

CONSENT

Item 8D.

Monthly Budget Report

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 8D
FROM: Cynthia Windham, Finance Director Reading
DATE: August 19, 2014 Discuss
SUBJECT: Monthly Budgets - Board Report Action
Consent X

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

SUPPORTING DATA:

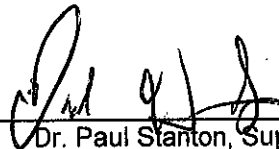
The monthly Expenditure Budget Balance Report is as follows:

As of 7/31/14	Budget	YTD Exp	Encumb	Remaining Budget Bal	% Remain
Maintenance/Op:	\$29,914,339	\$380,470	\$25,248,780	\$4,285,089	14%
Capital Fund (DAA)	\$10,435,036	\$139,690	\$ 515,378	\$9,779,968	93%

SUMMARY & RECOMMENDATION:

No action necessary. Report is 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

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: August 19, 2014

Discuss

SUBJECT: Student Activities - Board Report

Action

Consent X

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

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: 8/31/2014

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.110.1319	GENERIC EXPENSE	\$11,574.95	\$0.00	\$0.00	\$11,574.95	\$0.00	\$11,574.95	100.00%
850.100.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$60.64	\$60.64	(\$60.64)	\$0.00	\$0.00	0.00%
850.610.1000.6332.110.1319	OTHER COMM SVCS	\$0.00	\$16.56	\$16.56	(\$16.56)	\$0.00	(\$16.56)	0.00%
850.610.1000.6332.110.1319	GENERAL SUPPLIES	\$0.00	\$3,741.27	\$3,741.27	(\$3,741.27)	\$0.00	(\$3,741.27)	0.00%
850.610.1000.6610.110.1319	FF&E < \$1,000	\$0.00	\$195.28	\$195.28	(\$195.28)	\$0.00	(\$195.28)	0.00%
850.610.1000.6730.110.1319	TECHNICAL SERVICES	\$0.00	\$169.59	\$169.59	(\$169.59)	\$0.00	(\$169.59)	0.00%
850.610.3100.6340.110.1319	COURSE: STUDENT COUNCIL - 1319	\$11,574.95	\$4,183.34	\$4,183.34	\$7,391.61	\$0.00	\$7,391.61	63.86%
UNIT: LVES - 110								
850.100.1000.6000.120.1319	GENERIC EXPENSE	\$4,139.30	\$0.00	\$0.00	\$4,139.30	\$0.00	\$4,139.30	100.00%
850.400.2710.6510.120.1319	STUDENT TRANS SVS	\$0.00	\$262.84	\$262.84	(\$262.84)	\$0.00	(\$262.84)	0.00%
850.610.1000.6610.120.1319	GENERAL SUPPLIES	\$0.00	\$1,561.58	\$1,561.58	(\$1,561.58)	\$0.00	(\$1,561.58)	0.00%
850.610.1000.6810.120.1319	DUES AND FEES	\$0.00	\$100.00	\$100.00	(\$100.00)	\$0.00	(\$100.00)	0.00%
850.610.1000.6890.120.1319	MISC EXPENDITURES	\$0.00	\$750.00	\$750.00	(\$750.00)	\$0.00	(\$750.00)	0.00%
850.610.2190.6340.120.1319	TECHNICAL SERVICES	\$0.00	\$200.00	\$200.00	(\$200.00)	\$0.00	(\$200.00)	0.00%
850.610.2190.6340.120.1319	COURSE: STUDENT COUNCIL - 1319	\$4,139.30	\$2,874.42	\$2,874.42	\$1,264.88	\$0.00	\$1,264.88	30.56%
UNIT: LVES - 110								
850.100.1000.6000.120.1362	GENERIC EXPENSE	\$4,920.59	\$0.00	\$0.00	\$4,920.59	\$0.00	\$4,920.59	100.00%
850.610.1000.6610.120.1362	GENERAL SUPPLIES	\$0.00	\$2,633.79	\$2,633.79	(\$2,633.79)	\$0.00	(\$2,633.79)	0.00%
850.610.1000.6810.120.1362	DUES AND FEES	\$0.00	\$115.00	\$115.00	(\$115.00)	\$0.00	(\$115.00)	0.00%
850.610.1000.6890.120.1362	MISC EXPENDITURES	\$0.00	\$500.00	\$500.00	(\$500.00)	\$0.00	(\$500.00)	0.00%
850.610.1000.6890.120.1362	COURSE: NATIONAL HONOR SOCIETY - 1362	\$4,920.59	\$3,248.79	\$3,248.79	\$1,671.80	\$0.00	\$1,671.80	33.98%
UNIT: LVES - 110								
850.100.1000.6000.120.1385	GENERIC EXPENSE	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
850.610.1000.6610.120.1385	GENERAL SUPPLIES	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
850.610.1000.6810.120.1385	DUES AND FEES	\$0.00	\$6,123.21	\$6,123.21	\$3,183.22	\$0.00	\$3,183.22	34.20%
UNIT: BMMS - 120								
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$12,845.26	\$0.00	\$0.00	\$12,845.26	\$0.00	\$12,845.26	100.00%
850.400.2710.6510.125.1319	STUDENT TRANS SVS	\$0.00	\$316.22	\$316.22	(\$316.22)	\$0.00	(\$316.22)	0.00%
850.610.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$2,769.88	\$2,769.88	(\$2,769.88)	\$0.00	(\$2,769.88)	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	\$5,377.23	\$5,377.23	(\$5,377.23)	\$0.00	(\$5,377.23)	0.00%
850.610.1000.6890.125.1319	COURSE: STUDENT COUNCIL - 1319	\$12,845.26	\$8,563.33	\$8,563.33	\$4,281.93	\$0.00	\$4,281.93	33.33%
UNIT: LVES - 110								
850.100.1000.6000.125.1362	GENERIC EXPENSE	\$400.04	\$0.00	\$0.00	\$400.04	\$0.00	\$400.04	100.00%
850.610.1000.6610.125.1362	GENERAL SUPPLIES	\$0.00	\$202.53	\$202.53	(\$202.53)	\$0.00	(\$202.53)	0.00%
850.610.1000.6810.125.1362	DUES AND FEES	\$0.00	\$85.00	\$85.00	(\$85.00)	\$0.00	(\$85.00)	0.00%
850.610.1000.6810.125.1362	COURSE: NATIONAL HONOR SOCIETY - 1362	\$400.04	\$287.53	\$287.53	\$112.51	\$0.00	\$112.51	28.12%
UNIT: GHMS - 125								
850.100.1000.6000.131.1319	GENERIC EXPENSE	\$2,183.93	\$0.00	\$0.00	\$2,183.93	\$0.00	\$2,183.93	100.00%
850.100.1000.6610.131.1319	GENERAL SUPPLIES	\$0.00	\$172.08	\$172.08	(\$172.08)	\$0.00	(\$172.08)	0.00%
850.610.1000.6890.131.1319	MISC EXPENDITURES	\$0.00	\$970.00	\$970.00	(\$970.00)	\$0.00	(\$970.00)	0.00%
850.610.2130.6610.131.1319	GENERAL SUPPLIES	\$0.00	\$179.21	\$179.21	(\$179.21)	\$0.00	(\$179.21)	0.00%
850.610.2130.6610.131.1319	COURSE: STUDENT COUNCIL - 1319	\$2,183.93	\$1,321.29	\$1,321.29	\$862.64	\$0.00	\$862.64	39.50%
UNIT: HES - 131								
850.100.1000.6000.132.1319	GENERIC EXPENSE	\$2,907.71	\$0.00	\$0.00	\$2,907.71	\$0.00	\$2,907.71	100.00%
850.610.2190.6340.132.1319	TECHNICAL SERVICES	\$0.00	\$66.19	\$66.19	(\$66.19)	\$0.00	(\$66.19)	0.00%

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

To Date: 8/31/2014

From Date: 7/1/2013

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Bud
COURSE: STUDENT COUNCIL - 1319							
		\$2,907.71	\$66.19	\$66.19	\$2,841.52	\$0.00	97.72%
UNIT: MVES - 132							
		\$2,907.71	\$66.19	\$66.19	\$2,841.52	\$0.00	97.72%
COURSE: STUDENT COUNCIL - 1319							
850.100.1000.6000.133.1319	GENERIC EXPENSE	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	100.00%
850.100.1000.6890.134.1319	MISC EXPENDITURES	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	100.00%
850.610.1000.6610.134.1319	GENERAL SUPPLIES	\$0.00	\$1,477.57	\$1,477.57	\$2,157.83	\$0.00	59.36%
COURSE: STUDENT COUNCIL - 1319							
		\$3,635.40	\$1,477.57	\$1,477.57	\$2,157.83	\$0.00	59.36%
UNIT: LTS - 134							
		\$3,635.40	\$1,477.57	\$1,477.57	\$2,157.83	\$0.00	59.36%
COURSE: STUDENT COUNCIL - 1319							
850.100.1000.6000.135.1319	GENERIC EXPENSE	\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	100.00%
850.100.1000.6890.136.1319	MISC EXPENDITURES	\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	100.00%
850.610.1000.6610.136.1319	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	100.00%
COURSE: STUDENT COUNCIL - 1319							
		\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	100.00%
UNIT: GRANVILLE ELEMENTARY SCHOOL - 135							
		\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	100.00%
COURSE: STUDENT COUNCIL - 1319							
850.100.1000.6000.230.1316	GENERIC EXPENSE	\$29,290.50	\$0.00	\$0.00	\$29,290.50	\$0.00	100.00%
850.100.1000.6810.230.1316	GENERAL SUPPLIES	\$0.00	\$960.58	\$960.58	\$960.58	\$0.00	100.00%
850.470.2790.6519.230.1316	TRANSP - PRIVATE	\$0.00	\$514.00	\$514.00	\$514.00	\$0.00	100.00%
850.610.1000.6610.230.1316	GENERAL SUPPLIES	\$0.00	\$4,189.53	\$4,189.53	\$4,189.53	\$0.00	100.00%
850.610.1000.6890.230.1316	MISC EXPENDITURES	\$0.00	\$10,978.18	\$10,978.18	\$10,978.18	\$0.00	100.00%
COURSE: HOSA - 1316							
		\$29,290.50	\$16,642.29	\$16,642.29	\$12,648.21	\$0.00	43.18%
COURSE: STUDENT COUNCIL - 1319							
850.100.1000.6000.230.1319	GENERIC EXPENSE	\$25,989.00	\$0.00	\$0.00	\$25,989.00	\$0.00	100.00%
850.400.2710.6510.230.1319	STUDENT TRANS SVS	\$0.00	\$529.26	\$529.26	\$529.26	\$0.00	100.00%
850.610.1000.6610.230.1319	GENERAL SUPPLIES	\$0.00	\$8,269.92	\$8,269.92	\$8,269.92	\$0.00	100.00%
850.610.1000.6731.230.1319	Furn & Equip > \$1000	\$0.00	\$1,485.30	\$1,485.30	\$1,485.30	\$0.00	100.00%
850.610.1000.6810.230.1319	DUES AND FEES	\$0.00	\$108.60	\$108.60	\$108.60	\$0.00	100.00%
850.610.1000.6811.230.1319	REFUND FEES	\$0.00	\$630.00	\$630.00	\$630.00	\$0.00	100.00%
850.610.1000.6890.230.1319	MISC EXPENDITURES	\$0.00	\$4,250.40	\$4,250.40	\$4,250.40	\$0.00	100.00%
850.610.1000.6940.230.1319	TECHNICAL SERVICES	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	100.00%
850.610.2660.6160.230.1319	SPORTS-Co Curr - CLASSIFIED	\$0.00	\$106.02	\$106.02	\$106.02	\$0.00	100.00%
850.610.2660.6221.230.1319	SOC SEC - OASDI	\$0.00	\$6.57	\$6.57	\$6.57	\$0.00	100.00%
850.610.2660.6222.230.1319	MEDICARE-HOSP INS	\$0.00	\$1.54	\$1.54	\$1.54	\$0.00	100.00%
850.610.2660.6231.230.1319	STATE RETIREMENT	\$0.00	\$11.98	\$11.98	\$11.98	\$0.00	100.00%
850.610.2660.6232.230.1319	LNG-TRM DISABILITY	\$0.00	\$0.26	\$0.26	\$0.26	\$0.00	100.00%
850.610.2660.6260.230.1319	WORKERS' COMP	\$0.00	\$3.34	\$3.34	\$3.34	\$0.00	100.00%
850.610.2660.6340.230.1319	TECHNICAL SERVICES	\$0.00	\$360.00	\$360.00	\$360.00	\$0.00	100.00%
COURSE: STUDENT COUNCIL - 1319							
		\$25,989.00	\$17,263.19	\$17,263.19	\$8,725.81	\$0.00	33.58%
COURSE: UPWARD BOUND WARRIORS - 1320							
		\$225.29	\$0.00	\$0.00	\$225.29	\$0.00	100.00%
850.100.1000.6000.230.1320	GENERIC EXPENSE	\$225.29	\$0.00	\$0.00	\$225.29	\$0.00	100.00%
850.610.1000.6890.230.1320	MISC EXPENDITURES	\$0.00	\$84.00	\$84.00	\$84.00	\$0.00	100.00%
850.100.1000.6000.230.1361	GENERIC EXPENSE	\$2,696.95	\$0.00	\$0.00	\$2,696.95	\$0.00	100.00%
850.610.1000.6610.230.1361	GENERAL SUPPLIES	\$0.00	\$1,069.94	\$1,069.94	\$1,069.94	\$0.00	100.00%
COURSE: MU ALPHA THETA - 1361							
		\$2,696.95	\$1,069.94	\$1,069.94	\$1,627.01	\$0.00	60.33%

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: 8/31/2014

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.230.1362	GENERIC EXPENSE	\$3,926.23	\$0.00	\$0.00	\$3,926.23	\$0.00	\$3,926.23	100.00%
850.610.1000.6610.230.1362	GENERAL SUPPLIES	\$0.00	\$1,844.11	\$1,844.11	(\$1,844.11)	\$0.00	(\$1,844.11)	0.00%
850.610.1000.6810.230.1362	DUES AND FEES	\$0.00	\$85.00	\$85.00	(\$85.00)	\$0.00	(\$85.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$3,926.23	\$1,929.11	\$1,929.11	\$1,997.12	\$0.00	\$1,997.12	50.87%
850.100.1000.6000.230.1363	GENERIC EXPENSE	\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
	COURSE: ART - 1363	\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
850.100.1000.6000.230.1364	GENERIC EXPENSE	\$3,088.74	\$0.00	\$0.00	\$3,088.74	\$0.00	\$3,088.74	100.00%
850.610.1000.6610.230.1364	GENERAL SUPPLIES	\$0.00	\$2,898.39	\$2,898.39	(\$2,898.39)	\$0.00	(\$2,898.39)	0.00%
850.610.1000.6810.230.1364	REFUND FEES	\$0.00	\$34.40	\$34.40	(\$34.40)	\$0.00	(\$34.40)	0.00%
	COURSE: AVID - 1364	\$3,088.74	\$2,932.79	\$2,932.79	\$155.95	\$0.00	\$155.95	5.05%
850.100.1000.6000.230.1368	GENERIC EXPENSE	\$5,214.96	\$0.00	\$0.00	\$5,214.96	\$0.00	\$5,214.96	100.00%
850.100.1000.6890.230.1368	MISC EXPENDITURES	\$0.00	\$2,550.00	\$2,550.00	(\$2,550.00)	\$0.00	(\$2,550.00)	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 - 1368	\$5,214.96	\$3,027.00	\$3,027.00	\$2,187.96	\$0.00	\$2,187.96	41.96%
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	\$2,157.85	\$0.00	\$0.00	\$2,157.85	\$0.00	\$2,157.85	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	\$86.72	\$86.72	(\$86.72)	\$0.00	(\$86.72)	0.00%
850.610.1000.6610.230.1375	GENERAL SUPPLIES	\$0.00	\$969.69	\$969.69	(\$969.69)	\$0.00	(\$969.69)	0.00%
	COURSE: INTERACT - 1375	\$2,157.85	\$1,396.41	\$1,396.41	\$761.44	\$0.00	\$761.44	35.29%
850.100.1000.6000.230.1377	GENERIC EXPENSE	\$366.21	\$0.00	\$0.00	\$366.21	\$0.00	\$366.21	100.00%
850.610.1000.6610.230.1377	GENERAL SUPPLIES	\$0.00	\$42.40	\$42.40	(\$42.40)	\$0.00	(\$42.40)	0.00%
	COURSE: S CLUB (SOROPTIMIST) - 1377	\$366.21	\$42.40	\$42.40	\$323.81	\$0.00	\$323.81	88.42%
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	\$3,151.68	\$0.00	\$0.00	\$3,151.68	\$0.00	\$3,151.68	100.00%
850.610.1000.6610.230.1398	GENERAL SUPPLIES	\$0.00	\$1,422.14	\$1,422.14	(\$1,422.14)	\$0.00	(\$1,422.14)	0.00%
850.610.1000.6810.230.1398	DUES AND FEES	\$0.00	\$291.41	\$291.41	(\$291.41)	\$0.00	(\$291.41)	0.00%
850.610.1000.6890.230.1398	MISC EXPENDITURES	\$0.00	\$1,240.00	\$1,240.00	(\$1,240.00)	\$0.00	(\$1,240.00)	0.00%
	COURSE: SKILLS CLUB - 1398	\$3,151.68	\$2,953.55	\$2,953.55	\$198.13	\$0.00	\$198.13	6.29%
850.100.1000.6000.230.1403	GENERIC EXPENSE	\$3,611.38	\$0.00	\$0.00	\$3,611.38	\$0.00	\$3,611.38	100.00%
850.610.1000.6610.230.1403	GENERAL SUPPLIES	\$0.00	\$1,816.14	\$1,816.14	(\$1,816.14)	\$0.00	(\$1,816.14)	0.00%
	COURSE: P.A.L.S. - 1403	\$3,611.38	\$1,816.14	\$1,816.14	\$1,795.24	\$0.00	\$1,795.24	49.71%
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%
850.100.1000.6000.230.1459	GENERIC EXPENSE	\$152.69	\$0.00	\$0.00	\$152.69	\$0.00	\$152.69	100.00%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2013-2014
 Account Number: 850.610.1000.6890.230.1469
 Description: MISC EXPENDITURES
 COURSE: G.O.A.L.S. CLUB - 1469
 UNIT: BMHS - 230

☐ 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: 8/31/2014
 Encumbrance Budget Balance % Bud

Grand Total:

End of Report

CONSENT

Item 8F.

IGA

Town of Prescott Valley - SRO

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8F
FROM:	Danny Brown, Director of Federal Programs/School Improvement	Reading
DATE:	August 19, 2014	Discuss
SUBJECT:	Renewal of Intergovernmental Agreement (IGA) 2014-15 School Resource Officer IGA	Action
		Consent X

OBJECTIVE:

SUPPORTING DATA:

Attached you will find the annual Intergovernmental Service Agreement between the Town of Prescott Valley and Humboldt Unified School District. As we have done in the past, under the agreement, the Town and District equally share the costs for the High School Resource Officer (salary & benefits). This year's costs to the District are not to exceed \$43,471.00 as outlined within the agreement.

Section 12: Legal Arizona Workers Act Compliance is new to the IGA; there are no other changes other than the salary amount.

On behalf of the District, the IGA was reviewed and approved by the Yavapai County Attorney's office.

SUMMARY & RECOMMENDATION:

It is the recommendation of administration that the IGA be approved.

Sample Motion:

I move to approve the intergovernmental agreement with Prescott Valley Police Department for a School Resource Officer for fiscal year 2014-15 as presented.

Approved for transmittal to the Governing Board:


Dr. Paul Stanton, Superintendent

Questions should be directed to:

Danny Brown, Director of Federal Programs and School Improvement at 759-4010.

**INTERGOVERNMENTAL SERVICE AGREEMENT
SCHOOL RESOURCE OFFICER**

**Humboldt Unified School District
Town of Prescott Valley**

THIS AGREEMENT, entered into this 14th day of August 2014, by and between the TOWN OF PRESCOTT VALLEY, a municipal corporation of Arizona (hereinafter "Town"), and the HUMBOLDT UNIFIED SCHOOL DISTRICT NO. 22 OF YAVAPAI COUNTY, ARIZONA, a unified school district and political subdivision of the State of Arizona (hereinafter "District");

WITNESSETH:

WHEREAS, ARS §15-341 (A)(5) authorizes school district governing boards to prescribe the curricula for promotion and graduation of pupils; and

WHEREAS, ARS §15-341(A)(16) authorizes school district governing boards to provide for adequate supervision over pupils in instructional and non-instructional activities by certificated or non-certificated personnel; and

WHEREAS, ARS §9-240(B)(12) authorizes town councils to prescribe the powers and duties of police officers, and

WHEREAS, ARS §11-952 authorizes two or more public agencies (including towns and school districts) to contract for services or jointly exercise any powers common to the contracting parties, if the agreement meets certain requirements set forth in §11-952; and

WHEREAS, the District and the Town jointly participate in arranging for a School Resource Officer for Bradshaw Mountain High School who will provide law-related education as a guest instructor, in-service instruction to faculty and staff, attendance at school functions, and response to service calls during school hours; and

WHEREAS, the District Governing Board and the Town Council find that this Intergovernmental Service Agreement complies with each of the requirements of ARS §11-952 and is otherwise consistent with the health, safety and welfare needs of the community;

NOW, THEREFORE, for and in consideration of the mutual covenants and promises herein, the parties hereto enter into this Intergovernmental Service Agreement as follows:

Section 1. **TERM.** The term of this agreement shall begin on July 1, 2014, and shall extend through June 30, 2015, unless sooner terminated as set forth in Section 5 herein.

Section 2. **PURPOSE.** The purpose of this Intergovernmental Service Agreement is to continue the implementation of a School Resource Officer position in Bradshaw Mountain High School by arranging for one Town police officer to serve as School Resource Officer to, among other things, provide law-related education to students at Bradshaw Mountain High School as guest instructor, provide in-service instruction to the faculty and staff, attend school-related functions, and address calls for police

service from the schools during school hours that would normally require a response from regular patrol officers or respond to other needs as outlined by a Police supervisor.

Section 3. PERFORMANCE. The performance commitments of the respective parties are as follows:

The District shall—

- (a) provide necessary space for the assigned School Resource Officer, including a secured office space at Bradshaw Mountain High School and, if possible, at Glassford Hill Middle School with a securable desk and telephone for the School Resource Officer;
- (b) coordinate scheduling with the assigned officer and his Town supervisor;
- (c) instruct teachers, administrators and staff on how to assist the School Resource officer as needed;
- (d) provide regular evaluations of the effectiveness and on-going needs of the officer;
- (e) make a Police Question Box available to students;
- (f) provide the School Resource Officer with access to necessary audio-visual, computer and related equipment; and
- (g) provide the School Resource Officer with training that can enhance his ability to serve the students and staff.

The Town shall—

- (a) ensure through its Police Department that a qualified officer of its choice is made available as a School Resource Officer. In so doing, the Police Department shall make every effort to find qualified substitutes or make arrangements to reschedule classes if the officer is unavailable for any reason;
- (b) ensure that the assigned police officer is appropriately attired and present a professional image;
- (c) ensure that the assigned police officer is properly trained and oriented to fulfill the requirements of these positions;
- (d) allow the assigned police officers the time to
 - (1) properly prepare for classroom presentations;
 - (2) informally interact with pupils, outside of class; and
 - (3) participate in District staff orientation, faculty meetings, and in-service activities;
- (e) provide necessary supervision and evaluation of the assigned officers' performance so as to ensure an adequate level of performance; and

- (f) use funds provided by the District to defray the costs of providing these police officers to the District.

Section 4. BUDGETING AND FINANCING. The District and the Town shall each provide for its own costs under this Agreement, except that the District shall pay one half (1/2) the costs of salaries and benefits for one School Resource Officer not to exceed \$43,471.00. The District and the Town shall each include in their annual budgets the necessary appropriations to meet the cost of their respective performances hereunder. In the event the salary and/or benefits of the officer are raised by the Town beyond the amounts listed above during the term of this Agreement, any additional amounts shall be paid by the Town. Payments shall be made at times and in increments mutually agreed-to by the parties, but no more often than quarterly.

Section 5. TERMINATION. This Agreement may be terminated by either party for any reason whatsoever, effective upon receipt of written notice. In the event of termination prior to the full term of this Agreement, if the District has paid to the Town the salary amount set forth in Section 4 above, the Town shall prorate said amount based on the remaining term of this Agreement and shall return the unearned portion to the District within 60 calendar days. In the event of termination prior to the full term of this Agreement, if the District has not yet paid the salary amount set forth in Section 4 above, the District shall prorate said amount based on the remaining term of this Agreement and shall pay the earned portion to the Town within 60 calendar days.

Section 6. INDEMNIFICATION. Each party (as 'indemnitor') agrees to indemnify, defend, and hold harmless the other party (as "indemnatee") for, from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as 'claims') arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious / derivative liability to the indemnatee, are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its officers, officials, agents, employees, or volunteers.

Section 7. NO PARTNERSHIP; NOT EMPLOYEES. Nothing herein is intended to create a partnership or joint venture between the parties, nor does it create an employment relationship between the personnel of the Town's Police Department and the District. Rather, the assigned personnel of the Town's Police Department are independent contractors for purposes of Article 2, Chapter 7, Title 12, Arizona Revised Statutes.

Solely for purposes of workers compensation, ARS §23-1022(D) and (E) shall apply and the Town shall be solely liable for the payment of workers' compensation benefits for the assigned police officer providing services under this Agreement.

Section 8. NOTICES. All notices provided in connection with this Agreement shall be in writing and shall be deemed to have been sufficiently delivered or served when presented personally or upon the third (3rd) day after being deposited in the United States mail, postage prepaid, by registered or certified mail, addressed as follows:

District: Humboldt Unified School District No. 22
6411 North Robert Road
Prescott Valley, AZ 86314
Attn: Superintendent

Town: Prescott Valley Police Department
7601 E. Civic Circle

Prescott Valley, AZ 86314
Attn: Police Chief

Section 9. **FURTHER INSTRUMENTS.** Each party hereto shall, promptly upon the request of the other, have acknowledged and delivered to the other any and all further instruments and assurances reasonably requested or appropriate to evidence or give effect to the provisions of this Agreement.

Section 10. **AMENDMENT AND CONSTRUCTION.** This agreement sets forth the entire understanding of the parties as to the matters set forth herein as of the date of this Agreement and cannot be altered or otherwise amended except pursuant to an instrument in writing signed by each of the parties hereto. This Agreement is intended to reflect the mutual intent of the parties with respect to the subject matter hereof, and no rule of strict construction shall be applied against any party.

Section 11. **CONFLICT-OF-INTEREST.** This Agreement may be canceled pursuant to ARS §38-511 in the event of a conflict-of-interest as described therein.

Section 12. **LEGAL ARIZONA WORKERS ACT COMPLIANCE.** Both parties hereby warrant that they will at all times during the term of the Agreement comply with all federal immigration laws applicable to their employment of their employees, and with the requirements of A.R.S. §23-214 (together the "State and Federal Immigration Laws"). A breach of the foregoing warranty shall be deemed a material breach of the contract, and the parties shall have the right to terminate this Agreement for such a breach, in addition to any other applicable remedies. The parties retain the legal right to inspect the papers of each contractor, subcontractor or employee of either who performs work pursuant to this Agreement verify performance of the foregoing warranty of compliance with the State and Federal Immigration Laws.

IN WITNESS WHEREOF, the parties hereto have executed this Intergovernmental Service Agreement by and through their authorized representatives.

TOWN OF PRESCOTT VALLEY, a municipal corporation of
Arizona, (Town)

Harvey Skoog, Mayor

ATTEST:

Diane Russell, Town Clerk

The forgoing Intergovernmental Service Agreement has been submitted to me as Prescott Valley Town Attorney for review prior to its execution, pursuant to ARS §11-952(D), and I have determined that it is in proper form and is within the powers and authority granted to the Town under the laws of Arizona.

Ivan Legler, Town Attorney

HUMBOLDT UNIFIED SCHOOL DISTRICT NO. 22 OF
YAVAPAI COUNTY, ARIZONA, a unified school district
and political subdivision of the State of Arizona, (District)

President, Governing Board

ATTEST:

Clerk, Governing Board

The forgoing Intergovernmental Service Agreement has been submitted to me as Attorney for the Humboldt Unified School District No. 22 of Yavapai County, Arizona, for review prior to its execution, pursuant to ARS §11-952(D), and I have determined that it is in proper form and is within the powers and authority granted to the Town under the laws of Arizona.



8-5-14

Attorney for Humboldt U.S.D. #22
Yavapai Deputy County Attorney

Benjamin D. Kreutzberg

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CONSENT

Item 8G.

MOU

MMERCI

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 86
FROM:	Danny Brown, Director of Federal Programs/School Improvement	Reading
DATE:	August 19, 2014	Discuss
SUBJECT:	Agreement between HUSD and Mingus Mt. Estate Residential Center, Inc. (MMERCI)	Action
		Consent X

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

SUPPORTING DATA:

The purpose of this agreement is to establish the roles and responsibilities of HUSD, the fiscal agent and Local education agency (LEA), and Mingus Mountain Estate Residential Center, Inc. (MMERCI) in the distribution of Title I, Part D, Subpart 2 funds. These funds will be used to prepare Mingus Mountain Academy students academically, emotionally, and behaviorally as part of the academic and vocational curriculum and instruction. The allocation amount will be based on the annual count of students given to HUSD who reside at Mingus Mountain Academy.

The agreement provides a description of the MMERCI academic program, the specific roles and responsibilities of HUSD as the fiscal agent of the funds, and an explanation of compliance with the rules and regulations governing Title I, Part D funding.

There are no changes from the previous year's agreement.

SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board approve the agreement between Humboldt Unified School District and Mingus Mt. Estate Residential Center, Inc. (MMERCI) for the 2014-15 school year.

Sample Motion:

I move to approve renewal of the agreement between Humboldt Unified School District and Mingus Mt. Estate Residential Center, Inc. (MMERCI) for the 2014-15 school year.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to:

Danny Brown, Director of Federal Programs and School Improvement at 759-4010.

AGREEMENT FOR EDUCATION SERVICES AND FUNDING

THIS AGREEMENT (the "Agreement") is made, entered into and effective from and after July 1, 2014, by and between HUMBOLDT UNIFIED SCHOOL DISTRICT ("HUSD") and the MINGUS MOUNTAIN ESTATE RESIDENTIAL CENTER, INC. ("MMERCI"), an Arizona Non-profit Corporation, doing business as "MINGUS MOUNTAIN ACADEMY" pursuant to Title I, Part D, Subpart 2 (Section 1425),

WHEREAS, HUSD is a public school district, as defined by and operating pursuant to the Arizona Revised Statutes, located in Prescott Valley, Arizona.

WHEREAS, MMERCI is licensed by the State of Arizona to operate a juvenile community residential program and a Private School in Yavapai County, Arizona, known as Mingus Mountain Academy.

WHEREAS, the parties desire MMERCI to provide educational programming to its residents, including, but not limited to an appropriate academic, vocational and physical education curriculum and instruction, materials and supplies and other resources.

NOW, THEREFORE, in consideration of the premises, representations, mutual promises and agreements set forth below, the parties hereby agree as follows:

1. Purpose and Goals. The purpose of this Agreement is to establish the roles and responsibilities of HUSD, the fiscal agent and local education agency ("LEA") on the one hand, and Mingus Mountain Academy, the delinquent facility in the distribution of Title I, Part D, Subpart 2 funds, on the other hand. The parties intend that such delinquent facilities funds will be used to prepare Mingus Mountain Academy students for a better future by preparing them academically, emotionally, and behaviorally. The allocation amount will be based on the annual count of students given to HUSD who reside at Mingus Mt. Academy.

2. Term. The term of this Agreement shall be from July 1, 2014 until June 30, 2015. This term shall terminate automatically should either party cease to exist in its current form, or alternate form, eligible under the laws of Arizona to enter into a memorandum for Title I, Part D, Subpart 2 services through this state, and its agencies and subdivisions. At the option of both parties, this agreement may be renegotiated on an annual basis.

3. Administration. The administrators of this Agreement shall be the Director of Federal Programs/School Improvement of HUSD and the Education Director of the Mingus Mountain Academy or their designees. The administrators shall meet periodically to discuss matters associated with the Mingus Mountain Academy Title I program and this Agreement.

4. Educational Responsibilities of HUSD and MMERCI. For those attending the Mingus Mountain Academy, HUSD recognizes that MMERCI has the responsibility to assure that these students are receiving an educational program consistent with the laws, rules, regulations of the of the State of Arizona and the Department of Education.

5. Graduation. Students who are attending Mingus Mountain Academy must meet graduation requirements approved by the Arizona State Board of Education, and will receive a diploma issued by Mingus Mountain Academy, unless an alternate agreement has been reached with the student's home district, or the agency that placed the student at MMERCI.

6. Program Description. MMERCI will administer this Agreement and conduct its educational programs consistent with the following program description and as supplemented by the program description attached hereto as Exhibit A, as may be amended by MMERCI from time to time:

A. Communication with Student's Home School District. MMERCI will coordinate with the child's home school district, by sending a voucher stating the student has been placed at Mingus Mountain Academy. MMERCI shall also send the voucher packet to the Arizona Department of Education. Both MMERCI and the sending school district will review available existing data to determine each student's needs. If special education has been confirmed and an IEP exists, MMERCI will review the IEP during a phone conference with the student's home district and make modifications if needed.

B. Transition Assistance. MMERCI will provide transition assistance in an effort to help students continue their education post discharge, which assistance may include, preparing students academically, setting up support systems for students within their community, working with students to prepare them for their next phase of life, and ensuring all documentation needed is complete prior to discharge (i.e. financial aid, college applications). MMERCI will provide additional help to students with specific needs, which assistance may include additional instruction from Title I staff, or special education services. Students who have dropped out of school, or who are significantly behind in high school credits will receive preparatory instruction and guidance toward earning their GED certificates.

C. Academic Programming. The academic program provided at the Mingus Mountain Academy is accredited by the North Central Association Commission on Accreditation and School Improvement, "AdvancED". The academic program is year-round and offers the required courses needed for graduation according to the Arizona standards. The curriculum taught in each class is aligned with the Arizona State Academic Standards.

D. Parental Contact. Every 30 days, each student at Mingus Mountain Academy participates in a staffing in which their Case Manager, therapist, Team Leader and other staff are in attendance. The student, along with these individuals and their parent or guardian and placement officer, discusses the program expectations and evaluates his or her individual program progress in achieving those goals during a phone conference. The student's Case Manager will relay all pertinent information to the parents and outside agencies as necessary.

E. Therapy Services. Each student at the Mingus Mountain Academy is assigned a primary therapist and will receive a minimum of one hour of individual

therapy each week. In addition, each client will attend a daily psycho-educational group session.

7. Roles and Responsibilities of the Parties. Each of the Parties acknowledges and agrees to perform the following, respective, roles and responsibilities and further agrees to provide appropriate documentation, upon request, that the following roles and responsibilities are being performed:

A. MMERCI Roles and Responsibilities. Mingus Mountain Academy will:

1. Provide a quality chemical dependency program for those students in need;
2. Hire and train staff needed for fulfillment of Title I programs;
3. Implement a reading and math program that targets students who are two or more grade levels below their appropriate level;
4. Provide GED preparation for those who are significantly behind in high school credits so they may become employable or transition to higher learning;
5. Transition students back home with needed support such as schooling, family counseling, chemical dependency;
6. Provide vocational and / or job skill training to provide students the opportunity for employment after discharge;
7. Maintain inventory of purchases made using Title I Part D funds;
8. Provide student enrollment data, end of year assessment of Title I program statistics, and all documentation associated with receipt of Title I Part D, Subpart 2 funds; and
9. Maintain records of all expenses, salary, benefits, supplies, property and indirect costs associated with Title I, Part D programs, and provide quarterly invoices to the HUSD central office for reimbursement.

B. SD Roles and Responsibilities. Humboldt Unified School District will:

1. Act as the LEA-Fiscal Agent for Mingus Mountain Academy with regard to the Title I, Part D, Subpart 2 funds;
2. Request copies of all invoices, payroll documentation pertaining to expenses of Title I, Part D, Subpart 2 funds; and
3. Reimburse Mingus Mountain Academy on a quarterly basis for the total allotted amount of the annual Title I, Part D, Subpart 2 funds minus the agreed upon indirect cost and administrative fee.
4. Any unspent Budget Balance Carryover Funds will be credited to the entity that it pertains to.

8. Evaluation. At the end of each school year, MMERCI will complete a year-end evaluation process in an effort to measure the program. The year-end evaluation shall disaggregate data on participation by gender, race, ethnicity, and age, in order to determine the program's impact on the ability of participants to:

- a) Maintain and improve educational achievement;

- b) Accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- c) Make the transition to a regular program or other education program operated by a local educational agency;
- d) Complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- e) Participate in post-secondary education and job training programs as appropriate.

9. Property. MMERCI and HUSD may acquire and own any real or personal property necessary to accomplish the objectives of this Agreement. Such real or personal property shall remain titled in the owner or purchaser thereof, even though leased or loaned to the other party for the purpose of accomplishing the objectives of this agreement. Upon termination of this Agreement, any property jointly owned by the parties hereto will be sold, and the proceeds distributed equally to the parties, or will be distributed as the parties may otherwise agree as permitted by law.

10. Funding. For the purpose of funding educational programming for resident juveniles at the Mingus Mountain Academy, the parties hereby agree as follows:

A.) Title I, Part D, Subpart 2 funds. To insure compliance with the rules and regulations governing Title I, Part D, Subpart 2 funds funding, all reimbursements for Title I, Part D, Subpart 2 funds expenditures will be made through the HUSD accounting system. MMERCI will submit, quarterly, a report of expenditures from the Title I, Part D, Subpart 2 funds program funds with attached company invoices and accompanying requisitions to the HUSD. Within that quarter, HUSD will reimburse MMERCI for the indicated amount after approval through the HUSD school board.

11. Administrative Fee. For the 2014-2015 school year, MMERCI will pay to HUSD an administrative fee of 3% of the total allocation allotted to MMERCI. In calculating this fee, all students at the Mingus Mountain Academy shall be counted, including Arizona residents, students from out of state, and special education students. For the subsequent years of this Agreement, the administrative fee will be negotiated considering an increase by the state percentage of allowable growth.

12. Accounting. To the extent required by law or requested by HUSD or MMERCI or its designees, both parties shall provide an accounting of funds received or disbursed, and the purposes for which such funds were received or disbursed.

13. Indemnification. MMERCI will protect, indemnify and save harmless HUSD, its board member, officers and employees from any liability imposed against them by reason of the negligence acts or omissions of MMERCI or its employees. The HUSD will protect, indemnify, and save harmless MMERCI, its board member, officers and employees from any liability imposed against them by reason of negligent acts or omissions of the HUSD or its employees.

14. Entire Agreement. This Agreement constitutes the entire Agreement and understanding between the parties concerning the subject matter hereof and supersedes all agreements and understandings, whether oral or written with respect to the subject matter hereof. No prior or contemporaneous representations, inducements, promises or agreements not contained herein are of any force or effect.

15. Severability. If any provision of this agreement is deemed invalid under any applicable statute or rule of law, it is to that extent to be deemed omitted and shall not be deemed to affect or invalidate any other provision of this Agreement.

16. Counterparts. This Agreement may be executed in no more than two counterparts, each of which shall have the force of the original.

17. This Agreement shall be governed exclusively by and construed in accordance with the laws of the State of Arizona.

IN WITNESS WHEREOF, the Humboldt Unified School District and the Mingus Mountain Estate Residential Center, Inc. have caused this Agreement to be accepted and duly executed as of the date set forth within.


WITNESS:

HUMBOLDT UNIFIED SCHOOL
DISTRICT

BY: _____

WITNESS:

MINGUS MOUNTAIN ESTATE
RESIDENTIAL CENTER, INC.

 _____

BY:  _____

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CONSENT

Item 8H.

Gifts & Donations

GIFTS & DONATIONS

Electrik Needle Tatoo – Laura Heime
6330 State Route 69, Prescott Valley
Donated school supplies

With the donor's value of \$200

To be distributed through the HUSD Family Resource Center

Prescott Valley United Methodist Church – Norma Huebner
8944 E. Sommer Drive, Prescott Valley
Donated backpacks and school supplies

With the donor's value of \$400

And a check in the amount \$96.82 to purchase additional backpacks

To be distributed through the HUSD Family Resource Center

Walmart – Corporate Headquarters
702 S.W. 8th Street, Bentonville, Arkansas
Donated \$250 to purchase a literature set
To be used at Liberty Traditional School

Lifepointe Church – Jennifer Gould
10100 E. State Route 69, Prescott Valley
Donated \$389 to Lake Valley Elementary School

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 84
FROM: Dan Streeter, Assistant Superintendent Operations Reading X
DATE: August 1, 2014 Discuss
SUBJECT: Gifts and Donations from the HUSD Staff Celebration Action
Consent

OBJECTIVE: Donations from staff from community business to support HUSD Education

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

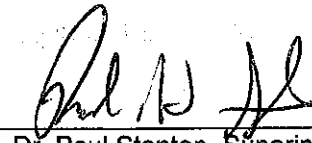
Gifts for HUSD Convocation

Starbucks Coffee Gift Box, with a donor's value of \$25
Harley Davidson Motorcycle Shop in Dewey donated gifts with a donor's value of \$75
Red Robin Restaurant donated 15 gift boxes with a donor's value of \$100
Sam's Club \$25 gift card
Ace Warehouse donated various gifts with a donor's value of \$200
The Tractor Store donated various gifts with a donor's value of \$150
Prescott Golf & Country Club donated four rounds of golf with a donor's value of \$200
Olivas Restaurant \$20 gift certificate
Antelope Lanes Bowling Party with a donor's value of \$25
Bed Bath & Beyond donated various gifts with a donor's value of \$25
Bliss Salon donated a gift basket with a donor's value of \$25
Leff-T's Steak House in Dewey donated gift certificates with a donor's value of \$50
Target donated a \$20 gift card
Boot Barn donated a belt buckle with a donor's value of \$40
\$20 gift certificate from Olive Garden
\$25 gift certificate from Back Burner Restaurant
Stone Ridge Golf Club donated a golf package for four with a donor's value of \$200
Prescott Valley ACE Hardware Store donated one gallon of paint with a donor's value of \$20
Chili's in Prescott Valley donated a teacher award gift pack with a donor's value of \$250
Quailwood Greens Golf donated four VIP Passes with a donor's value of \$200
Prescott Valley Maverick donated ten gift cards with a donor's value of \$50
Five Guys Hamburgers donated gift cards with a donor's value of \$20
Prescott Value McDonald's donated free value meals with a donor's value of \$100
Golden Corral donated four free buffets with a donor's value of \$40
The Hampton Inn & Suites donated a one-night stay for two with a donor's value of \$100
\$25 discount from Prescott Valley Home Depot
\$25 gift card from Prescott Valley Safeway
Prescott Valley Harkins donated a family movie packet with a donor's value of \$50
\$30 gift certificate from Fireside Grill
\$25 gift card from Costco
Arturo's donated gift certificates with a donor's value of \$45
Buffalo Wild Wings donated gift certificates with a donor's value of \$15
Garcia's donated two free dinners with a donor's value of \$25
\$25 gift certificate from Murphy's in Prescott
Dinner for two from the Texas Roadhouse with a donor's value of \$50
\$25 Gift Certificate from Romulus Restaurant Group for IHOP Restaurant
Local Avon distributor Jodi Fronda donated a gift basket with a donor's value of \$25
Harbor Freight donated various tool gift packs and a 5-drawer rolling tool box with a donor's value of \$200

Bradshaw Mountain High School Boosters donated five baseball/football discount cards with a donor's value of \$100

Prescott Resort donated a weekend for two, donor's value \$145

Approved for transmittal to the Governing Board:


Dr. Paul Stanton, Superintendent

Questions should be directed to: Dan Streeper 759-4000

DISCUSSION Item 9A.

Support Our Schools

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9A
FROM:	Dr. Paul Stanton, Superintendent	Reading
DATE:	August 19, 2014	Discuss X
SUBJECT:	Support Our Schools Arizona Update	Action
		Consent

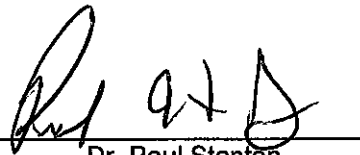
OBJECTIVE: Goal #1 To Raise the Level of Student Achievement
 Goal #2 To Focus on Planning for Future Student Needs
 Goal #3 To Increase Parental and Community Involvement
 Goal #4 To Attract and Retain Highly Effective Employees

SUPPORTING DATA:

The Humboldt Unified School District became part of the Support Our Schools Organization in 2013.

Doreen Zannis, Executive Director, will provide an update of the happenings of the organization and update about the Walk4Education event occurring on September 13th, 2014 at Chase Field.

Approved for transmittal to the Governing Board: _____


Dr. Paul Stanton

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

DISCUSSION

Item 9B.

School Update

MVES

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board

Item # 93

FROM: JoAnne Bindell, Principal
Mountain View Elementary School

Reading

DATE: August 19, 2014

Discuss X

SUBJECT: Mountain View Elementary School Board Update

Action

Consent

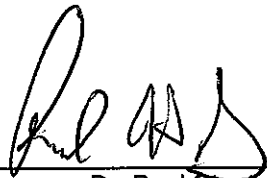
OBJECTIVE: Goal #1 To Raise the Level of Student Achievement
Goal #2 To Focus on Planning for Future Needs
Goal #3 To Increase Parental and Community Involvement

SUPPORTING DATA:

Principal JoAnne Bindell will give an update of current events at Mountain View Elementary School including:

- Opening week
- Paws-itive atmosphere
- RTI
- Signature Program
- Adaptive Playground
- New Staff & Induction Program
- Adoption
- Scholastic Reading Counts Reward
- Professional Development

Approved for transmittal to the Governing Board: _____


Dr. Paul Stanton

Questions should be directed to: JoAnne Bindell (759-4700)

DISCUSSION

Item 9C.

Asst. Supt. Update

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 9C
FROM: Dan Streeter, Assistant Superintendent Reading
DATE: August 19, 2014 Discuss X
SUBJECT: Assistant Superintendent Update Action

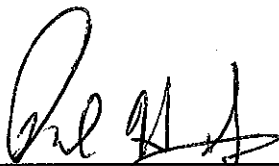
OBJECTIVE: Goal # 4 To Attract and Retain Highly Effective Employees

SUPPORTING DATA:

The assistant superintendent report will include an update on the following summer planning projects:

- Enrollment
- Transportation
- Maintenance
- Staffing Update Including Hard-to-Fill Positions, Long Term Substitutes, and Overloads

Approved for transmittal to the Governing Board:


Dr. Paul H. Stanton, Superintendent

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

DISCUSSION

Item 9D.

DIBELS

A – F Labels

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 90
FROM:	Cole Young, Director of Educational Services	Reading
DATE:	August 19, 2014	Discuss X
SUBJECT:	DIBELS / A-F Accountability Update (2013-14)	Action
		Consent

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

SUPPORTING DATA:

Please find attached the District four-year trend data for our elementary schools, the A-F accountability label summaries for each of our schools, and the district composite total. Also included is a two-year aggregate comparison of our A-F accountability label point totals (2013-2014).

SUMMARY & RECOMMENDATION:

Sample Motion:

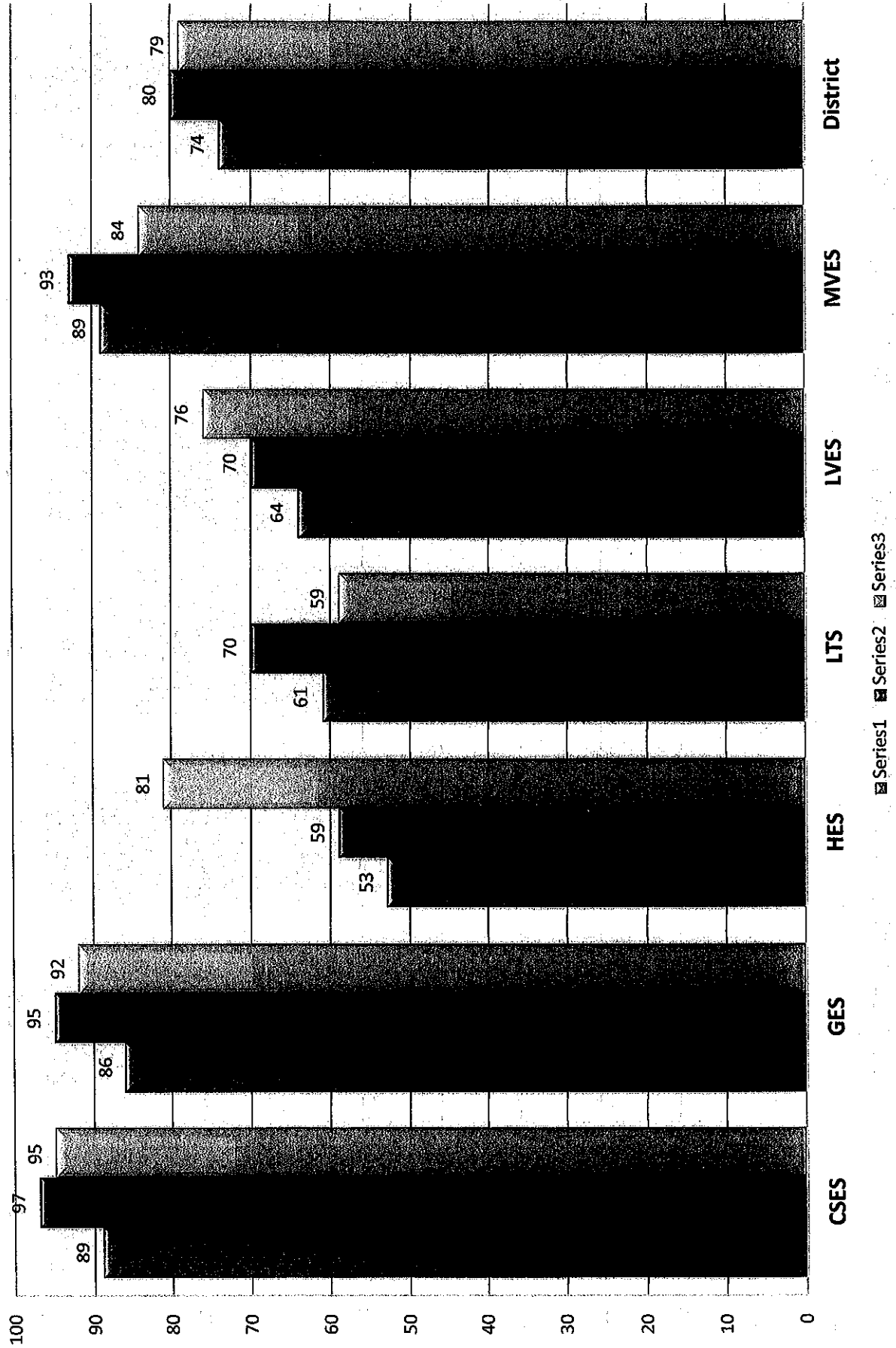
Approved for transmittal to the Governing Board:



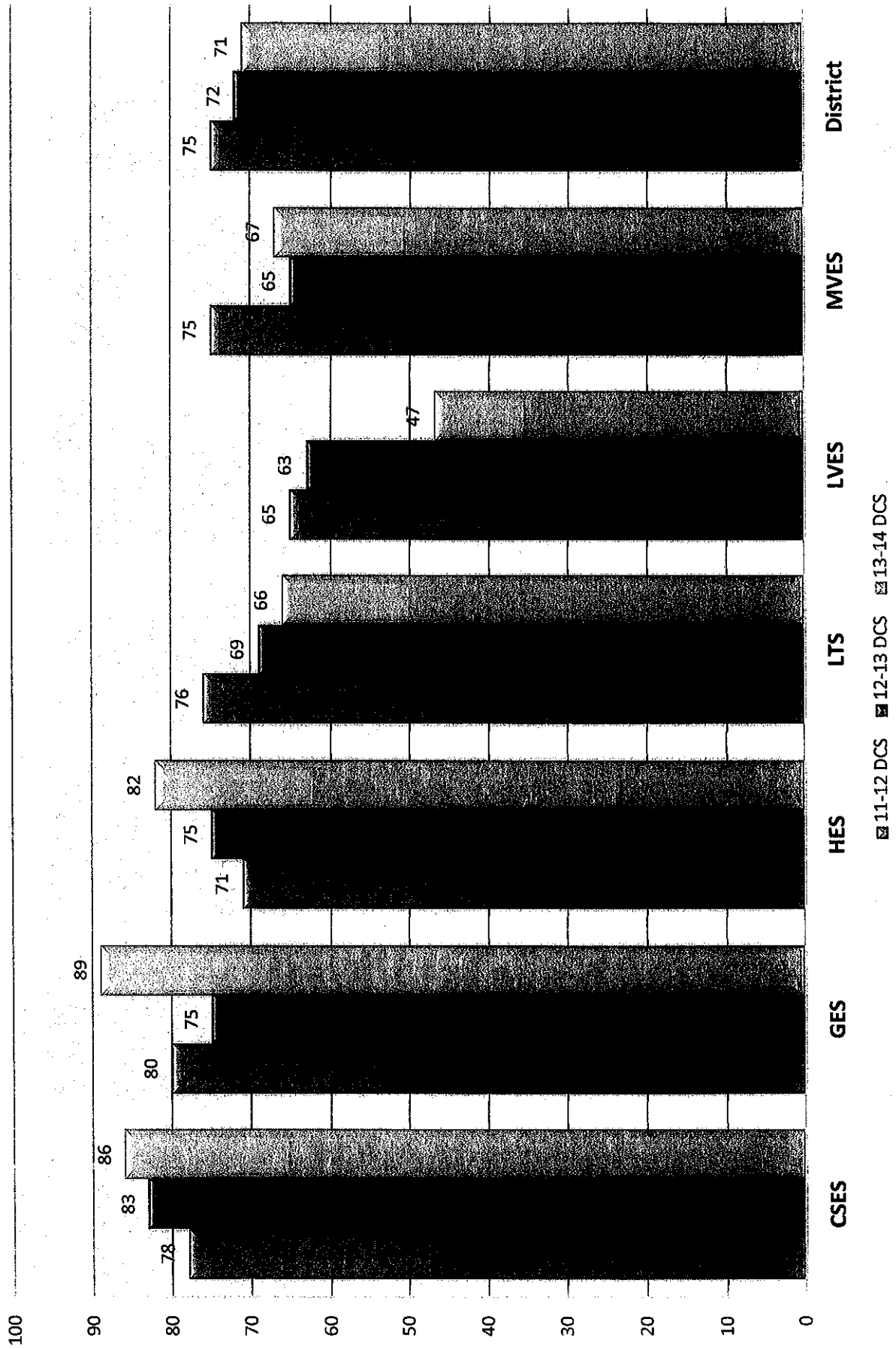
Dr. Paul Stanton, Superintendent

Questions should be directed to: Cole Young (759-5016)

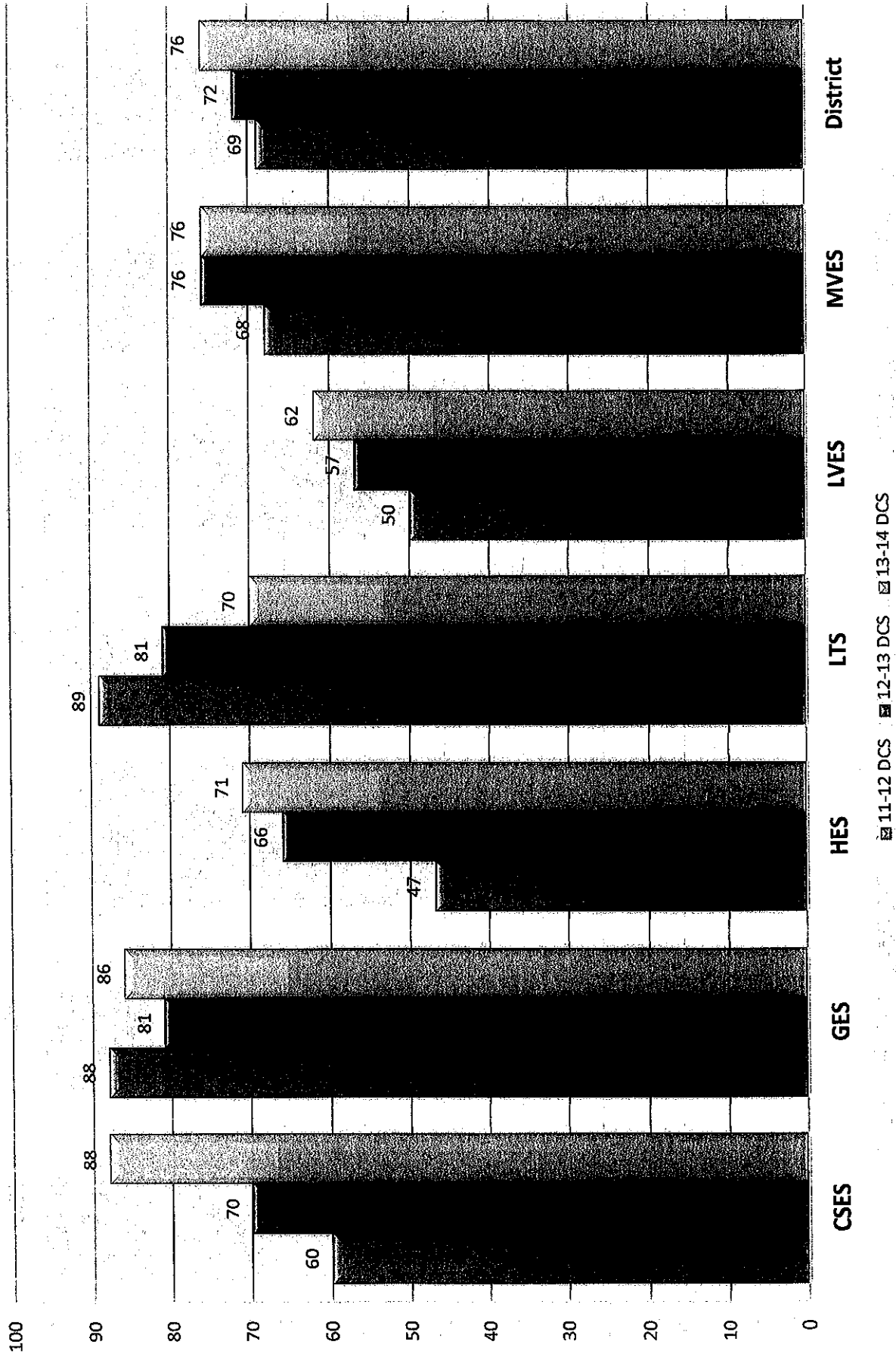
HUSD - Kindergarten Three-Year DIBELS Benchmark Trend Data



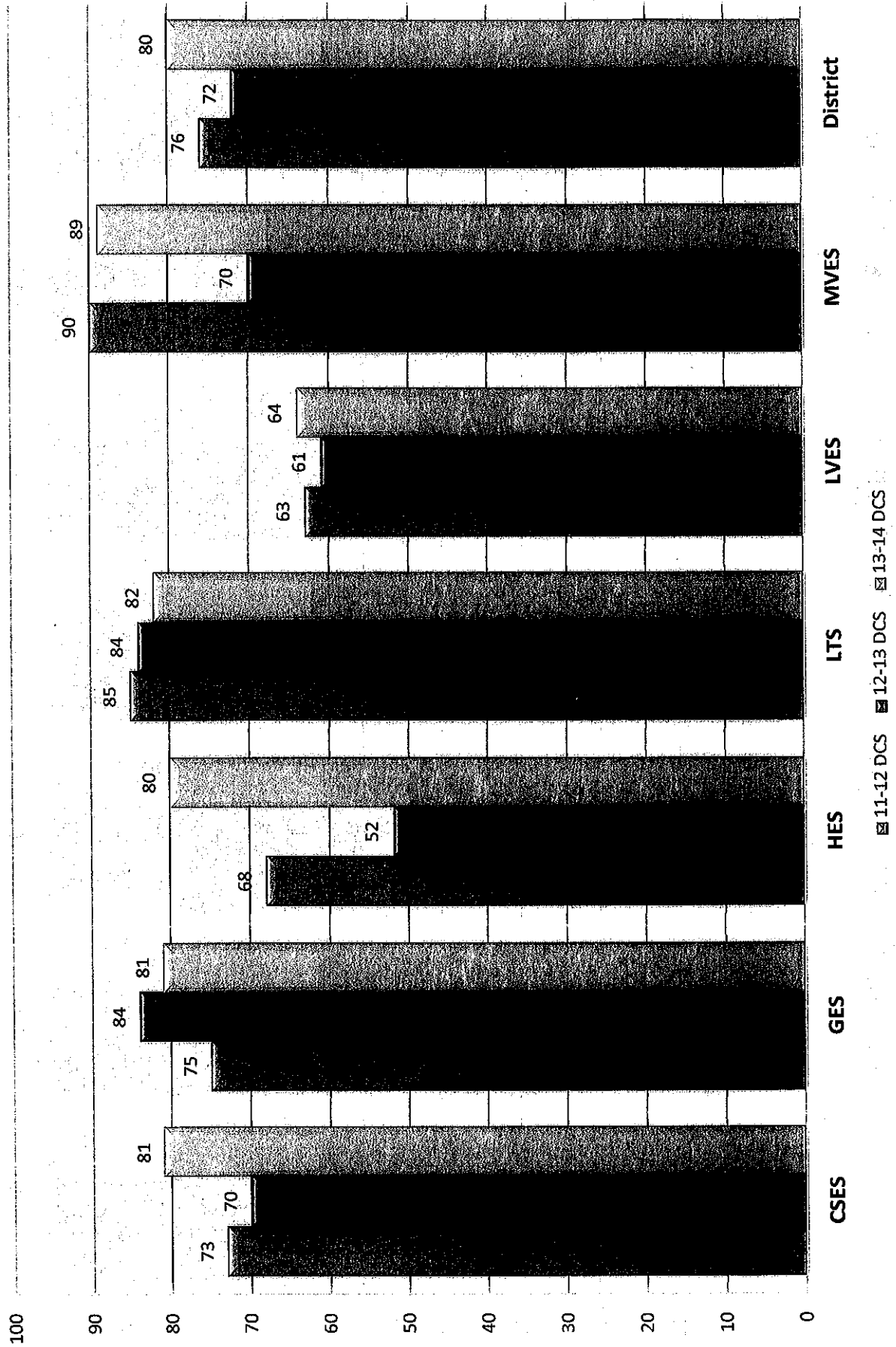
HUSD - 1st Grade Three-Year DIBELS Benchmark Trend Data



HUSD - 2nd Grade Three-Year DIBELS Benchmark Trend Data

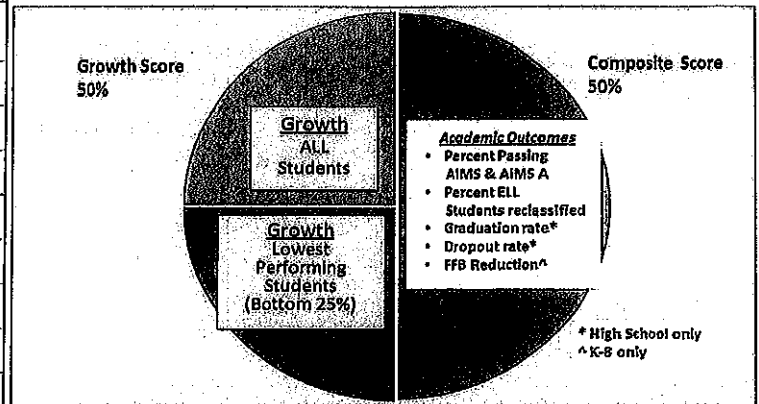


HUSD - 3rd Grade Three-Year DIBELS Benchmark Trend Data



District A-F Letter Grade = B

2014 Percent Passing of FAY Students AIMS and AIMS A		View Passing Data
Grade	Reading	Mathematics
3	86 %	74 %
4	85 %	70 %
5	86 %	64 %
6	88 %	68 %
7	86 %	64 %
8	73 %	56 %
10	91 %	76 %
11	59 %	36 %
12	61 %	53 %
Percent Passing -- All Students ¹		75 %



Growth Score + Composite Score = A-F Letter Grade
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Median Percentile Rank		View Percentile Rank Data
Grade	Reading	Mathematics
3	45	49
4	46	54
5	42	48
6	50	50
7	33	27
8	38	30
10	38	57.5
All Students (Across grades)		43
Median Percentile Rank -- All Students ²		43
Median Percentile Rank -- Bottom 25%		46
Total Growth Points		45

Composite Score Components	Points
Percent Passing AIMS and AIMS A	75
ELL Reclassification Additional Points	3
Graduation Rate Additional Points	3
Drop Out Rate Additional Points ³	3
FFB Rate Additional Points ⁴	
Total Composite Points	84

Total Scores	
Composite Score	84
Growth Score (+ 1 point)	46
A-F Letter Grade	B

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

FY 2014 Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

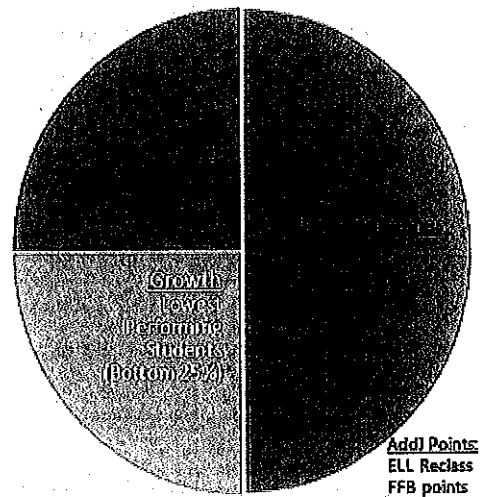
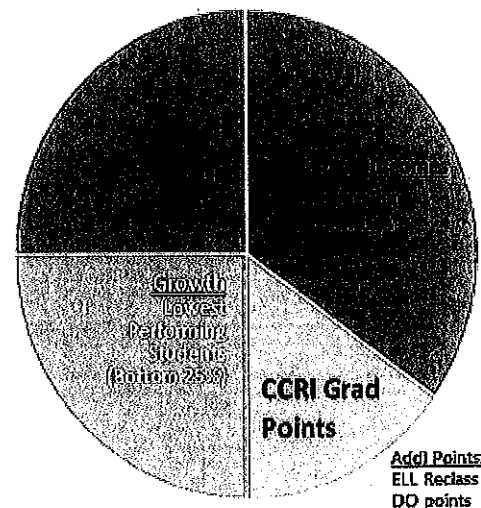
School A-F Letter Grade = B

2014 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)			View Passing Data
Grade	Reading	Mathematics	
10	91 %	76 %	
11	59 %	37 %	
12	61 %	53 %	
Percent Passing -- All Students ¹		74 %	

Median Percentile Rank of FAY Students AIMS Only (1 - Year)			View Percentile Rank Data
Grade	Reading	Mathematics	
10	38	57.5	
All Students(Across grades)		57.5	
Median Growth Percentile -- All Students ²		47.75	
Median Growth Percentile -- Bottom 25% ³		55.25	
Overall Growth ⁴		52	

Composite Score Components	Points
Percent Passing AIMS and AIMS A	52
CCRI/Graduation Points ⁷	28
ELL Reclassification Additional Points	0
Drop Out Rate Additional points ⁵	3
FFB Rate Additional Points ⁶	
Total Composite Points	83

All Points	
Composite Points	83
Growth Points (+ 1 point)	53
Total Points (Composite + Growth Scores)	136
Percent Tested (FAY + Non-FAY students)	100 %
A-F Letter Grade	B

Elementary School Model**High School Model**

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

FY 2014 Total Score

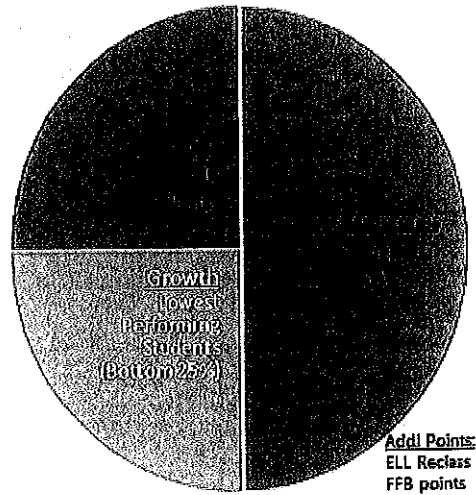
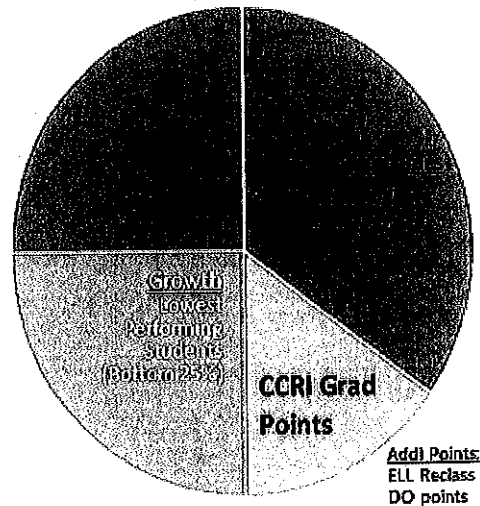
A	B	C	D
140-200	120-139	100-119	0-99

School A-F Letter Grade = C**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)***View Passing Data*

Grade	Reading	Mathematics
7	92 %	64 %
8	74 %	60 %
Percent Passing -- All Students ¹		73 %

**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)***View Percentile Rank
Data*

Grade	Reading	Mathematics
7	35	31
8	45	34
All Students(Across grades)		32

Median Growth Percentile -- All Students² 35.5Median Growth Percentile -- Bottom 25%³ 43.5Overall Growth⁴ 40**Elementary School Model****High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	73
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	0
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	76

All Points

Composite Points	76
Growth Points (+ 1 point)	41
Total Points (Composite + Growth Scores)	117
Percent Tested (FAY + Non-FAY students)	100 %
A-F Letter Grade	C

95% PERCENT TESTED

Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

FY 2014 Total Score

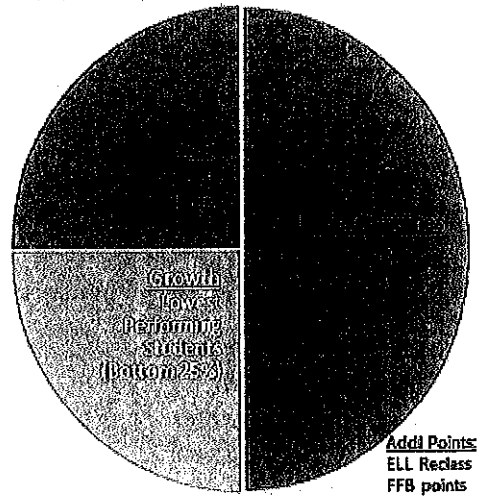
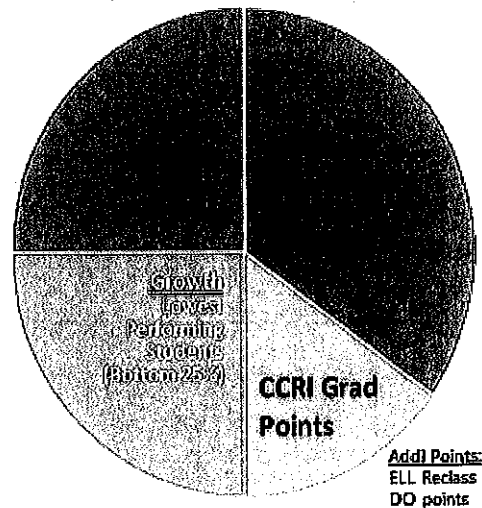
A	B	C	D
140-200	120-139	100-119	0-99

School A-F Letter Grade = D**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)**[View Passing Data](#)

Grade	Reading	Mathematics
7	81 %	59 %
8	67 %	49 %
Percent Passing -- All Students ¹		65 %

**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)**[View Percentile Rank Data](#)

Grade	Reading	Mathematics
7	25	26.5
8	27	25.5
All Students(Across grades)		26

Median Growth Percentile -- All Students² 26Median Growth Percentile -- Bottom 25%³ 30Overall Growth⁴ 28**Elementary School Model****High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	65
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	0
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	0
Total Composite Points	65

All Points

Composite Points	65
Growth Points (+ 1 point)	29
Total Points (Composite + Growth Scores)	94

Percent Tested (FAY + Non-FAY students) 99 %

A-F Letter Grade*** D***Pending Appeal - August 19th***95% PERCENT TESTED**

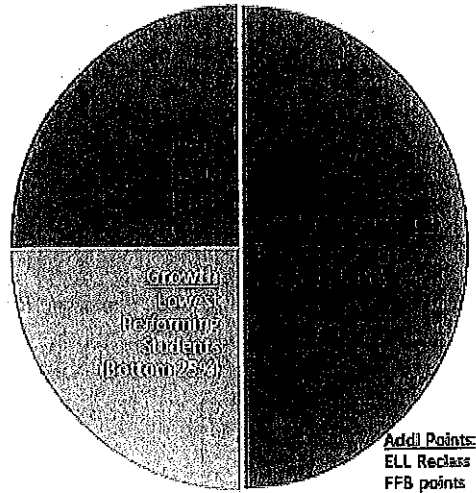
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

FY 2014 Total Score

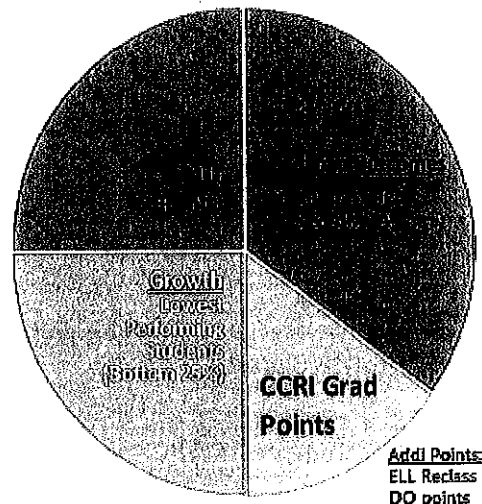
A	B	C	D
140-200	120-139	100-119	0-99

School A-F Letter Grade = B**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)**[View Passing Data](#)

Grade	Reading	Mathematics
3	91 %	87 %
4	86 %	61 %
5	89 %	65 %
6	92 %	61 %
7	90 %	75 %
8	87 %	69 %
Percent Passing -- All Students ¹		80 %

Elementary School Model**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)**[View Percentile Rank Data](#)

Grade	Reading	Mathematics
3	56.5	47.5
4	32	40
5	34	34
6	49	12.5
7	40	23
8	53	41
All Students(Across grades)		34

Median Growth Percentile -- All Students² 39.25Median Growth Percentile -- Bottom 25%³ 44Overall Growth⁴ 42**High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	80
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	3
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	86

All Points

Composite Points	86
Growth Points (+ 1 point)	43
Total Points (Composite + Growth Scores)	129

Percent Tested (FAY + Non-FAY students) 100 %

A-F Letter Grade**B****95% PERCENT TESTED**

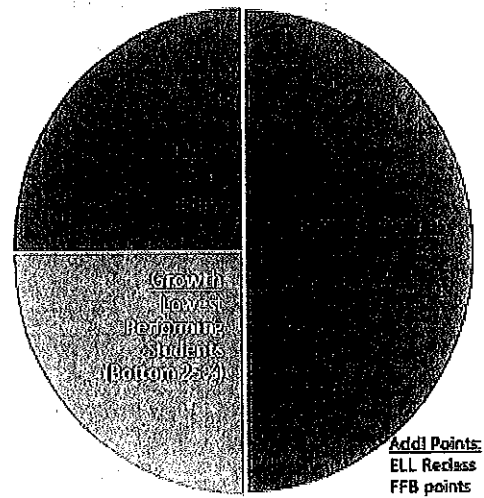
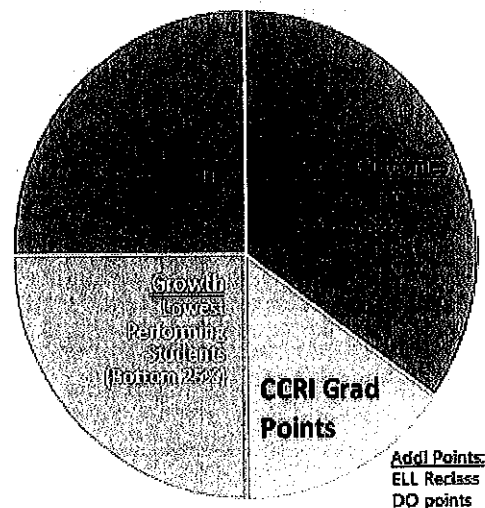
Percent Tested	Eligible Grade	Max Eligible Points
100 %	B	129

School A-F Letter Grade = B**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)**[View Passing Data](#)

Grade	Reading	Mathematics
3	90 %	71 %
4	84 %	67 %
5	83 %	58 %
6	83 %	59 %
Percent Passing -- All Students ¹		74 %

**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)**[View Percentile Rank Data](#)

Grade	Reading	Mathematics
3	36	34
4	45	51
5	64	57
6	43	51
All Students(Across grades)		50

Median Growth Percentile -- All Students² 47.5Median Growth Percentile -- Bottom 25%³ 49.5Overall Growth⁴ 49**Elementary School Model****High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	74
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	0
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	77

All Points

Composite Points	77
Growth Points (+ 1 point)	50
Total Points (Composite + Growth Scores)	127

Percent Tested (FAY + Non-FAY students)

100 %

A-F Letter Grade**B****95% PERCENT TESTED**

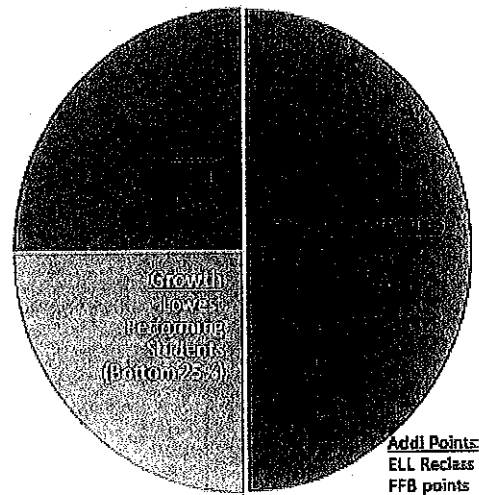
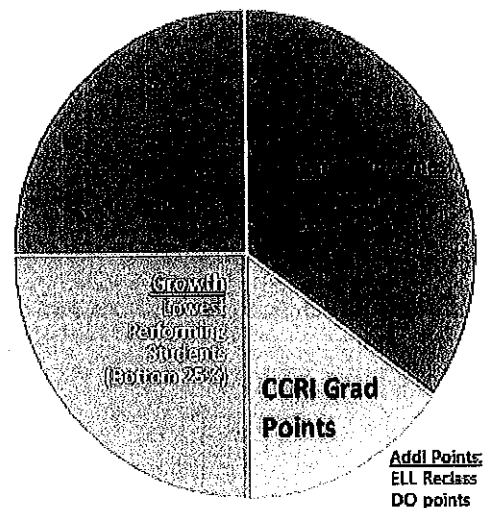
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

School A-F Letter Grade = A**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)***View Passing Data*

Grade	Reading	Mathematics
3	78 %	60 %
4	90 %	76 %
5	89 %	69 %
6	89 %	79 %
Percent Passing -- All Students ¹		79 %

**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)***View Percentile Rank
Data*

Grade	Reading	Mathematics
3	40	51
4	61	52
5	53	56
6	61.5	70
All Students(Across grades)		56

Median Growth Percentile -- All Students² 55Median Growth Percentile -- Bottom 25%³ 53.5Overall Growth⁴ 54**Elementary School Model****High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	79
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	3
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	85

All Points

Composite Points	85
Growth Points (+ 1 point)	55
Total Points (Composite + Growth Scores)	140

Percent Tested (FAY + Non-FAY students) 100 %

A-F Letter Grade **A****95% PERCENT TESTED**

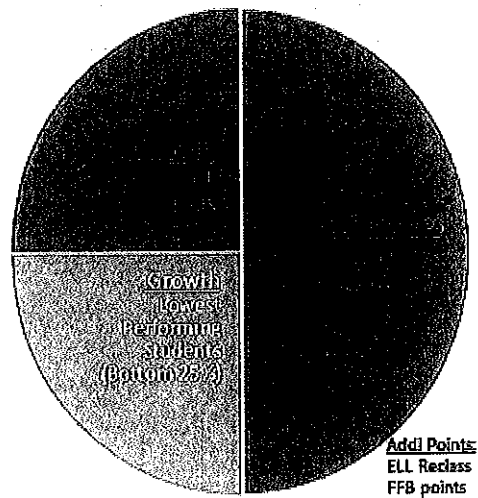
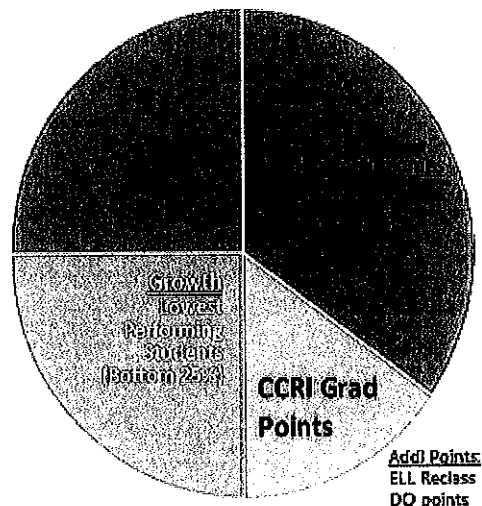
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

School A-F Letter Grade = A**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)***View Passing Data*

Grade	Reading	Mathematics
3	96 %	94 %
4	90 %	88 %
5	93 %	60 %
6	89 %	78 %
Percent Passing -- All Students ¹		86 %

**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)***View Percentile Rank
Data*

Grade	Reading	Mathematics
3	60	64
4	45.5	67
5	21	26
6	60	50
All Students(Across grades)		53

Median Growth Percentile -- All Students² 50.5Median Growth Percentile -- Bottom 25%³ 53.25Overall Growth⁴ 52**Elementary School Model****High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	86
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	0
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	89

All Points

Composite Points	89
Growth Points (+ 1 point)	53
Total Points (Composite + Growth Scores)	142

Percent Tested (FAY + Non-FAY students) 100 %

A-F Letter Grade **A****95% PERCENT TESTED**

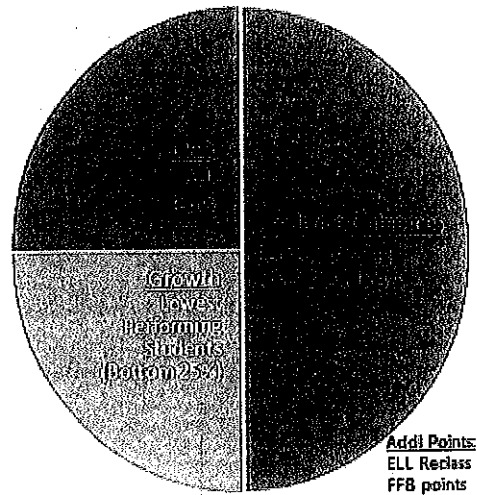
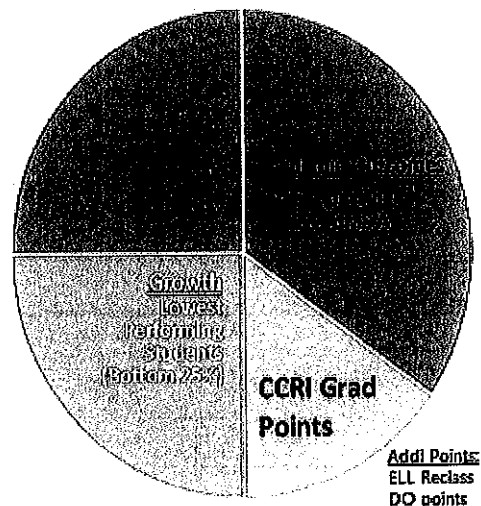
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

School A-F Letter Grade = B**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)**[View Passing Data](#)

Grade	Reading	Mathematics
3	85 %	70 %
4	94 %	77 %
5	77 %	68 %
6	88 %	67 %
Percent Passing -- All Students ¹		78 %

**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)**[View Percentile Rank Data](#)

Grade	Reading	Mathematics
3	36	50
4	37.5	62.5
5	38	56
6	56	74
All Students(Across grades)		58

Median Growth Percentile -- All Students² 49.5Median Growth Percentile -- Bottom 25%³ 57.5Overall Growth⁴ 54**Elementary School Model****High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	78
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	3
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	84

All Points

Composite Points	84
Growth Points (+ 1 point)	55
Total Points (Composite + Growth Scores)	139

Percent Tested (FAY + Non-FAY students) 100 %

A-F Letter Grade **B****95% PERCENT TESTED**

Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

School A-F Letter Grade = B**2014 Percent Passing of FAY Students
AIMS and AIMS A (1 - Year)**[View Passing Data](#)

Grade	Reading	Mathematics
3	77 %	61 %
4	76 %	65 %
5	86 %	64 %
6	88 %	79 %
Percent Passing -- All Students ¹		74 %

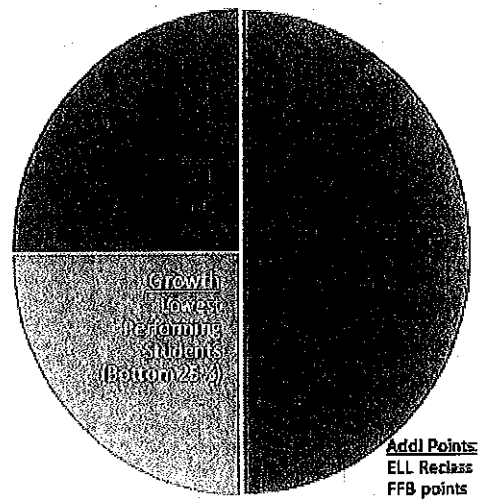
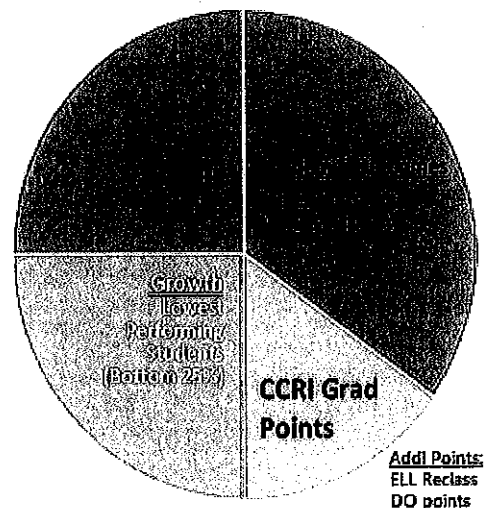
**Median Percentile Rank of FAY Students
AIMS Only (1 - Year)**[View Percentile Rank Data](#)

Grade	Reading	Mathematics
3	49	51
4	48	61
5	33	58
6	51	52
All Students(Across grades)		54.5

Median Growth Percentile -- All Students ²	49.75
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Median Growth Percentile -- Bottom 25% ³	47.25
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Overall Growth ⁴	49
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Elementary School Model**High School Model****Composite Score Components****Points**

Percent Passing AIMS and AIMS A	74
CCRI/Graduation Points ⁷	N/A
ELL Reclassification Additional Points	3
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	80

All Points

Composite Points	80
Growth Points (+ 1 point)	50
Total Points (Composite + Growth Scores)	130

Percent Tested (FAY + Non-FAY students)	100 %
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A-F Letter Grade	B
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95% PERCENT TESTED

Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

ACTION

Item 10A.

Remove Curriculum

SAXON

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10A
FROM:	Cole Young, Director of Educational Services	Reading
DATE:	August 19, 2014	Discuss
SUBJECT:	Request to remove Saxon from the adopted core math curriculum	Action X
		Consent
<hr/>		
OBJECTIVE:	Goal #1 To Raise the Level of Student Achievement	

SUPPORTING DATA:

Saxon has been our adopted K-5 curriculum since 2005. At such time, the adoption committee did a fine job finding and implementing a curriculum that addressed the needs of our District and the State adopted curriculum. Since its adoption our State math standards have undergone a shift from a deductive style approach to meeting the needs of our students to an inquiry-based approach. This change has required us over the past few years to supplement more and more when it has come to meeting the needs of our adopted curriculum and focus on inquiry-based instruction. Saxon no longer parallels the rigor nor instructional approach that is required of our students as outlined in the Arizona College and Career Readiness Standards. This can be evidenced by our assessment data in Galileo and AIMS. The cost-benefit of Saxon no longer makes sense when open source materials are available that meet the needs of our students who are held to the new expectations of the Arizona College and Career Readiness Standards.

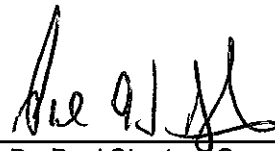
SUMMARY & RECOMMENDATION:

It is the recommendation of administration that Saxon be removed from the District's adopted K-5 math curriculum.

Sample Motion:

I move to remove Saxon from our District adopted math curriculum for grades K-5.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Cole Young 759-5016

ACTION Item 10B.

Adopt New Math Curriculum

**Georgia Standards
Engage New York**

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 10 B
FROM: Cole Young, Director of Educational Services Reading
DATE: August 19, 2014 Discuss
SUBJECT: Proposed Adoption of Core Math Curriculum specific to K-8 Action X
grade levels: Georgia Standards/ Engage New York Consent

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

SUPPORTING DATA: I have provided the websites below:

<https://www.georgiastandards.org/Common-Core/Pages/math-k-5.aspx>

<https://www.georgiastandards.org/Common-Core/Pages/math-6-8.aspx>

<https://www.engageny.org/common-core-curriculum>

<http://map.mathshell.org/materials/index.php>

<https://pll.asu.edu/p/content/resource/Overview> Inquiry-Based Mathematics Instruction

In order to meet the expectations of the newly adopted Arizona College and Career Readiness Standards (ACCRS), HUSD students need to have a viable curriculum matched to the rigor and relevance of the state adopted shifts in the area of mathematics.

Both Engage New York and the Georgia Standards are directly aligned to the Arizona College and Career Readiness Standards. The Arizona College and Career Readiness Standards in math have shifted instructional emphasis from its articulated standards predecessor in the following areas: 1) Greater focus on fewer topics, 2) Linking topics and thinking across grade levels, 3) Rigor (Inductive Reasoning).

Curricular modules/themes have been developed in both Engage New York and Georgia that align to the new shifts in our CCRS. Both Georgia and New York were commissioned using Federal monies to create this work in the area of mathematics using Race to the Top monies. Therefore, these states are open source (free) providers for anyone that would like to use their materials. Georgia and New York have become the sought out open source providers of curricular frameworks for many districts throughout the United States for their high-quality aligned curriculum to the College and Career Readiness Standards. These states are at the forefront of curriculum development/resources and instructional framework in relation to CCRS and are considered the most progressive in meeting the needs of students in light of the newly adopted standards. Both states have pioneered the process of developing themes/modules in grade levels K-8 that focus and align to the aforementioned shifts. These states are continuously updating, monitoring and adjusting these designed themes to match the expectation of the new standards. This shift in curricular materials will align with the HUSD instructional practices and goals when it comes to the adopted ACCRS. We have been infusing professional development throughout all grade levels with Sue Larson for the past two years. With signature programs coming on-line throughout the District, the adoption of Engage New York and Georgia Standards creates the foundation of a guaranteed and viable curriculum, district-wide.

In my presentation I will be reviewing the process and procedures to this point in preparing our teachers to take on this curricular transition.

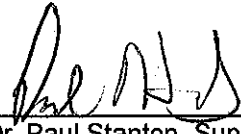
SUMMARY & RECOMMENDATION:

It is recommended that Georgia Standards and Engage New York be adopted as the K-8 math curriculum.

Sample Motion:

I move to approve Georgia Standards and Engage New York as the adopted K-8 core math curriculum.

Approved for transmittal to the Governing Board:


Dr. Paul Stanton, Superintendent

Questions should be directed to: Cole Young 759-5016

K-12 Primary Instructional Materials Adoption Request Form

(Please Type)

Title of Primary Material: Georgia Standards/ Engage New York

Type of Primary Material: Open Source/Internet-based Copyright Date: 2014-

Author(s): Engage New York/ Georgia Publisher: GDOE/NYDOE

Grade Level(s) and Course: K-8, Math

1. What primary instructional material is currently in use? Saxon
2. What year were the current materials adopted? 2005
3. What is the rationale for adopting new materials? In order to meet the expectations of the newly adopted College and Career Ready Standards, H.U.S.D. students need to be exposed to a viable curriculum matched to the rigorous state adopted College and Career Readiness Standards expected of them..
4. Explain how the contents of the suggested primary materials align with the district outcomes for this course: Both Engage New York and the Georgia Standards are directly aligned to the Arizona College and Career Readiness Standards (AZCCRS). The AZCCRS standards in math have shifted instructional emphasis from its articulated standards predecessor in the following areas: 1) Greater focus on fewer topics 2) Linking topics and thinking across grade levels 3) Rigor (Inductive Reasoning). Curricular modules/themes have been developed in both Engage New York and Georgia that align to the new shifts in our CCRS. Both Georgia and New York were commissioned using Federal monies to create this work in the area of mathematics using Race to the Top monies. Therefore, these states are open source providers for anyone that would like to use their developed materials. These states are at the forefront of curriculum development/resources/ and instructional framework in relation to CCRS and are considered the most progressive in meeting the needs of students in light of the newly adopted standards. Both said states have pioneered the process of developing themes/modules in grade levels K-8 that focus and align to the aforementioned shifts. These states are continuously updating, monitoring and adjusting these designed themes to match the expectation of the new standards. This shift in curriculum materials will align with the H.U.S.D. instructional practices and goals when it comes to the adopted AZCCRS. We have been infusing professional development throughout all grade levels with Sue Larson for the past 2 years. With Signature Programs

Georgia Math Standards

K-5 CCGPS Mathematics Overview

The K-5 standards are organized using domains, overarching ideas that connect topics across the grades, clusters that illustrate progression of increasing complexity from grade to grade and standards which define what students should know and be able to do at each grade level. These standards include skills and knowledge – what students need to know and be able to do, as well as mathematical practices – habits of mind that students should develop to foster mathematical understanding and expertise.

The K-5 standards are organized in the following domains: counting and cardinality; operations and algebraic thinking; number and operations in base ten; number and operations – fractions; measurement and data; and geometry. The domains vary by grade-level as appropriate; counting and cardinality is a key domain in kindergarten, while number and operations – fractions is introduced in third grade.

The grade-by-grade K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which taken together provide students with a strong foundation for learning and applying more demanding math concepts and procedures, and for moving into robust applications.

The K-5 standards provide guidance to teachers on how to navigate their way through knotty topics such as fractions, decimals, and geometry, and do so by maintaining a continuous progression from grade to grade. Today's best state standards as well as international models, education research, and the insights of professional mathematicians informed these grade-by-grade progressions.

By drawing on the best lessons from high-performing countries, the standards provide the foundation for redesigning and focusing the math curriculum—in an attempt to move away from the “mile wide and inch deep” curricula currently in place throughout the U.S.

The focus in the K-5 standards is comparable to that seen in high-performing countries. It allows students time to master topics by developing procedural fluency as well as conceptual understanding— rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

In order to assist schools and districts with the implementation of the Common Core, NYSED has provided curricular modules and units in P-12 ELA and math that can be adopted or adapted for local purposes. Full years of curricular materials are currently available on EngageNY, for grades Kindergarten through 9th grade in Mathematics and Kindergarten through 8th grade in English Language Arts (ELA). NYSED is working with our partners to deliver high quality curricular materials for all remaining grades in both Mathematics and ELA. In Mathematics, full years of instruction will be available for all remaining grades this summer. In ELA, full years of instruction will be available in 9th and 10th grade this summer and 11th and 12th grade this fall.

Guidance on Integrating Curricular Materials into the Classroom

The optional curricular materials on EngageNY are designed to be adopted or adapted. Educators will find both PDF and Word versions available for their use. Some lessons provide detailed instructions or recommendations but it is important to note that ***the lessons are not scripts*** and rather they should be viewed as vignettes so that the reader can imagine how the class could look.

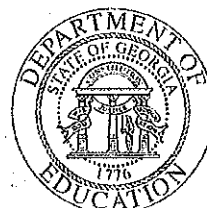
Lessons are adaptable and allow for teacher preference and flexibility so that what is happening in the classroom can both meet students' needs and be in service to the shifts and the standards. If you do choose to make significant changes to lessons, the Tristate/EQuIP rubric is available to help you evaluate the quality, rigor, and alignment of your adapted lessons.

Also, please note that the Math modules include a significant number of problem sets so that students have ample opportunity to practice and apply their knowledge. Educators can help students to achieve deep conceptual



CCGPS Frameworks 2nd Unit 1

Second Grade Unit One Extending Base Ten Understanding



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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Georgia Department of Education
Common Core Georgia Performance Standards Framework
Second Grade Mathematics Unit 1

Unit 1: Extending Base Ten Understanding (7 – 8 Weeks)

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OVERVIEW

In this unit, students will:

- understand the value placed on the digits within a three-digit number
- recognize that a hundred is created from ten groups of ten
- use skip counting strategies to skip count by 5s, 10s, and 100s within 1,000
- represent numbers to 1,000 by using numbers, number names, and expanded form
- compare two-digit number using $>$, $=$, $<$

Students extend their understanding of the base-ten system by viewing 10 tens as forming a new unit called a hundred. This lays the groundwork for understanding the structure of the base-ten system. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

The extension of place value also includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. With skip counting, students begin to work towards multiplication when they skip by 5's, by 10's, and by 100's. This skip counting is not yet true multiplication because students don't keep track of the number of groups they have counted.

Representations such as manipulative materials, math drawings, and layered three-digit place value cards provide connections between written three-digit numbers and hundreds, tens, and ones. Numbers, number words, and expanded notation can be represented with drawings, place value cards, and by saying numbers aloud and in terms of their base-ten units, e.g. 456 is "four hundred fifty six" and "four hundreds five tens six ones."

Comparing magnitudes of two-digit numbers draws on the understanding that 1 ten is greater than any amount of ones represented by a one-digit number. Comparing magnitudes of three-digit numbers draws on the understanding that 1 hundred (the smallest three-digit number) is greater than any amount of tens and ones represented by a two-digit number. For this reason, three-digit numbers are compared by first inspecting the hundreds place (e.g. $845 > 799$; $849 < 855$).

PACING

As noted in the introduction to the Common Core State Standards, place value is one of the four critical areas for instruction in second grade. This first unit is lengthy, but as it is a critical area, a significant amount of instructional time should be dedicated to these concepts. Specifically, the Common Core suggests that understanding of base ten system "includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones)."

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It is anticipated that completing each task as written will take approximately 7 – 8 weeks. Naturally, you will adjust the tasks meet the needs of your learners. As this unit is laying the foundation for second grade, plan on allotting a significant amount of instructional time.

NUMBER TALKS

Between 5 and 15 minutes each day should be dedicated to “*Number Talks*” in order to build students’ mental math capabilities and reasoning skills. Sherry Parrish’s book *Number Talks* provides examples of K-5 number talks. The following video clip from Math Solutions is an excellent example of a number talk in action. http://www.mathsolutions.com/videopage/videos/Final/Classroom_NumberTalk_Gr3.swf

During the Number Talk, the teacher is not the definitive authority. The teacher is the facilitator and is listening for and building on the students’ natural mathematical thinking. The teacher writes a problem horizontally on the board in whole group or a small setting. The students mentally solve the problem and share with the whole group **how** they derived the answer. They must justify and defend their reasoning. The teacher simply records the students’ thinking and poses extended questions to draw out deeper understanding for all.

The effectiveness of Numbers Talks depends on the routines and environment that is established by the teacher. Students must be given time to think quietly without pressure from their peers. To develop this, the teacher should establish a signal, other than a raised hand, of some sort to identify that one has a strategy to share. One way to do this is to place a finger on their chest indicating that they have one strategy to share. If they have two strategies to share, they place out two fingers on their chest and so on.

Number Talk problem possible student responses:

	Possible Strategy #1	Possible Strategy #2
$29 + 8$	29 can become 30 and take 1 from 8 reducing it to 7.	9 and 8 becomes 17 17 plus 20
$54 + 86$	$50 + 80 + 10 =$	Add 6 to 54 to get 60. Then $60 + 80 = 140$

Number talks often have a focus strategy such as “making tens” or “compensation.” Providing students with a string of related problems, allows students to apply a strategy from a previous problem to subsequent problems. Some units lend themselves well to certain Number Talk topics. For example, the place value unit may coordinate well with the Number Talk strategy of “making ten.”

STANDARDS FOR MATHEMATICAL CONTENT

Understand Place Value

MCC2.NBT.1 Understand that the three digits of a three-digit number represent amounts of **hundreds, tens, and ones**; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

- a. 100 can be thought of as a bundle of ten tens — called a —hundred.
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

MCC2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

MCC2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

MCC2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

STANDARDS FOR MATHEMATICAL PRACTICE

This section provides examples of learning experiences for this unit that support the development of the proficiencies described in the Standards for Mathematical Practice. The statements provided offer a few examples of connections between the Standards for Mathematical Practice and the Content Standards of this unit. The list is not exhaustive and will hopefully prompt further reflection and discussion.

- | | |
|----|--|
| 1. | Make sense of problems and persevere in solving them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach. |
| 2. | Reason abstractly and quantitatively. Students are linking concrete representations of quantity (such as base 10 blocks or groupable models) to a variety of abstract representations, such as expanded form and multiple numerical representations of hundreds, tens, and ones. |
| 3. | Construct viable arguments and critique the reasoning of others. In this unit, teachers set the stage for students to be able to construct arguments, defend answers, and listen to the reasoning of others. Number Talks are an excellent way to set the stage for this. |
| 4. | Model with mathematics. In second grade, students will represent numbers in word form, expanded form, standard form, and with base ten blocks. They will understand that all of these represent the same number. Further, students understand that there can be multiple ways to represent the same number (19 tens is equal to 190 or 1 hundred and 9 tens). |

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- | |
|--|
| 5. Use appropriate tools strategically. Tools students use throughout this unit include number lines, hundreds charts, and base ten blocks. Students who use a number line <i>strategically</i> have progressed from counting by ones on a number line or hundreds chart to solving problems making leaps of tens. A further progression involves grouping tens and making leaps of 20, 30, or all the tens represented in a problem. |
| 6. Attend to precision. Students will use vocabulary precisely. They will also be able to discuss and represent a number in multiple ways. |
| 7. Look for and make use of structure. Students will look for patterns on a hundreds chart and use base ten blocks to make sense of numbers. |
| 8. Look for and express regularity in repeated reasoning. Students will develop reasoning strategies for comparing three digit numbers. When children have multiple opportunities to add and subtract “ten” and multiples of “ten” they notice the pattern and gain a better understanding of place value. Students continually check their work by asking themselves, “Does this make sense?” |

*****Mathematical Practices 1 and 6 should be evident in EVERY lesson.*****

ENDURING UNDERSTANDINGS

- The value of a digit depends upon its place in a number.
- Numbers can be represented in many ways, such as with base ten blocks, words, pictures, number lines, and expanded form.
- Place value determines which numbers are larger or smaller than other numbers.

ESSENTIAL QUESTIONS

- Why should we understand place value?
- What is the difference between place and value?
- How does place value help us solve problems?
- How does the value of a digit change when its position in a number changes?
- What does “0” represent in a number?

CONCEPTS/SKILLS TO MAINTAIN

Skills from Grade 1:

- It is expected that students will have prior knowledge/experience related to the concepts and skills identified below. It may be necessary to pre-assess in order to determine if time needs to be spent on conceptual activities that help students develop a deeper understanding of these ideas. Developing understanding of whole number relationships and place value, including grouping in tens and ones;
- Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;

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Second Grade Year Long Concepts:

- Organizing and graphing data as stated in MCC.MD.10 should be incorporated in activities throughout the year. Students should be able to draw a picture graph and a bar graph to represent a data set with up to four categories as well as solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- Routine topics such as counting, time, money, positional words, patterns, and tallying should be addressed on an ongoing basis throughout instructional time.

SELECTED TERMS AND SYMBOLS

The following terms and symbols are not an inclusive list and should not be taught in isolation. Instructors should pay particular attention to them and how their students are able to explain and apply them (**i.e. students should not be told to memorize these terms**).

Teachers should present these concepts to students with models and real life examples. Students should understand the concepts involved and be able to recognize and/or demonstrate them with words, models, pictures, or numbers.

For specific definitions, please reference the Common Core State Standards Glossary.

- **>, =, and < comparison**
- **digit**
- **expanded form**
- **models**
- **number line**
- **number names**
- **place value**
- **skip-count**
- **base ten model**
- **flat**
- **rod**
- **units**


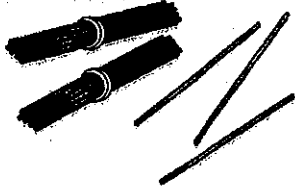
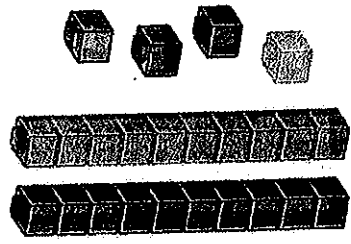
STRATEGIES FOR TEACHING AND LEARNING

(Information adapted from Mathematics Common Core State Standards and Model Curriculum, Ohio Department of Education Teaching)

Place Value Instructional Strategies

The understanding that 100 is equal to 10 groups of ten and 100 ones, is critical to understanding of place value. Using proportional models like base-ten blocks or bundles of tens along with place-value mats create connections between the physical and symbolic representations of a number and their magnitude. These models can build a stronger understanding when comparing two quantities and identifying the value of each place value position.

Van de Walle (p.127) notes that “the models that most clearly reflect the relationship of ones, tens, and hundreds are those for which the ten can actually be made or grouped from single pieces.” Groupable base ten models can be made from beans and cups, bundled straws or craft sticks, unifix cubes, etc. If children are struggling with base ten blocks, you may consider using number cubes or inexpensive homemade manipulatives to help develop their understanding.

Groupable Base Ten Models		
		
Bean Counters and Cups: Ten single cups are placed in a portion cup. To make a hundreds put ten cups in a larger tub.	Bundles of Sticks: Use craft sticks or coffee stirers. To make a hundred, put ten bundles into a larger bunch held together with a rubber band.	Cubes: Ten single cubes form a bar of ten. To make a hundred put ten bars on cardboard backing

Model three-digit numbers using base-ten blocks in multiple ways. For example, 236 can be 236 ones, or 23 tens and 6 ones, or 2 hundreds, 3 tens and 6 ones, or 20 tens and 36 ones. Use activities and games that have students match different representations of the same quantity. Provide games and other situations that allow students to practice skip-counting. Students can use nickels, dimes and dollar bills to skip count by 5, 10 and 100. Pictures of the coins and bills can be attached to models familiar to students: a nickel on a five-frame with 5 dots or pennies and a dime on a ten-frame with 10 dots or pennies.

On a number line, have students use a clothespin or marker to identify the number that is ten more than a given number or five more than a given number.

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Have students create and compare all the three-digit numbers that can be made using digits from 0 to 9. For instance, using the numbers 1, 3, and 9, students will write the numbers 139, 193, 319, 391, 913 and 931. When students compare the digits in the hundreds place, they should conclude that the two numbers with 9 hundreds would be greater than the numbers showing 1 hundred or 3 hundreds. When two numbers have the same digit in the hundreds place, students need to compare their digits in the tens place to determine which number is larger.

Common Misconceptions with Place Value:

(Information adapted from Mathematics Navigator: Misconceptions and Errors, America's Choice)

Some students may not move beyond thinking of the number 358 as 300 ones plus 50 ones plus 8 ones to the concept of 8 singles, 5 bundles of 10 singles or tens, and 3 bundles of 10 tens or hundreds. Use base-ten blocks to model the collecting of 10 ones (singles) to make a ten (a rod) or 10 tens to make a hundred (a flat). It is important that students connect a group of 10 ones with the word *ten* and a group of 10 tens with the word *hundred*.

1. When counting tens and ones (or hundreds, tens, and ones), the student misapplies the procedure for counting on and treats tens and ones (or hundreds, tens, and ones) as separate numbers. When asked to count collections of bundled tens and ones such as 32, student counts 10, 20, 30, 1, 2, instead of 10, 20, 30, 31, 32.
2. The student has alternative conception of multi-digit numbers and sees them as numbers independent of place value. Student reads the number 32 as "thirty-two" and can count out 32 objects to demonstrate the value of the number, but when asked to write the number in expanded form, she writes "3 + 2." Student reads the number 32 as "thirty-two" and can count out 32 objects to demonstrate the value of the number, but when asked the value of the digits in the number, she responds that the values are "3" and "2."
3. The student recognizes simple multi-digit numbers, such as thirty (30) or 400 (four hundred), but she does not understand that the position of a digit determines its value. Student mistakes the numeral 306 for thirty-six. Student writes 4008 when asked to record four hundred eight.
4. The student misapplies the rule for reading numbers from left to right. Student reads 81 as eighteen. The teen numbers often cause this difficulty.
5. The student orders numbers based on the value of the digits, instead of place value. $69 > 102$, because 6 and 9 are bigger than 1 and 2.

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EVIDENCE OF LEARNING

By the conclusion of this unit, students should be able to demonstrate the following competencies:

- Use models, diagrams, and number sentences to represent numbers within 1,000.
- Write numbers in expanded form and standard form using words and numerals.
- Identify a digit's place and value when given a number within 1,000.
- Compare two 3-digit numbers with appropriate symbols ($<$, $=$, and $>$).
- Understand the difference between place and value.

TASK DESCRIPTIONS

Scaffolding Task	Tasks that build up to the learning task.
Constructing Task	Constructing understanding through deep/rich contextualized problem solving tasks.
Practice Task	Tasks that provide students opportunities to practice skills and concepts.
Culminating Task	Designed to require students to use several concepts learned during the unit to answer a new or unique situation. Allows students to give evidence of their own understanding toward the mastery of the standard and requires them to extend their chain of mathematical reasoning.
Formative Assessment Lesson (FAL)	Lessons that support teachers in formative assessment which both reveal and develop students' understanding of key mathematical ideas and applications. These lessons enable teachers and students to monitor in more detail their progress towards the targets of the standards.
*3-Act Task	A Three-Act Task is a whole-group mathematics task consisting of 3 distinct parts: an engaging and perplexing Act One, an information and solution seeking Act Two, and a solution discussion and solution revealing Act Three. More information along with guidelines for 3-Act Tasks may be found in the <i>Guide to Three-Act Tasks</i> on georgiastandards.org and the K-5 CCGPS Mathematics Wiki.

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TASKS

Task Name	Task Type/ Grouping Strategy	Content Addressed	Content Standards
*Straws! Straws! Straws!	3- Act Task Whole Group	Place Value Understanding	MCC2.NBT.1 MCC2.NBT.3
Where Am I On the Number Line	Scaffolding Task Partners	Place Value Understanding	MCC2.NBT.1 MCC2.NBT.2 MCC2.NBT.3
I Spy a Number	Scaffolding Task Partners	Place Value Understanding	MCC2.NBT.1 MCC2.NBT.3
Number Hop	Constructing Task Small Group/ Individual	Skip Counting	MCC2.NBT.2
Place Value Play	Constructing Task Large Group	Building 3 digit- Numbers	MCC2.NBT.1 MCC2.NBT.3 MCC2.NBT.4
The Importance of Zero	Constructing Task Large Group	Using Zero as a Digit	MCC2.NBT.1 MCC2.NBT.3
Base Ten Pictures	Practice Task Large Group, Individual	Represent numbers using models, diagrams, and number sentences	MCC2.NBT.1 MCC2.NBT.2 MCC2.NBT.3
Building Base Ten Numbers	Constructing Task Partners or Individual	Represent numbers using models, diagrams, and number sentences	MCC2.NBT.1 MCC2.NBT.3 MCC2.NBT.4
What's My Number	Constructing Task Small Group	Represent numbers using models, diagrams, and number sentences	MCC2.NBT.1 MCC2.NBT.2 MCC2.NBT.3
Capture the Caterpillar	Practice Task Small Group	Represent numbers using models, diagrams, and number sentences	MCC2.NBT.1 MCC2.NBT.3 MCC2.NBT.4
FORMATIVE ASSESSMENT LESSON			MCC2.NBT.1
Fill the Bucket	Practice Task Large Group, Partners	Comparing Numbers	MCC2.NBT.1 MCC2.NBT.3 MCC2.NBT.4
High Roller	Practice Task Small Group	Comparing Numbers	MCC2.NBT.1 MCC2.NBT.3 MCC2.NBT.4
Place Value Breakdown	Practice Task Partners	Expanded Notation	MCC2.NBT.1 MCC2.NBT.3 MCC2.NBT.4
Carol's Numbers	Culminating Task Individual	Multiple Standards Addressed	MCC2.NBT.1 MCC2.NBT.2 MCC2.NBT.3 MCC2.NBT.4

How *A Story of Units* Aligns with the Instructional Shifts

A Story of Units is structured around the essential instructional shifts needed to implement the CCLS. These principles, articulated as six shifts (focus, coherence, fluency, deep understanding, application and dual intensity) by the New York State Department of Education and reorganized as three (focus, coherence and rigor) by Student Achievement Partners and the Publishers Criteria, help educators understand what is required to implement the necessary changes. *A Story of Units* reflects the grouping of three instructional shifts most essential to teaching the CCLS: focus, coherence and rigor.¹ Rigor involves the additional shifts of fluency, and conceptual understanding, and application—and all three are done with a dual intensity emphasis on practicing and understanding. All three instructional shifts are required to teach the CCLS.²

Shift 1: Focus—“...focus deeply on only the concepts that are prioritized in the standards...”

A Story of Units follows the focus of the CCLS by relating every arithmetic idea back to understanding the idea of a unit: What the definition of the unit is in particular cases (whole numbers, fractions, decimals, measurements, etc.), commonalities between all units (they can be added, subtracted, multiplied, etc.), and the unique features of some units (e.g., a rectangle’s area units, as opposed to its length units, can be calculated quickly by multiplying length measurements of the rectangle).

It is the study of the commonalities between units that drives the focus of *A Story of Units*, so that the concepts learned are prioritized by the CCLS. The commonalities form the interconnectedness of the math concepts and enable students to more easily transfer their mathematical skills and understanding across grades. Perhaps surprisingly, it is also the focused study of the commonalities between types of units that makes the contrast between different types of units more pronounced. That is, by understanding the commonalities between types of units, students develop their ability to compare and contrast the types of units. The focus drives an understanding of the commonalities and the differences in the ways that arithmetic can be used to manipulate numbers.

Evidence of focus is further seen in the integral use of the NY Math Content Emphases to focus on the major work of the grade level. Each module begins with the Focus Grade Level Standards clearly stating the clusters of standards that are emphasized in the material. As noted in the Publishers Criteria, approximately three-quarters of the work is on the major clusters where students should be most fluent. Supporting clusters are interwoven as connecting components in core understanding while additional clusters introduce other key ideas.

Shift 2: Coherence—“Principals and teachers carefully connect the learning within and across grades so that... students can build new understanding onto foundations built in previous years.”

A Story of Units is not a collection of topics. Rather, the modules and topics in the curriculum are woven through the progressions of the CCLS. *A Story of Units* carefully prioritizes and sequences the standards with a deliberate emphasis on mastery of major cluster standards outlined in the CCLS. This meticulous sequencing enables students, upon completion of each module, to transfer their mathematical knowledge and understanding to new, increasingly challenging concepts.

Module overview charts show how topics are aligned with standards to create an instructional sequence that is organized precisely to build on previous learning and to support future learning.

The teaching sequence chart for each topic outlines the instructional path by stating the learning objectives for each lesson. The sequence of problems in the material is structured to help teachers

analyze the mathematics for themselves and to help them with differentiated instruction: As students advance from simple concepts to more complex concepts, the different problems provide opportunities for teachers to either (a) break problems down for students struggling with a next step, or (b) stretch problems out for those hungry for greater challenges.

Coherence is further supported through the use of a finite set of concrete and pictorial models. As a result, students develop increasing familiarity with this limited set of consistently used models over the years. In second grade, for example, students use number disks to represent place value; that model remains constant through the third, fourth, and fifth grades. As new ideas are introduced, the consistent use of the same model leads to more rapid and deeper understanding of new concepts.

Shift 3: Rigor—“...pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skill and fluency, and applications.”

The three-pronged nature of rigor undergirds a main theme of the Publishers’ Criteria. Fluency, deep understanding, and application with equal intensity **must drive** instruction for students to meet the Standards’ rigorous expectations.

Fluency—“Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions...”

Fluency represents a major part of the instructional vision that shapes *A Story of Units*; it is a daily, substantial, and sustained activity. One or two fluencies are required for each grade level and fluency suggestions are included in most lessons. Implementation of effective fluency practice is supported by the lesson structure. (See Fluency in the Lesson Structure below.)

Fluency tasks are strategically designed for the teacher to easily administer and assess. A variety of suggestions for fluency activities—including mental math activities, interactive drills, quick and efficient games with dice, spinners, and cards, and concept worksheets—are offered. Throughout the school year, such activities can be used with new material to strengthen skills and enable students to see their accuracy and speed increase measurably each day.

Conceptual Understanding—“Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.”

Conceptual understanding requires far more than performing discrete and often disjointed procedures to determine an answer. Students must not only learn mathematical content, they must also be able to access that knowledge from numerous vantage points and communicate about the process. In *A Story of Units*, students use writing and speaking to solve mathematical problems, reflect on their learning, and analyze their thinking. The lessons and homework require students to write their solutions to word problems several times a week. Thus, students learn to express their understanding of concepts and articulate their thought processes through writing. Similarly, students participate in daily debriefs and learn to verbalize the patterns and connections between the current lesson and their previous learning, in addition to listening to and debating their peers’ perspectives. The goal is to interweave the learning of new concepts with reflection time into students’ everyday math experience.

At the module level, *sequence is everything*. Standards within the module and modules across the year carefully build to ensure that students have the requisite understanding to fully access new learning goals and integrate them into their developing schemas of understanding. The very deliberate progression of the material follows the critical instructional areas outlined in the introduction of the CCLS for each grade.

Application—“Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.”

A Story of Units is designed to help students understand how to choose and apply mathematics concepts to solve problems. To achieve this, the modules include mathematical tools and diagrams that aid problem solving, interesting problems that encourage students to think quantitatively and creatively, and opportunities to model situations using mathematics. The goal is for students come to see mathematics as connected to their environment, to other disciplines, and to the mathematics itself. A range of problems are presented within modules, topics, and lessons that serve multiple purposes:

- Single-step word problems that help students understand the meaning of a particular concept.
- Multi-step word problems that support and develop instructional concepts and allow for cross-pollination of multiple concepts into a single problem.
- Brainteasers and puzzles, or other non-routine problems that may be given anytime during the school day. These are meant to engage students in constructive play that encourages perseverance without performance or test-related anxiety.
- Exploratory tasks designed to break potential habits of “rigid thinking.” For example, asking students to draw at least 3 different triangles with a 15-inch perimeter encourages them to think of triangles other than equilaterals. Geometry problems with multiple solution paths and mental math problems that can be solved in many ways are further examples.

Dual Intensity— “Students are practicing and understanding. There is more than a balance between these two things in the classroom—both are occurring with intensity.”

A Story of Units achieves this goal through a balanced approach to lesson structure (see section on Lesson Structure below). Each lesson is structured to incorporate at least 10-20 minutes of fluency activities, while the remaining time is devoted to developing conceptual understanding and/or applications.

New conceptual understanding paves the way for new types of fluency. *A Story of Units* starts each grade with a variety of relevant fluency choices from the previous grade. As the year progresses and new concepts are taught, the range of choices grows. Teachers can—and are expected to—adapt their lessons to provide the intense practice with the fluencies that their students most need. Thus, *A Story of Units* doesn’t wait months to spiral back to a concept. Rather, once a concept is learned, it is immediately spiraled back into the daily lesson structure through fluency and applications.

How *A Story of Units* Aligns with the Standards for Mathematical Practice

Like the Instructional Shifts, each Standard for Mathematical Practice is integrated into the design of *A Story of Units*.

1. Make sense of problems and persevere in solving them.

An explicit way in which the curriculum integrates this standard is through its commitment to consistently engaging students in solving multi-step problems. Purposeful integration of a variety of problem types that range in complexity naturally invites children to analyze givens, constraints, relationships, and goals. Problems require students to organize their thinking through drawing and modeling, which necessitates critical self-reflection on the actions they take to problem-solve. On a more foundational level, concept sequence, activities, and lesson structure present information from a variety of novel perspectives. The question, “How can I look at this differently?” undergirds the organization of the curriculum, each of its components, and the design of every problem.

2. Reason abstractly and quantitatively.

The use of tape diagrams is one way in which *A Story of Units* provides students with opportunities to reason abstractly and quantitatively. For example, consider the following problem:

A cook has a bag of rice that weighs 50 pounds. The cook buys another bag of rice that weighs 25 pounds more than the first bag. How many pounds of rice does the cook have?

To solve this problem, a student uses a tape diagram to abstractly represent the first bag of rice. To make a tape diagram for the second bag, the student reasons to decide whether the next bar is bigger, smaller, or the same size—and then must decide by how much. Once the student has drawn the models on paper, the fact that these quantities are presented as bags in the problem becomes irrelevant as children shift their focus to manipulating the units to get the total. The unit has—appropriately—taken over the thought process necessary for solving the problem.

Quantitative reasoning also permeates the curriculum as students focus in on units. Consider the problem *6 sevens plus 2 sevens is equal to 8 sevens*. The unit being manipulated in this sequence is sevens.

3. Construct viable arguments and critique the reasoning of others.

Time for “debriefing” is included in every daily lesson plan and represents one way in which the curriculum integrates this standard. During debriefs, teachers lead students in discussions or writing exercises that prompt children to analyze and explain their work, reflect on their own learning, and make connections between concepts. In addition to debriefs, “turn and talks” and “rally robins” are woven throughout lessons to create ongoing, frequent opportunities for students to develop this mathematical practice. Students use drawings, models and numeric representations, and precise language to make their learning and thinking understood by others.

4. Model with mathematics.

A first grade student represents “3 students were playing. Some more came. Then there were 10. How many students came?” with the number sentence $3 + \square = 10$. A fourth grade student represents a drawing of 5 halves of apples with an expression and writes $5 \times \frac{1}{2}$. Both these students are modeling with mathematics. This is happening daily in word problems. Students write both “situation equations” and “solution equations” when solving word problems. In doing so, they are modeling MP.2.

5. Use appropriate tools strategically.

Building students' independence with the use of models is a key feature of *A Story of Units*, and our approach to empowering students to use strategic learning tools is systematic. Models are introduced and used continuously, so that eventually students use them automatically. The depth of familiarity that students have with the models not only ensures that they naturally become a part of students' schema, but also facilitates a more rapid and deeper understanding of new concepts as they are. Aside from models, tools are introduced in Kindergarten and reappear throughout the curriculum in every concept. For example, rulers are tools that students in Kindergarten use to create straight edges that organize their work and evenly divide their papers, and they will continue to use them through Grade 5. Worksheets are another form of tool: in daily fluency practice they become instrumental as students use them to recognize their own progress and proficiency.

6. Attend to precision.

In every lesson of every module across the curriculum students are manipulating, relating, and converting units and are challenged not only to use units in these ways, but also to specify which unit they are using. Literally *anything* that can be counted by can be a unit: There might be 3 frogs, 6 apples, 2 fours, 5 tens, 4 fifths, 9 cups, or 7 inches. Students use precise language to describe their work: "*We used a paper clip as a unit of length.*" Understanding of the unit is fundamental to their precise, conceptual manipulation. For example, 27 times 3 is not simply 2 times 3 and 7 times 3, rather it should be thought of as 2 tens times 3 and 7 ones times 3. Specificity and precision with the unit is paramount to conceptual coherence and unity.

7. Look for and make use of structure.

There are several ways in which *A Story of Units* weaves this standard into the content of the curriculum. One way is through daily fluency practice. Sprints, for example, are fluency activities that are intentionally patterned. Students analyze the pattern of the Sprint and use its discovery to assist them with automaticity. For example, "*Is the pattern adding one, or adding ten? How does knowing the pattern help me get faster?*"

An example from a Pre-Kindergarten lesson explicitly shows how concepts and activities are organized to guide students in identification and use of structure. In this lesson, the student is charged with the problem of using connecting cubes to make stairs for a bear to get up to his house. Students start with one cube to make the first stair. To make the second stair, students place a second cube next to the first, but quickly realize that the two "stairs" are equal in height. In order to carry the bear upward, another cube must be added to the second stair so that it becomes higher than the first. This problem uses the growth pattern of the "number stairs" to help students compare number size and develop number sense.

8. Look for and express regularity in repeated reasoning.

Mental math is one way in which *A Story of Units* brings this standard to life. It begins as early as first grade, when students start to make tens. Making ten becomes both a general method and a pathway for quickly manipulating units through addition and subtraction. For example, to mentally solve $12 + 3$, students identify the 1 ten and add $10 + (2 + 3)$. Isolating or using ten as a reference point becomes a form of repeated reasoning that allows students to quickly and efficiently manipulate units.

ACTION

Item 10C.

Adopt Supplemental Material

Math

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10C
FROM:	Cole Young, Director of Educational Services	Reading
DATE:	August 19, 2014	Discuss
SUBJECT:	Proposed adoption of Supplemental materials to support our math curriculum: Professional Learning Library / Map Math Shell	Action X Consent
<hr/>		
OBJECTIVE:	Goal #1 To Raise the Level of Student Achievement	

SUPPORTING DATA:

For reference, Mr. Young has provided the following websites:

<http://map.mathshell.org>

<http://pll.asu.edu>

The Professional Learning Library (PLL) is a supplement that has us partnering with Arizona State University via Sue Larson. This PLL is an open source that makes inquiry-based lessons available to everyone that visits the website. Humboldt Unified School District teachers have played a vital role in the creation of this valuable resource. Over this past summer, we had 17 teachers work directly with Sue Larson to construct and find inquiry-based lessons. This process had teachers submitting lessons to Sue Larson to oversee and forward to ASU to add to their Professional Learning Library. The PLL gives teachers the opportunity to supplement the math curriculum with vetted resources that are posted to the PLL. This supplement is in line with what the math College and Career Readiness Standards and what they require concerning the rigor and depth of knowledge a student must show in the area of mathematical student performance.

The Professional Learning Library is the place to find professional resources by standard, topic, type, and other attributes; participate in informal and formal professional learning (pedagogical and content-area); and connect with educators locally and across the globe in interest-based communities.

The Mathematics Assessment Project (MAP) has Arizona College and Career Ready Standards (ACCRS) cross-referenced and built into 'Classroom Challenge Lessons' for both middle school and high school. This site also contains summative assessments to progress monitor students in grades seven through ten. These tools are integral in supporting the sixth through eighth grades in this transition.

These open source (free) supplemental materials allow teachers to venture outside the core curriculum to support their efforts in matching the best instructional practice to the standard they are teaching. These lessons can then be shared and posted on the PLL for everyone to use.

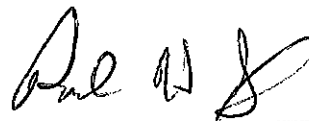
SUMMARY & RECOMMENDATION:

It is the recommendation of administration that the supplemental materials be approved as presented.

Sample Motion:

I move to adopt the Professional Learning Library and the Map Math Shell as supplements to our adopted math curriculum.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Cole Young 759-5016

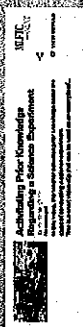
what's new for you in the PLL?

February 2014

▼ Provider

new providers

- Division II
- America Reads
- Common Core Collaborative (C3)



new resources

- TeachAZ-K-12 Videos
- Dissertation Abstracts

Professional Learning Library

pll.asu.edu

Share . Connect . Learn

who is the
audience of the
professional
learning library
(PLL)?

The Professional
Learning Library reaches
an audience of ASU
faculty and students, as
well as the general public.

We have visitors from all
50 states and 124
countries.

new members:

238 students
104 faculty

20,000 total members

▼ TAP Rubric Indicators

new functionality

- Browse by TAP Rubric Indicators
- Resources tagged to ASU courses
- Frontpage access to AZ College and Career Ready Standards resource collection

My Communities

new communities

- Active Learning Community for Teaching English Learners
- East Valley Common Core Consortium for Mathematics
- TAP in AZ
- Arizona Language & Literacy Conference
- America Reads

how easy is it to use?

pll.asu.edu





en the PLL work for you

- Facilitate recommended resources
- Share your list of go-to websites for your courses
- Link to PLL resources from Blackboard
- Send us your resource alignment requests
- Request a collaborative community for your program or course
- Include PLL grant proposals for resource dissemination, online training/professional development and collaboration
- Schedule a meeting to brainstorm ways you can make the PLL work for you

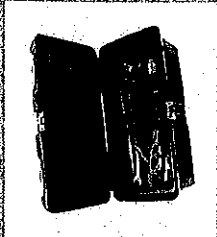
To submit requests: asunli@asu.edu

For more information, contact Heidi Blar at heidi@asu.edu



new content with no financial cost to you and no credit loss

- Outreach to partner school districts
- Citizen Presentation
- Recruitment Support
- Teachers College Program Resources
- Conference Support
 - Literacy Faculty 44th Annual Literacy & Language Conference online community
 - Arizona Ready for Rigor TAP Winter Conference online community
- Course Content Support
 - Tech Infusion - Digital Citizenship Learning Modules
- Program Alignment Teams support
 - Videos, learning modules, and professional development certificates



new content from a variety of our providers

- America Reads
- Activity Plan Math, Fact and Exercise Day 2
- Division I
- Teach AZ K-12 video - Middle School Math Problem Solving
- Division II
- Presentation Abstract - High School Students' Perceptions of Teaching and Their Intentions to Choose Teaching as a Profession by Crystal Cruz
- NEXT Learning Modules
- ISLLC aligned
- InfASC aligned
- Sanford Inspire Program
- Discussion & Feedback Protocols Bank
- Teaching Foundations Project
- Content-rich courses available to the public

About MAP Math Shell

What material is MAP developing?

MAP materials are of two complementary kinds:

- **Summative tests or tasks** exemplify the performance targets that the standards imply. The tests show the kinds of performance that students in rich math programs will achieve, with the range and balance that the standards describe. The tasks, with the associated guidance, equip teachers to monitor overall progress in their students' mathematics.
- **Classroom Challenges** are lessons that support teachers in formative assessment. They both reveal and develop students' understanding of key mathematical ideas and applications. These lessons enable teachers and students to monitor in more detail their progress towards the targets of the standards. They assay students' understanding of important concepts and problem solving performance, and help teachers and their students to work effectively together to move each student's mathematical reasoning forward.
- In addition, because formative assessment involves a wider range of classroom strategies and skills than many traditional curricula, the **professional development modules** will help teachers with the pedagogical and mathematical challenges that this approach involves. Built around the Classroom Challenges, these modules are designed for use by groups of teachers, working together in a supportive school to improve the effectiveness of their program.

These materials have been developed in classrooms across the US, using the research-based design and development methods that the MARS Shell Center team has advanced over the last three decades. MAP is grateful to the teachers and students who took part in the development process. They, in turn, are helping to lead the way toward preparing students across the nation with the knowledge and skills they need to succeed in college and careers..

Rationale and methodology

Formative "assessment for learning", when used as part of day- by-day teaching, has proven one of the most effective ways of enhancing student learning. This approach is very different from testing; it involves qualitative feedback to develop each student's reasoning.

Equally important, the learning activities in most classrooms closely reflect the range and balance of task types in high-stakes tests, which currently cover only a small part of the range implied by CCSSM – these prototype summative tests are designed to exemplify what is needed.

The team uses its well-established engineering research [PDF,100K] methods involving: input from prior research; design skills to produce draft materials; iterative systematic development through trials in US classrooms, with revision informed by structured feedback data from the observer teams.

ACTION

Item 10D.

IGA

CYFD - Purchasing

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board
FROM: Cynthia Windham, Finance Director
DATE: August 19, 2014
SUBJECT: Purchasing IGA with Central Yavapai Fire District

Item # 10.0
Reading
Discuss
Action
Consent X

SUPPORTING DATA:

The Humboldt Unified School District Governing Board approved an intergovernmental agreement (IGA) for a Purchasing Consortium known as Greater Yavapai Purchasing Consortium (GYPC) two years ago. The purpose of this consortium for various county governmental organizations was to develop strategic procurement programs for needed supplies and to achieve cost savings for all members.

GYPC has been replaced, due to public school procurement compliance and an adequate funding base. Yavapai County Education Service Agency, on advice of counsel, can no longer participate.

GYPC is being replaced by a purchasing IGA with Central Yavapai Fire District, acting as the lead agency. The original intent of the GYPC IGA, achieving savings through strategic procurement methods, remains the same.

District legal counsel has reviewed and approved the IGA.

This change from GYPC to CYFD would be effective immediately.

SUMMARY & RECOMMENDATION:

It is recommended by administration that the Purchasing IGA with Central Yavapai Fire District be approved as presented.

Sample Motion:

I move to approve the purchasing IGA with Central Yavapai Fire District as presented.

Approved for transmittal to the Governing Board:


Dr. Paul Stanton, Superintendent

Questions should be directed to:
Cynthia Windham, 759-4000
Ken Johnson, 759-5011

**INTERGOVERNMENTAL AGREEMENT FOR
PURCHASING
BETWEEN CENTRAL YAVAPAI FIRE DISTRICT
AND _____**

PREAMBLE

This Agreement, effective the ____ day of _____, 20__, by and between the CENTRAL YAVAPAI FIRE DISTRICT, a political subdivision of the State of Arizona ("DISTRICT") and the _____, a political subdivision of the State of Arizona (the "Referring Agency").

RECITALS

WHEREAS, the Referring Agency and DISTRICT are empowered pursuant to A.R.S. §11-952, A.R.S. §15-342(13), A.R.S. §48-805, and A.R.S. §41-2632 to enter into this Agreement for purposes of carrying out their mutual responsibilities; and

WHEREAS, the Referring Agency and DISTRICT wish to cooperate with each other in order to more effectively and economically purchase material and equipment consistent with the terms and conditions set forth herein.

NOW THEREFORE, in consideration of mutual promises and covenants contained herein, the parties agree as follows:

COVENANTS

SECTION 1. - SCOPE OF WORK AND COMPENSATION

DISTRICT'S responsibilities and obligations

1. For the term of this Agreement, the DISTRICT shall act as a purchasing agent for the Referring Agency when requested.
2. The delivery method of requested purchases will be determined on a case by case basis and may include but is not limited to:
 - a) Direct shipment to Referring Agency
 - b) Delivery by DISTRICT personnel
 - c) Pick-up by Referring Agency
3. The DISTRICT shall maintain records on all purchases made on behalf of the Referring Agency, and shall provide the Referring Agency with a report of all purchases made on request within a reasonable time thereafter.

4. The DISTRICT shall submit an invoice to the Referring Agency on a monthly basis reflecting the compensation owed to the DISTRICT.
5. The DISTRICT agrees that the priority given to the Referring Agency's purchases will be comparable to the priorities given to other purchases by the DISTRICT taking into consideration all other purchasing commitments.
6. The District will insure that vendor contracts will allocate to the vendors all risk of loss of or damage to the operations supplies until they are delivered to, inspected, and accepted by: (1) the Members at their respective warehouses or storage facilities; or (2) CYFD at its storage facility.
7. If operations supplies are damaged or nonconforming to the contract, each Member-or CYFD on that Member's behalf-may reject the supplies and arrange for them to be returned to the vendor. CYFD shall direct the vendor to promptly deliver non-damaged, conforming supplies to the Member or CYFD's storage facility on that Member's behalf.
8. While acting as the procurement officer, CYFD shall at all times maintain all-risk property and contents insurance on its storage facility and the District supplies warehoused there.

Referring Agency's responsibilities and obligations

1. The Referring Agency shall request the District to make purchases when desired. Requests shall be in the form of an ordering process established by the DISTRICT.
2. Compensation to be paid to the DISTRICT shall be as follows:
 - a) The Referring Agency agrees to pay cost of purchases + 5% to the DISTRICT.
 - b) If delivery is requested from the DISTRICT warehouse and made by DISTRICT personnel, the Referring Agency agrees to pay the personnel and equipment costs of the delivery. Delivery will be subject to personnel availability.
 - c) If the Referring agency elects to use a 3rd party shipping company for deliver from the DISTRICT warehouse, the Referring Agency agrees to pay shipping costs.
 - d) The Referring Agency agrees to pay the DISTRICT within 30 days of receiving an invoice from the DISTRICT.
 - e) In the event that payments are not received within 30 days

of receiving an invoice from the DISTRICT, The District reserves the right to decline further requests for purchases until the Referring Agency submits payment.

3. The Referring Agency agrees to establish and provide to the DISTRICT a list of personnel who are authorized to request purchases prior to making any request hereunder, and shall update such list from time to time or when there is any change thereto, and shall be solely responsible for oversight of authorized personnel.
4. So long as the DISTRICT reasonably relied on the purchase authorization given to it, the parties agree that the DISTRICT shall be timely paid pursuant to its rates as set forth in Paragraph 2 above.
5. Each Referring Agency must be prepared to: (1) take delivery of the operations supplies at its own facilities through direct shipping from the vendor; or (2) pick up the supplies delivered to CYFD's storage facility on that member's behalf no later than the pick-up date set by CYFD; or (3) arrange for delivery by DISTRICT personnel or a 3rd party shipper.
6. Each Referring Agency is exclusively responsible to exercise all of its rights and remedies against any manufacturer, seller, or other contractor for defective or nonconforming operations supplies procured under this agreement.
7. Each Referring Agency is responsible for maintaining all-risk insurance on Referring Agency supplies warehoused at CYFD's facility.

SECTION 2. - GENERAL PROVISIONS

This Agreement is intended to serve as an avenue for more economic purchasing of material and supplies at the discretion of the Referring Agency. This Agreement does not require or imply any obligation for the Referring Agency to use the District as purchasing agent. In the event that a Referring Agency does use the District as its purchasing agent, the Referring Agency's proposed purchase of material and supplies may be combined with those of other agencies to maximize savings to the Referring Agencies.

Nothing contained in this Agreement shall create any partnership or joint venture between the parties. Each party shall at all times be independent of each other and shall not at any time purport to act as an employee of any other party.

The DISTRICT shall be excused for delay or failure to perform its obligations under this Agreement, in whole or part, when and to the extent that such delay or failure is a result of scheduling

conflicts or causes beyond the reasonable control of the DISTRICT. Such causes include, without limitation, acts of God, acts of the public enemy, acts of the federal or state government, fire, floods, epidemics, quarantine restrictions or embargo. In addition, the DISTRICT shall not be responsible for delays caused by the acts or omissions of an Outside Contractor, if any.

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

A loss insured under the District's or a Referring Agency's property insurance must be adjusted by the parties as fiduciary and made payable to the District or the Referring Agency as fiduciary for the insureds, as their interests may appear.

SECTION 3. - SEVERABILITY

If any provision of this Agreement shall be held to be unenforceable, it shall be deemed severable; however, the remainder of the Agreement shall not be affected and shall remain in full force and effect.

SECTION 4. - DURATION OF AGREEMENT

This Agreement shall become effective upon the effective adoption and execution of this Agreement by both parties and, where required, the recordation of the same (the "Effective Date"), and shall automatically renew itself from year to year thereafter, until terminated.

SECTION 5. - LIABILITY INSURANCE

Each party shall maintain, during the life of this Agreement, a policy of liability insurance in the amount of not less than \$1,000,000 per occurrence with aggregate liability coverage of not less than \$3,000,000. Each party shall provide the other with proof of insurance within thirty (30) days after the execution of this Agreement.

SECTION 6. - INDEMNIFICATION

The Parties to this IGA shall indemnify and hold harmless each other and their respective districts, boards, employees, and agents, from any and all claims, liabilities, and expenses resulting from the indemnifying Party's negligence, or the negligence, acts of omissions of its directors, employees, and agents incurred in connection with the performance of its responsibilities under this IGA. Nothing herein shall be construed as a waiver by either Party of the right to bring an action for contribution against the other or as against any third person or entity.

SECTION 7. - TERMINATION

This Agreement will terminate immediately upon written notice to the other party should the governing body of either party fail to allocate funds for its continued implementation. The DISTRICT shall be entitled to compensation for all services provided up to the effective date of said notice.

In addition, either party may terminate their participation in this Agreement, for any reason, effective one hundred eighty (180) days from the giving of written notice to the other party at the following addresses:

Central Yavapai Fire District
Attn: Fire Chief
8555 E. Yavapai Road
Prescott Valley, Arizona 86314

Attn: _____

_____, Arizona _____

Either party may cancel this Agreement, pursuant to the requirements of A.R.S. §38-511.

SECTION 8. - IMMIGRATION; LEGAL ARIZONA WORKERS ACT COMPLIANCE.

Both parties are governmental entities that are required to comply with A.R.S. §41-4401. The parties hereby warrant that they will, at all times during the terms of this Agreement, comply with all federal immigration laws applicable to the employment of their respective employees, the requirements of A.R.S. §41-4401, and with the e-verification requirements of A.R.S. §23-214(A) (together the "State and Federal Immigration Laws").

A breach of a warranty regarding compliance with the State and Federal Immigration Laws shall be deemed a material breach of the Agreement and the parties who breach may be subject to penalties up to and including termination of the Agreement.

SECTION 9. - CONSEQUENTIAL DAMAGES; CONTRIBUTION; THIRD PARTIES

The DISTRICT shall not be liable for any consequential damages associated with the delivery of material or supplies pursuant to this Agreement.

Nothing herein shall be construed to waive any claim for contribution or allocation of fault as it relates to claims arising from the negligent action or omission of the other party.

This Agreement shall not be construed as a third party beneficiary contract and shall be intended to benefit only the parties named specifically herein.

SECTION 10. - WORKERS' COMPENSATION COVERAGE

All employees of a party to this Agreement, who works under the jurisdiction or control of, or who works within the jurisdictional boundaries of another party pursuant to this particular Agreement, shall be deemed to be an employee of the party who is his or her primary employer, as provided in A.R.S. §23-1022(D), and the primary employer/party of such an employee shall be solely liable for payment of workers' compensation benefits for the purposes of this section. Each party herein shall comply with the provisions of A.R.S. §23-1022(E) by posting the public notice required. In conjunction herewith, it is recognized that the Warehouse Operations Manager is an employee of the DISTRICT for the purposes of employment and benefit law.

SECTION 11. - NON-DISCRIMINATION

The parties will not discriminate on the grounds of race, color, national origin, religion, sex, disability or familial status in the selection and retention of subcontractors, including procurement of materials and leases of equipment. The parties will not participate either directly or indirectly in the discrimination prohibited by or pursuant to Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Section 109 of the Housing and Community Development Act of 1974, the Age Discrimination Act of 1975, the Genetic Discrimination Act of 2008, and Executive Orders 99-4 and 2000-4.

SECTION 12. - BINDING EFFECT

This Agreement shall be binding upon the parties and any successor in interest hereto, including subsequent boards, as elected, unless terminated as otherwise set forth herein.

SECTION 13. - GOVERNING LAW

This Agreement shall be interpreted in accordance with the substantive and procedural laws of the State of Arizona and shall be deemed made and entered into in Yavapai County, Arizona. Any dispute arising hereunder shall be submitted for resolution in Yavapai County, Arizona.

SECTION 14. - WAIVER OF JURY TRIAL; ATTORNEYS' FEES

The parties hereto expressly covenant and agree that in the event of a dispute arising from this Agreement, each of the parties hereto waives any right to a trial by jury. In the event of litigation, the parties agree to submit to a trial before the Court. The parties hereto further expressly covenant and agree that in the event of a dispute, mediation, arbitration or litigation arising from this IGA, each party shall bear its own attorneys' fees and costs and neither shall be entitled to an award of attorneys' fees.

This Agreement is intended to replace and supersede any prior agreements and amendments in their entirety, entered into between the parties relating to fire apparatus maintenance and repairs.

SECTION 15. - NO WAIVER

No action or failure to act by any Referring Agency or the District constitutes a waiver of any right or duty under this Intergovernmental Agreement, nor does the action or failure to act constitute approval of or acquiescence in a breach of the Agreement, unless all of the parties hereto memorialize the waiver or approval in writing and sign it.

IN WITNESS WHEREOF, the parties enter into this Agreement on the date set forth below.

APPROVALS

CENTRAL YAVAPAI FIRE DISTRICT

District Name

Chairman/Fire Board Date

Chairman/Board Date

Clerk/Fire Board Date

Clerk/Board Date

Fire Chief Date

Superintendent Date

ACTION

Item 10E.

Affiliation Agreement

GCU

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 10E
FROM: Dan Streeter, Assistant Superintendent Reading
DATE: August 19, 2014 Discuss
SUBJECT: Affiliation Agreement with Grand Canyon University Action X

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

SUPPORTING DATA:

The attached Affiliation Agreement allows for a partnership between Grand Canyon University and the Humboldt Unified School District. Specifically, the agreement allows for the participation of students from Grand Canyon University (GCU) in Student Teacher internships, practicum and observations. Please note, that agreement provides discretion to the district with regards to the acceptance of GCU students into classrooms. This agreement will be in place until 2018 with a thirty (30) day notice termination option.

The agreement has been reviewed and approved by legal counsel.

SUMMARY & RECOMMENDATION:

It is the recommendation of administration that the agreement be approved.

Sample Motion:

I move to approve the attached Affiliation Agreement between Grand Canyon University and the Humboldt Unified School District allowing for the participation of students from Grand Canyon University in student teacher internships, practicum and observations.

Approved for transmittal to the Governing Board:



Dr. Paul H. Stanton, Superintendent

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

**Student Teaching Affiliation Agreement
Between
Grand Canyon University
And
Humboldt Unified School District**

1. **Parties:** This agreement is entered into on this **21** day of **July** by and between Grand Canyon University and **Humboldt Unified School District** located at **6411 N. Robert Road Prescott Valley, AZ 86314**. Hereafter referred to as the "District."
2. **Purpose:** The purpose of this non-exclusive Agreement is to establish the terms and conditions under which students of Grand Canyon University may participate in Student Teaching Internships, Practicum and Observations at the schools located in the District.
3. **Term:** The term of this Agreement begins **7/21/2014** and ends **12/31/2018**.
4. **Compliance with Handbook and Policy:** Grand Canyon University and Grand Canyon University's participating students shall comply with all policies of the University and District. Students accepted to the District for clinical training shall be subject to all applicable policies and regulations of the District and Grand Canyon University. Prior to assignment of students to the District, Grand Canyon University will advise students of any specific requirements that must be met to participate in the clinical. These specific requirements are outlined in Grand Canyon University's student teaching manual. Failure to complete the requirements will result in non-placement of students.
5. **Cooperating Teachers:** The District shall provide qualified Cooperating Teachers to provide oversight, feedback, and mentoring to Grand Canyon University's participating students. The number of students accepted and the dates of the student experience shall be subject to the availability of qualified District teachers and the District's staffing and operational needs, in the District's sole discretion. Assignments of students to District teachers shall be made by the District. Quality standards and service expectations for Cooperating Teachers are outlined in Exhibit A. Grand Canyon University shall pay a \$500 stipend to Cooperating Teachers per each sixteen (16) week session of full-time service. Longer or shorter assignments will be assessed on a pro-rated basis. Compensation will not be provided for practicum courses. The stipends contemplated herein are to be paid directly to Cooperating Teacher. Should stipends be a lesser amount than those of the district, the participating student shall pay the difference. Stipend will be paid upon the completion of the student teaching semester providing all paperwork has been submitted. The relationship between Cooperating Teachers and Grand Canyon University shall be that of an independent contractor and shall not be deemed to be that of an employer-

employee relationship, joint venture, or partnership. Cooperating Teachers shall be solely responsible for the payment of his/her own state and federal income tax and self-employment tax as applicable.

6. **Confidentiality:** Grand Canyon University shall inform each participating student of Federal law governing the confidentiality of District student information, including FERPA. The District shall inform each participating student of any applicable state law governing the confidentiality of student information. The District shall also inform each participating Cooperating Teacher that he/she is bound to maintain in confidence, any documents or other confidential information about Grand Canyon University to which he/she might have access. Any breach of confidentiality by a participating Student or Cooperating Teacher shall be grounds for immediate termination of the clinical experience.

7. **Indemnification and Hold Harmless:** Neither party shall be responsible for personal injury or property damage or other loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible. The District will provide participating students with immediate first aid for work-related injuries or illnesses, such as blood or body fluid exposure.

8. **Assignment:** The provisions of this agreement shall insure to the benefit of, and shall be binding upon the successors of the parties hereto. Neither this agreement nor any of the rights or obligations hereunder may be transferred or assigned without prior written consent of the other party.

9. **Notices:** Notices under this agreement shall be mailed or delivered to the parties as follows:

University
Dr. Kimberly LaPrade
Dean, College of Education
Grand Canyon University
3300 West Camelback Road
Phoenix, Arizona. 80517

District
Dan Streeter, Asst. Superintendent
Humboldt Unified School District
6411 North Robert Road.
Prescott Valley, AZ 86314

9. **Modification of Agreement:** This agreement may be modified only by written amendment executed by all parties.

10. **Termination:** Either party, upon thirty (30) days' written notice to the other party, may terminate this agreement.

11. **Partnership/Joint Venture/Employment:** Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties

or to create the relationship of principal and agent between or among any of the parties.

12. **Nondiscrimination:** The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual including but not limited to employees or applicants for employment and/or students because of race, religion, creed, color, sex, age, disability, veteran status, or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).

13. **Responsibilities of Grand Canyon University**

- A. In cooperation with the District, to promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the District or involving employees or agents of the District, to take prompt and effective remedial action when discrimination or harassment is found to have occurred, and to promptly notify the District of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- B. Grand Canyon University agrees to comply with all federal, state and local statutes and regulations applicable to the operation of the Agreement, including without limitations, laws relating to the confidentiality of student records.
- C. Grand Canyon University will maintain in full force and effect, at its sole expense and written by carriers acceptable to District:
- D. Grand Canyon University agrees to notify all prospective participating students that participation in the student teaching experience at District is conditioned upon their advance completion of a fingerprint check and background forms as described in ARS 15-512, with fees to be paid by the District, and that this process should be commenced at least 90 days in advance of the proposed start date. This fingerprinting will be processed on-site through Humboldt's human resources department.
- E. Grand Canyon University agrees that if District is unable to resolve a problem of unacceptable conduct with the participating student directly, the District will notify the University if the unacceptable conduct of the student requires removal from the District and the assigned student experience at the District. Upon receiving such notice, the University shall immediately remove the student from the assignment at the District.

i. Commercial General Liability (Minimum Requirements):

Limits of Liability:

\$1,000,000 Combined Single Limit
\$2,000,000 General Aggregate
\$1,000,000 Products Aggregate
\$1,000,000 Personal Injury
\$5,000 Medical Payments

Coverage:

Premises/Operation Liability
Medical Payments Liability
Contractual Liability
Personal Injury Liability
Independent Contractors

ii. Certificates of Insurance:

In witness whereof, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officials thereunto duly authorized as of the date first above written.

Grand Canyon University

Humboldt Unified School District

By: _____
(Signature)

By: _____
(Signature)

Name Dr. Kimberly LaPrade
(Please print or type)

Name Dr. Paul H. Stanton
(Please print or type)

Title: Dean, College of Education

Title: Superintendent

Date: _____

Date: August 19, 2014

ACTION

Item 10F.

IGA – Revised

Mayer USD

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10F
FROM:	Stephanie Rowe, Special Services Director	Reading	
DATE:	August 19, 2014	Discuss	
SUBJECT:	Mayer Unified School District – REVISED Intergovernmental Agreement (IGA)	Action	X

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

SUPPORTING DATA:

The original IGA with Mayer USD to provide special education services for middle school students was approved at the July 8, 2014 board meeting. Attached is the revised IGA dated August 5, 2014. Although the language of the IGA is significantly different, there are no substantial changes to the terms or fees.

The revised agreement has been reviewed and approved by district legal counsel.

SUMMARY AND RECOMMENDATION:

It is recommended that the Board approve the Intergovernmental Agreement (IGA) between Mayer Unified School District and Humboldt Unified School District as presented.

Sample Motion:

I move to approve the Intergovernmental Agreement between Humboldt Unified School District and Mayer Unified School District to provide special education services as presented.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Stephanie Rowe, Special Services Director (759-4040)

Intergovernmental Agreement

Date: _____, 2014

Parties: _____, an Arizona unified school district ("District"); and

Mayer Unified School District No. 43, an Arizona unified school district ("MUSD")

RECITALS:

1. MUSD operates a level D special education program for ED-P and other students known as Foundations Academy. Through Foundations Academy, MUSD provides the education and special education services described in this Intergovernmental Agreement during the regular school year, from August-May. All references in the Agreement to MUSD include the program at Foundations Academy.

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

3. The District and MUSD wish to make this Intergovernmental Agreement to provide services for District ED-P students and other eligible students who would benefit from the level D services available at the Foundations Academy, and to provide transportation to and from the Academy at MUSD for District students.

AGREEMENT:

The District and MUSD agree as follows:

1. MUSD Responsibilities: At the rates and under the terms as described in **Exhibit 2**, MUSD will provide educational services including ED-P and other specialized placement programming to District students during the regular school year, August -May. MUSD shall provide these services by qualified personnel in accordance with all Arizona state guidelines, including standards for ED-P programming for all ED-P students. MUSD shall be responsible for discipline as necessary. The services are further described below.

1.1 For each student, MUSD shall provide research-based behavioral and academic guidance in a therapeutic setting.

1.2 MUSD shall develop individualized programming for each student.

1.3 MUSD shall inform the District in a timely manner concerning: (1) student individualized-education-program (IEP) meetings, triennial-review meetings, and other required or appropriate meetings; (2) coordination of each student's transportation needs; (3) the District's financial responsibility for ED-P services provided to the student; and (4) the student's performance and progress, to be addressed in quarterly updates.

1.4 MUSD shall meet or confer on at least a quarterly basis in person or by telephone with District representatives about each student's performance and progress.

1.5 MUSD shall develop and monitor student IEP's, triennial-reports, and other appropriate records, for all students attending the MUSD program.

1.6 MUSD shall arrange, IEP, FBA/BIP, and triennial-review progress meetings.

1.7 MUSD shall communicate and meet with parents and/or outside agencies, as appropriate or required.

1.8 MUSD shall provide education and related services of physical therapy, occupational therapy, counseling, psychologist and speech therapy to the extent appropriate according to each student's IEP for the basic rate of \$19,000.00 per student per year as indicated in Exhibit 2. Additional cost: unless otherwise agreed in writing, any other related services, required by a student's IEP including but not limited to services of a one-on-one aide, will be provided by MUSD, at MUSD or another arranged location, and billed to District at actual cost.

1.9 MUSD shall provide the District quarterly financial reports on tuition and payments for each student.

1.10 MUSD shall fully comply with all applicable federal and state laws, regulations, and related MUSD policies, including but not limited to policies and procedures on handling and dispensing medication.

2. District Responsibilities. To accomplish this Intergovernmental Agreement's purposes, the District shall provide all information reasonably requested by MUSD in a timely manner. The District shall also perform the following obligations:

2.1 The District shall designate a responsible, authorized person to: (1) serve as a point of contact for communicating with MUSD, attending meetings, and making decisions; (2) review and approve all IEP's, triennial-review reports, and FBA/BIP's on request by MUSD; (3) arrange individualized transportation needs; (4) attend in person (or designate at least one knowledgeable representative) or participate by

telephone in all IEP, triennial-review and other meetings scheduled by MUSD; (5) inform MUSD promptly of changes in each student's demographical information, health, and family circumstances; (6) regularly and timely communicate with MUSD regarding student transportation, meetings, and financial responsibility for the services provided; (7) deal with MUSD on all matters relating to this Intergovernmental Agreement.

2.2 The District shall ensure that (1) the parents or guardian of each student receive and are requested to sign the Foundations Academy Parental Acknowledgment (**Exhibit 3**), and that the District keeps each student's parents or guardian fully informed of MUSD's services provided to the student under this Intergovernmental Agreement.

2.3 The District shall fully comply with all applicable federal and state laws, regulations, and related MUSD policies, including but not limited to policies and procedures on handling and dispensing medication.

3. Program Criteria/Eligibility. Both Parties acknowledge and agree that the Foundations Academy and ED-P program at MUSD will be operated pursuant to an application and assurances made by MUSD to the Arizona Department of Education regarding the eligibility criteria for students, the use of funds received, and the nature of the program to be offered. District agrees that ED-P students recommended for participation in the Foundations Academy program have been determined to meet ED-P criteria as required by A.R.S. §15-765(D) and the Arizona Department of Education, and will share supporting records for all students as necessary and appropriate. MUSD may review and confirm eligibility of students prior to accepting any candidate as a student in the program. The District will provide the verification in Exhibit 1 for ED-P students.

4. Change in Placement. Parties acknowledge that special education law requires and allows a change in placement to the least restrictive environment that will provide FAPE and also that a student's placement must consider health, welfare, and safety of the student and others in the classroom. A temporary or extended change in placement outside of the Foundation's Academy Program may be required as appropriate, which may result in a student's withdrawal from the ED-P program at MUSD.

5. Duration. This Intergovernmental Agreement's term is (FY 2014-15), unless terminated earlier as provided in Item 9.

6. Payments. MUSD shall invoice the District quarterly for amounts due as set forth in Exhibit 2. Within 30 days after MUSD invoices the District, the District shall pay MUSD the invoiced amount. For each quarter that a student attends MUSD's program for the first eight school days or more, the District shall pay MUSD a full quarterly payment.

If a student begins attending MUSD's program after the eighth school day in any quarter, the District shall pay MUSD the prorated program cost for that quarter

- 7. Transportation.** The District and MUSD will work together to the extent feasible to provide transportation for students to and from MUSD on an individualized student basis. The entity providing the transportation and supervision at the time of an incident is the party that is responsible for risk and expense. District assumes all transportation costs and responsibility for transportation of students unless transportation is specifically assumed for specific students by MUSD. For example, MUSD may agree to transport a specific student from Point A to MUSD on a MUSD bus. If the student will be late for or absent from the program, the District representative shall promptly notify the designated MUSD personnel. The District shall notify MUSD of any student infractions on the ride to or from MUSD's program on the day of the infraction.
- 8. Capacity.** The Parties acknowledge and agree that state requirements limit ED-P classrooms to a maximum of twelve (12) ED-P students with a teacher, paraprofessional, and third staff member available for crisis/behavior management, with a maximum four (4) year age range unless granted exception. The MUSD reserves the option of capping the size of Foundations Academy classrooms to ensure that the program meets state guidelines for capacity and the MUSD's staffing needs. Additional students from District may be accepted by MUSD subject to available capacity in a classroom as determined by MUSD.
- 9. Termination.** The District may terminate this Intergovernmental Agreement on 30-days' written notice. MUSD may suspend or terminate this agreement if deemed necessary upon loss of approval status or upon District's failure to make payment of amounts owed within thirty (30) days after written notice of overdue amounts. No part of the consideration already paid is refundable if MUSD has already provided services for District student(s) during the fiscal year in which the District withdraws. On termination, each party shall retain any property purchased by that party for purposes of this agreement.
- 10. Alternative Dispute Resolution.** Prior to filing a claim in any court, the District and MUSD agree to submit any dispute between them arising out of or relating to this Intergovernmental Agreement to mediation with a trained mediator.
- 11. Indemnification.** To the fullest extent permitted by law, the District and MUSD shall indemnify and hold harmless each other and their respective officers, directors, members, consultants, agents, and employees from and against all claims for bodily injury and property damage, including reasonable attorneys' fees, costs, and expenses that may arise from each party's performance of or failure to perform this Intergovernmental Agreement, but only to the extent caused by the negligent acts or omissions of the party, its agents, or employees.

12. Insurance. Throughout this Intergovernmental Agreement's term, the parties shall maintain property and liability insurance applicable to all activities pursuant to this Agreement available to them through the Arizona School Risk Retention Trust or other Insurer.

13. Waivers of Subrogation.

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

14. Miscellaneous Provisions.

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

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

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

14.4 Third Parties. Nothing contained in this Intergovernmental Agreement creates a contractual relationship with or a cause of action in favor of a third party against the District or MUSD. This Agreement is not intended to benefit any third party.

14.5 Binding Effect. The District and MUSD each bind themselves and their respective successors, assigns, and legal representatives each to the other and to the

other's successors, assigns, and legal representatives with respect to this Intergovernmental Agreement's covenants, terms, and conditions.

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

14.7 Severability. If any provision(s) of this Intergovernmental Agreement is/are invalid, illegal, or unenforceable for any reason, all other Agreement provisions shall nevertheless remain in full force and effect. If any provision(s) is/are inapplicable to any person or circumstance, the same provision(s) shall nevertheless remain applicable to all other persons and circumstances.

14.8 Fingerprint and E-verify. If required, and only to the extent required, the parties shall comply with the fingerprinting provisions in Ariz. Rev. Stat. § 15-512(H), the e-verify provisions in Ariz. Rev. Stat. § 41-4401, and the Federal Immigration and Nationality Act.

14.9 Nondiscrimination. The parties shall not discriminate against any employee or applicant for employment on the basis of race, color, religion, sex, national origin, disability, age, veteran's status, or political affiliation. They shall comply with all applicable federal and state laws, rules, regulations, and executive orders.

14.10 Conflict of Interest. In accordance with Ariz. Rev. Stat. § 38-511, either party may cancel this Agreement for a prohibited conflict of interest.

14.11 Counsel's Review and Approval. The District and MUSD will consult their attorneys for the purposes of reviewing and approving this Intergovernmental Agreement. Both parties waive any and all conflicts of interest arising out of possible joint representation of the District and any other districts in reviewing and approving this Agreement. If a future dispute relating to this Agreement arises between the parties, the shared Attorney may not represent either party, and both parties shall retain separate counsel. The parties acknowledge that if they are required to engage separate counsel, the expense and inconvenience of the engagement may exceed that of having engaged their own separate counsel from the beginning.

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

Dated _____, 2014

District:

Approved as to form:

District No. _____

Counsel for District

By _____

Name: _____

Title: _____

Dated _____, 2014

MUSD:

Mayer Unified School District No. 43

Approved as to form:

By: _____

Name: _____

Title: _____

Counsel for MUSD

Exhibit 1

Verification of Eligibility for ED-P Students

(to be signed by the Superintendent or Special Education Director of the District)

1. I, _____ (title) of the _____ Unified School District, hereby state that I have reviewed the facts and records related to the ED-P students listed on Exhibit 2, and hereby verify that each student is diagnosed with an emotional disability as defined in A.R.S. §15-761.
2. No appropriate program exists within the school district and appropriate services for these students cannot be provided in traditional resource or self-contained special education classes.

Signature

Title

Date

Exhibit 2

MUSD Foundation Academy agrees to accept _____ (#) District students in the Foundations Academy. Additional students may be accepted only by signed written Addendum and an additional verification if applicable to the added student.

The fee for enrollment shall be \$19,000.00 per student* per year, invoiced quarterly, to include special education and related services of occupational therapy, physical therapy, counseling, speech therapy and psychologist services to the extent appropriate according to each student's IEP, as described in Item 1.8.

*Any additional related services, including but not limited to services of a one-on-one aide, will be arranged by MUSD and billed as an additional fee to District, at actual cost.

Students who will attend:

_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category
_____ Name or Initials	_____ Birthdate	_____ Age as of 08/01/2014	_____ Eligibility Category

Exhibit 3

Foundations Academy Parental Acknowledgment

I, _____, the parent and/or legal guardian of _____, affirm that I am legally authorized to make educational and legal decisions regarding my child attending in the Foundations Academy MUSD. I acknowledge the following is necessary for my child's benefit at the Academy:

1. I need to complete the full enrollment packet provided to me by the MUSD Foundations Academy and return it within 5 days.
2. I will notify MUSD Foundations Academy if my child has been medically diagnosed with a psychiatric disorder and is currently taking medications.
3. I understand that if my child has been prescribed medications to treat his/her psychiatric disorder by a physician, MUSD Foundations Academy will provide those medications as prescribed and has no authority to do otherwise. The Foundations Academy does not provide or withhold the medication contrary to the specific instructions of the physician.
4. I understand that if my child has been diagnosed with a psychiatric disorder and is refusing to take his/her prescribed medications, or if I refuse to give my child their prescribed medications, this could possibly lead to the child displaying behaviors that could lead to a change of placement to a setting other than MUSD Foundations Academy.
5. I will notify Foundations Academy of any medication changes, health changes, or familial changes that may affect the student's progress in the MUSD Foundations Academy program.
6. I will cooperate to provide information or attend any meetings on reasonable notice that the Foundations Academy deems necessary for my child's success.
7. I further understand that all ED-P programs must incorporate a therapeutic component by law. Foundations Academy includes a mental health component provided on a regular basis by a mental health professional. As a student at Foundations Academy, my child may receive counseling and/or mental health services while attending the Foundations Academy as determined by the IEP team.
8. I understand and agree to sharing of student records for my child between my child's home district and MUSD as necessary and appropriate for educational purposes.

Printed name of Parent/Legal Guardian

Signature of Parent/Legal Guardian

Date

PERSONNEL

Item 11A.

Dismissal

(Meunier)

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 11A
FROM: Dr. Paul H. Stanton, Superintendent Reading
Dan Streeter, Assistant Superintendent
DATE: August 19, 2014 Discuss
SUBJECT: Approval to Terminate Classified At-Will Work Agreement Action X
for Lynette Meunier

OBJECTIVE: Board Governance - Personnel

SUPPORTING DATA:

SUMMARY & RECOMMENDATION:

Sample Motion:

I move to approve the termination of classified at-will Bus Driver Lynette Meunier effective August 19, 2014.

Approved for transmittal to the Governing Board:



Dr. Paul H. Stanton, Superintendent

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