

The Humboldt Schools.
Motivating achievement since 1906.

GOVERNING BOARD MEETING

Tuesday, November 14, 2017

Lake Valley Elementary School
3900 N. Starlight
Prescott Valley, AZ

Regular Session @ 6:30

Mr. Daniel Streeter, Superintendent

Richard Adler, President
Suzie Roth, Vice President
Dr. Dina Battaglia, Member
Ryan Gray, Member
Paul Ruwald, Member

HUMBOLDT UNIFIED SCHOOL DISTRICT #22
"To provide a comprehensive, world-class education for all students"

**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 **November 14, 2017**, at **Lake Valley Elementary School**, located at **3900 N. Starlight, 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.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Mary Diaz at (928)759-5007 or mary.diaz@humboldtunified.com. Requests should be made as early as possible to arrange the accommodation.
- 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

6:30 PM REGULAR SESSION

- 1. WELCOME AND CALL TO ORDER**
- 2. PLEDGE OF ALLEGIANCE/FLAG CEREMONY**
- 3. ROLL CALL**
- 4. AGENDA REVIEW/ACCEPT**
- 5. CURRENT EVENTS**
 - A. Board
 - B. Superintendent
- 6. CELEBRATING SUCCESSES**
 - A. Hungry Kids Project - Food Drive Trophy Presentation – John Agan
 - B. HUSD VIPs – Aimee Fleming, Lake Valley Elementary School Principal
 1. Certified – Gaylee Chilicky
 2. Classified – Andrea Valdez
 3. Volunteer – Linda Wemple
- 7. PUBLIC PARTICIPATION**

Pages 1-4

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.

8. **CONSENT ITEMS**

This section includes approval of items such as minutes, routine warrants, purchase orders, travel claims, employee leave requests, employee transfer requests and resignations, gifts to the District, and student and/or staff travel. Documentation concerning the matters on the Consent Agenda may be reviewed at the District office. Upon the request of a Board member, a topic on the Consent Agenda may be removed from this segment of the meeting and discussed as a Regular Agenda item.

Pages 5-8 **A. Personnel Recommendations**

Pages 9-12 **B. Governing Board Meeting Minutes of October 17, 2017** (audio recordings are posted on the District's website at www.humboldtunified.com)

Pages 13-242 **C. Financial/Business**

1. Approval of Accounts Payable voucher(s) in the amount of \$ 1,777,188.79
2. Approval of Payroll voucher(s) in the amount of \$ 1,210,345.25

Pages 242-250 **D. Monthly Budget Report**

Pages 251-256 **E. Monthly Student Activities Report**

Pages 257-262 **F. Request for approval of an Online School Department Chair to be included in the lower level stipend classification on the current 2017-18 Stipend Schedule**

Pages 263-280 **G. Request to renew an Intergovernmental Agreement with the Yavapai College Nursing Program for student nurses to observe HUSD nurses and to receive on-site training for an additional term of five years, March 20, 2018, to March 19, 2023**

Pages 281-305 **H. Request for approval of the district's K-12 Gifted Scope and Sequence**

Pages 306-307 **I. Gifts and donations**

9. **DISCUSSION ITEMS (*no action will be taken*)**

Pages 308-309 **A. Report from Lake Valley Elementary School Principal Aimee Fleming to include:**

- Lake Valley Focus
- Happenings at Lake Valley
- Changes at Lake Valley
- Partnerships
- Final thoughts

Pages 310-311 **B. Discussion of possible turf replacement for the football and baseball fields at Bradshaw Mountain High School**

10. **ACTION**

Pages 312-313 **A. Request for approval of temporary suspension of Policy CBI – Evaluation of Superintendent to delay the requirement of an annual evaluation by December 18 to December 19**

Pages 314-316 **B. Discussion and possible approval of an agreement with Yavapai County Education Service Agency to provide school psychologist services for fiscal year 2017-18**

Pages 317-325 **C. Discussion and possible action to oppose or support proposed changes to the Arizona School Boards Association bylaws**

11. **PERSONNEL**

Pages 326-327 **A. Request for approval to hire Ramon Rosario as the Director of Maintenance (one-year contract)**

12. **ANNOUNCEMENTS**

A. Next Scheduled Board Meetings are:

December 12 19, 2017	6:30 p.m.	Regular Meeting	@ Humboldt Elementary School
January 9, 2018	6:30 p.m.	Organizational & Regular Meeting	@ Liberty Traditional School
January 23, 2018	6:30 p.m.	Work-Study Session	@ Transportation Training Facility
February 13, 2018	6:30 p.m.	Regular Meeting	@ Granville Elementary School

13. 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).

CELEBRATING SUCCESSES

Item 6

- A. Hungry Kids Project – Food Drive Trophy Presentation
- B. HUSD VIPs – Lake Valley Elementary School
 - 1. Certified – Gaylee Chilicky
 - 2. Classified – Andrea Valdez
 - 3 Volunteer – Linda Wemple



The Humboldt Schools.

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November 14, 2017

HUSD Certified Employee of the Month (VIP) - Lake Valley Elementary School - Gaylee Chilicky

Lake Valley Elementary School is honored and proud to recognize Gaylee Chilicky, 5th grade ELA teacher, as the November HUSD Certified VIP. Mrs. Chilicky is going into her twelfth year teaching at Lake Valley. She is one of those teachers that always gives 110% of herself into her teaching and is here because of her love for education.

Mrs. Chilicky is a teacher that shows care and support for her students and her colleagues. Gaylee has been our strong and stable member of our 4th-6th grade team. She is a leader within her team and one that takes this role seriously. The last two years she has been the team leader for 5th grade and this year she has even taken on being one of our Google Certified trainers. Her willingness to lead others and help support her colleagues is admirable.

Mrs. Chilicky is a strong advocate for her students. She works hard to meet the needs of all her students as the 5th grade ELA teacher. She is creative in her practices and implements tiered lessons to ensure she pushes her gifted students and can provide purposeful intervention for those students struggling in concepts. This year she fully embraced Google Classroom with her 5th graders and our students are not only enjoying using this tool, but flourishing with their level of collaborations and 21st Century learning experiences. Mrs. Chilicky is willing to go outside her comfort levels to move students' learning and experiences to the next level.

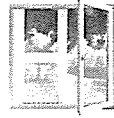
Mrs. Chilicky is a lifelong learner. She searches out opportunities for new learning and shares her ideas within her PLC team. Mrs. Chilicky will often find herself in our learning academy classes, Google training, and even is taking on co-teaching next year. I admire her willingness to continue to learn more and find ways to meet the needs of her students.

Mrs. Chilicky is always involved in our school community as well. She is a member of our PTA, Leadership Team and comes to all of our family nights. You can often find Mrs. Chilicky on the side lines of any of our sports games, cheering on the students she is so proud to support. Our community and families see and appreciate the drive and dedication that she puts into everything she does here at Lake Valley.

It is my extreme pleasure to recommend Gaylee Chilicky as the November HUSD Certified-VIP.

Aimee Fleming, Principal





The Humboldt Schools.

Motivating achievement since 1906.

November 14, 2017

HUSD Classified Employee of the Month (VIP) - Lake Valley Elementary School - Andrea Valdez

Lake Valley Elementary School is honored and proud to recognize Andrea Valdez, Librarian-Media Specialist, as the November HUSD Classified VIP. Mrs. Valdez is going into her fourth year here at Lake Valley.

Mrs. Valdez is a positive, collaborative member of our campus that takes constant pride in working at Lake Valley. She is always the first person to volunteer to take extra classes, pick up an additional duty, or even cover in the office for a few minutes when we are shorthanded. You will not hear Mrs. Valdez complain about work load or when she has had a bad day. She comes in positive each morning and leaves the same way each evening.

Mrs. Valdez enjoys working with our students at Lake Valley. She has taken on teaching two after-school clubs this year. Mrs. Valdez is leading our Comic Book club where she meets with students weekly to build their creativity skills. She is also co-leading our Ted ED club this year and has already brought a lot of excitement and creative thinking to this new school club.

Lake Valley is in transition this year with changing our computer lab into our Think Room. Mrs. Valdez has been on our Think Room committee and worked a lot behind the scenes to get this room up and running. She is our team leader for our special areas team and has supported our new Think Room teacher this year to help her acclimate to teaching and support her with finding new ways to incorporate creativity and collaboration into this room. With the transition of our new Think Room, Mrs. Valdez's library will be turning into a "Media Center." We have a laptop cart that will be dedicated to her room and she has used some grant money to add some flexible seating into her library. She has already planned ways to incorporate foreign language into her new Media Center format. Mrs. Valdez is known for her creativity and willingness to try new things to do what is best for kids and our school.

It is my extreme pleasure to recommend Andrea Valdez as the November HUSD Classified VIP.

Aimee Fleming, Principal



HUMBOLDT UNIFIED SCHOOL DISTRICT #22
LAKE VALLEY ELEMENTARY SCHOOL
3900 N. STARLIGHT DRIVE, PRESCOTT VALLEY, AZ 86314 • PHONE (928)759-4200 • FAX (928)759-4220



The Humboldt Schools.

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November 14, 2017

HUSD Volunteer of the Month (VIP) - Lake Valley Elementary School - Linda Wemple

Lake Valley Elementary School is honored and proud to recognize Linda Wemple with Lifepointe Church, as the November HUSD Volunteer VIP. Linda is a former educator that is one of the strongest supporters here at Lake Valley.

Mrs. Wemple started helping our school through her church, Lifepointe, and their adoption of our school. She quickly took on additional supports here at Lake Valley. She comes each month to drop off treats to our staff, just as a "thank you". She has been known to be a secret helper as well when needed. There have been a couple students in need of shoes or other items and once she has found out that information, she quickly makes a trip to the store and drops off the items that the student needs. She does not want or ever ask for any recognition in this process, but merely has the heart to help out a student in need.

In addition, Mrs. Wemple has volunteered time to serve on our Site Council and meet with our school stakeholders to help make school-wide decisions that support our staff and students. She can many times be found in a classroom, reading to a class and engaging with students. Her educator heart is always present and you can see the joy in her face when she gets to work with students. This year she has even taken her support a step further and is working with our school and members of Lifepointe to start an "Adopt a Classroom" program to find more ways to help our teachers and students. She always is taking the lead to find ways to bring her love for students and education to help our Lake Valley students.

One of the most important things I can tell you about Mrs. Linda Wemple is her heart, soul, and support is with Lake Valley. No matter the call, email, or request that is put in, she will come running to support us. It is an amazing feeling to know that there are people like Linda Wemple in this world that will always come in full support for our students.

Our staff, students, families and community are made a better place due to the dedication of Mrs. Wemple.

It is my extreme pleasure to recommend Mrs. Linda Wemple, as the November HUSD Volunteer VIP.

Aimee Fleming, Principal

HUMBOLDT UNIFIED SCHOOL DISTRICT #22
LAKE VALLEY ELEMENTARY SCHOOL
3900 N. STARLIGHT DRIVE, PRESCOTT VALLEY, AZ 86314 • PHONE (928)759-4200 • FAX (928)759-4220

CONSENT

Item 8A.

Personnel Recommendations

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on November 14, 2017

A. RESIGNATIONS/MATERNITY LEAVES/LEAVES OF ABSENCE/OTHER

Certified Staff

1. Shannon DeWeese – ELD Teacher @ LTS (12-25-17)
2. Katrina Oaklief-Swanson – Kindergarten Teacher @ CSES (10-11-17)

Classified Staff

1. Pamela Anderson – Bus Driver Regular (11-7-17)
2. Rebecca Birch – Benefits Coordinator @ District Office (11-16-17)
3. Margaret Bohannon – Mod/Sev/Prof Aide @ BMHS (10-20-17)
4. Novice Cole – After School Program Aide (10-30-17)
5. Christopher Fairchild – Lead Maintenance Custodian @ BMMS (11-3-2017)
6. Stephanie Henry – Mod/Sev/Prof Aide @ BMHS (10-27-17)
7. Lindsay MacEachern – Attendance Secretary @ BMMS (11-3-2017)
8. Doreen McKenna – Registrar @ BMHS (10-27-17)
9. Mike Perez – Custodian @ LVES/GHMS (10-4-17)
10. Lauren Rapp – Mod/Sev/Prof Aide @ LVES (11-21-17)
11. Victoria White – YTP Program Specialist Aide @ BMHS (10-27-17)
12. John Wilson – Playground Aide @ MVES (10-9-17)

Substitute+ Staff

- | | |
|---------------------------------|---|
| 1. Joshua Adams – Bus Aide | 15. Jessie Libby - Nurse |
| 2. Patricia Andreasky – Teacher | 16. Connie Martin – F&N Worker |
| 3. Krystal Balls – Nurse | 17. Owen Mayotte – F&N Worker |
| 4. Glenn Carroll – Teacher | 18. Bria Mosquera-Hunter Williams – Teacher |
| 5. Katherine Chatelain – Nurse | 19. Margaret Murray – F&N Worker |
| 6. Patricia Cooper – Teacher | 20. Dakota Naud – Aide |
| 7. Violet Deangelis – Nurse | 21. Michael O'Toole – Bus Dirver |
| 8. Samantha Ellett – Bus Driver | 22. Jodi Oen – Aide |
| 9. Jared Emmett – Bus Driver | 23. Lesli Ravsten – Aide |
| 10. Lori Ford – AVID Tutor | 24. Mary Roskopf – Teacher |
| 11. Becky Harper – Aide | 25. Katherine Taylor – Teacher |
| 12. Nancy Howe – Bus Aide | 26. Bernadette Winqest – Teacher |
| 13. Eugene Kim – AVID Tutor | |
| 14. Jamie Lewis – Teacher | |

B. EMPLOYMENT OFFERS *(Employment offer is subject to acceptable background/fingerprint checks.)*

Certified Staff

1. None

Classified Staff

1. Ann Fitz-Gibbon – Custodian @ GHMS/LVES (replaces Mike Perez)
2. Libiert Guzman – 6 Hr/Day Preschool Aide @ BFPS (replaces Trisha Marr)
3. Ashley Harrington – 4 Hr/Day F&N Worker II @ BMHS (replaces Alma Foley)
4. Kent Howard – Custodian @ GES/MVES (replaces Cynthia Plumb)
5. Jane Hynes – Nurse @ GES (replaces Pamela Robinette)
6. Irene Pritchett – 6.5 Hr/Day Mod/Sev/Prof Aide @ CSES (replaces Heidi Woodruff)
7. Kristen Wise – 3 Hr/Day Playground Aide @ MVES (replaces John Wilson)

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on November 14, 2017

Substitute + Staff

- | | |
|------------------------------|--------------------------------|
| 1. Andrea Anderson – Teacher | 6. Christina Hale – Teacher |
| 2. Karyn Bee – Teacher | 7. Joyce Hecker – F&N Worker |
| 3. Lisa Fitzgerald – Teacher | 8. Keniah Lopez – Aide |
| 4. Shannon Franks – Aide | 9. Patricia Lurye – AVID Tutor |
| 5. Deborah Griffin – Aide | |

C. SUPPLEMENTAL CONTRACTS

Overloads

1. None

Stipends Specifically Listed on Board-approved 2017-2018 Stipend Schedule

(M&O-\$00.00.; Tax Credit-\$00.00; General Tax Credit- \$00.00; SPED-\$00.00; Other- \$00.00)

1. Darrin Blake – CTSO Advisor-HOSA @ BMHS
2. David Capka – CTE Director Extended @ BMHS
3. Natalie Ipson – .5 Coach Basketball Elementary Girls Co-Ed @ LTS
4. Curtis Kleinman – .5 Coach Basketball Elementary Girls Co-Ed @ LTS
5. Francisco Ortiz Y Davis – CTSO Advisor-DECA @ BMHS
6. Guy Poland – Coach Track Elem @ GES
7. Linda Schaetzle – Nursing Program Coordinator @ BMHS
8. Cynthia Sobo – CTSO Advisor-Skills @ BMHS
9. Nancy Vallely – CTSO Advisor-HOSA @ BMHS
10. Anika Van Orden – Coach Basketball 8th Grade Girls @ LTS
11. Ashley Visitacion – National Jr. Honor Society @ BMMS

Other Stipends

(M&O-\$00.00; Tax Credit-\$00.00; F&N-\$0.00; Special Education-\$0.00; Other-\$0.00)

1. Bennett Linda – Department Chair –SM Dept @ BMHS

D. IN-DISTRICT TRANSFERS

Certified

1. None

Classified

1. Bronte Casperson – from Receiving Clerk at CSES to Registrar @ BMHS (replaces Doreen McKenna)
2. Yaremi Meyer – additional position of After School Program aide @ CSES (replaces Suzette Wharton)
3. Cynthia Plumb – from Custodian @ MVES/GES to Custodian at BMHS-E (replaces Jennifer Golleher)
4. Rainee Remp – from 5 Hr/Day Bus Driver Regular to 6 Hr/Day Bus Driver Regular (replaces Aaron Cates)
5. Andria Reyes – from Mod/Sev/Prof Aide @ BMMS to Attendance Secretary at BMMS (replaces Lindsay MacEachren)

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on November 14, 2017

6. Suzette Wharton – from 3.75 Hr/Day After School Program aide @ GES to 3.75 Hr/Day After School Program aide @ CSES (replaces Novice Cole)

E. INCREASE/ DECREASE IN HOURS (+OR -) OR FUNDING

Certified

1. None

Classified

1. Perla Herrera Valenzuela – from 6 Hr/Day F&N Clerk @ BMMS to 6.5 Hr/Day F&N Clerk
2. Yvonne Krein – from 6 Hr/Day F&N Cook @ BMMS to 6.5 Hr/Day F&N Cook @ BMMS

CONSENT

Item 8B.

Minutes

October 17, 2017

(audio minutes are available on the district website)

HUMBOLDT UNIFIED SCHOOL DISTRICT #22
“To provide a comprehensive, world-class education for all students”

Audio Minutes Table of Contents (with markers) – 10-17-2017

The Governing Board of the Humboldt Unified School District #22 convened during a meeting open to the public on **October 17, 2017**, at **Glassford Hill Middle School** located at **6901 Panther Path, Prescott Valley, Arizona**.

To get to the audio minutes on our website, please go to www.humboldtunified.com → **School Board** → **Board Meetings** → **Meeting Minutes** → **Select Year** → **Select Meeting Date** → **Digital Board Minutes**. The recording will automatically begin. You may drag the recording time marker to the specific agenda item you wish to review. Timed markers are shown below.

6:30 PM REGULAR SESSION

- 00:03 1. **WELCOME AND CALL TO ORDER**
- 00:18 2. **PLEDGE OF ALLEGIANCE/FLAG CEREMONY**
- 00:38 3. **ROLL CALL**
- 01:03 4. **AGENDA REVIEW/ACCEPT**
5. **CURRENT EVENTS**
01:30 A. Board
07:05 B. Superintendent
6. **CELEBRATING SUCCESSES**
11:34 A. HUSD VIPs – Melissa Tannehill, Glassford Hill Middle School Principal
12:22 1. Certified – Jose Rosario
18:22 2. Classified – Ann Carey
23:10 3. Volunteer – Robin Rojas
7. **PUBLIC PARTICIPATION**
30:05 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.
- NONE**
8. **CONSENT ITEMS**
31:17 This section includes approval of items such as minutes, routine warrants, purchase orders, travel claims, employee leave requests, employee transfer requests and resignations, gifts to the District, and student and/or staff travel. Documentation concerning the matters on the Consent Agenda may be reviewed at the District office. Upon the request of a Board member, a topic on the Consent Agenda may be removed from this segment of the meeting and discussed as a Regular Agenda item.
- A. Personnel Recommendations
- B. Governing Board Meeting Minutes of September 12 and 26, 2017 (audio recordings are posted on the District's website at www.humboldtunified.com)
- C. Financial/Business
1. Approval of Accounts Payable voucher(s) in the amount of \$ 1,770,877.03
2. Approval of Payroll voucher(s) in the amount of \$ 2,473,938.58

- D. Monthly Budget Report
- E. Monthly Student Activities Report
- F. Request to ratify the Annual Financial Report for fiscal year 2016-17
- G. Request to revise the Sole Source Vendor Listing for fiscal year 2017-18
- H. Request for approval to renew an affiliation agreement with Granite Creek Health and Rehabilitation Center for high school Certified Nursing Assistant students to receive clinical experience for the 2017-18 school year
- I. Request for approval to renew an agreement with Northern Arizona Council of Governments (NACOG) / Head Start for HUSD Food & Nutrition to provide meal service for the 2017-18 school year

31:23

- J. Gifts and donations
- PASSED UNANIMOUSLY – ALL**

9. DISCUSSION ITEMS (*no action will be taken*)

33:04

- A. Report from Glassford Hill Middle School Principal Melissa Tannehill to include:
 - School successes
 - Overview of the Glassford Way
 - Professional Learning Communities School Wide
 - AVID's role on campus (Advancement Via Individual Determination)
 - Community partnerships to include simulator report from Prescott Valley Police Department

01:00:51

- B. Report from Prescott Valley Town Council member Marty Grossman to include:
 - Arizona Education Progress Meter
 - Education issues that were discussed at the League of Cities and Towns Conference
 - Arizona Town Hall regarding education funding

01:14:53

- C. Report from Executive Director of Curriculum Cole Young regarding letter grades awarded to HUSD schools under the State Board of Education's A-F Accountability System

01:30:52

- D. Report from Executive Director of Finance Cynthia Windham regarding the Capital Plan and B-Bond Update

10. ACTION

01:37:45

- A. Request for approval of temporary suspension of Policy BAA – Evaluation of School Board/Board Self-Evaluation

PASSED UNANIMOUSLY

01:40:08

- B. Second Reading and possible adoption of Policy Advisories 588-601 as presented by Arizona School Boards Association (ASBA)
 - PA 588 BBBA – Board Member Qualifications
 - PA 589 EEAEA – Bus Driver Requirements, Training, and Responsibilities
 - PA 590 GCQF – Discipline, Suspension, and Dismissal of Professional Staff Members
 - PA 591 GDFA - Support Staff Qualifications and Requirements (Fingerprinting Requirements)
 - PA 593 IJJ – Textbook/Supplementary Materials Selection and Adoption
 - PA 596 JFAA – Admission of Resident Students
 - PA 597 JFABC – Admission of Transfer Students
 - PA 598 JFB – Open Enrollment
 - PA 599 JL – Student Wellness
 - PA 600 KB – Parental Involvement in Education
 - PA 601 IJNDB – Use of Technology Resources in Instruction

PASSED UNANIMOUSLY

11. ANNOUNCEMENTS

01:43:26 A. Next Scheduled Board Meetings are:

November 1, 2017	6:30 p.m.	Special Meeting	@ Transportation Training Facility
November 14, 2017	6:30 p.m.	Regular Meeting	@ Lake Valley Elementary School
December 12, 2107	6:30 p.m.	Regular Meeting	@ Humboldt Elementary School
January 9, 2018	6:30 p.m.	Regular Meeting	@ Liberty Traditional School

12. ADJOURNMENT

01:44:01

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CONSENT

Item 8D.

Monthly Budget Report

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8D
FROM:	Cynthia Windham, Finance Director	Reading
DATE:	November 14, 2017	Discuss
SUBJECT:	Monthly Budgets - Board Report	Action
		Consent X

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

SUPPORTING DATA:

Attached is the monthly Expenditure Budget Balance Report.

This report summarizes District expenditures and current encumbrances per fund.

SUMMARY & RECOMMENDATION:

No action necessary. Reports are presented for informational purposes only.

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

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

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2017-2018

Account Number / Description



Summary Only

From Date: 7/1/2017

To Date:

8/30/2018

Budget Balance

% Remaining Bud

Fund:	001	MAINT & OPER FUNDS	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
		Fund 001 Total:	\$33,555,973.74	\$8,664,428.02	\$8,664,428.02	\$24,891,545.72	\$20,531,589.63	\$4,359,956.09 12.99%
Fund:	011	CLASSROOM-BASE SAL	\$581,916.00	\$0.00	\$0.00	\$581,916.00	\$0.00	\$581,916.00 100.00%
		Fund 011 Total:						
Fund:	012	CLASSROOM-PERF PAY	\$1,338,398.00	\$0.00	\$0.00	\$1,338,398.00	\$0.00	\$1,338,398.00 100.00%
		Fund 012 Total:						
Fund:	013	CLASSROOM-OTHER	\$1,995,369.00	\$17,001.12	\$17,001.12	\$1,978,367.88	\$22,130.85	\$1,956,237.03 98.04%
		Fund 013 Total:						
Fund:	021	INDIAN GAMING-INSTRUCTION IMPROV	\$60,270.00	\$0.00	\$0.00	\$60,270.00	\$0.00	\$60,270.00 100.00%
		Fund 021 Total:						
Fund:	022	INDIAN GAMING-INSTRUCTIONAL IMPROV	\$268.00	\$0.00	\$0.00	\$268.00	\$0.00	\$268.00 100.00%
		Fund 022 Total:						
Fund:	024	INDIAN GAMING - INSTRUCTIONAL IMPROV	\$234,585.00	\$56,360.55	\$56,360.55	\$178,224.45	\$127,712.47	\$50,511.98 21.53%
		Fund 024 Total:						
Fund:	071	SEI - STRUCTURED ENGLISH IMMERSION	\$390,855.99	\$108,861.29	\$108,861.29	\$281,994.70	\$266,882.22	\$15,112.48 3.87%
		Fund 071 Total:						
Fund:	110	TITLE 1 LEA	\$1,252,637.84	\$0.00	\$0.00	\$1,252,637.84	\$0.00	\$1,252,637.84 100.00%
		Fund 110 Total:						
Fund:	111	TITLE 1 LEA - (15/16)	\$0.00	\$290,497.91	\$290,497.91	(\$290,497.91)	\$798,171.40	(\$1,088,669.31) 0.00%
		Fund 111 Total:						
Fund:	113	TITLE 1-D NEGLECT/DELINQUENT(15/16)	\$197,821.27	\$0.00	\$0.00	\$197,821.27	\$161,845.09	\$35,976.18 18.19%
		Fund 113 Total:						
Fund:	140	TITLE II-IMPROV TEACHER QUAL(14/15)						

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2017-2018

☒ Summary Only

From Date: 7/1/2017

To Date:

8/30/2018

Account Number / Description

	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance
						% Remaining Bud
Fund 140 Total:	\$98,343.47	\$0.00	\$0.00	\$98,343.47	\$0.00	\$98,343.47 100.00%
Fund 141 Total:	\$118,868.70	\$22,405.46	\$22,405.46	\$96,463.24	\$56,065.61	\$40,397.63 33.99%
Fund 190 Total:	\$53,737.95	\$7,492.16	\$7,492.16	\$46,245.79	\$9,335.70	\$36,910.09 68.69%
Fund 220 Total:	\$935,078.46	\$216,225.81	\$216,225.81	\$718,852.65	\$476,379.32	\$242,473.33 25.93%
Fund 221 Total:	\$23,777.20	\$6,487.08	\$6,487.08	\$17,290.12	\$16,576.10	\$714.02 3.00%
Fund 260 Total:	\$147,178.36	\$3,259.67	\$3,259.67	\$143,918.69	\$3,858.36	\$140,060.33 95.16%
Fund 261 Total:	\$18,240.37	\$9,727.53	\$9,727.53	\$8,512.84	\$425.35	\$8,087.49 44.34%
Fund 290 Total:	\$69,443.00	\$7,433.92	\$7,433.92	\$62,009.08	\$6,970.97	\$55,038.11 79.26%
Fund 291 Total:	\$1,539,921.20	\$133,624.80	\$133,624.80	\$1,406,296.40	\$201,577.52	\$1,204,718.88 78.23%
Fund 302 Total:	\$200,400.00	\$50,908.31	\$50,908.31	\$149,491.69	\$119,903.36	\$29,588.33 14.76%
Fund 303 Total:	\$92,300.00	\$34,297.28	\$34,297.28	\$58,002.72	\$4,922.43	\$53,080.29 57.51%
Fund 349 Total:	\$1,598,245.49	\$86,259.43	\$86,259.43	\$1,511,986.06	\$38,838.87	\$1,473,147.19

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2017-2018

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2017	To Date: 8/30/2018	Budget Balance	
					Encumbrance	% Remaining Bud
		Budget	Range To Date	YTD	Balance	
Fund: 353	TAYLOR GRAZING - FY 12-13					92.17%
	Fund 353 Total:	\$92,293.00	\$0.00	\$0.00	\$92,293.00	\$0.00
						100.00%
Fund: 374	E-RATE					
	Fund 374 Total:	\$275,000.00	\$36,419.97	\$36,419.97	\$238,580.03	\$0.00
						86.76%
Fund: 400	CTE PRIORITY PROGRAM					
	Fund 400 Total:	\$26,732.56	\$27.00	\$27.00	\$26,705.56	\$4,279.77
						83.89%
Fund: 435	ACADEMIC CONTESTS					
	Fund 435 Total:	\$1,105.00	\$0.00	\$0.00	\$1,105.00	\$0.00
						100.00%
Fund: 485	WRP					
	Fund 485 Total:	\$145,890.22	\$46,938.99	\$46,938.99	\$98,951.23	\$76,891.31
						15.12%
Fund: 500	SCH PLANT - > 1 YR					
	Fund 500 Total:	\$172,800.00	\$4,995.00	\$4,995.00	\$167,805.00	\$42,026.41
						72.79%
Fund: 506	SCHOOL PLANT (SALE)					
	Fund 506 Total:	\$10,810.00	\$0.00	\$0.00	\$10,810.00	\$0.00
						100.00%
Fund: 510	FOOD SERVICE					
	Fund 510 Total:	\$2,618,371.38	\$765,660.49	\$765,660.49	\$1,852,710.89	\$1,648,200.07
						7.81%
Fund: 515	CIVIC CENTER					
	Fund 515 Total:	\$144,853.06	\$42,860.79	\$42,860.79	\$101,992.27	\$13,955.74
						60.78%
Fund: 517	BUS RENTAL					
	Fund 517 Total:	\$202,695.00	\$0.00	\$0.00	\$202,695.00	\$1,200.00
						99.41%
Fund: 520	COMMUNITY SCHOOL					
	Fund 520 Total:	\$3,060.00	\$0.00	\$0.00	\$3,060.00	\$0.00
						100.00%

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2017-2018

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2017	To Date: 8/30/2018		
		Budget	Range To Date	YTD	Balance	Encumbrance % Remaining Bud
Fund:	521 EXTENDED KINDERGARTEN					
	Fund 521 Total:	\$303,971.98	\$75,978.53	\$75,978.53	\$227,993.45	\$213,771.27 4.68%
Fund:	522 BEFORE/AFTER SCHOOL PROGRAM					
	Fund 522 Total:	\$65,378.93	\$1,188.81	\$1,188.81	\$64,190.12	\$64,190.12 98.18%
Fund:	523 BRIGHT FUTURES PRESCHOOL					
	Fund 523 Total:	\$102,288.35	\$11,873.00	\$11,873.00	\$90,415.35	\$82,399.31 61.00%
Fund:	525 AUX OPERATIONS					
	Fund 525 Total:	\$766,346.54	\$88,864.75	\$88,864.75	\$677,481.79	\$579,252.27 75.59%
Fund:	526 ACT FEES TAX CRED					
	Fund 526 Total:	\$719,770.50	\$51,173.43	\$51,173.43	\$668,597.07	\$628,686.92 87.35%
Fund:	527 SUMMER SCHOOL					
	Fund 527 Total:	\$1,115.00	\$0.00	\$0.00	\$1,115.00	\$1,115.00 100.00%
Fund:	530 GIFTS & DONATIONS					
	Fund 530 Total:	\$104,326.98	\$4,472.03	\$4,472.03	\$99,854.95	\$95,713.20 91.74%
Fund:	534 SCHOLARSHIPS					
	Fund 534 Total:	\$2,715.00	\$0.00	\$0.00	\$2,715.00	\$2,715.00 100.00%
Fund:	540 FINGERPRINT					
	Fund 540 Total:	\$3,250.00	\$0.00	\$0.00	\$3,250.00	\$3,250.00 100.00%
Fund:	550 INSURANCE PROCEEDS					
	Fund 550 Total:	\$300,000.00	\$0.00	\$0.00	\$300,000.00	\$297,383.73 99.13%
Fund:	551 INSURANCE - AEI					
	Fund 551 Total:	\$50,500.40	\$2,394.78	\$2,394.78	\$48,105.62	\$42,456.19 84.07%
Fund:	555 TEXTBOOKS					

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2017-2018

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2017	To Date: 8/30/2018	Budget Balance	
					Encumbrance	% Remaining Bud
		Budget	Range To Date	YTD	Balance	
Fund 555 Total:						
Fund:	565	LITIGATION RECOVERY			\$20,412.00	\$0.00
					\$20,412.00	100.00%
Fund 565 Total:						
Fund:	570	INDIRECT COSTS			\$18,000.00	\$0.00
					\$18,000.00	100.00%
Fund 570 Total:						
Fund:	575	UNEMPLOYMENT INSURANCE			\$1,583,493.60	\$118,450.77
					\$1,515,499.40	\$1,397,048.63
						88.23%
Fund 575 Total:						
Fund:	596	JTED - MTN. INSTITUTE			\$115,980.00	\$0.00
					\$115,980.00	100.00%
Fund 596 Total:						
Fund:	610	CAPITAL OUTLAY			\$13,476.40	\$13,129.69
					\$346.71	\$31,628.88
						(\$31,282.17)
						-232.13%
Fund 610 Total:						
Fund:	620	ADJACENT WAYS			\$5,815,016.00	\$1,840,148.49
					\$3,974,867.51	\$412,293.32
						\$3,562,574.19
						61.27%
Fund 620 Total:						
Fund:	630	BOND BUILDING			\$4.00	\$0.00
					\$4.00	100.00%
Fund 630 Total:						
Fund:	650	GIFTS & DONATIONS			\$1,484,678.85	\$41,238.39
					\$1,443,440.46	\$0.00
						\$1,443,440.46
						97.22%
Fund 650 Total:						
Fund:	665	ENERGY REBATES			\$25,500.00	\$5,907.50
					\$19,592.50	\$14,218.52
						\$5,373.98
						21.07%
Fund 665 Total:						
Fund:	691	BUILDING RENEWAL GRANT - SFB			\$25,221.00	\$0.00
					\$25,221.00	100.00%
Fund 691 Total:						
Fund:	850	STUDENT ACTIVITIES			\$0.00	\$5,030.00
					\$5,030.00	\$389,852.00
						(\$394,882.00)
						0.00%
Fund 850 Total:						
Fund:	850	STUDENT ACTIVITIES			\$11,743.29	\$11,743.29
					\$139,982.11	\$9,341.36
						\$130,640.75

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2017-2018

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2017	To Date: 8/30/2018	Budget Balance
			YTD	Encumbrance	% Remaining Bud
Fund:	855				86.10%
	EMPLOYEE INSURANCE				
	Fund 855 Total:		\$2,103,770.21	\$25,142.89	\$3,723,350.71
					63.62%
	Grand Total:		\$14,937,079.08	\$26,023,000.72	\$24,762,593.60
					37.68%

End of Report

CONSENT

Item 8E.

Student Activities Report

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8E
FROM:	Cynthia Windham, Executive Director of Finance	Reading
DATE:	November 14, 2017	Discuss
SUBJECT:	Student Activities - Board Report	Action
		Consent X

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

SUPPORTING DATA:

Attached is the monthly Student Activities Report.

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

SUMMARY & RECOMMENDATION:

No action necessary. Reports are presented for informational purposes only.

Approved for transmittal to the Governing Board:


Mr. Daniel Streeter, Superintendent

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

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2016-2017

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2016

To Date: 11/30/2017

☒ Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.110.1319	GENERIC EXPENSE	\$7,664.12	\$0.00	\$0.00	\$7,664.12	\$0.00	\$7,664.12	100.00%
850.100.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$779.47	\$779.47	(\$779.47)	\$0.00	(\$779.47)	0.00%
850.610.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$1,382.85	\$1,382.85	(\$1,382.85)	\$0.00	(\$1,382.85)	0.00%
850.610.1000.6810.110.1319	DUES AND FEES	\$0.00	\$99.71	\$99.71	(\$99.71)	\$0.00	(\$99.71)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$7,664.12	\$2,262.03	\$2,262.03	\$5,402.09	\$0.00	\$5,402.09	70.49%
	UNIT: LVES - 110	\$7,664.12	\$2,262.03	\$2,262.03	\$5,402.09	\$0.00	\$5,402.09	70.49%
850.100.1000.6000.120.1319	GENERIC EXPENSE	\$4,407.89	\$0.00	\$0.00	\$4,407.89	\$0.00	\$4,407.89	100.00%
850.610.1000.6610.120.1319	GENERAL SUPPLIES	\$0.00	\$1,538.45	\$1,538.45	(\$1,538.45)	\$0.00	(\$1,538.45)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$4,407.89	\$1,538.45	\$1,538.45	\$2,869.44	\$0.00	\$2,869.44	65.10%
850.100.1000.6000.120.1362	GENERIC EXPENSE	\$2,512.86	\$0.00	\$0.00	\$2,512.86	\$0.00	\$2,512.86	100.00%
850.610.1000.6610.120.1362	GENERAL SUPPLIES	\$0.00	\$430.82	\$430.82	(\$430.82)	\$0.00	(\$430.82)	0.00%
850.610.1000.6810.120.1362	DUES AND FEES	\$0.00	\$385.00	\$385.00	(\$385.00)	\$0.00	(\$385.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$2,512.86	\$815.82	\$815.82	\$1,697.04	\$0.00	\$1,697.04	67.53%
850.100.1000.6000.120.1385	GENERIC EXPENSE	\$376.29	\$0.00	\$0.00	\$376.29	\$0.00	\$376.29	100.00%
	COURSE: SCIENCE - 1385	\$376.29	\$0.00	\$0.00	\$376.29	\$0.00	\$376.29	100.00%
	UNIT: BMMS - 120	\$7,297.04	\$2,354.27	\$2,354.27	\$4,942.77	\$0.00	\$4,942.77	67.74%
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$12,573.30	\$0.00	\$0.00	\$12,573.30	\$0.00	\$12,573.30	100.00%
850.100.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$228.19	\$228.19	(\$228.19)	\$0.00	(\$228.19)	0.00%
850.400.2710.6510.125.1319	STUDENT TRANS SVS	\$0.00	\$71.15	\$71.15	(\$71.15)	\$0.00	(\$71.15)	0.00%
850.610.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$2,281.93	\$2,281.93	(\$2,281.93)	\$0.00	(\$2,281.93)	0.00%
850.610.1000.6890.125.1319	MISC EXPENDITURES	\$0.00	\$4,280.00	\$4,280.00	(\$4,280.00)	\$0.00	(\$4,280.00)	0.00%
850.610.2790.6519.125.1319	TRANSP - PRIVATE	\$0.00	\$3,350.00	\$3,350.00	(\$3,350.00)	\$0.00	(\$3,350.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$12,573.30	\$10,211.27	\$10,211.27	\$2,362.03	\$0.00	\$2,362.03	18.79%
850.100.1000.6000.125.1362	GENERIC EXPENSE	\$1,320.26	\$0.00	\$0.00	\$1,320.26	\$0.00	\$1,320.26	100.00%
850.610.1000.6810.125.1362	DUES AND FEES	\$0.00	\$385.00	\$385.00	(\$385.00)	\$0.00	(\$385.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$1,320.26	\$385.00	\$385.00	\$935.26	\$0.00	\$935.26	70.84%
	UNIT: GHMS - 125	\$13,893.56	\$10,596.27	\$10,596.27	\$3,297.29	\$0.00	\$3,297.29	23.73%
850.100.1000.6000.131.1319	GENERIC EXPENSE	\$3,156.54	\$0.00	\$0.00	\$3,156.54	\$0.00	\$3,156.54	100.00%
850.610.3100.6340.131.1319	TECHNICAL SERVICES	\$0.00	\$100.35	\$100.35	(\$100.35)	\$0.00	(\$100.35)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$3,156.54	\$100.35	\$100.35	\$3,056.19	\$0.00	\$3,056.19	96.82%
	UNIT: HES - 131	\$3,156.54	\$100.35	\$100.35	\$3,056.19	\$0.00	\$3,056.19	96.82%
850.100.1000.6000.132.1319	GENERIC EXPENSE	\$3,828.28	\$0.00	\$0.00	\$3,828.28	\$0.00	\$3,828.28	100.00%
850.610.1000.6810.132.1319	DUES AND FEES	\$0.00	\$201.36	\$201.36	(\$201.36)	\$0.00	(\$201.36)	0.00%
850.610.1000.6890.132.1319	MISC EXPENDITURES	\$0.00	\$200.00	\$200.00	(\$200.00)	\$0.00	(\$200.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$3,828.28	\$401.36	\$401.36	\$3,426.92	\$0.00	\$3,426.92	89.52%
	UNIT: MVES - 132	\$3,828.28	\$401.36	\$401.36	\$3,426.92	\$0.00	\$3,426.92	89.52%
850.100.1000.6000.133.1319	GENERIC EXPENSE	\$1,342.80	\$0.00	\$0.00	\$1,342.80	\$0.00	\$1,342.80	100.00%
850.610.1000.6610.133.1319	GENERAL SUPPLIES	\$0.00	\$67.72	\$67.72	(\$67.72)	\$0.00	(\$67.72)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$1,342.80	\$67.72	\$67.72	\$1,275.08	\$0.00	\$1,275.08	94.96%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2016-2017

☐ Subtotal by Collapse Mask
☐ Exclude Inactive Accounts with zero balance

☐ Include pre encumbrance
☐ Print accounts with zero balance

From Date: 7/1/2016 To Date: 11/30/2017

☒ Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Bud
UNIT: CSSES - 133							
850.100.1000.6000.134.1319	GENERIC EXPENSE	\$1,342.80	\$67.72	\$67.72	\$1,275.08	\$0.00	\$1,275.08 94.96%
850.610.1000.6610.134.1319	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$1,607.29	\$0.00	\$1,607.29 100.00%
	COURSE: STUDENT COUNCIL - 1319	\$1,607.29	\$632.00	\$632.00	(\$632.00)	\$0.00	(\$632.00) 0.00%
			\$632.00	\$632.00	\$975.29	\$0.00	\$975.29 60.68%
UNIT: LTS - 134							
		\$1,607.29	\$632.00	\$632.00	\$975.29	\$0.00	\$975.29 60.68%
850.100.1000.6000.135.1319	GENERIC EXPENSE	\$599.92	\$0.00	\$0.00	\$599.92	\$0.00	\$599.92 100.00%
	COURSE: STUDENT COUNCIL - 1319	\$599.92	\$0.00	\$0.00	\$599.92	\$0.00	\$599.92 100.00%
UNIT: GRANVILLE ELEMENTARY SCHOOL - 135							
		\$599.92	\$0.00	\$0.00	\$599.92	\$0.00	\$599.92 100.00%
850.100.1000.6000.230.1316	GENERIC EXPENSE	\$18,773.41	\$0.00	\$0.00	\$18,773.41	\$0.00	\$18,773.41 100.00%
850.610.1000.6610.230.1316	GENERAL SUPPLIES	\$0.00	\$4,052.94	\$4,052.94	(\$4,052.94)	\$0.00	(\$4,052.94) 0.00%
850.610.1000.6810.230.1316	DUES AND FEES	\$0.00	\$2,478.00	\$2,478.00	(\$2,478.00)	\$0.00	(\$2,478.00) 0.00%
850.610.1000.6890.230.1316	MISC EXPENDITURES	\$0.00	\$5,970.00	\$5,970.00	(\$5,970.00)	\$0.00	(\$5,970.00) 0.00%
	COURSE: HOSA - 1316	\$18,773.41	\$12,500.94	\$12,500.94	\$6,272.47	\$0.00	\$6,272.47 33.41%
850.100.1000.6000.230.1319	GENERIC EXPENSE	\$25,013.70	\$0.00	\$0.00	\$25,013.70	\$0.00	\$25,013.70 100.00%
850.400.2710.6510.230.1319	STUDENT TRANS SVS	\$0.00	\$534.81	\$534.81	(\$534.81)	\$0.00	(\$534.81) 0.00%
850.610.1000.6580.230.1319	TRAVEL	\$0.00	\$99.00	\$99.00	(\$99.00)	\$0.00	(\$99.00) 0.00%
850.610.1000.6610.230.1319	GENERAL SUPPLIES	\$0.00	\$3,152.53	\$3,152.53	(\$3,152.53)	\$0.00	(\$3,152.53) 0.00%
850.610.1000.6732.230.1319	FF&E \$1000 - \$4999	\$0.00	\$3,840.00	\$3,840.00	(\$3,840.00)	\$0.00	(\$3,840.00) 0.00%
850.610.1000.6810.230.1319	DUES AND FEES	\$0.00	\$3,315.00	\$3,315.00	(\$3,315.00)	\$0.00	(\$3,315.00) 0.00%
850.610.1000.6890.230.1319	MISC EXPENDITURES	\$0.00	\$3,310.72	\$3,310.72	(\$3,310.72)	\$0.00	(\$3,310.72) 0.00%
850.610.2190.6340.230.1319	TECHNICAL SERVICES	\$0.00	\$1,550.00	\$1,550.00	(\$1,550.00)	\$0.00	(\$1,550.00) 0.00%
850.610.2610.6199.230.1319	Classified - OVERTIME	\$0.00	\$50.76	\$50.76	(\$50.76)	\$0.00	(\$50.76) 0.00%
850.610.2610.6221.230.1319	SOC SEC - OASDI	\$0.00	\$3.07	\$3.07	(\$3.07)	\$0.00	(\$3.07) 0.00%
850.610.2610.6222.230.1319	MEDICARE-HOSP INS	\$0.00	\$0.72	\$0.72	(\$0.72)	\$0.00	(\$0.72) 0.00%
850.610.2610.6231.230.1319	STATE RETIREMENT	\$0.00	\$5.76	\$5.76	(\$5.76)	\$0.00	(\$5.76) 0.00%
850.610.2610.6232.230.1319	LNG-TRM DISABILITY	\$0.00	\$0.07	\$0.07	(\$0.07)	\$0.00	(\$0.07) 0.00%
850.610.2610.6260.230.1319	WORKERS' COMP	\$0.00	\$1.84	\$1.84	(\$1.84)	\$0.00	(\$1.84) 0.00%
850.610.2660.6221.230.1319	SOC SEC - OASDI	\$0.00	\$7.69	\$7.69	(\$7.69)	\$0.00	(\$7.69) 0.00%
850.610.2660.6222.230.1319	MEDICARE-HOSP INS	\$0.00	\$1.80	\$1.80	(\$1.80)	\$0.00	(\$1.80) 0.00%
850.610.2660.6231.230.1319	STATE RETIREMENT	\$0.00	\$14.07	\$14.07	(\$14.07)	\$0.00	(\$14.07) 0.00%
850.610.2660.6232.230.1319	LNG-TRM DISABILITY	\$0.00	\$0.17	\$0.17	(\$0.17)	\$0.00	(\$0.17) 0.00%
850.610.2660.6260.230.1319	WORKERS' COMP	\$0.00	\$4.32	\$4.32	(\$4.32)	\$0.00	(\$4.32) 0.00%
	TECHNICAL SERVICES	\$0.00	\$284.09	\$284.09	(\$284.09)	\$0.00	(\$284.09) 0.00%
	COURSE: STUDENT COUNCIL - 1319	\$25,013.70	\$16,176.42	\$16,176.42	\$8,837.28	\$0.00	\$8,837.28 35.33%
850.100.1000.6000.230.1320	GENERIC EXPENSE	\$37.29	\$0.00	\$0.00	\$37.29	\$0.00	\$37.29 100.00%
	COURSE: UPWARD BOUND WARRIORS - 1320	\$37.29	\$0.00	\$0.00	\$37.29	\$0.00	\$37.29 100.00%
850.100.1000.6000.230.1361	GENERIC EXPENSE	\$27,819.07	\$0.00	\$0.00	\$27,819.07	\$0.00	\$27,819.07 100.00%
850.400.2710.6510.230.1361	STUDENT TRANS SVS	\$0.00	\$284.84	\$284.84	(\$284.84)	\$0.00	(\$284.84) 0.00%
850.610.1000.6320.230.1361	PROF-EDUC SERVICES	\$0.00	\$2,500.00	\$2,500.00	(\$2,500.00)	\$0.00	(\$2,500.00) 0.00%
850.610.1000.6610.230.1361	GENERAL SUPPLIES	\$0.00	\$4,282.30	\$4,282.30	(\$4,282.30)	\$0.00	(\$4,282.30) 0.00%
850.610.1000.6810.230.1361	DUES AND FEES	\$0.00	\$15,695.00	\$15,695.00	(\$15,695.00)	\$0.00	(\$15,695.00) 0.00%
	COURSE: MU ALPHA THETA - 1361	\$27,819.07	\$22,762.14	\$22,762.14	\$5,056.93	\$0.00	\$5,056.93 18.18%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2016-2017

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

From Date: 7/1/2016

To Date: 11/30/2017

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.230.1362	GENERIC EXPENSE	\$3,163.36	\$0.00	\$0.00	\$3,163.36	\$0.00	\$3,163.36	100.00%
850.610.1000.6810.230.1362	DUES AND FEES	\$0.00	\$1,135.00	\$1,135.00	(\$1,135.00)	\$0.00	(\$1,135.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$3,163.36	\$1,135.00	\$1,135.00	\$2,028.36	\$0.00	\$2,028.36	64.12%
850.100.1000.6000.230.1363	GENERIC EXPENSE	\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
	COURSE: ART - 1363	\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
850.100.1000.6000.230.1364	GENERIC EXPENSE	\$4,112.44	\$0.00	\$0.00	\$4,112.44	\$0.00	\$4,112.44	100.00%
850.610.1000.6610.230.1364	GENERAL SUPPLIES	\$0.00	\$3,832.46	\$3,832.46	(\$3,832.46)	\$0.00	(\$3,832.46)	0.00%
	COURSE: AVID - 1364	\$4,112.44	\$3,832.46	\$3,832.46	\$279.98	\$0.00	\$279.98	6.81%
850.000.0000.1702.230.1368	RETURNED DEPOSITED CHECK (1700	\$0.00	\$20.00	\$20.00	(\$20.00)	\$0.00	(\$20.00)	0.00%
850.100.1000.6000.230.1368	GENERIC EXPENSE	\$2,686.02	\$0.00	\$0.00	\$2,686.02	\$0.00	\$2,686.02	100.00%
850.100.1000.6810.230.1368	DUES AND FEES	\$0.00	\$12.00	\$12.00	(\$12.00)	\$0.00	(\$12.00)	0.00%
850.610.1000.6610.230.1368	GENERAL SUPPLIES	\$0.00	\$923.11	\$923.11	(\$923.11)	\$0.00	(\$923.11)	0.00%
850.610.1000.6890.230.1368	MISC EXPENDITURES	\$0.00	\$610.00	\$610.00	(\$610.00)	\$0.00	(\$610.00)	0.00%
	COURSE: DECA - 1368	\$2,686.02	\$1,565.11	\$1,565.11	\$1,120.91	\$0.00	\$1,120.91	41.73%
850.100.1000.6000.230.1375	GENERIC EXPENSE	\$4,778.75	\$0.00	\$0.00	\$4,778.75	\$0.00	\$4,778.75	100.00%
850.400.2710.6510.230.1375	STUDENT TRANS SVS	\$0.00	\$686.56	\$686.56	(\$686.56)	\$0.00	(\$686.56)	0.00%
850.610.1000.6610.230.1375	GENERAL SUPPLIES	\$0.00	\$1,248.47	\$1,248.47	(\$1,248.47)	\$0.00	(\$1,248.47)	0.00%
850.610.1000.6810.230.1375	DUES AND FEES	\$0.00	\$633.25	\$633.25	(\$633.25)	\$0.00	(\$633.25)	0.00%
850.610.1000.6890.230.1375	MISC EXPENDITURES	\$0.00	\$320.00	\$320.00	(\$320.00)	\$0.00	(\$320.00)	0.00%
	COURSE: INTERACT - 1375	\$4,778.75	\$2,888.28	\$2,888.28	\$1,890.47	\$0.00	\$1,890.47	39.56%
850.100.1000.6000.230.1377	GENERIC EXPENSE	\$495.94	\$0.00	\$0.00	\$495.94	\$0.00	\$495.94	100.00%
850.610.1000.6610.230.1377	GENERAL SUPPLIES	\$0.00	\$340.21	\$340.21	(\$340.21)	\$0.00	(\$340.21)	0.00%
850.610.1000.6810.230.1377	DUES AND FEES	\$0.00	\$155.73	\$155.73	(\$155.73)	\$0.00	(\$155.73)	0.00%
	COURSE: S CLUB (SOROPTIMIST) - 1377	\$495.94	\$495.94	\$495.94	\$0.00	\$0.00	\$0.00	0.00%
850.100.1000.6000.230.1378	GENERIC EXPENSE	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
	COURSE: FRENCH CLUB - 1378	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
850.100.1000.6000.230.1383	GENERIC EXPENSE	\$344.00	\$0.00	\$0.00	\$344.00	\$0.00	\$344.00	100.00%
850.610.1000.6610.230.1383	GENERAL SUPPLIES	\$0.00	\$43.99	\$43.99	(\$43.99)	\$0.00	(\$43.99)	0.00%
850.610.1000.6810.230.1383	DUES AND FEES	\$0.00	\$78.00	\$78.00	(\$78.00)	\$0.00	(\$78.00)	0.00%
	COURSE: NATIONAL ART HONOR SOCIETY - 1383	\$344.00	\$121.99	\$121.99	\$222.01	\$0.00	\$222.01	64.54%
850.100.1000.6000.230.1398	GENERIC EXPENSE	\$1,559.98	\$0.00	\$0.00	\$1,559.98	\$0.00	\$1,559.98	100.00%
850.610.1000.6610.230.1398	GENERAL SUPPLIES	\$0.00	\$127.11	\$127.11	(\$127.11)	\$0.00	(\$127.11)	0.00%
850.610.1000.6810.230.1398	DUES AND FEES	\$0.00	\$345.00	\$345.00	(\$345.00)	\$0.00	(\$345.00)	0.00%
850.610.1000.6890.230.1398	MISC EXPENDITURES	\$0.00	\$510.00	\$510.00	(\$510.00)	\$0.00	(\$510.00)	0.00%
	COURSE: SKILLS CLUB - 1398	\$1,559.98	\$982.11	\$982.11	\$577.87	\$0.00	\$577.87	37.04%
850.100.1000.6000.230.1403	GENERIC EXPENSE	\$7,012.86	\$0.00	\$0.00	\$7,012.86	\$0.00	\$7,012.86	100.00%
850.610.1000.6610.230.1403	GENERAL SUPPLIES	\$0.00	\$3,423.31	\$3,423.31	(\$3,423.31)	\$0.00	(\$3,423.31)	0.00%
	COURSE: P.A.L.S. - 1403	\$7,012.86	\$3,423.31	\$3,423.31	\$3,589.55	\$0.00	\$3,589.55	51.19%
850.100.1000.6000.230.1405	GENERIC EXPENSE	\$20.11	\$0.00	\$0.00	\$20.11	\$0.00	\$20.11	100.00%
	COURSE: BASEBALL - 1405	\$20.11	\$0.00	\$0.00	\$20.11	\$0.00	\$20.11	100.00%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2016-2017

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2016 To Date: 11/30/2017

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.230.1432	GENERIC EXPENSE COURSE: GIRLS BASKETBALL - 1432	\$215.67	\$0.00	\$0.00	\$215.67	\$0.00	\$215.67	100.00%
850.100.1000.6000.230.1469	GENERIC EXPENSE COURSE: G.O.A.L.S. CLUB - 1469	\$60.69	\$0.00	\$0.00	\$60.69	\$0.00	\$60.69	100.00%
	UNIT: BMHS - 230	\$96,478.63	\$65,883.70	\$65,883.70	\$30,594.93	\$0.00	\$30,594.93	31.71%
Grand Total:		\$135,868.18	\$82,297.70	\$82,297.70	\$53,570.48	\$0.00	\$53,570.48	39.43%

End of Report

CONSENT

Item 8F.

Stipend Schedule

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	8F
FROM:	Jim Bogner, Assistant Superintendent-Operations	Reading	
DATE:	November 14, 2017	Discuss	
SUBJECT:	2017-18 Stipend Schedule	Action	
		Consent	X

OBJECTIVE:	Goal #2: To Focus on Planning for Future Student Needs
	Goal #4: To Attract and Retain Highly Effective Employees

SUPPORTING DATA

With the expansion of the online school at Bradshaw Mountain High School, the administration is requesting to add a Department Chair in order to continue to meet the changing needs of our students. The additional position for the online school will support the growth, coordination and administration of the new department.

Bradshaw Mountain High School has two levels of stipends for Department Chairs. The higher level is for large departments (Language Arts, Mathematics, Science, Social Studies) and the lower level is for smaller departments (Art, Physical Education, Special Education, Foreign Language, etc.). The lower level stipends range from \$1,225 to \$1,960 based on experience. The request for the Online School Department Chair position would fall into the lower level stipend.


SUMMARY & RECOMMENDATION.

Due to the expansion of the online school at Bradshaw Mountain High School, we are requesting an additional stipend for an Online School Department Chair. This stipend would be a lower level Department Chair stipend ranging from \$1,225 to \$1,960. This additional stipend does not require a wording change to the stipend schedule but it is attached for your review. This stipend would be funded out of the Maintenance & Operation budget.

Sample Motion

I move to approve an Online School Department Chair stipend to be included in the lower level stipend classification on the current 2017-18 Stipend Schedule.

Approved for transmittal to the Governing Board:


Mr. Daniel Streeter, Superintendent

Questions should be directed to: Jim Bogner, 759-4006

2017-2018 STIPEND SCHEDULE

Category 1 = 12% Category 2 = 10% Category 3 = 7.5% Category 4 = 5% Category 5 = 2.5%

STIPEND CATEGORIES AND RATES

POSITION TYPE	Number of Positions	*Funding Source	CATEGORY	YEARS				
				0-3	4-6	7+	YEARS	YEARS
FOOTBALL (Fall Season)								
Football - Head Coach	1	M/O	1	\$ 2,940.00	\$ 3,822.00	\$ 4,704.00		
Football - Assistant Coach	5	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Football - Assistant Coach - Additional	2		3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
August-October → Football - Flag Football - Elementary	1 per building	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
Weight Room Coach - HS (3 seasons)	1 per season	Tax Credit	4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00		
BASKETBALL								
Basketball Boys - Head Coach	1	M/O	1	\$ 2,940.00	\$ 3,822.00	\$ 4,704.00		
Basketball Boys - Assistant Coach	1	Tax Credit	1	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Basketball Girls - Head Coach	1	M/O	1	\$ 2,940.00	\$ 3,822.00	\$ 4,704.00		
Basketball Girls - Assistant Coach	1	TaxCredit	1	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Basketball Boys - JV Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Basketball Girls - JV Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Basketball Boys - Freshman	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Basketball Girls - Freshman	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Basketball Boys - 8th Grade	1 per building	M/O	4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00		
Basketball Girls - 8th Grade	1 per building	M/O	4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00		
Basketball - Assistant Coach - MS	Per Trigger #	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
October-December → Basketball Boys - Elementary	1 per building	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
October-December → Basketball Girls - Elementary (Co-ed, if needed)	1 per building	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
WRESTLING (Winter Season)								
Wrestling - Head Coach	1	M/O	2	\$ 2,450.00	\$ 3,185.00	\$ 3,920.00		
Wrestling - JV Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Wrestling - Assistant Coach - HS	Per Trigger #	Tax Credit	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Wrestling - Combined Middle School Coach	1	M/O	4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00		
Wrestling - Assistant Coach - MS	Per Trigger #	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
Wrestling - Combined Elementary Coach	1	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
VOLLEYBALL (Fall Season)								
Volleyball - Head Coach	1	M/O	1	\$ 2,940.00	\$ 3,822.00	\$ 4,704.00		
Volleyball - Assistant Coach	1	Tax Credit	1	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Volleyball - JV Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Volleyball - Freshman Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Volleyball - Middle School	1 per building	M/O	4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00		
Volleyball - Assistant Coach MS	Per Trigger #	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
January-February → Volleyball - Elementary	1 per building	Tax Credit	5	\$ 612.50	\$ 796.25	\$ 980.00		
BASEBALL (Spring Season)								
Baseball - Head Coach	1	M/O	1	\$ 2,940.00	\$ 3,822.00	\$ 4,704.00		
Baseball - Assistant Coach	1	Tax Credit	1	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Baseball - JV Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Baseball - Freshman Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
SOFTBALL (Spring Season)								
Softball - Head Coach	1	M/O	1	\$ 2,940.00	\$ 3,822.00	\$ 4,704.00		
Softball - Assistant Coach	1	Tax Credit	1	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Softball - JV Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		
Softball - Freshman Coach	1	M/O	3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00		

TRACK (Spring Season)	Track - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Track - Assistant Coach - HS	2	M/O			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Track - Assistant Coach - HS	Per Trigger #	Tax Credit			\$ -	\$ -	\$ -
	Track Boys - MS	1 per building	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Track Girls - MS	1 per building	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Track - Assistant Coach - MS	Per Trigger #	Tax Credit			\$ 612.50	\$ 796.25	\$ 980.00
March-May →	Track - Coach - Elementary	1 per building	Tax Credit			\$ 612.50	\$ 796.25	\$ 980.00
	Track - Assistant Coach - Elementary	Per Trigger #	Tax Credit			\$ 612.50	\$ 796.25	\$ 980.00
SOCCER (Winter Season)	Soccer Boys - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Soccer Girls - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Soccer - Assistant Coach - HS	Per Trigger #	Tax Credit (Sport)			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Soccer Boys - JV Coach	1	M/O			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Soccer Girls - JV Coach	1	M/O			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Soccer - Combined Boys Girls- MS	1	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
GROSS COUNTRY (Fall Season)	Soccer - Combined Girls Coach - MS	1	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Soccer - Assistant Coach - MS	Per Trigger #	Tax Credit			\$ 612.50	\$ 796.25	\$ 980.00
TENNIS (Spring Season)	Gross Country - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Gross Country - Assistant Coach - HS	Per Trigger #	Tax Credit			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Gross Country - Combined Boys and Girls Coach - MS					\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
D SWIMMING (Fall Season)	Tennis Boys - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Tennis Girls - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Tennis - Assistant Coach	Per Trigger #	Tax Credit (Sport)			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
GOLF (Fall Season)	Swim - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Swim - Assistant Coach	Per Trigger #	Tax Credit			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Golf - Head Coach	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Golf - Assistant Coach	Per Trigger #	Tax Credit			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
CHEER (Fall Season/Winter Season)	(2 seasons)							
	Cheer Coach - Head	1	M/O			\$ 2,450.00	\$ 3,185.00	\$ 3,920.00
	Cheer Coach - Assistant	Per Trigger #	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
MUSIC (School Year)	Band Director - Middle School	1 per building	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	*MS Band stipend requires minimum of six (6) after school and/or evening events per year.							
	Choir Director - Middle School	1 per building	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	*MS Choir stipend requires minimum of six (6) after school and/or evening events per year.							
	Choir Director - High School	1	M/O			\$ 2,940.00	\$ 3,822.00	\$ 4,704.00
	Marching Band Director - High School	1	M/O			\$ 2,940.00	\$ 3,822.00	\$ 4,704.00
STUDENT COUNCIL (School Year)	Marching Band Assistant - High School (45+ students)	Per Trigger #	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Marching Band Assistant - High School (90+ students)	Per Trigger #	Tax Credit			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Music Director - Elementary	1 per building	M/O			\$ 612.50	\$ 796.25	\$ 980.00
	*Elementary Choir stipend requires minimum of three (3) after school and/or evening events per year.							
STUDENT COUNCIL (School Year)	Student Council Advisor - High School	1	M/O			\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Student Council Advisor - Middle School	1 per building	M/O			\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Student Council Advisor - Elementary	1 per building	M/O			\$ 612.50	\$ 796.25	\$ 980.00

YEARBOOK (School Year)	Yearbook Advisor - High School	1		M/O		3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Yearbook Advisor - Middle School	1 per building		M/O		5	\$ 612.50	\$ 796.25	\$ 980.00
DRAMA (School Year)									
	Drama Advisor - High School	1		M/O		1	\$ 2,940.00	\$ 3,822.00	\$ 4,704.00
	*HS Drama stipend requires minimum of ten (10) after school and/or evening events per year.								
	Drama Technical Advisory - HS	1		M/O		4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	*HS Drama Tech stipend requires minimum of eight (8) after school and/or evening events per year.								
HIGH SCHOOL (School Year)	Drama Advisor - Middle School	1 per building		M/O		4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	*MS Drama stipend requires minimum of six (6) after school and/or evening events per year.								
	Advanced Ed - Co-Chair	2		M/O		3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	CTSO Advisor - High School (Deca (1), Skills (2), HOSA (2))	5		JTET			\$ 1,850.00		
	Department Chair (LA, Math, Science, Social Studies) - High School	1 per core class		M/O		3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	AVID Coordinator - High School	1		M/O		3	\$ 1,837.50	\$ 2,388.75	\$ 2,940.00
	Department Chair (except LA, Math, Science, Social Studies) - High School	1 per department		M/O		4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Graduation Sponsor - High School	1		M/O		5	\$ 612.50	\$ 796.25	\$ 980.00
	Prom Sponsor - High School	1		M/O		5	\$ 612.50	\$ 796.25	\$ 980.00
	High School Speech/Forensics/Mock Trial Advisor	1		M/O		4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Link Crew Facilitators	4		M/O			\$500		
	"Clubs/Program" stipend to be paid a fixed \$612.50 from Tax Credit as available and with Principal approval.								
MIDDLE SCHOOL (School Yr.)									
	Athletic Director - Middle School	1 per building		M/O		4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Reading Counts - Middle School	1 per building		M/O		5	\$ 612.50	\$ 796.25	\$ 980.00
	Student Advisor Group Leader - Middle School	6		MGI Grant		other	\$ 612.50	\$ -	\$ -
	Team Leader - Middle School			M/O		5	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
261	BMMS (3)	7th,8th, Elective							
	GHMS (4)	7th,8th, Elective, Honors							
	LTS (1)	7/8 Combo							
	AVID Coordinator - Middle School	1 per building		M/O			\$ 1,850.00		
	"Clubs/Program" stipend to be paid a fixed \$612.50 from Tax Credit as available and with Principal approval.								
ELEMENTARY SCHOOL (School Yr.)									
	Athletic Director - Elementary	1		M/O			\$ 4,000.00	\$ -	\$ -
	Child Study Coordinator - Elementary	1 per building		M/O		4	\$ 1,225.00	\$ 1,592.50	\$ 1,960.00
	Reading Counts - Elementary	1 per building		M/O		5	\$ 612.50	\$ 796.25	\$ 980.00
	AVID Coordinator - Elementary	1 per building		M/O			\$ 1,850.00		
TRIGGERS	"Clubs" stipend to be paid a fixed \$612.50 from Tax Credit as available and with Principal approval.								
	A sports team with <10... stipend= 1/2 pay rate								
	A sports team with 24+... assistant coach (Tax Credit)								
	A sports team with 48+... second assistant coach (Tax Credit)								
	A high school dept. head with <6 = 1/2 pay scale								
ACADEMIC ADVISORS									
	High School Counselors	4		Medicaid			\$ 6,000.00	\$ -	\$ -
	*HS Counselors requires a minimum of ten (10) after school and/or evening events per year						Salary Sch - FY 17-18		
CURRICULUM COORDINATORS	District ELD Coordinator	1		M/O/Title III			\$ 15,000.00	\$ -	
	District Network Administrator	1		M/O			\$ 15,000.00	\$ -	
	District Insurance Liaison/ACA	1		YUEBT			\$ 6,000.00		
	CTE Director Extended Contract	1		JTET/CTE			\$ 4,000.00	\$ -	
	Nursing Program Coordinator	1		JTET/CTE			\$ 2,000.00	\$ -	
	Lead Nurse	1		M/O			\$ 2,500.00	\$ -	
	Lead Speech	1		SPED 220			\$ 1,000.00	\$ -	
	Lead Psych	1		SPED 220			\$ 2,500.00	\$ -	
	Psych Intern Supervisor	1		SPED 220			\$ 2,500.00	\$ -	
	Special Education Mentor	1		M/O			\$ 1,000.00	\$ -	
	Speech Supervision	1		SPED 220			\$ 2,500.00	\$ -	

	Gifted Coach - Signature Program	1 - LVES	Signature Prgrm	\$ 2,500.00	
	21st Century Advisors - Signature Program	2 - CSES	Signature Prgrm	\$ 2,500.00	\$ -
	Title One - Summer School Coordinator	1	Title 1	\$ 3,000.00	\$ -
	Title One - Summer School Assessment Coordinator		Title 1	\$ 100.00	Day
	Title One - Summer School Teacher		Title 1	\$ 100.00	Day
PROFESSIONAL DEVELOPMENT/ CURRICULUM DEVELOPMENT	Teacher - Participant Full Day - (6-8hrs)		Misc Grts	\$ 100.00	Day
	Teacher - Participant Half Day - (3-4hrs)			\$ 50.00	Day
	HUSD Presenters Full Day - (6-8hrs) Individual Teacher		Misc Grts	\$ 200.00	Day
	HUSD Presenters Half Day - (3-4hrs) Individual Teacher		Misc Grts	\$ 100.00	Day
	HUSD Presenters Full Day - (6-8hrs) Team Presenters (each)		Misc Grts	\$ 150.00	Day
	HUSD Presenters Half Day - (3-4hrs) Team Presenters (each)		Misc Grts	\$ 75.00	Day
OVERLOADS	Class Overload: High School	1/5 of Salary	M/O		
	Class Overload: Middle School	1/5 of Salary	M/O		
	Class Overload: Elementary School	1/7 of Salary	M/O		
	Class Overload: (Other)	1/x of Salary	M/O		
GUIDELINES					
	*Funding sources may vary				
	Continuous years of in-house experience in a "position type" will count for horizontal movement.				
	Head high school coaches new to the District may be granted up to five (5) years credit for coaching experience in the same sport at previous schools.				
	High school assistant coaches, JV Coaches, and Freshman Coaches new to the District may be granted up to three (3) years credit for coaching experience in the same sport at previous schools.				
				<p>Assistant coaches not listed will be paid as follows: 1) High school assistants for Category 1 head coaches will be paid two (2) steps lower than the high school head coach. 2) High school assistants for Category 2 head coaches and middle level assistants will be paid one (1) step lower than the coach. 3) Elementary assistants will be paid at the same level as the elementary coach. Assistants based on triggers will be paid from Tax Credit Funds, except as listed above.</p>	

CONSENT

Item 8G.

IGA
YC – Nursing Program

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	8G
FROM:	Patty Bitsilly, Executive Director of Special Services	Reading	
DATE:	November 14, 2017	Discuss	
SUBJECT:	Renewal of Intergovernmental Agreement with Yavapai College (Nursing Program)	Action	
		Consent	X
OBJECTIVE:	Goal #3: To Increase Parental and Community Engagement		

SUPPORTING DATA:

The original Intergovernmental Agreement (IGA) between the Yavapai College Nursing Program and HUSD was reviewed by legal counsel and approved by the board on March 9, 2012, for a term of five years and is attached for your reference.

The purpose of the agreement is to allow student nurses from Yavapai College to observe our school nurses and self-contained classrooms, and receive on-site training. Often, this is the only exposure to pediatrics that they experience during their practicum.

At the February 14, 2017 governing board meeting the agreement was extended for an additional year (First Amendment - March 20, 2017 to March 19, 2018).

Other than extending the term of the agreement for an additional five years, there are no other changes (Second Amendment – March 20, 2018 to March 19, 2023).

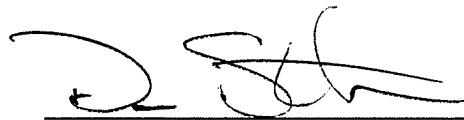
SUMMARY & RECOMMENDATION:

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

Sample Motion:

I move to approve the renewal of the Intergovernmental Agreement with the Yavapai College Nursing Program for a term of five years, March 20, 2018, to March 19, 2023.

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

Questions should be directed to: Patty Bitsilly at 759-4040

SECOND AMENDMENT TO INTERGOVERNMENTAL AGREEMENT

Between

Yavapai County Community College District

And

Humboldt Unified District No.22

This Second Amendment to Intergovernmental Agreement (IGA) is entered into by and between Yavapai County Community College District, a community college district of the State of Arizona (hereinafter referred to as "College"), and Humboldt Unified District No. 22 of Yavapai County, a political subdivision of the State of Arizona (hereinafter referred to as "District").

Witnesseth:

Whereas, on March 20, 2012, College and District entered into an IGA to provide a means whereby the College's students may receive on-site training as a nurse at a District location effective March 20, 2012 through March 19, 2017, and;

Whereas, the College and District first amended to extend the IGA for one (1) additional one-year period from March 20, 2017 through March 19, 2018, and;

Whereas, the College and District each desire, to amend the language in the second sentence under **Section A. "Term and Termination"** of the IGA, to read "This Agreement may be renewed for successive five (5) year terms upon finalization of written notice of intent to renew signed by both Parties not less than thirty (30) days prior to termination date of then-current term". And thus, extend the IGA for an additional five (5) year term from March 20, 2018 through March 19, 2023; and additionally amend to add a third paragraph under this section to read "Either Party may terminate this Agreement at the end of any semester during the term of this IGA by providing the other Party thirty (30) days written notice of such termination.", and;

NOW, THEREFORE, IT IS MUTUALLY AGREED BY COLLEGE AND DISTRICT THAT SAID IGA IS AMENDED AS FOLLOWS:

1. The language in **Section A. "Term and Termination"** of the IGA is amended as written above.
2. The term of this Agreement shall be extended for an additional five (5) year term from March 20, 2018 through March 19, 2023.
3. Except as expressly amended herein, the terms and conditions set forth in said original IGA shall remain in full force and effect.

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE CAUSED THIS SECOND AMENDMENT TO THE IGA TO BE SIGNED ON THEIR BEHALF BY THEIR DULY AUTHORIZED REPRESENTATIVES.

FOR COLLEGE:

FOR DISTRICT:

Mr. Ray Sigafoos
College District Governing Board Chair

Mr. Daniel Streeter
HUSD Superintendent

ATTEST:

ATTEST:

Karen Jones
College Executive Assistant

Mary Diaz
Assistant to Governing Board & Superintendent

FIRST AMENDMENT TO INTERGOVERNMENTAL AGREEMENT

Between
Yavapai County Community College District
And
Humboldt Unified District No. 22

This First Amendment to Intergovernmental Agreement (IGA) is entered into by and between Yavapai County Community College District, a community college district of the State of Arizona (hereinafter referred to as "College"), and Humboldt Unified District No. 22 of Yavapai County, a political subdivision of the State of Arizona (hereinafter referred to as "District").

Witnesseth:

Whereas, on March 20, 2012, College and District entered into an IGA to provide a means whereby the College's students may receive on-site training as a nurse at a District location effective March 20, 2012 through March 19, 2017, and;

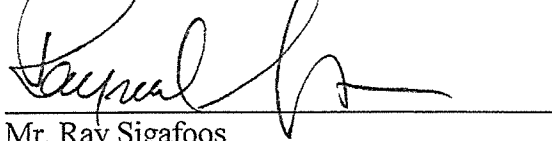
Whereas, the College and District each desire, as allowed in Section A. "***Term and Termination***" of the IGA, to extend the Agreement for one (1) additional one-year period from March 20, 2017 through March 19, 2018.

NOW, THEREFORE, IT IS MUTUALLY AGREED BY COLLEGE AND DISTRICT THAT SAID IGA IS AMENDED AS FOLLOWS:


1. The term of this Agreement shall be extended for one (1) additional one-year period from March 20, 2017 through March 19, 2018.
2. Except as expressly amended herein, the terms and conditions set forth in said original IGA shall remain in full force and effect.

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE CAUSED THIS FIRST AMENDMENT TO IGA TO BE SIGNED ON THEIR BEHALF BY THEIR DULY AUTHORIZED REPRESENTATIVES.

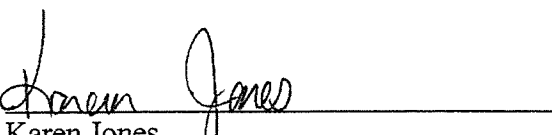
FOR COLLEGE:


Mr. Ray Sigafoos
College District Governing Board Chair

FOR DISTRICT:

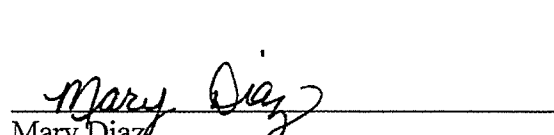

Mr. Daniel Streeter
HUSD Superintendent

ATTEST:


Karen Jones
College Executive Assistant

APPROVED

ATTEST:


Mary Diaz
Assistant to the Governing Board & Superintendent

FEB 14 2017

NURSING PROGRAM INTERGOVERNMENTAL AGREEMENT

This Nursing Program Intergovernmental Agreement ("Agreement") is made and entered into this 20th day of March, 2012, by and between Humboldt Unified District No. 22 of Yavapai County, a political subdivision of the State of Arizona ("District"), and Yavapai County Community College District d/b/a Yavapai College, a political subdivision of the State of Arizona ("College").

RECITALS

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

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

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

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

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

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

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

AGREEMENT

A. Term and Termination

The term of this Agreement shall commence and become effective when signed by both Parties, and will terminate on March 19, 2017. This Agreement may be renewed for successive terms of one (1) year upon finalization of written notice of intent to renew signed by both Parties not less than thirty (30) days prior to the termination date of the then-current term.

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

APPROVED

MAR 20 2012

B. Obligations of College

College shall:

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

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

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

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

C. Obligations of District

District shall:

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

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

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

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

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

D. Licensure and Accreditation

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

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

E. Discrimination Prohibited

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

F. Insurance

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

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

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

G. Indemnification

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

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

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

H. Conflicts of Interest

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

I. Severability

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

J. Entire Agreement

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

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

K. Assignment

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

L. Default and Force Majeure

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

M. Warranty

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

N. Compliance with Immigration Laws

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

O. Iran/Sudan

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

P. Employees

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

Q. Governing Law

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

R. Removal from Practicum

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

THE REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK

EXHIBIT A

(Insert the goals and objectives for College Students participating in the Practicum as referred to in Section B, Subsection 3.)

NSG 231
SCHOOL NURSE EXPERIENCE

Objectives:

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

Guidelines:

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

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

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

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

Pediatric Physical Assessment

Student Name: _____ Date: _____

Patient Initials: _____ Patient Age: _____ Gender: _____

History illnesses (including infectious diseases):

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

Other: _____

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

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

Allergies: _____

Nutrition

Diet: _____ Wt. loss/gain: _____

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

Skin Color: _____ Texture: _____

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

Neurologic/Head

LOC/State _____ Facial Symmetry: _____

Sensory Deficit Aids: _____

Reflexes: _____

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

Eyes:

Pupils: _____ Discharge: _____ Clarity: _____

Strabismus: _____ Swelling: _____ Ptosis: _____

Ears:

Shape: _____ Symmetry: _____ Discharge: _____

Oxygenation

Respirations (rate, depth, rhythm): _____

Retractions: _____ Nasal Flaring: _____ Grunting: _____

Breath Sounds: _____ Cough: _____ Mucous Membranes: _____

Skin/nail beds color: _____

Cardiovascular

Apical HR: _____ Rhythm: _____ Murmur: _____

Capillary refill: _____ Peripheral pulses/locations: _____

Skin Turgor: _____ Edema: _____

Musculoskeletal

ROM: _____ Symmetry: _____

Activity Tolerance: _____ Strength: _____

GI/GU Abdomen

Abdomen appearance: _____ Bowel sounds: _____

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

Immunizations (Dates and Dosages)

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

Screening Tests

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

Safety Considerations Based on Developmental Age of this Child

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

Nursing Diagnosis (Actual and/or Risk for):

Interventions :

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

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

IN WITNESS WHEREOF, the parties execute this Agreement:

FOR COLLEGE:

By: Dale Ditzner
Its: DD

FOR DISTRICT:

By: Humboldt
Its: Governing Board President

Pursuant to Arizona Revised Statutes Section 11-952(D), the attorney for the Humboldt Unified District No. 22 the ("District") has this 10 day of May, 2012 determined that the foregoing Nursing Program Intergovernmental Agreement is in proper form and is within the powers and authority granted the District under the laws of Arizona.

W. J. Rasmussen
Attorney for District

Pursuant to Arizona Revised Statutes Section 11-952(D), the attorney for the Yavapai County Community College District the ("College") has this 22 day of May, 2012 determined that the foregoing Nursing Program Intergovernmental Agreement is in proper form and is within the powers and authority granted the College under the laws of Arizona.

Angela W. Cantelmo - hwa
Attorney for College

CONSENT

Item 8H.

K-12 Scope & Sequence

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 84
FROM:	Rob Bueche, Executive Director of Federal Programs and School Innovation	Reading
DATE:	November 14, 2017	Discuss
SUBJECT:	K-12 Gifted Scope and Sequence	Action
		Consent X
<hr/>		
OBJECTIVE:	Goal #1 – To Raise the Level of Student Achievement	

SUPPORTING DATA:

The state of Arizona provides for K-12 Gifted Education services for students who have been designated as exceptional using predetermined methods for assessment. A scope and sequence is used to ensure that gifted students are provided appropriate curriculum modifications which ensure that the academic abilities and potentials of these students is integrated and provides differentiated learning experiences during the regular school day. The scope and sequence acts as a curriculum document and strategic plan which outlines how educational opportunity to those students designated as exceptional are appropriately differentiated to enrich and expand learning opportunities.

As required by statute ARS § 15-779, the state requires periodic review and approval of the K-12 Gifted Scope and Sequence. Since last submitted, there have been no changes to our Gifted Scope and Sequence. Review and approval of the current Gifted Scope and Sequence ensures that the periodic review requirement by the Governing Board has occurred. The document is submitted to the Arizona State Board of Education and Department of Education every five years. If changes are made within the current fiscal year, the changes must be provided to the Arizona State Board of Education by July 1.

Vision 2020 ensures a clear pathway to revisit and make revisions to the K-12 Gifted Scope and Sequence to meet the growing needs of our students. With the adoption of a new Math curriculum and the forthcoming adoption of an ELA curriculum, the Gifted Committee is reviewing and developing a strategic plan for change aligned with the new curriculum adoptions from the past two years with plans to present an updated document in the coming months. Upon Governing Board approval, the revised document will be submitted to the Arizona State Board of Education prior to July 1 to ensure compliance with statutory regulations.

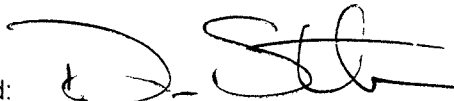
SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board approve the K-12 Gifted Scope and Sequence for the 2017-18 school year.

Sample Motion:

I move to approve the K-12 Gifted Scope and Sequence for the 2017-18 school year as presented.

Approved for transmittal to the Governing Board:


Mr. Daniel Streeter, Superintendent

Questions should be directed to: Rob Bueche, Executive Director of Federal Programs and School Innovation at 759-4010.

Humboldt Unified School District

Scope and Sequence Criteria

Program Design		
QUESTION	Indicators	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> Multiple criteria, non-verbal, verbal and quantitative 97% on state approved tests or services for students with borderline scores 	<p>House Bill 2552-Section 15-779 "Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil."</p> <p>H.U.S.D. supports this statement.</p> <p>"Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability."</p> <p>H.U.S.D. Supports this statement</p> <p>HUSD Approved Gifted Assessments Students who score at or above the 97th percentile in one area on the Cognitive Abilities Assessment or on the Ravens Progressive Matrices Assessment will be placed in Gifted programming (grades 2-6). The Gifted Specialist may accept students who score between the 90th and 96th percentile on a provisional basis AND at the Gifted</p>

	<p>specialist's discretion. These assessments tests verbal, quantitative and non-verbal abilities.</p> <p><u>New Students</u> Students entering from another district who have previously received gifted services will be placed in the Gifted program (grades 2-6) on a probationary basis with periodic parent/teacher reviews, or; they will gain automatic acceptance if they have scored at or above the 97th percentile on any Arizona approved gifted assessment.</p> <p><u>House Bill 2552/Section 15-2779.02</u> H.U.S.D. will ensure "programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day."</p> <p><u>Gifted All Day</u> The Gifted student is considered to be Gifted all day and should be challenged appropriately in his or her traditional classroom. This can be achieved through the use of differentiation methods; including, modification to content, product, process and environment.</p> <p>While in the Gifted classroom, students will be exposed to gifted strategies and differentiation methods that link Gifted and Arizona state standards in all content areas.</p>
Describe the Philosophy and Goals for your gifted program.	<p><u>Student Learning and Achievement</u></p> <ul style="list-style-type: none"> • Provide relevant opportunities for all students to maximize their learning potential by offering Gifted programming • Provide effective instruction that enables all students to meet or exceed academic standards using Gifted Strategies <p> <ul style="list-style-type: none"> • Incorporates a K-8 or K-12 continuity of services • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product • "Gifted students are gifted all day, not just for a small segment of that day" • Goal: start with where the student is </p>

	<p>academically and accelerate the pace of instruction</p> <ul style="list-style-type: none"> • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that represents the diversity of the school and district 	<ul style="list-style-type: none"> • Establish an environment where all members of the school community embrace diversity, leadership and accountability • Promote a culture that fosters active family participation and involvement through Gifted programs and events • Create and sustain an organizational culture that ensures collaboration and cooperation <p><u>Highly Performing Personnel</u></p> <ul style="list-style-type: none"> • Enhance and sustain collaborative working relationships by teaming with Gifted Education Instructors • Provide high quality training and development for all personnel through Gifted Professional Development and course offerings <p><u>Effective Communication</u></p> <ul style="list-style-type: none"> • Provide clear, concise and timely communication between students, parents, staff and community through Gifted forums, links and newsletters • Increase awareness and understanding of district priorities, programs, procedures and policies through a <i>Gifted Policies and Procedures Handbook</i> (under development) <p><u>Current Gifted Scope/Sequence Vision Statement:</u> All students will realize their unique potential, learn at their maximum ability, and develop a personal vision and a plan for their future</p>
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		<p>Acceleration/Promotion</p> <ul style="list-style-type: none"> •H.U.S.D. supports grade promotion as an option for extremely talented students. The acceleration of a pupil to a higher grade, which results in a student's skipping a grade, part of a grade, or a course, must be made on the basis of exceptionally high achievement by the pupil and evidence that the pupil will benefit more from the instructional program at the advanced level. The prescribed criteria for this process are to be developed by a multi-disciplinary team (including the Gifted specialist). The probable long-range academic, social and emotional effects on the student must be considered. The teacher will present documentation of specific criteria. Notification of this process should be forwarded to the Gifted program coordinator for documentation purposes. •H.U.S.D. supports grade level content acceleration on an individual basis upon recommendation by the giving and receiving teacher, parent and gifted education teacher (for example a student in third grade with a fourth grade math ability may attend a fourth grade math group). Notification of this process should be forwarded to the school administrator and the Gifted program coordinator for documentation purposes. •H.U.S.D. supports up to a one full day pull out program for students in grades 2-6 with the additional time spent in the regular classroom receiving differentiated instruction. <p><u>Next Step:</u></p> <ul style="list-style-type: none"> •Train teachers on daily gifted modifications, including modification to content, process, product and environment
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		<p>(Tomlinson, C.A. 1999)</p> <ul style="list-style-type: none"> • Train administrators to ensure that gifted education is given the same attention as the general education program (Lewis, J.D., 2007) • Develop a strong gifted curriculum with instructional materials and strategies appropriate for gifted learners (Reis, S.A. 2003) • Strive for at least one year's growth for all H.U.S.D. students- including gifted learners • Strive to identify under-identified populations (ELL's, K-1, and schools with low Gifted enrollment) and avoid program dropout • Strive to meet exemplary standards for gifted education according to the National Association for Gifted and Talented • Strive to meet all Arizona House Bill guidelines. Strive to recruit, identify and retain gifted students; then provide excellence in programming, academics, and social support for these unique learners • Provide on-going professional development for teachers and administrators in the area of differentiation, modifications and appropriate instructional strategies for gifted learners. • Ensure that teachers who have or will have gifted students in their rooms get Differentiation Training on modification of process, product, content and environment.
How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom 	<p><u>House Bill 2552-Section 15-779</u></p> <p>"Gifted education" means appropriate</p>

	<ul style="list-style-type: none"> Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.”</p> <p><u>House Bill 2552/Section 15-2779.02</u> H.U.S.D. will ensure “programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day.”</p> <ul style="list-style-type: none"> •H.U.S.D. delivers services to 2nd grade in a pull out program outside the regular classroom •Kindergarten and 1st grade students receive differentiation in the regular classroom. Our Gifted specialists also provide assistance to the K-1 teachers with the students that show a superior ability to process. Sometimes, we will provide an opportunity to a 1st grader to join the 2nd grade pull out group •The gifted student is considered to be gifted all day and should be challenged appropriately in his/her classroom. This can be achieved through the use of differentiation methods including, modification to content, product, process and environment <p><u>Twice-Exceptional Gifted Students</u></p> <p><u>House Bill 2552/Section 15-779.01</u></p> <p>“Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English</p>
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		<p>language.”</p> <p>Gifted students with other disabilities are considered Twice Exceptional. There are a variety of types of Twice-Exceptionality including:</p> <ul style="list-style-type: none"> • Gifted students with physical disabilities • Gifted students with sensory disabilities • Gifted students with Asperger Syndrome • Gifted students with emotional and/or behavior disorders • Gifted students with Attention Deficit/Hyperactivity Disorder • Gifted students with learning disabilities (National Education Association, 2006) <p>These students may exhibit discrepancy between measured academic potential and actual classroom performance. Initial focus on accommodations for their disability may overshadow recognition of their cognitive abilities. In order for these children to reach their potential, the Gifted teacher will ensure that their intellectual strengths be recognized and nurtured, while appropriately accommodating their disability.</p> <p>The Gifted teacher will actively collaborate with the classroom teacher and special education teacher to ensure that each student's IEP goals or 504 accommodations are appropriately met for each individual child.</p>
How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on 	<p><u>Grades 3-6</u></p> <p>Students in grades 3-6 receive differentiation in the regular classroom. Following qualification, the Gifted student in grades 3-6 will be working with an endorsed gifted</p>

	higher order thinking skills	<p>education teacher one or more pull out sessions each week.</p> <p>In addition, Gifted teachers are available to all Gifted students and the teachers who work with them, on an as-needed basis.</p> <p>The Gifted teacher is highly qualified and integrates gifted education strategies in a small group classroom (approximately 10-18 students). Gifted programming integrates gifted standards such as analysis, synthesis, evaluation, creative thinking/problem solving, leadership and organization to both enrich and accelerate through open-ended questioning strategies, affective skills modeling and long-term authentic projects. Students are assessed using both formative and summative methods.</p>
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies 	<p>The Gifted program incorporates both cognitive and affective gifted strategies with full inclusion of the state standards. Differentiation modifications are made to product, process, environment and content to enhance grade-level state standards. Students receive services that both accelerate and enrich their regular classroom experience, while still focusing on Arizona grade level standards in language arts, mathematics, science, social studies and the fine arts.</p> <p>The gifted program standards are aligned with district and state assessments. All gifted students participate in classroom assessments that are both formative and summative. In their Gifted program, students may be assessed using: portfolios, product/project reviews, rubrics, contracts and other authentic assessment methods.</p>

		<p><u>Grades K-6:</u></p> <p>Gifted specialists act as a resource for regular classroom teachers to provide training, materials or instructional suggestions that enhance regular K-6 programming and promote extension or enrichment of Arizona state standards.</p> <p>In addition, teachers with gifted endorsement provide pull outs in a self-contained gifted classroom. This experience builds on state standards introduced in class by using gifted strategies. Gifted specialists collaborate with classroom teachers to support both Arizona and National Association for Gifted Children standards. Gifted specialists participate in district training on Arizona standards-based curriculum and instruction methods and materials.</p>
How do you involve parents in your program?	<p>Periodic orientation/communication meetings</p> <ul style="list-style-type: none"> • Provide information about summer programs like Johns Hopkins, ASU and U of A. • Newsletters, parent support groups 	<p><u>Methods Currently in Place:</u></p> <ul style="list-style-type: none"> • District or site-based newsletters • On-campus extended projects • Volunteers • Internet links • Student mentoring/tutoring • Contributions to unit studies • Parent orientation/Open House • Monthly or quarterly newsletters • Conferences (as needed/requested) • Field trips • Gifted Nights to showcase products and performances

Curriculum and Instruction

Question	Indicators	District description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. 	<p>House Bill 2552/Section 15-2779.02 H.U.S.D. will ensure "programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day."</p> <p>H.U.S.D. teachers are trained to provide diverse students with differentiated programming. These services involve modification to content, process, product and environment.</p> <p><u>K-2 Sample Activities</u></p> <ul style="list-style-type: none"> • Leveled Reading Instruction in small groups • Open-ended, higher level thinking questioning strategies • During whole group instructional activities, gifted learners are enriched or accelerated • Authentic Assessment—both formative and summative • Use of technology in the classroom to enrich students • Use of literature extension activities • Cooperative learning groups • Guided reading, writing and math groups • Integration of Multiple Intelligences methods • Extension projects • Independent literature book groups • Leveled stations • Use of assessment to assist in leveling students • Buddy-up with intermediate student mentors or Gifted student mentors • Meeting student interest, need and ability • Enrichment activities such as field trips and studies

		<ul style="list-style-type: none"> • Emotional support group for Gifted students • After school clubs (by interest)
How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. 	<p>3-6 Sample Activities</p> <ul style="list-style-type: none"> • Leveled Reading Instruction in small groups • Open-ended, higher level thinking questioning strategies • During whole group instructional activities, gifted learners are enriched or accelerated • Authentic Assessment—both formative and summative • Use of technology in the classroom to enrich students • Use of literature extension activities • Cooperative learning groups • Guided reading, writing and math groups • Integration of Multiple Intelligences methods • Extension projects • Independent literature book groups • Leveled stations • Use of assessment to assist in leveling students • Buddy-up with intermediate student mentors or Gifted student mentors • Meeting student interest, need and ability • Enrichment activities such as field trips and studies • After school at-risk assistance and interest activities
What curricular materials do you use for grades K-2? Be specific.		<p>Grades K-2:</p> <p>Hands on Equations Georgia Math Standards EIE Science Kits Supplemental enrichment math Logic Matrices Engage New York Standards S.T.E.M. Activities</p>

What curricular materials do you use for grades 3-6? Be specific.	<p><u>Grades 3-6:</u></p> <p><u>Math</u></p> <p>Hands on Equations Analogy/Logic games Georgia Math Standards Supplemental enrichment math Logic Matrices</p> <p><u>Language Arts</u></p> <p>Literature groups Junior Great Books Authentic Writing Accelerated Literature Studies</p> <p><u>Fine Arts</u></p> <p>Artist Studies Experiences in Visual, Performing and Creative arts Experiences using a variety of mediums Interactive, hands-on field trips</p> <p><u>Science</u></p> <p>Lego Mindstorm Robotics Microsoft Office Products Power Point</p>
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Identification		
Question	Indicators	District description
Describe how your referral process for identification involves parents and staff	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on transfer forms • Announcements/newsletters to parents • Referrals from administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders 	<p><u>At the K-6 levels:</u></p> <p>Gifted specialists recruit students through teacher education, faculty meeting presentations, reviewing previous test scores, faculty e-mail, memos, parent notification and testing forms.</p> <p>Gifted testing referrals are taken from students, administration, parent, and student suggestion.</p>

		<p>Gifted testing date announcements are placed in the school newsletter four weeks prior to testing.</p> <p>New students' registrations are carefully screened for indications of prior gifted services.</p>
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> Track underrepresented students including at risk, ELL and equity compared to school population and encourage testing Aims Scores Use of non verbal tests Multiple measures Personal interviews 	<p>1. H.U.S.D. will provide gifted services to a child a Gifted pullout who scores at or above the 97th percentile in one area of the Cognitive Abilities Test. --OR--</p> <p>2. H.U.S.D. will provide gifted services to a new student if they score at or above the 97th percentile in one area of any gifted assessment approved by the Arizona Department of Education. --OR--</p> <p>3. H.U.S.D. will automatically administer the alternative assessment (Ravens) to any child who scores at or above the 90th percentile in any of the Cognitive Abilities Test. --OR--</p> <p>4. At the Gifted specialist's discretion</p>
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<ul style="list-style-type: none"> CogAT, Raven Students grades Gifted Characteristics Checklists Student, teacher, parent input State approved testing list Standardized Testing results Galileo District Assessments 	<p><u>House Bill 2552/Section 15-779.02</u></p> <p>H.U.S.D. may "identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the State Board of Education."</p> <p><u>House Bill 2552/Section 15-779.01</u></p> <p>"Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language."</p> <p>H.U.S.D. approves the administration of the following assessments to identify gifted and talented students:</p>

		<p>1. The Cognitive Abilities Test will be administered to grades K-8. A score of at or above the 97th percentile in one area is required for admission to the Gifted program.</p> <p>2. The Ravens Progressive Matrices Test will be administered as the alternate assessment if any of the following criteria are met:</p> <ul style="list-style-type: none"> • The student scores at or above the 90th percentile in any area of the Cognitive Abilities Test. • The student requires an alternate assessment due to limited verbal skills, attention span, IEP, 504 status or ELL status; and will be at the discretion of the Gifted specialist administering the assessment. <p>Acceptance will also be given to students who have taken any Arizona state approved gifted assessment and scored at or above the 97th percentile in any one of three areas—verbal, quantitative or non-verbal.</p> <p>These assessments were chosen by careful examination of other exemplary district assessments, program options and handbooks. Additionally, H.U.S.D. held extensive forums to review the Scope writing process and assessment selection including:</p> <ul style="list-style-type: none"> • Administrators/District Leaders • Gifted Specialists • K-6 classroom teachers • ELL and Special Education input • Librarians • Parents • Students
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters/website 	H.U.S.D. provides a formal letter of the referral and identification process.

<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher. Principal and Gifted Director 	<p>Once the testing process has been completed, a formal letter with test results is provided to the parents. If the student has qualified, the parent must provide written notification that they want their child to be placed in the gifted program. If the student did not qualify, a meeting can be arranged to discuss the results or the parent can request that the child be retested at the next available testing time.</p>
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Social and Emotional Development

Question	Indicators	District description
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative learning strategies • Establish a parent support group 	<p><u>K-6 Grade Levels</u></p> <ul style="list-style-type: none"> • Buddy-mentor teaching experiences exist between intermediate and primary students • Special needs counseling is available in small groups to address social skills • Gifted students are encouraged to participate in activities including student council, community services rallies, running morning announcements, authoring school newsletters, speaking at school-wide assemblies, entering contests and working as library helpers • Recommended students are assessed by a certified instructor for placement in a pull-out gifted program • Opportunities exist for grade skipping, flexible grouping and acceleration by content area
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	<ul style="list-style-type: none"> • The teacher and parents each receive a handbook with information about the gifted program and other information for identification, testing and placement. Also included are articles and rubrics that tell about different habits and traits of the gifted child. (under construction) • We have a "Meet the Teacher" night for the gifted parents to meet the teacher and to answer any questions they may have as to the curriculum and how they can support the program. <p><u>Elementary Gifted Specialists</u></p> <ul style="list-style-type: none"> • Have literature available for check out on the unique needs of gifted students • Provide options that vary from school-to-school including curriculum and/or orientation

		<p>parent nights</p> <ul style="list-style-type: none"> • Write regular curricular newsletters that include information on gifted affective needs, programs, trainings and/or websites • Facilitate Gifted nights to provide curricular and social skills information, Gifted goals, and showcase products or productions • Participate in initial parent/teacher conferences
How do you monitor, identify and provide assistance to "at risk" gifted students?	<ul style="list-style-type: none"> • Create an open ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on" 	<ul style="list-style-type: none"> • Create an open-ended referral process for parents, students and teachers • Provide counseling services on an 'as needed' basis for students at risk or to provide alternative gifted routes • Assist individual students who have unique needs, especially those who may be experiencing barriers to academic, career development and personal/social success • Special Education teachers participate as needed in working IEP's, 504's and prevention or intervention strategies. • Regular use of portfolios, progress reports, report cards, formal and informal assessment data and consideration for retention, grade skipping or acceleration.

Professional Development		
Question	Indicators	District description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> In-service training, staff development, professional learning communities Fund attendance at conferences, workshops and training in gifted education Provide instructional materials for gifted learners Join the Arizona Association for Gifted and Talented (AAGT) Teachers develop personal professional growth plans 	<ul style="list-style-type: none"> A modified training session may be given at the beginning of school at each elementary school by the gifted teacher. A Handbook about the gifted program and other material is given to all the teachers and administrators at the beginning of the year. (under development) An on-going dialog is provided to the teachers on an "as-needed" basis regarding help with students in the classroom or other information regarding the program.
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> Characteristics of the gifted learner Instructional needs of the gifted learner How to differentiate instruction to meet gifted learners needs Identifying the gifted learner The meaning of gifted testing results 	<ul style="list-style-type: none"> "Characteristics of Gifted Kids" "Creating and Managing Flexible Groups" "Questioning-Socratic" "Rigor in the Cluster Classroom" "Tiered Lessons Structures" "Assessment" "Extensions" "Reaching Non Verbal" "Creative & Critical Thinking" "Tying Together" Book Studies on <i>Teaching Gifted Kids in Today's Classroom</i> S. Winebrenner
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<ul style="list-style-type: none"> Specific training events that illustrated for administrators how to support gifted education in their schools Training for counselors in the social and emotional needs of the gifted learner ADE sponsored training on school improvement 	<ul style="list-style-type: none"> All staff and faculty are included in site-based gifted education training. Materials are provided after the gifted teacher return from any seminar or convention to share new ideas with the staff.

Parent and Community Involvement

Question	Indicators	District description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> • Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Web site for gifted students and parents • Parent – teacher conferences 	<ul style="list-style-type: none"> • The parents are given a handbook for the gifted program. • We have “Meet the Teacher” night where the gifted information is provided for any parent whether their child is in the program or not. • We meet with parents during Parent/Teacher Conferences
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents, available in all school offices and website 	<ul style="list-style-type: none"> • Our Scope and Sequence is provided to all parents in and out of the program.

Program Assessment

Question	Indicators	District description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AIMS performance scores • Terra Nova performance scores • Arizona Learns "Z" scores 	<ul style="list-style-type: none"> • We use several scores to assess our program; state assessment tests such as AIMS/Terra Nova, Galileo and the surveys from the parents.
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	<ul style="list-style-type: none"> • Data is tracked within the program as to Pre/Post test results district-wide to look for trends or possible changes needing to be made to the various units. • Math results are tracked at all schools and needs assessments are compared to the quarterly CBAS given in the classroom and state assessment tests.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	<ul style="list-style-type: none"> • We are always looking to become better at what we do. Trends, feedback and surveys from parents, administrators and teachers help us assess our programs and the effectiveness of the units.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	<ul style="list-style-type: none"> • The keys to the effectiveness of our elementary programs are the student interest, their attendance and the positive parent feedback. • The analysis of increasing test scores is also another indicator of positive effect on the students.
Describe the performance standards you have for all gifted students.	<ul style="list-style-type: none"> • Meets or exceeds on annual AIMS assessment • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population 	<p>Gifted students should meet the following performance standards unless probable reason exists (i.e. Twice Exceptional students):</p> <ul style="list-style-type: none"> • Meets or exceeds standards in all content areas on the classroom report card • Meets or exceeds standards on state and district assessments • Meets or exceeds standards in all areas of the Gifted report card

		<p>The current H.U.S.D. Elementary Gifted Report Card is sent home with elementary students at the end of each quarter. It has the following standards:</p> <ul style="list-style-type: none"> • Cognitive Abilities (Analyzes, Synthesizes, Evaluates) • Creative Abilities (Fluency, Flexibility, Originality, Elaboration, Complexity, Risk Taking) • Affective (Independently motivated, Demonstrates persistence when facing a challenge) • Management of Information (Defines and organizes tasks, Researches thoroughly, Expresses ideas effectively, Completes projects) • Leadership (Responds sensitively to others, Cooperates with others, Persuades or influences others)
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Budgeting

Question	Indicators	District description
What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?		<ul style="list-style-type: none"> • 100% - Professional Development and District Coordination
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	<ul style="list-style-type: none"> • Type of program: pull out, cluster, self contained or differentiated instruction within the classroom • Ratio within the structure you chose 1 to how many students? 	<p>H.U.S.D. employs two full time Gifted specialists and two half time Gifted specialists in grades K-6. Each full teacher serves two schools and each half time teacher serves only one school.</p> <ul style="list-style-type: none"> • Services are delivered in pull out programs outside the regular classroom in the elementary schools. • Pull out classes have a lower ratio of students to teacher in the elementary schools.
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	<ul style="list-style-type: none"> • Teacher salaries • Rooms, appropriately equipped • Professional development • Funding for a Director • Testing supplies • Administrative support 	<ul style="list-style-type: none"> • Teacher salaries are paid out of M & O. • Gifted teachers at the elementary schools are provided classrooms specifically for gifted classes that are equipped for differentiated curriculum. • The district provides all professional development and fees for in-service training, fees for conferences and workshops. • The district supports field trips, out of state trips and busses for Gifted classrooms the same as any other classroom. • Gifted specialists are included on all district related professional development, on-site learning communities, study groups, grade level groups, teacher training, faculty meetings and as presenters for teachers education, and Performance Based Pay Planning and monies.

		<ul style="list-style-type: none"> -There is no Gifted Director, but a Director of Educational Services. -Testing supplies are provided by district. -Administrative support is provided at each school.
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CONSENT

Item 8I.

Gifts & Donations

GIFTS & DONATIONS – November 14, 2107

Robert & Carrie King

6226 E. Prince Street, Prescott Valley

Donated a 1999 Ford Windstar van with the donor's value of \$1,800

To be used at Bradshaw Mountain High School (Special Education Department)

Home Depot – Phil Onsaga

5500 E. State Route 69, Prescott Valley

Donated garden tools and supplies valued at \$178

To be used at Liberty Traditional School (Habitat garden)

DISCUSSION

Item 9A.

School Report
LVES

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	9A
FROM:	Aimee Fleming, Lake Valley Elementary School Principal	Reading	
DATE:	November 14, 2017	Discuss	X
SUBJECT:	Lake Valley School Board Update	Action	
		Consent	

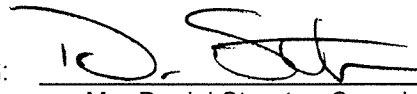
OBJECTIVE: To share the successes of Lake Valley Elementary School

SUPPORTING DATA

Principal Aimee Fleming, will give an update of current events at Lake Valley Elementary School including:

- Lake Valley Focus
- Happenings at Lake Valley
- Changes at Lake Valley
- Partnerships
- Final thoughts

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

Questions should be directed to: Aimee Fleming, 759-4200

DISCUSSION

Item 9B.

BMHS
Turf Replacement

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9B
FROM:	Jim Bogner, Assistant Superintendent-Operations	Reading
DATE:	November 14, 2017	Discuss X
SUBJECT:	Replacement of Turf at Bradshaw Mountain High School	Action
		Consent

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

SUPPORTING DATA

The turf on the Bradshaw Mountain High School football and baseball fields was installed in the spring and summer of 2009. After the completion of this baseball season, both fields will have seen nine seasons of use. During that time, both fields not only served BMHS Bears teams, but have also been used by physical education classes and community youth teams throughout each of those nine years. The fields are one year past the end of their warranty.

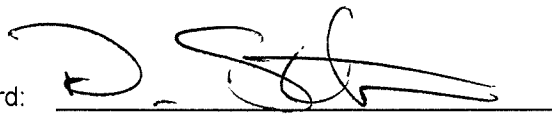
To this point, the fields have held up relatively well given the amount of use over this nine-year span. In the last two seasons issues have surfaced. Per the original installer and two other turf contractors, the turf blade length is half of what it was when installed. On the football field, the rubber pellets that are used to weigh the turf down and provide additional cushion, no longer are below the blades in large areas of the field but rather sit on top of the shorter blades. These conditions produce a possible safety issue in terms of players slipping and uneven cushioning. In addition, seams are spreading and parts of the turf are tearing away. Prior to the October 6th varsity football contest with Coconino High School, six yard markers tore out of the field during player warm ups and had to be duct taped in place in order to use the field that evening. The baseball field has had multiple patches to repair worn areas around the bases where players slide. Around each base and home plate, the ground below the turf has shifted and is very uneven. The dirt colored areas around the base paths and other areas are "shedding" their blades resulting in a thinning of the actual turf. As with the football field, this creates potential safety issues.

Over the last two and half months, three turf contractors have walked and evaluated the fields. All three have stated the fields are at the end of their useful life cycles and replacement was recommended. Potential replacement turf has been previewed by Mr. Miner, Mr. Miller and Dr. Bogner. Conversations have been held with various high school athletic directors and other administrators regarding the type and quality of turf being used at their schools.

SUMMARY & RECOMMENDATION.

Mr. Miner, Mr. Miller and representatives from Field Turf will present rationale for replacement of the field turf and respond to Board Member questions. Board members are invited to set up appointments at their convenience with BMHS administration to walk the fields prior to the December Governing Board meeting where this item may be considered for action.

Approved for transmittal to the Governing Board:


Mr. Daniel Streeter, Superintendent

Questions should be directed to: Jim Bogner, 759-4006

ACTION

Item 10A.

Policy Suspension

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10A
FROM:	Richard Adler, Governing Board President	Reading	
DATE:	November 14, 2017	Discuss	
SUBJECT:	Temporary suspension of Policy CBI – Evaluation of the Superintendent (date requirement)	Action	X
		Consent	
<hr/>			
OBJECTIVE:	Board Governance		
<hr/>			

SUPPORTING DATA:

According to Policy CBI – Evaluation of the Superintendent:

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).

The December board meeting is scheduled for December 19, 2017; the evaluation will be conducted at that time.

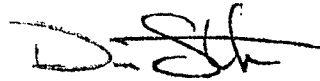
SUMMARY & RECOMMENDATION:

It is recommended that the date requirement in Policy CBI – Evaluation of the Superintendent be temporarily suspended so that an executive session for the Superintendent's evaluation may be held at the December 19, 2017 meeting (a delay of one day).

Sample Motion:

I move to temporarily suspend the date requirement in Policy CBI – Evaluation of the Superintendent from December 18 to December 19, 2017.

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

Questions should be directed to: Mary Diaz, 759-5007

ACTION

Item 10B.

Agreement
YCESA
School Psychologist Services

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	108
FROM:	Patty Bitsilly, Director of Special Services	Reading	
DATE:	November 14, 2017	Discuss	
SUBJECT:	Yavapai County Education Service Agency Contract Agreement	Action	X
		Consent	

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

SUPPORTING DATA

With a recent contract service resignation, the Special Services Department is experiencing a shortage in school psychologists. Yavapai County Education Service Agency (YCESA) is able to provide qualified school psychologists to fill the need at Lake Valley Elementary and Liberty Traditional through December 2017, with the opportunity to extend the contract if the need continues to exist. This contract will provide support to our team by determining appropriate supports, programming and services for students, determine eligibility for special education services, and collaborate with teachers and parents to plan appropriate research-based instructional strategies. The attached contract details 14 days of service at a cost of \$7,868.00 (daily rate of \$562.00) to be funded by the Maintenance & Operation budget.

SUMMARY & RECOMMENDATION.

In an effort to support our employees and students, Special Services is proposing a contract with Yavapai County Education Service Agency to support educators and parents in meeting the needs of children to succeed academically, socially and emotionally.

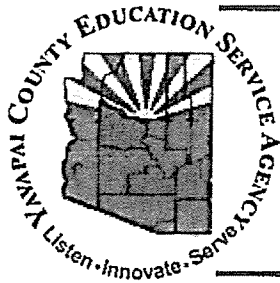
Sample Motion

I move to approve the agreement with Yavapai County Education Service Agency for school psychologist services for fiscal year 2017-18 as presented.

Approved for transmittal to the Governing Board:


Mr. Daniel Streeter, Superintendent

Questions should be directed to: Patty Bitsilly, 759-4031



YAVAPAI COUNTY EDUCATION SERVICE AGENCY



The First Choice for Responsive Educational Services

Tim Carter
Yavapai County
School Superintendent
2970 Centerpointe East Dr.
Prescott, AZ 86301
Phone 928-442-5146
Fax 928-771-3329

CONTRACT AGREEMENT HUMBOLDT UNIFIED SCHOOL DISTRICT #22 FY 2017-2018

October 4, 2017

This agreement, which provides for educational services, is made between the Yavapai County School Superintendent's Office and the Governing Board of Humboldt Unified School District #22. The aforementioned school district agrees to purchase the following educational services from the Yavapai County School Superintendent's Office for fiscal year 2017-2018:

- School Psychological Services 14 days \$7,868.00
School Psychologists provide services that assist parents and educators in meeting the needs of children and youth to succeed academically, socially and emotionally. They collaborate with educators, parents and other professionals to create safe, healthy and supportive learning environments that strengthen connections between home and school for all students. School Psychologists are part of teams that determine appropriate supports, programming and services for students; determine eligibility for special education services; and collaborate with teachers and parents to plan appropriate research-based instructional strategies.

The annual amount for the above services is \$7,868 .00

T. Carter

Tim Carter, Yavapai Co. School Superintendent

Board President

Board Member

Board Member

Board Member

ACTION
Item 10C.

ASBA Bylaws

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10C
FROM:	Richard Adler, Governing Board President	Reading	
DATE:	November 14, 2017	Discuss	
SUBJECT:	Proposed changes to the Arizona School Boards Association (ASBA) Bylaws	Action	X
		Consent	
OBJECTIVE:	Board Governance		

SUPPORTING DATA

Humboldt Unified School District is a member of ASBA.

The Executive Director of ASBA, Dr. Tim Ogle, recently announced that he has received proposed changes to the ASBA Bylaws.

The Board will discuss, consider and give direction on voting on several bylaw change proposals from the ASBA. These bylaw proposals have been offered by other ASBA member school boards, ASBA committees and the ASBA Board of Directors and must be approved by two-thirds of the ASBA member boards to be effective. After discussion, the Board will vote to give direction to Mary Diaz to vote in the manner the board has approved. The following are the bylaw proposals to be considered and acted upon:

Proposal A

ASBA Governance Committee proposes that if any director or officer on the ASBA Board of Directors misses more than one meeting in a calendar year it will be deemed that they have vacated their office.

Background: The ASBA Board of Directors holds four meetings per year, per bylaws. Directors sign an acknowledgement of requirements of service, including meeting attendance, prior to their election.

Proposal B

ASBA Governance Committee proposes that a quorum of 60 percent of the ASBA member boards must vote and three-fourths of all votes must be in the affirmative to add, amend or repeal a bylaw.

Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal C

Maricopa USD recommends that a bylaw may be amended or repealed by an affirmative vote of two-thirds of the ASBA member boards that vote.

Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal D

Tempe ESD proposes an amendment to the change the name of the ASBA Hispanic - Native American Indian Caucus (HNAIC) to the Hispanic - Native American Caucus.

Background: Native American is the term preferred by members of the HNAIC.

Proposal E

Gila Bend USD proposes an amendment that will allow a seat on the ASBA Board of Directors for the President and Past President of the Hispanic-Native American Indian Caucus (HNAIC).

Background: Currently the HNAIC has a single ex officio voting seat on the ASBA Board of Directors, which is held by the caucus's sitting president. The caucus presidency (a two-year term) alternates

between a Hispanic and a Native American, per HNAIC bylaws, which provides alternating representation on the ASBA Board of Directors.

Proposal F

Concho ESD proposes that no action by any delegate or presiding authority shall end debate or discussion at the Delegate Assembly.

Background: Rules of Procedure for the Delegate Assembly are adopted by delegates at the assembly and currently allow delegates to "Call for the Question" to end debate or discussion. The motion requires a two-thirds vote of delegates to pass. Procedural rules for the Delegate Assembly currently are not in ASBA's bylaws.

Proposal G

Concho ESD proposes an amendment to establish a Conservative Caucus to support and defend the constitution of the United States.

Background: Per the ASBA Bylaws (Article VII, Section 2. Caucuses), "ASBA caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein."

Proposal H

Littleton ESD proposes a recommendation that the ASBA Legislative Committee shall hold a delegate assembly workshop in advance of the delegate assembly to orient new or existing members in establishing the political agenda, moving items for floor action, and explaining the process.

Background: Operational matters related to the Delegate Assembly are currently not included in the ASBA Bylaws.

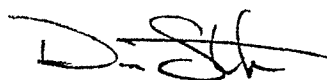
SUMMARY & RECOMMENDATION

The HUSD Governing Board will vote to either support or oppose the proposed bylaw changes. Our district's single vote will then be submitted to the membership.

Sample Motions

- *I move to (support or oppose) the proposed changes to **Proposal A***
- *I move to (support or oppose) the proposed changes to **Proposal B***
- *I move to (support or oppose) the proposed changes to **Proposal C***
- *I move to (support or oppose) the proposed changes to **Proposal D***
- *I move to (support or oppose) the proposed changes to **Proposal E***
- *I move to (support or oppose) the proposed changes to **Proposal F***
- *I move to (support or oppose) the proposed changes to **Proposal G***
- *I move to (support or oppose) the proposed changes to **Proposal H***

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

Questions should be directed to: Richard Adler at richard.adler@humboldtunified.com



Proposed Changes to ASBA Bylaws

Proposal A Article V - Officers and Board of Directors and Executive Committee Section 9 – Vacancies and Removal from Office	
Submitted by ASBA Governance Committee	
Current	Proposed
<p>Section 9. Vacancies and removal from office.</p> <p>A vacancy in any office or on the Board of Directors occurring between annual membership meetings shall be filled by a vote of the Board of Directors. The person appointed by the Board of Directors shall hold that position for the remainder of the elected director's term. Any officer or director who misses more than one meeting out of any four (4) consecutive meetings, unless he/she is excused <i>by</i> the Board for a valid reason, may have his/her office vacated by action of the board.</p>	<p>Section 9. Vacancies and removal from office.</p> <p>A vacancy in any office or on the Board of Directors occurring between annual membership meetings shall be filled by a vote of the Board of Directors. The person appointed by the Board of Directors shall hold that position for the remainder of the elected director's term. Any officer or director who misses more than one meeting <u>in a calendar year</u> out of any four (4) consecutive meetings, unless he/she is excused by the Board for a valid reason, may <u>will</u> have his/her office vacated by action of the board.</p>

Proposal A Background: The ASBA Board of Directors holds four meetings per year, per bylaws. Directors sign an acknowledgement of requirements of service, including meeting attendance, prior to their election.

Proposal B Article VIII – Amendment of Bylaws and Core Beliefs	
Submitted by ASBA Governance Committee	
Current	Proposed
<p><i>Section 1.</i> These Bylaws or the Core Beliefs may be amended or repealed, or new ones adopted as follows:</p> <p>(a) By a vote of two-thirds of the member boards using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p>	<p><i>Section 1.</i> These Bylaws or the Core Beliefs may be amended or repealed, or new ones adopted as follows:</p> <p>(a) By a vote of two-thirds of the member boards <u>When a quorum of 60 percent of the member boards vote and three-fourths of all votes are in the affirmative,</u> using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p>

Proposal B Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal C Article VIII – Amendment of Bylaws and Core Beliefs	
Submitted by Maricopa USD Governing Board	
Current	Proposed
<p><i>Section 1.</i> These Bylaws or the Core Beliefs may be amended or repealed, or new ones adopted as follows:</p> <p>(a) By a vote of two-thirds of the member boards using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p>	<p><i>Section 1.</i> These Bylaws or the Core Beliefs may be amended or repealed, or new ones adopted as follows:</p> <p>(a) By a vote of two-thirds <u>by the participating of the member boards voting</u> using an electronic vote of the membership using a procedure adopted by the Board of Directors.</p>

Proposal C Background: Currently, a minimum of two-thirds (66 percent) of all ASBA members boards must vote in the affirmative to amend or repeal a bylaw.

Proposal D This is a technical change to all instances of this language in the ASBA Bylaws.	
Submitted by Tempe ESD Governing Board	
Current	Proposed
Hispanic-Native American Indian Caucus	Hispanic-Native American Caucus

Proposal D Background: Native American is the term preferred by members of the caucus.

Proposal E Article V – Officers and Board of Directors and Executive Committee Section 2 – Board of Directors	
Submitted by Gila Bend USD Governing Board	
Current	Proposed
<p><i>Section 2. Board of Directors</i></p> <p>The governing body of the Association shall be a Board of Directors consisting of the officers, one representative from each of the counties of the state, except Maricopa and Pima counties which are allotted two (2) representatives. County representatives shall serve for a period of two (2) years with no member serving more than three (3) consecutive two (2) year terms. However, at the first meeting of the Board of Directors after the adoption of the bylaws, county representatives shall determine by lot the one-half of their number who will serve for one (1) year and the one-half who will serve for two (2) years. Thereafter, members of the Board of Directors shall be elected by member boards of their counties at their annual County Workshop meetings. Ex-officio members of the Arizona School Boards Association Board of Directors shall be:</p>	<p><i>Section 2. Board of Directors</i></p> <p>The governing body of the Association shall be a Board of Directors consisting of the officers, one representative from each of the counties of the state, except Maricopa and Pima counties which are allotted two (2) representatives. County representatives shall serve for a period of two (2) years with no member serving more than three (3) consecutive two (2) year terms. However, at the first meeting of the Board of Directors after the adoption of the bylaws, county representatives shall determine by lot the one-half of their number who will serve for one (1) year and the one-half who will serve for two (2) years. Thereafter, members of the Board of Directors shall be elected by member boards of their counties at their annual County Workshop meetings. Ex-officio members of the Arizona School Boards Association Board of Directors shall be:</p>

<p>(a) Any person residing in Arizona who is either an officer or director of the National School Boards Association during his/her term of office in the national body, and</p> <p>(b) Any member of an ASBA active member Governing Board serving as President of the Arizona Hispanic Native American Indian Caucus and Black Caucus during his/her term of office in the Caucus.</p>	<p>(a) Any person residing in Arizona who is either an officer or director of the National School Boards Association during his/her term of office in the national body, and</p> <p>(b) Any member of an ASBA active member Governing Board serving as President <u>and Past President</u> of the Arizona Hispanic Native American Indian Caucus and <u>the President of</u> the Black Caucus during his/her term of office in the Caucus.</p>
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Proposal E Background: Currently the HNAIC has a single ex officio voting seat on the ASBA Board of Directors, which is held by the caucus's sitting president. The caucus presidency (a two-year term) alternates between a Hispanic and a Native American, per HNAIC bylaws, which provides alternating representation on the ASBA Board of Directors.

Proposal F Article VI – Meetings and Voting Section 3 – Annual Delegate Assembly	
Submitted by Concho ESD Governing Board	
Current	Proposed
	<u>(h) No action by any delegate or presiding authority shall stifle and/or terminate debate or discussion at the Delegate Assembly.</u>

Proposal F Background: Rules of Procedure for the Delegate Assembly are adopted by delegates at the assembly and currently allow delegates to “Call for the Question” to end debate or discussion. The motion requires a two-thirds vote of delegates to pass. Procedural rules for the Delegate Assembly currently are not in ASBA’s bylaws.

Proposal G Article VII – Committees & Caucuses Section 2 – Caucuses	
Submitted by Concho ESD Governing Board	
Current	Proposed
<p><i>Section 2. Caucuses</i> Caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses of ASBA are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein.</p> <p>With the adoption of this section, the Black Caucus of ASBA and the Hispanic/Native American Indian Caucus of ASBA are hereby established.</p> <p>Caucuses shall be added or eliminated to this provision through the amendment process described in article VIII of this document.</p>	<p><i>Section 2. Caucuses</i> Caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses of ASBA are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein.</p> <p>With the adoption of this section, the Black Caucus of ASBA and the Hispanic/Native American Indian Caucus of ASBA <u>and the Conservative Caucus of ASBA</u> are hereby established.</p> <p>Caucuses shall be added or eliminated to this provision through the amendment process described in article VIII of this document.</p>

Background: Per the ASBA Bylaws (Article VII, Section 2. Caucuses), “ASBA caucuses shall exist to enhance the work of the association by addressing the unique needs of member districts. Caucuses are considered to be affiliated with ASBA as a program provider with responsibility for the caucuses. Each caucus is expected to adopt its own bylaws for operating, programming and governing within the context of the relationship with ASBA described herein.”

Proposal H Article VI – Meetings and Voting Section 3 – Annual Delegate Assembly	
Submitted by Littleton ESD Governing Board	
Current	Proposed
	<u>(h) The legislative committee shall hold a basic delegate assembly workshop in advance of the delegate assembly in order to orient new or existing members in establishing the political agenda, moving items to the floor for action, and explaining the process.</u>

Background: Operational matters related to the Delegate Assembly are currently not included in the ASBA Bylaws.

PERSONNEL

Item 11A.

Maintenance Director

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 11A
FROM:	Jim Bogner, Assistant Superintendent - Operations	Reading
DATE:	November 14, 2017	Discuss
SUBJECT:	Approval of the hiring of the Director of Maintenance for the 2017-18 school year	Action X
		Consent

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

SUPPORTING DATA

The Director of Maintenance Selection Committee is pleased to present our recommendation for Director of Maintenance for the 2017-2018 School Year. The committee was comprised of the following members of the Humboldt Unified staff:

HUSD Superintendent: Dan Streeter
HUSD Maintenance: Tim Berry
HUSD Custodial: Benn Wagner, CSES
HUSD Principal: Kort Miner, Principal BMHS
HUSD Finance: Cynthia Windham
HUSD Administrator: Jim Bogner, Assistant Superintendent

The Selection Committee reviewed fourteen (14) completed applications, selecting eight candidates to proceed to the interview phase. Two candidates progressed to a final interview with the committee. It is with great pleasure that the Selection Committee present Mr. Ramon (Ray) Rosario to the Governing Board for consideration as Director of Maintenance for the 2017-18 school year.

SUMMARY & RECOMMENDATION

It is recommended that the Governing Board approve the recommendation as presented.

Sample Motion

I move to approve the hiring of Ramon Rosario as the 2017-2018 Director of Maintenance on a one-year contract as recommended by the Director of Maintenance Selection Committee.

Approved for transmittal to the Governing Board:


Mr. Daniel Streeter, Superintendent

Questions should be directed to: Mr. Jim Bogner 759-4006