



The Humboldt Schools.
Motivating achievement since 1906.

GOVERNING BOARD MEETING

Monday, July 13, 2015

**HUSD Transportation Facility
6411 N. Robert Road (bldg. 500)
Prescott Valley, AZ**

**Special Session @ 3:00
Work-Study Session Immediately Follows**

OFFICIAL COPY

Dan Streeter, Superintendent

**Brian Letendre, President
Gary Hicks, Vice President
Richard Adler, Member
Paul Leon, Member
Suzie Roth, Member**

POSTED
7-10-2015
2:00 p.m.

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

A Caring, Learning Community Transforming Today's Learners into Tomorrow's Successes

NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION OF THE GOVERNING BOARD OF EDUCATION

Notice is hereby given that the Governing Board of the Humboldt Unified School District #22 will convene during a meeting open to the public on **July 13, 2015**, at the **HUSD Transportation Facility**, located **6411 N. Robert Road (bldg. 500), Prescott Valley, Arizona**.

- If authorized by a majority vote of the members of the Governing Board, any matter on the Open Meeting Agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The Board may also vote to convene in executive session to review and discuss issues marked with an asterisk (*). These sessions are not open to the public; however, Board decisions will be made in open public assembly.
- Members of the HUSD Governing Board who are not able to attend in person may participate via an electronic medium.
- The Agenda may be revised up to twenty-four (24) hours prior to the meeting. Revisions will be posted at the HUSD District Office located at 6411 N. Robert Road, Prescott Valley, Arizona, and on the district website www.humboldtunified.com and go to the Governing Board tab.
- Arrangements to accommodate disabilities may be made by contacting Mary Diaz at (928)759-4000 or mary.diaz@humboldtunified.com prior to the meeting.
- Members of the public wishing to address the Board are requested to complete a Public Participation Form provided at the entrance of the meeting area.
- Discussion by the Board is limited to items posted on the agenda.

AGENDA

3:00 PM PUBLIC HEARING

A public hearing will be held to discuss the annual budget for 2015-16. Those members of the public wishing to speak to this item must submit a Public Participation Card. When called upon please come to the podium, state your name and speak into the microphone so that your comments may be properly recorded.

SPECIAL SESSION IMMEDIATELY FOLLOWING THE PUBLIC HEARING

1. **WELCOME AND CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE/FLAG CEREMONY**
3. **ROLL CALL**
4. **AGENDA REVIEW/ACCEPT**
5. **PUBLIC PARTICIPATION**

Participation is reserved for members of the public who have submitted a completed Public Participation Form. Total length of time shall not exceed 30 minutes. Individual times shall not exceed 5 minutes (Policy BEDH). When addressing the Board, speakers are to state their name and subject into the microphone so that their statements may be properly recorded.

Members of the Board may not discuss items that are not specifically on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later time.

6. ACTION

(Pages 1-24) A. Discussion and possible action to approve the District's Annual Budget for fiscal year 2015-16

WORK STUDY SESSION IMMEDIATELY FOLLOWING SPECIAL SESSION

Note: *The Board will take a dinner break around 5:00 p.m.*

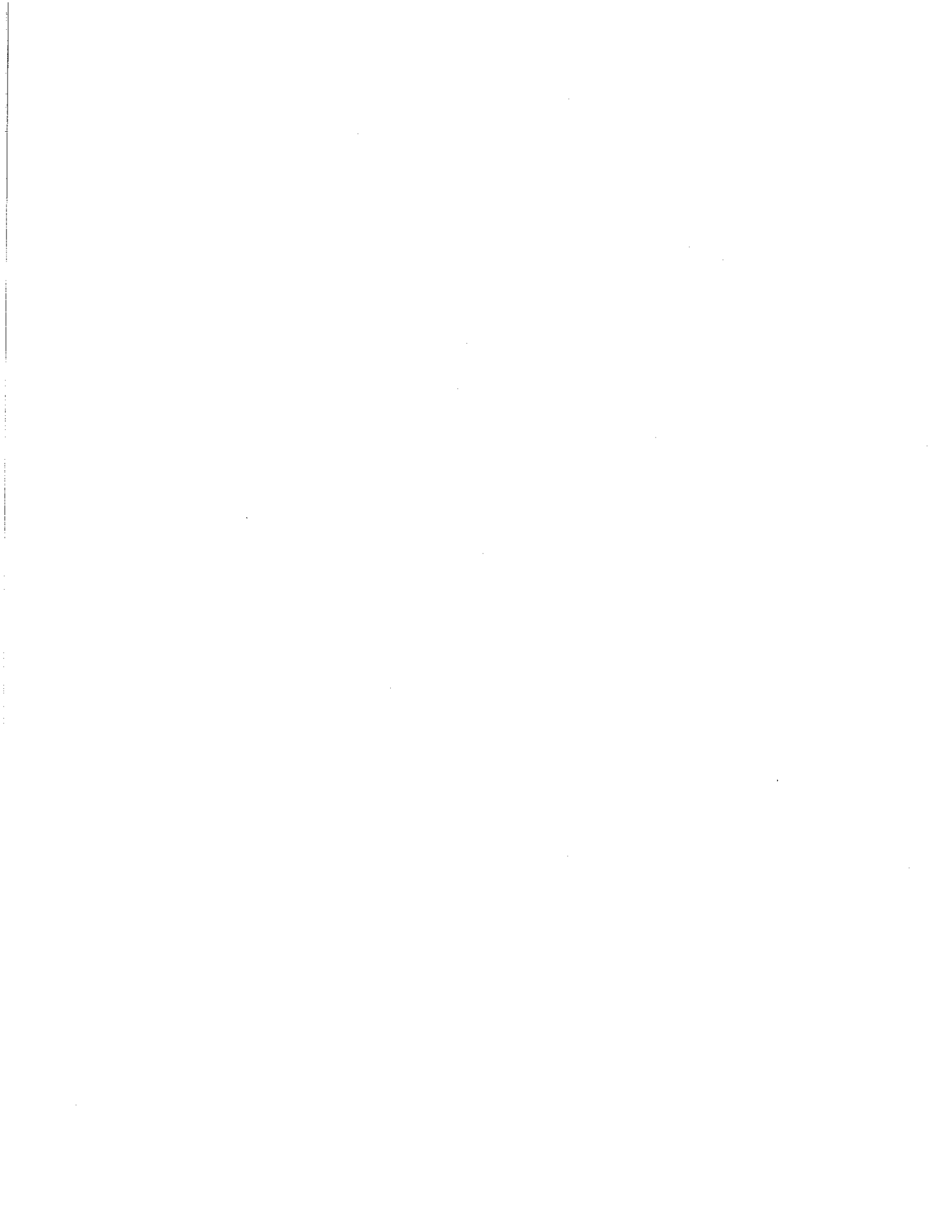
1. WELCOME AND PURPOSE OF MEETING

2. DISCUSSION

- (Pages 25-29) A. Review of Cabinet and Administrative Retreats including discussed vision, core values, and strategic priorities
- (Pages 30-37) B. Review data from the Superintendent's Search including qualifications, interpersonal skills, communication, districtwide issues, educational leadership, fiscal management, and effective partnership development
- (Pages 38-53) C. Discussion of the measures that would determine the Superintendent as effective
- Superintendent Evaluation (Evaluation Policy and Evaluation Instrument)
- (Page 54) D. What would a successful first year look like at year's end for the Superintendent?
- Utilization of mentor
 - New Superintendent trainings
- (Page 56) E. Communication Protocols
- Superintendent updates
 - Board communications
 - Agenda reviews
- (Page 58-63) F. Event Expectations
- Calendar of ASA and ASBA events
 - Who attends?
- (Page 64) G. Discussion of Advocacy
- What roles would the Board like to focus on?
 - What role would the Board like the Superintendent to focus on?
- (Page 66) H. Review of the HUSD Governing Board Training Manual
- (Page 68) I. Discussion of next steps

3. ADJOURNMENT

Copies of agendas and supporting documentation relative to public meetings (with the exception of materials relating to possible executive sessions) are available at the District Administration Office during normal work hours, 24 hours prior to a meeting. Please call ahead (759-4000) to arrange copies to be picked up. Documentation is also available on the District website www.humboldtunified.com; on the home page, go to the School Board tab →Board Packets →Select Year →Select Meeting Date. (Note: Large packets are saved in multiple sections).



**ACTION
Item 6A.**

2015-16 BUDGET

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **6A**
FROM: Cynthia Windham, Finance Director Reading
DATE: July 13, 2015 Discuss
SUBJECT: FY 15/16 Adopted Budget Action **X**

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

SUPPORTING DATA:

Per ARS 15-905 a: School districts in Arizona are required to adopt the proposed budget for the upcoming school year no later than July 15th of the budget year,

HIGHLIGHTS:

The following represent the highlights of the FY 15/16 proposed budget:

Base Level Support:

- \$3469.57 (includes 1.59% increase)
- Current budget projected to be: 30,558,943
- (Includes maximum allowable budget balance)
- Adjustment to be made based on final Average Daily Membership (ADM), budget balance carryforward, etc. during the revision process

District Additional Assistance:

- Current newly generated money is \$559,682 (calculation less shortfall)
 - Includes final phase-out of District Sponsored Charter Schools (DSCS)
- Without the remaining DSCS funding net to the District = \$384,638
- Last remaining *true* capital fund available
- Current fund represents 100% of District Additional Assistance (DAA) to unrestricted capital fund
- Current budget projected to be \$8,275,400 (including carryover funds)

ADM

- Student count (ADM) includes both District Schools (DS) and District Sponsored Charter Schools (DSCS) in the funding count totaling: 5,539
- The District has included both DS and DSCS with the following add-ons:
- Group B (Special program add-ons: Special Ed, English Language Learners, Kindergarten through third grade programs)

Budget Balance Carryforward (BBCF):

- Maximum of 4% allowable included of approximately \$1.1 million
- Allows the District to recoup any additional funding due to missing ADM (student count) or any changes in funding that would cause an increase to the budget, etc.
- The projected BBCF will be finalized in August once final payments are made through the encumbrance period.
- Districts are required to adjust to actual amount remaining through the revision process

Per statute; districts are typically not allowed to increase their budgets once proposed/adopted, therefore the maximum budget balance carryforward is included as a placeholder to allow for final adjustments, e.g. accurate student count, etc. to be received.

Budget Current Expenditures by Function:

New this year is the addition of the projected budgeted percentages in the following categories:

They are as follows:

Function 1000 – Instruction	56 %
Function 2100 – Support Services – Students	8 %
Function 2200 – Support Services – Instruction	5.5%

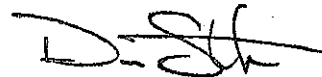
These projections will be adjusted to reflect the actual percentages expended upon conclusion of the fiscal year and will be transmitted to the Auditor General's Office for the annual calculation of "Dollars in the Classroom".

SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board adopted the proposed budget for FY 15/16 as presented.

Sample Motion:

Approved for transmittal to the Governing Board:



Dan Streeter, Superintendent

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

FUND 001 (M&O) MAINTENANCE AND OPERATION (M&O) FUND

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY						Prior FY 2015	Budget FY 2016	
1000 Regular Education	232.06	227.31	10,178,617	3,307,536	128,485	134,749	1,050	12,110,421	13,750,437	13.5%
1000 Instruction										
2000 Support Services										
2100 Students	25.00	25.00	766,974	299,983	800	5,521		1,064,596	1,073,278	0.8%
2200 Instructional Staff	17.50	17.50	572,847	214,304	16,350	1,700	500	812,999	805,701	-0.9%
2300 General Administration	2.00	2.00	184,827	47,603	76,790	5,210	18,149	425,083	332,579	-21.8%
2400 School Administration	25.00	24.00	1,037,383	347,667		1,304	1,005	1,471,800	1,387,359	-5.7%
2500 Central Services	17.25	16.95	559,596	211,949	264,608	71,550	11,340	1,140,070	1,119,043	-1.8%
2600 Operation & Maintenance of Plant	45.38	45.38	1,135,920	534,459	984,434	1,103,843	200	3,712,207	3,758,856	1.3%
2900 Other	0.00							0	0	0.0%
3000 Operation of Noninstructional Services	0.85	0.85	44,200	13,806	1,500			59,224	59,566	0.3%
610 School-Sponsored Curricular Activities	0.00	0.00	38,955	7,667				51,414	46,022	-9.3%
620 School-Sponsored Athletics	1.00	1.00	158,695	37,240			11,000	173,655	206,935	19.2%
630 Other Instructional Programs										
700, 800, 900 Other Programs										
Regular Education Subtotal (lines 1-13)	366.04	359.99	14,678,014	5,022,214	1,471,467	1,325,377	43,244	21,021,569	22,340,316	7.2%
200 Special Education										
1000 Instruction	85.75	85.94	2,311,571	1,012,521	101,000	8,900	720	3,429,676	3,434,712	0.1%
2000 Support Services										
2100 Students	17.46	18.25	1,003,042	306,576	152,760	600	350	1,579,598	1,463,328	-7.4%
2200 Instructional Staff	1.50	1.50	102,115	29,116	4,000	13,000		141,583	148,231	4.7%
2300 General Administration	0.00							0	0	0.0%
2400 School Administration	0.00							0	0	0.0%
2500 Central Services	0.00				3,006		150	3,017	3,156	4.6%
2600 Operation & Maintenance of Plant	0.00							75	75	0.0%
2900 Other	0.00							0	0	0.0%
3000 Operation of Noninstructional Services	0.00							0	0	0.0%
Subtotal (lines 15-23)	104.71	105.69	3,416,728	1,348,213	260,841	23,000	1,220	5,153,949	5,050,002	-2.0%
400 Pupil Transportation	61.07	61.00	1,285,070	625,107	141,580	675,150	166	2,648,702	2,728,073	3.0%
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	0.00	0.00	0	0	0	0	0	0	0	0.0%
520 Special K-3 Program Override (from Supplement, page 1, line 10)	0.00	0.00	0	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0.00							0	0	0.0%
530 Joint Career and Technical Education and Vocational Education Center (from Supplement, page 1, line 20)	0.00	0.00	0	0	0	0	0	0	0	0.0%
530 K-3 Reading Program	4.00	4.00	156,604	54,853		29,095		1,185,644	240,552	-79.7%
Total Expenditures (lines 14, and 24-30) (Cannot exceed page 7, line 10)	535.82	530.68	19,537,416	7,050,387	1,873,888	2,052,622	44,630	30,009,864	30,558,943	1.8%

The district has budgeted an amount in the M&O Fund equal to the General Budget Limit as calculated on page 7 of 8.

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Program 200)

(A.R.S. §§15-761 and 15-903)

	Prior FY	Budget FY
1. Autism	438,592	450,193
2. Emotional Disability	79,190	81,285
3. Hearing Impairment	24,366	25,011
4. Other Health Impairments	627,430	644,026
5. Specific Learning Disability	1,900,566	1,950,835
6. Mild, Moderate or Severe Intellectual Disability	310,669	318,887
7. Multiple Disabilities	109,648	112,548
8. Multiple Disabilities with Severe Sensory Impairment	54,824	56,274
9. Orthopedic Impairment	12,183	12,505
10. Developmental Delay	152,289	156,317
11. Preschool Severe Delay	335,036	343,898
12. Speech/Language Impairment	815,854	615,230
13. Traumatic Brain Injury	24,366	25,011
14. Visual Impairment	12,185	12,505
15. Subtotal (lines 1 through 14)	4,897,198	4,804,525
16. Gifted Education	0	0
17. Remedial Education	0	0
18. ELL Incremental Costs	0	0
19. ELL Compensatory Instruction	0	0
20. Vocational and Technical Education	256,751	245,477
21. Career Education	0	0
22. Total (lines 15 through 21. Must equal total of line 24, page 1)	5,153,949	5,050,002

FY 2016 Performance Pay (A.R.S. §15-920)
 Amount Budgeted in M&O Fund for a Performance Pay Component
 Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted for Audit Services	
M&O Fund - Nonfederal	6350 \$ 52,750
All Funds - Federal	6330

Expenditures Budgeted in the M&O Fund for Food Service
 Amount budgeted in M&O for Food Service (fund 001, Function 3100)
 (This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a))

	\$ 59,506
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Proposed Ratios for Special Education
 (A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 21	Budget FY
Staff-Pupil 1 to 6	328.00

Prior FY	Budget FY
324.00	328.00

Estimated FTE Certified Employees
 (A.R.S. §15-903.E.2)

Expenditures	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 (1)	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
						Prior FY 2015	Budget FY 2016	
Classroom Site Fund 011 - Base Salary								
100 Regular Education	475,185	93,354				673,670	568,539	-15.6%
1000 Instruction						0	0	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 100 Subtotal (lines 1-3)	475,185	93,354				673,670	568,539	-15.6%
200 Special Education						0	0	0.0%
1000 Instruction	59,872	11,307				71,379	71,379	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 200 Subtotal (lines 5-7)	59,872	11,307				71,379	71,379	0.0%
Other Programs (Specify)						0	0	0.0%
1000 Instruction						0	0	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Other Programs Subtotal (lines 9-11)	0	0				0	0	0.0%
12	0	0				0	0	0.0%
13	535,057	104,661				673,670	639,918	-8.0%
Total Expenditures (lines 4, 8, and 12)								
Classroom Site Fund 012 - Performance Pay								
100 Regular Education								
1000 Instruction	945,913	187,411				1,038,544	1,133,324	9.1%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 100 Subtotal (lines 14-16)	945,913	187,411				1,038,544	1,133,324	9.1%
200 Special Education						0	0	0.0%
1000 Instruction	85,948	16,313				102,461	102,461	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 200 Subtotal (lines 18-20)	85,948	16,313				102,461	102,461	0.0%
Other Programs (Specify)						0	0	0.0%
1000 Instruction						0	0	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Other Programs Subtotal (lines 22-24)	0	0				0	0	0.0%
25	1,031,861	203,924				1,038,544	1,235,785	19.0%
26								
Total Expenditures (lines 17, 21, and 25)								
Classroom Site Fund 013 - Other								
100 Regular Education								
1000 Instruction	840,350	165,711				920,268	1,006,061	8.1%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff			84,500			84,500	84,500	0.0%
Program 100 Subtotal (lines 27-29)	840,350	165,711	84,500			1,014,761	1,095,061	7.5%
200 Special Education						0	0	0.0%
1000 Instruction	85,647	16,267				100,914	100,914	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 200 Subtotal (lines 31-33)	85,647	16,267				100,914	100,914	0.0%
530 Dropout Prevention Programs						0	0	0.0%
1000 Instruction						0	0	0.0%
Other Programs (Specify)						0	0	0.0%
1000 Instruction						0	0	0.0%
2100 Support Serv. Students & Instructional Staff						0	0	0.0%
Other Programs Subtotal (lines 36-37)	0	0				0	0	0.0%
38						0	0	0.0%
39	924,997	181,978	84,500			1,014,768	1,191,715	17.6%
Total Expenditures (lines 30, 34, 35, and 38)								
Total Classroom Site Funds (lines 13, 26, and 39)	2,491,915	490,763	84,500			2,726,962	3,067,178	12.5%

(1) For FY 2016, the district has budgeted \$ _____ in Fund 010, budget code 6390 for Classroom Site Fund pay-through payments to district-sponsored charter schools. This amount is not included in the amounts reported for Fund 013.

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures	Rentals 6440	Library Books, Textbooks, & Instructional & Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
							Prior FY 2015	Budget FY 2016	
1. Unrestricted Capital Outlay Override (1)							0	0	0.0%
2. Unrestricted Capital Outlay Fund 610 (6)	151,000	478,154			6841, 6842, 6850		725,279	629,154	-13.3%
3. 2000 Support Services							0	0	0.0%
4. 2100, 2200 Students and Instructional Staff			291,000				714,000	291,000	-59.2%
5. 2300, 2400, 2500, 2900 Administration						20,000	85,000	20,000	-76.5%
6. 2600 Operation & Maintenance of Plant							413,600	0	-100.0%
7. 2700 Student Transportation							0	0	0.0%
8. 3000 Operation of Noninstructional Services (5)						7,335,246	7,239,709	7,335,246	1.3%
9. 4000 Facilities Acquisition and Construction							0	0	0.0%
10. 5000 Debt Service	151,000	478,154	291,000	0		7,355,246	9,177,588	8,275,400	-9.8%
Total Unrestricted Capital Outlay Fund (lines 2-9)									

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

\$ _____

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

\$ _____

(3) Includes principal on Capital Equity Fund loans of _____, and principal on bonds of _____

(4) Includes interest on Capital Equity Fund loans of _____, and interest on bonds of _____

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Social Column.

(2) Detail by object code:

6641 Library Books	Unrestricted Capital Outlay
6642 Textbooks	200,000
6643 Instructional Aids	278,154
6731 Furniture and Equipment	
6734 Vehicles	
6737 Tech Hardware & Software	291,000

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904(B)]

Expenditures	UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES	
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY
Total Fund Expenditures	9,177,588	8,275,400	1,994,889	1,735,182	50,000	0
Select Object Codes Detail (1)						
6150 Classified Salaries	0	0	0	0	0	0
6200 Employee Benefits	0	0	0	0	0	0
6450 Construction Services	7,259,709	7,355,246	1,994,889	1,735,182	50,000	0
6710 Land and Improvements	0	0	0	0	0	0
6720 Buildings and Improvements	0	0	0	0	0	0
6731 Furniture and Equipment	247,471	0	0	0	0	0
6734 Vehicles	446,000	0	0	0	0	0
6737 Technology Hardware & Software	538,000	291,000	0	0	0	0
6831, 6832 Redemption of Principal	0	0	0	0	0	0
6841, 6842, 6850 Interest	0	0	0	0	0	0
Total (lines 2-11)	8,491,780	7,646,246	1,994,889	1,735,182	50,000	0
Total amounts reported on lines 2-11 above for:						
Renovation	0	7,355,246	0	0	0	0
New Construction	0	0	0	1,735,182	0	0
Other	0	0	0	0	0	0
Total (lines 13-15, must equal line 12)	0	Check line 12	0	1,735,182	0	0

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

OTHER FUNDS (DO NOT Add to Aggregate)

SPECIAL PROJECTS

FTE	Prior FY	Budget FY	TOTAL ALL FUNCTIONS	Prior FY	Budget FY
6000	0.00	32.63	1,611,298	1,611,298	1,611,298
6000	0.60	0.60	283,651	283,651	283,651
6000	0.00	0.00	0	0	0
6000	0.00	0.00	80,258	80,258	80,258
6000	0.00	0.00	17,000	17,000	17,000
6000	0.00	0.00	0	0	0
6000	36.62	30.04	1,064,888	1,124,095	1,124,095
6000	0.00	0.00	0	0	0
6000	0.00	0.00	0	0	0
6000	0.00	0.00	0	0	0
6000	0.81	0.81	135,209	137,633	137,633
6000	0.00	0.30	144,762	125,205	125,205
6000	0.00	0.00	101,047	135,000	135,000
6000	0.00	0.00	0	0	0
6000	3.88	3.88	773,335	986,329	986,329
6000	41.91	68.26	4,211,448	4,483,469	4,483,469
6000	0.00	0.00	59,261	60,129	60,129
6000	0.00	0.00	0	0	0
6000	0.00	0.00	0	0	0
6000	0.00	0.00	0	0	0
6000	0.00	0.00	0	0	0
6000	0.00	0.00	0	0	0
6000	0.00	0.00	0	0	0
6000	4.00	4.00	239,069	240,500	240,500
6000	4.00	4.00	298,330	300,629	300,629
6000	45.91	72.26	4,509,778	4,784,098	4,784,098

Prior FY	Budget FY
45,000	52,125
0	0
0	0
275,000	485,283
320,000	537,408

Prior FY	Budget FY
0	0
4,886	4,886
120,339	78,316
0	0
0	11,221
3,085,328	2,800,001
270,879	190,460
3,010	422,315
614,425	307,194
616,297	411,536
80,906	52,000
0	0
11,675	8,800
0	0
251,011	275,000
19,432	20,200
2,138	2,000
1,055,041	859,585
151,477	137,800
0	0
0	0
28,444	20,000
17,025	17,000
63,204	19,428
0	0
0	0
82,210	30,000
0	0
37,873	135,066
50,000	0
3,503,806	3,563,006
0	0
4,886,505	4,797,900

Prior FY	Budget FY
0	0
0	0
0	0
0	0
0	0

INTERNAL SERVICE FUNDS 950-989

1. Self-Insurance

2. Intergovernmental Agreements

3. OPEB

(1) From Supplement, page 3, line 10 and line 20, respectively.
 (2) Indicate amount budgeted in Fund 500 for M&O purposes

CALCULATION OF FY 2016 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
1. (a) FY 2016 Revenue Control Limit (RCL) (from Work Sheet E, line VIII, or Work Sheet F, line III)	\$ 29,388,316		
* (b) Plus Adjustment for Growth (1)			
* (c) Increase or (Decrease) in 03 District High School Tuition Payments (A.R.S. §15-905.J) (1)			
(d) Adjusted RCL	\$ 29,388,316	\$ 29,388,316	\$ 0
2. (a) FY 2016 District Additional Assistance (DAA) (from Work Sheet H, lines VII.E.1 and VII.F.1)	\$ 3,591,495		
* (b) DAA Reduction for State Budget Adjustments (from Work Sheet H, lines VII.E.2 and VII.F.2)	3,034,813		
(c) Adjusted DAA	\$ 556,682		556,682
3. FY 2016 Override Authorization (A.R.S. §§15-481 and 15-482)			
* (a) Maintenance and Operation			
* (b) Unrestricted Capital Outlay			
* (c) Special Program			
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (If phase-down applies, see Work Sheets K and K2)			
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824)			
Local			
(a) Individuals and Other Private Sources			
(b) Other Arizona Districts		20,000	
(c) Out-of-State Districts and Other Governments			
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools (not to exceed Work Sheet S, line II.B.5) (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)			
* (b) Tuition Out Debt Service (from Work Sheet O, line 7) (A.R.S. §15-910.L)		0	
* (c) Budget Balance Carryforward (from Work Sheet M, line 12) (A.R.S. §15-943.01)		1,150,627	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)			
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2014 (A.R.S. §15-910.M)			
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g) FY 2015 Performance Pay Unexpended Budget Carryforward (from Work Sheet M, line 6.h) (A.R.S. §15-920)		0	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15- 915) Include year(s) and descriptions, as applicable.			
(a) Prior Year Over Expenditures/Resolutions:			
(b) Decrease for Transfer from M&O to Energy and Water Savings Fund			
(c) Increase for Energy and Water Savings Fund Transfer to M&O			
(d) JTBD Reduction			
(e) Noncompliance Adjustment			
(f) ADM Audit Adjustment			
(g) Other:			
10. FY 2016 General Budget Limit (column A, lines 1 through 9) (A.R.S. §15-905.F) (page 1, line 31 cannot exceed this amount)		\$ 30,558,943	
11. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 8) (A.R.S. §15-905.F) (to page 8, line A.11)			\$ 556,682

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

(1) For budget adoption, this line should be left blank.

UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT (A.R.S. §15-947.D and A.R.S. §15-978)

CALCULATION OF UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2015 Unrestricted Capital Budget Limit (UCBL) (from FY 2015 latest revised Budget, page 8, line A.12)	\$ <u>9,177,588</u>
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ _____
3. Adjusted Amount Available for FY 2015 Capital Expenditures (line A.1 + A.2)	\$ <u>9,177,588</u>
4. Amount Budgeted in Fund 610 in FY 2015 (from FY 2015 latest revised Budget, page 4, line 10)	\$ <u>9,177,588</u>
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ <u>9,177,588</u>
6. FY 2015 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u>1,475,460</u>
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ <u>7,702,128</u>
8. Interest Earned in Fund 610 in FY 2015	\$ <u>16,590</u>
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$ _____
10. Adjustment to UCBL for FY 2016 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable.	
(a) Prior Year Over Expenditures/Resolutions:	\$ _____
(b) Increase to UCBL Due to Greater than Anticipated Growth (from FY2015 BUDG75)	\$ _____
(c) JTED Reduction	\$ _____
(d) ADM Audit Adjustment	\$ _____
(e) Other:	\$ _____
11. Amount to be Used for Capital Expenditures (from page 7, line 11)	\$ <u>556,682</u>
12. FY 2016 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$ <u>8,275,400</u>

CALCULATION OF CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Payments to Charter Schools	Total Fund 010
B. 1. FY 2015 Classroom Site Fund Budget Limit (from FY 2015 latest revised Budget, page 8, line 7 of detailed table)	673,670	1,038,544	1,014,768	0	2,726,982
2. FY 2015 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	470,520	676,280	696,481		1,843,281
3. Unexpended Budget Balance (line B.1 minus B.2)	203,150	362,264	318,287	0	883,701
4. Interest Earned in the Classroom Site Fund in FY 2015	616	1,217	884		2,717
5. FY 2016 Classroom Site Fund Allocation (provided by ADE, based on \$327) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	436,152	872,304	872,304		2,180,758
6. Adjustments to FY 2016 Classroom Site Fund Budget Limit (2)					0
7. FY 2016 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	639,918	1,235,785	1,191,475	0	3,067,176

- (1) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.
- (3) The amounts budgeted on page 3, lines 13, 26, 39, 40, and footnote (1) on that page, cannot exceed the respective amounts on this line.

FY 2016
STATE OF ARIZONA



SUPPLEMENT
TO
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
FOR DISTRICTS THAT BUDGET FOR:
SPECIAL K-3 PROGRAM OVERRIDE (A.R.S. §15-903.D and Laws 2010, Ch. 179, §4)
JOINT CAREER AND TECHNICAL EDUCATION AND VOCATIONAL EDUCATION CENTER (A.R.S. §15-910.01)
ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)

Expenditures	Rentals 6440	Library Books, Textbooks, & Instructional Aids 6641-6643	Property 6700	Redemption of Principal 6831, 6832	Interest 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
							Prior FY 2015	Budget FY 2016	
520 Special K-3 Program Override							0	0	0.0%
1000 Instruction							0	0	0.0%
2000 Support Services							0	0	0.0%
3000 Operation of Noninstructional Services							0	0	0.0%
4000 Facilities Acquisition & Construction							0	0	0.0%
5000 Debt Service							0	0	0.0%
Subtotal (lines 21-25)	0	0	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education & Vocational Education Center							0	0	0.0%
1000 Instruction							0	0	0.0%
2000 Support Services							0	0	0.0%
3000 Operation of Noninstructional Services							0	0	0.0%
4000 Facilities Acquisition & Construction							0	0	0.0%
5000 Debt Service							0	0	0.0%
Subtotal (lines 27-31)	0	0	0	0	0	0	0	0	0.0%
Total (lines 26 & 32) (Include in Fund 610 Budget, page 4, lines 2-9)	0	0	0	0	0	0	0	0	0.0%

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2015	Budget FY 2016	
English Language Learners Supplement											
Structured English Immersion Fund 071											
1000 Instruction	1.00	7.50	310,300	99,197					287,333	409,497	42.5%
2000 Support Services	0.00								0	0	0.0%
2100 Students	0.00								1,429	1,929	35.0%
2200 Instructional Staff	0.00				1,929				0	0	0.0%
2300 General Administration	0.00								0	0	0.0%
2400 School Administration	0.00								0	0	0.0%
2500 Central Services	0.00				1,432				1,432	1,432	0.0%
2600 Operation & Maintenance of Plant	0.00								0	0	0.0%
2700 Student Transportation	0.00								0	0	0.0%
2900 Other	0.00								0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	1.00	7.50	310,300	99,197	3,361	0	0	0	290,194	412,858	42.3%
Compensatory Instruction Fund 072											
1000 Instruction	0.00								0	0	0.0%
2000 Support Services	0.00								0	0	0.0%
2100 Students	0.00								2,025	0	-100.0%
2200 Instructional Staff	0.00								244	0	-100.0%
2300 General Administration	0.00								1,185	0	-100.0%
2400 School Administration	0.00								0	0	0.0%
2500 Central Services	0.00								1,432	0	-100.0%
2600 Operation & Maintenance of Plant	0.00								0	0	0.0%
2700 Student Transportation	0.00								0	0	0.0%
2900 Other	0.00								0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	0.00	0.00	0	0	0	0	0	0	4,886	0	-100.0%



**BUDGET WORK SHEETS
 FOR FISCAL YEAR 2016**

	WORK SHEET TITLE	PAGE
A.	Adjustment for Tuition Loss and Student Revenue Loss Phase-Down (Optional)	1
B.	Support Level Weights and PSD-12 Weighted Student Counts.	2
C.	Base Support Level and Base Revenue Control Limit	3
C2.	Weighted Student Count: AOI Students	4
D.	Transportation Support Level and Transportation Revenue Control Limit	5
E.	District Support Level and Revenue Control Limit	6
F.	Consolidation/Unification Assistance.	6
G.	District Additional Assistance High School Student Count (Type 03)	6
H.	District Additional Assistance	7
J.	Equalization Base and Assistance	8
K.	Small School Adjustment Phase Down Limit	9
K2.	Maximum Small School Adjustment Override	10
L.	Impact Aid Fund (ESEA, Title VIII)	11
M.	Maintenance and Operation Fund Budget Balance Carryforward	12
O.	Tuition Out for High School Students	13
S.	Equalization Assistance for an Accommodation School	14

B. WORK SHEET FOR FY 2016 SUPPORT LEVEL WEIGHTS AND PSD-12 WEIGHTED STUDENT COUNTS
(A.R.S. §15-943 and Laws 2014, Ch. 214, §5)

A. Unweighted Student Count	PSD	K-8	9-12
1. FY 2016 Non-AOI Student Count	40.585	3,901.651	1,597.063
2. FY 2016 AOI Full-Time Student Count		+	+
3. FY 2016 AOI Part-Time Student Count		+	+
4. Subtotal (lines A.1 through A.3)	= 40.585	= 3,901.651	= 1,597.063
5. District Sponsored Charter School Estimated ADM			
6. Total Student Count	= 40.585	= 3,901.651	= 1,597.063

B. Support Level Weights for Districts	DESIGNATED AS ISOLATED		NOT DESIGNATED AS ISOLATED	
	K-8	9-12	K-8	9-12
Student Count 0.001-99.999 (from line A.4) Support Level Weight	1.559	1.669	1.399	1.559
Student Count 100.000-499.999				
Student Count Constant	500.000	500.000	500.000	500.000
FY 2015 Student Count (from line A.4)	-	-	-	-
Difference	=	=	=	=
Weight Adjustment Factor	x 0.0005	x 0.0005	x 0.0003	x 0.0004
Support Level Weight Increase	=	=	=	=
Support Level Weight	+ 1.358	+ 1.468	+ 1.278	+ 1.398
FY 2015 Adjusted Support Level Weight	=	=	=	=
Student Count 500.000-599.999				
Student Count Constant	600.000	600.000	600.000	600.000
FY 2015 Student Count (from line A.4)	-	-	-	-
Difference	=	=	=	=
Weight Adjustment Factor	x 0.0020	x 0.0020	x 0.0012	x 0.0013
Support Level Weight Increase	=	=	=	=
Support Level Weight	+ 1.158	+ 1.268	+ 1.158	+ 1.268
FY 2015 Adjusted Support Level Weight	=	=	=	=
Student Count 600.00 or More (from line A.4) Support Level Weight			1.158	1.268
Joint Technical Education District Support Level Weight (A.R.S. §15-943.02)				1.339

C. PSD-12 WEIGHTED STUDENT COUNT

1. PSD (from line A.6)
2. District (from line A.1, A.2, or A.3)
 - a. K-8
 - b. 9-12
3. Charter School (from line A.5)
 - a. K-8
 - b. 9-12
4. Total
 - a. K-8 (C.2.a + C.3.a)
 - b. 9-12 (C.2.b + C.3.b)
5. Total Student Count (C.1 + C.4.a + C.4.b)

Non-AOI Student Count	AOI Full-Time Student Count	AOI Part-Time Student Count	Support Level Weight	=	Non-AOI Weighted Student Count	AOI Full-Time Weighted Student Count	AOI Part-Time Weighted Student Count
40.585			x 1.450	=	58.848		
3,901.651	0.000	0.000	x 1.158	=	4,518.112	0.000	0.000
1,597.063	0.000	0.000	x 1.268	=	2,025.076	0.000	0.000
0.000			x 1.158	=	0.000		
0.000			x 1.268	=	0.000		
3,901.651	0.000	0.000			4,518.112	0.000	0.000
1,597.063	0.000	0.000			2,025.076	0.000	0.000
5,539.299	0.000	0.000			6,602.036	0.000	0.000

C. WORK SHEET FOR FY 2016 BASE SUPPORT LEVEL (BSL) AND BASE REVENUE CONTROL LIMIT (BRCL)
(A.R.S. §§15-808, 15-943, and 15-944.E)

WEIGHTED STUDENT COUNT

	Non-AOI Student Count	x	Support Level Weight	=	Non-AOI Weighted Student Count
I. A. FY 2016 Non-AOI Student Count (from Work Sheet B, line C.5)	5,539.299				6,602.036
B. Student Count Add-ons (1)					
1. Hearing Impairment	0.500	x	4.771	=	2.386
2. K-3	1,706.250	x	0.060	=	102.375
3. K-3 Reading (2)	1,706.250	x	0.040	=	68.250
4. English Learners (ELL)	180.106	x	0.115	=	20.712
5. MD-R, A-R, and SID-R	40.400	x	6.024	=	243.370
6. MD-SC, A-SC, and SID-SC	30.370	x	5.833	=	177.148
7. Multiple Disabilities Severe Sensory Impairment	6.500	x	7.947	=	51.656
8. Orthopedic Impairment (Resource)	0.220	x	3.158	=	0.695
9. Orthopedic Impairment (Self Contained)	12.960	x	6.773	=	87.778
10. Preschool-Severe Delay	9.600	x	3.595	=	34.512
11. DD, ED, MIID, SLD, SLI, & OHI	623.017	x	0.003	=	1.869
12. Emotional Disability (Private)	15.960	x	4.822	=	76.959
13. Moderate Intellectual Disability	13.710	x	4.421	=	60.612
14. Visual Impairment	0.475	x	4.806	=	2.283
15. Total Add-on Count (1.B.1 through 1.B.14)	4,346.318				930.605
II. FY 2016 Non-AOI Weighted Student Count					7,532.641
					(I.A + 1.B.15, this column)

	AOI Weighted Student Count	x	Funding Ratio	=	Adjusted AOI Weighted Student Count
III. FY 2016 AOI FT Weighted Student Count (from Work Sheet C2, line II)	0.000	x	95%	=	0.000
IV. FY 2016 AOI PT Weighted Student Count (from Work Sheet C2, line IV)	0.000	x	85%	=	0.000

CALCULATION OF FY 2016 BSL AND BRCL

V. Total Weighted Student Count (line II + III + IV)	7,532.641
VI. A. Base Level Amount <u>\$3,426.74</u> - To include Teacher Compensation, use Base Level of <u>\$3,469.57</u> (A.R.S. §§15-901, as amended by Laws 2015, Ch. 15, §4, and 15-952)	\$ 3,469.57
B. Additional Inflation Amount <u>\$54.31</u> - To include Teacher Comp, use <u>\$54.99</u> (Laws 2015, Ch. 8, §34)	\$ 54.99
C. Total Base Level and Additional Inflation (line VI.A + VI.B)	\$ 3,524.56
D. Increase for 200 Days of Instruction (line VI.C x 5%) (A.R.S. §15-902.04) Check here <input type="checkbox"/> to calculate.	\$
E. Adjusted FY 2016 Base Level Amount (line VI.C + VI.D) (to Work Sheet K, line I.G and II.G)	\$ 3,524.56
VII. Result (line V x VI.E)	\$ 26,549,245.16
VIII. Teacher Experience Index (TEI) (If actual TEI is less than 1.0000 use 1.0000)	1.0000
IX. Result (line VII x VIII)	\$ 26,549,245.16
X. Increase for Tuition Loss Adjustment (from all copies of Work Sheet A, line I.I)	\$
XI. Increase for Student Revenue Loss Phase-Down (from Work Sheet A, line II)	\$
XII. FY 2014 Nonfederal Audit Service Actual Expenditures (3) \$ <u>50,353.00</u> x 1.00	\$ 50,353.00
XIII. Decreases for Charter School Federal and State Monies Received	\$
XIV. FY 2016 BSL and BRCL (sum lines IX through XII minus line XIII) (to Work Sheet E, line I)	\$ 26,599,598.16

Portion of line IX amount from total K-3 and total K-3 Reading weighted student counts: (2)	\$ 360,826.83
	\$ 240,551.22

- The Non-AOI Student Count for districts with district sponsored charter schools (DSCS) includes the district student count plus the estimated charter school student count for students that did not attend a district school last year.
- Districts assigned a letter grade of C, D, or F, in accordance with A.R.S. §15-241 and Laws 2015, Ch. 76, §1, or that have more than 10% of their pupils in grade three reading far below the third grade level according to the reading portion of the AIMS test, or a successor test, will receive monies for this weight only after the district's K-3 Reading Program Plan is approved by the State Board of Education. A.R.S. §15-211
- A.R.S. §15-914.F allows districts to increase the BSL if financial and compliance audit costs will be incurred for the budget year.

Enter the FY 2014 nonfederal audit expenditures on line XII. \$ _____
 Enter the FY 2014 federal audit expenditures from all funds to the right (should agree to FY 2014 AFR). \$ _____
 Enter the total FY 2014 audit expenditures from all funds to the right. \$ _____

Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO) in the amounts reported on Line XII or in this footnote.

D. WORK SHEET FOR FY 2016 TRANSPORTATION SUPPORT LEVEL (TSL) (A.R.S. §§15-945, as amended by Laws 2015, Ch. 15, §6, and 15-816.01) AND TRANSPORTATION REVENUE CONTROL LIMIT (TRCL) (A.R.S. §15-946)

TABLE I

Approved Daily Route Miles per Eligible Student Transported	FY 2016 State Support Level per Route Mile
I. 0.5 or Less	2.53
II. More than 0.5, through 1.0	2.07
III. More than 1.0	2.53

TABLE II FACTORS

Approved Daily Route Miles per Eligible Students Transported	Unified or an Accommodation School that offers instruction in grades 9-12 or a Common School District Not in a High School District (Type 01, 02, or 03)	Common School District within a High School District or an Accommodation School that does not offer instruction in grades 9-12 (Type 01 or 04)	High School District (Type 05)
I. 1.0 or Less	0.15	0.10	0.25
II. More than 1.0	0.18	0.12	0.30

TSL CALCULATION

I. Approved Daily Route Miles per Eligible Student Transported	
A. FY 2015 Approved Daily Route Miles	4,047.000
B. Number of Eligible Students Transported in FY 2015	2,436.000
C. Approved Daily Route Miles per Eligible Student Transported (I.A ÷ I.B)	1.661
II. To and From School Support Level	
A. Annual Route Miles (Line I.A x 180 or 200, as applicable) <input type="checkbox"/> Check here if approved for 200 Days of Instruction	728,460.000
B. State Support Level per Route Mile (use Table I based on I.C)	\$ 2.53
C. 1. FY 2015 Annual Expenditure for Bus Tokens	\$ 0.00
2. FY 2015 Annual Expenditure for Bus Passes	\$ 0.00
D. To and From School Support Level [(II.A x II.B) + II.C.1 + II.C.2]	\$ 1,843,003.80
III. Academic Education, Career and Technical Education, Vocational Education, and Athletic Trips Support Level	
A. Factor from Table II (based on I.C and district type)	0.180
B. Academic Education, Career and Technical Education, Vocational Ed., and Athletic Trips Support Level (II.A x II.B x III.A)	\$ 331,740.68
IV. Extended School Year Support Level for Pupils with Disabilities	
A. Actual Route Miles traveled in July and August 2014 to Transport Pupils w/Disabilities for Extended School Year	1,681.000
B. Estimated Route Miles Traveled in June 2015 to Transport Pupils w/Disabilities for Extended School Year	1,200.000
C. Total Extended School Year Route Miles (IV.A + IV.B)	2,881.000
D. State Support Level per Route Mile (use Table I based on I.C)	\$ 2.53
E. Extended School Year Support Level for Pupils with Disabilities (IV.C x IV.D)	\$ 7,288.93
V. FY 2016 TSL (lines II.D + III.B + IV.E) (to Work Sheet E, line III)	\$ 2,182,033.41
VI. Support Level Change	
A. FY 2015 Transportation Support Level	\$ 2,182,222.06
B. Transportation Support Level Change (If result is negative, enter 0) (V - VI.A)	\$ 0.00

TRCL CALCULATION

VII. FY 2015 Transportation Revenue Control Limit	\$ 2,788,717.62
VIII. FY 2016 Transportation Revenue Control Limit	
A. Preliminary FY 2016 Transportation Revenue Control Limit (VI.B + VII)	\$ 2,788,717.62
B. 120% of FY 2016 Transportation Support Level (V x 1.20)	\$ 2,618,440.09
C. Adjusted FY 2016 Transportation Revenue Control Limit (if line VIII.A is greater than line VIII.B use line VII, otherwise use line VIII.A.)	\$ 2,788,717.62
D. FY 2016 Transportation Revenue Control Limit (the greater of line V or VIII.C) (to Work Sheet E, line VII)	\$ 2,788,717.62

E. WORK SHEET FOR FY 2016 DISTRICT SUPPORT LEVEL (DSL) AND REVENUE CONTROL LIMIT (RCL) (A.R.S. §§15-947 and 15-951)

CALCULATION OF THE DSL

I. FY 2016 Base Support Level/Base Revenue Control Limit (from Work Sheet C, line XIV)	\$ <u>26,599,598.16</u>
II. Tuition Out for High School Students (from Work Sheet O, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	\$ <u>0.00</u>
III. FY 2016 Transportation Support Level (from Work Sheet D, line V)	\$ <u>2,182,033.41</u>
IV. FY 2016 District Support Level (sum of lines I through III)	\$ <u>28,781,631.57</u>

CALCULATION OF THE RCL

V. FY 2016 Base Support Level/Base Revenue Control Limit (from line I above)	\$ <u>26,599,598.16</u>
VI. Tuition Out for High School Students (from Work Sheet O, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	\$ <u>0.00</u>
VII. FY 2016 Transportation Revenue Control Limit (from Work Sheet D, line VIII.D)	\$ <u>2,788,717.62</u>
VIII. FY 2016 Revenue Control Limit (sum of lines V through VII) [to Budget, page 7, line 1(a)]	\$ <u>29,388,315.78</u>

F. WORK SHEET FOR FY 2016 CONSOLIDATION/UNIFICATION ASSISTANCE (A.R.S. §§15-912 and 15-912.01)

I. Consolidation/Unification Increase for Transitional Costs incurred in first year	<u>0.00</u>
II. FY 2016 District Support Level (line I + Work Sheet E, line IV)	\$ <u>0.00</u>
III. FY 2016 Revenue Control Limit (line I + Work Sheet E, line VIII) [to Budget, page 7, line 1(a)]	\$ <u>0.00</u>

G. WORK SHEET FOR FY 2016 DISTRICT ADDITIONAL ASSISTANCE HIGH SCHOOL STUDENT COUNT FOR COMMON SCHOOL DISTRICTS NOT WITHIN A HIGH SCHOOL DISTRICT (TYPE 03) (A.R.S. §15-951.C)

I. High School Student Count Tuitioned Out (from Work Sheet O, line 6)	<u>0.000</u>
II. High School Student Count Transported by District of Residence to District of Attendance	<u>0.000</u>
III. 50% of High School Student Count Transported by District of Residence to District of Attendance (Line II x .5) (to Work Sheet H, line V.A column 9-12)	<u>0.000</u>

H. WORK SHEET FOR FY 2016 DISTRICT ADDITIONAL ASSISTANCE (DAA)
 (A.R.S. §§15-183, 15-185, 15-951.C, 15-961, 15-962.01, and 15-963.B, and Laws 2015, Ch. 15, §§1, 11, 12, 13 and 17)

TABLE TO CALCULATE DAA PER STUDENT COUNT

	K-8	9-12
I. FY 2016 Actual Student Count: .001 - 99.999		
DAA per Student Count	\$ 544.58	\$ 601.24
II. FY 2016 Actual Student Count: 100.000 - 499.999		
A. Student Count Constant	500.000	500.000
B. Actual Student Count (from Work Sheet B, line A.4)	- 0.000	- 0.000
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0003	x 0.0004
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.278	+ 1.398
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
III. FY 2016 Actual Student Count: 500.000 - 599.999		
A. Student Count Constant	600.000	600.000
B. Actual Student Count (from Work Sheet B, line A.4)	- 0.000	- 0.000
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0012	x 0.0013
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.158	+ 1.268
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
IV. FY 2016 Actual Student Count: 600.000 or More & JTED		
DAA per Student Count	\$ 450.76	\$ 492.94

CALCULATIONS FOR DAA

	PSD	K-8	9-12
V. District Additional Assistance Base			
A. FY 2016 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line III for type 03 districts)	40.585	3,901.651	1,597.063
B. DAA per Student Count (from Table above)	x \$ 450.76	x \$ 450.76	x \$ 492.94
C. DAA Base (line V.A x line V.B)	= \$ 18,294.09	= \$ 1,758,708.20	= \$ 787,256.24
VI. District Additional Assistance Growth Factor			
A. FY 2016 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line II for type 03 districts)		5,539.299	
B. FY 2015 Student Count		+ 3,231.116	
C. FY 2016 DAA Growth Factor (VI.A ÷ VI.B)		= 1.7144	
VII. Adjusted District Additional Assistance			
A. DAA Base (from line V.C)	\$ 18,294.09	\$ 1,758,708.20	\$ 787,256.24
B. Adjusted Growth Factor (if line VI.C is < or = 1.05, use 1.0, if > 1.05, use 1 plus 50% of the increase)	x 1.3572	x 1.3572	x 1.3572
C. FY 2016 DAA (VII.A x VII.B)	= \$ 24,828.74	= \$ 2,386,918.77	= \$ 1,068,464.17
D. DAA for High School Textbooks			
1. FY 2016 Actual 9-12 Student Count (from Work Sheet B, line A.4)			1,597.063
2. Support Level Amount for Textbooks			x \$ 69.68
3. DAA for Textbooks (VII.D.1 x VII.D.2)			= \$ 111,283.35
E. 9-12 DAA (including charter additional assistance and capital transportation adjustment from lines below)			
1. FY 2016 9-12 DAA (9-12 lines VII.C + VII.D.3 + VII.G.7 + VII.H) (to Budget, page 7, line 2.a)			= \$ 1,179,747.52
2. 9-12 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 996,886.65
3. Adjusted FY 2016 9-12 DAA (VII.E.1-VII.E.2) (to Work Sheet J, line II.E)			= \$ 182,860.87
F. PSD and K-8 DAA (including charter additional assistance and capital transportation adjustment from lines below)			
1. FY 2016 PSD and K-8 DAA (PSD and K-8 lines VII.C + VII.G.7 + VII.H) (to Budget, page 7, line 2.a)			= \$ 2,411,747.51
2. PSD and K-8 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 2,037,926.65
3. Adjusted FY 2016 PSD and K-8 DAA (VII.F.1-VII.F.2) (to Work Sheet J, line II.E)			= \$ 373,820.86
G. Charter Additional Assistance (CAA)			
1. FY 2016 Charter School Student Count (from Work Sheet B, line A.5)	0.00	0.00	0.00
2. CAA per Student	\$ 1,734.92	\$ 1,734.92	\$ 2,022.02
3. FY 2016 CAA (line VII.G.1 x line VII.G.2)	\$ 0.00	\$ 0.00	\$ 0.00
4. DAA per Student (recalculated factor from lines I through IV including student count amount from line VII.G.1)	\$ 450.76	\$ 0.00	\$ 0.00
5. DAA for Charter Students (line VII.G.1 x line VII.G.4 (plus line VII.D.2 for 9-12 only))	\$ 0.00	\$ 0.00	\$ 0.00
6. Difference (line VII.G.3 - VII.G.5)	\$ 0.00	\$ 0.00	\$ 0.00
7. Adjusted FY 2016 CAA (line VII.G.6 x 50%)	\$ 0.00	\$ 0.00	\$ 0.00
H. Capital Transportation Adjustment A.R.S. §15-963.B	\$	\$	\$

**M. WORK SHEET FOR CALCULATION OF THE FY 2016 MAINTENANCE AND OPERATION (M&O) FUND
BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01)**

1.	a.	General Budget Limit (GBL) (from FY 2015 latest revised Budget, page 7, line 10)	\$ 30,009,865.00
	b.	Adjustments to the GBL from FY 2015 BUDG75	\$
	c.	Adjusted GBL	\$ 30,009,865.00
2.	a.	Budgeted M&O expenditures (from FY 2015 latest revised Budget, page 1, line 30, Total Budget Year Column)	\$ 30,009,865.00
	b.	Adjustments to the GBL (from line 1.b)	\$ 0.00
	c.	Adjusted Budgeted Expenditures	\$ 30,009,865.00
3.		Lesser of the Adjusted GBL (line 1.c) or the Adjusted Budgeted Expenditures (line 2.c)	\$ 30,009,865.00
4.		M&O actual expenditures	\$ 28,859,237.54
5.		Budget Balance (line 3 minus line 4) (If negative, enter zero. The district does not have any budget balance to carry forward. Do not complete the remainder of this work sheet.)	\$ 1,150,627.46

Note: For lines 6.a through 6.h deduct the FY 2015 actual expenditures from the budget amount. If the result is negative, enter zero.

		FY 2015		Unexpended
		Budget	Actual	Budget
6.	a.	\$ 0.00	- \$	= \$ 0.00
	b.	\$ 0.00	- \$	= \$ 0.00
	c.	\$ 0.00	- \$	= \$ 0.00
	d.	\$ 0.00	- \$	= \$ 0.00
	e.	\$ 0.00	- \$	= \$ 0.00
	f.	\$	- \$	= \$ 0.00
	g.	\$	- \$	= \$ 0.00
	h.	\$ 0.00	- \$	= \$ 0.00
	i.	Total Budget Balance Deductions [Add lines 6.a through 6.h.]		= \$ 0.00
7.		Budget Balance after Deductions (If negative, enter zero. The district does not have any budget balance to carry forward.) (line 5 minus line 6.i)		\$ 1,150,627.46
8.	a.	FY 2015 Adjusted District Limit (RCL) from page 4 of the most recent ADE report "Basic Calculations for Equalization Assistance" APOR 55-1, available on ADE's Web site		\$ 28,765,711.58
	b.	Growth Adjustment (FY 2015 BUDG75)		0.00
	c.	Factor of 4%		x 0.04
9.		Maximum Allowable Budget Balance Carryforward [(line 8.a + line 8.b) x line 8.c]		\$ 1,150,628.46
10.		Actual Allowable Budget Balance Carryforward (Enter the lesser of line 7 or 9)		\$ 1,150,627.46
11.		Enter the amount of Allowable Budget Balance Carryforward transferred to the School Opening Fund (not to exceed the lesser of line 10 or the FY 2015 M&O Fund ending cash balance)		\$
12.		Remaining Actual Allowable Budget Balance Carryforward to be used in M&O Fund (line 10 - line 11) [to Budget, page 7, line 8(c)]		\$ 1,150,627.46

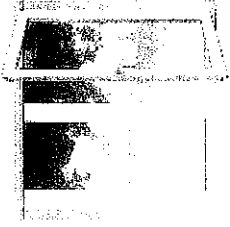


**BUDGET WORK SHEETS
 FOR FISCAL YEAR 2016**

	WORK SHEET TITLE	PAGE
A.	Adjustment for Tuition Loss and Student Revenue Loss Phase-Down (Optional)	1
<u>B.</u>	Support Level Weights and PSD-12 Weighted Student Counts.	2
<u>C.</u>	Base Support Level and Base Revenue Control Limit	3
C2.	Weighted Student Count: AOI Students	4
<u>D.</u>	Transportation Support Level and Transportation Revenue Control Limit	5
<u>E.</u>	District Support Level and Revenue Control Limit	6
F.	Consolidation/Unification Assistance.	6
G.	District Additional Assistance High School Student Count (Type 03)	6
<u>H.</u>	District Additional Assistance	7
<u>J.</u>	Equalization Base and Assistance	8
K.	Small School Adjustment Phase Down Limit	9
K2.	Maximum Small School Adjustment Override	10
L.	Impact Aid Fund (ESEA, Title VIII)	11
<u>M.</u>	Maintenance and Operation Fund Budget Balance Carryforward	12
O.	Tuition Out for High School Students	13
S.	Equalization Assistance for an Accommodation School	14

WSS - DISCUSSION Item 2A.

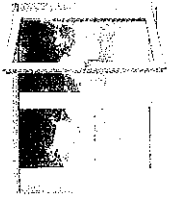
Review of Cabinet and Administrative Retreats including discussed vision, core values, and strategic priorities



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“To provide a comprehensive, world-class education for all students”



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CORE VALUES

We Believe...

- all students can learn
- a culture of high expectations and high levels of support creates success for all
- students deserve a rigorous, guaranteed and viable curriculum
- effective teachers make the difference
- collaborative decisions are student-centered and data-driven
- continuous improvement is embedded in the learning system
- personnel are highly effective and engaged in focused professional development

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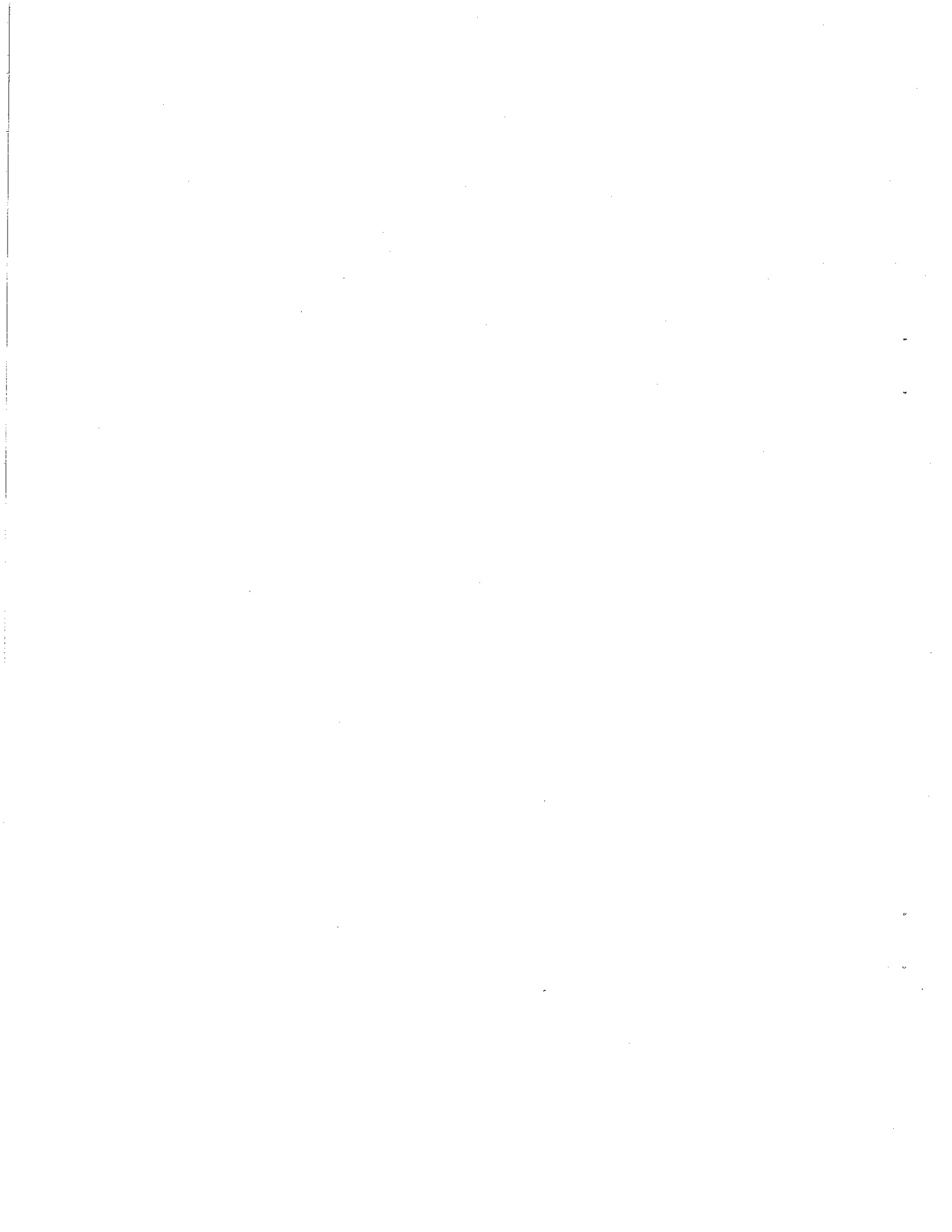
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STRATEGIC PRIORITIES:

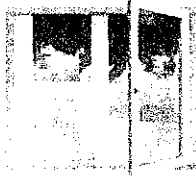
- Ensure curricular pathways to success (CURRICULUM)
- Guarantee challenging, engaging and intentional instruction (INSTRUCTION)
- Develop data-driven, high reliability district systems (ASSESSMENT)
- Provide whole-child student supports (INTERVENTION)
- Create high performance school cultures (CULTURE)

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WSS - DISCUSSION Item 2B.

Review data from the Superintendent's Search including qualifications, interpersonal skills, communication, districtwide issued, educational leadership, fiscal management, and effective partnership development



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Superintendent Search



The Humboldt Unified School District, located in beautiful Prescott Valley, Arizona, invites qualified applicants to apply for the position of Superintendent. In searching for a new superintendent, the Governing Board desires to hire a superintendent who will continue the leadership provided by Dr. Paul Stanton over the past five years, as well as, lead the district to higher levels of student achievement in collaboration with students, staff, parents, and community. The board is seeking a superintendent who enthusiastically demonstrates leadership and fosters a positive relationship between the community and the school district.

The Humboldt Unified School District was established in 1906. Humboldt Unified is proud to serve a diverse population in Prescott Valley. The Humboldt Unified School District is comprised of ten schools (one high school, two middle schools, one K-8 school, five K-6 schools, and one pre-school). Humboldt Unified is privileged and proud to provide the education to over 5,800 students.

Governing Board Members

Brian Letendre, President
 Term expires 2016

Gary Hicks, Vice President
 Term expires 2016

Richard Adler, Member
 Term expires 2016

Suzie Roth, Member
 Term expires 2018

Paul Leon, Member
 Term expires 2018

Candidates are asked not to contact district personnel or Governing Board members about the superintendent search. Please direct all questions to:

Mike Aylstock
Aylstock Consulting, LLC

Phone: 928-202-2124
 Fax: 928-759-4020

Humboldt Unified School District #22

6411 N. Robert Road
 Prescott Valley, AZ 86314



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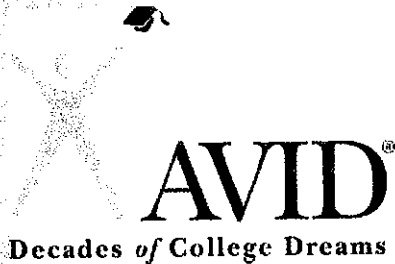
Since 1906, our mission at Humboldt Schools has been to educate, involve, prepare, and inspire our students. Every one of our teachers, administrators, and staff is dedicated to promoting excellence and academic achievement.

Humboldt Unified School District is an award winning district

- System-wide AdvancED Accredited District
- An elementary school is being featured in an George Lucas documentary -*Schools That Work*
- National Title I Award Winner
- ABEC Arizona Higher Performing, Higher Needs Schools
- Expect More Arizona School of Excellence
- Master, highly effective and experienced teachers
- National Board Certified Teachers
- Arizona School Boards Association Golden Bell Award

Signature Programs

- AP Academy at Bradshaw Mountain High
- Leadership and Pre-AP Academy at Bradshaw Mountain Middle
- STEAM Academy at Glassford Hill Middle
- 21st Century Education at Coyote Springs Elementary
- AVID (Advancement Via Individual Determination) program at Granville Elementary
- Gifted Academy with Science and Technology at Lake Valley Elementary
- Patriotic and classical style educational experience at Liberty Traditional
- STEAM Academy at Mountain View Elementary
- Bright Futures Pre-school



Humboldt Unified School District is an Equal Opportunity Employer, complies with Title IX, and shall seek the best-qualified applicants for all vacant positions regardless of age, race, color, religion, sex, marital status, disability, or national origin.



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THREE TO FIVE-YEAR DISTRICT PRIORITIES

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

District Goals:

Goal 1. To Raise the Level of Student Achievement: To improve academic achievement for all students by ensuring the delivery of high-quality instruction in all areas through the implementation of the Arizona College and Career Readiness Standards

Goal 2: To Focus on Planning for Future Student Needs: Implement Response to Intervention (RTI) at all schools in order to differentiate instruction to support students in meeting performance standards and behavioral expectations

Goal 3: To Increase Parental and Community Engagement: HUSD will engage all of our constituents (students, parents, community, business, clergy) in multiple ways

Goal 4: To Attract and Retain Highly Effective Employees: The Humboldt Unified School District will attract and retain highly effective employees through fair and equitable practices that meet their needs to ensure student success

DISTRICT STAFFING INFORMATION

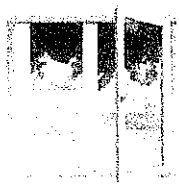
Administrators	
District Office	9
Building Level	12
Certified Staff Members	345
Teachers	287
Other	34
Certified Counselors	6
Classified Support Staff Members	356
TOTAL STAFF MEMBERS	704

AVERAGE TEACHER TO STUDENT RATIO

Primary Schools	20.1:1
Middle Schools	21.5:1
High School	21.4:1

DISTRICT BUDGET INFORMATION

Regular Education	\$22,097,538
Special Education	\$5,039,951
Transportation	\$2,648,315
TOTAL M&O	\$29,785,804
Proposition 301	\$1,977,613
State and Federal Grants	\$4,227,229
Unrestricted Capital (inc. Reserves)	\$9,034,649
Outstanding Bonds	\$41,420,000
Primary Assessed Valuation	\$350,901,095
Secondary Assessed Valuation	\$404,892,177
Primary Tax Rate	\$4.50
Secondary Tax Rate	\$1.02



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Humboldt School District Profile

2014-2015

HUMBOLDT UNIFIED SCHOOL DISTRICT SCHOOLS

- ◆ Bright Futures Pre-School Enrollment 84
- ◆ Mountain View Elementary (K-6) Enrollment 587
- ◆ Humboldt Elementary (K-6) Enrollment 393
- ◆ Coyote Springs Elementary (K-6) Enrollment 566
- ◆ Granville Elementary (K-6) Enrollment 625
- ◆ Liberty Traditional (K-8) Enrollment 776
- ◆ Lake Valley Elementary (K-6) Enrollment 485
- ◆ Bradshaw Mountain High (9-12) Enrollment 1,601
- ◆ Bradshaw Mountain Middle (7-8) Enrollment 306
- ◆ Glassford Hill Middle (7-8) Enrollment 444

Special Programs and School Information:

High School

- ◆ Advancement Via Individual Determination (AVID)
- ◆ Advanced Placement (AP) Classes
- ◆ Dual-Enrollment (HS/College)
- ◆ 82% of students go on to higher education
- ◆ Two foreign languages offered (Spanish, German)
- ◆ Career/Technical Program

Middle School

- ◆ Advancement Via Individual Determination (AVID)
- ◆ Honors (201) and Pre-Advanced Placement (AP)
- ◆ *iChoose* Program
- ◆ Paxton Patterson Lab

Elementary

- ◆ Gifted Program K-6 designated students
- ◆ AVID

Three-Year District Enrollment History

2014-2015	5,869
2013-2014	5,846
2012-2013	5,900

Graduation Rates (Four-Year Average)

2014	82%
2013	84%

Special Grant Programs

Title I

Title III (English Language Learners)

Special Education

McKinney Vento/Homeless

Arizona K-12 Center

Extra Curricular:

Athletics, Fine Arts, Clubs, Organizations, and a wide-range of student programs are available to students at all grade levels.



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PROFESSIONAL QUALIFICATIONS:

- Possesses, qualifies for, or provides evidence of working toward an Arizona Superintendent Certificate
- Minimum of three years successful teaching and five years successful administrative experience
- Holds an advanced degree from an accredited college or university
- Knowledge of the state standards and their application to the curriculum
- Knowledge of school finance at both district and school site levels
- Experience and knowledge in management of all school district operations
- District-level administrative experience preferred

EXPERTISE AND APTITUDES:

- Experience working in a rural and economically diverse district preferred
- Experience in implementing programs that improve student achievement
- Demonstrated skill in supervising employees at all levels
- Possesses expertise dealing with the evaluation of curriculum, instruction, and assessment
- Demonstrates strong written and spoken communication skills
- Knowledge of appropriate personnel procedures and practices
- Knowledge of current education policy and political climate
- Demonstrates experience in including stakeholders in the development of recommendations
- Proven track record advocating for education at all levels
- Provides well-researched, data driven recommendations to the Governing Board
- Establishes partnerships with multiple organizations

PERSONAL CHARACTERISTICS:

- Committed to be an active member of the community and community groups
- Exemplifies high ethical standards
- Effective use of time management
- Regularly attends and supports student activities of all forms at all levels
- Child-centered advocate
- Models effective means of communication
- Exerts leadership by encouraging community and parental participation and engagement in schools
- Places a high priority on follow-through of direction and projects



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APPLICATION PROCESS AND PROCEDURE

The Humboldt Unified School District #22 has obtained the services of Aylstock Consulting, LLC, to direct a search for qualified candidates. Each finalist chosen will visit the school district at his/her expense to be interviewed by the Governing Board. To receive consideration, an applicant's materials must be completed and received by the school district by 4:00 p.m. on Friday, March 13, 2015, and shall contain:

1. Letter of application
2. Completed application
3. Responses to narrative questions
 - At least one response in applicant's own handwriting
4. Current resume or professional vita
 - Released for public inspection if chosen as a finalist
5. Copies of university transcripts
 - Official transcripts required of successful candidate
6. Copy of current Arizona Superintendent Certificate
 - Or evidence of eligibility
 - Or proof of working toward certificate
7. Copy of current Arizona Fingerprint Clearance Card
8. Three current letters of reference
9. Required signature pages

COMPENSATION PACKAGE

The Governing Board of the Humboldt Unified School District will offer a contract to the successful candidate with a salary range of \$115,000 - \$130,000 depending on education and experience with a generous benefit package.

SUPERINTENDENT SELECTION TIMELINE

Vacancy Announcement	February 16
Application Deadline	March 13
Finalists Announced	March 24
Finalists Interviews	April 7-8
Announcement of Successful Candidate	April 17
New Superintendent Assumes Duties	July 1
	or as agreed upon

Applications should be addressed and sent/delivered to:
Aylstock Consulting, Humboldt Superintendent Search
Humboldt Unified School District #22
6411 N. Robert Road
Prescott Valley, Arizona 86314

Applicants should not contact members of the Governing Board directly. All questions about the application requirements and process shall be addressed to:

Mike Aylstock, Aylstock Consulting

(928) 202-2124

mike.aylstock@gmail.com

All applications and materials will be accorded confidential treatment. This is to advise all applicants that the Access to Public Records Law and associated case law in the State of Arizona require the disclosure of applicant names and information at a point in the selection process as determined by the local Governing Board. An attempt will be made to notify all applicants as to any release of such information. The Governing Board shall make all final decisions concerning the selection and evaluation of the candidates.

WSS - DISCUSSION Item 2C.

Discussion of the measures that would determine the Superintendent as effective

- Superintendent Evaluation (Evaluation Policy and Evaluation Instrument)

EVALUATION OF SUPERINTENDENT

The Governing Board shall evaluate the Superintendent at least once each year.

The evaluation(s) shall relate to the Superintendent's duties, responsibilities, and progress toward established goals.

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than November 10. The Board President shall schedule a meeting not later than December 18, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present). If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters. Additional first-year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will be that which occurs in November of the Superintendent's second year.

Any meetings of the Board to compile evaluations, or meetings to discuss the evaluations with the Superintendent, shall be held in executive session unless the Superintendent requests that any such meeting be held in open session. Board members shall have the opportunity to discuss with the Superintendent any item(s) on which the Board member fails to achieve consensus.

A copy of any written evaluation shall be given to the Superintendent. If in disagreement with such evaluation, the Superintendent may respond in writing to the Governing Board.

Upon the conclusion of the evaluation, the Governing Board may determine whether any changes in the compensation and benefits or contract term of the Superintendent are warranted, subject to the following:

If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or renegotiate the contract until no earlier than fifteen (15) months before the expiration of the contract.

If the Superintendent's contract with the School District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract; this contract may or may not be for the position of Superintendent.

The evaluation and any comments by the Superintendent shall become a part of the Superintendent's personnel file.

Adopted: January 14, 2014

LEGAL REF.: A.R.S. 15-503

CROSS REF.: CBA - Qualifications and Duties of Superintendent

Superintendent Evaluation

HUSD

Evaluation: O = Outstanding, S = Satisfactory; N=Needs Improvement; U = Unsatisfactory; X = Not Observed.

Please note: Any rating of Outstanding, Needs Improvement, or Unsatisfactory requires that the evaluator list specific information in the Comments section that justifies and supports such rating.

Attainment of Annual Board Goals (Strategic Objectives)

Strategic Objective	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
1) To Raise the Level of Student Achievement		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">O</td> <td style="text-align: center;">S</td> <td style="text-align: center;">N</td> <td style="text-align: center;">U</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) To Focus on Planning for Future Student Needs		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">O</td> <td style="text-align: center;">S</td> <td style="text-align: center;">N</td> <td style="text-align: center;">U</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) To Increase Parental and Community Engagement		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">O</td> <td style="text-align: center;">S</td> <td style="text-align: center;">N</td> <td style="text-align: center;">U</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) To Attract and Retain Highly Effective Staff		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">O</td> <td style="text-align: center;">S</td> <td style="text-align: center;">N</td> <td style="text-align: center;">U</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
5) Performance		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">O</td> <td style="text-align: center;">S</td> <td style="text-align: center;">N</td> <td style="text-align: center;">U</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

A. Leadership Proficiencies: Leadership Behavior

Evaluation Criteria	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
1) Involves Administrative Team, staff, parents, students and the community in the identification and accomplishments of the District's mission and goals.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">O</td> <td style="text-align: center;">S</td> <td style="text-align: center;">N</td> <td style="text-align: center;">U</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

Superintendent Evaluation

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2) Recognizes the needs of staff and students.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) Explores, assesses, develops, and implements educational concepts that enhance teaching and learning.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) Encourages and develops the leadership of others through empowerment and delegation.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
5) In cooperation with the Administrative Team, initiates and competently manages the change process.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
6) Clearly identifies the Superintendent's vision to the staff, parents, students and community.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
7) Exemplifies the behavior expected of others.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
8) Utilizes data in the decision making process.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

Superintendent Evaluation

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B. Leadership Proficiencies: Communication Skills

Evaluation Criteria	Measurement of outcomes/Documentation.	Evaluation Rating	Evaluator's Comments										
1) Articulates beliefs persuasively that are congruent with District and school mission and goals.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) Effectively communicates clear expectations to parents, staff, and students.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) Produces high quality written material for distribution to staff, the parents, and the community.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) Communicates necessary information and reports to the Governing Board in a clear, concise, professional manner so that the Board can make informed decision.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
5) Communicates to Administrative Team and Governing Board in a timely and efficient manner current topics, appropriate activities, concerns or potential problems.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

Superintendent Evaluation *HUSD*

C. Leadership Proficiencies: Group Processes

Evaluation Criteria	Measurement of outcomes/Documentation.	*Evaluation Rating	Evaluator's Comments										
1) Works effectively with all members of staff on school problems of significant importance, e.g., transportation, discipline, food services, etc.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) Applies the process of consensus-building both as a leader and as a member of a group.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) Establishes, and effectively utilizes, a team decision-making with the Administrative Team and the Governing Board.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) Resolves difficult situations by applying appropriate conflict-resolution methods.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
5) Achieves intended outcomes through the use of principles of motivation.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
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SUPERVISORY PROFICIENCIES

A. Curriculum:

Evaluation Criteria	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
1) Works with the appropriate Administrative Team Members in developing the curriculum.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) Works with the District Administration Team to plan, schedule and facilitate curriculum development.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) Reviews and monitors the curriculum to ensure that District-approved scope, sequence and content are followed.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) With Administrative Team and staff, develops curriculum materials and programs that enhance student achievement.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
5) With Administrative Team, staff and Governing Board input, provides		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

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staff development training to facilitate the implementation of District school curriculum.													
6) With the appropriate Administrative Team members, evaluates curriculum and modifies to ensure student achievement.		<table border="1" style="margin: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

SUPERVISORY PROFICIENCIES

B. Instruction:

Evaluation Criteria	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
1) Explores, assesses, develops and implements best instructional strategies and techniques through the Administrative Team and staff.		<table border="1" style="margin: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) In cooperation with the Administrative Team, provides staff development that ensures the continual growth of all teachers.		<table border="1" style="margin: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) Articulates and implements effective management and planning processes.		<table border="1" style="margin: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

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<p>4) Orients newly assigned staff members and assists in their development, as appropriate through Administrative Team planning and implementation.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
<p>5) Provides appropriate information to the Administrative Team so that instructional techniques and strategies can be current and best practices can be implemented.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

SUPERVISORY PROFICIENCIES

C. Policy Development:

Evaluation Criteria	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
<p>1) Clearly communicates new policies and procedures to students, staff and parents.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
<p>2) Establishes high expectations for policy implementation and compliance.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
<p>3) Clearly communicates required policy changes to Governing Board as law and best practices indicate.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
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Superintendent Evaluation HUSD

ADMINISTRATIVE MANAGEMENT PROFICIENCIES

A. Organizational Management:

Evaluation Criteria	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
1) In cooperation with indicated administrative staff, recruits, selects, assigns, and organize staff to optimize the achievement of the District and school's mission and goals.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) Develops and implements equitable and effective schedules.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) In cooperation with the Administrative Team, provides a positive, safe, and orderly climate for learning.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) Employs principles of effective time management.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
5) Manages the maintenance and operation of the District educational system.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	O	S	N	U	X						
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ADMINISTRATIVE MANAGEMENT PROFICIENCIES

B. Fiscal Management:

Evaluation Criteria	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
1) Involves the Governing Board and staff in the development of school budget priorities, based upon the mission and goals of the District and school.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td> <td>S</td> <td>N</td> <td>U</td> <td>X</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) Plans, prepares, and justifies the District budget in accordance with district budgeting procedures.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td> <td>S</td> <td>N</td> <td>U</td> <td>X</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) Employs and monitors acceptable accounting procedures in the maintenance of all fiscal records.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td> <td>S</td> <td>N</td> <td>U</td> <td>X</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) Uses cost control procedures and institutes cost-effective practices in the management of all District funds.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td> <td>S</td> <td>N</td> <td>U</td> <td>X</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
5) Exercises creativity in finding new resources for supporting the school's programs.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>O</td> <td>S</td> <td>N</td> <td>U</td> <td>X</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	O	S	N	U	X						
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6) Follows USFR requirements in managing the District budget.		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">O</td> <td style="padding: 2px;">S</td> <td style="padding: 2px;">N</td> <td style="padding: 2px;">U</td> <td style="padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

ADMINISTRATIVE MANAGEMENT PROFICIENCIES

C. Professional Responsibilities

Evaluation Criteria	Measurement of outcomes/Documentation	*Evaluation Rating	Evaluator's Comments										
1) Applies effective strategies for dealing with the dynamics and politics of school district decision-making.		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">O</td> <td style="padding: 2px;">S</td> <td style="padding: 2px;">N</td> <td style="padding: 2px;">U</td> <td style="padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
2) Effectively deals with crisis situations by, in a timely manner, contracting necessary agencies or persons, notifying and involving indicated school personnel and taking appropriate steps in reaching decisions for action.		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">O</td> <td style="padding: 2px;">S</td> <td style="padding: 2px;">N</td> <td style="padding: 2px;">U</td> <td style="padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
3) Effectively responds to written and oral request on a timely basis.		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">O</td> <td style="padding: 2px;">S</td> <td style="padding: 2px;">N</td> <td style="padding: 2px;">U</td> <td style="padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
4) Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and publications, and discussion problems of mutual		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">O</td> <td style="padding: 2px;">S</td> <td style="padding: 2px;">N</td> <td style="padding: 2px;">U</td> <td style="padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </table>	O	S	N	U	X						
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Superintendent Evaluation

HUSD

interest with others in the field.													
5) Attends meetings, extra-curricular activities, and appropriate community events that support the District and school mission.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
6) Maintains a high level of punctuality and attendance.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
7) Attends seminars, classes, and conferences as the Governing Board directs.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
8) Accomplishes District, school, and personal goals.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									
9) Follows District policies.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>O</td><td>S</td><td>N</td><td>U</td><td>X</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table>	O	S	N	U	X						
O	S	N	U	X									

Superintendent Evaluation
HUSD

Additional comments from any field above: (Indicate Number and Letter)

Summary:

Areas Identified for Improvement:

Recommendation:

Signature

Date of Evaluation

WSS - DISCUSSION Item 2D.

What would a successful first year look like at year's end for the Superintendent?

- Utilization of mentor
- New Superintendent trainings

WSS - DISCUSSION Item 2E.

Communication Protocols

- Superintendent updates
- Board communications
- Agenda reviews

WSS - DISCUSSION Item 2F.

Event Expectations

- Calendar of ASA and ASBA events
- Who attends?

2015 - 2016 CALENDAR OF EVENTS

MONTH	DATE	EVENT	CITY	LOCATION
JULY	6/30-7/2	NAESP Annual Conference	Long Beach	
	9	New Superintendent Symposium	Phoenix	ASA Office
AUGUST	15 & 16	QE: Relevant Evaluations in Today's Schools*	Phoenix	ASA Office
	20 & 21	QE: Relevant Evaluations in Today's Schools*	Phoenix	ASA Office
	24 & 25	QE: Relevant Evaluations in Today's Schools*	Phoenix	ASA Office
	SEPTEMBER	14	ASA Division & Executive Board Meeting	Mesa
14 & 15		QE: Relevant Evaluations in Today's Schools*	Phoenix	ASA Office
17 & 18		QE: Beyond the Evaluation-Next Steps**	Phoenix	ASA Office
OCTOBER	17-19	ARSA Conference	Flagstaff	Little America
	24	Principals Law Conference	Phoenix	Desert Willow Center
	TBD	Employee Discipline – Module I	Phoenix	ASA Office
	12 & 13	QE: Relevant Evaluations in Today's Schools*	Phoenix	ASA Office
	19	ASA/AEF Principal Leadership Symposium/ A+ School Recognition	Phoenix	Black Canyon Conference Center
NOVEMBER	25 - 27	Fall Superintendents Conference	Prescott	Prescott Resort
	TBD	ESA Drive-in Conference	Phoenix	
	2	ASA Division & Executive Board Meeting	Mesa	EVIT
	5 & 6	QE: Relevant Evaluations in Today's Schools*	Phoenix	ASA Office
	TBD	Employee Discipline – Module II	Phoenix	ASA Office
	7	Aspiring Superintendents Conference	Phoenix	TBD
DECEMBER	12 & 13	QE: Beyond the Evaluation-Next Steps**	Phoenix	ASA Office
	13	ASBA/ASA/AASBO Legislative Workshop	Tempe	The Buttes
	7	Middle Level Drive-in	Phoenix	Desert Willow Center
	TBD	Employee Discipline – Module III	Phoenix	ASA Office
	10 - 11	ASBA/ASA Superintendents Conference	Phoenix	Biltmore
JANUARY	11	ASA Division & Executive Board Meeting	Mesa	EVIT
	28	Superintendents Professional Development Conf	Phoenix	TBD
	29	Aspiring Principals Drive-in	Mesa	Mesa Convention Center
FEBRUARY	11 - 13	AASA National Conference	Phoenix	
	25 - 27	NASSP National Conference	Orlando	
MARCH	7	ASA Division & Executive Board Meeting	Mesa	EVIT
	15-4/15	ASA Election of Officers		
APRIL	31	Superintendents Professional Development Conf	Phoenix	TBD
	9-11	NSBA Conference	Boston	
MAY	TBD	APEA-Higher Ed Drive-in	Phoenix	
JUNE	5-8	Institute for Excellence	Flagstaff	Little America
	12 - 14	Summer Conference	Tucson	Hilton El Conquistador

6/25/15

* formerly Qualified Evaluator Level I & II
 ** formerly Qualified Evaluator Level III & IV

NOTE: Additions or changes may be added to this schedule

ASBA

09/09/2015 All Day	5402 E Lincoln Dr Scottsdale AZ,	<u>Law Conference: Pre-Conference</u> Explore important issues in-depth during these intensive half-day sessions, which precede ASBA's 39th Annual Law Conference. <u>39th Annual Law Conference</u>	See Details
09/10/2015 - 09/11/2015 All Day	5402 E Lincoln Dr Scottsdale AZ,	The 39th Annual ASBA Law Conference, which will feature breakout sessions on topics ranging from foundational legal issues to the most pressing legal concerns of the day. <u>ASBA Delegate Assembly</u>	See Details
09/12/2015 All Day	5402 E Lincoln Dr Scottsdale AZ,	Representatives of ASBA member boards convene to decide the association's political position on the diverse interests of public school governing boards for the year ahead. <u>ASBA Graham/Greenlee County Meeting</u>	See Details
09/29/2015 All Day		ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held. <u>ASBA Gila County Meeting</u>	See Details
09/30/2015 All Day		ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held. <u>ASBA Apache County Meeting</u>	See Details
10/06/2015 All Day		ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held. <u>ASBA Navajo County Meeting</u>	See Details
10/07/2015 All Day		ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held. <u>ASBA Coconino County Meeting</u>	See Details
10/08/2015 All Day		ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held. <u>ASBA Mohave County Meeting</u>	See Details
10/13/2015 All Day		ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.	See Details
10/14/2015 All Day		<u>ASBA La Paz County Meeting</u>	See Details

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

1 2 >

ASBA Yuma County Meeting

10/15/2015
All Day

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

[See
Details](#)

ASBA Maricopa County Meeting

10/19/2015
All Day

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

[See
Details](#)

ASBA Pinal County Meeting

10/20/2015
All Day

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

[See
Details](#)

ASBA Yavapai County Meeting

10/21/2015
All Day

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

[See
Details](#)

ASBA Cochise County Meeting

10/27/2015
All Day

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

[See
Details](#)

ASBA Santa Cruz County Meeting

10/28/2015
All Day

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

[See
Details](#)

ASBA Pima County Meeting

10/29/2015
All Day

ASBA County Meetings provide an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas. Elections for ASBA County Directors are also held.

[See
Details](#)

ASBA/AASBO/ASA Legislative Workshop

11/13/2015
All Day

This fast-paced, one-day conference provides a preview of the coming legislative session with examination of current education public policy issues

[See
Details](#)

by expert presenters and informative, interactive panel discussions with influential policymakers and lawmakers.

New Board Member Orientation

- | | | | |
|---------------------------------------|---|---|--|
| 12/09/2015
All Day | 2400 E
Missouri Ave,
Phoenix
AZ, 85016 | A full-day overview of the basics of board service for newly elected school board members, including governance and practical boardsmanship, policy, funding, advocacy and board-community relations, as well as an overview of the services and opportunities provided throughout the year by ASBA to school boards statewide. | <u>See
Details</u> |
| 12/10/2015 -
12/11/2015
All Day | 2400 E
Missouri Ave
Phoenix
AZ, 85016 | <u>ASBA-ASA 58th Annual Conference</u>
Informative breakout sessions on best school practices, exciting speakers, and awards for excellence in education. A full-day orientation for new board members precedes this year's Annual Conference. | |

WSS - DISCUSSION Item 2G.

Discussion of Advocacy

- What roles would the Board like to focus on?
- What role would the Board like the Superintendent to focus on?

WSS - DISCUSSION Item 2H.

Review of the HUSD Governing Board
Training Manual

WSS - DISCUSSION Item 2G.

Discussion of next steps

