

# Wilson School District # 7

## Board Meeting Report

February 2021

Function Code	Function Description	FY 21 Budget REVISED	Expended YTD	Encumbered YTD	Exp & Enc YTD	Uncommitted Balance	% Committed
<b>MAINTENANCE AND OPERATIONS FUND 001</b>							
<b>001- 100/ 600 Regular Education / Other Programs</b>							
1000	Instruction	\$ 2,720,898	\$ 1,468,837	\$ 1,171,277	\$ 2,640,115	\$ 80,783	97%
2100	Support Svcs Student	407,168	252,345	156,781	409,126	(1,958)	100%
2200	Support Svcs Instr. Staff	396,428	259,873	137,655	397,528	(1,100)	100%
2300	Support Svcs Gen Admin	282,607	201,418	83,051	284,469	(1,862)	101%
2400	Support Svcs School Admin	375,600	236,389	142,619	379,009	(3,409)	101%
2500	Business & Technology	501,456	298,204	207,982	506,186	(4,730)	101%
2600	O & M Plant Svcs	1,471,924	840,095	631,085	1,471,179	745	100%
3100	Food Service Operations	17,517	11,404	6,286	17,690	(173)	101%
550-2200	K-3 Reading Program	61,077	38,091	28,060	66,151	(5,074)	108%
610-1000	Cocurricular Band/Choir	1,500	-	-	-	1,500	0%
620-1000	Athletic Programs	500	-	1,500	1,500	(1,000)	300%
900-3300	Community Services	452	452	-	452	0	100%
	<b>Subtotal</b>	<b>\$ 6,237,127</b>	<b>\$ 3,607,109</b>	<b>\$ 2,566,295</b>	<b>\$ 6,173,404</b>	<b>\$ 63,723</b>	<b>99%</b>
<b>001 - 200 Special Education</b>							
1000	Instruction	\$ 673,884	\$ 421,449	\$ 264,641	686,090	\$ (12,206)	102%
2100	Support Svcs Student	164,200	82,993	82,271	165,264	(1,064)	101%
2200	Support Svcs/ Omstr/ Staff	3,592	2,188	1,427	3,615	(23)	101%
2400	Support Svcs School Admin	136,989	81,005	57,461	138,465	(1,476)	101%
2500	Business & Technology	275	275	-	275	-	100%
	<b>Subtotal</b>	<b>\$ 978,940</b>	<b>\$ 587,910</b>	<b>\$ 405,800</b>	<b>\$ 993,709</b>	<b>\$ (14,769)</b>	<b>102%</b>
<b>001 - 400 Transportation</b>							
2500	Business & Technology	\$ 1,510	\$ 1,504	\$ -	\$ 1,504	\$ 6	100%
2600	District Trans. Svcs	\$ 7,824	\$ 4,115	\$ 3,708	\$ 7,823	\$ 1	100%
2700	Student Trans. Svcs	\$ 305,798	\$ 78,184	\$ 233,505	\$ 311,689	\$ (5,891)	102%
	<b>Subtotal</b>	<b>\$ 315,132</b>	<b>\$ 83,803</b>	<b>\$ 237,213</b>	<b>\$ 321,016</b>	<b>\$ (5,884)</b>	<b>102%</b>
<b>511 - Desegregation Regular/Special Education</b>							
1000	Instruction	\$ 1,609,398	\$ 753,698	\$ 541,681	\$ 1,295,379	\$ 314,019	80%
2100	Support Svcs Student	120,402	1,345	1,057	2,402	117,999	2%
2200	Support Svcs Instr. Staff	121,297	22,696	12,034	34,730	86,567	29%
2400	School Administration	15,203	728	475	1,203	14,000	8%
	<b>Subtotal</b>	<b>\$ 1,866,300</b>	<b>\$ 778,467</b>	<b>\$ 555,247</b>	<b>\$ 1,333,714</b>	<b>\$ 532,586</b>	<b>71%</b>
<b>TOTAL M &amp; O</b>		<b>\$ 9,397,499</b>	<b>\$ 5,057,288</b>	<b>\$ 3,764,555</b>	<b>\$ 8,821,843</b>	<b>\$ 575,656</b>	<b>94%</b>

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Function Code	Function Description	FY 21 Budget REVISED	Expended YTD	Encumbered YTD	Exp & Enc YTD	Uncommitted Balance	% Committed
<b>CLASSROOM SITE FUNDS 011, 012 AND 013</b>							
<b>011- 100 Regular Education - Base</b>							
1000	Instruction	\$ 298,947	\$ 35,767	\$ 26,586	\$ 62,353	\$ 236,594	21%
	<b>Subtotal</b>	<b>\$ 298,947</b>	<b>\$ 35,767</b>	<b>\$ 26,586</b>	<b>\$ 62,353</b>	<b>\$ 236,594</b>	<b>21%</b>
<b>011- 200 Special Education - Base</b>							
1000	Instruction	\$ 62,782	\$ 2,742	\$ 2,096	\$ 4,838	\$ 57,944	8%
	<b>Subtotal</b>	<b>\$ 62,782</b>	<b>\$ 2,742</b>	<b>\$ 2,096</b>	<b>\$ 4,838</b>	<b>\$ 57,944</b>	<b>8%</b>
	<b>Total CSF- Base</b>	<b>\$ 361,729</b>	<b>\$ 38,508</b>	<b>\$ 28,682</b>	<b>\$ 67,191</b>	<b>\$ 294,538</b>	<b>19%</b>
<b>012- 100 Regular Education - Performance</b>							
1000	Instruction	\$ 667,572	\$ 3,290	\$ 27,890	\$ 31,180	\$ 636,392	5%
2000	Support Services & Interest	15,000	1,120	1,049	2,168	12,832	14%
	<b>Subtotal</b>	<b>\$ 682,572</b>	<b>\$ 4,410</b>	<b>\$ 28,939</b>	<b>\$ 33,349</b>	<b>\$ 649,223</b>	<b>0%</b>
<b>012- 200 Special Education - Performance</b>							
1000	Instruction	\$ 170,000	\$ -	\$ -	\$ -	\$ 170,000	0%
	<b>Subtotal</b>	<b>\$ 170,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 170,000</b>	<b>0%</b>
	<b>Total CSF - Performance</b>	<b>\$ 852,572</b>	<b>\$ 4,410</b>	<b>\$ 28,939</b>	<b>\$ 33,349</b>	<b>\$ 819,223</b>	<b>4%</b>
<b>013- 100 Regular Education - Menu</b>							
1000	Instruction	\$ 393,454	141,120	69,445	21,805	\$ 371,649	6%
2000	Support Services & Interest	2,000	1,446	-	1,446	554	72%
	<b>Subtotal</b>	<b>\$ 395,454</b>	<b>\$ 142,566</b>	<b>\$ 69,445</b>	<b>\$ 23,251</b>	<b>\$ 372,203</b>	<b>6%</b>
<b>013- 200 Special Education - Menu</b>							
1000	Instruction	\$ 86,755	\$ 7,160	\$ 5,474	\$ 10,954	\$ 75,801	13%
	<b>Subtotal</b>	<b>\$ 86,755</b>	<b>\$ 7,160</b>	<b>\$ 5,474</b>	<b>\$ 10,954</b>	<b>\$ 75,801</b>	<b>13%</b>
	<b>TOTAL CSF - MENU</b>	<b>\$ 482,209</b>	<b>\$ 149,725</b>	<b>\$ 74,919</b>	<b>\$ 34,205</b>	<b>\$ 448,004</b>	<b>7%</b>
<b>TOTAL CLASSROOM SITE FUND (CSF)</b>		<b>\$ 1,696,510</b>	<b>\$ 192,643</b>	<b>\$ 132,541</b>	<b>\$ 134,744</b>	<b>\$ 1,561,766</b>	<b>8%</b>

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Function Code	Function Description	FY 21 Budget REVISED	Expended YTD	Encumbered YTD	Exp & Enc YTD	Uncommitted Balance	% Committed
<b>UNRESTRICTED CAPITAL OUTLAY FUND 610</b>							
1000	Instruction	\$ 1,035,387	\$ 484,988	\$ 13,225	\$ 498,213	\$ 537,174	48%
2100	Support Svcs Student	9,000	9,292	-	\$ 9,292	(292)	103%
2200	Media/ Library	144,250	143,584	7,179	\$ 150,763	(6,513)	105%
2300	Support Svcs Gen Admin *	-	-	-	\$ -	-	N/A
2400	Support Svcs School Admin*	-	-	-	\$ -	-	N/A
2500	Business & Technology	86,500	78,756	12,882	\$ 91,639	(5,139)	106%
2600	O & M Plant Svcs	84,958	1,204	12,587	\$ 13,791	71,167	16%
2700	Student Trans. Svcs	-	-	-	\$ -	-	N/A
3100	Food Service Operations	-	-	-	\$ -	-	N/A
3300	Community	-	-	-	\$ -	-	N/A
4500	Building Acquisition	-	-	-	\$ -	-	N/A
4600	Site Improvements	-	-	-	\$ -	-	N/A
4700	Building Improvement	110,000	103,975	-	\$ 103,975	6,025	95%
200-1000	Special Ed Instruction	-	-	449	\$ 449	(449)	N/A
200-21/2200	Special Ed Student Support	1,000	1,033	-	\$ 1,033	(33)	103%
610-1000	Cocurricular Bank/Choir	-	-	-	\$ -	-	N/A
511-1000	Desegregation - Instruction	-	-	-	\$ -	-	N/A
511-2000	Desegregation - Support Svcs	-	-	-	\$ -	-	N/A
511-4000	Desegregation - Bldg Improv	-	-	-	\$ -	-	N/A
<b>TOTALS</b>		<b>\$ 1,471,095</b>	<b>\$ 822,833</b>	<b>\$ 46,322</b>	<b>\$ 869,155</b>	<b>\$ 601,940</b>	<b>59%</b>

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## Gifted Scope & Sequence

Governing Board Review & Approval Date: March 2, 2021

Submitted by: Rebecca Willey Title: Director of Curriculum & Instruction

Email: Rebecca.willey@wsd.k12.az.us Phone: 602-681-2203

LEA gifted coordinator name /email: Rebecca Willey/Rebecca.willey@wsd.k12.az.us

LEA gifted website: https://www.wsd.k12.az.us/Curriculum

<b>Program Design</b>		
<b>Question</b>	<b>Indicators</b>	<b>District Description</b>
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> <li>• Multiple criteria, non-verbal, verbal and quantitative</li> <li>• 97% on state approved tests or services for students with borderline scores</li> <li>• Read the state definition in ARS 15-779 and incorporate it into your local district</li> </ul>	<p>Gifted students are found from all ethnic, racial, social and economic groups. They are students with actual achievement as well as students who show promise and potential for significant contributions. These students demonstrate superior cognitive abilities in the school population in measured general intelligence. Wilson will identify students who are able to score at the 90<sup>th</sup> percentile in the non-verbal quantitative or verbal portion of the approved tests.</p> <p>Students will be identified as Gifted if they achieve at the 97% and above in at least one area of the testing (verbal, quantitative, or nonverbal.) Students who score between 90 and 96 %ile on any one area will be placed in the program as Talented.</p>
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> <li>• Incorporates a K-8 or K-12 continuity of services</li> <li>• Modify instruction/curriculum to meet</li> </ul>	<p>The Academic and Creative Enrichment program will serve K though 8<sup>th</sup> grade students who consistently excel above the average to the</p>

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	<p>student needs</p> <ul style="list-style-type: none"> <li>• Describes differentiation in process, content and product</li> <li>• "Gifted students are gifted all day, not just for a small segment of that day"</li> <li>• Goal: start with where the student is academically and accelerate the pace of instruction</li> <li>• Goal: train as many teachers as possible about the unique needs of gifted students</li> <li>• Goal: develop a program that represents the diversity of the school and district</li> </ul>	<p>extent they need and can profit from planned educational services. The program will serve students including those from divergent social and linguist backgrounds, the handicapped and other students entitled to other appropriate educational programs.</p> <p>The goal of the program will be to increase written, verbal, and multimedia productions and to advance achievement on the Arizona State Standards.</p> <ul style="list-style-type: none"> <li>• Teacher training to train as many as possible in differentiation.</li> <li>• Other Goals:</li> <li>• To provide an environment for development of higher levels of thinking and reasoning.</li> <li>• To develop understanding and proficiency in the use of the skills, methods and goals of inquiring and reason.</li> <li>• To developed creative learning process.</li> <li>• To develop problem solving skills</li> <li>• To develop leadership skills. (quantitative, verbal, nonverbal)</li> </ul>
<p>How do you group and deliver services to your K-2 students?</p>	<ul style="list-style-type: none"> <li>• Self-contained, cluster, pull out or differentiated instruction within the regular classroom</li> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> </ul>	<p>The gifted K-12 students will receive differentiated instruction from regular education content by emphasizing the development of high order thinking, problem solving and creativity in the content areas of Math, Science, Social Studies, Language Arts, and Technology through the use of advanced or enriched content. The general education teachers will work with the gifted coordinator to adapt classroom content. In some cases, students may be sent to a grade above class to provide challenging learning opportunities. A written plan to differentiate instruction will be developed for each identified student.</p>
<p>How do you group and deliver services to your 3-6 students?</p>	<ul style="list-style-type: none"> <li>• Self-contained, cluster, pull out or differentiated instruction within the regular classroom</li> </ul>	<p>The gifted 3<sup>rd</sup> grade students will receive differentiated instruction from general education content by emphasizing the development of high</p>

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	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> </ul>	<p>order thinking, problem solving and creativity in the content areas of Math, Science, Social Studies, Language Arts, and Technology through the use of advanced or enriched content. The regular teachers will work with the gifted specialist to adapt classroom content as well as content received from the specialist.</p> <p>Gifted students in 4-6<sup>th</sup> grade may also be assigned to special honors classes depending on their area of giftedness, or a special project in music or art. A written plan to differentiate instruction will be developed for each identified student.</p>
<p>How do you group and deliver services to your 7-8 students?</p>	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, flexible grouping</li> </ul>	<p>Differentiated instruction may be provided via accelerated learning, honors classes, and/or flexible grouping. A written plan to differentiate instruction will be developed for each identified student.</p>
<p>How do you group and deliver services to your 9-12 students?</p>	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling</li> </ul>	
<p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>• Use a curriculum mapping approach</li> <li>• Testing for competency before teaching content</li> <li>• Use Vertical alignment strategies</li> </ul>	<p>Wilson District uses vertical alignment strategies and curriculum mapping to integrate program standards and AZ State standards at all grade levels. Students are tested quarterly on criterion referenced tests and identified students move at an accelerated pace.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> <li>• Periodic orientation/communication meetings</li> <li>• Provide information about summer programs like Johns Hopkins, ASU and U of A</li> <li>• Newsletters, parent support groups</li> </ul>	<p>Parents of gifted students attend orientation meetings, and a meeting to provide information regarding programs both during the school year and summer. The written individual plan will also be shared with parents during parent/teacher conferences.</p>

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## 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"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>	<p>Differentiation in the learning environment will take place by allowing the identified students to work independently, in-class be homogeneous grouped with grade level or cross-age groups during the school day and after school, advanced placement for certain subjects, and accelerated pacing using advanced standards.</p> <p>The gifted coordinator will meet with classroom teachers to discuss differentiation and appropriate instruction for identified students.</p>
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"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>	<p>Differentiation in the learning environment will take place by allowing the identified students to work independently, in-class be homogeneous grouped with grade level or cross-age groups during the school day and after school, advanced placement for certain subjects, and accelerated pacing using advanced standards.</p> <p>The gifted coordinator will meet with classroom teachers to discuss differentiation and appropriate instruction for identified students.</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"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation, etc.</li> <li>• Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level</li> <li>• Use real world connections, simulations, Mock Trial, etc.</li> </ul>	<p>Gifted students may be placed in advanced subject classes such as AVID classes and may participate in accelerated activities including extended literature novels, math word problems, graph interpretation.</p> <p>The gifted coordinator will meet with the classroom teachers to discuss differentiation and appropriate instruction for the identified students.</p>
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"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Provide AP, IB or CIE coursework for</li> </ul>	

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	student Establish a rubric for the pedagogy to be appropriately applied for these levels	
What curricular materials do you use for grades K-2?	<ul style="list-style-type: none"> <li>• Be specific.</li> </ul>	<ol style="list-style-type: none"> <li>1. Benchmark Advanced</li> <li>2. Eureka Math</li> <li>3. Teacher development curriculum aligned to stated standards.</li> </ol>
What curricular materials do you use for grades 3-6?	<ul style="list-style-type: none"> <li>• Be specific.</li> </ul>	<ol style="list-style-type: none"> <li>1. Benchmark Advanced (3-5), Study Sync (6)</li> <li>2. Eureka Math (3), My Math (4-5), Glencoe (6)</li> <li>3. Teacher developed curriculum aligned state standards.</li> </ol>
What curricular materials do you use for grades 7-8?	<ul style="list-style-type: none"> <li>• Be specific.</li> </ul>	<ol style="list-style-type: none"> <li>1. Study Sync</li> <li>2. Glencoe</li> <li>3. Teacher developed curriculum aligned to state standards.</li> </ol>
What curricular materials do you use for grades 9-12?	<ul style="list-style-type: none"> <li>• Be specific.</li> </ul>	



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<b>Identification</b>		
<b>Question</b>	<b>Indicators</b>	<b>District Description</b>
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> <li>• Recommendations from parents/staff</li> <li>• Review of records and answers on student transfer documents</li> <li>• Announcements/newsletters to parents</li> <li>• Referrals from counselors, administrators or support staff</li> <li>• In-service training for all staff and parents</li> <li>• Program description provided to all stakeholders</li> </ul>	<p>Students will be identified as Gifted if they achieve at the 97% and above in one area of the testing (verbal, quantitative or nonverbal) Students who score between 90 and 96%ile on any one area will be placed in the program as Talented.</p> <p>Teacher and Parents refer students for gifted testing. Testing takes place three times a year.</p> <p>Parents sign permission-to-test forms and are notified of the test results.</p> <p>Teachers, parents, or guardians of qualifying students will be advised in writing of the identification of those students for the program. Parents may elect to have a conference to discuss the results and program options.</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"> <li>• Serve 97%, but what about 96, 95, 94 and others?</li> <li>• Use a matrix for underrepresented students including at risk, ELL and equity compared to school population</li> <li>• Arizona Assessment Scores</li> <li>• Use of non-verbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors, AP, IB, CIE classes</li> </ul>	<p>Students are assessed using cognitive abilities instrument including verbal, quantitative and nonverbal test. Students who obtain percentile scores of 97% or above qualify for service. Students who score from 90<sup>th</sup>-96<sup>th</sup> percentile also participate in the gifted program.</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"> <li>• CogAT, Naglieri, WISC, etc. See the State Board approved test list</li> <li>• Student grades</li> <li>• Gifted Characteristics Checklists</li> <li>• Student, teacher, parent input</li> <li>• Standardized testing results</li> </ul>	<p>The Cognitive Abilities Test. These instruments are standardized, state approved and include nonverbal measures for non-English and ELL students. Other state-approved test may be selected.</p>
How often do you make testing available for K-12	<ul style="list-style-type: none"> <li>• Fall, winter, spring</li> <li>• Additional testing for transfer students or on</li> </ul>	<p>We test 3 times per year.</p>

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students?	a case-by-case basis throughout the year	
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> <li>• Formal letters to parents</li> <li>• Parent informational meetings, conferences</li> <li>• School newsletters</li> <li>• LEA Gifted Website</li> </ul>	Every student is issued a student agenda which has the school handbook in the front. The handbook contains information about student screening, testing and identification for the gifted program. The school also sends information directly home on referring students for testing and qualifying for the program.
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"> <li>• Formal letters</li> <li>• Focus on data</li> <li>• Parent meetings</li> <li>• Meeting with teacher, Principal, and Gifted Director</li> </ul>	The District informs parents via formal letters which include information regarding parent conferences. Parents appeals may result in re-testing and/or additional information sharing.

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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"> <li>• Grade level seminars to train teachers</li> <li>• Coordination of affective activities</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations</li> <li>• Use peer tutoring, cooperative learning strategies</li> <li>• Establish a parent support group</li> </ul>	<p>Teachers of K-3 and 4-8 students will receive separate training regarding affective needs of gifted students.</p> <p>Classroom teachers will work with the gifted coordinator to identify and provide for social and emotional concerns of individual students with their classroom teacher.</p>
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> <li>• Incorporate specific activities into an honors program</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level such as a humanities class</li> <li>• Establish a parent support group</li> </ul>	<p>Teachers of 7-8 students will receive training regarding affective needs of gifted students. Cooperative learning strategies will be used.</p>
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> <li>• Develop gifted student learning groups to share experiences</li> <li>• Assign a counselor to work with gifted students</li> <li>• Seminars to train teachers, counselors and administrators</li> <li>• Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs</li> <li>• Establish a parent support group</li> </ul>	
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<ul style="list-style-type: none"> <li>• Grade level seminars to train teachers</li> <li>• Provide literature about the unique needs of gifted students to teachers/parents</li> <li>• Conduct locally developed gifted parent nights</li> </ul>	<ul style="list-style-type: none"> <li>• The district will provide in-service training for staff.</li> <li>• Hands-out for parents and teachers.</li> </ul>
How do you monitor, identify and provide assistance to "at-risk" gifted students?	<ul style="list-style-type: none"> <li>• Create an open-ended referral process for parents, students and teachers</li> <li>• Provide counseling services on an as needed basis</li> <li>• Develop alternate approaches for students in high school to earn credit</li> </ul>	<p>Provide Counseling on as-needed basis Help students self-advocate and ask for assistance. Train teachers to monitor students and their grades and progress. Monitor grades- AVID</p>

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	<ul style="list-style-type: none"><li>• Competency testing in core subjects to allow students to "move-on"</li></ul>	
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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"> <li>• In-service training, staff development, professional learning communities</li> <li>• Fund attendance at conferences, workshops and training in gifted education</li> <li>• Provide instructional materials for gifted learners</li> <li>• Join the Arizona Association for Gifted and Talented (AAGT) <a href="http://www.arizonagifted.org">www.arizonagifted.org</a></li> <li>• Teachers develop personal professional growth plans</li> </ul>	The gifted coordinator will work with staff at each building site to identify one teacher K-3; one teacher 4-5; and one junior high teacher to develop their capacity for working with gifted students. These teachers will be encouraged to attend the annual conference and other inservice and staff development and to pursue the gifted endorsement.
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> <li>• Characteristics of the gifted learner</li> <li>• Instructional needs of the gifted learner</li> <li>• How to differentiate instruction to meet gifted learners needs</li> <li>• Identifying the gifted learner</li> <li>• The meaning of gifted testing results</li> </ul>	Last year we sent a teacher training to receive her Provisional Gifted Education Endorsement through our Gifted Ed Consortium. She also attended the Gifted Education Summer Institute. We are providing training for all staff in differentiated instruction to meet the needs of subgroups of learners, including gifted.
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<ul style="list-style-type: none"> <li>• Specific training events that illustrated for administrators how to support gifted education in their schools</li> <li>• Training for counselors in the social and emotional needs of the gifted learner</li> <li>• ADE sponsored training on school improvement</li> </ul>	Training included administrators, counselors, psychologist and support staff.
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"> <li>• For more information, please see the <a href="#">gifted endorsement resources</a>.</li> </ul>	We have one teacher working toward her Gifted Endorsement. We are encouraging other educators to pursue a Gifted Endorsement.
Describe the feedback received from post training evaluations.	<ul style="list-style-type: none"> <li>• What did the participants say about the effectiveness?</li> </ul>	Verbal feedback from grade level and vertical subject meetings has been positive.

# Wilson School District

## Parent and Community Involvement

Question	Indicators	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> <li>• Provide parents with a gifted handbook for working with the district</li> <li>• Open house for gifted parents</li> <li>• Website for gifted students and parents</li> <li>• Parent – teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Information in parent handbook to be included.</li> <li>• Parent- teacher conferences.</li> <li>• To be included on school website. We are building our Gifted Ed page to provide resources and supports for our gifted learners.</li> </ul>
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> <li>• Gifted scope and sequence distributed to all gifted parents</li> <li>• Available in all school offices</li> <li>• Available on LEA or school website</li> </ul>	<ul style="list-style-type: none"> <li>• Available in school and district offices.</li> </ul>
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> <li>• Write letters of invitation to all gifted parents to join our group</li> <li>• Develop a regular schedule of meetings, posted on website or in newsletter</li> <li>• Provide opportunities to hear and converse with gifted guest speakers</li> </ul>	We will provide a regular schedule of meetings, post them on the website, and incorporate information into existing meetings, such as PTO.
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> <li>• Surveys, personal interviews, town hall type meetings</li> <li>• Site council agenda item</li> <li>• End of year presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• End of year presentations (e.g., PTO meeting)</li> </ul>

# Wilson School District

## Program Assessment

Question	Indicators	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> <li>• Surveys from parents, students and teachers</li> <li>• Standardized test scores</li> <li>• AzMERIT performance scores</li> <li>• Terra Nova performance scores</li> <li>• AP, IB or CIE scores</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• AzM2</li> <li>• ATI- quarterly assessments</li> <li>• Anecdotal observations of students</li> </ul>
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> <li>• Track progress of gifted students year to year individually</li> <li>• Compare scores of gifted students with the rest of the population to assess differences</li> <li>• Students class grades compared to identification scores</li> </ul>	Progress of gifted students will be tracked year to year and compared to the rest of Wilson population.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<ul style="list-style-type: none"> <li>• Look for trends, common strengths, weaknesses, areas for improvement in parent surveys</li> <li>• Direct observation of the program in action</li> </ul>	<ul style="list-style-type: none"> <li>• Survey will be used to look for trends, common strengths, weaknesses.</li> <li>• Work samples.</li> </ul>
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> <li>• Student interest, excitement with the program</li> <li>• Parental positive feedback</li> <li>• Students test score analysis</li> <li>• Stays with the program, no dropouts</li> <li>• Regular attendance in class</li> </ul>	<ul style="list-style-type: none"> <li>• Survey will include information on student interest and excitement with program.</li> <li>• Parent survey to obtain feedback.</li> </ul>
Describe the performance standards you have for all gifted students. Are the standards for gifted students?	<ul style="list-style-type: none"> <li>• Meets the individual learning goals established for the students</li> <li>• The gifted population demographics must reflect the same picture as the total school population</li> </ul>	Meets the individual leaning goals established for the students.

# Wilson School District

## Budgeting

Question	Indicators	District Description
<p>What percentage of your Gifted Education supplemental allocation is used to support your gifted education program in the following categories:</p> <ul style="list-style-type: none"> <li>• capital expenditures</li> <li>• direct student services</li> <li>• professional development, and</li> <li>• district coordination?</li> </ul>	<ul style="list-style-type: none"> <li>• Local Funds</li> <li>• Gifted Education Supplemental Grant</li> <li>• Student Support and Academic Enrichment Grant (Title IV-A)</li> </ul>	<p>We participated in a Gifted Education Consortium last year which provided training for a teacher receive 90 hours of training and earn a provisional gifted endorsement.</p>
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> <li>• Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom</li> <li>• Ratio within the structure you chose: 1 to how many students?</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction in AVID or Honors Classes.</li> <li>• 1-approximately 25</li> </ul>
<p>To what extent does the district support the funding of your gifted program?</p> <p>Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> <li>• Teacher salaries?</li> <li>• Rooms, appropriately equipped?</li> <li>• Professional development</li> <li>• Funding for a Director?</li> <li>• Testing supplies?</li> <li>• Administrative support?</li> </ul>	<p>Wilson School District provides all salaries, and fully equipped classrooms (with interactive display projectors, and student computers). Staff with gifted students in their regular classrooms will be given the opportunity for professional development during the year and in June.</p> <p>Administrative support is given from the district and from the Special Ed department. There is need for additional funding to support the coordinator position.</p>



**Interlocal Contract - Interstate**  
**Between Harris County Department of Education**  
**& \_\_\_\_\_**

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, this Interstate Contract (“Contract”) is made and entered into by and between the Harris County Department of Education (“HCDE”), located in Houston, Texas, and the \_\_\_\_\_ (“Entity”), located in \_\_\_\_\_, for the purpose of allowing Entity to purchase services under the same terms, conditions, and prices as are available to all participants of HCDE’s Choice Partners cooperative.

**Preamble**

HCDE is a local governmental entity established to promote education in Harris County, Texas and is also duly authorized to provide programs and services in the State of Texas and to agencies of other states, pursuant to Texas Government Code § 791.011(b)(2). Both HCDE and Entity desire to set forth, in writing, the terms and conditions of their agreement.

**General Terms and Conditions**

In consideration of the mutual covenants and conditions contained in this Contract and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties intending to be legally bound agree as follows:

1. **Term.** This Contract is effective from the date of the first signature and shall automatically renew unless either party gives thirty (30) days prior written notice of non-renewal. This Contract may be terminated by either party with or without cause with thirty (30) days written notice. See other means of terminating the contract in Article 11, below. Any such notice shall be sent according to Article 8.
  
2. **Agreement.** The terms of this Contract shall apply and will be considered a part of any Addendum for programs and services delivered by HCDE. This Contract and the attached and incorporated Addendum, purchase orders, or exhibits, if any, contain the entire agreement of the parties and there are no representations, agreements, arrangements, or undertakings, oral or written, between the parties to this Contract other than those set forth in this Contract and duly executed in writing.
  
3. **Purpose and Scope of Work.**
  - A. HCDE:**
    - Represents that it has secured the vendor(s)’ agreement to provide commodities and/or services to its non-Texas members under the terms, conditions, and prices as contracted for Texas governmental entities.
    - Represents that it has reviewed the contract(s) and determined that it complies with any and all applicable rules, regulations, and statutes applicable to competitive procurement and cooperative purchasing in the State of Texas.
  - B. Entity:**
    - Agrees that it is Entity’s responsibility to ensure that its State’s rules, regulations, and statutes applicable to competitive procurement and cooperative purchasing allow Entity’s participation in out-of-state contracts.
    - Agrees that it shall issue any and all purchase orders or other applicable authorizations for purchases made on its behalf to Choice Partner’s vendors.
    - Agrees that it shall provide Choice Partners with a copy of any contract or purchase order based on a Choice Partners contract.

- Agrees to follow the terms and conditions of each independent contract or purchase orders for each Choice Partner vendor.
4. As is. HCDE makes this Contract available to Choice Partners participating entities “as is” and are under no obligation to revise the terms, conditions, scope, prices, and/or any other requirements of the Contract for the benefit of Entity.
  5. Assignment. Neither this Contract nor any duties or obligations entered in subsequent contracts because of this agreement shall be assignable by either party without the prior written acknowledgment and authorization of both parties.
  6. Conflict of Interest. During the Term of HCDE’s service to Entity, Entity, its personnel and agents, shall not, directly or indirectly, whether for Entity’s own account or with any other person or entity whatsoever, employ, solicit or endeavor to entice away any person who is employed by HCDE.
  7. Contract Amendment. This Contract shall not be altered, changed, or amended except by the mutual agreement of all parties in writing to be attached to and incorporated into this Contract.
  8. Notice. Any notice provided under the terms of this Contract by either party to the other shall be in writing and shall be sent by **certified mail, return receipt requested**. Notice to shall be sufficient if made or addressed as follows:

Harris County Department of Education  
 Attn: James Colbert, Jr.  
 County School Superintendent  
 6300 Irvington Blvd.  
 Houston, Texas 77022  
 Phone: 713-694-6300

Entity: \_\_\_\_\_  
 Attn: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

9. Relation of Parties. It is the intention of the parties that Entity is independent of HCDE and is not an employee, agent, joint venturer, or partner of HCDE and nothing in this Contract shall be interpreted or construed as creating or establishing the relationship of employer and employee, agent, joint venturer or partner, between HCDE and Entity or HCDE and any of Entity’s agents.
10. Non-Exclusivity of Services. Nothing in this Contract may be construed to imply that HCDE has exclusive right to provide Entity these services. During the Term of Contract, Entity reserves the right to use all available resources to procure other services as needed and, in doing so, will not violate any rights of HCDE.
11. Termination. This Contract may be terminated prior to the expiration of the Term hereof as follows:
  - By Entity upon 30 days notice if the work/service is not provided in a satisfactory and proper manner after a remedy has been reported and discussed;
  - By mutual written agreement of the parties, upon thirty (30) days prior notice;
  - By either party by giving thirty (30) days written notice to the other party; or
  - By either party immediately if the other party commits a material breach any of the terms of this Contract and no remedial action can be agreed upon by the parties.
12. Master Contract. This Contract can be utilized as the Master Contract. The general terms and conditions in this Contract will serve to outline the working relationship between HCDE and

Entity. Both parties agree to allow the Entity to use any or all of the following programs and/or services with no charge from HCDE including Choice Partners.

Entity agrees to adhere to the terms and conditions set forth for the programs and/or services as contracted under these programs. All other programs and/or services provided by HCDE requiring a fee will need an addendum to the approved Master Interstate Contract. The specific terms and conditions of the addendum will govern that individual contract. In the case of a conflict between the Contract and any addendum, the provisions of the addendum will govern.

13. Severability. In the event that any one or more of the provisions contained in this Contract shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Contract shall be construed as if such invalid, illegality, or unenforceable provision had never been contained in it.
14. Authorization. Each party acknowledges that the governing body of each party to the Contract has authorized this Contract.
15. Benefit for Signatory Parties Only. Neither this Contract, nor any term or provisions hereof, nor any inclusion by reference, shall be construed as being for the benefit of any party not in signatory hereto.

In witness whereof, HCDE and Entity have executed this Contract to be effective on the date specified in Article 1. Term above:

_____	Harris County Department of Education
Entity Name	
_____	_____
Signature	
_____	James Colbert, Jr.
Printed Name	
_____	County School Superintendent
Title	
_____	Date: _____
Date	

**ACTION ITEM**

**DATE:** March 2, 2021

**ITEM:** It is recommended the Governing Board approve the Interlocal Contract – Interstate between Harris County Department of Education and Wilson School District #7.

**SUBMITTED BY:** \_\_\_\_\_  
Beth Strickler, Director of Business Services & Technology

**RECOMMENDED:** \_\_\_\_\_  
Mr. Antonio Sanchez, Superintendent

**DISCUSSION:** This interlocal/interstate contract will enable our Food Service department to take full advantage of the Choice Partners Cooperative, Commodity Processing of USDA Foods Out-of-State participation agreement. There is no cost to the District.

**RECOMMENDED:** It is recommended the Governing Board approve the Interlocal Contract – Interstate between Harris County Department of Education and Wilson School District #7.

**ACTION ITEM**

**DATE:** March 2, 2021

**ITEM:** It is recommended the Governing Board approve the closure of the Student Activities Account (xx426900) at Desert Financial Credit Union with monies now being deposited directly with Chase Bank (Maricopa County Treasurer).

**SUBMITTED BY:** \_\_\_\_\_  
Beth Strickler, Director of Business Services & Technology

**RECOMMENDED:** \_\_\_\_\_  
Mr. Antonio Sanchez, Superintendent

**DISCUSSION:** The account has a zero (\$0) balance as of February 2, 2021.

**RECOMMENDED:** It is recommended the Governing Board approve the closure of the Student Activities Account (xx426900) at Desert Financial Credit Union with monies now being deposited directly with Chase Bank (Maricopa County Treasurer).

**ACTION ITEMS**

**DATE:** March 2, 2021

**ITEM:** Travel Reduction Plan

**SUBMITTED BY:** \_\_\_\_\_  
Alex Dumas, Human Resources Director

**RECOMMENDED BY:** \_\_\_\_\_  
Antonio Sanchez, Superintendent

**RECOMMENDATION:**

It is recommended that the Governing Board approve the Travel Reduction Plan for the 2021-2022 school year.

**RATIONALE:**

The Travel Reduction Program (TRP) began in 1989 as part of the State of Arizona's response to a court ruling requiring greater efforts to reduce air pollution. The approximately 80 million commuter miles driven each weekday are a significant contributor to regional air pollution (ozone, particulate matter). One outcome of the ruling was the legislation of TRP state statutes that focus on employers and schools. Subsequent revisions to the statute and related Maricopa County ordinance (P-7) reduced the minimum employee site count to 50.

Therefore, if you an employee carpool, take the bus, ride the light rail, walk, bike, etc. to work at least once per week to help reduce traffic congestion and improve air quality. Those registered participants will receive a \$10.00 gift card, be placed in the monthly drawing for a \$25.00 gift card and be eligible for a \$40.00 Alternative Mode User (AMU) and \$40.00 Survey Incentive annual drawings.

**ACTION ITEM**

**DATE:** March 2, 2021

**ITEM:** Approval of Discontinuance of Employment

**SUBMITTED BY:** \_\_\_\_\_  
 Alex Dumas, Human Resources Director

**RECOMMENDED BY:** \_\_\_\_\_  
 Antonio Sanchez, Superintendent

ADMIN	CLASS. ADMIN	CERTIFIED	CLASSIFIED	Name	FTE	Assignment	Effective Date	RESIGNATION	NONRENEWAL	DECEASED	RETIREMENT	TERMINATION	LEAVE OF ABSENCE
			X	Melissa Canedo	.94	Instructional Assistant (Primary)	02-09-2021	X					
			X	Monique Burns	1.0	Nurse Assistant (Primary)	05-21-2021	X					

**RECOMMENDATION:**

It is recommended that the Governing Board approve the following Discontinuance of Employment.

**ACTION ITEM****DATE:** March 2, 2021**ITEM:** Approval of Leave of Absence**SUBMITTED BY:** \_\_\_\_\_  
Alex Dumas, Human Resources Director**RECOMMENDED BY:** \_\_\_\_\_  
Antonio Sanchez, Superintendent

ADMIN	CLASS. ADMIN	CERTIFIED	CLASSIFIED	Name	FTE	Assignment	Effective Date	RESIGNATION	NONRENEWAL	DECEASED	RETIREMENT	TERMINATION	LEAVE OF ABSENCE
			X	Guadalupe Montoya Munoz	.50	Custodian (Maintenance)	02-22-2021 – 03-12-2021 (Personal Leave of Absence)						X
			X	Marina Castro	.94	Spec Ed. I.A. (Elementary)	02-22-2021 – 03-22-2021 (Personal Leave of Absence)						X
			X	Maria Cisneros	.69	Food Service Worker (Cafeteria)	03-01-2021 – 03-19-2021 (Personal Leave of Absence)						X

**RECOMMENDATION:**

It is recommended that the Governing Board approve the following individual Leave of Absence.



**INFORMATION ITEM**

**DATE:** March 2, 2021

**ITEM:** Board Financial Report as of February 29, 2021

**SUBMITTED BY:** \_\_\_\_\_  
Beth Strickler, Director of Business Services and Technology

**RECOMMENDED BY:** \_\_\_\_\_  
Antonio Sanchez, Superintendent

**INFORMATION:** All funds are within legal budget limits and are expected to remain so.

**ACTION ITEM**

**DATE:** March 2, 2021

**ITEM:** Minutes for February 9, 2021

Minutes following

**ACTION ITEM**

**DATE:** March 2, 2021

**ITEM:** Approval of the revised Gifted Scope and Sequence as presented.

**SUBMITTED BY:** \_\_\_\_\_  
Antonio Sanchez, Superintendent

**RECOMMENDED BY:** \_\_\_\_\_  
Antonio Sanchez, Superintendent

**RECOMMENDATION:**

It is recommended that the Governing Board approve the revised Gifted Scope and Sequence as presented.

# WILSON ELEMENTARY SCHOOL DISTRICT NO. 7

Governing Board Meeting Minutes for Tuesday, February 9, 2021

Regular Meeting - Webex – 5:00 p.m.

## REGULAR MEETING - WEBEX

### 1.0 GENERAL FUNCTIONS

**Call to Order** - Meeting began at 5:01 p.m.

**Pledge of Allegiance** – Mrs. Martinez, Board President, led the Pledge of Allegiance.

**Roll Call** – Board called roll.

Mrs. Anna Martinez-Present

Mr. Mario Martinez-Present

#### 1.0 Adoption of board agenda.

**ACTION**

Approve to adopt the board agenda

Moved by Mario Martinez, seconded by Anna Martinez.

Vote passed, 2/0, unanimously.

Aye: Mario Martinez, Anna Martinez

### 2.0 PUBLIC PARTICIPATION

None

**DISCUSSION**

### 3.0 SUPERINTENDENT REPORT

#### 3.01 Primary Report – Mrs. Wojcicki, Principal, reported on:

**DISCUSSION**

- (PBIS) Positive Behavioral Interventions and Supports-Praises – Creating a PAWSitive school culture with strong student/teacher relationships and sticking to our school beliefs will increase attendance, positive behaviors and achievement. The research on “praise” tells us – has the ability to improve student academic or behavioral performance, can be a powerful motivating tool and is under used in regular and special education classrooms.
- (AVID) Advancement Via Individual Determination-Celebration and Call Backs –Teachers talked about the what, why, when and how to make Call Backs. Teachers made videos and showed Call Backs on how students received attention in the lesson. Teachers did celebrations, viewed some clips and practiced to promote student participation.
- Parent Night: Technology Night Feb 18, at 4:30-6:30, Cafeteria Microsoft Teams, parents only, overview, and passport.
- Identifying WOOP kids and following up with growth – During the faculty meeting the teachers collaborated on identified students. After 3 weeks information on where are they now, how you intentionally planned their lessons, have they made growth, what evidence do you have to show

growth, how are you measuring growth, are the obstacles prohibiting your plans, ready to exit and pick up new WOOP kids, Breakout rooms – Discussed the plans for the WOOP kids, answered at least 3 questions about and collaborated on additional actions to meet the needs of the students.

**3.02 Superintendent and Curriculum Report – Mr. Sanchez, Superintendent and Mrs. Willey, Curriculum Director, reported on:**

**DISCUSSION**

- March 15 possible date of return to in-person instruction – hybrid model – after discussion changed date to March 22 due to Spring Break, gives time in case of a breakout.
- Moody’s review – upgraded to A1 from A2 – Mrs. Strickler, Director Business Services and Technology, explained that Moody’s investor Services provides investors with credit ratings, risk analysis and research for stocks, bonds, and government entities. Wilson credit rating improved from an A2 to an A1, Moody’s said about Wilson School District in relation to our credit overview, credit position is sound, a very strong financial position, a low debt burden, a somewhat elevated pension liability, a modestly sized tax base and a very weak wealth and income profile.
- Vaccines – might put out an anonymous survey to staff to get information on how many have received the vaccinations, 2<sup>nd</sup> dose to be on Feb 26 & 27 and also have a waitlist for teachers and staff who missed 1<sup>st</sup> dose.
- Closing the Learning gap – Steps to address the learning gap due to the pandemic: Current steps – Afterschool program, Saturday School is virtual and about 4 hours, Summer School will be about 6 weeks, Self-guided program.

**4.0 APPROVAL OF CONSENT - ACTION**

**4.01 Ratifying of expense vouchers:**

**1056 dated January 14, 2021 in the amount of \$80,603.13**

**1057 dated January 26, 2021 in the amount of \$76,204.95**

**1059 dated January 28, 2021 in the amount of \$28,470.12**

**1060 dated February 2, 2021 in the amount of \$84,597.20**

**1061 dated February 4, 2021 in the amount of \$72,165.45**

**4.02 Ratifying of payroll vouchers:**

**1055 dated January 19, 2021 in the amount of \$332,528.62**

**1058 dated February 2, 2021 in the amount of \$361,248.28**

**4.03 Minutes for January 12, 2021**

**4.04 Board Financial Report as of January 31, 2021**

**4.05 Extra duty and stipends**

**4.06 Request for authorization to dispose of non-technology equipment**

**4.07 Acceptance of the presented gifts offered to the District.**

<b>Donor</b>	<b>Gift</b>	<b>Purpose</b>
<b>James Counts &amp; Family</b>	<b>\$500</b>	<b>Wilson Community Center-Homelessness &amp; hunger</b>
<b>No Kid Hungry by Share Our Strength</b>	<b>\$10,000</b>	<b>Food distribution carts; Food distribution salaries; Grab-N-Go Kiosk</b>

**4.08 New Employment:**

**Melissa Canedo, Instructional Assistant, effective 2/8/21**

**Mikayla Reyes, Instructional Assistant, effective 2/8/21**

Approve the consent items 4.01-4.08, item 4.09 was moved for discussion.

Motion by Mario Martinez, seconded by Anna Martinez.

Vote passed, 2/0, unanimously.

Aye: Mario Martinez, Anna Martinez

**5.0 SCHOOL BUSINESS**

**5.01 Approval of the School Safety Program Cooperative Agreement for fiscal year 2021. ACTION**

Approve the School Safety Program Cooperative Agreement for fiscal year 2021.

Motion by Mario Martinez, seconded by Anna Martinez.

Vote passed, 2/0, unanimously.

Aye: Mario Martinez, Anna Martinez

**4.09 Approval of Discontinuance of Employment:**

**ACTION**

**Claudia Gomez, Instructional Assistant, effective 1/20/21**

**Dessa Lipusz, ISS Monitor, effective 1/29/21**

**Sarah Slaughter Harper, School Counselor (PK-3), effective 1/29/21**

**Valerie Zakirov, Instructional Assistant, effective 1/30/21**

**Jasmine Bell, Instructional Assistant, effective 2/5/21**

**Leslie Garnham, Certified Teacher (3<sup>rd</sup> Grade), effective 5/21/21**

**Guadalupe Lara, Accounts Payable, effective 6/1/21.**

Approve Discontinuance of Employment for Claudia, Dessa, Sarah, Valerie, Jasmine, Leslie and Guadalupe, with the change of effective date from 6/1/21 to 5/31/21. Discussion followed with Mr. Martinez wanting to thank Ms. Garnham for being a fantastic teacher, her fun, loving, compassionate and being a ball of energy, all her students love her; it will be difficult to replace her.

Motion by Mario Martinez, seconded by Anna Martinez.

Vote passed, 2/0, unanimously.

Aye: Mario Martinez, Anna Martinez

## 6.0 FINANCIAL MATTERS

### 6.01 Approval the revised Contracts and Notice of Indefinite Term Appointment for ACTION the 2021-2022 school year.

Approve the revised Contracts and Notice of Indefinite Term Appointment for the 2021-2020 school year. Discussion followed with Mr. Sanchez, Superintendent, and Mr. Dumas, Human Resource Director, explaining that it is a formality, it is done every year and the revised contracts went to the lawyers for review, just language changes.

Motion by Mario Martinez, seconded by Anna Martinez.  
Vote passed, 2/0, unanimously.  
Aye: Mario Martinez, Anna Martinez

## 7.0 ADJOURNMENT

Adjourn of meeting. Meeting adjourned at 5:45 p.m.

**ACTION**

Motion by Mario Martinez, seconded by Anna Martinez.  
Vote passed, 2/0, unanimously.  
Aye: Mario Martinez, Anna Martinez

Next meeting will be held on Tuesday, March 2, 2021 at 5:00 p.m.

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Anna Martinez, Board President

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Mario Martinez, Member



**Travel Reduction Program**

Phone: 602.506.6750

Fax: 602.506.6669

Maricopa.gov/AQ

CleanAirMakeMore.com



**Travel Reduction Plan**

Email to: [TRPPlans@maricopa.gov](mailto:TRPPlans@maricopa.gov)

**Organization Information**

Organization: Wilson School District #7 Employee Count: 160 Student Count: \_\_\_\_\_

Business operates 5 days per week, starting at 7:30 AM / PM and ending at 4:00 AM / PM or  24 hours

Number of Participating Site(s): 3  Multi-Sheet If multi-site:  Plan Measures Cover ALL Site(s)

Survey Option:  Stratified Statistically Significant Random Response Rate (Documentation Attached)

Equivalent Emissions Credit:  Yes (Documentation Attached)

Electric Vehicle Charging Station Credit:  Yes (Documentation Attached)

**Contact Information**

Transportation Coordinator (TC): Alex Dumas Phone: (602) 681-2204 Cell: \_\_\_\_\_

Address: 3025 E. Fillmore Street City: Phoenix State: AZ Zip: 85008

Email: alex.dumas@wsd.k12.az.us Date Intro to TRP' completed: Over 15 years ago

Highest Ranking Local Official (HRLLO): Antonio Sanchez Phone: (602) 681-2200 Cell: \_\_\_\_\_

Address: 3025 E. Fillmore Street City: Phoenix State: AZ Zip: 85008

Email: antonio.sanchez@wsd.k12.az.us

**Communication Methods: Select a minimum of two (2) continuous communication methods.**

- Bulletin Boards  Company Newsletter  Valley Metro's ShareTheRide  Electronic Bulletin Board  Email  Social Media
- Employee Meetings (with agenda and sign-in sheet)  Internal webpage/Intranet  Memo

**Program information provided to new hires and driving age students: Select a minimum of one (1) method**

- Digital Presentation  Handbook  Memo  New Hire Packet  Webpage

**Measures:**

**Category 1) Participation Incentive Drawings**

Alternative Mode Drawing. Was this measure used in the last plan?  Yes  No

Frequency	# of Drawings	Prize Value	Annual Value
Monthly [12] X	<u>12</u>	X \$ <u>25.00</u>	= \$ <u>300.00</u>
Bi-Monthly [6] X	_____	X \$ _____	= \$ _____
Quarterly [4] X	_____	X \$ _____	= \$ _____
Semi-Annual [2] X	_____	X \$ _____	= \$ _____
Annual [2] X	_____	X \$ _____	= \$ _____

Other Alternative Mode Drawing. Was this measure used in the last plan?  Yes  No

Drawing	Frequency	# of Drawings	Prize Value	Annual Value
All AMUs Awarded	Select One	_____	X \$ _____	= \$ _____
Best AMU	Annual	<u>1</u>	X \$ <u>40.00</u>	= \$ <u>40.00</u>
High Pollution Advisory	Select One	_____	X \$ _____	= \$ _____
Point Program	Select One	_____	X \$ _____	= \$ _____
Walk/Bike	Select One	_____	X \$ _____	= \$ _____
New AMU	At Registration	<u>12</u>	X \$ <u>10.00</u>	= \$ <u>120.00</u>

Reduced Emission Vehicle and Alternative Refueling Drawing. Was this measure used in the last plan?  Yes  No

Drawing	Frequency	# of Drawings	Prize Value	Annual Value
Fuel After Dark	Select One	_____	X \$ _____	= \$ _____
Alternative Fuel Vehicle	Select One	_____	X \$ _____	= \$ _____

\*Do not include labor costs.



Employee Move Closer to Work Site Drawing. Was this measure used in the last plan?  Yes  No  
Drawing      Frequency      # of Drawings      Prize Value      Annual Value  
 Move Closer      Select One      \_\_\_\_\_ X \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Survey Incentive Drawing. Was this measure used in the last plan?  Yes  No  
Drawing      Frequency      # of Drawings      Prize Value      Annual Value  
 Survey Incentive      Annual      1 X \$ 40.00 = \$ 40.00

**Category 2) Subsidy and Rideshare Provisions**

Bus/Light Rail Subsidy. Was this measure used in the last plan?  Yes  No  
Subsidy Amount      Frequency      Payment Method      Annual Value  
 \$ \_\_\_\_\_      Select One      Select One      \$ \_\_\_\_\_

Carpool Subsidy. Was this measure used in the last plan?  Yes  No  
Subsidy Amount      Frequency      Payment Method      Annual Value  
 \$ \_\_\_\_\_      Select One      Select One      \$ \_\_\_\_\_

Vanpool Subsidy. Was this measure used in the last plan?  Yes  No  
Subsidy Amount      Frequency      Payment Method      Annual Value  
 \$ \_\_\_\_\_      Select One      Select One      \$ \_\_\_\_\_

Guaranteed Ride Home Program. Was this measure used in the last plan?  Yes  No  
Ride Method      Frequency      Payment Method      Annual Value  
 Company Veh      As Required      Select One      \$0.00

No Parking at Work Site Incentive. Was this measure used in the last plan?  Yes  No  
Incentive      Frequency      Payment Method      Annual Value  
 \_\_\_\_\_      Select One      Select One      \$ \_\_\_\_\_

Pay-to-Park Program. Was this measure used in the last plan?  Yes  No  
 Employees pay to park \$ \_\_\_\_\_ per Select one

Provide Company Vehicle for Car/Vanpool. Was this measure used in the last plan?  Yes  No  
# of Vehicles Provided      Vehicle Type      Annual Value  
 \_\_\_\_\_      \_\_\_\_\_      \$ \_\_\_\_\_

Preferential Car/Vanpool Parking. Was this measure used in the last plan?  Yes  No  
# of Spaces      Accommodation      Monitoring Type      Annual Value  
 10      Up Close Parkir      License Plate List      \$0.00  
 Employees pay to park \$ \_\_\_\_\_ per Select one

**Category 3) Alternative Work Schedules and Locations (Do not copy numbers from Summary Analysis)**

Compress Work Week. Was this measure used in the last plan?  Yes  No  
 9/80 (Work 9 days, 80 hours)      Total Employees \_\_\_\_\_  
 4/10 (Work 4 days, 40 hours)      Total Employees 60 - During the Summer  
 3/12 (Work 3 or 4 days, 36+ hours)      Total Employees \_\_\_\_\_

Telework. Was this measure used in the last plan?  Yes  No  
 Total Employees who telework at least two (2) times a month 80 - Due to COVID

Staggered Work Hours. Was this measure used in the last plan?  Yes  No  
 Shift Hours \_\_\_\_\_      Total Employees \_\_\_\_\_  
 Shift Hours \_\_\_\_\_      Total Employees \_\_\_\_\_  
 Shift Hours \_\_\_\_\_      Total Employees \_\_\_\_\_  
 Shift Hours \_\_\_\_\_      Total Employees \_\_\_\_\_

**Category 4) Physical Amenities. Were any of these measure used in the last plan?  Yes  No**

Bike Rack, Locker, and Shower (must have all three options)  Construct a loading and unloading facility for transit, carpool, and vanpool

On-site Amenities To Reduce Commute Trips (i.e. day care facility, dry cleaning, bank, restaurant, etc.)  Commuter matching service to facilitate ridesharing

Alternative mode information center  Work with Valley Metro to create extra bus services to work site

Work with municipality to construct side walks and bike lanes to work site

**Category 5) Electric Vehicle Charging Station Credit**

Electrical Charging Station. Was this measure used in the last plan?  Yes  No  
 Requesting Monetary Credit?  Yes  No Annual Value \$ \_\_\_\_\_  
 Location Date Put Into Service Type of Charging Station Cost Per Year

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**Category 6) Equivalent Emissions Reduction Measures**

Equivalent Emissions Reduction Measures. Was this measure used in the last plan?  Yes  No  
 Measure Used SOV or SOVMT Credit Annual Value

_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____

**Category 7) Other TRP Activities**

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**Statement of Participation**

As the HRLO and TC for this organization, I have reviewed this plan and submit it for approval to the Maricopa County Travel Reduction Program Task Force. I understand that our organization must implement this plan within 30 days of submitting this plan. Our organization will notify the Maricopa County Travel Reduction Program within 14 days if the Transportation Coordinator (listed on the previous page) changes. I also understand our organization shall maintain 36 months of documentation that verifies all incentives, drawings, subsidies and related activities are being implemented and promoted as outlined in Maricopa County Ordinance P-7. **I further understand that all values indicated on this plan must be expended within the plan year.** (Failure to appoint a TC or implement and document this plan may lead to civil penalties of up to \$300 a day.)

\$ 500.00 Signature:  Date: 02/04/2021  
 Highest Ranking Local Official

Total Plan Budget Signature:  Date: 02/04/2021  
 Transportation Coordinator

The qualifications/values for each measure should encourage employee alternative mode usage throughout the entire plan year and take into consideration all mandatory sites. Call (602) 506-6750 for assistance.

For Maricopa County Ordinance P-7 and specific information about the documentation you will be required to provide, please visit the TRP webpage: [maricopa.gov/2388/Travel-Reduction-Program](http://maricopa.gov/2388/Travel-Reduction-Program). For assistance with plan implementation and documentation after plan approval, please contact your Valley Metro Commute Solutions Coordinator at (602) 262-7433.



## Multi-Site Sheet

Plan Measures Cover ALL Site(s)

Site Name	Category 1	Category 2	Category 3	Bike Rack Shower/ Daycare/ Other Facility	# of Car/Vanpool Spaces	# of Electrical Charging Stations
Wilson District Office	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	
Wilson Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	
Wilson Primary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		