

**CONSENT**  
**Item 8D.**

**Budget Report**

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board Item # 80  
FROM: Cynthia Windham, Finance Director Reading  
DATE: February 12, 2013 Discuss  
SUBJECT: Monthly Budgets - Board Report Action  
Consent X

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**OBJECTIVE:** Goal # Planning for Future Student Needs

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**SUPPORTING DATA:**

Attached is the monthly Expenditure Budget Balance Report.

This report summarizes district expenditures and current encumbrances per fund.

\*The District is required to expend Maintenance and Operation dollars for grant funded positions/expenditures prior to final approval from Arizona Department of Education (ADE).

Once final approval is received from ADE, expenditures are charged back against the appropriate fund which will then relieve the budget balance.

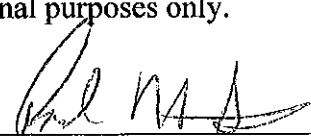
In addition, there are funds that rely on deposit collections, e.g. tuition accounts. These expenses will be charged against the appropriate account when funds are available.

*The Maintenance & Operation balance currently reflects \$598,650 that will be charged back when approval/tuition is received, placing the percentage of remaining budget balance to-date at approximately 6.4%.*

**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: Cynthia Windham, Finance Director (759-4000)*

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2012-2013

Account Number / Description

Summary Only

From Date: 7/1/2012

To Date:

12/31/2012

Budget Balance  
% Remaining Bud

| Fund: | Account Number / Description         | Budget          | Range To Date   | YTD             | Balance         | Encumbrance     | Budget Balance          |
|-------|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------------|
| 001   | MAINT & OPER FUNDS                   | \$29,479,118.06 | \$12,724,598.67 | \$12,724,598.67 | \$16,754,519.39 | \$15,471,764.68 | \$1,282,754.71<br>4.35% |
|       | <b>Fund 001 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 011   | CLASSROOM-BASE SAL                   | \$637,689.41    | \$159,869.75    | \$159,869.75    | \$477,819.66    | \$402.32        | \$477,417.34<br>74.87%  |
|       | <b>Fund 011 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 012   | CLASSROOM-PERF PAY                   | \$823,874.34    | \$0.00          | \$0.00          | \$823,874.34    | \$0.00          | \$823,874.34<br>100.00% |
|       | <b>Fund 012 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 013   | CLASSROOM-OTHER                      | \$886,625.21    | \$261,487.22    | \$261,487.22    | \$625,137.99    | \$763.72        | \$624,374.27<br>70.42%  |
|       | <b>Fund 013 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 021   | INDIAN GAMING-INSTRUCTION IMPROV     | \$31,517.59     | \$0.00          | \$0.00          | \$31,517.59     | \$0.00          | \$31,517.59<br>100.00%  |
|       | <b>Fund 021 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 024   | INDIAN GAMING - INSTRUCTIONAL IMPROV | \$104,990.90    | (\$4,331.54)    | (\$4,331.54)    | \$109,322.44    | \$48,021.35     | \$61,301.09<br>58.39%   |
|       | <b>Fund 024 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 110   | TITLE I LEA                          | \$1,611,483.69  | \$518,394.83    | \$518,394.83    | \$1,093,088.86  | \$748,568.90    | \$344,519.96<br>21.38%  |
|       | <b>Fund 110 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 112   | TITLE 1-D NEGLECTED/DELINQUENT-LEA   | \$194,527.07    | \$37,946.61     | \$37,946.61     | \$156,580.46    | \$118,767.54    | \$37,812.92<br>19.44%   |
|       | <b>Fund 112 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 130   | ARRA TITLE I GRANT                   | \$41.04         | \$41.04         | \$41.04         | \$0.00          | \$0.00          | \$0.00<br>0.00%         |
|       | <b>Fund 130 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 140   | TITLE II - IMPROVING TEACHER QUALITY | \$197,768.00    | \$55,226.34     | \$55,226.34     | \$142,541.66    | \$100,037.21    | \$42,504.45<br>21.49%   |
|       | <b>Fund 140 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 141   | ARRA ENHANCED THRU TECH TITLE 11-D   | \$0.39          | \$0.39          | \$0.39          | \$0.00          | \$0.00          | \$0.00<br>0.00%         |
|       | <b>Fund 141 Total:</b>               |                 |                 |                 |                 |                 |                         |
| 190   | TITLE III LEP PROGRAM                |                 |                 |                 |                 |                 |                         |

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# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2012-2013

Account Number / Description

Summary Only

From Date: 7/1/2012

To Date: 12/31/2012

| Account Number / Description                       | Budget         | Range To Date | YTD          | Balance      | Encumbrance  | Budget Balance |
|--|----------------|---------------|--------------|--------------|--------------|----------------|
| <b>Fund 190 Total:</b>                             | \$77,197.33    | \$18,904.99   | \$18,904.99  | \$58,292.34  | \$16,475.43  | \$41,816.91    |
| Fund: 191 EMERGENCY IMMIGRANT                      |                |               |              |              |              | 54.17%         |
| <b>Fund 191 Total:</b>                             | \$332.71       | \$332.71      | \$332.71     | \$0.00       | \$0.00       | \$0.00         |
| <b>Fund 200 Total:</b>                             | \$11,414.00    | \$678.79      | \$678.79     | \$10,735.21  | \$1,151.60   | \$9,583.61     |
| Fund: 200 ESEA - TITLE IX - INDIAN EDUCATION       |                |               |              |              |              | 83.96%         |
| <b>Fund 220 Total:</b>                             | \$1,044,115.23 | \$397,627.07  | \$397,627.07 | \$646,488.16 | \$511,256.36 | \$135,231.80   |
| Fund: 220 IDEA - BASIC - ENT                       |                |               |              |              |              | 12.95%         |
| <b>Fund 221 Total:</b>                             | \$33,644.00    | \$13,310.65   | \$13,310.65  | \$20,333.35  | \$17,375.49  | \$2,957.86     |
| Fund: 221 IDEA - PRESCHOOL GRANT                   |                |               |              |              |              | 8.79%          |
| <b>Fund 222 Total:</b>                             | \$28.34        | \$28.34       | \$28.34      | \$0.00       | \$0.00       | \$0.00         |
| Fund: 222 IDEA-AT TECH FOR LEARNING COMMUNITIES    |                |               |              |              |              | 0.00%          |
| <b>Fund 227 Total:</b>                             | \$0.02         | \$0.02        | \$0.02       | \$0.00       | \$0.00       | \$0.00         |
| Fund: 227 IDEA - MONITORING SYSTEM GRANT           |                |               |              |              |              | 0.00%          |
| <b>Fund 260 Total:</b>                             | \$10,141.00    | \$6,126.82    | \$6,126.82   | \$4,014.18   | \$0.00       | \$4,014.18     |
| Fund: 260 CTE BASIC GRANT/FEDERAL                  |                |               |              |              |              | 39.58%         |
| <b>Fund 261 Total:</b>                             | \$161,123.29   | \$35,649.17   | \$35,649.17  | \$125,474.12 | \$17,485.26  | \$107,988.86   |
| Fund: 261 CTE BASIC GRANT (07-01-12 thru 09-30-13) |                |               |              |              |              | 67.02%         |
| <b>Fund 281 Total:</b>                             | \$0.02         | \$0.02        | \$0.02       | \$0.00       | \$0.00       | \$0.00         |
| Fund: 281 ARRA MCKINNEY-VENTO RENEWAL GRANT        |                |               |              |              |              | 0.00%          |
| <b>Fund 290 Total:</b>                             | \$99,170.21    | \$1,103.24    | \$1,103.24   | \$98,066.97  | \$2,896.76   | \$95,170.21    |
| Fund: 290 MEDICAID OUTREACH                        |                |               |              |              |              | 95.97%         |
| <b>Fund 291 Total:</b>                             | \$978,557.94   | \$108,377.48  | \$108,377.48 | \$870,180.46 | \$94,616.92  | \$775,563.54   |
| Fund: 291 MEDICAID DIRECT                          |                |               |              |              |              |                |

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2012-2013

Account Number / Description

|           |                                  | Summary Only |              | From Date:   | 7/1/2012        | To Date:    | 12/31/2012   |             |              |         |
|-----------|----------------------------------|--------------|--------------|--------------|-----------------|-------------|--------------|-------------|--------------|---------|
| Budget    | Range To Date                    | YTD          | Balance      | Encumbrance  | % Remaining Bud | 79.26%      |              |             |              |         |
| Fund: 315 | NATL FOREST FEES - #349 FY 12-13 | \$0.00       | \$3,193.49   | \$3,193.49   | (\$3,193.49)    | \$0.00      | (\$3,193.49) | \$0.00      | (\$3,193.49) | 0.00%   |
|           | <b>Fund 315 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 349 | NATL FOREST FEES - FY 12-13      | \$572,990.49 | \$310,069.61 | \$310,069.61 | \$262,920.88    | \$0.00      | \$262,920.88 | \$0.00      | \$262,920.88 | 45.89%  |
|           | <b>Fund 349 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 374 | E-RATE - FY 12-13                | \$100,000.00 | \$0.00       | \$0.00       | \$100,000.00    | \$0.00      | \$100,000.00 | \$0.00      | \$100,000.00 | 100.00% |
|           | <b>Fund 374 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 400 | CTE PRIORITY PROGRAM             | \$60,684.59  | \$15,689.31  | \$15,689.31  | \$44,995.28     | \$4,542.43  | \$40,452.85  | \$4,542.43  | \$40,452.85  | 66.66%  |
|           | <b>Fund 400 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 445 | DROP OUT PREVENTION              | \$8,173.88   | \$8,173.88   | \$8,173.88   | \$0.00          | \$0.00      | \$0.00       | \$0.00      | \$0.00       | 0.00%   |
|           | <b>Fund 445 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 450 | GIFTED                           | \$0.62       | \$0.62       | \$0.62       | \$0.00          | \$0.00      | \$0.00       | \$0.00      | \$0.00       | 0.00%   |
|           | <b>Fund 450 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 465 | CHARACTER EDUCATION MATCHING     | \$0.45       | \$0.45       | \$0.45       | \$0.00          | \$0.00      | \$0.00       | \$0.00      | \$0.00       | 0.00%   |
|           | <b>Fund 465 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 483 | SAFE SCHOOLS                     | \$36.07      | \$36.07      | \$36.07      | \$0.00          | \$0.00      | \$0.00       | \$0.00      | \$0.00       | 0.00%   |
|           | <b>Fund 483 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 485 | WRP                              | \$161,035.84 | \$51,014.75  | \$51,014.75  | \$110,021.09    | \$67,336.94 | \$42,684.15  | \$67,336.94 | \$42,684.15  | 26.51%  |
|           | <b>Fund 485 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 486 | ABSTINENCE ED                    | \$21,535.51  | \$21,535.51  | \$21,535.51  | \$0.00          | \$0.00      | \$0.00       | \$0.00      | \$0.00       | 0.00%   |
|           | <b>Fund 486 Total:</b>           |              |              |              |                 |             |              |             |              |         |
| Fund: 493 | NAU - GEAR-UP                    | \$266,100.00 | \$91,165.27  | \$91,165.27  | \$174,934.73    | \$89,752.73 | \$85,182.00  | \$89,752.73 | \$85,182.00  | 32.01%  |
|           | <b>Fund 493 Total:</b>           |              |              |              |                 |             |              |             |              |         |

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2012-2013

Summary Only

From Date: 7/1/2012

To Date: 12/31/2012

| Account Number / Description          | Budget         | Range To Date | YTD          | Balance        | Encumbrance    | Budget Balance         |
|---------------------------------------|----------------|---------------|--------------|----------------|----------------|------------------------|
| Fund: 495 K-12 Center Grant           |                |               |              |                |                |                        |
| <b>Fund 495 Total:</b>                | \$100,000.00   | \$31,709.63   | \$31,709.63  | \$68,290.37    | \$38,391.58    | \$29,898.79<br>29.90%  |
| Fund: 506 SCHOOL PLANT (SALE)         |                |               |              |                |                |                        |
| <b>Fund 506 Total:</b>                | \$9,080.00     | \$0.00        | \$0.00       | \$9,080.00     | \$0.00         | \$9,080.00<br>100.00%  |
| Fund: 510 FOOD SERVICE                |                |               |              |                |                |                        |
| <b>Fund 510 Total:</b>                | \$3,209,594.64 | \$985,689.38  | \$985,689.38 | \$2,223,905.26 | \$1,558,943.58 | \$664,961.68<br>20.72% |
| Fund: 515 CIVIC CENTER                |                |               |              |                |                |                        |
| <b>Fund 515 Total:</b>                | \$205,661.85   | \$19,816.90   | \$19,816.90  | \$185,844.95   | \$15,419.54    | \$170,425.41<br>82.87% |
| Fund: 517 BUS RENTAL                  |                |               |              |                |                |                        |
| <b>Fund 517 Total:</b>                | \$186,220.87   | \$112,624.57  | \$112,624.57 | \$73,596.30    | \$0.00         | \$73,596.30<br>39.52%  |
| Fund: 520 COMMUNITY SCHOOL            |                |               |              |                |                |                        |
| <b>Fund 520 Total:</b>                | \$14,576.16    | \$0.00        | \$0.00       | \$14,576.16    | \$0.00         | \$14,576.16<br>100.00% |
| Fund: 521 EXTENDED KINDERGARTEN       |                |               |              |                |                |                        |
| <b>Fund 521 Total:</b>                | \$215,454.16   | \$234.00      | \$234.00     | \$215,220.16   | \$0.00         | \$215,220.16<br>99.89% |
| Fund: 522 BEFORE/AFTER SCHOOL PROGRAM |                |               |              |                |                |                        |
| <b>Fund 522 Total:</b>                | \$31,851.75    | \$0.00        | \$0.00       | \$31,851.75    | \$0.00         | \$31,851.75<br>100.00% |
| Fund: 523 BRIGHT FUTURES PRESCHOOL    |                |               |              |                |                |                        |
| <b>Fund 523 Total:</b>                | \$59,182.31    | \$14,793.34   | \$14,793.34  | \$44,388.97    | \$21,666.99    | \$22,721.98<br>38.39%  |
| Fund: 525 AUX OPERATIONS              |                |               |              |                |                |                        |
| <b>Fund 525 Total:</b>                | \$504,263.97   | \$180,581.16  | \$180,581.16 | \$323,682.81   | \$134,080.20   | \$189,602.61<br>37.60% |
| Fund: 526 ACT FEES TAX CRED           |                |               |              |                |                |                        |
| <b>Fund 526 Total:</b>                | \$468,118.76   | \$86,513.78   | \$86,513.78  | \$381,604.98   | \$52,776.93    | \$328,828.05<br>70.24% |
| Fund: 530 GIFTS & DONATIONS           |                |               |              |                |                |                        |

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2012-2013

Account Number / Description

|       |                              | Summary Only                        |               | From Date: 7/1/2012 | To Date: 12/31/2012 | Budget Balance |                        |
|-------|------------------------------|-------------------------------------|---------------|---------------------|---------------------|----------------|------------------------|
|       |                              | <input checked="" type="checkbox"/> | Range To Date | YTD                 | Balance             | Encumbrance    | % Remaining Bud        |
| Fund: | Account Number / Description | Budget                              |               |                     |                     |                |                        |
|       | <b>Fund 530 Total:</b>       | \$48,803.02                         | \$7,680.65    | \$7,680.65          | \$41,122.37         | \$1,451.99     | \$39,670.38<br>81.29%  |
|       | SCHOLARSHIPS                 |                                     |               |                     |                     |                |                        |
|       | <b>Fund 534 Total:</b>       | \$3,221.74                          | \$1,000.00    | \$1,000.00          | \$2,221.74          | \$0.00         | \$2,221.74<br>68.96%   |
|       | FINGERPRINT                  |                                     |               |                     |                     |                |                        |
|       | <b>Fund 540 Total:</b>       | \$20,010.61                         | \$4,412.00    | \$4,412.00          | \$15,598.61         | \$8,088.00     | \$7,510.61<br>37.53%   |
|       | INSURANCE PROCEEDS           |                                     |               |                     |                     |                |                        |
|       | <b>Fund 550 Total:</b>       | \$155,594.74                        | \$30,293.37   | \$30,293.37         | \$125,301.37        | \$331.03       | \$124,970.34<br>80.32% |
|       | INSURANCE - AEI              |                                     |               |                     |                     |                |                        |
|       | <b>Fund 551 Total:</b>       | \$30,535.80                         | \$0.00        | \$0.00              | \$30,535.80         | \$800.00       | \$29,735.80<br>97.38%  |
|       | TEXTBOOKS                    |                                     |               |                     |                     |                |                        |
|       | <b>Fund 555 Total:</b>       | \$15,241.58                         | \$75.00       | \$75.00             | \$15,166.58         | \$0.00         | \$15,166.58<br>99.51%  |
|       | LITIGATION RECOVERY          |                                     |               |                     |                     |                |                        |
|       | <b>Fund 565 Total:</b>       | \$5,973.59                          | \$2,448.07    | \$2,448.07          | \$3,525.52          | \$806.17       | \$2,719.35<br>45.52%   |
|       | INDIRECT COSTS               |                                     |               |                     |                     |                |                        |
|       | <b>Fund 570 Total:</b>       | \$678,153.28                        | \$53,321.18   | \$53,321.18         | \$624,832.10        | \$111,032.05   | \$513,800.05<br>75.76% |
|       | UNEMPLOYMENT INSURANCE       |                                     |               |                     |                     |                |                        |
|       | <b>Fund 575 Total:</b>       | \$200,784.19                        | \$11,538.86   | \$11,538.86         | \$189,245.33        | \$0.00         | \$189,245.33<br>94.25% |
|       | GRANT/GIFT TEACHER           |                                     |               |                     |                     |                |                        |
|       | <b>Fund 590 Total:</b>       | \$20,983.69                         | \$0.00        | \$0.00              | \$20,983.69         | \$0.00         | \$20,983.69<br>100.00% |
|       | SCHOOL BUS ADVERTISEMENT     |                                     |               |                     |                     |                |                        |
|       | <b>Fund 595 Total:</b>       | \$5,481.26                          | \$0.00        | \$0.00              | \$5,481.26          | \$0.00         | \$5,481.26<br>100.00%  |
|       | JTED - MTN. INSTITUTE        |                                     |               |                     |                     |                |                        |
|       | <b>Fund 596 Total:</b>       | \$249,742.21                        | \$59,567.49   | \$59,567.49         | \$190,174.72        | \$34,382.52    | \$155,792.20           |

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2012-2013

Account Number / Description

Summary Only

From Date: 7/1/2012

To Date:

12/31/2012

| Account Number / Description | Budget          | Range To Date   | YTD             | Balance         | Encumbrance     | % Remaining Bud |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Fund: 610 CAPITAL OUTLAY     |                 |                 |                 |                 |                 | 62.38%          |
| <b>Fund 610 Total:</b>       | \$4,153,406.00  | \$413,609.88    | \$413,609.88    | \$3,739,796.12  | \$266,448.84    | \$3,473,347.28  |
| Fund: 625 SOFT CAPITAL ALLOC |                 |                 |                 |                 |                 | 83.63%          |
| <b>Fund 625 Total:</b>       | \$239,322.00    | \$184,387.60    | \$184,387.60    | \$54,934.40     | \$13,149.48     | \$41,784.92     |
| Fund: 630 BOND BUILDING      |                 |                 |                 |                 |                 | 17.46%          |
| <b>Fund 630 Total:</b>       | \$2,759,647.03  | \$347,017.48    | \$347,017.48    | \$2,412,629.55  | \$0.00          | \$2,412,629.55  |
| Fund: 650 GIFTS & DONATIONS  |                 |                 |                 |                 |                 | 87.43%          |
| <b>Fund 650 Total:</b>       | \$26,721.73     | \$0.00          | \$0.00          | \$26,721.73     | \$0.00          | \$26,721.73     |
| Fund: 665 ENERGY REBATES     |                 |                 |                 |                 |                 | 100.00%         |
| <b>Fund 665 Total:</b>       | \$135,634.00    | \$71,400.08     | \$71,400.08     | \$64,233.92     | \$0.00          | \$64,233.92     |
| Fund: 700 DEBT SERVICE FUNDS |                 |                 |                 |                 |                 | 47.36%          |
| <b>Fund 700 Total:</b>       | \$3,863,929.00  | \$0.00          | \$0.00          | \$3,863,929.00  | \$0.00          | \$3,863,929.00  |
| Fund: 850 STUDENT ACTIVITIES |                 |                 |                 |                 |                 | 100.00%         |
| <b>Fund 850 Total:</b>       | \$84,523.83     | \$24,095.07     | \$24,095.07     | \$60,428.76     | \$8,927.28      | \$51,501.48     |
| Fund: 855 EMPLOYEE INSURANCE |                 |                 |                 |                 |                 | 60.93%          |
| <b>Fund 855 Total:</b>       | \$2,938,568.67  | \$1,806,526.36  | \$1,806,526.36  | \$1,132,042.31  | \$97,471.45     | \$1,034,570.86  |
| <b>Grand Total:</b>          | \$58,214,199.68 | \$19,285,587.42 | \$19,285,587.42 | \$38,928,612.26 | \$19,675,383.27 | \$19,253,228.99 |

End of Report

**CONSENT**  
**Item 8E.**

**Student Activities**  
**Report**

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board Item # **8E**  
FROM: Cynthia Windham Reading  
Finance Director  
DATE: February 12, 2013 Discuss  
SUBJECT: Student Activities – Board Report Action  
Consent X

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**OBJECTIVE:** Goal # Planning for Future Student Needs

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**SUPPORTING DATA:**

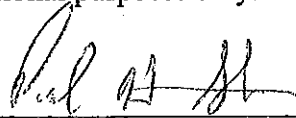
Attached is the Student Activities Board Report.

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: 2012-2013

From Date: 7/1/2012 To Date: 8/31/2013

Mask  Include pre encumbrance  Print accounts with zero balance  Range

| Account Number             | Description                           | GL Budget   | Range To Date | YTD        | Balance      | Encumbrance | Budget Balance % Bud |
|----------------------------|---------------------------------------|-------------|---------------|------------|--------------|-------------|----------------------|
| 850.100.1000.6000.110.1319 | GENERIC EXPENSE                       | \$10,600.94 | \$0.00        | \$0.00     | \$10,600.94  | \$0.00      | 100.00%              |
| 850.610.1000.6610.110.1319 | GENERAL SUPPLIES                      | \$0.00      | \$3,469.97    | \$3,469.97 | (\$3,469.97) | \$1,148.40  | 0.00%                |
| 850.610.1000.6610.120.1319 | TECHNICAL SERVICES                    | \$0.00      | \$137.00      | \$137.00   | (\$137.00)   | \$0.00      | 0.00%                |
| 850.610.1000.6340.110.1319 | COURSE: STUDENT COUNCIL - 1319        | \$10,600.94 | \$3,606.97    | \$3,606.97 | \$6,993.97   | \$1,148.40  | 55.14%               |
| 850.100.1000.6000.120.1319 | UNIT: LVES - 110                      | \$10,600.94 | \$3,606.97    | \$3,606.97 | \$6,993.97   | \$1,148.40  | 55.14%               |
| 850.100.1000.6000.120.1319 | GENERIC EXPENSE                       | \$2,841.26  | \$0.00        | \$0.00     | \$2,841.26   | \$0.00      | 100.00%              |
| 850.400.2710.6510.120.1319 | STUDENT TRANS SVS                     | \$0.00      | \$167.04      | \$167.04   | (\$167.04)   | \$23.54     | 0.00%                |
| 850.610.1000.6610.120.1319 | GENERAL SUPPLIES                      | \$0.00      | \$866.98      | \$866.98   | (\$866.98)   | \$328.73    | 0.00%                |
| 850.610.1000.6610.120.1319 | DUES AND FEES                         | \$0.00      | \$244.00      | \$244.00   | (\$244.00)   | \$0.00      | 0.00%                |
| 850.610.1000.6810.120.1319 | COURSE: STUDENT COUNCIL - 1319        | \$2,841.26  | \$1,278.02    | \$1,278.02 | \$1,563.24   | \$353.27    | 42.59%               |
| 850.100.1000.6000.120.1362 | GENERIC EXPENSE                       | \$1,759.22  | \$0.00        | \$0.00     | \$1,759.22   | \$0.00      | 100.00%              |
| 850.610.1000.6610.120.1362 | GENERAL SUPPLIES                      | \$0.00      | \$561.77      | \$561.77   | (\$561.77)   | \$340.23    | 0.00%                |
| 850.610.1000.6810.120.1362 | DUES AND FEES                         | \$0.00      | \$85.00       | \$85.00    | (\$85.00)    | \$0.00      | 0.00%                |
| 850.610.1000.6890.120.1362 | MISC EXPENDITURES                     | \$0.00      | \$696.77      | \$696.77   | (\$50.00)    | \$0.00      | 0.00%                |
| 850.100.1000.6000.120.1385 | COURSE: NATIONAL HONOR SOCIETY - 1362 | \$1,759.22  | \$696.77      | \$696.77   | \$1,062.45   | \$340.23    | 41.05%               |
| 850.100.1000.6000.125.1319 | GENERIC EXPENSE                       | \$246.54    | \$0.00        | \$0.00     | \$246.54     | \$0.00      | 100.00%              |
| 850.100.1000.6000.125.1362 | COURSE: SCIENCE - 1385                | \$246.54    | \$0.00        | \$0.00     | \$246.54     | \$0.00      | 100.00%              |
| 850.100.1000.6000.125.1319 | UNIT: BMMS - 120                      | \$4,847.02  | \$1,974.79    | \$1,974.79 | \$2,872.23   | \$693.50    | 44.95%               |
| 850.100.1000.6000.125.1319 | GENERIC EXPENSE                       | \$13,242.08 | \$0.00        | \$0.00     | \$13,242.08  | \$0.00      | 100.00%              |
| 850.100.1000.6610.125.1319 | GENERAL SUPPLIES                      | \$0.00      | \$172.23      | \$172.23   | (\$172.23)   | \$0.00      | 0.00%                |
| 850.400.2710.6510.125.1319 | STUDENT TRANS SVS                     | \$0.00      | \$167.05      | \$167.05   | (\$167.05)   | \$147.06    | 0.00%                |
| 850.610.1000.6610.125.1319 | GENERAL SUPPLIES                      | \$0.00      | \$2,939.43    | \$2,939.43 | (\$2,939.43) | \$2,660.57  | 0.00%                |
| 850.610.1000.6890.125.1319 | MISC EXPENDITURES                     | \$0.00      | \$292.00      | \$292.00   | (\$292.00)   | \$645.00    | 0.00%                |
| 850.100.1000.6000.125.1362 | COURSE: STUDENT COUNCIL - 1319        | \$13,242.08 | \$3,570.71    | \$3,570.71 | \$9,671.37   | \$3,352.63  | 47.72%               |
| 850.100.1000.6000.125.1362 | GENERIC EXPENSE                       | \$497.06    | \$0.00        | \$0.00     | \$497.06     | \$0.00      | 100.00%              |
| 850.400.2710.6510.125.1362 | STUDENT TRANS SVS                     | \$0.00      | \$0.00        | \$0.00     | \$0.00       | \$104.67    | 0.00%                |
| 850.610.1000.6810.125.1362 | DUES AND FEES                         | \$0.00      | \$85.00       | \$85.00    | (\$85.00)    | \$0.00      | 0.00%                |
| 850.100.1000.6000.131.1319 | COURSE: NATIONAL HONOR SOCIETY - 1362 | \$497.06    | \$85.00       | \$85.00    | \$412.06     | \$104.67    | 61.84%               |
| 850.100.1000.6000.131.1319 | UNIT: GHMS - 125                      | \$13,739.14 | \$3,655.71    | \$3,655.71 | \$10,083.43  | \$3,457.30  | 48.23%               |
| 850.100.1000.6000.131.1319 | GENERIC EXPENSE                       | \$2,399.35  | \$0.00        | \$0.00     | \$2,399.35   | \$0.00      | 100.00%              |
| 850.400.2710.6510.125.1362 | STUDENT TRANS SVS                     | \$2,399.35  | \$0.00        | \$0.00     | \$2,399.35   | \$0.00      | 100.00%              |
| 850.100.1000.6000.132.1319 | COURSE: STUDENT COUNCIL - 1319        | \$2,399.35  | \$0.00        | \$0.00     | \$2,399.35   | \$0.00      | 100.00%              |
| 850.100.1000.6000.132.1319 | UNIT: HES - 131                       | \$2,399.35  | \$0.00        | \$0.00     | \$2,399.35   | \$0.00      | 100.00%              |
| 850.100.1000.6000.133.1319 | GENERIC EXPENSE                       | \$1,777.04  | \$0.00        | \$0.00     | \$1,777.04   | \$0.00      | 100.00%              |
| 850.400.2710.6510.125.1362 | STUDENT TRANS SVS                     | \$1,777.04  | \$0.00        | \$0.00     | \$1,777.04   | \$0.00      | 100.00%              |
| 850.100.1000.6000.133.1319 | COURSE: STUDENT COUNCIL - 1319        | \$1,777.04  | \$0.00        | \$0.00     | \$1,777.04   | \$0.00      | 100.00%              |
| 850.100.1000.6000.133.1319 | UNIT: MVES - 132                      | \$1,777.04  | \$0.00        | \$0.00     | \$1,777.04   | \$0.00      | 100.00%              |
| 850.100.1000.6000.133.1319 | GENERIC EXPENSE                       | \$990.70    | \$0.00        | \$0.00     | \$990.70     | \$0.00      | 100.00%              |
| 850.400.2710.6510.125.1362 | STUDENT TRANS SVS                     | \$990.70    | \$0.00        | \$0.00     | \$990.70     | \$0.00      | 100.00%              |
| 850.100.1000.6000.133.1319 | COURSE: STUDENT COUNCIL - 1319        | \$990.70    | \$0.00        | \$0.00     | \$990.70     | \$0.00      | 100.00%              |
| 850.100.1000.6000.133.1319 | UNIT: CSES - 133                      | \$990.70    | \$0.00        | \$0.00     | \$990.70     | \$0.00      | 100.00%              |

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2012-2013

Mask

Include pre encumbrance

Print accounts with zero balance

Range

From Date: 7/1/2012

To Date: 8/31/2013

| Account Number             | Description                             | GL Budget   | Range To Date | YTD        | Balance      | Encumbrance | Budget Balance | % Bud   |
|----------------------------|---|-------------|---------------|------------|--------------|-------------|----------------|---------|
| 850.100.1000.6000.134.1319 | GENERIC EXPENSE                         | \$4,897.27  | \$0.00        | \$0.00     | \$4,897.27   | \$0.00      | \$4,897.27     | 100.00% |
| 850.610.1000.6610.134.1319 | GENERAL SUPPLIES                        | \$0.00      | \$197.02      | \$197.02   | (\$197.02)   | \$0.00      | (\$197.02)     | 0.00%   |
|                            | COURSE: STUDENT COUNCIL - 1319          | \$4,897.27  | \$197.02      | \$197.02   | \$4,700.25   | \$0.00      | \$4,700.25     | 95.98%  |
| 850.100.1000.6000.135.1319 | GENERIC EXPENSE                         | \$271.16    | \$0.00        | \$0.00     | \$271.16     | \$0.00      | \$271.16       | 100.00% |
|                            | COURSE: STUDENT COUNCIL - 1319          | \$271.16    | \$0.00        | \$0.00     | \$271.16     | \$0.00      | \$271.16       | 100.00% |
|                            | UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 | \$271.16    | \$0.00        | \$0.00     | \$271.16     | \$0.00      | \$271.16       | 100.00% |
| 850.100.1000.6000.230.1316 | GENERIC EXPENSE                         | \$13,327.70 | \$0.00        | \$0.00     | \$13,327.70  | \$0.00      | \$13,327.70    | 100.00% |
| 850.610.1000.6610.230.1316 | GENERAL SUPPLIES                        | \$0.00      | \$3,548.22    | \$3,548.22 | (\$3,548.22) | \$5,130.00  | (\$8,678.22)   | 0.00%   |
| 850.610.1000.6810.230.1316 | DUES AND FEES                           | \$0.00      | \$1,936.00    | \$1,936.00 | (\$1,936.00) | \$0.00      | (\$1,936.00)   | 0.00%   |
| 850.610.1000.6890.230.1316 | MISC EXPENDITURES                       | \$0.00      | \$2,240.00    | \$2,240.00 | (\$2,240.00) | \$0.00      | (\$2,240.00)   | 0.00%   |
|                            | COURSE: HOSA - 1316                     | \$13,327.70 | \$7,724.22    | \$7,724.22 | \$5,603.48   | \$5,130.00  | \$473.48       | 3.55%   |
| 850.100.1000.6000.230.1319 | GENERIC EXPENSE                         | \$18,994.34 | \$0.00        | \$0.00     | \$18,994.34  | \$0.00      | \$18,994.34    | 100.00% |
| 850.400.2710.6510.230.1319 | STUDENT TRANS SVS                       | \$0.00      | \$292.41      | \$292.41   | (\$292.41)   | \$121.56    | (\$413.97)     | 0.00%   |
| 850.610.1000.6151.230.1319 | CLASSIFIED O.T. - DO NOT USE            | \$0.00      | \$135.36      | \$135.36   | (\$135.36)   | \$0.00      | (\$135.36)     | 0.00%   |
| 850.610.1000.6221.230.1319 | SOC SEC - OASDI                         | \$0.00      | \$8.39        | \$8.39     | (\$8.39)     | \$0.00      | (\$8.39)       | 0.00%   |
| 850.610.1000.6222.230.1319 | MEDICARE-HOSP INS                       | \$0.00      | \$1.96        | \$1.96     | (\$1.96)     | \$0.00      | (\$1.96)       | 0.00%   |
| 850.610.1000.6231.230.1319 | STATE RETIREMENT                        | \$0.00      | \$14.75       | \$14.75    | (\$14.75)    | \$0.00      | (\$14.75)      | 0.00%   |
| 850.610.1000.6232.230.1319 | LNG-TRM DISABILITY                      | \$0.00      | \$0.33        | \$0.33     | (\$0.33)     | \$0.00      | (\$0.33)       | 0.00%   |
| 850.610.1000.6260.230.1319 | WORKERS' COMP                           | \$0.00      | \$2.53        | \$2.53     | (\$2.53)     | \$0.00      | (\$2.53)       | 0.00%   |
| 850.610.1000.6610.230.1319 | GENERAL SUPPLIES                        | \$0.00      | \$4,237.73    | \$4,237.73 | (\$4,237.73) | \$75.08     | (\$5,012.81)   | 0.00%   |
| 850.610.1000.6810.230.1319 | DUES AND FEES                           | \$0.00      | \$30.00       | \$30.00    | (\$30.00)    | \$0.00      | (\$30.00)      | 0.00%   |
| 850.610.1000.6890.230.1319 | MISC EXPENDITURES                       | \$0.00      | \$1,760.00    | \$1,760.00 | (\$1,760.00) | \$0.00      | (\$1,760.00)   | 0.00%   |
| 850.610.2190.6340.230.1319 | TECHNICAL SERVICES                      | \$0.00      | \$1,500.00    | \$1,500.00 | (\$1,500.00) | \$0.00      | (\$1,500.00)   | 0.00%   |
| 850.610.2190.6890.230.1319 | MISC EXPENDITURES                       | \$0.00      | \$1,239.40    | \$1,239.40 | (\$1,239.40) | \$0.00      | (\$1,239.40)   | 0.00%   |
| 850.610.2660.6340.230.1319 | TECHNICAL SERVICES                      | \$0.00      | \$360.00      | \$360.00   | (\$360.00)   | \$0.00      | (\$360.00)     | 0.00%   |
|                            | COURSE: STUDENT COUNCIL - 1319          | \$18,994.34 | \$9,582.86    | \$9,582.86 | \$9,411.48   | \$896.64    | \$8,514.84     | 44.83%  |
| 850.100.1000.6000.230.1320 | GENERIC EXPENSE                         | \$163.29    | \$0.00        | \$0.00     | \$163.29     | \$0.00      | \$163.29       | 100.00% |
|                            | COURSE: UPWARD BOUND WARRIORS - 1320    | \$163.29    | \$0.00        | \$0.00     | \$163.29     | \$0.00      | \$163.29       | 100.00% |
| 850.100.1000.6000.230.1361 | GENERIC EXPENSE                         | \$1,054.95  | \$0.00        | \$0.00     | \$1,054.95   | \$0.00      | \$1,054.95     | 100.00% |
|                            | COURSE: MU ALPHA THETA - 1361           | \$1,054.95  | \$0.00        | \$0.00     | \$1,054.95   | \$0.00      | \$1,054.95     | 100.00% |
| 850.100.1000.6000.230.1362 | GENERIC EXPENSE                         | \$1,027.44  | \$0.00        | \$0.00     | \$1,027.44   | \$0.00      | \$1,027.44     | 100.00% |
| 850.610.1000.6610.230.1362 | GENERAL SUPPLIES                        | \$0.00      | \$223.54      | \$223.54   | (\$223.54)   | \$121.93    | (\$345.47)     | 0.00%   |
| 850.610.1000.6890.230.1362 | MISC EXPENDITURES                       | \$0.00      | \$100.00      | \$100.00   | (\$100.00)   | \$0.00      | (\$100.00)     | 0.00%   |
|                            | COURSE: NATIONAL HONOR SOCIETY - 1362   | \$1,027.44  | \$323.54      | \$323.54   | \$703.90     | \$121.93    | \$581.97       | 56.84%  |
| 850.100.1000.6000.230.1363 | GENERIC EXPENSE                         | \$351.86    | \$0.00        | \$0.00     | \$351.86     | \$0.00      | \$351.86       | 100.00% |
|                            | COURSE: ART - 1363                      | \$351.86    | \$0.00        | \$0.00     | \$351.86     | \$0.00      | \$351.86       | 100.00% |
| 850.100.1000.6000.230.1364 | GENERIC EXPENSE                         | \$3,268.85  | \$0.00        | \$0.00     | \$3,268.85   | \$0.00      | \$3,268.85     | 100.00% |
| 850.610.1000.6610.230.1364 | GENERAL SUPPLIES                        | \$0.00      | \$2,886.04    | \$2,886.04 | (\$2,886.04) | \$0.00      | (\$2,886.04)   | 0.00%   |
|                            | COURSE: AVID - 1364                     | \$3,268.85  | \$2,886.04    | \$2,886.04 | \$382.81     | \$0.00      | \$382.81       | 11.71%  |
| 850.100.1000.6000.230.1368 | GENERIC EXPENSE                         | \$1,133.90  | \$0.00        | \$0.00     | \$1,133.90   | \$0.00      | \$1,133.90     | 100.00% |
|                            | COURSE: DECA - 1368                     | \$1,133.90  | \$0.00        | \$0.00     | \$1,133.90   | \$0.00      | \$1,133.90     | 100.00% |

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2012-2013

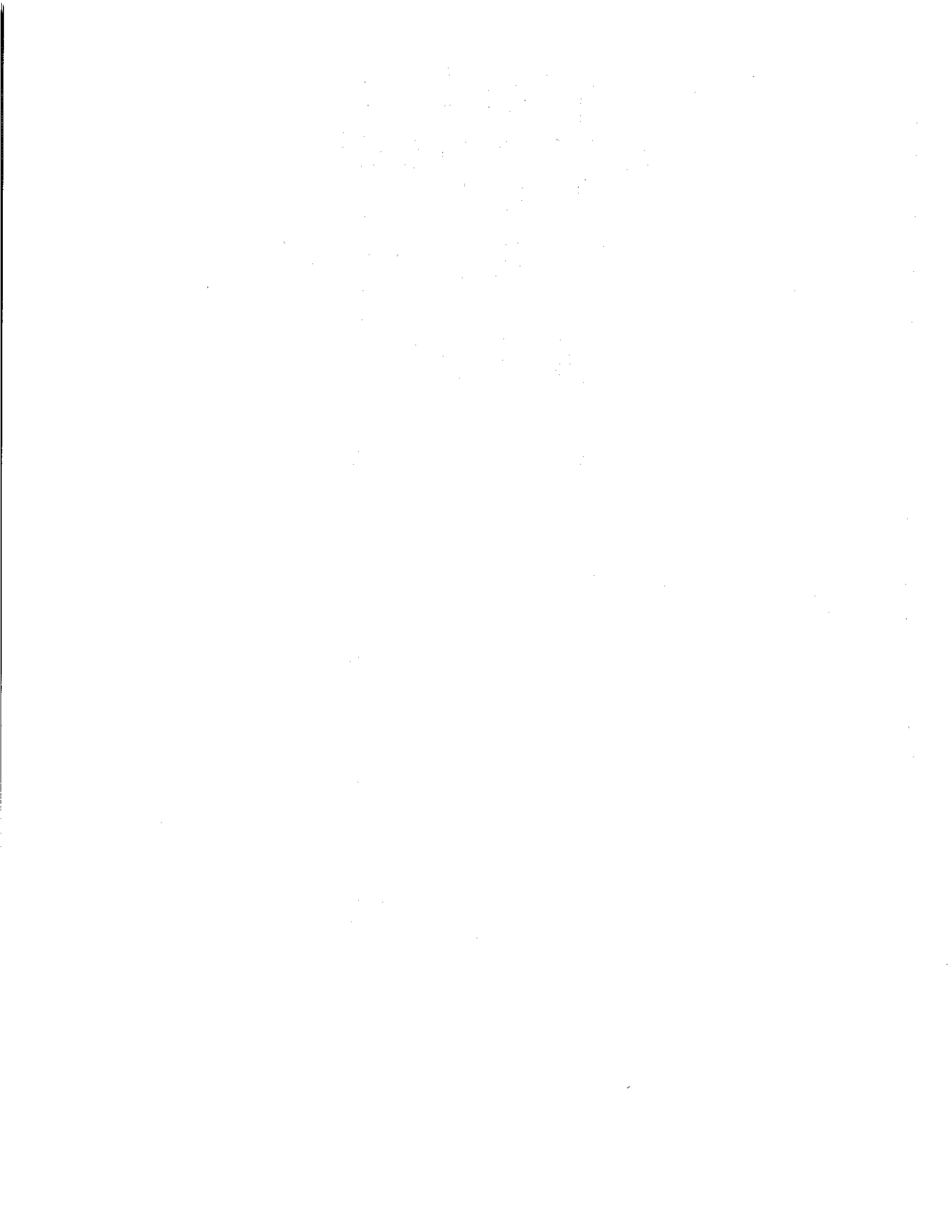
Account Number

From Date: 7/1/2012 To Date: 8/31/2013

Mask  
 Include pre encumbrance  Print accounts with zero balance  Range  
 GL Budget  Range To Date  YTD  Balance  Encumbrance  Budget Balance % Bud

| Account Number             | Description   | GL Budget   | Range To Date | YTD         | Balance     | Encumbrance | Budget Balance % Bud |
|----------------------------|---|-------------|---------------|-------------|-------------|-------------|----------------------|
| 850.100.1000.6000.230.1373 | GENERIC EXPENSE<br>COURSE: DRAMA/THEATER - 1373                       | \$349.38    | \$0.00        | \$0.00      | \$349.38    | \$0.00      | 100.00%              |
| 850.100.1000.6000.230.1375 | GENERIC EXPENSE<br>GENERAL SUPPLIES<br>COURSE: INTERACT - 1375        | \$327.07    | \$0.00        | \$0.00      | \$327.07    | \$0.00      | 100.00%              |
| 850.100.1000.6000.230.1377 | GENERIC EXPENSE<br>GENERAL SUPPLIES<br>COURSE: FRENCH CLUB - 1378     | \$0.00      | \$17.92       | \$17.92     | (\$17.92)   | \$82.08     | 0.00%                |
| 850.610.1000.6610.230.1398 | MISC EXPENDITURES<br>COURSE: S CLUB (SOROPTIMIST) - 1377              | \$284.32    | \$76.00       | \$76.00     | (\$76.00)   | \$0.00      | 0.00%                |
| 850.100.1000.6000.230.1398 | GENERIC EXPENSE<br>COURSE: FRENCH CLUB - 1378                         | \$33.48     | \$0.00        | \$0.00      | \$33.48     | \$0.00      | 100.00%              |
| 850.100.1000.6000.230.1398 | GENERIC EXPENSE<br>COURSE: FRENCH CLUB - 1378                         | \$33.48     | \$0.00        | \$0.00      | \$33.48     | \$0.00      | 100.00%              |
| 850.100.1000.6000.230.1398 | GENERIC EXPENSE<br>GENERAL SUPPLIES<br>COURSE: SKILLS CLUB - 1398     | \$2,114.72  | \$0.00        | \$0.00      | \$2,114.72  | \$0.00      | 100.00%              |
| 850.610.1000.6610.230.1398 | MISC EXPENDITURES<br>COURSE: SKILLS CLUB - 1398                       | \$0.00      | \$875.00      | \$875.00    | (\$875.00)  | \$0.00      | 0.00%                |
| 850.100.1000.6000.230.1403 | GENERIC EXPENSE<br>GENERAL SUPPLIES<br>COURSE: P.A.L.S. - 1403        | \$0.00      | \$240.00      | \$240.00    | (\$240.00)  | \$0.00      | 0.00%                |
| 850.610.1000.6610.230.1403 | MISC EXPENDITURES<br>COURSE: P.A.L.S. - 1403                          | \$0.00      | \$330.00      | \$330.00    | (\$330.00)  | \$0.00      | 0.00%                |
| 850.100.1000.6000.230.1405 | GENERIC EXPENSE<br>COURSE: BASEBALL - 1405                            | \$2,097.50  | \$0.00        | \$0.00      | \$2,097.50  | \$0.00      | 100.00%              |
| 850.100.1000.6000.230.1432 | GENERIC EXPENSE<br>COURSE: GIRLS BASKETBALL - 1432                    | \$215.67    | \$0.00        | \$0.00      | \$215.67    | \$0.00      | 100.00%              |
| 850.100.1000.6000.230.1469 | GENERIC EXPENSE<br>GENERAL SUPPLIES<br>COURSE: G.O.A.L.S. CLUB - 1469 | \$0.00      | \$49.37       | \$49.37     | (\$49.37)   | \$0.63      | 0.00%                |
| 850.610.1000.6610.230.1469 | MISC EXPENDITURES<br>COURSE: G.O.A.L.S. CLUB - 1469                   | \$173.23    | \$0.00        | \$0.00      | \$173.23    | \$0.63      | 0.00%                |
|                            | UNIT: BMHS - 230  | \$44,937.81 | \$23,288.37   | \$23,288.37 | \$21,649.44 | \$6,367.86  | 34.01%               |
| <b>Grand Total:</b>        |   | \$84,460.43 | \$32,722.86   | \$32,722.86 | \$51,737.57 | \$11,667.06 | 47.44%               |

End of Report



**CONSENT  
Item 8F.**

**RFP – Audit Services**

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **BF**  
FROM: Cynthia Windham, Director of Finance Reading  
DATE: February 12, 2013 Discuss  
SUBJECT: Request for Approval to Issue Request for Proposal- Action  
Audit Services  
Consent X

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OBJECTIVE:

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**SUPPORTING DATA:**

School District's that expend \$500,000 or more in federal awards are subject to the requirements of the *Single Audit Act Amendments of 1996* and the implementing regulations of the Office of Management and Budget (OMB), including OMB Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and are required to obtain an annual single audit.

In addition, a district that also has bond reporting requirements must have a Comprehensive Annual Financial Report (CAFR) completed by the audit firm.

Competitive purchasing guidelines established in A.R.S. 15-213 are the minimum requirements that districts must follow for purchases expected to exceed the competitive sealed bid/request for proposals for amounts greater than \$50,000.

Request for Proposals for Audit Services are scheduled to be released on February 18, 2013 and a deadline due date for proposal response scheduled for March 5, 2013. In addition to sending the Request for Proposals (RFPs) to existing vendors; a legal notice will be published in the Prescott Courier, the county's official newspaper, as needed.

The use of the competitive sealed **proposal** process is requested as the method to be most advantageous to the school district. The use of the competitive sealed **bids** process is not practical and or advantageous to the school district, as other criterion is utilized beyond price, to evaluate the services being offered.

Proposals will be evaluated by an administrative team and recommendations for contract award presented to the Governing Board on March 19, 2013.

**Request for Proposal to include:**

The Request for Proposal for Audit Services in the following areas:

- 1) Perform the annual financial audit of financial transactions and accounts subject to the Single Audit Act for year(s) ending June 30, 2013 through June 30, 2017; and completion of Uniform System of Financial Records (USFR) Compliance Questionnaire.
- 2) Assist the District in preparing a Comprehensive Annual Financial Report (CAFR) and the submitting of annual applications for achievement awards in financial reporting to Association of School Business Officials International (ASBOI) and Government Finance Officers Association (GFOA).
- 3) Assist the District in routine advice (e.g. technical questions, training, best practice guides and tools, and implementation of audit recommendations) as requested by the District.

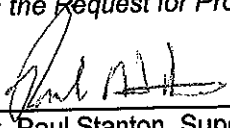
**SUMMARY & RECOMMENDATION:**

It is recommended that the Governing Board approve the solicitations Audit Services through the Request for Proposal process.

**Sample Motion:**

*I move to approve solicitations for audit services through the Request for Proposal process.*

Approved for transmittal to the Governing Board: \_\_\_\_\_

  
Dr. Paul Stanton, Superintendent

*Questions should be directed to: Cynthia Windham, Finance Director, 759-4000*



**CONSENT**  
**Item 8G.**

**RFP – Speech Services**

HUMBOLDT UNIFIED SCHOOL DISTRICT

|          |   |           |
|----------|---|-----------|
| TO:      | Humboldt Unified School District Governing Board                                | Item # 8G |
| FROM:    | Cynthia Windham, Director of Finance  | Reading   |
| DATE:    | February 12, 2013   | Discuss   |
| SUBJECT: | Request for Approval to Issue Request for Proposal –<br>Speech Therapy Services | Action    |
|          |   | Consent X |

---

OBJECTIVE: Goal # Planning for Future Student Needs

**SUPPORTING DATA:**

Competitive purchasing guidelines established in A.R.S. 15-213 are the minimum requirements that districts must follow for purchases expected to exceed the competitive sealed bid/request for proposals currently at \$50,000.

A Request for Proposal, (RFP), is needed for the following service: Speech Therapy Services

The current service requirements, based on each student's individual education plan (IEP), exceeds the amount of time our Speech Therapist on staff can collectively provide. For this reason the Administration is requesting approval to issue a Request for Proposal Speech Therapy Services for the FY 13-14 school year.

Request for Proposals are scheduled to be released on February 18, 2013 and a deadline due date for proposal response scheduled for March 5, 2013. In addition to sending the Request for Proposals (RFPs) to existing vendors; a legal notice will be published in the Prescott Courier, the county's official newspaper, as needed.

The use of the competitive sealed **proposal** process is requested as the method to be most advantageous to the school district. The use of the competitive sealed **bids** process is not practical and or advantageous to the school district, as other criterion is utilized beyond price, to evaluate the services being offered.

Proposals will be evaluated by an administrative team and recommendations for contract award presented to the Governing Board on March 19, 2013.

\*Staff positions have continued to be advertised to fill the caseload requirement; however, insufficient applicants have been received to-date to accommodate projected caseloads.

Currently the District has 4.40 vacant positions that have yet to be filled.

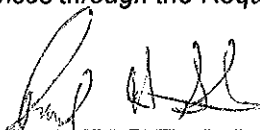
**SUMMARY & RECOMMENDATION:**

It is recommended that the Governing Board approve the solicitations for the above services through the Request for Proposal process.

**SAMPLE MOTION:**

*I move to approve solicitation for speech therapy services through the Request for Proposal process.*

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Cynthia Windham, Finance Director, 759-4000

**CONSENT**  
**Item 8H.**

**Hearing Officers**

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board Item # 8H  
FROM: Dr. Paul H. Stanton, Superintendent Reading  
DATE: February 12, 2013 Discuss  
SUBJECT: Appointment of Hearing Officers Action  
Consent X

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OBJECTIVE: Housekeeping

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**SUPPORTING DATA:**

Policy JKD allows the Superintendent to appoint Hearing Officers to hold hearings in matters relating to discipline.

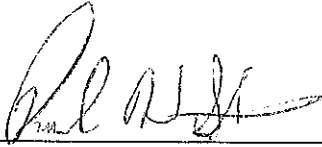
Three HUSD administrators were approved as hearing officers at the August 14, 2012 Governing Board meeting. Since then, two additional administrators, Dr. Terri Matteson and Mr. Jeremy Hendrix, have completed training and are certified to provide hearing officer services.

**SUMMARY & RECOMMENDATION:**

It is recommended that the Governing Board approve the appointment of Humboldt Unified School District administrators, Terri Matteson and Jeremy Hendrix to serve as Hearing Officers for the District for the 2012-2013 school year.

***Sample Motion:***

I move to approve the appointment of Humboldt Unified School District administrators, Terri Matteson and Jeremy Hendrix, to serve as Hearing Officers for the District for the 2012-2013 school year.

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

*Questions should be directed to: Dr. Stanton (759-5007)*

**CONSENT**  
**Item 8l.**

**Gifts & Donations**

## **Gifts & Donations**

Foxworth-Galbraith Lumber Company (Christina Fairman)  
430 N. 6<sup>th</sup> Street, Prescott  
Donated 20 three-ring binders  
With the donor's value of \$100.00  
To be used by AVID students at Glassford Hill Middle School

Patricia Keefauver  
7628 N. Paradise Found Trail, Prescott Valley  
Donated four Dr. Seuss book and stuffed animal sets  
With the donor's value of \$40.00  
To the library at Granville Elementary School

Avery Harmer  
12200 E. State Route 69 #322, Dewey  
Donated art books and magazines  
with the donor's value of \$150.00  
to the Art Department at Bradshaw Mountain Middle School

Target – Scholarship America (Anne Cheney)  
One Scholarship Way, Saint Peter, MN  
Donated \$700.00 Coyote Springs Elementary School  
for Desiree Clark's 3<sup>rd</sup> grade field trip fund

Yavapai County Education Foundation (Tim Carter)  
2970 Centerpointe East, Prescott  
Donated \$350.00 to Coyote Springs Elementary School  
For Pam Clark's Academic Parent Teams

Prescott Valley Mid-Day Lions Club (Paula Farley)  
P.O. Box 27794, Prescott Valley  
Donated library books  
With the donor's value of \$464.67  
For use at District elementary schools

Maverik #401 (Craig Bicknell)  
1344 N. Prescott Country Club Blvd., Dewey  
Donated 576 ice cream sandwiches and 90 Dove bars  
With the donor's value of \$500.00  
To Coyote Springs Elementary School

Nationwide Learning, LLC  
1345 SW 42<sup>nd</sup> Street, Topeka, Kansas  
Donated \$500.00 to Mountain View Elementary School  
For Sunshine Rhone's Excellence in Student Writing Award

Robert & Carrie King  
6226 Prince Street, Prescott Valley  
Are recognized for donating clothing  
With the donor's value of \$327.00  
To be distributed through the District's homeless program

Carescape (Frank Abbot)  
3021 Centerpointe East Drive, Prescott  
Donated labor and equipment  
With the donor's value of \$3,500.00  
To repair the track and field at Mountain View Elementary School

**DISCUSSION**  
**Item 9A.**

**Update of Events**  
**LVES**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board      Item # 9A  
FROM: Tusanne Cordes, Principal, Lake Valley E.S.      Reading  
DATE: February 12, 2013      Discuss X  
SUBJECT: School Report to Governing Board      Action

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### OBJECTIVE:

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\*Presentation of class work and video from our 1-2 and 3-4 Gifted Combo Cluster Classrooms. The teachers are Breesa Patrick and Connie Hargis. They are both candidates finishing up their National Board Certification. These classrooms have worked hard this year to implement many great teaching practices.

\*Two new babies have been born to staff members at our campus. Jen Mraz had a baby boy in early December and Maria Slay had a baby girl at the end of December. We have another staff member, Sara Hopper who will be having a baby in May.

\*Lake Valley continues to implement our Daily Quick Writes and Daily 5 Reading Management and Strategy program.

\*We have an active Student Council, Art Club, Chess Club, Before School Lexia Reading Computer program, and our after-school Homework Club.


\*We had one teacher finish her student teaching in December and she is still at Lake Valley volunteering and we have a current student teacher in 5<sup>th</sup> grade that has stepped right in and shows a lot of enthusiasm.

\*We are planning our 2<sup>nd</sup> Annual Science Fair Day and Parent Night for Thursday, February 28<sup>th</sup>. This is a day of science and math activities with assistance through the community and Glassford Hill Middle School.

\*Amy Bowser, our Gifted teacher, received two grants, one from APS for \$500 and one from Yavapai County for \$500. She will be using the funds for our science day and a special field trip for the Gifted students at Granville and Lake Valley to visit the Space Challenge Center in Phoenix.

We are a very involved and dedicated staff. I am proud of all the great things at Lake Valley.

Approved for transmittal to the Governing Board:

  
\_\_\_\_\_  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Tusanne Cordes, 759-4200

# **DISCUSSION ITEMS**

## **Item 9B.**

**Ed. Svcs. Update**

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board Item # 9B  
FROM: Diana Green, Director of Educational Services Reading  
DATE: February 12, 2013 Discuss X  
SUBJECT: Education Services Update Action  
Consent

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OBJECTIVE: Goal #1 - Raise the Level of Student Achievement

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**SUPPORTING DATA:**

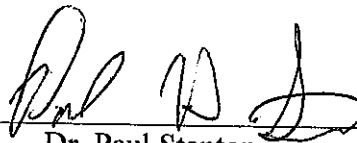
Diana Green, Director of Educational Services, will give an update on current activities and progress regarding:

- Results from Bradshaw Mountain High School's recent Galileo assessments in Algebra I and Geometry
- Recent Galileo professional development for all schools

**SUMMARY & RECOMMENDATION:**

*Sample Motion:*

Approved for transmittal to the Governing Board:

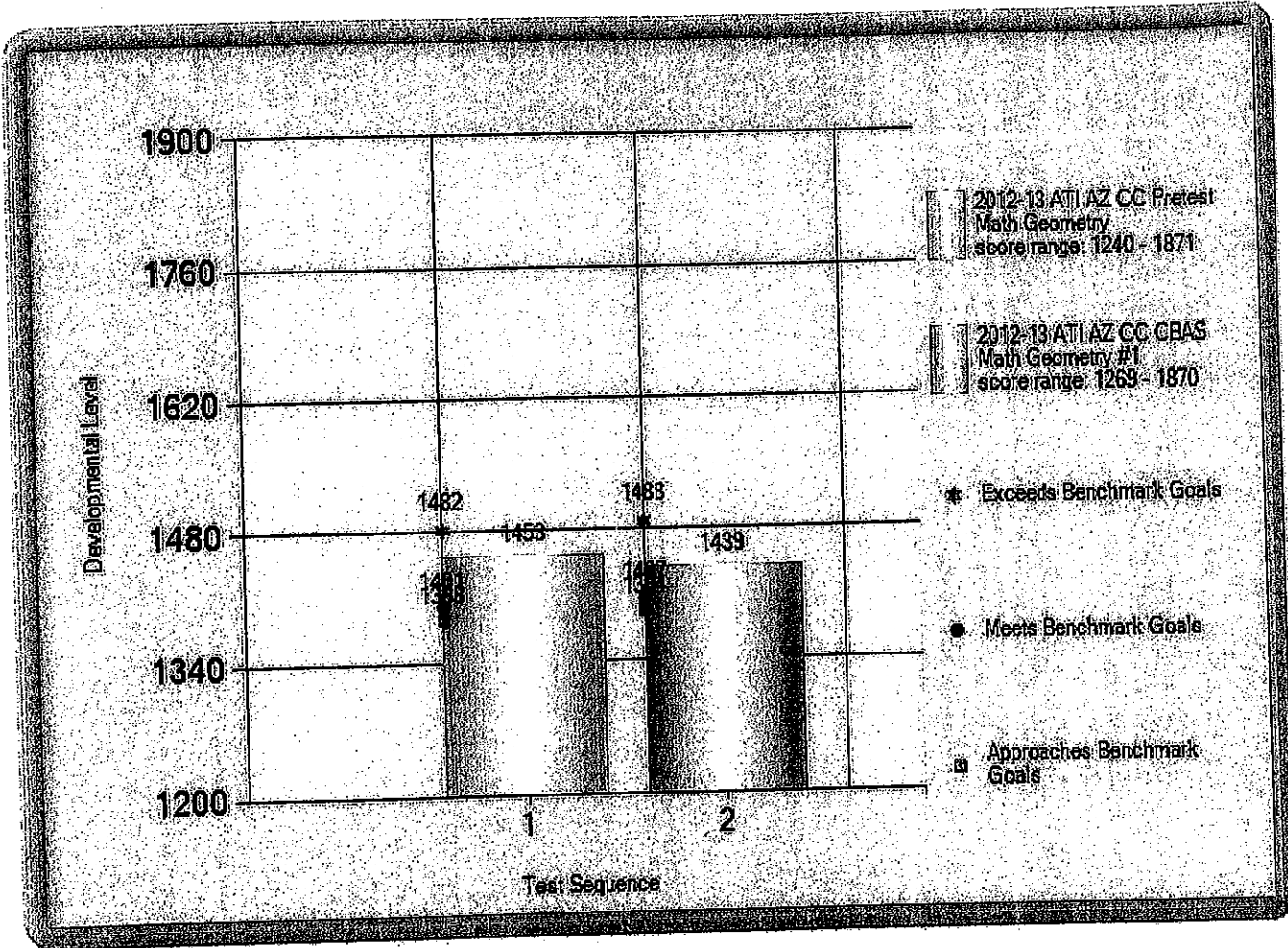
  
Dr. Paul Stanton

*Questions should be directed to: Diana Green, 759-4010*



# Aggregate Multi-Test Report

**District:** Humboldt ESD  
**School(s):** Bradshaw Mountain High School  
**Class(es):** [All Classes]



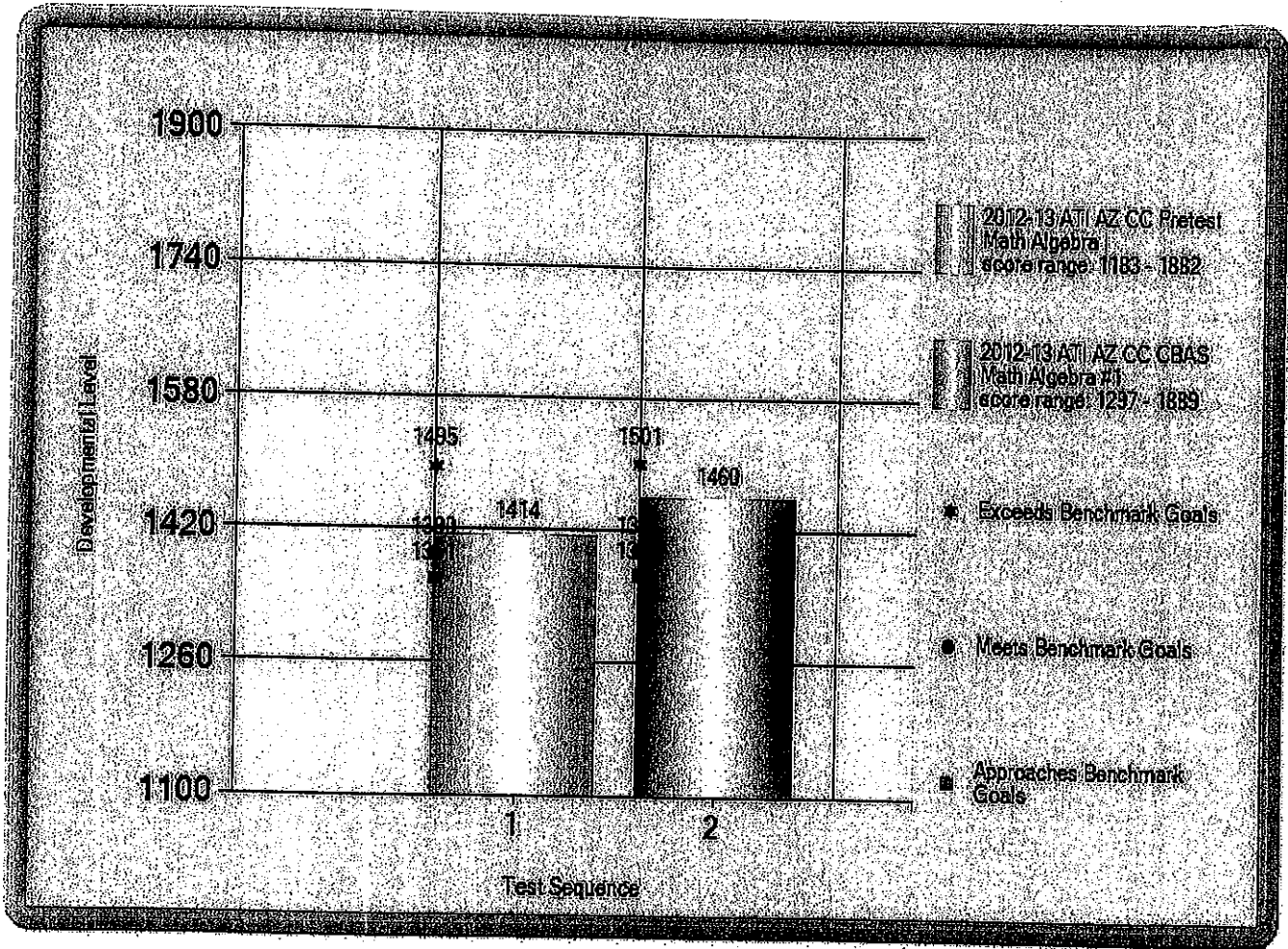
| Test  | Falls Far Below Benchmark Goals | Approaches Benchmark Goals | Meets Benchmark Goals | Exceeds Benchmark Goals |
|---|---------------------------------|----------------------------|-----------------------|-------------------------|
| 2012-13 ATI AZ CC Pretest Math Geometry (285) | 14.04 % (40)                    | 6.67 % (19)                | 38.60 % (110)         | 40.70 % (116)           |
| 2012-13 ATI AZ CC CBAS Math Geometry #1 (285) | 26.32 % (75)                    | 11.23 % (32)               | 40.70 % (116)         | 21.75 % (62)            |

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# Aggregate Multi-Test Report

**District:** Humboldt ESD  
**School(s):** Bradshaw Mountain High School  
**Class(es):** [All Classes]



| Test   | Falls Far Below Benchmark Goals | Approaches Benchmark Goals | Meets Benchmark Goals | Exceeds Benchmark Goals |
|--|---------------------------------|----------------------------|-----------------------|-------------------------|
| 2012-13 ATI AZ CC Pretest Math Algebra I (251) | 21.12 % (53)                    | 13.55 % (34)               | 52.99 % (133)         | 12.35 % (31)            |
| 2012-13 ATI AZ CC CBAS Math Algebra #1 (251)   | 2.79 % (7)                      | 11.95 % (30)               | 55.38 % (139)         | 29.88 % (75)            |

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## Development Profile Report



**District** Humboldt ESD  
**School(s)** [All Schools]  
**Class(es)** [All Classes]  
**Results From** (459 students have taken all tests listed below.)  
 2012-13 ATI AZ CC CBAS Math 04 Gr. #1

Learned    Ready Now    Ready Soon    Ready Later

### Standards

#### AZ-4.OA OPERATIONS AND ALGEBRAIC THINKING

| Learned | Ready Now | Ready Soon | Ready Later | Standards   |
|---------|-----------|------------|-------------|---|
| 361     | 0         | 79         | 19          | AZ-4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. [From cluster: Use the four operations with whole numbers to solve problems]   |
| 372     | 0         | 0          | 87          | AZ-4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Table 2) [From cluster: Use the four operations with whole numbers to solve problems]                                   |
| 326     | 0         | 96         | 37          | AZ-4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| 278     | 0         | 154        | 27          | AZ-4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. [From cluster: Gain familiarity with factors and multiples]  |
| 310     | 0         | 0          | 149         | AZ-4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the                  |

**Standards**

numbers will continue to alternate in this way.  
 [From cluster: Generate and analyze patterns]

**AZ-4.NBT NUMBER AND OPERATIONS IN BASE TEN - GRADE 4 EXPECTATIONS IN THIS DOMAIN ARE LIMITED TO WHOLE NUMBERS LESS THAN OR EQUAL TO 1,000,000.**

396 0 0 63

AZ-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division. [From cluster: Generalize place value understanding for multi-digit whole numbers]

369 0 0 90

AZ-4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. [From cluster: Generalize place value understanding for multi-digit whole numbers]

233 0 0 226

AZ-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From cluster: Generalize place value understanding for multi-digit whole numbers]

323 0 0 136

AZ-4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. [From cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic]

226 0 0 233

AZ-4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [From cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic]

224 0 0 235

AZ-4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [From cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic]

**AZ-4.NF NUMBER AND OPERATIONS - FRACTIONS - GRADE 4 EXPECTATIONS IN THIS DOMAIN ARE LIMITED TO**

105 0 0 354

285 0 0 174

423 0 0 36

368 0 0 91

299 0 136 24

74 0 0 385

**Standards**

**FRACTIONS WITH DENOMINATORS 2, 3, 4, 5, 6, 8, 10, 12, 100.**

AZ-4.NF.1 Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [From cluster: Extend understanding of fraction equivalence and ordering]

AZ-4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model. [From cluster: Extend understanding of fraction equivalence and ordering]

AZ-4.NF.3 Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ . [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

AZ-4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

AZ-4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples:  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ . [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

AZ-4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

Learned Ready Now Ready Soon Ready Later

246 0 0 213

**Standards**

AZ-4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

157 0 0 302

AZ-4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

230 0 174 55

AZ-4.NF.4a Understand a fraction  $a/b$  as a multiple of  $1/b$ . For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ . [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

151 0 0 308

AZ-4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]

225 0 46 188

AZ-4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. - Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. For example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ . (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) [From cluster: Understand decimal notation for fractions, and compare decimal fractions]

Learned Ready Now Ready Soon Ready Later

108 0 0 351

180 0 0 279

325 0 0 134

195 0 0 264

132 0 0 327

207 0 188 64

202 0 0 257

**Standards**

AZ-4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. [From cluster: Represent and Interpret data]

AZ-4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: [From cluster: Geometric measurement: understand concepts of angle and measure angles]

AZ-4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle," and can be used to measure angles. [From cluster: Geometric measurement: understand concepts of angle and measure angles]

AZ-4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. [From cluster: Geometric measurement: understand concepts of angle and measure angles]

AZ-4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. [From cluster: Geometric measurement: understand concepts of angle and measure angles]

**AZ-4.G GEOMETRY**

AZ-4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. [From cluster: Draw and identify lines and angles, and classify shapes by properties of their lines and angles]

AZ-4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right

Learned Ready Now Ready Soon Ready Later

345 0 0 114

334 0 71 54

326 0 0 133

247 0 168 44

381 0 0 78

**Standards**

AZ-4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. [From cluster: Understand decimal notation for fractions, and compare decimal fractions]

AZ-4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model. [From cluster: Understand decimal notation for fractions, and compare decimal fractions]

**AZ-4.MD MEASUREMENT AND DATA**

AZ-4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... [From cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit]

AZ-4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. [From cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit]

AZ-4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. [From cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit]

**Humboldt Unified School District  
Galileo Common Core Standards  
4th Grade Checklist/Pacing Guide  
DRAFT**

**Reading Standards for Literature**

**Bold; Italics: 4th grade Arizona State Standards still tested on AIMS.**

**Bold: Skills assessed in Galileo; worded differently.**

| Quarter                     |   |   |   | Galileo                                    | Description  |
|-----------------------------|---|---|---|--|--|
| 1                           | 2 | 3 | 4 |  |  |
| X                           | X | X | X | 4th grade                                  | <b>4.RL.1</b><br>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  |
|                             |   | X | X | 4 <sup>th</sup> grade                      | <b>4.RL.2</b><br>Determine a theme of a story, drama, or poem from details in the text; summarize the text.  |
| X                           | X | X | X | 4 <sup>th</sup> grade                      | <b>4.RL.3</b><br>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).<br><br><i>Concept 1: Elements of Literature</i><br><b>P.O. 4 Distinguish between major characters and minor characters.</b><br><b>P.O. 5 Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</b><br><b>P.O.8 Compare (and contrast) the characters, events, and setting in a literary selection.</b>  |
| <b> Craft and Structure</b> |   |   |   |  |  |
| X                           | X | X | X |  | <b>4.RL.4</b><br>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).<br><i>Concept 1: Elements of Literature</i><br><b>P.O. 4 Distinguish between major characters and minor characters</b>   |
| X                           | X | X | X | 3 <sup>rd</sup> and 4 <sup>th</sup> grades | <b>4.RL.5 (AZ RL.3.5)</b><br>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about text. <b>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</b><br><i>Concept 6: Comprehension Strategies</i><br><b>P.O. 1 Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</b><br><b>P.O.2 Confirm predictions about text for accuracy.</b><br><b>P.O. 3 Generate clarifying questions in order to clarify the meaning of the text.</b><br><b>P.O. 4 Use graphic organizers in order to clarify the meaning of the text.</b><br><b>P.O. 5 Connect information and events in text to experience and to related text and sources.</b> |

**Humboldt Unified School District  
Galileo Common Core Standards  
4th Grade Checklist/Pacing Guide  
DRAFT**

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   |   |   |   |  | <i>P.O. 6 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>  |
| X   |   |   |   |  | <b>4.RL.6</b><br>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  |
| X   | X |   |   |  | <b>4.RL.7</b><br>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  |
|   |   |   |   |  | <b>4.RL.8</b><br>(not applicable to literature)  |
|   |   |   | X |  | <b>4.RL.9</b><br>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.<br><i>D.O. 14 Identify common structure and stylistic elements in literature, folktales, and myths from a variety of cultures.</i><br><i>D.O. 15 Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning and friendship, freedom, responsibility).</i> |
| X   | X | X | X |  | <b>4.RL.10</b><br>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |
| <b>Reading Standards for Informational Text</b> |   |   |   |  |  |
| X   | X | X | X | 3 <sup>rd</sup> and 4 <sup>th</sup> grades | <b>4.RI.1 (AZ RI.3.1)</b><br>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>   |
|   | X | X | X | 3 <sup>rd</sup> and 4 <sup>th</sup> grades | <b>4.RI.2 (AZ RI.3.2)</b><br>Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>   |
|   | X | X |   | 3 <sup>rd</sup> grade                      | <b>4.RI.3 (AZ RI.3.3)</b><br>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  |

**Humboldt Unified School District  
Galileo Common Core Standards  
4th Grade Checklist/Pacing Guide  
DRAFT**

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   |   |   |   |  | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.   |
|   |   |   |   |  |  |
|   |   | X |   | 3 <sup>rd</sup> and 4 <sup>th</sup> grades | <b>4.RI.4</b><br>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 3 and 4 topic or subject area</i> .   |
| X   | X | X | X | 3 <sup>rd</sup> grade                      | <b>4.RI.5 (AZ.RI.3.5)</b><br>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.<br><i>Concept 6: Comprehension Strategies</i><br><i>P.O. 1 Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i><br><i>P.O. 2 Confirm predictions about text for accuracy.</i><br><i>P.O. 3 Generate clarifying questions in order to clarify the meaning of the text.</i><br><i>P.O. 4 Use graphic organizers in order to clarify the meaning of the text.</i><br><i>P.O. 5 Connect information and events in text to experience and to related text and sources.</i><br><i>P.O. 6 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i><br><br><i>Concept 1: Expository Text</i><br><i>P.O. 7 Distinguish cause and effect.</i> |
|   | X |   |   | 3 <sup>rd</sup> grade                      | <b>4.RI.6 (AZ.RI.3.6)</b><br>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <b>Distinguish their own point of view from that of the author of a text.</b>   |
| <b>Integration of Knowledge and Ideas</b> |   |   |   |  |  |
| X   | X | X | X | 4 <sup>th</sup> grade                      | <b>4.RI.7</b><br>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.<br><br><i>Concept 1: Expository Text</i><br><br><i>P.O. 4 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.</i><br><br><i>P.O. 5 Identify appropriate print and electronic reference sources (e.g.,</i>   |

**Humboldt Unified School District  
Galileo Common Core Standards  
4th Grade Checklist/Pacing Guide  
DRAFT**

|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  |   |   |   |  | <i>encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.</i>   |
|  | X | X | X | 3 <sup>rd</sup> and 4 <sup>th</sup> grades | <p><b>4.RI.8 (AZ RI.3.8)</b><br/>Explain how an author uses reasons and evidence to support particular points in a text.<br/><b>Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</b></p> <p><i>Concept 1: Expository Text</i></p> <p><i>P.O. 2 Distinguish fact from opinion in expository text using supporting evidence for text.</i></p> <p><i>Concept 3: Persuasive Text</i></p> <p><i>P.O. 2 Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.</i></p> <p><i>D.O. 3 Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.</i></p> |
|  |   |   | X |  | <p><b>4.RI.9</b><br/>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p>   |
|  |   |   |   |  | <b>Range of Reading and Level of Text Complexity</b>   |
|  | X | X |   | 4 <sup>th</sup> grade                      | <p><b>4.RI.10</b><br/>By the end of year, read and comprehend <u>informational</u> texts, including history/social studies, science, and technical texts, in the grades 4--5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>AZ.4.RI.10</b></p> <p>a. By the end of year, read and comprehend <u>functional</u> texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>   |
| <b>Reading Standards Foundational Skills</b> |   |   |   |  |  |
| <b>Print Concepts</b>                        |   |   |   |  |  |
|  |   |   |   |  | <p><b>4.RF.1</b><br/>(not applicable)</p>  |
| <b>Phonological Awareness</b>                |   |   |   |  |  |

# **DISCUSSION ITEMS**

## **Item 9C.**

### **H.R. Update**

# HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 9C  
FROM: Dan Streeter, Director of Human Resources Reading  
DATE: February 12, 2013 Discuss X  
SUBJECT: HR Report Action  
Consent

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OBJECTIVE: Goal # 4 To Attract and Retain Highly Effective Employees

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## SUPPORTING DATA:

At the October 16, 2012 Governing Board meeting, the HUSD Governing Board approved a fourth Board goal: To Attract and Retain Highly Effective Employees. This goal can be accomplished through fair and equitable practices that meet the needs of our employees in an effort to ensure student success. Currently the HR Department is working collaboratively with administrators at the school sites and district office on the following activities:

### **Budget Presentations**

During the past two weeks the district administration has been providing budget updates at each campus. The purpose of these updates has been to review the state and local economies. This has included a review of the district's financial situation. It is the goal of the administration to work through the Meet and Confer process with regards to developing ideas for meeting the demands of the district budget.

### **New Teacher Evaluation Pilot**

Currently forty teachers have signed up to assist the New Teacher Evaluation Committee in piloting the new tool set to go into effect next school year. The forty volunteers represent a cross section of teachers from many of the different grade levels and content areas represented in our district. The feedback from this group will be valuable as the district looks to implement the evaluation tool next school year.

### **Meet and Confer**

The Meet and Confer Committee has been meeting monthly to discuss issues related to salary, benefits, and working conditions. In addition to frequent budget updates, the committee has also formed five sub-committees in an effort to investigate the following topics:

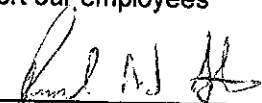
- Certified/Classified Salary Schedules
- Prep Time
- Transfer Policies
- Employee Recognition Programs
- Sick/Personal Days

The Meet and Confer Committee will receive reports from each group as we identify the viability and effectiveness each idea may hold for HUSD. The Committee would bring any recommendations to the Board during the June meeting.

Each activity is based on the strategic priorities identified to assist in the achievement of Board Goal #4:

- Attract highly effective employees to the District
- Retain highly effective employees in the organization
- Identify and increase the ways in which we can support our employees

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Dan Streeter @ 759-4006

# **DISCUSSION ITEMS**

## **Item 9D.**

### **Tax Credit Report**

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board Item # 90  
FROM: Cynthia Windham, Finance Director Reading  
DATE: February 12, 2013 Discuss X  
SUBJECT: Tax Credit Recap - 2012 Action

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OBJECTIVE: Goal 3 – To Increase Parental and Community Involvement

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**SUPPORTING DATA:**

The State of Arizona allows individual taxpayers to claim a nonrefundable tax credit for making cash contributions or for certain fees paid to a public school located in Arizona for the support of extracurricular activities or character education programs. The credit is equal to the amount of fees paid or cash contributions, not to exceed \$400 for married filing joint filers and \$200 for all other filing statuses.

Extracurricular activities are school sponsored optional activities that require enrolled students to pay a fee in order to participate.

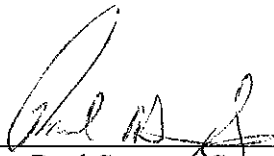
Attached is the summary of tax credit contributions received for the calendar year 2012.

*Please note the increase in collections for Mountain View Elementary is primarily attributed to the additional extracurricular program co-sponsored with the Highland's Center for the new habitat at that school.*

**SUMMARY & RECOMMENDATION:**

For information only, no action required.

Approved for transmittal to the Governing Board:

  
\_\_\_\_\_  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Cynthia Windham, Finance Director (759-4000)  
Dr. Paul Stanton, Superintendent

Tax Credit Comparison Year/ School  
2012 TO 2011

| SCHOOL  | 2011       |  | 2012       | Difference | %          |
|---------|------------|--|------------|------------|------------|
| BMHS    | 75,369.00  |  | 74,047.95  | -1,321.05  | -1.75%     |
| BMMS    | 13,320.00  |  | 12,703.66  | -616.34    | -4.63%     |
| GHMS    | 28,945.90  |  | 20,827.88  | -8,118.02  | -28.05%    |
| CSES    | 19,219.00  |  | 28,833.00  | 9,614.00   | 50.02%     |
| GES     | 10,246.00  |  | 16,080.00  | 5,834.00   | 56.94%     |
| HES     | 12,608.00  |  | 10,288.00  | -2,320.00  | -18.40%    |
| LTS     | 31,170.68  |  | 26,229.73  | -4,940.95  | -15.85%    |
| LVES    | 11,920.00  |  | 10,823.00  | -1,097.00  | -9.20%     |
| MVES ** | 9,831.00   |  | 42,523.00  | 32,692.00  | 332.54% ** |
| SSO     | 500.00     |  | 0.00       | -500.00    |            |
| TOTALS  | 213,129.58 |  | 242,356.22 | 29,226.64  |            |

\*\* MVES - 2012 Special Collection of tax credit monies by Highland Center  
for Habitat



# **DISCUSSION ITEMS**

## **Item 9E.**

### **Policy Revision**

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board Item # *9E*  
FROM: Dr. Paul H. Stanton, Superintendent Reading X  
DATE: February 12, 2013 Discuss X  
SUBJECT: Policy Revision: Policy A – District Mission and Belief Statement Action  
Consent

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**OBJECTIVE:** Board Governance

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**SUPPORTING DATA:**

On October 16, 2012, at a regular scheduled Governing Board meeting the Board adopted Board Goal 4 – Attract and Retain Highly Effective Employees. Humboldt Unified School District Policy A – District Mission and Belief Statement currently includes the initial three Board Goals and needs to be revised to include the addition of Goal 4 (please note other minor changes):

Board Goal No. 1: Raising To Raise the Level of Student Achievement

Board Goal No. 2: Focus To Focus on Planning for Future Student Needs

Board Goal No. 3: Increasing To Increase Parental and Community Involvement

Board Goal No. 4: To Attract and Retain Highly Effective Employees

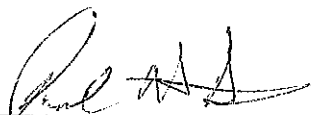
First Reading complete.

The Second Reading will be included on a future meeting agenda. Upon approval this policy will become effective immediately and will be added to the current Policy Manual.

**SUMMARY & RECOMMENDATION:**

*Sample Motion: n/a*

Approved for transmittal to the Governing Board:

  
\_\_\_\_\_  
Dr. Paul Stanton, Superintendent

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

**ACTION ITEMS**  
**Item 10A.**

**YCESA - IGA**

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

|            |  |         |     |
|------------|--|---------|-----|
| TO:        | Humboldt Unified School District Governing Board   | Item #  | 10A |
| FROM:      | Patrick Keeling, Lead IS Specialist  | Reading |     |
| DATE:      | February 12, 2013  | Discuss |     |
| SUBJECT:   | Yavapai County Education Service Agency (YCESA) -<br>Distance Learning and Telemedicine/Rural Utilities Service<br>Grant Equipment Intergovernmental Agreement (IGA) | Action  | X   |
|            |  | Consent |     |
| OBJECTIVE: | Goal # 1) Increasing Achievement and 2) Future Student Needs   |         |     |

**SUPPORTING DATA:**

By approving the attached YCESA IGA, Humboldt USD will be able to move forward with the use of video conferencing equipment to be provided by the YCESA to support distance learning efforts, as well as distance professional development efforts within, and possibly outside, the County. This video conferencing equipment is owned by the YCESA and will be used by the District at the will of the YCESA, per the agreement.

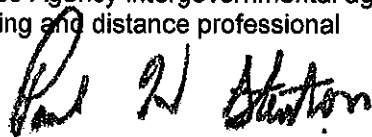
**SUMMARY & RECOMMENDATION:**

It is recommended that the Governing Board approve the attached YCESA IGA in order to allow the District to move forward with distance learning and distance professional development activities.

The agreement has been approved by the Yavapai County Attorney on behalf of participating districts.

***Sample Motion:***

I move to approve the Yavapai County Education Service Agency intergovernmental agreement to allow the District to move forward with distance learning and distance professional development activities.



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

Questions should be directed to: Patrick Keeling, Lead Information Services Specialist @ 759-5024

## Intergovernmental Agreement

**Date:** October 1, 2012

**Parties:** Yavapai County Education Service Agency ("YCESA"), the statutory educational service agency for Yavapai County Schools.

\_\_\_\_\_, an Arizona  
\_\_\_\_\_  
("Local Education Agency"  
or "LEA")

### **Statutory Authority:**

1. YCESA is the statutory educational service agency for Yavapai County Schools. *See* Ariz. Rev. Stat. § 15-301.

2. YCESA and the Local Education Agency may enter into an intergovernmental agreement to (a) procure goods or services, (b) jointly exercise powers common to YCESA and the District, and (c) take joint or cooperative action. *See* Ariz. Rev. Stat. § 11-952.

3. YCESA and the LEA join together and by this Intergovernmental Agreement procure and provide services and take joint, cooperative action as follows.

### **Agreements:**

YCESA and the LEA agree to jointly and cooperatively procure and provide services, exercise powers, and take concerted action in accordance with the terms and conditions of this Intergovernmental Agreement.

1. **Purpose.** YCESA has obtained a Distance Learning and Telemedicine grant from the U.S. Department of Agriculture Rural Utilities Service. With grant proceeds, YCESA has purchased Tier 1 Video Units ("Equipment"). YCESA agrees to loan the Equipment to the LEA in consideration for the LEA's performance of its duties and obligations under this Intergovernmental Agreement.

2. **License.** YCESA grants the LEA a revocable, non-transferable, non-exclusive license ("License") during this Intergovernmental Agreement's term to possess and use the Equipment. The License is conditioned on and limited by this Agreement's terms and conditions.

**2.1** YCESA may revoke the License at any time for cause or without cause. If the License is revoked for any reason, the LEA shall return the Equipment to YCESA complete, in good condition and working order, reasonable wear excepted.

**2.2** The LEA may not transfer or surrender control, possession, or use of the Equipment, and the LEA may not assign, transfer, or convey the License, to any other person or entity. Any transfer or surrender—or attempted transfer or surrender—of control, possession, or use of the Equipment constitutes a material breach of this Agreement and terminates the License. Any assignment or attempted assignment of the License is null and void and terminates the License.

**2.3** YCESA grants this revocable, non-transferable, non-exclusive License to the LEA without consideration and conditioned on the LEA's express promise to perform all of this Intergovernmental Agreement's terms and conditions.

**2.4** Notwithstanding any other provision of this Intergovernmental Agreement, YCESA owns and retains title to the Equipment. Neither this Agreement nor any of its terms and conditions create in the LEA's favor any ownership interest in or title to the Equipment. The LEA may not mortgage, create a security interest in, or pledge the Equipment.

**3. YCESA's Scope of Services.** Under this Intergovernmental Agreement, YCESA shall provide the following specific services to the LEA.

**3.1** The Equipment is new as of the effective date of this Intergovernmental Agreement. YCESA shall deliver the Equipment to the LEA promptly after both parties execute this Intergovernmental Agreement.

**3.2** YCESA shall provide trained technicians to install, test, and adjust the Equipment.

**3.3** YCESA shall (1) advise and train the LEA to properly operate, maintain, and update software for the Equipment, and (2) share technical advice on related services and equipment.

**3.4** YCESA shall assist the LEA in troubleshooting, adjusting, and operating the Equipment for a term of one year from the date of installation.

**3.5** YCESA shall perform other reasonable, customary, and lawful services to assist the LEA to accomplish this Intergovernmental Agreement's purposes during the Agreement's term.

**4. LEA's Responsibilities.** Under this Intergovernmental Agreement, the LEA shall perform the following specific duties and obligations.

**4.1** The LEA shall acquire and dedicate sufficient bandwidth to operate the Equipment without interruption, harm to, or degradation of the Equipment as designed.

**4.2** The LEA shall designate a responsible, authorized person to: (1) serve as a point of contact for and deal with YCESA on all matters relating to this Intergovernmental Agreement; (2) review and sign all Equipment-related forms and paperwork; and (3) cooperate fully, knowledgeably and properly in YCESA's installation, testing, and adjusting work described in paragraph 3.2.

**4.3** The LEA shall fully comply with all applicable federal and state laws, rules, and regulations.

**4.4** The LEA shall provide all information reasonably requested by YCESA in a timely manner.

**4.5** At its sole expense, the LEA shall operate and use the Equipment in accordance with (1) due care, (2) the manufacturer's product information and instructions, (3) the Equipment's intended use and/or for its particular purpose, if any, and (4) all applicable governmental rules and regulations. The LEA shall not misuse or abuse the Equipment, subject the Equipment to operation or use that accelerates its deterioration or causes damage, or operate the Equipment illegally or for an illegal purpose.

**4.6** The LEA shall use the Equipment to accept transmissions of courses relevant to and for the benefit of (1) the LEA's administration, faculty, staff, and student population, and (2) the professional development of the LEA's administration, faculty, and staff.

**5. YCESA's Access to Equipment.** At all times during the term of this Intergovernmental Agreement and without notice, YCESA may inspect the Equipment for any purpose. YCESA shall conduct any inspection during the LEA's regular business hours.

**6. Duration.** This Intergovernmental Agreement's term is four years.

**7. Termination.** The LEA may withdraw from this Intergovernmental Agreement upon 30 days notice and the LEA's return of the Equipment in good condition and working order, reasonable wear expected.

**8. Alternative Dispute Resolution.** YCESA and the LEA may submit any dispute between them arising out of or relating to this Intergovernmental Agreement to alternative dispute resolution, if they mutually agree.

**9. Indemnification.** To the fullest extent permitted by law, YCESA and the LEA shall indemnify and hold harmless each other and their respective officers, consultants, agents, and employees from and against all claims for bodily injury and property damage, including reasonable attorneys' fees, costs, and expenses that may arise from each party's performance of or failure to perform this Intergovernmental Agreement, but only to the extent caused by the negligent acts or omissions of the party, its agents, or employees.

**10. Insurance.** Throughout this Intergovernmental Agreement's term, the parties shall maintain the coverages in the limits of liability available to them through the Arizona School Risk Retention Trust. The LEA shall ensure that its all-risk property insurance specifically schedules and covers the Equipment.

#### **11. Waivers of Subrogation.**

**11.1** YCESA and the LEA waive all rights against each other and any of their agents and employees, each of the other, for damages caused by fire or other causes of loss to the extent covered by property insurance obtained pursuant to this Intergovernmental Agreement or other applicable property insurance, except the rights they have to proceeds of the insurance held by the LEA as fiduciary. A waiver of subrogation is effective as to a person or entity even though that person or entity would otherwise have a duty of indemnification, contractual or otherwise, did not pay the insurance premium directly or indirectly, and whether or not the person or entity had an insurable interest in the property damaged.

**11.2** A loss insured under YCESA's or the LEA's property insurance must be adjusted by YCESA or the LEA as fiduciary and made payable to YCESA or the LEA as fiduciary for the insureds, as their interests may appear, subject to requirements of any applicable mortgagee clause.

#### **12. Miscellaneous Provisions.**

**12.1 Governing Law.** This Intergovernmental Agreement's interpretation and performance are governed by Arizona law.

**12.2 No Waiver.** No action or failure to act by YCESA or the LEA constitutes a waiver of any right or duty under this Intergovernmental Agreement, nor does the action or failure to act constitute approval of or acquiescence in a breach of the Agreement, unless YCESA and the LEA memorialize the waiver or approval in writing and sign it.

**12.3 Entire Agreement.** This Intergovernmental Agreement represents the entire, integrated agreement between YCESA and the LEA. The Agreement supersedes all prior negotiations, representations, or agreements, whether written or oral. The Agreement may be amended only by written instrument signed by YCESA and the LEA.

**12.4 Third Parties.** Nothing contained in this Intergovernmental Agreement shall create a contractual relationship with or a cause of action in favor of a third party against YCESA or the LEA. This Agreement is not intended to benefit any third party.

**12.5 Binding Effect.** YCESA and the LEA each bind themselves and their respective successors, assigns, and legal representatives each to the other and to the other's successors, assigns, and legal representatives with respect to this Intergovernmental Agreement's covenants, terms, and conditions.

**12.6 Notices.** All notices under this Intergovernmental Agreement must be in writing and sent to the appropriate person. Notices will be deemed properly given if sent by (1) personal delivery, (2) facsimile transmission, (3) first-class United States mail, postage prepaid, or (4) certified U.S. mail, postage prepaid, return receipt requested, addressed as follows:

Local Education Agency

\_\_\_\_\_  
\_\_\_\_\_  
Attn: \_\_\_\_\_

Yavapai County Education Service Agency  
2970 Centerpointe East Drive  
Prescott, Arizona 86301-8426  
Attn: Mike Saint-Amour  
Associate Superintendent Educational Services

Each party may specify by notice to the others a different address for purposes of subsequent notices. Notice is effective on the date of actual receipt or three days after the date of mailing, whichever is earlier.

**12.7 Compliance with Law.** YCESA and the LEA shall comply with all applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities in performing this Intergovernmental Agreement, including but not limited to environmental laws.

**12.8 Severability.** If any provision(s) of this Intergovernmental Agreement is/are invalid, illegal, or unenforceable for any reason, all other Agreement provisions shall nevertheless remain in full force and effect. If any provision(s) is/are inapplicable to any

person or circumstance, the same provision(s) shall nevertheless remain applicable to all other persons and circumstances.

**12.9 Fingerprint and E-verify.** If and to the extent required, the parties acknowledge and agree to comply with the fingerprinting and e-verify provisions in Ariz. Rev. Stat. § 41-4401 and the Federal Immigration and Nationality Act.

**12.10 Conflict of Interest.** This Agreement may be cancelled in accordance with Ariz. Rev. Stat. § 38-511.

**12.11 Scrutinized Business Operations.** In accordance with Ariz. Rev. Stat. § 35-391.06 and § 35-393.06, the parties warrant that they do not have, and their contractors do not have, scrutinized business operations in Sudan or Iran.

This Intergovernmental Agreement is effective on the date approved by the LEA's governing board.

Dated \_\_\_\_\_, 2012

**Local Education Agency:**

Approved as to form:

\_\_\_\_\_

\_\_\_\_\_  
Yavapai County Attorney

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Dated \_\_\_\_\_, 2012

**YCESA:**

Approved as to form:

Yavapai County Education Service Agency

\_\_\_\_\_  
Counsel for YCESA

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

# PERSONNEL ITEMS

## Item 11A.

### Unpaid LOA

(Jessica Noble)

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board Item # *11A*  
FROM: Dr. Paul H. Stanton, Superintendent, and Dan Streeter, Reading  
Director of Human Resources  
DATE: February 12, 2013 Discuss X  
SUBJECT: Approval of Unpaid Leave of Absence for Employee Action X  
Jessica Noble

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OBJECTIVE: Goal #Personnel Needs

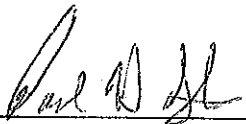
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SUPPORTING DATA:

SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board:  
Move to approve an unpaid leave of absence for employee Jessica Noble from January 21, 2013  
through and including May 23, 2013.

Approved for transmittal to the Governing Board:

  
\_\_\_\_\_  
Dr. Paul H. Stanton, Superintendent

*Questions should be directed to: Dan Streeter @ 759-4006*