

# GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Regular Meeting of the Governing Board

November 17, 2016, 5:30 p.m.

## Public Notice - Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02. The meeting's location is the Board Room in the District Office, 7301 N. 58<sup>th</sup> Avenue, Glendale.

The Board reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. At the chair's discretion, the Board may carry over consideration of any business not concluded by 9:00 p.m. to the next regular meeting's agenda. Governing Board members may participate via telephone conference call if necessary. The Governing Board reserves the right to convene to executive session for the purpose of obtaining legal advice from its attorney for any item listed on the agenda, in person or by telephone, pursuant to A.R.S. §38-431.03(A)(3).

### GOVERNING BOARD PRIORITIES

- Student Achievement
- Quality Teachers and Staff
- Financial Stability
- Community Engagement

### OUR GOALS

Increase Student Achievement      Eliminate the Achievement Gap

## 1. Call to Order and Roll Call

## 2. Opening Exercises

- a. Offer of Spanish Interpretation
- b. Moment of Silence
- c. Pledge of Allegiance
- d. Adoption of Agenda
- e. Approval of Acting Clerk (if necessary)

## 3. Special Recognition

### a. Student Presentation

Ms. Teresa Pasillas and students from the William C. Jack morning art/garden club will provide the Governing Board with an overview of their program and present the Board with ornaments made by them for the District Office's Christmas Tree.

### b. Student Performance

Sixth, Seventh and Eighth Grade Students from Discovery's Scorpion Singers group will perform the following musical selections under the direction of Ms. Morgan Hartley:

*Star Spangled Banner*, by Francis Scott Key (lyrics) and John Stafford Smith (music)  
*Siyahamba*, Traditional South African Fold Song

### c. Governing Board Member Recognition

The Governing Board will recognize Board Members for achieving the following designations from their participation in the Arizona School Boards Association's Academy of Boardsmanship:

Ms. Brenda Bartels: Masters of Boardsmanship: Fourth and Fifth Clusters  
Ms. Sara Smith: Masters of Boardsmanship: Third Cluster  
Ms. Mary Ann Wilson: Associate of Boardsmanship

## 4. Call to the Public

The public is invited to address the Board on any issue within its jurisdiction, subject to reasonable time, place and manner restrictions. Governing Board members are not permitted to discuss or take legal action on matters raised during open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Board members to do the following at the conclusion of the open call to the public: (a) Respond to criticism made by those who have addressed the Board; (b) Ask staff to review a matter; or (c) Ask that a matter be put on a future agenda.

Individuals can access copies of documentation provided to the Board to substantiate administrations' recommendations, i.e. reports, detailed information, agreement documents, etc., the Friday before the Board meeting in each school's office, the Superintendent's office, or on the Governing Board's page of the District's website. Persons with disabilities may request reasonable accommodations by contacting (623) 237-7136 at least two days prior to the meeting.

Those wishing to address the Board should complete a "Call to the Public" form and submit it to the Board Secretary prior to the start of the meeting. Each speaker will be provided three (3) minutes to address the Board, unless provided other direction by the Board. At the outset of the speaker's remarks, the speaker should state their name and the Board requests that the speaker provide his/her address.

## 5. Consent Agenda

### a. Approval of Minutes

The minutes of the October 20, 2016, Regular Meeting and October 20, 2016 Executive Session are submitted for approval.

### b. Ratification of Vouchers

It is recommended the Governing Board approve the expense and payroll vouchers as presented.

### c. Acceptance of Gifts

It is recommended the Governing Board ratify and approve acceptance of gifts offered to the District as presented.

### d. Certified Personnel Report

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

### e. Classified Personnel Report

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

### f. Travel

It is recommended the Governing Board approve employee requests for out of county, out of state travel as presented.

### g. Surplus Property Disposal

It is recommended the Governing Board approve the items listed as surplus property and grant permission to dispose of them through public auction or salvage company.

### h. Surplus Property Trade-In

It is recommended the Governing Board approve the item listed as surplus property and grant permission to use as a trade in for new equipment.

### i. Sole Source Award

It is recommended the Governing Board approve the Sole Source Award to Houghton Mifflin Harcourt for products and services related to the Gifted Cognitive Abilities Test (CoGAT).

### j. Invitation for Bids

It is recommended the Governing Board approve the award of Invitation for Bids 17.05.21 for Printing, Binding, Design and Related Services to Alpha-Graphics #12 #31; Century Graphics; Complete Print Shop; Courier Graphics; D & L Press; Kyrene School District Print Shop; McPrint Direct; and Rhonda Rae Reprographics for the 2016-2017 school year with the right to renew for four (4) additional years.

### k. 2016-2017 Revenue Budget

It is recommended the Governing Board approve the 2016-2017 fiscal year Revenue Budget as presented.

l. Out of County Field Trip

It is recommended the Governing Board approve the Out-of-County field trip for Glendale Landmark students to participate in the First Lego League Robotics Competition at Coconino High School in Flagstaff, Arizona on December 3, 2016 as presented.

**6. Reports and Information Items**

None at this time.

**7. Action Items**

a. Policy Revision Second Reading

It is recommended the Governing Board approve the second reading and adoption of revisions to policy DID - Inventories, as presented.

b. Policy Revision Second Reading

The Governing Board will consider taking action to approve the second reading and adoption of the revised policy AC-Non-Discrimination / Equal Opportunity.

c. Policy Revision First Reading

It is recommended the Governing Board approve the first reading of proposed revisions to Policy GCCA Professional/Support Staff Sick Leave.

d. Reading Textbook Adoption

It is recommended the Governing Board approve the adoption of the textbooks selected as a result of the Requests for Materials RFM #17.18.A for Reading/Language Arts Curricular Resources.

e. National School Boards Association Annual Conference

It is recommended the Governing Board approve Governing Board members and administrators to be named to attend the National School Boards Association Annual Conference in Denver, CO, from March 23-27, 2017.

f. Arizona School Boards Association Proposed Bylaw Changes

The Governing Board will discuss the proposed changes to Arizona School Boards Association bylaws and take action to provide direction in casting the Board's vote associated with these changes.

g. Suspension of Policy Deadline

It is recommended the Governing Board suspend the November 15<sup>th</sup> deadline set forth in Policy CBI - *Evaluation of Superintendent* for completion of the Superintendent's formative evaluation.

h. Superintendent Evaluation System

The Governing Board will discuss and consider taking action related to proposed changes to the Superintendent's Evaluation System.

i. Policy Revision First Reading

The Governing Board may consider taking action to approve the first reading of revisions to Policy CBI-Evaluation of Superintendent.

**8. Board and Superintendent Strategic Goals**

a. Discussion: Goal Progress

The Governing Board will discuss the District's progress towards Board and Superintendent Strategic Goals and may provide administration with direction related to goals for possible future action.

**9. Future Meetings and Events**

a. Future Meetings

The Governing Board will review the list of upcoming Board meetings and potential agenda topics.

b. Agenda Item Requests

Governing Board Members will request items to be included on future meeting agendas for discussion, information and/or action.

**10. Summary of Current Events**

a. Superintendent Report

The Superintendent will present a brief summary of current events.

b. Governing Board Report

Governing Board Members will present brief summaries of current events, as necessary.

**11. Adjournment**

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.A. TOPIC: Approval of Minutes

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Mr. Joseph Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

The minutes of the October 20, 2016, Regular Meeting and October 20, 2016 Executive Session are submitted for approval.

---

**RATIONALE:**

**MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD**  
**School District No. 40 of Maricopa County, Arizona**  
**District Office Governing Board Room**  
**November 10, 2016**

**Present:** Ms. Brenda Bartels, President  
Ms. Mary Ann Wilson, Clerk  
Mr. Jamie Aldama, Member  
Mr. Martin Samaniego, Member  
Ms. Sara Smith, Member

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order by Ms. Bartels at 5:30 p.m. She noted the presence of all five Board members, constituting a quorum.

**OPENING EXERCISES**

Ms. Bartels welcomed everyone and thanked them for coming. She called for a moment of silence followed by the Pledge of Allegiance.

Ms. Smith moved to adopt the meeting agenda and Ms. Wilson seconded the motion. Upon call to vote, the motion carried.

**SPECIAL RECOGNITION**

None at this time.

**CALL TO THE PUBLIC**

None at this time.

**DISCUSSION ITEM**

Travel Expense  
Reimbursement

The Governing Board discussed reimbursement of travel expenses for Board members and staff. Mr. Quintana noted the item was placed on the agenda at the request of the Board. He also noted the presence of Ms. Denise Bainton, District's legal counsel, who was available to answer any questions that may arise in this respect.

Mr. Barragan provided an overview of the State of Arizona's guidelines which the District's travel expense reimbursement practices are based upon.

Ms. Bainton referred to the Arizona Department of Administration's recent guidance related to travel expense practices. She noted the Board does not currently have travel expense reimbursement policy or guidelines specific to the Governing Board. The policy manual simply states Board members may be reimbursed for travel expenses. Her suggestion is to add language to either DKC or BIBA. Her recommendation is for any revisions made to policy related to Board members' expense reimbursements to be made within Section B of the Policy manual. She suggested using the language from DKC related to employee reimbursements, only changing "employees" to "Board members".

Mr. Aldama expressed support for the Governing Board being required to provide receipts for reimbursements. He added that all Board travel expenses should be posted online for the community to see and to be transparent about how tax dollars are being spent. He also feels that if receipts are lost, the expense should not be reimbursed.

Ms. Wilson agreed that Board members should be held to the same accountability as employees as it pertains to receipts. She inquired about how lost receipts are currently handled. Mr. Barragan explained the District currently requires staff and Board members to complete an affidavit for any lost receipts.

Ms. Bainton suggested having a travel handbook available for travelers to reference the District's policies and other guidelines they would need for travelling. She does not suggest making a regulation with the very detailed specifics of travel reimbursement guidelines. She said the Board could instead include authorization within the regulation for the Superintendent to develop and implement a travel handbook.

Mr. Aldama reiterated his position that all expenses must have receipts in order to be reimbursed. He feels we cannot be accountable to the public without having receipts to justify expenses.

Mr. Samaniego described the different guidelines he's experienced involving travel expense policies and procedures. He asked that whatever is determined be kept simple and clear. He asked to have administration research what neighboring school boards travel policies look like.

There was consensus from the Board for administration to proceed with bringing back recommended revisions to policies to clarify the Board's travel expense guidelines.

Mr. Aldama would also like to see Board members' travel expenses posted online for the public to see.

**CONSENT AGENDA**

Mr. Samaniego moved to approve the consent agenda as presented. Mr. Aldama seconded the motion. Upon call to vote, the motion carried and the following items were approved:

Approval of Minutes The Governing Board approved the minutes of the September 29, 2016, Special Meeting.

Certified Personnel: The Board approved the employments, resignations, retirements, promotions, leaves of absence, and/or terminations of certified personnel:

**New Employment\***

Campbell, Ashlee D.	Teacher	\$27,980.20*	09/26/16
Reese, Jacqueline S.	Teacher	\$28,514.85*	09/21/16
Mazzone, Lara J.	Teacher	\$27,089.11*	10/03/16

\*Salary is subject to change pending employment and transcript verification.

\*\*Rehire Smart School-Issuance of Contract for 16-17 School Year

**Resignation**

Collins, Anna	Teacher	Personal*	10/07/16
Delgado, Paige	Teacher	Moved*	10/17/16
Oehlers, Genae	Teacher	Moved*	09/22/16

\*Recommend liquidated damages fee applied per contract

**Guest Teacher - New Hire**

Bolme, Paul A.	Guest Teacher		10/17/16
Fucci, Matthew P.	Guest Teacher		10/17/16
Garcia, Alma D.	Guest Teacher		10/17/16
Heal, Kara	Guest Teacher		09/23/16
Taylor, Lori E.	Guest Teacher		10/06/16
Yoder, Karisa	Guest Teacher		10/06/16

**Correction to Leave of Absence - Certified**

Richeson, Brittney M.	Certified Teacher	08/01/16 - 05/27/17
-----------------------	-------------------	---------------------

**Highly Qualified Evaluator**

Kathy Rudisill	Districtwide Administrator Substitute
----------------	---------------------------------------

Classified Personnel The Governing Board approved the following employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel as presented.

**New Employment**

Acejo, Michelle	Substitute Cleaner	\$9.90	10/17/16
Carrasco, Jillia	Campus Monitor	\$9.20	09/26/16
Dhaliwal, Amrinder K.	Educational Assistant Resource	\$9.66	10/03/16
Escalante Jaime, Beatriz	Food Service Cashier	\$10.21	09/26/16
Fait, Tricia	School Nurse RN	\$36,659*	10/17/16

Galaviz, Ashley	Substitute Cleaner	\$9.90	10/03/16
Gonzalez, Maria C.	Substitute Cleaner	\$9.90	09/26/16
Guzman, Brisa A.	Food Service Worker	\$9.48	09/26/16
Heard, Sherriel A.	Substitute Bus Monitor	\$9.20	10/17/16
Huaracha, Veronica	Campus Monitor	\$9.20	09/26/16
King Jones, Vonzetta	School Bus Driver in Training	\$12.07	10/03/16
Lopez, Diana	Family Service Advocate	\$9.20	10/03/16
Martinez, Nancy	Attendance Secretary	\$11.84	09/28/16
Nava, Brenda Y.	Educational Assistant Standard	\$9.66	10/17/16
Peralta, Adrian F.	Substitute Cleaner	\$9.90	10/17/16
Quintero, Norma E.	Food Service Worker	\$9.15	10/17/16
Ramirez, Claudia	Attendance Secretary	\$10.85	10/17/16
Thompson, Laura	Educational Assistant Ortho Impaired	\$10.72	09/26/16
Veleta, Maria	Substitute Cleaner	\$9.90	10/17/16
Washington, Keith	Educational Assistant Standard	\$9.66	09/16/16
Washington, Keith	Campus Monitor	\$9.20	09/16/16

\*Amount is Prorated

**Position Change**

Allen, Don	From Trainee School Bus Driver to School Bus Driver	\$14.55	09/26/16
Barajas, Ana K.	From Substitute Cleaner to Cleaner II	\$9.90	10/05/16
Berger, Melissa G.	From Attendance Secretary to Administrative Secretary	\$15.10	09/26/16
Braun, Michaela Marie	From Attendance Secretary to Receptionist	\$13.21	10/17/16
Godinez, Marco A.	From Substitute Cleaner to Cleaner II	\$10.99	09/19/16
Gonzalez, Laura E.	From Substitute Cleaner to Cleaner II	\$9.90	09/26/16
Hernandez, Lenira A.	From Substitute Food Service Worker to Food Service Worker	\$8.54	09/26/16
Morales, Xochith	From Attendance Secretary to School Secretary	\$12.59	09/26/16

**Resignation**

Alderete, Manuela O.	Food Service Worker	Other Employment	09/26/16
Bitner, Victoria	Substitute Cleaner	Personal	02/22/16
Carter, Maurice D.	Substitute Cleaner	Personal	09/30/16
Cummings, Carl Eric	Substitute School Bus Driver	Personal	10/05/16
Diaz, Amy Michelle	Family Services Advocate	Education	10/21/16
Figueroa, Lucia	School Bus Driver	Other Employment	10/14/16
Flores, Linda	Food Service Worker	Personal	10/05/16
Gonzalez, Juliana O.	Substitute Cleaner	Personal	05/25/16
Guzman, Brisa A.	Food Service Worker	Did Not Return	09/29/16
Jimenez, Selena C.	Substitute Cleaner	Personal	02/23/16
Kelleher, Lily R.	Bus Monitor	Other Employment	09/23/16
Martinez, Vianca	Substitute Cleaner	Personal	02/01/16
Melero-Valdez, Carmen	Food Service Worker	Personal	09/30/16
Neideffer, Roger D.	Warehouse Delivery Driver	Personal	01/09/17
Peoples, Claudette	Accounting Technician	Personal	10/31/16
Peoples, John J.	Accounts Payable Technician	Personal	10/31/16
Peters, Kara L.	Food Service Nutritionist	Other Employment	10/03/16
Raygoza, Raul	Substitute Cleaner	Personal	02/19/16
Ruiz-Leon, Veronica	Administrative Secretary-School	Other Employment	10/07/16
Sauceda, Rudy	Substitute Cleaner	Personal	03/03/16
Shaw, Dave S.	Substitute Cleaner	Personal	08/09/16

**Decrease in Hours**

Hunt, Antonio J.	Food Service Worker	\$9.15	09/26/16
Perez, Cristina	Food Service Worker	\$8.61	10/03/16

**Increase in Hours**

Hernandez, Maria L.	Food Service Worker	\$8.87	09/26/16
Johnson, Matthew	Food Service Worker	\$8.54	10/03/16
Peña Nuñez, Maria	Food Service Worker	\$9.03	10/03/16
Watson, Lori A.	Food Service Worker	\$8.54	09/26/16



**New Hire Substitutes**

Fucci, Matthew P.	Educational Assistant	\$9.66-\$11.49	10/17/16
Heard, Sherriel A.	Substitute Educational Assistant	\$9.66-\$11.49	10/17/16
Ruiz, William R.	Educational Assistant	\$9.66-\$11.49	10/03/16

**Leaves of Absence**

Cordona, Maria G.	Cleaner II	07/01/16 - 11/01/16
Peoples, Claudette	Accounts Payable Technician	09/16/16 - 10/31/16
Niemier, Michelle	Food Service Worker	09/23/16 - 12/02/16
Soto, Sonia	Food Service Worker	10/03/16 - 10/03/17

**Travel** The Governing Board approved employee requests for out of county, out of state travel as presented.

**Lease Agreement Amendment** The Governing Board approved the First Amendment to Lease Agreement with Catholic Charities Westside Head Start for renewal of the existing lease through July 15, 2021.

**REPORTS AND INFORMATION ITEMS**

**Academic**

**Assessments** Administration presented a report on Benchmark One Assessment results. Ms. Segotta-Jones reviewed the following presentation:

GLENDALE ELEMENTARY SCHOOL DISTRICT

BENCHMARK 1 RESULTS

Overarching Goals

- > To increase student achievement
- > To eliminate the achievement gap

# ELA ALL STUDENTS

GRADE	MP	PP	P	HP	PASSING
K					
1	154 (12%)	262 (21%)	663 (53%)	161 (13%)	824 / 1240 (66%)
2	642 (45%)	255 (18%)	419 (29%)	117 (8%)	536 / 1433 (37%)
3	901 (59%)	290 (19%)	310 (20%)	36 (2%)	346 / 1537 (23%)
4	708 (49%)	394 (27%)	319 (22%)	19 (1%)	338 / 1440 (23%)
5	595 (41%)	332 (23%)	500 (35%)	13 (1%)	513 / 1440 (36%)
6	621 (44%)	382 (27%)	382 (27%)	14 (1%)	396 / 1399 (28%)
7	542 (39%)	467 (34%)	369 (27%)	10 (1%)	379 / 1388 (27%)
8	483 (36%)	294 (22%)	491 (36%)	82 (6%)	573 / 1350 (42%)

# MATH ALL STUDENTS

GRADE	MP	PP	P	HP	PASSING
K	143 (11%)	290 (23%)	598 (48%)	216 (17%)	814 / 1247 (65%)
1	161 (13%)	189 (15%)	469 (38%)	422 (34%)	891 / 1241 (72%)
2	335 (24%)	252 (18%)	521 (37%)	315 (22%)	836 / 1423 (59%)
3	819 (53%)	336 (22%)	344 (22%)	42 (3%)	386 / 1541 (25%)
4	804 (56%)	291 (20%)	291 (20%)	62 (4%)	353 / 1448 (24%)
5	807 (55%)	239 (16%)	313 (22%)	96 (7%)	409 / 1455 (28%)
6	656 (46%)	343 (24%)	371 (26%)	48 (3%)	419 / 1418 (30%)
7	883 (63%)	307 (22%)	176 (13%)	30 (2%)	206 / 1396 (15%)
8	866 (63%)	273 (20%)	197 (14%)	28 (2%)	225 / 1364 (16%)

# WRITING ALL STUDENTS

GRADE	MP	PP	P	HP	PASSING
K	Writing Benchmark Optional Quarter 1				
1					
2					
3	240 (44%)	147 (27%)	106 (19%)	58 (11%)	164 / 551 (30%)
4	197 (28%)	186 (26%)	215 (31%)	104 (15%)	319 / 702 (45%)
5	168 (30%)	156 (28%)	143 (25%)	96 (17%)	239 / 563 (42%)
6	122 (18%)	204 (30%)	234 (34%)	123 (18%)	357 / 683 (52%)
7	120 (20%)	184 (30%)	166 (27%)	134 (22%)	300 / 604 (50%)
8	132 (24%)	173 (31%)	140 (25%)	113 (20%)	253 / 558 (45%)

# ELL OVERALL

## ENGLISH LANGUAGE ARTS

GRADE	MP	PP	P	HP	PASSING
K					
1	58 (27%)	54 (25%)	94 (43%)	11 (5%)	105 / 217 (48%)
2	225 (76%)	44 (15%)	29 (10%)		29 / 298 (10%)
3	217 (90%)	22 (9%)	2 (1%)		2 / 241 (1%)
4	173 (86%)	27 (13%)	2 (1%)		2 / 202 (1%)
5	152 (88%)	17 (10%)	3 (2%)		3 / 172 (2%)
6	107 (88%)	11 (9%)	3 (2%)		3 / 121 (2%)
7	112 (91%)	11 (9%)			0 / 123 (0%)
8	94 (88%)	10 (9%)	3 (3%)		3 / 107 (3%)

## MATHEMATICS

GRADE	MP	PP	P	HP	PASSING
K	59 (15%)	116 (29%)	170 (42%)	56 (14%)	226 / 401 (56%)
1	41 (18%)	46 (21%)	85 (38%)	51 (23%)	136 / 223 (61%)
2	127 (42%)	80 (26%)	82 (27%)	14 (5%)	96 / 303 (32%)
3	189 (79%)	34 (14%)	17 (7%)		17 / 240 (7%)
4	178 (88%)	20 (10%)	4 (2%)		4 / 202 (2%)
5	161 (93%)	8 (5%)	4 (2%)		4 / 173 (2%)
6	101 (84%)	13 (11%)	6 (5%)		6 / 120 (5%)
7	114 (93%)	9 (7%)			0 / 123 (0%)
8	96 (88%)	12 (11%)	1 (1%)		1 / 109 (1%)

## WRITING (Writing Benchmark is optional for Quarter 1)

GRADE	MP	PP	P	HP	PASSING
K					
1					
2					
3	89 (88%)	9 (9%)	2 (2%)	1 (1%)	3 / 101 (3%)
4	61 (47%)	35 (27%)	31 (24%)	2 (2%)	33 / 129 (26%)
5	44 (48%)	34 (37%)	13 (14%)	1 (1%)	14 / 92 (15%)
6	34 (49%)	20 (29%)	13 (19%)	2 (3%)	15 / 69 (22%)
7	43 (65%)	18 (27%)	4 (6%)	1 (2%)	5 / 66 (8%)
8	34 (74%)	10 (22%)	2 (4%)		2 / 46 (4%)

# SPECIAL EDUCATION OVERALL

## ENGLISH LANGUAGE ARTS

GRADE	MP	PP	P	HP	PASSING
K					
1	26 (23%)	27 (24%)	49 (44%)	10 (9%)	59 / 112 (53%)
2	81 (69%)	20 (17%)	10 (9%)	6 (5%)	16 / 117 (14%)
3	116 (85%)	12 (9%)	8 (6%)		8 / 136 (6%)
4	138 (86%)	17 (11%)	6 (4%)		6 / 161 (4%)
5	122 (80%)	22 (14%)	8 (5%)	1 (1%)	9 / 153 (6%)
6	126 (86%)	17 (12%)	4 (3%)		4 / 147 (3%)
7	143 (93%)	10 (6%)	1 (1%)		1 / 154 (1%)
8	115 (82%)	18 (13%)	7 (5%)		7 / 140 (5%)

## MATHEMATICS

GRADE	MP	PP	P	HP	PASSING
K	24 (28%)	22 (25%)	30 (34%)	11 (13%)	41 / 87 (47%)
1	32 (28%)	24 (21%)	37 (32%)	22 (19%)	59 / 115 (51%)
2	65 (54%)	26 (22%)	20 (17%)	9 (8%)	29 / 120 (24%)
3	111 (83%)	14 (10%)	9 (7%)		9 / 134 (7%)
4	141 (89%)	7 (4%)	10 (6%)		10 / 158 (6%)
5	139 (89%)	5 (3%)	11 (7%)	2 (1%)	13 / 157 (8%)
6	126 (82%)	18 (12%)	10 (6%)		10 / 154 (6%)
7	142 (92%)	12 (8%)	1 (1%)		1 / 155 (1%)
8	126 (92%)	8 (6%)	3 (2%)		3 / 137 (2%)

## WRITING *(Writing Benchmark is optional Quarter 1)*

GRADE	MP	PP	P	HP	PASSING
K					
1					
2					
3	64 (86%)	9 (12%)	1 (1%)		1 / 74 (1%)
4	56 (68%)	18 (22%)	7 (9%)	1 (1%)	8 / 82 (10%)
5	45 (61%)	19 (26%)	7 (9%)	3 (4%)	10 / 74 (14%)
6	42 (55%)	23 (30%)	11 (14%)	1 (1%)	12 / 77 (16%)
7	52 (64%)	18 (22%)	9 (11%)	2 (2%)	11 / 81 (14%)
8	54 (78%)	13 (19%)	2 (3%)		2 / 69 (3%)

ELA Grade K Benchmark 1			Math Grade K Benchmark 1		
School	% Proficient	Students	School	% Proficient	Students
William C. Jack			William C. Jack	86%	125/145
Discovery			Discovery	80%	49/61
Glendale Landmark			Glendale Landmark	77%	58/75
Glenn F. Burton			Glenn F. Burton	75%	46/61
Harold W. Smith			Harold W. Smith	75%	77/103
Bicentennial South			Bicentennial South	73%	78/107
Horizon	Kindergarten not assessed Quarter 1		Horizon	71%	55/78
Melvin E. Sine			Melvin E. Sine	58%	45/77
Glendale American			Glendale American	58%	39/67
Desert Spirit			Desert Spirit	58%	42/73
Sunset Vista			Sunset Vista	57%	47/82
Coyote Ridge			Coyote Ridge	53%	42/80
Desert Garden			Desert Garden	52%	84/161
Isaac E. Imes			Isaac E. Imes	50%	27/54

ELA Grade 1 Benchmark 1 Proficient/Highly Proficient			Math Grade 1 Benchmark 1 Proficient/Highly Proficient		
School	% Proficient	Students	School	% Proficient	Students
Isaac E. Imes	81%	42/52	Isaac E. Imes	88%	46/52
Melvin E. Sine	71%	50/70	Desert Spirit	88%	56/64
Harold W. Smith	71%	59/83	Glendale Landmark	87%	59/68
Horizon	70%	51/73	Coyote Ridge	79%	52/66
Desert Spirit	69%	43/62	Horizon	77%	58/75
Coyote Ridge	68%	45/66	Melvin E. Sine	76%	54/71
Glendale American	67%	37/55	Harold W. Smith	73%	60/82
William C. Jack	67%	117/174	Discovery	73%	61/84
Discovery	67%	58/87	Sunset Vista	71%	67/94
Glendale Landmark	64%	43/67	Bicentennial South	70%	81/115
Bicentennial South	64%	76/119	William C. Jack	65%	112/173
Desert Garden	64%	101/159	Desert Garden	65%	104/161
Glenn F. Burton	61%	48/79	Glendale American	61%	34/56
Sunset Vista	57%	53/93	Glenn F. Burton	59%	47/79

ELA Grade 2 Benchmark 1 Proficient/Highly Proficient			Math Grade 2 Benchmark 1 Proficient/Highly Proficient		
School	% Proficient	Students	School	% Proficient	Students
Horizon	52%	42/81	Glendale Landmark	76%	66/87
Isaac E. Imes	51%	36/70	Discovery	74%	60/81
Glendale Landmark	47%	42/89	Glendale American	72%	66/92
Discovery	47%	38/81	Horizon	68%	55/81
Sunset Vista	42%	43/103	Sunset Vista	64%	66/103
Glendale American	40%	36/91	Bicentennial South	61%	97/158
Coyote Ridge	39%	30/77	Desert Spirit	60%	53/89
Bicentennial South	39%	58/149	Glenn F. Burton	59%	42/71
Desert Garden	35%	61/172	William C. Jack	58%	86/149
William C. Jack	33%	59/177	Isaac E. Imes	56%	39/70
Desert Spirit	30%	26/88	Harold W. Smith	49%	50/102
Melvin E. Sine	29%	24/83	Desert Garden	48%	84/174
Glenn F. Burton	27%	19/71	Melvin E. Sine	43%	36/84
Harold W. Smith	23%	23/102	Coyote Ridge	43%	35/82

ELA Grade 3 Benchmark 1			Math Grade 3 Benchmark 1		
School	% Proficient	Students	School	% Proficient	Students
Glendale American	38%	36/94	Desert Spirit	35%	41/117
Horizon	33%	28/86	Glendale Landmark	33%	26/78
Bicentennial South	30%	48/160	Desert Garden	31%	59/190
Coyote Ridge	28%	24/85	Discovery	28%	20/71
Desert Spirit	28%	32/115	Horizon	27%	24/88
Desert Garden	24%	45/189	Glendale American	27%	25/94
Sunset Vista	23%	23/99	Bicentennial South	26%	42/160
Glendale Landmark	21%	17/81	Coyote Ridge	26%	22/85
Discovery	20%	14/70	William C. Jack	23%	53/230
Melvin E. Sine	20%	17/87	Sunset Vista	22%	23/103
Glenn F. Burton	19%	16/84	Glenn F. Burton	22%	18/83
Harold W. Smith	15%	15/102	Melvin E. Sine	20%	17/85
William C. Jack	12%	27/231	Harold W. Smith	13%	13/104
Isaac E. Imes	8%	4/51	Isaac E. Imes	4%	2/50

ELA Grade 4 Benchmark 1			Math Grade 4 Benchmark 1		
School	Percent Proficient	Students	School	Percent Proficient	Students
Horizon	48%	45/93	Discovery	45%	38/85
Glendale Landmark	38%	30/79	Sunset Vista	37%	32/87
Sunset Vista	28%	24/87	Horizon	34%	32/94
Discovery	27%	24/88	Bicentennial North	32%	46/145
Don Mensendick	27%	47/175	Glendale American	28%	22/80
Coyote Ridge	27%	27/101	Desert Spirit	26%	28/109
Glenn F. Burton	25%	21/84	Challenger	23%	34/147
Bicentennial North	23%	34/147	Coyote Ridge	23%	23/102
Desert Spirit	23%	24/106	Isaac E. Imes	21%	12/58
Isaac E. Imes	19%	11/58	Don Mensendick	21%	37/179
Challenger	15%	22/144	Glenn F. Burton	17%	14/84
Glendale American	12%	10/81	Melvin E. Sine	15%	13/89
Harold W. Smith	10%	11/109	Glendale Landmark	13%	10/80
Melvin E. Sine	8%	7/87	Harold W. Smith	11%	12/108

ELA Grade 5 Benchmark 1			Math Grade 5 Benchmark 1		
School	% Proficient	Students	School	% Proficient	Students
Horizon	52%	52/100	Glendale American	39%	28/71
Glendale Landmark	46%	32/69	Bicentennial North	39%	66/168
Discovery	43%	44/102	Desert Spirit	38%	36/94
Glendale American	42%	30/71	Isaac E. Imes	36%	20/56
Isaac E. Imes	40%	23/57	Discovery	34%	34/101
Bicentennial North	39%	65/168	Glendale Landmark	31%	22/71
Melvin E. Sine	36%	32/89	Coyote Ridge	29%	27/94
Coyote Ridge	35%	33/95	Melvin E. Sine	28%	25/89
Desert Spirit	33%	31/93	Challenger	27%	36/135
Harold W. Smith	31%	33/105	Don Mensendick	24%	42/176
Don Mensendick	30%	52/171	Horizon	23%	23/101
Sunset Vista	29%	27/92	Sunset Vista	19%	18/93
Challenger	26%	35/133	Glenn F. Burton	16%	16/97
Glenn F. Burton	26%	25/97	Harold W. Smith	15%	16/109

ELA Grade 6 Benchmark 1			Math Grade 6 Benchmark 1		
School	% Proficient	Students	School	% Proficient	Students
Coyote Ridge	44%	44/100	Discovery	53%	41/78
Horizon	40%	38/96	Coyote Ridge	40%	40/100
Harold W. Smith	37%	34/93	Harold W. Smith	40%	36/91
Glendale American	32%	23/72	Horizon	39%	39/99
Discovery	32%	24/76	Glendale Landmark	39%	33/85
Desert Spirit	29%	30/105	Sunset Vista	36%	32/88
Glendale Landmark	28%	23/83	Glendale American	35%	25/71
Sunset Vista	28%	24/87	Isaac E. Imes	34%	22/64
Bicentennial North	27%	45/167	Challenger	25%	32/129
Glenn F. Burton	23%	17/73	Don Mensendick	24%	45/190
Isaac E. Imes	23%	13/57	Glenn F. Burton	21%	15/73
Don Mensendick	23%	42/185	Melvin E. Sine	20%	14/71
Melvin E. Sine	19%	14/72	Bicentennial North	18%	31/170
Challenger	19%	25/130	Desert Spirit	12%	13/106

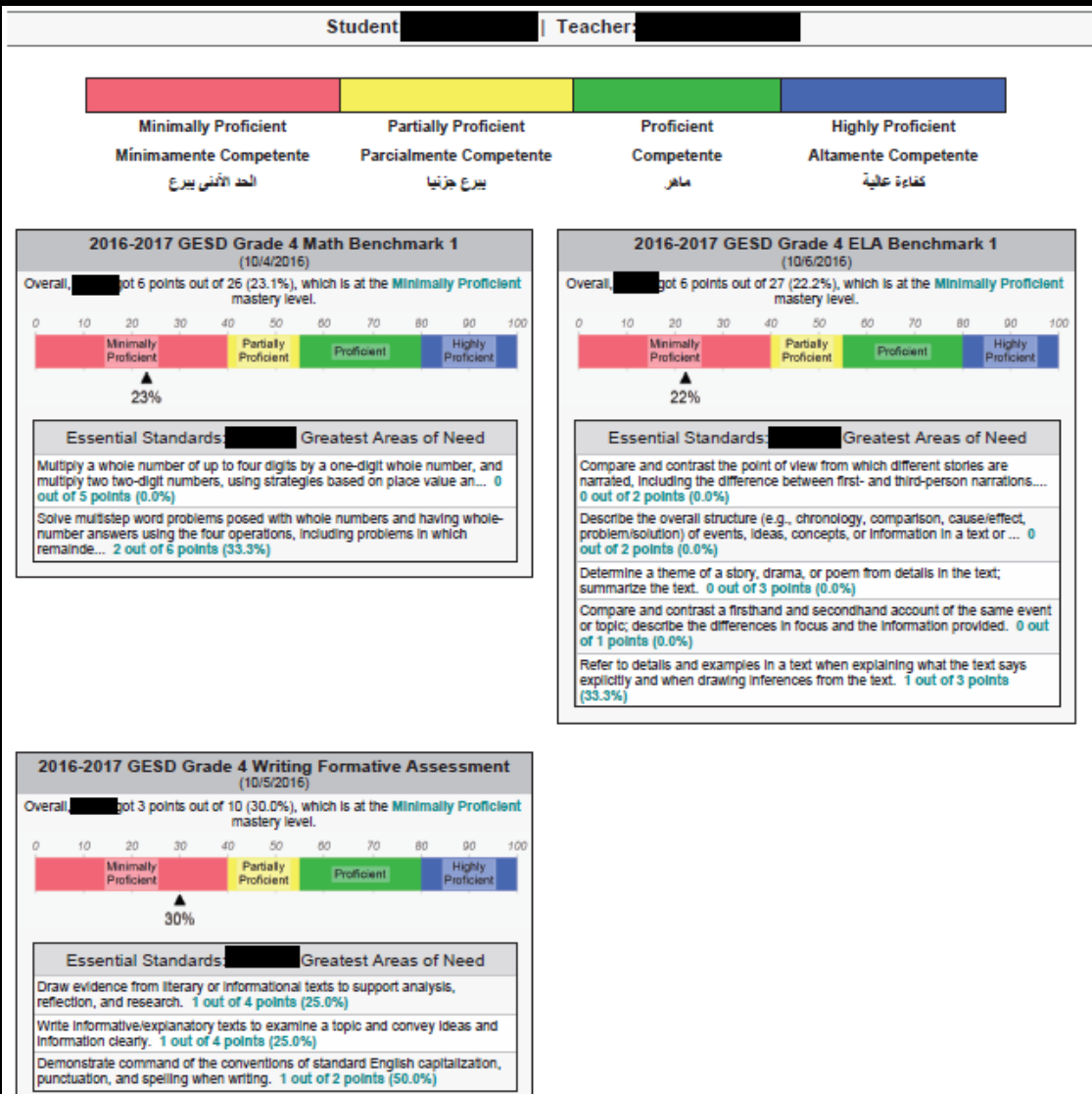
ELA Grade 7 Benchmark 1			Math Grade 7 Benchmark 1		
School	% Proficient	Students	School	% Proficient	Students
Horizon	48%	51/106	Bicentennial North	25%	38/154
Glendale American	39%	30/76	Horizon	20%	21/107
Bicentennial North	35%	53/153	Desert Spirit	19%	21/113
Desert Spirit	30%	34/113	Sunset Vista	18%	15/85
Discovery	28%	27/96	Challenger	14%	21/145
Sunset Vista	27%	22/82	Harold W. Smith	14%	11/79
Isaac E. Imes	26%	10/39	Glendale Landmark	14%	8/59
Glendale Landmark	25%	15/60	Don Mensendick	13%	24/185
Challenger	22%	32/145	Melvin E. Sine	13%	9/71
Melvin E. Sine	22%	15/69	Discovery	12%	11/94
Don Mensendick	21%	39/182	Glendale American	12%	9/78
Coyote Ridge	21%	17/82	Isaac E. Imes	10%	4/40
Glenn F. Burton	19%	17/89	Coyote Ridge	9%	7/80
Harold W. Smith	19%	15/81	Glenn F. Burton	7%	6/89

ELA Grade 8 Benchmark 1			Math Grade 8 Benchmark 1		
School	% Proficient	Students	School	% Proficient	Students
Sunset Vista	61%	51/84	Sunset Vista	47%	40/86
Discovery	55%	41/74	Glendale American	28%	21/75
Horizon	55%	48/88	Desert Spirit	25%	25/102
Bicentennial North	54%	78/145	Horizon	22%	20/90
Glendale Landmark	51%	40/79	Melvin E. Sine	21%	18/86
Coyote Ridge	49%	51/105	Bicentennial North	17%	24/145
Glenn F. Burton	40%	24/60	Don Mensendick	14%	23/169
Desert Spirit	40%	39/98	Coyote Ridge	13%	14/106
Challenger	38%	43/114	Harold W. Smith	9%	10/107
Melvin E. Sine	35%	30/85	Glenn F. Burton	9%	6/65
Harold W. Smith	32%	34/106	Discovery	8%	6/74
Glendale American	31%	23/74	Isaac E. Imes	8%	4/51
Isaac E. Imes	31%	16/52	Challenger	8%	9/115
Don Mensendick	30%	51/171	Glendale Landmark	4%	3/78



<b>Grade</b>	<b>ELA % Proficient</b>	<b># Schools at or Above District %</b>	<b># Schools Below District %</b>
K	Not Assessed	Not Assessed	Not Assessed
1	66%	9	5
2	37%	8	6
3	23%	7	7
4	23%	9	5
5	36%	7	7
6	28%	8	6
7	27%	6	8
8	42%	6	8

<b>Grade</b>	<b>Math % Proficient</b>	<b># Schools at or Above District %</b>	<b># Schools Below District %</b>
K	65%	7	7
1	72%	8	6
2	59%	8	6
3	25%	8	6
4	24%	6	8
5	28%	8	6
6	30%	8	6
7	15%	4	10
8	16%	6	8



## CONTINUOUS IMPROVEMENT

- District review and feedback for all CIP Plans
- District review and feedback for all PD Plans
- District PD for school Achievement Advisors
- District AA support for classroom teachers
- Guiding Coalition Training to build leadership capacity
- Embedded Coaching to strengthen collaborative teams
- Create student intervention/extension plans
- Monitor and review current instructional practices

Mr. Aldama inquired about the number of eighth grade students who are currently passing, and asked if it was accurate that only 16% were at proficiency. Ms. Segotta-Jones confirmed this is the current reality. Mr. Aldama stated that the District needs to be informing parents and our community of this data.

Mr. Samaniego commented on the need more to be done to engage parents as partners with schools in their children's educations.

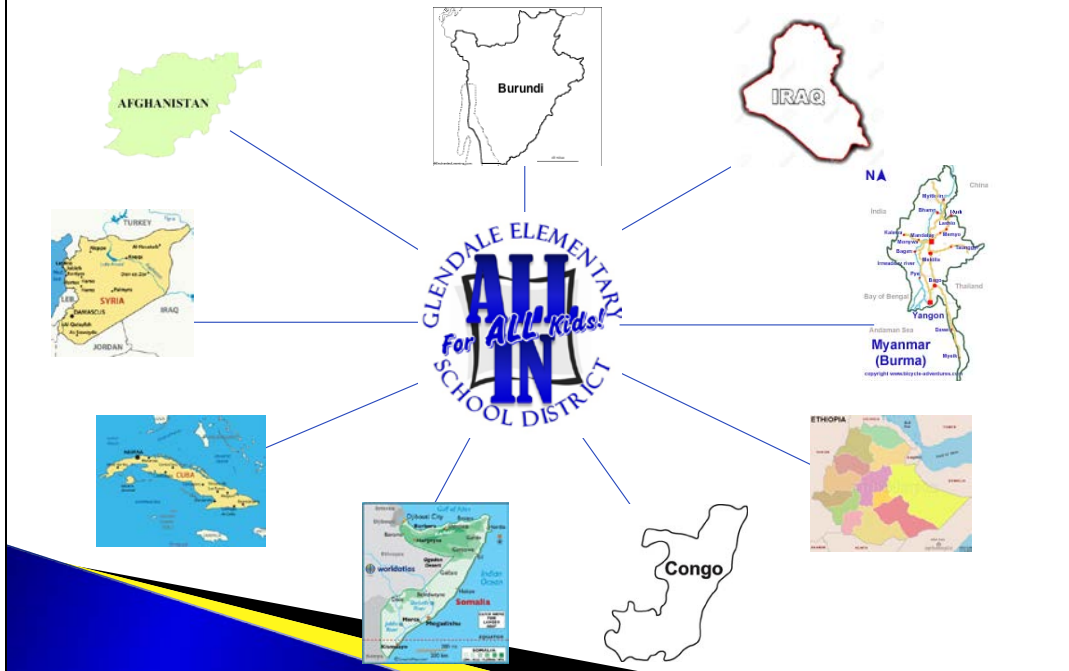
Mr. Aldama restated his belief the District should be communicating with the community about the alarming level of students who are not at grade-level proficiency.

Ms. Bartels commented on the changes she has observed in the District's attitudes and expectations regarding student achievement. She feels excitement at what she's seen and looks forward to the next benchmark's results.

Refugee Students Administration presented a report regarding the programs and services provided for Refugee students and their families. Ms. Marsha Castillo and Ms. Alejandrina Garcia reviewed the following presentation:



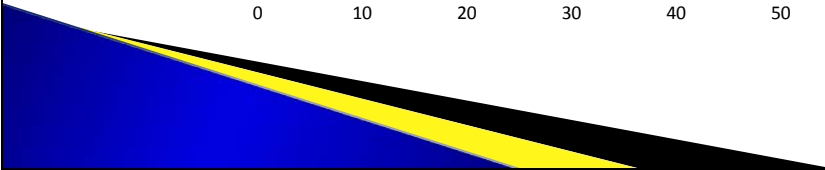
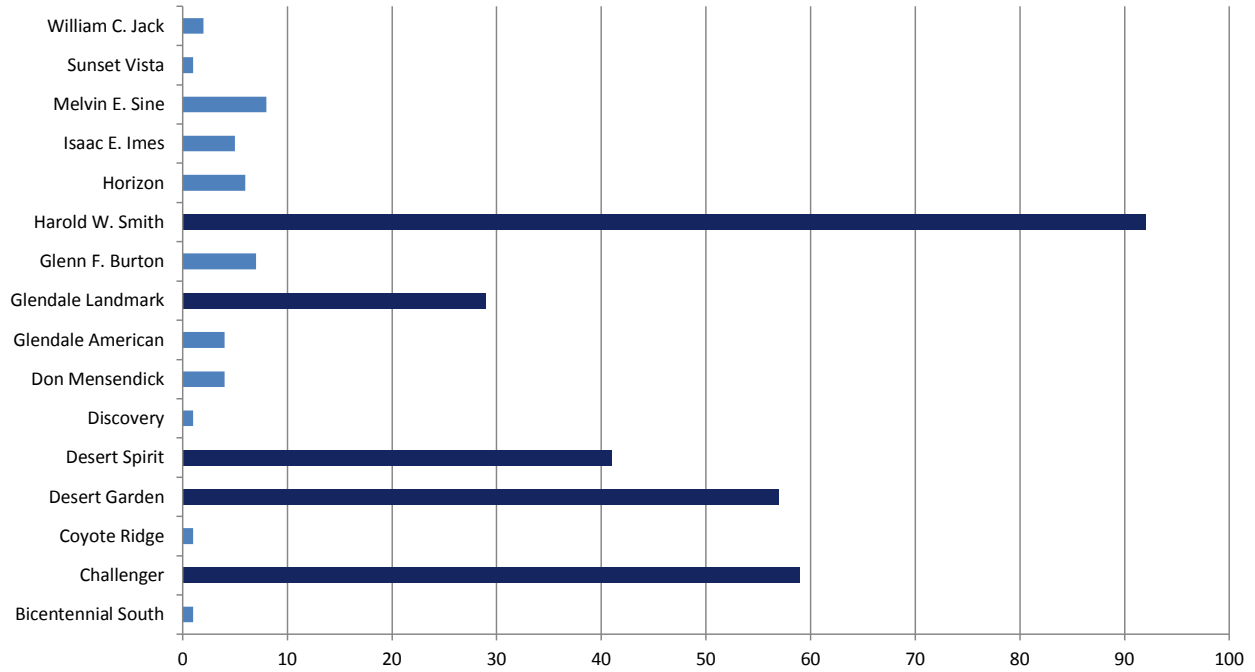
# Where do Refugees Come From?



School	# of Refugees By School
Bicentennial South	1
Challenger	59
Coyote Ridge	1
Desert Garden	57
Desert Spirit	41
Discovery	1
Don Mensendick	4
Glendale American	4
Glendale Landmark	29
Glenn F. Burton	7
Harold W. Smith	92
Horizon	6
Isaac E. Imes	5
Melvin E. Sine	8
Sunset Vista	1
William C. Jack	2
<b>Grand Total</b>	<b>318</b>

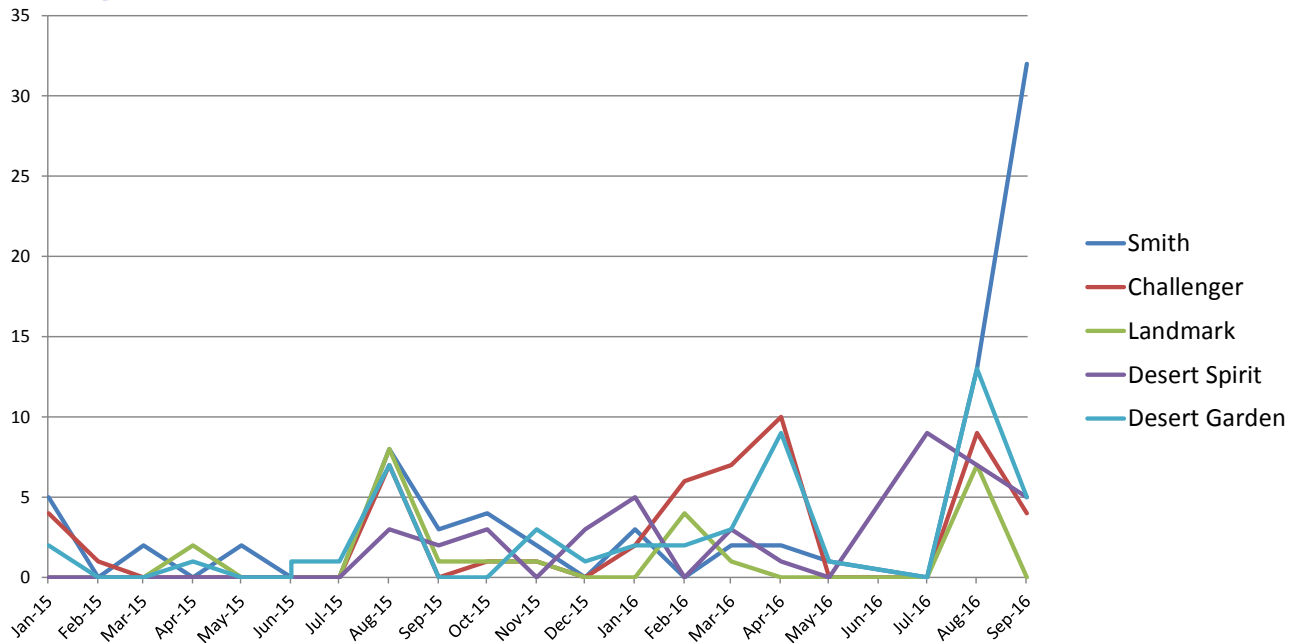


# GESD Refugee Enrollments





# Newcomer School Refugee Enrollments



# Newcomer School Refugee Counts by Original Entry Date

School	Total Refugee Enrollment									Refugees as of Jan. 2016 entry date									Refugees as of May 2016 entry date													
	K	1	2	3	4	5	6	7	8	Total	K	1	2	3	4	5	6	7	8	Total	K	1	2	3	4	5	6	7	8	Total		
Challenger					12	15	8	13	11	59						9	11	6	7	5	38						2	3	1	4	3	13
Desert Garden	11	15	16	15						57	9	10	8	9							36	9	4	2	5							20
Desert Spirit	4	2	8	7	4	6	3	5	2	41	4	2	5	5	3	3	2	4	2		30	3	2	4	4	1	2	2	2	1		21
Landmark	6	4	5	3	4	1	2	2	2	29	6	2	1	2	0	0	0	0	1		12	4	1	1	0	0	0	0	0	1		7
Smith	8	9	13	7	14	14	8	6	13	92	8	2	10	4	8	9	6	3	8		58	8	2	8	3	7	8	5	2	8		51



## Newcomer Classrooms

- ▶ Defined Entry and Exit Criteria
- ▶ Overseen by Coordinator of Language Acquisition
- ▶ Designed to educate recent refugee students who have none to very limited English language proficiency and who may have had limited formal education prior to entering the United States.
- ▶ Develop students' English language skills, basic academic competency, and introduce students to the cultural, social, governmental, and environmental aspects of our American school system and community.
- ▶ The goal of the Newcomer Classroom is for students to acquire sufficient information to successfully function and grow academically outside the welcome classroom and integrate into an English Language Development (ELD) classroom.

### Newcomer Program Summary

School	Newcomer Teacher	Classroom Configuration	Curriculum	Schedule
Challenger	Vandagriff	<ul style="list-style-type: none"> <li>• Self-contained</li> <li>• 7-8<sup>th</sup> grade students</li> <li>• 21 students</li> </ul>	<ul style="list-style-type: none"> <li>• 95% Group for Phonological Awareness</li> <li>• Hygiene Unit</li> <li>• Good Morals Unit (school behavior, friendship)</li> <li>• FastForward</li> </ul>	<ul style="list-style-type: none"> <li>• Self-contained</li> <li>• 30 minutes of FastForward daily M-F</li> <li>• ELD 240 minute model</li> </ul>
Desert Spirit	Calhoun	<ul style="list-style-type: none"> <li>• Pull out small group</li> <li>• K-6<sup>th</sup> grade students</li> <li>• 29 students</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship and Family Unit</li> <li>• FastForward</li> </ul>	<ul style="list-style-type: none"> <li>• 20 minutes small group</li> <li>• 20 minutes FastForward daily M-F</li> </ul>
Landmark	Bussing	<ul style="list-style-type: none"> <li>• Self-contained</li> <li>• 4-8<sup>th</sup> grade students</li> <li>• 21 students</li> </ul>	<ul style="list-style-type: none"> <li>• Finding Trusted Adults Unit – from IRC/USAID Social Emotional Learning Safe Healing</li> <li>• 95% Group for Phonological Awareness</li> <li>• FastForward</li> <li>• Spivey Writing</li> <li>• Grammar VTS</li> </ul>	<ul style="list-style-type: none"> <li>• Self-contained</li> <li>• 30 minutes of FastForward daily M-F</li> <li>• ELD 240 minute model</li> </ul>
Smith	Paperman	<ul style="list-style-type: none"> <li>• Pull out small group</li> <li>• K-8<sup>th</sup> grade students</li> <li>• 51 students</li> </ul>	<ul style="list-style-type: none"> <li>• 95% Group for Phonological Awareness</li> <li>• Germs Newcomer Unit</li> <li>• FastForward</li> </ul>	<ul style="list-style-type: none"> <li>• 40 minute small group (M-T, Th.-F)</li> <li>• 30 minute FastForward daily M-F</li> </ul>
Desert Garden	Sulaiman	<ul style="list-style-type: none"> <li>• Pull out small group</li> <li>• K-3<sup>rd</sup> grade students</li> <li>• TBD students</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>

## Fast ForWord

▶ **Fast ForWord** is an online reading intervention that uses the principles of neuroplasticity—the ability of the brain to rewire and improve—to accelerate English language learning.

▶ What skills does it target?

- Builds the phonemic map in the brain for the English language
- Speeds up English language acquisition
- Teaches new vocabulary
- Targets listening comprehension and following directions
- Incorporates all forms of English grammar, simple to complex

## Professional Learning Trainings

▶ **Nurses and SELS Training October 26<sup>th</sup>**

- Refugee Background – for Burma, Somalia, Iraq, Congo, and Syria
  - Culture & Religion
  - Family & Community
  - Child Development
  - Guidance & Discipline
  - Schooling & Education
  - Health & Mental Health
- Transitioning to American School System

Ms. Bartels inquired about funding for refugee programs. Ms. Castillo explained there is very limited funding available, and it must be requested from the Department of Economic Security, and not the State Department

of Education or in Federal Title funds. She stated it is very challenging to provide the intensive services required for many refugee students in order to meet their basic educational needs.

Ms. Castillo reported on the refugee parent coffee talks conducted by Dr. Alvarez at Smith school. She added the International Rescue Committee provides the District with monthly projections for how many new students we might see coming in the near future, but these numbers are difficult to predict accurately.

Mr. Samaniego asked if the District could look at distributing refugee students equally among schools across the District so no one school is having to deal with the extra challenges these students can create. Ms. Segotta-Jones stated there are some difficulties in doing so because separating these students out from others to treat differently than other students are treated would be discriminatory.

Teacher Recruitment  
and Hiring

Administration provided the Governing Board with a report on the District's 2016 Teacher Recruitment. Mr. Brian Duguid reviewed the following presentation:

**SPRING 2016  
TEACHER  
RECRUITING**

Glendale Elementary School District No. 40  
Human Resources Department

**2016 Recruiting Team**

- ▶ Paul Abbott
- ▶ Rick Alvarez
- ▶ Kendra Bell
- ▶ Michelle Brady
- ▶ Joseph De La Huerta
- ▶ Brian Duguid
- ▶ Kellie Duguid
- ▶ Cheri Dawn Emerson
- ▶ Jody Gallimore
- ▶ Barbara Goodwin
- ▶ Kristen Hartsuff
- ▶ Allison Hay
- ▶ Jacque Horine
- ▶ Cathey Mayes
- ▶ Mary Beth McKim
- ▶ Joe Quintana
- ▶ Bryan Richman
- ▶ Tamara Yazzie
- ▶ Denis Parcels
- ▶ Gerry Petersen-Incorvaia

**Team GESD Road Warriors**

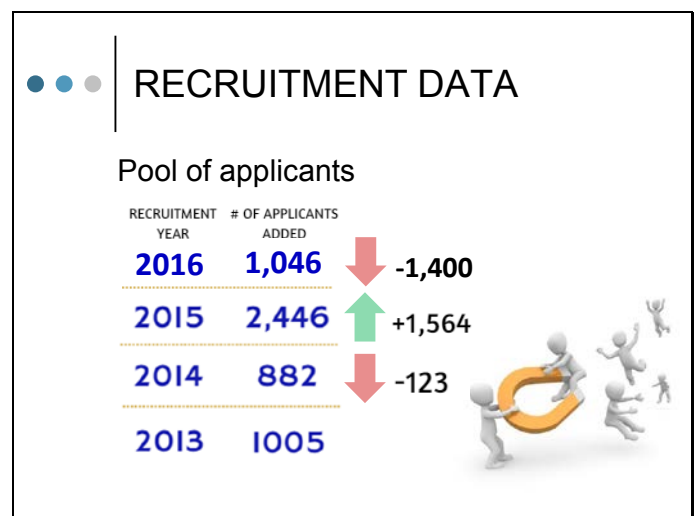
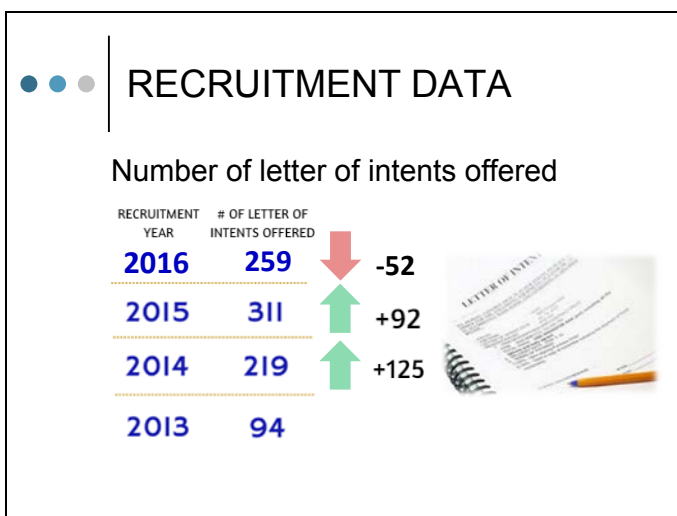
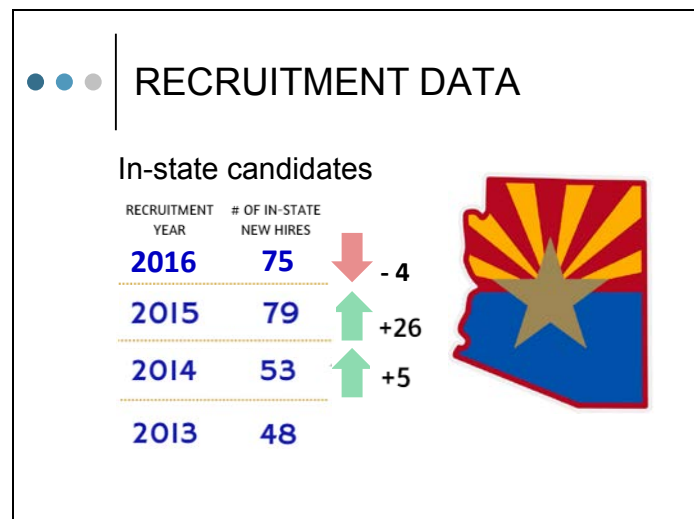
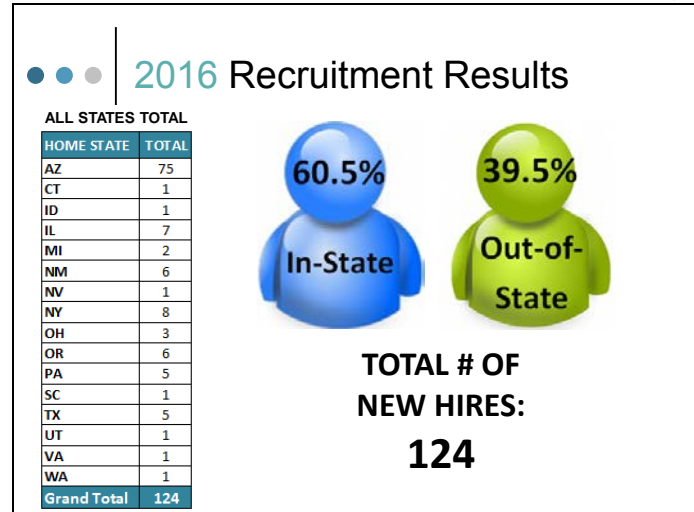
**RECRUITMENT SCHEDULE  
2015-16**

★ Recruiting States

**2016 Recruitment Results**

RECRUITING STATES TOTAL	
HOME STATE	TOTAL
AZ	75
IL	7
MI	2
NM	6
NY	8
OH	3
OR	6
PA	5
TX	5
WA	1
<b>Grand Total</b>	<b>118</b>





● ● ● | 2016 New Teacher Breakfast



A video player interface showing a black screen with the white text "GESD New Teachers". The video player includes a progress bar at the bottom with a play button, a volume icon, and a time display of 0:00 / 13:07.



● ● ● | WE ARE FACING A  
TEACHER SHORTAGE

**STATE-WIDE STATS**

- 2,000+ unfilled positions within the State
- 1800+ individuals who do not meet standard teacher requirements were placed in teacher positions
- 465 Teachers abandoned or resigned from their position prior to or within first four weeks of school



● ● ● | THERE'S MORE TO THIS  
STORY....

# RETENTION

IT'S MORE THAN JUST DATA

Dr. Alvarez spoke about his experience with recruiting trips from a principal's perspective. Ms. Smith asked Dr. Alvarez if we recruited from Juarez, Mexico when recruiting at the University of Texas, El Paso. Mr. Samaniego inquired how our salary level compared with that in the El Paso area.

Board members were provided with replicas of the gift bags given to each of our new teachers when they report for their first day of work in the summer.

Mr. Aldama asked what type of economic study is given to candidates regarding the Glendale Community. Dr. Goodwin provided the Board with copies of a booklet which provides very detailed and extensive information regarding living and working in Glendale. She added that when candidates are added to the system, they

receive weekly emails containing updates about what's currently going on in Glendale which include videos from the Chamber of Commerce about living in Glendale.

Dr. Richman spoke about his experience as a principal with staff turnover. He noted that although his turnover rate has increased, his staff experience index has gone up as well. The reason for this is that most of the people he has hired were already in the profession, and not new graduates just starting out as teachers.

Ms. Norma Jauregui spoke about her perspective as a principal regarding supporting new (and all) teachers.

#### **ACTION ITEMS**

##### **Policy Revision First Reading**

Mr. Quintana recommended the Governing Board approve the first reading of revisions to policy DID – Inventories, as presented.

Ms. Bartels inquired what the term “stewardship” means in the context of the policy. Mr. Barragan explained that items designated as capital assets are depreciated and tracked. Items valued below the threshold for capital assets but over \$1,000 will still be tracked and inventories, just not have depreciation applied.

Ms. Smith moved to approve the recommendation as presented and Mr. Samaniego seconded the motion. Upon call to vote, the motion carried.

##### **Policy Revision First Reading**

The Governing Board reviewed a draft of revisions to policy AC-Non-Discrimination/Equal Opportunity and considered taking action to approve the first reading of the revised policy. Mr. Quintana explained the draft had been brought to the Board at its request based on discussions in previous meetings. He added his recommendation is not to add language that would designate any additional subgroups protected under the policy; rather, recommends language is added to reinforce the District will not tolerate discrimination in any way, shape, or form. Mr. Quintana explained the Board only need take action if it decides to approve the recommended revisions for a first reading.

Ms. Wilson moved to approve the recommendation as presented and Ms. Bartels seconded the motion. Upon call to vote, the motion carried with two votes opposed from Mr. Aldama and Mr. Samaniego and three votes in favor from Ms. Smith, Ms. Wilson, and Ms. Bartels.

#### **BOARD AND SUPERINTENDENT STRATEGIC GOALS**

##### **Goal Progress**

The Governing Board discussed the District's progress towards Board and Superintendent Strategic Goals.

This item was foregone at the Board's request.

#### **EXECUTIVE SESSION**

Ms. Bartels called for a motion to convene to executive session for the following purpose:

- a. In accordance with A.R.S. § 38-431.03(A)(3) for the purpose of obtaining legal advice from the attorney for the public body regarding the Emergency Procurement Clause in Policy DJE-Bidding/Purchasing Procedures.

Ms. Smith moved to convene to executive session and Mr. Aldama seconded the motion. The meeting convened to executive session at 9:45 p.m.

#### **RECONVENE TO PUBLIC SESSION**

Mr. Aldama moved to reconvene to public session and Ms. Smith seconded the motion. Upon call to vote, the motion carried and the regular meeting was reconvened at 8:55 p.m.

#### **FUTURE MEETINGS AND EVENTS**

Future Meetings: The Board reviewed the list of upcoming meetings and planned agenda items.

The next meeting is scheduled on November 10<sup>th</sup>. Mr. Quintana reported he will be recruiting in El Paso on this date. If the Board prefers, the meeting can be moved to earlier in the week, or the meeting on the 10<sup>th</sup> foregone and the next meeting on the 17<sup>th</sup>. The Board decided not to meet on the 10<sup>th</sup>, and will roll any business over to the following week's meeting agenda.

**Agenda Item**

**Requests:**

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. None were received.

**SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS**

Mr. Quintana reported many principals were not present this evening due to parent teacher conferences happening at schools this evening. He also noted the District was recently named a runner up in an energy conservation contest.

Mr. Samaniego thanked Mr. Quintana and staff for all the work that went into getting students back into classrooms safely at Challenger and Landmark.

Ms. Smith and Ms. Wilson concurred with the kudos. Ms. Bartels said the District really shined in how we handled these circumstances and thanked everyone for their work.

Ms. Wilson complimented staff on their handling of the situation, and thanked Alhambra for coming to the District's aid.

**ADJOURNMENT**

Ms. Smith moved to adjourn the meeting and Ms. Wilson seconded the motion. Upon call to a vote, the motion carried and the regular meeting adjourned at 8:00 p.m.

Submitted by:

\_\_\_\_\_  
Elizabeth Powell, Executive Assistant

Approved By:

\_\_\_\_\_  
Mary Ann Wilson, Clerk of the Board

Date: October 20, 2016

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.B. TOPIC: Ratification of Vouchers

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the expense and payroll vouchers as presented.

**RATIONALE:**

In accordance with A.R.S. § 15-321G, the expense and payroll vouchers must be approved and ratified by the Governing Board. The attached vouchers summarize expense and payroll warrants that were issued by Glendale Elementary School District and reviewed by the Clerk of the Governing Board.

**2015-2016 Fiscal Year Expense Vouchers:**

<u>DATE</u>	<u>VOUCHER #</u>	<u>AMOUNT</u>
08/18/2016	2137	\$176,030.62
08/18/2016	2138	\$409.92
08/25/2016	2139	\$354,689.04
08/29/2016	2140	\$9.00

**2016-2017 Fiscal Year Expense Vouchers:**

<u>DATE</u>	<u>VOUCHER #</u>	<u>AMOUNT</u>
08/18/2016	2012	\$399,451.90
08/18/2016	2013	\$134,846.27
08/18/2016	2014	\$5,181.53
08/25/2016	2015	\$9,455,955.50
08/25/2016	2016	\$100,412.06
08/25/2016	2017	\$2,528.64
09/01/2016	2018	\$1,080,765.56
09/01/2016	2019	\$1,286.00
09/01/2016	2020	\$132,190.96
09/08/2016	2021	\$480,288.41
09/08/2016	2022	\$122,056.23
09/15/2016	2023	\$235,524.83
09/15/2016	2024	\$462.72
09/16/2016	2025	\$120,951.23
09/15/2016	2026	\$2,456.47
09/15/2016	2027	\$20,956.40
09/23/2016	2028	\$1,196,888.29
09/16/2016	2029	\$20,992.01
09/22/2016	2030	\$117,637.47
09/29/2016	2031	\$631,071.53
09/29/2016	2032	\$105,612.72

**2016-2017 Fiscal Year Payroll Vouchers:**

<u>DATE</u>	<u>VOUCHER #</u>	<u>AMOUNT</u>
08/15/2016	8	\$2,025.52
08/22/2016	1004	\$2,073,639.20
08/25/2016	9	\$205,585.77
08/25/2016	11	\$17,737.28
08/30/2016	12	\$1,703.86
09/06/2016	1006	\$2,712,671.80
09/08/2016	13	\$204,361.13
09/09/2016	14	\$1,683.94
09/09/2016	15	\$1,773.08
09/19/2016	1008	\$2,747,941.86
09/22/2016	16	\$208,632.41
09/23/2016	17	4,074.45

Source of Funding -

M & O \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.C. TOPIC: Acceptance of Gifts

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve acceptance of the following gifts offered to the District.

<u>Donor</u>	<u>Gift</u>	<u>Recipient</u>
Shirley Feaser	Microwave oven and Refrigerator Est. Value \$840	American
Donor's Choose	"Music Literacy" project Est. Value \$764	Bicentennial North
Donor's Choose	Drying Rack-Art room organizer Est. Value \$700	Bicentennial North
Dollar General	\$2,500 Youth Literacy Grant	Bicentennial North
Donor's Choose	"Our Balancing Act Needs You!" project Est. Value \$720	Challenger
Challenger PTSA	\$116.36 for Fieldtrips	Challenger
Wells Fargo Matching Gifts Program - Diana Sandoval	\$12 Classroom Field Trips	Coyote Ridge
Wells Fargo Matching Gifts Program - Teri Zwegardt	\$115.38 Classroom Field Trips	Coyote Ridge
Wells Fargo Matching Gifts Program - Dezirae Anaya	\$60 Classroom Field Trips	Coyote Ridge
Coca Cola	\$58.34 Employee Incentives	Desert Garden
Coca Cola	\$46.80 Employee Incentives	Desert Spirit
Jamba Juice	\$38.80 Gift to School	Desert Spirit
Lanini Management Inc	\$242.30 Donation to Student Council	Discovery
Christ Church of the Valley	\$11 Gift to School	Discovery
Mauro & Amy Apeitia	\$30 Gift to School	Discovery
Valley of the Sun United Way	School Readiness Kit, 150 Backpacks w/Supplies, Est. Value \$4,500	District Family Resource Centers
California Casualty Management Company	16 lateral files	Districtwide
Schwan's	(3) 20" girl's bikes, (1) 20" boys bike, (4) helmets for Student Incentives Est. Value \$320	Food Service
Donor's Choose	"Digital Math and Financial Literacy Software" Est. Value \$478	Glendale Success Academy
Bechtel Corporation	\$2,990 for staff and student T-shirts	Imes
Bechtel Corporation	3,500 Books for Students	Imes
Susan A. Peterson/Hopeton Codlin	\$10 for School T-Shirts	Imes
Camelback Vending	\$65.38 Gift to School	Landmark
Rotary Club at Glendale West	20 hardback books, Est. Value \$200	Landmark
Brenda Bartels	Challenge Set for Computer Science Class, Est. Value \$75	Landmark
Donor's Choose	"Masterful Math Centers" project Est. Value \$200	Sunset Vista
Donor's Choose	"Building Tomorrow's Engineers" project Est. Value \$260	Sunset Vista
Arizona Diamondbacks	\$1,000 MVP Award/gift for Amanda Lutha's Classroom	Sunset Vista
Interstate Studio & Publishing	\$276 for Student Incentives and activities	Wm C Jack

GLENDALE ELEMENTARY SCHOOL DISTRICT  
**ACTION AGENDA ITEM**

AGENDA NO: 5.D. TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Cathey Mayes, Director of Human Resources

RECOMMENDED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations, and/or contract renewals of certified personnel.

**New Employment\***

1. Witting, Ryan	Teacher	30,263.61*	10/17/16
------------------	---------	------------	----------

\*Salary is subject to change pending employment and transcript verification.

**Resignations**

1. Staffey, Kimberly*	Teacher	Moving	11/1/2016
2. Mayes, Jammie*	Achievement Advisor	Moving	11/8/2016

\*Recommend liquidated damages fee applied per contract

**Guest Teacher - New Hire**

1. Goatson, Raini	Guest Teacher		10/18/2016
-------------------	---------------	--	------------

**Guest Teacher - Resignation**

1. Hauswirth, Maryann C.	Guest Teacher	Personal	10/20/2016
2. Dehorney, Louise	Guest Teacher	Personal	05/26/2016

**Correction to Leave of Absence**

1. Penn, Rhett C.	Teacher		10/31/16 - 11/04/16
-------------------	---------	--	---------------------

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.E. TOPIC: Classified Personnel Report

SUBMITTED BY: Ms. Jacqueline Horine, Coordinator for Classified Human Resources

RECOMMENDED BY: Dr. Barbara Goodwin, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

**New Employment**

1. Barazza, Carmen	Substitute Cleaner	\$9.90	10/31/16
2. Marshall, Shaniqua T.	Substitute Educational Assistant	\$9.66-11.49	10/31/16
3. Marshall, Shaniqua T.	Substitute Bus Monitor	\$9.20	10/31/16
4. McInerny, Nancy	Food Service Worker	\$9.00	11/07/16
5. Morris, Nicole	Attendance Secretary	\$11.84	11/07/16
6. Patel-Somerville, Anushka	Administrative Secretary-School	\$15.15	10/31/16
7. Roza, Judith A.	Bus Monitor	\$10.21	10/24/16
8. Smythe, Terry J.	Substitute School Bus Driver	\$13.65	10/31/16
9. Valdivia, James Andrew	Educational Assistant Special Education	\$10.00	10/26/16

**Rehire**

1. Eason, Victoria	Substitute School Bus Driver	\$13.65	10/31/16
--------------------	------------------------------	---------	----------

**Position Change**

1. Finch, Richard B.	From Groundskeeper to Senior Groundskeeper	\$13.39	10/31/16
2. Heard, Sherriel A.	From Substitute Bus Monitor to Bus Monitor	\$10.03	10/31/16
3. Rarang, Corina	From Trainee School Bus Driver to School Bus Driver	\$14.81	10/24/16
4. Rita, Gerald J.	From Unit Operations Manager to Operations Supervisor	\$40,208 (Prorated)	10/31/16

**Resignation**

1. Cordova, Andra Christina	Delivery Driver	Personal	11/04/16
2. Cortez, Evangelina	Food Service Worker	Other Employment	11/02/16
3. Ellis, Carol A.	Substitute Extended Day	Personal	11/11/16
4. Escobar, Marina del Carmen	Cleaner	Personal	11/14/16
5. Gates, Sharon	School Bus Operator Trainee	Personal	10/31/16
6. Guzman, Will	Bus Monitor	Other Employment	10/28/16
7. Hitchner, Brandon	Lead Custodian	Personal	10/28/16
8. Houston, Jermaine L.	Substitute Cleaner	Personal	10/17/16
9. Ingram, Dorothy E.	Educational Assistant	Other Employment	11/11/16
10. Ortega, Beatriz	Attendance Secretary	Personal	10/28/16
11. Rohrbacher, Margaret	Educational Assistant	Personal	10/07/16
12. Salguero Linares, Valeriana	Substitute Cleaner	Personal	10/14/16
13. Ultreras, Maria Rosario	Food Service Cashier	Other Employment	11/08/16

**New Hire Substitutes**

1. Larsen, Richard N.	Educational Assistant	\$9.66-11.49	11/02/16
-----------------------	-----------------------	--------------	----------



GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.F. TOPIC: Approval of Travel

SUBMITTED BY: Various Departments

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the requests for employee and Board members' out-of-county travel as presented.

---

<b>Traveler</b>	<b>Purpose/Location</b>	<b>Dates</b>	<b>Cost</b>
Alejandrina Garcia	OELAS Conference	Dec 7-9	\$1,950 <i>Title III</i>
Roxanne Reese	Tucson, AZ		



**CONFERENCE/WORKSHOP REQUEST**  
**JUSTIFICATION FORM**

Must be completed and submitted to the Superintendent's office for transmittal to the Governing Board along with the Travel Request Form.

**Name of Traveler(s):** Alejandrina Garcia and Roxanne Reese, Language Acquisition

**Conference/Workshop Title:** 2016 ADE- Office of English Language Acquisition Services (OELAS)  
**(Reason for Travel)** Annual Conference at the JW Marriott Starr Pass in Tucson, AZ

**1. Relevance of conference/workshop to employee(s) work responsibilities:**

The conference will provide GESD with valuable information to be used in the implementation of the English Language Development (ELD) four-hour instructional model. This conference will provide meaningful professional development opportunities for educators and teacher trainers of ELLs, designed to help meet the unique challenges faced in the Structured English Immersion program model.

**2. How will employee(s) share information with colleagues?**

The information will be shared with the seventeen school Language Acquisition Lead Teachers, school level Achievement Advisors, and school leadership through collaborative meetings and professional development sessions.

**3. How is the conference/workshop related to district, school or department goals and or objectives?**

The conference is sponsored every year by the Arizona Department of Education to assist districts with State directed compliance mandates concerning the implementation of the ELD instructional model; the implementation of language development instructional methodologies; after school programs and services for English language learners and their families. The conference connects to the district and department goals: for 1) increasing achievement for all students and 2) eliminating the achievement gap.

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.G. TOPIC: Surplus Property Disposal

SUBMITTED BY: Mr. Tony Remo, Fixed Assets Specialist

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the items listed as surplus property and grant permission to dispose of them through public auction or salvage company.

**RATIONALE:**

The District is currently using Arizona Auctioneers and Sierra Auction for surplus equipment. The following is a list of equipment that is outdated, broken, or non-repairable.

<u>District ID#</u>	<u>Description</u>	<u>District ID#</u>	<u>Description</u>
327701	Furniture	307060	Mixer
306834	Oven	306945	Proofer
318484	Piano	328710	Laptop cart
307756	Truck	326162	Compressor
310332	Floor scrubber	326163	Compressor
902047	Laptop	335770	Laptop
329892	Condensing unit	330301	Compressor
331042	5 Ton A/C	332177	4 Ton A/C
334433	Compressor	335731	Compressor
338955	Compressor	333157	5 Ton A/C
334272	4 Ton heat pump	337066	Heat pump
330154	Compressor	337052	Compressor
326083	Laptop	326087	Laptop
326094	Laptop	326100	Laptop
331427	Computer	328758	Laptop
333459	Computer	323906	laptop
320678	Floor scrubber	335998	Floor scrubber
333812	Floor scrubber	327711	Floor scrubber
316599	Floor scrubber	326192	Floor scrubber
325457	Floor scrubber	310301	Carpet edger
310735	Floor polisher	307726	Carpet shampooer
316317	Carpet shampooer	316314	Carpet shampooer
299509	Wet/dry vacuum	325084	Floor scrubber

Source of Funding -

M & O \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_

<u>District ID#</u>	<u>Description</u>	<u>District ID#</u>	<u>Description</u>
325075	Wet/dry vacuum	326055	Floor scrubber
326069	Carpet shampooer	323028	Floor scrubber
327711	Floor scrubber	335713	Floor scrubber
318275	Carpet shampooer	327440	Floor scrubber
335990	Floor scrubber	336530	Floor scrubber
330342	Floor scrubber	327652	Floor scrubber
334676	Milk cooler	330345	Safe
326050	Laminator	336484	Laminator

00700 Scrap metal \*\*

\*\*State Salvage Vendor

---

Source of Funding -  
M & O \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_  
Budget \_\_\_\_\_

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.H. TOPIC: Surplus Property Trade-In

SUBMITTED BY: Mr. Tony Remo, Fixed Assets Specialist

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the item listed as surplus property and grant permission to use as a trade in for new equipment as explained in attached letter.

**RATIONALE:**

The District is currently using Arizona Auctioneers and Sierra Auction for surplus equipment. The following is a list of equipment that is outdated, broken, or non-repairable.

<u>District ID#</u>	<u>Description</u>	<u>District ID#</u>	<u>Description</u>
330344	Stove		

---

Source of Funding -  
M & O \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_  
Budget \_\_\_\_\_

Glendale Elementary Food & Nutrition



7015 W. Maryland Ave.  
Glendale, AZ 85303

September 30, 2016

From: Shannon Gleave

To: Board Members

Food and Nutrition is requesting Board approval for the equipment listed below. The trade in value will be applied to the quote to purchase new equipment for the Boardwalk Deli.

If the equipment were to be taken to Public Auction, it would be sold at a fraction of the amount. Arizona Restaurant Supply (Mohave) is prepared to give the district as trade in:

330344 – Stove – Garland, Model# H2865-2, serial # 06091100152838

Thank you for your consideration,

Shannon Gleave  
Director of Food and Nutrition

---

Source of Funding -

M & O

Budget \_\_\_\_\_

State

Grant \_\_\_\_\_

Federal

Grant \_\_\_\_\_

Capital \_\_\_\_\_

Other \_\_\_\_\_

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.I TOPIC: Sole Source Award

SUBMITTED BY: Lourdes Banuelos, Manager of Purchasing & Distribution

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the Sole Source Award to Houghton Mifflin Harcourt for products and services related to the Gifted Cognitive Abilities Test (CoGAT).

**RATIONALE:**

Pursuant to School District Procurement Rule A.A.C. R7-2-1053, a contract may be awarded for a material, service or construction item without competition if the governing board determines in writing there is only one source for the required materials, service or construction item.

A copy of the justification for a Sole Source Award to Houghton Mifflin Harcourt is attached.

The District currently uses the Gifted CoGAT product to evaluate all third grade students and those students recommended for testing in other grades throughout the school year. As Houghton Mifflin Harcourt is the creator of the CoGAT, their company is the only source to receive reliable scoring and testing results for public schools.

The funding for the ongoing needs is provided primarily through Maintenance and Operations.

---

Source of Funding -

M & O State Federal  
Budget  x  Grant \_\_\_\_\_ Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_



**GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 44**

7301 N. 58th Ave, Glendale AZ 85301

Phone: (623) 237-6281 Fax: (623) 237-6295

**SOLE SOURCE JUSTIFICATION FORM**

Please complete this form in its entirety, using attachments as necessary. Return the form and all supporting documentation to Purchasing. If approved, Purchasing will request a Sole Source award from the Governing Board.

1. Vendor Name: Houghton Mifflin Hartcourt	2. Estimated Annual Expenditures: 8,000
3. Full description of materials or services: <b>Scoring for the Cognitive Abilities Test</b>	
4. Reason for requesting Sole Source determination (check one): <input type="checkbox"/> Item must match existing equipment, which is: _____ <input type="checkbox"/> Item is a repair part for existing equipment, which is: _____ <input type="checkbox"/> Item is to be attached to existing item, which is: _____ <input type="checkbox"/> No other manufacturer of this type of product exists. <input type="checkbox"/> Other manufacturers of this type of product do not meet our minimum requirements/technical characteristics:  Manufacturer's Name _____ Reason for Deficiency _____ Manufacturer's Name _____ Reason for Deficiency _____ Manufacturer's Name _____ Reason for Deficiency _____ <input checked="" type="checkbox"/> Other <u>Service is provided by publisher only</u>	
5. Document efforts to locate other sources. <i>Internet search showed that Houghton Mifflin Hartcourt, the test maker, provides the only scoring service available.</i>	
6. Provide evidence of one source. <i>Brewers and Seton will allow you to do "practice tests" but their services are not official.</i>	
7. Explain why the price is considered reasonable. <i>To print locally, the man hours required would be higher in cost than sourcing the project out.</i>	
8. Describe the efforts that have been made to conduct a non-competitive negotiation to get the best possible price for the taxpayers. <i>Our volume is not large enough to qualify for a discount.</i>	

Date 10/18/14
School/Department District

---

Purchasing Department Use Only

Approved  
 Denied  
 Requested More Information

\_\_\_\_\_ Purchasing Signature      \_\_\_\_\_ Date



cogat test scoring services

Search

Web

Images

Videos

Maps

News

Explore

58,200,000 RESULTS

Any time ▾

## Classroom Assessment Scoring System | HMH Assessments

[www.hmhco.com/.../classroom-solutions/assessment/scoring-services](http://www.hmhco.com/.../classroom-solutions/assessment/scoring-services) ▾

The Houghton Mifflin Harcourt Scoring Service provides test scanning, scoring, and reporting services for norm- and criterion-referenced educational tests.

## Cognitive Abilities Test (CogAT) Test Form 7 | HMH

[www.hmhco.com/hmh-assessments/ability/cogat-7](http://www.hmhco.com/hmh-assessments/ability/cogat-7) ▾

Video embedded · The Cognitive Abilities Test™ (CogAT ... \* Order for Scoring Services (OSS) must be completed for HMH Central Scanning and Scoring and/or ... DataPlus Package · Scoring Services

## Cognitive Abilities Test™ (CogAT) - Seton Testing Services

<https://www.setontesting.com/cogat> ▾

The Cognitive Abilities Test™ (CogAT) is an aptitude test that measures a student's general and specific cognitive abilities. This test measures learned reasoning ...

## Scoring - The Office of Measurement Services

[https://oms.umn.edu/.../ability\\_tests/cogat6/scoring.php](https://oms.umn.edu/.../ability_tests/cogat6/scoring.php) ▾

Office of Measurement Services ... At each level of CogAT, separate scores are ... MSTP offers greater flexibility in its test packages and score reporting options ...

## [PDF] CogAT Score Interpretation Guide - Shakopee Schools

[www.shakopee.k12.mn.us/cms/lib07/MN01909221/Centricity/Domain/1643...](http://www.shakopee.k12.mn.us/cms/lib07/MN01909221/Centricity/Domain/1643...)

Common Test Score Misconceptions ... to Riverside Scoring Service for scoring ... CogAT Score Interpretation Guide CogAT. CogAT Score Interpretation Guide CogAT

## CogAT - BREWER TESTING

[www.brewertesting.com/CogAT.html](http://www.brewertesting.com/CogAT.html) ▾

BREWER TESTING SERVICES. ... COGNITIVE ABILITIES TEST™ (CogAT®) GRADES 2-12) ... Your score report will tell you your student's cognitive abilities profile.

## Policies and Procedures for the IOWA, CogAT, and TerraNova ...

<https://www.setontesting.com/policies-and-procedures-for-the-iowa...> ▾

CogAT Practice Test; Scoring High on the IOWA; ... All orders are subject to approval by Seton Testing Services. Prices are subject to change without notice.

## [PDF] Understanding the Cognitive Abilities Test™ (CogAT) - ...

[www3.rps205.com/programs/PublishingImages/Pages/Renaissance-Testing...](http://www3.rps205.com/programs/PublishingImages/Pages/Renaissance-Testing...)

Understanding the Cognitive Abilities Test™ (CogAT ... CogAT Score Profiles

Sign in



250



Related searches

[CogAT Test Scores Interpretation](#)[CogAT 7 Sample Test](#)[CogAT Practice Test Grade 5](#)[CogAT Score Chart](#)[Understanding CogAT Scores](#)[Free CogAT Practice Test Download](#)[CogAT Sample Test 3rd Grade](#)[What CogAT Score is Gifted](#)

Easily Ace The **CogAT®** | **TestingMom.com**

Ad · [www.TestingMom.com/Exclusive\\_CogAT](http://www.TestingMom.com/Exclusive_CogAT)

Get your child into the school that you want most! 75% Off this summer

Cogat Practice Questions - Testing Mom

[See your ad here »](#)

•Students differ in level & pattern of cognitive abilities

[PDF] [The CogAT Test Explanation for Parents - Home - Lake ...](#)  
[es.lb65.org/UserFiles/Servers/Server\\_5566160/File/Announcements/The...](http://es.lb65.org/UserFiles/Servers/Server_5566160/File/Announcements/The...)  
! 1! Reading the CogAT Report for Parents The CogAT Test measures the level and pattern of cognitive development of a student compared to age mates and grade mates.

Free Sample **CogAT Practice Tests** and Questions ...

<https://www.testingmom.com/cogat-test/sample-cogat-practice-questions> ▼

Find challenging CogAT practice tests and sample questions on our site. Use our interactive Digital Tutor and board games to boost your child's score!

Related searches for **cogat test scoring services**

**Cogat Test Scores Interpretation** Understanding **Cogat Scores**

**Cogat 7 Sample Test** Free **Cogat Practice Test Download**

**Cogat Practice Test Grade 5** **Cogat Sample Test 3rd Grade**

**Cogat Score Chart** **What CogAT Score is Gifted**



New Privacy and Cookies    New Legal    Advertise    About our ads    Help    Feedback

© 2016 Microsoft



# Cognitive Abilities Test™ (CogAT)



The Cognitive Abilities Test™ (CogAT) is an aptitude test that measures a student's general and specific cognitive abilities. This test measures learned reasoning and problem-solving skills in three areas: verbal, quantitative, and nonverbal, which are closely tied to academic success. The CogAT is often used to identify gifted and talented students. It helps parents of homeschoolers and private school educators understand their student's cognitive strengths and weaknesses and learning styles. This testing tool is also used to identify at-risk students who may need further individual assessment. The CogAT provides predicted achievement scores when administered with the **IOWA Tests**. **B.A. or B.S. degree required for administration.**

## Pricing and Grades

Grade	CogAT Level	CogAT	CogAT with IOWA or ITED	CogAT with ITED Interest Explorer Grades 9-12
3	A	\$29	\$48.50	
4	B	\$29	\$48.50	
	C	\$29	\$48.50	
6	D	\$29	\$48.50	
7	E	\$29	\$48.50	
8	F	\$29	\$48.50	
9	F	\$29	\$48.50	\$68.50
10	G	\$29	\$48.50	\$68.50
11-12	H	\$29	\$48.50	\$68.50

## The CogAT Evaluates:

### Verbal Abilities

- ◆ Verbal Classification
- ◆ Sentence Completion
- ◆ Verbal Analogies

### Quantitative Abilities

- ◆ Quantitative Relations
- ◆ Number Series
- ◆ Equation Building

### Nonverbal Abilities

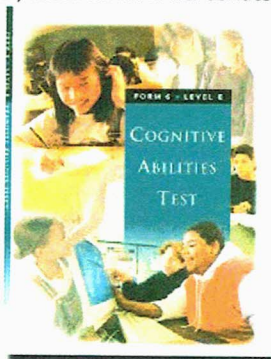
- ◆ Figure Classification
- ◆ Figure Analogies<sup>C</sup>
- ◆ Figure Analysis

## Administration and Completion Times

- ◆ Levels A-H take approximately 2½ hours to complete.
- ◆ All levels may be tested together.
- ◆ CogAT can be administered in whole or in part, however, the most complete view of a student will be provided through administration of all three batteries.
- ◆ Recommended to take the CogAT every two to three years. It may be ordered separately or combined with IOWA Tests. *Combining achievement tests and learning ability tests can help you develop reasonable expectations for your student's progress, based on his or her abilities.*
- ◆ Available for Grades 3-12.

## Scoring Reports and Results

- ◆ Narrative Report
- ◆ Verbal and nonverbal (including quantitative) Scores
- ◆ Predicted Achievement Scores if taken with the IOWA
- ◆ Age/Grade Percentile Scores
- ◆ Standard Age Scores
- ◆ Year-round machine scoring locally, except for CogAT taken with the ITED and Interest Explorer, (Grades 9-12)
- ◆ **Interactive Ability Profile Interpretation System**  
(This link will take you to an external site that was built to enable teachers and parents to interpret the *Cognitive Abilities Test™ (CogAT)* Ability Score Profiles for their students.)



## Administration Requirements

- ◆ B.A. or B.S. Degree
- ◆ Completed Administrator Form (*one-time completion required by publisher*)

## Test Restrictions

**State Restrictions:** CogAT Form 6 tests are not available for customer use in the Dallas ISD (Independent School District) zip codes, NJ and New York (Grades 8-9, Level F). Tests can only be purchased by homeschools, homeschool support groups or small private schools.

## Ordering and Return of CogAT Testing Materials

- ◆ Orders must be placed at least 3 weeks in advance of the test date.
- ◆ Test Agreement Form must be completed prior to shipment of product.

**INTEREST EXPLORER**  
also available with ITED  
[Click Here for Information](#)

[Add to Cart](#)

- ◆ Tests may only be purchased by homeschoolers, homeschool support groups, or small private schools (enrollment under 100 or else [email us](#)).
- ◆ Testing materials are **rentals only** and must be returned undamaged to Seton via a trackable shipping method immediately after the testing session, unless special permission is obtained from Seton.
- ◆ Damaged or lost materials will incur additional expense, and will be charged to your credit card.

## CogAT

add to shopping cart



Test:

Student : You must login to select a student. (Required)

Add to Cart

[View our policies and procedures](#)

[Need help ordering? See a breakdown of the ordering process.](#)

## CogAT with IOWA

add to shopping cart



Test:

Student : You must login to select a student. (Required)

Add to Cart

[View our policies and procedures](#)

[Need help ordering? See a breakdown of the ordering process.](#)

## CogAT with IOWA and Interest Explorer

add to shopping cart



Test:

Student : You must login to select a student. (Required)

Add to Cart

[View our policies and procedures](#)

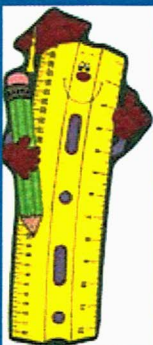
[Need help ordering? See a breakdown of the ordering process.](#)

Also Available:

[CogAT Practice Test](#)



- [Home](#)
- [Test Prep](#)
- [At-Home Testing](#)
- [Professional Testing](#)
- [References](#)
- [About Us](#)
- [Contact Us](#)
- [Links](#)
- [FAQ](#)
- [Special Orders](#)
- [Group Orders](#)



# BREWER TESTING SERVICES

PROVIDING PROFESSIONAL AND CONFIDENTIAL TESTING TO HOMESCHOOL FAMILIES AND PRIVATE SCHOOLS



A Pay Pal account is NOT required

**Best Price, Quality, & Service - Year Round !!!**

[View Cart](#)

We offer professional testing at our office and a wide selection of paper and online tests that may be administered in your home by the homeschool parent or by another qualified person. We ship materials promptly (usually within 1 day) and return most score reports within 4 days. We also offer 24 hour grading, First Class mailed hard copy reports, and emailed "pdf" reports. All of our tests are nationally standardized with the latest norms available. We only offer tests that meet our high standards! Schedule or order today.  
[Our website is viewed best in Firefox, Chrome, or Safari](#)

**Home**

**COGNITIVE ABILITIES TEST™ (CogAT®) GRADES 2-12) \$55**

**Test Prep Materials**

**Please note: This is not an achievement test.**

**End of Grade Tests**

**BASI \$30**

**IOWA ITBS & ITED Forms A & C**

**Stanford Online**

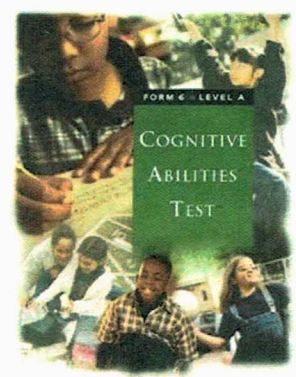
**TerraNova - 1st & 2nd Editions Forms A & C**

**CogAT**

**IOWA™ Mail-in Order Form** or for quickest service, order online below.

**Woodcock**

**I agree to all testing requirements and will return all testing materials,**



**Johnson III & IV**

**undamaged, by the due date (3 weeks from your testing date).**

**IQ Tests**  
**KBIT 2**  
**CogAT**  
**OLSAT**

Please select Grade Level Below

- 2 Lvl 2
- 3 Lvl B
- 4 Lvl C
- 5 Lvl D
- 6 Lvl E
- 7 Lvl F
- 8 Lvl F
- 9 Lvl F
- 10 Lvl G
- 11 Lvl G
- 12 Lvl H

**Online-NEW!**  
**WJ**  
**CogAT**

**Kaufman Tests**  
**KTEA II**  
**KBIT 2**  
**KTEA II**

**Brief**

Please select any additional options below:

- Hard copy by 1st class mail (No charge for an emailed report) \$5
- 24 hr. Rush grading (1-3 weeks is normal) \$20

**Group Orders**

**Special Orders**

**Telephone Number:**  -  -

**About Us**

**Testing Date (m/d/y):**  -  -

**Contact Us**

**Quantity of this test needed:**

**Links**



**FAQ**

**References**

**Email Us**

**Thank you for letting us serve you!**

©Brewer Testing Services 2016

Revision Date:

23 August, 2016

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.J. TOPIC: Invitation for Bids

SUBMITTED BY: Ms. Lourdes Banuelos, Manager of Purchasing and Warehouse

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the award of Invitation for Bids 17.05.21 for Printing, Binding, Design and Related Services to Alpha-Graphics #12 #31; Century Graphics; Complete Print Shop; Courier Graphics; D & L Press; Kyrene School District Print Shop; McPrint Direct; and Rhonda Rae Reprographics for the 2016-2017 school year with the right to renew for four (4) additional years.

**RATIONALE:**

The Purchasing Department is a current member of the Greater Phoenix Purchasing Consortium of Schools (GPPCS) and Strategic Alliance for Volume Expenditures (SAVE), and is acting as the lead District for GPPCS and SAVE for this Invitation for Bid. This bid can be used by all GPPCS and SAVE members for all awarded.

Invitation for Bid (IFB) notices were e-mailed to thirty-one (31) vendors on September 26, 2016. The IFB was also posted on the Community Vendor page of the District’s website for public access.

The Purchasing Department received three (3) no bid responses and fourteen (14) vendors submitted bids.

The Purchasing Department’s Evaluation Committee evaluated the bids using market basket pricing, vendor qualifications, regions serviced by vendors and compliance to the instructions of the bid. Recommended vendors were deemed responsible and responsive.

This recommendation is the least number of suppliers necessary to meet the needs of the District and all GPPCS and SAVE members. This IFB is a one (1)-year contract with the option to renew for four (4) additional one-year periods. The IFB file for this solicitation is held in the Purchasing Department for review.

The amount expended year to date is \$59,800.73

Primary funding is provided through Maintenance and Operations, Title I and Migrant.

---

Source of Funding -

M & O Budget \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_



GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 5.K. TOPIC: 2016-17 Revenue Budget

SUBMITTED BY: Ms. Sara DiPasquale, Director of Finance & Purchasing

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the 2016-17 fiscal year Revenue Budget as presented.

**RATIONALE:**

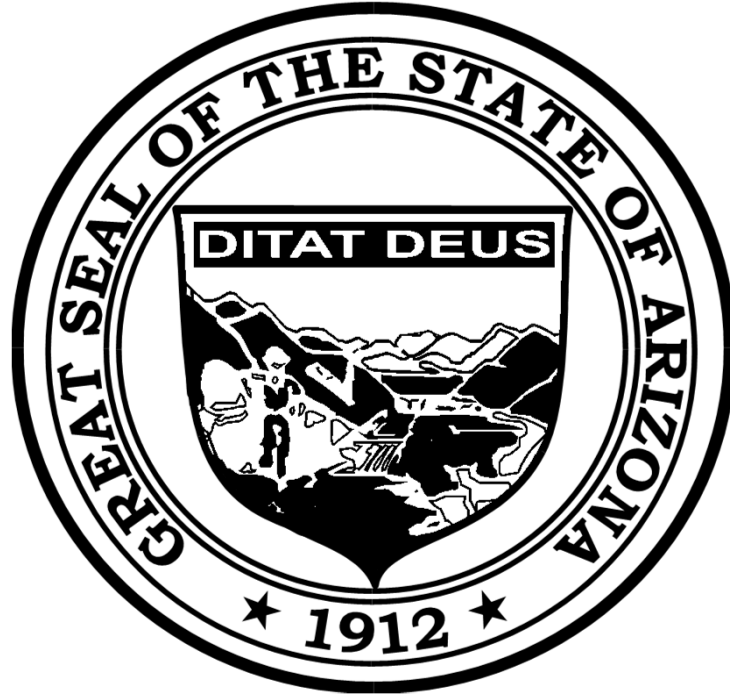
The Revenue Budget is no longer a state-mandated report but continues to be prepared for presentation in the District's financial statements (Comprehensive Annual Financial Report or CAFR).

The CAFR is most commonly read by bond rating companies, potential investors and financing agencies, so including revenue sources aids readers in understanding the District's total financial position.

---

Source of Funding -  
M & O Budget \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_

**NOT REQUIRED TO BE SUBMITTED - SET UP FOR FINANCIAL STATEMENT PRESENTATION ONLY**



# 2016-17 REVENUE BUDGET

\_\_\_\_\_  
Clerk or President of the Governing Board

November 17, 2015  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Business Manager

District Contact Employee: Sara DiPasquale

Telephone: (623) 237-7108

Email: sdipasquale@gesd40.org

**ESTIMATED REVENUES**

**0100 CASH**

- 1. 0102 Cash in Bank (Revolving Fund)
- 2. 0103 Cash on Deposit with County Treasurer (1)
- 3. Cash Balance in the Debt Service Fund not being used to reduce taxes
- 4. SUBTOTAL Beginning Cash Balance, July 1, 2007 (lines 1 + 2 - 3)

MAINTENANCE AND OPERATION FUND 001	UNRESTRICTED CAPITAL OUTLAY FUND 610	ADJACENT WAYS FUND 620		DEBT SERVICE FUND 700	TOTAL
5,416,709	3,722,575	528,750		355,858	
				0	
5,416,709	3,722,575	528,750		355,858	

- 1.
- 2.
- 3.
- 4.

**1000 LOCAL**

- 5. 11xx Property tax collections
- 6. 1300 Tuition
- 7. 1400 Transportation Fees
- 8. 1500 Earnings on Investments
- 9. Other (Specify Codes)
- 10. SUBTOTAL (lines 5 through 9)

12,709,289	2,194,353	51,250		2,316,148	
0	0			0	
0	0			0	
0	20,000	0		0	
0		0		0	
12,709,289	2,214,353	51,250		2,316,148	

- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**2000 INTERMEDIATE**

- 11. 2110 County School Fund
- 12. 2120 County Equalization Assistance
- 13. 2210 Special County School Reserve Fund
- 14. 2900 Revenue for/on Behalf of the District
- 15. SUBTOTAL (lines 11 through 14)

	0				
5,918,596	79,274				
0	0				
0	0				
5,918,596	79,274				

- 11.
- 12.
- 13.
- 14.
- 15.

**3000 STATE**

- 16. 3110 State Equalization Assistance
- 17. Other (Specify Codes) 3100
- 18. SUBTOTAL (lines 16 + 17)

50,581,265	677,487				
0	554,300			0	
50,581,265	1,231,787			0	

- 16.
- 17.
- 18.

**4000 FEDERAL**

- 19. 4100 Unrestricted Revenue Received Directly
- 20. 4200 Unrestricted Revenue Received through State
- 21. 4700 Revenue Received through Intermediate Agencies
- 22. 4800 Revenue in Lieu of Taxes
- 23. 4900 Revenue for/on Behalf of the District
- 24. SUBTOTAL (lines 19 through 23)

0					
0					
0					
0					
0					
0					

- 19.
- 20.
- 21.
- 22.
- 23.
- 24.

- 25. 5200 Interfund Transfers-In
- 26. 6930 Interfund Transfers-Out (2)

0	0			0	
(466,132)	0	0		0	

- 25.
- 26.

Beginning Cash Balance (4)	Revenue	Transfers In	Transfers (Out)	Total Available
----------------------------	---------	--------------	-----------------	-----------------

**OTHER BUDGETED FUNDS**

011	Classroom Site - Base Salary	3.	483,020	987,883			1,470,903	3.
012	Classroom Site - Performance Pay	4.	2,863,586	1,975,766			4,839,352	4.
013	Classroom Site - Other	5.	330,496	1,975,766			2,306,262	5.
020	Instructional Improvement	6.	937,424	500,000			1,437,424	6.
050	County, City, and Town Grants		16,958	0			16,958	
071	Structured English Immersion		1,387	110,000			111,387	
072	Compensatory Instruction		0	0			0	
500	School Plant (Lease Over 1 Year)	7.	147,779	35,000			182,779	7.
505	School Plant (Lease 1 Year or Less)	8.						8.
506	School Plant (Sale)	9.						9.
510	Food Service (5)	10.	5,863,654	9,100,000		(800,000)	14,163,654	10.
515	Civic Center	11.	139,015	40,000			179,015	11.
520	Community School	12.	306,402	415,000			721,402	12.
525	Auxiliary Operations	13.	40,099	20,000			60,099	13.
526	Extracurric. Activities Fees Tax Credit	14.	227,598	50,000			277,598	14.
530	Gifts and Donations	15.	345,428	222,000			567,428	15.
535	Career & Tech. Ed. & Voc. Ed. Projects	16.						16.
540	Fingerprint	17.	25,757	3,500			29,257	17.
545	School Opening	18.					0	18.
550	Insurance Proceeds	19.	90,216	5,000			95,216	19.
555	Textbooks	20.	20,492	5,000			25,492	20.
565	Litigation Recovery	21.	12,143				12,143	21.
570	Indirect Costs	22.	897,212	1,000	950,000		1,848,212	22.
575	Unemployment Insurance	23.						23.
580	Teacherage	24.						24.
585	Insurance Refund	25.						25.
590	Grants and Gifts to Teachers	26.						26.
595	School Bus Advertisement	27.	4,783	50			4,833	27.
596	Joint Technological Education							
630	Bond Building	28.	7,170,660	0			7,170,660	28.
639	Impact Aid Revenue Bond Building	29.						29.
640	School Plant - Special Construction	30.						30.
650	Gifts and Donations (Capital)	31.	125	0			125	31.
660	Condemnation	32.	14,349	125			14,474	32.
670	Capital Equity	33.						33.
685	Deficiencies Correction	34.						34.
686	Emergency Deficiencies Correction							
690	Building Renewal	35.	72,864	3,200,000			3,272,864	35.
695	New School Facilities	36.						36.
699	Federal Impact Aid (Construction)							
720	Impact Aid Revenue Bond Debt Service	37.						37.

(4) See (1) on page 1.

(5) Food Service Beginning Cash Balance should include the Food Service Fund Revolving Account cash balance.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.L. TOPIC: Out of County Field Trip

SUBMITTED BY: Ms. Gina Schmitz, Glendale Landmark Principal

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the Out-of-County field trip for Glendale Landmark students to participate in the First Lego League Robotics Competition at Coconino High School in Flagstaff, Arizona on December 3, 2016 as presented.

**RATIONALE:**

If approved, seventh and eighth grade students from Glendale Landmark will travel to Coconino High School in Flagstaff, AZ, to compete in a First Lego League Robotics Competition. Funding for the trip is provided by Landmark's Student Council.

---

**Source of Funding -**

M & O Budget \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_

**GLENDALE ELEMENTARY SCHOOL DISTRICT #40**  
**Administrative Services**

**REQUEST FOR OUT-OF-COUNTY/OUT-OF-STATE/OVERNIGHT FIELD TRIPS**

This form must be submitted to the Assistant Superintendent for Administrative Services prior to any field trip meetings with parents or students.

Submit this completed application to Administrative Services for review. This application will then be considered for approval by the Assistant Superintendent for Administrative Services, Superintendents Cabinet, and the Governing Board.

(PLEASE TYPE)

School: <u>Landmark School</u>	Number of Participants: <u>10 to 30</u>	
Principal Approval: <u>Gina Schmitz</u>	Grade(s) of Participants: <u>7<sup>th</sup> and 8<sup>th</sup> Graders</u>	
Contact Person(s) at Governing Board Meeting: <u>Gina Schmitz, Principal</u>		
Destination of Travel: <u>Coconino High School, Flagstaff, Arizona</u>		
Type of Field Trip (Science, Social Studies, Substance Abuse Prevention, Music, etc):		<u>First Lego League Robotics Competition</u>

(ATTACH ADDITIONAL INFORMATION AND SCHEDULE, IF APPROPRIATE)

<u>SITE</u>	<u>DATE</u>	<u>LOCATION</u>	<u>EDUCATIONAL VALUE</u>

**EMERGENCY INFORMATION**

Emergency cards **MUST** be prepared prior to trip to include emergency phone numbers, emergency medical information/special information on allergies, etc. A copy of these cards **MUST** be retained by the chaperones throughout the trip and a set must be filed with the school office prior to the trip.

A final list of all student/adult participants shall be filed with the school office prior to field trip departures. For all overnight trips, a final list of participants shall also be sent to Administrative Services prior to departure.

Contact Person: Gina Schmitz, Jeremy Kemper, John Louvau, and Caroline Smith

Contact Phone Number(s): 623-237-4104

**FOR OVERNIGHT TRIPS**

Field trip site has been assessed to assure the health, safety, and any accommodations for special needs of all participants by \_\_\_\_\_ on \_\_\_\_\_ through (visitation or contact) \_\_\_\_\_  
*(Name/Position)* *(Date)* *(Circle One)*

with \_\_\_\_\_ on \_\_\_\_\_  
*(Name/Position at Site)* *(Date)*

<u>LODGING</u>	<u>PHONE NUMBER</u>

**INSURANCE**

Name of Insurance Carrier for Field Trip: Glendale Elementary Coverage/District Transportation

Policy Number: \_\_\_\_\_

Description of Policy Coverage: \_\_\_\_\_

If using District Transportation, indicate "Glendale Elementary Coverage/District Transportation." Coverage is only applicable if District is proven negligent – purchase of Student Accident Insurance is highly recommended for all students in case of accident on/off the bus.

**TO OBTAIN GOVERNING BOARD APPROVAL THE ABOVE INSURANCE INFORMATION MUST BE PROVIDED.**

**STAFFING**

Student /Chaperone Ratio: Up to 28 to 4 Lead Teacher: Jeremy Kemper

Names of Certified Staff Chaperoning: Jeremy Kemper, Caroline Smith, John Louvau, and Gina Schmitz

Names of Non-Certified Staff/Parents Chaperoning: Brenda Bartels

**TRANSPORTATION**

Name of Transportation Carrier: Glendale Elementary School Dist #40 Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

Departure Date: December 3 Time: 5:00 Arriving at Destination Date: 12/3.16 Time: 8:00

Return Date: December 3 Time: 1:30 Arriving at Return Date: 12/3/16 Time: 4:30

TRANSPORTATION APPROVAL: \_\_\_\_\_ Date: \_\_\_\_\_

Do Buses Need to Remain: YES \_\_\_\_\_ NO x

**FUNDING**

Source of Funding (Substance Abuse, District, Student, Student Scholarships available, if necessary, etc)

Student Council Amount \$ \$570

\_\_\_\_\_ Amount \$ \_\_\_\_\_

Please indicate the process your school uses to provide this opportunity to students who are unable to provide their own funds: All fees covered by school – no money needed by students

How many students may be accommodated by this scholarship procedure? \_\_\_\_\_

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.A. TOPIC: Policy Revision Second Reading

SUBMITTED BY: Ms. Sara DiPasquale, Director of Finance & Purchasing

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance & Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the second reading and adoption of revisions to policy DID - Inventories, as presented.

**RATIONALE:**

The Governing Board approved the first reading of the revised policy DID at the October 20, 2016 meeting.

The attached amended policy DID-Inventories, has been updated to reflect GAAP (Generally Accepted Accounting Principles) and the General Accounting Standards Board Statement No. 34 Accounting and Financial Reporting Alternatives (GASB 34).

Also attached is a copy of DID-R, the District's current regulation delegating responsibility for developing inventory procedures to the Assistant Superintendent for Financial and Auxiliary Services.

---

Source of Funding -

M & O

Budget \_\_\_\_\_

State

Grant \_\_\_\_\_

Federal

Grant \_\_\_\_\_

Capital \_\_\_\_\_

Other \_\_\_\_\_



## DID © INVENTORIES

The Superintendent shall establish a ~~program to complete property control system to~~ implement District inventory procedures ~~, which shall include inventory of land, buildings, and equipment as required in the U.S.F.R. by the Uniform System of Financial Records (USFR) and to comply with applicable statutes and rules.~~

The acquisition threshold for capitalizing assets shall be five thousand dollars (\$5,000) or greater. Capitalized assets will be included in the general fixed assets listing. The acquisition threshold for stewardship items shall be greater than one thousand dollars (\$1,000) but less than five thousand dollars (\$5,000). Stewardship items will be included in the stewardship listing

Adopted: date of manual adoption

LEGAL REF.:Uniform System of Financial Records

[Arizona Revised Statutes 15-341\(G\) and 15-342](#)

[Arizona Administrative Code \(AAC\) R7-2-1131](#)

[Code of Federal Regulations \(CFR\) 34 80.32](#)

**INVENTORIES**

The business manager has responsibility to assist the Superintendent in developing procedures for maintaining District inventories. A copy of the complete inventory shall be on file in the office of the business manager. A detailed listing of land, buildings, and equipment must be established. Assets having a total acquisition cost of one thousand dollars (\$1,000) or more and with a life expectancy greater than one (1) year will be tagged, marked, and capitalized. Lands and buildings, and improvements to land and/or existing buildings, costing five thousand dollars (\$5,000) or more will be capitalized and included in the general fixed-assets listing. A comprehensive physical inventory of all District property shall be conducted every three (3) years.

Facility administrators shall implement the procedures, providing reports as requested on the contents of their buildings.

Facility administrators shall require any employee who removes an item from one school for use in another to have a written request for such removal signed by the business manager.

Each administrative unit shall assist in completing an annual inventory of all capital furniture and equipment, library media, and textbooks at its location.

Supply records shall be kept, which will show:

- The name of the individual receiving the supplies.
- The date received.
- The disposition of the supplies.

A perpetual inventory shall be maintained for all supplies warehoused by the District.

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.B. TOPIC: Policy Revision Second Reading

SUBMITTED BY: Ms. Jennifer MacLennan, Legal Counsel

RECOMMENDED BY: Ms. Jennifer MacLennan, Legal Counsel

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

The Governing Board will consider taking action to approve the second reading and adoption of the revised policy AC-Non-Discrimination / Equal Opportunity.

**RATIONALE:**

District Legal Counsel has provided the attached draft of revisions to policy AC-Non-Discrimination / Equal Opportunity, for the Board's consideration and possible adoption.

---

Source of Funding -

M & O Budget \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_

AC ©  
NON - DISCRIMINATION / EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

**The Board will not tolerate discrimination upon any of the bases identified herein. The Superintendent (or designee) shall be the compliance officer, and shall develop procedures and forms to receive and investigate complaints.**

Adopted: date of manual adoption

LEGAL REF.: A.R.S. [23-341](#)  
[41-1463](#)

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

20 U.S.C. 1681, Education Amendments of 1972, Title IX

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

42 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII

42 U.S.C. 12101 *et seq.*, Americans with Disabilities Act

Arizona Constitution, Ordinance Art. XX, Par. Seventh

CROSS REF.:

[ACA](#) - Sexual Harassment

[GBA](#) - Equal Employment Opportunity

[GCOF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDOD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[IHBA](#) - Special Instructional Programs and Accommodations for Disabled Students

[JB](#) - Equal Educational Opportunities

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[KED](#) - Public Concerns/Complaints about Facilities or Services

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.C. TOPIC: Policy Revision First Reading

SUBMITTED BY: Mr. Mike Barragan and Dr. Barbara Goodwin

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the first reading of proposed revisions to Policy GCCA Professional/Support Staff Sick Leave.

---

**RATIONALE:**

The recommended change to policy GCCA Professional/ Support Staff Sick Leave is being made to align with Meet and Confer recommendations made and approved by the Governing Board in May.

The policy changes have been reviewed and approved by legal counsel.



**GCCA**  
**PROFESSIONAL / SUPPORT STAFF**  
**SICK LEAVE**

Sick leave for District personnel is a designated amount of compensated leave that is to be granted to a staff member who, through personal or family illness, injury, or quarantine, is unable to perform the duties assigned. Family, for purposes of sick leave, shall include:

Spouse	Grandparents
Children	Grandchildren
Parents	Like relations created by marriage
Siblings	(e.g., stepchild, father-in-law, et cetera)

Sick leave may include other excused absences, such as medical, dental, or optical examination or treatment impossible to schedule on nonduty days.

Eligible *professional staff* members shall be credited with a sick leave allowance to a maximum of thirteen (13) days, contingent on the number of months employed during the fiscal year four (4) of which will be allocated for personal business. Two (2) days of sick leave and two (2) days of personal business shall be credited at the time the employees receive their first paycheck, and the remaining days shall be accrued through the remainder of their work calendar. Professional staff members hired after the date of the first payroll warrant for the employee's position shall receive a pro-rated sick leave allocation at the time of their first paycheck. Unused days allocated as personal business will roll into sick leave balances at the end of each year. The unused portion of the sick leave allowance shall accumulate without limit.

Eligible *support staff* members shall be credited with a sick leave allowance to a maximum of thirteen (13) days, contingent on the number of hours and months employed during the fiscal year.

An employee who separates from employment with the District having used sick leave in excess of the prorated amount to which the employee was eligible during the period of employment shall have a deduction for the excess leave taken from their final salary payment.

Sick leave may be used for childbirth during the time the physician verifies that the employee is physically unable to perform her normal duties.

A staff member who is or will be the father or the grandparent of a newborn child will be allowed two (2) days of sick leave for the birth. In the event of medical complications, more than two (2) days of sick leave may be allowed.

Upon request, the staff member shall inform the Superintendent of the following:

- Purpose for which sick leave is being taken.
- Expected date of return from sick leave.
- Where the staff member may be contacted during the leave.

Sick leave is only for the purpose of recuperative activities, e.g., obtaining medical care or treatment, procuring medications or other prescribed materials, convalescing at home or at a medical facility, or other therapy or activity prescribed by the employee's physician or health practitioner (with verification required if requested by the Superintendent). The District may, at District expense, require the employee to submit to medical or psychiatric examination by a physician or psychiatrist selected by the District to determine 1) whether or not the continued use of sick leave is appropriate or 2) whether return to duty is appropriate. A statement may also be requested when the District has reason to believe that the employee might be harmed by a premature return to work.

Any employee who can be shown to have willfully violated or misused the District's sick leave policy or misrepresented any statement or condition will be subject to discipline, which may include reprimand, suspension, and/or dismissal.

Other types of leave may be deducted from accumulated sick leave when an employee is temporarily unable to carry out the performance of assigned duties and/or responsibilities. If the employee refuses the "Return to Work" offer, the employee will not be allowed to use sick or donated leave to make up the difference for the wages they could have earned.

### Sick Leave Buy Back

~~After ten (10) years of continuous service with the District, and upon resignation, retirement, or death, an employee or the employee's estate will be paid for unused sick leave at a rate of ninety dollars (\$90) per day for certificated and exempt support personnel or at a rate based on the first range of the employee's support staff salary grade or ninety dollars (\$90) per day, whichever is less.~~

~~The figures in the following chart represent a cap placed on the sick leave buy back of all certificated employees including certificated administrators.~~

<del>Years</del>	<del>of</del>	<del>Maximum</del>	<del>Days</del>
<del>Service</del>		<del>Reimbursed*</del>	
<del>Ten (10)</del>		<del>Eighty (80)</del>	
<del>Fifteen (15)</del>		<del>One Hundred Twenty (120)</del>	
<del>Twenty (20)</del>		<del>One Hundred Sixty (160)</del>	
<del>Twenty five (25) and beyond</del>		<del>One Hundred Seventy (170)</del>	

~~\*A "day" is the number of hours in the employee's regularly assigned workday.~~

~~A request for sick leave buy back must be presented in writing to the personnel department by March 20 of the year in which the resignation is to occur. Anyone submitting a request after March 20 may be paid the following year. When extenuating circumstances preclude such notification by the above deadline, consideration will be given to the applicant's request depending on the availability of funds. If funds are unavailable, the applicant will be paid the first pay period of the following fiscal year.~~ The District may offer as a benefit of employment the



ability for employees to receive compensation for accrued but unused sick leave (sick leave buy back). The Governing Board shall approve the eligibility requirements, requisite timelines for application and payment, and compensation amounts for any sick leave buy-back program.

Adopted: July 23, 2014

LEGAL REF.:

A.R.S. [15-187](#)  
[15-502](#)

CROSS REF.:

[GCBA](#) - Professional Staff Salary Schedules

**PROFESSIONAL / SUPPORT STAFF  
SICK LEAVE**

**Short-Term Disability Leave**

The District will provide to employees short-term disability insurance. An employee who goes on short-term disability must first use all accumulated sick leave. The leave is for ninety (90) calendar days from the onset of the disabling incident. The payment for short-term disability shall be two-thirds (2/3) of pay, not to exceed five thousand dollars (\$5,000) per month, which is provided by Mutual Benefit Life Insurance Company.

**Long-Term Disability Leave**

An employee for whom a leave of absence for long-term disability is authorized will notify the personnel department. The employee's name will then be placed on the Governing Board meeting agenda to notify the Board of such action.

Hospitalization and major medical insurance premiums may be paid by the employee at a group insurance rate through the District. The Arizona State Retirement System (ASRS) contributes toward premium payments. The District will continue to pay the employee's life insurance premiums for nine (9) months after leave is authorized. A waiver will then be sent to the insurance company for approval of continued coverage by the insurance company. If this waiver is approved, the employee will be covered until age sixty-five (65).

If the employee returns to District service within a year, all rights of tenure, retirement, accrued leave, salary increments, and other benefits provided by law shall be preserved at the level earned when leave was taken, and the employee will be considered for any position comparable to the original position, with the understanding that when an opening occurs in the category formerly held, the employee will be given consideration for the position.

If the employee does not return to work after one (1) year, the District has no further obligation to the employee. The employee will be terminated. This action will occur when the employee's name is placed on a Governing Board meeting agenda to notify the Board of such action. If the employee cannot return to District service after one (1) year, the employee may request an extension of the leave of absence from the Governing Board to a maximum of one (1) year per request.

## Support Staff Accrual and Use of Sick Leave

Sick leave for support staff personnel is posted in hours on the first day of business of each month, and there will be no limit on the amount of sick leave that an employee may accrue. Sick leave is charged to the employee's record on an hourly basis. A "dock", or pay reduction may be made when the employee's absence exceeds the amount of sick leave the employee has accrued.

### ~~Support Staff Sick~~ Annual Sick Leave Buyback Option

~~The Supplemental Support Staff Sick Leave Buy Back is a supplement to exempt and non-exempt support staff employees with twenty (20) or more years of consecutive service to the District. The employee must be eligible and apply for retirement from the ASRS. The employee who qualifies continues to be eligible for the current Sick Leave Buy Back Program (GCCA). Employees can sell back accumulated sick leave at the difference between the beginning range of their salary line and their current range. There is no limit~~

Employees with more than five (5) years of continuous service with the District may be eligible to participate in sick leave buy back benefit with respect to accrued but unused sick leave upon their resignation or retirement from the District.

Employees who resign or retire from the District with at least five (5) years but less than ten (10) years of continuous service may request sick leave buy-back of up to 320 hours at \$8.125 per hour.

After ten (10) years of continuous service with the District, and upon resignation or retirement, each classification of employee will be reimbursed for accumulated sick leave based on the first range of the employee's classified salary grade or \$11.25 per hour, whichever is less. There is a cap to the number of days that ~~may be sold back.~~

~~A request for the Supplemental Support Staff Sick Leave Buy Back program must be presented on the appropriate form by January 15 the year prior to the year of retirement. The employee will be notified of their acceptance or otherwise by February 15.~~

~~Enrollment into the plan will be based on seniority and subject to the twenty five thousand dollar (\$25,000) budget cap.~~

will be reimbursed as outlined in the table below. A contract year equals a year of employment for purposes of this policy. Example: The employee is required to complete ten (10) or more school years 1st to last day to qualify or must resign/retire on the anniversary date to receive his/her ten (10) year sick leave buyback.

Years of Service	Maximum Hours Reimbursed
5-9	320
10-14	640
15-19	960
20-24	1,280
25+	1,360

A request for sick leave buy back must be presented in writing to the Human Resources Department by March 20 of the year in which the resignation is to occur. Anyone submitting a request after March 20 will be paid the following fiscal year. When extenuating circumstances preclude such notification by the above-noted timeline, consideration will be given to applicant depending on the availability of funds. If funds are unavailable, applicant will be paid the following year.

Employees must finish their contract/work agreement term and not have been under a performance improvement plan or received a letter of reprimand during their final year of employment to be eligible.

Employees who have reached or will reach their 55th birthday in the same year that they separate from service and will receive more than \$2,000 in a pay out will receive their payment through an employer non-elective contribution into a specified 403(b) plan.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.D. TOPIC: Reading Textbook Adoption

SUBMITTED BY: Ms. Cindy Segotta-Jones, Assistant Superintendent for Educational Services

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Assistant Superintendent for Educational Services

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve the adoption of the textbooks selected as a result of the Requests for Materials RFM #17.18.A for Reading/Language Arts Curricular Resources.

**RATIONALE:**

A Reading Adoption Committee was formed to review materials. After reviewing the information, incorporating Arizona College and Career Ready Standards and teacher and community input from the display of materials, the Reading Adoption Committee found the Pearson *ReadyGen* and Pearson *MyPerspectives* best matched District needs.

Administration recommends the Governing Board approve the adoption of Pearson *ReadyGen* for K-5<sup>th</sup> grade and Pearson *MyPerspectives* for 6<sup>th</sup>-8<sup>th</sup> grade. If approved, the vendor, Pearson, will receive an amount not to exceed \$2,500,000.00. The adoption process followed Arizona Revised Statutes § 15-721, including committee work and review of materials by the public for the required 60 days.

Funding will be provided from the District's soft capital outlay fund.

## **ADDITIONAL INFORMATION:**

### **Purpose:**

The purpose of the Reading Adoption Committee was to ensure the implementation of a comprehensive process, involving diverse stakeholders, in identifying a district-wide resource of the teaching and learning of reading.

### **Context:**

GESD's current reading resources were adopted in 2007, prior to the implementation of the Arizona College and Career Ready Standards and the new state assessment.

### **Committee Membership:**

The committee had 42 members which included teachers from every school, every grade level was represented and teachers who teach diverse populations, literacy achievement advisors, and three site administrators were also part of the committee. The Director for Curriculum and Instruction and the Coordinator for Literacy and Social Studies were the facilitators of the process.

### **Overall Timeline:**

- May 2016: The committee came together to create and revise a rubric (see both rubrics attached) that would be used to do two things: 1) create criteria for vendors to respond to with their resources, and 2) create criteria for feedback from parents, community members, and staff regarding the resources (the parent/community rubric was written in English and Spanish).
- July 15, 2016-October 17, 2016: This was the window to ensure 60 business days of public viewing.
- October 22, 2016: All day committee meeting to analyze public data and to delve deeper into each vendor's resources and validate committee and public data.
- October 27, 2016: Committee Meeting to analyze and validate latest committee data and come to consensus on a recommendation.

### **Vendor Response to Request for Materials:**

The vendors who responded to the request for materials were the following publishers:

- National Geographic (K-6 core resource, 7/8 intervention)
- Pearson (K-8 core)
- Houghton Mifflin Harcourt (K-8 core)
- Achieve 3000 (K-8 online core)
- Benchmark Education (K-6 core)

### **Data Analysis:**

During the public comment period, from July 2016-October 2016, over 300 pieces of feedback were collected from community members, parents, and GESD teaching and administrative staff from every school. Of that, 30 pieces of feedback were from parents and community members. That data and the data from the committee was analyzed, validated, synthesized, scrutinized, and discussed.

Key Components of the recommended resource include:

- A research-based process for teaching reading as a component of learning to read and reading to learn
- An explicit model to teach the five components to a balanced literacy program: Phonics, Phonological Awareness, Fluency, Comprehension, and Vocabulary
- Text selections that are of diverse and multiple perspectives and are at an appropriate level of complexity for each grade level
- An alignment of rigorous instructional strategies and assessment items
- Strategies to align with effective practices for all students including English Language Learners, Gifted Learners, and Special Education Students. .

### **Recommendation**

After the final round of data analysis, scoring validation and synthesis, the committee recommended that GESD adopt Pearson's *ReadyGen* (K-5<sup>th</sup>) and *MyPerspectives* (6<sup>th</sup>-8<sup>th</sup>) curricular resources.

Reviewer: \_\_\_\_\_ Publisher: \_\_\_\_\_ Date: \_\_\_\_\_

Check one box:

- Teacher
- Administrator

**Glendale Elementary School District Language Arts Textbook Adoption**

For each literacy component, mark each feature to the degree of quality and support in the program:

- 3- The curriculum materials contain high quality and embedded content for this element and the quality is consistently present within and across grade levels.
- 2- The curriculum materials contain quality and embedded content for this element, but the quality may not be consistently present within or across grade levels.
- 1- The curriculum materials do not support this element.

PROGRAM FEATURES	Degree of Quality		
	1	2	3
<b>Research Based</b>			
<ul style="list-style-type: none"> <li>• Reading Program is Research-Based</li> </ul>			
<ul style="list-style-type: none"> <li>• Grade level skills and content are gradually interwoven with one another (from simple to complex.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Grade level skills and content are aligned to AZCCRS.</li> </ul>			
<ul style="list-style-type: none"> <li>• AZCCRS are taught through an integrated balanced literacy approach.</li> </ul>			
<ul style="list-style-type: none"> <li>• Program includes effective Tier 1 instructional strategies that meet the needs of all students, including English Language Learners, Special Education, and Gifted.</li> </ul>			
<b>Total Points-Research Based</b>			
<b>Phonological Awareness</b>			
<ul style="list-style-type: none"> <li>• Explicit systematic instruction and practice of phonemic awareness skills.</li> </ul>			
<b>Total Points-Phonemic Awareness</b>			
<b>Phonics</b>			
<ul style="list-style-type: none"> <li>• Explicit systematic instruction and regular practice in encoding (spelling) and decoding (reading) the sound-symbol relationships of English.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials include activities, lessons, and routines that include sufficient practice for reading, spelling, and writing the spelling/sound patterns.</li> </ul>			
<ul style="list-style-type: none"> <li>• Explicit instruction and practice in word study, including grade-level morphology, multisyllabic words, and regular and irregular spelling patterns.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials include opportunities for related reading practice (application).</li> </ul>			
<b>Total Points-Phonics</b>			
<b>Fluency</b>			
<ul style="list-style-type: none"> <li>• Materials guide students to read with purpose and understanding.</li> </ul>			
<ul style="list-style-type: none"> <li>• Explicit instruction on fluency elements: phrasing, rate, intonation, punctuation, and expression.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials include opportunities for fluency related practice with appropriate texts, including a wide variety of genres.</li> </ul>			
<b>Total Points-Fluency</b>			



<b>Vocabulary</b>	1	2	3
• Academic language, or vocabulary, is explicitly presented.			
• Tier 1, 2, 3 words are identified.			
• Vocabulary instruction is both content and domain specific.			
<b>Total Points-Vocabulary</b>			
<b>Comprehension</b>	1	2	3
• Questions and tasks accurately address the analytical thinking required by the AZCCRS at each grade level. (Range of Depth of Knowledge)			
• Questions and tasks support students in acquiring the academic language (vocabulary and syntax).			
• Questions and tasks build deep understanding of the central ideas of the text.			
• Questions and tasks require students to use sufficient textual evidence.			
• Students are presented with different perspectives of the same topic, theme, or thought.			
• Students are given the opportunity to regularly participate in collaborative discussion about texts and topics.			
• Materials develop active listening skills, such as asking relevant questions and elaborating on the remarks of others.			
• When necessary, scaffolding of skills and strategies are made available for the teachers in order to serve a wide range of readers.			
• Close reading structures and strategies are evident in order to build deep understanding and meaning of text.			
<b>Total Points-Comprehension</b>			
<b>Text Selection</b>	1	2	3
• Texts include instructional materials and reflect the text characteristics and genres that are specifically required by the standards at each grade level.			
• A balance between fiction and non-fiction such as diaries, autobiographies, essays, myths, legends, oral literature, poetry, stories, articles, etc. (50% literary/50% informational)			
• Texts are worthy of student time and attention.			
• Texts have the appropriate level of complexity for the grade, according to both qualitative, quantitative, and reader and task.			
• Contributions of female and male authors from different demographic groups presented.			
• Literary selections are representative of varied cultures, ethnic groups, and gender.			
• There is a sequence of text that builds knowledge systematically through reading, writing, listening and speaking.			
• Materials include read aloud text types at levels of complexity above what students can read on their own.			
• Texts are connected to other media formats (videos, oral presentations, etc.)			
<b>Total Points-Text Selection</b>			

<b>Writing</b>	1	2	3
<ul style="list-style-type: none"> <li>• Writing to sources is integrated throughout. Students are asked to communicate their thinking, answer questions, and synthesize information.</li> </ul>			
<ul style="list-style-type: none"> <li>• Writing tasks include writing to sources from a wide range of genres, content, and/or topics.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials create prominent and varied opportunities for opinion/argumentative, informative/explanatory, and narrative writing.</li> </ul>			
<ul style="list-style-type: none"> <li>• Extensive practice with short, focused, grade-appropriate research projects.</li> </ul>			
<ul style="list-style-type: none"> <li>• The writing process is embedded throughout and provides tasks to strengthen writing.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials address the grammar and language conventions specified by the AZCCR Language Standards at each grade level. (Include lessons that demonstrate explicit instruction of grammar and conventions in context.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials or lessons demonstrate essential grade level “rules” of standard written and spoken English.</li> </ul>			
<ul style="list-style-type: none"> <li>• Activities and lessons teach the craft of writing, in a well-organized progression, and give them ample opportunities to present their writing. (Connection to AZCCRS Speaking and Listening Standards)</li> </ul>			
<b>Total Points-Writing</b>			
<b>Assessment</b>	1	2	3
<ul style="list-style-type: none"> <li>• Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.</li> </ul>			
<ul style="list-style-type: none"> <li>• Frequent ongoing formative assessments are embedded throughout and are aligned to the AZCCRS.</li> </ul>			
<ul style="list-style-type: none"> <li>• Universal assessments are aligned to the AZCCRS and grade level expectations.</li> </ul>			
<ul style="list-style-type: none"> <li>• Diagnostic assessments are aligned to the AZCCRS and grade level expectations.</li> </ul>			
<ul style="list-style-type: none"> <li>• There is a system wide assessment data base.</li> </ul>			
<b>Total Points-Assessment</b>			
<b>Response to Intervention</b>	1	2	3
<ul style="list-style-type: none"> <li>• Materials regularly provide all students, including those who read, write, speak, or listen below grade-level or in a language other than English, with extensive opportunities to work with and meet grade level standards.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials support teachers in planning and presenting differentiated</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials include leveled readers for small group instruction.</li> </ul>			
<ul style="list-style-type: none"> <li>• There are suggestions and materials for adapting instruction for varying student needs.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials provide a design for whole group, small group, and independent instruction that cultivates student responsibility and independence.</li> </ul>			
<b>Total Points-Response to Intervention</b>			

Usefulness, Design, Focus	1	2	3
<ul style="list-style-type: none"> <li>• Instructional materials provide access to the curriculum for all students: students with disabilities and/or special needs, English Language Learners, students below grade level and students identified as Gifted.</li> </ul>			
<ul style="list-style-type: none"> <li>• Content includes 21<sup>st</sup> Century skill development such as collaboration, creative thinking, and problem solving.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials reflect sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual and physical abilities.</li> </ul>			
<ul style="list-style-type: none"> <li>• Non-text content (maps, graphs, tables, pictures, etc.) are accurate, authentic and well-integrated into the instructional material.</li> </ul>			
<ul style="list-style-type: none"> <li>• Integration of technology.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials are interesting and with student-appropriate content.</li> </ul>			
<ul style="list-style-type: none"> <li>• Format is visually appealing and interesting.</li> </ul>			
<ul style="list-style-type: none"> <li>• Size and format of print is appropriate.</li> </ul>			
<ul style="list-style-type: none"> <li>• Information and directions are clearly written and explained.</li> </ul>			
<b>Total Points-Usefulness, Design, Focus</b>			
<b>Total Points</b>			
<p><b>Other Comments: (Please be as specific as possible)</b></p>			

Reviewer: \_\_\_\_\_ Publisher: \_\_\_\_\_ Date: \_\_\_\_\_

Check one or both boxes:

- Parent
- Community Member

### Glendale Elementary School District Language Arts Textbook Adoption

For each literacy component, mark each feature to the degree of quality and support in the program:

- 3- The curriculum materials contain high quality and embedded content for this element and the quality is consistently present within and across grade levels.
- 2- The curriculum materials contain quality and embedded content for this element, but the quality may not be consistently present within or across grade levels.
- 1- The curriculum materials do not support this element.

PROGRAM FEATURES	Degree of Quality		
<b>Research-Based</b>	1	2	3
• Reading Program is Research-Based			
• Grade level skills and content are aligned to Arizona College and Career Readiness Standards.			
• Program includes effective instructional strategies that meet the needs of all students, including English Language Learners, Special Education,			
<b>Total Points-Research Based</b>			
<b>Reading Foundational Skills</b>	1	2	3
• Reading foundational skills are explicitly taught and students have multiple opportunities to practice and application.			
○ Phonological Awareness (Orally producing sounds)			
○ Phonics (Letter-Sound relationship and use of word attack skills to sound out and read words)			
○ Vocabulary Development (Determining meaning and use of words)			
○ Fluency (Reading at the correct rate and speed, free of errors)			
○ Comprehension (Demonstrating understanding and meaning of text)			
<b>Total Points-Reading Foundational Skills</b>			
<b>Text Selection</b>	1	2	3
• A balance between fiction and non-fiction. (50% literary/50%			
• Texts are worthy of student time and attention.			
• Contributions of female and male authors from different demographic groups presented.			
• Literary selections are representative of varied cultures, ethnic groups, and gender.			
• There is a sequence of text that builds knowledge systematically through reading, writing, listening and speaking.			
<b>Total Points-Text Selection</b>			

<b>Writing</b>	1	2	3
<ul style="list-style-type: none"> <li>• Writing tasks include writing to sources from a wide range of genres, content, and or topics.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials create various opportunities for opinion/argumentative, informative/explanatory, and narrative writing.</li> </ul>			
<ul style="list-style-type: none"> <li>• Extensive practice with short, focused, grade-appropriate research projects.</li> </ul>			
<ul style="list-style-type: none"> <li>• The writing process is embedded throughout and provides tasks to strengthen writing.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials address the grammar and language conventions specified by the Arizona College and Career Readiness Language Standards at each grade level.</li> </ul>			
<b>Total Points-Writing</b>			
<b>Assessment</b>	1	2	3
<ul style="list-style-type: none"> <li>• A variety of assessment types are available and aligned to the Arizona College and Career Readiness Standards.</li> </ul>			
<b>Total Points-Assessment</b>			
<b>Response to Intervention</b>	1	2	3
<ul style="list-style-type: none"> <li>• Materials regularly provide all students, including those who read, write, speak, or listen below grade-level or in a language other than English, with extensive opportunities to work with and meet grade level standards.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials provide a design for whole group, small group, and independent instruction that cultivate student responsibility and independence.</li> </ul>			
<b>Total Points-Response to Intervention</b>			
<b>Usefulness, Design, Focus</b>	1	2	3
<ul style="list-style-type: none"> <li>• Content includes 21<sup>st</sup> Century skill development such as collaboration, creative thinking, and problem solving.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials reflect sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual and physical abilities.</li> </ul>			
<ul style="list-style-type: none"> <li>• Integration of technology.</li> </ul>			
<ul style="list-style-type: none"> <li>• Materials are interesting and include student-appropriate content.</li> </ul>			
<ul style="list-style-type: none"> <li>• Format is visually appealing and interesting.</li> </ul>			
<ul style="list-style-type: none"> <li>• Size and format of print is appropriate.</li> </ul>			
<ul style="list-style-type: none"> <li>• Information and directions are clearly written and explained.</li> </ul>			
<b>Total Points-Usefulness, Design, Focus</b>			
<b>Total Points Overall</b>			
<b>Other Comments: (Please be as specific as possible)</b>			

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.E. TOPIC: National School Boards Association Annual Conference

SUBMITTED BY: Mr. Joe Quintana, Superintendent

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board approve Governing Board members and administrators to be named to attend the National School Boards Association Annual Conference in Denver, CO, from March 23-27, 2017.

---

RATIONALE:

Please see the attached travel request form for additional details regarding the proposed trip.

---

**Source of Funding -**

M & O \_\_\_\_\_ State Grant \_\_\_\_\_ Federal Grant \_\_\_\_\_ Capital \_\_\_\_\_ Other \_\_\_\_\_

# TRAVEL REQUEST FORM

## For Out-of-County/Out-of-State Travel by District Employee

**This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.**

Name of Traveler(s): Governing Board and Executive Team Members TBD

Working at School/Department: District Office

Reason for Travel: NSBA Annual Conference and Pre-Conference

Traveling to: Denver, CO

Dates of Travel: March 23-27, 2017

Substitute Needed/Dates: n/a

	<b>Code</b>	<b>Cost</b>	<b>Requisition Number</b>
Charge Sub to:	_____	\$ _____	_____
Charge Registration to:	<u>001.100.2310.6330.550</u>	<u>\$ 1,110.00</u>	_____
Charge Airline/Bus to:	<u>001.100.2310.6580.550</u>	<u>\$ 300.00</u>	_____
Charge Meal/Lodging to:	<u>001.100.2310.6580.550</u>	<u>\$ 1,200.00</u>	_____
Charge Auto Mileage to:	_____	\$ _____	_____
	<b>Total Cost of Travel*</b>	<u>\$ 2,610.00</u>	_____

*\* Estimated cost per person*

**APPROVED BY:** \_\_\_\_\_ **DATE** \_\_\_\_\_

\_\_\_\_\_ Approved \_\_\_\_\_ Not Approved By the Governing Board on \_\_\_\_\_ date

**CONFERENCE/WORKSHOP REQUEST**  
**JUSTIFICATION FORM**

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Governing Board and Executive Team Members TBD

Conference/Workshop Title: National School Boards Association Annual Conference  
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

The NSBA Annual Conference and Exposition is the one national event that brings together education leaders at a time when domestic policies and global trends are combining to shape the future of our students. More than 7,000 school board members, superintendents, and education leaders from across the country and around the globe will gain valuable knowledge and information in five key areas: Leadership, Advocacy, Technology + Learning, Urban school issues, and School law. Participants will also gain ideas and strategies through more than 200 programming sessions, workshops, speakers, site visits and exhibitors, on cutting-edge content, best practices, and the freshest ideas to support student achievement. The Governing Board is responsible for providing the best education possible for our students. One of the best ways to work toward that end is being well-educated as school leaders. The National School Boards Association Annual Conference and state school boards association conferences present new strategies to managing school district finances and operations, showcase the latest technologies that aid student learning, demonstrate best practices gleaned from real-life experiences at other school districts, and allow board members to network with experts and peers. The exhibits also introduce the latest in products and services.

2. How will employee(s) share information with colleagues?

New learning will be shared within Administrator, Executive Team and Governing Board meetings.

3. How is the conference/workshop related to district, school or department goals and or objectives?

Our children benefit from having knowledgeable board members who make well-informed decisions about school policy, finance, personnel, or curriculum. The management strategies learned through the quality professional development sessions at the conference will ultimately save the District money and lead to academic success.



GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.F. TOPIC: Arizona School Boards Association Proposed Bylaw Changes

SUBMITTED BY: Mr. Joe Quintana, Superintendent

RECOMMENDED BY: Mr. Joe Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 19, 2016

RECOMMENDATION:

The Governing Board will discuss the proposed changes to Arizona School Boards Association bylaws and take action to provide direction in casting the Board's vote associated with these changes.

---

**RATIONALE:**

Arizona School Boards Association members are asked to cast their vote regarding proposed changes to two of its bylaws. Voting is being done electronically in accordance with the new voting procedure adopted by the membership two years ago. Voting on these items will remain open through 5 p.m. on Monday, December 5, 2016.

The following information was provided by ASBA to assist in following the new voting protocol:

1. Each ASBA member board collectively is entitled to one vote.
2. A 2/3 affirmative vote of the entire membership (not just of those voting) is required to pass a bylaw change.
3. Each member board is requested to calendar, debate and take action to direct its board secretary to vote on its behalf.
4. Once the board has taken action to direct its secretary regarding casting its vote, the board secretary will enter its vote electronically accordingly.

The proposed bylaw changes are attached for reference.



## **SUMMARY: Proposed Changes to ASBA Bylaws – 2016**

- Proposal A** ASBA Governance Committee proposes that if any director or officer on the ASBA Board of Directors misses more than one meeting in a given year it will be deemed that they have vacated their office.
- Proposal B** Chino Valley USD recommends that a bylaw may be amended or repealed by 2/3 of the member boards that are VOTING instead of by 2/3 vote of the entire membership.
- Proposal C** The ASBA Hispanic Native American Indian Caucus (HNAIC) proposal will allow a seat on the ASBA Board of Directors for the President and Past President of the HNAIC and one for the President of the Black Caucus.
- Proposal D** ASBA Governance Committee proposes a change that would require a candidate wishing to run from the floor for an Executive Officer position must provide written notification to the Nominating Committee and Executive Director one week prior to the annual membership meeting.
- Proposal E** Maricopa USD proposes the elimination of running from the floor for candidates who seek a position on the Executive Committee. The Nominating Committee should provide two or more nominees for each open seat on the Executive Committee to be voted on at the annual membership meeting.
- Proposal F** Oracle ESD proposes the elimination of running from the floor for candidates who seek a position on the Executive Committee.

# **Bylaw Proposals**

**PROPOSED ASBA BYLAW CHANGE: ARTICLE V, SECTION 9**

**Rationale:** The ASBA Governance Committee has recommended the proposed bylaw change to strengthen the commitment and responsibilities of the ASBA Board of Directors.

Changes are reflected by strikethrough and underlined text.

<p>Current language:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 9. Vacancies and Removal from Office</b>          A vacancy in any office or on the Board of Directors occurring between annual membership meetings shall be filled by a vote of the Board of Directors. Such person shall hold office until the next annual membership meeting of the Association. Any officer or director who <i>misses more than one meeting out of any four (4) consecutive meetings, unless he/she is excused</i> by the Board for a valid reason, may have his/her office vacated by action of the board.</p>	<p>Proposed change:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 9. Vacancies and Removal from office</b>          A vacancy in any office or on the Board of Directors occurring between annual membership meetings shall be filled by a vote of the Board of Directors. Such person shall hold office until the next annual membership meeting of the Association. Any officer or director who misses more than one meeting out of any four (4) <u>quarterly consecutive meetings in a given year (December through September)</u>, <del>unless he/she is excused by the Board for a valid reason, may</del> <u>will be deemed to have vacated</u> his/her office. <del>vacated by action of the board.</del></p>
--	--

**PROPOSED ASBA BYLAW CHANGE: ARTICLE VIII, SECTION 1**

**Rationale:** The Chino Valley USD Governing Board has recommended the proposed bylaw change because they feel the requirement that affirmative votes from two-thirds of all boards can become an insurmountable burden if there are boards that don't vote.

For example, if only 10% of the members don't submit a vote, for a proposed bylaw change to pass it requires over 74% of the voting members to vote in the affirmative in order to pass.

**Hypothetical Examples (with current bylaw)**

200 member boards  
 200 boards vote (100% voting)  
 134 boards vote in the affirmative for change to pass  
 67% affirmative votes from voting members

200 member boards  
 180 boards vote (90% voting)  
 134 boards vote in the affirmative for change to pass  
 74% affirmative votes from voting members

**Hypothetical Examples (with proposed bylaw change)**

200 member boards  
 200 boards vote (100% voting)  
 134 boards vote in the affirmative for change to pass  
 67% affirmative votes from voting members

200 member boards  
 180 boards vote (90% voting)  
 120 boards vote in the affirmative for change to pass  
 67% affirmative votes from voting members

**Changes are reflected by underlined text.**

<p>Current language:</p> <p><b><i>Article VIII - Amendment of Bylaws and Core Beliefs</i></b></p> <p><b><i>Section 1.</i></b> These Bylaws or the Core Beliefs may be amended or repealed, or new ones adopted as follows:</p> <p>(a) By a vote of two-thirds of the member boards using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p> <p>(b) Amendments may be submitted by action of a member board, the Board of Directors of this Association, or any committee appointed by it, and shall be transmitted to the executive director not later than September 15. Such amendments shall be forwarded to the membership at least thirty (30) days prior to the opening of electronic voting as approved by the ASBA Board of Directors.</p>	<p>Proposed change:</p> <p><b><i>Article VIII - Amendment of Bylaws and Core Beliefs</i></b></p> <p><b><i>Section 1.</i></b> These Bylaws or the Core Beliefs may be amended or repealed, or new ones adopted as follows:</p> <p>(a) By a vote of two-thirds of the member boards <u>voting</u> using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p> <p>(b) Amendments may be submitted by action of a member board, the Board of Directors of this Association, or any committee appointed by it, and shall be transmitted to the executive director not later than September 15. Such amendments shall be forwarded to the membership at least thirty (30) days prior to the opening of electronic voting as approved by the ASBA Board of Directors.</p>
---	--

**PROPOSED ASBA BYLAW CHANGE: ARTICLE V, SECTION 2**

**Rationale:** Current ASBA Bylaws include a Board seat for the HNAIC President. HNAIC Bylaws dictate the president's seat alternate between a Native American and a Hispanic member annually. As a result, each year the president and the immediate past-president will represent each of the two distinct groups of board members. This proposal allows for the Caucus to have each group represented by individuals in their respective roles of president and immediate past-president to serve on the ASBA Board.

Changes are reflected by underlined text.

<p>Current language:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 2. Board of Directors</b>          The governing body of the Association shall be a Board of Directors consisting of the officers, one representative from each of the counties of the state, except Maricopa and Pima counties which are allotted two (2) representatives. County representatives shall serve for a period of two (2) years with no member serving more than three (3) consecutive two (2) year terms. However, at the first meeting of the Board of Directors after the adoption of the bylaws, county representatives shall determine by lot the one-half of their number who will serve for one (1) year and the one-half who will serve for two (2) years. Thereafter, members of the Board of Directors shall be elected by member boards of their counties at their annual County Workshop meetings. Ex-officio members of the Arizona School Boards Association Board of Directors shall be:</p> <ul style="list-style-type: none"> <li>(a) Any person residing in Arizona who is either an officer or director of the National School Boards Association during his/her term of office in the national body, and</li> <li>(b) Any member of an ASBA active member Governing Board serving as President of the Arizona Hispanic Native American Indian Caucus and Black Caucus during his/her term of office in the Caucus.</li> </ul>	<p>Proposed change:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 2. Board of Directors</b>          The governing body of the Association shall be a Board of Directors consisting of the officers, one representative from each of the counties of the state, except Maricopa and Pima counties which are allotted two (2) representatives. County representatives shall serve for a period of two (2) years with no member serving more than three (3) consecutive two (2) year terms. However, at the first meeting of the Board of Directors after the adoption of the bylaws, county representatives shall determine by lot the one-half of their number who will serve for one (1) year and the one-half who will serve for two (2) years. Thereafter, members of the Board of Directors shall be elected by member boards of their counties at their annual County Workshop meetings. Ex-officio members of the Arizona School Boards Association Board of Directors shall be:</p> <ul style="list-style-type: none"> <li>(a) Any person residing in Arizona who is either an officer or director of the National School Boards Association during his/her term of office in the national body, and</li> <li>(b) Any member of an ASBA active member Governing Board serving as President <u>and Past President</u> of the Arizona Hispanic Native American Indian Caucus <u>and the President of the Black Caucus</u> during his/her term of office in the Caucus.</li> </ul>
---	--

**PROPOSED ASBA BYLAW CHANGE: ARTICLE V, SECTION 5**

**Rationale:** The ASBA Governance Committee has recommended the proposed bylaw change to facilitate fairness in the voting process.

Changes are reflected by underlined text.

<p>Current language:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 5. Nominations and Elections</b>  A nominating committee shall be constituted and selected as follows: the immediate past president of the Association shall serve as chairman of the committee and the remaining members shall be appointed by the president in consultation with the directors from those counties in which a county representative to the Board of Directors is elected for a two-year term. No two (2) members of the nominating committee shall be from the same county, and no more than three (3) members, in addition to the past president, shall be members of the Board of Directors. The committee shall submit a slate of officers consisting of one or more nominees for each office to the general membership at an annual membership meeting. Additional nominations may be made from the floor provided the consent of the nominee has been obtained.</p> <p>The election of officers of the Association shall take place at the annual membership meeting. The election shall be by written ballot when there is more than one nominee for any office and only designated delegates shall be allowed to vote. The officers, county representatives, and ex-officio members of the Board of Directors shall take office at the close of the annual membership meeting. County representatives to the Board of Directors shall be nominated and elected by the official delegates of the governing boards of school districts at the county workshop of each county.</p>	<p>Proposed change:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 5. Nominations and Elections</b>  A nominating committee shall be constituted and selected as follows: the immediate past president of the Association shall serve as chairman of the committee and the remaining members shall be appointed by the president in consultation with the directors from those counties in which a county representative to the Board of Directors is elected for a two-year term. No two (2) members of the nominating committee shall be from the same county, and no more than three (3) members, in addition to the past president, shall be members of the Board of Directors. The committee shall submit a slate of officers consisting of one or more nominees for each office to the general membership at an annual membership meeting. Additional nominations may be made from the floor provided the consent of the nominee has been obtained <u>and written notification was made to the Nominating Committee Chair and Executive Director one week prior to annual membership business meeting.</u></p> <p>The election of officers of the Association shall take place at the annual membership meeting. The election shall be by written ballot when there is more than one nominee for any office and only designated delegates shall be allowed to vote. The officers, county representatives, and ex-officio members of the Board of Directors shall take office at the close of the annual membership meeting. County representatives to the Board of Directors shall be nominated and elected by the official delegates of the governing boards of school districts at the county workshop of each county.</p>
---	---

**PROPOSED ASBA BYLAW CHANGE: ARTICLE V, SECTION 5**

**Rationale:** The Maricopa USD Governing Board has recommended the proposed bylaw change because they believe that in order for a true “election” the nominating committee must put forth two or more names for each executive board office to be voted on by the membership. The practice of the past, placing one name for election, was more of an appointment not an election. We also believe that individuals should not be able to run for office from the floor because it nullifies the nomination process and devalues the Nominating Committee, candidates and the election process.

Changes are reflected by strikethrough and underlined text.

<p>Current language:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 5. Nominations and Elections</b>          A nominating committee shall be constituted and selected as follows: the immediate past president of the Association shall serve as chairman of the committee and the remaining members shall be appointed by the president in consultation with the directors from those counties in which a county representative to the Board of Directors is elected for a two-year term. No two (2) members of the nominating committee shall be from the same county, and no more than three (3) members, in addition to the past president, shall be members of the Board of Directors. The committee shall submit a slate of officers consisting of one or more nominees for each office to the general membership at an annual membership meeting. Additional nominations may be made from the floor provided the consent of the nominee has been obtained.</p> <p>The election of officers of the Association shall take place at the annual membership meeting. The election shall be by written ballot when there is more than one nominee for any office and only designated delegates shall be allowed to vote. The officers, county representatives, and ex-officio members of the Board of Directors shall take office at the close of the annual membership meeting. County representatives to the Board of Directors shall be nominated and elected by the official delegates of the governing boards of school districts at the county workshop of each county.</p>	<p>Proposed change:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 5. Nominations and Elections</b>          A nominating committee shall be constituted and selected as follows: the immediate past president of the Association shall serve as chairman of the committee and the remaining members shall be appointed by the president in consultation with the directors from those counties in which a county representative to the Board of Directors is elected for a two-year term. No two (2) members of the nominating committee shall be from the same county, and no more than three (3) members, in addition to the past president, shall be members of the Board of Directors. The committee shall submit a slate of officers consisting of <del>one</del> <u>two</u> or more nominees for each office to the general membership at an annual membership meeting. <del>Additional nominations may be made from the floor provided the consent of the nominee has been obtained.</del></p> <p>The election of officers of the Association shall take place at the annual membership meeting. The election shall be by written ballot <del>when there is more than one nominee for any office and only</del> designated delegates shall be allowed to vote. The officers, county representatives, and ex-officio members of the Board of Directors shall take office at the close of the annual membership meeting. County representatives to the Board of Directors shall be nominated and elected by the official delegates of the governing boards of school districts at the county workshop of each county.</p>
---	--



**PROPOSED ASBA BYLAW CHANGE: ARTICLE V, SECTION 5**

**Rationale:** The Oracle ESD Governing Board has recommended the proposed bylaw change to encourage the nominating committee to nominate more than one nominee for each office and that all nominees for an executive officer position be required to follow the same nomination process and be vetted, and those who meet those requirements be offered up for consideration to the general membership to vote on at the annual membership meeting.

Changes are reflected by strikethrough.

<p>Current language:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 5. Nominations and Elections</b>          A nominating committee shall be constituted and selected as follows: the immediate past president of the Association shall serve as chairman of the committee and the remaining members shall be appointed by the president in consultation with the directors from those counties in which a county representative to the Board of Directors is elected for a two-year term. No two (2) members of the nominating committee shall be from the same county, and no more than three (3) members, in addition to the past president, shall be members of the Board of Directors. The committee shall submit a slate of officers consisting of one or more nominees for each office to the general membership at an annual membership meeting. Additional nominations may be made from the floor provided the consent of the nominee has been obtained.</p> <p>The election of officers of the Association shall take place at the annual membership meeting. The election shall be by written ballot when there is more than one nominee for any office and only designated delegates shall be allowed to vote. The officers, county representatives, and ex-officio members of the Board of Directors shall take office at the close of the annual membership meeting. County representatives to the Board of Directors shall be nominated and elected by the official delegates of the governing boards of school districts at the county workshop of each county.</p>	<p>Proposed change:</p> <p><i>Article V – Officers and Board of Directors and Executive Committee</i></p> <p><b>Section 5. Nominations and Elections</b>          A nominating committee shall be constituted and selected as follows: the immediate past president of the Association shall serve as chairman of the committee and the remaining members shall be appointed by the president in consultation with the directors from those counties in which a county representative to the Board of Directors is elected for a two-year term. No two (2) members of the nominating committee shall be from the same county, and no more than three (3) members, in addition to the past president, shall be members of the Board of Directors. The committee shall submit a slate of officers consisting of one or more nominees for each office to the general membership at an annual membership meeting. <del>Additional nominations may be made from the floor provided the consent of the nominee has been obtained.</del></p> <p>The election of officers of the Association shall take place at the annual membership meeting. The election shall be by written ballot when there is more than one nominee for any office and only designated delegates shall be allowed to vote. The officers, county representatives, and ex-officio members of the Board of Directors shall take office at the close of the annual membership meeting. County representatives to the Board of Directors shall be nominated and elected by the official delegates of the governing boards of school districts at the county workshop of each county.</p>
---	---

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.G. TOPIC: Suspension of Policy Deadline

SUBMITTED BY: Ms. Brenda Bartels, Governing Board President

RECOMMENDED BY: Ms. Brenda Bartels, Governing Board President

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

It is recommended the Governing Board suspend the November 15<sup>th</sup> deadline set forth in Policy CBI - *Evaluation of Superintendent* for completion of the Superintendent's formative evaluation.

---

**RATIONALE:**

Board Policy CBI-*Evaluation of Superintendent* sets forth a deadline of November 15<sup>th</sup> for the Board to complete the Superintendent's annual Formative Evaluation. The Governing Board President recommends the Board suspend this deadline while the Board continues work to refine the process.

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.H. TOPIC: Superintendent Evaluation System

SUBMITTED BY: Ms. Brenda Bartels, Governing Board President

RECOMMENDED BY: Ms. Brenda Bartels, Governing Board President

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

The Governing Board will discuss and consider taking action related to proposed changes to the Superintendent's Evaluation System.

---

**RATIONALE:**

Ms. Bartels will present proposed changes to the evaluation process utilized for the Superintendent's annual evaluation, including the necessary revisions to policy language.

## **CBI EVALUATION OF SUPERINTENDENT**

The Superintendent should provide leadership for the District by meeting the expectations of the Board and the community. In order to accomplish this goal, the Superintendent must receive formal, evaluative feedback from the Board on an annual basis. As a regularly scheduled activity, the Governing Board will meet at least once each year to provide written and oral evaluative feedback to the Superintendent on the Superintendent's performance. The primary purpose of the evaluation process will be to effect improvements in administrative leadership.

The Superintendent's performance will be evaluated based on specified administrative standards, annual goals and objectives, and fulfillment of duties in the job description.

Any meetings of the Board to compile evaluative data or to discuss the evaluative feedback with the Superintendent, shall be held in executive session unless the Superintendent requests that the meeting be held in open session. The Superintendent will be given a copy of the written evaluation and another copy shall become a part of the Superintendent's file. The Superintendent may respond in writing to the Governing Board if there is disagreement with the evaluation.

On or before May 15, the Governing Board shall offer a contract to the Superintendent for the next school year(s). If it is the last year of the Superintendent's contract, the Board shall notify the Superintendent on or before April 15, of its intention not to renew the administrative contract. If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or negotiate the contract until May of the year preceding the final year of the contract.

Using the annual performance evaluation, the Board and the Superintendent will mutually establish goals and objectives for the Superintendent for the ensuing year.

Adopted: August 11, 2011

LEGAL REF.:

A.R.S. [15-503](#)

CROSS REF.:

[CBA](#) - Qualifications and Duties of Superintendent

## EVALUATION OF SUPERINTENDENT

## (Guidelines)

**Steps in the Formal  
Evaluation Process**

Beginning in September, the Superintendent will provide the Governing Board with reports on the previous school year's assessment results, state performance rating, and achievement of Strategic (District) Goals. These reports will be done in open session. The Superintendent will also provide reports on completion of Performance (personal) Goal(s), which may be held in an executive session. Following the reports, Board members will be provided with an evaluation packet containing the Superintendent evaluation policy (CBI), procedures (CBI-R) and evaluation forms (CBI-E). The Governing Board will then meet in executive session to complete the Superintendent's annual summative performance evaluation. This process regarding reporting will be concluded by November 30 of each school year but such deadline may be extended by the Governing Board.

***Part I - Administrative Standards*** - Part I of the evaluation instrument measures the Superintendent's performance based on six (6) administrative performance standards in five (5) main categories. A composite rating and summary paragraph are completed for each standard listed on the instrument.

Each individual Board member will complete Part I of the evaluation instrument individually. Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating, as well as direction for improvement.

The average of the Governing Board members' individual scores will be calculated to determine the composite score assigned for each standard. The Board will attempt to reach consensus on a summary paragraph for each standard.

***Part II - Annual Goals and Objectives*** - The second part of the evaluation assesses the Superintendent's performance related to the annual goals mutually developed and agreed upon with the Governing Board. A composite rating and summary paragraph are completed for the Superintendent's progress towards the attainment of each strategic (District) and performance (personal) goal.

Each individual Board member will rate the Superintendent's progress toward attainment of each annual strategic (District) and performance (personal) goal individually. Unsatisfactory ratings require specific information and/or supporting evidence to be provided to justify the rating, as well as direction for improvement.

The average of the individual scores will be calculated to determine the composite score assigned for each goal. The Board will attempt to reach consensus on a summary paragraph for each goal.

***Part III - Overall Assessment*** - The final part of the evaluation combines scores from Part I and Part II for the overall rating of the Superintendent's performance. The Board will attempt to

reach consensus on a summary statement. In any instance in which the Board cannot reach consensus on the language in any summary paragraph or statement, the Board shall follow the following process: Summary paragraphs or statements will be prepared by the Board President or other designee. If any individual Governing Board member disagrees with the summary, the Board member will submit his/her individual summary for that particular item to the Superintendent individually.

The Board will meet with the Superintendent to review the evaluation documents. The Board will convene an executive session to conduct the review. The Superintendent will be provided with copies of Part I, Part II, and Part III. The Superintendent's original evaluation forms will be placed in the Superintendent's personnel file as appropriate.

## EVALUATION OF SUPERINTENDENT

**Part I: Administrative Standards**

Each individual Board member will rate the Superintendent in the standards prior to the evaluation meeting. Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating, as well as direction for improvement.

Rating Scale:

1 = Outstanding

2 = Good

3 = Satisfactory

4 = Need Improvement

5 = Unsatisfactory

6 = No Information

At the evaluation meeting, the individual Board members' scores will be averaged to determine the composite rating for each standard and a summary paragraph will be developed.

**A. Educational Leadership**

\_\_\_\_\_ *Standard 1:* Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Develops, implements, and monitors the District's mission to improve student achievement.
- Promotes support for and fulfillment of the District's mission.
- Provides purpose and direction for individuals and groups within the District.
- Demonstrates knowledge of educational issues and how they affect students, schools, and the community.
- Facilitates the development of strategic action plans and continuous improvement plans in cooperation with the schools and the community.

*Comments:*

---



---



---

\_\_\_\_\_ *Standard 2:* Advocates and supports curricular and instructional programs that promote the success of students.

- Develops a strategic plan that enhances teaching and learning.
- Demonstrates knowledge of curriculum design, including alignment and sequence of curriculum that promotes student achievement.
- Applies knowledge of valid and reliable performance indicators and testing procedures in measuring student achievement.
- Uses current technology, telecommunication, and information systems to support instruction, student achievement, and staff development.
- Advocates, nurtures and sustains a District culture and instructional program conducive to student learning.
- Provides opportunities for growth experiences for all District personnel.
- Implements programs to help students develop as caring and informed citizens.
- Takes an active leadership role in the development and ongoing evaluation of the instructional programs.
- Evaluates educational innovations for implementation and/or changes in the schools.
- Establishes a student achievement monitoring and reporting system based on disaggregated data.

*Comments:*

---



---



---

## **B. Relationship with the Governing Board**

\_\_\_\_\_ *Standard 3:* Develops, nurtures, and maintains a productive, professional relationship with the Board.

- Provides the Board with the agenda and appropriate back-up material before each Board meeting.
- Informs and advises the Board about school programs, events, and issues, and other major activities operating under the Board's authority.
- Presents material in a clear, concise manner.
- Seeks and accepts constructive criticism of work.
- Supports Board actions to the public and the staff.
- Ensures all Board members are provided with the same information as the rest of the Board.
- Takes prompt action to implement all directives of the Board.
- Develops and implements rules and regulations in keeping with Board policy.
- Informs the Board of policies and procedures that need revision, updating, or creation.
- Encourages the Board to read educational publications and to attend educational meetings.
- Provides orientation for new Board members.

*Comments:*

---

---

---

## **C. Communications**

\_\_\_\_\_ *Standard 4:* Implements positive and proactive communication strategies for effective parent and community involvement to improve the learning environment for all students.

- Articulates the District vision, mission, and priorities to the community and general public.
- Responds appropriately to news media.
- Writes and speaks effectively.
- Demonstrates group leadership skills, including consensus building, collaboration and conflict resolution.
- Engages in effective community relations and school-business partnerships.
- Communicates effectively with appropriate governmental agencies.
- Formulates strategies for passing bond and override elections.
- Encourages community participation in the schools.
- Solicits and gives attention to problems and opinions from all stakeholder groups and individuals.

*Comments:*

---

---

---

## **D. Management**

\_\_\_\_\_ *Standard 5:* Effectively manages the District's services, programs, operations, and resources.

- Defines and uses effective processes for gathering, analyzing, and using data for decision making and ongoing evaluation.
- Delegates at appropriate organizational levels.
- Secures, allocates, and manages human and material resources.
- Uses staff evaluation and staff development systems to improve the performance of staff members.
- Demonstrates understanding of employee compensation packages and a collaborative negotiations process.
- Identifies potential legal issues affecting school personnel selection, development, supervision, retention, and dismissal.
- Understands the budgetary process and makes recommendations to keep the school system fiscally sound based on the best interests of students.
- Makes and follows through on decisions.



- Promotes a safe, professional and effective learning/working environment for all.
- Plans, manages and evaluates current and long range facilities development and usage program.
- Uses technology to enhance administration.

*Comments:*

---

---

---

***E. Personal Leadership***

\_\_\_\_ *Standard 6:* Demonstrates a high level of ethics, honesty, and integrity in all personal and professional interactions.

- Demonstrates ethical and personal integrity.
- Is able to handle pressure and maintains poise and emotional stability in the full range of professional duties.
- Exhibits multicultural and ethnic understanding, sensitivity, and respect for diversity.
- Demonstrates a sense of humor.

*Comments:*

---

---

---

**Part II: Annual Goals and Objectives**

- Annual goals are mutually developed and agreed upon by the Governing Board and the Superintendent.
- The Superintendent will provide the Governing Board with reports on the previous school year's assessment results, state performance rating, and achievement of Strategic (district) Goals. These reports will be done in open session. The Superintendent will also provide reports on completion of Performance (personal) Goals in Executive Session.
- Each Board member will rate the Superintendent's progress toward attainment of each annual strategic and performance goal, from which a composite rating will be derived. Unsatisfactory ratings require specific information and/or supporting evidence to be provided to justify the rating, as well as direction for improvement.

Rating Scale:

- 1 = Exceeded expectations of goal
- 2 = Attained goal
- 3 = Satisfactory progress toward goal
- 4 = Needs more progress toward attaining goal
- 5 = Unsatisfactory progress toward attaining goal
- 6 = No progress

- The average of the individual scores will be calculated to determine the composite score assigned for each goal. The Board will attempt to reach consensus on a summary paragraph for each goal.

**Strategic (District) Goals:**

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

**Performance (personal) Goals:**

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

**Part III: Overall Assessment**

The Board will combine composite scores for Part I and Part II to determine an overall performance rating for the Superintendent. A summary statement for the overall evaluation will be drafted.

*Example:* On a scale of one (1) to five (5), we believe that your performance during the past year rates 2.0. The Board is pleased with your work and commends you for a job well done. We urge you to move ahead on as many of the above suggestions as may be feasible.

Rating Scale:

- 1 = Outstanding
- 2 = Good
- 3 = Satisfactory
- 4 = Need Improvement
- 5 = Unsatisfactory

---

---

---

***Signatures:***

_____ President of Board	_____ Date
_____ Superintendent	_____ Date

## CBI EVALUATION OF SUPERINTENDENT

The Superintendent should provide leadership for the District by meeting the expectations of the Board and the community. In order to accomplish this goal, the Superintendent must receive formal, evaluative feedback from the Board on an annual basis. As a regularly scheduled activity, the Governing Board will meet at least ~~two (2) times~~ once each year to provide written and oral evaluative feedback to the Superintendent on the Superintendent's performance. The primary purpose of the evaluation process will be to effect improvements in administrative leadership.

The Superintendent's performance will be evaluated based on specified administrative standards, annual goals and objectives, and fulfillment of duties in the job description.

Any meetings of the Board to compile evaluative data or to discuss the evaluative feedback with the Superintendent, shall be held in executive session unless the Superintendent requests that the meeting be held in open session. The Superintendent will be given a copy of the written evaluation and another copy shall become a part of the Superintendent's file. The Superintendent may respond in writing to the Governing Board if there is disagreement with the evaluation.

On or before May 15, the Governing Board shall offer a contract to the Superintendent for the next school year(s). If it is the last year of the Superintendent's contract, the Board shall notify the Superintendent on or before April 15, of its intention not to renew the administrative contract. If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or negotiate the contract until May of the year preceding the final year of the contract.

Using the annual performance evaluation, the Board and the Superintendent will mutually establish goals and objectives for the Superintendent for the ensuing year.

Adopted: August 11, 2011

LEGAL REF.:

A.R.S. [15-503](#)

CROSS REF.:

[CBA](#) - Qualifications and Duties of Superintendent

## EVALUATION OF SUPERINTENDENT (Guidelines)

### Steps in the Formal Evaluation Process

~~A formative meeting will be conducted in an executive session prior to November 15. This evaluation will consist of a written report and oral presentation from the Superintendent regarding progress toward current year goals and objectives and a completion report for the prior year's goals and objectives. The Board will discuss the current year progress report and use Part II (Annual Goals and Objectives) to return a preliminary composite evaluation to the Superintendent.~~

~~A summative annual evaluation will be conducted prior to May 31. Beginning in September, the Superintendent will provide the Governing Board with reports on the previous school year's assessment results, state performance rating, and achievement of Strategic (District) Goals. These reports will be done in open session. The Superintendent will also provide reports on completion of Performance (personal) Goal(s), which may be held in an executive session. Following the reports, Board members will be provided with an evaluation packet containing the Superintendent evaluation policy (CBI), procedures (CBI-R) and evaluation forms (CBI-E). The Governing Board will then meet in executive session to complete the Superintendent's annual summative performance evaluation. This process regarding reporting will be concluded by November 30 of each school year but such deadline may be extended by the Governing Board.~~

~~Part I - Evaluation Instrument - The Administrative Standards - Part I of the evaluation instrument measures the Superintendent's performance based on six (6) administrative performance standards in five (5) main categories. A composite rating and summary paragraph are completed for each standard listed on the instrument. Prior to the executive session, each~~

~~Each individual Board member will rate the Superintendent's performance of each standard. The average of the complete Part I of the evaluation instrument individually. Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating, as well as direction for improvement.~~

~~The average of the Governing Board members' individual scores will be calculated to determine the composite score assigned for each standard. In the evaluation meeting, the Board will review the standards and composite ratings and attempt to reach consensus on a summary paragraph for each standard. When consensus cannot be reached, each Board member will submit their summary for that particular item to the Superintendent individually.~~

~~Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating to be provided, as well as direction for improvement.~~

~~Summary paragraphs for each standard will be prepared by the Board President or other designee according to the consensus reached by the Board, when applicable.~~

**Part II - Annual Goals and Objectives** - The second part of the evaluation assesses the Superintendent's performance related to the annual goals mutually developed and agreed upon with the Governing Board. A composite rating and summary paragraph are completed for the Superintendent's progress towards the attainment of each strategic ~~and performance goal.~~ ~~The Superintendent will present a report and reflection on the District's progress towards the strategic goals and objectives set by the Board for the District, along with a report and reflection of the Superintendent's progress towards the personal performance goals and objectives set by the Board for the Superintendent (District) and performance (personal) goal.~~

Each ~~Board individual Board~~ member will rate the Superintendent's progress toward attainment of each annual strategic (District) and performance goal. ~~The average of the individual scores will be calculated to determine the composite score assigned for each goal.(personal) goal individually.~~ Unsatisfactory ratings require specific information and/or supporting evidence to be provided to justify the rating, as well as direction for improvement.

The ~~average of the individual scores will be calculated to determine the composite score assigned for each goal.~~ The Board will attempt to reach consensus on a summary paragraph for each goal. ~~When consensus cannot be reached, each Board member will submit their summary for that particular item to the Superintendent individually.~~

~~Summary paragraphs for each goal will be prepared by the Board President or other designee according to the consensus reached by the Board, when applicable.~~

**Part III - Overall Assessment** - The final part of the evaluation ~~averages the combined scores combines scores~~ from Part I and Part II for the overall rating of the Superintendent's performance. ~~A summary paragraph will be drafted for each area of the evaluation according to Board consensus.~~

~~Example: On a scale of one (1) to five (5), we believe that your performance during the past year rates 2.0. The Board is pleased with your work and commends you for a job well done. We urge you to move ahead on as many of the above suggestions as may be feasible.~~

~~When consensus cannot be reached, each Board member will submit their summary to the Superintendent individually. Summary paragraphs~~ The Board will attempt to reach consensus on a summary statement. In any instance in which the Board cannot reach consensus on the language in any summary paragraph or statement, the Board shall follow the following process: Summary paragraphs or statements will be prepared by the Board President or other designee ~~according to the consensus reached by the Board, when applicable.~~ If any individual Governing Board member disagrees with the summary, the Board member will submit his/her individual summary for that particular item to the Superintendent individually.

The Board will meet with the Superintendent to review the evaluation documents. ~~The Board will convene an executive session to conduct the review.~~ The Superintendent will be provided with copies of Part I, Part II, and Part III. The Superintendent's original evaluation forms will be placed in the Superintendent's personnel file as appropriate.

EVALUATION OF SUPERINTENDENT

Part I: Administrative Standards ~~Evaluation Instrument~~

Each individual Board member will rate the Superintendent in the standards prior to the evaluation meeting. ~~The individual Board members' scores will be averaged to determine the composite rating for each standard.~~ Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating, as well as direction for improvement.

- Rating Scale:
- 1 = Outstanding
  - 2 = Good
  - 3 = Satisfactory
  - 4 = Need Improvement
  - 5 = Unsatisfactory
  - 6 = No Information

~~Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating to be provided, as well as direction for improvement.~~

At the evaluation meeting ~~a summary paragraph will be determined by consensus for each standard. When consensus cannot be reached, each Board member will submit their summary for that particular item to the Superintendent individually. Summary paragraphs for each standard will be prepared by the Board President or other designee according to the consensus reached by the Board, when applicable.~~ the individual Board members' scores will be averaged to determine the composite rating for each standard and a summary paragraph will be developed.

A. Educational Leadership

\_\_\_\_\_ Standard 1: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Develops, implements, and monitors the District's mission to improve student achievement.
- Promotes support for and fulfillment of the District's mission.
- Provides purpose and direction for individuals and groups within the District.
- Demonstrates knowledge of educational issues and how they affect students, schools, and the community.
- Facilitates the development of strategic action plans and continuous improvement plans in cooperation with the schools and the community.

~~Supporting Evidence~~ ~~Comments:~~ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Standard 2: Advocates and supports curricular and instructional programs that promote the success of students.

- Develops a strategic plan that enhances teaching and learning.
- Demonstrates knowledge of curriculum design, including alignment and sequence of curriculum that promotes student achievement.

- Applies knowledge of valid and reliable performance indicators and testing procedures in measuring student achievement.
- Uses current technology, telecommunication, and information systems to support instruction, student achievement, and staff development.
- Advocates, nurtures and sustains a District culture and instructional program conducive to student learning.
- Provides opportunities for growth experiences for all District personnel.
- Implements programs to help students develop as caring and informed citizens.
- Takes an active leadership role in the development and ongoing evaluation of the instructional programs.
- Evaluates educational innovations for implementation and/or changes in the schools.
- Establishes a student achievement monitoring and reporting system based on disaggregated data.

*Supporting Evidence-Comments:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***B. Relationship with the Governing Board***

\_\_\_\_\_ *Standard 3:* Develops, nurtures, and maintains a productive, professional relationship with the Board.

- Provides the Board with the agenda and appropriate back-up material before each Board meeting.
- Informs and advises the Board about school programs, events, and issues, and other major activities operating under the Board's authority.
- Presents material in a clear, concise manner.
- Seeks and accepts constructive criticism of work.
- Supports Board actions to the public and the staff.
- Ensures all Board members are provided with the same information as the rest of the Board.
- Takes prompt action to implement all directives of the Board.
- Develops and implements rules and regulations in keeping with Board policy.
- Informs the Board of policies and procedures that need revision, updating, or creation.
- Encourages the Board to read educational publications and to attend educational meetings.
- Provides orientation for new Board members.

*Supporting Evidence-Comments:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***C. Communications***

\_\_\_\_\_ *Standard 4:* Implements positive and proactive communication strategies for effective parent and community involvement to improve the learning environment for all students.

- Articulates the District vision, mission, and priorities to the community and general public.
- Responds appropriately to news media.
- Writes and speaks effectively.
- Demonstrates group leadership skills, including consensus building, collaboration and conflict resolution.
- Engages in effective community relations and school-business partnerships.
- Communicates effectively with appropriate governmental agencies.



- Formulates strategies for passing bond and override elections.
- Encourages community participation in the schools.
- Solicits and gives attention to problems and opinions from all stakeholder groups and individuals.

*Supporting Evidence-Comments:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**D. Management**

\_\_\_\_\_ *Standard 5:* Effectively manages the District's services, programs, operations, and resources.

- Defines and uses effective processes for gathering, analyzing, and using data for decision making and ongoing evaluation.
- Delegates at appropriate organizational levels.
- Secures, allocates, and manages human and material resources.
- Uses staff evaluation and staff development systems to improve the performance of staff members.
- Demonstrates understanding of employee compensation packages and a collaborative negotiations process.
- Identifies potential legal issues affecting school personnel selection, development, supervision, retention, and dismissal.
- Understands the budgetary process and makes recommendations to keep the school system fiscally sound based on the best interests of students.
- Makes and follows through on decisions.
- Promotes a safe, professional and effective learning/working environment for all.
- Plans, manages and evaluates current and long range facilities development and usage program.
- Uses technology to enhance administration.

*Supporting Evidence-Comments:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**E. Personal Leadership**

\_\_\_\_\_ *Standard 6:* Demonstrates a high level of ethics, honesty, and integrity in all personal and professional interactions.

- Demonstrates ethical and personal integrity.
- Is able to handle pressure and maintains poise and emotional stability in the full range of professional duties.
- Exhibits multicultural and ethnic understanding, sensitivity, and respect for diversity.
- Demonstrates a sense of humor.

*Supporting Evidence-Comments:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Part II: Annual Goals and Objectives

- Annual goals are mutually developed and agreed upon by the Governing Board and the Superintendent. ~~• The~~
- ~~The Superintendent will present a report and reflection on the District's progress towards the strategic goals and objectives set by the Board for the District, along with a report and reflection of the Superintendent's progress towards the performance goals and objectives set by the Board for the Superintendent~~ provide the Governing Board with reports on the previous school year's assessment results, state performance rating, and achievement of Strategic (district) Goals. These reports will be done in open session. The Superintendent will also provide reports on completion of Performance (personal) Goals in Executive Session.
- Each Board member will rate the Superintendent's progress toward attainment of each annual strategic and performance goal, from which a composite rating will be derived.
- ~~The Board will attempt to reach consensus to determine the composite rating assigned for each goal. When the consensus is not reached, each Board member's rating and feedback will be provided to the Superintendent individually for that particular item. When such a situation occurs, the average of the Board's ratings will be utilized for scoring purposes.~~
- ~~Unsatisfactory ratings~~ Unsatisfactory ratings require specific information and/or supporting evidence to be provided to justify the rating, as well as direction for improvement.

### Rating Scale:

- 1 = Exceeded expectations of goal
- 2 = Attained goal
- 3 = Satisfactory progress toward goal
- 4 = Needs more progress toward attaining goal
- 5 = Unsatisfactory progress toward attaining goal
- 6 = No progress

- The average of the individual scores will be calculated to determine the composite score assigned for each goal. The Board will attempt to reach consensus on a summary paragraph for each goal.

~~Strategic Goal:~~ \_\_\_\_\_ ~~Composite Rating:~~ \_\_\_\_\_

Goal 1

Goal 2: \_\_\_\_\_

Goal 3: \_\_\_\_\_

Goal 4: \_\_\_\_\_

Goal 5: \_\_\_\_\_

Goal 6: \_\_\_\_\_

*Supporting Evidence:*

---

---

---

---

---

---

---

---

---

---

Strategic (District) Goals:

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Performance Goal: \_\_\_\_\_ Composite Rating: \_\_\_\_\_

Goal 1: \_\_\_\_\_  
Goal 2: \_\_\_\_\_  
Goal 3: \_\_\_\_\_  
Goal 4: \_\_\_\_\_  
Goal 5: \_\_\_\_\_  
Goal 6: \_\_\_\_\_

*Supporting Evidence:*

---

---

---

---

---

---

---

---

---

---

Performance (personal) Goals:

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_  
Comments: \_\_\_\_\_

Goal: \_\_\_\_\_  
Rating: \_\_\_\_\_

Comments: \_\_\_\_\_

Goal: \_\_\_\_\_

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_

### Part III: Overall Assessment

The Board will ~~average~~ combine composite scores for Part I and Part II to determine an overall performance rating for the Superintendent. ~~A summary paragraph will be drafted for each area of the evaluation according to Board consensus.~~ A summary statement for the overall evaluation will be drafted.

*Example:* On a scale of one (1) to five (5), we believe that your performance during the past year rates 2.0. The Board is pleased with your work and commends you for a job well done. We urge you to move ahead on as many of the above suggestions as may be feasible.

Rating Scale:

1 = Outstanding

2 = Good

3 = Satisfactory

4 = Need Improvement

5 = Unsatisfactory

---

---

---

---

---

---

---

---

---

---

**Signatures:**

\_\_\_\_\_  
President of Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

GLENDALE ELEMENTARY SCHOOL DISTRICT

**ACTION AGENDA ITEM**

AGENDA NO: 7.I TOPIC: Superintendent Evaluation System

SUBMITTED BY: Ms. Brenda Bartels, Governing Board President

RECOMMENDED BY: Ms. Brenda Bartels, Governing Board President

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

RECOMMENDATION:

The Governing Board may consider taking action to approve the first reading of revisions to Policy CBI-Evaluation of Superintendent.

---

**RATIONALE:**

Contingent upon discussion in item 7.H.

GLENDALE ELEMENTARY SCHOOL DISTRICT

**INFORMATIONAL AGENDA ITEM**

AGENDA NO: 9.A. TOPIC: Future Meetings

SUBMITTED BY: Mr. Joseph Quintana, Superintendent

RECOMMENDED BY: Mr. Joseph Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 17, 2016

Board Meetings dates for the 2016-2017 school year are listed below with the agenda topics anticipated for each meeting. Routine items, i.e., vouchers, personnel reports, travel, etc., are not included in the list.

December 8	Regular Meeting Swearing In of New/Returning Board Members
December 22	Special Meeting
January 12	Organizational Meeting Executive Session regarding Salary Negotiations
January 26	Special Meeting
February 9	Employment Agreements and Contracts
February 23	Special Meeting
March 9	Meet and Confer/Salary Recommendations Teacher Evaluation System Textbook Adoption Recruitment Report
March 30	Special Meeting
April 13	Employment Contract Renewals Budget Revision Board Meeting Schedule Attendance Boundaries
April 27	Special Meeting
May 11	Authorized Signatories Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts
May 25	Special Meeting
June 8	Regular Meeting
June 22	Special Meeting