

DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD – REGULAR MEETING

2014-2015

September 17, 2014

Location:

Nathaniel Dysart Education Center

STUDY SESSION

The study session was called to order at 4:30 PM and concluded at 5:38 PM. A quorum of Board members was present; namely, Traci Sawyer-Sinkbeil, Bonnie Schroader, Jennifer Tanner, and Blossom Tande. Information regarding Tiered Intervention and Extension was presented by the Dysart High School Feeder Schools. Appendix A

Dysart High School
El Mirage School
Riverview School

Dysart School
Luke School
Marley Park School

I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Traci Sawyer-Sinkbeil, Governing Board President, called the regular meeting to order at 6:00 p.m. Governing Board members constituting a quorum were present; Ms. Traci Sawyer-Sinkbeil, Mrs. Bonnie Schroader, Ms. Jennifer Tanner, and Ms. Blossom Tande.
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
 - Mr. Bill Pupo representing the Surprise SunDancers presented a check for \$1,037 earned during a Rachel's Challenge 50-50 raffle which was conducted during a 2014 spring training baseball game.
 - Mr. Eaton shared with the Certificates of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association and Arizona Association of School Business Officials the Business Department earned for the District.
- Superintendent Update – Dr. Pletnick shared the District participated in the Bring Your Legislator to School event. The District hosted Representative Phil Lovas at Sunset Hills and Representatives Rick Gray and Debbie Lesko at Rancho Gabriela. The purpose of the event was to share with them a day in the life of teachers and students. Dr. Pletnick reported enrollment is currently at 26,151 K-12 students and preschool enrollment is 808.
- Governing Board Update
 - Traci Sawyer-Sinkbeil attended the ASBA Law Conference September 4-5, 2014. She shared highlights of the conference with the Board and audience. She encouraged the public to get involved and learn more about public education and announced the upcoming District event, Dysart 101, as an opportunity to be engaged in that process.
 - Bonnie Schroader attended the ASBA Delegate Assembly.
 - Blossom Tande attended the ASBA Law Conference and the Delegate Assembly.

5. Audience with Individuals or Groups

Mr. Jack Erb and Ms. Michele Caruso addressed the Governing Board to share information about activities the political action committee, "Yes for Dysart Children", is involved in to support the Override Election.

ACTION/CONSENT

A motion by Tande/Tanner was entered to approve the consent items as presented. UNANIMOUS

ACTION/CONSENT

1. Recommendation to Approve the Agreement with Computer Automation Systems, Inc., Doing Business as SEAS Educational Billing Services for Medicaid Fee-for-Direct Service and Direct Service Claiming and Authorize the Executive Director for Business Services to Sign the Agreement and Any Affiliated Documents
Approved UNANIMOUS
2. Recommendation to Approve Personnel Action Items for the Period of September 3, 2014 Through September 17, 2014
Approved UNANIMOUS
3. Recommendation to Terminate Employment – Classified Staff – 2014-2015 School Year
Approved the termination of Ana C. Tansy effective September 17, 2014. UNANIMOUS
4. Approval of the Minutes of the September 3, 2014 Governing Board Meeting and the September 6, 2014 ASBA Delegate Assembly
Approved
5. Recommendation to Approve Overnight and Out-of-State Travel
Approved as listed. UNANIMOUS
6. Extra-Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of August 2014
Acknowledged receipt of the Extra Curricular Tax Credit Fund and the Student Activities Fund reports for the month of August 2014. UNANIMOUS
7. Approval/Ratification of Expense Vouchers 1008, 1067, 1068 and 1009 in the Amount of \$3,175,086.83
Approved/Ratified UNANIMOUS
8. Approval/Ratification of Payroll Vouchers 10, 11, and 7594 in the Amount of \$14,387.20
Approved/Ratified UNANIMOUS

INFORMATION

9. Strategic Plan Goal A 1-2: Review of Curriculum and Assessment Timeline with Resource Adoption
As part of the Strategic Plan Goal A, we will continue to work as a district on revising curriculum and assessments to meet the educational needs of students. Dr. Steve Poling reviewed the timetable for accomplishing that goal. Appendix B
10. Strategic Plan Goal C: Safety
Mr. Jim Dean reviewed the components in place to achieve Strategic Plan Goal C having to do with safety. Appendix C
11. Strategic Plan Goal D: Schedule of Program Evaluations for the 2014-2015 School Year
To ensure we are using our resources to meet our academic goals, we continually use data to evaluate our programs and processes. This year we have some major program evaluations planned. During this meeting, Dr. Poling will review those evaluations and at the next meeting we will share the outcomes of a program evaluation regarding teacher evaluation done last year. Appendix D

ACTION/DISCUSSION

12. Recommendation to Approve Submittal of School Facilities Board Annual Reports
Although we have limited monies available for repair and update of facilities since the School Facilities Board funding was slashed at the state level as was district school capital funding, we are required to submit our annual SFB reports.
After discussion, a motion Tanner/Tande was entered to approve the submittal of annual reports to the Arizona School Facilities Board.

UNANIMOUS
3 – YES
1 - ABSTAINED

Traci Sawyer-Sinkbeil recused herself as she is on the School Facilities Board.

13. Refunding Bonds, Series 2014
This item is to recommend the refunding of bonds to save money. If we realize the minimum acceptable savings of \$3 million net present value through refunding, we can pass that on to our taxpayers in reduced taxes. Mr. Eaton provided additional information and answered questions posed by the Board.
After discussion, a motion by Schroader/Tande was entered to approve the Bond Resolution, Bond Purchase Agreement and the Preliminary Official Statement.

UNANIMOUS

14. Recommendation to Accept an Invitation to Become a World Class Education Partner with Expect More Arizona
This item was brought to the Board to recommend Dysart accept an invitation to become a World Class Education Partner with Expect More Arizona. The partnership will allow us to work with the non-profit group to promote Excellence in Education and spread the information about public school's commitment to building world class educational opportunities.

A motion by Schroader/Tanner was entered to accept the invitation for the Dysart Unified School District to become a world class education partner with Expect More Arizona and submit the required form acknowledging the shared vision of a world-class education and the form indicating how the district will work with Expect More Arizona. The Superintendent is authorized to sign the form on behalf of the district.

UNANIMOUS

15. Board Identified Meet & Confer Issues and Process and Standards

Each year in preparation for Meet & Confer, the Board reviews and provides input for action on approving the IBA Standards utilized to evaluate the acceptability of the options presented in negotiations. These standards have been in place for a number of years and have served us well through the most difficult years of drastically reduced budgets.

A motion by Tanner/Schroader was entered to adopt the IBA Standards as established for the 2014-2015 Meet and Confer

UNANIMOUS

16. Revision of Governing Board Policy Sections 2.9, 2.13 and 2.14 – Second Reading

A motion by Schroader/Sawyer-Sinkbeil was entered to approve revision of Governing Board Policy Sections 2.9, 2.13 and 2.14 – Second Reading

UNANIMOUS

REQUESTS FOR FUTURE AGENDA ITEM(S)

None

ADJOURNMENT

On a motion entered by Sawyer-Sinkbeil/Schroader and by a unanimous vote, the meeting ended at 7:07 p.m.

Signed

Date:

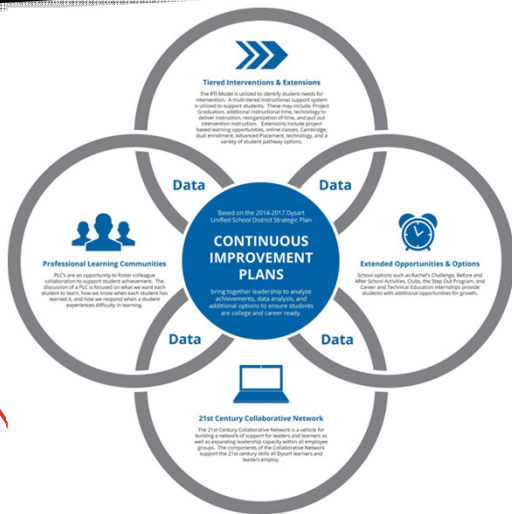
 October 1, 2014

APPENDIX A DHS Feeder Presentation

CIP- Tiered Interventions and Extensions

September 17th, 2014

Dysart Overview of CIP



Tiered Interventions & Extensions

The RTI Model is utilized to identify student needs for intervention. A multi-tiered instructional support system is utilized to support students. These may include: Project Graduation, additional instructional time, technology to deliver instruction, reorganization of time, and pull out intervention instruction. Extensions include project based learning opportunities, online classes, Cambridge, dual enrollment, Advanced Placement, technology, and a variety of student pathway options.

★ What is RTI?

Multi-tiered approach to provide services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis.



★ Data Based Decisions

Teacher Data

- Professional Development that supports using data in instructional decision making
- I-Assess
- CES Data
- Formative Assessments
- PLC Discussions

Student Data

- Phonics Screeners
- DIBELS
- Benchmark Tests (Galileo)
- HMH Tests
- Cambridge Assessments/Items

Parent Data

- Progress Reports
- Report cards
- Parent Portal
- Parent/Teacher Conferences
- Interest inventories from AZ CIS
- 504/IEP Meetings

★ Tiered Service of Delivery

Tier 1- Universal core instruction based on differentiated, research-based instruction.

- Progress Monitoring
- Small Group Instruction
- Universal Screeners

★ Progress Monitoring

Ongoing and progressive monitoring of students' areas of growth in order to provide timely and specific feedback to students and teachers.

★ Tiered Service of Delivery

Tier 2- Targeted interventions plus more intensive small group instruction differentiated to meet the needs of individual students within the classroom.



★ Tiered Service of Delivery

Tier 3- Intensive interventions of core instruction plus intervention of a longer duration, smaller group, or individualized.

Close Reading

★ Extensions

Provide personalized learning opportunities for continual growth with all learners who exceed the grade level standards.

- Defined STEM
- Project based learning
- On-line learning

★ Parental Involvement

- Curriculum Night, Meet the Teacher Night, Reading/Math/Science Events, etc.
- PTSA/PTO/Site Councils
- Parent Universities
- School Volunteers
- Parent/Teacher/Student Data Discussion

[Data Discussion Video](#)

★ Alternative/Additional Instruction

Project Graduation
iSchool
Hybrid learning models
Sundown Mountain



★ Personalized Pathways

K-8
Academies:
Cambridge
Global International
Studies
Fine Arts
STEM

HS- College & Career
Pathways
AP, IB, Cambridge,
Dual Enrollment, CTE
Programs, Signature
Programs

★ Fidelity of Implementation

Common and consistent practices and systems in all schools within the Dysart Unified School District.

- Ongoing process to improve teaching and learning



★ Why RTI?

1. Because learning styles and instructional needs vary from student to student, we must provide each student with targeted instruction. **Targeted Instruction+Time=Learning**
1. Some will need more time to learn. That is the purpose of RTI—to systematically provide every student with the additional time and support needed to learn at high levels.
1. Our collaborative efforts will help determine the success of our students.

★ Tiered Interventions and Extensions

We must continue to create a culture of early intervention available to all learners (general education, special education, gifted, and ELL).

→ Where all students have access to alternative instructional modes by the coordination of resources and services.



APPENDIX B

Curriculum and Assessment Timeline with Resource Adoption

Education Services Department
September 17, 2014

DUSD's Process

“Comprehensive Curriculum Development/Revision
Process with Resources”

Ongoing cycle with five phases:

- Curriculum Development: Review, Align, Evaluate, and Pilot if necessary
- Instructional Materials Adoption Process: if curriculum review indicates need for new materials, Adoption process begins

Five phases (continued)

- Board Adoption: if Adoption process yields recommended materials
- Staff Development, Textbook Implementation and Effective Standards-based Strategies
- Curriculum Evaluation

APPENDIX C

Strategic Plan Goal C - Safety

- Processes in place to meet the Dysart Strategic Plan Goal C – Safety
 - Facility Safety Audit with The Trust – Ongoing
 - Table top administration scenario exercises with the police departments from the City of El Mirage and the City of Surprise – Spring, 2015
 - School safety walkthrough and school staff debrief with the police departments from City of El Mirage and the City of Surprise – Spring, 2015
 - District safety and security audits – Spring, 2015
 - Development of a safety process and protocol survey – In development, scheduled to be available in March, 2015

Safety, cont.

- Examples of safety survey questions
 - Please indicate your level of agreement with each the following statements related to safety procedures.
Scale: Strongly Agree, Agree, Disagree, Strongly Disagree
 - Administrators at my student's school actively welcome input from parents regarding school safety and security.
 - My student's school always ensures that all entrances to and exits from the school are secure.
 - I am very familiar with the following emergency procedures in place at my student's school:
 - fire drill
 - lock-down
 - student medical emergency
 - Overall, how would you rate the level of safety awareness among administrators and staff at your student's school?
 - Excellent
 - Good
 - Fair
 - Poor

APPENDIX D

2014-15 Program Evaluation Areas

Office of Research and Accountability
September 17, 2014

Math-Science Partnership Grant (MSPG)

- US Department of Education grant to provide targeted professional development to K-5 teachers (three schools, 40 teachers).
- Research staff have designed and developed the project's evaluation protocols, stakeholder surveys, participant interviews, and instructional observations.

Graduation Rate Program Evaluation

- Research staff doing an in-depth review of the causes and conditions underlying delayed high school graduation.
- The study is intended to assist in the development of programs and interventions targeted to students at-risk of not graduating on time.

Formative Assessment Professional Development

- Research staff is developing professional development trainings for classroom teachers in the design and utilization of highly effective formative assessments.
- The evaluation component will track the impact of such training including teacher use of formative assessments and their impact on student achievement.

Transportation Cost Evaluation

- Research staff is conducting an in-depth review of the data/information and the internal information management processes related to the program.
- The intent is to identify any areas of needed improvement to address costs.