

Livestream link: <https://youtu.be/9bdc1qJBLQI>

**Minutes of Governing Board
Regular Study & Voting Session**

**Tuesday, February 7, 2023 @ 5:00 pm
Prescott Unified School District
Governing Board**

A Regular Study & Voting Session meeting of the Governing Board of Prescott Unified School District was held Tuesday, February 7, 2023, beginning at 5:00 pm in the District Office Boardroom & Washington Gym.

All supporting documents/attachments can be found by visiting our website:

<https://www.prescottschools.com/>

This meeting was livestreamed and the video recording can be viewed by visiting the following link:

<https://youtu.be/9bdc1qJBLQI>

Board Members present:

Vice President Andy Fraher
Kara Woods
Stan Goligoski
Linda Conn
Jane Robertson

Others present:

Joseph W. Howard, Superintendent
Mardi Read, Asst. Superintendent
Clark Tenney, Asst. Superintendent/Director of Human Resources
Brian Moore, Chief Financial Officer
Kelsey Secor, Director of Instructional Support
Sarah Torres, Administrative Assistant to Superintendent and Governing Board
Miranda Adams, Student Representative
Elle Long, Student Representative

1. STRATEGIC PLAN COLOR KEY:

STUDENT ACHIEVEMENT

Livestream link: <https://youtu.be/9bdc1qJBLQI>

CULTURE

COMMUNITY AND STAKEHOLDER RELATIONSHIPS

ENROLLMENT

RESOURCE ACCOUNTABILITY

2. CALL TO ORDER - Governing Board President Andy Fraher

3. OPENING CEREMONY

3.A. Welcome - Governing Board President Andy Fraher welcomed everyone in attendance.

3.B. Pledge of Allegiance – Elle Long and Miranda Adams led the audience in the Pledge of Allegiance.

4. APPROVAL OF AGENDA - Governing Board President Andy Fraher asked Superintendent Howard if the agenda was in order. Superintendent Howard noted, we are thinking of rescheduling for the sake of time. We're going to postpone the midterm update for Galileo. That presentation will take about an hour. We're looking about three hours of speakers so we're going to ask the board to postpone that to another time. You'll have to approve the agenda as amended.

4.A. Consider approving the agenda, as presented.

RELEVANT INFORMATION: Board Policy requires the approval of the agenda.

Kara Woods moved that the Governing Board approve the agenda as amended. Linda Conn seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

5. APPROVAL OF MINUTES - Governing Board President Andy Fraher

5.A. Consider approving the minutes from the Regular Study and Voting Session meeting of January 10, 2023, and the minutes from the Working Meeting of January 27, 2023, as presented.

RELEVANT INFORMATION: Board policy requires the approval of minutes.

Jane Robertson moved that the Governing Board approve the minutes from the Regular Study and Voting Session meeting of January 10, 2023, and the minutes from the Working Meeting of January 27, 2023, as presented. Kara Woods seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

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6. PRESENTATIONS

6.A. Visionary Update

Presenter: Orcutt Winslow

Scott Sowinski of Orcutt Winslow presented the following slides to the board. This presentation can be found at 00:31:22 of the livestream link.



But first...
Introductions



SCOTT SOWINSKI
RA [AZ], AIA, WELL AP, ALEP, LEED AP
ARCHITECT | ASSOCIATE



MICHAEL TAYLOR
RA [AZ], AIA
ARCHITECT
OWNER | PRINCIPAL | MICHAEL TAYLOR ARCHITECTS



OLGA BRACAMONTES
ARCHITECTURAL DESIGNER



BODIN LAY
ARCHITECTURAL DESIGNER

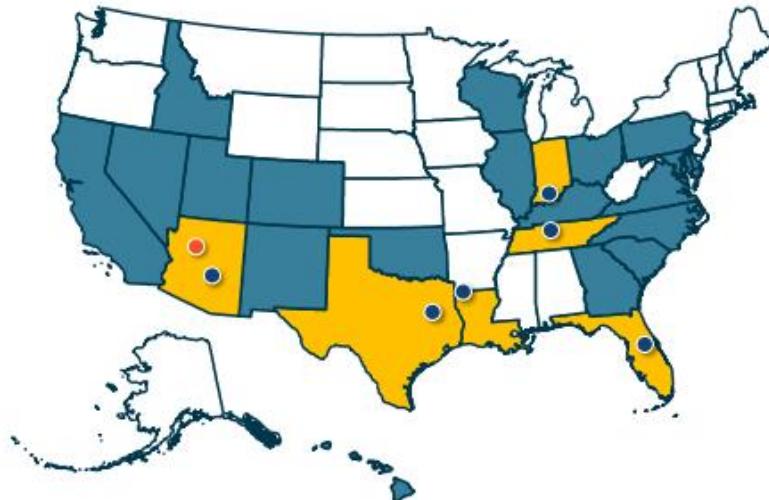
Livestream link: <https://youtu.be/9bdc1qJBLQI>

Orcutt|Winslow is a **firm with national educational expertise**. Michael Taylor Architects of Prescott, has been a long-standing community member and has a **working relationship with PUSD**.

51 Years

25 States

6 Offices



orcutt|winslow



Thought leaders in national and international educational delivery.

Our firm works **hand in hand** with districts, administration, staff, teachers, and students on a day-to-day basis.



THOUGHT
LEADERS



DISTRICTS



ADMINISTRATION



TEACHERS
STAFF



STUDENTS

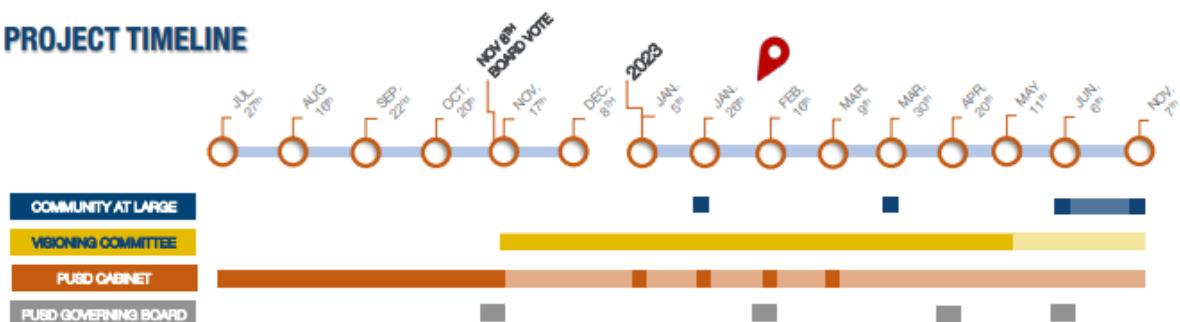
OUR DESIGN PROCESS BUILDS TRANSPARENCY COLLABORATION CONSENSUS

MASTERPLAN OUTLINE

All meetings to be conducted 4:00-5:30

*Note: this schedule is subject to possible change in dates/times and topics in response to the workshop outcomes

PROJECT TIMELINE



COMMUNITY AT LARGE

Who: Students
Parents
Community Members
Government Agencies
PUSD Staff/Administration

Role: Transparency + Collaboration

VISIONING COMMITTEE

Who: Students
Parents
Community Representatives
Government Agencies
PUSD Staff/Administration

Role: Representative Body

PUSD CABINET

Who: Mr. Joe Howard (Superintendent)
Mr. Clark Tenney (Asst. Super. /
City Councilman)
Mr. Brian Moore (CFO)

Role: Arbiters of District Standards

PUSD GOVERNING BOARD

Who: Andy Fraher (President)
Stan Golligold (VP)
Kara Woods
Linda Conn
Jane Robertson

Role: Final Approvals

Livestream link: <https://youtu.be/9bdc1qJBLQI>

AGENDA

1. Review of district capital master planning **process and timeline**
2. Analysis of community and **district research and due diligence**
3. Visioning committee recap of discussions and activities:
 - **memorable goals**
 - **district assets analysis**
4. Preview of **what's next**

»»»VISIONING/PLANNING PROCESS»»»



PROCESS OVERVIEW & ROADMAP



»»»VISIONING/PLANNING PROCESS»»»



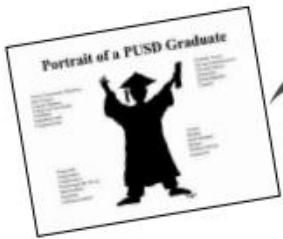


CURRENT PUSD VISION AND PLAN



Livestream link: <https://youtu.be/9bdc1qJBLQI>

PORTRAIT OF A PUSD GRADUATE



SCHOOL TOURS



John S McCain III Elementary(K-8)



Maricopa Institute of Technology



Eastmark High School

Livestream link: <https://youtu.be/9bdc1qJBLQI>



CURRENT CITY VISION AND PLAN

DOWNTOWN DEVELOPMENT PLAN

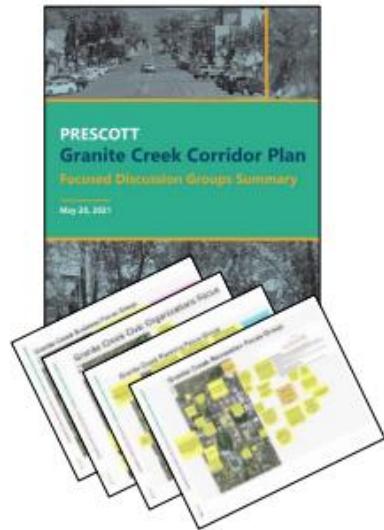
Granite Creek Corridor Enhancement



Granite Creek Corridor Plan



Granite Creek Corridor Plan



Livestream link: <https://youtu.be/9bdc1qJBLQI>

DOWNTOWN DEVELOPMENT PLAN

Through a combination of site walks, focused discussion groups, community meeting and working group meetings, the Granite Creek Plan Area was organized into five “big ideas”.

The Area Plan is organized around five “big ideas”:

| **BIG IDEA 1: NEXT GEN** the Area into precincts that promote specific activities & types of development.



NEXT-GEN

| **BIG IDEA 2: CONNECT** the Granite Creek Area to Granite Creek & the Granite Creek Trail.



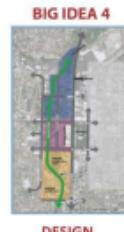
CONNECT

| **BIG IDEA 3: INCENTIVIZE** redevelopment within the Area.



INCENTIVIZE

| **BIG IDEA 4: DESIGN** the Area to create a unique identity & expand the market.



DESIGN

| **BIG IDEA 5: WAYFIND** to move people throughout the Area & connect it to the historic downtown.



WAYFIND

Prescott Granite Creek Corridor Plan

<https://storymaps.arcgis.com/collections/e7ce0a29f32e4d99ac03c5ef5a7cb362?item=3>

»»»VISIONING/PLANNING PROCESS»»»



Livestream link: <https://youtu.be/9bdc1qJBLQI>

TRENDS & BEST PRACTICES IN EDUCATION



High Performance Design



Student Wellness



Student Engagement



Curriculum and Pedagogy



Learner Centric Design



Operational Efficiencies

FOCUS OF EDUCATION

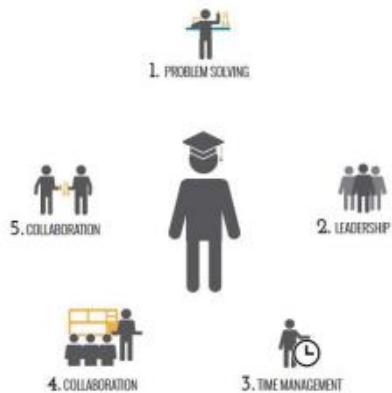


Fourth Industrial Revolution
Evolving Exponentially with
Breakthroughs In

1. AI
2. Robotics
3. Internet of Things
4. Autonomous Vehicles
5. 3D Printing
6. Nanotechnology
7. Biotechnology
8. Materials Science
9. Energy Storage
10. Quantum Computing

FOCUS OF EDUCATION

TOP 5 SOFT SKILLS EVERY COLLEGE STUDENT NEEDS (HOLMES, 2010)



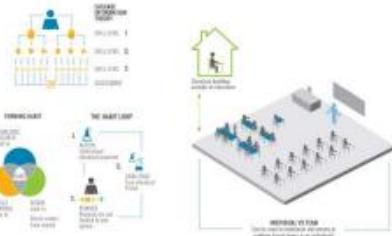
TOP 10 SKILLS THAT WILL GET YOU HIRED ACCORDING TO FORBES
BASED ON THE 10 MOST IN DEMAND JOBS THAT REQUIRE A BACHELOR'S DEGREE
(CASSERLY, 2012)



ENGAGING PEDAGOGY

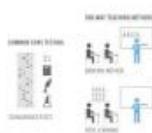
GAMIFICATION

Gamification is the application of game design and game mechanics in non-game contexts. It involves using game-like elements such as points, levels, leaderboards, and rewards to engage users and encourage participation. Gamification can be used in various fields, including education, business, and healthcare, to make tasks more enjoyable and motivating.



TRADITIONAL

Traditional pedagogical methods involve a teacher-centered approach where students passively receive information through lectures and readings. The teacher is the primary source of knowledge, and students are expected to memorize and regurgitate information. This method often lacks interactivity and student engagement.



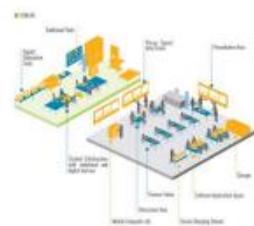
DESIGN-BASED LEARNING

Design-based learning (DBL) is an educational approach that emphasizes the process of designing and creating solutions to real-world problems. It involves iterative cycles of planning, design, implementation, and evaluation. DBL promotes critical thinking, problem-solving, and collaboration among students.



PROJECT BASED LEARNING

Project-based learning (PBL) is an educational approach that focuses on solving real-world problems through hands-on projects. Students work in groups to research, plan, and implement solutions, developing critical thinking, problem-solving, and communication skills. PBL often involves community engagement and real-world applications.



Livestream link: <https://youtu.be/9bdc1qJBLQI>



Livestream link: <https://youtu.be/9bdc1qJBLQI>

COLLABORATION AREAS



Madison Meadows Middle School

ACTIVATED CIRCULATION



John S McCain III Elementary School

Livestream link: <https://youtu.be/9bdc1qJBLQI>



Livestream link: <https://youtu.be/9bdc1qJBLQI>

PUSD VISIONING PROCESS



What NEW/ADDITIONAL programs, resources, and educational experiences are needed to further improve LEARNER CENTRIC DESIGN in PUSD?



What ideas can you suggest that might improve the districts' facilities in this area?



What NEW/ADDITIONAL programs, resources, and educational experiences are needed to further improve STUDENT WELLNESS in PUSD?



What ideas can you suggest that might improve the districts' facilities in this area?



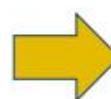
What ideas can you suggest that might improve the districts' facilities in this area?



What NEW/ADDITIONAL programs, resources, and educational experiences are needed to further improve LEARNER CENTRIC DESIGN in PUSD?



What ideas can you suggest that might improve the districts' facilities in this area?

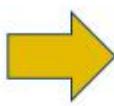


Legend:
- Uniquely Present - Safety/Mental - 21st Century Abilities - Assets
Community Fresh Air Flexibility
Groups by Grade Windows Outdoor Spaces Self-directed Curriculum
Free Arts Lighting Safety Technology
STEAM Creative Spaces Professional Development
Collaborative Dynamic Spaces PUSD Prod
Faculty Life Skills Traffic Flow!
Parent Lounge Community Engagement
Faculty Meet Collaboration Larger Elementary Schools



- PUSD pride
- windows
- safety
- lighting
- traffic flow
- creative spaces
- community engagement
- technology
- outdoor spaces
- CTE
- fine arts
- flexibility
- parent lounge
- facilities maintenance
- professional development
- collaboration
- consolidate grades
- self-directed curriculum
- dynamic spaces
- inspiring spaces

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MEMORABLE GOALS	
1	UNIQUELY PRESCOTT
2	STUDENT SAFETY AND WELLNESS
3	21 ST CENTURY ACADEMIC DELIVERY
4	OPTIMIZE UTILIZATION OF DISTRICT ASSETS

UNIQUELY PRESCOTT

- Grow and evolve PUSD student and graduate profile by incorporating historical and cultural aspects of student experience into the future of the district.
- Foster and expand the vital relationship between this community, parents and teachers through engagement opportunities.
- Establish a community consensus on the vision for the future of PUSD.

STUDENT SAFETY AND WELLNESS

- Evaluate and apply appropriate school safety standards and measures district-wide.
- Ensure safe walkways, transit, bus and vehicular traffic flow patterns at all campuses.
- Provide healthy, high performance learning environments that focus on thermal comfort, natural daylight and basic needs.
- Create engaging indoor and outdoor academic spaces that incorporate the beautiful climate and experiences of Prescott.

21ST CENTURY ACADEMIC DELIVERY

- Optimize, repurpose and maximize learning spaces/facilities across the district.
- Create flexible, versatile, and technologically integrated spaces that allow teachers to utilize a variety of curriculum delivery methods.
- Expand educational experiences and program options through different learning environments on campuses beyond the traditional classroom.
- Develop and extend current business and community partnerships to allow for a robust student offering that can translate into career ready opportunities.

OPTIMIZE UTILIZATION OF DISTRICT ASSETS

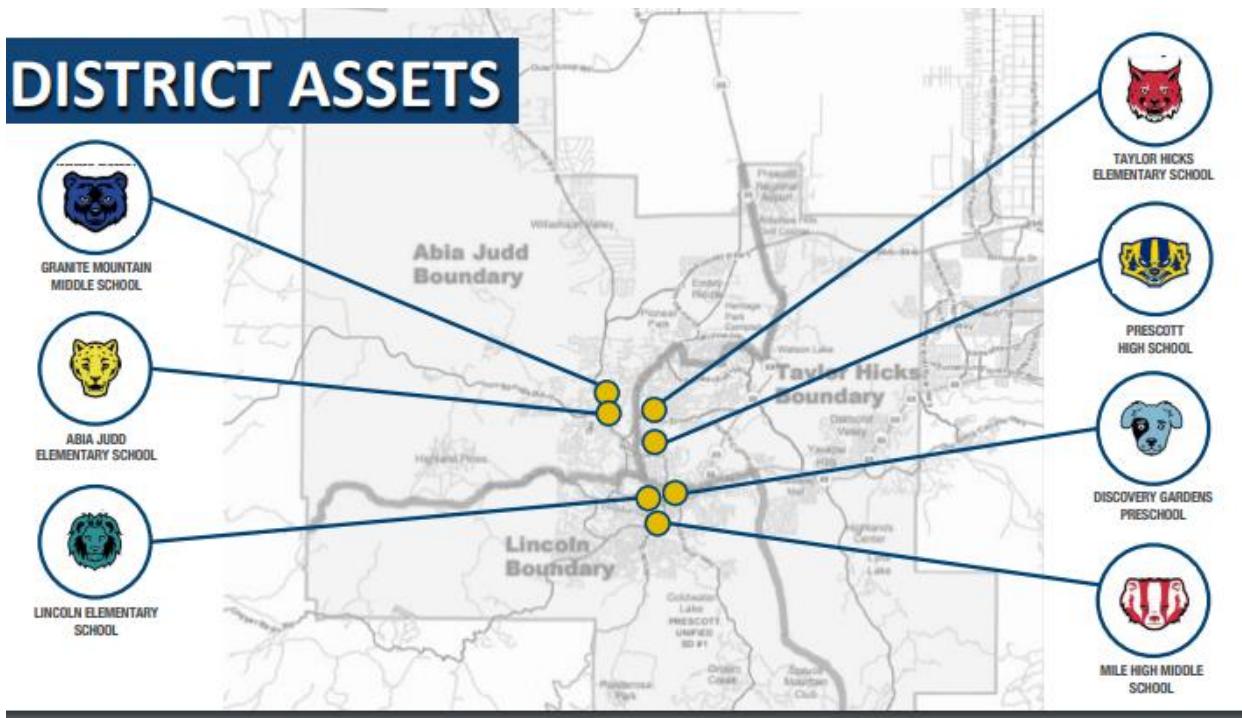
- Continued effort in advancing current district facilities to realize benefits of scale, efficiency, and effective operations and maintenance.
- Leave a legacy for the district that plans for and acknowledges the future space utilization needs of the City of Prescott and PUSD over the next decades.
- Align grade level groupings and configurations to optimize district assets.



»»VISIONING/PLANNING PROCESS»»

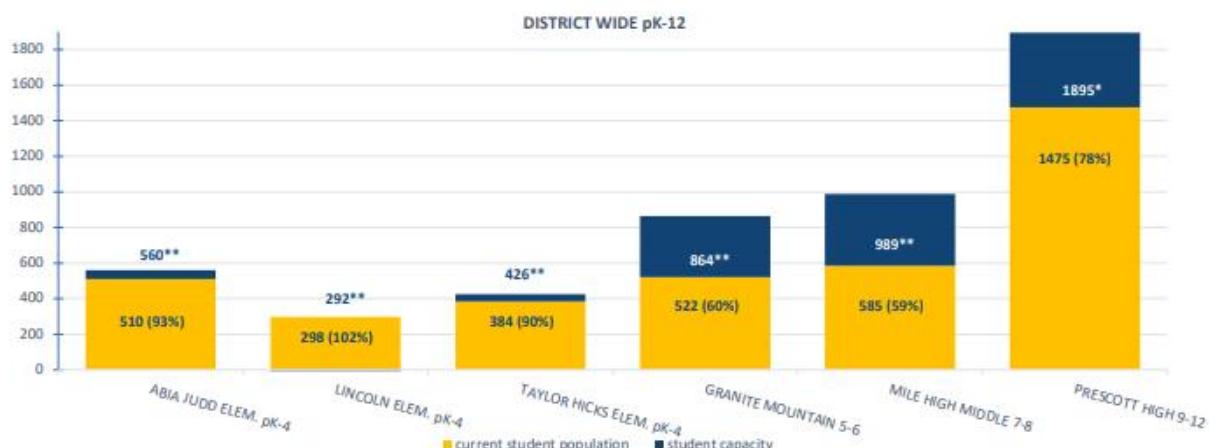


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BUILDING UTILIZATION

CURRENT SCHOOLS STUDENT CAPACITY



*Source: 2022 Arizona School Facilities Board Analytics. <https://www.azsfb.gov/sfb/sfbscr/sfbda/dafacSchoolCapacity.asp?sentCtd=130201000&sentCtds=130201000>
** Per PUSD Student/Teacher ratio capacity

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BREAKOUT ACTIVITY

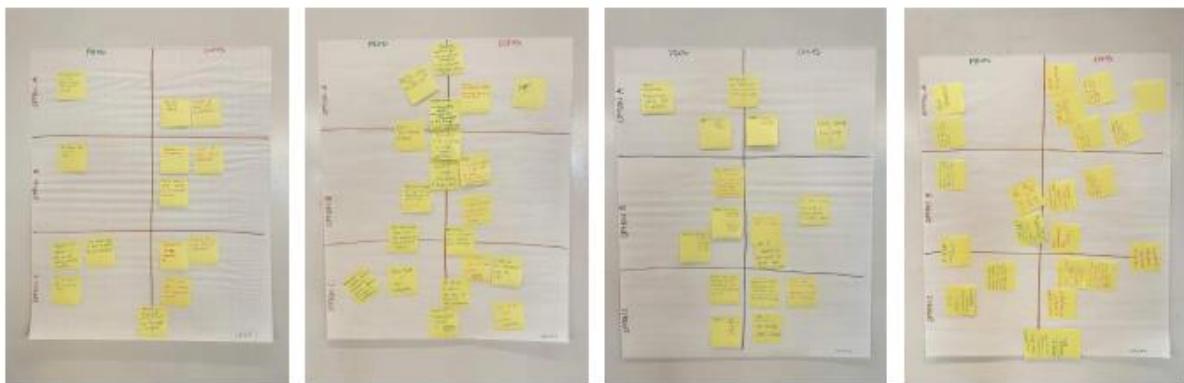
VISIONING MEETING 2

The visioning committee was divided into equal representation across four groups to discuss and document the pros and cons of each options presented, followed by a short report out to the overall group.



RAW DATA

The visioning committee was divided into equal representation across four groups to discuss and document the pros and cons of each options presented, followed by a short report out to the overall group.



BREAKOUT ACTIVITY FEEDBACK

"had a lot of conversation how combining grade levels does and doesn't make sense. One of those things if reconfigure middle school into k-7, then 8-9 and then 10-12 (at north campus)"

"this part of town feeling central to this end of Prescott, **it would be a shame to lose the community feel to the school spaces we have here.** So what about keeping Taylor Hicks property and level the existing and use the additional field space to build a bigger elementary. Then middle school and high school."

"don't want to lose that Prescott feel, don't want to lost that downtown feel."

"nobody was too keen on option C, we hear a lot that there is a lot of capacity left on C that we could grow into but not seeing how is it enough for us? It seemed like maybe not enough properties left for us on the table to do what we need to do."

"early learner: could you have a K-2 or pK-2 where you focused all those reading specialists, all those math specialist and interventions. Getting a kid everyday at their level. Would one of these properties be really nice to house something like that and focus on those early foundational skills."

"one of the pros of moving north in all options is drawing from Chino Valley, from Prescott Valley, and south."

"Option B, there is a **big advantage of not having so many transitions.**"

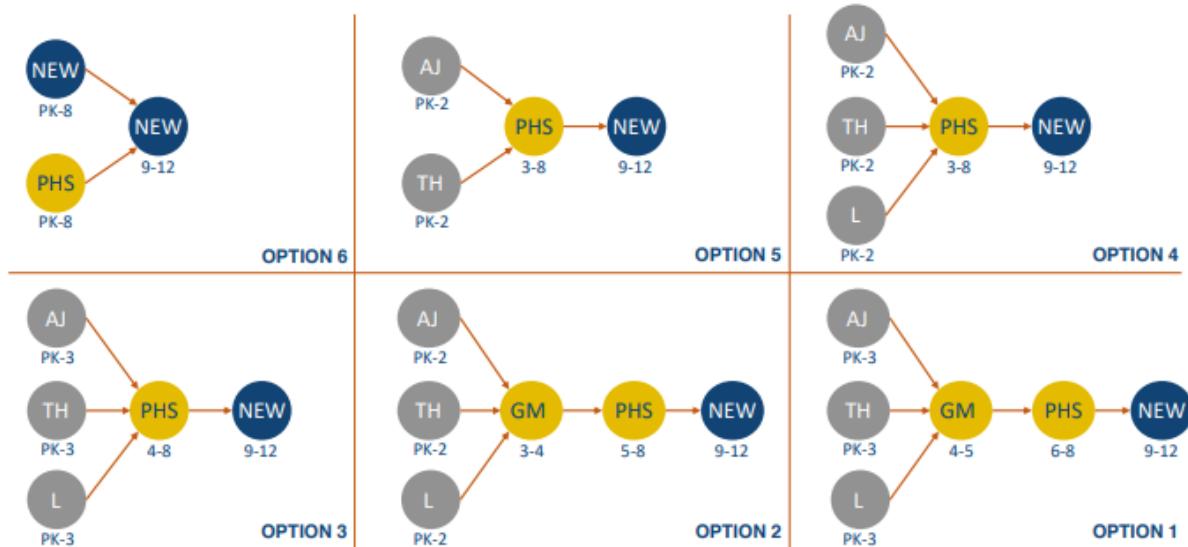
"hybrid of option C, sell all elementaries, GM and MH, build K-8 and a new high school up north, convert current PHS into K-8."

"pros with Option B and C, are that Abia Judd and Granite Mountain are newest schools in the District, so being able to continue to utilize those facilities seemed great to use."

"Option C scared us a little bit in sense of **potential pitfalls of selling off all that property**, but what if it doesn't work? What if we still have capacity issues after we sold off all this property?"

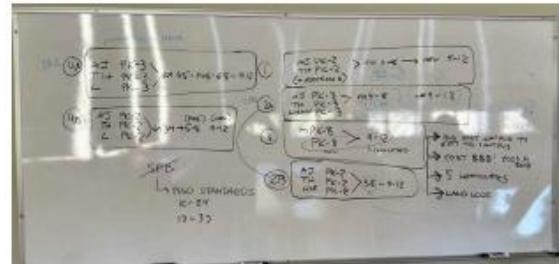
"building new elementary instead of new high school. **We like K-8 as a concept.** Most people in our group attended a K-8 school and had positive feelings about it and would be happy to have our own kids attend something like that."

OPTIONS RECONFIGURATION

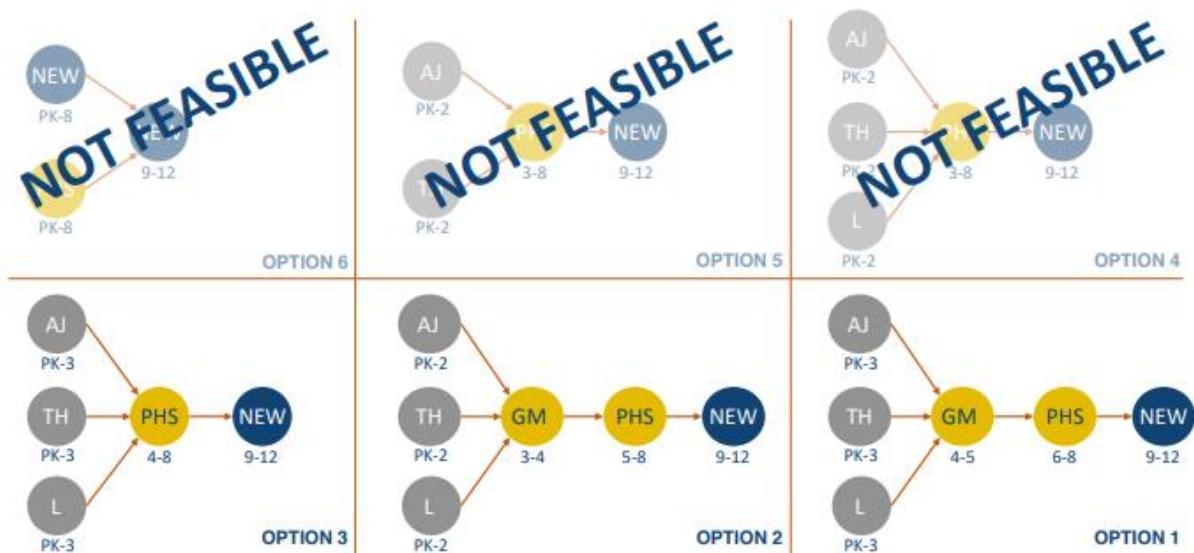


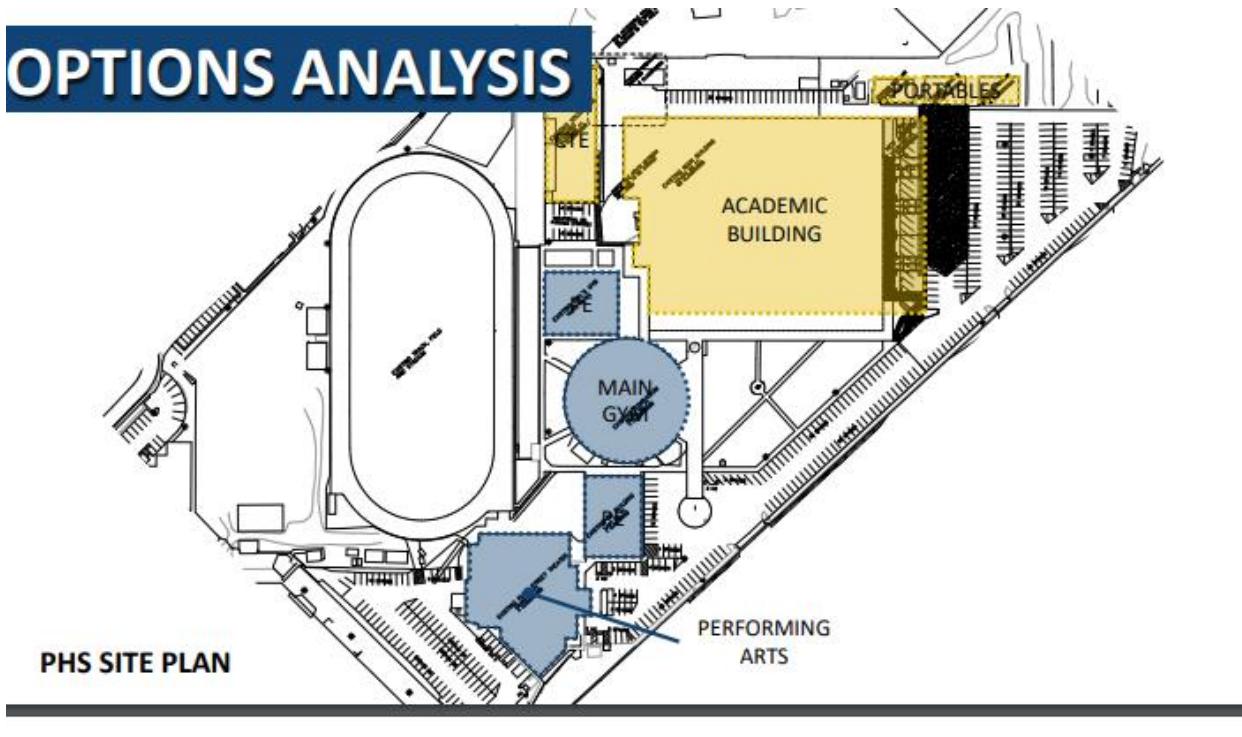
DISTRICT FEEDBACK

- **Transportation**
 - Avoid bussing kids past a school to get to another one
- **Staffing (efficiency)**
- **Overall Cost of Each Scenario**
- **Bond Implications**
- Landlock Issues and **Boundary Concerns**
- Campus Parody
- **Future Flexibility**
 - District prefers to **not sell any current property** to ensure they keep assets for future growth
 - Sale of Mile High Middle is still intended however



OPTIONS ASSESSMENT





OPTION COMPARISON

OPTION 3	OPTION 2	OPTION 1
<ul style="list-style-type: none">Allows some room for growth but not full potentialGrade level wings can be more easily createdVery minimal space for building experience upgrades and renovations	<ul style="list-style-type: none">Allows room for growth and grade separationLess age difference between 5th and 8th gradersLarge space for building experience upgrades and renovations	<ul style="list-style-type: none">Allows maximum room for growth and future planningBrings school to standard middle school configurationLarge space for building experience upgrades and renovations both exterior and interior and throughout

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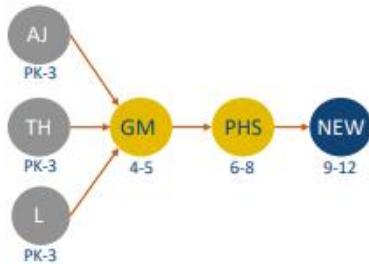
BREAKOUT ACTIVITY

VISIONING MEETING 3

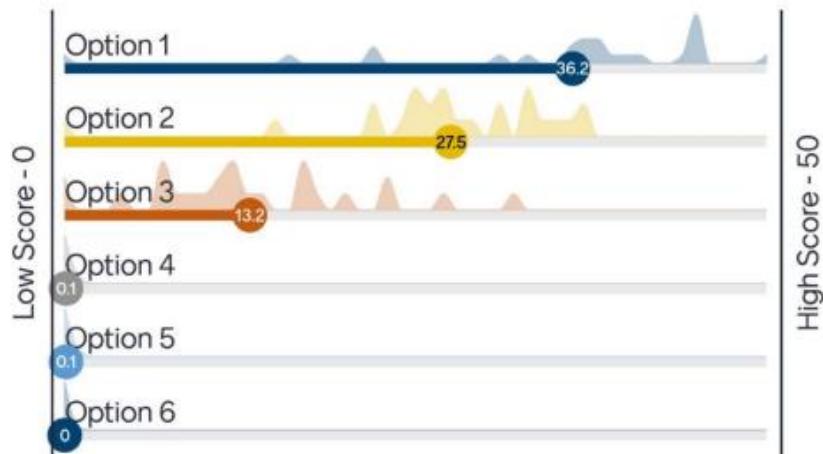
The visioning committee was divided into groups to discuss the options by using the scoring rubric. Each member of the committee filled out their scoring rubric for collective data, which was then shared with the overall group after the breakout session.



OPTIONS ANALYSIS



OPTIONS ANALYSIS

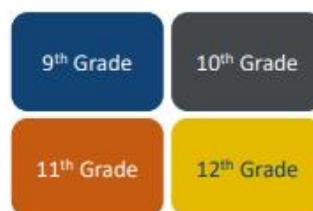


WHAT'S NEXT?

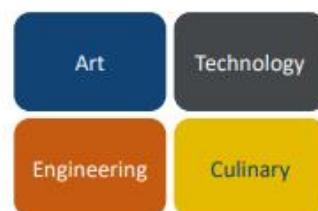
- The design team and district staff are still reviewing and analyzing the questions and feedback from the community meeting. We will be preparing to present these to the committee for discussion at our next meeting, February 16th.
- In addition, the committee will begin to discuss what could the future of PUSD education look like? The next visioning committee workshop on February 16th will begin looking at organizational concepts for different educational delivery styles.



Departmental Organization



Learning Community Organization



Academy/Magnet Organization

Livestream link: <https://youtu.be/9bdc1qJBLQI>



6.B. Midterm Galileo update - POSTPONED

Presenter: Rene' Steingraber, PUSD Testing Coordinator

7. INFORMATION ONLY ITEMS

7.A. Summary of Current Events

7.A.1. Superintendent – Superintendent Howard noted, no report tonight.

www.prescottschools.com/calendars

7.A.2. Governing Board Members

Stan Goligoski noted, over this last month I attended the PHS pep rally at the high school. First of all, our kids are awesome. They were pumped up. The amount of attention and respect for the classes said something. Browsing amongst the classes and the games that were played it really brought me back to high school days. We have an impressive student body. They did recognize Dr. Taylor Hicks Jr. When he passed, In lieu of flowers people donated four thousand dollars to the student council. It was a great sign of respect from the student council to ask the family to be there so it was a big honor. I went to the PHS girls' soccer game it was very, very cold as well as the boys' soccer game and I'm glad to see that Phil Reed is back as the head coach there doing a great job so I'm sure we'll climb to glory again there. Then we watched the last girl's basketball game. Unfortunately, they lost by a couple of points but I was so impressed mainly with the band that was there and the lone bugler that played the national anthem, almost flawless and did an

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amazing job. Then the boy's basketball with their win over Bradshaw Mountain which put the Badgers in a three-way tie for the region so very awesome.

Jane Robertson noted, I don't know if anybody else went to that basketball game, I know Stan was there, but I was overwhelmed not just by the behavior of the Prescott high school students but the behavior of the Bradshaw students as well. It was absolutely heartwarming to see that game to see the enthusiasm from the entire crowd I didn't hear any name calling I didn't hear any booing I heard clapping when Bradshaw scored a three-pointer and it made me proud to be part of this whole establishment it was amazing.

President Andy Fraher noted, I've met with the principal of the High School Mr. Adam Neely as well as Molly Orr at the early college program and our director of special education Dr. Harris to get started on the liaison project. I also attended a basketball game and have been collaborating and working a little bit with the elementary principals as I can here and there. I'm getting started on those things and I appreciate all the work that you all are doing.

7.A.3. Governing Board Student Representatives

Miranda Adams noted, so to piggyback on the basketball because the boys team this year is especially worth bragging about. The team will participate in the open State boy's basketball tournament which includes the team's 4A, 5A, and 6A Divisions. PHS senior Landon Francis recently signed on February 3rd to an Oklahoma school to play college football and he signed in the cafeteria area and it was really cool. So, congratulations to him. Spring sports tryouts for track and field, softball, baseball, tennis, and boys' volleyball started this week and athletes need to register and fill out their forms on the FinalForms website to participate.

Elle Long noted, we have various soccer and basketball games coming up. Soccer girls play State on Thursday. This is their first match so whether they play home or away will be determined today. I may have more news on that later. PHS is planning a graduation night party on May 26th at the James family Prescott YMCA. Grads can attend for free and there will be games, performances, and food. STUCO is holding a denim drive from January 25th to tomorrow February 8th to gain donations to go to teen's closet which we had an amazing presentation on a month ago. It is time for seniors to order their cap and gowns which can be done online through Prescott school's website. Scholarship newsletters and events are still occurring to help graduating students. Thank you.

President Andy Fraher noted, any other reports?

Stan Goligoski noted, you know I'd be remiss if we did not talk about two of our longtime Educators that we lost this last month. one Mr. Haydorn who taught my social studies class as a junior and Mr. Eddie Villaborgi. They died within a month of each other. They co-taught around the 90s. If you didn't know Eddie he was the voice of the Badgers for many, many years. He started the Sports Hall of Fame, one of the founding members of that. He was inducted in the circle of Excellence as a teacher, a long-time tennis coach and he was very involved with the

Livestream link: <https://youtu.be/9bdc1qJBLQI>

history of Prescott and the history of Prescott Athletics. I'm sure there are archives in his house that we need to grab. I told Coach White that if there is anything in his house we can grab, we'll carry on his legacy.

Eddie Villaborgi did it right and taught many people. My brother was his student teacher, just a legacy, a truly remarkable man. He's not going to have any type of service so I think this is probably the best service that we're going to have for Eddie. If we give a round of applause for all his years.

8. ACTION ITEMS

8.A. CONSENT AGENDA - *All those items listed below may be enacted by one motion and approved as Consent Agenda items with or without discussion. However, any item may be removed from the Consent Agenda and considered separately if a Governing Board member so requests.*

The resolutions included in the Consent Agenda have been posted in order to waive the reading of the body of the resolutions.

Consider approving the Consent Agenda as presented.

Kara Woods moved that the Governing Board approve the Consent Agenda, as presented. Stan Goligoski seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

8.A.1. Consider approving the certified and classified personnel actions as presented.

RELEVANT INFORMATION:

A copy of the personnel report is attached for review.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

PERSONNEL CONSENT AGENDA ITEMS			
February 2023			
PREScott UNIFIED SCHOOL DISTRICT			
CERTIFIED STAFF			
PERSONNEL REPORT			
CERTIFIED EMPLOYMENT			
Name	Position	Location	Status
Szilagyi, Karl	Designated Site Sub	PHS	Replacement
Martinez, Nancy	Teacher	PMH	temp fto cover EE on FMLA
Sampson, Karen	Gifted Coordinator/Teacher	D.O.	temp cover for resigned Gifted Coordinator
CERTIFIED RESIGNATIONS			
Falick, Stephanie Michelle	Position	Location	Status
Barnes, Jennifer	Teacher; Math	PHS	Resignation
	Compliance & Instructional Coord.	ESS	Resignation
CLASSIFIED STAFF			
PERSONNEL REPORT			
CLASSIFIED EMPLOYMENT			
Name	Position	Location	Status
Anderson, Angela	Food Service Liaison	Food Service	Replacement
James, Pamela	ParaPro II	Lincoln	Replacement
Macellan, Kirsten	Tutor; ESSR Funded	Grants	new
Hopper, Garrett	Tutor; ESSR Funded & Indian Ed	Grants	new
Jennings, Marianne	Tutor; ESSR Funded	Grants	new
CLASSIFIED RESIGNATIONS			
Name	Position	Location	Status
Freeman, Ashlee	Parapro II	Discovery Gardens	resign
Kellerman, Misty	Parapro II	Abia Judd	resign
Des Pres, Shelley	Food Service Liaison	Food Service	resign
Paddock, Sam	Tutor; ESSR funded	Grants	resign
Cooper, Jourdynn	Tutor; ESSR funded	Grants	resign
Beltz, Amy	Payroll Clerk	D.O. - Business office	resign (position only, will remain for GFA)
Rivero, Cynthia	ParaPro III	GMS	resign
STUDENT WORKERS			
Greco, Luca	Student Worker	Facilities	new hire
Request for One Year Leave of Absence			
Name	Position	Location	
CHANGE IN POSITION			
Name	Change	Location	
Tanaoi, Reed	From: ParaPro III	LN	
	To: ParaPro I	LN	
Hall, Micaela	From: ParaPro I	LN	
	To: ParaPro III	LN	
EXTRA DUTY STIPENDS			
Name	Description	Location	
Williams, Whitney	Buck Club	Abia Judd	
Wood, Brenton	Hours over contract	PMH	
Martinez, Nancy	Hours over contract	PMH	
Perea, Margaret	21st CCLC Club Leader	LN	
Steele, Rhiannon	21st CCLS Club Leader	LN	

Posted 2/2/23 SA

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Reynolds, Carole	Club Leader	GMS
Pierce, Audrey	Club Leader	GMS
Daniels, Serena	Self contained Classroom Stipend	GMS
Tymchak, Christina	Tutor; ESSR funded	Grants
Hawkins, Jocelyn	Tutor; ESSR funded	Grants
Klopstein, Derek	Club Leader	Abia Judd
Akers, Bonnie	Hard to Fill RTW bonus	Transportation
Ashforth, Gregory B	Hard to Fill RTW bonus	Transportation
Brown, Dawn	Hard to Fill RTW bonus	Transportation
Chiechi, David M	Hard to Fill RTW bonus	Transportation
Covey, Katherine M	Hard to Fill RTW bonus	Transportation
Currey, Julie A	Hard to Fill RTW bonus	Transportation
Deland, Joann R	Hard to Fill RTW bonus	Transportation
Gorman, David E	Hard to Fill RTW bonus	Transportation
Juarez-Tweten, Jeanette P	Hard to Fill RTW bonus	Transportation
Junker, Sheila B	Hard to Fill RTW bonus	Transportation
Laven, Kip Anthony	Hard to Fill RTW bonus	Transportation
Legler, Patricia	Hard to Fill RTW bonus	Transportation
O'Neal, Carol	Hard to Fill RTW bonus	Transportation
Read, Frank B	Hard to Fill RTW bonus	Transportation
Thompson, Aronda C	Hard to Fill RTW bonus	Transportation
Vahe, Carolyne D	Hard to Fill RTW bonus	Transportation
Vallaire, William	Hard to Fill RTW bonus	Transportation
Wright, Kenneth J	Hard to Fill RTW bonus	Transportation
Gold, Eric	Hours over contract	PHS
Lobosco, Jadyn	21st CCLC club teacher	LN
Kile, Haylee	Tutor; ESSR funded	Grants
Stepp, Jennifer	Tutor; ESSR funded	Grants
Munigle, Sarah	Tutor; ESSR funded	Grants
Collett, Krista	Tutor; ESSR funded	Grants
Watson, Mary	21st CCLC Club Leader	LN
Atherton, Andrew A	Assistant Track & Field Coach	PHS
Baker, Katie Lynn	Assistant Softball Coach	PHS
Bernard, Ephriam	Head Boys Volleyball	PHS
Bryan, Randall D	Head Softball Coach	PHS
Burks, Mitchell A	Assistant Baseball Coach	PHS
Fetty, Sterling	Head Girls Tennis Coach	PHS
James, Jefferson	Head Boys Tennis Coach	PHS
Toll, Barry	Head Baseball Coach	PHS
Williams, Brenda R	Head Boys Track & Field	PHS
Ziminsky, Michael	Head Girls Track & Field Coach	PHS
Steingraber, Rene	Kinder Assessment Training	D.O.
Sawyer, Lamell	Kinder Assessment Training	D.O.
Eastman, Sarah	Kinder Assessment Training	D.O.
Becher, Jeff	Kinder Assessment Training	D.O.
Cole, Heather	Buck Club	Abia Judd
Neese, Scott	Hours over contract	PHS
Martin, Vanessa	Hours over contract	PHS
Solfer, Shelley	Hours over contract	Taylor Hicks
Hoop, Denise Michelle	Tutor; ESSR funded	Grants
Garcia, KariAnn	Hours over agreement	DG

Presenter: Clark Tenney, Assistant Superintendent/HR Director

8.A.2. Consider approving the donations as presented.

RELEVANT INFORMATION:

Board policy requires acceptance by the Governing Board of all donations.

Presenter: Brian Moore, Chief Financial Officer

Board Meeting
February 7, 2023

DONATIONS:

1-01-2023 TO 1-31-2023

A donation from, Bright Funds, a check in the amount of \$250.00 for Prescott Mile High Middle School's mountain bike club.

A donation from, Yavapai Regional Medical Center, a check in the amount of \$150.00, for Prescott High School's choir program.

A donation from, Prescott Sunrise Lions Foundation, a check in the amount of \$1000.00, for Lincoln's student activities' Read to Feed program.

A donation from, Charlene Arruda, a check in the amount of \$200.00 for Abia Judd's character education program.

A donation from, Prescott United Methodist Church, a check in the amount of \$750.00 for Lincoln Elementary School's Christmas Outreach program.

A donation from, Prescott United Methodist Church, a check in the amount of \$100.00 for Taylor Hicks Elementary School's Christmas Outreach program.

A donation from, General George Crook Chapter, NSDAR, a check in the amount of \$52.00 for Jamie Bjune's classroom.

A donation from, Yavapai County Board of Supervisors, a check in the amount of \$250.00, for Prescott High School's art program.

A donation from, Sons of the American Revolution, a check in the amount of \$100.00 for Prescott High School's JROTC program.

A donation from, Alexander Torrance, a check in the amount of \$100.00 for Prescott High School's JROTC program.

A donation from, Box Tops, a check in the amount of \$23.30 for Prescott Mile High Middle School.

A donation from, Bright Funds, a check in the amount of \$628.31 for Prescott Mile High Middle School mountain bike club.

A donation from, Arizona Community Foundation, a check for \$5000.00 for Prescott Mile High Middle School's mountain bike club.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

A donation from, Yavapai Prescott Indian Tribe, a check in the amount of \$1500.00, to Taylor Hicks Elementary School.

A donation from, Yavapai Prescott Indian Tribe, a check in the amount of \$2000.00, to Granite Mountain Middle School.

A donation from, Yavapai Prescott Indian Tribe, a check in the amount of \$1500.00, to Prescott Mile High Middle School.

A donation from, Yavapai Prescott Indian Tribe, a check in the amount of \$3000.00 to Prescott High School.

A donation from, Yavapai Prescott Indian Tribe, a check in the amount of \$1000.00, to PUSD Everywhere online program.

A donation from, Signal Hill Petroleum Inc, a check in the amount of \$29.84 to Prescott High School.

A donation from, Charles Fornara, a check in the amount of \$50.00 to Prescott High School's athletic department.

A donation from, Gwen Patterson, a check in the amount of \$100.00, for Prescott High School's "Can Do" Scholarship Award program.

A check from, First Congregational Church, a check in the amount of \$240.64 to Discover Gardens Preschool.

8.A.3. Consider ratifying the vouchers as presented.

RELEVANT INFORMATION:

Arizona Revised Statutes require approval/ratification of all vouchers.

Presenter: Brian Moore, Chief Financial Officer

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Voucher:			
Date	Voucher #	Amount	
01/05/2023 AP:	2333	\$258,318.79	
1/12/2023	2334	\$385,705.96	
1/19/2023	2335	\$147,968.40	
1/26/2023	2336	\$87,386.19	
2/2/2023	2237	\$248,813.06	

PR:			
1/6/2023	PR14	\$1,118,264.73	
1/20/2023	PR15	\$1,134,703.57	
1/20/2023	PR15.1	\$8,945.51	

Documentation for warrants is available for inspection from Business Services, located at 300 East Gurley Street, Prescott, AZ 86301			
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8.A.4. Consider approving the Student Activities Fund Statement of Receipts and Disbursements for January 2023, as presented.

RELEVANT INFORMATION: Please see the attached reports.

Presenter: Brian Moore, Chief Financial Officer

LINCOLN STUDENT ACTIVITIES

Range Dates: 1/1/2023 through 1/31/2023

Fund Account	January Transactions	Encumbered	Balance
1 LN SA STUDENT COUNCIL - 8120	\$0.00	\$0.00	\$6,471.68

Livestream link: <https://youtu.be/9bdc1qJBLQI>

TAYLOR HICKS STUDENT ACTIVITIES

Range Dates: 1/1/2023 through 1/31/2023

Fund Account	January Transactions	Encumbered	Balance
1 TH SA STUDENT COUNCIL - 8120	\$0.00	\$0.00	\$347.13

GRANITE MOUNTAIN STUDENT ACTIVITIES

Range Dates: 1/1/2023 through 1/31/2023

Fund Account	January Transactions	Encumbered	Balance
1 GM SA BAND CLUB - 7130	\$0.00	\$0.00	\$101.29
1 GM SA STUDENT COUNCIL - 8120	\$80.00	\$0.42	\$4,747.61

MILE HIGH STUDENT ACTIVITIES

Range Dates: 1/1/2023 through 1/31/2023

Fund Account	January Transactions	Encumbered	Balance
1 PMH SA NATIONAL JR HONOR SOC. - 7790	\$0.00	\$0.00	\$9,930.11
1 PMH SA STUDENT COUNCIL - 8120	-\$1,151.00	\$0.00	\$11,884.51
1 PMH SA TECHNOLOGY STUDENT CLUB - 8162	\$0.00	\$0.00	\$144.65
1 PMH SA YEARBOOK CLUB - 8310	\$0.00	\$0.00	\$286.47

PRESCOTT HIGH SCHOOL STUDENT ACTIVITIES

Range Dates: 1/1/2023 through 1/31/2023

Fund Account	January Transactions	Encumbered	Balance
1 PHS SA ACADEMIC DECATHLON CLUB - 7010	\$0.00	\$0.00	\$1,681.60
1 PHS SA ADVOCATES FOR A DIFFERENCE CLUB - 7011	\$0.00	\$0.00	\$91.37
1 PHS SA ART CLUB - 7070	-\$5.00	\$0.00	\$57.82
1 PHS SA AUTOMOTIVE CLUB - 7090	\$0.00	\$0.00	\$2,298.88
1 PHS SA BROADCAST MEDIA - 7161	\$0.00	\$0.00	\$618.05
1 PHS SA CLASS OF 2018 - 8518	\$0.00	\$0.00	\$15.74
1 PHS SA CLASS OF 2023 - 8523	\$76.23	\$1,941.83	\$7,686.18
1 PHS SA CLASS OF 2024 - 8524	-\$75.79	\$6,870.44	-\$3,445.61
1 PHS SA CLASS OF 2025 - 8525	-\$229.80	\$0.00	\$7,104.42
1 PHS SA CLASS OF 2026 - 8526	\$0.00	\$400.00	\$342.57
1 PHS SA FBLA CLUB - 7430	\$0.00	\$0.00	\$417.84
1 PHS SA FCAC CHRISTIAN ATHLETES CLUB - 7440	\$0.00	\$0.00	\$103.56
1 PHS SA GERMAN CLUB - 7494	\$0.00	\$0.00	\$871.43
1 PHS SA GSA CLUB- 7492	\$0.00	\$0.00	\$94.00
1 PHS SA HOSA CLUB - 7545	\$0.00	\$0.00	\$33.54
1 PHS SA INTERACT CLUB- 7570	\$0.00	\$0.00	\$805.38
1 PHS SA JAPANESE CLUB - 7580	\$0.00	\$0.00	\$274.58
1 PHS SA JOURNALISM CLUB - 7585	\$0.00	\$0.00	\$1,967.07
1 PHS SA JROTC CLUB - 7590	\$0.00	\$0.00	\$7,410.03
1 PHS SA KEY CLUB - 7600	\$0.00	\$0.00	\$1,085.02
1 PHS SA LEO CLUB - 7632	\$0.00	\$0.00	\$508.05
1 PHS SA MATH CLUB - 7690	\$0.00	\$0.00	\$28.73
1 PHS SA MOCK TRIAL CLUB - 7720	-\$15.00	\$0.00	\$1,202.87
1 PHS SA MU ALPHA THETA MATH CLUB - 7691	-\$507.00	\$74.62	\$3,332.11
1 PHS SA NATIONAL HONOR SOCIETY CLUB - 7780	\$575.00	\$1,100.00	\$5,870.75
1 PHS SA PHOTOGRAPHY CLUB - 7850	\$0.00	\$0.00	\$15.75
1 PHS SA RECYCLE CLUB - 7910	\$0.00	\$0.00	\$817.67
1 PHS SA RESTORATIVE JUSTICE CLUB - 7925	\$0.00	\$0.00	\$914.58
1 PHS SA ROBOTICS CLUB - 7927	\$0.00	\$0.00	\$283.42
1 PHS SA RUTH ST. PLAYERS CLUB - 7941	\$0.00	\$8.92	\$3,390.52
1 PHS SA RUTH ST. TECHIES CLUB - 7942	\$0.00	\$0.00	\$1,341.43
1 PHS SA SCIENCE NATIONAL HONOR SOCIETY - 7785	\$0.00	\$0.00	\$31.48
1 PHS SA SCIENCE-PH CLUB - 8001	\$0.00	\$0.00	\$117.18
1 PHS SA S-CLUB (SOROPTIMISTS) - 7950	\$0.00	\$224.39	\$2,172.14
1 PHS SA SKILLS USA CLUB - 8040	\$0.00	\$0.00	\$843.68
1 PHS SA SPIRIT LINE CLUB - 8090	\$0.00	\$0.00	\$889.65
1 PHS SA STUDENT COUNCIL - 8120	\$2,915.87	\$5,974.40	\$16,449.77
1 PHS SA VOLLEYBALL CLUB - 6080	\$0.00	\$0.00	\$3,686.77
1 PHS SA YOUTH ALIVE - 8330	\$0.00	\$0.00	\$10.49

Prescott Unified School District #1							Fiscal Year: 2022-2023
Student Activities Summary Report		Print Detail		Page Break by Activity			
From: 1/1/2023	To: 1/31/2023	<input type="checkbox"/> Exclude Encumbrances	<input type="checkbox"/> Reverse Signs	<input type="checkbox"/> Subtotal By Journal			
		Range Beg. Balance	Range Revenue	Transfers	Range Expenditure	Encumbrances	Available Balance
0000 UNDESIGNATED		611.57	.00	.00	.00	.00	611.57
5030 BANKING		.00	.00	.00	.00	.00	.00
6015 BASEBALL		.00	.00	.00	.00	.00	.00
6022 BASKETBALL-GIRLS		.00	.00	.00	.00	.00	.00
6080 VOLLEYBALL		3,686.77	.00	.00	.00	.00	3,686.77
7010 ACADEMIC DECATHLON		1,681.60	.00	.00	.00	.00	1,681.60
7011 ADVOCATES FOR A DIFFERENCE		91.37	.00	.00	.00	.00	91.37
7050 ANIME CLUB		.00	.00	.00	.00	.00	.00
7070 ART(S) - CRAFTS		52.82	5.00	.00	.00	.00	57.82
7090 AUTOMOTIVE		2,298.88	.00	.00	.00	.00	2,298.88
7130 BAND		101.29	.00	.00	.00	.00	101.29
7161 BROADCAST MEDIA		618.05	.00	.00	.00	.00	618.05
7430 FBLA		417.84	.00	.00	.00	.00	417.84
7440 FCS CHRISTIAN ATHLETES CLUB		103.56	.00	.00	.00	.00	103.56
7460 FIELD TRIPS		.00	.00	.00	.00	.00	.00
7490 FRENCH		.00	.00	.00	.00	.00	.00
7492 GSA CLUB		94.00	.00	.00	.00	.00	94.00
7494 GERMAN CLUB		871.43	.00	.00	.00	.00	871.43
7545 HOSA (Future Health Professionals)		33.54	.00	.00	.00	.00	33.54
7570 INTERACT CLUB		805.38	.00	.00	.00	.00	805.38
7580 JAPANESE		274.58	.00	.00	.00	.00	274.58
7585 JOURNALISM		1,967.07	.00	.00	.00	.00	1,967.07
7590 JROTC		7,410.03	.00	.00	.00	.00	7,410.03

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Report: rptStudentActivitiesSummary

2022.3.14

Page: 1

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Prescott Unified School District #1

Student Activities Summary Report

From: 1/1/2023 To: 1/31/2023

Print Detail

Fiscal Year: 2022-2023

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Transfers	Range Expenditure	Encumbrances	Available Balance
7600 KEY CLUB	1,085.02	.00	.00	.00	.00	1,085.02
7632 LEO CLUB	508.05	.00	.00	.00	.00	508.05
7690 MATH	28.73	.00	.00	.00	.00	28.73
7691 MU ALPHA MATH CLUB	2,899.73	507.00	.00	.00	.00	3,406.73
7720 MOCK TRIAL	1,187.87	15.00	.00	.00	.00	1,202.87
7780 NATIONAL HONOR SOCIETY	7,545.75	.00	.00	(575.00)	(400.00)	6,570.75
7785 SCIENCE NATIONAL HONOR SOCIETY	31.48	.00	.00	.00	.00	31.48
7790 NATIONAL JUNIOR HONOR SOCIETY	9,930.11	.00	.00	.00	.00	9,930.11
7790 NATIONAL JUNIOR HONOR SOCIETY	9,930.11	.00	.00	.00	.00	9,930.11
7801 PAINTBALL CLUB	.00	.00	.00	.00	.00	.00
7850 PHOTOGRAPHY	15.75	.00	.00	.00	.00	15.75
7910 RECYCLE CLUB	817.67	.00	.00	.00	.00	817.67
7925 RESTORATIVE JUSTICE	914.58	.00	.00	.00	.00	914.58
7927 ROBOTICS	283.42	.00	.00	.00	.00	283.42
7941 RUTH ST. PLAYERS	3,399.44	.00	.00	(735.00)	735.00	3,399.44
7942 RUTH ST. TECHIES	1,341.43	.00	.00	.00	.00	1,341.43
7950 SOROPTIMIST S-CLUB	2,396.53	.00	.00	.00	.00	2,396.53
8001 SCIENCE - PH	117.18	.00	.00	.00	.00	117.18
8040 SKILLS USA	843.68	.00	.00	.00	.00	843.68
8090 SPIRIT LINE CLUB	889.65	.00	.00	.00	.00	889.65
8120 STUDENT COUNCIL	47,769.39	1,102.00	.00	(2,995.87)	2,295.87	48,171.39
8120 STUDENT COUNCIL	47,769.39	1,102.00	.00	(2,995.87)	2,295.87	48,171.39
8120 STUDENT COUNCIL	47,769.39	1,102.00	.00	(2,995.87)	2,295.87	48,171.39

Printed: 02/01/2023 8:58:30 AM

Report: rptStudentActivitiesSummary

2022.3.14

Page: 2

Prescott Unified School District #1							Fiscal Year: 2022-2023
Student Activities Summary Report							
From:	1/1/2023	To:	1/31/2023	<input type="checkbox"/> Print Detail	<input type="checkbox"/> Exclude Encumbrances	<input type="checkbox"/> Reverse Signs	<input type="checkbox"/> Page Break by Activity
				<input type="checkbox"/> Transfers	<input type="checkbox"/> Range Expenditure	<input type="checkbox"/> Encumbrances	<input type="checkbox"/> Subtotal By Journal
	Range Beg. Balance	Range Revenue					
8120 STUDENT COUNCIL	47,769.39	1,102.00		.00	(2,995.87)	2,295.87	48,171.39
8120 STUDENT COUNCIL	47,769.39	1,102.00		.00	(2,995.87)	2,295.87	48,171.39
8130 STUDENT HANDBOOKS	.00	.00		.00	.00	.00	.00
8162 TECHNOLOGY STUDENT CLUB	144.65	.00		.00	.00	.00	144.65
8171 TEENAGE REPUBLICANS	.00	.00		.00	.00	.00	.00
8310 YEARBOOK	286.47	.00		.00	.00	.00	286.47
8310 YEARBOOK	286.47	.00		.00	.00	.00	286.47
8330 YOUTH ALIVE	10.49	.00		.00	.00	.00	10.49
8518 CLASS OF 2018	15.74	.00		.00	.00	.00	15.74
8519 CLASS OF 2019	.00	.00		.00	.00	.00	.00
8520 CLASS OF 2020	.00	.00		.00	.00	.00	.00
8521 CLASS OF 2021	.00	.00		.00	.00	.00	.00
8522 CLASS OF 2022	.00	.00		.00	.00	.00	.00
8523 CLASS OF 2023	12,557.33	.00		.00	(76.23)	76.23	12,557.33
8524 CLASS OF 2024	3,397.06	175.79		.00	(100.00)	(1,382.24)	2,090.61
8525 CLASS OF 2025	1,485.27	229.80		.00	.00	.00	1,715.07
GRAND TOTALS	322,602.86	6,442.59		.00	(16,465.58)	10,508.34	323,088.21

End of Report

Printed: 02/01/2023 8:58:30 AM Report: rptStudentActivitiesSummary 2022.3.14 Page: 3

8.B. STUDY AND VOTING SESSION - If a member of the public wishes to speak to one of the following voting items, please complete and return exhibit BEDH-E, Public Request to Speak (<https://www.prescottschools.com/Page/558>) to Sarah Torres, Administrative Assistant to the Governing Board prior to the study and voting session of the agenda.

For items with the potential to have many speakers, the overall speaking time may be adjusted by the Governing Board. Speakers will be called to speak in the order in which they signed up, first come, first served.

Requests to speak that are emailed will also be first come, first served. Email requests can be sent to sarah.torres@prescottschools.com at any time.

63 members of the public completed Exhibit BEDH-E. 8 members of the public left the meeting early and did not speak. The first speaker began speaking at 01:09:25 of the livestream link.

President Andy Fraher noted how grateful the board was that so many people are showing interest in this public process. President Fraher then read the following statement:

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Our Governing Board is interested in hearing from all who want to speak. We are also determined to maintain appropriate decorum. Please be sure that your comments:

- Are respectful and constructive.
- Are specific to the voting item for which you have signed up to speak. If a speaker strays off topic for too long, they will be asked to conclude their remarks.

We want every person who is interested in speaking to be treated with respect and to have their full time to speak, so:

- Our Board Administrative Assistant Sarah Torres will announce the speakers
- Speakers will be called in the order they requested to speak.
- As your turn to speak approaches, please move to be near the podium, to ensure smooth transitions, and speak directly into the microphone. If speakers are not ready when called, they may be moved back in the order.
- We plan to give every speaker up to (3) minutes if possible. If you are still speaking at (3) minutes, you will be asked to finish your remarks.
- Brief, polite applause after a speaker is fine, if you are so inclined. No shouting please (positive or negative).
- While a person is at the podium, please no comments or other intentional noise such as cheering or booing from the audience during their comments. If public decorum is not maintained, we will recess the meeting until order can be restored.
- Board members according to Arizona revised statutes 38-43101 are not allowed to comment on public speakers. Upon conclusion of the public call board members may respond to any criticism or personal attacks upon board members, staff, or others in attendance. Please speak directly into the microphone so that everyone can hear you in the overflow room. Our time will be kept on the device up here. You'll get a green light when your time is started, a yellow light as you approach 30 seconds, and a red light when your time is expired and I'll also interject at that point. Again, board members, according to Arizona revised statutes we are not to respond during the public call.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

List of speakers for February 7, 2023 PUSD Governing Board Meeting

1	Jill Martin
2	Michele Hamer
3	Ruth Ashkenazi
4	Don Grise
5	Jessica Ebel
6	Joshua Broadbent
7	Tiffany Hardy
8	Doug Ruhland
9	Kelly Cordes
10	Linda Gray
11	Larry Gray
12	David Littmann
13	David Segall
14	Timea De Vries
15	Chad De Vries
16	Whitney Williams
17	Brittany Baird
18	Stephanie Voss
19	Carrie Vickerman
20	Kris Jones
21	Natalie Amadio
22	Cassie Kreyling
23	Megan Reynolds
24	Cyrus Lark
25	Ernesto Mirales

Livestream link: <https://youtu.be/9bdc1qJBLQI>

26	Ben Matthews
27	Joy Goff
28	Sharon Zipperman
29	Edward Wolfe
30	Richard Thompson
31	Linda Thompson
32	Eileen Wolfe
33	Tom Daniels
34	Leanna Corbett
36	Dottie Morris
37	Kathleen Clark
38	Bekah Kleinman
39	Sue Tone
40	Arjuna Rogers
41	Karen Stephens
42	Mel Ditzler
43	Larry Meads
44	Eva Bullard
45	Harry Oberg
46	Kathy Laing
47	Deborah Pernice Knefe
48	Sarah Vincent
49	Linda Moore
50	James Elphuck
51	Ken Fidyk
52	Hank Gresecke
53	Lisette Lucas

54	David McNabb
55	Ashley Fine

Livestream link: <https://youtu.be/9bdc1qJBLQI>

8.B.1. Consider adopting the K-12 Social Studies Curriculum, as presented.

RELEVANT INFORMATION:

Our last social studies curriculum adoption was in 2002/2003. Arizona adopted new social studies standards in 2018. Our 2002/2003 curriculum did not address the new standards. Teachers have been supplementing our current curriculum in order to teach the standards and ensure we are teaching social studies using best practices. A committee of K-12 teachers, administrators, district staff, instructional coaches, parents, and community members was created to review the curriculum. They developed criteria for evaluating social studies curriculum based on state expectations, research, experience, and our current instructional framework. The committee explored 6 social studies curriculum programs, identified their strengths and weaknesses based on our developed criteria, and came to a consensus on a recommendation for a K-12 social studies curriculum adoption.

The K-12 social studies committee determined they would like to use TCI as their social studies curriculum.

Stan Goligoski moved that the Governing Board approve the K-12 Social Studies Curriculum, as presented. Jane Robertson seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Jane Robertson voted Aye, Kara Woods voted Nay and Linda Conn voted Nay. The motion passed 3-2.

Presenter: Kelsey Secor, Director of Instructional Support handed out the following documents to the Governing Board. Mrs. Secor, Emily Thomas, Whitney Williams, Linde Lisbona, Jessica Kiehl Phillips, Scott Miller and Dan Tyler, PUSD teachers, shared the following presentation which includes a video from TCI. This presentation can be viewed at 03:37:00 of the livestream link. The TCI video can be viewed by clicking on this link:

https://drive.google.com/file/d/1xH_zQn4QyFgTXyOc2sqYFF-dwwxzgLZJ/view?usp=gmail



PUSD K-12 Social Studies Curriculum Adoption Committee Mtgs

Outcome: Identify and recommend curriculum that meets the state learning standards and will best prepare students for college and careers.

Tasks	Projected Dates
-------	-----------------

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Attend 1st Meeting Provide background, analyze data, prioritize needs & develop criteria for evaluating curriculum. Discuss the evaluation of assigned curricula using the rubric developed. Evaluate curricula in small groups.	Friday, August 26th 8:00am - 12:30pm
Evaluate selected curriculum in depth using developed rubric Communicate with colleagues and offer opportunities to review curriculum Gather feedback and questions to review	Self Paced between 8/26-10/28
Attend 2nd Meeting Discuss the evaluation of assigned curricula using the rubric developed. Identify strengths, concerns and questions about curriculum. Narrow potential curriculum options to 2 or 3. Develop questions for the publishers to answer.	Friday, September 9th 1:45pm-3:45pm
Evaluate narrowed down curriculum in depth using developed rubric Plan at least one lesson from each potential curriculum Summarize your experience with each curriculum Gather feedback and questions Develop questions for publishers and schedule meetings	Self Paced between 9/9-9/23
Meet with Publishers for Q & A	Tuesday, September 20th Wednesday, September 21st 3:00pm
Attend 3rd Meeting Discuss narrowed down options based on how well the curriculum met criteria of rubrics and individual rankings. Discuss experiences teaching lessons from potential curriculum. Review publisher questions and answers. Discuss recommendations for next steps.	Friday, September 23rd 2:15pm-3:30pm
Evaluate narrowed down curriculum in depth using developed rubric Plan lessons or units from each potential curriculum Summarize your experience with each curriculum Gather feedback and questions Develop questions for publishers and schedule meetings	Self Paced between 9/23-10/28
Additional meeting with Publishers for Q & A	Tuesday, October 4th 2:45pm
Attend 4th Meeting Discuss narrowed down options based on how well the curriculum met criteria of rubrics and individual rankings. Discuss experiences teaching lessons from potential curriculum. Review publisher questions and	Friday, October 28th 2:15pm - 3:30pm

Livestream link: <https://youtu.be/9bdc1qJBLQI>

answers. Possibly come to a consensus on a recommendation to the school board. Develop next steps.	
Attend 5th Meeting Prepare presentation for governing board	Monday, October 31st 1:00-2:00pm
Present recommended curriculum to Board	Tuesday, November 1st
Put the proposed curriculum on public view	Wednesday, November 3rd - Friday, January 20th
School Board votes on K-12th Social Studies Curriculum	February 7, 2023
Purchase New Curriculum If Adopted	TBD
Distribute teacher materials & provide preliminary training	TBD
Curriculum Work- Create DIGS	TBD



Social Studies Curriculum Evaluation Rubric

Priority	Criteria	Rating <small>Low</small> 1 2 3 4 5	Evidence And Other Strengths & Weaknesses
	How controversial is it?		
	Arizona standards-based (not just standards-aligned, how comprehensive is it?)		
	Vertical alignment		
	Flexible pacing guide		

Livestream link: <https://youtu.be/9bdc1qJBLQI>

	Balance of on-line and hands-on materials <i>(ease of syncing with Google Classroom)</i>		
	Addresses inquiry arc - critical thinking		
	Cross-curricular - integrate with and/or includes elements of ELA, Math, Science		
	Differentiation (SPED, ELL, Gifted, perspectives, content)		
	Sustainable (changing technology or programs, copy intensive)		
	Includes multiple perspectives on topics (variety of options)		
	Age appropriate reading levels, topics		
	Accurate and relevant resources		
	Practice with identifying bias and evaluating evidence		
	Engaging, experiential (allows for Kagan, etc)		
	Questions for the publisher?		

TCI Information for Prescott Unified School District 1

TCI looks forward to working with Prescott Unified in the implementation of TCI's *History Alive!* and *Social Studies Alive!* materials. We appreciate the thorough review of TCI materials by both Prescott Unified School District's review committee and the Citizens & Educators for Excellence in Arizona Education organization.

We also appreciate the district sharing the feedback received from the Citizens & Educators for Excellence in Arizona Education organization. When we receive feedback from any group, we conduct an editorial review and determine if changes are appropriate. We value the detailed information provided by the group, and it is currently going through our editorial process. If we determine that changes to our text are needed, they will be applied to the program in a timely manner. We are still completing our review process for this feedback. However, upon initial

Livestream link: <https://youtu.be/9bdc1qJBLQI>

review, we are recommending some changes. Here are two examples of editorial changes we are planning to make:

Civics Alive! Foundations and Functions, Lesson 2, p. 45

CHANGE: "Because presidents are elected directly by the people, they may be more responsive to the public than to their party. As such, they may enjoy more legitimacy and public support than a prime minister." → "Because presidents in the United States have to earn voters' support to get electoral votes, they may be more responsive to the public than to their party. As such, they may enjoy more legitimacy and public support than a prime minister."

RATIONALE: This sentence is part of a section that generally compares parliamentary vs. presidential democracies (worldwide), but we agree that some students might misread our original statement as implying that the United States directly elects its presidents.

Government Alive! Power, Politics, and You, Lesson 2, p. 29

CHANGE: Added the following text: "These are also often referred to as presidential republics. The United States is a constitutional, democratic republic. Being a republic means that the government is limited in its power and that minority rights are explicitly protected in a country's system of laws. The United States is also democratic because the people have the power to vote for representatives and leaders regardless of their status."

RATIONALE: Clarifies the political concepts of democracy and republicanism for students. Political scientists use "constitutional/presidential democracy" and "constitutional/presidential republic" (among other terms) to describe the United States. We agree with reviewers that the U.S. has a republican form of government. The people also hold the ultimate power, which is why the U.S. is also referred to as a "democracy," but it is not a "direct democracy." (And we are not a parliamentary democracy/republic.)

In addition to reviewing feedback and implementing changes as appropriate, TCI would like to offer further information on our curriculum and development process.

How TCI Ensures Materials are Unbiased

TCI utilizes a rigorous development process to ensure that content is scholarly and free of bias. All content goes through an editorial and scholarly review process to ensure accuracy and balance. This review process includes, but is not limited to the following:

- Creating materials that align with state and national standards for content and skills.
- Utilizing primary sources to bring in artifacts, images, and voices from the historical period.
- Reviewing of content by multiple writers and editors, including both staff and content experts.
- Conducting fact checks of key content both internally and with the use of third-party organizations such as Turning Leaf, APass Education, and Westchester Educational Services.
- Completion of scholar reviews from a wide range of university scholars. These scholars are selected based on their areas of expertise and vary from program. Lists of these scholars are provided in the front of each Student Edition.
- Continual editorial review of all user and outside group feedback, following the same process described above.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

How TCI Uses Inquiry to Engage Students in Critical Thinking

TCI's programs are focused on building critical thinking skills, driven by the inquiry process as outlined in the Arizona History and Social Science Standards (see p.7 of [the standards here](#) for a summary of the Inquiry Arc).

Each unit includes an inquiry project that engages students in forming their own answers to a compelling question. Throughout the unit, students gather evidence from the curriculum as well as outside resources. Students then make a claim and support it with the evidence they have gathered and their own reasoning. Following the inquiry process, students are encouraged to take action. This action is often presenting to the class or writing an argument based on evidence.

In addition to the inquiry process, students are given opportunities throughout reading, activities, and other encounters with content to analyze information, think critically, and identify perspectives. Students are then given opportunities to practice using those skills, including writing summaries of information, evaluating and discussing sources, and making historical arguments.

How TCI's Lessons are Structured

TCI's considerate text is the core resource for students as they learn new content. In addition to providing grade-level appropriate reading, the narrative, and visuals are designed to be considerate for the reader. TCI's considerate design includes:

- Single-column text
- Vocabulary definitions called out at the point of use
- Chunked content
- Large and compelling images
- Clean and visually appealing page layout free of distracting callouts

TCI's programs follow a clear and understandable sequence, including clearly labeled units, lessons, and sections. We also realize that classroom needs vary, so we have designed our materials to be flexible to meet those needs.

TCI offers flexible learning options that provide multiple pathways to learning, including resources such as hands-on classroom activities, cutting-edge video activities, and meaningful reading and notes. The content also offers flexibility through additional online readings that expand on the core text. These readings allow students to dive deeper and often include primary sources, biographies, literature excerpts, and connections to today. Teachers can use and assign these as needed in their classrooms.

TCI's Scale and Experience

TCI has built a reputation for quality and excellence over the thirty years we have been developing curricular programs. We are proud to have served thousands of schools and districts over the years. More than 2.5 million students and 100,000 teachers around the country utilize TCI materials.

TCI has partnered with districts of varying sizes and demographics. These include large districts like Los Angeles Unified (CA), Columbus City School District (OH), and Anne Arundel County Schools (MD), as well as smaller districts like Millard Public Schools (NE), Carmel Clay School District (IN), and Forest Hill Public Schools (MI). No matter the size of the district, TCI works to ensure teachers and students have quality materials and the most up-to-date technology.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

As a privately-held company, we have the advantage of being nimble and adapting quickly to the ever-changing needs of the education industry. We are dedicated to providing the best possible support to educators and students alike.

For more information about TCI, please visit our website at www.teachtci.com.



Why adopt social studies curriculum now?

- PUSD's last social studies curriculum adoption was in 2002/2003
- Curriculum cycles are typically every 7-10 years
- From 2008-2013, Arizona decreased soft capital funding by 80% for curriculum, building needs, furniture, etc.
- In 2013 Arizona stopped funding soft capital but added DAA (District Additional Assistance) at nearly half the rate soft capital was funded in 2008
- In 2018, Arizona adopted new social studies standards
- In 2021 Arizona began funding DAA at rate similar to the level that soft capital was funded in 2008
- Curriculum companies have now had time to address new state standards

Livestream link: <https://youtu.be/9bdc1qJBLQI>

The Arizona History and Social Science Standards are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically by...

- Posing and framing questions
- Gathering a variety of evidence
- Recognizing continuity and detecting change over time
- Utilizing chronology to examine cause and effect relationships
- Drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions



The Arizona History and Social Science Standards are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Read widely and critically by...

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source
- Identifying and comparing historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilizing broader understanding to discern subtext in primary and secondary sources



Livestream link: <https://youtu.be/9bdc1qJBLQI>

The Arizona History and Social Science Standards are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Communicate cogently and in a compelling manner by...

- Developing and defending evidenced based arguments
- Utilizing multiple perspectives for comprehensive explanations
- Practicing and cultivating a wide variety of diverse types of writing
- Engaging in constructive conversations around history and social science topics



Inquiry Arc

Children and adolescents are naturally curious and - in their effort to understand the world around them - have a bottomless well of questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material.

Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing.

- Inquiry Element 1: Developing Compelling Questions
- Inquiry Element 2: Constructing Supporting Questions
- Inquiry Element 3: Gathering and Evaluating Sources
- Inquiry Element 4: Developing Claims
- Inquiry Element 5: Communicating Conclusions
- Inquiry Element 6: Taking Informed Action





K-12 SOCIAL STUDIES CURRICULUM ADOPTION TIMELINE

- July/August - Research social studies curriculum options and request samples, build committee
- August - November - Committee work to analyze potential curriculum options in depth
 - 5 Committee Meetings
 - Individual and/or group work between meetings
 - Collaboration with colleagues to gather input
 - Meetings with publishers TCI and McGraw Hill
 - Plan units and lessons from TCI and McGraw Hill
 - Updates and presentations to PUSD Governing Board, district leadership and school sites
- November - January - Place curriculum on public display and collect community feedback
- February - Ask the board to vote on adopting TCI as our next social studies curriculum

K-12TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION COMMITTEE MEMBERS

BETH STEEN	ROBERTA RUNYAN	MICHELLE ALMON	BRENDA LEE
WHITNEY WILLIAMS	CARRIE VICKERMAN	MISSY TOWNSEND	DAN TYLER
EMILY THOMAS	BEKAH KLEINHAN	MAYA CALDWELL	HARRISON CHISLOCK
LYNNETTE JOHNSON	MICHELE GUILKSON	ANDY BINDER	DAVE STENGEL
MELANIE GOLDSMITH	SARAH LISA PETRAUSCHKE	JOEL TICKNER	ANDREW ATHERTON
KRISTA COLETT	LINDE LISBONA	LISA DERION	SCOTT MILLER
KAREN HUGHES	CYRIL FELTON	JEFF WOOD	KARA WOODS
ASHLEY TETREAULT	JESSICA KIEHL PHILLIPS	DEB DILLON	
LISA HOSKING	JOSIAH RAHIREZ		



K-12TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION COMMITTEE GOALS

1. We know that materials have a direct impact on student learning outcomes, we will collaborate to find a high-quality, standards-aligned, evidence-based curriculum that will help us to build critical thinkers and communicators who are prepared to meet the demands of college and career and to engage as productive citizens of the world.
2. Ensure that all students have an equal opportunity to learn by having access to the same content, knowledge, and skills in each Social Studies classroom.
3. To provide students with content consistency within and between grade levels in order to have a built-in systematic progression of skills and standards that are both vertically and horizontally aligned.

Criteria
How controversial is it likely to be?
Arizona standards-based (not just standards-aligned, how comprehensive is it?)
Vertical alignment
Flexible pacing guide
Balance of on-line and hands-on materials (ease of syncing with Google Classroom)
Addresses inquiry arc - critical thinking
Cross-curricular - integrate with and/or includes elements of ELA, Math, Science
Differentiation (SPED, ELL, Gifted, perspectives, content)
Sustainable (changing technology or programs, copy intensive)
Includes multiple perspectives on topics (variety of options)
Age appropriate reading levels, topics
Accurate and relevant resources
Practice with identifying bias and evaluating evidence
Engaging, experiential (allows for Kagan, etc)

Livestream link: <https://youtu.be/9bdc1qJBLQI>

K-12TH GRADE
SOCIAL STUDIES CURRICULUM ADOPTION
COMMITTEE RECOMMENDATION



K-4TH GRADE
SOCIAL STUDIES CURRICULUM ADOPTION
COMMITTEE RECOMMENDATION

TCI offers the following for K-4th grade students and teachers:

- TCI has implemented effectively into districts with no backlash from the community.
- It is aligned to the K, 1st, 2nd, customizable for 3rd & 4th.
- After customizing the online versions for 3rd/4th there is vertical alignment that reflects the AZ standards
- The curriculum comes with very flexible pacing guides.
- It will be only available online for 3rd/4th grade
- It will be in print and online for K, 1st, 2nd
- It addresses the critical inquiry arc in the AZ standards.
- Integrates with ELA.
- Provides differentiation for ELL, Special Ed, and extension opportunities

Livestream link: <https://youtu.be/9bdc1qJBLQI>

K-4TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION COMMITTEE RECOMMENDATION

TCI offers the following for K-4th grade students and teachers:

- It is adaptable to future technology
- If the student journals are given, then no it isn't copy intensive.
- 3rd and 4th grade will have to make copies from the online portal or use the online platform (customized to our specific grade levels)
- There are multiple perspectives included in the curriculum.
- The resources are accurate and relevant.
- The curriculum meets the grade level appropriate needs to be able to critically evaluate biases.
- The curriculum is engaging.
 - Extensive library of videos and biographies
 - Hands On & Immersive activities

5TH-8TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION COMMITTEE RECOMMENDATION

TCI offers the following for 5th-8th grade students and teachers:

- When dealing with controversial topics, multiple perspectives are expressed without bias allowing students to come to their own conclusion
- Lessons are based on state standards, ensuring that classroom topics stay within the guidelines set by the Arizona Department of Education
 - Arizona standards are listed within TCI for each lesson
- Lessons learned in previous years are built upon and referenced in later years
 - Ex. 8th grade lesson about ideas from Rome and Greece reference materials learned in 6th grade
- Lessons within TCI are in an appropriate order for proper scaffolding
- Materials can be done online or on paper
- Easily syncs with Google Classroom

Livestream link: <https://youtu.be/9bdc1qJBLQI>

5TH-8TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION COMMITTEE RECOMMENDATION

TCI offers the following for 5th-8th grade students and teachers:

- Highly engaging activities that promote critical thinking and inquiry to build upon skills that can be applied to a multitude of industries
- Cross-curricular elements of ELA with reading material that supports the larger hands-on activities
- Differentiation for different levels and time limitations built into the lesson guide
- Online format supports frequent updating of content and continuing to add recent events as they happen
- Audio is available with reading passages for those needing the extra support on more rigorous reading
- Reading is factual and relevant
- Uses primary sources to practice evaluating evidence and identifying bias
- Aligns with district initiatives such as Kagan (cooperative learning)

9TH-12TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION COMMITTEE RECOMMENDATION

TCI offers the following for 9th-12th grade students and teachers:

- **Controversy** - Little to no controversy in sources or biased language.
- **Aligns with AZ standards**, covers all standards comprehensively
- **Vertical Alignment** - curriculum aligns with AZ standards that already incorporate vertical alignment in their construction.
- **Flexible Pacing Guide** - pacing guide is embedded in the lesson plans
- Balance of online and hands-on materials allows for teachers to easily integrate materials and lessons for 1-to-1 use of technology.
- **Inquiry Arc** - lessons have Inquiry-Based-Learning activities embedded throughout to serve as summative assessments and spur student interest in subject matter
- **Cross-curricular** - History requires students to draw upon skills and knowledge across the curriculum from the use of literature, music, art, mathematical analysis, and discussion of scientific knowledge and principles and their impact on the world over time.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

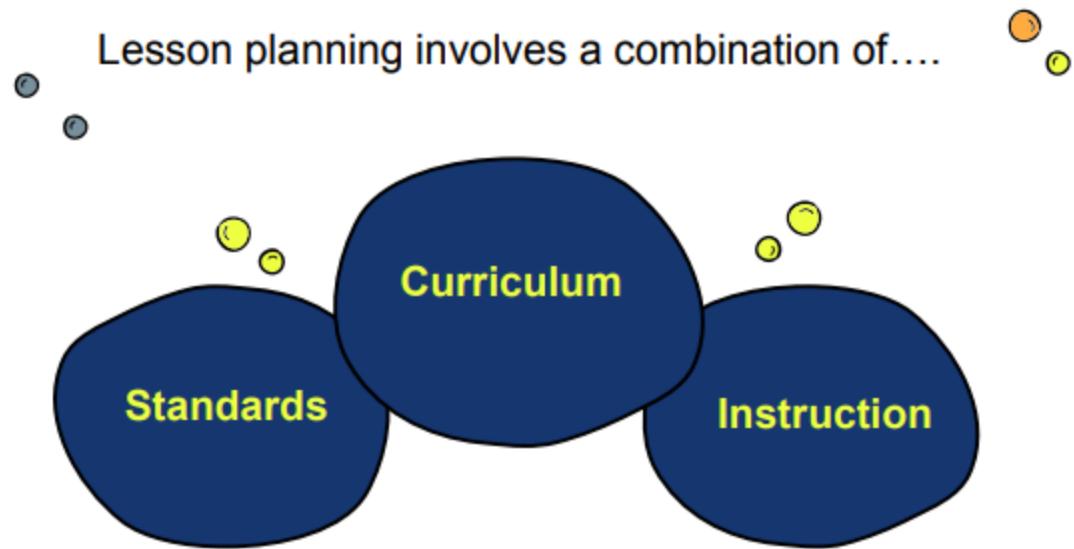
9TH-12TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION COMMITTEE RECOMMENDATION

TCI offers the following for 9th-12th grade students and teachers:

- **Differentiation** - options for enrichment and various activities for differentiating instruction are built into the lessons.
- **Sustainable** - online resources allow for teachers and students to be flexible in the manner in which they approach the curriculum, 1-to-1 instruction, approachable format
- **Multiple perspectives** - a variety of sources embedded in lessons in addition to further reading sections ensure that students are exposed to point/counter-point sources.
- **Age appropriate materials** that are relevant to student learning needs and interests
- **Resources are accurate and relevant** in their portrayal of historical events and figures.
- **Embedded activities** allows students to examine primary source documents to check for and evaluate potential biases and evaluate how useful historical evidence might be to construct historical arguments.
- **Engaging games, supplements, and videos** will attract student interest and help maintain student motivation in class.

Summary of Feedback on TCI

- 9 in person reviews, only 1 provided feedback to look at other options
- Unknown number of online reviews
- A 150 page report from "Arizona Citizens and Educators for Excellence in Arizona Education" (authors unknown) outlining concerns with TCI
- 27 emails/letters and 1 petition with feedback in response to the Yavapai County Republican Committee Email asking PUSD to consider other options
- 3 emails supporting TCI
- 63 submissions through the Google Form attached to our public notice - 6 were questions/no opinion, 47 in support of TCI and 8 asking PUSD to consider other curriculum options, 2 repeat responses
- PUSD Social Studies Committee Feedback - 33/34 members support TCI after reviewing community feedback
- 12 out of 13 parents who reviewed TCI support this recommendation
- All current teachers on our committee support TCI



Arizona Department of Education Definitions

While the Arizona Social Studies Standards may be used as the basis for curriculum, they are not a curriculum.

Standards are what a student needs to **know, understand, and be able** to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum refers to **resources used** for teaching and learning the standards. Curricula are adopted at the local level.

Instruction refers to the **methods or methodologies used by teachers** to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards. Decisions about instructional practice and techniques are made at a local level.

Course Considerations for High School UNITED STATES/ARIZONA HISTORY

Using inquiry in history, high school students explore a variety of peoples, events, and movements in United States history with a focus on inquiry into the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. A United States history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. Special attention should be paid to how Arizona and its diverse cultures and individuals contribute to United States history. It is expected that students in elementary and middle school will have analyzed events, documents, movements, and people in Arizona and United States history from the colonial period through the Cold War. It is recommended that this course maximize time in a manner to allow for depth of content and connection to current issues and events. The course should include but is not limited to content from the following historical eras:

- Revolution and a New Nation including but not limited to causes of the American Revolution, reasons for American victory, impact of the Revolution on politics, economy and society, and the creation of the American political system looking at origins, and key political and social figures

Course Considerations for High School WORLD HISTORY

Using inquiry in history high school students explore a variety of peoples, events, and movements in world history with a focus on inquiry into the impact of social, geographic, political, and economic influences on historical events. A world history course should include the study of the peoples of Africa, the Americas, Asia, and Europe. A balanced approach to the Eastern and Western Hemispheres is needed for a comprehensive study of world history topics. It is recommended that the course begin with the 15th century to allow for depth of content and connection to current issues and events. A world history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. The course should include but is not limited to the following topics of study:

- Political Revolutions such as French Revolution, Russian Revolution, and the Chinese Cultural Revolution

Standards

HISTORY

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Standards

DISCIPLINARY SKILLS AND PROCESSES

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

HS.SP3.6 - Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

HS.SP3.8 - Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Curriculum

Please visit: https://student.teachci.com/student/sign_in

HS World:

Teacher Username: prescottreview

Student Username: prescottreviewHSWorld

Student Password: prescott

Instruction

PUSD educator uses curriculum and primary sources found within to establish baseline knowledge ([short readings on Enlightenment](#), slideshow of events, figures, ideas, timeline, etc.).

Students engage in primary source analysis of key historical documents to dig deeper, practice working with primary sources, and to create an argument with supporting evidence.

- Comparison of John Locke's [Two Treatises of Government](#) and Baron Montesquieu's [The Spirit of the Laws](#) and their impact on the creation of an American government.

In the documents, students look for:

- How the ideas shaped US society, how US leaders responded to societal needs/changes.
- Historical context, audience, purpose, point of view, significance.
- Relevance to 21st-century America, human rights, our future as the "Land of the Free".

PUSD educator introduces Choice Board assessment for students to choose how they wish to demonstrate content and skill mastery of the state standard(s). Students complete assessment.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Sample Assessments

- Pretend you are a writer for the French Revolution Gazette. Write two newspaper articles using what you know about the revolution and its impact on the people of France. One taking a pro-revolution stance and the other taking an anti-revolution stance. Include a title for each. Each article must be at least **3** paragraphs.
- Create a poster for one of the following global revolutions: American Revolution, French Revolution, Haitian Revolution, Mexican Revolution or South American revolutions. Make sure your poster includes a title, at least one visual, who the major leaders were (and information about them), the importance of Enlightenment philosophy, and at least 3 details about the revolution and its impact on that part of the world.
- Write a **5**-paragraph essay comparing the similarities and differences between two of the following documents: American Declaration of Independence (1776), the Declaration of Rights of Man and Citizen (1789), the American Constitution, including Bill of Rights (1789), the Haitian Constitution (1801). Use evidence from each text to support your analysis.

Sample Assessments

- Create a diorama of a key event from any of the revolutions examined in class (i.e. French, American, Haitian). Then write a short reflection paragraph examining why you chose this particular event and how it relates to our goal of understanding how Enlightenment thought changed the political and social landscape of Europe and the Americas.
- Conduct a podcast with the Enlightenment philosopher you felt had the greatest impact on the American revolution or on America's government today: John Locke, Baron Montesquieu, Rousseau, Voltaire, or Thomas Hobbes. Write a list of 10 questions with answers that provides evidence to support your claim. **Must** be recorded.
- Create a poster that describes how the Enlightenment helped lead to the Atlantic Revolutions (US, France, Haiti, Latin America). Note for each area of the world what key ideas and which philosophers impacted or guided the revolution. Include a title, a map of all countries that experienced revolution, and at least one visual for each revolution).

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Real Student Responses



Presented by Google Slides

TCI Brings Learning Alive!®

A classroom scene showing students and a teacher at desks. The teacher is standing and gesturing, while students are seated and listening. The background features a whiteboard and colorful artwork.

Meet the Standards | Engage All Learners | Support All Teachers | Assess Student Progress

TCI Reflection

We also appreciate the district sharing the feedback received from the Citizens & Educators for Excellence in Arizona Education organization. When we receive feedback from any group, we conduct an editorial review and determine if changes are appropriate. We value the detailed information provided by the group, and it is currently going through our editorial process. If we determine that changes to our text are needed, they will be applied to the program in a timely manner. We are still completing our review process for this feedback. However, upon initial review, we are recommending some changes.

TCI Reflection

How TCI Ensures Materials are Unbiased

TCI utilizes a rigorous development process to ensure that content is scholarly and free of bias. All content goes through an editorial and scholarly review process to ensure accuracy and balance. This review process includes, but is not limited to the following:

- Creating materials that align with state and national standards for content and skills.
- Utilizing primary sources to bring in artifacts, images, and voices from the historical period.
- Reviewing of content by multiple writers and editors, including both staff and content experts.
- Conducting fact checks of key content both internally and with the use of third-party organizations such as Turning Leaf, APass Education, and Westchester Educational Services.
- Completion of scholar reviews from a wide range of university scholars. These scholars are selected based on their areas of expertise and vary from program. Lists of these scholars are provided in the front of each Student Edition.
- Continual editorial review of all user and outside group feedback, following the same process described above.

TCI Reflection

How TCI Uses Inquiry to Engage Students in Critical Thinking

TCI's programs are focused on building critical thinking skills, driven by the inquiry process as outlined in the Arizona History and Social Science Standards (see p.7 of [the standards here](#) for a summary of the Inquiry Arc).

Each unit includes an inquiry project that engages students in forming their own answers to a compelling question. Throughout the unit, students gather evidence from the curriculum as well as outside resources. Students then make a claim and support it with the evidence they have gathered and their own reasoning. Following the inquiry process, students are encouraged to take action. This action is often presenting to the class or writing an argument based on evidence.

In addition to the inquiry process, students are given opportunities throughout reading, activities, and other encounters with content to analyze information, think critically, and identify perspectives. Students are then given opportunities to practice using those skills, including writing summaries of information, evaluating and discussing sources, and making historical arguments.

TCI Reflection

How TCI's Lessons are Structured

TCI's considerate text is the core resource for students as they learn new content. In addition to providing grade-level appropriate reading, the narrative, and visuals are designed to be considerate for the reader. TCI's considerate design includes:

- Single-column text
- Vocabulary definitions called out at the point of use
- Chunked content
- Large and compelling images
- Clean and visually appealing page layout free of distracting callouts

TCI's programs follow a clear and understandable sequence, including clearly labeled units, lessons, and sections. We also realize that classroom needs vary, so we have designed our materials to be flexible to meet those needs.

TCI offers flexible learning options that provide multiple pathways to learning, including resources such as hands-on classroom activities, cutting-edge video activities, and meaningful reading and notes. The content also offers flexibility through additional online readings that expand on the core text. These readings allow students to dive deeper and often include primary sources, biographies, literature excerpts, and connections to today. Teachers can use and assign these as needed in their classrooms.

TCI Reflection

TCI's Scale and Experience

TCI has built a reputation for quality and excellence over the thirty years we have been developing curricular programs. We are proud to have served thousands of schools and districts over the years. More than 2.5 million students and 100,000 teachers around the country utilize TCI materials.

TCI has partnered with districts of varying sizes and demographics. These include large districts like Los Angeles Unified (CA), Columbus City School District (OH), and Anne Arundel County Schools (MD), as well as smaller districts like Millard Public Schools (NE), Carmel Clay School District (IN), and Forest Hill Public Schools (MI). No matter the size of the district, TCI works to ensure teachers and students by providing quality materials and the most up-to-date technology.

As a privately-held company, we have the advantage of being nimble and adapting quickly to the ever-changing needs of the education industry. We are dedicated to providing the best possible support to educators and students alike.

K-12TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION IMPLEMENTATION PLAN

- February: Purchase Curriculum
- March/April: Getting Started Training
- April/May: Social Studies Teachers Collaborate to begin planning
- June: Summer Committee Work to complete DIGs
- July In-Service Days: Social Studies Teachers will collaborate on 1st Quarter DIGs

Livestream link: <https://youtu.be/9bdc1qJBLQI>

K-12TH GRADE SOCIAL STUDIES CURRICULUM ADOPTION



Core Discipline Descriptors

Civics

The civics standards promote the knowledge, skills, and dispositions necessary for informed, responsible participation in public life. Productive civic engagement requires knowledge of the history, principles, and foundations of our Constitutional Republic and that each person has both human and civil rights. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve their communities and society. Civics also requires an understanding of local, state, national, and international institutions. Civics encompasses practices such as voting, volunteering, jury service, contributing to public processes, and the public discourse.

Economics (including financial literacy)

The economic and financial literacy standards promote the concepts and tools necessary to make reasoned judgements about both personal economic questions and broader questions of economic policy. Economic decision making requires a strong understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate resources among alternative uses. This process involves the consideration of costs and benefits with the goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics explains historical developments and patterns, the impacts of trade, and the distribution of income and wealth in local, regional, national, and international economies. Economics also gives students the skills to analyze current issues and public policies.

Geography

The geography standards promote the use of multiple geographic tools and emphasize geographic reasoning to understand local, national, regional, and global issues. Geographic reasoning rests on deep knowledge of the Earth's physical and human features including the location of places and regions, the distribution of landforms and bodies of water, and changes in political boundaries. Geography provides an understanding of the Earth's places and regions, how people with diverse backgrounds interact with their environment and enhances understanding of history, civics, and economics.

History

The history standards promote both historical content and historical thinking skills to prepare students to apply historical thinking to any historical era and context. The study of history is vital because it promotes the development of analytical skills, comparative perspectives, and question and answers modes of critical judgement that promote thoughtful work in any field or career. It is vital for students to study both United States and world history, so they can analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, and turning points in American and world history. Students apply the lessons of history to their lives as citizens of the United States and members of the world community.

There was a 5-minute recess from 8:02 – 8:07 pm.

8.B.2. Consider approving an out-of-state travel request for the PHS Challenge Club students & chaperones to travel to the San Juan River in Utah from March 24th - March 28, 2023, as presented.

RELEVANT INFORMATION:

The Prescott High School Challenge Program has obtained a permit for a San Juan River float trip. Due to the trip traveling to Southeastern Utah and therefore being out-of-state, the

Livestream link: <https://youtu.be/9bdc1qJBLQI>

District Governing Board needs to give its approval. A total of 20 people will be able to go on the trip (the limit of the permit.) PHS students will be instructed, mentored, and supervised by PUSD staff and volunteers.

Specialized river equipment (rafts, life jackets, and required safety and hygiene gear) will be rented from a river equipment expedition outfitter. Any students who lack basic camping gear will be able to borrow what they need through the Challenge Club equipment pool.

Trip expenses will include food, PUSD activity bus usage costs, river permit fees, and equipment rental. Total trip expenses are estimated to be \$150 per person. We will be asking each participant to make a \$50 contribution, with scholarships offered to students with identified financial hardships. Additional expenses will be paid from existing Challenge Club funds.

Trip dates are Friday, March 24 through Tuesday, March 28th. Students will be given excused absences for any classes missed while on the trip.

A brief itinerary is as follows:

March 24: depart Prescott High School mid-morning and drive to the Sand Island Recreation Site near Bluff, Utah. Camp at Sand Island Group Camp.

March 25: Pack, rig boats, and launch on the San Juan River. Camp along the river on the nights of the 25th, 26th, and 27th.

March 28: Float to the take-out point, Mexican Hat Utah, de-rig, load up and return to Prescott by mid-evening.

This is an amazing opportunity for kids in the challenge Program to travel and learn history, geology, ecology, and river running in an iconic setting on a classic Southwest river. We are confident that Challenge is up to the Challenge!

Presenter: Adam Neely, PHS Principal

Kara Woods moved that the Governing Board approve an out-of-state travel request for PHS Challenge Club Students & Chaperones to travel to the San Juan River in Utah from March 24th – March 28, 2023, as presented. Linda Conn seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

8.B.3. Consider approving an out-of-state travel request from Mr. Jason Taurins, Director of Instrumental Music, to take PHS band and orchestra students, teachers & chaperons to Disneyland in Anaheim, California from April 27 - 30, 2023, as presented.

Livestream link: <https://youtu.be/9bdc1qJBLQI>

RELEVANT INFORMATION:

The students are currently planning with the Disney Imagination Campus to attend the studio recording session. The students will be given music, learn it throughout the day, and record the music to a scene from a Disney movie. This will be a valuable experience to show our students exactly what a career as a studio musician entails.

While the band boosters are still looking into transportation, the anticipated costs should be roughly \$600 per student to participate.

Presenter: Adam Neely, PHS Principal noted that the dates have been amended. This trip is scheduled for April 28th – May 1, 2023.

Kara Woods moved that the Governing Board approve an out-of-state travel request from Mr. Jason Taurins, Director of Instrumental Music, to take PHS band and orchestra students, teachers & chaperones to Disneyland in Anaheim, California from April 28th through May 1, 2023, as amended.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

8.B.4. Consider approving an International travel request from Katherine Hammer, PHS International Travel Advisor to take students & chaperones to Lima, Peru from July 8 - 16, 2024, as presented

RELEVANT INFORMATION:

This trip is being planned through EF Educational Tours. EF Educational Tours has helped PUSD in the past to plan other international travel.

The number of students traveling can be anywhere from 15 to 70 with one chaperon spot for every 6 students. Currently, there is no specific class or club related to the trip. Ms. Hammer is looking into the logistics of fundraising or providing scholarships, which may lead to the formation of a club.

Presenter: Adam Neely, PHS Principal

Jane Robertson moved that the Governing Board approve an International travel request from Katherine Hammer, PHS International Travel Advisor to take students & chaperones to Lima, Peru from July 8th – July 16, 2024, as presented. Kara Woods seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

8.B.5. Consider approving a new Scope & Sequence for the education of gifted students in Prescott Unified School District K-12, as presented.

RELEVANT INFORMATION:

Livestream link: <https://youtu.be/9bdc1qJBLQI>

In compliance with ADE requirements, the Gifted Scope and Sequence has been modified. It is required that we obtain Governing Board approval of the scope and sequence for education of gifted students in PUSD K-12 before submitting it to the Arizona Department of Education.

A copy of the modified Scope and Sequence document has been attached for your review.

Presenter: Mardi Read, Assistant Superintendent

Linda Conn moved that the Governing Board approve a new Scope & Sequence for the education of gifted students in Prescott Unified School District K-12, as presented.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

Prescott Unified School District

Gifted Scope & Sequence

Governing Board Review & Approval Date:	Prescott Unified School District	
Submitted by: <u>Mardi Read</u>	Title: <u>Assistant Superintendent</u>	
Email: _____	Phone: <u>928-445-5400</u>	
LEA gifted coordinator name /email: _____	<u>TBD</u>	
LEA gifted website: _____	<u>TBD</u>	

Program Design		
Question	Indicators	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> Multiple criteria, non-verbal, verbal, and quantitative 97% on state approved tests or services for students with borderline scores Read the state definition in ARS 15-779 and incorporate it into your local district 	Prescott Unified School District (PUSD) defines gifted students as those children of lawful school age who show, or have the potential for showing, an exceptional level of performance in one or more areas of expression (National Association for Gifted Children). In accordance with the AZ State Mandate for Gifted Education, gifted education services are offered to all students who score at or above the 96th percentile on a verbal, quantitative, and/or nonverbal battery of a test included on the Arizona State-Approved Gifted Test List.
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> Incorporates a K-8 or K-12 continuity of services Modify instruction/curriculum to meet student needs Describes differentiation in process, content, and product "Gifted students are gifted all day, not just for a small segment of that day" Goal: start with where the student is academically and accelerate the pace of instruction 	PUSD is committed to providing a quality educational experience for all students including gifted learners which identifies their unique differences in skills and learning styles. PUSD's gifted program will include differentiated K-12 instruction that addresses the unique needs of gifted learners, an ongoing comprehensive process to determine eligibility of gifted services, recognition of the characteristics of gifted learners and nurturing their social emotional development, and systemically developing knowledge and skills of all school staff who work with

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Prescott Unified School District

How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> Goal: train as many teachers as possible about the unique needs of gifted students Goal: develop a program that represents the diversity of the school and district 	Gifted learners. Our program will promote critical thinking and reasoning abilities, develop and expand thinking skills, utilize differentiated strategies for learning, build or extend cognitive language skills, and facilitate opportunities for learning.
How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> Self-contained, cluster, pull out or differentiated instruction within the regular classroom Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	Gifted students are gifted learners all day long, so our K-2 students are served both through a pull-out program provided through regularly scheduled classes with a specialized teacher and through differentiated instruction within the general education classroom. Activities focus on areas of logical thinking, reasoning skills, critical and creative thinking, and problem-solving. Gifted students receive instruction that is differentiated in content, process, product, learning environment, and/or assessment.
How do you group and deliver services to your 7-8 students?	<ul style="list-style-type: none"> Self-contained, cluster, pull out or differentiated instruction within the regular classroom Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	Gifted 3-4 students are served similarly to our K-2 students with a combination of pull-out instruction and differentiated instruction in the general education classroom. Additionally, 5-6 students are served through a combination of honors classes and differentiated instruction in the general education classroom. Honors classes include enrichment, acceleration, flexible pacing, and interdisciplinary curriculum. Guidance and counseling services may also be offered to meet individual needs.
How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills Content driven, accelerated learning, honors classes, flexible grouping 	Honors and advanced-level courses in mathematics and language arts are designed to provide a more rigorous curriculum and higher expectations for student performance. Students are provided with differentiated instruction, student choice projects, leadership opportunities, and independent work. In addition, enrichment/extension activities are implemented during homeroom. Guidance and counseling services may also be offered to meet individual needs. Time allocation for this age group is provided through regularly scheduled classes.
At the high school level, gifted students have the opportunity to take advanced placement, honors classes	<ul style="list-style-type: none"> Specific instructional strategies tailored to the needs of the gifted learner, open ended 	

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	<p>questioning, projects, activities that focus on higher order thinking skills</p> <ul style="list-style-type: none"> Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling 	and dual-enrolment & concurrent enrollment college classes for all their core courses on a daily basis. Guidance and counseling services may also be offered to meet individual needs. Time allocation for this age group is provided through regularly scheduled classes.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	<ul style="list-style-type: none"> Use a curriculum mapping approach Testing for competency before teaching content Use Vertical alignment strategies 	Program standards are integrated with Arizona State Standards. Gifted student needs are assessed using data from district assessments (Galileo), Renaissance Early Literacy Assessment, and state assessments (AASA) which are based on Arizona education standards. Gifted class teachers also determine the needs of students through class observation and student participation. Pace and content of instruction is adjusted according to need. Gifted teachers conference with student classroom teachers and parents to determine academic needs and the emotional support necessary for academic success.
How do you involve parents in your program?	<ul style="list-style-type: none"> Periodic orientation/communication meetings Provide information about summer programs like Johns Hopkins, ASU and U of A Newsletters, parent support groups 	<p>Individual parent conferences are planned once or twice during the school year (depending on the school). Student progress reports are sent home each quarter. Parents are invited to participate during special events throughout the school year. (student project displays and presentations, field studies, etc.)</p> <p>Throughout the year, gifted teachers provide a variety of digital and print communication including agendas, websites, announcements, and newsletters. Parent-teacher conferences are offered to ensure ongoing communication between school and home. In addition, gifted teachers are available to communicate with parents throughout the year via phone, email, or meeting in person. Finally, surveys are sent to parents and students to solicit input about our programs.</p>

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Prescott Unified School District

Curriculum and Instruction		
Question	Indicators	District Description
How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> Training for teachers in flexible instructional groups Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. Establish a rubric for the pedagogy to be appropriately applied for this level 	PUSD's gifted coordinator is also an instructional coach. They co-plan and co-teach with classroom teachers and provide professional development on how to implement flexible instructional groups using differentiation strategies. K-2 students work in a variety of group settings during class that includes cooperative learning, paired groups, whole class, and independent learning. In the regular classroom, students are taught at their appropriate instructional level for guided reading, math, etc. Students are also provided enrichment/tutorial time in their regular classroom as a part of the district's WIN/intervention process. Effort is made to cluster gifted students in regular classrooms to allow for differentiated instruction in small groups. Students identified in Grades K-2 are also pulled out of their regular classes for specialized instruction. All gifted class groups are smaller than their regular classes and allow for a flexible learning environment. Focus is placed on higher level thinking skills through acceleration, extension, and enrichment of concepts. Instruction is standards-based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.
How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> Training for teachers in flexible instructional groups Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. Establish a rubric for the pedagogy to be appropriately applied for this level 	PUSD's gifted coordinator is also an instructional coach. They co-plan and co-teach with classroom teachers and provide professional development on how to implement flexible instructional groups using differentiation strategies. Students in 3rd-6th grade work in a variety of group settings during class that includes cooperative learning, paired groups, whole class, and independent learning. In the regular classroom, students are taught at their appropriate instructional level for guided reading, math, etc. Students are also provided enrichment/tutorial time in their regular classroom as a part of the district's WIN process. Effort is made to cluster gifted students in regular classrooms to allow for differentiated instruction

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Prescott Unified School District

		<p>in small groups. Students identified in Grades 3rd-4th are also pulled out of their regular classes for specialized instruction. All gifted class groups are smaller than their regular classes and allow for a flexible learning environment. Students in 5th-6th grade can be placed into honors and honors plus courses for ELA and Math. In all specialized classes, focus is placed on higher level thinking skills through acceleration, extension, and enrichment of concepts. Instruction is standards based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.</p>
How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none">• Training for teachers in flexible instructional groups• Provide for acceleration through extended literature, novels, math word problems, graph interpretation, etc.• Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level• Use real world connections, simulations, Mock Trial, etc.	<p>For students in Grades 7-8, gifted instruction happens through differentiation in the general education class with the exception of math. Instructional coaches, administrators, and teacher leaders provide professional development and coaching on how to differentiate in the following manners:</p> <ul style="list-style-type: none">• Flexible grouping by assessment and/or interest• Project based learning• Creating leadership opportunities for students• Student choice projects• Socratic seminars• Literature circles• Variety of thinking using depth of knowledge and document-based questions• Independent Study Projects• Student Portfolios with self-evaluation and reflection <p>Students in 7th and 8th grade can take high school level honors math courses. Students must master the higher level standards provided high school to prepare for their final exams that determine math placement for each successive year and high school math credit eligibility. Therefore, gifted math students may learn the same advanced curriculum as older students; however, instruction occurs via inquiry and student generated learning. Students are given more responsibility in the classroom for working with the content, and are frequently responsible for presenting their findings to</p>

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Prescott Unified School District

		other students. Instruction is standards-based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none">• Training for teachers in flexible instructional groups• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.• Provide AP, IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for these levels	For students in Grades 9-12, gifted instruction happens through differentiation in the general education class as well as leveled honors and AP level courses. Instructional coaches, administrators and teacher leaders provide professional development and coaching on how to differentiate in the following manners: <ul style="list-style-type: none">• Flexible grouping by assessment and/or interest• Project based learning• Creating leadership opportunities for students• Student choice projects• Socratic seminars• Literature circles• Variety of thinking using depth of knowledge and document-based questions• Independent study projects• Student Portfolios with self-evaluation and reflection Instruction is standards based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.
What curricular materials do you use for grades K-2?	<ul style="list-style-type: none">• Be specific.	ELA: Houghton Mifflin, Into Reading Heggerty, Phonological and Phonemic Awareness Math: Engage NY Math Engineering and Education Science and Social Studies are adopting a new curriculum for the 22-23 school year.
What curricular materials do you use for grades 3-6?	<ul style="list-style-type: none">• Be specific.	ELA: 3-4 - Houghton Mifflin, Into Reading

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Prescott Unified School District

		5 - CKLA, Core Knowledge Language Arts 6th - Amplify ELA Math: Engage NY Math Science and Social Studies are adopting a new curriculum for the 22-23 school year.
What curricular materials do you use for grades 7-8?	<ul style="list-style-type: none">• Be specific.	ELA: Amplify ELA Math: Engage NY Math Science and Social Studies are adopting a new curriculum for the 22-23 school year.
What curricular materials do you use for grades 9-12?	<ul style="list-style-type: none">• Be specific.	ELA: McGraw Hill StudySync Math: Open Up Math Resource Science and Social Studies are adopting a new curriculum for the 22-23 school year.

Prescott Unified School District

Identification		
Question	Indicators	District Description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> Recommendations from parents/staff Review of records and answers on student transfer documents Announcements/newsletters to parents Referrals from counselors, administrators, or support staff In-service training for all staff and parents Program description provided to all stakeholders 	<p>Students may be referred for consideration of gifted education by parents and/or staff. Parents are made aware of the opportunities through newsletter announcements and board presentations. Principals and/or the PUSD gifted coordinator meets with teaching staff to review characteristics of gifted students using the ADE provided handouts. Documents were chosen to help maintain focus on traits of students and provide consistent expectations. Students enrolling in the district from another school complete an enrollment application which is reviewed by registrars which includes a question regarding previous gifted placements. If a transfer student is labeled gifted from another district, gifted services are provided immediately. If the test used by the previous district is not an Arizona state-approved test, we test the student using one of those at the next testing cycle. Parents must give permission for testing of any referred student.</p>
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> Serve 97PR, but what about 96, 95, 94 and others? Use a matrix for underrepresented students including at risk, ELL and equity compared to school population Arizona Assessment Scores Use of non-verbal tests Multiple measures Personal interviews Performance in honors, AP, IB, CIE classes 	<p>Students in kindergarten through fourth grade are identified as gifted using the CogAT and/or additional Naglieri tests as warranted. Students qualify if they attain a score at, or above the 96th percentile on the CogAT. In addition, students who score in the 95th percentile may receive services if there is evidence to support the placement. Potential evidence in support of the student's abilities includes standardized achievement data, district-wide benchmark data, classroom/school assessments, observations, samples of student work, and discussions with those involved with the students' learning. Parents and/or teachers may submit written information in support of a child. Students in grades 5-12 are placed in honors, advanced, and college classes based on their aptitude and ability to handle the course load in these classes.</p> <p>English Language Learners who demonstrate rapid language acquisition or other gifted characteristics are</p>

Prescott Unified School District

		<p>candidates for gifted testing. In addition, students with disabilities are tested if they show gifted characteristics. All 2nd grade students are tested which might identify students who have not shown overt gifted characteristics. In some instances, a student may take a different state approved gifted assessment which uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the individual student's primary language, education, culture, or socioeconomic background.</p>
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<ul style="list-style-type: none"> • CogAT, Naglieri, WISC, etc. See the State Board approved test list • Student grades • Gifted Characteristics Checklists • Student, teacher, parent input • Standardized testing results 	<p>Current assessments include the state-approved Cognitive Abilities Test (CogAT) and the NaglieriTest. ADE handouts that help identify giftedness are provided to staff members. These documents were chosen to help maintain focus on traits of students and provide consistent expectations within the referral process. Gifted coordinator reviews data (benchmark tests, state data, student grades, etc.) and consults with visual arts teachers to identify students who may fall under the radar of the traditional student identification methods.</p> <p>Students must score at or above the 96th percentile on one or more of these tests. These instruments were specifically chosen from the state approved list because they are ideal for use with examinees from culturally and linguistically diverse backgrounds. Data is maintained regarding identified students' performance on state mandated assessments. Additional evidence may be presented as described above.</p>
How often do you make testing available for K-12 students?	<ul style="list-style-type: none"> • Fall, winter, spring • Additional testing for transfer students or on a case-by-case basis throughout the year 	<p>The Cognitive Abilities Test (CogAT) is available in grades K-4 at every school. The test is administered three times per year (fall, winter, spring). Additional testing is offered on a case-by-case basis throughout the year. For example, a student who enrolls after a testing window and displays traits of giftedness may be tested. All second grade students are given the state-funded CogAT computer based assessment. Referrals for gifted testing are available at each school site and are accepted throughout the school year.</p>

Prescott Unified School District

How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none">• Formal letters to parents• Parent informational meetings, conferences• School newsletters• LEA Gifted Website	Parents and teachers are notified in writing of the availability of gifted eligibility testing schedules through newsletters and staff correspondence. Parents are advised of a recommendation for testing if the child is referred by anyone other than the parent. They are given an opportunity to decline testing. Staff members are consulted in person and via email to share any information that will assist in identifying and testing students. They are informed via email of testing results.
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	<ul style="list-style-type: none">• Formal letters• Focus on data• Parent meetings• Meeting with teacher, Principal, and Gifted Director	Parents are notified in writing of the results of assessments. The letter includes the percentile rank achieved in each category of measurement (verbal, quantitative, non-verbal) and whether the child qualified or did not qualify. A parent conference may be set up to discuss qualification or non-qualification of a student. Parents may appeal the decision to a committee composed of the gifted coordinator, principal, classroom teacher, and other educational specialists. Students who do not meet eligibility requirements may retest during the following school year.

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Social and Emotional Development		
Question	Indicators	District Description
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative learning strategies • Establish a parent support group 	The unique affective needs of our gifted students are addressed through program design, teacher training, and the district student wellbeing team. Students receive gifted services with like-minded peers. Affective needs are formally addressed by embedding lessons and activities related to affective needs into classroom lesson units. For example, students are taught to take responsible risks by facing the fear of making mistakes or trying something new in an environment that is safe for risk-taking and mistake making. Both classroom and gifted teachers receive training in regards to affective needs and growth mindset. The student wellbeing team supports social emotional development of all students such as those who might be experiencing anxiety, stress, or fear of failure.
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> • Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group 	Gifted students have access to school counselors and participation in Capturing Kids' Hearts lessons. The student wellbeing team supports social emotional development of all students such as those who might be experiencing anxiety, stress, and fear of failure.
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> • Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors, and administrators • Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs • Establish a parent support group 	Gifted students have access to school counselors and participation in Capturing Kids' Hearts lessons. The student wellbeing team supports social emotional development of all students such as those who might be experiencing anxiety, stress, or fear of failure. Honors and AP teachers receive training in differentiating instruction for the individual needs of gifted learners including helping gifted learners work through fear of failure and performance anxiety.
What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	Information regarding the characteristics and behaviors of the gifted learner will be shared with parents and teachers to use to support affective needs.
How do you monitor, identify, and provide assistance to	<ul style="list-style-type: none"> • Create an open-ended referral process for parents, students, and teachers 	Any student may be referred for "at-risk" support including behavior concerns, issues at home, student

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"at-risk" gifted students?	<ul style="list-style-type: none">• Provide counseling services on an as needed basis• Develop alternate approaches for students in high school to earn credit• Competency testing in core subjects to allow students to "move-on" <p>mental health, and other at-risk factors. Multi-tiered systems of support (MTSS) teams help monitor identified "at-risk" gifted students. The gifted teacher/classroom teacher collaborates with administrators and site counselors, attends team meetings to problem solve on behalf of students, and provides additional support in the regular classroom. Parent communication is also a cornerstone of support as we foster the development of social and emotional strength in gifted students. All second graders currently receive gifted testing which helps to identify underrepresented populations or students who may not overtly present as gifted.</p>
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Professional Development		
Question	Indicators	District Description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> In-service training, staff development, professional learning communities Fund attendance at conferences, workshops, and training in gifted education Provide instructional materials for gifted learners Join the Arizona Association for Gifted and Talented (AAGT) www.arizonagifted.org Teachers develop personal professional growth plans 	All staff are trained in the instructional practices of Classroom Instruction That Works which includes differentiation, individualized learning objectives, and providing feedback which are modified to include the needs of gifted learners. Teaching staff attend the state AAGT conference and other training opportunities as needed. Gifted cluster teachers have received training in the gifted cluster model to serve our gifted students. Resources for differentiation for gifted learners are shared and supported. Teachers are taught the gifted identification, referral and testing guidelines and procedures. Training is provided in standardized test administration in preparation for proctoring gifted testing three times a year.
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> Characteristics of the gifted learner Instructional needs of the gifted learner How to differentiate instruction to meet gifted learners needs Identifying the gifted learner The meaning of gifted testing results 	Classroom Instruction that Works (differentiation and personalizing learning objectives) Universal Design for Learning Gifted Cluster Model
How have your training events targeted the needs of administrators, counselors, psychologists, and support staff?	<ul style="list-style-type: none"> Specific training events that illustrated for administrators how to support gifted education in their schools Training for counselors in the social and emotional needs of the gifted learner ADE sponsored training on school improvement 	Administrators attend Classroom Instruction That Works training. They also receive important briefings on gifted education at district administrative meetings. Counselors will participate in ongoing professional development to support student wellbeing throughout the year.
Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?	<ul style="list-style-type: none"> For more information, please see the gifted endorsement resources. 	Yes. If the gifted teacher/coordinator does not have a gifted endorsement, the district helps the teacher get that endorsement. In addition, gifted cluster teachers are encouraged to get their gifted endorsement.
Describe the feedback received from post training evaluations.	<ul style="list-style-type: none"> What did the participants say about the effectiveness? 	

Livestream link: <https://youtu.be/9bdc1qJBLQI>

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Parent and Community Involvement		
Question	Indicators	District Description
How do you make your program philosophy, goals, and recruitment procedures available to all parents?	<ul style="list-style-type: none">• Provide parents with a gifted handbook for working with the district• Open house for gifted parents• Website for gifted students and parents• Parent – teacher conferences	<ul style="list-style-type: none">• Web site• Parent meetings• Governing board presentations• Parent/teacher conferences• Newsletters with "continue at home lessons"
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none">• Gifted scope and sequence distributed to all gifted parents• Available in all school offices• Available on LEA or school website	Website (https://www.prescottschools.com/Page/570)
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none">• Write letters of invitation to all gifted parents to join our group• Develop a regular schedule of meetings, posted on website or in newsletter• Provide opportunities to hear and converse with gifted guest speakers	<ul style="list-style-type: none">• Periodic meetings with gifted parents• Notification of parental input sent through the website• Teacher receiving feedback from gifted parents on their campus• Site councils
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none">• Surveys, personal interviews, town hall type meetings• Site council agenda item• End of year presentations	<ul style="list-style-type: none">• Governing Board presentations• Site councils• Parent surveys have been developed as part of a our program evaluation process• Teacher surveys have been developed as part of a program evaluation process

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Program Assessment		
Question	Indicators	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • Surveys from parents, students, and teachers • Standardized test scores • AzMERIT performance scores • Terra Nova performance scores • AP, IB or CIE scores 	<p>The gifted coordinator evaluates the impact of gifted services through several data points including:</p> <ul style="list-style-type: none"> • Disaggregate assessment data for individual gifted students and as a group • Outcomes of gifted students • Enrollment in Advanced Placement • Scores on college entrance examinations such as the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) • Participation in academic competitions • Scholarship awards • Parent feedback and input
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	Gifted student achievement data on Galileo, STAR Early Literacy, standardized report cards, AASA, and ACT will be evaluated for proficiency and high achievement. This evaluation will be used to ensure gifted curriculum and instruction is aligned to state standards.
How do you use informal measures like surveys, open forums, and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	Program assessment is an ongoing process. Informal surveys of teachers and administrators provide input into the strengths of the program, needed improvement areas, and areas of support they may require. Parents provide input regarding if they feel their child is being appropriately challenged and progressing. Principals observe the gifted teacher and classroom teachers for higher level learning and differentiation strategies.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	<p>There are several indicators we use to measure positive effects on students including:</p> <ul style="list-style-type: none"> • High achievement on standardized tests • Parent feedback • Anecdotal input from teachers, administrators, and students • Retention of gifted students • Enrollment in AP and dual enrollment classes • Scholarships

Livestream link: <https://youtu.be/9bdc1qJBLQI>

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Describe the performance standards you have for all gifted students. Are the standards for gifted students?	<ul style="list-style-type: none">• Meets the individual learning goals established for the students• The gifted population demographics must reflect the same picture as the total school population	Gifted students will exceed the standard in their area of qualification. Gifted students will demonstrate leadership qualities within their school communities demonstrated through involvement in student government, clubs, mentoring, and social service organizations and will participate in various academic competitions and showcases throughout the district, community, and state. Gifted students will receive numerous academic awards and scholarships.

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Budgeting		
Question	Indicators	District Description
What percentage of your Gifted Education supplemental allocation is used to support your gifted education program in the following categories: <ul style="list-style-type: none"> • capital expenditures • direct student services • professional development, and • district coordination? 	<ul style="list-style-type: none"> • Local Funds • Gifted Education Supplemental Grant • Student Support and Academic Enrichment Grant (Title IV-A) 	100% of PUSD's M&O funding from gifted group B weight is applied to salary and benefits for the gifted coordinator/pull-out teacher. This equates to about \$8,000 for the 22-23 school year.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	<ul style="list-style-type: none"> • Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom • Ratio within the structure you chose: 1 to how many students? 	Our structure includes differentiated gifted instruction on an ongoing daily basis in the general education, honors, AP, and dual enrollment classrooms. We have one certified teacher who is our pull-out gifted instructor for K-4 and is also the gifted services coordinator. The ratio is one dedicated, gifted staff member to coordinate K-12 services for approximately 270 gifted students. However, all teachers are trained in differentiation strategies.
To what extent does the district support the funding of your gifted program? Please elaborate and be specific as to staff and financial resources	<ul style="list-style-type: none"> • Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support? 	The district funds needed support in staffing, equipment/supplies, curriculum, and professional development through M&O funding, grant funding like Title IVA and Title II, ESSER, and donations. Each of the three elementary schools has a dedicated gifted classroom with equipment, supplies, and curriculum. The district funds a full-time gifted teacher/coordinator even though dedicated gifted funding only quotes to about \$8,000 for the 22-23 school year.

8.C. INFORMATION AND DISCUSSION ITEMS

8.C.1. School Board Summary Budget Report review

Presenter: Brian Moore, Chief Financial Officer

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Governing Board - February FY23 Fund Report

	Budget	Yearly Expenditures	Encumbrance	Balance
General Fund				
Fund 001: Maintenance & Operation	\$31,242,137	\$15,288,750	\$12,745,484	\$3,207,903
Classroom Site Fund				
Fund 010: Classroom Site Fund	\$3,650,365	\$771,816	\$0	\$2,878,549
Federal Grants				
Fund 110: TITLE I - FY 23	\$738,198	\$371,435	\$318,294	\$48,469
Fund 113: School Improvement Sustainability	\$19,730	\$3,459	\$2,783	\$13,488
Fund 140: TITLE II IMP TEACHER QUALITY - FY 23	\$194,171	\$48,978	\$36,722	\$108,471
Fund 161: Title IV-A FY 23	\$65,290	\$9,099	\$7,288	\$48,903
Fund 162: LN 22 CCLC Yr. 1 - FY 23	\$133,200	\$81,961	\$13,309	\$37,930
Fund 190: Title III LEP - FY 23	\$19,222	\$6,050	\$5,320	\$7,852
Fund 200: TITLE VI INDIAN. ED - FY 23	\$14,301	\$6,361	\$4,832	\$3,107
Fund 220: IDEA BASIC - FY 23	\$1,060,822	\$382,116	\$359,342	\$319,363
Fund 221: IDEA PRESCHOOL - FY 23	\$17,368	\$5,534	\$4,281	\$7,553
Fund 227: ARP IDEA PRESCHOOL - FY 23	\$9,138	\$4,427	\$3,425	\$1,286
Fund 228: ARP IDEA BASIC - FY 23	\$140,704	\$60,391	\$82,230	-\$1,917
Fund 231: Johnson O'Malley - FY 23	\$28,267	\$10,378	\$4,924	\$12,965
Fund 261: Federal CTE Perkins - FY 23	\$80,210	\$24,744	\$41,851	\$13,615
Fund 280: Homeless Children and Youth Grant - FY23	\$15,322	\$7,462	\$5,731	\$2,129
Fund 322: Childcare COVID Grant	\$275,000	\$240,628	\$38,281	-\$3,908
Fund 323: DES Preschool Grant	\$400,000	\$133,144	\$249,735	\$17,121
Fund 329: ARP Homeless Children and Youth Grant - FY	\$24,644	\$6,775	\$11,559	\$6,310
Fund 330: ARP Homeless Children and Youth Grant II - F	\$39,510	\$0	\$0	\$39,510
Fund 336: ESSER II (Cares Act) ***	\$1,979,144	\$1,968,960	\$6,003	\$4,181
Fund 346: ESSER III (Cares Act) ***	\$4,479,830	\$2,231,901	\$1,012,999	\$1,234,930

*** ESSER information references to multi-fiscal year allocation and expenditures. Encumbrances are for FY23 only.

State Grants

Fund 071: Structured English Immersion (SEI)	\$13,754	\$6,600	\$6,401	\$753
Fund 400: CTE PRIORITY PROG FY 22	\$20,027	\$3,990	\$8,675	\$7,362
Fund 450: Gifted Education - FY22	\$2,500	\$0	\$0	\$2,500
Fund 456: Credit by Exam Funds	\$42,767	\$1,661	\$3,445	\$37,662
Fund 457: Result Based Funding	\$194,431	\$46,626	\$39,852	\$107,952
Fund 468: School Safety FY 21	\$144,548	\$77,619	\$66,888	\$41
Fund 470: First Things First	\$267,000	\$147,908	\$108,587	\$10,505
Fund 499: Rural Assistance	\$29,566	\$0	\$0	\$29,566

Sale of Property

Fund 501: Sale of Property	\$72,810	\$0	\$0	\$72,810
Fund 502: Sale of Building/Land	\$2,239,617	\$174,640	\$1,516,181	\$548,796

Revenue Accounts

Fund 020: Instructional Improvement	\$524,421	\$58,721	\$54,821	\$410,879
Fund 290: Medicaid Reimbursements	\$478,786	\$82,485	\$38,846	\$357,454
Fund 349: National Forest Fees	\$521,826	\$381,062	\$298,222	-\$157,459

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Fund 374: E-Rate	\$14,166	\$0	\$0	\$14,166
Fund 510: Food Service	\$2,100,000	\$562,477	\$1,127,444	\$410,079
Fund 515: Civic Center	\$432,425	\$264,690	\$72,559	\$95,176
Fund 525: Auxiliary Operations	\$1,100,000	\$461,809	\$365,146	\$273,045
Fund 526: Extracurricular Fees Tax Credit	\$1,382,306	\$133,748	\$82,400	\$1,166,157
Fund 530: Gifts and Donations	\$1,102,476	\$78,798	\$27,303	\$996,375
Fund 850: Student Activities	\$159,809	\$27,272	\$16,595	\$115,942

Capital Accounts

Fund 610: Unrestricted Capital Outlay	\$2,626,870	\$343,445	\$227,321	\$2,056,104
Fund 630: Bond Building	\$1,534,076	\$799,086	\$734,991	\$0
Fund 691: Building Renewal Grant	\$539,568	\$42,917	\$496,651	\$0

Miscellaneous Funds

Fund 471: AACD Eco-Schools	\$3,000	\$0	\$0	\$3,000
Fund 570: Indirect Costs	\$396,000	\$70,733	\$72,630	\$252,637
Fund 596: Joint Tech Ed	\$726,375	\$96,041	\$77,140	\$553,194
Fund 665: Energy and Water Savings (EWS)	\$17,171	\$0	\$0	\$17,171
Fund 050: County, City and Town Grants	\$6,000	\$0	\$0	\$6,000
Fund 550: Insurance Proceeds	\$132,268	\$0	\$0	\$132,268
Fund 855: Employee Insurance Program Withholdings	\$18,470	\$0	\$0	\$18,470

8.C.2. Budget Next steps/update

Presenter: Brian Moore, Chief Financial Officer shared the February 6, 2023 updated budget summary sheet with the board.

6-Feb-23 Updated

Fixed M&O Increased/Decreased Costs		Recommended M&O Increased/Decreased Costs		Summary of Fixed/Variable Costs	
Increase Costs to M&O					
Medical & Liability - 8% increase	8%	(274,247)		Certified Teachers	(433,537)
SSC - Minimum Wage		(75,000)		Classified	(291,673)
Classified - Minimum Wage		(40,049)		Administration	(59,734)
ASRS Increase	0.12%	(23,328)		Other-Psychologists, SLP, OT, PT, SEMS, Directors	(125,122)
		Total		Total	(910,085)
Estimated Increase Revenue					
Inflation	2.0%	478,457			
FY23 ADM Increase	217.68	1,039,496		District Leadership Team Recommendations - TBD	(298,631)
FY23 TEI	1.0057	38,385		Total	(298,631)
Student Estimated Increase (projecting flat enrollment)		0			
		Total	1,556,318		
Estimated Decreased Revenue					
Student Estimated Increase (projecting flat enrollment)		0			
		Total	0		
FY23 Carryforward Used (Offset revenue reduction from Nov. 2020 override ballot loss)		(1,154,068)			
June '22 Legislation		1,154,068			
		Total	0		

Livestream link: <https://youtu.be/9bdc1qJBLQI>

8.C.3. *Discussion Item:* Review proposed changes in Policy Services Advisory Volume 35, Number 1, No. 739 & 743, from January 2023 as presented.

RELEVANT INFORMATION:

Governing Board BGB requires first and second readings of all proposed policy adoptions and approval by the Governing Board. **This is the first reading** of the proposed policy changes and the Board will be asked to adopt the policies after the second reading. Any Regulations and/or Exhibits have been attached for review and do not require Governing Board approval.

Presenter: Mardi Read, Assistant Superintendent gave a summary of Policy Services Advisory Volume 35, Number 1, No. 739 & 743, from January 2023 and noted this is the first read. The second read occur at the next scheduled board meeting and the board will be asked to adopt the revisions.

8.C.4. Community Comments shared with the Governing Board (what concerns are Board Members hearing from the public in general).

Presenter: Joseph W. Howard, Superintendent

There were none.

8.C.5. Meeting Dates:

Regular Study and Voting Session: Tuesday, March 7, 2023, at 5:00 pm in the PUSD District Office Boardroom.

Other Dates:

Friday, February 17, 2023 - NO STUDENTS - Professional Development Day.

Monday, February 19, 2023 - All PUSD schools/sites closed in observance of Presidents' Day.

President Andy Fraher noted, we have a special meeting scheduled for February 17th to go through the superintendent selection process with ASBA. They will be in attendance with us for that.

Superintendent Howard noted, board members should have received the invite. We'll get an overview and you'll be voting on five or six things in terms of how you want to run that search including what the surveys look like, how to do community forums. You'll get into what the posting looks like, what the pay looks like. There will be recommendations from the recruiting service and then you as a board will land on what you want.

Stan Goligoski noted, I have a conflict on that date, could I phone in?

Livestream link: <https://youtu.be/9bdc1qJBLQI>

Superintendent Howard noted, yes, any board members that are not able to attend the meeting in person may phone in.

9. ADJOURNMENT – Hearing no objections, President Andy Fraher adjourned the meeting at 9:54 pm.

Sarah A. Torres, Governing Board Secretary