

# **CONSENT Item 8D.**

## **Budget Report**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # <b>80</b>
FROM:	Cynthia Windham, Finance Director	Reading
DATE:	March 4, 2014	Discuss
SUBJECT:	Monthly Budgets - Board Report	Action
		Consent <b>X</b>

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**OBJECTIVE:** Goal # To Plan 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 \$558,402 that will be charged back when approval/tuition is received, placing the percentage of remaining budget balance to-date at approximately 7 %.*

### SUMMARY & RECOMMENDATION:

No action necessary. Reports are 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

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

☒ Summary Only

From Date: 7/1/2013

To Date: 2/24/2014

Fund:	001	MAINT & OPER FUNDS	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
		<b>Fund 001 Total:</b>	\$30,068,977.00	\$17,557,417.22	\$17,557,417.22	\$12,511,559.78	\$10,758,361.76	\$1,753,198.02 5.83%
Fund:	011	CLASSROOM-BASE SAL						
		<b>Fund 011 Total:</b>	\$846,858.58	\$134,003.70	\$134,003.70	\$712,854.88	\$0.00	\$712,854.88 84.18%
Fund:	012	CLASSROOM-PERF PAY						
		<b>Fund 012 Total:</b>	\$881,662.96	\$0.00	\$0.00	\$881,662.96	\$0.00	\$881,662.96 100.00%
Fund:	013	CLASSROOM-OTHER						
		<b>Fund 013 Total:</b>	\$857,065.00	\$382,421.96	\$382,421.96	\$474,643.04	\$0.00	\$474,643.04 55.38%
Fund:	021	INDIAN GAMING-INSTRUCTION IMPROV						
		<b>Fund 021 Total:</b>	\$34,119.25	\$0.00	\$0.00	\$34,119.25	\$0.00	\$34,119.25 100.00%
Fund:	024	INDIAN GAMING - INSTRUCTIONAL IMPROV						
		<b>Fund 024 Total:</b>	\$263,561.64	\$0.00	\$0.00	\$263,561.64	\$0.00	\$263,561.64 100.00%
Fund:	071	SEI - STRUCTURED ENGLISH IMMERSION						
		<b>Fund 071 Total:</b>	\$138,752.41	\$25,707.02	\$25,707.02	\$113,045.39	\$14,364.87	\$98,680.52 71.12%
Fund:	110	TITLE I LEA						
		<b>Fund 110 Total:</b>	\$1,454,176.00	\$642,292.11	\$642,292.11	\$811,883.89	\$367,185.55	\$444,698.34 30.58%
Fund:	112	TITLE 1-D NEGLECTED/DELINQUENT-LEA						
		<b>Fund 112 Total:</b>	\$155,980.36	\$90,719.99	\$90,719.99	\$65,260.37	\$42,061.65	\$23,198.72 14.87%
Fund:	140	TITLE II - IMPROVING TEACHER QUALITY						
		<b>Fund 140 Total:</b>	\$220,426.59	\$80,844.87	\$80,844.87	\$139,581.72	\$22,236.13	\$117,345.59 53.24%
Fund:	190	TITLE III LEP PROGRAM						
		<b>Fund 190 Total:</b>	\$75,844.44	\$13,442.10	\$13,442.10	\$62,402.34	\$11,103.11	\$51,299.23 67.64%
Fund:	200	ESEA - TITLE IX - INDIAN EDUCATION						

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2013	To Date: 2/24/2014		
		Budget	Range To Date	YTD	Balance	Encumbrance
						Budget Balance % Remaining Bud
<b>Fund 200 Total:</b>		\$16,911.00	\$3,444.28	\$3,444.28	\$13,466.72	\$1,329.73 \$12,136.99 71.77%
Fund: 220	IDEA - BASIC - ENT					
<b>Fund 220 Total:</b>		\$980,506.27	\$541,325.79	\$541,325.79	\$439,180.48	\$294,627.38 \$144,553.10 14.74%
Fund: 221	IDEA - PRESCHOOL GRANT					
<b>Fund 221 Total:</b>		\$31,323.63	\$18,077.88	\$18,077.88	\$13,245.75	\$9,141.68 \$4,104.07 13.10%
Fund: 260	CTE BASIC GRANT/FEDERAL					
<b>Fund 260 Total:</b>		\$112,812.54	\$50,257.04	\$50,257.04	\$62,555.50	\$30,375.77 \$32,179.73 28.52%
Fund: 261	CTE BASIC GRANT (07-01-12 thru 09-30-13)					
<b>Fund 261 Total:</b>		\$21,904.14	\$11,226.67	\$11,226.67	\$10,677.47	\$0.00 \$10,677.47 48.75%
Fund: 290	MEDICAID OUTREACH					
<b>Fund 290 Total:</b>		\$117,215.28	\$1,624.88	\$1,624.88	\$115,590.40	\$2,375.12 \$113,215.28 96.59%
Fund: 291	MEDICAID DIRECT					
<b>Fund 291 Total:</b>		\$951,878.22	\$58,415.33	\$58,415.33	\$893,462.89	\$20,503.48 \$872,959.41 91.71%
Fund: 301	RACE TO THE TOP - FY 12-13					
<b>Fund 301 Total:</b>		\$34,108.50	\$34,104.00	\$34,104.00	\$4.50	\$0.00 \$4.50 0.01%
Fund: 302	GEAR UP 08/28/13					
<b>Fund 302 Total:</b>		\$266,100.00	\$156,995.50	\$156,995.50	\$109,104.50	\$70,340.32 \$38,764.18 14.57%
Fund: 349	NAT'L FOREST FEES - FY 12-13					
<b>Fund 349 Total:</b>		\$784,767.52	\$290,230.33	\$290,230.33	\$494,537.19	\$15,165.76 \$479,371.43 61.08%
Fund: 374	E-RATE - FY 12-13					
<b>Fund 374 Total:</b>		\$122,804.86	\$0.00	\$0.00	\$122,804.86	\$0.00 \$122,804.86 100.00%
Fund: 400	CTE PRIORITY PROGRAM					
<b>Fund 400 Total:</b>		\$54,099.16	\$21,748.43	\$21,748.43	\$32,350.73	\$4,520.74 \$27,829.99

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2013	To Date: 2/24/2014	Budget Balance	
			YTD	Balance	Encumbrance	% Remaining Bud
Fund: 483	SAFE SCHOOLS					51.44%
	Fund 483 Total:		\$0.00	\$50,853.79	\$0.00	\$50,853.79
						100.00%
Fund: 485	WRP					
	Fund 485 Total:		\$88,631.54	\$91,185.50	\$48,571.35	\$42,614.15
						23.70%
Fund: 495	K-12 Center Grant					
	Fund 495 Total:		\$40,649.38	\$59,350.62	\$20,758.38	\$38,592.24
						38.59%
Fund: 510	FOOD SERVICE					
	Fund 510 Total:		\$1,389,312.14	\$1,712,437.44	\$856,487.02	\$855,950.42
						27.60%
Fund: 515	CIVIC CENTER					
	Fund 515 Total:		\$50,002.65	\$261,055.87	\$27,828.28	\$233,227.59
						74.98%
Fund: 517	BUS RENTAL					
	Fund 517 Total:		\$0.00	\$113,886.42	\$111,133.35	\$2,753.07
						2.42%
Fund: 520	COMMUNITY SCHOOL					
	Fund 520 Total:		\$0.00	\$2,999.23	\$0.00	\$2,999.23
						100.00%
Fund: 521	EXTENDED KINDERGARTEN					
	Fund 521 Total:		\$170.00	\$181,111.68	\$0.00	\$181,111.68
						99.91%
Fund: 522	BEFORE/AFTER SCHOOL PROGRAM					
	Fund 522 Total:		\$412.95	\$32,035.13	\$500.00	\$31,535.13
						97.19%
Fund: 523	BRIGHT FUTURES PRESCHOOL					
	Fund 523 Total:		\$23,668.41	\$40,137.67	\$15,197.37	\$24,940.30
						39.09%
Fund: 525	AUX OPERATIONS					
	Fund 525 Total:		\$220,293.13	\$248,618.06	\$85,097.72	\$163,520.34
						34.87%

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

Expenditure Budget Balance Report									
Fiscal Year: 2013-2014			Summary Only		From Date: 7/1/2013		To Date: 2/24/2014		
Account Number / Description			Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Remaining Bud
Fund: 526	ACT FEES TAX CRED								
	Fund 526 Total:		\$494,712.53	\$113,513.44	\$113,513.44	\$381,199.09	\$37,622.97	\$343,576.12	69.45%
Fund: 530	GIFTS & DONATIONS								
	Fund 530 Total:		\$60,483.80	\$12,934.41	\$12,934.41	\$47,549.39	\$15,895.70	\$31,653.69	52.33%
Fund: 532	GIFTS, DONATIONS, PRIVATE GRANTS								
	Fund 532 Total:		\$0.42	\$0.00	\$0.00	\$0.42	\$0.00	\$0.42	100.00%
Fund: 534	SCHOLARSHIPS								
	Fund 534 Total:		\$2,288.98	\$250.00	\$250.00	\$2,038.98	\$0.00	\$2,038.98	89.08%
Fund: 540	FINGERPRINT								
	Fund 540 Total:		\$15,347.18	\$4,618.00	\$4,618.00	\$10,729.18	\$7,882.00	\$2,847.18	18.55%
Fund: 550	INSURANCE PROCEEDS								
	Fund 550 Total:		\$172,870.77	\$12,397.43	\$12,397.43	\$160,473.34	\$2,045.12	\$158,428.22	91.65%
Fund: 551	INSURANCE - AEI								
	Fund 551 Total:		\$30,232.19	\$485.00	\$485.00	\$29,747.19	\$315.00	\$29,432.19	97.35%
Fund: 555	TEXTBOOKS								
	Fund 555 Total:		\$15,638.58	\$60.00	\$60.00	\$15,578.58	\$75.00	\$15,503.58	99.14%
Fund: 565	LITIGATION RECOVERY								
	Fund 565 Total:		\$2,100.97	\$0.00	\$0.00	\$2,100.97	\$0.00	\$2,100.97	100.00%
Fund: 570	INDIRECT COSTS								
	Fund 570 Total:		\$983,099.62	\$189,124.67	\$189,124.67	\$793,974.95	\$117,136.26	\$676,838.69	68.85%
Fund: 575	UNEMPLOYMENT INSURANCE								
	Fund 575 Total:		\$170,712.56	\$18,955.33	\$18,955.33	\$151,757.23	\$0.00	\$151,757.23	88.90%
Fund: 590	GRANT/GIFT TEACHER								
Printed: 02/24/2014 7:57:37 AM			Report: rptGLExpenditureBudBal		3.1.82		Page: 4		

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description



Summary Only

From Date: 7/1/2013

To Date:

2/24/2014

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance
<b>Fund 590 Total:</b>	\$21,035.43	\$0.00	\$0.00	\$21,035.43	\$0.00	\$21,035.43 100.00%
<b>Fund 591</b>						
GRANTS AND GIFTS TO TEACHERS						
<b>Fund 591 Total:</b>	\$0.60	\$0.00	\$0.00	\$0.60	\$0.00	\$0.60 100.00%
<b>Fund 595</b>						
SCHOOL BUS ADVERTISEMENT						
<b>Fund 595 Total:</b>	\$8,995.03	\$0.00	\$0.00	\$8,995.03	\$0.00	\$8,995.03 100.00%
<b>Fund 596</b>						
JTED - MTN. INSTITUTE						
<b>Fund 596 Total:</b>	\$186,832.70	\$105,306.79	\$105,306.79	\$81,525.91	\$25,622.70	\$55,903.21 29.92%
<b>Fund 610</b>						
CAPITAL OUTLAY						
<b>Fund 610 Total:</b>	\$5,693,240.00	\$788,008.38	\$788,008.38	\$4,905,231.62	\$704,323.40	\$4,200,908.22 73.79%
<b>Fund 630</b>						
BOND BUILDING						
<b>Fund 630 Total:</b>	\$2,356,794.29	\$337,114.71	\$337,114.71	\$2,019,679.58	\$24,790.40	\$1,994,889.18 84.64%
<b>Fund 650</b>						
GIFTS & DONATIONS						
<b>Fund 650 Total:</b>	\$26,788.39	\$0.00	\$0.00	\$26,788.39	\$0.00	\$26,788.39 100.00%
<b>Fund 665</b>						
ENERGY REBATES						
<b>Fund 665 Total:</b>	\$43,947.49	\$8,500.00	\$8,500.00	\$35,447.49	\$0.00	\$35,447.49 80.66%
<b>Fund 695</b>						
NEW SCH FACILITIES						
<b>Fund 695 Total:</b>	\$75,455.87	\$74,901.31	\$74,901.31	\$554.56	\$0.00	\$554.56 0.73%
<b>Fund 700</b>						
DEBT SERVICE FUNDS						
<b>Fund 700 Total:</b>	\$3,552,420.00	\$0.00	\$0.00	\$3,552,420.00	\$0.00	\$3,552,420.00 100.00%
<b>Fund 850</b>						
STUDENT ACTIVITIES						
<b>Fund 850 Total:</b>	\$86,877.46	\$32,323.15	\$32,323.15	\$54,554.31	\$21,291.25	\$33,263.06 38.29%
<b>Fund 855</b>						
EMPLOYEE INSURANCE						
<b>Fund 855 Total:</b>	\$2,557,453.30	\$2,361,151.06	\$2,361,151.06	\$196,302.24	\$349,761.66	(\$153,459.42)

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	
						% Remaining	Bud
<input checked="" type="checkbox"/> Summary Only							
From Date: 7/1/2013							
To Date: 2/24/2014							

Grand Total:

\$59,655,995.12 \$25,987,082.98 \$25,987,082.98 \$33,668,912.14 \$14,136,027.98 \$19,532,884.16  
-6.00%  
32.74%

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, Finance Director

Reading

DATE: March 4, 2014

Discuss

SUBJECT: Student Activities - Board Report

Action

Consent X

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OBJECTIVE: Goal # 2 To Focus on Planning for Future Student Needs

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### SUPPORTING DATA:

Attached is the monthly Student Activities Report.

This report summarizes student activities (club) expenditures and current encumbrances per fund.

### SUMMARY & RECOMMENDATION:

No action necessary. Reports are 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

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2013-2014

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2013 To Date: 6/30/2014

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.110.1319	GENERIC EXPENSE	\$11,275.20	\$0.00	\$0.00	\$11,275.20	\$0.00	\$11,275.20	100.00%
850.100.1000.6000.110.1319	GENERAL SUPPLIES	\$0.00	\$60.64	\$60.64	(\$60.64)	\$38.06	(\$98.70)	0.00%
850.610.1000.6532.110.1319	OTHER COMM SVCS	\$0.00	\$16.56	\$16.56	(\$16.56)	\$0.00	(\$16.56)	0.00%
850.610.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$2,358.02	\$2,358.02	(\$2,358.02)	\$315.47	(\$2,673.49)	0.00%
850.610.1000.6730.110.1319	FF&E < \$1,000	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00	(\$300.00)	0.00%
850.610.3100.6340.110.1319	TECHNICAL SERVICES	\$0.00	\$169.59	\$169.59	(\$169.59)	\$0.00	(\$169.59)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$11,275.20	\$2,604.81	\$2,604.81	\$8,670.39	\$653.53	\$8,016.86	71.10%
	UNIT: LVES - 110	\$11,275.20	\$2,604.81	\$2,604.81	\$8,670.39	\$653.53	\$8,016.86	71.10%
850.100.1000.6000.120.1319	GENERIC EXPENSE	\$2,632.83	\$0.00	\$0.00	\$2,632.83	\$0.00	\$2,632.83	100.00%
850.400.2710.6510.120.1319	STUDENT TRANS SVS	\$0.00	\$152.37	\$152.37	(\$152.37)	\$0.00	(\$152.37)	0.00%
850.610.1000.6610.120.1319	GENERAL SUPPLIES	\$0.00	\$899.45	\$899.45	(\$899.45)	\$283.28	(\$1,192.73)	0.00%
850.610.1000.6890.120.1319	MISC EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$150.00	(\$150.00)	0.00%
850.610.2190.6340.120.1319	TECHNICAL SERVICES	\$0.00	\$200.00	\$200.00	(\$200.00)	\$0.00	(\$200.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$2,632.83	\$1,251.82	\$1,251.82	\$1,381.01	\$443.28	\$937.73	35.62%
850.100.1000.6000.120.1362	GENERIC EXPENSE	\$1,347.59	\$0.00	\$0.00	\$1,347.59	\$0.00	\$1,347.59	100.00%
850.610.1000.6610.120.1362	GENERAL SUPPLIES	\$0.00	\$1,134.33	\$1,134.33	(\$1,134.33)	\$65.67	(\$1,200.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$1,347.59	\$1,134.33	\$1,134.33	\$213.26	\$65.67	\$147.59	10.95%
850.100.1000.6000.120.1385	GENERIC EXPENSE	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
	COURSE: SCIENCE - 1385	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
	UNIT: BMMS - 120	\$4,226.96	\$2,386.15	\$2,386.15	\$1,840.81	\$508.95	\$1,331.86	31.51%
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$8,784.09	\$0.00	\$0.00	\$8,784.09	\$0.00	\$8,784.09	100.00%
850.400.2710.6510.125.1319	STUDENT TRANS SVS	\$0.00	\$169.31	\$169.31	(\$169.31)	\$146.91	(\$316.22)	0.00%
850.610.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$1,167.30	\$1,167.30	(\$1,167.30)	\$1,789.93	(\$2,957.23)	0.00%
850.610.1000.6810.125.1319	DUES AND FEES	\$0.00	\$100.00	\$100.00	(\$100.00)	\$0.00	(\$100.00)	0.00%
850.610.1000.6890.125.1319	MISC EXPENDITURES	\$0.00	\$293.00	\$293.00	(\$293.00)	\$660.00	(\$953.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$8,784.09	\$1,729.61	\$1,729.61	\$7,054.48	\$2,596.84	\$4,457.64	50.75%
850.100.1000.6000.125.1362	GENERIC EXPENSE	\$222.39	\$0.00	\$0.00	\$222.39	\$0.00	\$222.39	100.00%
850.610.1000.6610.125.1362	GENERAL SUPPLIES	\$0.00	\$64.76	\$64.76	(\$64.76)	\$0.00	(\$64.76)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$222.39	\$64.76	\$64.76	\$157.63	\$0.00	\$157.63	70.89%
	UNIT: GHMS - 125	\$9,006.48	\$1,794.37	\$1,794.37	\$7,212.11	\$2,596.84	\$4,615.27	51.24%
850.100.1000.6000.131.1319	GENERIC EXPENSE	\$2,172.93	\$0.00	\$0.00	\$2,172.93	\$0.00	\$2,172.93	100.00%
850.100.1000.6610.131.1319	GENERAL SUPPLIES	\$0.00	\$93.16	\$93.16	(\$93.16)	\$78.92	(\$172.08)	0.00%
850.610.2130.6610.131.1319	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$175.74	(\$175.74)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$2,172.93	\$93.16	\$93.16	\$2,079.77	\$254.66	\$1,825.11	83.99%
	UNIT: HES - 131	\$2,172.93	\$93.16	\$93.16	\$2,079.77	\$254.66	\$1,825.11	83.99%
850.100.1000.6000.132.1319	GENERIC EXPENSE	\$2,158.99	\$0.00	\$0.00	\$2,158.99	\$0.00	\$2,158.99	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$2,158.99	\$0.00	\$0.00	\$2,158.99	\$0.00	\$2,158.99	100.00%
850.100.1000.6000.133.1319	GENERIC EXPENSE	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	\$567.44	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	\$567.44	100.00%

3.1.82

Report: rptGLGenRpt

Printed: 02/26/2014 7:05:22 AM

Page: 1

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2013-2014

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

counts with zero balance

To Date: 6/30/2014

### Filter Encumbrance Detail by Date Range

Account Number

Description

GL Budget	Range T
1000	1000
1001	1001
1002	1002
1003	1003
1004	1004
1005	1005
1006	1006
1007	1007
1008	1008
1009	1009
1010	1010
1011	1011
1012	1012
1013	1013
1014	1014
1015	1015
1016	1016
1017	1017
1018	1018
1019	1019
1020	1020
1021	1021
1022	1022
1023	1023
1024	1024
1025	1025
1026	1026
1027	1027
1028	1028
1029	1029
1030	1030
1031	1031
1032	1032
1033	1033
1034	1034
1035	1035
1036	1036
1037	1037
1038	1038
1039	1039
1040	1040
1041	1041
1042	1042
1043	1043
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## Balance

## Encumbrance

Budget Balance % Bud

850.100.1000.6000.134.1319	UNIT: CSES - 133	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	\$567.44	\$0.00	\$567.44	100.00%
GENERIC EXPENSE										
COURSE: STUDENT COUNCIL - 1319										
		\$2,945.34	\$0.00	\$0.00	\$2,945.34	\$0.00	\$2,945.34	\$0.00	\$2,945.34	100.00%
		\$2,945.34	\$0.00	\$0.00	\$2,945.34	\$0.00	\$2,945.34	\$0.00	\$2,945.34	100.00%
	UNIT: LTS - 134	\$2,945.34	\$0.00	\$0.00	\$2,945.34	\$0.00	\$2,945.34	\$0.00	\$2,945.34	100.00%
GENERIC EXPENSE										
COURSE: STUDENT COUNCIL - 1319										
		\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	\$286.08	\$0.00	\$286.08	100.00%
		\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	\$286.08	\$0.00	\$286.08	100.00%
	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135	\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	\$286.08	\$0.00	\$286.08	100.00%
GENERIC EXPENSE										
850.100.1000.6000.230.1318		\$18,482.93	\$0.00	\$0.00	\$18,482.93	\$0.00	\$18,482.93	\$0.00	\$18,482.93	100.00%
850.100.1000.6610.230.1316		\$0.00	\$0.00	\$0.00	\$0.00	\$1,095.00	\$0.00	\$1,095.00	\$0.00	0.00%
850.610.1000.6610.230.1316		\$0.00	\$2,286.73	\$2,286.73	\$2,286.73	\$0.00	\$2,286.73	\$0.00	\$2,286.73	0.00%
850.610.1000.6890.230.1316		\$0.00	\$4,956.00	\$4,956.00	\$4,956.00	\$10,144.00	\$4,956.00	\$15,100.00	\$0.00	0.00%
COURSE: HOSA - 1316										
		\$18,482.93	\$7,242.73	\$7,242.73	\$11,240.20	\$11,239.00	\$11,239.00	\$1,200	\$0.01%	
GENERIC EXPENSE										
850.100.1000.6000.230.1319		\$20,015.05	\$0.00	\$0.00	\$20,015.05	\$0.00	\$20,015.05	\$0.00	\$20,015.05	100.00%
850.400.2710.6510.230.1319		\$0.00	\$313.47	\$313.47	\$313.47	\$279.12	\$313.47	\$592.59	\$0.00%	
850.610.1000.6610.230.1319		\$0.00	\$2,943.96	\$2,943.96	\$2,943.96	\$4,501.13	\$2,943.96	\$7,445.09	\$0.00%	
850.610.1000.6731.230.1319		\$0.00	\$1,485.30	\$1,485.30	\$1,485.30	\$0.00	\$1,485.30	\$1,485.30	\$0.00%	
850.610.1000.6890.230.1319		\$0.00	\$3,590.40	\$3,590.40	\$3,590.40	\$0.00	\$3,590.40	\$1,500.00	\$0.00%	
850.610.2190.6340.230.1319		\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00%	
850.610.2660.6160.230.1319		\$0.00	\$108.02	\$108.02	\$108.02	\$0.00	\$108.02	\$106.02	\$0.00%	
850.610.2660.6221.230.1319		\$0.00	\$6.57	\$6.57	\$6.57	\$0.00	\$6.57	\$6.57	\$0.00%	
850.610.2660.6222.230.1319		\$0.00	\$1.54	\$1.54	\$1.54	\$0.00	\$1.54	\$1.54	\$0.00%	
850.610.2660.6231.230.1319		\$0.00	\$11.98	\$11.98	\$11.98	\$0.00	\$11.98	\$11.98	\$0.00%	
850.610.2660.6232.230.1319		\$0.00	\$0.26	\$0.26	\$0.26	\$0.00	\$0.26	\$0.26	\$0.00%	
850.610.2660.6260.230.1319		\$0.00	\$3.34	\$3.34	\$3.34	\$0.00	\$3.34	\$3.34	\$0.00%	
850.610.2660.6340.230.1319		\$0.00	\$360.00	\$360.00	\$360.00	\$0.00	\$360.00	\$360.00	\$0.00%	
COURSE: STUDENT COUNCIL - 1319										
		\$20,015.05	\$10,322.84	\$10,322.84	\$9,692.21	\$4,780.25	\$9,692.21	\$4,911.96	24.54%	
GENERIC EXPENSE										
850.100.1000.6000.230.1320		\$163.29	\$0.00	\$0.00	\$163.29	\$0.00	\$163.29	\$163.29	100.00%	
850.610.1000.6890.230.1320		\$0.00	\$84.00	\$84.00	\$84.00	\$0.00	\$84.00	\$84.00	\$0.00%	
COURSE: UPWARD BOUND WARRIORS - 1320										
		\$163.29	\$84.00	\$84.00	\$79.29	\$0.00	\$79.29	\$79.29	48.56%	
GENERIC EXPENSE										
850.100.1000.6000.230.1361		\$1,664.95	\$0.00	\$0.00	\$1,664.95	\$0.00	\$1,664.95	\$1,664.95	100.00%	
850.610.1000.6610.230.1361		\$0.00	\$416.00	\$416.00	\$416.00	\$334.00	\$416.00	\$750.00	\$0.00%	
COURSE: MU ALPHA THETA - 1361										
		\$1,664.95	\$416.00	\$416.00	\$1,248.95	\$334.00	\$1,248.95	\$914.95	54.95%	
GENERIC EXPENSE										
850.100.1000.6000.230.1362		\$1,650.23	\$0.00	\$0.00	\$1,650.23	\$0.00	\$1,650.23	\$1,650.23	100.00%	
850.610.1000.6610.230.1362		\$0.00	\$1,355.75	\$1,355.75	\$1,355.75	\$0.00	\$1,355.75	\$1,355.75	\$0.00%	
COURSE: NATIONAL HONOR SOCIETY - 1362										
		\$1,650.23	\$1,355.75	\$1,355.75	\$294.48	\$0.00	\$294.48	\$294.48	17.84%	
GENERIC EXPENSE										
850.100.1000.6000.230.1363		\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	\$351.86	100.00%	
COURSE: ART - 1363										
		\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	\$351.86	100.00%	
GENERIC EXPENSE										
850.100.1000.6000.230.1364		\$2,600.74	\$0.00	\$0.00	\$2,600.74	\$0.00	\$2,600.74	\$2,600.74	100.00%	
850.610.1000.6610.230.1364		\$0.00	\$2,146.93	\$2,146.93	\$2,146.93	\$0.00	\$2,146.93	\$2,146.93	\$0.00%	
850.610.1000.6811.230.1364		\$0.00	\$34.40	\$34.40	\$34.40	\$0.00	\$34.40	\$34.40	\$0.00%	
COURSE: AVID - 1364										
		\$2,600.74	\$2,181.33	\$2,181.33	\$419.41	\$0.00	\$419.41	\$419.41	16.13%	

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2013-2014

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

From Date: 7/1/2013

To Date: 6/30/2014

☒ Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.230.1368	GENERIC EXPENSE	\$2,734.96	\$0.00	\$0.00	\$2,734.96	\$0.00	\$2,734.96	100.00%
850.100.1000.6890.230.1368	MISC EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$1,510.00	(\$1,510.00)	0.00%
850.610.1000.6890.230.1368	MISC EXPENDITURES	\$0.00	\$477.00	\$477.00	(\$477.00)	\$0.00	(\$477.00)	0.00%
	COURSE: DECA - 1388	\$2,734.96	\$477.00	\$477.00	\$2,257.96	\$1,510.00	\$747.96	27.35%
850.100.1000.6000.230.1373	GENERIC EXPENSE	\$349.38	\$0.00	\$0.00	\$349.38	\$0.00	\$349.38	100.00%
850.610.1000.6610.230.1373	GENERAL SUPPLIES	\$0.00	\$377.29	\$377.29	(\$377.29)	\$0.00	(\$377.29)	0.00%
	COURSE: DRAMA/THEATER - 1373	\$349.38	\$377.29	\$377.29	(\$27.91)	\$0.00	(\$27.91)	-7.99%
850.100.1000.6000.230.1375	GENERIC EXPENSE	\$1,213.85	\$0.00	\$0.00	\$1,213.85	\$0.00	\$1,213.85	100.00%
850.100.1000.6890.230.1375	MISC EXPENDITURES	\$0.00	\$340.00	\$340.00	(\$340.00)	\$0.00	(\$340.00)	0.00%
850.400.2710.6510.230.1375	STUDENT TRANS SVS	\$0.00	\$0.00	\$0.00	\$0.00	\$86.72	(\$86.72)	0.00%
850.610.1000.6610.230.1375	GENERAL SUPPLIES	\$0.00	\$932.00	\$932.00	(\$932.00)	\$105.02	(\$1,037.02)	0.00%
	COURSE: INTERACT - 1375	\$1,213.85	\$1,272.00	\$1,272.00	(\$58.15)	\$191.74	(\$249.89)	-20.59%
850.100.1000.6000.230.1377	GENERIC EXPENSE	\$261.96	\$0.00	\$0.00	\$261.96	\$0.00	\$261.96	100.00%
850.610.1000.6610.230.1377	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00	(\$100.00)	0.00%
	COURSE: S CLUB (SOROPTIMIST) - 1377	\$261.96	\$0.00	\$0.00	\$261.96	\$100.00	\$161.96	61.83%
850.100.1000.6000.230.1378	GENERIC EXPENSE	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
	COURSE: FRENCH CLUB - 1378	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
850.100.1000.6000.230.1398	GENERIC EXPENSE	\$2,212.72	\$0.00	\$0.00	\$2,212.72	\$0.00	\$2,212.72	100.00%
850.610.1000.6610.230.1398	GENERAL SUPPLIES	\$0.00	\$868.00	\$868.00	(\$868.00)	\$0.00	(\$868.00)	0.00%
850.610.1000.6890.230.1398	MISC EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$480.00	(\$480.00)	0.00%
	COURSE: SKILLS CLUB - 1398	\$2,212.72	\$868.00	\$868.00	\$1,344.72	\$480.00	\$864.72	39.08%
850.100.1000.6000.230.1403	GENERIC EXPENSE	\$2,073.13	\$0.00	\$0.00	\$2,073.13	\$0.00	\$2,073.13	100.00%
850.610.1000.6610.230.1403	GENERAL SUPPLIES	\$0.00	\$847.72	\$847.72	(\$847.72)	\$2.28	(\$850.00)	0.00%
850.610.1000.6730.230.1403	FF&E < \$1,000	\$0.00	\$0.00	\$0.00	\$0.00	\$150.00	(\$150.00)	0.00%
	COURSE: P.A.L.S. - 1403	\$2,073.13	\$847.72	\$847.72	\$1,225.41	\$152.28	\$1,073.13	51.76%
850.100.1000.6000.230.1405	GENERIC EXPENSE	\$20.11	\$0.00	\$0.00	\$20.11	\$0.00	\$20.11	100.00%
	COURSE: BASEBALL - 1405	\$20.11	\$0.00	\$0.00	\$20.11	\$0.00	\$20.11	100.00%
850.100.1000.6000.230.1432	GENERIC EXPENSE	\$215.67	\$0.00	\$0.00	\$215.67	\$0.00	\$215.67	100.00%
	COURSE: GIRLS BASKETBALL - 1432	\$215.67	\$0.00	\$0.00	\$215.67	\$0.00	\$215.67	100.00%
850.100.1000.6000.230.1469	GENERIC EXPENSE	\$152.69	\$0.00	\$0.00	\$152.69	\$0.00	\$152.69	100.00%
	COURSE: G.O.A.L.S. CLUB - 1469	\$152.69	\$0.00	\$0.00	\$152.69	\$0.00	\$152.69	100.00%
	UNIT: BMHS - 230	\$54,197.00	\$25,444.66	\$25,444.66	\$28,752.34	\$18,787.27	\$9,965.07	18.39%
<b>Grand Total:</b>		\$86,836.42	\$32,323.15	\$32,323.15	\$54,513.27	\$22,801.25	\$31,712.02	36.52%

End of Report

# **CONSENT**

## **Item 8F.**

**NACOG – Head Start  
Food Service Agreement**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	8F
FROM:	Cynthia Windham, Finance Director	Reading	
DATE:	March 4, 2014	Discuss	
SUBJECT:	NACOG – Head Start Annual Contract Renewal – Food Service Provider	Action	
		Consent	X

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OBJECTIVE: Goal #2 To Plan for Future Student Needs

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### SUPPORTING DOCUMENTATION:

Attached is the annual contract renewal between Northern Arizona Council of Governments – Head Start and Humboldt Unified School District – Food Service Department.

The District currently provides food service to NACOG Head Start on a contract basis.

The District bills NACOG a per meal price, which generates additional revenue sufficient to off-set the costs charged to NACOG, as well as, provides some additional funds.

### SUMMARY & RECOMMENDATION:

It is recommended the Governing Board renew the annual contract between Northern Arizona Council of Governments and Humboldt Unified School District for the purpose of providing meal service for FY 14/15.

### Sample Motion:

I move to approve renewal of the annual contract agreement for NACOG Head Start to provide meal service for fiscal year 2014/15.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Please direct questions to Tami Hitt-Wyant, Director of Food Services (759-5017)

**NORTHERN ARIZONA COUNCIL OF GOVERNMENTS  
HEAD START  
AGREEMENT BETWEEN NACOG HEAD START  
AND A FOOD SERVICE PROVIDER**

THIS AGREEMENT is entered into the **1st DAY of JUNE, 2014**, by and between (NACOG) HEAD START located at 121 EAST ASPEN, FLAGSTAFF, AZ 86001 hereinafter designated as the Child Care Institution, and the **HUMBOLDT UNIFIED SCHOOL DISTRICT # 22**, with principle offices at **8766 East Highway 69, Prescott Valley, Arizona 86314**, hereinafter designated as the Vendor.

**I. VENDOR RESPONSIBILITIES**

**A. FOOD SERVICES**

The Vendor agrees to prepare meals (Breakfast, Lunches, and/or snacks), to children participating in the Child and Adult Care Food Program at the specified Food Service Site.

**B. FOOD SERVICE SITES**

For the purpose of this Agreement, the Vendor shall make meals for serving that comply with the CACFP and this Agreement to the Food Service Site at the following location(s):

**PRESCOTT VALLEY HEAD START  
6955 A. PANTHER PATH  
PRESCOTT VALLEY AZ 86314**

**PRESCOTT VALLEY EARLY HEAD START  
3045 TANI ROAD  
PRESCOTT VALLEY AZ 86314**

which is approved for food service by applicable health standards and authorized by the Arizona Department of Education, Child Nutrition Program Unit.

**C. SCHEDULE OF DELIVERY**

The Vendor shall make the meals available for pick-up by the Prescott Valley Head Start at the hours of **8:00 am** and **10:30 am** Mondays through Thursdays and for the Prescott Valley Early Head Start at the hours of **8:00 am** and **10:30 am** Mondays through Fridays.

The Vendor shall make the meals available for pick-up by the Prescott Valley Head Start at the hour of **11:15 am**, Mondays through Fridays during the months of June and July 2010. The Vendor shall make the breakfast meals available for the Food Service Site one day prior to serving day.



The Child Care Institution will notify the Vendor of any changes in the daily meal count for each site at least two weeks prior to scheduled pick-up.

## II. FOOD PREPARATION AND APPROVAL

### A. MEAL REQUIREMENTS

The Vendor shall provide the Child Care Institution, for approval, a proposed 20-day cycle menu for the operational period, at least 14 days prior to the beginning of the period to which the menu applies. The Vendor shall assure that each meal provided to the Child Care Institution under this Agreement meets the minimum requirements as to the nutritional content as specified and approved by the CACFP. Meals will also be in compliance with state or local laws and regulations, and with Federal Head Start Performance Standards. See Attachment A: "Meal Pattern Requirements for Young Children." The Vendor must ensure that no more than two high sugar foods and two high fat foods are served per week. The Vendor shall make available to the Child Care Institution menus 3 weeks in advance, and completed food production worksheets no later than the day of meal delivery.

### B. MENU ITEM ADJUSTMENTS

Menu items may be adjusted by the mutual consent of both parties. However, the Vendor shall adjust the menus at the request of the Child Care Institution whenever the Child Care Institution determines certain items to be unacceptable. Such items can be determined to be unacceptable because of (1) a monotonous diet resulting from items served frequently or the similarity to other items; (2) the nutritional needs of the participants; (3) susceptibility to spoilage; and (4) excessive waste resulting from unpopularity of items with participants. Such adjustments shall be made at the earliest convenience of both parties, but in no instance later than one week after request except that in the case of spoilage, adjustment shall be made in a manner that children in attendance on the day spoilage is discovered shall receive acceptable meals meeting meal requirements. The Child Care Institution will be responsible for informing the Vendor of its reasons for determining that a meal is unacceptable. The Child Care Institution will notify the Vendor at least one week in advance when requesting sack lunches.

The Vendor will notify the Child Care Institution of any menu changes when those changes are made known.

### III. SANITATION

The Vendor shall maintain proper sanitation practices and health standards in conformance with all applicable State and local laws and regulations. The Vendor shall assure that wholesome ingredients are used and that all food is properly stored, prepared and packaged. In addition, any substance which the food contacts or which is used in conjunction with the food shall be so handled as to assure that it does not become contaminated. The Vendor shall provide the Child Care Institution with the copy current health certifications for the food service facility in which it prepares meals. The Vendor also agrees to notify the Child Care Institution of the results of any health inspection that is made during the duration of the Agreement.

### IV. EMPLOYMENT

- A. The Vendor shall comply with all applicable Federal, State, and local laws and regulations pertaining to wages, hours, conditions of employment and nondiscrimination in employment, 7 CFR Section 3016.36 (i)(3). USDA is an Equal Opportunity Provider and Employer.
- B. The Vendor shall pay its employees directly and shall withhold and pay all applicable federal and state employment taxes and payroll insurance with respect to its employees, including an applicable income, social security, Medicare and employment taxes and workers compensation costs.

### V. INDEMNITY

- A. The Vendor will hold responsibility to defend any suit that may arise alleging damages due to the Vendor's negligent act or omission, or personal injury, sickness, or disease due to neglect on its part.
- B. The Child Care Institution will promptly notify the Vendor in writing of any claims against the Vendor or the Child Care Institution and, in the event a suit is filed, will promptly forward to the Vendor all papers in connection therewith. The Vendor shall not incur any expense or make any settlement without the Child Care Institution's consent.

### VI. ACCOUNTABILITY

- A. ESTIMATES

The Vendor shall allow the Child Care Institution to increase or decrease the number of meal orders, as needed, when the request is made within two weeks of the scheduled preparation time.

The Child Care Institution shall provide in writing, each month, a reasonably accurate number of meals to be prepared for the Child Care Institution each day.

The Child Care Institution shall notify the Vendor in writing of necessary increases or decreases in the number of meal orders within two weeks of the scheduled preparation time. Errors in the meal order counts made by the Child Care Institution shall be the sole responsibility of the Child Care Institution.

**B. RECEIPT**

Upon pick-up at each Food Service Site, the provider representative shall present for signature a receipt for meals delivered. See Attachment B: "Receipt for Meals Delivered to Head Start."

**C. RECORDS**

The Vendor shall maintain full and accurate records/production worksheets that document: (1) the menus provided to the Child Care Institution during the term of this Agreement, (2) a listing of all components of each meals, and (3) an itemization of the quantities and portion sizes of each component used to prepare each meals. The Vendor agrees to provide lunch preparation documentation by using yield factors for each food item as listed in the United States Department of Agriculture (USDA) Food Buying Guide when calculating and recording the quantity of food prepared for each meal. The Vendor shall maintain and make available:

1. Recipes, nutrition facts labels, and any necessary child nutrition (CN) labels or product specification sheets related to the menus
2. Such cost records as invoices, receipts or other documentation that exhibit the purchase or of the meal components and quantities itemized in the meal preparation records;
3. On a daily basis, an accurate count of the number of meals, by meal type, prepared for the Child Care Institution.

The provider shall maintain all of these records for a period of three years from the end of the Federal fiscal year to which they pertain.

D. RESPONSIBILITIES

The Child Care Institution shall ensure that a Child Care Institution representative is available at each site, at the specific time on each specified day to receive, inspect and sign for the requested number of meals. The Child Care Institution assures the Vendor that this individual will be trained and knowledgeable in the record keeping and meal requirements of the CACFP and with local health and safety codes.

E. REGULAR MEETINGS

Regular meetings will be held two to three times during the school year to review the food service program and facilitate clear communication between the Vendor and Child Care Institution. Representatives from the Vendor, Child Care Institution and Food Service Site will be in attendance at the meetings. The Child Care Institution has the responsibility of calling and organizing the regular meetings, although meetings can be called at any time during the school year at the request of the Vendor.

VII. PAYMENT

- A. The Child Care Institution shall pay **\$1.60** for each breakfast and **\$2.85** for each lunch.
- B. The Child Care Institution will not be obligated to accept, upon delivery, or pay for any meal delivered in excess of daily requirements when notice to the Vendor has been given in accordance with Section I.C hereof, or when meals picked-up have been determined not to meet the minimum standards or requirements of this Agreement.
- C. The Vendor will present an invoice and delivery receipts within 15 working days following the end of the preceding month for meals delivered. The Child Care Institution will submit payment to the Vendor within 15 days of receipt of the invoice.

VIII. AGREEMENT MODIFICATION; NONPERFORMANCE OR DEFAULT.

- A. This Agreement constitutes the entire understanding between the Vendor and the Child Care Institution with respect to the subject matter hereof and there is no other written or oral understandings or agreements with respect hereto. No variation or modification of this Agreement and no waiver of its provisions shall be valid unless in writing and signed by the duly authorized officer of the Child

Care Institution and the Vendor. No assignment or transfer of this Agreement may be made, in whole or in part, without the prior written consent of the Child Care Institution.

- B. The Child Care Institution may, upon written notice of default to the Vendor, terminate the whole or any part of this Agreement in any one of the following circumstances:
1. If the Vendor fails to make available for pick up of meals or to perform the services within the time specified herein.
  2. If the Vendor fails to perform any of the other provisions of this Agreement in accordance with its terms and does not correct such failure within 48 hours after requested to do so.
- C. The Vendor may not subcontract any portion of this contract.

IX. DURATION AND TERMINATION

- A. This Agreement shall become effective on **June 1, 2014** and meals shall be provided hereunder during the period commencing on the effective date and ending on **May 31, 2016**, and during such additional period or periods as the Vendor and the Child Care Institution may agree upon. However, either party may, at any time during the life of this Agreement, terminate this Agreement with respect to the receipt of meals by giving thirty (30) days notice in writing to the other party of its intention to do so. The Child Care Institution may terminate this Agreement upon written notice if the terms and conditions hereof are not fully complied with by the Vendor. All notices to the Child Care Institution shall be addressed to the Child Care Institution at **NACOG HEAD START, 121 E. ASPEN AVENUE, FLAGSTAFF, ARIZONA 86001** and all notices to the Vendor shall be addressed to the Vendor at **HUMBOLDT UNIFIED SCHOOL DISTRICT- FOOD SERVICES, 8766 EAST HIGHWAY 69, PRESCOTT VALLEY, ARIZONA 86314**.
- B. The law of the State of Arizona shall govern this Agreement.
- C. The Child Care Institution may terminate this Agreement, without penalty, if its Governing Board fails to appropriate funds in subsequent fiscal years to support the program that is subject of this Agreement. The Child Care shall give the Vendor prompt written notice after it knows that funding will not be available.
- D. The Vendor shall not illegally discriminate in either the provision of services, or in employment, against any person because of sex, race, disability, national origin,

- veteran's status, sexual preference or religion. The Vendor agrees to comply with all applicable federal and state laws, rules, regulations, and executive orders relating to non-discrimination, affirmative action and equal employment opportunity.
- E. The Vendor shall maintain during the term of this Agreement insurance policies by companies licensed in Arizona with a current A.M. Best rating of A: VIII or better. The Vendor shall name the Child Care Institution as additionally insured under the liability policy for the duration of the Agreement. And upon request, the Vendor will provide the Child Care Institution with a certificate evidencing such insurance coverage.
- F. This Agreement may not be assigned by either party without the prior written consent of the other party.
- G. A waiver of any failure under this agreement shall neither be construed as, nor constitute a waiver of, any subsequent failure. This agreement supersedes all prior negotiations, representations, or agreements. The Article and Paragraph headings are used solely for convenience and shall not be deemed to limit the subject of the Articles and Paragraphs or be considered in their interpretation. The appendixes referred to herein are made part of this agreement by the respective references to them. This agreement may be executed in several counterparts, each of which shall be deemed an original.
- H. The parties cannot alter any provision in this agreement that is required by any law, rule or regulation. The parties cannot otherwise amend or alter this agreement, except as to minor, non-substantive provisions or issues that do not materially affect the scope of work or the cost of the Agreement. The parties must mutually agree, in a written document signed by both parties and attached to this Agreement, amend, add or delete an Article or Appendix. Any amendment to this agreement shall become effective at the time specified in the amendment.

In Witness Whereof, the Parties hereto have caused this Contract to be signed by their duly authorized representative the day and year just above written.

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CYNTHIA WINDHAM  
DIRECTOR OF FINANCE  
HUMBOLDT UNIFIED SCHOOL DISTRICT

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DATE

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CHRIS FETZER  
EXECUTIVE DIRECTOR  
NORTHERN ARIZONA COUNCIL OF GOVERNMENTS

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DATE

## ATTACHMENT A

<b>Breakfast</b>		
1. Milk Fluid	Ages 1-2 ½ cup	Ages 3-5 ¾ cup
2. Vegetables, fruit, or 100% full strength juice	¼ cup	½ cup
3. Grains/breads (whole grain or enriched):	½ slice	½ slice
Or cornbread, rolls, tortillas, muffins, biscuits	½ serving	½ serving
Or cold dry cereal (volume or weight, whichever is less)	¼ cup	1/3 cup
	1/3 oz.	½ oz.
Or cooked cereal, pasta, noodle products, or cereal grains	¼ cup	¼ cup
<b>Lunch</b>		
1. Milk, fluid	Ages 1-2 ½ cup	Ages 3-5 ¾ cup
2. Vegetable and/or fruit, or 100% full-strength juice (2 or more total)	¼ cup total	½ cup total
3. Grains/breads (whole grain or enriched):		
Bread	½ slice	½ slice
Or cornbread, rolls, tortillas, muffins, biscuits	½ serving	½ serving
Or cooked cereal, pasta, noodle products, or cereal grains	¼ cup	¼ cup
4. Meat or meat alternates:		
Lean meat, fish or poultry (edible portion as served)	1 oz.	1½ oz.
Cheese	1 oz.	1½ oz.
Or egg	1/2 egg	1 egg
Or cooked dry beans or peas	¼ cup	3/8 cup
Or yogurt	4 oz.	6 oz.
Peanut, soy, or other nut or seed butters	2 tbsp.	3 tbsp.
<b>Snack</b> (select 2 of these 4)		
1. Milk, fluid	Ages 1-2 ½ cup	Ages 3-5 ½ cup
2. Vegetable, fruit, or 100% full strength juice	½ cup	½ cup
3. Grains/breads (whole grain or enriched)		
Bread	½ slice	½ slice
Or cornbread, rolls, tortillas, muffins, biscuits	½ serving	½ serving
Or cold dry cereal (volume or weight, whichever is less)	¼ cup	1/3 cup
Or cooked cereal, pasta, noodle products, or cereal grains	¼ cup	¼ cup
4. Meat and meat alternates:		
Lean meat, fish, or poultry (edible portion as served)	½ oz.	½ oz.
Or cheese	½ oz.	½ oz.
Or egg	½ egg	1 egg
Or yogurt (low or nonfat)	¼ cup	¼ cup
Or cooked dry beans or peas	1/8 cup	1/8 cup
Or peanut butter, soy nut butter, or other nut butters	1 Tbsp	1 Tbsp

Fruit or Vegetable Juice must be 100% full strength.

Breads/Grains must be whole-grain, enriched meal or flour. Cereal must be whole grain or enriched or fortified.

Peanut butter, nuts/seeds meet only 50% of total meat/meat alternate serving and must be combined with another meat or meat alternate to fulfill Lunch requirements. Not more than 1 ounce of nuts/seeds may be used in any meal.

Lettuce must be accompanied with another fruit or vegetable. Raisins must be served w/another fruit or vegetable at breakfast and snacks. Cottage cheese, cheese food/spread; portion size must be doubled.



# **CONSENT**

## **Item 8G.**

### **Gifts & Donations**

## **GIFTS & DONATIONS**

Emmanuel Lutheran Church Ladies – c/o Julie Blass  
7763 E. Long Look Drive, Prescott Valley  
Donated 300 hand-knitted hats with matching scarves  
With the donor's value of \$1,500  
To be distributed through the HUSD Family Resource Center

Yavapai County Shrine Club  
P.O. Box 25735, Prescott Valley  
Sponsored 100 HUSD children through the Cloth-a-Child Program  
Each child received \$100 in school clothes and shoes  
with the donor's total value of \$10,000

Kristi Goeki  
3300 N. Lake Valley Rd, Prescott Valley  
Donated a weather station kit including teacher guides  
With the donor's value of \$2,000  
To be used at Liberty Traditional School

Kenneth Kline  
71 Cedar Crest Drive, Wheeling, West Virginia  
Donated \$500 to the Germany Exchange Program  
At Bradshaw Mountain High School

# **DISCUSSION**

## **Item 9A.**

### **BMMS Update**



## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 9A  
FROM: Jessica Bennett, Principal Bradshaw Mountain MS Reading  
DATE: March 4, 2014 Discuss X  
SUBJECT: School update for Bradshaw Mountain Middle School Action

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OBJECTIVE: To provide an overview of the 2013-14 school year at  
BMMS

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To the HUSD Governing Board and Dr. Paul Stanton, Superintendent:

Bradshaw Mountain Middle school has made many changes and reached several milestones during the 2013-2014 school year. Below is an overview of this year:

- Solar panels completed in October.
- Grab-n-go breakfast established by the Food and Nutrition Department to ensure all students have a chance to eat breakfast in the few minutes from exiting the bus to starting class.
- Our School Improvement Team met during the summer to plan and coordinate our Positive Behavior Intervention System (PBIS). Our students are expected to follow "The Bruin Way" by being responsible, respectful, kind, engaged, and safe. The consistency of our staff to follow-through with these expectations on our campus has decreased major incident referrals by 78%.
- The AVID "binder" was implemented school wide to help ensure consistent expectations for all students. We have binder checks each Wednesday with teen mentors available in the library to help students who need assistance in organizing their materials.
- Over 80 parents participated in our first annual parent-switch day.
- Through Teen Court, and under the leadership of Ashley Tetreault, the student mentor program was established and 35 7<sup>th</sup> graders have an 8<sup>th</sup> grade mentor who meets with them one or two times each week.
- Michael Tannehill completed the Master Teacher Program with the AZ K-12 Center and Elizabeth Rushton was asked to be a member of the Superintendent of Education's Teacher Advisory Group.
- Our 5<sup>th</sup> hour / Choose classes provide intervention support for 75 students in addition to our daily intervention program that students attend if they need help with the assignment for the day. Our staff has been flexible and two classes were added in October after Galileo scores and first quarter grades were available; there was an apparent need for additional support. Our students also have the opportunity to be in a wide variety of enrichment classes during this time. The two most popular classes this year are Kitchen Chemistry and Team Building.
- Our athletics and clubs continue to keep our students involved. Students have had a chance to participate in cross country, basketball, volleyball, and wrestling. Spring will be busy with our students participating in track and field, soccer, softball, and baseball. The student council, NJHS, and Bruins in Action continue to serve our campus and community.
- Under the direction of Mary Supergan, students were in an HUSD production of *Annie*. The choir has also performed at community events several times during the school year.
- The BMMS SITE Council and staff also worked this year to develop our signature program and are excited to announce our Leadership and Honors Program for the 2014-15 school year.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Jessica Bennett (759-4900)



# DISCUSSION

## Item 9B.

Ed. Svc. Update

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9B
FROM:	Danny Brown, Director of Federal Programs/School Improvement	Reading
DATE:	March 4, 2014	Discuss X
SUBJECT:	Educational Services Update	Action
		Consent

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**OBJECTIVE:** Goal #1: To Raise the Level of Student Achievement

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### **SUPPORTING DATA:**

February Monthly Summary will include:

- Mr. Brown has invited our two Gear Up Coordinators (Sandra Clark & Elizabeth Rushton) to speak about the Gear Up program.

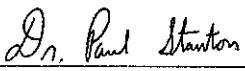
Topics will include:

- Brief overview of Gear Up
- EXPLORE assessments and Pre-ECAPS
- Initiatives and events related to our Gear Up program

### **SUMMARY & RECOMMENDATION:**

**Sample Motion: n/a**

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Danny Brown @ 759-4010



# ARIZONA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs

## What is GEAR UP?

- ✓ Stands for **G**aining **E**arly **A**wareness & **R**eadiness for **U**ndergraduate **P**rograms.
- ✓ A discretionary grant program of the US Department of Education, started in 1999.
- ✓ NAU received GEAR UP grants in 2000 and 2006, to partner with schools across Arizona.
- ✓ NAU received this GEAR UP grant in 2012 to partner with schools in Douglas, Holbrook, **Humboldt**, Kingman, Winslow, Bullhead City, Mohave Valley, Casa Grande, Toltec and Cottonwood-Oak Creek School Districts.



# ARIZONA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs

## The Goals of GEAR UP

- ✓ To significantly increase college preparation and college attendance, GEAR UP focuses on:
  - Keeping students in school (increasing our graduation rate)
  - Improving students' academic performance
  - Increasing knowledge of college options, advantages, access and financing



# **DISCUSSION**

## **Item 9C.**

### **Board Goal Update**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # *9C*  
FROM: Dr. Paul H. Stanton, Superintendent Reading  
DATE: March 4, 2014 Discuss X  
SUBJECT: District Board Goals - Update Action  
Consent

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OBJECTIVE: Report to the Board

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### SUPPORTING DATA:

A progress report of the district's Board Goals is attached and a summary will be given by Superintendent Stanton, Educational Services Director Danny Brown, and Human Resources Director Dan Streeter. The four Governing Board Goals are:

- Board Goal No. 1: To Raise the Level of Student Achievement
- Board Goal No. 2: To Focus on Planning for Future Student Needs
- Board Goal No. 3: To Increase Parental and Community Involvement
- Board Goal No. 4: To Attract and Retain Highly Effective Employees

Approved for transmittal to the Governing Board:

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

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

### THREE TO FIVE-YEAR DISTRICT PRIORITIES

**Priority** - Academic Excellence for All Students; personalized education; student-centered learning  
**Priority** - Partnerships through Collaboration; all stakeholders; effective communication  
**Priority** - Supporting Outstanding Staff; high quality professional development; organizational recognition  
**Priority** - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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### **HUMBOLDT UNIFIED SCHOOL DISTRICT BOARD GOALS 2013-14**

#### **Goal 1. To Raise the Level of Student Achievement**

##### **SMART Goal: Reading**

**The Humboldt District will increase its district total points on the A-F Accountability Label to 140 points. AIMS Spring 2013 Total Points were 135 (84 composite + 51 growth).**

<b>Strategy/Intervention</b>	<b>Activities to Implement the Strategy/Intervention</b>	<b>Metrics</b>	<b>Timelines Begin/End</b>	<b>Responsible Persons/Updates</b>
1) Teachers will be trained on the implementation of the Arizona Common Core Standards (ACCS) in English/Language Arts (ELA).	1) Teachers and principals from across the district will complete a needs assessment to determine the number of staff who will need Phase I and Phase II Common Core training.	Documentation of completed needs assessment surveys.	Needs assessment documentation compiled and sent to District Office by September 15, 2013.	An assessment was completed this past fall that identified those teachers who are in need of Phase I and II trainings.
	2) All teachers will complete ACCS Phase I training in English/Language Arts.	Completion of professional development (sign-in sheets).	October 2013-February 2014	We offered two Phase I sessions on the AZ College and Career Ready Standards (Nov. 9 & 16th) and will offer two more Phase I sessions in Feb. (15th & 22nd)
	3) Teachers will begin training in ACCS Phase II components.	Completion of professional development (sign-in sheets).	February - June 2014	We have begun to schedule Phase II trainings in Close Reading and Argumentative Writing. We are developing our Summer PD Academy to include some of these components.

2) Teachers, Reading Coaches and Instructional Specialists will continue to align our curriculum to the ACCS.	1) Schools will continue working on curriculum maps and pacing guides and align them to the ELA standards in reading.	Curriculum maps, pacing guides.	August 2013-May 2014	Elementary Reading Coaches continue to work on revisions/updates to the ELA Common Core standards. Our middle and high school teachers have worked throughout the school year to continue alignment.
	2) Utilizing the Equip rubric, teachers will learn to align units/lessons to the ACCS.	Equip aligned unit/lesson plans.	September 2013-May 2014	Our Elementary Reading Coaches have worked with teachers in their schools on Equip Rubric training. Math and ELA HS teachers have aligned lessons to the Equip Rubric. MS teachers are meeting at content levels and are completing unit exemplars. Their goal is to have one unit completed prior to the end of the school year.

### THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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### HUMBOLDT UNIFIED SCHOOL DISTRICT BOARD GOALS 2013-14

#### Goal 1. To Raise the Level of Student Achievement

##### SMART Goal: Writing

The Humboldt District will increase its district total points on the A-F Accountability Label to 140 points. AIMS Spring 2013 Total Points were 135 (84 composite + 51 growth). AIMS Writing 2013 Prompt (weighted 60%) District Mean Points: 5th grade 3.6/6; 6th grade 3.6/6; 7th grade 3.6/6. AIMS 2013 Multiple Choice (weighted 40%) District Mean Points: 5th grade 19.2/27; 6th grade 19.1/27; 7th grade 18.6/27.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
1) A Writing Cadre will be formed to address the needs of our district writing program as it relates to the CCSS.	1) Solicit key individuals throughout the District to become a part of the cadre.	List of participants.	Cadre created by December 2013	We have formed our Writing Cadre and met in January. Co-facilitators include Dr. Allison Conant, Kim Glenn and Laura Goligoski.
	2) Begin to review what components are in place that address the CCSS (curricular alignment, aligned prompts, scoring rubrics, materials review, etc.).	Meeting agendas, supporting documents.	December 2013-May 2014	Our Writing Cadre has begun to review curricular components for writing. We will meet for two days this spring in a collaborative effort to align our ELA pacing guides.
	3) Develop a plan that includes: vertical alignment, professional development needs, and materials recommendations (K-12).	Writing support plan, aligned curriculum maps/pacing guides.	Completion of writing support plan by May 2014	During our two day collaboration meeting we will begin to develop a writing support plan that includes ELA pacing guides, materials and PD recommendations.

### THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible

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### **HUMBOLDT UNIFIED SCHOOL DISTRICT BOARD GOALS 2013-14**

#### **Goal 1. To Raise the Level of Student Achievement**

##### **SMART Goal: Math**

The Humboldt District will increase its district total points on the A-F Accountability Label to 140 points. AIMS Spring 2013 Total Points were 135 (84 composite + 51 growth).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
1) Teachers in grades 4-8 will be trained in Inductive Math strategies throughout the 2013-14 year.	1) Monthly teacher trainings scheduled within the elementary and middle school professional development (PD) calendars.	Elementary/middle school PD calendars.	August 2013-February 2014	We have completed our Inductive Math trainings for grades 4-8.
	2) K-3rd grade teachers will collaborate monthly to review and reflect on inductive lesson plan development and instructional practices implementation.	Sign-in sheets.	December 2013-February 2014	We did not have a formal process for follow up with K-3 teachers this year. We are, however, going to be inviting Sue Larson back this summer to provide K-3 follow up training during our Summer PD Academy.
2) All teachers will complete ACCS Phase I training in Mathematics.	1) Teachers and principals from across the District will complete a needs assessment to determine the number of staff who need Phase I Common Core mathematics training.	Documentation of completed needs assessment surveys.	Needs Assessment documentation compiled and sent to District Office by September 15, 2013.	An assessment was completed this past fall that identified those teachers who are in need of Phase I and II trainings.



	2) All teachers will complete ACCS Phase I training in mathematics.	Completion of professional development (sign-in sheets).	October 2013 - February 2014	We currently have 79% of our teachers district wide trained in Phase I.
3) Math Pacing Guides will be developed and revised systemically at the elementary level.	1) Reading Coaches and other teachers will revise math pacing guides based on Galileo quarterly assessments.	Completed pacing guides.	May 2014	We will be developing a Lesson Plan Working Group to align Inductive Math lessons at the K- 8th grade levels. This working group will spend two weeks in June working with Sue Larson to align our lessons with newly created pacing guides and aligned with the AZCCRS.

### THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**District**

### **HUMBOLDT UNIFIED SCHOOL DISTRICT BOARD GOALS 2013-14**

#### **Goal 1. To Raise the Level of Student Achievement**

#### **SMART Goal: ELL**

**The Humboldt District will increase its ELL reclassification rate from 20% (2013 results) to 23% for the 2013-14 school year.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
1) ELL teachers will use AZELLA data to inform instruction.	1) Teachers will target instruction in proficiency level groups in the Language Domains (reading, writing, oral, and grammar).	AZELLA test scores	August 2013-May 2014	Team used 2013 proficiency scores to group students for targeted, small group instruction for reading, writing, oral and grammar. (For continued use of data to drive instruction see below). New AZELLA test scores will come out mid-May. Team will meet in May to analyze the new data (areas of success and gaps to drive next year's instruction).

	2) Teachers will meet quarterly to reassess groupings and intervention strategies.	Proficiency level grouping charts	August 21, 2013 October 30, 2013 January 15, 2014 March 5, 2014	Teachers meet quarterly (see dates) to use the Discrete Skills Inventory (DSI) to guide instruction and change groupings for targeted skills instruction. (The Discrete Skills Inventory is a tool that has the grammar skills broken down by level of difficulty and by the quarterly pacing guide. The teachers use it to assess and grade students on their knowledge of grammar skills). The use of the DSI resulted in realizing the team's need to follow the Pacing Guide more closely and move forward quarterly with more rigorous Verb Tense studies (Past, progressive, etc.). Coaching sessions with Consultant Julie Salcedo helped us increase the rigor of the Verb Tense Studies. (see Below)
	3) Planning and instruction guided by pacing guides, ELP standards and DSI common assessments.	DSI Grade books review	August 21, 2013 October 30, 2013 January 15, 2014 March 5, 2014	The review is in conjunction with grouping and guiding instruction (see above)

2) Ongoing professional development for ELD teachers.	1) Monthly focused professional development will take place led and coordinated by the ELL Coordinator.	OELAS Conference, Multisensory Grammar, AZELLA training, disaggregating data, etc.	Monthly-August 2013-May 2014	ELL Consultant, Julie Salcedo from Clark Consulting coached each ELL teachers 3 times (Dec, Jan, Feb.) on properly implementing the Grammar methodologies that have given us high proficiency scores in the past. In December, teachers attended the OELAS conference. The conference focus this year was primarily on implementing Common Core strategies such as Close Reading into ELL Classrooms. Hannah Barrett took a Multisensory Grammar training at the ADE and returned to share it with her colleagues.
	2) Observations to follow-up and evaluate the implementation of Professional Development.	SEI Monitoring Protocol	Monthly	Observations monthly. Please also refer to the coaching sessions listed above with Julie Salcedo.
	3) Walk-throughs with principals.	SEI Monitoring Protocol	Quarterly	This took place 1st quarter. Principals were invited to attend coaching sessions with Julie Salcedo in December (2nd quarter and January & February (third quarter)

	4) Peer observations.	Reflection Guide	October 2013	This will be moved to next year, since we had the money to hire Julie Salcedo this year for professional coaching.
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### THREE TO FIVE-YEAR DISTRICT PRIORITIES

**Priority** - Academic Excellence for All Students; personalized education; student-centered learning  
**Priority** - Partnerships through Collaboration; all stakeholders; effective communication  
**Priority** - Supporting Outstanding Staff; high quality professional development; organizational recognition  
**Priority** - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**District**

## HUMBOLDT UNIFIED SCHOOL DISTRICT BOARD GOALS 2013-14

### Goal 2. To Focus on Planning for Future Student Needs

**SMART Goal:** The Humboldt Unified School District will prepare students for college and career readiness as demonstrated by increasing the four year graduation rate from 82% to 85%.  
**Evidence:** 2013 Graduation Rate = 84%; 2012 Graduation Rate = 82%

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
1) Students will receive individualized instruction based on their needs.	1) The District will go through the AZ K-12 Center RTI/PBIS Tier 2 professional development training throughout the District.	Completion of training days (5) for RTI teams.	January -March 2014	RTI trainings have been scheduled for: Jan. 15th, Feb. 27th, Feb. 28th. We will complete our final two days early next school year.
	2) Principals, through the new evaluation system, will identify differentiated instruction within classrooms based on RTI model.	Training completion, classroom walk-through observations, evaluation tool.	October 2013-May 2014	Talent Ed. Training was completed earlier this school year with principals. We have scheduled formal training on our evaluation tool components: April 14, 15, 22, 23.
2) We will continue with professional development for our elementary reading coaches and instructional specialists at the secondary level.	1) Elementary reading coaches will receive specific, differentiated professional development on cognitive coaching strategies from the Arizona Science Center.	Sign-in sheets, walk-through observations.	September 2013-May 2014	Rob Robertson from the AZ Science Center has been working with the elementary reading coaches throughout the school year, differentiating his PD depending on the needs of each coach.

	2) Middle/high school instructional specialists will receive training from the AZ K-12 Center on cognitive coaching strategies and other high quality topic sessions throughout the school year.	Documentation of PD attendance, walk-through observations.	September 2013-May 2014	Instructional Specialists attended trainings such as: Cognitive Coaching, mentor forums and other content-related workshops.
3) We will fully implement RTI practices throughout the District.	1) Full implementation of the Ichoose Model will take place at GHMS, BMMS, and BMHS.	Classroom walk-through observations.	August 2013-May 2014	We have fully implemented the Ichoose model at each of the three campuses identified.
4) The District will inquire about the co-curricular needs of students.	1) We will conduct a survey of the co-curricular activities offered at each of our schools.	Survey results.	January-March 2014	We have identified and presented to the Board (Feb. mtg.) a list of co-curricular and athletic related activities currently offered at each school.
	2) We will research other districts to find out what their co-curricular offerings are.	List of offerings from other districts.	January-March 2014	We are in the process of researching offerings of other similar districts.
	3) We will conduct a needs assessment of what our students want for future co-curricular offerings.	Survey results.	March-May 2014	We will be conducting a student survey this spring to determine student interests for possible future offerings.
5) The District will develop a comprehensive capital plan.	1) Inventory district assets and project for future needs.	Capital Plan	Ongoing	Capital plan has been completed.
6) The District will develop a comprehensive technology plan.	Continue to build towards a one to one environment, prepare for testing and assessment via online resources, maintain current and future mission critical data and communications systems.	Technology Plan	Ongoing	The District is working toward a formal technology plan. The District does have a vision of providing 1 to 1 technology district-wide. This goal has been embedded within the capital plan.



### THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
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District

### HUMBOLDT UNIFIED SCHOOL DISTRICT DISTRICT GOALS 2013-14

#### Goal 3. Increase Parental/Community Involvement

<b>Smart Goal: The Humboldt Unified School District will engage the Community, especially in regards to Signature Programs at each school</b> <b>Evidence: During the Spring Parental Survey, parents responded "strongly disagree or disagree" to the following question:</b> <b>All my child's teachers meet his/her learning needs by individualizing instruction (10 of 10 Schools, range 5.66% to 33.17%)</b> <b>All of my child's teachers help me to understand my child's progress (6 of 10 Schools, range 4.64% to 31.77%)</b> <b>All of my child's teachers keep me informed regularly of how my child is being graded (6 of 10 Schools, range 9.44% to 38.97%)</b>				
Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
The district will regularly engage the community	Develop Signature Program Plans for each school	Comprehensive Plans by school	Oct. 2013 - On Going	Three Signature Program presentations to the Board through March. Each school is at varying levels of development.
	Define current efforts for community engagement	List of current engagement opportunities	Oct. 2013 - On Going	Reviewed current outreach, developed future calendar for community engagement.
	Provide Opportunities for two way communication in the community (Planned Communities, Ecumenical)	Presentations updated at Board Meetings	Aug. 2013 - On Going	Monthly Ecumenical Meetings, Steering Committee met through January, Chamber One-on-One Event with Dr. Stanton, Lions presentation in March, as examples.
	Increase presence on Facebook and Twitter	Number of followers on Facebook and Twitter	Aug. 2013 - On Going	Weekly updates on Facebook and Twitter. Largest FB post reached 798 contacts; 27 followers on Twitter.
	Schools will develop strategies to address the three lowest areas from parent survey	ConnectEd Message history, Newsletter examples, etc.	Oct. 2013 - On Going	RTI process used in all schools for individualized instruction, phone logs, ConnectED calls, data meetings with families being used at many schools to understand progress and grading.

### THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

**The Humboldt Schools.**  
*Motivating achievement since 1906.*

District

## HUMBOLDT UNIFIED SCHOOL DISTRICT BOARD GOALS 2013-14

### Goal 4. To Attract and Retain Highly Effective Employees

**SMART Goal: The Humboldt Unified School District will attract and retain highly effective employees through fair and equitable practices that meet their needs to ensure student success.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Attract highly effective employees to the District.	Implement a comprehensive new teacher induction program.	Implementation Agendas Surveys	Fall 2014	In cooperation with the Educational Services and Finance departments, the program is currently being finalized. Evaluation and cognitive coaching training has been scheduled for April. Additionally, Reading Coaches and Instructional Specialists are scheduled to attend a Foundations of Instruction training in July.
	Introduce TalentEd Recruit and Hire applicant software.	Implementation	January 2014	TalentEd Recruit and Hire software has been implemented and is being used.
	Continue staffing and recruiting timelines to enhance the applicant pool.	Staffing and recruiting timelines and critical work activities (CWAs).	Ongoing	Staffing timelines and critical work activities have been developed and distributed to principals.

Retain highly effective employees in the organization.	Review all current job descriptions and conduct a market analysis to compare salaries and benefits packages.	Board Report	June 2014	Job descriptions will be brought to the Board during the April meeting. Upon Board approval of job descriptions, a market analysis will be conducted.
	Identify potential future administrators and teacher leaders within HUSD.	Identify future leaders through preliminary staffing evaluations. Establish Leadership Institute Objectives.	Ongoing	Staffing evaluations have been completed in cooperation with principals. Staff members are currently receiving McRel Leadership training. Additionally, staff members will be invited to attend cognitive coaching training. Leadership Institute objectives have not been developed.
	Compute and analyze exit surveys for employees.	Survey data	June 2014	Exit surveys have been updated. The review of Exit Survey data will be analyzed monthly beginning in April.
To identify and increase the ways in which we can support our employees	Provide training for administrators on current legal topics, and policies and procedures.	Training Agendas Workshop Participation Evaluator Training	Ongoing	Teacher evaluation and cognitive coaching training has been scheduled for April. A cost analysis is being conducted to determine the feasibility for additional summer trainings for administrators
	Implement and expand TalentEd Perform teacher evaluation software to include identified employee groups.	Complete implementation for certified staff. Present available analysis of evaluation practices. Identify employee group to add to the system.	June 2014	Implementation for certified staff has been completed. An analysis of evaluation practices will take place in June. Based on feedback, the addition of classified employee groups will be explored.

	Implement a welcome back convocation activity.	Implementation Agenda	Fall 2014	A date and location has been selected for this event (July 31st at Tim's Toyota Center). The District is currently seeking sponsors.
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# DISCUSSION

## 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:	March 4, 2014	Discuss X
SUBJECT:	Tax Credit Recap - 2013	Action

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### OBJECTIVE:

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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.

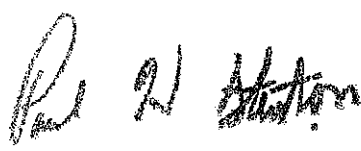
Attached is the summary of tax credit contributions received for the calendar year 2013.

*Please note the substantial increase in collections for Lake Valley Elementary is primarily attributed to the additional extracurricular program co-sponsored with the Highland's Center for the new habitat at that school in 2013 and for Mountain View Elementary in 2012.*

### 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

**HUMBOLDT UNIFIED SCHOOL DISTRICT  
TAX CREDIT DEPOSITS**

<b>Humboldt Unified School District</b>			
<b>Tax Credit</b>			
<b>Three-Year Comparison</b>			
<b>SCHOOL</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
BMHS	\$ 75,369.00	\$ 74,047.95	\$ 78,279.00
BMMS	\$ 13,320.00	\$ 12,703.66	\$ 11,816.00
GHMS	\$ 28,945.90	\$ 20,827.88	\$ 22,654.34
CSES	\$ 19,219.00	\$ 28,833.00	\$ 20,347.00
GES	\$ 10,246.00	\$ 16,080.00	\$ 13,627.34
HES	\$ 12,608.00	\$ 10,288.00	\$ 11,825.34
LTS	\$ 31,170.68	\$ 26,229.73	\$ 20,103.32
LVES	\$ 11,920.00	\$ 10,823.00	\$ 47,084.34
MVES	\$ 9,831.00	\$ 42,523.00	\$ 13,980.34
SSO	\$ 500.00		
	\$ 213,129.58	\$ 242,356.22	\$ 239,717.02





# **ACTION**

## **Item 10A.**

### **BMMS Signature Program**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10A
FROM:	Jessica Bennett, Principal Bradshaw Mountain MS	Reading	
DATE:	March 4, 2014	Discuss	
SUBJECT:	Signature Program at BMMS—Leadership and Honors Academy	Action	X
		Consent	
OBJECTIVE:	Presentation of the BMMS signature program, Honors and Leadership Academy; the objectives, rationale, processes, and cost for this program.		

To the HUSD Governing Board and Dr. Paul Stanton, Superintendent:

Currently Bradshaw Mountain Middle School has many programs and classes in place to support each of our students at all levels. We have honors classes in English and offer five levels of math for our 7<sup>th</sup>-8<sup>th</sup> grade students. Our students choose up to four electives each year which can include AVID, band, drama, PE, and the award winning Paxton Patterson Action Lab. We are also very proud of our response to intervention, *I Choose*, classes and the individual attention we have been able to provide to our students during fifth hour.

After thorough review of all programs by the BMMS SITE Council and teachers, it was evident that our students need additional honors classes in science and social studies, as well as, more project-based learning opportunities to further develop critical thinking, collaboration, communication, and creativity within our students.

The Bradshaw Mountain Middle School Leadership and Honors Academy will fill both of these needs. Students will now have the chance to participate in one to four honors/ pre-AP classes which will be offered in each core area. We will also double our sections of AVID courses to provide support to students in the honors/pre-AP courses and to better prepare our students for the AP Academy offered at Bradshaw Mountain High School. Students will also have the opportunity to complete one to two projects each quarter in the areas of civics, arts, STEM (science, technology, engineering, math), or health and fitness. Integrating project-based learning into the curriculum will allow students to work on projects that tackle real problems and issues that have importance beyond the classroom.

The presentation will identify the goals of the BMMS Leadership and Honors Academy and needs in curriculum, technology, and professional development.

Approved for transmittal to the Governing Board:

*Dr. Paul Stanton*

Questions should be directed to: Jessica Bennett (759-4900)

**Humboldt Unified School District #22**  
**SIGNATURE PROGRAM REQUEST FORM**

**School:** Bradshaw Mountain Middle School  
**Name of Signature Program:** Honors and Leadership Academy  
**Grade Level(s):** 7<sup>th</sup> -8<sup>th</sup> Grades

**Does the program align with the district goals?**

Board Goal #1: To Raise the Level of Student Achievement -- Adding honors classes in science and social studies will increase the rigor for students; training for our teachers will help to improve instructional strategies that will benefit all students. Project based learning will help students develop leadership skills and will provide opportunities for students to integrate all disciplines as they investigate real-world questions that do not neatly fit into one content area.

Board Goal #2: To Focus on Planning for Future Student Needs -- Students will be better prepared for BMHS courses which lead to increased college graduation rates. Students will focus on the 21st Century Skills through project based learning.

Board Goal #3: To Increase Parental and Community Involvement -- Through project based learning, students will be working to develop solutions to problems at community, state, and national levels.

**Program Description:**

Bradshaw Mountain Middle School Leadership and Honors Academy will provide students with the chance to participate in one to four honors/ Pre-AP classes which will be offered in each core area. We will also double our sections of AVID courses to provide support to students in the honors/pre-AP courses and to better prepare our students for the rigorous courses offered at Bradshaw Mountain High School. Students will also have the opportunity to complete 1-2 projects each quarter in the areas of civics, arts, STEM (science, technology, engineering, math), or health and fitness. Both the honors classes and project based learning opportunities will increase both rigor and relevance necessary to meet the Arizona college and career readiness standards.

**What measures will you use to know the program has been successful?**

An increase in student achievement on district and state assessments across all academic areas (state assessment, Galileo, Explore). AdvancED survey results on questions that relate to rigor and relevance of the BMMS curriculum. Increased student participation in outside events and competitions (Lego Robotics, Odyssey of the Mind, Chunkin Punkin, High Altitudes, SIMS Challenges). Two partnerships with local businesses or corporations.

**Rationale: E.g. What research led you to choose the above program?**

The 2012 research report by the College Board, "Academic Rigor for College Readiness," states, "that students who took more rigorous courses in high school attained better grades, achieved higher SAT scores, and were more likely to enroll in college. Moreover, these students were also more likely to matriculate to a four-year college." BMMS will prepare students to be successful in the courses at BMHS, including the AP courses.

The AVID website posted a research brief from the Southern Regional Education Board. The Southern Regional Education Board conducted a study of nearly 3,100 students from 44 middle schools. The study found that "ninth graders who are placed in higher level courses have a lower failure rate than students with similar characteristics who are placed in lower-level courses." The goal of BMMS is to prepare more students to be ready to face the rigor of the higher level courses offered in high school.

Numerous research reports are listed in the book *PBL for 21<sup>st</sup> Century Success* from the Buck Institute for Education. Links to these studies are available on their website as well as additional research can be found through other educational sites. A few key points to highlight:

- Schools implementing a PBL model in urban settings showed substantial progress in closing the achievement gap for students eligible for free or reduced price lunch. (Expeditionary Learning, 2011).
- The capacity to think crucially, solve problems, communicate effectively, and work in teams are some of the life skills highly valued by employers, but these skills are not addressed effectively in most formal education curricula." (International Youth Foundation, 2012).
- In a survey of CEO's, corporate leaders name creativity as the quality they most value in employees. However, creativity scores measured by the Torrance Test of Creative Thinking have been in decline since the 1990's, with the drop most precipitous for students in grades K-6 (Bronson and Merryman, 2010).

David Ross, the director of BiE, noted, "When designing a rigorous, relevant, and engaging project, Common Core is the *what*, and PBL is the *how*. " The BMMS leadership academies will provide a system that allows our students to be immersed in PBL each day. As our teachers' become more proficient with PBL, additional projects will be implemented in all content areas.

**Describe the community input received in support of this program:**

Work began with the SITE team to complete a SWOT analysis of BMMS along with surveys from our teachers and students in the AVID classes in October. As program ideas developed, each group was able to give input through SITE and faculty meetings. Meetings were also held with departments and individual teachers to identify strengths and areas of need with proposed signature program.

**Does the program require additional software, textbooks, or professional development?**

Teachers will need training for both Pre-AP and project based learning. Teachers will also need professional time to research and write curriculum for the Pre-AP and leadership academy classes. A resource pack of 4-5 books on project based-learning from the Buck Institute of Education and then the Pre-AP resources from College Board will also need to be purchased for each area. Material cost will vary depending on project designs and needs, but the SITE team estimates, that an average of \$20.00 for student will cover materials for the projects in addition to one field trip for each student. With the district expansion of technology, BMMS has two lap-top carts for year two that will enable students to have the technology needed to research, prepare, and present their projects.

## Estimated Program Costs

### Materials and Equipment

	# of Units	Individual Cost	Year 1 cost	Year 2 cost	On-Going
<b>Lego Robotics Kits</b>	2 kits	\$800 /kit	\$1,600	\$1,600	\$1,600
<b>Competition and challenge fees</b>	8 events	\$1,000 /event average registration fees	\$8,000	\$8,000	\$8,000
<b>Project Supplies and field trips TBD</b>	340 students	\$20.00 /student	\$6,800	\$7,400	\$8,000

### Professional Development

	# of Teachers	Individual Cost	Year 1 Cost	Year 2 Cost	On-Going
<b>Pre-AP Training-- Registration, Travel, Room and Board</b>	6-- Teachers. One 7th and one 8th grade for SS, Science, and ELA	\$1,000 per teacher	\$6,000	\$1,000	\$1,000
<b>Project Based Learning Handbook</b>	20	\$39.00	\$780.00	0	0
<b>PBL Toolkit Series from BIE</b>	4-- one per team	\$100.00	\$400.00	0	0
<b>Planning and curricular writing for pre-AP teachers during summer</b>	8 /teacher	\$25.00 /hour ; 16 hours = \$400	\$3,200	\$1,600	\$1,600
<b>Planning and project development time for teachers during summer</b>	12 /teachers	\$25.00 /hour ; 16 hours = \$400	\$4,800	\$2,400	\$2,400
<b>Substitutes for 1/2 day quarterly collaboration for pre-AP teachers and PBL teams.</b>	20	10 subs/quarter @ \$75.00/day	\$3,000	0	0
<b>PROGRAM TOTALS BY Year</b>			\$34,580	\$22,000	\$22,600

### Future Technology needs to be congruent with HUSD district technology plan

<b>*Laptop Carts with Laser Printers</b>	2 carts with 30 laptops and 1 printer	\$35,000	\$70,000	maintenance and licenses	maintenance and licenses
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## A SAFE AND SUPPORTIVE ENVIRONMENT

On the 2013 8th Grade EXPLORE Survey:

- 87% of students agree that BMMS provides help so that students can learn at a high level
- 86% of students agree that there is a teacher or adult at this school who believes that they will be a success

### TECHNOLOGY AT BMMS

- Two computer labs for both class and individual student use
- Paxton Patterson Lab with 14 modules in STEM careers
- Family-Link—online gradebook for parents and students to check attendance and grades
- Updated website and Connect-Ed automated calls to ensure accurate and timely communication with all families

### ATHLETICS and CLUBS

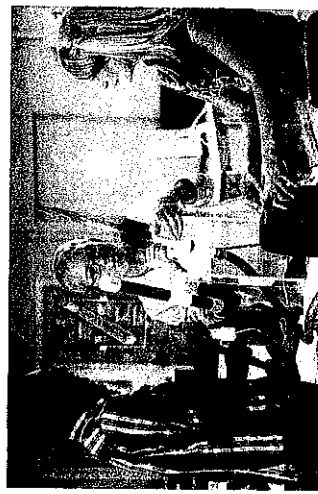
- Girls' Athletics: cross country, volleyball, wrestling, basketball, soccer and track
- Boys' Athletics: cross country, wrestling, basketball, soccer and track
- Clubs: Student Council, NJHS, tutoring, and CASH Academy Clubs

## ADDITIONAL SERVICES AND SUPPORT FOR OUR STUDENTS

- Tutoring offered after school in all subjects. In addition, individual teachers are available to help students in the morning or after school
- A registered nurse on site during all school hours
- Special Education programs including co-taught classes
- Food service that provides breakfast and lunch daily
- Transportation that also includes activity busses for students who stay after school for sports, tutoring, or clubs
- Community service opportunities
- Grade level team support and collaboration with events and projects
- Quarterly incentives and recognition for both academic and behavioral progress and success
- Reading Counts program to support reading comprehension
- College and career events to promote college and career ready standards
- School wide binders to assist in organization and consistency in all classes with all teachers
- Three benchmark assessments with teachers and parent reports to monitor yearly progress
- A mentor teacher to help with academic goals and character counts education



# Bradshaw Mountain Middle School



## Leadership and Honors Academy

12255 E. Turquoise Circle

Dewey, Arizona

928-759-4900

Principal Jessica Bennett

## ACADEMICS AT BMMS

- Core classes in English, math, social studies, and science
- Honors classes in English, math, social studies, and science
- Support for honors classes through the AVID program and school-wide strategies
- Support for core classes through our I-Choose / Intervention Classes
- Opportunities for high school credit from BMHS for Algebra I and Geometry
- Project Based Learning in I-Choose / CASH Academies

## ELECTIVES

Each student has the option to choose two to four classes from the following :

- Physical Education (Semester or Year)
- AVID\* (Year)
- Paxton Patterson Action Lab (Semester)
- Art I or II (Semester)
- Drama (Year)
- Performance Choir (Year)
- Band (Year)
- Yearbook and Newspaper (Semester)
- Guitar (Semester)
- Computers Applications (Semester)
- Classroom assistant (8th grade only—Semester)

## I-CHOOSE EXCELLENCE

### INTERVENTION CLASSES

- Tiered support in reading and math with an emphasis devoted to students' unique needs based on summative data and teacher recommendations
- Support for classwork on a daily or as needed basis

### LEADERSHIP through Project Based Learning

Project-based learning teaches students to explore real-world problems and challenges. Students will complete 1-2 projects each quarter either individually or as a team in one or more of the following areas:

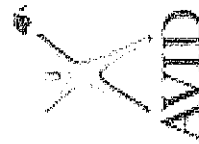
- CIVICS
- ARTS
- STEM
- HEALTH AND FITNESS

Students will work on projects that tackle real problems that have importance beyond the classroom. This allows students to actively engage in their learning and make important choices during the project as they demonstrate in tangible ways that they have learned key concepts and skills. BMMS students will show leadership as they engage in projects and work on collaboration, communication, creativity, and critical thinking.

### AVID—Advancement Via Individual Determination

AVID students are more likely than their peers to successfully complete rigorous academic courses. AVID also significantly closes the achievement gaps between groups of students, regardless of ethnicity or economic background. AVID students complete courses required for admission into four-year colleges or universities at a rate consistently higher than their peers. At BMMS, AVID provides the support to help students stay organized and motivated while developing the habits and skills to be successful in high school and beyond.

BMMS has openings for 50 students per grade level for AVID. Students will need to complete the AVID application process to be registered for the AVID class; however, ALL teachers implement AVID strategies in each of their classes.







# **ACTION**

## **Item 10B.**

### **Policy Advisories**

#### **497 – 498**

**(Second Reading)**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	108
FROM:	Danny Brown, Director of Federal Program/School Improvement	Reading	X
DATE:	March 4, 2014	Discuss	X
SUBJECT:	Policy Review –Second Reading of Policy Advisories: #497-98 – Section J (Students)	Action	X
		Consent	
<hr/>			
OBJECTIVE:	Board Governance		

### **SUPPORTING DATA:**

To insure compliance with State Statutes these Policy Advisories have been submitted by the Arizona School Boards Association (ASBA) relating to Section J (Students).

The First Reading was held at the February 11, 2014 Governing Board Meeting.

#### **PA #497 JKE – Expulsion of Students**

This policy advisory provides clarity for the expulsion of students with disabilities under the Individuals with Disabilities Education Act (IDEA). A student may not be expelled if they have a disability unless it is determined through a manifestation hearing that the student's behavior is not related to her/his disability. The manifestation hearing must be held within 10 school days of any decision to change the placement of the child because of a violation of student code of conduct. A change in placement may be given to a student in lieu of expulsion. Students must not be denied services under IDEA if they are expelled.

Note: At its annual organization meeting, the HUSD Governing Board elected to have disciplinary cases heard by a district approved hearing officer (Option B).

#### **PA #498 JLF – Reporting Child Abuse/Child Protection**

This policy advisory now allows mandated reporters to be able to file reports electronically and no longer requires a follow up written report within 72 hours. Mandated reports can now submit written reports electronically 24 hours a day through a secure website.

Second Reading Complete. Upon approval, the revised policies will be included in the HUSD Governing Board Policy Manual.

### **SUMMARY & RECOMMENDATION:**


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

It is the recommendation of administration that the policies be accepted as presented by ASBA.

#### **Sample Motion:**

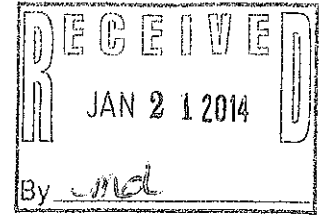
*I move to adopt Policy JKE-Expulsion of Students and Policy JLF-Reporting Child Abuse/Child Protection as presented by ASBA.*

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Danny Brown 759-4010

# **POLICY SERVICES ADVISORY**



Volume 26, Number 1

January 2014

Policy Advisory No. 497.....JKE — Expulsion of Students

Policy Advisory No. 498.....JLF — Reporting Child Abuse/  
Child Protection

## **Policy Advisory Discussion**

### ***Policy Advisory No. 497. Policy JKE — Expulsion of Students***

Policy JKE is modified to clarify that although a student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 1997 may not be expelled from school if the student's behavior is related to the child's disability, expulsion may be a consequence of behavior unrelated to the disability.

Expulsion may be imposed if as a result of a Manifestation Determination it has been determined that the student's behavior is unrelated to the child's disability. The Manifestation Determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct.

The student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act.

***Policy Advisory No. Policy JLF — Reporting Child Abuse/Child Protection.*** Senate Bill 1291 amended Arizona Revised Statutes section 13-3620 during the most recent legislative session. The enacted changes allow mandated reporters to file reports of child abuse, neglect and abandonment electronically. Additionally, follow-up written reports that were previously required to be submitted within seventy-two (72) hours of calling in reports to the Child Abuse Hotline are no longer a requirement.

The Department of Economic Security, Division of Children, Youth and Families, has announced that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website.

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

Page 1 of 12

Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports 24 hours a day without wait times.

All reports made via the online website will **require the person making the report (reporting source) to provide contact information**. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All **emergency situations** where a child faces an immediate risk of abuse or neglect that could result in serious harm **must** still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

**Further communications and instructions for mandated reporters will be announced when the online reporting system is available.**

Any concerns for the safety of a child due to abuse, neglect or abandonment, **must be reported**, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting **non-emergency** concerns via the Online Reporting Service for Mandated Reporters at <https://www.azdes.gov/dcyf/cps/mandated-reporters/> (effective November 2013).

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If you have any questions, call Policy Services at (602) 254-1100. Ask for Chris Thomas, Director of Legal/Policy Services; Dr. Terry Rowles, Assistant Director; Steve Highlen, Senior Policy Consultant; or Nick Buzan, Policy Consultant. Our E-mail addresses are, respectively, [cthomas@azsba.org], [trowles@azsba.org], [shighlen@azsba.org] and [nbuzan@azsba.org]. You may also fax information to (602) 254-1177.

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

<p><b>Note:</b> This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.</p>
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Page 2 of 12

This policy advisory provides clarity for the expulsion of students with disabilities under the Individuals with Disabilities Education Act (IDEA). A student may not be expelled if they have a disability unless it is determined through a manifestation hearing that the student's behavior is not related to her/his disability. The manifestation hearing must be held within 10 school days of any decision to change the placement of the child because of a violation of student code of conduct. A change in placement may be given to a student in lieu of expulsion. Students must not be denied services under IDEA if they are expelled.

It is the recommendation of administration that the policy be accepted as presented by ASBA.

## EXPULSION OF STUDENTS

A recommendation to expel shall be through the principal and forwarded to the Superintendent. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

The Governing Board (*Option A*: will decide in executive session whether the Board will conduct an expulsion hearing or designate one [1] or more hearing officers to hear the evidence) *OR* (*Option B*: directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board). [Choose Option above]

### Expulsion

#### *Regular Education Students*

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

- *Step 1*: Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.
- *Step 2*: If the Superintendent concurs with the recommendation, the Superintendent shall (*Option A*: present the recommendation to the Governing Board) *OR* (*Option B*: present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board). [Choose same Option as above]
- *Step 3*: In each case in which a recommendation for expulsion receives approval by the Superintendent, (and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer), the Governing Board will meet in executive session:
  - to determine whether the nature of the accusations against the student justify an expulsion hearing,
  - to determine whether the hearing will be held before the Governing Board or before a hearing officer,
  - to designate a hearing officer if one will be used, and

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- if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session.
- *Step 4:* The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension.
- *Step 5:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:
  - A statement of the charges and the rule or regulation violated.
  - The extent of the punishment to be considered.
  - The date, time, and place of the formal hearing.
  - A designation of the District's witnesses.
  - That the student may present witnesses.
  - That the student may be represented by counsel at the student's expense.
  - If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
  - Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.
- *Step 6:* The parent, guardian or emancipated student shall be informed of the following:
  - Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
  - The student is entitled to a statement of the charges and the rule or regulation violated.

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

- The student may be represented by counsel, without bias to the student.
  - The student may present witnesses.
  - The student or counsel may cross-examine witnesses presented by the District.
  - The burden of proof of the offense lies with the District.
  - Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
  - The District has the right to cross-examine witnesses, and may be represented by an attorney.
  - If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.
  - If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.
- *Step 7: A formal hearing will be held:*
    - When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:
      - ▲ If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
      - ▲ If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

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Page 5 of 12



- *Step 8:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

- Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

- ▲ The time and place of the Board meeting at which the recommendation will be made.

- ▲ That the recommendation may be appealed at the time the recommendation is made to the Board.

- ▲ That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.

- ▲ That the written appeal shall indicate a spokesperson on behalf of the student.

- ▲ That the spokesperson will be given time to speak to the Board on appeal.

- ▲ The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.

- Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

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## ***Special Education Students***

A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 1997 may not be expelled from school, unless as a result of a Manifestation Determination it has been determined that the student's behavior is unrelated to the child's disability. The Manifestation Determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct. ~~But~~ In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The Individualized Education Program Team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's Individualized Education Programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in 1997, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

### ***Readmittance procedure***

- A student expelled from the District may request readmittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:
  - Be written and be directed to the attention of the Governing Board.
  - Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:
    - ▲ An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.
    - ▲ That such misconduct or similar misconduct will not be repeated.
    - ▲ A description of the student's activities since the expulsion.
    - ▲ Support of the student's application for readmission.
  - Be filed in the Superintendent's office.

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- The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board's decision is final.
- A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

### ***Readmittance conditions***

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

- Regular attendance – no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.
- Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

*Adopted:* date of Manual adoption

<p><i>Note:</i> This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.</p>
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Page 8 of 12

LEGAL REF.:A.R.S. 15-342 15-841  
15-766 15-842  
15-767 15-843  
A.G.O. I78-103 I80-055  
I78-218 I84-036  
A.A.C. R7-2-401 R7-2-405  
20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act  
20 U.S.C. 7151 *et seq.*, The Gun-Free School Act of 1990  
29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS REF.: IHB- Special Instructional Programs  
JR - Student Records

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

Page 9 of 12

## REPORTING CHILD ABUSE / CHILD PROTECTION

Any school personnel or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. 36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Child Protective Services (CPS) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone ~~or in person and shall be followed by a written report within seventy two (72) hours.~~

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports 24 hours a day without wait times.

All reports made via the online website will **require the person making the report (reporting source) to provide contact information.** A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All **emergency situations** where a child faces an immediate risk of abuse or neglect that could result in serious harm **must** still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, **must be reported**, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

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Submitting **non-emergency** concerns via the Online Reporting Service for Mandated Reporters at <https://www.azdes.gov/dcyf/cps/mandated-reporters/> (effective November 2013).

Pursuant to A.R.S. 13-3620, such reports shall contain:

- The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.
- The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.
- Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

A report is not required under A.R.S. 13-3620 for conduct prescribed by A.R.S. 13-1404 and 13-1405 if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

A person who fails to report abuse as provided in A.R.S. 13-3620 is guilty of a class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. 13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

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Page 11 of 12

Any school employee who has orally reported to CPS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

*Adopted:* date of Manual adoption

LEGAL REF.: A.R.S. 8-201	13-3553
13-1404 <i>et seq.</i>	13-3608
13-1410	13-3619
13-3019	13-3620
13-3212	13-3623
13-3506	15-514
13-3506.01	46-451
13-3552	46-454

CROSS REF.: GBEB - Staff Conduct  
GBEBB - Staff Conduct With Students  
JKA - Corporal Punishment

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Page 12 of 12





# **ACTION**

## **Item 10C.**

### **Policy Revision**

#### **GDO – Evaluation of Staff Members**

**(Second Reading)**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	100
FROM:	Dan Streeter, Director of Human Resources	Reading	X
DATE:	March 4, 2014	Discuss	X
SUBJECT:	Policy Review – GDO – Evaluation of Staff Members Second Reading	Action	X
OBJECTIVE:	Goal #4: To Attract and Retain Highly Effective Employees		

### **SUPPORTING DATA:**

The First Reading was conducted at the February 11, 2014 Governing Board Meeting.

The Affordable Care Act is scheduled to directly affect the Humboldt Unified School District on July 1, 2014. One of the provisions of the Affordable Care Act is that qualifying employees must begin receiving insurance benefits within ninety (90) days of their start date. This provision has a direct impact on our classified staff working over thirty (30) hours per week. Specifically, Policy GDO establishes a probationary period of ninety (90) days. Currently, the District provides health insurance benefits to classified employees upon successful completion of this probationary period. Per our health insurance regulations, benefits begin on the first of the month following an employee's probationary period. Based on this, there are many instances in which the District would not meet the ACA provisions.

By changing Policy GDO to read that the probationary period would last sixty (60) days, the district would be in a position to maintain compliance with the Affordable Care Act. Additionally, this adjusted provision would serve as a benefit to our employees while maintaining an adequate enough probationary period for our supervisors.

*All support personnel shall be evaluated by the appropriate supervisor or administrator. A written evaluation of effectiveness of each support staff member shall be completed during the ~~ninety (90)~~ sixty (60) day probationary period after the first day of work. A second first-year evaluation will be not later than the anniversary date of employment. At least once each year thereafter, an evaluation will be conducted. The evaluation will be used to increase job proficiency and for recommending continued employment.*

### **SUMMARY & RECOMMENDATION:**


It is recommended that the Board approve Policy GDO – Evaluation of Staff Members as presented. Once approved, the policy will be included in the HUSD Governing Board Policy Manual.

Second Reading Complete.

### **Sample Motion:**

*I move to adopt Policy GDO – Evaluation of Staff Members as presented.*

Approved for transmittal to the Governing Board:

  
Dr. Paul H. Stanton, Superintendent

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

**CURRENT POLICY**

**G-8900   ©   GDO  
EVALUATION OF SUPPORT  
STAFF MEMBERS**

All support personnel shall be evaluated by the appropriate supervisor or administrator. A written evaluation of effectiveness of each support staff member shall be completed during the ninety (90) day probationary period after the first day of work. A second first-year evaluation will be not later than the anniversary date of employment. At least once each year thereafter, an evaluation will be conducted. The evaluation will be used to increase job proficiency and for recommending continued employment.

*Adopted:*    date of Manual adoption

LEGAL REF.:    A.R.S.   15-341  
                  15-1326



# Personnel Item 11A.

Ed. Svc. Director

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	11A
FROM:	Dr. Paul H. Stanton, Superintendent	Reading	
DATE:	March 4, 2014	Discuss	X
SUBJECT:	Approval of the Hiring of the Director of Educational Services for the 2014-2015 school year	Action	X
OBJECTIVE:	Goal #1 Raise the level of Student Achievement and #2 Focus on Planning for Future Student Needs		

### **SUPPORTING DATA:**

I am pleased to recommend our new Director of Educational Services starting July 1, 2014. I was privileged to serve on the selection committee along with the following highly qualified individuals:

Principal: Bucky Bates, Granville Elementary School

DO Administrator: Dan Streeter, Director of Human Resources

DO Administrator: Danny Brown, Director of Federal Programs and School Improvement

Instructional Specialist: Rosamaria Corradi, Liberty Traditional School

Principal: Dr. Theresa Matteson, Glassford Hill Middle School


Board Member: Gary Hicks

### **SUMMARY & RECOMMENDATION:**

#### **Sample Motion:**

*I move to approve the hiring of the 2014-2015 Director of Educational Services on a one year contract as recommended by the selection committee.*

Approved for transmittal to the Governing Board:

  
Dr. Paul H. Stanton, Superintendent

*Questions should be directed to: Dr. Paul Stanton @ 759-5007*