



HIGLEY UNIFIED SCHOOL DISTRICT
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December 9, 2025 - Board Meeting Agenda Questions & Responses

6.2 Minutes

Correction on Pg 2

Board member Anna Van Hoek stated "I know some of you are upset that the override did not pass and I want to be very clear, I never told anybody how to vote. What I did and what I will always do is make sure that the public has accurate information." Ms. Van Hoek stated her commitment to providing accurate information so the public can make informed decisions, noting that school board members are accountable to voters—not staff, contractors, special interests, or unions. She stated that election outcomes, whether liked or not, are ultimately decided by the community. Despite personal attacks, she remains committed to oversight, asking difficult questions, and ensuring

LHEA

This has been corrected.

Is Mr. Berkshire working on this request?

Board Member Anna Van Hoek requested additional detailed data related to school letter grades. She asked for subgroup information—including ELL, special education, low-income, and minority groups—to better understand achievement gaps and the factors driving improvements. Ms. Van Hoek also requested explanations of root causes, interventions used and plans to sustain progress. She inquired whether any state grading requirements changed from the previous year. She additionally asked for more information on chronic absenteeism, including what strategies led to improvements at the four schools that showed progress. Regarding the high schools, she requested a detailed breakdown of how they earned 19 out of 20 CCRI points, including components such as CTE, AP, dual enrollment, and FAFSA completion. She stated that having these main components outlined rather than high-level summaries would be helpful. She also inquired about Higley Virtual Academy and its improvement and how that program looks now.

Yes, some of it was already in the superintendent report on December 5.

Could you add to my comment 6.2 > on Action item 7.8. It's a direct quote so I wanted to get it in if you can, thank you. "Listen to and see what the voters said about the override"

Comment has been added.

6.10 ESEA Conference – Please pull

This has been moved to an action item.

How will this improve student achievement?

Did anyone attend the 2024 conference? If so, what benefit did it have in the district? Any takeaways from the conference that were implemented in the district?

The ESEA Conference is a national conference, focusing on federal education programs and a variety of instructional practices.

The attendee who is attending the conference is presenting on daily shifts to strengthen dual language instruction. HUSD did not have anyone attend the conference last year.

6.10 - is this pulling out of M&O?

Site budget is paying for travel as registration is paid for since the attendee is presenting at the conference.

6.11 IGA with ADE – Please pull

This has been moved to an action item.

1. The IGA requires extensive teacher and administrator time, mandated coaching cycles, reporting obligations, instructional changes, and operational commitments. Why does the agenda item say “no cost” when staff time, reporting, and training obligations seem substantial?

The reason it states, “no cost” is because we did not have to use district funds to pay for the professional learning conference or any other elements of the professional learning.

2. What exact schools and teachers are being volunteered for this? Were they consulted?

This is taking place at Sossaman Middle school. Teachers were not, “volunteered.” Mrs. Murphy, one of our math teachers that teaches co-taught math wanted to be a part of this learning opportunity and submitted an application for Sossaman. Three other teachers and our instructional coach wanted to attend and be a part of the professional learning.

3. What exactly are the teacher and administrator obligations?

Attended a 2-day professional learning, have had virtual coaching meetings and well as on site coaching rounds.

4. If ADE changes the program mid-year, does the district have the right to withdraw?

Yes

5. How will teacher workload be managed?

The workload is teachers attending the professional learning and using the learning tools to improve teaching and learning.

6. What metrics will be used to measure whether this program actually improves outcomes?

Ultimately, AASA is our driving metric. Teachers are already observing a shift in student discourse in the classroom as students engage in learning.

6.11 - could you briefly explain this IGA agreement and the funding, are all resources and funding captured on our end? Any held back on theirs.

ADE will provide coaching, training, and support resources through the Teaching Partners Program.

No direct financial cost to HUSD.

HUSD will collaborate with ADE to identify participating educators and ensure program implementation.

The agreement outlines roles, responsibilities, reporting expectations, and the duration of the partnership.

Funding is provided by ADE to the district.

8.1 Course Guides

SPED

Why was CASEL removed? Are we no longer using CASEL, or was it simply taken out of the description because I opposed it? Removing it without explanation is not transparent. If the CASEL doctrine is still being used, then it should remain in the course description so parents and the board knows exactly what SEL frameworks are guiding instruction.

Previous

COMMUNICATION SKILLS GE115AF/GE116BF

MEETS ELECTIVE REQUIREMENT

This course does not meet NCAA standards for collegiate athletics and activities.

Over the course of the year students will be exploring the five competencies that make up social emotional learning. These standards are curated by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and include the following five competencies: Self-awareness, Self-management, social awareness, Relationship skills, Responsible decision-making. Additional activities and routines may include mindfulness practice, weekly goal monitoring and weekly grade monitoring. Course may be taken only upon teacher approval. Course content and instruction will be differentiated to meet the specialized needs of the students. This course may be repeated for credit.

Course Length: 1 Semester

Credits: .5

Prerequisite: IEP Placement

Fees: None

Grade Level: 9-12

Location: HHS, WFHS

New

COMMUNICATION SKILLS GE115AF/GE116BF

MEETS ELECTIVE REQUIREMENT

This course does not meet NCAA standards for collegiate athletics and activities.

Over the course of the year, students will be exploring personal social competencies that support academic learning. These include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Additional activities will include organizational strategies such as weekly goal monitoring and weekly grade monitoring. Course may be taken only upon teacher approval. Course content and instruction will be differentiated to meet the specialized needs of the students. This course may be repeated for credit

Course Length: 1 Semester

Credits: .5

Prerequisite: IEP Placement

Fees: None

Grade Level: 9-12

Location: HHS, WFHS

The CASEL Framework is not utilized in the special education Communication Skills class, thus it was removed from the course description in the course guide.

6.4 - Voucher Batch:1044

What are these for??

~ ZNVGIRL Women's Basic Mesh Sheer Tops Long Sleeve See Through Swimsuit Cover Ups T Shirt (Long Style Black,M)

~ ZNVGIRL Women's Basic Mesh Sheer Tops Long Sleeve See Through Swimsuit Cover Ups T Shirt (Long Style Black,XL)

~ ZNVGIRL Women's Basic Mesh Sheer Tops Long Sleeve See Through Swimsuit Cover Ups T Shirt (Long Style

Costume pieces for dance concert at Higley High School, "Around the World" was the theme. These are a layered portion of the costume with other dance pieces underneath.

1048: when was this approved,

What account did it come out of... was it needed :P

~ Total car wrap of 2 vehicles for the criminal justice program - \$13,451.53

The vehicle wraps were necessary because the vehicles that were donated were previously marked as 'Campus Police' vehicles for CGCC and would not have been appropriate for our high school programs. We did not want our program vehicles to be mistaken as another agency, and we did not want them labeled as Police vehicles. The paint on the vehicles also needed to be addressed as it was flaking and peeling. Wrapping the vehicles was the most appropriate way to mark them for our programs and protect the vehicles from further paint decay. This was paid for with CTE funding.

6.12 –We're their multiple bids captured by other vendors? Is this work guaranteed? Have we spoken to past clients about potential financial overite and unforeseen additional expenses. Did admin team do their due diligence to ensure that these vendors are consistent, reliable, and reasonable?

All cooperative vendors have been thoroughly vetted through the cooperatives they have contracted with, and their pricing structures are included as part of the evaluation process. Districts that utilize these vendors benefit from guaranteed pricing for the duration of the contracted term. If a vendor becomes unreliable, this information is reported to the cooperative for further investigation. Additionally, districts retain the flexibility to engage different vendors for various scopes of work as needed.