Winter Break:** December 22 - Jan. 2 - PAID
- **Martin Luther King Day:** January 19
- **Presidents' Day:** February 16
- **Spring Break:** March 16-20
- **Professional Development Day:** April 17
- **Last Day of School for Students:** May 21
- **Last Work Day:** May 22

**Calendar Notes**

- **Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

**District Summer Calendar 4 x 10-hour days**

(Monday—Thursday)

- July 1 - 25 & May 25-June 30
2014-2015 FISCAL YEAR
219-DAY WORK CALENDAR

***Start Date***
First Day for Students
Labor Day
Fall Break
Veterans’ Day
Thanksgiving Recess
Winter Break
Martin Luther King Day
Presidents’ Day
Spring Break
Spring Holiday
Professional Development Day
Last Day of School for Students
Memorial Day
Last Work Day

July 14
August 6
September 1 - PAID
October 13-17
November 11 - PAID
November 27-28 - PAID
Dec. 22 - Jan. 2
Dec. 24, 25, Jan. 1 - PAID
January 19 - PAID
February 16 - PAID
March 16-20
March 20 - PAID
April 17
May 21
May 25 - PAID
June 4

219-DAY WORK CALENDAR
208 WORK DAYS + 11 PAID HOLIDAYS = 219 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

DRAFT

District Summer Calendar 4 x 10-hour days
(Monday—Thursday)
July 1-25 & May 25-June 30

Note: Memorial Day holiday will be paid in accordance with the District’s summer calendar.

Governing Board approved
### 2014-2015 FISCAL YEAR
### 229-DAY WORK CALENDARS

**First Day for Students**: Labor Day
**Fall Break for Students**: October 13-17
**Veterans’ Day**: November 11 - **PAID**
**Thanksgiving Recess**: November 27-28 - **PAID**
**Winter Break**: Dec. 22 - Jan. 2
**Martin Luther King Day**: January 19 - **PAID**
**Presidents’ Day**: February 16 - **PAID**
**Spring Break**: March 16-20
**Spring Holiday**: March 20 - **PAID**
**Professional Development Day**: April 17
**Last Day of School for Students**: May 21
**Memorial Day**: May 25 - **PAID**
**Last Work Day**: June 8

---

### 229-DAY WORK CALENDAR

**218 WORK DAYS + 11 PAID HOLIDAYS = 229 PAID DAYS**

*Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be District Summer Calendar 4 x 10-hour days (Monday—Thursday)

July 1-25 & May 25-June 30

*Note: Memorial Day holiday will be paid in accordance with the District's summer calendar.*

**Governing Board approved**
Independence Day  Observed July 3 - PAID
First Day for Students August 6
Labor Day  September 1 - PAID
Fall Break for Students October 13-17
Fall Break Days October 16-17
Veterans’ Day November 11 - PAID
Thanksgiving Recess November 27-28 - PAID
Winter Break Dec. 22 - Jan. 2
Winter Break Observed July 3 - PAID
Martin Luther King Day Jan. 19 - PAID
Presidents’ Day February 16 - PAID
Spring Break March 16-20
Spring Holiday March 20 - PAID
Professional Development Day April 17
Last Day of School for Students May 21
Memorial Day May 25 - PAID

248-DAY WORK CALENDAR
236 WORK DAYS + 12 PAID HOLIDAYS = 248 PAID DAYS
**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**
# 2014-2015 Fiscal Year 254-Day Work Calendar

Independence Day: Observed July 3 - **PAID**
First Day for Students: August 6
Labor Day: September 1 - **PAID**
Fall Break for Students: October 13-17
Fall Break Days: October 16-17
Veterans' Day: November 11 - **PAID**
Thanksgiving Recess: November 27-28 - **PAID**
Winter Break: Dec. 22 - Jan. 2
Martin Luther King Day: January 19 - **PAID**
Presidents' Day: February 16 - **PAID**
Spring Break: March 16-20
Spring Holiday: March 20 - **PAID**
Professional Development Day: April 17
Last Day of School for Students: May 21
Memorial Day: May 25 - **PAID**

**254-Day Work Calendar**

236 Work Days + 12 Paid Holidays + 6 Designated Vacation Days = 254 Paid Days

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

## District Summer Calendar

- **4 x 10-hour days** (Monday-Thursday)
- July 1-25 & May 25-June 30

Note: Independence Day and Memorial Day holidays will be paid in accordance with the District's summer calendar.

Designated vacation days are as follows:
- December 26 (1 day)
- January 2 (1 day)
- March 16-19 (4 days)

Governing Board approved.
## 2014-2015 Fiscal Year
### 257-Day Work Calendar

<table>
<thead>
<tr>
<th>Independence Day</th>
<th>Observed July 3 - PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day for Students</td>
<td>August 6</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 1 - PAID</td>
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<tr>
<td>Veterans' Day</td>
<td>November 11 - PAID</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 27-28 - PAID</td>
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<tr>
<td>Winter Break</td>
<td>Dec 22 - Jan 2</td>
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<tr>
<td>New Year's Day</td>
<td>January 1 - PAID</td>
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<td>Martin Luther King Day</td>
<td>January 19 - PAID</td>
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<tr>
<td>Presidents' Day</td>
<td>February 16 - PAID</td>
</tr>
<tr>
<td>Spring Holiday</td>
<td>March 20 - PAID</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>April 17</td>
</tr>
<tr>
<td>Last Day of School for Students</td>
<td>May 21</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25 - PAID</td>
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</table>

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

**District Summer Calendar 4 x 10-hour days**
(Monday—Thursday)
July 1-25 & May 25-June 30

**Note: Independence Day and Memorial Day holidays will be paid in accordance with the District's summer calendar.**

Governing Board approved ____________________
“Power in the preparation... Excellence in the journey... Success for a lifetime...”

GOVERNING BOARD ITEM

AGENDA ITEM: *Approval of the Minutes of the February 19, 2014 Governing Board Meeting and the February 20, 2014 Rachel’s Challenge Event

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

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve the minutes of the February 19, 2014 Governing Board Meeting and the February 20, 2014 Rachel’s Challenge Event.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the minutes of the February 19, 2014 Governing Board Meeting and the February 20, 2014 Rachel’s Challenge Event.

SUBMITTED BY: 

SUPERINTENDENT:

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

Page 1 of 1
MINUTES: GOVERNING BOARD – REGULAR MEETING

2013-2014 February 19, 2014 Location:
Nathaniel Dysart Education Center

I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Traci Sawyer-Sinkbeil, Governing Board President, called the regular meeting to order at 6:02 p.m. Governing Board members constituting a quorum were present; Traci Sawyer-Sinkbeil, Jennifer Tanner, Bonnie Schroader and Blossom Tande. Jerry Eynon was absent.

2. Traci Sawyer-Sinkbeil led the Pledge of Allegiance.

3. A motion by Sawyer-Sinkbeil/Tanner was entered to approve the Agenda Form consistent with Board Policy and temporarily suspend any Governing Board Policy with which this agenda may be inconsistent. UNANIMOUS

4. Summary of Current Events
   • Presentations, Recognitions, Celebrations
     - New Century Learning Showcases were hosted by Parkview, Early Childhood Center and Riverview.
     - Superintendent Update -- Dr. Pletnick announced the district has been awarded a $300,000 grant for improving science achievement through content learning and collaborative inquiry. The project is a collaboration between the district and Estrella Mountain Community College. The Wyoming Department of Education sent the District a special thank you. Dysart was commended for our culture, providing a great education for all children and described as a first class school district. Dr. Pletnick shared information about upcoming events including the February 20th Rachel’s Challenge presentation, February 27th League of Women Voters/First Things First “Education Forum Addressing the Achievement Gap in Arizona Education” and the March 27th professional development session, “Awaken the Learner”, featuring Robert Marzano, a well-known and respected educational researcher, and Darrell Scott of Rachel’s Challenge. Dr. Pletnick will be addressing the members of the National School Board Association to share information about iPAL, as well as participating on a panel discussing Mobile Learning: The Intersection of Policy & Practice.
   • Governing Board Update
     - Ms. Traci Sawyer-Sinkbeil recognized Jerry Eynon and wished him well.
     - Bonnie Schroader attended performances of the state honor band performances and the AMEA Musical Festival and recognized the many district students chosen to participate.
     - Jennifer Tanner visited Sundown Mountain and the Desert Choice School.
     - Blossom Tande shared she is seeing more parents taking on interest in the District, asking questions and getting involved.

5. Audience with Individuals or Groups - None
A motion by Schroader/Tande was entered to approve the consent items as presented.

1. Recommendation to Approve an Intergovernmental Agreement with Member Districts of the North Valley Education Consortium (NVEC)  
   Approved

2. Recommendation to Approve Settlement Agreement and Release and Custom Service Contract with Navistar and Authorize the Assistant Superintendent for Support Services to Sign the Agreement and Any Affiliated Documentation  
   Approved

3. Recommendation for Approval of GSA Contract for Vector Resources, Inc. for the 2013-2014 Fiscal Year  
   Approved

   Approved

5. Approval of the Minutes of the January 30-31, 2014 Wyoming Educators’ Visit and the February 5, 2014 Governing Board Meeting  
   Approved

6. 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) HOR1314-014 and HOR1314-016.

7. Pilot of Online Instructional Materials for World Languages at Marley Park Elementary and Countryside Elementary Cambridge Programs and Defined STEM at Canyon Ridge School and Countryside Elementary Programs  
   Approved the pilot of online instructional materials for Middlebury Interactive Languages at Marley Park Elementary and Countryside Elementary Cambridge Programs and Defined STEM at Canyon Ridge School and Countryside Elementary and authorize the Associate Superintendent for Academic Support to sign the documents and any other affiliated documents.

8. Recommendation to Approve Overnight and Out-of-State Travel  
   Approved as listed.

9. Extra-Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of January 2014  
   Accepted
10. Acceptance of Donations, Gifts and Grants
Accepted

11. Approval/Ratification of Expense Vouchers 1034, 1035 and 1036 in the Amount of $1,781,489.75
Approved/Ratified

UNANIMOUS

12. Approval/Ratification of Payroll Vouchers 7570 and 39 in the Amount of $5,066,380.87
Approved/Ratified

UNANIMOUS

ACTION/DISCUSSION

13. Recommendation for Approval of Administrative, Certified and Licensed Employee Contract Language for the 2014-2015 School Year
A motion by Sawyer-Sinkbeil/Schroader was entered to approve the administrative, certified and licensed employee contract language for the 2014-2015 school year.

UNANIMOUS

A motion by Tanner/Schroader was entered to approve the renewal of eligible certificated and licensed staff and authorize issuance of employment contracts for the 2014-2015 school year.

UNANIMOUS

15. Recommendation for Renewal of Eligible Administrative Staff and Authorization to Issue Employment Contracts for the 2014-2015 School Year
A motion by Schroader/Sawyer-Sinkbeil was entered to approve renewal of eligible administrative staff and authorize the issuance of employment contracts for the 2014-2015 school year with benefits commensurate with the position.

UNANIMOUS

16. Discussion and Possible Action to Provide Direction to the Superintendent Regarding Liaison Meetings with the City of Surprise
After discussion, a motion by Schroader/Tande was entered to continue meetings with the City of Surprise with Jennifer Tanner acting as the liaison to reach out and establish a meeting with the City of Surprise and an agenda to include items discussed this evening and to add to it any items requested by the City of Surprise and return with an update from their meeting and accompanied by Dr. Pletnick as available.

UNANIMOUS

Agenda items discussed by the Board included:
- Development of the City and Partnerships for Growth
- Youth Leadership Program
- Elections
17. District Demographic Information Update
Mr. Rick Brammer, Applied Economics, shared information regarding enrollment trends, district demographic characteristics, the impact of residential development and enrollment projections. He reported district growth has slowed to 1% based on the 40th day ADM. Reduction in enrollment is seen in the K-2 cohorts due to a 20% decline in birth rates from 2007-2011. An increase in high school enrollment continues due to the matriculation of students that came to the district during the high growth years. Mr. Brammer reported near term growth will be in the southwest and the east-central areas while some older built out communities have seen a decline in school age population. The attendance area projections reflect the impact the new school boundaries have had on addressing overcrowding. Appendix A

18. District Budget Overview
The previous information item laid the foundation for the budget review. This is not a budget proposal item but rather a review that helps describe the impact of the loss of the November Bond election, the reality of our current state funding and the status of the Override now in its 4th year.
Mr. Jack Eaton provided a brief overview of prior years’ budget cuts. District budgets FY 2004-2014, and expenditures FY 2004-2014. Special attention was paid to reduction in capital funds, loss of per student spending since 2008, transportation expenditures, managing fixed costs, and distribution of $18.1 M in override funds: 1) 41% Fine arts, 2) 12% All-day kindergarten 3) 7% K-3 Reading Program and support for lower K-3 class size and 4) 40% Maintaining current class size ratios. Appendix B

19. Recommendation for Revision of Governing Board Policies Sections 10.5 and 10.54 – First Reading
The item was presented as information and a first read regarding policies that must be updated to stay compliant with law. The added language in 10.45 is not a change in practice but rather a recommendation to more clearly spell out that practice that is mandated by law. The change in 10.54 is a change in how reports of child abuse are submitted.

REQUESTS FOR FUTURE AGENDA ITEM(S) – NONE

ADJOURNMENT
On a motion entered by Sawyer-Slikbeil/Schroader and by a unanimous vote, the meeting ended at 7:42 p.m.

Signed Date:

_____________________________ March 5, 2014
MINUTES: Rachel's Challenge Presentation

2013-2014 February 20, 2014 Dysart Unified School District
15802 N Parkview Pl
Surprise, AZ 85374

I. EVENT MINUTES

1. A quorum of Governing Board Members was present; Ms. Jennifer Tanner, Ms. Traci Sawyer-Sinkbeil and Ms. Blossom Tande attended the event. There was no discussion of school district business and no Board action was taken.

Signed: Date:

______________________________ March 5, 2014
AGENDA ITEM: *Hearing Officer's Recommendation(s) for Long Term Suspension

Action/Consent X  Action/Discussion  Information  Supporting Data

Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

The Hearing Officer for the Dysart Unified School District, conducted discipline hearings for violation of Governing Board Policy Section(s) 10.22 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):

HOR1314-015
HOR1314-017

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) HOR1314-015 & HOR1314-017.

SUBMITTED BY:  superintendent:  

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

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<th>DISCIPLINE HEARING NO.</th>
<th>HEARING DATE</th>
<th>HEARING OFFICER</th>
<th>SCHOOL</th>
<th>CHARGES</th>
<th>HEARING OFFICER'S ORDER</th>
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<td>KGWES</td>
<td>Drug/Tobacco Paraphernalia</td>
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<td>8/6/14</td>
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<td>HOR1314-017</td>
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<td>B. Surloff</td>
<td>VVHS</td>
<td>Drug Use/Possession</td>
<td>Long Term Suspension</td>
<td>Remainder of the 2013-2014 school year</td>
<td>N/A</td>
<td>8/6/14</td>
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AGENDA ITEM: *Recommendation to Approve Overnight and Out-of-State Travel

Cost: See Attached  Funding Source: See Attached

EXECUTIVE SUMMARY:

Administration recommends approval of the listed overnight and out-of-state travel requests.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the overnight and out-of-state travel as listed.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]  

ACTION BY BOARD:  Motion: _____  Second: _____  Vote: _____  AGENDA ITEM: _____
## Overnight and/or Out-of-State Travel
**March 5, 2014**
**Consent Agenda**

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<th>Date</th>
<th>Event</th>
<th>Purpose</th>
<th>Attendees</th>
<th>Cost</th>
<th>Funding</th>
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<td>Valley Vista High School</td>
<td>April 15-17, 2014</td>
<td>Health Occupations Students of America Spring Leadership Conference and Competition, Tucson, AZ</td>
<td>Compete, develop leadership skills and participate in career development activities</td>
<td>35 students and 4 chaperones</td>
<td>$9,655</td>
<td>West-MEC, HOSA, Student Contribution</td>
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<td>VVHS High School Counselor</td>
<td>April 29 - May 2, 2014</td>
<td>Rocky Mountain Association for College Admission Counseling Spring Conference (RMACAC)</td>
<td>Professional development and exposure to college programs in the Rocky Mountain Region</td>
<td>VVHS Counselor No Cost to District</td>
<td>RMACAC</td>
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<tr>
<td>VVHS High School Counselor</td>
<td>April 23-26, 2014</td>
<td>ACTE Region V Annual Conference</td>
<td>Required for fulfillment of ACTEAz fellowship obligation and professional development</td>
<td>VVHS Counselor $1,225</td>
<td>West-MEC</td>
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<td>District Office</td>
<td>March 31 - April 1, 2014</td>
<td>Education Week's 2014 Leaders to Learn From event</td>
<td>Recognition of Superintendent as one of 16 2014 Leaders to Learn From</td>
<td>Superintendent No Cost to District</td>
<td>Education Week</td>
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Dysart Unified School District

March 5, 2014

Regular Governing Board Meeting

“Power in the preparation...Excellence in the journey...Success for a lifetime...”

GOVERNING BOARD ITEM

AGENDA ITEM: *Approval/Ratification of Expense Vouchers 1037 and 1038 in the Amount of $1,679,242.59

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Cost: N/A

Funding Source: N/A

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<tr>
<td>02/20/14</td>
<td>1038</td>
<td>$524,319.78</td>
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</table>

TOTAL: $1,679,242.59

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve/ratify expense vouchers 1037 and 1038 in the amount of $1,679,242.59.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 6
DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $1,154,922.76 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2013 to June 30, 2014 (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.

TRACI SAWYER-SINKBEIL PRESIDENT
BONNIE SCHROADER CLERK
JENNIFER TANNER MEMBER
BLOSSOM TANDE MEMBER
JERRY EYNON MEMBER
DYSART UNIFIED

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DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $524,319.78 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2013 to June 30, 2014 (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 A.R.S. 38-231.

TRACI SAWYER-SINKBEIL PRESIDENT

BONNIE SCHROADER CLERK

JENNIFER TANNER MEMBER

BLOSSOM TANDE MEMBER

JERRY EYNON MEMBER

DYSART UNIFIED

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$524,319.78
Dysart Unified School District

March 5, 2014

Regular Governing Board Meeting

“Power in the preparation...Excellence in the journey...Success for a lifetime...”

GOVERNING BOARD ITEM

AGENDA ITEM: *Approval/Ratification of Payroll Vouchers 7571 and 40 in the Amount of $5,011,022.06

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<th>Action/Discussion</th>
<th>Information</th>
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EXECUTIVE SUMMARY:

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BOARD ACTION REQUESTED:

It is recommended the Governing Board approve/ratify payroll vouchers 7571 and 40 in the amount of $5,011,022.06.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM:
DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $156,366.33 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2013 to June 30, 2014 (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.

<table>
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<th>Description</th>
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$156,366.33
DYSART UNIFIED VOUCHER

Voucher No: 7571  Voucher Date: 02/28/2014  Prepared By:  

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $4,854,655.73 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2013 to June 30, 2014 (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.

TRACI SAWYER-SINKBEIL  PRESIDENT

RONNIE SCHROADER  CLERK

JENNIFER TANNER  MEMBER

BLOSSOM TANDE  MEMBER

JERRY EYNON  MEMBER

DYSART UNIFIED

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$4,854,655.73
AGENDA ITEM: Recommendation to Approve the Appointment of Director of Federal Projects and Community Outreach

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for the position of Director of Federal Projects and Community Outreach. Ms. Kathy Hill is being recommended for the assignment for the 2014-2015 school year.

Ms. Hill received a Master’s degree in Elementary Education from Chapman University. She has eight (8) years of experience with the Dysart Unified School District, including one (1) year as an instructional coach, three (3) years as Language Arts Coordinator, two (2) years as Director of Federal Projects and two (2) years as a principal. Her classroom teaching experience includes three (3) years at Glendale Elementary School District. Ms. Hill will receive a salary and benefits commensurate with the position, her education and experience. Her résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Ms. Hill for this position. The position was posted both internally and externally. A pool of qualified candidates was determined through administrative review. Those candidates participated in an interview with the selection committee. Members of the committee included superintendent Dr. Gail Pletnick, associate superintendent Dr. Cyndi Miller, assistant superintendent Dr. Quinn Kellis, director Teresa Heatherly, coordinator Fran Sperling, principal Roberta Lockhart, and assistant principal Cheryl Pete. Consideration was given to each candidate’s years of related leadership experience, teaching experience, professional training and education. In addition, candidates completed a performance task that included a written report.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Kathy Hill as Director of Federal Projects and Community Outreach.
OBJECTIVES
My objective is to obtain the position of Director of Federal Projects and Community Outreach within the Dysart Unified School District and continue to move the district forward in meeting the goals of the Strategic Plan.

EDUCATION
2009 — Obtained Principal Certificate
2000- 2002 30 continuing education hours beyond my Master's Degree, Ottawa University
1997- 2000 Teacher Certification and Master’s Degree in Curriculum and instruction, Chapman University
1987- 1991 Bachelor of Arts in Sociology, Arizona State University

EXPERIENCE

My duties as a building level principal include many responsibilities such as improving the culture of the school. This is for all stakeholders - students, staff, parents, and community. Student achievement is the largest responsibility and it encompasses many tasks in order to be effective at this. Conducting classroom walk-throughs and providing effective feedback; leading teachers through data-rich discussions and what will be done to make improvements after the examination of data; understanding Arizona College and Career Ready Standards and best practices to implement those standards for a deep understanding so students not only retain the knowledge for assessments, but retain it for future grades and life as an adult; keeping a safe and orderly school environment by implementing an effective safety plan and taking care of discipline issues; coordinating all of the resources and personnel so these things can happen on a consistent basis. I support the implementation of the district Strategic Plan by creating a school Continuous Improvement Plan that supports the Strategic Plan and working with all stakeholders to ensure the effective implementation of the CIP. I plan with
the Instructional Growth Teacher, the School Data Improvement Specialist, the Reading Coach, and the ESS Lead teacher to ensure that we are providing meaningful professional development to staff. I send staff short educational articles that are applicable to their needs, something that they are interested in, or something that we are currently learning about. We provide PD through early-release Monday sessions and send people to PD that our school has a need for. I plan with these individuals as well so they can share the knowledge that they have learned from their outside professional development opportunities. Additionally, I manage staff, both certified and classified, resources, and processes to ensure that the needs of our stakeholders are met. I also work to build relationships with Luke Air Force Base through communication with our Base Liaison, host multicultural events with Luke AFB, and work with the Navy volunteers to help our students and keep our school beautiful. Currently, Luke Elementary is planning a Global International Academy for the 6th and 7th grade students in the 2014-2015 school year and I have assisted in that planning process.

July 2010 – June 2012 — Director of Federal Projects, Dysart Unified School District

My responsibilities included, but were not limited to, being responsible for the Title I, II, and III grants and working with different departments within the district in order to ensure that the funds were being utilized to their fullest potential. Compliance and programmatic requirements of Title I, II, and III were major responsibilities and are important to keeping our district in good standing with the Arizona Department of Education. Analyzing data regarding the Title I and ELL programs in the district were also very important on both an educational and programmatic level. I planned and implemented the Title I Preschool program at some of the district's Title I school sites. I continued to implement the Career Ladder program. I was also the NCA Standard 7 Facilitator and presented to the Accreditation Team during their visit to Dysart.

July 2007–June 2010 — Language Acquisition Coordinator, Dysart Unified School District

My responsibilities included, but were not limited to, implementing the 4-hour ELD block, writing grants, and analyzing data regarding the ELL program in the district. By using Title III funds, many of our schools that had high ELL populations were provided with iPod touch carts in order to reinforce language acquisition and fluency. El Mirage Elementary was showcased in a
video showing the implementation of this technology and one of the student’s pictures is still displayed on our Vision Statement banners. During my time as the Language Acquisition Coordinator, I also became responsible for the Career Ladder program.

August 2006-June 2007 - Instructional Coach, El Mirage Elementary School

My responsibilities include, but are not limited to, providing support to first year teachers, teachers who have between one-three years of teaching experience, and Career Ladder teachers. I also provide job-embedded professional development, as well as, district—wide professional development. As a part of the Leadership Team, I assisted in the implementation of the Arizona School Improvement Plan and the revisions that are required annually.

April 2004-August 2006 - Education Program Specialist, English Acquisition Services, Arizona Department of Education

My responsibilities while at the ADE included, but were not limited to, monitoring of school districts for compliance with Flores and ARS 15-751 to 15-755 (formerly Proposition 203), providing technical assistance regarding compliance, assisting entities to ensure that the objectives of the Structured English Immersion (SEI) Curricular Framework are met, approving SEI Curricular frameworks, answering constituent phone calls and e-mails, approving No Child Left Behind (NCLB) plans, approving fiscal applications, and presenting information at various meetings to constituents.

2001-2004 5" Grade teacher, Glendale American School for the Glendale Elementary School District

My responsibilities while a 5" grade teacher included, but were not limited to, maintaining communication with parents, providing quality instruction for all students, and maintaining grades and relevant paperwork regarding student’s progress toward mastery of the Arizona Academic Standards. When I was in the classroom, I implemented SIOP strategies, the utilization of technology the use of Flex Reading Groups, and Differentiated Instruction.

7"/8" Grade Science teacher, Glendale American School for GESD
While I was the Science teacher, I also had the responsibility of teaching Language Arts to my homeroom. The responsibilities are the same as above.

4th Grade teacher, Mensendick Elementary School for GESD. The responsibilities are the same as above.

**TRAININGS, ADDITIONAL COMMITTEES**

NCA Team Leader

Strategic Plan Committees — Research, Action, and Expert Team Planning

Various committees at the district level including, but not limited to, AdvancED team leader, LEA Improvement, IBA, Response to Intervention

State Committee work — English Language Proficiency Standards Revision Committee, AZELLA Item Test Writing, AZELLA Data Analysis, AZELLA Content and Bias Review

Many professional development opportunities have been provided through the Dysart Unified School District and the information from PD is implemented consistently to ensure that students are academically successful in accordance to the district Strategic Plan and the school CIP.
AGENDA ITEM: Recommendation to Approve the Appointment of Elementary School Principal

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

Cost: N/A  Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for Elementary School Principal. Amalia Garcia is being recommended for the assignment at Luke Elementary School for the 2014-2015 school year.

Ms. Garcia received her Master’s degree in Educational Leadership from the University of Phoenix. Ms. Garcia has four (4) years of experience as an elementary assistant principal, two (2) years as an instructional coach and one (1) year as a teacher in the Dysart Unified School District. Ms. Garcia also has ten (10) years prior experience as a teacher. Ms. Garcia will receive salary and benefits commensurate with the position, her education and experience. Her résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Ms. Garcia for this position. The position was posted internally and externally for a sufficient length of time for candidates to apply. A paper screening was conducted, and a pool of qualified candidates was determined through an administrative team interview process. Consideration was given to each candidate’s years of related leadership experience, teaching experience, professional training and education. In addition, candidates completed a performance task that included data analysis and a written report. The administrative team included: superintendent Dr. Gail Plentnick, assistant superintendent Dr. Quinn Kellis, executive director Jack Eaton, and principals David Stoeve and Karen Winterstein.

Four finalists participated in a community process that included two separate activities. The first activity was an informal gathering during which time community members were able to talk individually with candidates and ask questions. Members of this group included parents Keri White and Candace Johnson, teachers Suzi Sterba, Elizabeth Nitschke, Eileen Platzbecker and Brett Skawski, and principal Andrea Willingham. The second activity was a mock meeting facilitated by each candidate. Members of this group included parents Christina Counts, Sally Carter and Sarah Moye, teachers Lindsay Vasquez, Amanda Gilbertson, Linda Tedesco, Jamie Schneppe, classified staff Bobbi Sue Jojola, and principal Therese Tipton. At the conclusion of both activities, community participants provided written feedback about the candidates.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Amalia Garcia as Elementary School Principal.

SUBMITTED BY: [Signature]

SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 9
Amalia A. Garcia

**Professional Experience**

Assistant Principal  
Sunset Hills Elementary  
2008-2013

Instructional Coach  
Sonoran Heights Elementary  
2006-2008

Teacher  
St. John Vianney Catholic School  
1999-2005

Bilingual Teacher  
Bicentennial North Elementary  
1995-1999

**Instructional Leadership**

A+ Schools Team Member  
A+ Schools Application co-writer  
Curriculum and Instruction of 6-8 grades intervention block  
Brain-Based workshops for school and district workshops  
Data Articulation Facilitator  
Facilitation of Data, Now What Workshop  
Bilingual/ESL Workshops  
Catholic Schools Accreditation Team

**Accomplishments**

Dysart Hero Award  
A+ Schools Co-Writer  
Dysart Kiwanian Scholarship Recipient  
4th-6th Grade Science Teaching Model  
Facilitation of Brain Research Committee  
Problem Based Learning Initiative  
Xavier Gator Teacher in Excellence Award  
Catholic Schools Accreditation Site Chari  
University of Notre Dame Teacher Mentor  
Bilingual Mentor  
Science Fair Culmination Coordinator  
Facilitated Off-Campus 8th Grade Retreat  
8th Grade Promotion Ceremonies Coordinator  
Facilitation of Brain Research Framework for K-8
Committees

NCA Presentation
Brain Research
Reading Leadership
Leadership Team
Site Council
Testing Coordinator
School Success Team
Language Arts Textbook Adoption
Discipline Matrix
Community Service

Andre House Homeless Shelter- Teacher Coordinator and Chaperone

Education

Arizona State University
Bachelors Degree in Elementary Education/Bilingual – ESL
1991-1995

University of Phoenix
Masters Degree in Administration
2005-2007
AGENDA ITEM: Recommendation to Approve the Appointment of Elementary School Principal

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

Cost: N/A Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for Elementary School Principal. Stacie Brown is being recommended for the assignment at Western Peaks Elementary School for the 2014-2015 school year.

Ms. Brown received her Master’s degree in Educational Leadership from Northern Arizona University. Ms. Brown has two (2) years of experience as an elementary assistant principal, two (2) years as a K-3 reading coach and three (3) years as a teacher in the Dysart Unified School District. Ms. Brown also has ten (10) years prior experience as a classroom teacher in the Humboldt Unified School District. Ms. Brown will receive salary and benefits commensurate with the position, her education and experience. Her résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Ms. Brown for this position. The position was posted internally and externally for a sufficient length of time for candidates to apply. A paper screening was conducted, and a pool of qualified candidates was determined through an administrative team interview process. Consideration was given to each candidate’s years of related leadership experience, teaching experience, professional training and education. In addition, candidates completed a performance task that included data analysis and a written report. The administrative team included: superintendent Dr. Gail Pletnick, assistant superintendent Dr. Quinn Kellis, executive director Jack Eaton, and principals David Stoeve and Karen Winterstein.

Four finalists participated in a community process that included two separate activities. The first activity was an informal gathering during which time community members were able to talk individually with candidates and ask questions. Members of this group included parents Keri White and Candace Johnson, teachers Suzi Sterba, Elizabeth Nitschke, Eileen Platzbecker and Brett Skawski, and principal Andrea Willingham. The second activity was a mock meeting facilitated by each candidate. Members of this group included parents Christina Counts, Sally Carter and Sarah Moye, teachers Lindsay Vasquez, Amanda Gilbertson, Linda Tedesco, Jamie Schnepp, classified staff Bobbi Sue Jojola, and principal Therese Tipton. At the conclusion of both activities, community participants provided written feedback about the candidates.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Stacie Brown as Elementary School Principal.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 10
Objective:
Seeking a position as a principal where I can use my effective communication and leadership skills.

Education:
2009 – 2011  Northern Arizona University, Flagstaff, AZ
- Master's Degree in Educational Leadership

1994 - 1996  Northern Arizona University, Flagstaff, AZ
- Bachelor of Science in Elementary Education

1993 - 1994  Yavapai College, Prescott, AZ
- Undergraduate course work

Certifications:
Principal K – 12
Standard Elementary Education K – 8
Structured English Immersion
Arizona Certified DiBELs Trainer

Experience:
July 2012 – Present  Assistant Principal
Dysart Unified School District, Mountain View School, Waddell, AZ
- Observe and evaluate teachers using Danielson’s Framework for Teaching model
- Process disciplinary referrals using the district’s discipline matrix
- Communicate with parents through meetings and phone calls
- Assessment Coordinator
- 504 Coordinator
- Chronic Illness Coordinator
- Homebound Services Coordinator
- RTI administrative coordinator
- Attendance, CUTS Lite
- Athletics Administrator
- Create master schedule and duty schedules
- Hiring of certified and classified staff
- Textbook and Technology Inventory
- Safety Committee Administrative Coordinator
- Assist in overseeing school operations
- Promoting and communicating District vision
- Promote positive environment for students and staff
- Development of the CIP and alignment to the District Strategic Plan
- Assist Principal with school budget
- Facilities in conjunction with the Principal
- Collaborate with Exceptional Student Services and attend meetings

January 2012 – June 2012  Instructional Growth Teacher
Dysart Unified School District, Riverview School, El Mirage, AZ
- Observe teachers during instruction using the GPS Protocol
- Conference with teachers to improve instruction
- Modeling, co-planning, and co-teaching with teachers
- Facilitate professional developments for school staff
- Collaborate with teachers in using data to drive instruction
- Member of Read 2 Succeed – Next Generation district committee
- Participate & lead STEP meetings for new teachers
- Collaborate with administration to determine needs of school and create action plan for meeting those needs

**February 2011 - March 2011  Teacher on Special Assignment**
Dysart Unified School District, Ashton Ranch Elementary, Surprise, AZ

- Processed disciplinary referrals using the district's discipline matrix
- Communicated with students and parents regarding discipline matters and attendance
- Collaboratively worked with transportation department regarding transportation
- Facilitated professional developments for support staff
- Developed duty schedule for school staff
- Participated in Leadership Team meetings
- Participated in support staff meetings
- Supervised PTA family events
- Participated in CUTS LITE meetings

**2010 – 2012  Elementary Education Teacher**
Dysart Unified School District, Ashton Ranch Elementary, Surprise, AZ

- Taught a second grade class using state/district standards/curriculum
- Taught a fifth grade class using state/district standards/curriculum
- Met in PLC groups to improve student achievement

**2008 – 2010  K – 3 Reading Coach**
Dysart Unified School District, Riverview School, El Mirage, AZ

- Observed teachers during reading instruction using Teach for Success Protocol
- Conferenced with teachers to improve reading instruction
- Modeling, co-planning, and co-teaching with teachers
- Facilitated professional developments for school staff
- School coordinator of DIBELS assessment
- Provided reading intervention to first grade students

**2007 - 2008  Elementary Education Teacher**
Dysart Unified School District, Sonoran Heights Elementary, Surprise, AZ

- Taught a second grade class using state/district standards/curriculum
- Served on School Leadership Team
- Served on Brain Research Committee

**1997 - 2007  Elementary Education Teacher**
Humboldt Unified School District, Mountain View Elementary, Prescott Valley, AZ

- Taught second and third grade classrooms using state/district standards/curriculum
- Implemented successful looping program for second and third grade
- Developed curriculum maps for state/district standards
- Served as grade level team leader
- Served on Child Study Team
- Led Family Math Nights for the school
- Student Council Advisor
- Served on Science Fair Committee
- Staff Trainer for Fred Jones Tools For Teaching
- Served on Spelling Bee Committee
- Served on Teacher of the Year Committee
- Served on District Stipend Committee
- Served on Professional Development Leadership Team for District
- Served on Reading First Leadership Team
- Served on Interviewing Committee for new hires
- Piloted and implemented textbook for district

January 1997 - May 1997  Homebound Teacher
Bradshaw Mountain High School, Prescott Valley, AZ
- Taught algebra curriculum to homebound student

January 1997 - May 1997  Substitute Teacher
Humboldt Unified School District, Prescott Valley, AZ
- Served as substitute teacher in elementary and middle schools

Honors and Awards:

May 2011 – Summa Cum Laude, Northern Arizona University, Flagstaff, AZ
May 2007 – Winner, Yavapai County K – 3 Teacher of the Year Award
December 1996 - Magna Cum Laude, Northern Arizona University, Flagstaff, AZ
December 1996 - Award For Outstanding Scholarship, Northern Arizona University, Flagstaff, AZ

References:

Mrs. Gail Miller, Principal, Mountain View School, Dysart Unified School District
18302 W. Burton Avenue, Waddell, AZ 85355  623-876-7450

Kristie Franco, Dean of Students, Mountain View School, Dysart Unified School District
18302 W. Burton Avenue, Waddell, AZ 85355  623-876-7450

Teresa Heatherly, Director of Curriculum, Dysart Unified School District
15802 N. Parkview Place, Surprise, AZ 85374  623-876-7000

Jim Braden, Director of Student Services and Athletics, Dysart Unified School District
15802 N. Parkview Place, Surprise, AZ 85374  623-876-7000

Dr. Cynthia Miller, Assistant Superintendent, Dysart Unified School District
15802 N. Parkview Place, Surprise, AZ 85374  623-876-7000
AGENDA ITEM: Recommendation for Implementation of Governing Board Policy Section 10.12 – Open Enrollment for the 2014-2015 School Year

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

EXECUTIVE SUMMARY:

Projected enrollment, staffing considerations and available classroom space are used to determine student capacity at each school. According to Governing Board Policy Section 10.12 – Open Enrollment, the superintendent is required to determine capacity in order to designate those schools in the District that are closed or open to the open enrollment process. When the class size goals for all teachers in a grade level at a school are achieved, the grade level will be closed to the enrollment process.

Transportation is not provided for open enrolled students.

BOARD ACTION REQUESTED:

It is recommended the Governing Board authorize the Superintendent to implement the Open Enrollment Policy as presented for the 2014-2015 school year.

SUBMITTED BY:  SUPERINTENDENT: 

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

Page 1 of 1
# Dysart Unified School District No. 89
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| Total                     | 720   | 103   | 38   | 38   | 27   | 38   | 30   | 25   | 31   | 17  | 112 | 46  | 31  |

**Notes:**
1. Shaded cells are closed to open enrollment
2. Counts in shaded cells reflect priority approved requests (employee, military, sibling)
4. Charter Schools remain open for additional students
Dysart Unified School District

March 5, 2014

Governing Board Meeting

“Power in the preparation...Excellence in the journey...Success for a lifetime...”

GOVERNING BOARD ITEM

AGENDA ITEM: Recommendation to Approve Revision of Governing Board Policies Sections 10.45 and 10.54 - Second Reading

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

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

ASBA Policy Advisories 497-498 were provided to update member districts’ policies to be in compliance with state and federal law. The following policies are recommended for revision.

Section 10.45 – Expulsion of Students
Section 10.54 – Reporting Child Abuse / Child Protection

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve revision of Governing Board policies as presented. Second Reading

SUBMITTED BY: SUPERINTENDENT:

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 12
Section 10 – Students

Section 10.45 – Expulsion of Students

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

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

Expulsion

Regular Education Students

- **Step 1:** The administration will give the student/parent written notice that the administration has recommended the student be expelled. The notice will include a copy of this policy and/or procedure. The administration will give the student/parent written notice of the date, time and place for the formal hearing at least five (5) working days prior to the hearing. If the student withdraws after receiving notice of possible expulsion, the hearing will proceed and the results will be recorded in the student's permanent file.

- **Step 2:** The hearing will be closed to protect the privacy of the student unless the student/parent requests that it be open to the public. The hearing will be recorded. A copy of the recording will be made available to the student/parent upon request; however, it will not be transcribed. The student/parent may make a recording of the hearing at their expense.

- **Step 3:** The expulsion hearings will be conducted by an impartial hearing officer who will hear the evidence and prepare a report consisting of written findings of fact, conclusions and recommendations. The report will be based upon the hearing record which will include any written communications between the student/parent and the administration relating to the hearing, the charges, recorded testimony, and exhibits introduced at the hearing. Copies of the report will be sent to the student/parent, District administration and Governing Board. The Board is not bound to accept the hearing officer's recommendation and must make the final decision regarding the expulsion of the student. The student may not return to school pending Board action.

- **Step 4:** The hearing officer's recommendation may be appealed by either the student/parent or the administration by notifying the Board within five (5) working days after the written decision of expulsion has been mailed.

- **Step 5:** If the recommendation is not appealed by either the student/parent or administration within this time period, the recommendation will be included on the
The decision of the Board is final and binding. If an expulsion is imposed, it will take effect after the Board considers the hearing officer's recommendation and determines that expulsion is the appropriate disciplinary action.

Special Education Students

The expulsion of special education students will be in accordance with the above procedures as modified by federal and state special education law. A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 1997 may not be expelled from school, unless as a result of a Manifestation Determination it has been determined that the student's behavior is unrelated to the child's disability. Within ten (10) school days of a violation of a code of student conduct a Manifestation Determination will be held. If it is determined the student's behavior was influenced by or a result of the student's identified disability, an Individual Education Plan (IEP) meeting will be held to review the student's current educational placement. In compliance with Federal Law and regulation, the student may be given a change in placement in lieu of expulsion. If the behavior was not influenced by or a result of the student's identified disability, the student may be expelled. Expulsion may not result in termination of services for a student qualified under the Individuals with Disability Education Act. The Individualized Education Program Team generally determines a change in placement of an IDEA qualified student. During any change in placement, the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's Individualized Education Programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Act.

- **Step 6:** If the recommendation is appealed by either the student/parent or administration within this time period, a Governing Board meeting will be scheduled to review the appeal. The student/parent will be given written notice of the date, time and place of the meeting at least five (5) days prior to the meeting. The Board will consider the matter in executive session unless the student/parent requests an open meeting. The Governing Board will expect the student and parent to attend the meeting to answer any questions that members may have regarding the appeal.

- **Step 7:** Each Board member present at the meeting will review the hearing officer's written findings of fact, conclusions, and recommendation together with the written appeal. A Board member may allow for the student/parent and the administration to present their positions, and may question the student/parent or the administration. Unless specifically requested by a Board member, no new evidence will be heard by the Board.

- **Step 8:** The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action. The Board may grant a new hearing, take the matter under advisement, or take further action deemed necessary.

The agenda of the next regularly scheduled Governing Board meeting for action by the Board.
Education Act as revised in 1997, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

**Re-admittance procedure**

- A student expelled from the District may request re-admittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for re-admittance. The application for re-admittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:
  - Be written and be directed to the attention of the Governing Board.
  - Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:
    - Evidence the student understands the severity and inappropriateness of the student's prior misconduct.
    - The student's agreement and representation such misconduct or similar misconduct will not be repeated.
    - A description of the student's activities since the expulsion.
    - Support of the student's application for readmission.
  - Be filed in the Superintendent's office.

- The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important the application for readmission contain all information the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board readmission is appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board's decision is final.

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

Re-admittance conditions

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

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

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.
Section 10 – Students

Section 10.54 – Reporting Child Abuse / Child Protection

Any school personnel or any other person who has responsibility for the care or treatment of a minor and who reasonably believes a minor is or has been the victim of physical injury, child abuse, a reportable offense, or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. §36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Child Protective Services (CPS) of the Department of Economic Security Division of Child Safety and Family Services, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone or in person and shall be followed by a written report within seventy-two (72) hours.

The Division of Child Safety and Family Services has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports 24 hours a day without wait times.

All reports made via the online website will require the person making the report (reporting source) to provide contact information. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All emergency situations where a child faces an immediate risk of abuse or neglect that could result in serious harm must be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, must be reported by:

Calling 1-888-SOS-CHILD (1-888-767-2445).

TDD: 602-530-1831 (1-800-530-1831), or


Pursuant to A.R.S. §13-3620, such reports shall contain:
• The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.

• The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.

• Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

A report is not required under A.R.S. §13-3620 for conduct prescribed by A.R.S. §13-1404 and §13-1405 if the conduct involves only minors who are fourteen (14), fifteen (15), and sixteen (16) or seventeen (17) years of age and there is nothing to indicate the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student’s health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

A person who fails to report abuse as provided in A.R.S. §13-3620 is guilty of a class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. §13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any school employee who has orally reported to CPS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.
AGENDA ITEM: Volunteer Review Committee Findings

EXECUTIVE SUMMARY:

On January 23 and February 6, 2014, Dr. Pletnick facilitated a group of community volunteers and staff who provided feedback on how we can better support our school volunteers. This evening the findings of the Volunteer Review Committee will be provided to the Governing Board along with information on the next steps for utilizing this information.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information presented.
Summary of Volunteer Review Committee Findings
January 23, 2014
February 6, 2014

Purpose

Review processes in place that supports our volunteer programs and identifies strengths to be reinforced, gaps to be filled and changes to strengthen the program.

Dates: January 23, 2014 and February 6, 2014
Committee Participants

- Representatives from all schools invited
- Participants:
  - Don Block
  - Sharon Boersma
  - Nanette Burnett
  - Dennis Grau
  - Tiffany Green
  - Montez Jefferson
  - Dana Kaye
  - Veronica Lowe
  - Don Maloney
  - Kelly Moncilovich
  - Schaune Murray
  - Ron Pechauer
  - Sharon Rodriguez
  - Steve Rose
  - Michelle Smolinski
  - Lisa Fowler
  - Nicole Turner

Activity 1

- What supports do our volunteers provide for schools/departments/the district?
- What needs to be in place to support the various volunteer roles?
- What are those common supports identified as needed to support the volunteer role?
What supports do our volunteers provide for schools/departments/the district?

- Tutoring
- PTSA
- Library
- Cafeteria
- Spirit Store
- Kinder Roundup
- All-Pro Dads
- DIBELS
- Veterans in the classroom

- Watchdogs
- Help Plant Manager
- PTA Parents
  - Home Room Coordinator
- Copying
- DIBELS/Grading
- Tech Support
- Library/Shelving/Check Out/Check In

What needs to be in place to support the various volunteer roles?

- Training in tutoring
- Open communication with Office and District
- PR – communicate with community
- More contacts at school
- Want district to “back up” the programs (i.e. Veterans in the Classrooms and Watchdogs)
- Home Room / Parent Coordinator
- Library training
- Copy machine training
- DIBELS training
What are those common supports identified as needed to support the volunteer role?

- Volunteer Coordinator at each school or team
- District wide communication (approved)
- Training (tutoring, copier, DIBELS etc.)—monthly training district wide
- List of work needed to be done
- Procedures communicated—how to help
- Volunteer round-up
- Recognition
  - Funding
  - Positive feedback
  - Write-up in newsletters
  - Achiever

Activity 2

What is currently in place?

- Discuss and report on:
  - The purpose of the materials
  - Did the materials address the needed supports identified?
  - What should be added or changed?
**SUPPORTS**

- Training for tutors
- Open Communication
- PR
- Contacts at schools
- Back up for programs
- Coordinator
- Library training
- Copy Machine Training
- DIBELS training

- Volunteer Coordinator per building
- District Communication
- Training
- How to Help procedures
- Volunteer round-up
- Recognition

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What should be added or changed?

- Have electronic and hard copies
- Organize the material to allow easier access of information
- Do whole group meetings to explain process and assist individuals-round-up
Activity 3

Brainstorm with your group, record and be ready to report:

What other materials or processes need to be in place to support volunteers in their roles in our schools?

- Recognition
  - Wow Cards
  - Volunteer “cards”
  - Volunteer “bulletin boards”
  - Volunteer Spotlight – School and District with comments from those being supported
  - School celebration – teachers watch children
  - Advertise Heroes
  - Pins for volunteer years
  - Handwritten notes (especially children)
  - District level celebration
Other Suggestions:

- Volunteer Round up – end of year
- Volunteer Refresher Course
- Volunteer Coordinator (school rep)
- Copy machine training
- Teacher complete volunteer assessment
- New Volunteer Application Assistant
- Monthly/Bi-Monthly Workshops
- Volunteer with students
- Needs direction (training)
- Volunteer Testimonials
- Checklist/step by step written out
- Notebook dividers-tabs
- *Additional site handbook
- Volunteer training night – “round up”
- Remove application from packet
- District contact list.

Next Steps

- Committee findings shared with Governing Board on March 5, 2014
- Committee findings shared with Ad Council
  - Utilized to inform school level/department planning
- Findings shared with Director of FedCo
  - Utilized to inform changes in guidelines, handbooks and website
- Review to determine effectiveness of changes at district & school levels
Dysart Unified School District
March 5, 2014
Governing Board Meeting

“Power in the preparation...Excellence in the journey...Success for a lifetime...”

GOVERNING BOARD ITEM

AGENDA ITEM: Information on Project Graduation for Title Schools

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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EXECUTIVE SUMMARY:

Administration will provide the Governing Board information on Project Graduation. Project Graduation is a new pathway that will provide academic support for struggling students to ensure they graduate from high school, college and career ready.

BOARD ACTION REQUESTED:

It is requested that the Governing Board accept the information as presented.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 14
Project Graduation
Pilot for Title Schools
2014 - 2015

• The goal of project graduation is to involve students, parents and the Response to Intervention (RTI) team to support the student through graduation.

• This pathway will provide academic supports for struggling students to ensure they graduate from high school college and career ready.
• Data and research shows that students who fail to meet reading and math standards are not successful in high school courses.
• This program does not include Special Education students or 504 students unless recommended by the team.

7th Graders

• The 7th grade students who FFB on two (2) or more reading or math benchmarks will be required to attend summer school.
• The curriculum will be customized for each student to meet the learning deficits of the child.
• Students will need to show mastery of the deficit concepts in order to PASS to 8th grade.
• Students who do not attend summer school or do not pass the summer customized exam will be provisional 8th graders.
8th graders

• Provisional 8th graders will be provided intervention via the Response to Intervention Team (RTI).
• As soon as a provisional 8th grader shows mastery of the deficit concepts they become non-provisional, regular 8th graders.
• 8th graders who FFB on two (2) or more reading or math benchmarks will become provisional 9th graders.
• NOTE: Students who do not PASS or take advantage of summer school for two consecutive years (7th and 8th grade) will NOT be promoted to the high school. Students who FFB and are provisional 9th graders will NOT walk in promotion ceremonies effective Spring 2015.

Provisional 9th graders

Reading OR Math
• Block of reading or math
• CTE pathway course
• Social studies or biology
• Algebra 1 or English 1
• Elective credit
• Physical education

Reading AND Math
• Block of reading
• Block of math
• CTE pathway course
• Elective credit
• Physical education
AGENDA ITEM: Information on the 21st Century Support Collaborative

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

Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:
Administration will present information to the Governing Board on the 21st Century Support Collaborative.

BOARD ACTION REQUESTED:
It is recommended the Governing Board accept the information as presented.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____  Second: _____  Vote: _____  AGENDA ITEM: 15
21st Century Collaborative Network

Power in the preparation...Excellence in the journey...Success for a lifetime...

Planning with the End in Mind:
Creating a road map

The Strategic Plan process allows the district to define a strategy, or direction...

Our journey...
The impact of the NCL and CCR Reports

2014 Strategic Plan

- Optimize resources to drive student achievement
- Evaluate annually the effective implementation of the District Technology Plan in the areas of integration, student access, and student achievement

2015 Revised Strategic Plan

- All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner Skills
- Optimize and allocate resources that are proven to result in increased student achievement

2016 Revised Strategic Plan

- All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills as defined by the Dysart's Profile of a Graduate
- Design and implement curriculum and assessments aligned to College and Career Readiness standards and the Profile of a Graduate attributes
- Design, select, and implement instructional resources and teacher training that support educators in preparing all Dysart students to demonstrate College and Career Readiness standards and attributes

Strategic Planning 2014-2017
Quotes from the Strategic Plan

"All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills as defined by the Dysart's Profile of a Graduate."

"Leadership pathways for employees to recognize contributions and leadership initiative."

A 21st Century Student exhibits...

Collaboration
Communication
Creativity
Critical Thinking

A 21st Century leader/teacher facilitates...

- Active collaboration
- Learning through technology
- Problem solving
- Creative thinking
- Generation of a global perspective
- Student empowerment
21st Century Collaborative Network

- Integrates the skills of a Dysart career and college ready grad
- Provides the needed support for staff
- Builds capacity through empowering staff with meaningful professional development
- Provides training to support the transformation of education through technology
- Creates a community of 21st century learners and leaders
- Provides expanded opportunities and options for 21st century learning

21st Century Collaborative Network

TEACHERS, SUPPORT STAFF, AND ADMINISTRATORS GROWING TO A COMMUNITY AS LEADERS AND LEARNERS (Your Call)

Building capacity for 21st century instruction
Where did YourCaLL come from?

**Focus groups**
- Flexibility, choice, voice, personalization, recognized as a professional

**Literature**
- Drive by Daniel Pink
- The Leader's Guide to 21st Century Education: 7 steps for schools and districts by Ken Kay and Valerie Greenhill

**Capacity Building**
Sample Projects - Certified Staff

- Senior capstone project
- Resources/Professional Development to support 21st century learning
- Transitional student projects
- Project extensions
- Community outreach projects

Sample Projects - Support Staff

- Customer service
- Efficiency improvements
- Communication development
- Mentoring
- Morale

Sample Projects - Administration

- Vetting of curriculum and instruction projects
- Community outreach projects
- Recruitment and retention of staff
- Culture/Morale
**Timeline**

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>March</td>
<td>• Share with leadership groups&lt;br&gt;• Present to Governing Board&lt;br&gt;• Present road shows&lt;br&gt;• Accept applications&lt;br&gt;• Include in April 18th PD day</td>
</tr>
<tr>
<td>May</td>
<td>• Approve projects&lt;br&gt;• Provide feedback&lt;br&gt;• Determine advisors for projects&lt;br&gt;• Conduct trainings for accepted applicants</td>
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<tr>
<td>June</td>
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**Resources**

- Video
- Poster
- dysart.org/yourcall (not yet live)
- Candidate Applications and Rubric
- Project Application and Rubric

21st Century Collaborative Network
Peer Mentoring

Improving instructional strategies for teachers

Responsibilities

- Support new teachers
- Facilitate growth of instructional practices for all teachers at site
- Observe peers and provide feedback
- Develop relationships to foster a positive school culture
**Selection Process**

- Quantity per site determined by factors such as...
  - number of new teachers
  - campus size
  - site needs
- Interested teachers apply to be part of the Peer Mentor program
- Principals nominate teacher applicants from their site (by end of April)
- Candidates selected by cross-site panel interviews (May)
- Peer mentors will re-apply for the position at the end of every year
- Call program will eventually determine eligibility

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**Training**

- Begins at the end of the 2013-2014 school year (online)
- Summer training provided
- Ongoing training throughout 2014-2015 school year
- Collaboration with 21st Century Specialists

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**21st Century Collaborative Network**

*Image of a network diagram*
21st Century Specialists

Enhancing 21st century learning for all students

Services

- Support training for innovative approaches to learning in classroom management, instructional practices, and online resources
- Facilitate development of curriculum, assessment and resource recommendations with associated training
- Develop and deliver professional development through in person, online and blended formats
Services

- Partner with school site continuous improvement plan goals
- Assist in creating strategies to address needs of all students
- Research progressive resources and technology tools to use in the classroom
- Apply and infuse 4C's in curriculum, assessments, teaching and training for students and staff

Personalization

- Identify and support individual campus needs
- Building staff capacity to model 21st century graduate attributes
- Train peer mentors

Site Project Partnerships

- Professional development committee
- RTI committee
- New Century Learning committee
- Directory of support
- Data committee
### Training
- Peer mentoring program
- New teacher support
- Instructional strategies for diverse learners (Gifted, ELL, SPED)
- Instructional technology integration
- Andragogy
- Learning through 4C's

### Gifted Training
- ILP
- Clustering
- Instructional strategies
- Defined STEM and other online resources
- Personalization of learning

### Requesting Services
- Determine indicators of readiness for 21st century thinking/learning
- Plan for request during CIP planning
- Complete request process
- Rubric is applied to determine request priority
- Partnership is initiated including team members and outcome measures
- Partnership progress is monitored by team members
- Success is determined according to outcome measures
21st Century Collaborative Network

Gifted Services
Meeting the needs of diverse learners

Natural text representation is not possible as the content appears to be a visual representation rather than natural text.
Continued Focus on...

...delivering educational programs designed to assist gifted individuals to achieve their full potential in intellectual pursuits, community leadership, and creativity. This is achieved through the use of sound differentiated instructional strategies that include but are not limited to: complexity, depth, novelty, pacing, independent study, and acceleration. Professional expertise is fostered and exemplary resources are utilized to develop intellectual rigor, humane values, and creativity. The program recognizes and responds to the diverse gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups.

Continued Process of Identification

Referral
• Classroom teacher, parent or self

Assessment
• Twice a year (Fall & Spring)

Qualification
• Score within 97 percentile in one or all of the following areas: verbal, non-verbal, or quantitative or
• Identification through Gifted matrix

Personalization

Interest Inventory
Enrichment Projects
• Defined STEM
• Duke
• Additional Resources
High School Pathways
• CTE/Sigature programs
• AP, IB, Cambridge, Honors, Dual enrollment
Resources

- Gifted Technology IAs
- Technology and resource support
- Clustering

Online Enrichment Resources
- Duke University
- Defined STEM
- Foreign Language
- Fine Arts
- Computer Science

Training

Cluster Teachers
- Characteristics of Gifted learners
- Instructional and facilitation strategies for enrichment
- Instructional technology resources
- Enrichment project resources
- ILP development and implementation

Gifted Technology IAs
- Technical expertise
- Managing BYOD
- Instructional technology resources
- Enrichment project resources
- Administration of assessments
- Resource for ILP documentation

21st Century Collaborative Network
Technology Specialists

Building technical capacity for the 21st century graduate and staff members

Technology Specialists

- Empower school staff to address technology issues by providing them with access to resources and training opportunities.
- Not assigned to a specific site.
- Responsible for work orders assigned to their service area.
- Work closely with Innovation Ambassadors in order:
  a. Identify potential candidates for the C3I program.
  b. Contribute to teacher professional development.
  c. Identify training and technology needs at the schools.
  d. Assist school districts with the "TP".
- Participate in Technology site meetings.
- Promote the BYOD Initiative at the sites.

Technology Service Zones

- 9 Technology Specialists servicing 25 district sites.
- 1 CTE Technology Specialist.
- Zone school distribution was based on school technology volume and technology inventory.
- Technology Specialists are not based at a school.
How do I request technology service?

- All requests for technology services are made via an IT work order.
- Help desk extension 7271 will be retired.
- Help desk email will be retired.
- If the technology is under warranty:
  - Dell laptops - call the Dell help desk (List of devices under warranty will be provided).
  - Observations - We will provide a procedure.
- If the technology is no longer under warranty (List will be provided):
  - Surplus the technology via our surplus process.
- IT will not provide support for these devices:
  - Laptops - HP: 8110a, 8000; Dell: 2200, 2500, 2530, 2550, 4550.
  - Desktops - HP: DC7700, DC7900, RIEL: DC7800, 2000, 6000; DELL: Precision 3310, DC7800, OptiPlex 360, OptiPlex 380, OptiPlex 320, OptiPlex 330, OptiPlex 790, OptiPlex 380, OptiPlex 700.
- Dell laptops - call the Dell help desk.

Technology Priorities

- School wide wireless access issues
  - email ping@dysart.org
- School wide Google Apps access issues
  - email ping@dysart.org
- School wide internet connectivity issues
  - email sec@dysart.org
- School wide phones inoperable
  - email ping@dysart.org
- Student safety concerns or incidents
  - Follow site safety procedures.
  - For thefts or vandalism notify Mary Simmons and Diana Hawari.

Non-Priorities

- Any printer issues
- Classroom phones
- Individual email issues
- Access to websites
- Setting up a teacher workstation including document camera
- Setting up new technology
- Updating iPad carts
- Replacing peripherals such as keyboards
- Projection bulbs, iPads, iPods, printers, etc.
- Beams

Create a work order for Technology service
21st Century Collaborative Network

Next Steps
- Additional training on each component
- Your Call
  - Roadshows beginning in March
- Peer Mentors
  - Selections by the end of April
  - Summer training
- Gifted Services
  - Cluster teachers identified by mid-May for summer training
  - Gifted Technology Pros hired and trained during the summer

Next Steps
21st Century Specialists
- Kathleen Atillo
- David Beard
- Paige Davis
- Cristy Diaz
- Valerie Downs
- Julia Ebel
- Alanna Eimers
- Peggy Gregory
- Jessica Haug
- Dayna Hess
- April Holton
- Chantell McNeese
- Heidi Morton
- Danielle Salamanca
- Training begins in March
**Next Steps**

**Technology Specialists**

Training has begun

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<td>Donna</td>
<td>Edward</td>
<td>Walter</td>
<td>Sheldon</td>
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<tr>
<td>Abijah</td>
<td>David</td>
<td>Shelle</td>
<td>Caleb</td>
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**Questions**

At your table...

- discuss questions you thought of during presentation
- designate a recorder
- document your group questions on the google doc titled Admin Council: 21st Century Collaborative Network Questions

**Review**

Space Race!

- Designate a team leader at your table
- Team leader should navigate to m.socrative.com
- Join room number 155102
- Answer the questions to win the space race!!