

DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD – SPECIAL MEETING

2011-2012

January 11, 2012

Location:

Nathaniel Dysart Education Center

SPECIAL MEETING - GENERAL FUNCTION

- I. The special meeting was called to order at 5:02 p.m. Governing Board members constituting a quorum were present; Ms. Jennifer Tanner, Mrs. Bonnie Schroader, Ms. Traci Sawyer-Sinkbeil, Ms. Christine Pritchard and Mr. Jerry Eynon
- II. A motion by Tanner/Eynon was entered to approve the Agenda Form consistent with Board Policy BEDB and temporarily suspend any Governing Board Policy with which this agenda may be inconsistent. UNANIMOUS
- III. Audience with Individuals or Groups - NONE

Communications Workshop

• Board Documents Posted to the District Website

At its November 2, 2011 meeting, the Governing Board discussed the historical nature of the documents which were developed and signed by a previous board. The Board also recognized the information and protocols referred to in the documents are embedded in Board policy and the Strategic Plan. A suggestion was made to have further discussion in a workshop setting.

Dr. Pletnick recommended that rather than remove the documents from the website they be archived as historical documents. After discussion, a consensus was reached and direction given to administration to archive the documents.

• Students on Board... A Conversation Between School Board

Ms. Sawyer-Sinkbeil shared with the Board her desire to link with students as suggested by an article in the American School Board Journal. This linkage is also a recommendation of Policy Governance. She indicated it would be really good for board members to hear first-hand from students how the school climate is going and that type of information. The Board discussed the possibility and logistics of meeting with both the high school and K-8 students.

Dr. Pletnick indicated the first thing is to establish a purpose for the meeting. Is it to gather information about school culture or academics? If it is about educating students on what the Board does, that would look a little different. Dr. Pletnick shared the focus group work she is doing with schools to gather information regarding how we can best support student achievement. The discussions are focused with specific questions. The participants receive an invitation which outlines the purpose as well as provides the questions to be asked to prepare them for the discussion.

Ms. Sawyer-Sinkbeil indicated she would like the Board to consider the possibility of doing this with her. Dr. Pletnick suggested March 23, 2012 would be a good time for this meeting as the Superintendent's Student Advisory meets on this day.

- Other Communication Topics

The Board discussed its interest in and possibility of linkage meetings with the public. Dr. Pletnick provided information on a possible format for productive meetings and also indicated training might be available from the National School Public Relations Association. In addition, administration will contact the University Place and Lake Washington school districts for information on how they invite people to and how they conduct linkage meetings.

ADJOURNMENT

On a motion entered by Tanner/Schroader and by a unanimous vote, the meeting ended at 5:34 p.m.

Signed:

Date:

 February 1, 2012

Focused Discussion Summary
Superintendent's Certified Council
November 9, 2011

Discussion questions.

Is Dysart doing an excellent, good, fair or inadequate job of supporting student achievement for all students?

- *Majority reported good job with range to excellent*

What one or two things are currently being done or in place that would make certain in this district we do an excellent job in supporting student achievement?

- *Good resources and supports including:*
 - *PLC time-most frequently identified*
 - *Preschool and primary levels laying strong foundation*
 - *Technology support*
 - *IGT, Interventionist and strong supportive administrative teams*
 - *Maintaining class size*
- *Culture of expectations*
 - *Extensions and interventions to meet the individual needs of students*
 - *Options for students including signature programs, alternative education, etc.*
 - *Teachers supported to be leader and supportive administrators who follow through*
 - *Rigor, planning and clear goals and expectations*
 - *Communication and articulation between schools*
 - *Use of data*

**Components of PLC most mentioned item*

What one or two things are currently being done or in practice that inhibits the district from doing an excellent job in supporting student achievement?

- *Lack funding*
 - *Stipends for hard to fill positions*
 - *New technology*
- *Better follow through and differentiation on training, PD and support in specific initiatives (i.e., Galileo, co-teaching model, productive articulation meetings, teacher sharing)*
- *Consistency in resources (i.e., technology, K-2 resources)*
- *Improved options for data analysis (i.e., better information on AIMS or BM)*

- *Better coordination of resources (i.e., sharing resources in iPLAN, move April PD day to October)*
- *Improve culture with everyone sharing common goals and high expectations and sharing role of leader*
- *Parent communication & education*
- *Better transition supports and plans for students*

Focused Discussion Session Outline

I. Purpose

- To discover, clarify and record themes regarding employee perception of how we can best support student achievement.

II. Practice the Seven Norms of Collaboration

- Promote a spirit of inquiry.
- Pause
- Paraphrase as necessary
- Probe as necessary
- Put all ideas on the table
- Pay attention to others
- Presume positive intentions

III. Opening Activity

- Pairs discussion: "If you could make one point today about how Dysart is doing in supporting student achievement, what would that point be?"

IV. Discussion

- Discussion questions.
 - ✓ *Is Dysart doing an excellent, good, fair or inadequate job of supporting student achievement for all students?*
 - ✓ *What one or two things are currently being done or in place that would make certain in this district we do an excellent job in supporting student achievement?*
 - ✓ *What one or two things are currently being done or in practice that inhibits the district from doing an excellent job in supporting student achievement?*

Dysart Unified School District No. 89
Governing Board
Academic Vision Statement
February 14, 2007

Dysart Unified School District is now one of the largest and fastest-growing districts in the state of Arizona. Governing Board leadership is determined to change the historical and cultural dogmas of a once small agricultural community to match the educational needs of a growing urban community seeking respect as a political and economic force in the West Valley.

Now is the time to recommit to creating an academic culture that respects the right of all students to learn and be successful, no exceptions, and no excuses. We must turn away from the history of our district, which has not always demonstrated commitment to this goal, and establish a new mindset that every day, every effort focuses on higher academic standards and expectations.

Everything we do in the Dysart Unified School District must be focused on the growth and education of our children. To make that happen, this is the vision of the Governing Board:

A willingness to embrace and support change of an academic culture is at the heart of our renewed commitment to academic accountability. Change must be data driven, recognize best educational practices, and maintain strong accountability throughout a well-structured and disciplined chain-of-command.

At every level of district employment, we need to find the best possible talent available and place them in situations where they can be successful.

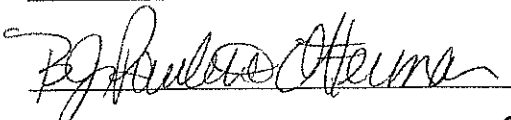
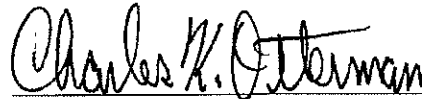
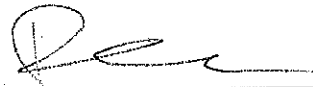
We must hire and retain more "Master" teachers who will commit 100 percent of their time and energy engaging the children in their care. Teachers must be accountable for the academic success and achievement of all of their students. Identifiable "Master" teachers must be more involved in district academic committees to set standards that teachers will support and can achieve.

We must encourage parents to increase their involvement in the academic success of their children. Teachers and school administrators must improve communication with parents so parents have a greater involvement in the educational process. Parents must be allowed to be more actively involved in the district, including increased involvement in district strategic planning to ensure that the goals of the district remain aligned with the goals of our parents.

Administrators at the schools and district level leadership must work together with teachers to improve academic performance. The development of support systems (professional development and academic resources) is crucial to this effort. They must hold all teachers to higher academic standards.

As a Governing Board, we must hold accountable all Dysart Unified School District employees to higher academic standards while giving education professionals the opportunity to succeed in that goal.

Our vision is to establish a district with academic expectations and standards that will match or exceed the best academic successes in the state. Every effort at every level must be dedicated to achieving that goal.



Christine A.K. Pritchard

Dysart School Board Operating Protocol

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the Dysart School District #89 Governing Board, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

1. **Don't spring surprises** on other board members or the superintendent. Surprises to the board or the superintendent will be the exception, not the rule. There should be no surprises at a board meeting. We agree to ask the board president or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
2. **Communication** between staff and the board is encouraged. However, board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
3. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue.
4. **Own your own issues.** The board will not be a ball carrier for others – but rather, will encourage others to present their own points, problems or proposals when discussing issues.
5. **Practice the governance role.** The board will emphasize planning, policy-making, and communication rather than becoming involved in the management of the schools.
6. **Annually conduct a self-assessment/evaluation.** The board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or leaks of confidential information.
7. **Clearly state goals.** The board will set clear goals for themselves and the superintendent. The board and superintendent will set clear goals for the Dysart School District.
8. **Utilize CEO input.** The superintendent is the chief executive officer and should make recommendations, proposals or suggestions on most matters that come before the board.
9. **Board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board president will communicate the position(s) of the board on controversial issues. When board members serve on various school committees their role shall be defined by the board as silent observer or active participant.

Dysart Unified School District No. 89
Governing Board
Ambassadors of School Leadership
PROCLAMATION

Adopted April 9, 2008

WHEREAS, the Governing Board Members of **Dysart Unified School District** stand firmly committed to intellectual integrity to guide its role as ambassadors of school leadership:

- Puts intellectual integrity at the top of its priority list, ensuring that the Governing Board Members model effective leadership skills in determining the success and direction of the District in an environment of high achievement in the arts, athletics, and academics.
- Demands a great expectation for a working partnership that emphasizes respect and trust in governance at all times and at all costs.
- Work to clearly understand processes for working out differences in a calm, rational, and professional manner.
- Understand that each Board Member owes the Superintendent and each other the courtesy of keeping each other informed so no one is blind-sided in ways that could cause undesirable and irreparable effects.

WHEREAS, in a representative democracy, elected officials listen to the input of the people, but are trusted to make decisions that are in the best interest of the common welfare. Public leadership demands separating oneself from the herd mentality and becoming proactive in standing up for honesty of thought and knowing that there are times for "risk-taking", and at other times, knowing when to stay the course. Every vote must be rational, knowledgeable, and in response to a work ethic that is second to none.

WHEREAS, as elected officials, we adhere to state law and governing board policy. Elected service humbles and demands treating diverse viewpoints with respect and dignity. Our constituency expects us to mediate the various interest groups and personal interest concerns found throughout the school district with "fairness" to provide leadership in finding the general collective interest based on the common welfare needs of students and their academic achievement.

WHEREAS, we understand that our board meetings is our opportunity to do board business and not places for individual board member public relation campaigns geared toward the public or the press.

WHEREAS, we will work with intellectual integrity to follow Governing Board Policy BBA- Board Powers and Responsibilities "To accept the will of the majority vote in all cases, and give wholehearted support to the resulting policy."

WHEREAS, we will work with intellectual integrity to follow Governing Board Policy BCA - Board Member Ethics "To support the employment of persons best qualified to serve as school staff members, and insist on a regular and impartial evaluation of all personnel."

WHEREAS, we will work with intellectual integrity to follow Governing Board Policy BCA - Board Member Ethics "To render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special-interest groups."

WHEREAS, we will work with intellectual integrity to debate the issues, not one another. Conduct at a board meeting is very important. We agree to avoid words and actions that create a negative impression on an individual, the board, or the district. While, we encourage debate and differing points of view, we will do it with care and respect to avoid an escalation of negative impressions or incidents.

THEREFORE BE IT RESOLVED that we, **Dysart Governing Board Members** do hereby proclaim our desire to commit ourselves to achieving the goals of intellectual integrity listed above; AND BE IT FURTHER RESOLVED that this **Governing Board** enthusiastically endorses our role as ambassadors of good leadership.