

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Regular Meeting of the Governing Board
November 9, 2017, 6:00 p.m.

Revised
November 8, 2017

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 North 58th 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. 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.

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.

4. Special Recognition

a. School Recognition

The Governing Board will recognize the school with the highest teacher attendance rate from August 7, 2017 through November 1, 2017.

b. School Recognition

The Governing Board will recognize the school with the highest student attendance rate from August 7, 2017 through November 1, 2017.

5. Consent Agenda

a. Approval of Minutes

The minutes of the October 26, 2017 Regular Meeting 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.

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.

REVISED

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. Surplus Property Disposal/Donation

It is recommended the Governing Board approve the items listed for disposal as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

g. Auxiliary Fund Statement

It is recommended the Governing Board approve the Auxiliary Fund Balance Statement for September, 2017 as presented.

h. Student Activity Fund Statement

It is recommended the Governing Board approve the Student Activity Fund Balance Statement for September, 2017 as presented.

i. Fundraiser Activity Requests

It is recommended the Governing Board approve the list of fundraiser activity requests as presented.

6. Reports and Information Items

a. Arizona Measurement of Educational Readiness to Inform Teaching (AzMERIT) Data Presentation

Administration will provide the Governing Board with assessment data from the Spring, 2017 administration of the AzMERIT.

b. Post Retirement Incurred Medical Expenses (PRIME) Plan

Administration will provide the Governing Board with information regarding proposed revisions to Policy GCCA - *Professional/Support Staff Sick Leave* to include the PRIME Plan as a benefit to eligible employees who are leaving the District through resignation or retirement.

7. Action Items

a. Arizona School Boards Association (ASBA) Bylaw Amendments

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.

b. Gifted Scope and Sequence

It is recommended the Governing Board approve the renewal of the Gifted Scope and Sequence as presented.

c. 2017-18 Revenue Budget

It is recommended the Governing Board approve the Fiscal Year 2017-18 Revenue Budget as presented.

8. 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.

9. 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.

10. 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 9, 2017

RECOMMENDATION:

The minutes of the October 26, 2017 Regular Meeting 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
October 26, 2017**

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

Absent: Ms. Monica Pimentel, Member

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Ms. Wilson at 5:15 p.m. She noted the presence of four of five Board members, constituting a quorum. Mr. Aldama participated telephonically, and Ms. Pimentel was absent.

OPENING EXERCISES

Ms. Wilson welcomed everyone and thanked them for coming. She called for a moment of silence followed by the Pledge of Allegiance and National Anthem performed by the Glendale American Band

Ms. Bartels moved to adopt the meeting agenda with this change and Ms. Smith seconded the motion. Upon call to vote, the motion carried.

CALL TO THE PUBLIC

None at this time.

RECOGNITION

Student Performance Band students from Glendale American School performed under the direction of Ms. Corrine Grant.

School Presentation Mr. Collin Smith, Eighth Grade Social Studies Teacher from Desert Spirit, presented a report regarding the seventh and eighth grade student trip to Washington, D.C., taken May 30-June 2, 2017. A copy of the presentation is attached to these minutes as an addendum.

CONSENT AGENDA

Ms. Smith moved to approve the agenda and 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 14, 2017 Regular Meeting, September 28, 2017 Special Meeting, September 28 Executive Session, October 19, 2017 Special Meeting and October 19, 2017 Executive Session.

Ratification of Vouchers The Governing Board approved the expense and payroll vouchers as presented.

Acceptance of Gifts The Governing Board ratified and approved acceptance of the following gifts offered to the District:

Donor	Gift	Recipient
Peter Piper Pizza	\$287.87 for Student Council	American
Priscilla Soza	\$33.31 for Nurses Office Supplies	American
Kona Ice	\$35 for Student Council	American
Kroger Community Rewards	\$137.13 Gift to School	American
Kula Foundation	\$2.40 Employee Incentive Fund	American
Peter Piper Pizza	\$476.58 Gift to School	Bicentennial South
Coca Cola	\$37.96 Employee Incentives Fund	Challenger
Donors Choose	"To Kinder and Beyond" Project, Est. value \$188	Coyote Ridge
Gen Youth Foundation	\$4,000 for "Fuel Up to Play 60" Program equipment	Coyote Ridge
Donors Choose	"Keep Calm and Play Tennis" Project, Est value \$660	Coyote Ridge

<u>Donor</u>	<u>Gift</u>	<u>Recipient</u>
Appreciation Ambassadors	\$250 Employee Incentives Fund	Desert Garden
Coca Cola	\$67.67 Employee Incentive Fund	Desert Spirit
Carol Van Raam	Pavilion Computer, Flat Screen, Speakers, Est Value \$200	Desert Spirit
All Saints of the Desert Episcopal Church	30 sets of used drum sticks and 1 flute, Est. value \$300	Desert Spirit
Desert Botanical Gardens	Admission for 1 st Grade Field Trip, Est. value \$611	Discovery
Liberty Mutual, Vaunda Reese	\$25 Visa gift card for New Teacher BBQ	District Wide
Yvonne Knaack	2 \$10 Visa gift cards, 150 tissue packs	District Wide
United Pet Care Terri Hoffman	2 Gifts Bags for Employee BBQ, Est. value \$55	District Wide
Home Smart Real Estate Tracy Preston	\$25 American Express Gift Card New Teacher Welcome	District Wide
First Cal Mortgage Cory Couch	\$25 Home Depot Gift Card New Teacher Welcome	District Wide
Chris Bestul Sam's Club	Office Organizer set for Welcome Back Employee Function, Est. value \$14	District Wide
Baz Nissen, Valic	Teacher survival kit for New Teacher Welcome, Est. value \$30	District Wide
Josh Craig, Grand Canyon University	GCU backpack filled with items for New Teacher Welcome, Est. value \$50	District Wide
Alex Akers, AXA	\$15 Gift card to Cold Stone Creamery for New Teacher BBQ	District Wide
Kendall Taylor, Valley Schools Benefit Trust	Portion plate and cup for New Teacher BBQ, Est. value \$30	District Wide
Hearts 2 Help	School supplies, Est. value \$75	GSA
Arizona State University, Mary Lou Fulton Teachers College	Books for Students Est. value \$200	Horizon
Farmers Insurance	Supplies for student, Est. value \$250	Horizon
Donors Choose	"Fidget Tools are not Toys" Project, Est. value \$105	Horizon
Bechtel Engineering	Clothing for Students Est. value \$2,000	Imes
Saint Vincent De Paul	200 Uniform Shirts Est. value \$1,000	Imes
Cecilia Valenzuela	School Uniforms Est. value \$1,000	Imes
Glendale Police Department	5 Backpacks for students, Est value \$50	Imes
Carl & Anita Dietzman	School Supplies Est. value \$50	Imes
Target	\$500 Gift Card to use for Student Uniforms	Imes
Bechtel Corporation	PBIS T-shirts and prizes, Est. value \$1,500	Imes
Brenda Bartels	First Lego League Challenge Set, Est. value \$75	Landmark
Camelback Vending	\$110.75 Gift to School	Landmark
Camelback Vending	\$84.85 Gift to School	Landmark
Coca Cola	\$45.83 Employee Incentive Fund	Mensendick
Donors Choose	"If You Can Speak It, You Can Write It" Project, Est. value \$343	Mensendick
Donors Choose	"May We Play Some Ukulele" Project, Est value \$994	Mensendick
Donors Choose	"Reading the Adventure" Project, Est. value \$328	Sunset Vista
Home Depot	Construction and materials for Lego League robotics table, Est. value \$66	Sunset Vista
Steve Ruggiero	Tools for mechanic shop, Est. value \$20	Transportation

Certified Personnel The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

New Employment

Brandenburg, Kimberly	Teacher	\$27,776.48*	10/16/17
Kinzler, Andrea	Teacher	\$28,873.10*	09/22/17
Renteria, Cristina	Teacher	\$27,776.65*	10/02/17
Schoenberg, Migdalai	Teacher	\$28,690.36	09/25/17
Shukert, Haley	Teacher	\$26,862.94*	10/16/17

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

Resignation

Salas-Zuniga, Christopher*	Teacher	Personal	09/22/17
Singer, Jamie*	Teacher	Personal	10/26/17

Singer, Scott*	Teacher	Personal	10/02/17
Wright, Jeffrey*	Teacher	Personal	09/08/17

*Recommend liquidated damages fee to be applied per contract

Guest Teacher - New Hire

Montgomery, Dennis	Guest Teacher		10/01/17
Moriarty, Christina	Guest Teacher		10/02/17

Guest Teacher - Re-Hire

Chavez, Esther	Guest Teacher		09/06/17
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Guest Teacher - Resignation

De La Garza, Rhonda	Guest Teacher	Other Employment	08/07/17
James, Victoria	Guest Teacher	Other Employment	08/07/17
Sindel, Wendy	Guest Teacher	Personal Reasons	09/28/17

Leave of Absence

Gardner, Lisa	Speech Pathologist		09/25/17
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Classified Personnel The Governing Board approved the following employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel:

New Employment

Aranda Nevarez, Janet	Food Service Worker	\$10.00	10/16/17
Barraza, Liliana	Cleaner II	\$10.00	10/16/17
Butler, Melinda	Educational Assistant - SPED	\$10.00	09/25/17
Cardona, Fany	Food Service Worker	\$10.00	10/02/17
Harvey, Cynthia	Food Service Worker	\$10.00	10/16/17
Lopez, Alejandra	Secretary- Department	\$11.52	10/02/17
Lyons, Samantha	Bus Monitor	\$10.00	10/02/17
Mendoza, Ferni	Cleaner II	\$10.00	10/16/17
Morales, Andrew	Campus Monitor	\$10.00	10/16/17
Nevarez, Martha	Food Service Worker	\$10.00	10/16/17
Parra, Joseph	Cleaner I	\$10.99	10/02/17
Perez, Victor	Senior Groundskeeper	\$14.78	10/09/17
Quirindongo, Jose	Cleaner I	\$10.00	10/16/17
Reyes, Norma	Cleaner II	\$10.00	10/16/17
Robinson, Ramon	Lead Custodian	\$14.07	10/09/17
Rodriguez, Margarita	Food Service Worker	\$10.00	10/16/17
Sullivan, Ashley	Trainee School Bus Operator	\$12.07	10/16/17
Williams, Kenneth	School Bus Driver	\$13.65	10/16/17
Vanderhoek, Heather	Nurse	\$39,500	10/23/17

Amount is pro-rated based on start date.

Rehire

Galvez Carrillo, Carismeldi	Cleaner II	\$10.00	10/02/17
Mena, Maxine	Cleaner II	\$10.75	10/16/17
Pogue, Mary	Ed Assist CC-LS	\$12.38	09/25/17
Sanchez, Sandra	Educational Assistant	\$12.59	10/02/17

Position Change

Estrada, Ana	from EA Resource to School Secretary	\$12.60	10/16/17
Parra, Alexis	from EA Resource to EA Ortho	\$10.00	09/25/17

Resignation

Calderon, Leticia	Cleaner II	Personal Reasons	09/21/17
Cardona, Fany	Food Service Worker	Personal Reasons	10/02/17
Cirilo, Anita	Attendance Secretary	Moved/Left Area	11/03/17
Clarke, Cynthia	School Secretary	Personal Reasons	10/30/17
Delgado, Sabrina	EA Ortho Impaired	Personal Reasons	10/20/17

Escalante Jaime, Beatriz	Food Service Cashier	Personal Reasons	10/11/17
Lenhart, Kimberly	School Bus Operator	Other Employment	10/27/17
Mena, Maxine	Campus Monitor	Personal Reasons	09/29/17
Moles, Carl	School Bus Operator	Personal Reasons	09/21/17
Niemier, Michelle	Food Service Worker	Personal Reasons	09/22/17
Pereira, Adrianna	Campus Monitor	Personal Reasons	10/24/17
Perez, Monique	Food Service Worker	Personal Reasons	09/25/17
Reed, Charles	Cleaner II	Personal Reasons	09/21/17
Shepard, Anthony	Educational Assistant	Personal Reasons	09/28/17
Stevens, Belinda	School Bus Operator	Personal Reasons	10/12/17
Schall, Brianna	Sub-Food Services	Personal Reasons	05/21/17
Soza, Guadalupe	School Nurse-LPN	Personal Reasons	09/29/17
Willis, Deborah	Campus Monitor	Personal Reasons	09/08/17

Correction of Resignation

Sanchez, Lidia	Food Services Worker		10/06/2017
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Retirement

Silva, Linda	Lead Help Desk Specialist		01/18/2018
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Additional Position

Williams, Heather	Campus Monitor	\$10.00	08/07/17
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Leaves of Absence

Aguilar, Sylvia	Food Service Worker		10/10/17-11/21/17
Ancira, Alicia	Food Service Worker		10/16/17-01/08/18
De La Cruz, Lorena	Cleaner II		09/05/17-12/22/17
Deleon, Johnny	Lead Custodian		07/03/17-04/18/18
Gardner, Lisa	Speech Language Pathology Assist.		09/25/17-11/07/17
Urias, Ana	Food Service Worker		10/16/17-10/30/17
Lizarraga, Kimberly	Campus Monitor		08/25/17-10/16/17

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

Surplus Property Disposal/Donation The Governing Board approved the items listed for disposal as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

Auxiliary Fund Statement The Governing Board approved the Auxiliary Fund Balance Statement for July and August, 2017 as presented.

Student Activity Fund Statement The Governing Board approved the Student Activity Fund Balance Statement for July and August, 2017 as presented.

Fundraiser Activities The Governing Board approved and ratified the fundraiser activity requests as presented.

Non-Renewal of Employment The Governing Board approved the non-renewal of employment contract for J. Ryan.

REPORTS AND INFORMATION ITEMS

None at this time.

PUBLIC HEARING

Ms. Smith moved to recess the meeting and Ms. Bartels seconded the motion. Upon call to a vote, the motion carried and at 6:00 p.m., the meeting recessed for the purpose of holding a public hearing on the proposed Revision #1 of the Fiscal Year 2017-18 Expenditure Budget and allocation of monies related to the 1.06% Teacher Salary increase pursuant to Session Laws 2017, Chapter 305, §33.

1. Presentation Regarding Proposed Revised Budget #1 and allocation of monies related to the 1.06% Teacher Salary Increase.
2. Questions and Comments from Board Members
3. Questions and Comments from Visitors
4. Adjourn Public Hearing and Reconvene Regular Meeting

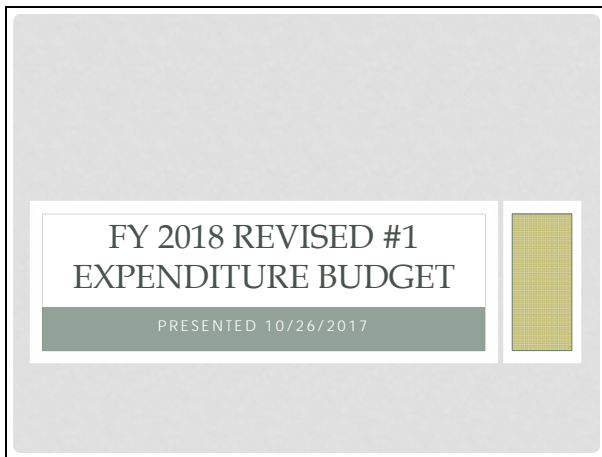
Ms. Smith moved to reconvene the regular meeting and Ms. Bartels seconded the motion. Upon call to vote the motion carried and the meeting resumed at 6:05 p.m.

ACTION ITEMS

Revised 2017-2018 Expenditure

Budget #1

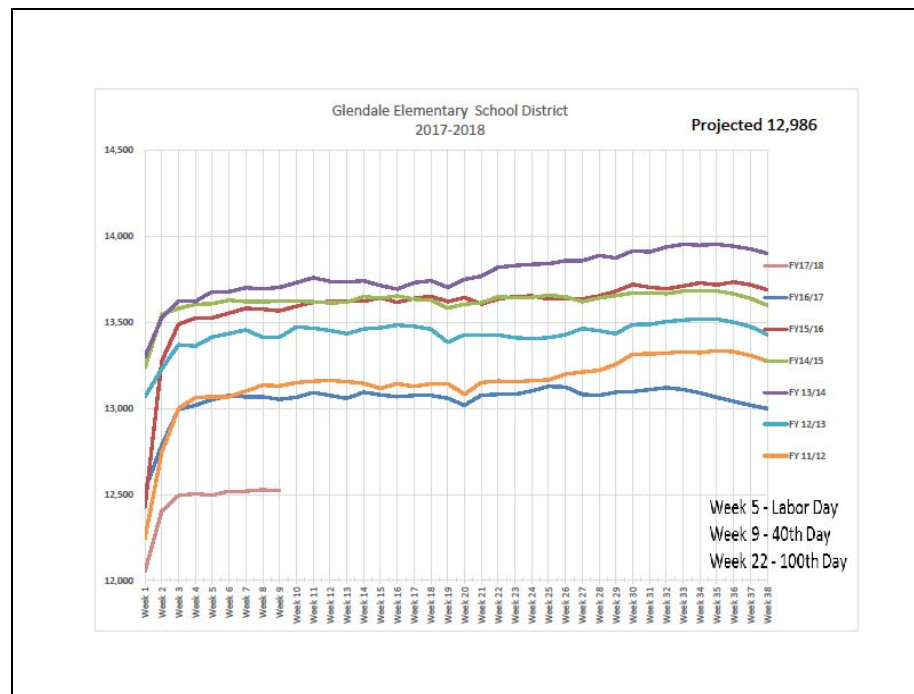
Mr. Quintana recommended the Governing Board approve Revision #1 of the Fiscal Year 2017-2018 Expenditure Budget as presented. Mr. Barragan reviewed the following presentation:



AVERAGE DAILY MEMBERSHIP (ADM)

1. 2014 - 12,920.565 (100th Day), increase of 271.893
2. 2015 - 12,883.717 (100th Day), decrease of 36.848
3. 2016 - 12,863.883 (100th Day), decrease of 19.834
4. 2017 - 12,412.347 (100th Day), decrease of 451.536
5. 2018 - 11,952.520 (40th Day), decrease of 461.827

In two years we've lost 913.363 students



ADM - LOSS OF REVENUE

\$2 million reduction in the
current year

FY18 GENERAL BUDGET LIMIT

Adopted		Revised #1	
RCL	\$ 60,054,452	RCL	\$ 57,952,306
Override	\$ 9,458,649	Override	\$ 9,128,631
BBCF	\$ 2,522,125	BBCF	\$ 3,319,603
Transfer	\$ - 473,838	Transfer	\$ - 473,838
TOTAL	\$ 71,561,388	TOTAL	\$ 69,926,702

FY18 UNRESTRICTED CAPITAL

Adopted		Revised #1	
BBCF	\$ 769,788	BBCF	\$ 1,205,516
Interest	\$ -	Interest	\$ 12,350
RCL	\$ 1,806,437	RCL	\$ 1,806,437
DAA	\$ 810,987	DAA	\$ 689,207
Prop. 123	\$ 462,850	Prop. 123	\$ 556,786
TOTAL	\$ 3,850,062	TOTAL	\$ 4,270,296

- FINAL THOUGHTS**
1. FY17 Current Year Funding had financial safeguards (hold harmless)
 1. FY18 – No financial safeguards
 2. Immediate reductions to budget limit
 2. Potential reduction in grant funds
 3. Capital Funding – must be a priority
 4. Increase enrollment – must be a priority
 1. Increase Academic Achievement
 2. Customer Service/Family Engagement
 3. Marketing/Advertising Campaign
 5. We have contracted with Applied Economics do conduct a demographic study

- FINAL THOUGHTS CONTINUED**
6. Classroom Site Fund (CSF/Prop. 301) - Expires in FY21
 1. Financial challenge for GESD
 2. In FY19 Allocation will decrease due to decreased enrollment
 3. Financial cliff for all public K-12 schools
 7. Classroom Dollars Report
 1. Prop. 206 = increase non-classroom spending while decreasing classroom dollars
 - ✓ Jan. 1 , 2018 estimated implementation cost \$64,005.67 (from \$10 to \$10.50)
 - ✓ Salaries/Wages compressed (on-going)
 2. Decrease in enrollment = increase non-classroom spending
 - ✓ Appear to be inefficient in it's operations

Mr. Aldama inquired why enrollment has dropped so dramatically. Mr. Barragan speculated students are likely attending charter schools within our boundaries. He added a demographic study is being conducted to help better project our enrollment situation for the next few years.

Ms. Smith asked the last time a demographic study was conducted. Mr. Quintana noted a study session will be held for the Board to share the study's findings upon completion.

Ms. Wilson asked what impact charter schools are having in other school districts. Mr. Barragan offered to share this information in a future Board Memo.

Ms. Smith asked how delayed payments will impact our cash flow.

Mr. Barragan stated that if enrollment holds steady, the District can financially manage things. If there is a significant decrease in enrollment before the 100th day, these circumstances may change.

Ms. Wilson asked if there is usually an increase in enrollment after the 100th day of school.

Ms. Smith moved to approve the item as presented and Ms. Bartels seconded the motion. Upon call to vote, the motion carried.

Allocation of 1.06%
Teacher Salary
Increase Monies

Mr. Quintana recommended the Governing Board approve the allocation of monies related to the intended 1.06% teacher salary increase pursuant to Session Laws 2017, Ch. 305, §33 as presented.

Ms. Bartels moved to approve the item as presented and Ms. Smith seconded the motion. Upon call to vote, the motion carried. Ms. Smith asked staff be reminded the funds will not be allocated until received by the state.

Job Description

Mr. Quintana recommended the Governing Board approve the new job description for English as a Second Language Instructor for GESD Parents.

Ms. Bartels inquired if this is an existing position.

Ms. Wilson asked how many positions there would be and if there was a fee involved for parents to participate.

Ms. Miele provided a brief overview of the program planned.

Ms. Smith moved to approve the item as presented and Ms. Bartels seconded the motion. Upon call to vote, the motion carried.

Revised Annual
Financial Report

Mr. Quintana recommended the Governing Board approve the Revised Annual Financial Report for Fiscal Year 2016-17 as presented.

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

FUTURE MEETINGS AND EVENTS

Future Meetings: A list of upcoming meetings was reviewed. Mr. Quintana noted the AzMERIT presentation will be done at the November 9th meeting.

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.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Mr. Quintana reported Ms. Segotta-Jones had recently attended community events with Mr. Quintana and had the opportunity to begin meeting some community leaders. He also attended an event at Jack school recently to commemorate some additions to the school's garden.

Ms. Smith reported having attended a community event at Mensendick the evening prior. She and Ms. Bartels would like a report later in the year on how the implementation of Rachel's Challenge impacts the school's culture. She also attended an awards ceremony at Horizon which she enjoyed. She noted Landmark's recent recognition from ABEC at the Best of the West awards.

Ms. Bartels thanked the campuses who invited the Board to school events recently. She's like to see more invitations to events at schools.

Mr. Aldama invited everyone to the City's event at Murphy Park Friday October 27th.

ADJOURNMENT

Ms. Smith moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to a vote, the motion carried and the regular meeting adjourned at 6:32 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

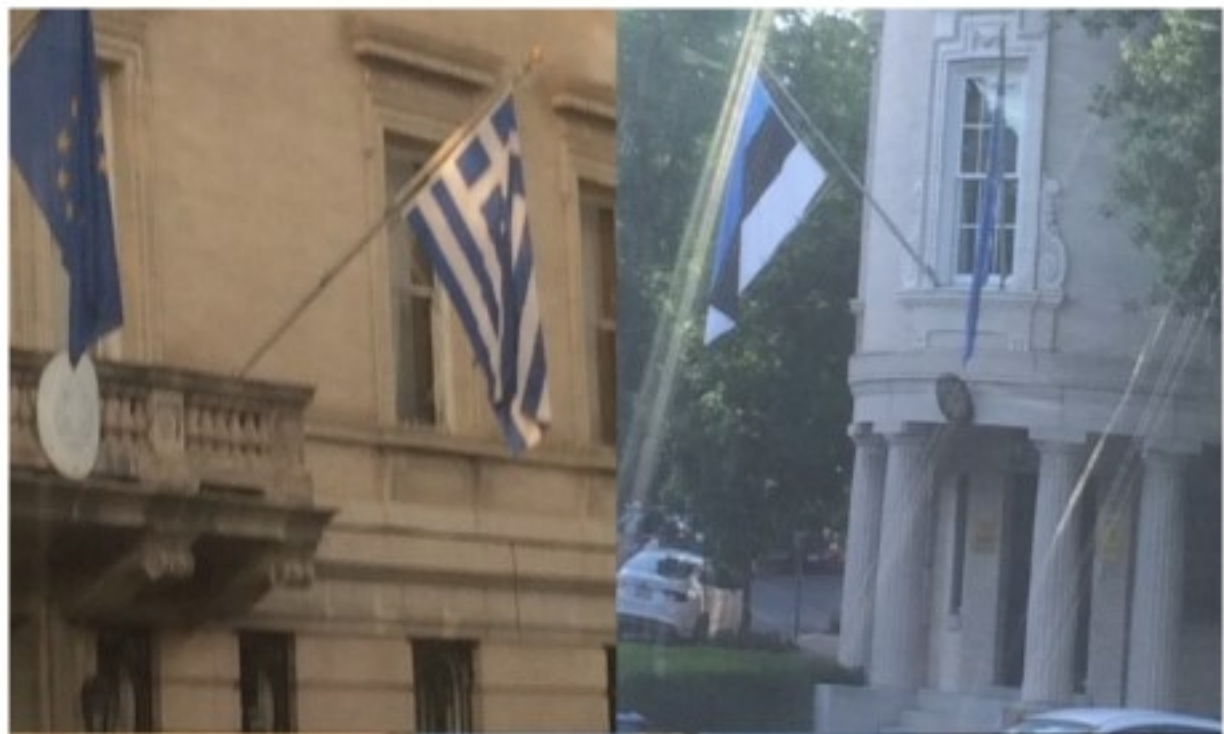
Jamie Aldama, Clerk of the Board

Date: November 9, 2017

Washington DC World Strides Trip

1. Where are we going?
2. What is it?
3. Who/What is World Strides?
4. When will we go?
5. How will we get there?
6. How long is it?
7. What will we do there?
8. How much will it cost?
9. What do you need to do to sign up?
10. When is the Parent Meeting?







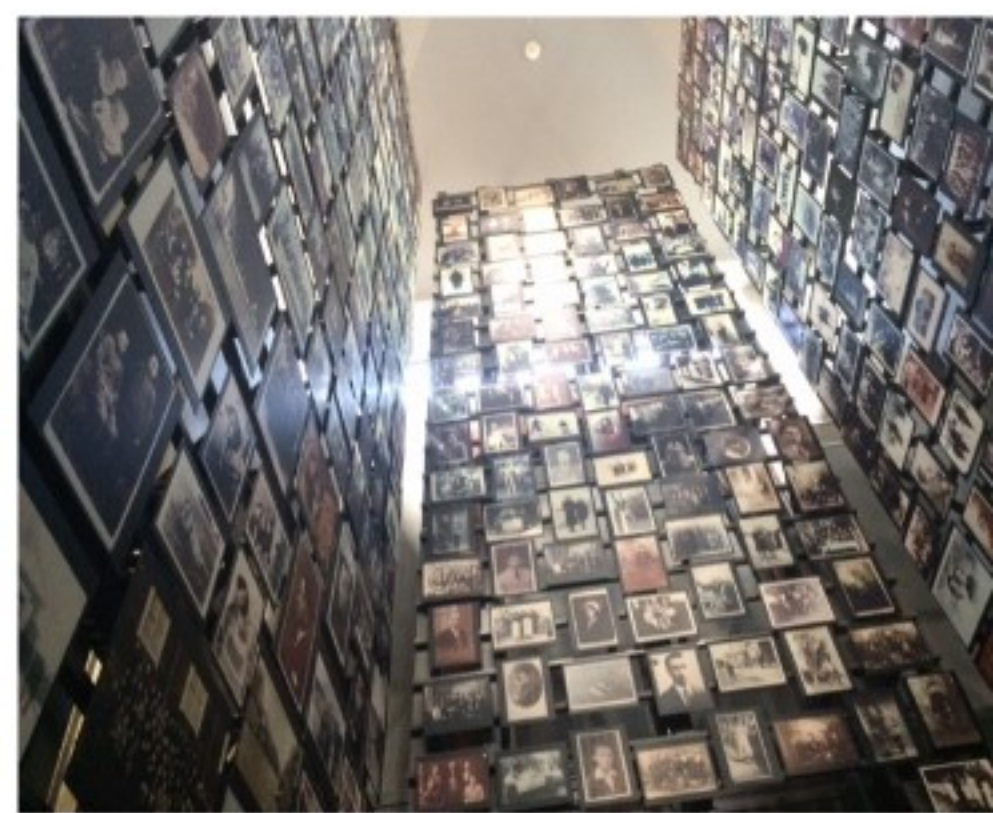














WASHINGTON D.C.



















Where?

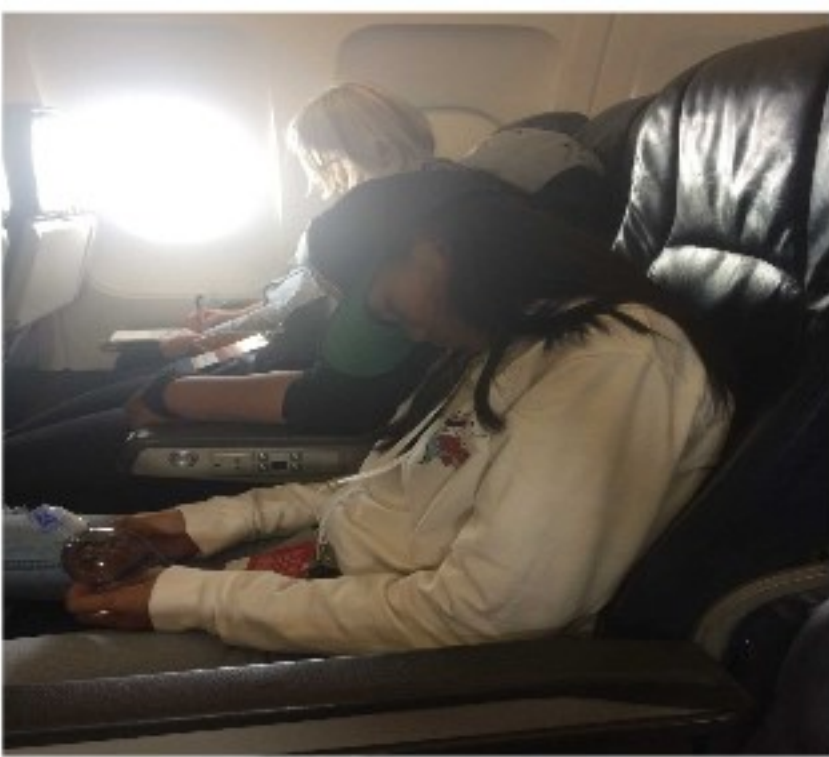
USA

State and Capital









How Much \$?

The price is currently estimated around \$2,216

- Pays for:
 - > Plane tickets
 - > Hotel
 - > Food
 - > Tickets
 - > Tour guides
 - > Busing
- WS offers scholarships! - 1st come, 1st serve
 - > \$1,000,000 for low income families/students to help afford trip
 - > Could pay up to 8-900\$ of trip!
 - > Simple phone call away to find out how much for free!
- Early sign up means cheaper deposit (first payment to hold spot)

Meals

All meals are pre-scheduled and reserved for us

- Continental breakfast at hotel
 - > Unlimited, buffet style
- Lunches consist of vouchers, usually at food court style areas (Pentagon Mall, National Mall Food Court)
- Dinners are preselected (will be chosen close to trip)
 - > Italian, Cheesecake Factory, Boston Market



The
Cheesecake
Factory





Accommodations & Safety

- Hotels are preselected from a list of student friendly options. Vendors include:
 - > Hilton
 - > Sheraton
 - > Marriott
- Hotels will have a pool and relevant accommodations for students to use
- Each hotel has a Hotel Coordinator present there at all times to assist travelers

We are fully and guaranteed a safe trip

- Insurance included in cost
 - > any and all injuries handled quickly and efficiently
 - > major injuries i.e. broken leg result in personal escort home immediately
- Night chaperones from World Strides will enforce curfew and hall etiquette
 - > Chaperones receive a nightly report on any and all issues in rooms at breakfast EVERY morning
- Professional tour guide and bus driver ensure safety around DC
 - > all groups, if split, must have at least one adult at all times (no splitting up, even inside buildings)



Miscellaneous

The only \$ students may want to bring is for souvenirs. We usually stop at a specialized store, but most museums have their own gift shop as well

- Street vendors offer a cheaper alternative
- Hats, shirts, statues, keychains, etc.
 - > Usually cheap, from 10-20\$
 - > More expensive items (models, ornaments) also sold at gift shops
 - Air and Space Museum, FDR Memorial, and Mt. Vernon have wide selections

What?

A teacher chaperoned educational trip to our nation's capital to interact with our national monuments, museums, and places of historical significance

- See history where it happened
- Experience monuments/museums with professional guides
- Interact with symbols of our nation
- Enjoy meals* around our capital

Sign Up

Anyone can sign up a few different ways

- Online
 - Phone
 - By Mail
- > MUST PAY DEPOSIT to hold spot on trip
- You can call to see how much free \$\$\$ you will get BEFORE you sign up!
 - YOU MUST have a parent come to the PARENT MEETING

Any Questions?

Mr. Smith Contact Info:

Phone: 623-237-5643

Email: cosmith@gesd40.org



WorldStrides®

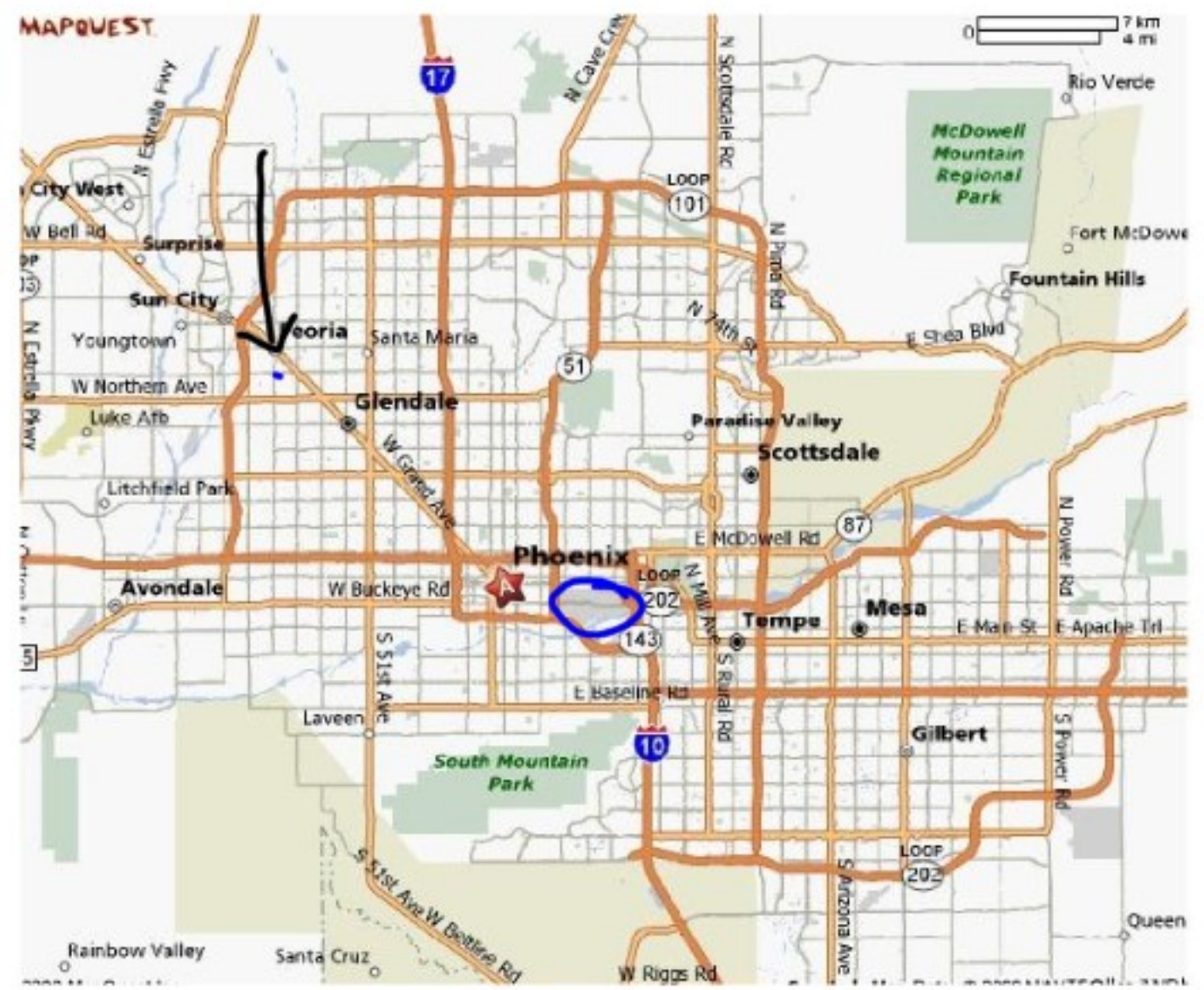
World Strides

Professional educational travel company

- Over 50 years of experience with DC, other trips
- Funded by non-profit organization
 - > mostly donations
- Educational coordinator for every trip
- Travel with other schools/travel groups

When/How/How Long?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MAY 2018						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Last day of school	25	26
27	28	29 Depart	30	31	1 Return	



Itinerary





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 9, 2017

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.

2017-2018 Fiscal Year Expense Vouchers:

<u>DATE</u>	<u>VOUCHER #</u>	<u>AMOUNT</u>
09/07/2017	2020	\$554,473.68
09/08/2017	2021	\$141,587.52
09/14/2017	2022	\$10,403,948.14
09/14/2017	2023	\$2,422.86
09/14/2017	2025	\$67,984.77
09/21/2017	2024	\$862.27
09/21/2017	2026	\$343,879.01
09/21/2017	2027	\$2,478.05
09/21/2017	2028	\$140,204.28
09/28/2017	2029	\$345,940.49
09/28/2017	2031	\$336,046.12
10/05/2017	2032	\$886,329.56
10/05/2017	2033	\$116,645.06
10/05/2017	2035	\$12,717.69

2017-2018 Fiscal Year Payroll Vouchers:

<u>DATE</u>	<u>VOUCHER #</u>	<u>AMOUNT</u>
09/05/2017	1005	\$2,558,719.86
09/07/2017	12	\$189,722.37
09/11/2017	13	\$4,591.85
09/18/2017	1006	\$2,593,015.49
09/21/2017	15	\$187,565.51
09/21/2017	16	\$595.81
09/22/2017	18	\$436.55
09/22/2017	17	\$322.33
10/02/2017	1007	\$3,322,104.03
10/05/2017	19	\$306,964.05

Source of Funding -

M & O Budget _____ 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 9, 2017

RECOMMENDATION:

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

RATIONALE:

<u>Donor</u>	<u>Gift</u>	<u>Recipient</u>
Kroger Community Rewards	\$45.77 Student Transportation	Burton
Challenger School PTSA	\$150 Substitute for Professional Development Training	Challenger
Kroger Community Rewards	\$6.90 Gift to School	Challenger
Donors Choose	"High Interest Novels for Struggling Readers" Project Est value \$75	Challenger
Donors Choose	"Furthering Engagement" Project Est value \$530	Challenger
Lanini Management Inc	\$258 for Student Council	Discovery
Color Me Bella	4 \$50 Gift certificates for Employee incentives	District Office
Donors Choose	"Fabulously Focused With Our Flexible Seating - Round Two" Project Est value \$108	Horizon
Donors Choose	"Firsties Can Be Independent Learners" Project, Est value \$369.80	Imes
Bechtel Corporation	\$1500 PBIS t-shirts and prizes	Imes
Bechtel Employees Club	\$648 Technology for classrooms	Imes
Theodore Thomas & Elisha Niemeyn Novosad	\$852 Technology for classrooms	Imes
Inter-State Studio & Publishing Co	\$372 Gift to School	Jack
Peter Piper Pizza Inc	\$222.61 Gift to School	Landmark
Coca Cola	\$37.41 Employee Incentive Fund	Mensendick
Kroger Community Rewards	\$53.40 Student Incentives	Sine
Dorian Studios	\$340.59 Student Incentives	Sine
Kroger Community Rewards	\$37.44 Gift to School	Smith

Source of Funding -

M & O Budget _____ State Grant _____ Federal Grant _____ Capital _____ Other _____

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

Revised
November 8, 2017

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 9, 2017

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. Kinzler, Andrea Teacher \$28, 873.10 09/22/17

Resignation

1. Doyle, Courtney* Teacher Family Reason 10/31/17

2. Greening, Bruce* Teacher Personal Reason 10/24/17

3. **Morris, Whitney*** **Teacher** **Personal Reasons** **11/21/17**

3. Walker, Julianne* Teacher Personal Reason 10/27/17

*Liquidated damages fee assessed

Guest Teacher - New Hire

1. Sanders, Susan Guest Teacher 10/16/17

2. Haley, Laura Guest Teacher 09/08/17

Guest Teacher - Resignation

1. Ros, Sokun Student Intern Personal Reasons 10/25/17

Retirement

1. Evans, Lynda Teacher Retirement 11/29/17

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 9, 2017

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. Dominguez, Guadalupe	Cleaner II	\$10.00	10/30/17
2. Kopachik, Amine	Educational Assistant	\$10.00	11/06/17
3. Mogel, Anne	Trainee School Bus Driver	\$12.07	11/06/17
4. Olfert, Emma	Campus Monitor	\$10.00	11/06/17
5. Panerio, Heather	Educational Asst.	\$11.89	10/30/17
6. Rodriguez, Idalia	Campus Monitor	\$10.00	11/06/17
7. Sahagun, Gissela N.	Food Service Worker	\$10.00	10/30/17
8. Taylor, Andrew	Trainee School Bus Driver	\$12.07	11/06/17
9. Villegas, Jonathan	EA Special Education Resource	\$10.00	10/30/17

Position Change

1. Entzminger, Albert	From Trainee School Bus Driver to Bus Monitor	\$10.00	10/30/17
2. Flores, Dan	From Bus Monitor to School Bus Driver	\$14.00	10/30/17
2. Ramirez, Juanita	From Food Service Sp. To Food Serv Mgr.	\$14.65	10/30/17

Resignation

1. Burton, Deborah	School Secretary	Personal	07/03/17
2. Chavez, Sara	Campus Monitor	Personal	10/31/17
3. Harvey, Cynthia	Food Service Worker	Personal	10/25/17
4. Perez, Alexandra	Campus Monitor	Other Employment	10/27/17

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.F. TOPIC: Surplus Property Disposal/Donation

SUBMITTED BY: Mr. Tony Remo, Fixed Assets Specialist

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

DATE ASSIGNED FOR CONSIDERATION: November 9, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the items listed for disposal as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

RATIONALE:

The District is currently using Public Surplus Online Auction for surplus equipment. The following is a list of equipment that is outdated, broken, or non-repairable. It should be noted technology devices such as PC's, laptops, tablets, etc. are rendered unusable to ensure potentially private information as may be contained in such devices is not inadvertently released.

<u>District ID#</u>	<u>Description</u>	<u>District ID#</u>	<u>Description</u>
333184	PC	338334	Power Supply
338368	Power Supply	320752	Printer
334440	Laptop	335563	PC
329373	Printer	335982	Laptop
335048	PC	335808	Laptop
336064	Laptop	335807	Laptop
331391	PC	334445	Laptop
327843	Smart Board	336091	Laptop
334954	PC	335974	Laptop
336273	Laptop	336069	Laptop
336079	Laptop	336100	Laptop
336072	Laptop	336076	Laptop
336089	Laptop	334454	Laptop
334449	Laptop	333791	PC
333181	PC	335562	PC
335561	PC	333178	PC
336799	PC	336139	PC
335598	Laptop	336090	Laptop
336080	Laptop	335966	Laptop
332138	Laptop	336077	Laptop
335981	Laptop	330630	Laptop

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>
336240	Laptop	336095	Laptop
335986	Laptop	336073	Laptop
335802	Laptop	336222	Laptop
336191	Laptop	335969	Laptop
3359801	Laptop	336086	Laptop
334155	PC	334948	PC
335984	Laptop	334450	Laptop
333868	Laptop	328323	Smart Board
335848	PC	333048	PC
334945	PC	333179	PC
335564	PC	333183	PC
333329	Laptop	335560	PC
333185	PC	335973	Laptop
335102	PC	330147	Laptop
335916	Laptop	335116	PC
335804	Laptop	336075	Laptop
334448	Laptop	335968	Laptop
334926	PC	335977	Laptop
335976	Laptop	333182	PC
335988	Laptop	335967	Laptop
334442	Laptop	339750	Charging Cart
335559	PC		

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

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.G. TOPIC: Auxiliary Fund Balance Statement

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

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

DATE ASSIGNED FOR CONSIDERATION: November 9, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the Auxiliary Fund Balance Statement for September 2017 as presented.

RATIONALE:

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

AUXILIARY OPERATIONS BOARD REPORT

FOR MONTH ENDING

September 30, 2017

UNIT	SCHOOL LOCATION	CARRYOVER BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	\$2,957.43	\$0.00	\$0.00	\$2,957.43
102	ISAAC IMES	\$3,498.62	\$59.93	\$0.00	\$3,558.55
103	HAROLD W. SMITH	\$571.42	\$41.69	\$0.00	\$613.11
104	MELVIN E. SINE	\$5,144.83	\$75.00	\$0.00	\$5,219.83
105	WILLIAM C. JACK	\$1,323.37	\$0.00	\$0.00	\$1,323.37
106	DON MENSENDICK	\$1,862.63	\$0.00	\$0.00	\$1,862.63
107	GLENN F. BURTON	\$1,449.21	\$0.00	\$0.00	\$1,449.21
108	GLENDALE AMERICAN	\$6,998.41	\$172.12	\$0.00	\$7,170.53
109	BICENTENNIAL NORTH	\$62.51	\$0.00	\$0.00	\$62.51
110	HORIZON	\$5,672.91	\$235.19	\$0.00	\$5,908.10
111	CHALLENGER	\$240.36	\$0.00	\$0.00	\$240.36
112	BICENTENNIAL SOUTH	\$2,592.31	\$0.00	\$0.00	\$2,592.31
113	DISCOVERY	\$125.94	\$0.00	\$0.00	\$125.94
114	DESERT GARDEN	\$8,377.45	\$60.26	\$0.00	\$8,437.71
115	COYOTE RIDGE	\$2,309.79	\$0.00	\$0.00	\$2,309.79
116	DESERT SPIRIT	\$616.89	\$0.00	\$0.00	\$616.89
117	SUNSET VISTA	\$805.23	\$107.73	\$0.00	\$912.96
	TOTAL:	\$44,609.31	\$751.92	\$0.00	\$45,361.23

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.H. TOPIC: Student Activity Fund Balance Statement

SUBMITTED BY: Ms. Jill Winn, Accounting Budget Supervisor

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

DATE ASSIGNED FOR CONSIDERATION: November 9, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the Student Activity Fund Balance Statements for September 2017.

RATIONALE:

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

STUDENT ACTIVITY BOARD REPORT

FOR MONTH END

September 30, 2017

UNIT	SCHOOL LOCATION	CARRYOVER BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	\$13,491.01	\$0.00	\$0.00	\$13,491.01
102	ISAAC IMES	\$7,910.52	\$883.45	\$0.00	\$8,793.97
103	HAROLD W. SMITH	\$4,000.70	\$0.00	\$0.00	\$4,000.70
104	MELVIN E. SINE	\$4,932.96	\$326.75	\$0.00	\$5,259.71
105	WILLIAM C. JACK	\$1,814.65	\$0.00	\$0.00	\$1,814.65
106	DON MENSENDICK	\$2,391.88	\$0.00	\$0.00	\$2,391.88
107	GLENN F. BURTON	\$4,535.82	\$1,160.25	\$0.00	\$5,696.07
108	GLENDALE AMERICAN	\$4,027.08	\$35.00	\$0.00	\$4,062.08
109	BICENTENNIAL NORTH	\$790.66	\$0.00	\$0.00	\$790.66
110	HORIZON	\$3,706.41	\$0.00	\$0.00	\$3,706.41
111	CHALLENGER	\$5,712.25	\$509.00	\$0.00	\$6,221.25
112	BICENTENNIAL SOUTH	\$1,495.67	\$0.00	\$0.00	\$1,495.67
113	DISCOVERY	\$1,670.42	\$0.00	\$0.00	\$1,670.42
114	DESERT GARDEN	\$8,054.74	\$0.00	\$0.00	\$8,054.74
115	COYOTE RIDGE	\$4,032.78	\$0.00	\$0.00	\$4,032.78
116	DESERT SPIRIT	\$4,983.09	\$20.00	\$0.00	\$5,003.09
117	SUNSET VISTA	\$983.86	\$0.00	\$0.00	\$983.86
TOTAL:		\$74,534.50	\$2,934.45	\$0.00	\$77,468.95

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.I. TOPIC: Fundraiser Activity Requests

SUBMITTED BY: Various Schools

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

DATE ASSIGNED FOR CONSIDERATION: November 9, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the list of fundraiser activity requests as presented.

RATIONALE:

School	Event	Purpose
Bicentennial South	Book Fair	Raising funds for new library books
Challenger	Scholastic Book Fair	Raising funds for new library books
Coyote Ridge	<ul style="list-style-type: none"> • Cookie Dough Fundraiser • T Shirt Sales (shirts have school rules on the back) 	<ul style="list-style-type: none"> • Raising funds for school shades and events • Encourage school spirit, good behavior
Desert Garden	Great Skate	Raising funds for field trips
Landmark	<ul style="list-style-type: none"> • Dress Down Day • Downtown Parking lot • Peter Piper Night • Friday Store • Falls Festival • Cinco de Mayo • Box Tops for Education • Book Fair • Movie Night • Valentine's Day Store • Holiday Day Store • Candle Sale 	<ul style="list-style-type: none"> • Raising funds for field trips • Raising funds for field trips • Raising funds for field trips • PTA fundraiser • Raisings funds for field trips and career camp • PTA fundraiser • Raising funds for playground equipment • Raising funds for new library books • PTA fundraiser • Raising funds for classroom supplies • PTA fundraiser • Raising funds for teacher supplies
Melvin E. Sine	<ul style="list-style-type: none"> • School Dance • Fall Festival • Butterbraid Sales 	<ul style="list-style-type: none"> • Raising funds for field trips • Raising funds for field trips and other school activities • Raising funds for field trips

Source of Funding -

M & O Budget _____ State Grant _____ Federal Grant _____ Capital _____ Other _____

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board as information and do not require action.

AGENDA NO: 6.A. TOPIC: Arizona Measurement of Educational Readiness to Inform Teaching AzMERIT Data Presentation

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

DATE OF REPORT: November 9, 2017

Report on:

Administration will provide the Governing Board with assessment data from the Spring, 2017 administration of the AzMERIT.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board as information and do not require action.

AGENDA NO: 6.B. TOPIC: Post Retirement Incurred Medical Expenses (PRIME) Plan

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

DATE OF REPORT: November 9, 2017

Report on:

Administration will provide the Governing Board with information regarding proposed revisions to Policy GCCA - *Professional/Support Staff Sick Leave* to include the PRIME Plan as a benefit to eligible employees who are leaving the District through resignation or retirement.

Mr. Mark Powers from Precision Retirement Group will be present to share technical information and answer questions regarding the proposal.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.A. 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 9, 2017

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 its bylaws. Voting is being done electronically in accordance with the new voting procedure adopted by the membership three years ago. Voting on these items will remain open from November 2nd through December 4, 2017.

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.



Model Agenda Item for ASBA Bylaw Change Proposal Consideration

To assist boards in placing the bylaw agenda discussion/action to be taken by the governing board, we offer the following sample language to placement on a future board agenda.

Discussion/Action Items

The Board will discuss, consider and give direction on voting on several bylaw change proposals from the Arizona School Boards Association. These bylaw proposals have been offered by other ASBA member school boards, ASBA committees and the ASBA Board of Directors and must be approved by two-thirds of the ASBA member boards to be effective. After discussion, the Board will vote to give direction to XXXXXXXX to vote in the manner the board has approved. The following are the bylaw proposals to be considered and acted upon:

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 calendar year it will be deemed that they have vacated their office.

Background: The ASBA Board of Directors holds four meetings per year, per bylaws. Directors sign an acknowledgement of requirements of service, including meeting attendance, prior to their election.

Proposal B ASBA Governance Committee proposes that a quorum of 60 percent of the ASBA member boards must vote and three-fourths of all votes must be in the affirmative to amend or repeal a bylaw.

Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal C Maricopa USD recommends that a bylaw may be amended or repealed by an affirmative vote of two-thirds of the ASBA member boards that vote.

Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal D Tempe ESD proposes an amendment to the change the name of the ASBA Hispanic - Native American Indian Caucus (HNAIC) to the Hispanic - Native American Caucus.

Background: Native American is the term preferred by members of the HNAIC.



Proposal E Gila Bend USD proposes an amendment that will allow a seat on the ASBA Board of Directors for the President and Past President of the Hispanic-Native American Indian Caucus (HNAIC).

Background: Currently the HNAIC has a single ex officio voting seat on the ASBA Board of Directors, which is held by the caucus's sitting president. The caucus presidency (a two-year term) alternates between a Hispanic and a Native American, per HNAIC bylaws, which provides alternating representation on the ASBA Board of Directors.

Proposal F Concho ESD proposes that no action by any delegate or presiding authority shall end debate or discussion at the Delegate Assembly.

Background: Rules of Procedure for the Delegate Assembly are adopted by delegates at the assembly and currently allow delegates to "Call for the Question" to end debate or discussion. The motion requires a two-thirds vote of delegates to pass. Procedural rules for the Delegate Assembly currently are not in ASBA's bylaws.

Proposal G Concho ESD proposes an amendment to establish a Conservative Caucus to support and defend the constitution of the United States.

Background: Per the ASBA Bylaws (Article VII, Section 2. Caucuses), "ASBA caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein."

Proposal H Littleton ESD proposes a recommendation that the ASBA Legislative Committee shall hold a delegate assembly workshop in advance of the delegate assembly to orient new or existing members in establishing the political agenda, moving items for floor action, and explaining the process.

Background: Operational matters related to the Delegate Assembly are currently not included in the ASBA Bylaws.



SUMMARY: Proposed Changes to ASBA Bylaws – 2017

Bylaws, which are voted on by the membership itself, define the governing rules of the association under which the ASBA Board of Directors and management must operate on behalf of members.

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 calendar year it will be deemed that they have vacated their office.

Background: The ASBA Board of Directors holds four meetings per year, per bylaws. Directors sign an acknowledgement of requirements of service, including meeting attendance, prior to their election.

Proposal B ASBA Governance Committee proposes that a quorum of 60 percent of the ASBA member boards must vote and three-fourths of all votes must be in the affirmative to add, amend or repeal a bylaw.

Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal C Maricopa USD recommends that a bylaw may be amended or repealed by an affirmative vote of two-thirds of the ASBA member boards that vote.

Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal D Tempe ESD proposes an amendment to the change the name of the ASBA Hispanic - Native American Indian Caucus (HNAIC) to the Hispanic - Native American Caucus.

Background: Native American is the term preferred by members of the HNAIC.

(Revised 10-5-17)



Proposal E Gila Bend USD proposes an amendment that will allow a seat on the ASBA Board of Directors for the President and Past President of the Hispanic-Native American Indian Caucus (HNAIC).

Background: Currently the HNAIC has a single ex officio voting seat on the ASBA Board of Directors, which is held by the caucus's sitting president. The caucus presidency (a two-year term) alternates between a Hispanic and a Native American, per HNAIC bylaws, which provides alternating representation on the ASBA Board of Directors.

Proposal F Concho ESD proposes that no action by any delegate or presiding authority shall end debate or discussion at the Delegate Assembly.

Background: Rules of Procedure for the Delegate Assembly are adopted by delegates at the assembly and currently allow delegates to "Call for the Question" to end debate or discussion. The motion requires a two-thirds vote of delegates to pass. Procedural rules for the Delegate Assembly currently are not in ASBA's bylaws.

Proposal G Concho ESD proposes an amendment to establish a Conservative Caucus to support and defend the constitution of the United States.

Background: Per the ASBA Bylaws (Article VII, Section 2. Caucuses), "ASBA caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein."

Proposal H Littleton ESD proposes a recommendation that the ASBA Legislative Committee shall hold a delegate assembly workshop in advance of the delegate assembly to orient new or existing members in establishing the political agenda, moving items for floor action, and explaining the process.

Background: Operational matters related to the Delegate Assembly are currently not included in the ASBA Bylaws.

(Revised 10-5-17)



Proposed Changes to ASBA Bylaws

<p>Proposal A Article V - Officers and Board of Directors and Executive Committee Section 9 – Vacancies and Removal from Office</p>	
<p>Submitted by ASBA Governance Committee</p>	
<p>Current</p>	<p>Proposed</p>
<p>Section 9. Vacancies and removal from office. 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. The person appointed by the Board of Directors shall hold that position for the remainder of the elected director’s term. Any officer or director who misses more than one meeting out of any four (4) consecutive meetings, unless he/she is excused <i>by</i> the Board for a valid reason, may have his/her office vacated by action of the board.</p>	<p>Section 9. Vacancies and removal from office. 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. The person appointed by the Board of Directors shall hold that position for the remainder of the elected director’s term. Any officer or director who misses more than one meeting <u>in a calendar year</u> out of any four (4) consecutive meetings, unless he/she is excused by the Board for a valid reason, may <u>will</u> have his/her office vacated by action of the board.</p>

Proposal A Background: The ASBA Board of Directors holds four meetings per year, per bylaws. Directors sign an acknowledgement of requirements of service, including meeting attendance, prior to their election.

Proposal B Article VIII – Amendment of Bylaws and Core Beliefs	
Submitted by ASBA Governance Committee	
Current	Proposed
<p><i>Section 1.</i> 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><i>Section 1.</i> 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>When a quorum of 60 percent of the member boards vote and three-fourths of all votes are in the affirmative</u>, using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p>

Proposal B Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal C Article VIII – Amendment of Bylaws and Core Beliefs	
Submitted by Maricopa USD Governing Board	
Current	Proposed
<p><i>Section 1.</i> 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><i>Section 1.</i> 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 <u>by the participating of the member boards voting</u> using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p>

Proposal C Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal D	
This is a technical change to all instances of this language in the ASBA Bylaws.	
Submitted by Tempe ESD Governing Board	
Current	Proposed
Hispanic-Native American Indian Caucus	Hispanic-Native American Caucus

Proposal D Background: Native American is the term preferred by members of the caucus.

Proposal E	
Article V – Officers and Board of Directors and Executive Committee	
Section 2 – Board of Directors	
Submitted by Gila Bend USD Governing Board	
Current	Proposed
<p><i>Section 2. Board of Directors</i> 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>	<p><i>Section 2. Board of Directors</i> 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>

<p>(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</p> <p>(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.</p>	<p>(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</p> <p>(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 and <u>the President of</u> the Black Caucus during his/her term of office in the Caucus.</p>
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Proposal E Background: Currently the HNAIC has a single ex officio voting seat on the ASBA Board of Directors, which is held by the caucus's sitting president. The caucus presidency (a two-year term) alternates between a Hispanic and a Native American, per HNAIC bylaws, which provides alternating representation on the ASBA Board of Directors.

<p>Proposal F Article VI – Meetings and Voting Section 3 – Annual Delegate Assembly</p>	
<p>Submitted by Concho ESD Governing Board</p>	
<p>Current</p>	<p>Proposed</p>
	<p><u>(h) No action by any delegate or presiding authority shall stifle and/or terminate debate or discussion at the Delegate Assembly.</u></p>

Proposal F Background: Rules of Procedure for the Delegate Assembly are adopted by delegates at the assembly and currently allow delegates to “Call for the Question” to end debate or discussion. The motion requires a two-thirds vote of delegates to pass. Procedural rules for the Delegate Assembly currently are not in ASBA’s bylaws.

Proposal G
Article VII – Committees & Caucuses
Section 2 – Caucuses

Submitted by Concho ESD Governing Board

Current	Proposed
<p><i>Section 2. Caucuses</i> Caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses of ASBA are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein.</p> <p>With the adoption of this section, the Black Caucus of ASBA and the Hispanic/Native American Indian Caucus of ASBA are hereby established.</p> <p>Caucuses shall be added or eliminated to this provision through the amendment process described in article VIII of this document.</p>	<p><i>Section 2. Caucuses</i> Caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses of ASBA are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein.</p> <p>With the adoption of this section, the Black Caucus of ASBA and the Hispanic/Native American Indian Caucus of ASBA <u>and the Conservative Caucus of ASBA</u> are hereby established.</p> <p>Caucuses shall be added or eliminated to this provision through the amendment process described in article VIII of this document.</p>

Background: Per the ASBA Bylaws (Article VII, Section 2. Caucuses), “ASBA caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein.”

Proposal H Article VI – Meetings and Voting Section 3 – Annual Delegate Assembly	
Submitted by Littleton ESD Governing Board	
Current	Proposed
	<u>(h) The legislative committee shall hold a basic delegate assembly workshop in advance of the delegate assembly in order to orient new or existing members in establishing the political agenda, moving items to the floor for action, and explaining the process.</u>

Background: Operational matters related to the Delegate Assembly are currently not included in the ASBA Bylaws.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.B. TOPIC: Gifted Scope and Sequence

SUBMITTED BY: Ms. Carol Lettieri, Director of Special Education

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

DATE ASSIGNED FOR CONSIDERATION: November 9, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the renewal of the Gifted Scope and Sequence as presented.

RATIONALE:

The Gifted Scope and Sequence provides a description of the Gifted Program, Curriculum and Instruction, Identification. In addition, the attached document describes the social and emotional support GESD provides to students identified as Gifted. The Gifted Scope and Sequence describes the on-going professional development offered and available to teachers. Parent and Community Involvement Strategies are addressed, as well as processes for program review and assessment. Lastly, the Gifted Scope and Sequence describes how the budgetary funding provided for Gifted supports and services.

Source of Funding -

M & O Budget _____ State Grant _____ Federal Grant X _____ Capital _____ Other _____

Glendale Elementary School District

Scope and Sequence Criteria

Governing Board Review & Approval Date: _____

Please upload into ALEAT (or email to Gifted@azed.gov) the **Governing Board approval minutes**, when available.

Submitted by: Carol Lettieri Title: Director of Special Education

Email: clettieri@gesd40.org Phone: 623-237-7148

District gifted coordinator name /email: Shannan Bernal sbernal@gesd40.org

District gifted website: _____

Program Design		
Question	Indicators	District Description
<p>What is your district's definition of a gifted student and gifted education?</p>	<ul style="list-style-type: none"> • Multiple criteria, non-verbal, verbal and quantitative • 97% on state approved tests or services for students with borderline scores • Read the state definition in ARS 15-779 and incorporate it into your local district 	<p>Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the state, in all domains of intelligence, and in groups of individuals who also have disabilities. The official definition of "gifted child" is found in Arizona Revised Statute § 15-779.</p> <p>§15-779. In this article, unless the context otherwise requires:</p> <ol style="list-style-type: none"> 1. "Gifted education" means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil. 2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability. ((A.R.S. § 15-779) <p>A "Gifted Child" is defined as any child of lawful school age who displays superior intellect, advanced learning ability, or both, and who needs special instruction and services to achieve at levels commensurate with the child's intellect and ability. This instruction shall include the following components:</p> <ul style="list-style-type: none"> • Development of critical and creative thinking • Opportunities for inquiry, extended learning, and independent research

Glendale Elementary School District

Program Design

Question	Indicators	District Description
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> • Incorporates a K-8 or K-12 continuity of services • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product • "Gifted students are gifted all day, not just for a small segment of that day" • Goal: start with where the student is academically and accelerate the pace of instruction • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that represents the diversity of the school and district 	<p>Glendale Elementary School District is dedicated to challenging and engaging gifted students at every grade level, K-8, to recognize and reach their full potential, academically, socially and emotionally. The goals of the gifted program in the Glendale Elementary School district are:</p> <ul style="list-style-type: none"> • To identify students who are gifted through a variety of measures appropriate for the population of the district. • To meet the academic and social/emotional needs of gifted children throughout the school day, every day. • To properly train as many teachers as possible in the characteristics and needs of gifted children, and how to effectively differentiate curriculum for such students.

Glendale Elementary School District

Program Design																											
Question	Indicators	District Description																									
<p>How do you group and deliver services to your K-2 students?</p>	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>Gifted services in GESD are provided in a Cluster Model. Gifted identified students are clustered into Gifted Strand Classrooms whose teachers have been designated as such by their school principals. There is a Gifted Strand at every school in GESD, with at least one classroom at each grade identified as the Gifted Strand classroom. Gifted Strand Teachers hold a gifted endorsement issued by the State of Arizona, or are working toward acquiring one.</p> <p>Gifted Strand Teachers use Individual Gifted Differentiation Plans to guide instruction for gifted students. Gifted Strand Teachers complete the plans three times during the school year, using them to guide instruction and inform parents. They are used to report out on the effectiveness of the differentiation at the end of the school year.- The Gifted Lead Teacher at each site assists Gifted Strand Teachers by providing them with professional development in gifted education practices including the planning and implementation of a differentiated curriculum and instruction. In this model, gifted students receive differentiated instruction on a daily basis.</p> <p>Suggested Classroom Composition for Gifted Strand Classrooms:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Type Of Classroom</th> <th style="width: 10%;">Gifted Identified</th> <th style="width: 10%;">High-Achievers</th> <th style="width: 10%;">Intensive</th> <th style="width: 10%;">Gifted/Special Education</th> <th style="width: 10%;">Gifted/ELL</th> <th style="width: 10%;">All Other Students</th> </tr> </thead> <tbody> <tr> <td>Gifted Strand</td> <td>YES</td> <td>NO</td> <td>NO</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-Gifted Strand</td> <td>NO</td> <td>YES</td> <td>YES</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Gifted-ELL Students: Pre-Emergent/Emergent/Basic level students are placed in an ELD classroom. If there is no ELD classroom, students are placed at site discretion and will be provided ELD services as prescribed in the Individual Language Learner Plan. Students scoring Intermediate in each of the AZELLA sub-tests are placed in either an ELD setting or a gifted strand classroom, at site discretion, in accordance with the guidelines for Parent Request for Student Withdrawal from an ELL Program. All Gifted ELL students will be provided gifted services as outlined in the Gifted Differentiated Plan.</p>					Type Of Classroom	Gifted Identified	High-Achievers	Intensive	Gifted/Special Education	Gifted/ELL	All Other Students	Gifted Strand	YES	NO	NO				Non-Gifted Strand	NO	YES	YES			
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Glendale Elementary School District

Program Design

Question	Indicators	District Description																					
<p>How do you group and deliver services to your 3-6 students?</p>	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>Gifted services in GESD are provided in a Cluster Model. Gifted identified students are clustered into Gifted Strand Classrooms whose teachers have been designated as such by their school principals. There is a Gifted Strand at every school in GESD, with at least one classroom at each grade being identified as the Gifted Strand classroom. Gifted Strand Teachers hold a gifted endorsement issued by the State of Arizona, or are working toward acquiring one.</p> <p>Gifted Strand Teachers use Individual Gifted Differentiation Plans to guide instruction for gifted students. Gifted Strand Teachers complete the plans three times during the school year, using them to guide instruction and inform parents. They are used to report out on the effectiveness of the differentiation at the end of the school year. The Gifted Lead Teacher at each site assists Gifted Strand Teachers by providing them with professional development in gifted education practices including the planning and implementation of a differentiated curriculum and instruction. In this model, gifted students receive differentiated instruction on a daily basis.</p> <p>Suggested Classroom Composition for Gifted Strand Classrooms:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Type Of Classroom</th> <th>Gifted Identified</th> <th>High-Achievers</th> <th>Intensive</th> <th>Gifted/Special Education</th> <th>Gifted/ELL</th> <th>All Other Students</th> </tr> </thead> <tbody> <tr> <td>Gifted Strand</td> <td>YES</td> <td>NO</td> <td>NO</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-Gifted Strand</td> <td>NO</td> <td>YES</td> <td>YES</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Gifted-ELL Students: Pre-Emergent/Emergent/Basic level students are placed in an ELD classroom. If there is no ELD classroom, students are to be placed at site discretion and will be provided ELD services as prescribed in the Individual Language Learner Plan. Students scoring Intermediate in each of the AZELLA sub-tests are placed in either an ELD setting or a gifted strand classroom, at site discretion, in accordance with the guidelines for Parent Request for Student Withdrawal from an ELL Program. All Gifted ELL students will be provided gifted services as outlined in the Gifted Differentiated Plan.</p>	Type Of Classroom	Gifted Identified	High-Achievers	Intensive	Gifted/Special Education	Gifted/ELL	All Other Students	Gifted Strand	YES	NO	NO				Non-Gifted Strand	NO	YES	YES			
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Glendale Elementary School District

Program Design																											
Question	Indicators	District Description																									
<p>How do you group and deliver services to your 7-8 students?</p>	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping 	<p>Gifted services in GESD are provided in a Cluster Model. Gifted identified students are clustered into Gifted Strand Classrooms whose teachers have been designated as such by their school principals. There is a Gifted Strand at every school in GESD, with at least one classroom at each grade being identified as the Gifted Strand classroom. Gifted Strand Teachers hold a gifted endorsement issued by the State of Arizona, or are working toward acquiring one.</p> <p>Gifted Strand Teachers use Individual Gifted Differentiation Plans to guide instruction for gifted students. Gifted Strand Teachers complete the plans three times during the school year, using them to guide instruction and inform parents. They are used to report out on the effectiveness of the differentiation at the end of the school year.- The Gifted Lead Teacher at each site assists Gifted Strand Teachers by providing them with professional development in gifted education practices including the planning and implementation of a differentiated curriculum and instruction. In this model, gifted students receive differentiated instruction on a daily basis.</p> <p>Suggested Classroom Composition for Gifted Strand Classrooms:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 10%;">Type Of Class-room</th> <th style="width: 10%;">Gifted Identified</th> <th style="width: 10%;">High-Achievers</th> <th style="width: 10%;">Intensive</th> <th style="width: 10%;">Gifted/Special Education</th> <th style="width: 10%;">Gifted/ELL</th> <th style="width: 10%;">All Other Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Gifted Strand</td> <td>YES</td> <td>NO</td> <td>NO</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;">Non-Gifted Strand</td> <td>NO</td> <td>YES</td> <td>YES</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Gifted-ELL Students: Pre-Emergent/Emergent/Basic level students are placed in an ELD classroom. If there is no ELD classroom, students are to be placed at site discretion and will be provided ELD services as prescribed in the Individual Language Learner Plan. Students scoring Intermediate in each of the AZELLA sub-tests are placed in either an ELD setting or a gifted strand classroom, at site discretion, in accordance with the guidelines for Parent Request for Student Withdrawal from an ELL Program. All Gifted ELL students will be provided gifted services as outlined in the Gifted Differentiated Plan.</p>					Type Of Class-room	Gifted Identified	High-Achievers	Intensive	Gifted/Special Education	Gifted/ELL	All Other Students	Gifted Strand	YES	NO	NO				Non-Gifted Strand	NO	YES	YES			
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Gifted Strand	YES	NO	NO																								
Non-Gifted Strand	NO	YES	YES																								

Glendale Elementary School District

Program Design		
Question	Indicators	District Description
How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling 	N/A
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies 	<p>The format of the Gifted Differentiated plan has a standard based learning focus. The following key points demonstrate the integration of Arizona State Standards with GESD Gifted Program:</p> <ul style="list-style-type: none"> • Essential Arizona State Standards are identified • Progress on standards are tracked each quarter • Strategies for acceleration and scaffolds planned based on data of state standards mastery each semester. Examples of this are: pre-assessment, compacting, vertical alignment,
How do you involve parents in your program?	<ul style="list-style-type: none"> • Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A • Newsletters, parent support groups 	<p>Parent Interviews are completed during the first month of school. Once quarter GESD hosts a Gifted Parent Talk featuring guest speakers or knowledgeable district personnel who present information to support collaboration and communication among gifted students, their parents, and teachers. Each site also holds a Gifted Celebration to showcase student achievement throughout the year. Information about special programs from throughout the state and nation open to gifted students is made available to parents. All information and presentations are translated so that the information is made available to parents in multiple languages</p>

Glendale Elementary School District

Curriculum and Instruction

Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>Gifted students receive differentiated instruction according to content, process, product, learning environment and assessment. Evidence of differentiated instruction documented in the GESD Gifted Differentiation Plan for Gifted Strand Teachers.</p> <p>Planning: Strand teachers analyze student qualitative and quantitative data through examination of achievement on formative and standardized assessments as well as parent and student interviews determining whether differentiation focus is acceleration, extension and/or scaffolding</p> <p>Strand teachers determine strengths and obstacles of academic and social and emotional needs to build a plan for differentiation</p> <p>Write plan focusing on harnessing gifts to further academic pursuits</p> <p>Areas of Differentiated Instruction:</p> <ol style="list-style-type: none"> 1. Content- Complex, abstract ideas presented in a variety of disciplines, including interdisciplinary curriculum. 2. Process- Higher level, divergent thinking through tasks that require analysis, evaluation, and synthesis 3. Products- Alternative methods of demonstrating mastery with a range of depth, breadth, and complexity. 4. Learning Environment- Student-centered, flexible grouping based on readiness, interest, and ability. 5. Assessments- Pre-Assessment and testing out of grade level curriculum. <p>Implementation: Implementation occurs through various structures such as flexible grouping, tiered assignments, and independent study.</p> <p>Differentiation occurs at all phases of the RTI framework. Question/Feedback, discussion, pre/post assessment, compacting occurs during 1st instruction. Tier II small group occurs as flexible grouping and Tier III provides further extensions and acceleration.</p> <p>Sample activities include independent study projects, flexible group projects, learning contract assignments, tiered assignments, and learning centers.</p>

Glendale Elementary School District

Curriculum and Instruction		
Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>Gifted students receive differentiated instruction according to content, process, product, learning environment and assessment. Evidence of differentiated instruction documented in the GESD Gifted Differentiation Plan for Gifted Strand Teachers.</p> <p>Planning: Strand teachers analyze student qualitative and quantitative data through examination of achievement on formative and standardized assessments as well as parent and student interviews determining whether differentiation focus is acceleration, extension and/or scaffolding</p> <p>Strand teachers determine strengths and obstacles of academic and social and emotional needs to build a plan for differentiation</p> <p>Write plan focusing on harnessing gifts to further academic pursuits</p> <p>Areas of Differentiated Instruction:</p> <ol style="list-style-type: none"> 1. Content- Complex, abstract ideas presented in a variety of disciplines, including interdisciplinary curriculum. 2. Process- Higher level, divergent thinking through tasks that require analysis, evaluation, and synthesis 3. Products- Alternative methods of demonstrating mastery with a range of depth, breadth, and complexity. 4. Learning Environment- Student-centered, flexible grouping based on readiness, interest, and ability. 5. Assessments- Pre-Assessment and testing out of grade level curriculum. <p>Implementation: Implementation occurs through various structures such as flexible grouping, tiered assignments, and independent study and community partnerships/mentorships.</p> <p>Differentiation occurs at all phases of the RTI framework. Question/Feedback, discussion, pre/post assessment, compacting occurs during 1st instruction. Tier II small group occurs as flexible grouping and Tier III provides further extensions and acceleration.</p> <p>Sample activities include independent study projects, flexible group projects, learning contract assignments, tiered assignments, Socratic Seminars, debate and learning centers.</p>

Glendale Elementary School District

Curriculum and Instruction		
Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level • Use real world connections, simulations, Mock Trial, etc. 	<p>Gifted students receive differentiated instruction according to content, process, product, learning environment and assessment. Evidence of differentiated instruction documented in the GESD Gifted Differentiation Plan for Gifted Strand Teachers.</p> <p>Planning: Strand teachers analyze student qualitative and quantitative data through examination of achievement on formative and standardized assessments as well as parent and student interviews determining whether differentiation focus is acceleration, extension and/or scaffolding</p> <p>Strand teachers determine strengths and obstacles of academic and social and emotional needs to build a plan for differentiation</p> <p>Write plan focusing on harnessing gifts to further academic pursuits</p> <p>Areas of Differentiated Instruction:</p> <ol style="list-style-type: none"> 1. Content- Complex, abstract ideas presented in a variety of disciplines, including interdisciplinary curriculum. 2. Process- Higher level, divergent thinking through tasks that require analysis, evaluation, and synthesis 3. Products- Alternative methods of demonstrating mastery with a range of depth, breadth, and complexity. 4. Learning Environment- Student-centered, flexible grouping based on readiness, interest, and ability. 5. Assessments- Pre-Assessment and testing out of grade level curriculum. <p>Implementation: Implementation occurs through various structures such as flexible grouping, tiered assignments, and independent study and community partnerships/mentorships.</p> <p>Differentiation occurs at all phases of the RTI framework. Question/Feedback, discussion, pre/post assessment, compacting occurs during 1st instruction. Tier II small group occurs as flexible grouping and Tier III provides further extensions and acceleration.</p> <p>Sample activities include independent study projects, flexible group projects, learning contract assignments, tiered assignments, Socratic Seminars, debate and learning centers.</p>

Glendale Elementary School District

Curriculum and Instruction		
Question	Indicators	District Description
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP/IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for this levels 	N/A
What curricular materials do you use for grades K-2?	<ul style="list-style-type: none"> • Be specific. 	<p>Reading: In grades K-5, GESD utilizes Pearson Ready Gen which includes leveled readers, trade books, online resources, and suggestions for differentiating the process, content and products for advanced readers.</p> <p>Writing: In grades K – 5, GESD utilizes the Write From the Beginning program, incorporating the use of Thinking Maps, a differentiated thinking process facilitation tool.</p> <p>Social Studies: In all grades, Social Studies instruction is embedded within other content areas through the use of Thinking Maps and authentic literature. In Grades K – 3, GESD utilizes a McGraw-Hill program (Adventures in Time and Place) which includes leveled readers, technology integration, on-line links, and suggestions for differentiating the process, content and products for advanced learners. Math: GESD has adopted a Houghton Mifflin Harcourt program (Go Math!) which includes leveled practice and problem solving, Challenge/Enrichment practice, enrichment activities for each lesson, and differentiation center ideas to assist teachers in differentiating process, content, and product for advanced learners.</p>

Glendale Elementary School District

Curriculum and Instruction

Question	Indicators	District Description
<p>What curricular materials do you use for grades 3-5?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>Reading: In grades K-5, GESD utilizes Pearson Ready Gen which includes leveled readers, trade books, online resources, and suggestions for differentiating the process, content and products for advanced readers.</p> <p>Writing: In grades K – 5, GESD utilizes the Write From the Beginning program, incorporating the use of Thinking Maps, a differentiated thinking process facilitation tool.</p> <p>Social Studies: In all grades, Social Studies instruction is embedded within other content areas through the use of Thinking Maps and authentic literature. In Grades K – 3, GESD utilizes a McGraw-Hill program (Adventures in Time and Place) which includes leveled readers, technology integration, on-line links, and suggestions for differentiating the process, content and products for advanced learners. In grades 4 – 5, GESD utilizes a Harcourt program (Social Studies: Arizona, United States: Making a New Nation) which includes leveled readers, technology integration, on-line links, and suggestions for differentiating the process, content and products for advanced learners.</p> <p>Math: GESD has adopted a Houghton Mifflin Harcourt program (Go Math!) which includes leveled practice and problem solving, Challenge/Enrichment practice, enrichment activities for each lesson, and differentiation center ideas to assist teachers in differentiating process, content, and product for advanced learners.</p>
<p>What curricular materials do you use for grades 6-8?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>Reading: In grades 6-8, GESD utilizes Pearson My Perspectives (Literature) which includes a variety of delivery options (i.e. print, on-line, electronic, digital) to support process, content and product differentiation for advanced readers.</p> <p>Writing: In grades 6 - 8, GESD utilizes the Write From the Beginning program, incorporating the use of Thinking Maps, a differentiated thinking process facilitation tool.</p> <p>Social Studies: In all grades, Social Studies instruction is embedded within other content areas through the use of Thinking Maps and authentic literature. In grade 6, GESD utilizes a Harcourt program (Social Studies: World History) which includes which includes leveled readers, technology integration, on-line links, and suggestions for differentiating the process, content and products for advanced learners. In grades 7 – 8, GESD utilizes McDougal Littell program (American History, World Cultures and Geography) which includes a Differentiated Instruction Planning Guide, leveled activities (by level and by learning style), pre-AP guides, and differentiated worksheet and assessment tools to support differentiation for advanced students.</p> <p>Math: GESD has adopted a Houghton Mifflin Harcourt program (Holt McDougal Mathematics for Grades 6, 7 and 8) which offers comprehensive instruction,</p>

Glendale Elementary School District

		<p>assessment, and intervention of the Common Core Standards with a strong focus on the Mathematical Practice Standards. Instruction is scaffolded to move students to mastery, including projects for problem solving and modeling as well as performance tasks to assess understanding of the application of learned skills and concept. Online teacher resources include assessments that provide data to determine student readiness and/or need for remediation or enrichment. Hands-on labs and technology- labs are available, as well as interactive Whiteboard lessons.</p> <p>Some of our gifted students who qualified for gifted services through the quantitative battery participate in an Algebra and/or Geometry course written and monitored by the Glendale Union High School District. Through the Algebra and Geometry courses, a passing score on the final exam can lead to, advanced placement as these students begin high school.</p>
<p>What curricular materials do you use for grades 9-12?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>N/A</p>

Glendale Elementary School District

Identification		
Question	Indicators	District Description
<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on student transfer documents • Announcements/newsletters to parents • Referrals from counselors, administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders 	<p>GESD uses a multi-pronged approach to screen students for testing. The Gifted Achievement Advisor and Gifted Lead Teachers (one at each school site) guide staff members through the nomination process at staff meetings by referencing the following documents:</p> <ol style="list-style-type: none"> 1. The Difference Between a Bright Child & a Gifted Learner 2. Traits & Behaviors that May Prevent Identification 3. Classroom Behavior Survey (a screening tool that considers behaviors typical of gifted students regardless of linguistic abilities) 4. GESD Gifted Services Rating Scale Checklist 5. District assessment data including State Assessment results (AIMS, Stanford 10) 6. GESD Gifted/Talented Nomination Form (a required parent permission form) <p>Students, Parents, Teachers (present, past, and Special Area teachers), Achievement Advisors, school administrators, Special Education staff members, and Language Acquisition staff members may nominate students for gifted testing. Nomination forms are available at each school in English and Spanish. Gifted Lead Teachers at every school are available to assist any interested party with the nomination process.</p>
<p>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> • Serve 97%, but what about 96, 95, 94 and others? (<i>SB: Talent Pool</i>) • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Arizona Assessment Scores • Use of non-verbal tests • Multiple measures • Personal interviews • Performance in honors, AP, IB, CIE classes 	<p>GESD gifted assessments ensure fairness to the district's ethnically and linguistically diverse population. The assessment battery includes tools that are language-free and culturally unbiased:</p> <ol style="list-style-type: none"> 1. The Cognitive Abilities Test (CogAT) 2. Naglieri NonVerbal Ability Test (NNAT2) 3. Other testing on approved Arizona Approved Testing List <p>Testing is offered throughout year for any student in grades kindergarten through eight.</p> <p>All gifted testing takes place during the school day by the Gifted Achievement Adviser, a trained gifted endorsed teacher, or other trained tester. Testing accommodations are made for students with disabilities according to their IEPs and Section 504 Accommodation Plans.</p> <p>GESD provides gifted services to students who score at the 95th percentile or above, on any one or combination of, the verbal, quantitative, or nonverbal subtests of the CogAT. Students who score in the 92nd percentile or above on the NNAT2 qualify for gifted services.</p> <p>Additionally, all GESD third grade are blanket tested using the CogAT.</p>

Glendale Elementary School District

Identification		
Question	Indicators	District Description
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<ul style="list-style-type: none"> • CogAT, Naglieri, WISC, etc. See the State Board approved test list • Student grades • Gifted Characteristics Checklists • Student, teacher, parent input • Standardized testing results 	<ul style="list-style-type: none"> • Cognitive Abilities Test – to determine how students manipulate different symbol systems (verbal, quantitative, and non-verbal) • Naglieri Nonverbal Abilities Test – Culturally unbiased and language-free to accurately identify English Language Learners • Gifted Characteristics Checklists/GESD Gifted Student Rating Scale – Assists teachers in identifying students to be nominated for testing <p>Standardized Testing results – identifies students underachieving in class but performing on high-stakes testing</p>
How often do you make testing available for K-12 students?	<ul style="list-style-type: none"> • Fall, winter, spring • Additional testing for transfer students or on a case-by-case basis throughout the year 	<p>Testing is offered throughout the year for any student in grades kindergarten through eight. Testing windows for each site are included in the districts' assessment plan.</p> <p>Additional testing for transfer students or on a case-by-case basis throughout the year</p> <p>3rd grade blanket testing occurs in the Fall</p>
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters • If your school has a gifted website, please list the URL 	<p>Gifted Lead Teachers at each site and Gifted Achievement Advisor facilitate the nomination process. This includes notifying parents and staff members about the process and timeline for identification.</p>
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	<ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher, Principal, and Gifted Director 	<p>GESD mails written notification of test results to parents and guardians within two to four weeks of receipt of results from scoring center. All parent notification is written in English and Spanish. Parent Notification includes:</p> <ol style="list-style-type: none"> 1. A report of the gifted testing results 2. A GESD Gifted Services brochure that describes the district gifted services philosophy and model, and provides information that helps parents understand the test results as related to the three areas of identification: Verbal, Nonverbal, and Quantitative. <p>All appeals are handled through communication with the Director of Special Education.</p>

Glendale Elementary School District

Social and Emotional Development		
Question	Indicators	District Description
<p>How do you provide for the unique affective needs of your gifted students K-6?</p>	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative learning strategies • Establish a parent support group 	<p>Gifted strand teachers meet monthly for ongoing professional development regarding the unique cognitive and affective needs of gifted children, utilizing training that includes the current research-based practices. As teachers become informed, they are able to support the meeting of such needs in their gifted strand classrooms. This is accomplished in a variety of ways. For example, it includes helping students identify their areas of interest, matching tasks to their developmental level and/or learning style, and designing interventions for them to develop in their areas of cognitive and affective needs. Parents are invited to attend Gifted Parent Talks, during which the affective needs of gifted children and how to meet them are discussed.</p> <p>Teachers also encourage students to participate in the GESD Gifted Summer Enrichment Program in which students have opportunities to develop their social and emotional skills with other gifted children. As well as being taught explicit lessons on mindfulness.</p>
<p>How do you provide for the unique affective needs of your gifted students 7-8?</p>	<ul style="list-style-type: none"> • Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group 	<p>Gifted strand teachers meet monthly for ongoing professional development regarding the unique cognitive and affective needs of gifted children, utilizing training that includes the current research-based practices. As teachers become informed, they are able to support the meeting of such needs in their gifted strand classrooms. This is accomplished in a variety of ways. For example, it includes helping students identify their areas of interest, matching tasks to their developmental level and/or learning style, and designing interventions for them to develop in their areas of cognitive and affective needs. Parents are invited to attend Gifted Parent Talks, during which the affective needs of gifted children and how to meet them are discussed.</p> <p>Teachers also encourage students to participate in the GESD Gifted Summer Enrichment Program in which students have opportunities to develop their social and emotional skills with other gifted children. Gifted strand teachers meet monthly for ongoing professional development regarding the unique cognitive and affective needs of gifted children, utilizing training that includes the current research-based practices. As teachers become informed, they are able to support the meeting of such needs in their gifted strand classrooms. This is accomplished in a variety of ways. For example, it includes helping students identify their areas of interest,</p>

Glendale Elementary School District

		<p>matching tasks to their developmental level and/or learning style, and designing interventions for them to develop in their areas of cognitive and affective needs. Parents are invited to attend Gifted Parent Talks, during which the affective needs of gifted children and how to meet them are discussed.</p> <p>Teachers also encourage students to participate in the GESD Gifted Summer Enrichment Program in which students have opportunities to develop their social and emotional skills with other gifted children. As well as being taught explicit lessons on mindfulness</p>
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Glendale Elementary School District

Social and Emotional Development		
Question	Indicators	District Description
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> • Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs • Establish a parent support group 	N/A
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	<p>Gifted parent nights occur once a year at the site or district level.</p> <p>During the first month of school, a Gifted Parent Talk is provided by the district. At this orientation meeting, parents participate in hands-on activities to develop awareness of the social and emotional needs of gifted students. Throughout the year, additional district-sponsored Gifted Parent Talks are provided to teach parents strategies for dealing with the needs unique to their gifted child.</p> <p>Teachers receive professional development for gifted summer school where they learn to teach mindfulness.</p>
How do you monitor, identify and provide assistance to "at risk" gifted students?	<ul style="list-style-type: none"> • Create an open ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on" 	<p>At risk" gifted students are monitored, identified and assisted through the relationship with the classroom teacher and also through the site Intervention Team. Because gifted students in GESD are cluster grouped, it is the teacher who knows the students best and can identify a need for additional support for specific students. Such support is provided through collaboration with the teacher, SELS (Social-Emotional Learning Specialist), school administration, parents, and Director of Special Services-</p>

Glendale Elementary School District

Professional Development		
Question	Indicators	District Description
<p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p>	<ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) • Teachers develop personal professional growth plans 	<p>Each month, gifted strand meetings are held at every school in the Glendale Elementary School District. At these meetings, teachers are trained utilizing a comprehensive training module developed by the district using many resources. Any teacher on campus can attend the strand meetings and are encouraged to do so</p> <p>Based upon available resources, AAGT attendance by Lead Gifted Teachers and Gifted AA TOT model used within monthly meetings to share new practices and information</p> <p>GESD has developed a series of Gifted Training Modules that provide teachers with the Gifted Professional Development seat hours necessary for full endorsed.</p> <p>Gifted Laboratory summer school with embedded professional development for teachers and gifted summer school for students. The following is the gifted summer school structure that affords multiple entry points for professional development.</p> <p>Prior to the start of summer school, teachers receive a week of professional development on curriculum planning and data analysis. Decent teachers receive professional development on coaching and mentoring methodologies specific to gifted learners.</p> <p>During summer school, teachers receive coaching by docent teachers who observe student learning and provides feedback to teacher.</p> <p>After each learning day an hour of collaborative team is reserved for data driven decision making led by a decent that mentors the process specifically focused on building knowledge and understanding of the particular needs of gifted learners.</p> <p>Throughout the year, embedded coaching with gifted instruction best practices conducted by district gifted Achievement Advisor.</p> <p>Coaching practices include:</p> <ul style="list-style-type: none"> • Long range planning support • Classroom visit with feedback • Whisper coaching • Modeling of best practices • Consulting on strategies for Gifted plans/student needs

Glendale Elementary School District

Professional Development		
Question	Indicators	District Description
<p>Please list the titles of the training you conducted last year and those planned for the current year.</p>	<ul style="list-style-type: none"> • Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results 	<ul style="list-style-type: none"> • Module 1: Gifted Education 101 • Module 2: Content Differentiation • Module 3: Process Differentiation • Module 4: Product Differentiation • Module 5: Special Topics • Module 6: Critical Issues in Gifted Education, A Case-Studies Approach • Module 7: Gifted Education of Special Populations • Module 8: Special Topics Related to Gifted Education • Module 9: More Special Topics in Gifted Education • Module 10: Gifted Education in Content Areas • Module 13: Gifted Strategies • Module 14: Patterns and Profiles of Promising Learners from Poverty • Training for Departmentalized Non-Strand Teachers <p>National Gifted Programming Standards</p>
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school improvement 	

Glendale Elementary School District

Professional Development		
Question	Indicators	District Description
Describe the feedback received from post training evaluations.	<ul style="list-style-type: none"> What did the participants say about the effectiveness? 	<p>Appreciative of the alignment of professional development to classroom expectations</p> <p>Self-reported feeling better prepared to differentiate instruction and utilize Gifted Differentiation Plan</p> <p>Articulated a need for the continuation and depth of current initiatives versus adding new initiatives</p> <p>Some feedback self-reported having a novice level understanding and application of initiatives</p>

Glendale Elementary School District

Parent and Community Involvement		
Question	Indicators	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> • Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Website for gifted students and parents • Parent – teacher conferences 	Parents are provided with written district communication regarding the philosophy, goals and recruitment in both English and Spanish. These program components are also shared at gifted parent nights. Additionally, information is available to all parents through a link on the district web site.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents • Available in all school offices • Available on LEA or school website 	Parents are free to contact the Director of Student Support and/or Gifted Achievement Advisor throughout the school year to discuss and gather this information, and it is shared at Gifted Parent Talks.
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> • Write letters of invitation to all gifted parents to join our group • Develop a regular schedule of meetings, posted on website or in newsletter • Provide opportunities to hear and converse with gifted guest speakers 	Support groups such as monthly Gifted coffee Parent Talks have been formed to discuss topics such as nurturing creativity of gifted children, parent advocacy, and strategies to use at home with gifted children.
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations 	Parent surveys are used frequently including Title I parent surveys and the Gifted Parent Interview which is completed by each Gifted Strand Teacher at the start of each year. Additionally, at Gifted Parent Talks parents of gifted students are asked to complete questionnaires in which they indicate program strengths, areas of need, and provide suggestions for the gifted program.

Glendale Elementary School District

Program Assessment		
Question	Indicators	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AzMERIT performance scores • Terra Nova performance scores • AP, IB or CIE scores 	GESD provides for an annual review of gifted student achievement based on the Arizona State Standards and the students' area(s) of gifted identification. An analysis and comparison of student achievement incorporates state and district assessment results. Additional classroom evaluation occurs through the district's Differentiation Plans for Gifted Strand Teachers and through information gained from Classroom Walk-Through Evaluations.
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	The GESD Director Special Education regularly with the Director of Research, Planning, and Assessment to track gifted student progress on state and district assessments.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	The Director Special Education, the Gifted Achievement Advisor, and site administrators visit gifted strand classrooms to complete direct observation of the program in action. The gifted advisor also attends gifted strand meetings throughout the district to gather data from teachers regarding their evaluation of the program.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	There are a number of indicators that demonstrate the Gifted Program in GESD is positively affecting students: <ul style="list-style-type: none"> • Students in gifted strand classrooms express satisfaction with their learning experiences. • It is extremely rare that parents elect to have their children moved out of the gifted strand classrooms. • Teachers report significant decreases in student disruptive behaviors. • There are a large number of Gifted students participating in the newly implemented Gifted Summer Enrichment Program.

Glendale Elementary School District

Professional Development		
Question	Indicators	District Description
<p>Describe the performance standards you have for all gifted students. Are the standards for gifted students?</p>	<ul style="list-style-type: none"> • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population 	<p>Performance Standards for GESD Gifted Students:</p> <ul style="list-style-type: none"> • Students will become Highly Proficient on the state and district assessments • Students will study divergent thinking techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas. • Students will learn strategies for rational decision-making and apply them to problems and issues in today's world. • Students will make connections between present knowledge and new information, derived from varied materials and environments. They will identify premises, analyze relationships, and validate conclusions. • Students will use communication to construct knowledge through a variety of interactions. • Students will make effective decisions about the identification, implementation, and presentation of ideas. • Students will recognize their strengths, needs, and individuality while developing skills to achieve their potential in order to make meaningful contributions to society. • Students will participate in extracurricular and school leadership activities.

Glendale Elementary School District

Budgeting																						
Question	Indicators	District Description																				
<p>What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?</p>	<ul style="list-style-type: none"> If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program. 	<p>The Maintenance and Operation Budget supports Gifted Education Expenditures.</p>																				
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom Ratio within the structure you chose: 1 to how many students? 	<p>Gifted Cluster Model, Non-Departmentalized –</p> <ul style="list-style-type: none"> Teacher to Student Ratio: 1 gifted strand teacher to every 6-8 identified gifted students. (district average) If the combined total of gifted students in any two consecutive grade levels is less than 9, sites have the option of creating a multi-age gifted strand classroom, when developmentally appropriate. When there is more than one strand teacher at a grade level, sites will determine how the gifted students are to be divided amongst strand classrooms, taking into consideration area of gifted identification, student achievement level, behavior, and class size. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="2" style="width: 25%; text-align: center;"># of Gifted Students</th> <th colspan="3" style="text-align: center;"># of Non-ELD Teachers</th> </tr> <tr> <th style="width: 25%; text-align: center;">2 Teachers</th> <th style="width: 25%; text-align: center;">3 Teachers</th> <th style="width: 25%; text-align: center;">4 or More Teachers</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 - 8</td> <td style="text-align: center;">1 strand</td> <td style="text-align: center;">1 strand</td> <td style="text-align: center;">1 strand</td> </tr> <tr> <td style="text-align: center;">9 - 16</td> <td style="text-align: center;">1 strand</td> <td style="text-align: center;">2 strands</td> <td style="text-align: center;">2 strands</td> </tr> <tr> <td style="text-align: center;">17 or more</td> <td style="text-align: center;">1 strand</td> <td style="text-align: center;">2 strands</td> <td style="text-align: center;">Site choice of: 2 or 3 strands</td> </tr> </tbody> </table> <p>Gifted Cluster Model, Departmentalized –</p>		# of Gifted Students	# of Non-ELD Teachers			2 Teachers	3 Teachers	4 or More Teachers	1 - 8	1 strand	1 strand	1 strand	9 - 16	1 strand	2 strands	2 strands	17 or more	1 strand	2 strands	Site choice of: 2 or 3 strands
# of Gifted Students	# of Non-ELD Teachers																					
	2 Teachers	3 Teachers	4 or More Teachers																			
1 - 8	1 strand	1 strand	1 strand																			
9 - 16	1 strand	2 strands	2 strands																			
17 or more	1 strand	2 strands	Site choice of: 2 or 3 strands																			

Glendale Elementary School District

		<ul style="list-style-type: none"> • One gifted strand teacher is assigned per grade level. However, all content area teachers are responsible for providing differentiation, contributing to the development of the Gifted Differentiation Plan, and implementing the Gifted Differentiation Plan.
<p>To what extent does the district support the funding of your gifted program?</p> <p>Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support? 	<ul style="list-style-type: none"> • Salaries/Stipends: The district pays gifted strand teacher stipends of \$500 - \$750,- depending on whether the teacher holds a Gifted Endorsement. Each site has a Gifted Lead Teacher who receives an additional hourly stipend. • Rooms/materials: The district pays for classroom materials to assist teachers in providing appropriate differentiation for gifted students • Professional Development: The district pays fees for guest speakers pertaining to gifted education and purchases materials for staff development including gifted literature. • Testing Supplies: The district pays for and testing supplies, testers to administer the tests, and scoring of the tests. • Special Activities: The district pays for special activities that benefit gifted students including Student Congress (which occurs 2 times each school year), spelling bees, chess and poetry competitions, science competitions, STEM and Project-Based Learning activities, and the Future Cities Competition. • Summer Enrichment: The district pays for a Gifted Summer Enrichment Program, including teacher salaries, materials, building maintenance, and a coordinator.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.C. TOPIC: 2017-18 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 9, 2017

RECOMMENDATION:

It is recommended the Governing Board approve the Fiscal Year 2017-18 Revenue Budget as presented.

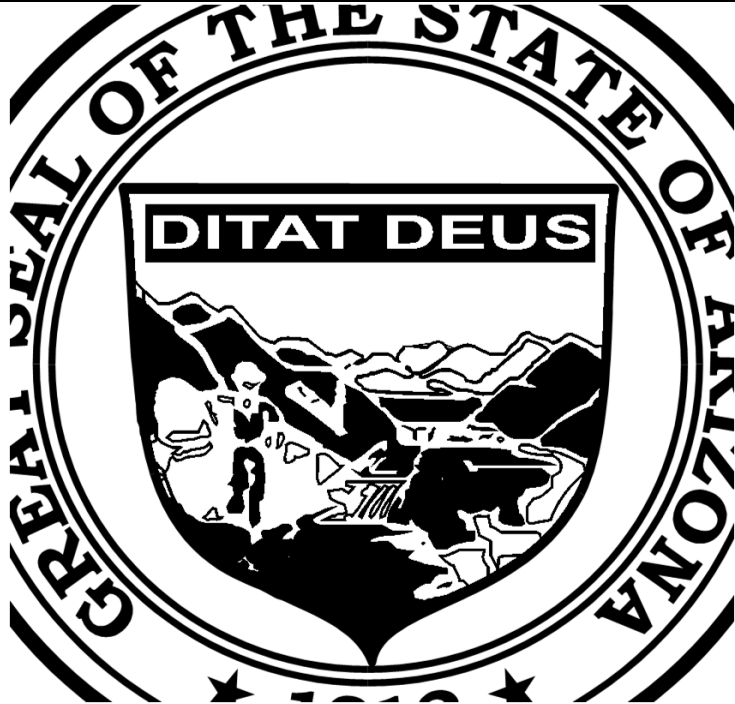
RATIONALE:

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



**2017-18
REVENUE BUDGET**

Clerk or President of the Governing Board

November 9, 2018
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	

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	

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				

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	

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					

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

0	0			0	
(466,132)	0	0		0	

Beginning Cash Balance (4)	Revenue	Transfers In	Transfers (Out)	Total Available
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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) Rev. 8/03 Food Service Beginning Cash Balance should include the Food Service Fund Revolving Account cash balance.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 8.A. TOPIC: Future Meetings

SUBMITTED BY: Mr. Joseph Quintana, Superintendent

RECOMMENDED BY: Mr. Joseph Quintana, Superintendent

DATE ASSIGNED FOR CONSIDERATION: November 9, 2017

Board Meetings dates for the 2017-2018 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 7	Superintendent's Annual District Progress Report
December 21	Executive Session for Superintendent's Performance Evaluation Superintendent's Performance Pay Review Policy Manual Section B
January 11	Organizational Meeting Executive Session regarding Salary Negotiations Teacher Recruitment
January 25	Special Meeting
February 8	Employment Agreements and Contracts
February 22	Special Meeting
March 8	Meet and Confer/Salary Recommendations Recruitment Report
March 29	Special Meeting
April 12	Employment Contract Renewals Budget Revision Board Meeting Schedule Attendance Boundaries
April 26	Special Meeting
May 10	Authorized Signatories Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts
May 24	Special Meeting
June 14	Regular Meeting
June 28	Special Meeting