

CONSENT

Item 8D.

Student Activities

Board Report

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 8D
FROM: Cynthia Windham Reading
Finance Director
DATE: March 20, 2012 Discuss
SUBJECT: Student Activities – Board Report Action
Consent X

OBJECTIVE: Goal # Planning for Future Student Needs

SUPPORTING DATA:

Attached is the Student Activities Board Report.

This report identifies the schools with a “unit” number and the “course” number identifies the club.

This report is provided to meet the requirement of ARS 15-1123.

SUMMARY & RECOMMENDATION:

No action necessary. Reports presented for informational purposes only.

Approved for transmittal to the Governing Board



Dr. Paul Stanton, Superintendent

Questions should be directed to: Dr. Paul Stanton, Superintendent
Cynthia Windham, Finance Director

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2011-2012

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2011

To Date: 6/30/2012

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.110.1319	GENERIC EXPENSE	\$6,647.38	\$0.00	\$0.00	\$6,647.38	\$0.00	\$6,647.38	100.00%
850.610.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$1,183.21	\$1,183.21	(\$1,183.21)	\$137.89	(\$1,321.10)	0.00%
850.610.1000.6731.110.1319	Furn & Equip > \$1000 COURSE: STUDENT COUNCIL - 1319	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	(\$1,000.00)	0.00%
		\$6,647.38	\$1,183.21	\$1,183.21	\$5,464.17	\$1,137.89	\$4,326.28	65.08%
	UNIT: LVES - 110	\$6,647.38	\$1,183.21	\$1,183.21	\$5,464.17	\$1,137.89	\$4,326.28	65.08%
850.100.1000.6000.120.1319	GENERIC EXPENSE	\$3,809.94	\$0.00	\$0.00	\$3,809.94	\$0.00	\$3,809.94	100.00%
850.400.2710.6510.120.1319	STUDENT TRANS SVS	\$0.00	\$406.36	\$406.36	(\$406.36)	\$0.00	(\$406.36)	0.00%
850.610.1000.6610.120.1319	GENERAL SUPPLIES	\$0.00	\$1,125.43	\$1,125.43	(\$1,125.43)	\$218.91	(\$1,344.34)	0.00%
850.610.1000.6810.120.1319	DUES AND FEES	\$0.00	\$100.00	\$100.00	(\$100.00)	\$0.00	(\$100.00)	0.00%
850.610.1000.6890.120.1319	MISC EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$450.00	(\$450.00)	0.00%
850.610.2190.6340.120.1319	TECHNICAL SERVICES COURSE: STUDENT COUNCIL - 1319	\$0.00	\$200.00	\$200.00	(\$200.00)	\$0.00	(\$200.00)	0.00%
		\$3,809.94	\$1,831.79	\$1,831.79	\$1,978.15	\$668.91	\$1,309.24	34.36%
850.100.1000.6000.120.1362	GENERIC EXPENSE	\$1,252.27	\$0.00	\$0.00	\$1,252.27	\$0.00	\$1,252.27	100.00%
850.610.1000.6610.120.1362	GENERAL SUPPLIES	\$0.00	\$440.96	\$440.96	(\$440.96)	\$0.00	(\$440.96)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$1,252.27	\$440.96	\$440.96	\$811.31	\$0.00	\$811.31	64.79%
850.100.1000.6000.120.1385	GENERIC EXPENSE	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
	COURSE: SCIENCE - 1385	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
	UNIT: BMMS - 120	\$5,308.75	\$2,272.75	\$2,272.75	\$3,036.00	\$668.91	\$2,367.09	44.59%
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$14,136.35	\$0.00	\$0.00	\$14,136.35	\$0.00	\$14,136.35	100.00%
850.610.1000.6340.125.1319	TECHNICAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$695.00	(\$695.00)	0.00%
850.610.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$4,039.48	\$4,039.48	(\$4,039.48)	\$1,526.50	(\$5,565.98)	0.00%
850.610.1000.6890.125.1319	MISC EXPENDITURES COURSE: STUDENT COUNCIL - 1319	\$0.00	\$2,000.00	\$2,000.00	(\$2,000.00)	\$0.00	(\$2,000.00)	0.00%
		\$14,136.35	\$6,039.48	\$6,039.48	\$8,096.87	\$2,221.50	\$5,875.37	41.56%
850.100.1000.6000.125.1362	GENERIC EXPENSE	\$362.06	\$0.00	\$0.00	\$362.06	\$0.00	\$362.06	100.00%
850.610.1000.6810.125.1362	DUES AND FEES	\$0.00	\$85.00	\$85.00	(\$85.00)	\$0.00	(\$85.00)	0.00%
850.610.2190.6340.125.1362	TECHNICAL SERVICES COURSE: NATIONAL HONOR SOCIETY - 1362	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00	(\$200.00)	0.00%
		\$362.06	\$85.00	\$85.00	\$277.06	\$200.00	\$77.06	21.28%
	UNIT: GHMS - 125	\$14,498.41	\$6,124.48	\$6,124.48	\$8,373.93	\$2,421.50	\$5,952.43	41.06%
850.100.1000.6000.131.1319	GENERIC EXPENSE	\$829.89	\$0.00	\$0.00	\$829.89	\$0.00	\$829.89	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$829.89	\$0.00	\$0.00	\$829.89	\$0.00	\$829.89	100.00%
	UNIT: HES - 131	\$829.89	\$0.00	\$0.00	\$829.89	\$0.00	\$829.89	100.00%
850.100.1000.6000.132.1319	GENERIC EXPENSE	\$1,543.06	\$0.00	\$0.00	\$1,543.06	\$0.00	\$1,543.06	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$1,543.06	\$0.00	\$0.00	\$1,543.06	\$0.00	\$1,543.06	100.00%
	UNIT: MVES - 132	\$1,543.06	\$0.00	\$0.00	\$1,543.06	\$0.00	\$1,543.06	100.00%
850.100.1000.6000.133.1319	GENERIC EXPENSE	\$1,333.43	\$0.00	\$0.00	\$1,333.43	\$0.00	\$1,333.43	100.00%
850.610.1000.6610.133.1319	GENERAL SUPPLIES	\$0.00	\$435.77	\$435.77	(\$435.77)	\$0.00	(\$435.77)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$1,333.43	\$435.77	\$435.77	\$897.66	\$0.00	\$897.66	67.32%
	UNIT: CSES - 133	\$1,333.43	\$435.77	\$435.77	\$897.66	\$0.00	\$897.66	67.32%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2011-2012

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2011

To Date: 6/30/2012

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.134.1319	GENERIC EXPENSE COURSE: STUDENT COUNCIL - 1319	\$5,201.48	\$0.00	\$0.00	\$5,201.48	\$0.00	\$5,201.48	100.00%
	UNIT: LTS - 134	\$5,201.48	\$0.00	\$0.00	\$5,201.48	\$0.00	\$5,201.48	100.00%
850.100.1000.6000.135.1319	GENERIC EXPENSE COURSE: STUDENT COUNCIL - 1319	\$259.70	\$0.00	\$0.00	\$259.70	\$0.00	\$259.70	100.00%
	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135	\$259.70	\$0.00	\$0.00	\$259.70	\$0.00	\$259.70	100.00%
850.100.1000.6000.230.1316	GENERIC EXPENSE	\$10,760.68	\$0.00	\$0.00	\$10,760.68	\$0.00	\$10,760.68	100.00%
850.610.1000.6610.230.1316	GENERAL SUPPLIES	\$0.00	\$5,305.54	\$5,305.54	(\$5,305.54)	\$0.00	(\$5,305.54)	0.00%
850.610.1000.6890.230.1316	MISC EXPENDITURES COURSE: HOSA - 1316	\$0.00	\$1,760.00	\$1,760.00	(\$1,760.00)	\$2,000.00	(\$3,760.00)	0.00%
		\$10,760.68	\$7,065.54	\$7,065.54	\$3,695.14	\$2,000.00	\$1,695.14	15.75%
850.100.1000.6000.230.1319	GENERIC EXPENSE	\$24,790.83	\$0.00	\$0.00	\$24,790.83	\$0.00	\$24,790.83	100.00%
850.400.2710.6510.230.1319	STUDENT TRANS SVS	\$0.00	\$310.53	\$310.53	(\$310.53)	\$400.00	(\$710.53)	0.00%
850.610.1000.6610.230.1319	GENERAL SUPPLIES	\$0.00	\$7,531.70	\$7,531.70	(\$7,531.70)	\$644.67	(\$8,176.37)	0.00%
850.610.1000.6890.230.1319	MISC EXPENDITURES	\$0.00	\$2,525.00	\$2,525.00	(\$2,525.00)	\$0.00	(\$2,525.00)	0.00%
850.610.2190.6340.230.1319	TECHNICAL SERVICES	\$0.00	\$4,400.00	\$4,400.00	(\$4,400.00)	\$0.00	(\$4,400.00)	0.00%
850.610.2190.6442.230.1319	EQUIPMENT RENTAL	\$0.00	\$282.65	\$282.65	(\$282.65)	\$1,130.60	(\$1,413.25)	0.00%
850.610.2190.6890.230.1319	MISC EXPENDITURES	\$0.00	\$665.90	\$665.90	(\$665.90)	\$0.00	(\$665.90)	0.00%
850.610.2660.6151.230.1319	CLASSIFIED O.T.	\$0.00	\$346.29	\$346.29	(\$346.29)	\$0.00	(\$346.29)	0.00%
850.610.2660.6221.230.1319	SOC SEC - OASDI	\$0.00	\$23.47	\$23.47	(\$23.47)	\$0.00	(\$23.47)	0.00%
850.610.2660.6222.230.1319	MEDICARE-HOSP INS	\$0.00	\$5.50	\$5.50	(\$5.50)	\$0.00	(\$5.50)	0.00%
850.610.2660.6231.230.1319	STATE RETIREMENT	\$0.00	\$37.38	\$37.38	(\$37.38)	\$0.00	(\$37.38)	0.00%
850.610.2660.6232.230.1319	LNG-TRM DISABILITY	\$0.00	\$0.87	\$0.87	(\$0.87)	\$0.00	(\$0.87)	0.00%
850.610.2660.6260.230.1319	WORKERS' COMP	\$0.00	\$13.50	\$13.50	(\$13.50)	\$0.00	(\$13.50)	0.00%
850.610.2660.6340.230.1319	TECHNICAL SERVICES	\$0.00	\$932.34	\$932.34	(\$932.34)	\$0.00	(\$932.34)	0.00%
850.610.3400.6610.230.1319	GENERAL SUPPLIES COURSE: STUDENT COUNCIL - 1319	\$0.00	\$1,589.86	\$1,589.86	(\$1,589.86)	\$0.00	(\$1,589.86)	0.00%
		\$24,790.83	\$18,664.99	\$18,664.99	\$6,125.84	\$2,175.27	\$3,950.57	15.94%
850.100.1000.6000.230.1320	GENERIC EXPENSE COURSE: UPWARD BOUND WARRIORS - 1320	\$253.28	\$0.00	\$0.00	\$253.28	\$0.00	\$253.28	100.00%
850.100.1000.6000.230.1321	GENERIC EXPENSE	\$26.38	\$0.00	\$0.00	\$26.38	\$0.00	\$26.38	100.00%
850.610.1000.6610.230.1321	GENERAL SUPPLIES COURSE: RECYCLE CLUB - 1321	\$0.00	\$26.38	\$26.38	(\$26.38)	\$0.00	(\$26.38)	0.00%
		\$26.38	\$26.38	\$26.38	\$0.00	\$0.00	\$0.00	0.00%
850.100.1000.6000.230.1361	GENERIC EXPENSE	\$659.95	\$0.00	\$0.00	\$659.95	\$0.00	\$659.95	100.00%
850.610.1000.6890.230.1361	MISC EXPENDITURES COURSE: MU ALPHA THETA - 1361	\$0.00	\$0.00	\$0.00	\$0.00	\$180.00	(\$180.00)	0.00%
		\$659.95	\$0.00	\$0.00	\$659.95	\$180.00	\$479.95	72.73%
850.100.1000.6000.230.1362	GENERIC EXPENSE	\$1,388.38	\$0.00	\$0.00	\$1,388.38	\$0.00	\$1,388.38	100.00%
850.610.1000.6610.230.1362	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$393.66	(\$393.66)	0.00%
850.610.1000.6810.230.1362	DUES AND FEES COURSE: NATIONAL HONOR SOCIETY - 1362	\$0.00	\$129.00	\$129.00	(\$129.00)	\$0.00	(\$129.00)	0.00%
		\$1,388.38	\$129.00	\$129.00	\$1,259.38	\$393.66	\$865.72	62.35%
850.100.1000.6000.230.1363	GENERIC EXPENSE COURSE: ART - 1363	\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
		\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
850.100.1000.6000.230.1364	GENERIC EXPENSE	\$1,996.85	\$0.00	\$0.00	\$1,996.85	\$0.00	\$1,996.85	100.00%
850.610.1000.6610.230.1364	GENERAL SUPPLIES	\$0.00	\$1,888.33	\$1,888.33	(\$1,888.33)	\$0.00	(\$1,888.33)	0.00%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2011-2012

From Date: 7/1/2011

To Date: 6/30/2012

☐ Include pre encumbrance

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☒ Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
COURSE: AVID - 1364		\$1,996.85	\$1,888.33	\$1,888.33	\$108.52	\$0.00	\$108.52	5.43%
850.100.1000.6000.230.1368	GENERIC EXPENSE	\$1,722.85	\$0.00	\$0.00	\$1,722.85	\$0.00	\$1,722.85	100.00%
850.610.1000.6890.230.1368	MISC EXPENDITURES	\$0.00	\$1,338.00	\$1,338.00	(\$1,338.00)	\$0.00	(\$1,338.00)	0.00%
COURSE: DECA - 1368		\$1,722.85	\$1,338.00	\$1,338.00	\$384.85	\$0.00	\$384.85	22.34%
850.100.1000.6000.230.1373	GENERIC EXPENSE	\$349.38	\$0.00	\$0.00	\$349.38	\$0.00	\$349.38	100.00%
COURSE: DRAMA/THEATER - 1373		\$349.38	\$0.00	\$0.00	\$349.38	\$0.00	\$349.38	100.00%
850.100.1000.6000.230.1375	GENERIC EXPENSE	\$1,086.04	\$0.00	\$0.00	\$1,086.04	\$0.00	\$1,086.04	100.00%
850.610.1000.6610.230.1375	GENERAL SUPPLIES	\$0.00	\$262.97	\$262.97	(\$262.97)	\$37.03	(\$300.00)	0.00%
COURSE: INTERACT - 1375		\$1,086.04	\$262.97	\$262.97	\$823.07	\$37.03	\$786.04	72.38%
850.100.1000.6000.230.1377	GENERIC EXPENSE	\$828.93	\$0.00	\$0.00	\$828.93	\$0.00	\$828.93	100.00%
850.610.1000.6550.230.1377	PRINTING (not standard forms)	\$0.00	\$49.21	\$49.21	(\$49.21)	\$0.00	(\$49.21)	0.00%
850.610.1000.6610.230.1377	GENERAL SUPPLIES	\$0.00	\$119.30	\$119.30	(\$119.30)	\$74.05	(\$153.35)	0.00%
850.610.1000.6890.230.1377	MISC EXPENDITURES	\$0.00	\$200.00	\$200.00	(\$200.00)	\$0.00	(\$200.00)	0.00%
850.610.2190.6340.230.1377	TECHNICAL SERVICES	\$0.00	\$112.00	\$112.00	(\$112.00)	\$0.00	(\$112.00)	0.00%
COURSE: S CLUB (SOROPTIMIST) - 1377		\$828.93	\$480.51	\$480.51	\$348.42	\$74.05	\$274.37	33.10%
850.100.1000.6000.230.1378	GENERIC EXPENSE	\$214.60	\$0.00	\$0.00	\$214.60	\$0.00	\$214.60	100.00%
850.610.1000.6610.230.1378	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00	(\$200.00)	0.00%
COURSE: FRENCH CLUB - 1378		\$214.60	\$0.00	\$0.00	\$214.60	\$200.00	\$14.60	6.80%
850.100.1000.6000.230.1398	GENERIC EXPENSE	\$1,171.26	\$0.00	\$0.00	\$1,171.26	\$0.00	\$1,171.26	100.00%
850.610.1000.6610.230.1398	GENERAL SUPPLIES	\$0.00	\$638.29	\$638.29	(\$638.29)	\$0.00	(\$638.29)	0.00%
850.610.1000.6890.230.1398	MISC EXPENDITURES	\$0.00	\$441.00	\$441.00	(\$441.00)	\$0.00	(\$441.00)	0.00%
COURSE: SKILLS CLUB - 1398		\$1,171.26	\$1,079.29	\$1,079.29	\$91.97	\$0.00	\$91.97	7.85%
850.100.1000.6000.230.1403	GENERIC EXPENSE	\$175.50	\$0.00	\$0.00	\$175.50	\$0.00	\$175.50	100.00%
COURSE: P.A.L.S. - 1403		\$175.50	\$0.00	\$0.00	\$175.50	\$0.00	\$175.50	100.00%
850.100.1000.6000.230.1405	GENERIC EXPENSE	\$226.12	\$0.00	\$0.00	\$226.12	\$0.00	\$226.12	100.00%
850.610.1000.6610.230.1405	GENERAL SUPPLIES	\$0.00	\$206.01	\$206.01	(\$206.01)	\$0.00	(\$206.01)	0.00%
COURSE: BASEBALL - 1405		\$226.12	\$206.01	\$206.01	\$20.11	\$0.00	\$20.11	8.89%
850.100.1000.6000.230.1432	GENERIC EXPENSE	\$215.67	\$0.00	\$0.00	\$215.67	\$0.00	\$215.67	100.00%
COURSE: GIRLS BASKETBALL - 1432		\$215.67	\$0.00	\$0.00	\$215.67	\$0.00	\$215.67	100.00%
850.100.1000.6000.230.1446	GENERIC EXPENSE	\$148.59	\$0.00	\$0.00	\$148.59	\$0.00	\$148.59	100.00%
850.400.2710.6510.230.1446	STUDENT TRANS SVS	\$0.00	\$148.59	\$148.59	(\$148.59)	\$0.00	(\$148.59)	0.00%
COURSE: CHEERLEADING - 1446		\$148.59	\$148.59	\$148.59	\$0.00	\$0.00	\$0.00	0.00%
850.100.1000.6000.230.1460	GENERIC EXPENSE	\$119.78	\$0.00	\$0.00	\$119.78	\$0.00	\$119.78	100.00%
850.610.1000.6610.230.1460	GENERAL SUPPLIES	\$0.00	\$119.78	\$119.78	(\$119.78)	\$0.00	(\$119.78)	0.00%
COURSE: SWIM - 1460		\$119.78	\$119.78	\$119.78	\$0.00	\$0.00	\$0.00	0.00%
850.100.1000.6000.230.1469	GENERIC EXPENSE	\$318.21	\$0.00	\$0.00	\$318.21	\$0.00	\$318.21	100.00%
850.610.1000.6610.230.1469	GENERAL SUPPLIES	\$0.00	\$176.35	\$176.35	(\$176.35)	\$7.86	(\$184.21)	0.00%
850.610.1000.6890.230.1469	MISC EXPENDITURES	\$0.00	\$78.00	\$78.00	(\$78.00)	\$0.00	(\$78.00)	0.00%
COURSE: G.O.A.L.S. CLUB - 1469		\$318.21	\$254.35	\$254.35	\$63.86	\$7.86	\$56.00	17.60%
UNIT: BMHS - 230		\$46,805.14	\$31,663.74	\$31,663.74	\$15,141.40	\$5,067.87	\$10,073.53	21.52%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2011-2012

Account Number

Description

☐ Include pre encumbrance

GL Budget

☐ Print accounts with zero balance

Range To Date

From Date: 7/1/2011

☒ Filter Encumbrance Detail by Date Range

YTD Balance

To Date: 6/30/2012

Encumbrance

Budget Balance % Bud

Grand Total:

\$82,427.24	\$41,679.95	\$41,679.95	\$40,747.29	\$9,296.17	\$31,451.12	38.16%
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End of Report

CONSENT

Item 8E.

Lunch Price Increase

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **8E**
FROM: Tami Hitt-Wyant, Food and Nutrition Department Reading
DATE: February 27, 2012 Discuss
SUBJECT: Approval to increase lunch prices for the 2012-13 school year. Action
Consent X

OBJECTIVE: Goal #2 Planning for Future Student Needs

SUPPORTING DATA:

The United States Department of Agriculture effective July 1, 2011, section 205 of the Healthy, Hunger- Free Kids Act of 2010 requires school food authorities participating in the National School Lunch Program to provide the same level of support for lunches served to students who are not eligible for free or reduced price lunches (i.e. paid lunches) as they are for lunches served to students eligible for free lunches.

SUMMARY & RECOMMENDATION:

The paid lunch equity calculations determined our price increase would be \$.0831. I would recommend we round to \$.10 for ease in transactions.

K-6th

Paid Student Lunch - \$1.90
Adult Lunch - \$2.75

7th - 8th

Paid Student Lunch - \$2.05
Adult Lunch - \$2.75

9th - 12th

Paid Student Lunch - \$2.40
Adult Lunch \$2.90

There is no federal reimbursement or commodity entitlement for adult meals, which is the explanation for higher adult rates.

It is recommended that the Governing Board approve an increase of \$.10 for lunches for the 2012-13 school year.

Approved for transmittal to the Governing Board: Dr. Paul Stanton
Dr. Paul H. Stanton, Superintendent

Questions should be directed to: Tami Hitt-Wyant (928)759-5017



United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

DATE: February 15, 2012

MEMO CODE: SP 15-2012

SUBJECT: Paid Lunch Equity: School Year 2012-2013 Calculations

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

The interim rule entitled, "National School Lunch Program: School Food Service Account Revenue Amendments Related to the Healthy, Hunger-Free Kids Act of 2010" requires school food authorities (SFAs) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. There are two ways to meet this requirement: either through the prices charged for "paid" meals or through other non-Federal sources provided to the nonprofit school food service account.

Annual Review of Paid Lunch Revenue

SFAs must annually review their paid lunch revenue to assure compliance with the paid lunch equity requirement. When the average paid lunch price is less than the difference between the free and paid Federal reimbursement rates, the SFA must determine how they will meet the requirement—by increasing their average paid lunch price or providing funds from non-Federal sources.

Those SFAs that choose to increase the average paid lunch price must increase the average paid lunch price by a factor of two percent plus the annual inflation rate. The inflation factor is based on the percentage change in the Consumer Price Index for All Urban Consumers (CPI). The reimbursement rates are adjusted using the CPI for the 12-month period of May of the previous year to May of the current year. Due to the timing of calculating and issuing the reimbursement rates, the paid lunch equity calculations are based on the inflation factor used for the previous SY's reimbursement rates. Therefore, the inflation factors used by SFAs to calculate their paid lunch equity requirements will change from year to year.

Regional Directors
State Directors
Page 2

For SY 2012-2013

For SY 2012-2013, SFAs must use SY 2011-2012 Federal reimbursement rates and the related inflation factor when calculating paid lunch requirements. The Federal reimbursement rates and inflation factor were issued in a July 20, 2011, Federal Register Notice (76 FR 43256). The Notice announced an increase in the reimbursement rate for SY 2011-12 and provided the inflation rate of 2.18 percent for the increase in rates between SY 2010-2011 and SY 2011-2012.

Therefore, for SY 2012-2013, SFAs which, on average, charged less than **\$2.51** for paid lunches in SY 2011-2012 are required to adjust their average price or provide additional non-Federal funds to the non-profit school food service account. The amount of the per meal increase will be calculated using 2 percent plus 2.18 percent, or **4.18** percent.

The Food and Nutrition Service (FNS) will issue an updated version of the PLE tool soon which will include the new reimbursement and inflation rates and account for, as applicable, crediting any amount SFAs increased paid lunch prices above the required level. The PLE tool will also address any shortfall in meeting the PLE requirement and make the appropriate adjustments based on the information that SFAs input from their records. SFAs should also refer to memo SP 39-2011(Revised) for more guidance on making PLE calculations.

State agencies should direct any questions concerning this guidance to the appropriate FNS Regional Office. Regional Offices with questions should contact the Child Nutrition Division.

Original Signed

Cynthia Long
Director
Child Nutrition Division

CONSENT

Item 8F.

Revision to Policy A: Mission & Belief Statement

(Second Reading)

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **8F**
FROM: Mariela Bean, Director of Public Relations Reading 2nd
DATE: March 20, 2012 Discuss
SUBJECT: Revision of Policy A-0000 A-District Mission and Action
Belief Statement Consent X

OBJECTIVE: Goal #1, #2, and #3

SUPPORTING DATA:

In the spring of 2011, the HUSD Governing Board directed the Administration to review and update the District Mission & Belief Statements. The last evaluation of the statements had been made on April 9, 2003.

On December 13, 2011, the process for the revision of Policy A-0000-A (District Mission and Belief Statement) was communicated to and discussed the Governing Board members.

The first reading was held at the Governing Board meeting on February 21, 2012.

SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board adopt the proposed District Shared Purpose.

Sample Motion:

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Mariela Bean, Director of Public Relations/Language Acquisition

POLICY A-0000 A
PROPOSED & EXISTING

DISTRICT SHARED PURPOSE

HUMBOLDT UNIFIED SCHOOL DISTRICT has achieved a wide commitment by all groups of stakeholders to a Shared Purpose. The Governing Board establishes and communicates that Shared Purpose with the objective of fulfilling its three Governing Board goals:

Board Goal #1: Raising the Level of Student Achievement

Board Goal #2: Focus on Planning for Future Student Needs

Board Goal #3: Increasing Parental and Community Involvement

SHARED PURPOSE

To educate our students—
with rigor, dedication, depth, and the
application of innovative technology.

* * *

To involve our students—
along with their parents and community, in a
cooperative vision of education as a key to
responsible and productive citizenship.

* * *

To prepare our students—
to meet the events of their lives with
knowledge, insight, and perseverance.

* * *

To inspire our students—
to believe that, with hard work, they can
achieve great things in whatever career
they choose, and thus help to
make a better world.

DISTRICT MISSION AND BELIEF STATEMENT

"SCHOOLS ARE FOR CHILDREN"

"SCHOOLS BELONG TO THE COMMUNITY"

"SCHOOLS ARE PEOPLE DEVELOPERS"

"SELF-EFFORT EDUCATES"

The mission of the District is to provide comprehensive, success-oriented learning activities for young people in our schools.

These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development, and community contribution.

The commitments of the District are outlined below.

Students

We are committed to:

- Every student will be educated academically and socially so as to be a productive citizen.
- All students will have equal educational opportunities to achieve their individual potential.
- We have something to offer every student.
- Each student is unique.
- Successful education depends on parental commitment to education.

Teachers

We are committed to:

- Teachers are the foundation of a strong educational system.
- Teachers will maintain high expectations for themselves and their students.
- Teachers should serve as positive role models for students.
- Teachers will actively seek parent support and involvement.

Principals

We are committed to:

- A principal is the instructional leader of the school.
- A principal is the facilitator for a positive learning environment.
- A principal actively seeks parent support and involvement.
- A principal serves as a liaison between school and community.
- A principal maintains high expectations and standards for students and staff members.

Governing Board

We are committed to:

- Students are the number-one priority.
- The Board conveys the educational needs and desires of the community to the District and establishes policies accordingly.
- The Board maintains high expectations for the District and themselves in working toward excellence.

Superintendent

We are committed to:

- The Superintendent is the leader, implementer, and facilitator of a successful school district.
- The Superintendent implements the directions and policies of the Governing Board.
- The Superintendent promotes and upholds the positive educational climate of the School District.

Management Principles

We believe:

- In human beings as the single most important element in all transactions.
- In behaving with uncompromising honesty and integrity.
- In challenging people to experience their full potential so each individual contributes to educational excellence.
- In reaching quality decisions through the involvement of people.
- In establishing priorities that respond to the needs of our students, staff members, and community, and serve as the driving force behind all of our actions.
- In focusing on excellence in everything we do.

Adopted: date of manual adoption

CONSENT

Item 8G.

Gifts & Donations

Gifts & Donations

Hot Topic (Ms. Paige Cornwell)
3250 Gateway Blvd., Prescott, AZ
Donated four boxes of highlighters (no value given)
To be used at Granville Elementary School

Mr. Edward Everett
4858 N. Miner Rd., Prescott Valley, AZ
Donated a digital piano with the donor's value of \$3,000
To be used at Mountain View Elementary School

DISCUSSION ITEMS

Item 9A.

LTS Update

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 9A
FROM: Mr. Michael DeRois- LTS Principal Reading
DATE: March 20, 2012 Discuss X
SUBJECT: LTS Board Report Action
Consent

OBJECTIVE: To inform the Board about LTS events

SUPPORTING DATA:

Principal DeRois will give a brief report regarding events at Liberty Traditional School.

SUMMARY & RECOMMENDATION:

Sample Motion:

Approved for transmittal to the Governing Board:

Dr. Paul Stanton

Dr. Paul Stanton

Questions should be directed to: Mr. DeRois



This has been an exciting year at Liberty, and we are energized to finish it off with huge success! Our supportive staff, involved parents, and exceptional students have made this year's activities extremely beneficial. Each year our school hosts several exciting events such as Liberty Night, Literacy Night, and Art Enrichment, to name a few. Our student body participation has helped our students increase their level of learning, and connection to real world experiences.

Liberty Night, our Veteran's Day Program, is a tribute to our veterans to demonstrate our gratitude. We always draw a huge crowd with families, community members, and men and women from the Veteran's Hospital. This has provided the perfect opportunity for our students to meet those who have done so much for our freedom.

Early in the school year we had our first annual walk-a-thon. Each grade level spent 30 minutes walking/dancing their way around our track while raising \$12,000 for our school. This was sponsored by our outstanding PTO members who provided a DJ to play music and encourage the students throughout the day. We are so very proud of our students and staff for such a great job.

Our Professional Development sessions have been particularly successful and teachers are excited about the results they are seeing in the classroom. Our focus has been on rigor, relevance and relationships. The various differentiated instruction strategies have proven to be very beneficial.

During the Thanksgiving and Christmas Holidays our Student Council collected cans for the local food bank. The students surpassed their all time high of 4,000 items, and collected an astounding 5,606 food items (which took a moving truck to deliver to the food bank). The Student Council received a letter from the President of the Prescott Valley Food Bank stating it was the largest donation they have seen in eight years since becoming president. Our students demonstrated concern for those less fortunate and went above and beyond to help families in need.

A number of our teachers are providing Socratic Seminars this year and are thrilled with the level of participation from their students. The seminars have increased active engagement and students are better able to make text-to-world connections.

In January we kicked off our new Art Enrichment Club. Every Wednesday, two grade levels meet for a four week art session where Prescott Art Docents introduce a variety of artists, styles, and the history surrounding the theme of the day. This is followed with an art project that is inspired by a

LIBERTY TRADITIONAL SCHOOL, MICHAEL DEROS, PRINCIPAL
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famous artist. One of our students, Malia Green, also won first place at the Art Gala held at the Prescott Valley Civic Center with art she created during Art Enrichment. We are all extremely proud of this new program on our campus.

Writing and Math have also been major focuses this year and this has allowed a number of our students to receive recognition for their work. In the *Daughter's of the Revolution Essay Contest* Shane Pryor won first place in our region; his essay is moving on to compete at the state level. Bridget Koehl won second place, and Isabella Beilfuss and Rebecca Snyder tied for third. Our 8th grade math students were also winners this year and placed first in the Level 1 math competition. Brianna Allen placed second in the individual competition with Rachel Campbell placing third. We are very proud of these accomplishments.

Liberty's Annual Literacy Night was an inspiring event as well. Our theme was "Climbing into Reading". Students were able to make connections to real world experiences. They traveled from room to room and participated in a number of reading activities like ordering off of menus from local restaurants, following instructions to build a robot, and using a recipe to make their own smores. They ended their evening in the gymnasium with a Seussical Musical from our 2nd grade students. In addition to Literacy Night, we presented a plaque to the family of the late Jane Halverson, in memory of her dedication and love of our school. Jane was Liberty's first Librarian and one of our founding parents.

Student Council is now gearing up for our Family Fun Fair, in May, to help bring Liberty families together in a family connected environment.

Currently, our students are in the process of preparing for AIMS so they can end the year on a strong and positive note. Teachers and students are actively engaged in activities around campus that raise the level of student learning. We're excited about the successful moments we've had throughout the school year as we know we are creating strong leaders for tomorrow's world.

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DISCUSSION ITEMS

Item 9B.

Policy Advisories
435-439

Clarification of
Policy Advisory 404

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 98

FROM: Dr. Paul H. Stanton, Superintendent Reading X

DATE: March 20, 2012 Discuss X

SUBJECT: First Reading of Policy Advisories 435 – 439 and Action
clarification of Policy Advisory 404 as presented by
ASBA Consent

OBJECTIVE: Board Governance

SUPPORTING DATA:

The Arizona State Legislature recently passed changes to Statutes relating to school districts, students, and teachers. To insure compliance with State Statutes these Policy Advisories are submitted by the Arizona School Boards Association (ASBA).

(-R indicates Regulation / -E indicates Exhibit)

First Reading:

435	GBEF	Staff Use of Digital Communications and Electronic Devices
436	IJNDB	Use of Technology Resources in Instruction
437	JFAA	Admission of Resident Students
	JFAA-EA	(Residency Documentation Form)
	JFAA-EB	(Affidavit of Shared Residence)
438	JFAB	Admission of Transfer Students
	JFAB-EA	(Residency Documentation Form)
	JFAB-EB	(Affidavit of Shared Residence)
439	KDB-R	Public Right to Know/Freedom of Information
	KDB-E	Request for Public Records of the District

Clarification:

404	JICK	Student Violence/Harassment/Intimidation/Bullying
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SUMMARY & RECOMMENDATION:

Information regarding these advisories has been provided by ASBA to assist the Board in understanding the new legislation and is included along with the proposed draft policies. Clarification of advisory 404 is also included.

A second reading will be required and upon approval these policies will become effective immediately and will be added to the current Policy Manual.

Regulations and exhibits do not require adoption by the Board.

Sample Motion: n/a

Approved for transmittal to the Governing Board:



Dr. Paul H. Stanton, Superintendent

Questions should be directed to: Dr. Paul Stanton 759-4000

POLICY SERVICES ADVISORY

Volume 24, Number 1

February 2012

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Policy Advisory No. 435.....	GBEF—Staff Use of Digital Communications and Electronic Devices
Policy Advisory No. 436.....	IJNDB—Use of Technology Resources in Instruction
Policy Advisory No. 437.....	JFAA—Admission of Resident Students JFAA-EA—(Residency Documentation Form) JFAA-EB—(Affidavit of Shared Residence)
Policy Advisory No. 438.....	JFAB—Admission of Transfer Students JFAB-EA—(Residency Documentation Form) JFAB-EB—(Affidavit of Shared Residence)
Policy Advisory No. 439.....	KDB-R—Public Right to Know/ Freedom of Information KDB-E—(Request for Public Records of the School District)
Clarification of Policy Advisory No. 404.....	JICK—Student Violence/ Harassment/Intimidation/Bullying

Policy Advisory Discussion

Policy Advisory No. 435. Policy GBEF — Staff Use of Digital Communications. Policy Advisory No. 435 is submitted for consideration due to a number of related inquiries by school districts. Since there are no statutes requiring a governing board to adopt this policy, it is optional. Should a district adopt the policy, it should develop procedures to monitor and document staff use of digital communications to ensure compliance.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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Due to the numerous opportunities for such monitoring to occur, Policy Services is not recommending specific means to address implementation.

Districts should ensure that all employees are fully advised of this and related board policies and that only "controlled and approved technologies" shall be used by employees when communicating with students or parents. Districts will need to review the technologies for communication which are controlled by the district and subsequently determine which of these technologies are approved for use as indicated. Once the district's list is determined, employees must be advised that the use of any unapproved technology is a violation of policy.

Policy Advisory No. 436. Policy IJNDB — Use of Technology Resources in Instruction. Policy Advisory No. 436 is in response to a recent Federal Communications Commission Order to implement the Children's Internet Protection Act (CIPA). Essentially the order means that schools are required to teach online safety to students as a prerequisite to receiving E-rate funding for Internet access or Priority 2 funding. For additional information refer to the CIPA and the related FCC Order. The full order is available at: <http://hraunfoss.fcc.gov/edocspublic/attachment/FCC-11-125A1.pdf>.

Policy Advisory No. 437 & 438. Policy JFAA — Admission of Resident Students AND Policy JFAB — Admission of Transfer Students. Policy Advisory No. 437 and No. 438 are submitted in response to A.R.S. 15-802 which requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona Public school. State Board of Education Residency Guidelines establish that residency shall be reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. ASBA Policy Services recommends that this reaffirmation can be as simple as a statement to the effect placed on the district's annual registration form. A parent or guardian subsequently reaffirms Arizona residency by initialing adjacent to the statement. Students will generally fall into two groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent or legal guardian cannot document his or her own residence because of extenuating circumstances including the family's household being multi-generational. Different documentation is required for each circumstance. Two exhibits have been provided that address the noted circumstances.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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Policy Advisory No. 439. KDB-R & KDB-E — Public Right to Know/Freedom of Information. It has come to the attention of Policy Services that requiring a records request to be in writing is invalid under public law. In response Policy Services has removed the requirement in KDB-R and added a related statement in KDB-E. Districts may choose to eliminate the exhibit, use the exhibit as an internal means to maintain a record of request, or continue to use the exhibit on a request only basis. If the district uses the exhibit on a request only basis staff charged with such duties must be advised that if the requestor declines to fill out the exhibit or declines to provide any of the information contained on the exhibit the staff member must continue to make every effort to provide for the request as prescribed by law.

Policy Advisory No. 404 - Clarification

Policy Advisory No 404 - *JICK, Student Violence/Harassment/Intimidation/Bullying*, with the accompanying regulation, and two exhibits were released to school districts in late June, 2011. The Policy Advisory Discussion which precedes the document models states that "ASBA Policy Services presents this set of newly developed documents to provide school districts with compliance driven changes made to A.R.S. 15-341 by House Bill 2415 (Laws 2011, Chapter 195)."

HB 2415 assigns to districts the responsibility for defining bullying, harassment, and intimidation for which the JICK model includes recommended definitions. In developing both the policy (JICK) and in the second exhibit (JICK-EB), Policy Services included this paragraph defining harassment:

"Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, **sexual preference**, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media."

The term "sexual preference" was included in the above paragraph. The terminology used in Title 7, R7-2-1308, is "sexual orientation" which will be substituted in the ASBA Model document. Because this term is an optional, not mandatory, inclusion for districts, Policy Services will process the adopted policy of each member school district as determined by the Governing Board in its exercise of local control in governance.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

The primary thrust of Policy JICK derived from, and in compliance with, A.R.S. 15-341(A)(37) and House Bill 2415, is unchanged in that bullying in any form for any reason is not tolerated as "The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society."

Additionally, JICK-EB indicates below the title of the exhibit in parentheses that the exhibit is "To be displayed in school buildings and in student handbooks." More precisely, the information shall be disseminated to students, parents, guardians, and district employees as indicated in the policy. Posting and notification are required. Signage is not addressed. ASBA Policy Services believes this requirement can be complied with through the annual notice/disclosure to parents and students and by inclusion in student and employee handbooks (if applicable).

Any confusion or difficulty generated by the inclusion of the term sexual preference in the original Policy Advisory No. 404 is the responsibility of Policy Services. The term sexual orientation or another, if included in either state or federal law, will be included as a mandatory addition at such time as the applicable source becomes effective.

If you have any questions, call Policy Services at (602) 254-1100. Ask for Dr. Terry Rowles, Interim Director of Policy Services or Steve Highlen, Policy Analyst. Our E-mail addresses are, respectively, [trowles@azsba.org] and [shighlen@azsba.org]. You may also fax information to (602) 254-1177.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

<i>Note:</i> This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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STAFF USE OF DIGITAL COMMUNICATIONS AND ELECTRONIC DEVICES

Social media is the use of web-based and mobile technologies to communicate through interactive dialogue. Social media technologies include but are not limited, to blogs, picture-sharing, vlogs, wall-postings, e-mail, instant messaging, music-sharing, crowdsourcing, voice over IP (VoIP), Facebook, LinkedIn, My Space, Twitter, You Tube, and any successor protocol to transmit information. Mobile technologies are any devices that: transmit sounds, images, texts, messages, videos, or electronic information; electronically records, plays, or stores information; or accesses the Internet, or private communication or information networks. Current examples are Smartphones such as BlackBerry, Android, iPhone, and other such mobile technologies and subsequent generations of these and related devices.

The Governing Board recognizes how web-based and mobile technologies are fundamentally changing opportunities to communicate with individuals or groups and how their use can empower the user and enhance discourse. The Board equally recognizes that the misuse of such technologies can be potentially damaging to the District, employees, students and the community. Accordingly, the Governing Board requires all employees to adhere to adopted policies and to utilize digital communications and electronic devices in a professional manner at all times.

The Board establishes the following parameters:

District employees

- shall adhere to all Governing Board policies related to technologies including but not limited to the use of District technology, copyright laws, student rights, parent rights, the Family Educational Rights and Privacy Act (FERPA), staff ethics, and staff-student relations;
- are responsible for the content of their posting on any form of technology through any form of communication;
- shall only use District controlled and approved technologies when communicating with students or parents;
- shall ensure that technologies used to communicate with students and District staff are maintained separate from personal technologies used to communicate with others;
- shall not use District owned or provided technologies to endorse or promote a product, a cause or a political position or candidate;

- in all instances must be aware of his/her association with the District and ensure the related content of any posting is consistent with how they wish to present themselves to colleagues, community members, parents and students;
- shall not use District logos or District intellectual property without the written approval of the Superintendent;
- shall use technologies to enhance and add value to communications with all recipients and be respectful of those with whom they communicate;
- shall immediately report all misuse or suspected misuse of technology to their direct supervisor/administrator who in turn will immediately report to the Superintendent.
- shall comply with all applicable records management parameters established by Arizona State Library, Archives and Public Records.

The Superintendent shall communicate the above to all employees of the District at the beginning of each school year and to newly hired employees as part of the hiring process.

The Superintendent shall establish which technologies are approved for use by employees to communicate with parents and students. Approved technologies shall be communicated to the Board and employees prior to the start of every school year, to newly elected Board members prior to taking office, and to newly hired employees as part of the hiring process.

The Superintendent shall determine which records retention and management guidelines as established by the Arizona State Library, Archives and Public Records are applicable to this Board policy and communicate these guidelines to the Board and employees prior to the start of every school year, to newly elected Board members prior to taking office, and newly hired employees as part of the hiring process.

Violations of this policy may result in disciplinary action up to and including termination and may constitute a violation of federal or state law in which case appropriate law enforcement shall be notified. The Superintendent shall report violations of this policy to the Board and shall make reports to the appropriate law enforcement agency when determined necessary.

Adopted: Date of Manual Adoption

LEGAL REF.: A.R.S. 15-341
15-514

CROSS REF.: GBEA - Staff Ethics
GBEB - Staff Conduct
GBEBB - Staff Conduct with Students
GCQF - Discipline, Suspension, and Dismissal of Professional
Staff Members
GDQD - Discipline, Suspension, and Dismissal of Support
Staff Members
JIC - Student Conduct

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Appropriate use of Electronic Information Services

The District may provide electronic information services (EIS) to qualified students, teachers, and other personnel who attend or who are employed by the District. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, and any computer-accessible source of information, whether from hard drives, tapes, compact disks (CDs), floppy disks, or other electronic sources. The use of the services shall be in support of education, research, and the educational goals of the District. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the EIS to follow its guidelines and procedures for appropriate use. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary action.

Each user will be required to sign an EIS user's agreement. The District may log the use of all systems and monitor all system utilization. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the electronic information services.

The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties.

Filtering and Internet Safety

The District shall provide for technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by students, harmful to students. The protective measures shall also include monitoring the online activities of students.

Limits, controls, and prohibitions shall be placed on student:

- Access to inappropriate matter.
- Safety and security in direct electronic communications.

- Unauthorized online access or activities.
- Unauthorized disclosure, use and dissemination of personal information.

Monitoring and Online Behavior

The District shall monitor online behaviors and provide all students with instruction related to appropriate online behaviors including interacting with other individuals on social networks and in chat rooms and cyberbullying awareness and response. The Superintendent shall develop and implement the District's instructional program and shall develop and implement the District's program for monitoring the use of District technologies.

The Superintendent is responsible for establishing and enforcing the District's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 13-2316

13-3506.01

13-3509

15-341

34-501

34-502

20 U.S.C. 9134, The Children's Internet Protection Act

47 U.S.C. 254, Communications Act of 1934 (The Children's Internet Protection Act)

ADMISSION OF RESIDENT STUDENTS

A student who is a resident of the District and who meets the applicable age requirements established by state law shall be admitted without payment of tuition to the school in the attendance area in which the student resides and may be admitted as a resident transfer student to another school in the District in accordance with the District's open enrollment policy.

The following students are residents of the District:

- A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the District.
- A student who is an emancipated minor and whose place of residence is in the District. When determining whether a minor is emancipated, the Superintendent will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.
- A student who is eighteen (18) years of age or older and whose place of residence is in the District.
- A student who is homeless, and who attended a school in the District at the time of becoming homeless.
- A student who resides with a family member living in the District while awaiting the outcome of a legal guardianship or custody proceeding if the family provides written documentary proof in accord with 15-821(D).

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the District. Such evidence of residency may ~~include, without limitation, landlord-tenant agreements, rent receipts, and receipts for utility payments~~ be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school. This policy is written to assist school districts and charter schools in meeting the legal requirements of the statute.

The documentation required by A.R.S. 15-802 must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- Valid Arizona driver's license, Arizona identification card
- Valid Arizona motor vehicle registration
- Valid United States passport
- Property deed
- Mortgage documents
- Property tax bill
- Rental agreement or lease (including Section 8 agreement)
- Utility bill (water, electric, gas, cable, phone)
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-802

15-816 *et seq.*

15-821

15-823

15-824

42 U.S.C. 11301, McKinney-Vento Homeless Assistance
Act of 2001

CROSS REF.: IKEB - Acceleration

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

EXHIBIT**EXHIBIT**

ADMISSION OF RESIDENT STUDENTS

RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration Valid U.S. passport

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment or other identification issued by a recognized Indian tribe that contains an Arizona address

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit.

Signature of Parent/Legal Guardian _____ Date _____

Reproduction of ADE FORM 2306606 which may be used in lieu of this document.

EXHIBIT**EXHIBIT**

**ADMISSION OF
RESIDENT STUDENTS**

AFFIDAVIT OF SHARED RESIDENCE

I swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me:

Location of my residence:

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

- Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- Valid U.S. passport
- Real estate deed or mortgage documents
- Property tax bill
- Residential lease or rental agreement
- Water, electric, gas, cable, or phone bill
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant:

Signature of Affiant:

EXHIBIT**EXHIBIT****Acknowledgement**State of ArizonaCounty of MaricopaThe foregoing was acknowledged before me this day of , 20 .By .My Commission ExpiresNotary Public*Reproduction of ADE FORM 2306606 which may be used in lieu of this document.*

TUITION / ADMISSION OF NONRESIDENT STUDENTS

For purposes of open enrollment a "nonresident pupil" means a student who resides in this state and who is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides. A student who is not a resident of the District but is a resident of Arizona who meets the age and other requirements for open enrollment established by state law and District policy shall be admitted to a school without payment of tuition.

A student shall also be admitted to a school *without tuition* payment, if:

- The student is the child of a United States resident who is not a resident of Arizona, if this is in the best interest of the student and the student is placed with a relative per A.R.S. 15-823 and the placement is not to avoid tuition payment.
- The student is a resident of the United States and evidence indicates that because the parents are homeless or the child is abandoned, as defined in A.R.S. 8-201, the child's physical, mental, moral or emotional health is best served by placement with a person who does not have legal custody of the child and who is a resident within the school district, unless it is determined that the placement is solely for the purpose of obtaining an education in this state without payment of tuition.
- The student presents a certificate of educational convenience issued by the County School Superintendent pursuant to A.R.S. 15-825.
- The student is a child of a nonresident teaching or research faculty member of a community college district or state university or a nonresident graduate or undergraduate student of a community college district or state university whose parent's presence at the district or university is of international, national, state, or local benefit.

The District shall admit the following students, *charging tuition* as prescribed in statute:

- The child of an Arizona resident who is not a resident of the District, if the District provides a high school and the student is a resident of an Arizona common school district that is not in a high school district and that does not offer instruction in the student's grade. Special circumstances may apply in accordance with A.R.S. 15-2041 after three hundred fifty (350) students have been admitted.

- For an Arizona resident who is not a resident of the District, if the district of residence provides only financing for students who are instructed by another school district and for students from a unified district that does not offer instruction in the student's grade.
- A pupil who is issued a certificate of educational convenience to attend school in the School District or adjoining the school district to that in which the pupil is placed by an agency of this state or a state or federal court of competent jurisdiction, as provided in A.R.S. 15-825.

The District shall admit a pupil who is the resident of a school district that has entered into a voluntary agreement with the District, *charging tuition* as agreed to in accordance with A.R.S. 15-824(E)(3).

The District may admit nonresident foreign exchange students without payment of tuition, or as it may otherwise prescribe.

The District shall not include in its student membership count students who are not Arizona residents. The District is prohibited from obtaining state funding for any student who is not a resident of the state.

"Residence" Defined

The residence of a student is the residence of the person having legal custody of the student, except as provided in A.R.S. 15-823 through A.R.S. 15-825.

Residency of the parent/guardian or surrogate may be determined by showing the individual's presence and intent to remain in the District. Documentation of residency may ~~include, but is not limited to, landlord-tenant agreements, rent or lease receipts, and receipts for utility payments~~ be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school. This policy is written to assist school districts and charter schools in meeting the legal requirements of the statute.

The documentation required by A.R.S. 15-802 must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- Valid Arizona driver's license, Arizona identification card
- Valid Arizona motor vehicle registration
- Valid United States passport
- Property deed
- Mortgage documents
- Property tax bill
- Rental agreement or lease (including Section 8 agreement)
- Utility bill (water, electric, gas, cable, phone)
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of Documents by Schools

School officials must retain a copy of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 8-201

15-802

15-816 through 15-816.07

15-821

15-823 through 15-825

42 U.S.C. 11301, McKinney-Vento Homeless Assistance
Act of 2001

CROSS REF.: IKEB - Acceleration

JFABD - Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

EXHIBIT**EXHIBIT**

ADMISSION OF RESIDENT STUDENTS

RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration Valid U.S. passport

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment or other identification issued by a recognized Indian tribe that contains an Arizona address

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit.

_____ Signature of Parent/Legal Guardian _____ Date _____

Reproduction of ADE FORM 2306606 which may be used in lieu of this document.

EXHIBIT**EXHIBIT**

ADMISSION OF RESIDENT STUDENTS

AFFIDAVIT OF SHARED RESIDENCE

I swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me:

Location of my residence:

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

- Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- Valid U.S. passport
- Real estate deed or mortgage documents
- Property tax bill
- Residential lease or rental agreement
- Water, electric, gas, cable, or phone bill
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant:

Signature of Affiant:

EXHIBIT

EXHIBIT

Acknowledgement

State of Arizona

County of Maricopa

The foregoing was acknowledged before me this _____ day of _____, 20____.

By _____

My Commission Expires

Notary Public

Reproduction of ADE FORM 2306606 which may be used in lieu of this document.

REGULATION**REGULATION****PUBLIC'S RIGHT TO KNOW/
FREEDOM OF INFORMATION**

Public records of the District will be open for inspection by any person as provided by law.

Public record means any recorded information that is made, maintained, or kept by, or is in the possession of, the District. Such records include minutes of the Governing Board, agendas, financial records, contracts, and statistical summaries.

The office of the Superintendent will be open to receive requests for records inspection or copying during normal business hours on Monday through Friday.

Requests for access to records shall be ~~made in writing and~~ directed to the office of the Superintendent.

All persons requesting inspection and/or copying of public records must attest that they have not requested the public records of the District for a commercial purpose. If the records are requested for a commercial purpose, the requester must provide a statement, verified by the requester, setting forth the commercial purpose for which the materials will be used.

The above declaration will be made and signed on the official form provided by the District for requesting inspection and/or copying of public records.

The Superintendent may permit access to, or provide for the copying of, the records requested within a reasonable period of time following receipt of the signed request or will provide an explanation of a cause for further delay and will give notification of the time the records will be available, or, if access is denied, the Superintendent will provide a written statement of the grounds for denial.

Requirements of access and inspection apply only to existing records and do not require creation of new records. Public inspection of a document that otherwise would be a public record may be denied by the Superintendent if 1) the record is made confidential by statute, 2) the record involves the privacy interests of persons, or 3) disclosure would be detrimental to the best interests of the District. If a public record contains material that is not subject to disclosure, the District will delete such material and make available to the requester such material in the record as is subject to disclosure.

REGULATION**REGULATION**

Records contained on a computer will be provided only in the form in which the information can be made available using existing computer programs.

Copies of radio or recording tapes of discs, video or films, pictures, slides, graphics, illustrations, or similar audio or visual items or devices will not be furnished unless such items or devices have been shown or played at a public meeting of the Governing Board.

A fee shall be levied on each request to cover the cost of making copies, staff time, computer time, et cetera. Fees will be collected prior to releasing material.

The fees will be based upon the following:

- 10¢ per copy for materials indicated as Board minutes, agendas, financial records, contracts, courses of study, or statistical summaries.
- 35¢ per copy for materials not listed above that require additional clerical and/or professional staff time to make available.
- Actual cost, if available, will be assessed.
- Free copies shall be furnished if they are to be used in claims against the United States.

EXHIBIT**EXHIBIT****PUBLIC'S RIGHT TO KNOW /
FREEDOM OF INFORMATION****REQUEST FOR PUBLIC RECORDS OF THE SCHOOL DISTRICT**

Note: It is not required by law that this form be filled out by a person requesting public records. The District may request the document be filled out or the District may use the document internally as documentation of public records requests.

Name _____ Date _____

Address _____
(street) (city) (state) (zip)

Phone: Home _____ Work _____

E-mail address _____

Nature of request:

- ☐ Opportunity to review records (no original record may leave the custodian's office)
- ☐ Copies of records.

Please read and sign the following statement:

I have requested public records of the School District for a noncommercial purpose. I understand that if the records should be used for a commercial purpose, a verified statement of the purpose must be submitted per A.R.S. 39-121.03.

(Date)_____
(Signature)

Notice: A fee will be charged for copying based upon actual cost for providing the information.

Records requested (please be as explicit as possible as to the records you desire):

DISCUSSION ITEMS

Item 9C.

Summer Retreat Date

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **9C**
FROM: Dr. Paul H. Stanton, Superintendent Reading
DATE: March 20, 2012 Discuss X
SUBJECT: Selection of a date for the annual Governing Board Action
Summer Retreat Consent

OBJECTIVE: Goals 1, 2, and 3

SUPPORTING DATA:

The Board will select a date for their annual summer retreat. The meeting will be posted according to policy and is open to the public.

SUMMARY & RECOMMENDATION:

Sample Motion:

Approved for transmittal to the Governing Board:

Dr. Paul Stanton

Dr. Paul Stanton

Questions should be directed to: Dr. Paul Stanton @ 759-4000

ACTION ITEMS

Item 10A.

Paxton/Patterson
LABS

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10A
FROM:	Brian Buchholtz, BMMS Principal Dr. Terri Matteson, GHMS Principal Mariela Bean, PR Dir., Innovation Team Chairman	Reading
DATE:	March 20, 2012	Discuss
SUBJECT:	Paxton Patterson Action LABS/Electives and Enrichments at BMMS and GHMS	Action X Consent

OBJECTIVE: Goal #1: Raise the Level of Student Achievement
Goal #2: Focus on Planning for Future Student Needs

SUPPORTING DATA:

Justification:

The high school preparation that takes place in the middle grades is critical to the success of students. Research indicates that strong educational practices and relevant curriculum do more to improve middle school test scores than school structure and grade configurations. The same research points out that students who are not on a college-ready track by the ninth grade, have a low chance of getting on one in the subsequent educational years. (*EdSource: Stanford University, December 2010*). Education researchers have also documented the changes in attitudes and the motivation as children enter adolescence, changes that can be "exacerbated by the absence of high-interest, engaging middle-school curricula." (*Education Next: Stuck in the Middle, fall, 2010*). Our middle schools are making a concerted effort to address their student academic challenges and create a learning environment that provides both rigor and high-energy relevancy to students in grades seven and eight. They also recognize the importance of providing HUSD students a choice. Their efforts would be substantially supported by expanding elective programs at GHMS and BMMS to include the Paxton/Patterson Action LABS.

Description of LABS for GHMS and BMMS:

The Paxton/Patterson LABS consist of Instructional Units that examine the five technological areas of study aligned to the Standards for Technology Literacy (STL). These include communication, transportation, manufacturing, production, and bio-related technology. The learning fulfills six defined learning objectives, delivered through interactive, computer-based multimedia. In addition, each unit contains a variety of hands-on activities, literacy activities, computer software exploration and digital video lesson material. All the units are directly aligned with, and provide direct support to, national standards. The modules provide a superb model of academic integration in the areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM).

The instructional units for Glassford Hill and Bradshaw Mountain Middle Schools would be as follows:

Glassford Hill Middle School

- ✓ Alternative Energy
- ✓ Computer Aided Drafting (CAD)
- ✓ Computer Graphics & Animation
- ✓ Digital Music
- ✓ Forensic Science
- ✓ Energy and Power
- ✓ Flight Technology
- ✓ Laser
- ✓ Robotics
- ✓ Structural Engineering
- ✓ Video Production
- ✓ Virtual Architecture

Bradshaw Mtn. Middle School

- ✓ Alternative Energy
- ✓ Biomedical Engineering
- ✓ Biotechnology R&D
- ✓ Digital Music
- ✓ Forensics
- ✓ Environment & Ecology
- ✓ Flight Technology
- ✓ Laser
- ✓ Robotics
- ✓ Sports Medicine
- ✓ Video Production
- ✓ Veterinary Medicine

Research:

The Paxton-Patterson Labs were developed using the Standards for Technological Literacy; the National Science Education Standards; the Common Core science, math and language arts standards; SCANS; research based on initiatives for educational improvement from the National Science Foundation and National Council of Teachers of Mathematics; and guidelines from the No Child Left Behind Act. Every test question and every grading rubric element in each of the instructional units is correlated to one or more of the standards. The instructional modules meet 95.8% of the National Science Education Standards for middle schools.

SUMMARY & RECOMMENDATION:

The Paxton-Patterson LABS will support our middle schools efforts toward increasing academic rigor in the areas of Science, Technology, Engineering, Arts, and Mathematics, as well as college and career preparation for students in grades seven and eight. Recommendation for approval of the new electives is forwarded to the Governing Board.

Sample Motion:

I move to approve the new elective classes as listed for Glassford Hill Middle School and Bradshaw Mountain Middle School.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton

Questions should be directed to: Dr. Terri Matteson, Brian Buchholtz, or Mariela Bean

PAXTON/PATTERSON LABS

Framework Description & Unit Curricular Descriptions

A Framework for Successful Technology Education

The International Technology Education Association (ITEA) defines Technology Education curriculum as: "*Problem-based learning utilizing math, science and technology principles*" and that technology studies should include:

- **Designing, developing, and utilizing technological systems**
- **Open-ended, problem-based design activities**
- **Cognitive, manipulative, and affective learning strategies**
- **Applying technological knowledge and processes to real world experiences using up-to-date resources**
- **Working individually as well as in a team to solve problems**

Our PAXTON ActionLAB curriculum is aligned to the Standards for Technological Literacy (STL), as developed by the ITEA and their affiliate organizations. The PAXTON ActionLAB program features:

- **Open-ended problem solving, engaging students at a higher level of learning.**
- **A high-energy, interactive multimedia component fully engaging students.**
- **Correlation to the National STL standards through electronic testing and performance based assessment.**



On January 8, 2002, President Bush signed into law the *No Child Left Behind Act of 2001*. The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Since our program is aligned to current national technology education standards and designed to achieve the goals outlined in the No Child Left Behind Act, students will also learn necessary skills and behaviors, including:

- **Confidence**
- **Self-reliance**
- **Responsibility**
- **Collaboration**
- **Resilience**

At the same time, we have re-emphasized the importance of grade-level, core academic concepts in mathematics, science, and literacy activities.

PAXTON ActionLABS consists of 22 Integrated Instructional Units (unit) that examine the 5 technological areas of study as defined by the STL that include communication, transportation, manufacturing, production and bio-related technology. Each unit has 10 days of learning and fulfills six defined learning objectives, delivered through interactive, computer-based multimedia. In addition, each unit contains a variety of hands-on activities, literacy activities, computer software exploration and digital video lesson material.

PAXTON ActionLAB Interactive Multimedia Curriculum For Technology Education

To retain students' attention, we have created a high-energy, interactive experience. With its intuitive design, the multimedia lessons enable students navigate easily through the program. It addresses multiple learning styles and features on-demand audio, which offers valuable support for limited English proficiency, lower functioning, and less adept students. Using our powerful ADMIN Lab Management system, custom content can be easily inserted into each unit to truly customize the learning for students.

The multimedia component gives students the opportunity to acquire knowledge within each area of study, and then directs students away from the computer towards a variety of additional activities. These activities are supported by the ideal medium for detailed instruction and technical advice, via our student guidebook.

Program Features & Benefits

- Student centered (not teacher centered)
- Retains students' attention
- Addresses multiple learning styles
- Features on-demand audio (voice over narratives)
- Electronic student portfolio
- On-screen testing
- Content insertion customization (ADMIN's content insertion manager)
- Electronic teacher-student messaging
- Managed internet access (utilized for information & career research)
- Career explorations (8 career explorations per unit, integrated with Bridges Choices Explorer for more in depth career analysis)
- Hands-on, open-ended problem solving
- Alignment and assessment with national and state standards (available with ADMIN's standards, grading manager & remote grading assistant)
- STL, NMSA, and SCANS alignment
- Narrative and persuasive writing tests
- Built-in, hot-linked glossary/vocabulary

Active Data Management and Information Network Powerful, dynamic and customizable



Modular technology education labs require intensive administration. With over a dozen simultaneous activities demanding the attention of instructors, little time and energy was left for the teachers to plan and execute innovative experiences for their students.

The Paxton/Patterson ADMIN solution has moved far beyond mere record keeping and represents a careful melding of utility, power and purpose in three functional areas.

Organization and Management

ADMIN has been designed to allow teachers more time to interact with students and spend less time on lab management and paperwork.

Typical ADMIN operations include automatic importation of students from compatible school databases, automatic scheduling of classes or rotations of individual students, and multiple instructor capability. Teachers spend less time with administration and more time coaching students to success.

Directing the Learning (ADMIN Content Manager)

Educators readily agree that learning material exclusively from a computer screen is poor educational practice. Little retention is possible and students do not engage the subject seriously.

To maintain instructional integrity, ADMIN directs students to primary sources of information whether books, manuals, digitized video, application software or activity based work. Rather than post all activities on screen, ADMIN is linear to ensure students complete all tasks and activities in order. How else can an instructor validate that learning is, in fact, occurring? Rather than being seduced by the power of the computer, we know that hardware and software must be responsive to quality educational practices, not the reverse.

The ADMIN Content Manager gives instructors the opportunity to insert content at any location within the existing PAXTON ActionLAB unit. Content insertions can range from PowerPoint presentations, pdf files and HTML files, to video and audio clips. This completely flexible content management system allows for unprecedented localization and addition of content to match state and even district learning requirements.

Assessment and Reporting (ADMIN Standards Manager)

The capture of assessment data is an essential component of ADMIN. Student testing is completed on screen and response reports are instantly available. Student testing can be set by the instructor to first or second answer response.

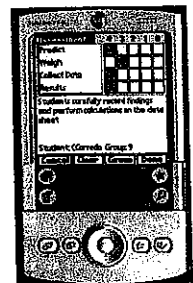
All performance assessment is rubric based. As the instructor grades the literacy activities, hands-on activities and other work, it is entered into the ADMIN system.

Both the electronically delivered unit test questions and the criteria for each rubric are matched and correlated to the national STL standards. Content standards and benchmarks for state and district competency requirements can be correlated through the ADMIN Standards Manager. ADMIN is pre-populated with national STL standards that are matched to unit tests, giving you immediate feedback on achieved competencies, either on a per unit basis or across a range of units. If remediation is required, the ADMIN Content Manager can be used to insert standards specific information to assist students in achieving the required competencies.

This means that a parent or administrator can receive reports charting the progress of a student towards unit objectives and accepted standards, all in alignment with objectives and goals established by the ITEA.

Remote Grading Manager (RGM)

Using the ADMIN Remote Grading Manager allows instructors to grade activities right from the lab floor using a hand-held. Each activity is correlated to national STL standards using a rubric-based grading scale. Additional state and district standards correlations for any activity can easily be added through the user friendly interface. Additionally, all writing assignments within the units can be graded using imbedded rubrics within the RGM.



The ADMIN RGM now makes student assignments measurable and relevant to accepted educational standards. ADMIN Reporting Manager can generate reports in any number of formats either for classroom maintenance and operation, or for grading and competency analysis.



TOP TEN CAREERS PROJECTED FOR THE NEXT DECADE

1. Home health aides and personal and home care aides: 48%, 103,050 jobs.
2. Computer network, systems, and database engineers: 30%, 46,080 jobs.
3. Registered nurses: 22%, 103,900 jobs.
4. Medical assistants: 34%, 21,780 jobs.
5. Accountants and auditors: 22%, 49,750 jobs.
6. Dental assistants: 36%, 16,100 jobs.
7. Human resources, training and labor relations managers and specialists: 22%, 49,750 jobs.
8. Management analysts: 24%, 30,650 jobs.
9. Computer software engineers and computer programmers, 21%: 45,210 jobs.
10. Pharmacy technicians and aides: 25%, 18,810 jobs.

SOURCE: CAREERBUILDER WEBSITE

Five of the top ten projected jobs by demand for the next decade are Healthcare Specific fields. That's one reason Paxton/Patterson developed Health Science Careers to address a wide range of careers and skills that will attract more students to your Health Science program. Additionally, students that are able to get hands-on experience doing the tasks common to each career are more likely to choose a career that fits their interests and aptitudes best. This means a lower attrition rate for your program and students who are better prepared for the job market.

Create Innovation

Health Science Careers, like all our learning systems, creates conditions for education innovation and reform. Student achievements and outcomes improve significantly because we provide curriculum that engages and motivates students to learn. We demonstrate detailed standard alignments through our data management system that measures student growth and success through electronic testing and formative assessments.

ALTERNATIVE ENERGY

Unit Description

No topic has generated more interest in the last several years than energy resources and energy conservation. The Alternative Energy unit brings the latest wind, solar and hydrogen fuel technology into the classroom. Using a model wind turbine, students explore wind velocity, angle of blade attack, and various types of wind turbine designs. Students power up a fuel cell vehicle and learn how water is broken down through electrolysis, into hydrogen and oxygen. Students use a solar power trainer to explore the characteristics of solar cells.

Unit Objective

- Gain an understanding of the current use of energy and the resources now being expended.
- Contrast and compare the environmental effects of non-renewable and renewable energy sources
- Use mathematics in application to determine the efficiency of wind powered energy sources.
- Explore the science and chemistry of hydrogen fuel cell powered vehicles
- Determine through experimentation the efficiency of photo-voltaic energy sources.
- Explore the careers associated with alternative energy industries

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|--------------------------------------|
| ▪ Solar Panel Trainer | ▪ Alternative Energy CD-ROM software |
| ▪ HY-Runner, Hydrogen Car | ▪ Student Guidebook with binder |
| ▪ Wind Powered Generator | ▪ MPEG Digital Video Files |
| ▪ Multimeter | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

COMPUTER AIDED DRAFTING

Unit Description

The CAD IIU teaches students to visualize, understand spatial placement, and to use mathematics and geometry in application. Students explore the different types of CAD symbols and how they are used in various drawing types. After performing line drawing exercises, students move on to multi-view drawings and learn how to graphically visualize some common objects. The culminating activity is the development of a house floor plan by the students. This activity uses the planning, math and drawing skills the students learned throughout this IIU.

Unit Objective

- Define the use of computer-aided design (CAD) as a communication process.
- Demonstrate the use of computer skills in the use of a CAD program.
- Create a variety of drawings using a CAD program.
- Identify the uses of CAD within manufacturing, production and construction technologies.
- Apply algebraic and geometric math skills to CAD drawings.
- Describe the design process for architectural and mechanical drawing.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|---|
| ▪ Software, AutoCAD | ▪ Computer Aided Drafting CD-ROM software |
| ▪ Book, AutoCAD | ▪ Student Guidebook with binder |
| ▪ Block, 3 Dimensional | ▪ MPEG Digital Video Files |
| ▪ Equipment and books to complete projects | ▪ Critical Writing Worksheets |
| | ▪ Unit Sign |

Note: CAD unit requires a DeskJet Printer that must be provided by school.

COMPUTER GRAPHICS AND ANIMATION

Unit Description

Students explore the latest desktop publishing software and use a state of the art animation program specifically developed for educational use. Using a 3D animation program, students learn basic animation techniques including path lines, time sequencing and rendering techniques. An important part of the Computer Graphics and Animation IU is exploring advertising and the use of graphic design in advertising. Students develop several storyboards, slogans and designs for an advertising campaign.

Unit Objective

- Describe how computer technology was developed for design graphics.
- Describe how the parts of a computer system work together to create computer graphics.
- Describe how to design computer graphics.
- Describe different uses of computer graphics.
- Complete a computer graphics job using the design process.
- Evaluate the effectiveness of examples of computer graphics.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|--|
| ▪ Software, 3D Choreographer | ▪ Comp. Graphics and Anim. CD-ROM software |
| ▪ Software, MS Publisher | ▪ Student Guidebook with binder |
| ▪ Intuos Graphics Table System | ▪ MPEG Digital Video Files |
| ▪ Equipment and books to complete projects | ▪ Critical Writing Worksheets |
| | ▪ Unit Sign |

Note: Computer Graphics and Animation unit requires a Digital Camera that must be provided by school.

DIGITAL MUSIC

Unit Description

Digital Music is an ideal complement to Audio Communications for those students interested in both music and electrical engineering. Science connections are made as students explore the differences between analog and digital sound. Students experiment with a variety of sounds, special effects, and Musical Instrument Digital Interface (MIDI). Students record compositions on the computer using a musical composition software program, learning the fundamentals of mixing and exporting their scores.

Unit Objective

- Determine the relationship of computer programming theory and principles to digital music production.
- Develop and apply fundamental musical structure and systematically apply these principles to digital and analog music.
- Distinguish among different forms of digital music and identify equipment used in digital music production.
- Explore the history of musical instruments and audio recording to determine the sources for digital music.
- Appropriately use digital music terminology in the application of a variety of computer applications.
- Arrange and produce a digital music composition.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|---------------------------------|
| ▪ Portable Keyboard | ▪ Digital Music CD-ROM software |
| ▪ Software, Score Writer | ▪ Student Guidebook with binder |
| ▪ Software, Piano Wizard | ▪ MPEG Digital Video Files |
| ▪ Book, What's a Sampler | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

ENERGY AND POWER

Unit Description

This IUU is designed to introduce students to energy conversion technology and the internal combustion engine. After exploring the fundamental difference between work, energy and power, students perform a series of tests on the engine, including a compression test and a spark test. Students learn safe and proper use of various hand tools including sockets, torque wrench and testing tools.

Unit Objective

- Identify and characterize the six main forms of energy.
- Perform the conversion of different forms of energy into power.
- List and describe careers relating to energy and power.
- Identify and appropriately tools need to test, disassemble, measure, and reassemble a small engine.
- Describe the relationship of automotive engine systems to the components of a small internal combustion engine.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

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Software, Equipment and Instructional Materials

- | | |
|--|------------------------------------|
| ▪ Engine, 3.5HP | ▪ Energy and Power CD-ROM software |
| ▪ Ignition and compression test equipment | ▪ Student Guidebook with binder |
| ▪ Automotive Tool Set | ▪ MPEG Digital Video Files |
| ▪ Engine Stand | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

ENVIRONMENT AND ECOLOGY

Unit Description

This IIU is a great complement to both Alternative Energy and Energy and Power, as it introduces students to hydroponics through the use of a bench top hydroponic growing chamber. Students research both renewable and non-renewable energy resources. Exploring the phenomenon of acid rain, students conduct a series of water tests for pH levels and iron content. Students complete the IIU by studying the use of biomass as a viable energy source and then explore some environmentally friendly vehicle options.

Unit Objective

- Explore and identify the factors that are necessary to effectively grow plant matter.
- Classify the types and uses of energy systems.
- Determine the impact of polluted water and develop a protocol for clean water availability.
- Construct a solar green house using collaborative work strategies.
- Apply media research skills to discover and categorize career paths related to environment and ecology.
- Identify and list benefits of recycling and how recycling reduces energy usage, landfill impact, and pollution for the local and global community.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

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Software, Equipment and Instructional Materials

- | | |
|--|---|
| ▪ Hydro Greenhouse | ▪ Environment and Ecology CD-ROM software |
| ▪ Acid Rain Study Kit | ▪ Student Guidebook with binder |
| ▪ Triple Beam Balance | ▪ MPEG Digital Video Files |
| ▪ Sowing Kits | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

FLIGHT TECHNOLOGY

Unit Description

Flight Technology combines an even balance of flight and rocket theory with a hands-on series of activities in which students build model rockets. Using a unique software program, students build a computer model of the International Space Station. After learning about the dynamics of thrust and propulsion, students build their model rockets. Students will perform static testing, and launch their creations using our proprietary pneumatic rocket launcher. This provides a safe way for students to launch their creations.

Unit Objective

- Discuss the history and future of rocketry.
- Identify and describe the forces that affect rocket flight.
- Identify and describe basic laws and effects of aerodynamics.
- Identify and describe factors influencing rocket stability.
- Assemble and safely launch a rocket.
- Calculate the angle of trajectory, altitude and azimuth of a rocket and evaluate rocket performance.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|---|--|
| <ul style="list-style-type: none">▪ PaxFlight Pneumatic Rocket Launcher▪ Air Compressor▪ Mobile Steel Cart▪ Glider kits▪ Equipment and books to complete projects | <ul style="list-style-type: none">▪ Flight Technology CD-ROM software▪ Student Guidebook with binder▪ MPEG Digital Video Files▪ Critical Writing Worksheets▪ Unit Sign |
|---|--|

FORENSIC SCIENCE

Unit Description

Forensic Science is an exciting, new IIU for Paxton ActionLABS. Students investigate the characteristics of fibers using the latest computer integrated microscope equipment. Exploring the science of ink chromatography, students perform a series of experiments with different ink samples to solve a crime. Students learn how to correctly take a fingerprint, lift a fingerprint, and use a computer based microscope to analyze characteristics of fingerprints. Students use a software program designed to build facial composites.

Unit Objective

- Explore how forensic science is used in criminal investigations
- Apply the principles of forensic science to a hypothetical crime
- Use applied mathematics to solve a forensic investigation
- Gain an understanding of the tools and equipment used in forensic investigation
- Determine through experimentation the properties and characteristics of various materials
- Explore the careers associated with forensic science

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|------------------------------------|
| ▪ Computer Integrated Microscope | ▪ Forensic Science CD-ROM software |
| ▪ Latent Fingerprinting Kit | ▪ Student Guidebook with binder |
| ▪ Fiber and Soil Sample Kits | ▪ MPEG Digital Video Files |
| ▪ Software, Faces Educational | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

LASER TECHNOLOGY

Unit Description

Lasers are used in many different applications from medicine to communications. Students learn how fast light travels, how the human eye perceives light, and how lasers are used in industry and medicine. Students perform an experiment using a 3.0 MW laser, giving them foundational knowledge of fiber optic transmission. Students perform experiments using the laser to show how sound can be transmitted through a laser beam, learn about focal length, concave and convex lenses, and learn how light rays can be bent.

Unit Objective

- Identify laser applications for industrial and communications operations, as well as in daily life.
- Apply appropriate safety measures when using a laser in experimental practice.
- Describe the characteristics of sound transmission using laser technology.
- Describe the physical properties of light and how these factors impact laser systems.
- Describe common and technological applications of fiber optics.
- Apply the physical properties of lenses in laser applications.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|------------------------------------|
| ▪ Laser, 3.0mw | ▪ Laser Technology CD-ROM software |
| ▪ Laser Detector | ▪ Student Guidebook with binder |
| ▪ Laser Accessories Package | ▪ MPEG Digital Video Files |
| ▪ Scattering tank and solution | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

ROBOTICS

Unit Description

Perhaps no other technology has had such a colorful and storied history as robotics. The learning platform for the Robotics IU is based around an AGV Robot (Autonomous Guided Vehicle). The AGV is controlled through the use of graphical software and can be programmed to move about the classroom floor and perform a variety of tasks. Using multimedia software, students explore the variety of tasks that robots perform. Students gain an understanding of Polar and Cartesian coordinate programming and develop a navigation program for the robot.

Unit Objective

- Identify the characteristics of a variety of types and sizes of robots.
- Describe how artificial intelligence is applied to robotic systems.
- Identify, sketch, and label all major parts of an industrial robot.
- Describe the basic components that allow an operator to program robots.
- Compare and contrast robotic applications in medicine, industrial, and entertainment applications.
- Set up and program an interactive robotic station.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|---------------------------------|
| ▪ CYE Robot | ▪ Robotics CD-ROM software |
| ▪ Charging Station, Wireless Transmitter | ▪ Student Guidebook with binder |
| ▪ Software, Map 'n Zap | ▪ MPEG Digital Video Files |
| ▪ Obstacle Cones | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

STRUCTURAL ENGINEERING

Unit Description

Beams, trusses, panels, and bridges are the focus of the activities in the Structural Engineering IIU. Students construct 5 different beam configurations of balsa wood. Students then use our proprietary structural tester to contrast and compare the different designs. Students build several different model truss designs and then test their strength characteristics on the structural tester. Students design a model bridge by exploring a bridge construction software program. This IIU is often used as a class instruction unit where larger groups of students or the entire class participate in building beams, trusses and bridges.

Unit Objective

- Identify and strength test different types of beams and panels used in structures
- Appropriately use hand-held cutting tools and safely operate a testing device
- Identify and classify the portion of a structure's frame under tension, torsion, shear, and compression
- Demonstrate, predict, and evaluate the behavior of loaded structural systems
- Identify, describe, and clarify the major stresses and causes of structural failure on spanning structures
- Describe preparation and requirements for careers related to building structures

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|---|
| <ul style="list-style-type: none">▪ COMPUTest Structural Tester with Computer Interface▪ Software, Bridges▪ Bridge Building Kit▪ Equipment and books to complete projects | <ul style="list-style-type: none">▪ Structural Engineering CD-ROM software▪ Student Guidebook with binder▪ MPEG Digital Video Files▪ Critical Writing Worksheets▪ Unit Sign |
|--|---|

VIDEO PRODUCTION

Unit Description

Students explore the equipment, processes and terminology used in video production, as well as various types of video cameras and sound equipment. Advertising formats are studied with students developing a newscast and public service announcement. Students begin the filming process and edit the video clips using a computer based editing program. They learn about the many types of special effects, transitions, titling, sound effects and color that can be added to a video production.

Unit Objective

- List and describe the fundamental objectives of video production from historical to contemporary practices.
- Identify the major components of a video editing system and demonstrate correct operation of the equipment.
- Provide a rationale for pre-planning and scripting, and use a formal system of organization for video production.
- Write and develop a shooting script for a newscast.
- Produce and edit a newscast from a script.
- Script, produce, and edit a human interest story.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|------------------------------------|
| ▪ Computer, iMac | ▪ Video Production CD-ROM software |
| ▪ Digital Mini Camcorder | ▪ Student Guidebook with binder |
| ▪ Tripod | ▪ MPEG Digital Video Files |
| ▪ Book, Making an iMovie | ▪ Critical Writing Worksheets |
| ▪ Equipment and books to complete projects | ▪ Unit Sign |

VIRTUAL ARCHITECTURE

Unit Description

The Virtual Architecture IIU is an ideal complement to our Computer Aided Drafting IIU. Students learn how to read a scale ruler, as well as how to use manual drafting tools and symbols templates. After studying perspective and proportion, students use 3-D Home Design software to develop a floor plan and add furniture, walls and exterior landscaping to the plan. Students create interior designs and are then able to do a virtual "walkthrough" of their design to see how the design looks from eye level and different perspectives.

Unit Objective

- Identify tools used for the design of structures.
- Compare drawing tools traditionally used in architecture with computer-aided design (CAD).
- Use CAD software to help make decisions about the layout and design of rooms.
- Demonstrate the use of architectural 3-D modeling tools.
- Be introduced to the varied uses of CAD.
- Solve a design problem using architectural software.

Curriculum Delivery

- Curriculum shall be delivered through networked interactive multimedia using text, graphics, animation and video.
- Unit assessment shall be done via computed integrated testing for multimedia content and rubric based performance assessment for hands-on activities and literacy activities. (See ADMIN Lab Management Specifications)
- Unit to include selection of student design briefs, additional open-ended problem solving activities, critical writing literacy activities, and electronic portfolio assignments.

Standards

- Unit tests and activities shall be correlated to the Standards for Technological Literacy and the National Science Education Standards.

Accessibility

- All video segments and feature videos are closed captioned.

Software, Equipment and Instructional Materials

- | | |
|--|--|
| ▪ Software, Professional Home Design | ▪ Virtual Architecture CD-ROM software |
| ▪ Software, Virtus | ▪ Student Guidebook with binder |
| ▪ Drawing Tools | ▪ MPEG Digital Video Files |
| ▪ Equipment and books to complete projects | ▪ Critical Writing Worksheets |
| | ▪ Unit Sign |

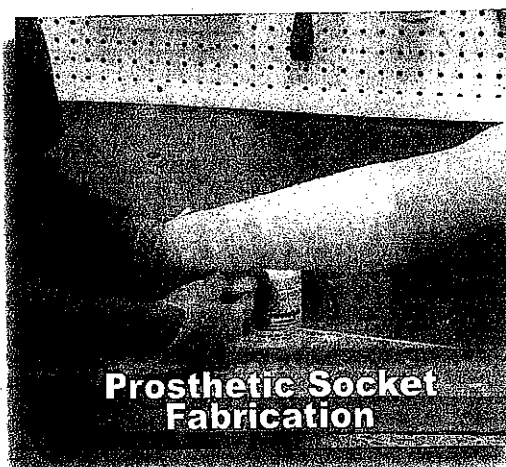


Biomedical Engineering

Biomedical engineers and technicians work with living systems and apply advanced technology to the complex problems of medical care. The biomedical engineer works with other health care professionals including physicians, nurses, therapists and technicians. Biomedical engineers may be called upon in a wide range of capacities: to design instruments, devices, and software, to bring together knowledge from many technical sources to develop new procedures, or to conduct research needed to solve clinical problems.

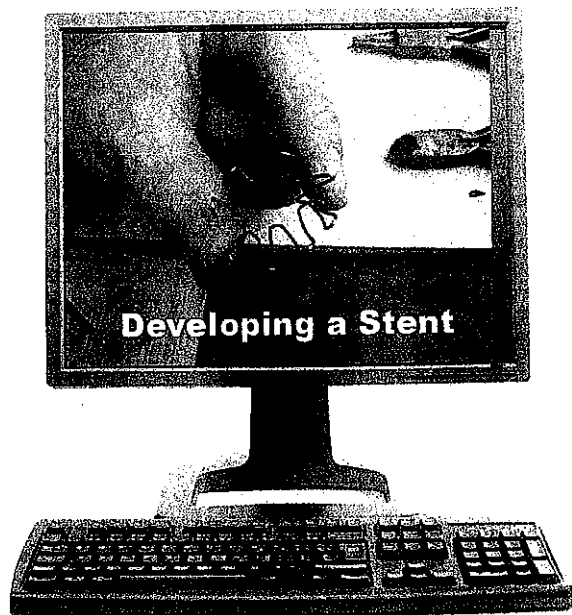
HCA Objectives

- Recognize the job opportunities in orthotics and prosthetics and the requirements for those careers
- Identify common prosthetic applications
- Recognize how prosthetic devices are fabricated and fitted
- Compare and contrast the different materials used in bioengineering
- Recognize the engineering concepts regarding stent design and placement
- Recognize how electronic sensors are used in medical diagnosis
- Identify the relationship between electricity and muscle movement
- Explore how skull bone replacement is accomplished



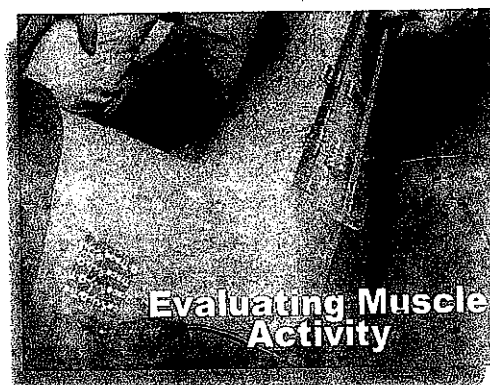
Lesson Activities

1. Biomedical Engineering Terminology
2. Fabricate a socket mold for a lower limb prosthesis
3. Design a prosthetic hand attachment
4. Determine strength to weight ratio of nine material samples
5. Day 5 Testing and Literacy Assignment
6. Fabricate an arterial stent and insertion system
7. Explore heart rate and grip strength using electronic sensors
8. Explore Electromyogram response using electronic sensors
9. Fabricate a post surgical skull flap repair
10. Day 10 Testing and Literacy Assignment



The Biomedical Engineering HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing and activity grading rubrics. Also includes equipment, test kits, additional software, instruments and student guidebook with complete activity directions and student worksheets.

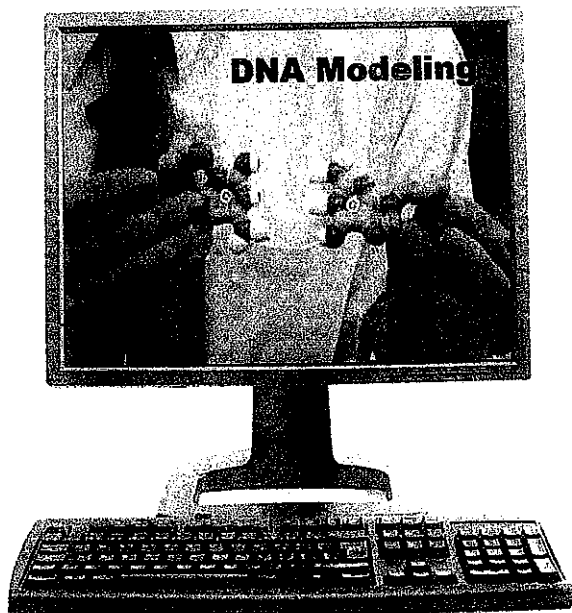
Biomedical Engineering.....P/P 86-0006.....\$3,400.00





HCA Objectives

- Recognize the career opportunities and requirements in biotechnology research and development
- Demonstrate selected techniques used by technicians in a biotech lab
- Identify some of the strategies used by scientists to develop new medications
- Compare and contrast synthetic medications versus natural medications
- Identify how researchers use fungi, bacteria and viruses to develop medications
- Recognize the role of DNA and genetics in the development of new medications
- Recognize how researchers identify needs and evaluate new medications

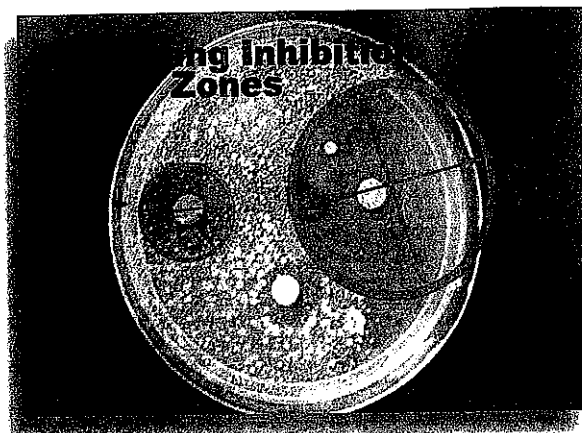


The Biotechnology R&D HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing and activity grading rubrics. Also includes materials and student guidebook with complete activity directions and student worksheets.

Biotechnology R&D.....P/P 86-0002.....\$3,300.00

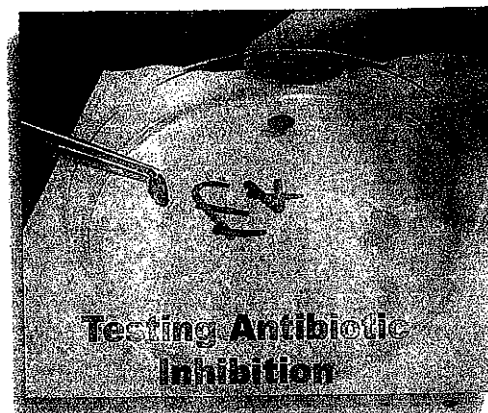
Biotechnology R&D

Biotechnology R&D utilizes the sciences of biology, chemistry, physics, engineering, computers and information technology to develop tools and products that hold great promise for humans. In this HCA students will be exploring medical biotechnology and the careers in that field. Medical biotechnology is the use of living cells and cell materials to research and produce pharmaceutical and diagnostic products that help treat and prevent human diseases.



Lesson Activities

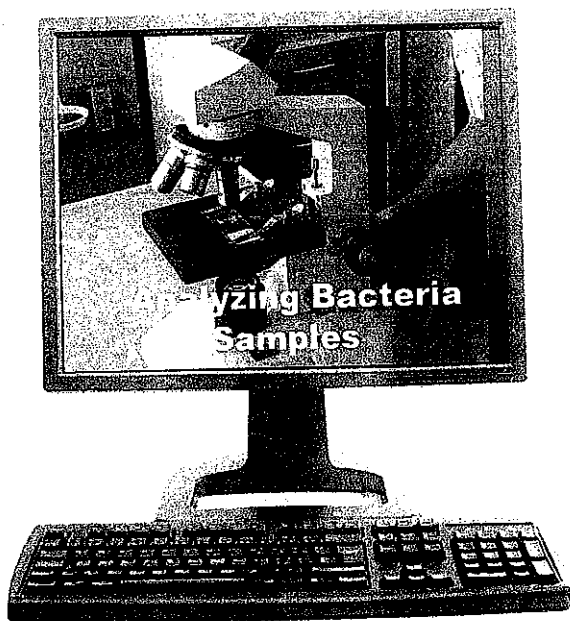
1. Biotechnology R&D Terminology
2. Lab Safety Practices and Antibiotic Testing
3. Identifying and Measuring Bacterial Inhibition
4. Clinical Testing
5. Day 5 Testing and Literacy Assignment
6. Biodiversity-Bacterial Inhibition using Species
7. Analyzing Bacteria Growth
8. DNA Exploration and Modeling
9. Clinical Trials: Working with Statistics
10. Day 10 Testing and Literacy Assignment





HCA Objectives

- Recognize the careers involved in keeping medical environments safe
- Recognize safety hazards and procedures to prevent hazards in a medical setting
- Identify procedures for preventing patients from getting infections in the hospital
- Recognize the need for diagnostic equipment maintenance and calibration
- Identify procedures for maintaining a hygienic hospital environment
- Demonstrate procedures for maintaining the safety of a medical environment
- Recognize how hospitals prepare for disasters and epidemics



The Environmental Health & Safety HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing and activity grading rubrics. Also includes a student guidebook with complete activity directions and student worksheets.

Environmental Health & Safety.....P/P 86-0010.....\$2,500.00

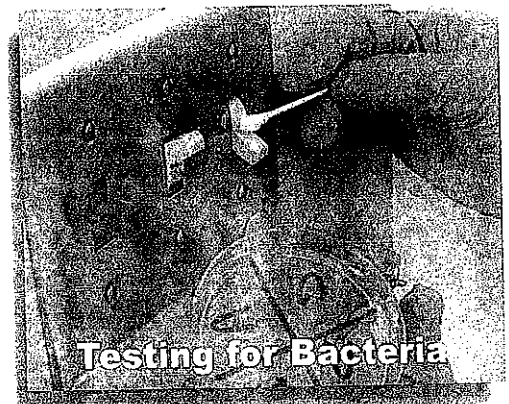
Environmental Health & Safety

Many health care careers don't involve giving shots and taking temperatures. There are dozens of health careers that are labeled "non-clinical." In this HCA, students will explore the role of Environmental Safety and Infection Prevention personnel in a hospital setting. These employees strive to assure safe and healthful working conditions for today's hospital workers, and a safe and secure environment for their patients.



Lesson Activities

1. Environmental Safety Terminology
2. Investigating Bacterial Transmission
3. Preventing Sharps Injuries
4. Analyzing Bacteria Samples
5. Day 5 Testing and Literacy Assignment
6. Monitoring and Testing Hospital Room Cleanliness
7. Medical Equipment Calibration
8. Hospital Disaster Preparation
9. Identify Common Hospital Safety Issues
10. Day 10 Testing and Literacy Assignment



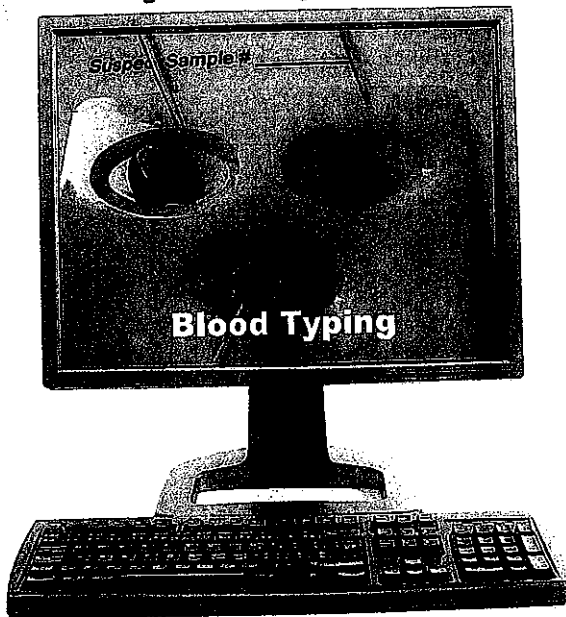


Forensics

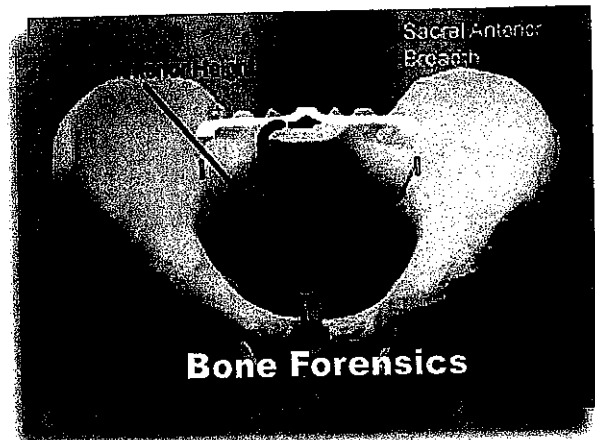
Scientific advances in the examination of crime scenes have turned Forensic Science into a high demand and rapidly growing career field. Forensic scientists are thinkers, good with details, good with putting pieces of a puzzle together, and curious. This high energy HCA provides students with many hands-on Forensic Science exploration activities.

HCA Objectives

- Identify the care of criminal evidence from crime scene to lab
- Demonstrate proper Chain of Custody methods
- Recognize how bones are analyzed to identify characteristics of the deceased person
- Recognize the significance of blood and hair samples in criminal identification
- Demonstrate use of microscope and its care
- Identify the forensic methods for finding and confirming illegal substances
- Demonstrate personal safety when handling/examining evidence



The Forensics HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing and activity grading rubrics. Also includes equipment, test kits, additional software, instruments and student guidebook with complete activity directions and student worksheets.



Lesson Activities

1. Forensic Medical Terminology
2. Using Mathematics in Forensics
3. How Bones Can Determine Human Characteristics
4. Blood Typing Using Reagents
5. Day 5 Testing and Literacy Assignment
6. Evaluating Hair Samples
7. Drug Testing in Urine and Money Samples
8. Facial Characteristics Using Software
9. Facial Reconstruction Using Software
10. Day 10 Testing and Literacy Assignment

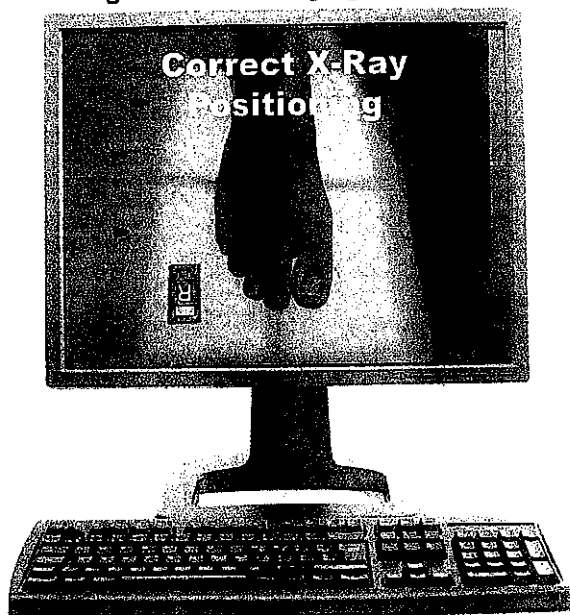


Forensics.....P/P 86-0012.....\$3,400.00



HCA Objectives

- Recognize the job opportunities in medical imaging and the requirements for those careers
- Identify common radiologic imaging items
- Recognize how patients are positioned during an X-ray examination
- Compare and contrast the differences between endoscopy and imaging
- Compare and contrast the difference between X-ray and MRI technology
- Recognize how medical imaging can determine gestational growth rate
- Identify injuries and internal prosthetic devices through X-ray technology
- Recognize the hazards of radiation exposure through medical imaging technology

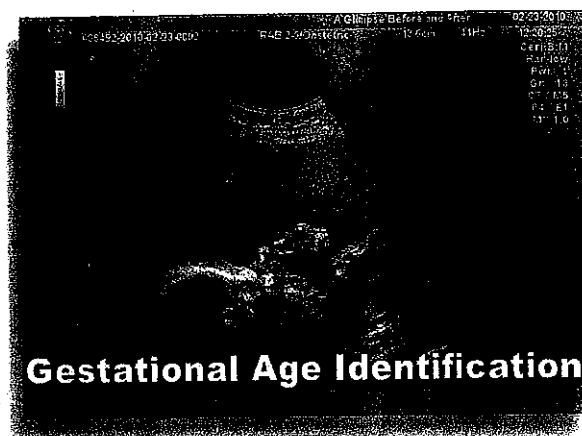


The Medical Imaging HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing, activity grading rubrics and digital medical encyclopedia. Also includes equipment and student guidebook with activity directions and student worksheets.

Medical Imaging.....P/P 86-0016.....\$3,100.00

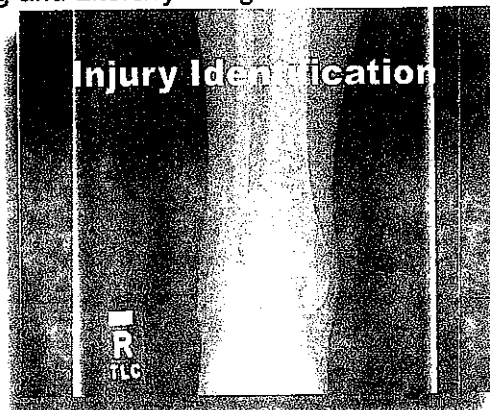
Medical Imaging

Medical Imaging is sometimes referred to as diagnostic imaging because it is used to help doctors arrive at a diagnosis. Medical Imaging specialists use X-rays, fluoroscopy, sonography, CT and MRI scans to provide doctors with a way to diagnose patients non-invasively. In this HCA, students will explore the most widely used areas of medical imaging and gain a further understanding of the science behind medical imaging. Through hands-on activities, students will reinforce their knowledge of anatomy and medical mathematics.



Lesson Activities

1. Medical Imaging Terminology
2. Identify anatomy through X-rays
3. Identify body positioning for X-rays
4. Evaluate injuries and internal prosthetics through X-ray examination
5. Day 5 Testing and Literacy Assignment
6. Determine gestational age of a fetus through standard measurements
7. Perform endoscopy activity with remote imaging
8. Explore MRI technology through hands-on experimentation
9. Use an X-ray risk calculator to determine cumulative effects of X-ray exposure
10. Day 10 Testing and Literacy Assignment





Mental Health

In the United States, mental health and the mental health professions are probably the least understood of all medical conditions and careers. In this HCA, students explore some of the areas that mental health care providers deal with on a day-to-day basis. It's a profession that helps people of all ages with a variety of problems, such as addiction and substance abuse; problems with self-esteem; family, parenting or marital problems; grief, anger, or depression; and other emotional or behavioral issues. A few examples of careers in the mental health field include drug and alcohol counseling, marriage/family therapy, social work, psychology and psychiatry.

HCA Objectives

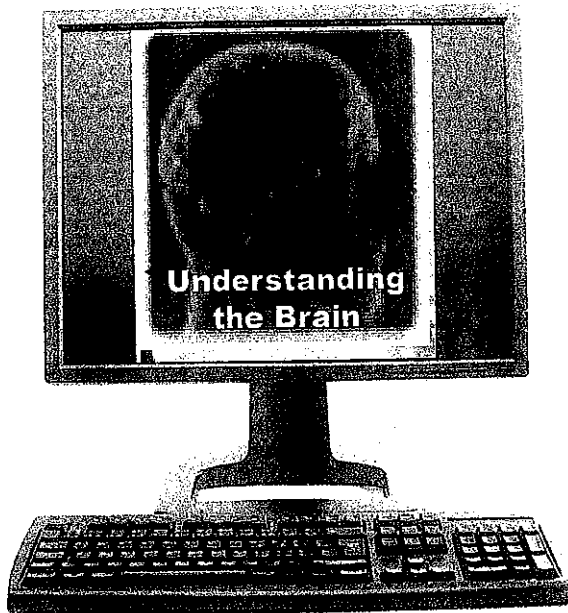
- Recognize the roles of mental health professionals and the preparation required for each occupation
- Identify the symptoms and treatment for depression
- Identify symptoms and treatment for eating disorders, alcohol, and chemical dependencies
- Identify types of learning disabilities and treatment options
- Recognize causes and treatment for post-traumatic stress disorder (PTSD)
- Recognize signs and symptoms of mania, bipolar disorder, and schizophrenia



Career Options

Lesson Activities

1. Mental Health Terminology
2. Active listening techniques and depression treatments
3. Values and Goals reflection and Empathy Skills game
4. Addiction treatments
5. Day 5 Testing and Literacy Assignment
6. Anti-bullying campaign
7. ADHD simulation
8. Stress Bingo and Suicide prevention
9. Mental Illness Myths quiz
10. Day 10 Testing and Literacy Assignment



The Mental Health HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing and activity grading rubrics. Also includes equipment, games, simulations and student guidebook with complete activity directions and student worksheets.



Mental Health.....P/P 86-0018.....\$1,900.00

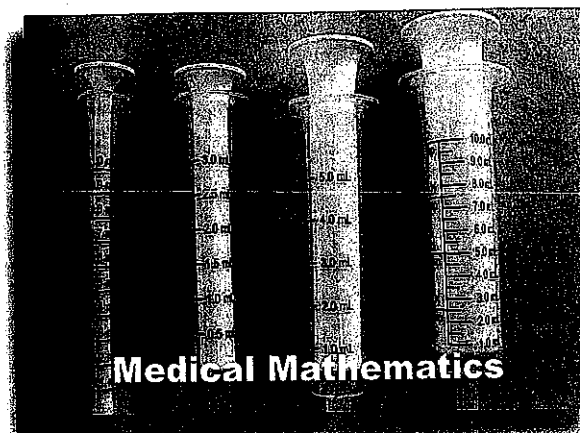


Nursing

The United States is in the midst of a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Our Nursing HCA gives students a look inside a wide variety of nursing career options along with valuable hands-on experiences in procedures performed by nurses. Our video content is delivered by licensed nurses who teach at the college level.

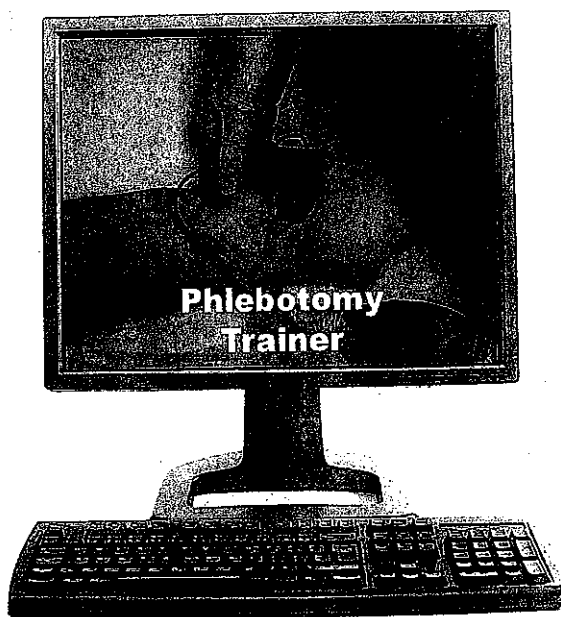
HCA Objectives

- Identify commonly used medical terminology relating to anatomy and treatment
- Identify the responsibilities and relationships between different nursing occupations
- Recognize the link between sanitation and infection
- Demonstrate basic nursing skills including taking vital signs, using a stethoscope, taking a blood sample and treating a wound
- Demonstrate effective communication skills in working with patients and families
- Use mathematics to calculate dosages and evaluate effective treatments

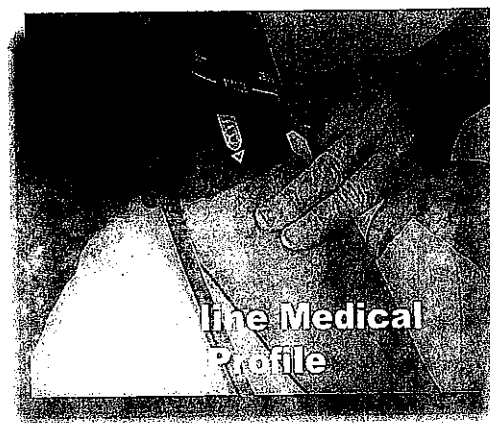


Lesson Activities

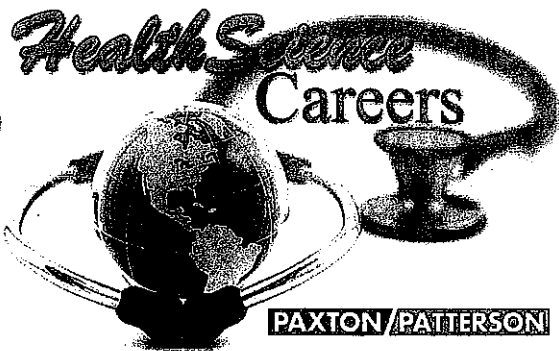
1. Anatomy and Medical Terminology
2. Hygiene and Hand Washing
3. Developing a Baseline Medical Profile
4. Phlebotomy
5. Day 5 Testing and Literacy Assignment
6. Heart and Lung Auscultation
7. Medical Mathematics
8. Communication Skills in Nursing
9. Suturing and Wound Care
10. Day 10 Testing and Literacy Assignment



The Nursing HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing, activity grading rubrics and digital medical encyclopedia. Also includes equipment, instruments and student guidebook with complete activity directions and student worksheets.



Nursing.....P/P 86-0020.....\$3,500.00

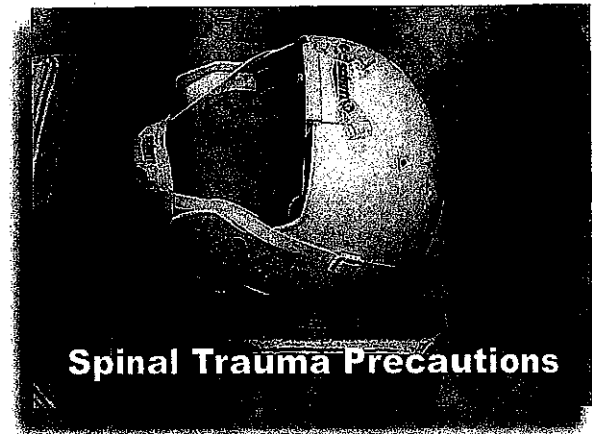


Sports Medicine

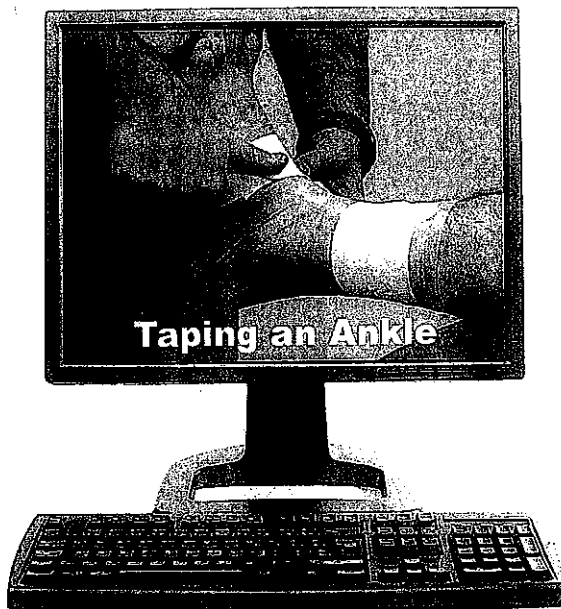
There are many career and job opportunities in fields related to sports medicine. Typically, employment opportunities involve working with generally healthy or active people in the two major areas of performance enhancement and injury prevention or recovery. The goal of sports medicine professionals is to help individuals achieve optimal health and performance goals.

HCA Objectives

- Recognize the role of the Athletic Trainer in sports medicine
- Describe the training and licensing for the Athletic Trainer
- Demonstrate treatment procedures for RICE, compression bandaging, splinting, and spine board
- Recognize prevention, warning signs, and treatment of heart problems in athletes.
- Identify steps to identify, treat, and prevent spine and brain injuries
- Recognize the dangers of steroids and other substances claiming to boost performance in sports



Spinal Trauma Precautions



Taping an Ankle

Lesson Activities

1. Anatomy and Medical Terminology
2. Evaluating, Treating and Taping an Ankle Injury
3. Determining Target Heart Rate
4. Treating Broken Toe and Arch Injuries
5. Day 5 Testing and Literacy Assignment
6. Evaluating the Knee for an ACL Injury
7. Spinal Trauma Evaluation and Spineboarding
8. Student Developed Presentation on the Dangers of Steroid Use
9. Concussion Evaluation and Testing
10. Day 10 Testing and Literacy Assignment

The Sports Medicine HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing, activity grading rubrics and digital medical encyclopedia. Also includes equipment, instruments and student guidebook with complete activity directions and student worksheets.



Anatomy of the Knee

Sports Medicine.....P/P 86-0028.....\$3,700.00

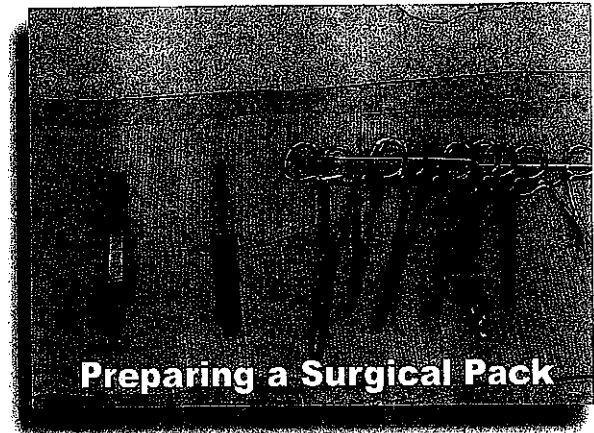


Veterinary Medicine

Every veterinary hospital staff consists of a team of caring individuals, each contributing his or her unique abilities to ensure high quality veterinary care for animals and compassionate interactions with animal owners. The Veterinary Medicine HCA gives students an opportunity to explore the careers available within Veterinary Medicine and also insights into the kinds of activities that are performed in a veterinary hospital.

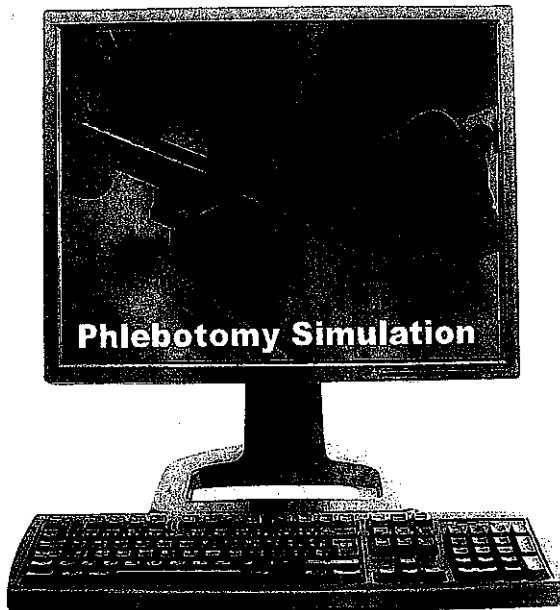
HCA Objectives

- Define major anatomy terms for small mammals
- Recognize how diseases are transmitted between people and animals
- Describe the procedure to restrain a small animal
- Demonstrate canine CPR procedures
- Identify body planes
- Demonstrate how to prepare a surgical pack
- Identify intestinal parasite ova
- Demonstrate how to use a microscope to identify parasites



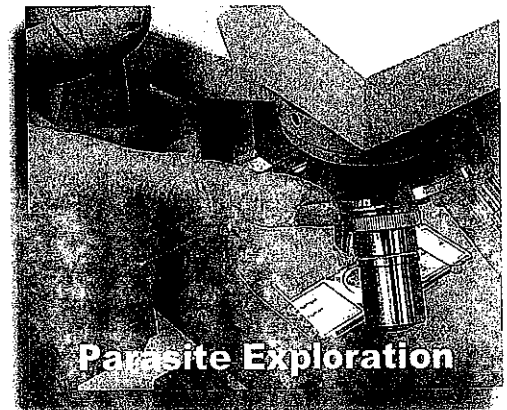
Lesson Activities

1. Veterinary Terminology
2. Small Animal Anatomy Exploration
3. Demonstrate Safe Removal of Examination Gloves
4. Correct Placement of Patient for X-rays
5. Day 5 Testing and Literacy Assignment
6. Correct Procedures for Muzzle Application
7. Perform a Canine Venipuncture Simulation
8. Identify Instruments and Prepare a Surgical Pack
9. Use a Microscope to Identify Parasites
10. Day 10 Testing and Literacy Assignment



The Veterinary Medicine HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing and activity grading rubrics. Also includes canine CeePER CPR simulator, venipuncture simulator, charts, microscope, slides, surgical instruments, digital camera and student guidebook with complete activity directions and student worksheets.

Veterinary Medicine.....P/P 86-0032.....\$3,500.00



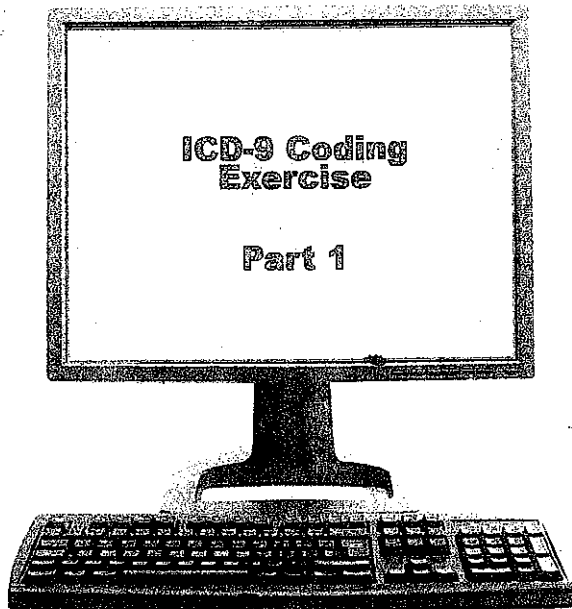
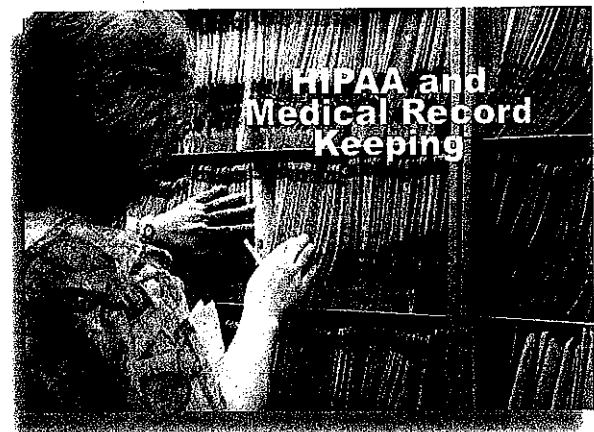


Health Information Management

With the national initiative to computerize all health records the opportunity for careers in the Health Information Management (HIM) field has increased significantly. The maintenance and care of health records in hospitals, physician's offices, clinics, health departments, health insurance companies, and other facilities that provide health care provide both clerical and technical job opportunities. Students in this HCA will explore how medical information is coded, managed and billed while keeping patient confidentiality and ethics in the forefront.

HCA Objectives

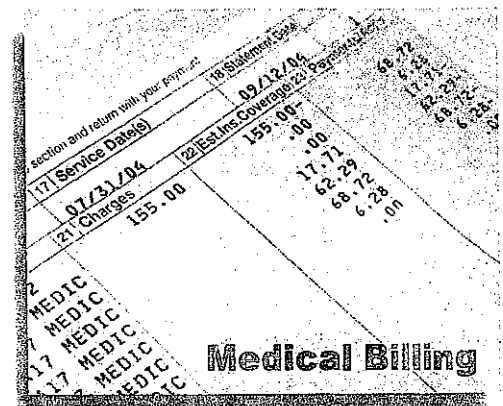
- Recognize the role of the Health Information Management professional
- Identify information on a medical record
- Recognize how coding is used in health records
- Identify the benefits of electronic records and health information technology
- Identify the tasks involved in health billing and compliance
- Recognize privacy issues associated with health records, including HIPAA requirements, and professional ethics



The Health Information Management HCA includes computer based content delivery for 10 lesson days including live action video, computer based testing, activity grading rubrics and digital medical encyclopedia. Also includes coding software and student guidebook with complete activity directions and student worksheets

Lesson Activities

1. HIM Terminology
2. Understanding Medical Records
3. Medical Terminology
4. Simple Medical Coding
5. Day 5 Testing and Literacy Assignment
6. Coding a Medical Procedure
7. Medical Billing
8. Using Statistics in Medical Research
9. Ethics in Health Information Management
10. Day 10 Testing and Literacy Assignment



Health Information Management.....P/P 86-0014.....\$1,900.00

ACTION ITEMS

Item 10B.

IGA

**Yavapai College
Student Nurses**

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 108
FROM:	Dr. Kay B. Turner, Special Services Director	Reading
DATE:	March 20, 2012	Discuss X
SUBJECT:	Yavapai College Student Nurse Intergovernmental Agreement (IGA)	Action X

OBJECTIVE: Goal # 3: Increasing Parental and Community Involvement

SUPPORTING DATA:

Occasionally, student nurses from Yavapai College observe, and receive on-site training from HUSD school nurses. This is often the only exposure to pediatrics within their nursing rotation and training.

Legal counsels for both HUSD and Yavapai College have approved the attached intergovernmental agreement for Yavapai College student nurses to visit our schools. As stated in the IGA, any care given to HUSD students or staff will be under the direct supervision of a District nurse.

SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board approve the IGA with Yavapai College for student nurses to observe, and receive on-site training from HUSD school nurses.

Sample Motion:

I move to approve the IGA with Yavapai College for student nurses to observe, and receive on-site training from HUSD school nurses.

Approved for transmittal to the Governing Board:



Dr. Paul H. Stanton, Superintendent

Questions should be directed to: Dr. Kay Turner @ 759-4040 or Nancy Vallely at 759-4610

NURSING PROGRAM INTERGOVERNMENTAL AGREEMENT

This Nursing Program Intergovernmental Agreement ("Agreement") is made and entered into this ____ day of _____, 20__, by and between Humboldt Unified District No. 22 of Yavapai County, a political subdivision of the State of Arizona ("District"), and Yavapai County Community College District d/b/a Yavapai College, a political subdivision of the State of Arizona ("College").

RECITALS

This Agreement is a non-financial agreement for the purpose of District providing a means whereby College's students may receive on-site training as a nurse.

College offers education in the field of nursing (the "Program").

College desires to offer college students enrolled in the Program ("College Students") on-site training by working with a nurse at a District location.

District hires a nurse to work at District sites ("District Nurse") and desires to provide College Students with on-site training by working with a District Nurse at a District location (the "Practicum").

District is authorized to enter into this Agreement by A.R.S. §15-342(13) and A.R.S. §11-952.

College is authorized to enter in this Agreement by A.R.S. §15-1444(B)(4) and A.R.S. §11-952.

NOW THEREFORE, for the mutual covenants and promises contained herein, the Parties agree as follows:

AGREEMENT

A. Term and Termination

The term of this Agreement shall commence and become effective when signed by both Parties, and will terminate on _____, 20__. This Agreement may be renewed for successive terms of one (1) year upon finalization of written notice of intent to renew signed by both Parties not less than thirty (30) days prior to the termination date of the then-current term.

The Parties do not anticipate joint purchase of any property under this Agreement. Upon termination of this Agreement, each Party shall retain the property owned by that Party, and if a Party is in possession of property owned by the other Party, the property shall be returned to the Party owning the property within thirty (30) days of termination. Each Party shall be responsible for the expenses it incurs under this Agreement.

B. Obligations of College

College shall:

1. provide a Program instructor to work with District to oversee the College Students in the Practicum (the "Liaison");
2. require each College Student to be fingerprinted prior to working with District's students and satisfy the criminal history check requirements of A.R.S. §15-512;
3. provide the District with a list of goals and objectives to be achieved by College Students in the Practicum. This list of goals and objectives shall be attached to this Agreement as Exhibit A;
4. require that each College Student to abide by all District policies and procedures;
5. require the Liaison to go through proper District administrative channels to plan for observation of College Students in the Practicum;
6. adequately insure College Students while attending the Practicum;
7. provide instruction and training to College Students to ensure that medical and student records are kept confidential and in compliance with the requirements of all federal, state, and local laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g and the Health Insurance Portability and Accountability Act of 1996 (HIPAA);
8. require that no College Student assigned to the Practicum shall be under age 18;
9. agree and consent that District's Nurses shall have the sole discretion to select appropriate clinical learning experiences for College Students, consistent with the goals and objectives of the Program;
10. provide proof to District of drug screening of each College Student who participates in the Practicum before such College Student works with any District students, and ensure that any who fails a drug screen will not be allowed to participate in the Practicum;
11. require compliance with applicable federal, state, and local laws.
12. select students to participate in the Practicum each academic term, and no other students will be registered or allowed to participate during that academic term.

13. require that each College Student who participates in the Practicum to have:

- a. CPR training;
- b. a negative tuberculosis test prior to participation in the Practicum; and
- c. current (within 6 months) inoculations and other medical tests as required, and immunizations for tuberculosis (PDD/TB), measles (Rubella/Rubeola), chickenpox (Varicella) and hepatitis (HBSAG) or the hepatitis B vaccination; and

14. inform each College Student that the College Student is required to provide their own transportation to the District Practicum location, or arrange with College for such transportation. District shall have no responsibility or obligation to provide College's students with transportation to the District's sites. Nothing in this paragraph shall prohibit District and College from agreeing that College or the District will provide transportation for the students to a District site.

C. Obligations of District

District shall:

1. select District Nurses to teach the Practicum, and who shall have the sole discretion to select appropriate clinical learning experiences, consistent with the goals and objectives of the Program, for College Students;
2. permit College Students to provide care under the direction of the District Nurse to District's students and personnel appropriate to the College student's level of education;
3. retain full responsibility for the care of District students and personnel;
4. maintain administrative and professional supervision of College Students insofar as their presence affects the operation of District facilities and/or the direct and indirect care of District's students and personnel;
5. provide a copy of the District's calendar of events and any relevant dates to College;
6. monitor College Student attendance and maintain records of College Student progress in the Practicum;
7. appoint one person as a contact to liaise with College and monitor the Practicum.

8. provide College Students an orientation to the District's facilities, policies and procedures;

9. provide adequate classroom and/or conference space for College Students assigned to the Practicum;

10. provide available audio-visual aids relating to the various educational phases under study by the College Students; and

11. notify College if District's Nurse is no longer eligible to provide on-site training due to licensing deficiencies.

D. Licensure and Accreditation

College warrants that it is licensed by the Arizona State Board of Nursing to provide Nursing Training, is approved by the Arizona Department of Health to provide certified caregiver training, and holds a Conditional Vocational License given by the Arizona State Board of Private Postsecondary Education to provide certified caregiver and nursing programs. College hereby warrants that, during the Term of this Agreement, it will maintain the requirements for licensure and accreditation without limitation and without any cost to District, and will abide by all current rules and regulations of the Arizona State Board of Nursing and the Arizona Department of Health.

If any license or accreditation or approval is suspended or revoked during the Term of this Agreement, College shall immediately notify District of such suspension or revocation.

E. Discrimination Prohibited

No person shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any activity arising out of this Agreement on the grounds of race, color, national origin, sex or disability. The lack of English language skills will not be a barrier to admission and participation in any activity arising out of this Agreement.

F. Insurance

College shall have in force at all times during the Term of this Agreement comprehensive liability insurance, including acts, errors, and omissions of College's students, to cover all activities related to performance of this Agreement in an amount no less than One Million dollars (\$1,000,000) per occurrence. College shall name District as an additional insured on the policy. College shall immediately notify District in the event of any loss of the required coverage, and District shall have the option, in its sole discretion, of terminating this Agreement or providing coverage.

College's insurance company, amount of coverage, and effective dates are:

Name of Insurance Company: Arizona Risk Retention Trust, Inc.
Amount of liability coverage: \$1,000,000 per occurrence
Policy No.:
Effective Date:
Expiration Date:

G. Indemnification

To the extent permitted by law, College agrees to indemnify, defend, and hold harmless the District, its boards, commissions, officials, officers, employees, students, agents individually and collectively, from all fines, damages, claims, demands, suits, attorneys' fees or other actions of any kind arising in the performance of this Agreement as a result of the negligent acts or omissions of College or its employees or agents.

To the extent permitted by law, District agrees to indemnify, defend, and hold harmless the College, its boards, commissions, officials, officers, employees, students, agents individually and collectively, from all fines, damages, claims, demands, suits, attorneys' fees or other actions of any kind arising in the performance of this Agreement as a result of the negligent acts or omissions of District or its employees or agents.

Notwithstanding any other provision of this Agreement to the contrary, any agreement by District or College to indemnify, defend, and hold harmless the other Party shall be limited to, and payable only from, the indemnifying Party's available insurance or self-insurance coverage for liability assumed by Agreement, if any, available as a part of its general liability insurance program.

H. Conflicts of Interest

This Agreement is subject to the Provisions of A.R.S. §38-511 regarding conflicts of interest.

I. Severability

Any provision of this Agreement which is determined by a court of competent jurisdiction to be invalid, void, or illegal shall in no way affect, impair, or invalidate any other provision hereof, and the remaining provisions shall remain in full force and effect.

J. Entire Agreement

This Agreement, and its exhibits as noted herein, constitutes the entire agreement between the Parties, and, except as previously noted, all prior or contemporaneous oral or written agreements are superseded by this Agreement. There are no representations or other provisions other than those contained herein, and any amendment or modification

of this Agreement shall be made in writing and signed by the Parties to this Agreement. Acceptance by either Party of performance not in strict compliance with the terms hereof shall not be deemed to waive the requirement of strict compliance for any other performance or any future performance obligations.

K. Assignment

Neither Party may assign any rights, liability, obligations or duties under this Agreement without the prior written consent of the other Party.

L. Default and Force Majeure

In the event either Party fails to perform its obligations under this Agreement or otherwise materially breaches this Agreement, the non-breaching Party may suspend, modify, or terminate this Agreement immediately upon written notice to the other Party. Either Party may terminate this Agreement upon the happening of any event of force majeure which would jeopardize the ability of such Party to perform any of its obligations hereunder.

M. Warranty

Each Party hereby warrants and guarantees that the person signing this Agreement on behalf of the Party is duly authorized to sign this Agreement on that Party's behalf, and is empowered to bind the Party.

N. Compliance with Immigration Laws

As required by Arizona Revised Statutes Section 41-4401 (Government procurement; E-verify requirement; definitions) each Party warrants that it complies with all federal immigration laws and regulations, that it shall verify, through the U.S. Department of Homeland Security's E-Verify program, the employment eligibility of each employee who provides services or labor in Arizona for wages or other remuneration, and that it shall require its subcontractors and sub-subcontractors to provide the same warranties to the other Party. Each Party acknowledges that a breach of this warranty by the Party or by any subcontractors or sub-subcontractors under this Agreement shall be deemed a material breach of this Agreement, and is grounds for penalties, including termination of this Agreement, by the non-breaching Party. Each Party retains the legal right to inspect the papers of any Party, subcontractor and sub-subcontractor employee who performs work under this Agreement, and to conduct random verification of the employment records of the Party and each subcontractor and sub-subcontractor who works on this Agreement, to ensure that the Party and each subcontractor and sub-subcontractor is complying with the warranties set forth above.

O. Iran/Sudan

Pursuant to A.R.S. Section 35-393.06, each Party hereby warrants that it does not have scrutinized business operations in Iran. Pursuant to A.R.S. Section 35-391.06, each Party hereby warrants that it does not have scrutinized business operations in the Sudan.

P. Employees

No provision of this Agreement shall be deemed to constitute either Party as an agent or employee of the other Party. College Students, nurses, employees or agents of either District or College will not, for any purpose, be considered employees or agents of the other Party.

Q. Governing Law

The terms of this Agreement will be construed in accordance with State of Arizona law; any action thereon shall be brought in the appropriate court in the County of Yavapai, State of Arizona.

R. Removal from Practicum

District retains the right to refuse to allow a College Student to participate in the Practicum and to remove any College Student from the Practicum.

THE REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK

IN WITNESS WHEREOF, the parties execute this Agreement:

FOR COLLEGE:

By: _____

Its: _____

FOR DISTRICT:

By: _____

Its: _____

Pursuant to Arizona Revised Statutes Section 11-952(D), the attorney for the Humboldt Unified District No. 22 the ("District") has this ____ day of _____, 20__, determined that the foregoing Nursing Program Intergovernmental Agreement is in proper form and is within the powers and authority granted the District under the laws of Arizona.

Attorney for District

Pursuant to Arizona Revised Statutes Section 11-952(D), the attorney for the Yavapai County Community College District the ("College") has this ____ day of _____, 20__, determined that the foregoing Nursing Program Intergovernmental Agreement is in proper form and is within the powers and authority granted the College under the laws of Arizona.

Attorney for College

EXHIBIT A

(See following pages)

NSG 231
SCHOOL NURSE EXPERIENCE

Objectives:

1. Differentiate between normal and abnormal child development for the school age child.
2. Complete a physical assessment on a school-age child using the basic Physical Assessment form found on Blackboard.
3. Compare the role of the school nurse with the role of the nurse within an acute healthcare facility.

Guidelines:

This community nursing experience requires you to wear the Yavapai College uniform and school name tag, additionally take all equipment required for a clinical rotation.

YCC students are to report to the school office at least 15 minutes before the designated time. Students should engage in activities at the direction of the school nurse, i.e. assist with hearing and sight screenings, measure heights and weights, sign in and interview children seeking care for minor injuries, and complete a basic physical assessment, etc.

The basic Physical Assessment form is found on your Blackboard course. This four page assessment is to be turned in within two weeks of your visit with the school nurse.

DO NOT CONTACT THE SCHOOLS... You will sign up for a school during your Orientation or Workshops.

Pediatric Physical Assessment

Student Name: _____ Date: _____

Patient Initials: _____ Patient Age: _____ Gender: _____

History illnesses (including infectious diseases):

Chronic Conditions: Asthma: _____ Diabetes: _____ Seizures: _____

Other: _____

Current Medications and dosage: _____
_____Erickson's Stage of Development: _____

Ht: _____ Wt: _____ HR: _____ RR: _____ BP: _____ Temp: _____

Allergies: _____

Nutrition

Diet: _____ Wt. loss/gain: _____

Condition of teeth, gums and lips: _____
_____**Integumentary**

Skin Color: _____ Texture: _____

Rashes (location): _____
_____Bruises/Abrasions (location): _____

Neurologic/Head

LOC/State _____ Facial Symmetry: _____

Sensory Deficit Aids: _____

Reflexes: _____

Fontanels (Anterior, posterior size and appearance, if present):

Eyes:

Pupils: _____ Discharge: _____ Clarity: _____

Strabismus: _____ Swelling: _____ Ptosis: _____

Ears:

Shape: _____ Symmetry: _____ Discharge: _____

Oxygenation

Respirations (rate, depth, rhythm): _____

Retractions: _____ Nasal Flaring: _____ Grunting: _____

Breath Sounds: _____ Cough: _____ Mucous Membranes: _____

Skin/nail beds color: _____

Cardiovascular

Apical HR: _____ Rhythm: _____ Murmur: _____

Capillary refill: _____ Peripheral pulses/locations: _____

Skin Turgor: _____ Edema: _____

Musculoskeletal

ROM: _____ Symmetry: _____

Activity Tolerance: _____ Strength: _____

GI/GU Abdomen

Abdomen appearance: _____ Bowel sounds: _____

Last BM: _____ Urine output: _____ Urine characteristics: _____

Immunizations (Dates and Dosages)

DTaP/DTP/Td: _____
Polio: _____
HIB: _____
Hep B: _____
Hep A: _____
MMR: _____
Varicella: _____
Pneumococcal: _____
H1 N1: _____

Screening Tests

Hearing: _____
Vision: _____
Dental: _____
Spine: _____

Safety Considerations Based on Developmental Age of this Child

Problem (What brought the student to the School Nurse):

Nursing Diagnosis (Actual and/or Risk for):

Interventions :

State Two Examples How Well the Child Responded to the School Nurse's Interventions.

Any Other Comments About Your Clinical Experience with the School Nurse:

ACTION ITEMS

Item 10C.

ASBA

2013 Political Agenda

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 100
FROM:	Howard Moody, Governing Board President	Reading
DATE:	March 20, 2012	Discuss X
SUBJECT:	Submission of proposed action agenda items for fiscal year 2013	Action X
		Consent

OBJECTIVE: Board Governance

SUPPORTING DATA:

The ASBA Political Agenda supports their beliefs in the legislative process and in the priorities of the association. This is our Board's opportunity to submit proposed changes to ASBA's current Legislative Agenda (attached). Proposals are due to ASBA by the close of business on April 16, 2012. (*Only one issue should be addressed per form.*)

Once submitted these action agenda items will be compiled by ASBA staff, provided to the ASBA Legislative Committee for consideration, and then sent for final consideration to the ASBA Delegate Assembly in June, 2012.

There will be a separate process in the fall to determine which agenda items are of top priority.

SUMMARY & RECOMMENDATION:

Sample Motion:

I move to support the recommended changes to the 2013 ASBA Political Agenda as discussed.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton

Questions should be directed to: Howard Moody, Governing Board President

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DIRECTORS

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Mesa Unified

PRESIDENT ELECT

Randy Schiller
Phoenix Union

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Carolyn Calderon
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SANTA CRUZ COUNTY

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YAVAPAI COUNTY

Karen McClelland

YUMA COUNTY

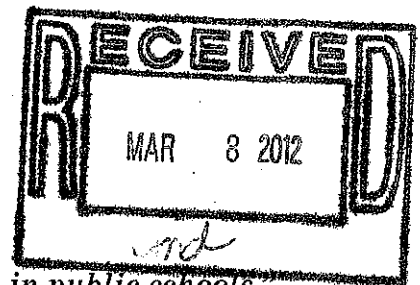
Sandra Kerr

CHAIR, HISPANIC/NATIVE
AMERICAN INDIAN CAUCUS
Katrina Talkalai

CHAIR, BLACK CAUCUS
David Evans

NSBA PACIFIC REGION DIRECTOR
Cynthia Matus-Morriss

EXECUTIVE DIRECTOR
Dr. Tim Ogle



"Quality leadership and advocacy for children in public schools."

MEMO TO: GOVERNING BOARD MEMBERS AND
SUPERINTENDENTS

FROM: MARVIN MARLATT, Legislative Committee Chair

DATE: February 27, 2012

SUBJECT: SUBMISSION OF PROPOSED ACTION AGENDA ITEMS
FOR FY 2013

Enclosed are the action agenda item form and the Official Delegate form. Please take this opportunity to schedule time on your next board agenda to discuss any proposals that your district would like to submit for consideration. This is your district's opportunity to submit proposed **changes** to ASBA's current Legislative Agenda http://www.azsba.org/docs/2012_ASBA_Political_Agenda_Web.pdf. There will be a separate process in the Fall when your district can help ASBA determine which agenda items are of top priority. Please feel free to make as many copies of the action agenda item form as necessary as only one issue should be addressed per form. **These proposals are due by the close of business on April 16, 2012.**

Once submitted, these action agenda items will be compiled by staff, provided to the ASBA Legislative Committee for consideration, and then sent for final consideration to the Delegate Assembly on June 30, 2012. The meeting will be at The Fairmont Scottsdale at 7575 E. Princess Drive.

As you are aware, the Delegate Assembly determines the positions of the Arizona School Boards Association for any future Special Sessions of the current legislature and for the First Regular Session of the Fifty-first Legislature. Your board not only has the opportunity to help craft ASBA's advocacy stances with the submission of your action agenda items, but by registering your district's delegate. Your delegate will represent your district at the Delegate Assembly, a critical policy-determining meeting where the views of your district can be represented and discussed.

Please continue to monitor the Daily In-Session Updates either through the EDLENET list serve or on ASBA's website www.azsba.org to receive the most current information.

Thank you for your active participation in ASBA. If you have any questions, please call Janice Palmer, Director of Governmental Relations and Public Affairs at 602-254-1100 or email esanchez@azsba.org, she will be happy to help you. **Once again, all action agenda item proposals are due by April 16, 2012.**

ARIZONA SCHOOL BOARDS ASSOCIATION

2100 North Central Avenue, Suite 200, Phoenix, Arizona 85004 • 602.254.1100 • FAX 602.254.1177



LEGISLATIVE COMMITTEE



ARIZONA SCHOOL BOARDS ASSOCIATION
2100 N. CENTRAL AVENUE, SUITE 200
PHOENIX, AZ 85004

PROPOSAL FOR 2013 ASBA ACTION

The Governing Board of _____
School District presents the following proposal for ASBA action as adopted by the Governing
Board on _____

In support of Political Agenda Belief Statement # _____, ASBA will take the
following action:

★

(★NOTE: In the Action Agenda, the first word used here is often a verb such as *support*,
advocate or *encourage*.)

RATIONALE:

PLEASE RETURN BY: APRIL 16, 2012. ASBA FAX #: 602.254.1177 OR EMAIL:

esanchez@azsba.org

(One proposal per form. Please feel free to duplicate this form.)





ARIZONA
SCHOOL
BOARDS
ASSOCIATION



Quality Leadership and Advocacy
for Children in Public Schools

2012 Political Agenda

HOW ASBA'S POLITICAL AGENDA IS DETERMINED

THE DELEGATE ASSEMBLY

Article VI, Section Three of ASBA's bylaws outlines the annual Delegate Assembly process. The annual Delegate Assembly is held to establish the beliefs of the association and the Legislative Action Agenda items which support those beliefs in the legislative process and in the priorities of the association. The timeline is as follows:

FEBRUARY

Reminders provided for the ASBA Delegate Assembly in June. Forms sent to every school district superintendent and governing board member for submitting Action Agenda items to the ASBA Delegate Assembly.

MID-APRIL

Proposed Action Agenda items must be returned to ASBA after being approved by the governing board.

FIRST FRIDAY IN MAY

The ASBA Legislative Committee reviews the Action Agenda proposals received and votes to support or do not support the proposal, and provides the rationale for the Committee's position.

FIRST WEEK IN JUNE

Packets with each Action Agenda proposal, as well as the Action Agenda adopted the previous year, are sent to each superintendent and governing board member. In addition, the local governing board is directed to select a voting delegate to represent the board at the Delegate Assembly and instruct its delegate as to how to vote on the issues presented.

LAST SATURDAY IN JUNE - THE ANNUAL DELEGATE ASSEMBLY

Delegates debate and vote on the proposals before the body. The adopted positions of the Delegate Assembly become the position of the Association until the next Delegate Assembly.

AUGUST

Adopted Political Agenda is sent to each superintendent and governing board member to discuss and adopt as a board ID priorities that will be submitted to ASBA Governmental Relations for compilation. These items will be collected at the end of September.

DECEMBER

ASBA, the Arizona Association of School Business Officials (AASBO) and the Arizona School Administrators (ASA) joint legislative workshop that provides a full-day preview of the coming legislative session with an examination of current education public policy issues and informative, interactive panel discussions with influential state lawmakers. ASBA's Top Ten Priorities are distributed at the workshop and sent to all governing board members and superintendents.

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The ASBA Vision

The Arizona School Boards Association (ASBA) will be guided by our vision: Quality leadership and advocacy for children in public schools.

Based on ASBA's vision, the organization believes that it needs to address the following critical areas:

- ▣ Advocacy for Children and Student Needs
- ▣ Local Control/Governance
- ▣ Accountability
- ▣ Taxation/Revenues
- ▣ Funding
- ▣ Personnel
- ▣ Federal Concerns

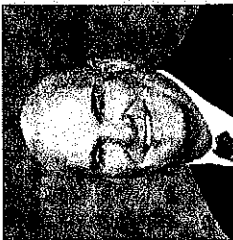


I. Advocacy for Children and Student Needs

LEGISLATIVE ACTION AGENDA

ASBA believes that for children to succeed in school, their basic life needs must be met, and that home and family, with the support of the community, the local school district and the state and federal governments, are responsible for meeting these needs. Further, the needs of students must be the driving force behind the entire educational system. **In support of this belief, ASBA will:**

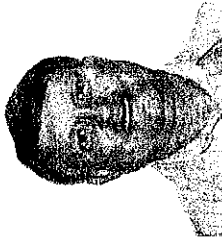
1. Seek and support legislation that adequately encourages, assists and financially supports the curriculum and instructional needs of Arizona's public schools to ensure college and career readiness of all students to include, but not limited to:
 - Legislation that would provide additional funding for alternative educational opportunities for all students who need them.
 - Continuation of dual credit for high school students enrolled in community college classes.
 - Legislation to increase distance learning opportunities.
 - Legislation to promote Career and Technical Education opportunities for all Arizona students.
 - Legislation that provides for the specialized instructional needs of Arizona's students who are English Language Learners.
 - Resources necessary to meet the legal requirements that every third grader is reading at grade level.



Michael Hughes
2012 ASBA President,
Mesa Unified
School District

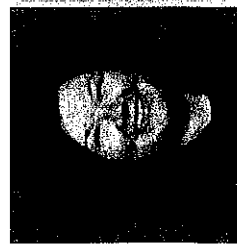


Dr. Chuck Essigs
ASBA Interim Executive
Director



Marvin Marlatt
2012 Legislative Chair,
Antelope Union High
School District

GOVERNMENTAL RELATIONS



Janice Palmer
Director of
Governmental Relations

LEGAL SERVICES



Chris Thomas
Director of Legal Services





2. Seek and support legislation to increase mandatory school attendance requirements until graduation level competency has been reached or until 18 years of age.
3. Oppose efforts to undermine the authority of the Arizona Interscholastic Association and its members to determine eligibility for student participation in interscholastic activities.
4. Seek and support legislation that will fund programs to prepare and support children and families for success in public schools.
5. Oppose efforts to curtail communications in a language other than English for students, parents and other constituents and advocate for the Arizona Department of Education to publish critical items intended for parent distribution in Spanish as well as English.
6. Oppose legislation to require school districts to report or determine the immigration status of students.

LEGISLATIVE ACTION AGENDA

ASBA believes that the primary responsibility for the governance of public schools in Arizona lies, and should lie, with local, directly elected and accountable school district governing boards. **In support of this belief, ASBA will:**

1. Advocate for preservation of community governance of school districts through elected representation and oppose federal, tribal, state or administrative efforts to erode the authority of governing boards.
2. Oppose unfunded and burdensome legislative mandates.
3. Oppose any effort not initiated by local school districts, through their governing boards or voters, to consolidate or unify school districts.
4. Seek and support legislation that ensures that all public schools are funded and governed in a manner consistent with the Arizona Constitution's requirement of a general and uniform public school system, so that substantial disparities in the treatment of schools are not created by the law.
5. Oppose legislation that would limit district control of performance pay for teachers under the Classroom Site Fund, while acknowledging statewide best practices as demonstrated by the Performance Pay Task Force.
6. Advocate the consistent treatment of school districts with other political subdivisions and governing board members with other elected public officials in matters of general governance, open meeting law and public records law.





7. Seek and support changes to law regarding elections and school district resources that clearly articulate the free speech rights of both school employees and school board members.
8. Advocate that the Legislature revise A.R.S. 15-424 (D) to allow candidates in an uncontested election, which has been cancelled, to be declared duly elected by the supervisors of that county rather than appointed.
9. Seek and support a change to student enrollment laws that would allow a school district to honor a disciplinary action of a student from another district when enrolling that student.
10. Seek and support legislation that provides governing boards with flexibility in committing and prioritizing the use of education funds.
11. Seek and support legislation that would allow the removal of a governing board member for excessive absences at meetings.
12. Support the retention of the county school superintendent's role in appointing governing board vacancies.
13. Seek and support the ability of a school district governing board to create a process to censure a board member.



LEGISLATIVE ACTION AGENDA

ASBA believes that accountability for meeting fair standards that encourage high student achievement and responsible and informed citizenship is the common responsibility of the elected school district governing board, Committee members, parents, the students themselves and the community at large. **In support of this belief, ASBA will:**

1. Seek and support the continued re-evaluation and refinement of the Arizona Instrument to Measure Standards including:
 - a. Accommodation of students with special needs to ensure that language or other impediments do not deny students, in violation of their civil rights, a fair opportunity to gain promotion or earn a high school diploma.
 - b. Reexamination of the Standards to ascertain the 10th-grade level of achievement.
 - c. Examination and development of end-of-course testing and other assessment tools to demonstrate proficiency.
 - d. Limitation of AIMS testing to reading, writing and mathematics for high school graduation.
 - e. Protect the AIMS scholarship that incentivizes outstanding performance on AIMS.
2. Seek and support legislation to ensure that all schools receiving public funds are equally accountable financially to the public by complying with conflict of interest laws. Further, seek to ensure that charter funding systems are transparent, do not allow commingling of funds, and revert all public funds and property to the state if a charter school ceases to operate or loses its charter.





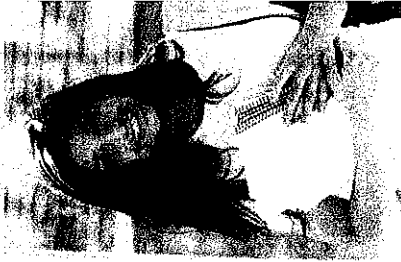
IV. Taxation/Revenues

LEGISLATIVE ACTION AGENDA

ASBA believes that the tax structure that supports public education must be broad-based and stable and must ensure that each taxpayer, individual or corporation contributes a just, proportionate share. **In support of this belief, ASBA will:**

3. Advocate for continued local control of school improvement plans created and implemented for under-performing and persistently low performing schools and support other interventions as a last resort.
4. Oppose efforts to require verification of free and reduced lunch applications beyond federal guidelines.
5. Advocate a change to the Arizona Constitution to state that the State Superintendent of Public Instruction hold a teaching, principal or superintendent certificate and that the Superintendent of Public Instruction be employed by the state.
6. Seek and support legislation to allow school districts and property owners to reach a solution to the Pesticide Covenant as it relates to new school sites.
7. Encourage the Arizona Department of Education to conduct research to determine the N number that is statistically valid.
8. Seek and support legislation which creates greater flexibility in procurement policies and procedures.
9. Support legislation that accurately, consistently and fairly measures the academic performance of individual schools and the district as a whole.
10. Support efforts to implement an accurate, statewide data system that enables local districts to use data to inform financial, student and personnel decision making, with the cost of implementation to be funded and provided to each district by the state.
11. Support a requirement that county school superintendents have a teaching, administrative or superintendent certificate.

1. Advocate structural change to Arizona's tax system to support funding for public education, other child support services and a competitive business climate while opposing any change to the existing property tax structure unless a comprehensive tax reform proposal is implemented to adequately address the needs of public education.
2. Oppose any action that prohibits local school district governing boards from supplementing state funding and budget provisions through M&O and flexible capital overrides as well as bond authorizations.
3. Advocate for repeal of both private student tuition and public extracurricular tax credits with those funds to be dedicated to public education, while demanding additional accountability for student tuition organizations until ultimate repeal is accomplished.
4. Seek and support legislation to clarify A.R.S. 15-915 and require the Arizona Department of Education to provide the commensurate state aid revenue to districts that lose assessed value regardless of the cause of the reduction so that there is no loss of revenue to the district.
5. Seek and support efforts that would serve to maintain and increase the earnings of the school trust lands for the benefit of K-12 public education.
6. Seek and support legislation to ensure all property owners in the state of Arizona are paying the full qualifying tax rate to support education.
7. Oppose, or advocate the repeal of, any measure that requires a supermajority vote to increase state or local revenues.
8. Oppose efforts to permanently repeal the state equalization assistance rate.





9. Oppose the various Taxpayer Bill of Rights (TABOR) legislation.
10. Oppose efforts to undercut voter-approved measures.
11. Seek and support legislation to exempt public schools from municipal impact fees.
12. Allow school districts an appeals process to seek correction of census estimates.
13. Seek and support legislation to permanently address the Constitutional Aggregate Expenditure Limit formula.
14. Advocate for a review of all proposed legislative mandates to ensure any new requirements will have an identified funding stream.
15. Seek and support legislation requiring the Arizona State Legislature to pass a state budget for the ensuing fiscal year no later than April 1 of the previous fiscal year.
16. Seek and support legislation to provide for direct reimbursement, grants and/or other incentives to schools for energy efficiencies.
17. Advocate that the Legislature modify the current freeze on the acquisition of school sites to allow acquisition of sites from the School Facilities Board or school district on State Trust Land according to the Arizona Constitution highest and best use provision.
18. Advocate to allow the purchase of equipment with bond money.
19. Seek and support state funding for any tax judgments that are due to inaccurate rate settings by a county or state.
20. Strike the bonded indebtedness limits found in Arizona statutes so that districts may utilize the limits found in Arizona's Constitution.
21. Advocate the Legislature change the designation of "override" elections to "local effort" elections and adjust other language in the law suggesting that these elections provide "extra" funding.
22. Advocate for greater flexibility to public schools/districts to determine how tax credit funds are used.
23. Advocate for legislation that requires an annual review/revision of travel mileage reimbursement rates.

LEGISLATIVE ACTION AGENDA

ASBA believes that funding for public schools, which is the primary responsibility of the state, should be increased to a level that assures that every student will receive an adequate education based on his or her needs. Funds should be appropriated in a manner that preserves the ability of governing boards to allocate funds within their districts based on the diverse needs of their students and communities. **In support of this belief, ASBA will:**

1. Advocate for a complete revision of the school finance formula to:
 - Reflect the actual costs of the individual educational needs of all students.
 - Provide for re-evaluation of the school finance formula on a regular basis to adjust the weighting factors as necessary and to compensate for other costs that escalate faster than the GDP, IPD such as: health insurance, property/casualty insurance and utilities.
 - Provide funding to improve instruction through the use of technology.
 - Provide for a transportation support level that reflects actual students transported and actual costs.
 - Provide funding for an extended school year as a local option.
 - Provide for a funding formula that allows small and/or rural school districts the ability to fund basic school functions and programs such as maintenance, utilities, health, music, arts and be competitive with the urban schools for teacher services.
 - Ensure schools are held harmless for increases in state retirement contribution rates.
 - Equalization of performance incentive funding for districts across the state.

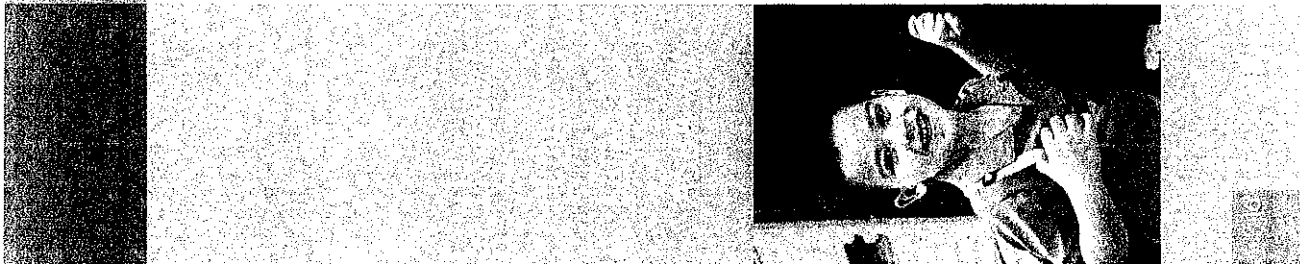


Funding

2. Seek and support legislation that addresses issues related to school capital issues, including minimum building standards, new school construction, building renewal and soft capital.
 3. Seek and support full funding for voluntary educational preschool programs and oppose any effort from federal or state bodies or agencies to require preschool in the state of Arizona on a mandatory basis.
 4. Seek and support legislation to adequately fund English Language Learners.
 5. Seek and support legislation to ensure full funding for inflation, especially in years in which the rate of inflation is greater than 2% and vigorously oppose at the Legislature and in the courts any attempts to not fully fund at least the 2% inflation factor as approved by the voters in Proposition 301(2000).
 6. Oppose legislation that takes away district authority to comply with federal desegregation court orders and Office of Civil Rights agreements.
 7. Seek and support legislation to fully fund utility costs inside the Revenue Control Limit (RCL).
 8. Oppose any effort to divert Medicaid in Public School (MIPS) reimbursement dollars from school districts to the state general fund.
 9. Advocate for the continuation of funding career and technical education at both the state and federal levels.
 10. Oppose any measure that would require a certain percentage of district budgets be allocated to classroom expenditures, as defined by the State Auditor General, with the recognition that some "outside the classroom" expenditures directly benefit classroom learning of students.
11. Seek and support legislation that enables Joint Technological Education Districts (JTEDs):
 - a. To promote and expand Career and Technical Education programs, including summer programs, for high school students through JTED central campus programs and allow communities wishing to form a JTED to do so following all regulations as required by law and to receive similar funding as existing JTEDs.
 - b. Receive equal recognition and funding benefits under state statutes of K-12 public school districts and Joint Technological Education Districts.
 - c. Revise the definition of a JTED Centralized Campus Model to include virtual campuses.
 - d. Continue to work with the Legislature to ensure 100% funding for JTED and full funding for inflation, especially in years in which the rate of inflation is greater than 2%.
 12. Seek and support legislation to eliminate the Budget Balance Carry Forward limit in the M&Q funding calculation.
 13. Seek and support funding of programs that are proven to enhance school safety, including, but not limited to, gang and drug prevention programs.
 14. Seek and support legislation that would move the determination of the construction inflation costs from the Joint Legislative Budget Committee to the School Facilities Board.



15. Advocate for full state funding of ASRS employer contribution increases without shifting that cost to employees.
16. Oppose any mandatory increase in calendar days.
17. Encourage legislation to provide funding for school districts to cover the cost of elections that are state mandated.
18. Seek and support efforts to create a statewide database of digital content to be used in the classroom to enhance student achievement while lowering costs.
19. Seek and support funding to hold harmless for any loss of revenue and to cover transitional costs associated with district approved unification efforts.
20. Encourage legislation which requires the state to pay 100% of the cost of the SEI model to districts to implement the program.
21. Seek and support the reenactment and funding of voluntary, full-day kindergarten.
22. Distribute Prop. 301 funds on an unweighted student count versus a weighted student count.
23. Seek and support the removal of requirements for public schools to use public school resources to evaluate, test and otherwise serve special education students who are enrolled in private school.



LEGISLATIVE ACTION AGENDA

ASBA believes that the public education system must hire and retain the highest quality staff, while at the same time have the ability to terminate, in a timely manner, staff who do not meet high expectations. **In support of this belief, ASBA will:**

1. Seek and support legislation that provides increased funding for school personnel salaries.
2. Seek and support legislation providing all school districts with 5.5% in revenue to fund a system that promotes or rewards teacher individual performance, including merit pay.
3. Oppose any legislation that would further restrict the local board's ability to terminate non-certificated personnel.
4. Oppose any legislation to impose mandatory collective bargaining as a method of determining salaries and working conditions for employees.
5. Oppose any legislative attempts to reduce the governing board's authority to use lawful forms of affirmative action.
6. Seek and support legislation that prevents the award of unemployment compensation to substitute teachers and other substitute employees.
7. Seek and support legislation providing that the school district may require medical or psychological examination of an employee by a physician of the board's choosing and at the district's expense.



VII. Federal Concerns

LEGISLATIVE ACTION AGENDA

8. Expand existing programs for the provision of instruction from proficient teachers through technological means.

9. Encourage legislation to provide additional funding to help low income and small rural/isolated schools, as well as for high-need subject areas, to attract and retain highly qualified teachers.

10. Encourage legislation which allows public colleges and universities to offer a tuition discount to teachers who need to meet the Elementary and Secondary Education Act (ESEA) criteria for becoming "highly qualified" and continue to teach in schools that have a high concentration of economically disadvantaged students.

11. Seek and support legislation that would set a mandatory minimum contribution rate for the Arizona State Retirement System that would be based on historical averages and prevent large variant increases or decreases from year to year.

12. Encourage the development of a comprehensive professional education certification system to establish an independent Professional Licensing Board.

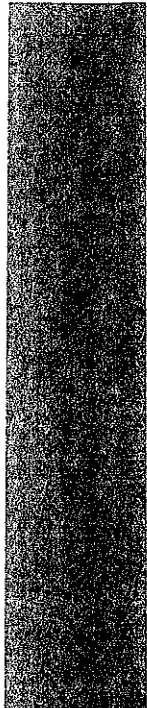
13. Initiate a change to current legislation which will allow for the superintendent evaluation to be confidential and not public record similar to the ARS 15-537 regarding teacher evaluations.

14. Advocate for flexibility with regard to Highly Qualified regulations.

ASBA believes that the federal government's limited role in K-12 education should focus on creating incentives and support for increased student achievement and that federal mandates should be accompanied by the funding needed to implement those mandates. **In support of these beliefs, ASBA will:**

1. Advocate for increasing the federal investment in public education to meet the federally-imposed mandates and subsequent cost increases for special education (IDEA) and implementation of the Elementary and Secondary Education Act (ESEA).
2. Advocate for the following changes in the new reauthorization of the federal Elementary and Secondary Education Act (ESEA):
 - Increase the flexibility for states to use additional types of assessments for measuring AYP-including growth models.
 - Grant states and districts more flexibility in assessing students with disabilities and students not proficient in English for AYP purposes.
 - Create a student testing participation range, providing flexibility for uncontrollable variations in student attendance.
 - Allow schools to target resources to those student populations who need the most attention by applying sanctions only when the same student group fails to make adequate yearly progress (AYP) in the same subject for two consecutive years.
 - Ensure that students are counted properly in assessment and reporting systems.





Federal Concerns

- Allow supplemental services to be offered in the first year of "improvement," seek a greater role for Local Education Agencies (LEAs) in approving supplemental education service providers, and for LEAs to be able to provide such services even if identified as in need of improvements.
- Strengthen federal responsibility for funding.
- Require ESEA testing and reporting for non-public schools for students receiving Title I services.
- Provide flexibility and expanded authority for states and LEAs.
- Seek changes this year, or temporary relief to LEAs from the restructuring sanctions until such time as it is reauthorized.
3. Urge the Arizona congressional delegation to ensure that adequate federal funds are available to support and sustain federally initiated supplemental programs such as Title I, Title 2 and gifted programs as well as federally mandated programs and oppose efforts to make these programs into competitive grants.
4. Advocate for the continuation of full funding for federal impact aid for Group A and Group B students through Public Law 81-874 and for increased funding for school construction through Public Law 81-815.
5. Encourage legislation that would direct disbursement of forest fees and payment in lieu of taxes on all federal land on a formula basis whereby a minimum of 50% would be distributed to the public schools in the county.
6. Seek and support legislation that makes student/parent collegiate grant and loan programs more accessible and affordable.
7. Urge the codification of Congressional intent to firmly establish Medicaid responsibility for IDEA activities and direct medical services while recognizing that school-based Medicaid programs are good fiscal policy.
8. Ensure that the E-Rate is continued, making advanced telecommunications services affordable for the nation's schools and libraries.
9. Defeat all federal voucher and tuition tax subsidy proposals that result in public funds supporting private K-12 institutions.
10. Seek and support legislation aligning the Higher Education Act with ESEA to ensure a pool of highly qualified teachers.
11. Seek and support developmentally appropriate early education standards for Head Start that are aligned with state academic content standards and reflective of the expectations of local schools.
12. Support Arizona's efforts to apply and implement its Race to the Top plan.
13. Support supplemental federal grants to enhance school district innovation and further student success.





14. Advocate Arizona maximize opportunities to receive federal matching monies for all education-related issues.
15. Encourage legislation that will allow classified employees to be hired to fill sports and academic coaching positions and be paid the same stipend as other coaches rather than having to track their hours and be paid hourly



ARIZONA SCHOOL BOARDS ASSOCIATION
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ACTION ITEMS

Item 10D.

ASBA

Delegate & Alternate

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 100
FROM: Howard Moody, Governing Board President Reading
DATE: March 20, 2012 Discuss X
SUBJECT: Selection of HUSD Delegate for ASBA Delegate Action X
Assembly to be held in June, 2012 Consent

OBJECTIVE: Board Governance

SUPPORTING DATA:

To ensure an orderly process with which to conduct the meeting of the ASBA Delegate Assembly on Saturday, June 20, 2012, ASBA is requesting the names of the delegate and alternate who will represent our Board at the meeting.

SUMMARY & RECOMMENDATION:

It is recommended that the Board select an HUSD delegate and alternate.

Sample Motion:

I move to approve the selection of _____ as delegate and
_____ as alternate to represent our Board at the Delegate Assembly
in June, 2012.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Howard Moody, Governing Board President

SPECIAL NOTICE

IN ACCORDANCE WITH THE PROVISIONS OF ARTICLE IV, SECTION 2(A) OF THE ASSOCIATION BYLAWS, A GOVERNING BOARD THAT IS AN ACTIVE MEMBER OF THE ASSOCIATION SHALL BE DEEMED TO BE PRESENT AT A MEMBERSHIP MEETING IF ONE OR MORE MEMBERS OF SUCH GOVERNING BOARD ARE IN ATTENDANCE. ON EACH MATTER PRESENTED TO THE MEMBERSHIP FOR VOTE, EACH GOVERNING BOARD THAT IS AN ACTIVE MEMBER SHALL BE ENTITLED TO ONE VOTE, PROVIDED SUCH GOVERNING BOARD OF A SCHOOL DISTRICT HAS PAID DUES AS ESTABLISHED AND ASSESSED AS IN SECTION 3(A) HEREAFTER. THE RIGHT TO THE FLOOR FOR THE PURPOSE OF DISCUSSION SHALL, HOWEVER, BE OPEN TO ANY AND ALL MEMBERS OF A GOVERNING BOARD THAT IS AN ACTIVE MEMBER.

SECTION 3. DUES OF MEMBERSHIP

- (A) ACTIVE--THE DUES OF EACH SCHOOL DISTRICT SHALL BE AS ESTABLISHED BY THE ASSOCIATION AT ITS ANNUAL MEMBERSHIP MEETING OR AS ESTABLISHED BY THE LAW.

ASBA OFFICIAL DELEGATE FORM



TO ENSURE AN ORDERLY PROCESS WITH WHICH TO CONDUCT THE MEETING OF THE ASBA DELEGATE ASSEMBLY ON SATURDAY, JUNE 30, 2012, PLEASE SEND US THE NAMES OF THE DELEGATE AND ALTERNATE WHO WILL REPRESENT YOUR BOARD AT THE MEETING.

Name of Delegate: _____
(Please print)

Name of Alternate Delegate: _____
(Please print)

School District: _____
(Please print)

County: _____
(Please print)

MAIL TO: Arizona School Boards Association, 2100 N. Central Avenue, Suite 200, Phoenix, AZ 85004 - NO LATER THAN JUNE 15, 2012!

ACTION ITEMS

Item 10E.

**Temporary Suspension
of Date
in Policy CBI**

(date of Superintendent's evaluation)

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 10E
FROM: Dr. Paul Stanton, Superintendent Reading
DATE: March 20, 2012 Discuss
SUBJECT: Temporary suspension of date requirement in Policy Action X
CBI – Evaluation of the Superintendent
Consent

OBJECTIVE: Board Governance

SUPPORTING DATA:

According to Policy CBI – Evaluation of the Superintendent:

The Board President shall schedule a meeting not later than April 8, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present).

There are two meetings scheduled in April; April 10th and 24th.

Policy BGF – Suspension/Repeal of Policy states:

The operation of any section or sections of Board policies not established and required by law or vested by contract may be temporarily or permanently suspended by a majority vote of Board members present at a regular or special meeting. An action under this policy would not require the two (2) presentations indicated in Policy BGB (Policy Adoption) to reinstate a suspended policy.

SUMMARY & RECOMMENDATION:

It is recommended that the date requirement in Policy CBI – Evaluation of the Superintendent be temporarily suspended so that an executive session for the Superintendent's evaluation may be held at a meeting later in April, 2012.

Sample Motion:

I move to temporarily suspend the date requirement in Policy CBI – Evaluation of the Superintendent from *not later than April 8* to a meeting later in April, 2012.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton

Questions should be directed to: Dr. Paul Stanton @ 759-4000