

# 3-8-16 Special Meeting, Work Session and Regular Meeting

## SPECIAL MEETING 4:30 PM

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**March 8, 2016**  
**Special Meeting 4:30 PM**  
**AT THE CAMP VERDE UNIFIED SCHOOL DISTRICT MULTI-USE COMPLEX LIBRARY**  
**280 CAMP LINCOLN ROAD**  
**CAMP VERDE, ARIZONA 86322**

THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD MAY VOTE TO CONVENE IN EXECUTIVE SESSION WHICH SHALL NOT BE OPEN TO THE PUBLIC PURSUANT TO A.R.S. §38-431.03(A)(3) FOR LEGAL ADVICE FROM THE DISTRICT'S ATTORNEY(S) ON ANY MATTER ON THIS AGENDA. THE DISTRICT'S ATTORNEY(S) MAY APPEAR TELEPHONICALLY.

***Mission:***

Providing students a safe and caring environment in which knowledge, skills, and attitudes enable learners to become productive citizens

*Respect, Integrity, Positive Relationships, Accountability*

***Vision:***

***Our District will:***

- Foster confidence, excellence, integrity, and a sense of belonging.
- Ensure each learner studies a challenging, academic and relevant curriculum, which enhances social, emotional, physical and ethical development.
- Work in partnership with all families and the community as an organization of engaged, motivated lifelong learners.

**SPECIAL MEETING 4:30 PM**

1. Welcome and call to order
2. Roll call
3. Agenda review and acceptance
4. Discussion and possible action regarding the South Verde Building Lease/Purchase Agreement. The Governing Board may convene in executive session, pursuant to A.R.S. §38-431.03 (A) (4) for consultation with the District's Attorney in order to consider its position and instruct the Attorney(s) regarding the South Verde Building Lease/Purchase Agreement. The District's Attorney(s) may appear telephonically.
5. Discussion and possible action regarding conversion of Charter School to District: The Governing Board may convene in executive session pursuant to A.R.S. §38-431.03 (A) (4) for consultation with the District's Attorney in order to consider its position and instruct the Attorney(s) Governing Board may convene in executive session, on alteration of South Verde Technology Magnet Charter School to be converted to South Verde High School, a component of Camp Verde Unified School District
6. Discussion and possible action regarding District building repairs. The Governing Board may convene in executive session, which will not be open to the public, pursuant to A.R.S. §38-431.03(A) (3) for consultation with the District's Attorney(s) for legal advice relating to this item. The District's Attorney(s) may appear telephonically.
7. Discussion and possible action regarding the non-renewal of Director of Support Services Stacey Barker for the 2016-2017 District Fiscal Year. The Governing Board may vote to convene in executive session, which will not be open to the public, pursuant to A.R.S. §38-431.03(A) (1) for discussion of personnel matters.

When necessary, the Board may go into Executive Session intermittently throughout the meeting for discussion and consultation for legal advice regarding any of the agenda items. A.R.S. 38-431.03 (A)(3). The Board may also go into Executive session to discuss personnel matters A.R.S. 431.03 (A)(1), records exempt from public inspection A.R. S. 38-431 (A)(2), or legal advice and consultation regarding contracts , negation or pending or contemplated litigation A.R.S. 38-431.03 (A)(4). Finally, the Board reserves the right to change the order of items on the Agenda and to call matters in random order. Camp Verde Unified School District endeavors to make all public meetings accessible to persons with disabilities. With 48 hours advance notice, special assistance can also be provided for sight and/or hearing impaired persons at public meetings. Please call 928-567-8008 to request an accommodation.

- 1. Welcome and call to order**
  - 2. Roll call**
  - 3. Agenda review and acceptance**
  - 4. Discussion and possible action regarding the South Verde Building Lease/Purchase Agreement. The Governing Board may convene in executive session, pursuant to A.R.S. §38-431.03 (A) (4) for consultation with the District's Attorney.**
- 

Action Requested:

A motion to convene in executive session, pursuant to A.R.S. §38-431.03 (A) (4) for consultation with the District's Attorney in order to consider its position and instruct the Attorney(s) regarding the South Verde Building

Potential action:

The Board is asked to take action determining whether they will lease or purchase the South Verde Building on Main Street in Camp Verde.

- 5. Discussion and possible action regarding conversion of Charter School to District: The Governing Board may convene in executive session pursuant to A.R.S. §38-431.03 (A) (4) for consultation with the District's Attorney.**
- 

Potential action: A motion to convene in executive session pursuant to A.R.S. §38-431.03 (A) (4) for consultation with the District's Attorney in order to consider its position and instruct the Attorney(s) on South Verde Technology Magnet Charter School conversion

Action requested (out of executive session): A motion to approve the conversion of the South Verde Technology Magnet Charter School to South Verde High School, a component of Camp Verde Unified School District

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Hello Dr. Goodwin,

Attached is the draft of the Board resolution for the Board's consideration re: converting the charter school back to a district school.

Immediately following the Board meeting at which this resolution is presented and approved, the District must send out notice to parents of students at South Verde Magnet School informing them that due to the changes in state law, the District will convert the charter school to a District public school beginning July 1, 2016. I suggest including in that notice a statement that if a current student of the school resides outside the District's boundaries, the student may apply for open enrollment and provide information about how that process works.

You will then need to submit to your ADE School Finance account analyst the following information, in order to convert the DSCS to a district school (once the resolution is completed you can submit to the analyst at any time) -

- a) Entity Profile Form (see: <https://www.azed.gov/finance/files/2011/11/entityprofileform.pdf> ) requesting the conversion (separate forms are required for the charter district and for each charter school)
- b) Charter Sponsorship Termination Resolution signed by the governing board president indicating conversion of the school
- c) Governing Board minutes supporting the resolution

Additionally, the school must be updated within ADE's directory to reflect its "district school" status beginning July 1, 2016.

Please let me know if you have any additional questions.

**Kimberly R. Davis**

Attorney At Law

**UDALL | SHUMWAY**  
COUNSELORS AT LAW SINCE 1965

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## **RESOLUTION**

### **CHARTER SPONSORSHIP TERMINATION**

#### **RESOLUTION ORDERING THAT THE CAMP VERDE UNIFIED SCHOOL DISTRICT CONVERT SOUTH VERDE MAGNET SCHOOL FROM A CHARTER SCHOOL TO A DISTRICT PUBLIC SCHOOL EFFECTIVE JUNE 30, 2016.**

**WHEREAS**, Camp Verde Unified School District (the “District”) was granted a Charter on February 19, 2009 for the operation of the South Verde Magnet Charter School located within the District; and

**WHEREAS**, amendments to A.R.S. § 15-183 state that all District-sponsored charter schools in operation after July 1, 2013 were required to be converted to District public schools by the end of the fiscal year 2014-2015; and

**WHEREAS**, the Arizona Legislature has communicated its intent during the 2015 Legislative session that all district-sponsored charter schools, regardless of the date of initial operation, be phased out by fiscal year 2016-2017; and

**WHEREAS**, pursuant to this resolution the Governing Board will order South Verde Magnet School to be converted into a District public high school;

#### **NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF CAMP VERDE UNIFIED SCHOOL DISTRICT THAT:**

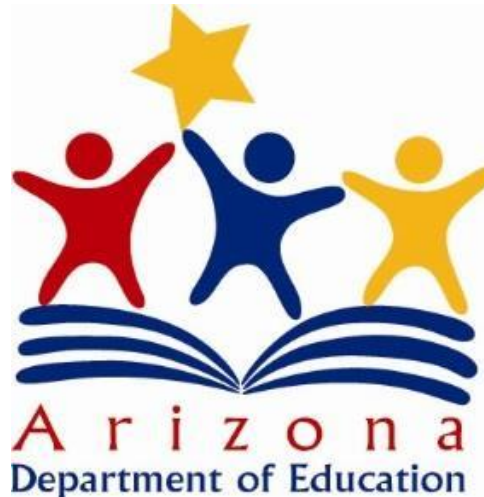
South Verde Magnet school will revert to a District public school effective July 1, 2016. The name of the School will be changed to South Verde High School and will resume operations serving the residents of the District’s boundaries as those boundaries currently exist.

**PASSED AND ADOPTED** on March \_\_\_\_, 2016.

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Helen Freeman  
Governing Board President

# District Sponsored Charter School to District School Conversion Guidance



Prepared by: School Finance  
Issue Date: May 2015

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## Guidance Overview

This document is intended to provide guidance for districts that are converting to a district school one or more charter schools that they sponsor or operate. The guidance will vary depending on the charter school's initial operation date.

### 1) Initial Operation is on or after July 1, 2013 (Category 'A')

A.R.S. §15-183 was amended to prohibit school district governing boards from sponsoring or operating charter schools which began initial operation after June 30, 2013. District sponsored or district operated charter schools (new or converted schools) which began operation after June 30, 2013, but before July 1, 2014 are allowed to continue operation through FY 2014-2015, but must cease operation as a charter school prior to July 1, 2015. ([Laws 2014, 2nd Regular Session, Chapter 16, Section 1](#))

Law specifies:

- a. Operation as a charter school must cease prior to July 1, 2015
- b. Sponsorship may not be transferred to another sponsor
  - i. School Governing Board **may not** sponsor one of these DSCSs ([A.R.S. §15-183\(C\)\(1\)\(f\)](#))
  - ii. Arizona State Board for Charter Schools and the Arizona State Board of Education **may not** sponsor one of these DSCSs ([A.R.S. §15-183\(2\)](#))
  - iii. Universities and community colleges **may not** sponsor one of these DSCSs ([A.R.S. §15-183\(3\)](#))

### 2) Initial Operation is prior to July 1, 2013 (Category 'B')

District sponsored or district operated charter schools in operation prior to July 1, 2013 may continue to operate, but with this constraint:

- a. Beginning in FY 2014-2015, the average daily membership (ADM) is limited to 120% of the charter school's FY 2012-2013 ADM. (([Laws 2014, 2nd Regular Session, Chapter 16, Section 6](#))) )
- b. Continued operation of DSCS is subject to legislative amendment. Recent legislation ([SB1476: Laws 2015, 1st Regular Session, Chapter 15, Section 17](#)) states:

"Sec. 17. [District-sponsored charter schools; intent; phaseout](#)

A. It is the intent of the legislature that district-sponsored charter schools be phased out by fiscal year 2016-2017."





## Category 'A' Conversion Requirements

- **APPLICABLE SCHOOLS:** District Sponsored or District Operated Charter Schools
- **INITIAL OPERATION BEGAN:** On or after July 1, 2013

### Category 'A' Conversion Requirements

1) See Guidance Overview, item 1 (page 3)

a) Prior to July 1, 2015, the school governing board should acknowledge the conversion or closure of the charter school(s)

*Approvals and plans must be documented within the board minutes.*

2) Submit to your ADE School Finance account analyst the following, in order to convert the DSCS to a district school or close the school within our system:

- a) Entity Profile Form requesting the conversion or closure (separate forms are required for the charter district and for each charter school)
- b) Charter Sponsorship Termination Resolution signed by the governing board president indicating closure or conversion of the school
- c) Governing board minutes supporting the resolution

3) Financial implications of the conversion or closure of the charter school(s):

- a) Soft Capital does not need to be paid back (Laws 2014, 2nd Regular Session, Chapter 17, Section 15). The lump sum charter additional assistance payment specified in A.R.S. §15-185(A)(7) does not apply, therefore, the charter additional assistance received while the school was a charter school does not need to be repaid
- b) State Aid Payments will be calculated based on the following student count for the respective fiscal years:
  - i) FY 2014-2015 Student Count: includes DSCS FY 2014-2015 100th Day ADM and the district FY 2013-2014 100th Day ADM
  - ii) FY 2015-2016 Student Count: includes the DSCS FY 2014-2015 100th Day ADM and the district FY 2014-2015 100th Day ADM. Guidance will be provided in Budget Worksheets, Worksheet C for FY 2015-2016



## Category 'B' Conversion Requirements

- **APPLICABLE SCHOOLS:** District Sponsored or District Operated Charter Schools
- **INITIAL OPERATION BEGAN:** Prior to July 1, 2013

## Conversion Requirements

Requirements for the conversion of district sponsored or district operated charter schools (DSCS) to district schools can be found in the following pages. Details provided include what is expected of the district by ADE as well as financial implications of the conversion or closure of the DSCS.

Requirements vary depending on when the school first began operation as a DSCS and are detailed out under the Category A and Category B options. Category A schools began operation on or after July 1, 2013. Category B schools began operation prior to July 1, 2013.

## Category 'B' Conversion Requirements

1) Charter schools which began operations prior to July 1, 2013 may be converted by the school district to a district school or closed at any time. It is **not** mandated that the school convert or close by July 1, 2015. Guidance for the conversion or closure of DSCS as of July 1, 2016 will be provided at the end of the 2016 legislative session. Guidance below is for the conversion or closure of a DSCS during FY 2015 – 2016.

2) To assist in the determination\* of whether or not it is fiscally wise to convert the charter school, financial implications are provided below for the conversion of a district sponsored or district operated charter school to a district school when the charter school meets **all** of the following criteria within the appropriate depiction of the history of the school:

3) Financial implications of the conversion of the charter school(s) for FY 2015-2016:

a) For DSCS originally initiated as a charter school, the lump sum charter additional assistance payment specified in [A.R.S. §15-185\(A\)\(7\)](#) does not apply, therefore, the charter additional assistance received while the school was a charter school is not required to be repaid

b) For DSCS originally initiated as a district school, the lump sum charter additional assistance payment specified in [A.R.S. §15-185\(A\)\(7\)](#) does apply, therefore, the charter additional assistance received while the school was a charter school must be repaid

c) All eligible students attending the converted school during FY 2015-2016 should be reported as fundable by the district school for FY 2015-2016

d) State aid funding is impacted in the following ways:

i) Base Support Level and District Additional Assistance will not be generated for the students who attended the charter school in FY 2014 - 2015 as funding is based on the prior year's district ADM (excludes FY 2014-2015 DSCS ADM)

ii) Sudden Growth may be generated

(1) School District Sudden Growth will be based on the increase in 100<sup>th</sup> day ADM for the FY 2015-2016 (which will include the ADM for converted school(s)) over the 100<sup>th</sup> day district ADM (which excludes DSCS ADM) for FY 2014-2015

(2) An advance of state aid based on 40<sup>th</sup> day growth may be requested after the 40<sup>th</sup> day. Sudden growth must be budgeted for after the 100<sup>th</sup> day, but on or before May 15<sup>th</sup>, 2016.

*\* This guidance is provided for informational purposes only. Please consult legal/financial counsel to determine if this is a decision that is right for your district.*

## **Conversion Guidelines and FAQs**

The guidelines and FAQs on the following pages apply to all converted schools falling under both categories 'A' and 'B' in the first year of conversion.

**Guideline 1:**

**Modifying Schools with ADE**

## **Guideline1: Modifying Schools with ADE**

### **General Guidelines**

1. The schools must be updated within ADE's directory to reflect their "district school" status.
2. See [Conversion Guidance, section A. 3 for specific instructions on how to request this update.](#)

### **FAQs**

**1. When can School Finance officially convert the district sponsored or district operated charter school to a district school within ADE's directory?**

**Answer:** The school(s) may be converted to a district school upon completion of the statewide recalculation at the end of the fiscal year, which typically begins in July and completes in August. Your account analyst will notify you of the completion of the conversion to a DSCS. You are welcome to submit [your request](#) at any time.

**Guideline 2:**

**LEA Calendar Submission**

## **Guideline 2: LEA Calendar Submission**

### **General Guidelines**

1. As a district school, this reverted or converted school will default to the district calendar unless a school calendar is input and activated.
2. If the school has a separate calendar from the district, then the creation and submission of one or more tracks for the school is necessary. Otherwise, as mentioned in item 1 above, if the school operates on the same calendar as the district, a school calendar does not need to be submitted and the ADE system will use the district calendar.

If a calendar must be submitted and activated for the school, it must be completed within the LEA Calendar application found within [Common Logon](#).

### **FAQs**

#### **1. Will the converted school automatically use the submitted district's calendar?**

**Answer:** Yes, unless the converted school operates on different calendar(s) than the district. If the school operates on different calendar(s) than the district, then separate calendars must be submitted. Please see the general guidelines above for instruction on what must occur.

#### **2. Will I need to create a calendar for the school?**

**Answer:** The only time a school calendar must be submitted is if the school's calendar is different than the district's calendar.

**Guideline 3:**

**Estimated Counts Submission**

## **Guideline 3: Estimated Counts Submission**

### **General Guidelines**

1. Estimated counts will not be submitted beginning in FY 2015-2016 for the converted school as it will no longer be classified as a charter school and will instead be classified as a district school.

### **FAQs**

#### **1. What is charter estimated counts?**

**Answer:** “Estimated counts” is an estimate of the ADM the charter school students will generate for the school year (per [ARSS15-185](#)). These counts are used by ADE to determine the expenditure capacity and state aid disbursement occurring prior to the LEA’s 40<sup>th</sup> day, at which time, the ADM is calculated based on actual SAIS data.

**Guideline 4:****Student Data Reporting****Guideline 4: Student Data Reporting****General Guidelines**

1. All students attending the converted school must be reported in ADE's student data collection system. All are to be reported as fundable, unless there is a reason unrelated to the school conversion that requires the student to be reported as non-fundable.

a) Fundable students: The students who were enrolled in the DSCS the prior year or were not previously enrolled in the district the prior year are considered fundable and should be reported to ADE with a Tuition Payer Code of '1'.

b) Non-fundable students: The students who are deemed non-fundable due to privately paid tuition or another reason not related to the school conversion. These students should be reported to ADE with a Tuition Payer Code of '2', or a more applicable code. The available codes are:

<b>Tuition Payer Code</b>	<b>Description</b>	<b>Note</b>
1	The "normal" setting for Arizona school children who generate state funding.	This includes students attending school in their own district of residence, as well as Tuition-in students (students attending school outside their district of residence as defined in Arizona statute, but whose tuition is paid by the district or ADE), and students with a special enrollment situation
2	Privately paid tuition, no tuition charged, or not eligible for state funding.	This includes students 1. Not eligible for state funding as defined in Arizona statute, e.g., students age 22 and older, students less than 3-years-old, and preschool children without disabilities, and early kindergarten students who reenroll in kindergarten for a second year. 2. With private-paid tuition, e.g., tuition is paid by parents 3. Special education students who are receiving services from a state institution or an approved residential facility and are funded through the voucher system.
3	Foreign exchange student	Student is a foreign exchange student. These students are not eligible for state funding.
4	Non-SPED (NSE) students in residential treatment centers	Non-SPED (NSE) students placed in approved private residential facilities; funding is paid

5	N/A (Not Used)	through the voucher system, not ADM. This tuition payer code was added as a placeholder for a situation that was not
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## FAQs

### 1. Will the students generate fundable ADM in the first year of the conversion of the charter school to a district school?

**Answer:** Yes, as long as the student is submitted with a Tuition Payer Code of '1', is enrolled within the first 100 days of school, and passes ADM integrity. These students will appear on the SAIS ADMS/SPED/ELL 75 reports (or their equivalents in AzEDS) for the school and will be included in the district's ADM for the first year of conversion.

For DSCS schools converting to district schools in FY 2015-2016, ADM for these students will be included in the district's FY 2015-2016 student count for district additional assistance.



**Guideline 5:**

**Transportation Route Reporting**

## **Guideline 5: Transportation Route Reporting**

### **General Guidelines**

1) Students attending the converted school are now considered district students, so they may be included in Transportation reporting, beginning the first year of conversion to a district school, as “eligible” students, and therefore will contribute to Transportation funding.

**6. Discussion and possible action regarding District building repairs. The Governing Board may convene in executive session, which will not be open to the public, pursuant to A.R.S. §38-431.03(A) (3) for consultation with the District's Attorney(s) for legal advice relating to this item.**

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Action Requested: A motion to convene in executive session pursuant to A.R.S. §38-431.03(A) (3) for consultation with the District's Attorney(s) for legal advice relating to District building repairs.

There is no further action requested on this Item.

**7. Discussion and possible action regarding the non-renewal of Director of Support Services Stacey Barker for the 2016-2017 District Fiscal Year. The Governing Board may vote to convene in executive session, which will not be open to the public, pursuant to ARS 38-431.03 (A)(1) for discussion of personnel matters.**

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Action Requested:

A motion to enter executive session pursuant to A.R.S. §38-431.03(A) (1) for discussion of personnel matters.

Possible action (outside of executive session):

A motion to accept the non-renewal of Director of Support Services Stacey Barker for the 2016-2017 District Fiscal Year

## WORK SESSION 6:00 PM

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### CAMP VERDE UNIFIED SCHOOL DISTRICT BOARD AGENDA

PURSUANT TO A.R.S. § 38-431.02, NOTICE IS HEREBY GIVEN TO THE MEMBERS OF THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD AND TO THE GENERAL PUBLIC THAT THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD WILL HOLD A MEETING  
OPEN TO THE PUBLIC ON

**March 8, 2016**

**Work Session 6:00 PM**

**AT THE CAMP VERDE UNIFIED SCHOOL DISTRICT MULTI-USE COMPLEX LIBRARY**

**280 CAMP LINCOLN ROAD**

**CAMP VERDE, ARIZONA 86322**

THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD MAY VOTE TO CONVENE IN EXECUTIVE SESSION WHICH SHALL NOT BE OPEN TO THE PUBLIC PURSUANT TO A.R.S. §38-431.03(A)(3) FOR LEGAL ADVICE FROM THE DISTRICT'S ATTORNEY(S) ON ANY MATTER ON THIS AGENDA. THE DISTRICT'S ATTORNEY(S) MAY APPEAR TELEPHONICALLY.

#### **Mission:**

Providing students a safe and caring environment in which knowledge, skills, and attitudes enable learners to become productive citizens

*Respect, Integrity, Positive Relationships, Accountability*

#### **Vision:**

#### **Our District will:**

- Foster confidence, excellence, integrity, and a sense of belonging.
- Ensure each learner studies a challenging, academic and relevant curriculum, which enhances social, emotional, physical and ethical development.
- Work in partnership with all families and the community as an organization of engaged, motivated lifelong learners.

### WORK SESSION 6:00 PM

1. Team review of and discussion on the Governing Board Operational Handbook
2. Board and Superintendent work on and potential acceptance of the Superintendent Evaluation Tool

When necessary, the Board may go into Executive Session intermittently throughout the meeting for discussion and consultation for legal advice regarding any of the agenda items. A.R.S. 38-431.03 (A)(3). The Board may also go into Executive session to discuss personnel matters A.R.S. 431.03 (A)(1), records exempt from public inspection A.R. S. 38-431 (A)(2), or legal advice and consultation regarding contracts , negation or pending or contemplated litigation A.R.S. 38-431.03 (A)(4). Finally, the Board reserves the right to change the order of items on the Agenda and to call matters in random order. Camp Verde Unified School District endeavors to make all public meetings accessible to persons with disabilities. With 48 hours advance notice, special assistance can also be provided for sight and/or hearing impaired persons at public meetings. Please call 928-567-8008 to request an accommodation.

## 1. Team review of and discussion on the Governing Board Operational Handbook

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### CAMP VERDE UNIFIED SCHOOL DISTRICT

*Inspiring today's students to become tomorrow's leaders*

***Mission:***

***Providing students a safe and caring environment in which knowledge, skills,  
and attitudes enable learners to become productive citizens***

*Respect, Integrity, Positive Relationships, Accountability*



# CAMP VERDE UNIFIED SCHOOL DISTRICT

## Governance Team Handbook

### **Vision Statement**

~~Inspiring today's students to become tomorrow's leaders~~

### **Mission Statement**

~~Camp Verde Unified School District will provide opportunities to cultivate academic and personal achievement and service to others within a community of respect.~~

### **We Believe**

~~In engaging in dialogue with all members of the Community to conceptualize and implement innovative educational experiences for our students~~

### **Mission:**

Providing students a safe and caring environment in which knowledge, skills, and attitudes enable learners to become productive citizens

*Respect, Integrity, Positive Relationships, Accountability*

### **Vision:**

#### **Our District will:**

- Foster confidence, excellence, integrity, and a sense of belonging.
- Ensure each learner studies a challenging, academic and relevant curriculum, which enhances social, emotional, physical and ethical development.
- Work in partnership with all families and the community as an organization of engaged, motivated lifelong learners.

### **Governing Board**

Mrs. Helen Freeman, Board President, Mr. Bob Simbric, Member, Mrs. Christine Schneider, Member;  
Mr. Tim Roth Member, and Mrs. Kitty McDowell, Member

Dr. Dennis Goodwin, Superintendent

~~February 7, 2015~~

Revised with adoption of Mission and Vision Statements on January 12, 2016

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# Purpose of Governance Team Handbook

*“Education is the most powerful weapon which you can use to change the world.”*  
Nelson Mandela

The Governing Board for the Camp Verde Unified School District is entrusted by the community to uphold

the Constitutions of the State of Arizona and the United States of America, to protect the public interests in schools, and to ensure that a high quality of education is provided to each student.

In a school district, the Governing Board and Superintendent, work together as a governance team. This leadership team must function effectively to meet district challenges and move the district in a positive direction. For a governance team to work together effectively, members need to:

- Maintain a unity of purpose
- Agree on and govern within appropriate roles
- Create and sustain a positive governance structure and
- Create a supportive structure for effective governance.

The members of the Camp Verde Unified Governing Board and Superintendent of the Camp Verde Unified School District are committed to working together as a team. We will build on the tradition of excellence in education that has characterized our schools.

As a governance team, we believe the following shared purposes provide a framework for what the governance team stands for. This framework will allow the governance team to accomplish team goals.

## WE BELIEVE OUR SHARED PURPOSE IS TO:

- Have the best learning environment for all students.
- Build trust and move the District forward.
- Be an effective team.
- Understand our individual jobs and collective responsibilities.
- Be a team with a common focused direction so we are not a distraction to the District or community but a catalyst for the focused efforts of employees and the community can see evidence of this focused direction.
- Be partners with the staff in positive change.
- Oversee the putting together of a first-rate program and first-rate facilities, making sure we continue to improve.
- Perpetuate a legacy of a positive culture.
- Hold each other accountable to adhere to the principles in this handbook and Governing Board Policies.



## OPERATING PRINCIPLES

*“Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has.”*

Margaret Mead

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Members of an organization form teams that have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms or operating principles, enable teams to build and maintain a positive culture.

Working effectively as a governance team requires a healthy environment with high levels of trust and respect for individuals. To promote trust, respect, and effective teamwork, we agree on these operating principles and norms.

### **As a Governance Team, first and foremost, we agree to:**

- Focus on student’s best interest – on what’s best for the students! This is what we do!
- Keep the focus on issues of student achievement as the centerpiece of our work together.

### **To accomplish this we agree to:**

- Keep from taking disagreements personally.
- Respect and embrace individuality.
- Show respect, never dismiss or devalue others.
- Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view.
- Make a commitment to support and encourage opportunities for open communication, honesty, and no surprises.
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board Member and willing to take on all the responsibilities involved.
- Be collaborative.
- Maintain confidentiality, which will help build trust.
- Look upon history as lessons learned; focus on the present and the future.
- Define and communicate our goals, both short-term and long-term.
- Treat students, staff, the public, and each other with respect.
- Support the Superintendent and hold him/her accountable in the implementation of the district goals and work.
- Communicate concerns with each other in a timely manner.
- Create opportunities for meaningful participation and input early in the decision making process.
- Evaluate the work of the Board and Superintendent.
- Work in partnership with the community.

## ROLES AND RESPONSIBILITIES

*“Education is not filling the pail, but the lighting of a fire.”*

William Butler Yeats

We agree to the following roles and responsibilities to enable the Governing Board and Superintendent to work effectively as a team and make good decisions in a timely manner.

**Governing Board:** The role of the Governing Board is to stay focused on the big picture while fulfilling responsibilities in a series of job areas. These responsibilities are:

- We focus on the best interest of all students.
- We set the direction (Strategic Plan).
- We establish the structure
- We ensure accountability.
- We provide support.
- We act as community leaders.

We carry out these responsibilities in each of the following areas:

- **Focus on the best interest of students (Student learning and Achievement):** Prioritize and keep district resources focused on student learning. The Board as a whole needs to monitor performance to establish goals – academic, finance, and operational.
- **Setting the District’s direction (Strategic Planning):** The Governing Board, with extensive involvement from the staff and community, is responsible for envisioning the future of the public schools in their community. After setting the vision and mission for the District, the Governing Board works collaboratively to establish strategic goals to move the organization toward the community’s vision for its schools.
- **Establish the Structure (Set policy):** Board policies and goals establish the structure and create the environment for ensuring that all students are served. The Superintendent uses the structure established by the Board to manage operations on a day-to-day basis. Although, the Superintendent may suggest changes to policies, only the Board, as a whole, has the legal authority to adopt policy.
- **Ensure Accountability (Approve the budget):** The Board provides support to its organization by ensuring that financial and other resources are aligned to meet established goals. Board support also is provided by recognizing and encouraging excellence throughout the organization.
- **Be an advocate for the District and for public education (We provide support):** One of the Board’s most important roles is to be the ambassador for public education in the community. As individuals, each Board member can help communicate the ways in which their local schools are supporting student educational needs, parent and community aspirations, and state and federal standards.
- **We act as community leaders (Community Relations and Advocacy):** Listen to and represent the community. As the community’s representative in the local schools, the Board is responsible for ensuring that the schools are well run – that resources are used wisely and that high standards for academic performances are set.

Together, the Board also can demonstrate that an atmosphere of collaboration and respect is the most conducive environment for providing the best education for children in the community.

Our role is **not** to:

- Carry out policies or micro-manage;
- Create surprises;
- Abdicate board responsibility;
- Press narrow personal agendas; or
- As individuals, make promises that would appear to be binding upon the Board and/or District.

**Superintendent:** The role of the Superintendent is to stay focused on the big picture, implementing the vision of the Governing Board, while managing the day-to-day activities of the school district.

The role of the **Superintendent** is to:

- Provide recommendations and implement board policy;
- Build a positive environment throughout the district;
- Serve as a resource to the Board;
- Act as the primary district communicator;
- Provide support, leadership, and vision for the district;
- Bring options and recommendations to the Board;
- Ensure district and staff accountability;
- Be the “day-to-day” decision maker; and
- Manage and delegate the work of the district.

The role of the **Superintendent** is **not** to:

- Make policies;
- Create surprises;
- Assume board responsibilities;
- Press narrow personal agendas;
- Be the sole spokesperson for the Board; or
- Discourage open discussion and feedback.

## AGREEMENTS AND PROTOCOLS

*“In short, great leadership leads to employee excellence.....”*

Lee Cockerell

We agree to the following agreements and protocols to provide the support necessary for effective governance.

### **Orientating a New Board Member (Policy BIA)**

**Principles:** A new member of the Board will need to invest time in training and understanding the job in order to be effective. The more experienced Board members should mentor and support new members during the first year so that the entire Board can be efficient and effective.

### **Protocol:**

- The Board President and Superintendent should provide the resources and guidance, and provide new members with opportunities for training as soon as possible. The ASBA workshops for new Board members are one such opportunity.
- The Board President should welcome the new member and provide that member the most recent copy of the Board's governance handbook. The Board President should explain that any questions that arise from reading of the handbook can be answered by him or herself or the new Board member's assigned mentor.
- The Board President may ask one of the experienced Board members to serve as a mentor for the new member. The mentor(s) should meet/talk regularly with the new member to answer any questions and provide any support necessary.
- While ethics training is not legally required for Board members in Arizona, at present, the Governing Board recommends all Board members familiarize themselves with the National School Board's Association's Code of Ethics, Arizona School Boards Association Code of Ethics and be continually thinking of one's actions and decisions as a Board member by considering what is legal, what is ethical, and what is fair.

### Board Meeting Preparation: Agenda Questions Prior to a Meeting

**Principles:**

Board members need to be adequately prepared for Board meetings to ensure that Board meetings are run efficiently and effectively. Board preparation ensures that all Board members have an understanding of the information to provide effective governance. Staff member's time and expertise should be treated with respect by Board members. Prior to a public Board meeting, if a Board member has questions of clarification or requests for more information about an agenda item, the Board member should let the Superintendent know ahead of time so as not to surprise him/her and to allow him/her to check with staff in order to prepare their response for the public meeting.

**Protocol:**

- The Board agenda and supporting materials shall be distributed to Board members not less than twenty-four (24) hours prior to the meeting.
- Board members should read all the information in the agenda packet of a meeting ahead of time.
- If the Board member has questions of clarification or requests for information, the member should contact the Superintendent first so that the Superintendent can channel the information to the appropriate staff member.
- The Superintendent should then share the requested information with all Board members.
- The Superintendent will meet with the Board President ten to fourteen days prior to the Board meeting to discuss the agenda.
- The Superintendent will meet individually with the remaining Board members prior to the Board meeting to review the agenda and answer any questions.

### Board Meeting Agenda Items (Policy BEDBA)

**Principles:**

Board members have the opportunity to bring up new ideas and subjects of interest for future Board meeting agendas and must understand the process to do so. Creating a clearly defined process develops consistency, maintains trust and provides a process to think through issues that might have merit. Staff focus, energy and time, as well as other district resources must be focused on achieving agreed upon district vision, mission, goals and objectives. We must honor and provide opportunities for members of the staff and the public to inform and hear Board deliberations on all agenda items if they choose to do so.

**Protocol:**

- A Board member may discuss a new agenda topic or idea with the superintendent.
- A Board member may request a future agenda item at the appropriate time in the agenda during a board meeting.
- The Superintendent or any Board member may place items on the agenda. Any Board member desiring to place an item on the agenda will notify the Superintendent or Board President of the particular agenda item at least six (6) working days before the meeting.
- The Superintendent will prepare Board meeting agendas in consultation with the Board President.
- All new ideas or agenda item topics will be weighed against their effect on staff's ability to accomplish the district vision and goals (strategic plan).

## Board Meeting Conduct (Policy BEDF)

**Principles:** Effective, efficient and timely Board meetings ensure clear communication and transparency of governance. Professional, respectful, and open and transparent Board meetings create and establish a positive organizational culture.

**Protocol:**

- Agenda items should be discussed prior to being formally introduced through a motion and second.
- Board members will ask clarifying questions about agenda items in order to demonstrate and make as clear and transparent as possible the dialogue leading up to decisions made by the Board.
- When a Board member makes a motion, if necessary the Board President will clarify the meaning of an “aye” or “nay” vote on the motion. Votes on all motions and resolutions shall be *ayes* and *nays*. If a Board Member chooses to abstain a reason must be given.
- At the discretion of the Board President or on the request of a member, a show-of-hands or roll call vote shall be made and the vote shall be recorded. On a voice vote, members may request that their own vote be recorded.
- The Superintendent and the Governing Board will make every effort to ensure that any directions given by the board are understandable, achievable and practical.

## Purpose of the Consent Agenda

**Principles:** Board members should keep in mind that the purpose of the consent agenda is to expedite the handling of routine business.

**Protocol:**

- Board members should not discuss or pull any consent items during a Board Meeting unless it is very important to do so. Board members are encouraged to ask the Superintendent or Board President to move a consent agenda item to a discussion item prior to the posting of the agenda, if possible.
- Questions on the consent agenda, once asked and answered in advance of a Board meeting, should not be asked again at the meeting unless the Board member feels there is information that is important for the public to know, or unless the member wants a separate vote on the item. In the latter case, the member should ask that the item be pulled from the consent agenda.
- Consent agenda items should be routine and non-controversial.

## After Board Meetings

**Principles:** Understanding and preparation are important for maintaining open communication between the Board and Superintendent. Review of Board meetings ensures common understanding of expectations resulting from a Board meeting. This common understanding helps with preparation of future Board meetings and good communication between Board members and the Superintendent.

**Protocol:**

- If necessary, any Board member may meet with the Superintendent to review the results of the Board meeting.

## Superintendent-Board Communications

**Principles:** The ability to clearly communicate is likely the single most important aspect of a successful governance team. Board members should be informed and kept updated about issues impacting the district. Board members provide a critical link among schools, parents, and the community. The Superintendent or designee should use a variety of methods to communicate with the Board depending on the nature of the issue.

**Protocol:** Various communication strategies fall into three categories: personal interactions, telephone contacts, or written/e-mail information

- Personal Interactions:

- o Opportunities for informal and formal interactions should be provided.
- o The Board President and Superintendent should meet on a regular basis.
- o The superintendent and individual board members are encouraged to meet every two weeks to provide an opportunity to dialogue.

- Telephone Contacts:

- o When emergencies occur, the Superintendent should contact all Board members as soon as possible as to the nature of the emergency. The Superintendent may ask the Board President for assistance in contacting board members in the event of emergencies.
- o The Board President and Superintendent are also encouraged to confer by telephone on issues as they arise or develop.

- Written/e-mail Information:

- o To keep the Board informed on operational matters, the Superintendent can send correspondence, bulletins, or e-mail messages.
- o When issues/circumstances arise which may be of interest to the Board, e-mail is particularly suited to distributing consistent and timely information.
- o Weekly correspondence or e-mail messages outlining major events and activities will be sent to Board Members to keep them informed. Weekly mailings will include time sensitive materials.

## **Strategic Planning: District Strategic Plan**

**Principles:** A major responsibility of the Board is to set the direction for the District. Board meetings are opportunities to strategically move the district forward and to communicate direction, district priorities, and report progress to the community. When the public understands the process and the thinking behind Board decisions, there is generally more community support for the decision. A five-year strategic plan allows for long-term direction for the District.

**Protocol:**

- A five (5) year strategic plan will be developed. The strategic plan and District goals will be reviewed annually. The process for the development of the plan will be presented to the Board by the Superintendent.
- The strategic plan process will utilize stakeholder input in the review or modification of the District vision, mission, values and goals.
- The Strategic Plan and District goals will be reviewed annually and modified to reflect the current state of meeting the goals.
- Board members and the Superintendent will regularly link Board meeting agenda items and discussions to the district vision, mission, goals and strategic plan.

## **Strategic Planning: Board-Superintendent Goals**

**Principles:** A major responsibility of the Board is to set the direction for the District. Board – Superintendent goals are opportunities to provide specific steps to move the district forward, and to communicate direction, district priorities and progress to the community. Annual Board – Superintendent goals allow for short-term direction for the District.

**Protocol:**

- Board members and the Superintendent will annually establish Board -Superintendent goals that are aligned with the District vision, mission, goals and strategic plan.
- Board -Superintendent goals will provide specific measurements to demonstrate success in reaching goals in order to provide clear communication to the district staff, parents and community of the priorities of the governance team.
- Board members and the Superintendent will regularly link Board meeting agenda items and discussions to the Board -Superintendent goals.

## **Board Evaluation (Policy BAA)**

**Principles:** The Governing Board should be committed to increasing its effectiveness. In addition, the process of evaluation should help raise community awareness about the role of the Governing Board in the district and the community.

**Protocol:**

- The Board will schedule a semi-annual self-evaluation, not later than October 30.
- The annual review of the Governing Board will be noted in the governance calendar.
- The evaluation of the Governing Board will comply with applicable state statute and district policy.
- The purpose of the self-evaluation will be to evaluate the Board's functioning as a Board and to evaluate Board performance.
- The Board President will compile the individual performance reviews from each Board member prior to the performance evaluation meeting.
- The Board President facilitates consensus and summarizes average rankings. Any minority view will be reflected in the narrative.
- Annually, the Board will review the Governance Team Handbook.
- Annually, the Board will conduct a survey of management staff that includes the self-evaluation survey completed by the Board members and any feedback they have to the Board with regard to the norms and protocols outlined in the Governance Team Handbook.



## Superintendent Evaluation (Policy CBI)

**Principles:** The Board uses the Superintendent evaluation as an important leadership tool to focus and align all district efforts. The process should provide an opportunity to acknowledge and commend the Superintendent's accomplishments. The evaluation should support the growth of the Superintendent and sustained improvement for the district and, if necessary, identify areas that need to be addressed by the Superintendent to ensure continuous progress.

**Protocol:**

- The Board will schedule an annual review of the Superintendent's performance. The Superintendent will provide each member of the Board a copy of the evaluation instrument no later than November 11<sup>th</sup>.
- The Board President shall schedule a meeting not later than December 18<sup>th</sup>, when the Board will devote an executive session to the evaluation of the Superintendent's performance.
- The evaluation of the Superintendent will comply with applicable state statute and district policy.
- The Board President will compile the individual performance reviews from each Board member prior to the performance evaluation meeting.
- The Board President facilitates consensus and summarizes average rankings. Any minority view will be reflected in the narrative.
- The Superintendent will have the opportunity to provide a written response to the review.
- For the Performance-Based compensation portion of the Superintendent's contract, the Superintendent will present goals to the Board no later than August 30<sup>th</sup>.
- For the Performance-Based compensation portion of the Superintendent's contract the Board will meet at least on a semi-annual basis to review the Superintendent's performance in reaching established goals.

## **District Spokes person**

**Principles:** It is important for the Board and staff to have a clear and consistent message on issues. Consistency of message is best achieved by specific expectations for who communicates the District message on issues.

**Protocol:**

- Board members should refer all members of the press to the Superintendent for comment.
- The Superintendent shall be the official spokesperson for the school district.
- In the case of controversial issues, the Superintendent or the Board President may communicate the position of the Board.
- Board members should be courteous to the media.

## **Board Member's Role in Public**

**Principles:** Board members are a resource to the community about pending decisions, issues and, new programs. The final authority rests with the Board as a whole, not with individual Board members.

**Protocol:**

- As new programs and issues are introduced, the Superintendent will prepare talking points for Board members covering the scope of the issue or program.
- The Board and Superintendent will link, when possible, the program and issue to the district vision, mission, goals and strategic plan.
- After a Board member is approached by a community member about a pending decision, issue, or new program, the Board member will clarify questions and provide objective information.
- The Board member will remind the public that the role of the Board and the individual Board members is to make decisions that benefit ALL students and the community.
- The Board member will remind the public that deliberation leading to decision making will take place at an open, public Board meeting.
- When the Board has reached a consensus or voted on an issue, any Board member who disagrees with the majority decision will nevertheless work in concert with the majority to implement the decision.
- If asked about the decision of the Board, the Board member should make an honest effort to convey the Board decision and explain the reasoning of the majority.

## **Confidentiality**

**Principles:** Without exception, all information received and/or discussed in executive sessions will remain confidential. Information given in confidence must remain confidential, particularly when planning and exploring alternatives within the confines and laws that determine executive privileged information, also must remain confidential.

**Protocol:**

- Board members and the Superintendent will follow open meeting laws and executive session laws with respect to confidentiality.
- Public debate and information, while being open and honest, must not disclose information held to be confidential as defined by executive session laws or other laws providing privacy for employees or students.

## **Handling Concerns/Complaint from the Public and Staff (Policies BEDH, BHC& BHD)**

**Principles:** Board members should be responsive to the community and be good listeners. It is important for members of the governance team to be consistent in their responses to staff and the community. Board members need to stay within their function and refer all management issues to the appropriate chain of command. Students and staff members have due process and confidentiality rights that cannot be violated. The Governing Board is potentially the “Court of Last Resort” and must maintain neutrality. Members who have been too involved early in the situation may not be able to participate in a final hearing.

**Protocol:**

- Any community member or staff who exhausts the opportunity to discuss a matter at the administrative level may communicate with the Board in writing. No anonymous communication will be considered by the Board.
- Board Members will make sure they understand the appropriate order of whom to contact (Chain of Command). The appropriate order is from the lowest level to the highest level (teacher, then principal, then district staff). Information will also be provided for any formal forms or policies that might assist them.
- Any member of the community who wishes to address the Board in person may do so by following the procedures in Policy BEDH.
- Any employee who wishes to address the Board in the employee’s capacity as a parent, District resident, or individual, rather than as an employee, may do so by following procedures in Policies BEDH and BHD.
- Official communication, policies, Board concerns, and Board action, as appropriate, will be imparted to the community by the Superintendent.
- Policy BEDH provides that all regular and special meetings of the Board shall be open to the public. The Board will invite the viewpoint of citizens throughout the District.
- Individuals addressing the Board shall complete a form (Request to Address Board) and give the form to the Superintendent prior to the start of the Board meeting.

## Request for Information

**Principles:** Board members should be sensitive to the workload of the staff and as to whether their requests are necessary for effective decision making and to further the goals of the district. Staff should communicate effectively with Board members to clarify the urgency and nature of the Board member's request.

**Protocol:**

- If the Board member has a request for information, the board member should contact the Superintendent first to discuss the nature of the request, the sense of urgency for the requested information and how the request aligns with the District's Strategic Plan.
- The Superintendent will channel the information to the appropriate staff member, emphasizing the nature and sense of urgency of the request.
- The staff member will share the information from the request with the Superintendent, who will then share the requested information with all Board members.

## Site Visitation

**Principles:** Board members may choose to visit schools in their outreach to the community and to better understand what is going on in schools.

**Protocol:**

- Board members are encouraged to attend as many school events (sporting events, fine arts, or community events) as a spectator as their time permits.
- As a professional courtesy Board members are to notify the Superintendent that they will be visiting a school or department.
- Board members will check in with the principal upon arrival and follow campus guidelines for visitors.
- Board members will respect staff time and allow staff to perform their duties.
- The Board member shall provide input to the Superintendent on issues or concerns that may arise from such a visit.
- When visiting with teachers of their own children/family members, Board members will make it clear that they are acting as parents/family members rather than board members.
- Board members will not be on campus to evaluate staff members or give direction to staff or students.
- 

## Board Member Participation in Meetings at School Sites

**Principles:** Board members may choose to attend meetings at schools such as PTA or site council meetings in their outreach to the community and to better understand what is going on in schools.

Board members may also want to volunteer to help with school activities to serve the community and learn more about the schools.

**Protocol:**

- At meetings where discussion about school issues occur, a Board member should primarily be listening to the discussion and learning what community members think.
- If a Board member is asked to give an opinion or chooses to give an opinion, board members should make clear that board member is speaking as an individual community member, not on behalf of the Board.
- A Board member can explain and clarify decisions the Board has made if asked to or if relevant to the discussion.

## **Board's Role -Attorneys (Policy BDG)**

**Principles:** Given the importance of the law, state and federal, in public education it is often necessary for the Board and Superintendent to get legal advice.

**Protocol:**

- The Governing Board may employ legal counsel to represent the District.
- The purpose for which an attorney is hired shall be set forth in writing by the Board.
- The Governing Board may employ legal counsel without the consent of the county attorney when, in its discretion, it deems advisable.
- The Superintendent and the President of the Board shall be designated as the representatives of the District who may confer with counsel.
- The District will not be responsible for fees that accrue because of unauthorized individual Board member or staff consultation with private counsel.
- Copies of all written requests for opinions and opinions of private counsel shall be furnished by the Superintendent to all Board members.
- Requests for opinions requiring research or substantial amounts of work on the part of private counsel shall be in writing when practicable.
- Only the Superintendent may contact private counsel by telephone or in person regarding matters pertaining to the day-to-day operation of the District.

## **Board's Role -Consultants (Policy BDH)**

**Principles:** The Board and Superintendent have high expectations for all aspects of the operations of the District. A variety of factors may result in the District having to use outside experts to help ensure the District meets all expectations for District operations.

**Protocol:**

- The District may employ consultants when appropriate to carry out tasks or projects that enhance the effectiveness of District operation.
- Consultants may be used when the District does not have the specialized competency on its staff.
- Consultants may be used when tasks or projects would be burdensome to the school staff, when added to their full-time assignments.
- Consultant assistance may include, but will not be necessarily be limited to conducting fact-finding studies, surveys, and research; providing counsel or services requiring special expertise; and assisting the Board in developing policy and program recommendations.
- The employment of specific consultants, within the budgeted funds of the District, will be the responsibility of the Superintendent.

## **Policy and Regulation Development (Policy BBA &BGD)**

**Principles:** There are specific roles for the Board and Superintendent in the development of Board policies and regulations. The policies and regulations in a school district provide the framework for all decisions.

**Protocol:**

- The Board is authorized under the laws of the State of Arizona to adopt all needed policies for the organization, evaluation, and governance of the District.
- The Superintendent may provide recommendations on changes to policy; however, it is the responsibility of the Board, as a whole, to approve policies.
- The Superintendent has the responsibility for carrying out the policies established by the Board through the development and implementation of administrative regulations and exhibits.
- The Superintendent shall provide a copy of each new District regulation and exhibit to each Board member prior to distribution.

## **Annual Reorganization of the Board (Policy BDA)**

**Principles:** It is in the best interest of the Board that its officers be both willing and able to carry out relevant duties. Effective Board members are not necessarily effective Board officers, nor do all members have the time needed to provide effective leadership.

**Protocol:**

- At a regular Board meeting between January 1 and 15 next following the election, the Board will meet for the purpose of organization of the Governing Board.
- At the reorganization meeting, the President of the Board for the preceding year will preside over the election of the President.
- If none of the former officers is a member of the Board, a temporary President shall be elected and shall oversee the election of the new president.
- The new President of the Board shall take office upon election.
- Any Board member may nominate any other member, including the current officer..
- Whenever there is a vacancy in the office of President, the Board shall elect a new officer to fill the vacancy during the unexpired term of office.
- There is no limit to the number of times a member may serve as an officer, nor is there any expectation that all members will serve as officers or automatically rotate into either position.

## APPENDIX

*“What you do has far greater impact than what you say”*

Stephen Covey

### Appendix A: Governance Team Operating Principles Resolution

The Governing Board for the Camp Verde Unified School District is entrusted by the community to uphold the Constitutions of the State of Arizona and the United States of America, to protect the public interests in schools, and to ensure that a high quality of education is provided to each student.

The Camp Verde Unified School District Governance Team includes the Governing Board and the Superintendent. For the purpose of enhancing teamwork among members of the Board and between the Board and the Superintendent, we, the members of the Camp Verde Unified School District Governance Team do hereby publicly commit ourselves collectively and individually to the following operating protocols. The Governance Team recognizes that at all times the School District operates pursuant to the provisions of both federal and state law, and that the Governing Board Operating Principles which follows is subject to those laws.

The Governance Team has created a handbook and this resolution summarizes important aspects of the Governance Team Handbook. Key points summarized from the handbook include:

- 1 **Don't spring surprises** on other Board members or the Superintendent. Surprises to the Board or the Superintendent will be the exception, not the rule. There should be no surprises at a Board meeting from the Board or from the Superintendent. We agree to ask the Board President or the Superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
- 2 **Communication** is encouraged as long as it follows Board policy. The Governance Team recognizes that “good,” “timely,” and “constant” communication regarding school district issues is extremely important. We will strive to anticipate issues which may become important or are sensitive to our school district and district stakeholders.
- 3 **Follow the chain of command.** The last stop, not the first, will be the Board. We agree to follow chain of command and insist that others do so. While the Board is eager to listen to its constituents and staff, each inquiry, personnel complaint or criticism to a Board member or the Board as a whole will follow Board policy. If inquiry, complaint or criticism is not at the appropriate level for the communication to be at the Board level the matter will be referred to the Superintendent, who will address the issue or will ensure that the person who can properly and expeditiously address the issue is directed to do so.
- 4 **Own the collective decision making process.** The Governance Team will support decisions made by the Board, Superintendent and/or District Leadership Team once a decision is made. We will support the majority decision(s).
- 5 **Exemplify the governance role.** The Governance Team will support the policies our district currently has in place. We will continue to annually study and review policies for effectiveness and appropriately engage key stakeholders in the development, revision or deletion of policies. We will maintain and apply district policies consistently while being cognizant of and recognizing the potential uniqueness of any given situation.
- 6 **Annually conduct a self-assessment/evaluation.** The Board will address its performance by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or disclosure of confidential information.
- 7 **Annually conduct an evaluation of the Superintendent.** At least once a year conduct an evaluation of the performance of the Superintendent. On at least a semi-annual basis conduct performance reviews of the achievement of performance-based goals by the Superintendent.
- 8 **Clearly state goals.** The Board will set clear goals for its members and the Superintendent. The Board and the Superintendent will set clear goals for the District. These goals will be aligned with the District five-year strategic plan. The District is committed to utilizing a process to establish SMART goals.
- 9 **Utilize Superintendent input.** The Superintendent is the chief executive officer for the Governance Team and the District. The Board will utilize input from the Superintendent on recommendations, proposals or suggestions on most matters that come before the Board.

10 **Board only acts as a body.** Individual Board members do not have the legal authority to act on behalf of or to bind the Board or the District. Only the Board as a whole has that authority. We agree that an individual Board member will not take unilateral action. The Superintendent is the primary spokesperson for the District. In the event of controversial issues, the position of the Board may also be communicated by the Board President. When Board members serve on various school committees their role shall be defined by the Board as silent observer or active participant.

11 **Meeting Protocol.** Conduct at a Board meeting is very important. We desire to have a legacy of a well functioning, effective Board. We agree to avoid words and actions that create a negative impression on an individual, the Board or the District. We will be open minded and willing to “deeply listen” to all speakers/presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not act in response to impromptu complaints on the spot, but will assure any individual(s) that the school district will follow-up.

12 **Avoid marathon Board meetings.** To be efficient and effective, long Board meetings must be avoided. Points are to be made in as few as words as possible; speeches at Board meetings will be minimal. If a Board member believes s/he does not have enough information or has questions, either the Superintendent or Board President is to be communicated with before the meetings.

13 **Practice efficient decision-making.** Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.

14 **Speak to agenda issues.** The Board will not play to the audience. We agree to speak to the issues on the agenda and listen to our fellow Board members. Requests for facts and information needed from administration will be referred to the Superintendent.

15 **Executive/closed sessions** will be held only for appropriate and legally-authorized subjects. Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.

16 **Children’s interests come first.** The Governance Team will represent the needs and interests of all children in our District.



## **Appendix B: Governing Board Code of Ethics (Policy BCA)**

### **ASBA Code of Ethics for School Board Members**

As a member of my local Board of Education I will strive to improve public education, and to that end I will:

- Attend all Board meetings insofar as possible, and become informed concerning the issues to be considered at those meeting;
- Recognize that a Board member should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
- Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- Work with other Board members to establish effective Board policies and to delegate authority for administration of the schools to the Superintendent;
- Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;
- Inform oneself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
- Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain;
- Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law, and
- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

## **Appendix C: Governance Team Goals**

### **~~2014-15~~ 2015-16 Governing Board & Superintendent Goals**

TO BE DETERMINED

## 2. Board and Superintendent work on and potential acceptance of the Superintendent Evaluation Tool

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The Board will discuss and may amend the Evaluation Tool as written/presented by Board Member Schneider

### Superintendent's Evaluation 2015- 2016 School Year

Superintendent: Dr. Dennis Goodwin

Date Initiated: \_\_\_\_\_

Date Preliminary Review: \_\_\_\_\_

Date Final Evaluation: \_\_\_\_\_

**Quality Indicators-** The school district board identified and defined this list of qualities desirable in a superior leader:

**Leadership-** Our Superintendent shows effective leadership in our school district because he/she:

- Sets the models and standards for others to follow within the school district organization. Clarifies the vision and mission of school district and makes these goals reachable the organization. Willingly shares knowledge of organizational leadership, and shares real-world experiences learned.
- Has the ability to create momentum at every level within the organization.
- Makes the organization more productive by soliciting and retaining quality personnel.
- Takes personal accountability for the work produced by the school as a whole.

**Mentorship-** Our Superintendent embraces the concept of mentorship by:

- Developing through coaching more leaders.
- Giving their best efforts, energies, and resources to lift others and allowing them to be successful.
- Empowering personnel to act and react at a high level of confidence when designated a leadership position.

**Communications-** Our Superintendent- has open, honest, and ongoing conversations at all levels within the organization.

- Has a recognized tract for open feedback to occur. Has carefully created and crafted communications that define and describe goals to be reached within the school district organization. Produces timely reports on the progress of strategic goals.
- Reaches out to this community to keep them informed and involved about our school district when possible.

**Data Usage Expert-** Our Superintendent effectively uses data to:

- Help identify specific markers in student education within the district that allows tracking of student growth or weaknesses.
- Validate success or failures of our strategic goals set by the district.
- Communicate and report to the board on the various data tracking projects throughout the district.

**District Management Leader-** Our Superintendent:

- Is able to recognize priorities and develops effective methods of completing critical tasks first.
- Specifically promotes organizational-wide use of data collection and evaluation at every level to prevent resource loss.
- Makes decisions about budgeting and operations that are well-defined, objective, and lead to successful and practical outcomes.
- Is able to objectively evaluate programs, practices, and personnel.

Camp Verde Unified School District Governing Board presents to the Superintendent the following evaluation request:

Superintendent Presentation: *Using the SMART format for presentation, please share with the board through an exhibit of your choice (PowerPoint, portfolio, booklet, or other) what you consider your successes are from each of the quality indicators list as you answer the board evaluation questions.*

The Board will be using the following definitions of SMART goals to help clarify the desired outcomes in answering our presented questions.

**SMART Goals-** Outcome based goal definitions.

**Specific** indicators of success reflect exactly what, how, or when you did activities to move the district goals forward.

**Measurable** outcomes can be identified. Please show what has been done to measure successful outcomes. Identify your data, implemented programs, scores, etcetera; what you want the board and the community to see or recognize as an end result of your efforts.

**Achievability** is reviewing action plans, revisions of goals, and recognizes effectiveness of successfully implemented, re-evaluated, or deconstructed programs.

**Relevance** reflects significant potentials for successful student educational outcomes. Why is the work and goals important at this time to achieve? What's in it for the students, employees, etc.?

**Timeliness** is reflected and identified in the district's Strategic goal's time-lines, projects, tasks, and deadlines. What is the time-line for the question/goal that is being asked for by the board? What are the deadlines for returning and reporting to the board so that progress can be measured effectively?

### Board Evaluation Questions:

1. We understand that you were recently hired into our school district, but we specifically asked you to develop better communications within the school district at all levels. Please show us what you have achieved that has improved communications throughout every level within the district.

Did the Superintendent answer the question completely to your satisfaction, and provide documentation to validate work applied towards answering the question whether SMART goal outcomes achieved or not?

Comments:

2. We (the Board) have desired a change within our school district educational process that improves the educational experience of our students in such a way that they are more prepared when they leave our district to succeed in their personal goals of higher education, work experience, and citizenship. What specifically has been done to move this desired outcome forward?

Did the Superintendent answer the question completely to your satisfaction, and provide documentation to validate work applied towards answering the question whether SMART goal outcomes achieved or not?

Comments:

3. Because the district implemented a four day school week, there was an expectation that programs that generated student interest and passion were to be developed and implemented as fifth day programs. What has happened to benefit students on the fifth day that justifies continuing the four day school week?

Did the Superintendent answer the question completely to your satisfaction, and provide documentation to validate work applied towards answering the question whether SMART goal outcomes achieved or not?

Comments:

If the Superintendent has successfully met or succeeded the expectations of this year's evaluation, and it is within the school's financial budget, with final board approval a stipend of \$\_\_\_\_\_ may be awarded for merit.

## REGULAR SESSION 7:00 PM

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### CAMP VERDE UNIFIED SCHOOL DISTRICT BOARD AGENDA

PURSUANT TO A.R.S. § 38-431.02, NOTICE IS HEREBY GIVEN TO THE MEMBERS OF THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD AND TO THE GENERAL PUBLIC THAT THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO 28 GOVERNING BOARD WILL HOLD A MEETING  
OPEN TO THE PUBLIC ON

**March 8, 2016**

**Regular Meeting 7:00 PM**

**AT THE CAMP VERDE UNIFIED SCHOOL DISTRICT MULTI-USE COMPLEX LIBRARY**

**280 CAMP LINCOLN ROAD**

**CAMP VERDE, ARIZONA 86322**

THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD MAY VOTE TO CONVENE IN EXECUTIVE SESSION WHICH SHALL NOT BE OPEN TO THE PUBLIC PURSUANT TO A.R.S. §38-431.03(A)(3) FOR LEGAL ADVICE FROM THE DISTRICT'S ATTORNEY(S) ON ANY MATTER ON THIS AGENDA. THE DISTRICT'S ATTORNEY(S) MAY APPEAR TELEPHONICALLY.

### **Mission:**

Providing students a safe and caring environment in which knowledge, skills, and attitudes enable learners to become productive citizens

*Respect, Integrity, Positive Relationships, Accountability*

### **Vision:**

### **Our District will:**

- Foster confidence, excellence, integrity, and a sense of belonging.
- Ensure each learner studies a challenging, academic and relevant curriculum, which enhances social, emotional, physical and ethical development.
- Work in partnership with all families and the community as an organization of engaged, motivated lifelong learners.

### REGULAR SESSION 7:00 PM

1. Welcome and call to order
2. Pledge of allegiance/moment of silence
3. Roll call
4. Agenda review and acceptance
5. Public participation  
Please see Policy BEDH and Exhibit- Public Participation at Board Meetings. Individual speakers shall not exceed five (5) Minutes
6. Staff/Student/Community recognition and celebration of *Good Things*  
Middle School Math Competition winners: Chelsey Batisse and Casey Corder
7. Potential action on Personnel Matters as recommended by the Superintendent
  - a. Employment recommendations:  
Elementary Teacher, LaToya Lewy  
Facilities Custodian, Daniel Kleinman  
Fit Kids Instructor, Erica Crittenden
  - b. Resignations/Retirements/Terminations  
Retirement:  
Jennifer Dutton, Bus-driver, effective June 30, 2017  
Brenda Willis, Paraprofessional, effective February 5, 2016  
Resignation:  
Leanne Russell, Paraprofessional, effective March 3, 2016  
Termination:  
Jamie Partridge, Custodian, effective February 16, 2016  
Other  
Temporary Assignment:  
Rainee Armstrong, Supervisor of Transportation  
James Frank, Supervisor of Grounds  
Denise Consalvo, Supervisor of Facilities  
Extra Duty  
Sonya Williams-Rowe, Home Based Instruction  
Jenny Jackson, Home Based Instruction

Fifth Day Instruction

Chris Fuller, Rock Band Club

Transfer

Patricia Barker, from Transportation to Maintenance

Hourly increase:

Christina Brogdon, Paraprofessional

Debbie Whitelaw, Paraprofessional

Nita Smith, Paraprofessional

Colleen Wade, Paraprofessional

c. Substitutes and Volunteers

Stacey Capp, K-12 Substitute

Anna Collins, K-12 Substitute

Tamara Piper, Elementary volunteer

Rusty Kennedy, HS Golf Coach

8. Potential action on Business and Financial Matters as Recommended by the Superintendent

- a. Expense Vouchers in the amount of \$ 382,361.78
- b. Payroll Vouchers in the amount of \$631,839.30
- c. Financial Updates
- d. Student Accounts

9. Potential approval of Yavapai Title expense voucher # 1648 in the amount of \$ 5,707.10

10. Potential approval of Governing Board Minutes

- a. Minutes taken February 9, 2016

11. Potential action on the Consent Agenda

- a. Potential acceptance of cabinet donated from Home Depot to Elementary Robotics Program
- b. Potential acceptance of Policy GCO Evaluation of Professional Staff Members as Second Read

12. Reports/Presentations and Discussion

- a. Discussion/Information on posting for South Verde High School Principal position for school year 2016-2017
- b. Discussion/Update on school budget 2016-2017 with regards to the potential passing of Proposition 123
- c. Discussion/Update on JTED (Joint Technology Education District) funding

13. Discussion and Possible Action Item

- a. Discussion and potential approval of 2016-2017 school calendars for Camp Verde Unified School District and South Verde High School
- b. Discussion and possible action to discontinue using the administrative weights chart in determining administrative salaries.
- c. Discussion and possible action to award contracts for 2016-2017 School Year to the following Principals: Bob Weir, Danny Howe and Britta Booth
- d. Discussion and possible action to award Administrative Contracts for 2016-2017 to the following administrators: Steve Hicks, Director of Business Services; Dale DeVries, Director of Student Services/District Test Coordinator; Debbie Witt, Director of Federal Projects/ELL Coordinator; Aaron Moya, Director of Technology
- e. Discussion and possible action to create a Music/Band Instructor position for Camp Verde High School and Camp Verde Middle School for the 2016-2017 School Year
- f. Discussion and possible action to accept Backbones Fuel Ed as curriculum for Camp Verde High School, South Verde High School and Camp Verde Middle School to replace A Plus Software



- g. Discussion and possible acceptance of ASBA Policy Advisory, Volume 28, Number 1 as First Read
  - BEC-Executive Session/Open Meetings
  - BEDA- Notification of Board Meetings
  - BEDH- Public Participation at Board meetings
  - EBBB-E- Accident Reports
  - GBEB-R-Staff Conduct
  - GCCC-ED- Professional/Support Staff Leaves of Absence without Pay
  - GCQF-Discipline, Suspension and Dismissal of Professional Staff members
  - IKE- Promotion and Retention of Students
  - IKF-Graduation Requirements
  - JFAB- Tuition/Admission of Nonresident Students
  - JK- Student Discipline
  - JK-RB- Student Discipline
  - KDB-R- Public's Right to Know/Freedom of Information
- 14. Administrative/Board Report
  - a. Superintendent's Enrollment Report
  - b. Strategic Plan Phase II update
  - c. Upcoming Fieldtrip Policy and Regulation Update IJOA
- 15. Board Request for Future Agenda Items
- 16. Adjournment
- 17. Signing of documents

When necessary, the Board may go into Executive Session intermittently throughout the meeting for discussion and consultation for legal advice regarding any of the agenda items. A.R.S. 38-431.03 (A)(3). The Board may also go into Executive session to discuss personnel matters A.R.S. 431.03 (A)(1), records exempt from public inspection A.R. S. 38-431 (A)(2), or legal advice and consultation regarding contracts , negation or pending or contemplated litigation A.R.S. 38-431.03 (A)(4). Finally, the Board reserves the right to change the order of items on the Agenda and to call matters in random order. Camp Verde Unified School District endeavors to make all public meetings accessible to persons with disabilities. With 48 hours advance notice, special assistance can also be provided for sight and/or hearing impaired persons at public meetings. Please call 928-567-8008 to request an accommodation.

- 1. Welcome and call to order**
  - 2. Pledge of allegiance/moment of silence**
  - 3. Roll call**
  - 4. Agenda review and acceptance**
  - 5. Public participation**
- 

Please see Policy BEDH and Exhibit- Public Participation at Board Meetings.  
Individual speakers shall not exceed five (5) Minutes

**BEDH ©  
PUBLIC PARTICIPATION AT  
BOARD MEETINGS**

All regular and special meetings of the Board shall be open to the public.

The Board invites the viewpoints of citizens throughout the District, and considers the responsible presentation of these viewpoints vital to the efficient operation of the District. The Board also recognizes its responsibility for the proper governance of the schools and therefore the need to conduct its business in an orderly and efficient manner. The Board therefore establishes the following procedures to receive input from citizens of the District:

- ~ Any individual desiring to address the Board shall complete a form (Request to Address Board) and give this form to the Superintendent prior to the start of the Board meeting.
- ~ The Board President shall be responsible for recognizing speakers, maintaining proper order, and adhering to any time limit set. Questions of fact asked by the public shall, when appropriate, be answered by the President or referred to the Superintendent for reply. Questions requiring investigation shall be referred to the Superintendent for later report to the Board. Questions or comments on matters that are currently under legal review will not receive a response.
- ~ If considered necessary, the President shall set a time limit on the length of the comment period. In order to ensure that each individual has an opportunity to address the Board, the President may also set a time limit for individual speakers.
- ~ Members of the public may be recognized by the President to assist the Board with information for the conduct of its official business.
- ~ Personal attacks upon Board members, staff personnel, or other persons in attendance or absent by individuals who address the Board are discouraged. Presenters are cautioned that statements or representations concerning others that convey an unjustly unfavorable impression may subject the presenter to civil action for defamation. Policies KE, KEB, KEC, and KED are provided by the Board for disposition of legitimate complaints, including those involving individuals. Upon conclusion of the open call to the public, individual members of the Board may respond to any criticism made by an individual who has addressed the Board.

The Superintendent shall ensure that a copy of this policy is posted at the entrance to the Board meeting room, and that an adequate supply of forms is available.

Adopted: date of Manual adoption

LEGAL REF.:  
A.R.S.  
38-431.01

CROSS REF.:  
BDB - Board Officers  
BHC - Board Communications with Staff Members  
BHD - Board Communications with the Public  
KEB - Public Concerns/Complaints about Personnel

## 6. Staff/Student/Community recognition and celebration of Good Things

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Honoring and Celebrating Middle School Math Competition winners: Chelsey Batisse and Casey Corder

## 7. Potential action on Personnel Matters as recommended by the Superintendent

### a. Employment recommendations:

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#### Hiring Recommendations

Name	Position	Location	Step	Amount
Kleinman, Daniel	Custodian	Maintenance	CV3/Step 2	\$10.01 hour/40 hours
Lewy, LaToya	3 <sup>rd</sup> Teacher	Elementary	BA+6/8	\$15048.81
Crittenden, Erica	Fit Kids Instructor	Elementary	CV7/Step 2	\$14.42

### b. Resignations/Retirements/Terminations

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#### Resignations/Retirements/Terminations

Name	Position	Location	Resignation	Retirement	Termination
Dutton, Jennifer	Bus Driver	Transportation		X-End of Year	
Willis, Brenda	Para	Elementary		X-Immediate	
Partridge, Jamie	Custodian	Middle School			X
Russell, Leann	Paraprofessional	Accommodation School	X		

## c. Other

### Other

Name	Position	Location	Rationale
Brogdon, Christina	Paraprofessional	Elementary	\$10.87/23 hours-Increased hours to cover retiree (Brenda Willis)
Fuller, Chris	5 <sup>th</sup> Day	High School	
Frank, Jim	Grounds-Supervisor	Maintenance	\$17.36/40 hours
Consalvo, Denise	Maintenance-Supervisor	Maintenance	\$17.36/40 hours
Armstrong, Rainee	Transportation-Supervisor	Transportation	\$15.86/40 hours
Jackson, Jennifer	Homebound	Elementary	\$22/hour
Williams-Rowe, Sonya	Homebound	South Verde	\$22/hour
Baker, Patricia	Custodian	Middle School	\$10.29/40 hours
Whitelaw, Debbie	Paraprofessional	Elementary	\$10.87/20 hours-Increased hours for tutoring
Smith, Nita	Paraprofessional	Elementary	\$11.95/17 hours-Increased hours (B. Willis retirement)
Wade, Colleen	Paraprofessional	Elementary	\$11.41/29 hours-Increased hours (B. Willis retirement)
Bower, Austin	Baseball Coach	Middle School	
Justus, Bob	Baseball Coach	Middle School	

## d. Substitutes and Volunteers

### Substitute Teachers

Stacey Capp, K-12 Substitute  
Anna Collins, K-12 Substitute

### Volunteers

Tamara Piper, Elementary volunteer  
Rusty Kennedy, HS Golf Coach

## 8. Potential action on Business and Financial Matters as Recommended by the Superintendent

### a. Expense Vouchers

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#### VOUCHERS FOR FEBRUARY 2016

DATE	VOUCHER	TOTAL
2/1/2016	1643 \$	105,729.15
2/1/2016	1644 \$	106,399.60
2/5/2016	1639 \$	942.05
2/5/2016	1645 \$	36,624.45
2/12/2016	1647 \$	47,294.12
2/22/2016	1649 \$	36,050.72
2/26/2016	1650 \$	49,321.69
<b>TOTAL</b>	<b>\$</b>	<b>382,361.78</b>

### b. Payroll Vouchers

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Voucher 20	\$310,962.67
Voucher 21	\$320,876.63

<b>TOTAL</b>	<b>\$631,839.30</b>
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## c. Financial Updates

### OPERATING STATEMENT For the Period 02/01/2016 through 02/29/2016

Fiscal Year: 2015-2016

<u>02/01/2016 - 02/29/2016</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>		
<b>EXPENSES</b>					
REGULAR EDUCATION					
CLASSROOM INSTRUCTION (+)	\$212,462.15	\$1,940,837.79	\$3,115,169.18	\$1,174,331.39	62.30%
STUDENTS (+)	\$45,372.00	\$305,246.02	\$572,739.83	\$267,493.81	53.30%
SUPPORT SERVICES - INSTRUCTIONAL STAFF (+)	\$12,519.87	\$106,512.71	\$190,246.26	\$83,733.55	56.00%
SUPPORT SERVICES - GENERAL ADMINISTRATION (+)	\$13,394.81	\$120,513.74	\$227,478.98	\$106,965.24	53.00%
SUPPORT SERVICES - SCHOOL ADMINISTRATION (+)	\$33,581.41	\$237,296.89	\$390,967.01	\$153,670.12	60.70%
SUPPORT SERVICES - FISCAL SERVICES (+)	\$6,764.96	\$95,464.46	\$200,129.25	\$104,664.79	47.70%
SUPPORT SERVICES - OPERATION & MAINTENANCE (+)	\$64,674.31	\$733,214.42	\$1,136,977.31	\$403,762.89	64.50%
SUPPORT SERVICES - NONINSTRUCTIONAL SERVICES (+)	\$0.00	\$0.00	\$12,000.00	\$12,000.00	0.00%
COCURRICULAR ACTIVITIES (+)					
ATHLETICS (+)	\$3,006.26	\$111,518.27	\$183,287.28	\$71,769.01	60.80%
Sub-total : REGULAR EDUCATION	\$391,775.77	\$3,652,216.76	\$6,035,504.70	\$2,383,287.94	60.50%
SPECIAL EDUCATION, VACTE, OTHER					
CLASSROOM INSTRUCTION (+)	\$88,217.78	\$556,520.83	\$757,920.00	\$201,399.17	73.40%
SUPPORT SERVICES - STUDENTS (+)	\$24,709.78	\$139,483.86	\$196,628.00	\$57,144.14	70.90%
SCHOOL ADMINISTRATION (+)	\$273.28	\$8,427.44	\$0.00	(\$8,427.44)	0.00%
SUPPORT STAFF - INSTRUCTIONAL (+)	\$403.06	\$17,820.58	\$29,121.00	\$11,300.42	61.20%
GENERAL ADMINISTRATION (+)	\$1,026.92	\$8,162.76	\$19,441.00	\$11,278.24	42.00%
Sub-total : SPECIAL EDUCATION, VACTE, OTHER	\$114,630.82	\$730,415.47	\$1,003,110.00	\$272,694.53	72.80%
TRANSPORTATION					
STUDENT TRANSPORTATION (+)	\$64,568.37	\$482,092.02	\$703,321.00	\$221,228.98	68.50%

3-8-16 Special Meeting, Work Session and Regular Meeting

Sub-total :	\$64,568.37	\$482,092.02	\$703,321.00	\$221,228.98	68.50%
TRANSPORTATION					
<b>Total : EXPENSES</b>	\$570,974.96	\$4,864,724.25	\$7,741,935.70	\$2,877,211.45	62.80%
<b>NET</b>	\$570,974.96	\$4,864,724.25	\$7,741,935.70	\$2,877,211.45	62.80%
<b>ADDITION/(DEFICIT)</b>					
<b>End of Report</b>					
Operating Statement with Budget					

# **District Additional Assistance-Adjacent Ways For the Period 02/01/2016 through 02/29/2016**

Fiscal Year: 2015-2016

<u>02/01/2016 - 02/29/2016</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>		
<b>EXPENSES</b>					
UNRESTRICTED CAPITAL					
INSTRUCTION (1000) (+)	\$488.96	\$53,161.68	\$67,148.66	\$13,986.98	79.20%
STUDENTS & INSTRUCTIONAL (21,22) (+)	\$0.00	\$11,579.76	\$19,147.00	\$7,567.24	60.50%
ADMINISTRATION (23,24,25) (+)	\$0.00	\$5,280.00	\$16,000.00	\$10,720.00	33.00%
OPERATION & MAINTENANCE (2600) (+)	\$1,614.00	\$68,344.24	\$74,232.00	\$5,887.76	92.10%
TRANSPORTATIO N (+)	\$0.00	\$4,024.90	\$6,000.00	\$1,975.10	67.10%
NONINSTRUCTION AL SERVICES (3000) (+)	\$0.00	\$0.00	\$1,500.00	\$1,500.00	0.00%
FACILITIES ACQUISTION & CONSTRUCTION (4000) (+)	\$0.00	\$17,372.80	\$45,825.85	\$28,453.05	37.90%
DEBT SERVICE (+)	\$0.00	\$14,074.49	\$14,074.49	\$0.00	100.00%
Sub-total :	\$2,102.96	\$173,837.87	\$243,928.00	\$70,090.13	71.30%
UNRESTRICTED CAPITAL					
<b>Total : EXPENSES</b>	\$2,102.96	\$173,837.87	\$243,928.00	\$70,090.13	71.30%
<b>NET ADDITION/(DEFICI T)</b>	\$2,102.96	\$173,837.87	\$243,928.00	\$70,090.13	71.30%
<b>End of Report</b>					

Operating Statement with Budget



# **SOUTH VERDE For the Period 02/01/2016 through 02/29/2016**

**Fiscal Year: 2015-2016**

<u>02/01/2016 - 02/29/2016</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>		
<b>EXPENSES</b>					
EXPENDITURES					
ALL EXPENDITURES (+)	\$38,264.28	\$352,445.94	\$699,071.10	\$346,625.16	50.40%
Sub-total :	\$38,264.28	\$352,445.94	\$699,071.10	\$346,625.16	50.40%
<b>Total : EXPENSES</b>	\$38,264.28	\$352,445.94	\$699,071.10	\$346,625.16	50.40%
<b>NET ADDITION/(DEFICIT)</b>	\$38,264.28	\$352,445.94	\$699,071.10	\$346,625.16	50.40%
<b>End of Report</b>					
Operating Statement with Budget					

## d. Student Accounts

16-Feb				
	HS	ES	MS	Totals
Beginning Auxiliary Fund Balance 2/1/2016	41,116.42	15,993.77	3,833.79	\$60,943.98
Expended	4,433.93	3,236.00	2,563.23	\$10,233.16
Received	8,431.61	945.70	1,490.00	\$10,867.31
Ending Auxiliary Fund Balance 2/29/16	45,114.10	13,703.47	2,760.56	\$63,210.27
Beginning Tax Credit Balance 2/1/2016	48,065.12	18,876.12	12,308.53	\$79,249.77
Expenses	1,455.84	1,299.20	1,147.81	\$3,902.85
Income	894.26	3063.5	840.00	\$4,797.76
Ending Tax Credit Balance 2/29/16	47,503.54	20,640.42	12,000.72	\$43,866.95
Beginning Student Activities Fund Balance 2/1/2016	55,623.95	0.00	15,602.71	\$71,226.66
Expenses	2,254.25	0.00	2,343.47	\$4,597.72
Income	4,986.62	0.00	5,112.17	\$10,098.79
Ending Student Activities Fund Balance 2/29/16	58,356.32	0.00	18,371.41	\$53,498.90

## 9. Potential approval of Yavapai Title expense voucher

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### SOUTH VERDE LEASE

DATE	VOUCHER	TOTAL
	1648	\$ 5,707.10
<b>TOTAL</b>		<b>\$ 5,707.10</b>

## 10. Potential approval of Governing Board Minutes

### a. Minutes taken February 9, 2016

**CAMP VERDE UNIFIED SCHOOL DISTRICT BOARD MEETING MINUTES**  
**OPEN TO THE PUBLIC ON**  
**February 9, 2016**  
**Regular Meeting at 7:00 PM**  
**AT THE CAMP VERDE UNIFIED SCHOOL DISTRICT MULTI-USE COMPLEX LIBRARY**  
**280 CAMP LINCOLN ROAD**  
**CAMP VERDE, ARIZONA 86322**

#### **BOARD VISION STATEMENT**

*Inspiring today's students to become tomorrow's leaders.*

#### **MISSION STATEMENT**

*Camp Verde Unified School District will provide opportunities to cultivate academic and personal achievement and service to others within a community of respect.*

#### **REGULAR SESSION 7:00 PM**

1. **WELCOME AND CALL TO ORDER**  
*Board President Freeman called the meeting to order at 7:00 pm.*
2. **PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**  
*Bob Simbric led the Pledge of Allegiance. There was a moment of silence.*
3. **ROLL CALL**  
*Board Members present were: Helen Freeman, Bob Simbric, Tim Roth, Christine Schneider and Kitty McDowell*
4. **AGENDA REVIEW AND ACCEPTANCE**  
*Motion: Mrs. Schneider moved, seconded by Mr. Simbric to accept the agenda as presented. The motion carried 5-0.*
5. **PUBLIC PARTICIPATION**  
*Parent volunteer Leah Robbins addressed the Board regarding the launch of the Elementary School Parent Teacher Organization (PTO). They have filed under the Arizona State PTO 501C3. Their first meeting and membership sign up is scheduled for March 3, 2016 at 5:30pm in the Elementary School art room.*  
*High School Principal Bob Weir thanked Board Member Schneider for her assistance in establishing the High School Robotics Program. Mrs. Schneider donated time and supplies. The students are enthusiastic three weeks into the program and will be competing in a Robotics Program on February 20, 2016.*  
*Mr. Weir gave an update on the CVHS winter sports programs. The wrestling team will be competing in the championships this weekend. The girls and boys basketball teams are competing in playoffs this week.*
6. **STAFF/STUDENT/COMMUNITY RECOGNITION AND CELEBRATION OF GOOD THINGS**  
*Johnson O'Malley Manager Cindy Eaton stated that student Lauren Ontiveros was not available at the meeting time, however she would be receiving the honor of the Native American Shooting Star Award. Lauren has evolved from a shy student to an outgoing student leader and has shown great effort and improvement in school.*  
*Middle School Teacher Donnie Shanks awarded Alana Lewis the Native American Youth Leadership Award. When he met her three years ago as a 6<sup>th</sup> grader, he knew she was brilliant, though she was introverted and lacked self-confidence. He watched her grow into an outstanding, confident leader.*  
*Alana Lewis addressed the Board saying that she was proud to be a student of Camp Verde Middle School and to receive the award for leadership. She is excited to come to school every day. She credited the Capturing Kids' Hearts program, and the staff's love and care for her success as a student leader.*

7. POTENTIAL ACTION ON PERSONNEL MATTERS AS RECOMMENDED BY THE SUPERINTENDENT

- a. Employment recommendations
- b. Resignations/Retirements/Terminations
- c. Other
- d. Substitutes and Volunteers

*Superintendent Dr. Goodwin explained that the procedure on hiring had allowed new staff into the District without fingerprint clearance as long as they were supervised. He will be asking for a policy/procedure change for the safety of the students and the integrity of the District.*

*Motion: Mrs. McDowell moved, seconded by Mrs. Schneider to approve the personnel matters as recommended by the Superintendent. The motion carried 5-0.*

8. POTENTIAL ACTION ON BUSINESS AND FINANCIAL MATTERS AS RECOMMENDED BY THE SUPERINTENDENT

- a. Expense Vouchers in the amount of \$ 217, 333.52
- b. Payroll Vouchers in the amount of \$ 611, 420.48
- c. Financial Updates
- d. Student Accounts

*Motion: Mr. Simbric moved, seconded by Mrs. Schneider to approve the financial matters as recommended by the Superintendent. The motion carried 5-0.*

9. POTENTIAL APPROVAL OF YAVAPAI TITLE EXPENSE VOUCHER # 1641 in the amount of \$ 5,707.10

*Motion: Mrs. Schneider moved, seconded by Mrs. McDowell to approve the Yavapai Title Expense Voucher # 1641 in the amount of \$ 5, 707.10. The motion carried 4-0, with an abstention from Mr. Simbric.*

10. POTENTIAL APPROVAL OF GOVERNING BOARD MINUTES

- a. Minutes taken January 12, 2016

*Motion: Mrs. McDowell moved, seconded by Mr. Simbric to approve the minutes taken January 12, 2016. The motion carried 5-0.*

11. POTENTIAL ACTION ON THE CONSENT AGENDA

- a. Potential approval of Robotics Instructor Aide position due to fifth-day program growth

*Motion: Mrs. Schneider moved, seconded by Mr. Simbric to approve the Robotics Instructor Aide position under the consent agenda. The motion carried 5-0.*

12. REPORTS/PRESENTATIONS AND DISCUSSION

- a. Discussion/Report on preliminary budget and capital plan for 2016-2017 school year  
*Superintendent Dr. Dennis Goodwin asked Director of Business Services Steve Hicks to address the preliminary budget summary for next school year. Mr. Hicks gave a detailed explanation of the changes to come including receiving current year funding beginning in July, 2016. His report included information on student enrollment, Average Daily Membership, 40<sup>th</sup> day and 100<sup>th</sup> day aggregation, and student weights. All of which will affect the budget. If Proposition 123 passes in May the District will receive an annual increase of \$ 400,000.00 in funding for ten years.*

- b. Discussion on a legislative letter from the Verde Valley School District Consortium regarding Camp Verde Unified School JTED and VACTE programs and funding  
*Dr. Goodwin addressed a letter from the Verde Valley School District Consortium regarding JTED and Valley Academy (VACTE) funding. He will not be signing the letter because it states that Valley Academy will provide programs that are not currently being provided to our District, for instance, centralized nursing and firefighting. These programs cost the District, paying for the instructors. Yet \$ .30 on each \$ 1.00 stays with VACTE. Dr. Goodwin and Principal Weir will be attending one of VACTE's Board meetings to address the issue soon. No action was taken on the Item.*

13. DISCUSSION AND POSSIBLE ACTION ITEM

- a. Discussion and possible action on Vision and Mission statements as formed by the Strategic Planning committee.

**Mission:**

Providing students a safe and caring environment in which knowledge, skills, and attitudes enable learners to become productive citizens

*Respect, Integrity, Positive Relationships, Accountability*

**Vision:**

**Our District will:**

- Foster confidence, excellence, integrity, and a sense of belonging.
- Ensure each learner studies a challenging, academic and relevant curriculum, which enhances social, emotional, physical and ethical development.
- Work in partnership with all families and the community as an organization of engaged, motivated lifelong learners.

*There was brief discussion on the Vision and Mission Statements as proposed by the Strategic Planning Committee.*

Motion: Mr. Roth moved, seconded by Mrs. McDowell to accept the Mission and Vision Statements as formed by the strategic planning committee for Camp Verde Unified School District. The motion carried 5-0.

- b. Potential acceptance of Policy GCO Evaluation of Professional Staff Members according to the acceptance of the Statement of Assurance on the Teacher Evaluation System  
*There was discussion on the change in the policy in accordance with the Statement of Assurance on the Teacher Evaluation System the Board accepted in January. Verbiage was added to Policy GCO to include a \$ 50.00 stipend for teachers who place in one of the two highest performance classifications on their evaluation. The Board deliberated the amount, agreeing that \$ 50.00 was not significant enough. They agreed that the budget may drive the amount and consequently, the amount may vary from year to year. They also established that teachers with a performance rating of highly effective should receive a higher stipend than those who receive a performance rating of effective. Upon Second Read of the policy in March the language will read: Continuing teachers who place in one (1) of the two (2) highest performance classifications for the current school year will be awarded a Board determined stipend.*  
Motion: Mrs. Schneider moved, seconded by Mrs. McDowell to accept Policy GCO- Evaluation for Professional Staff Members as First Read with the agreed upon changes. The motion carried 5-0.

- c. Discussion and possible action to set a Board Work Session in February or March to work on the Superintendent Evaluation Tool and review the Board Operational Handbook.

*There was brief discussion on the best date and time for a Special Board Meeting.*

Motion: Mrs. McDowell moved, seconded by Mr. Simbric to schedule a work session on March 8, 2016 at 5:30 pm, prior to the Regular Board Meeting to work on the Superintendent Evaluation Tool and review the Board Operational Handbook. The motion carried 5-0.

- e. Discussion and possible action to pursue four-day and/or five-day school year for Camp Verde Unified School District. Discussion to include: historical and current reports on student achievement, student discipline, student attendance, fifth-day enrichment programs, student enrollment and staff attendance

*Dr. Goodwin went over the data presented to the Board. The data showed student scores, student attendance, staff attendance, and budgetary evidences. Dr. Goodwin answered the Board's questions and spoke on the absence of a plan being in place when the Board adopted the four-day week. He understood that the expectations of the Board had not been met regarding fifth-day programs. He believed that continued work in developing the Strategic Plan would help to address the student's needs, most of which start at the most fundamental level. He spoke on the District's high rate of poverty, based on the number of students who qualify for free and reduced meals in the District. Next year's plan will include students being transported and fed Monday through Friday, meeting the student's basic needs first, no matter how the school calendar defines a school day.*

*Board Member McDowell questioned the miscommunication between the Board and the staff when it came to fifth-day programs. She also expressed concerns about the length of the school days, particularly for elementary aged students.*

*Dr. Goodwin explained that putting together a clear, absolute plan will take time. He did not recommend making any quick transitions regarding the scheduled school week without careful consideration and a formulated plan to put programs in place.*

*President Freeman asked that community members who have concerns or want to give input on the calendar contact Dr. Goodwin.*

*There was some discussion on whether or not the Board needed to take action on the Item. It was decided that no action was needed in order for the four-day week to continue next year.*

- f. Discussion and Board direction on potential 2016-2017 school calendars for Camp Verde Unified School District and South Verde Technology Magnet School

*Dr. Goodwin asked to table the calendar discussion until March. There was no action taken on the Item.*

- g. Discussion and possible action to abolish the Administrative Weight placement according to Policy GCBA- Professional Staff Salary Schedules

*Dr. Goodwin asked to table the policy item until the March Board meeting as policies are currently being reviewed by the District's Attorney. There was no action taken on the Item.*

14. ADMINISTRATIVE/BOARD REPORT

- a. Superintendent's Enrollment Report

*Dr. Goodwin explained that because the District's enrollment continues to increase and is predicted to continue to increase, the switch to the current year funding budget should be beneficial.*

- b. Report/Update on Web based instruction – Moodle Webinar

*Principal Weir took part in a webinar on the logistics of Moodle. Moodle is a powerful administrative web based instruction module. Lessons and homework can be done in the module, which could offer blended learning and much more in the future.*

*Mrs. McDowell exited the meeting at 8:23 pm and returned at 8:25 pm*

- c. Report from ASBA BOLTS Attendees January 28, 2016

*Mrs. Freeman reported on the seminar she attended which covered many topics including: executive session laws; the Open Meeting Law; the Policy Bridge; county superintendent resources; information on marketing districts by engaging stakeholders; Proposition 123; and the Arizona Risk Retention Trust. She read a portion of the Arizona School Board's Association code of ethics for school board members.*

15. INFORMATION ONLY

*None.*

16. BOARD REQUEST FOR FUTURE AGENDA ITEMS

*Mr. Simbric asked to have an update on school safety and campus security in March.*

17. ADJOURNMENT

*Motion: Mrs. McDowell moved, seconded by Mrs. Schneider to adjourn the meeting. The motion carried 5-0. The meeting adjourned at 8:33 pm.*

18. SIGNING OF DOCUMENTS

## 11. Potential action on the Consent Agenda

### a. Potential acceptance of cabinet donated from Home Depot to Elementary Robotics Program

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**CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28  
GOVERNING BOARD OF EDUCATION**

Item #: 11.a Item Title: Donation of Rolling Robotics Cabinet for the Camp Verde Elementary School Robotics Program from Home Depot.

Submitted by: Peggy Dickey

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**Item Summary:**

*This section would include a brief description of items answering:*

*Why is this being proposed?*

The Camp Verde Elementary School needs a rolling robotics cabinet in order to organize robotics equipment and keep those items more secure.

*How will this enhance the District?*

A rolling robotics cabinet will allow the district to keep robotics equipment more secure.

*Who will be responsible?* Peggy Dickey

*Is there a measure of success?* No

*When will this be reviewed?* No

*What will this cost?* No cost. Donation from Home Depot.

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**Action Requested**

*This section should include the action you request of the Board:*

A motion to approve a donation of a rolling robotics cabinet to the Camp Verde Elementary School Robotics Program from Home Depot ---- or a motion to accept the items as written under the consent agenda



## **b. Potential acceptance of Policy GCO Evaluation of Professional Staff Members as Second Read**

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### **GCO © EVALUATION OF PROFESSIONAL STAFF MEMBERS**

The process and purpose of evaluation for certificated professional staff members is to result in improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

#### **Definition of Terms**

In this policy:

- Certificated teacher means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.
- Inadequacy of classroom performance means the definition of inadequacy of classroom performance adopted by the Governing Board.
- Performance classifications means the four (4) performance classifications for teachers and principals under the law and defined by the State Board of Education.
- Qualified evaluator means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

#### **Evaluation of Classroom Teachers and Other Certificated Non- administrative Staff Members**

The District evaluation instrument will:

- Utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education;
- Include quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes;
- Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective;
- Meet the data requirements established by the State Board of Education to annually evaluate individual teachers and principals.

Performance classifications for teachers shall be the same four (4) performance classifications adopted by the State Board of Education. The performance classifications are to be applied to the evaluation instruments in a manner designed to improve principal and teacher performance. At least annually, the Governing Board will discuss at a public meeting its aggregate performance classifications of principals and teachers.

The District will involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year.
- A copy of the evaluation system shall be given to each teacher in the District.
- Specific training requirements for qualified evaluators, approved by the Board, will be included which may involve local or national educator training resources recommended by the Superintendent.

- The Superintendent will recommend qualified evaluators to the Board prior to naming evaluators.
- The Board will designate qualified evaluators.
- Best practices for professional development and evaluator training adopted by the State Board of Education will be considered.
- The system will include incentives for teachers in the highest performance classification.
- The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.

The Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

**Continuing teachers who place in one (1) of the two (2) highest performance classifications for the current school year will be awarded a Board determined stipend.**

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

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By school year 2015-2016, the District teacher evaluation will address the following items to be inserted in this location after adoption by the Board.

#### Item 1

The Board shall describe performance improvement plans for teachers designated in the lowest performance classification and dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification.

#### Item 2

The Board's dismissal or nonrenewal procedures shall require that the District issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one (1) of the two (2) lowest performance classifications unless the teacher is in the first or second year of employment with the District or has been reassigned to teach a new subject or grade level for the preceding or current school year.

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#### Inadequacy of Classroom Performance

A teacher's classroom performance is deemed to be inadequate if the teacher receives a rating of ineffective in one (1) or more of the indicator statements set forth in the District's teacher evaluation system. A teacher's classroom performance is also inadequate if the teacher receives a rating of developing in three (3) or more of the indicator statements set forth in the District's teacher evaluation system.

Inadequate classroom performance will result in a preliminary notice of inadequate classroom performance and if the teacher's performance remains inadequate by the end of the time referenced in that notice, the teacher will be recommended for non-renewal or termination.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom

teacher, will consider any mitigating circumstances before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.

#### Evaluation of Principals, other Administrators and Psychologists

The Board authorizes the Superintendent to establish a system for the evaluation of principals, other administrators, and certificated school psychologists. Advice will be sought from those to be evaluated in the development of the performance evaluation system for each of these employee classifications.

#### Evaluation of Principals

The evaluation system for the evaluation of the performance of principals may include the over-all instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

The evaluation system for principals may include the following:

- Alignment of professional development opportunities to the principal evaluations.
- Incentives for principals in one (1) of the two (2) highest performance classifications, which may include multiyear contracts and incentives to work at schools assigned a letter grade of "D" or "F."
- Transfer and contract processes for principals designated in the lowest performance classification.

Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. 15-203 of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

#### Evaluation of Other Administrators

The format for the evaluation system for other administrators (other than the Superintendent) will be developed under the leadership of the Superintendent, focusing on the responsibilities and outcomes which support the over-all instructional program and needs of the District. Evaluation procedures, timelines, and methods to be used for the communication of evaluation results will be reviewed with each employee prior to beginning the process.

#### Evaluation of Certificated School Psychologists

The evaluation system for certificated school psychologists shall include the following:

- Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.
- After transmittal of an assessment, a Board designee shall confer with the certificated school psychologist to make specific recommendations as to areas of improvement in performance.
- The Board designee shall provide assistance and opportunities for the certificated school psychologist to improve his performance and shall follow up after a reasonable period of time for the purpose of ascertaining that adequate performance is being demonstrated.
- Appeal procedures for certificated school psychologists who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation or dismissal.

#### Contracts of Certificated Employees

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. The Superintendent will develop procedures for the implementation of this discretionary process.

The Governing Board may adopt requirements that require electronic signatures to be followed by original signatures within a specified time period.

Adopted: September 10, 2013

LEGAL REF.:

A.R.S.

15-203

15-502

15-503

15-536

15-537

15-537.01

15-538

15-538.01

15-539 et seq.

15-544

15-549

15-918.02

15-977

A.A.C.

R7-2-605

CROSS REF:

GCB - Professional Staff Contracts and Compensation

GCF - Professional Staff Hiring

GCJ - Professional Staff Noncontinuing and Continuing Status

GCK - Professional Staff Assignments and Transfers

GCMF - Professional Staff Duties and Responsibilities

GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members

GDO - Evaluation of Support Staff Members

**12. Reports/Presentations and Discussion****a. Discussion/Information on posting for South Verde High School Principal position for school year 2016-2017**

Superintendent Goodwin will give an oral report on the job posting.

**b. Discussion/Update on school budget 2016-2017 with regards to the potential passing of Proposition 123**

<b>40th Day Count Comparison</b>			
	<b>FY 14-15</b>	<b>FY 15-16</b>	<b>change</b>
<b>Enrollment (100th Day)</b>	1509	1529	20
<b>Average Daily Membership</b>	1368.173	1376.389	8.216
<b>Weighted Student Count</b>	1693.737	1710.417	16.68
<b>Group B Weights</b>	129.648	142.593	12.945
<b>Total Change</b>	1823.385	1853.01	29.625

<b>Projection Without and With Prop 123</b>			
	<b>FY 16-17</b>	<b>FY 16-17 w/ Prop 123</b>	<b>difference</b>
<b>Base Support Level</b>	\$3,524.56	\$3,682.91	
<b>Total Weighted Student Count</b>	1,853.01	1,853.01	
	\$6,531,044.93	\$6,824,469.06	\$293,424.13
<b>Transportation, Federal Audit Expenses, Carryforwards, Tuition Payments, etc.</b>	\$1,447,447.94	\$1,447,447.94	
<b>M &amp; O Budget Projection Total</b>	\$7,978,492.87	\$8,271,917.00	

**Notes:**

- Grants are projecting a 5% decrease next year.
- Every Student Succeeds Act -- The word is FY 16-17 is a year of transition. New guidelines are to be worked out and implemented in FY17-18.
- Current Year Funding continues to move forward. If a district's Weighted Student Count is increasing current year funding is positive, if the district's WSC is decreasing the impact is negative.
- Property tax Net Assessed Valuation in our district is up 2%.
- Health insurance exposure is down and is not projecting a significant increase.
- Arizona State Retirement System projects a slight rate increase of %.01.
- District Additional Assistance projected reductions continue.

## c. Discussion/Update on JTED (Joint Technology Education District) funding

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### Valley Academy of Technical and Career Education And Joint Technical Education District Update

The state legislation has adopted the change to the ARS 15-391. The funding has been restored for the JTED's in Arizona. The SY 16-17 will be funded at the same rate from SY 15-16 with this adoption. This is great news for our district and our students.

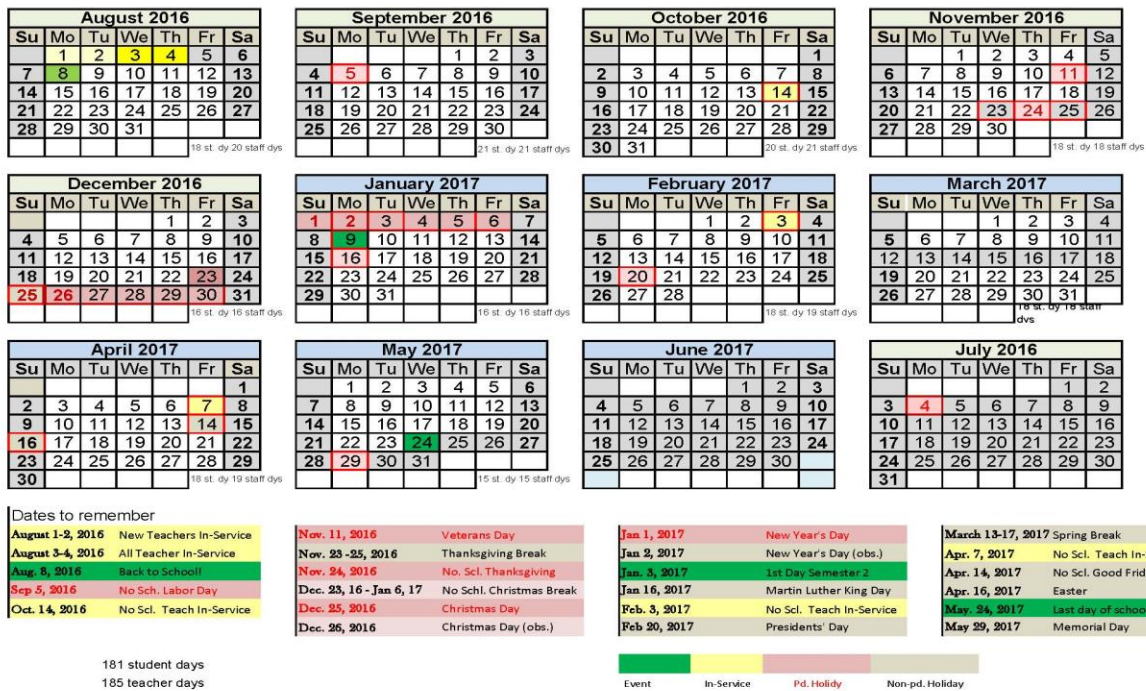
In the legislation some changes have been made. The changes are:

1. One main change was that at least 60% of the students in a CTE program must pass the state skills assessment. This is still to be defined for criteria and timeline.
2. A JTED course can not be a course required by ARS 15-701.01 for graduation. The majority of the instruction should be in a laboratory or field based environment.
3. The program demonstrates a need for extra funding.
4. Requires instruction and materials in the course that are substantially different and exceed the scope of standard instruction.
5. The JTED will provide the following minimum services:
  - a. Professional Development
  - b. Ongoing evaluation and support of satellite programs
  - c. **An Itemized listing of other goods and services provided to the member districts with the dollars that are retained from the satellite funding**
6. In the future the state will develop specific criteria for JTED's to be included in the A-F accountability system.

We will keep you updated as the final requirements and procedures are established from the state level down to the local level. VACTE approved supplemental funding of \$8500 to CVUSD for half of the purchase of the Plasma Torchmate refurbishing and the new double convection ovens.



South Verde Technology Magnet School  
2016-2017



Action Requested: A motion to approve the 2016-2017 School Calendars for Camp Verde Unified School District and South Verde High School



**b. Discussion and possible action to abolish the Administrative Weight placement according to Policy GCBA- Professional Staff Salary Schedules**

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Administrative Weights	
Assignment	Weight
Assistant Principal/Athletic Director-HS	1.35
Director of Business Services	1.80
Director of CTE	1.25
School Psychologist	1.5
Director of Support Services	1.40
ELL Coordinator	1.25
Grant Writer	1.00
Summer School Coordinator	0.125
Principal -ES	1.80
Principal -HS	1.90
Principal -MS	1.80
Principal-SVHS	1.50
Director of Technology	1.50
Superintendent	2

Action Requested: A motion to abolish the Administrative Weight placement according to Policy GCBA- Professional Staff Salary Schedules

GCBA ©  
PROFESSIONAL STAFF  
SALARY SCHEDULES

Administrators

The Board will enter into an individual contract with each member of the administrative staff commensurate with the requirements of the position. This contract shall describe the general services to be rendered by the employee in return for financial and other considerations. Additionally, the employee's job description, detailing the more specific performance responsibilities of the contracted position and the mode of evaluating performance, shall be incorporated into the contract by reference. All terms and conditions of contracts with administrative staff members are to conform with the requirements of the Arizona Revised Statutes.

Other Certificated Personnel

The salary schedule pertains to personnel holding provisional, basic, or standard certificates at the elementary or secondary levels.

Initial Placement on Salary Schedule. New teachers entering the system with prior teaching service, who have met academic and professional qualifications for Arizona State Department of Education certification while teaching, will be given one (1) year credit for each full year of service up to a maximum credit of schedule years for substantiated experience, i.e., placed on the appropriate step of the salary schedule.

Verified previous experience recognized for the purpose of placement on the salary schedule is defined as any previous full-time certificated teaching in any public school. For a teacher to receive credit for previous teaching experience, the teacher must furnish the office of the Superintendent full information concerning the previous teaching records. When the experience has been verified, credit will be given by the District.

Days intended for participation in professional association activities are not to be compensated under an employee's contract or other employment agreements. For the purpose of this policy, professional association activities for which compensation is not available do not include in-service training in the certificated employee's assigned area of employment.

Substitutes

Pay for substitute teaching will be established by the Board.

Advancement on Salary Schedule

Vertical and horizontal advancement on the salary schedule will be in accordance with the salary schedule currently in effect. Vertical advancement is limited to one (1) step per year.

Reasons for denial of vertical advancement on the salary schedule include but are not limited to:

~ Lack of adequate disciplinary control.

~ Insufficient effort and time given to assigned duties or failure to engage in a reasonable amount of extracurricular activity.

~ Lack of cooperation with the administration in carrying out adopted policies of the school.

~ Unprofessional conduct.

#### Other Contract Provisions

Any person who does not work the full term as set up by salary schedule shall be paid on a prorated basis for the number of days to be worked for the remainder of the school year; this shall include school days taught plus the number of days required for orientation.

For newly hired, critical, and difficult-to-fill certificated personnel positions placed on the teachers' salary schedule, differentials above the stated schedule may be paid.

A teacher who is or has been employed by or teaching at a charter school, and was previously employed by the School District, shall receive the benefits, protections, and preferences granted under A.R.S. 15-187.

Adopted: date of Manual adoption

#### LEGAL REF.:

A.R.S.

15-502

15-504

15-941

#### CROSS REF.:

GCCE - Professional/Support Staff Conferences/Visitations/Workshops

GCO-RB - Evaluation of Professional Staff Members

No action is requested on the policy

**c. Discussion and possible action to award contracts for 2016-2017 School Year to the following Principals: Bob Weir, Danny Howe and Britta Booth**

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Action Requested; A motion to award contracts for the 2016-2017 School Year to Principals, Weir, Howe and Booth

**d. Discussion and possible action to award Administrative Contracts for 2016-2017 to the following administrators: Steve Hicks, Director of Business Services; Dale DeVries, Director of Student Services/District Test Coordinator; Debbie Witt, Director of Federal Projects and ELL; Aaron Moya, Director of Technology**

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Action requested: A motion to award Administrative Contracts for the 2016-2017 School Year to administrators, Steve Hicks, Dale DeVries, Debbie Witt and Aaron Moya

**e. Discussion and possible action to create a Music/Band Instructor position for Camp Verde High School and Camp Verde Middle School for the 2016-2017 School Year**

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Action Requested: A motion to add/create a Music Band Instructor position for Camp Verde High School and Camp Verde Middle School for the 2016-2017 School Year.

## **f. Discussion and possible action to accept Backbones Fuel Ed as curriculum for Camp Verde High School, South Verde High School and Camp Verde Middle School to replace A Plus Software**

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### **CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD OF EDUCATION**

Item #: 13.f. Item Title: Fuel Ed to replace A+

Submitted by: Principals (Weir, Howe, Zawel)

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#### **Item Summary:**

##### *Why is this being proposed?*

We need to replace A+ credit recovery program with more rigor and instructional capabilities at CVMS, CV Accommodation School, SVHS and CVHS.

##### *How will this enhance the District?*

The new program will allow for the students to experience video instruction on the lessons they are working on. It has a higher rigor for academic. Fuel Ed has several course options to choice range from comprehensive , core, AP, to credit recovery. The new program will be beneficial if the district incorporates Blended Learning.

##### *Who will be responsible?*

The Principals and staff at each site will be trained and oversee the program. Technology will help assist the set up and management of the online settings.

##### *Is there a measure of success?*

The number of students earning credits and the student data will be used to evaluate the new program. The ease to manage and the rigor of the content/testing will be evaluated throughout the 16-17 school year.

##### *When will this be reviewed?*

The review will be done at the end of semester 1 and throughout semester 2.

##### *What will this cost?*

\$24,000 for 200 users and training

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#### **Action Requested**

*A motion to approve Fuel Ed as curriculum for Camp Vere High School, South Verde High School and Camp Verde Middle School to replace A Plus Software....”.*

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## **g. Discussion and possible acceptance of ASBA Policy Advisory, Volume 28, Number 1 as First Read**

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Action requested: A motion to accept the ASBA Policy Advisory, Volume 28, Number 1 as presented (or with amendments) as First Read.

To view the advisory, see the following (attached) document titled "ASBAVol25Nu1Policies".

**BEC-Executive Session/Open Meetings**

**BEDA- Notification of Board Meetings**

**BEDH- Public Participation at Board meetings**

**EBBB-E- Accident Reports**

**GBEB-R-Staff Conduct**

**GCCC-ED- Professional/Support Staff Leaves of Absence without Pay**

**GCQF-Discipline, Suspension and Dismissal of Professional Staff members**

**IKE- Promotion and Retention of Students**

**IKF-Graduation Requirements**

**JFAB- Tuition/Admission of Nonresident Students**

**JK- Student Discipline**

**JK-RB- Student Discipline**

**KDB-R- Public's Right to Know/Freedom of Information**

## 14. Administrative/Board Report

### a. Superintendent's Enrollment Report

Grade	7/7	8/5	8/20	9/1	9/15	10/1	10/15	10/20	11/1	11/15	12/1	12/15	1/4	1/15	2/1	2/15	2/22	3/1	3/15
PS*	15	26	26	26	26	26	27	27	30	32	36	36	35	35	35	36	36	37	
K*	41	76	82	85	87	87	89	88	90	88	90	91	91	92	90	91	91	93	
1	107	114	116	118	117	112	117	112	113	112	111	111	109	111	109	109	109	110	
2	116	110	112	112	111	114	115	116	115	116	117	117	113	114	115	115	116	118	
3	118	116	114	114	114	116	116	119	121	121	120	120	123	125	124	123	123	123	
4	116	112	111	112	111	109	111	110	109	112	112	112	107	109	109	108	108	110	
5	137	141	143	143	143	141	143	144	143	142	141	142	138	138	139	139	139	140	
ES	650	695	704	710	709	705	718	716	721	723	727	729	716	724	721	721	722	731	
6	129	115	115	115	115	117	117	116	114	114	113	113	111	113	114	114	116	117	
7	114	116	117	117	119	117	118	118	115	116	117	117	114	116	115	114	114	115	
8	109	113	114	114	116	116	116	116	114	112	113	113	112	113	113	114	114	114	
MS	352	344	346	346	350	350	351	350	343	342	343	343	337	342	342	342	344	346	
9	120	124	135	134	135	132	134	129	130	126	126	126	127	127	125	124	124	125	
10	123	119	121	119	120	117	118	115	117	120	121	121	118	119	117	117	117	117	
11	103	103	104	105	106	100	102	102	101	100	101	102	103	103	96	98	98	98	
12	80	86	88	88	88	88	89	89	88	88	86	86	85	85	85	84	84	84	
HS	426	432	448	446	449	437	443	435	436	434	434	435	433	434	423	423	423	424	
6-12	21	9	9	11	13	18	23	24	25	29	30	31	26	30	27	31	31	34	
AC	21	9	9	11	13	18	23	24	25	29	30	31	26	30	27	31	31	34	
Total	1449	1480	1507	1513	1521	1510	1535	1525	1525	1528	1534	1538	1512	1530	1513	1517	1520	1535	
9	0	2	2	2	2	2	2	2	2	2	1	1	1	3	4	4	5	5	
10	17	18	18	18	18	17	17	17	19	18	16	17	18	22	21	23	23	24	
11	20	20	19	20	23	18	20	19	18	17	16	16	16	22	24	23	24	24	
12	33	33	31	29	30	31	32	29	29	28	27	29	29	30	25	24	24	24	
SVTM	70	73	70	69	73	68	71	67	68	65	60	63	64	77	74	74	76	77	
Total	70	73	70	69	73	68	71	67	68	65	60	63	64	77	74	74	76	77	

**b. Strategic Plan Phase II update**

**c. Upcoming amendments to Field Trip Policy and Regulation IJOA-(R)**

**15. Board Request for Future Agenda Items**

**16. Adjournment**

**17. Signing of documents**

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