



HIGLEY UNIFIED SCHOOL DISTRICT
2935 South Recker Road, Gilbert, Arizona 85295
(480) 279-7000 • www.husd.org

August 12, 2025 - Board Meeting Agenda Questions & Responses

Agenda Item 5.4

Voucher 1002 - petty cash? What is this for, who received ?

The secondary school bookstores and both high school student stores receive start up cash for their cash registers. The school cafes also receive start up cash for their registers.

Agenda Item 5.5 – 5.11 – Is this training necessary expenses. Are we utilizing the potential of in-house trainings savings? Also, will the waiver be signed by all attendees?

5.5 HHS Principal Brian Banach will accompany the teams to provide essential administrative supervision and support, ensuring student safety, adherence to district policies, and appropriate oversight during this school-sponsored event.

5.6 HUSD Content Specialists, Kimberly Morton, Wendy Towery-Stove, and Sarah Wenger, have been selected to be presenters at this year's National Science Teaching Association (NSTA) national conference and are requesting approval to travel to the conference which will take place November 12-15 in Minneapolis, MN. This is an amazing opportunity for Higley Unified School District to be on a national stage as a leader in science education. Morton, Towery-Stove, and Wenger will be presenting the sessions which highlight their innovative approaches to integrating their individual areas of expertise in order to elevate and advance the quality of science education. These sessions demonstrate Higley's commitment to collaboration, critical thinking, and innovative learning.

5.7 Advisor conferences allow advisors the opportunity to come together to learn more about HOSA, have any questions answered for the upcoming year. Tracks are provided for both new and seasoned advisors to ensure every attendee gets exactly what they need for a successful 2025-2026.

5.8 Designed for district leaders such as superintendents, HR directors, business managers, and special education directors and coordinators. Participants engage in a unique approach to experiential learning that will help them integrate skills needed to navigate situations facing today's school leaders; learn strategies for performing critical legal duties; and share problem-solving techniques.

5.9 The AIAAA hosts a yearly conference, sponsors and teaches classes, provides opportunities for professional certification and is an affiliate of the National Interscholastic Athletic Administrators Association. The AIAAA works closely with the Arizona Interscholastic Association, the governing board for all Arizona high school athletics.

5.10 The annual Fall Leadership Conference is a 3-day conference supporting the professional growth of school and district leaders while also providing opportunities for professional networking and collegial support.

5.11 ASBO International's Annual Conference & Expo (AC&E) brings together nearly 1,000 school business leaders worldwide for engaging professional development and educational sessions that cover timely issues that impact school finance, countless networking opportunities, and the latest products and services in school business.

The waiver is signed by all parties.

Agenda Item 5.15 – Could you please expand on what this job position entails?

The Hearing Officer list is a of Trust approved hearing officers who have been properly trained to preside over expulsion and long-term suspension hearings. These are 3rd party contractors who are able to provide a due process hearing within the requirements set forth by state and federal guidelines for student discipline measures resulting in expulsions or long-term suspensions. James Walker's name appears on the list as he is a Trust approved officer but does not participate in Higley matters as no hearing officer should have any prior involvement in the decisions being reviewed and should not be employed by the local education agency in which the hearing is being held.

Agenda Item 7.1 – Not our job. Can you expand on what's mentioned below 1 > 16 ((I Adequately and Equitably Fund District Schools to the National Median per Pupil Funding))

16. Give districts the authority to provide affordable housing options to faculty and staff
BASED ON THE LOCAL HOUSING MARKET.

A Board Member requested that the ASBA Political Agenda be added for the Board's discussion and to facilitate the selection of delegates to attend the ASBA Delegate Assembly. This document reflects ASBA's political agenda.

5.3 Approve Personnel Action Items – Please add liquidated damages back to the agenda

Do any of the resignations fall under policy GCB?

No.

If so, please pull and add a separate action item to be able to discuss.

At the last meeting, Amanda attempted to prevent me from speaking about liquidated damages because it was not on the agenda. Going forward, this topic should be included to ensure we are never restricted from addressing it.

Reminder: The majority of the board approved delegating to the Superintendent the authority to waive all or part of the liquidated damages if an employee's resignation is due to any of the following:

- An incapacitating medical condition or injury affecting the employee or an immediate family member requiring the employee's care;
- A spouse's job-related relocation beyond a reasonable commuting distance;
- Acceptance of a promotion within the education field; or
- An agreed separation of employment.

Liquidated damages will not be charged if the District initiates the termination of employment. Additionally, the Governing Board reserves the right to consider waiver requests for reasons beyond those listed above.

Where does the policy state that the board should lose access to this information or the ability to vote on it?

The policy states that the board has assigned a designee, the superintendent, who has the authority to waive liquidated damages as specified.

When the board can't see this, how do we make sure it is being applied equitably?

The policy is followed as written.

This is a textbook non-answer. You are sidestepping the equity and oversight question by just restating compliance.

I understand the policy delegates authority to the Superintendent to waive liquidated damages in the situations listed. However, nothing in the policy removes the board's right to be informed when that authority is exercised or to vote on related matters if the board chooses to do so or to be able to discuss it in a public meeting. Delegating authority does not equate to eliminating oversight or restricting information to board members.

Where in the policy does it state that the board should no longer receive liquidated damages information or be prevented from discussing it?

"The Board hereby delegates to the Superintendent authority to waive all or a portion of the liquidated damages if the employee's resignation is due to any of the following reasons:..."

The policy does not state that a vote is required unless "The Governing Board

reserves the right to act on a request for a waiver of liquidated damages for a reason other than as stated above." If for any other reason an employee may request that the Governing Board could review and vote on a wavier of liquidated damages.

In the past the Superintendent did not have this authority, meaning the Governing Board could only approve the waiving of liquidated damages. It was necessary to list this under personnel action on the board agenda.

5.6 Approval of Overnight and/or Out-of-State Staff Travel-NSTA – Please pull

This item will be moved to an action item.

6.3 Satellite Career & Technical Education (CTE) Programs
6.3 Satellite Career & Technical Education (CTE) Programs

What percentage of our high school students are currently enrolled in a CTE program?

46% of current high school students are enrolled in Satellite CTE programs. An additional 455 juniors and seniors are enrolled in EVIT Central Campus programs (approx. 20% of eligible juniors and seniors).

Considering our proximity to the EVIT main campus, why isn't our CTE enrollment higher?

CTE Central campus enrollment is up 216% over the past 5 years. HUSD sends, percentage-wise, more than almost any other district in the CTED.

How many students are enrolled in each individual CTE program?

How many students are enrolled in each individual CTE program?

Program	HHS	WFHS	EVIT MAIN	EVIT POWER
Bioscience		40		
Digital Photography		140		
Early Childhood Ed.	170	176	1	
Engineering	105	107		
Film & TV Production	149	81		
Graphic Design	129	79		
Law & Public Safety	251	293	4	
Marketing	94	253		
Software & Ap Design	26	26		
Sports Medicine	190	216		
Stagecraft	30	20		

Aesthetics			1	18
Automotive			30	
Aviation				15
Baking and Pastry			6	
Barbering			5	
Collision Repair			1	
Construction			2	
Cosmetology				67
Culinary Arts			8	
Dental Assisting			16	
Diesel Tech			7	
Digital Animation			8	
Electrical & Power Transmission			23	
Emergency Medical Tech			7	
Engineering				7
Fashion Design			7	
Fire Science			19	
Graphic Design			4	
HVACR			10	
Interior Design			2	
Medical Assisting			6	30
Nursing Assisting			1	34
Pharmacy Tech			3	
Physical Therapy Asst.			7	
Aircraft Mechanics				4
Manufacturing				3
Massage			6	
Mental & Social Health Tech			9	
Nail Technician			4	
Network Security			5	
Pet Grooming				2
Plumbing			2	
Radio & Audio Production			9	
Technology Device Maintenance			2	
Vet Assisting				19
Welding			19	10
Totals	1144	1431	234	209

Total HUSD Enrollments in CTE Program

3018

Are there any programs with enrollment levels too low to cover the teacher's salary?

No.

Can we consolidate certain programs to optimize staffing—for example, could a single teacher cover both construction and electrical courses instead of having separate full-time teachers for each?

CTE budgets staffing at a 25 students to 1 teacher ratio for course. This is appropriate for hands-on, lab-based/work-based programs.

What percentage of students complete their CTE programs and earn in-district licenses or credentials that qualify them to enter the workforce?

I think this means 'Industry Certificate/License'. In the spring of 2025, 84% of our satellite completers earned an industry credential, 86% of our central campus completers earned an industry credential.

Which are our top three CTE programs by enrollment, and which three have the lowest enrollment?

Criminal Justice - 543 Students
Sports Medicine - 401 Students
Early Childhood Ed - 352 Students

Bioscience - 41
Technical Theatre - 54
Software & App Design - 54

When comparing students attending the EVIT main campus versus those in satellite programs, how do their program completion rates differ?

EVIT Satellite Completion Rates average between 83%-89%, EVIT Central Campus Completion Rates average between 86%-91%, but these comparisons are not apples to apples.

This is difficult to answer as EVIT has recently been having students complete some programs after the 1st year, even though students cannot earn a certificate/license unless they come back after completing their program.

Is there an ideal balance or target percentage between funding received for students attending EVIT's main campus versus those enrolled in satellite programs? If so, what is the target and what is the rationale behind it?

A.R.S. 15-393 O states that ADE allocates a 0.25% Base funding for satellite courses and 0.75% allocation for Central campus courses. Moneys from the satellite allocation cannot be used to fund the central campus programs. EVIT is legislatively required to use apportioned 'hold-back' funds to support CTE Satellite programs which currently they do not have a list of services that are offered that justify holding back the moneys they take. The current funding percentage is appropriate as it has provided the district with the necessary resources to support our programs and students.

Given that we operate only two high schools, why do we have so many satellite programs? Which satellite programs have the lowest enrollment, and what is the minimum enrollment threshold at which we consider closing a program due to cost inefficiency?

CTE is a growing area of interest for HUSD students and high school students nationally. All students should have access to high quality satellite and central campus CTE programs so that they can be work-force ready when they leave high school. Part of HUSD's graduate requirements is that every student take at least 1 CTE/Fine Arts course. Also, our strategic

plan outlines what is meant to be a college/career ready scholar and CTE is vital to this goal.

Over 50% of HUSD students cannot fit an EVIT central campus program into their schedules for a variety of reasons, and we do not want these students to lose access to high-quality satellite CTE programs.

We budget CTE courses at a 25 student to 1 teacher ratio (average for all programs).

What percentage of students enroll for a second year in a CTE program, and what percentage completed only one year? How can we improve student retention to ensure CTE classes are viewed as program completion pathways rather than just electives?

HUSD CTE programs have a current retention average of 43.2%. This is well above the 30% retention that EVIT states for a quality Satellite CTE program.

How are our counselors trained to promote EVIT enrollment and guide students toward CTE opportunities?

What is our strategy for growing CTE enrollment moving forward?

The HUSD CTE department does regular trainings with counselors at counselor meetings as well as promoting opportunities for counselors to participate in CTE trainings and conferences offered through the state organizations.

The course guide is designed to encourage students to see CTE as a program of study vs. elective courses.

The CTE department works with both high schools to balance the number of CTE offerings with the student populations to ensure that all programs offered meet the needs of students.

Given the high demand for CTE opportunities, what are our five-year plans to expand enrollment at both EVIT's main campuses and satellite locations?

Currently 56% of HUSD high school students are participating in either Satellite or Central Campus CTE programs annually. This is a large percentage.

HUSD CTE will continue to ensure that its satellite CTE programs maintain the quality and compliance required by ADE for CTE programs.

What improvements would we like to see EVIT implement to enhance outcomes at both satellite and main campuses?

Since all HUSD CTE programs have been rated as 'Distinguished' by the AZ Department of Education, and all HUSD CTE programs offer at least 1 industry credential or license, we will continue to focus on retention (which is 13.3% above EVIT's goal for our programs). We will also continue to improve the PLCs the outcomes of our students on state TSA exams (which the class of 2025 had a 90% pass average which is 14% above the ADE goal).

What professional development opportunities should EVIT offer that are currently missing or insufficient?

EVIT should offer the complete ACTE AZ Premier Series of courses for teachers, the complete Administrator Series and Counselor series. Historically teachers have had to do PD trainings through other CTEDS (Pima, West-Mec) because EVIT did not offer PD until last year. Currently EVIT only offers PD when they are doing it for central campus teachers, and availability is limited. They also do not offer all of the PD necessary for a teacher to complete the 225 required hours.

Why won't we negotiate a contract specific to Higley to ensure the IGA equitably serves Higley students?

This is a district leadership decision and is not part of the responsibility of the CTE Department.

7.1 Selection of ASBA Delegate Assembly Representative and Alternate

The agenda says nothing about review and discussion of the political agenda. What would the Delegate deliver to ASBA if nothing is discussed?

The ASBA Political Agenda is attached so the board can discuss.

You said "In conjunction with the action item to appoint delegates for the ASBA Delegate Assembly, the Draft 2026 Political Agenda will be included for the Board's review and discussion."

Governing Board to discuss and may consider action to approve in whole or in part the draft 2026 Political Agenda of the Arizona School Boards Association (ASBA) and direct the District's delegate to the ASBA delegate assembly to represent the Board's determined position.

As a reminder, while your board reviews the draft 2026 Political Agenda, you may also consider working with your designated delegate to develop any amendment proposals for the 2025 Delegate Assembly.