



Regular Board Meeting Agenda

Tuesday, June 21, 2016 | 4:30 PM | District Office Board Room, 8176 N. Westover, Joseph City, AZ 86032

1. ROUTINE BUSINESS

- A. Call the Meeting to Order (*President*)
- B. Roll Call (*Kathy Mitchell*)
- C. Adoption of the Agenda (*Clerk*)
- D. Pledge of Allegiance (*Volunteer*)
- E. Invocation (*Volunteer*)
- F. Read, correct and approve the minutes of the following date(s): (*Clerk*)
 - (i) May 10, 2016 Regular Minutes
 - (ii) May 10, 2016 Executive Session Minutes

G. REPORTS

- (i) Superintendent/JH-HS Principal (*Bryan Fields*)
 - (a) Current Events
 - (b) June Employee of the Month - XXXX
- (ii) Elementary Principal (*Daniel Hutchens*)
 - (a) Staff/Student Activities
- (iii) Business & Operations (*Steve Mills*)
- (iv) Maintenance (Brad Neal)
- (v) Technology (Jason Gardner)

2. Call to the Public for Comments to the Governing Board (30 Minute Time Limit) (*President*)

This is the time for the public to comment. Members of the Governing Board may not discuss items that are not on the agenda. Therefore, action taken as a result of public comment will be limited to directing staff to study the matter or scheduling the matter for further consideration and decision at a later date. There is a 5 minute time limit per person.

3. CONSENT AGENDA ITEMS (Consideration & Possible Action) (*Possible Executive Session Items) (*Clerk*)

- A. District Vouchers XXXXXXXX
 - (i) General Funds:
 - #1047-1052 (\$170,874.65)
 - (ii) Payroll:
 - #24-25 (\$238,519.75)
 - (iii) Revolving Fund:
 - #1034-1039 (\$1,151.00)
 - (iv) Auxiliary:
 - #1030-1034 (\$9,681.64)

(v) Student Activity:
#1014 (\$9,681.64)

B. Financial Summaries: District, Auxiliary, Student Activity

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Financial Reports

Glossary

Expenditure Budget Balance Report

REPORT TITLES

Joseph City School District	This report includes all funds associated with Joseph City USD with the exception of the Auxiliary Fund and the Student Activity Fund.
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COLUMNS

Account Number / Description	This is the reference number and description of the account whose data is presented on that line. Some reports summarize by fund, all the accounts within that fund. District accounting systems must be organized by fund. Each fund represents a unique source of revenue and a designated purpose for which those monies can be used.
Budget	This is the total amount budgeted for the fiscal year in all the accounts represented on that line.
Range To Date	The top of the report shows a "From Date" and a "To Date". The Range To Date column shows the total of all transactions dated during the range of time beginning with the "From Date" and ending with the "To Date". This range is typically the first day through the last day of the month.
YTD	Totals all transactions year to date, beginning with July 1 and ending with the "To Date" stated at the top of the report.
Balance	This is a calculation showing how much of the budgeted amount for that lines has not yet been spent: Balance = Budget - YTD
Encumbrance	Encumbrances are expenditures for which the District is obligated but has not yet paid. This is the total of unspent amounts from all active purchase orders and unspent amounts from all employment contracts and work agreements
Budget Balance % Remaining Bud	The dollar amount represents the total remaining budget amount not yet spent and not yet obligated: Budget Balance = Balance - Encumbrance . The percentage represents the remaining Budget Balance as a percent of the total Budget for that line: % Remaining Budget = Budget Balance ÷ Budget .

Fund Balances Report (Auxiliary Fund / Student Activity Fund)

REPORT TITLES

Joseph City Unified Auxiliary Fund	The Auxiliary Fund accounts for revenues and expenditures arising from bookstore operations, athletic operations, and miscellaneous district-related operations. Revenues may include the sale of supplies, fees for optional non-credit activities, athletic gate receipts, extra-curricular activity fees and fund raisers, concession sales and other miscellaneous receipts. Expenses may be for any related purpose.
Joseph City Unified Student Activity Fund	The Student Activity Fund contains agency monies held in trust by the District on behalf of student organizations. These may include Student Council, clubs and other student organizations approved by the board. Revenues and expenses related to these activities are accounted for in this fund.

COLUMNS

Fund / Description	Joseph City USD uses this report format to present all accounts with the Auxiliary Fund and Student Activity Fund, rather than a group of multiple funds. So even though the description says "Fund", this column actually shows the reference number and description of each account within the single fund, either Auxiliary or Student Activity, as indicated in the title of the report.
Beginning Balance	This shows the total of all cash plus any other assets minus any liabilities as of July 1 of the fiscal year. There are typically no other liabilities or assets besides cash. So in most cases, this amount is the cash balance in that class, club or activity account at the beginning of the year.
Revenue	Includes all revenues collected year to date from July 1 through the last day of the month shown in the header at the top of the report.
Expense	Includes all expenditures paid year to date from July 1 through the last day of the month shown in the header at the top of the report.
Transfers	Represents the total of all transfers of cash between accounts year to date from July 1 through the last day of the month shown in the header at the top of the report.
Fund Balance	Represents the total of all cash plus any other assets minus any liabilities as of the last day of the month shown in the header at the top of the report. There are typically no other liabilities or assets besides cash. So in most cases, this amount is the cash balance in that class, club or activity account as of the last day of the month. This amount is calculated: Fund Balance = Beginning Balance + Revenue - Expense + or - Transfers .
Cash Balance	This is the cash balance remaining in the account as of the last day of the month shown in the header at the top of the report.
Variance	Shows the difference, if any, between the Fund Balance and Cash Balance : Variance = Fund Balance - Cash Balance .

4. OLD BUSINESS (Consideration & Possible Approval)

A. None

5. NEW BUSINESS (Consideration & Possible Approval)

A. * Personnel (Consideration & Possible Approval)

(i) Appointments (*Possible Executive Session Item)

B. Operations (***Possible Executive Session Items**)

(i) First Reading of ASBA Policy RevisionsXXXXXXXXXXXXXXXXXXXX

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POLICY SERVICES ADVISORY

Volume 28, Number 2

April 2016

Policy Advisory No. 548 BDF—Advisory Committees

Policy Advisory No. 549 JK—Student Discipline
JK-RB—Student Discipline

Policy Advisory No. 550 JLDB—Restraint and Seclusion
JLDB-EA, EB, EC, ED—Restraint and Seclusion

Policy Advisory No. 551 KF—Community Use of School Facilities

POLICY ADVISORY DISCUSSION

Policy Advisory No. 548 BDF — Advisory Committees

Under Arizona’s Open Meeting Law, board subcommittees are subject to the same provisions of the law as the governing board. This includes the ability to meet in an executive session if for one of the authorized reasons in the law and all procedures have been met. This change to Policy BDF clarifies this.

Policy Advisory No. 549 JK— Student Discipline

Policy language pertaining to *Restraint and Seclusion* in Policy JK has been deleted and moved to Policy JLDB. *Restraint and Seclusion* are not intended to be disciplinary options; therefore, a stand-alone policy allows easier access to the provisions and limitations in statute sans the additional language offered in the discipline documents.

The provisions relating to Confinement are retained in Policy JK as they were passed by the Fifty-First Legislature, First Regular Session, in House Bill 2476, which amended section A.R.S. 15-843 relating to pupil discipline and is applicable to all students (PA 472, May, 2013).

Regulation JK-RB has been deleted in its entirety. This regulation was added by PA 371, February 2010, in response to the Task Force on Best Practices in Special Education and Behavior Management. It was suggested by the Task Force but is not required by compliance and has been superseded by changes in statute.

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

PA 371 included options for each district to select choices to comply with the legislative directive for district response to the Task Force recommendations. Items were to be accepted or rejected in total, or retained/modified as determined on an item-by-item basis as necessary to accommodate the needs and circumstances of the school district.

The selection forms were to be completed by each district, submitted to ASBA Policy Services, and then replicated by ASBA in the district's regulation.

Most districts adopted the selection forms in total without any modifications.

With the deletion of the selection forms and language specific to students with special needs/disabilities in JK-RB, districts now have the opportunity to review and modify the deleted items in order to discard the contents or, as recommended by Policy Services, to update and retain desired items in a handbook or another easily accessible source available to staff after being reviewed and approved by the district's legal counsel.

Policy Advisory No. 550

**JLDB — Restraint and Seclusion
JLDB-EA, EB, EC, ED — Restraint and Seclusion**

Restraint and Seclusion, subsequent to its deletion from Policy JK, has been added to the policy manual as a distinct document code in order to eliminate the linking of these methods to the disciplinary options covered in Policy JK, Student Discipline. The statutory provisions of A.R.S. 15-105 are retained.

Four exhibits are added to the policy for district use in documenting the requirements and implementation of Restraint and Seclusion.

Policy Advisory No. 551

KF — Community Use of School Facilities

Policy KF is modified to add language requiring that the School District, its Governing Board, employees, and agents shall be named as an additional insured under the liability insurance policy during the use of the facilities and property. This change is necessary to limit costs and expenses when named as a defendant for an injury or damage resulting from the use of the facility.

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

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

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BDF ©
ADVISORY COMMITTEES

The Board may, by majority vote, appoint ad hoc committees when deemed advisable. Recommendations of such committees cannot be binding on the Board; they may be advisory only. These committees will be responsible for presenting to the Board recommendations for action based on research and facts. Any such committee shall automatically be dissolved upon completion of its assignment.

The Governing Board President shall develop guidelines for each committee. These guidelines shall be approved by the Board prior to the first meeting of each committee and will include, but not necessarily be limited to, the following:

- A. A written, specific statement of the purpose of the committee.
- B. The dates on which interim and final reports of the committee are to be rendered.
- C. The date or event upon which the committee will be terminated.
- D. The extent to which facilities, supplies, equipment, and clerical support will be provided to each committee.

The Superintendent will ensure that the following actions are taken for each committee established by the Board:

- A. Each committee member will be briefed on the requirements of the Arizona Open Meeting Law (A.R.S. 38-431) as it applies to committees of the Board.
- B. Notices and agendas of all meetings of the committee will be posted.
- C. All meetings will be open for public attendance.
- D. If an executive session is authorized, all applicable requirements as presented in Policy BEC, Executive Sessions/Open Meetings will be followed.
- ~~E.~~ Minutes will be taken and made available for public inspection three (3) working days after the meeting.

A representative of the Board and the Superintendent will serve as ex-officio members of all advisory committees.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

38-431 *et seq.*

CROSS REF.:

BEC - Executive Sessions/Open Meetings

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JK © STUDENT DISCIPLINE

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. 15-843. These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity, or in any other situation in which the District may lawfully exercise its authority to discipline a student. ~~and may be imposed if the student's behavior affects the school order.~~ When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, disability, national origin, ~~or~~ ancestry or any other unlawful reason. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, disability, national origin, ~~or~~ ancestry or any other unlawful reason may subject the District to the loss of funds imposed by A.R.S. 15-843.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion ~~and the provisions pertaining to confinement~~ of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

The principal of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion ~~and the provisions pertaining to confinement~~ of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- A. Rules established for the referral of students.
- B. The conditions of A.R.S. 15-841, when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Confinement

If confinement is authorized by the Governing Board, in accordance with Under A.R.S. 15-843, the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

~~Restraint and Seclusion~~

~~The use of restraint or seclusion is not to be limited, by policy or practice, to students with disabilities.~~

~~A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:~~

- ~~A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.~~
- ~~B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.~~

~~if a restraint or seclusion technique is used on a pupil:~~

- ~~A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use.~~
- ~~B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.~~
- ~~C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.~~
- ~~D. The restraint technique employed may not impede the pupil's ability to breathe.~~
- ~~E. The restraint technique may not be out of proportion to the pupil's age or physical condition.~~

~~Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.~~

~~Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:~~

- ~~A. School personnel shall provide the pupil's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty four (24) hours after the incident.~~
- ~~B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.~~
- ~~C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment.~~

~~If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.~~

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843, subsection B, paragraph 3.)

~~The District authorizes the use of these Definitions which are included in A.R.S. 15-105:~~

- ~~A. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:~~

- ~~1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.~~
- ~~2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.~~
- ~~3. The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.~~
- ~~4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.~~

~~B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and the Blind and a private school.~~

~~C. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.~~

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. 15-841 and 13-2911. A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

~~Behavior Management and Discipline of Students with Special Needs/Disabilities~~

~~The Superintendent shall oversee a collaborative process for the identification, description, and monitoring of best practices for behavior management and discipline of students with special needs/disabilities. The practices shall include, but not be limited to:~~

~~A. authorized and prohibited disciplinary methods,~~

~~B. recommended and required training for special education program teachers and aides, and~~

~~C. requirements for conveying notice of disciplinary measures taken.~~

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

13-403 *et seq.*

13-2911

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Student

JLDB – Restraint and Seclusion

REGULATION

STUDENT DISCIPLINE**(Behavior Management and Discipline
of Students With Special Needs/Disabilities)****Behavior Management and
Discipline of Students With
Special Needs/Disabilities**

~~Each school shall implement positive, evidence-based, safe, and timely plans and procedures for all special needs students including those who exhibit behaviors that interfere with learning or who place themselves or others in danger. Administration, staff, parents and students are to be engaged in the development of the plans. The purpose of the plan is to identify practices that are agreed upon and complied with and reinforced by members of the school community, including the Governing Board. An objective of the plan is to provide consistency in the manner in which deviations from appropriate behavior are addressed. The plans are to be submitted to the Superintendent.~~

A. ~~Plans are to be:~~

- ~~1. *Proactive:* Students are to be taught the critical social skills needed for success. Positive behavioral interventions and supports enable the school to set clear expectations for behavior, to acknowledge and reward appropriate behavior, and to implement a consistent continuum of consequences for challenging behavior.~~
- ~~2. *Comprehensive:* Positive behavioral interventions and supports are to be employed uniformly throughout the school, including non-instructional areas such as the cafeteria, hallways, and buses. School personnel are to be trained in positive behavioral interventions and supports, in data reporting, and receive support in implementation of the practices. School personnel are to be trained in areas of crisis intervention such as use of restraints and seclusion.~~
- ~~3. *Data driven:* The school is to rely on data for the development and modification of its positive behavioral interventions and supports approach. The data is to be tracked through office referrals as well as from classroom reports, school based intervention teams, and crisis intervention documentation. Positive behavioral interventions and support teams are to use the data to design specific interventions to prevent challenging behaviors before they occur and to confirm the effectiveness of interventions.~~

~~B. Plans are to ensure that parents of students enrolled in the school have comprehensive information regarding behavioral expectations within the school and the planned responses should the expectations not be met. Parents are to:~~

- ~~1. have ready access to the school plan, and~~
- ~~2. be informed how to provide input into the plan.~~

~~Response to Intervention~~

~~The plans are to provide for and the school is to have in place a multi-level approach to teaching students appropriate behaviors that provide progressively intense support for students according to need.~~

~~A. Interventions shall be consistent with plans for creating and maintaining a positive school climate.~~

~~B. Provide for small group direct instruction on a regular basis to those students who are experiencing difficulty understanding or abiding by the established standards of behavior. Supports should include such strategies as increased and targeted social skills training, increased monitoring and reinforcement systems, self management techniques, and family mentoring and involvement programs.~~

~~C. Provide a range of individualized interventions designed to address the specific behaviors continuing to cause the student difficulty. These may include counseling, more intense direct instruction, behavioral contracts, specific behavioral consequences, alternative educational programming, consideration for a referral for an evaluation for special education, and other strategies agreed upon with the parents. A functional behavioral assessment (FBA) and a behavior intervention plan (BIP) may be included and shall be required for students with disabilities when a manifestation determination is necessary.~~

~~1. The FBA must identify the triggers for the challenging behavior and what subsequent responses by staff or other students reinforce the continuation of the challenging behavior.~~

~~2. The BIP should be developed from a functional behavioral assessment and prescribe methods the staff will use to prevent, manage, replace, and monitor changes to the behavior. The BIP must be based on evidence-based practices and support the goal of making the challenging behavior irrelevant, ineffective and inefficient. The BIP must be implemented with integrity by staff trained to do so.~~

Crisis Management

~~Crisis management in the context of behavior management is defined as the methods used by school personnel to respond to imminent danger to the student, other students or staff. The two (2) most commonly used methods of crisis management are restraint (either physical or mechanical) or seclusion of the student.~~

~~A. **Confinement.** Disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:~~

- ~~1. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.~~
- ~~2. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.~~

~~B. **Use of seclusion.** Seclusion for the purpose of the plan is the confinement of a student alone in any space from which the student is physically prevented from leaving.~~

~~Seclusion means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.~~

- ~~1. The use of seclusion is to be used only in an emergency to protect persons from imminent, serious physical harm.~~
- ~~2. Any area used for seclusion must be free of objects that could cause harm, must provide for adequate visual and audio supervision of the student, must provide adequate lighting and ventilation, and must not be locked.~~
- ~~3. Any area used for seclusion must comply with the State Fire Code.~~
- ~~4. School personnel must observe the student at all times during the seclusion period and reassess the child every thirty (30) minutes. When seclusion continues beyond the second assessment, an administrator or the administrator's designee must review and approve continued seclusion.~~

- ~~5. The student must be released from seclusion as soon as the student regains self-control.~~
- ~~6. If seclusion is necessary, parents and administrators must be notified within the same school day and a written notice that includes the circumstances that preceded the behavior, the behavior, the length of time the student was secluded, the location of the seclusion, and the person who observed the student during the seclusion must follow. When a student has been in seclusion for longer than one (1) hour, parent contact must be initiated immediately.~~
- ~~7. A debriefing with affected staff, parents, and, if appropriate, the student shall be conducted within forty eight (48) hours. During the debriefing, a determination must be made regarding the need for a functional behavior assessment (FBA).~~
- ~~8. Each incident must be recorded in the student management system.~~
- ~~9. A student who has required crisis management by the school staff more than three (3) times in a semester must have a functional behavior assessment (FBA) and, if appropriate, a behavior intervention plan (BIP) within a reasonable time following the third (3rd) incident.~~
- ~~10. The District and the school must have a strategy in place to support teams in modifying a FBA and BIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention).~~

~~**C. Prohibited uses of seclusion:**~~

- ~~1. Seclusion is not to be used as punishment for violations of school rules, for repetitive behaviors, or because of teacher anger toward the student.~~
- ~~2. Seclusion is not to be harsh, severe, or out of proportion with the offense committed and the age and physical condition of the student.~~
- ~~3. Seclusion is not to be used to prohibit reasonable access for the care of the student's bodily needs.~~
- ~~4. Seclusion must not deny a free, appropriate public education to students with disabilities through excessive or extensive use.~~
- ~~5. The use of seclusion is not to be limited, by policy or practice, to students with disabilities.~~

~~**D. Use of physical and mechanical restraints:** Restraint means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices.~~

~~Not to be included in this definition are:~~

~~Restraints used in schools for the purpose of providing support to students' orthopedic and assistive technology needs in order to permit them to learn and participate in school activities as identified in an individualized education program (IEP).~~

~~Restraints, such as weighted vests or blankets, identified by an IEP team as appropriate for a student to enhance participation in learning activities.~~

~~Vehicle safety restraints used in accordance with state and federal regulations.~~

~~Restraints employed by law enforcement officers in school settings that are used in accord with their policies and appropriate professional standards. These instances are subject to the same reporting requirements by the school as restraints used by school personnel.~~

- ~~1. Physical restraint is to be a last resort emergency safety measure used only in an emergency situation when a student is imminently dangerous to him/herself or others.~~
- ~~2. Personnel using the restraint must take extreme care to provide for the safety and comfort of the student during the restraint procedure.~~
- ~~3. Personnel authorized to use restraints must have been extensively and repeatedly trained by personnel who have maintained approval by a training program to provide training in:
 - ~~a. Alternatives to restraint (e.g., de-escalation strategies, and problem-solving techniques);~~
 - ~~b. The proper use of the restraint; and~~
 - ~~c. Safety precautions and procedures for continuous monitoring of a student by a third party during restraint.~~~~
- ~~4. The student must be released from the restraint as soon as the student regains self control.~~
- ~~5. Parents and administrators must be notified as soon as possible within the same school day, followed by a written notice stating the circumstances that preceded the behavior, the behavior, the length of time the student was restrained, the location of the restraint and the person(s) who observed the student during the restraint.~~
- ~~6. A debriefing with affected staff and parents and, if appropriate, the student must be conducted within forty eight (48) hours. During the debriefing a determination will be made regarding the need for a functional behavioral assessment (FBA).~~

- ~~7. An incident report of the event must be recorded in the student management system.~~
- ~~8. A student who has required crisis management on the part of the school staff more than three (3) times in a semester must have a functional behavioral assessment (FBA) and, if appropriate, a behavior intervention plan (BIP) developed within a reasonable time following the third (3rd) critical incident.~~
- ~~9. The District and the school must have a strategy to support teams in modifying a FBA and BIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention).~~

~~***E. Prohibited uses of physical and mechanical restraints:***~~

- ~~1. Physical and mechanical restraints, such as prone restraint, that places excess pressure on the chest or back or impedes the ability to breathe or communicate are prohibited.~~
- ~~2. The use of mechanical restraint by a staff member who has not been trained in the use of restraints is prohibited except when the case is one presenting extreme danger to the student or to others, and:
 - ~~a. The restraint is not out of proportion to the danger, the age, and the physical condition of the student;~~
 - ~~b. The restraint is not used to prohibit reasonable access for the care of the student's bodily needs.~~~~
- ~~3. Restraints that provide support to a student's orthopedic needs shall not be used as a means of punishment for noncompliant behaviors.~~
- ~~4. No policy or practice shall limit the use of restraints to students with disabilities.~~

~~***F. Training in uses of seclusion and restraint procedures:***~~

- ~~1. Personnel who use seclusion and restraints procedures must have training in conflict prevention, crisis de-escalation, possible effects of seclusion, and any local or state regulations regarding the seclusion space and its use.~~
- ~~2. The training of personnel must be recurrent with annual updates appropriate to the type of school setting, to the age and developmental level of students. The training must include information about commonly accepted standards for the use of seclusion and restraint in the school setting.~~

- ~~3. The training must include content and skill development on the use of positive, instructional, and preventive methods for addressing student behavior.~~
- ~~4. The training must include information about the effects of medications students may be receiving and how seclusion and restraint procedures might affect the physical well being of the student during seclusion or restraint.~~
- ~~5. The training must include multiple methods for monitoring a student's well being during a restraint.~~
- ~~6. The training must include certification in First Aid and cardiopulmonary resuscitation (CPR) in the event of an emergency during seclusion.~~
- ~~7. The training must include the requirements for reporting to parents and administration.~~

~~G. *Corporal punishment*: For the purposes of this regulation *corporal punishment* is defined as the deliberate infliction of pain intended to discipline or reform a person's bad attitude and/or behavior. Corporal punishment is prohibited.~~

JLDB ©
RESTRAINT AND SECLUSION

Restraint and seclusion are not to be used as disciplinary consequences.

A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:

- A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.
- B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a pupil:

- A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use.
- B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.
- C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.
- D. The restraint technique employed may not impede the pupil's ability to breathe.
- E. The restraint technique may not be out of proportion to the pupil's age or physical condition.

Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.

Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:

- A. School personnel shall provide the pupil's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.

B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.

C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment.

If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843, subsection B, paragraph 3.)

The District authorizes the use of these Definitions which are included in A.R.S. 15-105:

A. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.
3. The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.
4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and the Blind and a private school.

C. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

13-403 et seq.

13-2911

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JK - Student Discipline

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Student

JLDB-EA ©
RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION

This form must be completed when school personnel have used a restraint or seclusion technique with a student.

Referral to Law Enforcement: School personnel are required to comply with the reporting, documentation and review procedures required by A.R.S. 15-105 if the school district summoned law enforcement instead of using a restraint or seclusion technique on the student.

Applicable Definitions: For purposes of determining whether this form must be completed, the following definitions apply:

Restraint means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, including physical force or mechanical devices.

Restraint does not include any of the following;

1. Methods or devices implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to 'a safe location.
3. The brief holding of a student by one adult for the purpose of calming or comforting the student.
4. Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion means the involuntary confinement of a student alone in a room from which egress is prevented.

Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or individualized education program (IEP) that involves the student's separation from a larger group for purposes of calming.

Notification to Parents: Check the appropriate box.

School personnel provided the student's parent/guardian with written or oral notice on the same day the incident occurred; or

Circumstances prevented same day notification to the student's parent/guardian of the incident. Notice will provided within twenty-four (24) hours after the incident.

Student: _____ Student ID: _____
 First Middle Last

JLDB-EB ©
RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION

Student: _____ Student ID: _____

Grade: _____ Age: _____ DOB: _____ School: _____

Parent(s): _____

Address: _____

Phone: (w) _____ (h) _____ (c) _____

Date of Incident: _____ Location: _____
Month/Day/Year

School personnel were permitted to use the restraint or seclusion technique because both of the following applied (check boxes to confirm that both conditions were met):

- The student's behavior presented an imminent danger of bodily harm to the student or others;
- Less restrictive interventions appeared insufficient to mitigate the imminent danger of bodily harm.

Description of the student's behavior that presented an imminent danger of bodily harm to the student or others:

Description of the less restrictive interventions that appeared insufficient to mitigate the danger of imminent danger of bodily harm:

School personnel involved in the incident must check the boxes below and provide other information as needed. If a box is not checked "True," school personnel must explain why the particular condition was not met.

1. School personnel maintained continuous visual observation and monitoring of the student while the restraint or seclusion technique was used. True Not True

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

Personnel who observed and monitored the student:

2. The restraint or seclusion ended when the student's behavior no longer presented an imminent danger to the student or others. True Not True
3. The restraint or seclusion technique was used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques, unless an emergency situation did not allow sufficient time to summon trained personnel. True Not True
4. If an emergency existed that did not allow sufficient time to summon trained personnel, explain the emergency:

5. The restraint technique used did not impede the student's ability to breathe. True Not True
6. The restraint technique was not out of proportion to the student's age or physical condition. True Not True

Information (if known) about any persons, locations or activities that may have triggered the student's behavior:

Specific information about the behavior and its precursors:

Type of restraint or seclusion technique used:

Duration of restraint or seclusion technique used: _____ minutes

A review meeting is needed: Yes No A review meeting to review strategies used to address a student's dangerous behavior *must* be scheduled if there has been repeated use of restraint or seclusion for the student during the school year. If a review meeting is needed, it will be scheduled and separate documentation will be completed.

Person(s) Responsible for Completing Form:

_____ Date: _____

_____ Date: _____

JLDB-EC ©
RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION
(Same Day Oral/Written Notification to Parent/Guardian)
or within twenty-four (24) hours if
circumstances prevented same day notice

Date provided: _____ / _____ / _____ Time: _____ : _____ .m.

Method of Delivery:

Oral

Written

Hand-delivery (signature required) _____

Mailed: 1st Class Mail-Certificate of Mailing and/or Certified Mail-Return Receipt Requested

E-mailed using address: _____ ; maintain proof of electronic delivery

Name of Parent/Guardian Receiving Notice: _____

Person Providing Notice: _____

Confirmation that a copy of this completed documentation was provided to the Parent/Guardian (provided within a reasonable time following the incident):

Date provided: _____ / _____ / _____ Time: _____ : _____ .m.

Method of Delivery:

Oral

Written

Hand-delivery (signature required) _____

Mailed: 1st Class Mail-Certificate of Mailing and/or Certified Mail-Return Receipt Requested

E-mailed using address: _____ ; maintain proof of electronic delivery

Name of Parent/Guardian Receiving Notice: _____

Person Providing Notice: _____

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<i>Note:</i> This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.
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JLDB-ED ©
RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION
(Review of Repeated Use of Restraint
or Seclusion Techniques)

A review meeting to review strategies used to address a student's dangerous behavior must be scheduled if there has been repeated use of restraint or seclusion for the student during the school year, A.R.S. 15-105.

Student: _____ Student ID: _____

Grade: _____ Age: _____ DOB: _____ School: _____

Parent(s): _____

Address: _____

Phone: (w) _____ (h) _____ (c) _____

Date of Incident: _____ Location: _____
Month/Day/Year

Review current and previous incidents in which physical restraint/seclusion techniques were used:

Review strategies used to address the student's dangerous behavior:

Analyze how future incidents may be avoided:

The Team recommends a Functional Behavioral Assessment: Yes No

Name: _____ Signature: _____ Date: _____

If parent(s) did not attend the meeting, explain other methods to ensure parent participation and/or child as appropriate (e.g., conference call, videoconference, home visit):

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

KF ©
COMMUNITY USE OF
SCHOOL FACILITIES

Leasing (renting)

School facilities and property may be leased to extended day resource programs and any person, group or organization for any lawful purpose in the interest of the community. The purposes include but are not limited to the following:

- | | |
|------------------|---------------------|
| A. recreational, | G. scientific, |
| B. educational, | H. social, |
| C. political | I. religious, |
| D. economic, | J. other civic, |
| E. artistic, | K. or governmental. |
| F. moral, | |

A reasonable use fee shall be charged for the lease of school facilities and property and this fee may be offset by goods contributed or services rendered by the lessee. "Reasonable use fee" means an amount that is at least equal to the cost for utilities, services, supplies or personnel provided to the lessee pursuant to the terms of the lease.

Uncompensated Use

The Superintendent may permit the uncompensated use of facilities and property by any school related group, including student political organizations, or by any organization whose membership is open to the public and whose activities promote the educational function of the District. "Education function" means uses that are directly related to the educational mission of the District as adopted by the Board and includes the educational mission related uses of parent - teacher organizations, youth organizations and school employee organizations. Use of facilities or property by organizations indicated above that will require a substantial District cost for utilities, services, supplies and/or personnel may be permitted only if goods contributed, services rendered or payments are made to reimburse these costs to the District.

The mission of the District is found in section A of the policy manual (see cross referenced policies below). The mission statement and the group's or organization's promotion of the educational function through the activity, as interpreted by the Superintendent in good faith, will be the basis upon which uncompensated use of District facilities and property shall be approved or denied.

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

Generally

The Superintendent shall annually recommend a fee schedule to the Board for the lease of school property and such schedule shall include a procedure for determining the value of goods and services being provided as compensation for the use of school property. The schedule shall include a designation of those groups whose activities promote the educational function of the School District as determined in good faith by the Superintendent and presented for Board review.

Property not associated with the use of facilities is covered in section E of the policy manual (see cross referenced policies below). The District will use its best efforts to avoid conflicts with approved use of the facilities and property but no lease or use provision shall be effective if the administrator of the facility finds that it would cause delay, cancellation, or rescheduling of a school-sponsored activity.

Proof of liability insurance shall be required for the use or lease of school property pursuant to A.R.S. 15-1105. The School District and its Governing Board, employees, and agents shall be named an additional insured under the liability insurance policy during the use of the facilities and property.

The School District and its employees, including the Governing Board, Superintendent or Chief Administrative Officer, are immune from civil liability with respect to all decisions made and actions taken to allow the lease or use of school property, unless the School District or its employees are guilty of gross negligence or intentional misconduct. This does not limit any other immunity provisions that are prescribed by law.

The Superintendent shall establish such rules and regulations as are needed to implement this policy as well as to assure the preservation of District property.

The lessee of school facilities must affirm knowledge of and enforce the requirements and restrictions set out in Chapter 28.1 of A.R.S. Title 36 related to medical marijuana.

The lessee of school facilities to be used for athletic activities must confirm knowledge of and compliance with the requirements and restrictions for such use as set out in Board Policy JJIB.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-511

15-1105

15-1141 to 15-1143

16-411

36-2801 *et seq.*, Arizona Medical Marijuana Act

CROSS REF.:

A - District Mission and Belief Statement

AC - Nondiscrimination/Equal Opportunity

EDC - Authorized Use of School-Owned Materials and Equipment

KFA - Public Conduct on School Property

- (a) BDF: Advisory Committees
 - (b) JK, -RB: Student Discipline
 - (c) JLDB, -EA, -EB, -EC, -ED: Restraint & Seclusion
 - (d) KF: Community Use of School Facilities
- (ii) Solar Production Settlement Agreement (*Executive Session Item)

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Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Solar Production Settlement Agreement

Presented By: Bryan Fields

Background:

All I have at this time are the maps and proposal from Ameresco to remove the panels from the roofs at the Elementary and HS Pool areas. This has not been signed off on by our attorney or engineers that we have retained. We also have questions about the location and type of installation, as I am sure that you do as well. As soon as I receive something I will pass it along to you. At this time I think that it is likely that we will need to table this item or remove it from the agenda. We do not want to get forced into doing something we did not want out of urgency.

Fiscal Note:

There is an anticipated amount of \$4,800 in loss of production that the district would have to incur if this settlement happens. However, removing these panels from the roofs will save the district much more than that in the long run.

Recommendation:

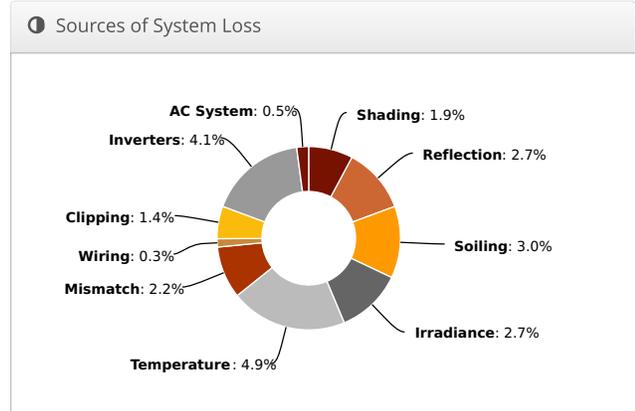
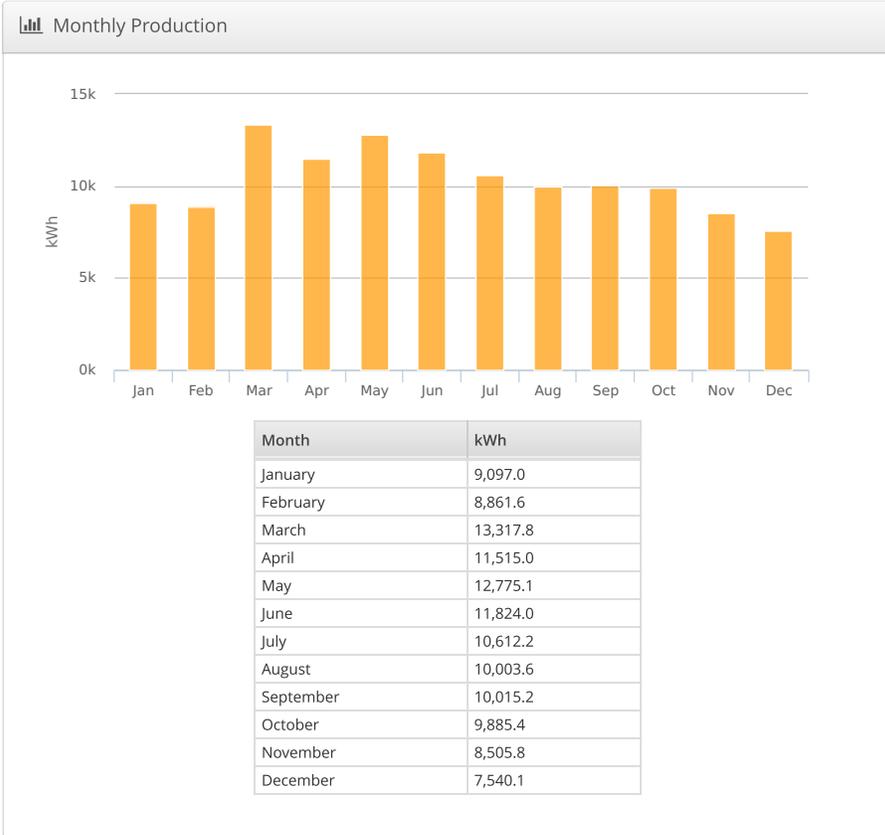
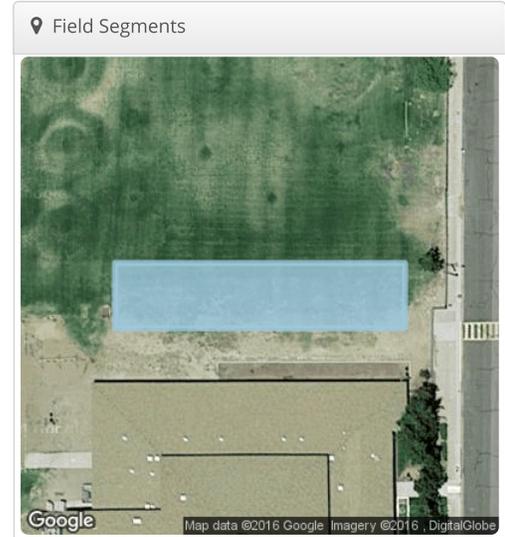
Motion to go in to executive session for review of the outline of the proposed solar production settlement from Ameresco.

Motion to approve the proposed solar production settlement agreement with Ameresco.

Elementary Joseph City, 8176 Westover, Joseph City, AZ

Report	
Project Name	Joseph City
Project Address	8176 Westover, Joseph City, AZ
Prepared By	Jeff Hughes jhughes@ameresco.com

System Metrics	
Design	Elementary
Module DC Nameplate	69.0 kW
Inverter AC Nameplate	56.0 kW Load Ratio: 1.23
Annual Production	124.0 MWh
Performance Ratio	78.7%
kWh/kWp	1,796.4
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)
Simulator Version	153 (443094f0ad-ea93f843ef-fce6caf820-00aa14f623)



⚡ Annual Production

	Description	Output	% Delta
Irradiance (kWh/m ²)	Annual Global Horizontal Irradiance	1,996.0	
	POA Irradiance	2,283.4	14.4%
	Shaded Irradiance	2,241.2	-1.9%
	Irradiance after Reflection	2,180.0	-2.7%
	Irradiance after Soiling	2,114.6	-3.0%
	Total Collector Irradiance	2,114.6	0.0%
Energy (kWh)	Nameplate	145,968.4	
	Output at Irradiance Levels	141,954.9	-2.7%
	Output at Cell Temperature Derate	135,049.9	-4.9%
	Output After Mismatch	132,106.3	-2.2%
	Optimal DC Output	131,652.6	-0.3%
	Constrained DC Output	129,869.4	-1.4%
	Inverter Output	124,575.9	-4.1%
		Energy to Grid	123,953.0
Temperature Metrics			
	Avg. Operating Ambient Temp		18.2 °C
	Avg. Operating Cell Temp		29.8 °C
Simulation Metrics			
	Operating Hours	4386	
	Solved Hours	4386	

☁ Condition Set

Description	Condition Set 1											
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)											
Solar Angle Location	Meteo Lat/Lng											
Transposition Model	Perez Model											
Temperature Model	Sandia Model											
Temperature Model Parameters	Rack Type	a	b	Temperature Delta								
	Fixed Tilt	-3.56	-0.075	3°C								
	Flush Mount	-2.81	-0.0455	0°C								
Soiling (%)	J	F	M	A	M	J	J	A	S	O	N	D
	3	3	3	3	3	3	3	3	3	3	3	3
Irradiation Variance	5%											
Cell Temperature Spread	4° C											
Module Binning Range	-2.5% to 2.5%											
AC System Derate	0.50%											
Module Characterizations	Module						Characterization					
	JC300M-24/Ab (Renesola)						Default Characterization, PAN					
Component Characterizations												
Device						Characterization						
SC 14KT (208) (Chint Power Systems)						Default Characterization						

📦 Components

Component	Name	Count
Inverter	SC 14KT (208) (Chint Power Systems)	4 (56.0 kW)
Combiner	1 pole Combiner	4
Combiner	5 pole Combiner	1
Combiner	6 pole Combiner	3
Strings	10 AWG (Copper)	23 (2,207.4 ft)
Module	JC300M-24/Ab (Renesola)	230

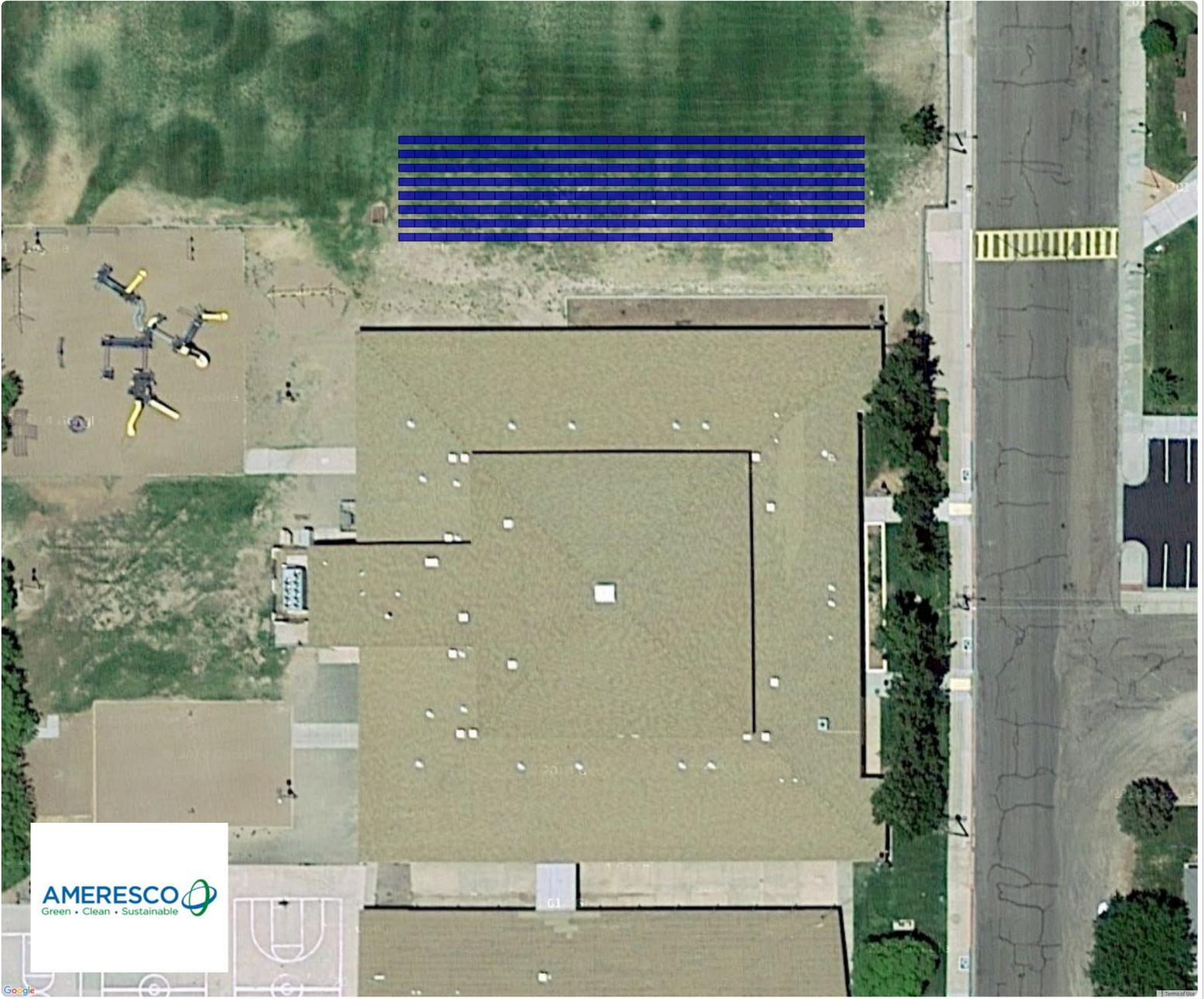
🔌 Wiring Zones

Description	Combiner Poles	String Size	Stringing Strategy
Wiring Zone	12	10	Along Racking

🏠 Field Segments

Description	Racking	Orientation	Tilt	Azimuth	Intrarow Spacing	Frame Size	Frames	Modules
Field Segment 1	Fixed Tilt	Horizontal (Landscape)	20°	180°	2.5 ft	1x1	230	230

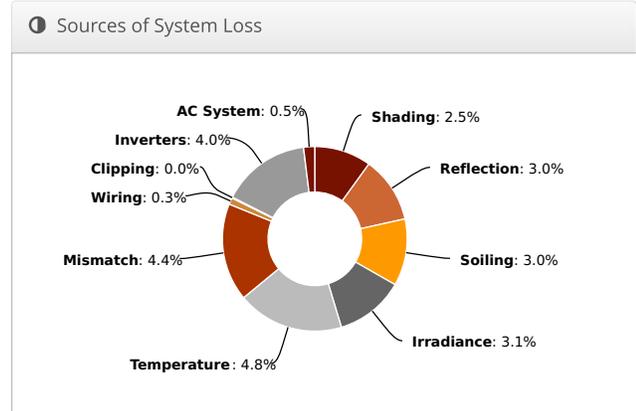
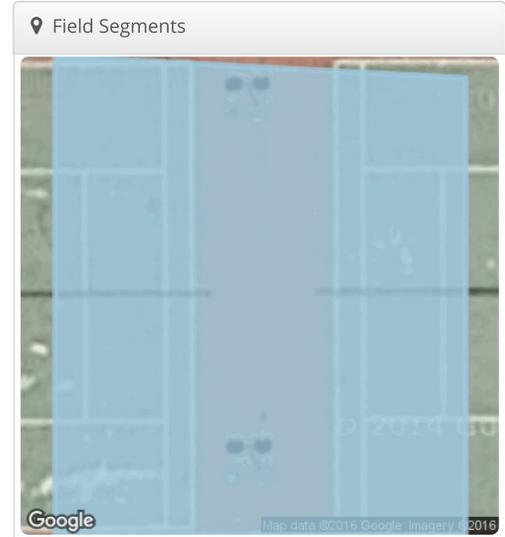
Detailed Layout



High School Joseph City, 8176 Westover, Joseph City, AZ

Report	
Project Name	Joseph City
Project Address	8176 Westover, Joseph City, AZ
Prepared By	Jeff Hughes jhughes@ameresco.com

System Metrics	
Design	High School
Module DC Nameplate	45.0 kW
Inverter AC Nameplate	42.0 kW Load Ratio: 1.07
Annual Production	75,16 MWh
Performance Ratio	77.1%
kWh/kWp	1,670.3
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)
Simulator Version	153 (443094f0ad-ea93f843ef-fce6caf820-00aa14f623)



⚡ Annual Production

	Description	Output	% Delta
Irradiance (kWh/m ²)	Annual Global Horizontal Irradiance	1,996.0	
	POA Irradiance	2,166.3	8.5%
	Shaded Irradiance	2,111.1	-2.5%
	Irradiance after Reflection	2,048.7	-3.0%
	Irradiance after Soiling	1,987.2	-3.0%
	Total Collector Irradiance	1,987.2	0.0%
Energy (kWh)	Nameplate	89,459.6	
	Output at Irradiance Levels	86,693.6	-3.1%
	Output at Cell Temperature Derate	82,557.5	-4.8%
	Output After Mismatch	78,938.0	-4.4%
	Optimal DC Output	78,708.8	-0.3%
	Constrained DC Output	78,673.5	0.0%
	Inverter Output	75,539.2	-4.0%
	Energy to Grid	75,161.5	-0.5%
Temperature Metrics			
	Avg. Operating Ambient Temp		18.2 °C
	Avg. Operating Cell Temp		29.0 °C
Simulation Metrics			
	Operating Hours	4386	
	Solved Hours	4386	

☁ Condition Set

Description	Condition Set 1											
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)											
Solar Angle Location	Meteo Lat/Lng											
Transposition Model	Perez Model											
Temperature Model	Sandia Model											
Temperature Model Parameters	Rack Type	a	b	Temperature Delta								
	Fixed Tilt	-3.56	-0.075	3°C								
	Flush Mount	-2.81	-0.0455	0°C								
Soiling (%)	J	F	M	A	M	J	J	A	S	O	N	D
	3	3	3	3	3	3	3	3	3	3	3	3
Irradiation Variance	5%											
Cell Temperature Spread	4° C											
Module Binning Range	-2.5% to 2.5%											
AC System Derate	0.50%											
Module Characterizations	Module						Characterization					
	JC300M-24/Ab (Renesola)						Default Characterization, PAN					
Component Characterizations												
Device						Characterization						
SC 14KT (208) (Chint Power Systems)						Default Characterization						

📦 Components

Component	Name	Count
Inverter	SC 14KT (208) (Chint Power Systems)	3 (42.0 kW)
Combiner	1 pole Combiner	3
Combiner	5 pole Combiner	3
Strings	10 AWG (Copper)	15 (1,017.0 ft)
Module	JC300M-24/Ab (Renesola)	150

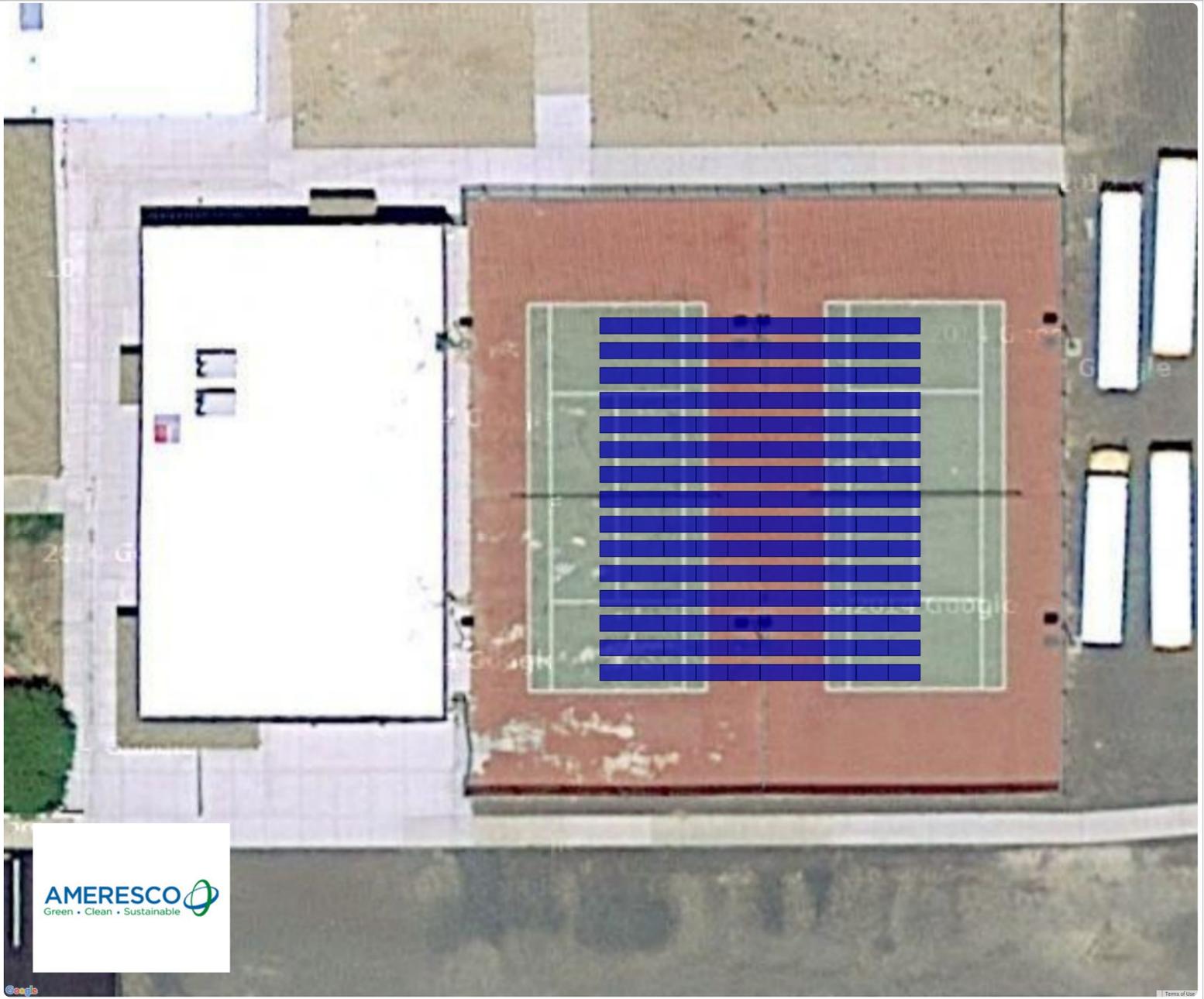
🔌 Wiring Zones

Description	Combiner Poles	String Size	Stringing Strategy
Wiring Zone	12	10	Along Racking

🏠 Field Segments

Description	Racking	Orientation	Tilt	Azimuth	Intrarow Spacing	Frame Size	Frames	Modules
Field Segment 1	Fixed Tilt	Horizontal (Landscape)	10°	180°	1.8 ft	1x1	150	150

Detailed Layout



AMERESCO
Green • Clean • Sustainable

6. COMMENTS/FUTURE BOARD MEETING ITEMS

- A. Governing Board
- B. Administration

7. OTHER

- A. Confirmation of July Meeting Date(s) *(President)*
 - (i) July 12, 2016 at 4:30 p.m.

8. * EXECUTIVE SESSION

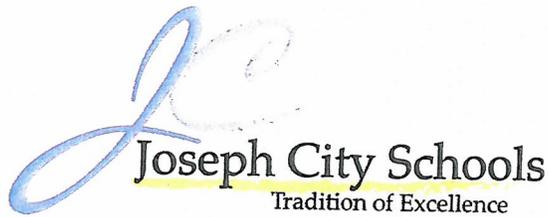
The Governing Board reserves the right to recess into Executive Session when needed pursuant to A.R.S. 38.431.03.A, (1) for personnel matters when notified; (2) discussion or consideration of records exempt by law from public inspection; (3) for consultation with attorney; (4) for consultation with attorney when in pending or contemplated litigation.

9. ADJOURNMENT

Packet background materials for agenda items will be available for study in the District Office on the day preceding the Board Meeting. If any disabled person needs any type of accommodation, please notify the District Office at 928-288-3307 at least 72 hours prior to the time scheduled for the meeting.

10. ROUTINE BUSINESS

- A. Call the Meeting to Order *(President)*
- B. Roll Call *(Kathy Mitchell)*
- C. Adoption of the Agenda *(Clerk)*
- D. Pledge of Allegiance *(Volunteer)*
- E. Invocation *(Volunteer)*
- F. Read, correct and approve the minutes of the following date(s): *(Clerk)*
 - (i) April 12, 2016 Regular Meeting



Bryan Fields
Superintendent

DATE: April 12, 2016
TYPE: Regular Session
PLACE: District Board Room
CONVENED: 4:31 p.m.
ADJOURNED: 7:03 p.m.

REGULAR SESSION

PRESENT:

Mr. Jim Edwards, Member
Ms. Linda Kor-Fisher, Member
Mr. Eldon Larsen, President
Mrs. Jennie Miller, Member
Mr. Bryan Fields, Superintendent/JH-HS Principal
Mr. Daniel Hutchens, Elementary Principal
Mr. Steve Mills, Business Manager
Mr. Jason Gardner, Technology Coordinator
Mr. Brad Neal, Maintenance Supervisor
Ms. Kathy Mitchell, Supt/Governing Board Secretary
4 Community Member

ABSENT: Mrs. Julie Davis, Clerk

1. Mr. Larsen welcomed those present to the Regular Meeting, the time being 4:31 p.m.
2. Present for Roll Call: Mmes. Kor-Fisher, Miller & Messrs. Edwards, Larsen, Fields
3. On motion by Mrs. Miller, seconded by Ms. Kor-Fisher, the Governing Board voted unanimously to approve the April 12, 2016 agenda as presented.
4. Ms. Mitchell volunteered for the Pledge of Allegiance.
5. Ruth Hansen volunteered for the invocation.
6. On motion by Mrs. Miller, seconded by Mr. Larsen, the Governing Board voted unanimously to approve the minutes of the March 8, 2016 Regular Meeting, March 23, 2016 Special Meeting & Executive Session, and March 31, 2016 Special Meeting.
7. The Governing Board heard a report from Mrs. Ruth Hansen about the Title I Program. They work with two groups – English Language Arts and Enrichment. Their goal is get every child up to their reading level. Mindplay is a tool used in class, summer school and resource. Mr. Fields said the program has shown great growth.

8. Mr. Fields provided the Board with a written report including information on staff and student activities, summer programs, mercury report at the elementary gym which shows to be safe, Mr. Neal's training on the boiler and pool ventilation systems, an energy audit with APS, Grand Canyon University benefits, TalentEd, and the Senior Trip. Mrs. Julie Strong was chosen as April Employee of the Month.
9. Mr. Hutchens provided the Board with a written report including information on staff and student activities, Character Counts, AZMERIT testing, job fairs, intramural basketball, Kindergarten screening, and Child Find.
10. Mr. Mills provided a report regarding consultant quotes and invoice, flooring assessment completed letter of 3/10/16, and Joseph City USD flooring test results.
11. Mr. Gardner had a report regarding AZMerit testing, the new website, calendars, etc.
12. Mr. Neal provided the Board with a written report including information on recent repairs and projects such as the Old Gym floor, fields, etc.
13. There was no "Call to the Public".
14. On motion by Mrs. Miller, seconded by Mr. Edwards, the Governing Board unanimously approved the following consent agenda items: **1) District Vouchers: Maintenance & Operations #1041-1046 (\$151,946.90); Payroll #22-23 (\$224,573.70); Auxiliary #1021-1029 (\$15,053.61); Student Activities #1008-1013 (\$8,053.89) & Revolving Fund #1031-1033 (\$1,537.70); 2) Financial Summaries: District, Auxiliary, Student Activity; 3) First reading of JCUSD policy revision GCCA: Professional/Support Staff Sick Leave and GDQB: Resignation of Support Staff Members.**
15. On motion by Ms. Kor-Fisher, seconded by Mr. Larsen, the Governing Board voted unanimously to approve this as the second reading of the AZ School Board Association policy revisions: BEC: Executive Sessions/Open Meetings; BEDA: Notifications of Board Meetings; BEDH: Public Participation at Board Meetings; EBBB-E: Accident Reports; GBEG-R: Staff Conduct; GCCC-ED: Professional/Support Staff Leaves of Absence Without Pay; GCQF: Discipline, Suspension and Dismissal of Professional Staff Members; IKE: Promotion & Retention of Students; IKF, -RB, -EA, -EB: Graduation Requirements; JFAB: Tuition/Admission of Nonresident Students; JK, -RB: Student Discipline, and KDB-R: Public's Right to Know/Freedom of Information
16. On motion by Mr. Larsen, seconded by Mr. Edwards, the Governing Board voted unanimously to approve the Grand Canyon University Partnership as presented.
17. On motion by Ms. Kor-Fisher, seconded by Mr. Edwards, the Governing Board voted unanimously to approve the FY'17 salary and benefits package presented by Mr. Mills. If Proposition 123 passes then there will be a 3% addition to the base salary and if doesn't pass, salaries will remain the same as in FY'16.
18. On motion by Mr. Edwards, seconded by Mr. Larsen, the Governing Board voted to approve the High School softball fundraiser request to sell chocolate candy (donated) and suckers, with a 4-1 vote. Ms. Kor-Fisher voted no.

19. On motion by Ms. Kor-Fisher, seconded by Mr. Edwards, the Governing Board voted unanimously to approve the first reading of Junior High book adoption “Discovering Our Past: A History of the United States”.
20. On motion by Mr. Larsen, seconded by Mr. Edwards, the Governing Board voted unanimously to approve the first reading of High School book adoption “Building Citizenship: Civics & Economics”.
21. On motion by Mr. Larsen, seconded by Mrs. Miller, the Governing Board voted unanimously to approve the first reading of High School book adoption “World History & Geography”.
22. On motion by Mr. Larsen, seconded by Mr. Edwards, the Governing Board unanimously approved the first reading of “Avancemos I” and “Avancemos II”.
23. On motion by Mr. Edwards, seconded by Mr. Larsen, the Governing Board voted unanimously to approve a Recruiting and Relocation stipend as presented.
24. On motion by Mr. Larsen, seconded by Mr. Edwards, the Governing Board voted unanimously to approve the 2016 swimming pool fees as presented.
25. On motion Mr. Larsen, seconded by Mrs. Miller, the Governing Board voted unanimously to approve the Arizona Dept. of Education FY’17 General Statement of Assurance.
26. On motion by Mr. Larsen, seconded by Ms. Kor-Fisher, the Governing Board voted unanimously to approve the resignation of the following staff members: Brian Gardner-Jr./Sr. High School Choral/Band Teacher, effective May 20, 2016; Debra Maxwell, Kindergarten Instructional Aide, effective May 20, 2016; and Richard Vargas, Elementary Part-time Physical Education Teacher, effective May 20, 2016 The Board said they had all done a good job and appreciated their time at Joseph City Schools.
27. On motion by Mr. Larsen, seconded by Mrs. Miller, the Governing Board voted unanimously to approved the resignation of Michael Sterkowitz, Jr./Sr. Teacher, effective June 30, 2016 and rehire through ESI for the FY’17 school year.
28. On motion by Mr. Edwards, seconded by Mr. Larsen, the Governing Board voted unanimously to approve an elementary intramural basketball stipend for Andrea Miller.
29. On motion by Mr. Larsen, seconded by Ms. Kor-Fisher, the Governing Board voted unanimously to approve FY’17 teacher contract renewals to the following, Teddi Baird, Shari Balda, Kristen Beatty, Laurie Bowler, Darolyn DeWitt, Clare Elmer, Jason Gardner, Joseph Hansen, Ruth Hansen, Theresa Holmes, Shawn Layden, Eric Miller, Laura Mitchell, Frances Monzingo, Darrel Mosier, Lillian Neal, Tamara Pogue, Robert Pugh, Jennifer Ramey, Kay Rush, Amanda Sander, April Sartain, Jim Stradling & Laura Vargas.
30. By consensus, the Board approved Tuesday, May 10, 2016 at 4:30 p.m. as the next Regular Meeting date.
31. The board signed paperwork and vouchers.
32. On motion by Mr. Edward, seconded by Mr. Larsen, the Governing Board voted unanimously to adjourn, the time being 7:03 p.m.

Clerk

G. REPORTS

(i) Superintendent/JH-HS Principal (*Bryan Fields*)

(a) Current Events

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April 28, 2016

To: Joseph City Governing Board

From: Bryan Fields, Superintendent

Re: May Board Report

Student Activities and Planning

- We are busy preparing for the close of school and the start of next year.
- Prom went well. It was on April 16 at the Old Gym.
- The Musical was a huge success and the students did great. Many students were involved and this included Elementary students.
- We had an automotive trip to the Sun Devil Machine Shop on April 22. It was reported back that this was very fun and meaningful for the students who attended.
- Promotions and Graduations are on May 18, 19, and 20. Please plan on attending if possible.
- State standardized testing has come to a close. We are looking forward to the results. Something that we do that I believe gives us valuable feedback is that we survey the students after they test. The results are usually quite revealing to us. This information can be used for planning to help us better prepare in the future. The questions that we ask are the following: Did you feel prepared for this test? What do you feel helped the most in your preparation? What do you think that we can do differently to help prepare you better?
- As part of an agreement with the University of Michigan, I received their *Monitoring the Future* report for 2015. This report tries to analyze the national trends, attitudes, beliefs, and perceived availability of controlled substances to high school age students. This information doesn't tell us much about our specific needs but it can be used as a resource and maybe even framework in planning our goals and strategies. I have the report available to you if you are interested in reviewing some of the national trends.
- I have scheduled Marshal Trimble for the staff on the first day back for next year. He will speak and play songs for the staff at the auditorium starting at 9:00am on August 10th as part of the official 1st day back. You are invited to attend if you are available. He is the official state historian. Some of you heard him at the last ASBA conference where he performed.
- I think that parents will be very excited to hear that we are working on computerizing our registration packets. Mr. Miller has taken the lead on this and looks to streamline the paperwork and reduce duplications. Essentially, this will save parents much of the redundancy that I have heard complaints about for years. I will let you know when this is done. My commendation goes to Mr. Miller on this.
- I am working on finalizing our summer programs. This includes opening the libraries, credit recovery, and math/reading classes. You will have names of the employee who will be running it on the board agenda for your approval. They are already employees, so this is more informational.
- The annual Hi/Bye Dance and JH Orientation is on May 5th during the afternoon. We also have a several field trips for students planned, that include: D-backs student council, accelerated reader field trip, and JH student council trip.

Staffing

- I attended the Arizona Teach-In on April 23rd in an effort to recruit some teachers. Hopefully we will be able to fill all of our positions this year with qualified applicants.
- The new TalentEd application system is in use and working well for us. As part of this electronic program, we are trying to get the new staff induction training computerized and tracked electronically. This will make things much more efficient and reduce liability for the district if we are ever questioned on certain mandated requirements that we are responsible for training staff when they are hired.

Current Events and State News

- The vote for proposition 123 will be on May 17 and we are hopeful that it will pass.
- It appears that the current year funding law that was going to go into effect next year will be postponed for 1 semester. Current year funding is not supported by the education community including the ASBA. The issue is that this will cause an undue administrative burden that could impact how and when we receive funding. It also makes it very hard to plan if students move during the year. It was passed because the state legislature believed that they could save 40 million dollars in education funding by doing this. So instead of going from the previous 100th day count, it will be based on the current month. This will go in to effect at the end of the 1st semester next year. We think that we are ready for the transition.
- As you know, we attended an APS meeting at the county on April 18th. We heard about the projected future of Cholla Power Plant from APS. I will be reaching out to ask for assistance to obtain more information about how they are transitioning with the closure. This will include communication with APS and our elected officials. I have reached out to Ann Kirkpatrick and Jeff Flake for some information. Dr. Swarthout from NPC shares our concern and invited me to a meeting that she is having with John McCain.
- Steve Mills and I attended a meeting with Ameresco executives on Tuesday, April 26, 2016. It went well and they are supposed to be getting back with us by Friday with some detailed information. I will keep you informed.

- (b) May Employee of the Month - Laura Mitchell
- (ii) Elementary Principal (*Daniel Hutchens*)
 - (a) Staff/Student Activities

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May 3,2016

To: Mr. Fields

From: Daniel Hutchens

Re: May Board Report

- We will be holding our **End of the Year Character Counts Assembly on May 20th**. The time for this event is yet to be determined.
- Kindergarten Graduation will be held on May 20th at 7 pm in the B.G. Bennett Auditorium.
- Preschool will be holding an end of year program on Tuesday, May 17th at 10:00 in the Elementary Gym.
- The Annual Hi-Bye Dance was held on Thursday, May 5th in the afternoon at the Junior High.
- AZMERIT is all complete. From my observations students were working really hard and trying their best. We look forward to seeing how our students performed.
- We have several fun field trips coming up. We have students going to the Petrified Forest, the Holbrook Museum, Bearizona, the Winslow Theatre, and the High School Pool.
- Pre-registration packets for the 2016-17 school year have been sent out and most of them have been returned.
- A Character Counts Assembly was held on May 6th at 8:30 am in the Elementary Gym.
- We have received our yearbooks and will pass them out soon to the students. I will have a copy at the Board Meeting so that you can check it out.
- The orders for next year's supplies and other items are being completed and will be turned in to Mr. Mills soon.
- The Preschool Child Find and Kindergarten screenings have been completed. We had 20 students screened for Kindergarten and 21 screened for preschool. These numbers are similar to our counts for last year.
- We have received a few new students from Winslow to attend our school through Open Enrollment.

May Dates to Know

May 3rd – 4th grade to the Petrified Forest

May 5th - 5th Grade to Bearizona

May 5th – 6th Grade Registration and Hi/Bye Dance

May 6th – Donuts for Dad and Muffins for Mom – Cafeteria 7:45 am

May 6th – Character Counts Assembly – (Last one for the Year) 8:30 am

May 6th - Kindergarten Screening

May 9th – 5th and 6th Grade Band Performance in Winslow

May 9th - Site Council Meeting – 3:30 pm – Elementary Library

May 10th - Elementary Student Walk for Health Day 10:00 am

May 11th – History Rocks – Elementary Gym 8:30 am

May 11th – Honor Roll Field Trip to Winslow Theatre 12:45 pm

May 12th - ECQUIP meeting – 3:30 pm – Elementary Library

May 13th – 4th grade to Holbrook Courthouse

May 13th – 2nd and 3rd grades to Winslow Theatre

May 16th – 5th and 6th Grades to Pool – Morning

May 16th – 3rd and 4th Grades to Pool – Afternoon

May 17th – 1st and 2nd Grades to Pool – Afternoon

May 17th - 5th Grade participates in the Alamo 10:30 am

May 17th - Preschool End of Year Program - 10:00 am

May 18th – 4th -6th – Track and Field Day – High School - 9:00 am

May 18th – 1st-3rd Grades Track and Field Day – Elementary School 9:00 am

May 18th – Kindergarten Graduation at 7 pm – High School Auditorium

May 19th – 6th Grade Lip Sync

10:00 am

May 20th – End of Year Assembly – Elementary Gym

Business and Operations Report

May 10, 2016 Board Meeting

Business and Financial

Budget timeline

MAY

- **Board Meeting**
 - **2015-16 Budget Revision** – Review and approve the revised 2015-16 budget. This revision is required each year in order to incorporate slight adjustments to budget limits that occur over the year as ADE fine-tunes and revises their calculations. We also take the opportunity to adjust expenditure categories to more closely reflect our actual spending for the year.
- **Proposition 123 Election** – May 17, 2016

JUNE

- **Board Meeting**
 - **2015-16 Budget Revision** – Should Prop. 123 pass we will need to revise our 2015-16 budget again in June to incorporate the additional funding to be provided by Prop. 301. The board must approve the revised budget at the June meeting.
 - **2016-17 Proposed Budget** – Review and approve the proposed budget for 2016-17. Schedule a public hearing to hear comments on the proposed 2016-17 budget.
- **Discuss possible override election** – The governing board will need to call for a Maintenance and Operations override election on or about June 30, or possibly at the July board meeting. The June board meeting or a separate work session sometime in June would be a good time to review our options and have this discussion.

JULY

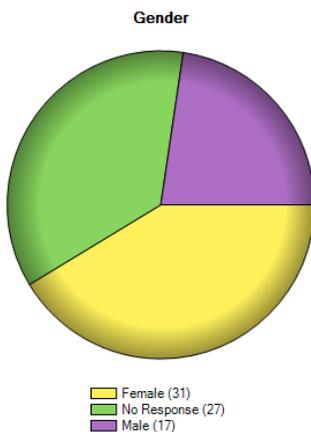
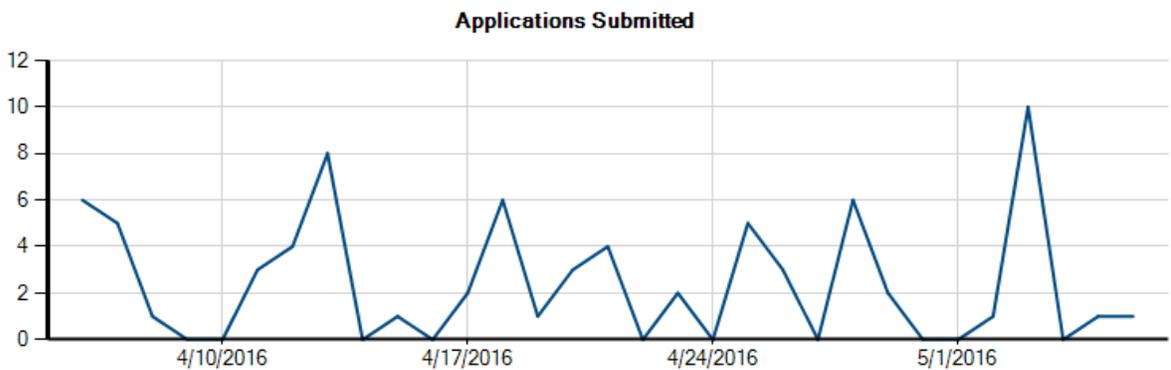
- **Board Meeting**
 - **2016-17 Budget** – The board must hold a public hearing as part of the July Board meeting to hear comments on the proposed 2016-17 budget. Following the public hearing, the board may take action to adopt the 2016-17 budget. The budget must be adopted on or before July 15, 2016.
- **Call for override election** – The governing board must take action to call for a Maintenance and Operations override election to be held in November 2016, at or prior.

TalentEd implementation

We are just completing our first round of hires utilizing our new TalentEd Recruit and Hire application. Once the new hires are approved at this meeting we will begin our implementation of the TalentEd Records module. I will be prepared to give a short presentation to the board on the background and how these new online applications will be used to improve our processes and accountability.

The following statics represent TalentEd Recruit and Hire usage from April 6 through May 6, 2016:

- Applications submitted: 75
- Interviews Scheduled: 29
- 93 profiles created



Summer workers

We expect this summer to be very busy and productive for our regular staff and seasonal workers. I will be prepared to give a quick high-level overview of the projects planned.

Board Report

Daily Tasks

4/4/16- Cleaning the whole front lawn at the HS; raked, weed eaten, and mowed. Moved the Man Lift to the pool to assist Eddie from IMCOR. Raked ditch behind the Elementary and raked under the trees by the Bus Stops on West side of Elem. Removed the stakes from the Discus Pit.

4/5/16- Dragged both BB/SB fields and watered. Chalked both fields for games today. Raked behind the HS on North flowerbed.

4/6/16- Trimmed NW flowerbed toward west parking lot at HS. Moved old stuff to goat pen. Tried to tape off Old gym for paint.

4/7/16- Tried to clean out the grease traps by Elementary Cafeteria with a roto snake. Taped off all sides and entrances for paint prep in Old Gym.

4/8/16- Got paint ready. Painted the Old Gym. Helped with a fire alarm. Fire in girls bathroom in lobby of Old Gym due to old wiring of exhaust fan. Resumed painting and finished. Cleaned up areas. Trimmed near practice football fields.

4/11/16- Finished the clean up in the old Gym from paint. Moved Man Lift to AUD to fix the curtain then put back at Old Gym. Chalked the BB/SB fields for Red Mesa game. Trimmed the front bushes at AUD. Finished a toilet bowl. Tried to flatten the back field dirt on BB field.

4/12/16- Chalked the BB/SB fields. Helped Scott from American Fire check Vent Hoods. Placed out bases for game. Mowed the District Office lawns. Received a shipment of acid tablets for pool and placed them in the boiler room.

4/13/16- Mowing the front lawn at the HS. Cleaned out the flowerbed near HS entrance. Blew all sidewalks and around the entrance of HS and Aud. Trimmed all bushes around the Aud. Fixed door near the preschool area. Moved supplies to Old Gym for the Prom for Elmer. Blew back entrances by Weight room and Racquetball and Tech buildings. Shut down both Bushman's AH's down.

4/14/16- Realigned all parking curbs around HS. Weed eatered around Aud. Mowed sloped lawn at HS, edged as well. Mowed both BB/SB fields. Washed both mowers and cleaned the blades. Re-filled holes around sprinkler heads on the Elementary playground area.

4/15/16- Chalked BB/SB fields. Graded back field of BB. Trimmed around north practice field and south SB field. APS guy came by to check lights and boxes.

Daily Tasks

4/18/16- Chalked both BB/SB fields. Trimmed flower bed near Science room at HS. Replaced the auto lock tether on main basketball court. Delivered saw and accessories to woods shop.

4/19/16- Removed balloons from the ceiling of Old Gym. Trimmed all of northside flower bed. Tossed away all old branches. Pulled out stumps.

4/20/16- Helped Mosier with a noise in his attic area that was coming from his old AC unit and duct and lights. Trimmed all west side of HS by parking lot. Hedge is now 6' deep and walkway behind hedge is 6' and 5'. Trimmed trees to allow sun and air to hit Hedge to allow growth.

4/21/16- Cleaned out the condenser at the HS east of the Gym. Started up the chillers for the HS, and should be cooling the school.

4/22/16- Took Personal Leave to take daughter to surgery and check up appointment in Flagstaff at CRS.

4/23/16- Chalked, watered, and dragged the BB/SB fields for the game against Fredonia.

4/25/16- Drained units in HS to flush out remaining hot water and old water. **POWER IS OUT**. Prepared boilers for pump restart.

4/26/16- Mowed practice SB field and football field and front of Elementary. Finished draining all units in HS. Started replacing lights around Elementary exterior.

4/27/16- Mowed front of HS and trimmed along sidewalks at District Office and front of elementary. Fixed an issue with Bowler's unit. Cleaned out the condenser at Elementary. Trimmed cedar trees on north parking lot by Auto class. Finished exterior lights on Elementary.

4/28/16- Moved man lift to New Gym in Elem. for APS audit. Swept up glass in front of HS. Cleaned up west hedges and helped move equipment to metals class.

4/29/16- Completely finished all wedges on north and west side of HS. Trimmed bushes and flower bed near cafeteria employee entrance and by garage door to metals. Serviced remaining units. Fixed a leak near Mitchell's class in upper attic. Tightened belts on certain motors. Cleaned up inside attic space above library.

(v) Technology (Jason Gardner)

11. Call to the Public for Comments to the Governing Board (30 Minute Time Limit) (President)

This is the time for the public to comment. Members of the Governing Board may not discuss items that are not on the agenda. Therefore, action taken as a result of public comment will be limited to directing staff to study the matter or scheduling the matter for further consideration and decision at a later date. There is a 5 minute time limit per person.

12. CONSENT AGENDA ITEMS (Consideration & Possible Action) (*Possible Executive Session Items) (Clerk)

A. District Vouchers

(i) General Funds:

#1047-1052 (\$170,874.65)

(ii) Payroll:

#24-25 (\$238,519.75)

(iii) Revolving Fund:

#1034-1039 (\$1,151.00)

(iv) Auxiliary:

#1030-1034 (\$9,681.64)

(v) Student Activity:

#1014 (\$9,681.64)

B. Financial Summaries: District, Auxiliary, Student Activity

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Financial Reports

Expenditure Budget Balance Report

REPORT TITLES

Joseph City School District	This report includes all funds associated with Joseph City USD with the exception of the Auxiliary Fund and the Student Activity Fund.
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COLUMNS

Account Number / Description	This is the reference number and description of the account whose data is presented on that line. Some reports summarize by fund, all the accounts within that fund. District accounting systems must be organized by fund. Each fund represents a unique source of revenue and a designated purpose for which those monies can be used.
Budget	This is the total amount budgeted for the fiscal year in all the accounts represented on that line.
Range To Date	The top of the report shows a "From Date" and a "To Date". The Range To Date column shows the total of all transactions dated during the range of time beginning with the "From Date" and ending with the "To Date". This range is typically the first day through the last day of the month.
YTD	Totals all transactions year to date, beginning with July 1 and ending with the "To Date" stated at the top of the report.
Balance	This is a calculation showing how much of the budgeted amount for that lines has not yet been spent: Balance = Budget - YTD
Encumbrance	Encumbrances are expenditures for which the District is obligated but has not yet paid. This is the total of unspent amounts from all active purchase orders and unspent amounts from all employment contracts and work agreements
Budget Balance % Remaining Bud	The dollar amount represents the total remaining budget amount not yet spent and not yet obligated: Budget Balance = Balance - Encumbrance . The percentage represents the remaining Budget Balance as a percent of the total Budget for that line: % Remaining Budget = Budget Balance ÷ Budget .

Fund Balances Report (Auxiliary Fund / Student Activity Fund)

REPORT TITLES

Joseph City Unified Auxiliary Fund	The Auxiliary Fund accounts for revenues and expenditures arising from bookstore operations, athletic operations, and miscellaneous district-related operations. Revenues may include the sale of supplies, fees for optional non-credit activities, athletic gate receipts, extra-curricular activity fees and fund raisers, concession sales and other miscellaneous receipts. Expenses may be for any related purpose.
Joseph City Unified Student Activity Fund	The Student Activity Fund contains agency monies held in trust by the District on behalf of student organizations. These may include Student Council, clubs and other student organizations approved by the board. Revenues and expenses related to these activities are accounted for in this fund.

COLUMNS

Fund / Description	Joseph City USD uses this report format to present all accounts with the Auxiliary Fund and Student Activity Fund, rather than a group of multiple funds. So even though the description says "Fund", this column actually shows the reference number and description of each account within the single fund, either Auxiliary or Student Activity, as indicated in the title of the report.
Beginning Balance	This shows the total of all cash plus any other assets minus any liabilities as of July 1 of the fiscal year. There are typically no other liabilities or assets besides cash. So in most cases, this amount is the cash balance in that class, club or activity account at the beginning of the year.
Revenue	Includes all revenues collected year to date from July 1 through the last day of the month shown in the header at the top of the report.
Expense	Includes all expenditures paid year to date from July 1 through the last day of the month shown in the header at the top of the report.
Transfers	Represents the total of all transfers of cash between accounts year to date from July 1 through the last day of the month shown in the header at the top of the report.
Fund Balance	Represents the total of all cash plus any other assets minus any liabilities as of the last day of the month shown in the header at the top of the report. There are typically no other liabilities or assets besides cash. So in most cases, this amount is the cash balance in that class, club or activity account as of the last day of the month. This amount is calculated: Fund Balance = Beginning Balance + Revenue - Expense + or - Transfers .
Cash Balance	This is the cash balance remaining in the account as of the last day of the month shown in the header at the top of the report.
Variance	Shows the difference, if any, between the Fund Balance and Cash Balance : Variance = Fund Balance - Cash Balance .

Joseph City Unified School District

Expenditure Budget Balance Report

 Summary Only

From Date: 3/1/2016

To Date: 3/31/2016

Fiscal Year: 2015-2016

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
Fund: 001 Maintenance and Operation Fund						
Fund 001 Total:	\$3,975,072.11	\$294,596.26	\$2,560,063.24	\$1,415,008.87	\$1,080,258.36	\$334,750.51 8.42%
Fund: 011 301 Base Salary						
Fund 011 Total:	\$28,803.00	\$885.08	\$17,314.03	\$11,488.97	\$4,070.51	\$7,418.46 25.76%
Fund: 012 301 Performance Pay						
Fund 012 Total:	\$93,965.00	\$0.00	\$11,896.98	\$82,068.02	\$441.04	\$81,626.98 86.87%
Fund: 013 301 Salary & Benefit Increase						
Fund 013 Total:	\$119,531.06	\$1,190.55	\$26,149.50	\$93,381.56	\$5,655.07	\$87,726.49 73.39%
Fund: 020 Instructional Improvement Fund						
Fund 020 Total:	\$38,000.05	\$1,511.79	\$11,909.78	\$26,090.27	\$2,915.35	\$23,174.92 60.99%
Fund: 110 Title I 15-16						
Fund 110 Total:	\$220,627.81	\$13,280.67	\$104,336.43	\$116,291.38	\$36,763.24	\$79,528.14 36.05%
Fund: 140 Title II-A 15-16						
Fund 140 Total:	\$15,849.77	\$0.00	\$10,389.17	\$5,460.60	\$0.00	\$5,460.60 34.45%
Fund: 142 Title II-A 14-15						
Fund 142 Total:	\$0.00	\$0.00	\$300.00	(\$300.00)	\$0.00	(\$300.00) 0.00%
Fund: 200 Title VII Indian Ed 15-16						
Fund 200 Total:	\$14,419.86	\$5.00	\$8,180.00	\$6,239.86	\$0.00	\$6,239.86 43.27%
Fund: 221 IDEA Basic 15-16						
Fund 221 Total:	\$82,363.74	\$2,651.91	\$38,149.36	\$44,214.38	\$9,809.95	\$34,404.43 41.77%
Fund: 226 IDEA Preschool 14-15						
Fund 226 Total:	\$7,233.47	\$0.00	\$0.00	\$7,233.47	\$0.00	\$7,233.47 100.00%
Fund: 227 IDEA Preschool 15-16						

Joseph City Unified School District

Expenditure Budget Balance Report

 Summary Only

From Date: 3/1/2016

To Date: 3/31/2016

Fiscal Year: 2015-2016

Budget Balance

Account Number / Description			Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
Fund 227 Total:			\$7,312.50	\$0.00	\$7,598.00	(\$285.50)	\$0.00	(\$285.50) -3.90%
Fund:	231	JOM 15-16						
Fund 231 Total:			\$3,768.91	\$266.67	\$2,273.63	\$1,495.28	\$189.59	\$1,305.69 34.64%
Fund:	261	Voc-Ed CTE Basic 15-16						
Fund 261 Total:			\$10,979.29	\$429.93	\$3,213.98	\$7,765.31	\$500.00	\$7,265.31 66.17%
Fund:	264	Voc-Ed CTE Basic 02-03						
Fund 264 Total:			\$0.00	\$0.00	\$17.00	(\$17.00)	\$0.00	(\$17.00) 0.00%
Fund:	290	MAC Reimbursement						
Fund 290 Total:			\$7,015.23	\$0.00	\$0.00	\$7,015.23	\$0.00	\$7,015.23 100.00%
Fund:	291	DSC Reimbursement						
Fund 291 Total:			\$10,700.00	\$3,890.86	\$5,562.43	\$5,137.57	\$137.57	\$5,000.00 46.73%
Fund:	332	Navajo Preschool Grant 15-16						
Fund 332 Total:			\$1,398.98	\$0.00	\$0.00	\$1,398.98	\$0.00	\$1,398.98 100.00%
Fund:	335	Race To The Top Grant						
Fund 335 Total:			\$2,486.40	\$0.00	\$0.00	\$2,486.40	\$0.00	\$2,486.40 100.00%
Fund:	349	Forest Fees						
Fund 349 Total:			\$37,000.00	\$123.00	\$3,065.80	\$33,934.20	\$21.20	\$33,913.00 91.66%
Fund:	374	E-Rate						
Fund 374 Total:			\$10,600.00	\$0.00	\$0.00	\$10,600.00	\$0.00	\$10,600.00 100.00%
Fund:	378	Impact Aid						
Fund 378 Total:			\$10,186.31	\$0.00	\$19.95	\$10,166.36	\$0.00	\$10,166.36 99.80%
Fund:	391	REAP Grant 15-16						
Fund 391 Total:			\$25,262.00 ⁶³	\$0.00	\$0.00	\$25,262.00	\$0.00	\$25,262.00

Joseph City Unified School District

Expenditure Budget Balance Report

 Summary Only

From Date: 3/1/2016

To Date: 3/31/2016

Fiscal Year: 2015-2016

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
						100.00%
Fund: 400 Voc-Ed CTE Priority Grant 15-16						
Fund 400 Total:	\$5,724.24	\$354.18	\$5,046.74	\$677.50	\$708.55	(\$31.05) -0.54%
Fund: 506 School Plant (SALE)						
Fund 506 Total:	\$6,900.00	\$0.00	\$0.00	\$6,900.00	\$0.00	\$6,900.00 100.00%
Fund: 510 Food Service						
Fund 510 Total:	\$200,806.54	\$18,049.72	\$144,933.20	\$55,873.34	\$39,635.77	\$16,237.57 8.09%
Fund: 511 Summer Food Program						
Fund 511 Total:	\$7,274.49	\$0.00	\$0.00	\$7,274.49	\$0.00	\$7,274.49 100.00%
Fund: 515 Civic Center						
Fund 515 Total:	\$31,717.91	\$607.50	\$18,921.31	\$12,796.60	\$2,757.61	\$10,038.99 31.65%
Fund: 520 Preschool Tuition						
Fund 520 Total:	\$31,099.20	\$550.96	\$6,403.43	\$24,695.77	\$1,595.49	\$23,100.28 74.28%
Fund: 525 Auxiliary Operations						
Fund 525 Total:	\$76,252.50	\$0.00	\$0.00	\$76,252.50	\$0.00	\$76,252.50 100.00%
Fund: 526 Extracurricular activities fees tax credit						
Fund 526 Total:	\$15,250.50	\$0.00	\$0.00	\$15,250.50	\$0.00	\$15,250.50 100.00%
Fund: 530 Donations - Elementary Incentive Acct						
Fund 530 Total:	\$372.00	\$0.00	\$0.00	\$372.00	\$0.00	\$372.00 100.00%
Fund: 531 Donations - Senior Grad Night						
Fund 531 Total:	\$28.00	\$0.00	\$0.00	\$28.00	\$0.00	\$28.00 100.00%
Fund: 532 Donations - Native Am Taco Sales						
Fund 532 Total:	\$9,345.46	\$18.43	\$298.30	\$9,047.16	\$0.00	\$9,047.16 96.81%

Joseph City Unified School District

Expenditure Budget Balance Report

 Summary Only

From Date: 3/1/2016

To Date: 3/31/2016

Fiscal Year: 2015-2016

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
Fund: 533 Donations - Elem Library Fund						
Fund 533 Total:	\$2,000.00	\$0.00	\$1,663.04	\$336.96	\$0.00	\$336.96 16.85%
Fund: 534 Donations - Hospitality Room						
Fund 534 Total:	\$600.00	\$0.00	\$762.84	(\$162.84)	\$0.00	(\$162.84) -27.14%
Fund: 535 Donations - Voc & Tech Ed Projects						
Fund 535 Total:	\$80.00	\$0.00	\$0.00	\$80.00	\$0.00	\$80.00 100.00%
Fund: 537 Donations - 8th Grade Grad Night						
Fund 537 Total:	\$101.67	\$0.00	\$0.00	\$101.67	\$0.00	\$101.67 100.00%
Fund: 539 Other Gifts & Donations						
Fund 539 Total:	\$2,600.00	\$43.59	\$263.62	\$2,336.38	\$22.65	\$2,313.73 88.99%
Fund: 550 Insurance Proceeds						
Fund 550 Total:	\$2,600.00	\$0.00	\$0.00	\$2,600.00	\$8,482.42	(\$5,882.42) -226.25%
Fund: 555 Textbooks						
Fund 555 Total:	\$600.00	\$0.00	\$60.25	\$539.75	\$0.00	\$539.75 89.96%
Fund: 565 Litigation Recovery						
Fund 565 Total:	\$4,645.00	\$0.00	\$0.00	\$4,645.00	\$0.00	\$4,645.00 100.00%
Fund: 570 Indirect Costs						
Fund 570 Total:	\$24,000.00	\$1,024.90	\$9,502.18	\$14,497.82	\$4,347.66	\$10,150.16 42.29%
Fund: 585 Insurance Refunds						
Fund 585 Total:	\$10,167.00	\$0.00	\$0.00	\$10,167.00	\$0.00	\$10,167.00 100.00%
Fund: 596 NAVIT						
Fund 596 Total:	\$82,090.88	\$4,196.42	\$34,808.37	\$47,282.51	\$16,088.73	\$31,193.78 38.00%
Fund: 610 Capital Outlay						

65

Joseph City Unified School District

Expenditure Budget Balance Report

 Summary Only

From Date: 3/1/2016

To Date: 3/31/2016

Fiscal Year: 2015-2016

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
Fund 610 Total:	\$218,633.00	\$41,410.52	\$202,448.31	\$16,184.69	\$10,429.96	\$5,754.73 2.63%
Fund: 620 Adjacent Ways						
Fund 620 Total:	\$100,000.00	\$0.00	\$16,715.56	\$83,284.44	\$2,983.40	\$80,301.04 80.30%
Fund: 690 SFB Building Renewal Fund						
Fund 690 Total:	\$5,500.00	\$599.82	\$2,377.56	\$3,122.44	\$30,500.58	(\$27,378.14) -497.78%
Fund: 691 Unused						
Fund 691 Total:	\$307,521.23	\$0.00	\$17,155.09	\$290,366.14	\$262,489.30	\$27,876.84 9.07%
Fund: 700 Debt Service Funds						
Fund 700 Total:	\$672,362.50	\$0.00	\$0.00	\$672,362.50	\$0.00	\$672,362.50 100.00%
Grand Total:	\$6,540,847.61	\$385,687.76	\$3,271,799.08	\$3,269,048.53	\$1,520,804.00	\$1,748,244.53 26.73%

End of Report

Joseph City Unified Auxiliary Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March
 Year: 2016
 Fund Type:

Include Cash Balance
 FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>	<u>Cash Balance</u>	<u>Variance</u>
001	JH/HS ACTIVITY CARDS	(\$20.80)	\$940.00	\$0.00	\$0.00	\$919.20	\$919.20	\$0.00
002	JH/HS ART FEES	\$87.69	\$90.00	\$0.00	\$0.00	\$177.69	\$177.69	\$0.00
003	HS AUTO FEES	\$1,252.96	\$0.00	\$0.00	\$0.00	\$1,252.96	\$1,252.96	\$0.00
004	JH/HS BOOKSTORE	\$4,433.83	\$135.90	\$0.00	\$0.00	\$4,569.73	\$4,569.73	\$0.00
005	JH/HS ENTRY FEES	\$3,900.67	\$6,625.00	(\$1,098.36)	\$0.00	\$9,427.31	\$9,427.31	\$0.00
006	JH/HS FACS FEES	\$954.11	\$0.00	\$0.00	\$0.00	\$954.11	\$954.11	\$0.00
007	HS GATE RECEIPTS	\$1,706.67	\$5,384.50	(\$1,790.00)	\$0.00	\$5,301.17	\$5,011.17	\$290.00
008	HS CLEARANCE CARDS	\$725.97	\$2,831.00	(\$1,236.09)	\$0.00	\$2,320.88	\$2,320.88	\$0.00
009	JH CLEARANCE CARDS	\$811.88	\$1,219.00	(\$1,000.00)	\$0.00	\$1,030.88	\$1,030.88	\$0.00
010	JH/HS WOODS FEES	\$565.49	\$1,152.55	\$0.00	\$0.00	\$1,718.04	\$1,718.04	\$0.00
011	HS WELDING FEES	\$270.21	\$0.00	\$0.00	\$0.00	\$270.21	\$270.21	\$0.00
012	***ELEM CHARACTER COUNTS	\$1,046.97	\$450.00	(\$706.90)	\$0.00	\$790.07	\$790.07	\$0.00
013	HS DRIVERS ED FEES	\$240.07	\$0.00	\$0.00	\$0.00	\$240.07	\$240.07	\$0.00
014	***JH/HS CHARACTER COUNTS	\$651.31	\$0.00	\$0.00	\$0.00	\$651.31	\$651.31	\$0.00
015	JH ACADEMIC DECATHLON	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
016	ELEM RESOURCE ROOM	\$2.25	\$0.00	\$0.00	\$0.00	\$2.25	\$2.25	\$0.00
017	DIST SPEECH THERAPY PROGRAM	\$250.62	\$0.00	\$0.00	\$0.00	\$250.62	\$250.62	\$0.00
018	JH/HS CARD AND GAME FEE	\$36.01	\$0.00	\$0.00	\$0.00	\$36.01	\$36.01	\$0.00
019	JH/HS TRACK FEES	\$0.20	\$0.00	\$0.00	\$0.00	\$0.20	\$0.20	\$0.00
020	ELEM LIBRARY FUND	\$189.21	\$19.99	(\$180.00)	\$0.00	\$29.20	\$29.20	\$0.00
021	ELEM READING IS FUNDAMENTAL (RIF)	\$104.30	\$0.00	\$0.00	\$0.00	\$104.30	\$104.30	\$0.00
022	ELEM CHESS CLUB FEES	\$81.29	\$0.90	\$0.00	\$0.00	\$82.19	\$82.19	\$0.00
023	ELEM LIBRARY FEES	\$1,231.76	\$89.28	\$0.00	\$0.00	\$1,321.04	\$1,321.04	\$0.00
024	JH/HS SCIENCE CLASS FEES	\$87.37	\$0.00	\$0.00	\$0.00	\$87.37	\$87.37	\$0.00
025	DIST INCENTIVES FOR EXCELLENCE	\$1,034.82	\$561.44	(\$179.24)	\$0.00	\$1,417.02	\$1,417.02	\$0.00
026	JR/HS FEES - TESTING & OTHER	\$0.00	\$205.00	\$0.00	\$0.00	\$205.00	\$205.00	\$0.00
027	***ELEM CHESS CLUB TAX CREDIT	\$25.00	\$0.00	\$0.00	\$0.00	\$25.00	\$25.00	\$0.00
101	JH/HS ANNUAL/YEARBOOK	\$2,662.99	\$4,155.00	(\$2,607.20)	\$0.00	\$4,210.79	\$4,210.79	\$0.00
102	***JH/HS FITNESS CLUB TAX CREDIT	\$2,482.45	\$1,720.00	\$0.00	\$0.00	\$4,202.45	\$4,202.45	\$0.00
103	JH/HS FITNESS CLUB	\$385.86	\$40.00	(\$208.90)	\$0.00	\$216.96	\$216.96	\$0.00
110	JH/HS HIGH CLASS CLUBS	\$893.14	\$0.00	\$0.00	\$0.00	\$893.14	\$893.14	\$0.00

Joseph City Unified Auxiliary Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March

Year: 2016

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>	<u>Cash Balance</u>	<u>Variance</u>
112	JH/HS ATHLETIC ADVERTISING	\$932.38	\$0.00	\$0.00	\$0.00	\$932.38	\$932.38	\$0.00
130	JH/HS MARATHON PROCEEDS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
131	JH/HS SKI CLUB	\$934.28	\$200.00	\$0.00	\$0.00	\$1,134.28	\$1,134.28	\$0.00
132	***JH/HS SERVICE LEARNING CLUB TAX	\$13.71	\$0.00	\$0.00	\$0.00	\$13.71	\$13.71	\$0.00
133	***CLASS OF 2016 TAX CREDIT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
134	***CLASS OF 2015 TAX CREDIT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
135	***JH/HS ABSTINENCE CLUB TAX CREDIT	\$16.00	\$0.00	\$0.00	\$0.00	\$16.00	\$16.00	\$0.00
136	***JH/HS TECHNOLOGY CLUB TAX CRED	\$361.19	\$200.00	\$0.00	\$0.00	\$561.19	\$561.19	\$0.00
137	ELEM KDG GRAD MONEY	\$314.19	\$234.00	\$0.00	\$0.00	\$548.19	\$548.19	\$0.00
138	***JH BOYS BASKETBALL TAX CREDIT	\$360.43	\$25.00	\$0.00	\$0.00	\$385.43	\$385.43	\$0.00
139	ELEM LIBRARY FUND	\$329.31	\$90.19	\$0.00	\$0.00	\$419.50	\$419.50	\$0.00
140	DIST FOOTBALL CAMP	\$3,275.43	\$18,468.00	(\$1,108.00)	\$0.00	\$20,635.43	\$20,635.43	\$0.00
141	JH/HS BILL G. BENNETT MUSIC FUND	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
142	JH/HS TECHNOLOGY CLUB FEES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
143	JH/HS ANNUAL CLUB FEES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
144	JH/HS DRAMA CLUB FEES	\$5.00	\$0.00	\$0.00	\$0.00	\$5.00	\$5.00	\$0.00
145	JH/HS FBLA CLUB FEES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
146	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
147	***CLASS OF 2010 TAX CREDIT	\$311.80	\$0.00	\$0.00	\$0.00	\$311.80	\$311.80	\$0.00
148	***CLASS OF 2011 TAX CREDIT	\$150.06	\$0.00	\$0.00	\$0.00	\$150.06	\$150.06	\$0.00
149	***CLASS OF 2012 TAX CREDIT	\$328.08	\$0.00	\$0.00	\$0.00	\$328.08	\$328.08	\$0.00
150	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
151	***JH/HS BAND TAX CREDIT	\$0.00	\$25.00	\$0.00	\$0.00	\$25.00	\$25.00	\$0.00
152	***JH/HS ACADEMIC DECATHLON TAX CF	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
153	***HS SOFTBALL TAX CREDIT	\$200.18	\$30.00	\$0.00	\$0.00	\$230.18	\$230.18	\$0.00
154	***HS NATIONAL HONOR SOCIETY TAX C	\$34.07	\$50.00	\$0.00	\$0.00	\$84.07	\$84.07	\$0.00
155	***HS WELDING TAX CREDIT	\$228.32	\$200.00	\$0.00	\$0.00	\$428.32	\$428.32	\$0.00
156	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
157	***HS VOLLEYBALL TAX CREDIT	\$907.92	\$0.00	\$0.00	\$0.00	\$907.92	\$907.92	\$0.00
158	***ELEM CLASS TAX CREDIT (Inactive)	\$95.61	\$0.00	\$0.00	\$0.00	\$95.61	\$95.61	\$0.00
159	***JH/HS WOODS TAX CREDIT	\$100.03	\$0.00	\$0.00	\$0.00	\$100.03	\$100.03	\$0.00

Joseph City Unified Auxiliary Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March

Year: 2016

Fund Type:

Include Cash Balance

FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance	Cash Balance	Variance
160	***ELEM ASSEMBLY TAX CREDIT	\$877.50	\$25.00	\$0.00	\$0.00	\$902.50	\$902.50	\$0.00
161	***ELEM ENRICHMENT TAX CREDIT	\$175.69	\$430.00	(\$150.00)	\$0.00	\$455.69	\$455.69	\$0.00
162	***JH/HS ANNUAL/YEARBOOK TAX CRED	\$598.44	\$650.00	\$0.00	\$0.00	\$1,248.44	\$1,248.44	\$0.00
163	***HS BASEBALL TAX CREDIT	\$0.00	\$2,085.00	(\$302.11)	\$0.00	\$1,782.89	\$1,782.89	\$0.00
164	***JH/HS DRAMA TAX CREDIT	\$193.28	\$0.00	\$0.00	\$0.00	\$193.28	\$193.28	\$0.00
165	***HS GIRLS BASKETBALL TAX CREDIT	\$25.00	\$25.00	\$0.00	\$0.00	\$50.00	\$50.00	\$0.00
166	***HS CHEER TAX CREDIT	\$61.26	\$0.00	\$0.00	\$0.00	\$61.26	\$61.26	\$0.00
167	***JH/HS AUDITION CHOIR TAX CREDIT	\$0.32	\$16,660.00	(\$12,293.12)	\$0.00	\$4,367.20	\$4,367.20	\$0.00
168	***HS WRESTLING TAX CREDIT	\$94.94	\$625.00	\$0.00	\$0.00	\$719.94	\$719.94	\$0.00
169	***JH VOLLEYBALL TAX CREDIT	\$20.72	\$0.00	\$0.00	\$0.00	\$20.72	\$20.72	\$0.00
170	***ELEM FIELD TRIP TAX CREDIT	\$668.23	\$1,740.00	(\$285.00)	\$0.00	\$2,123.23	\$2,123.23	\$0.00
171	***JH/HS HIGH FIELD TRIP TAX CREDIT	\$29.34	\$50.00	\$0.00	\$0.00	\$79.34	\$79.34	\$0.00
172	***HS TRACK TAX CREDIT	\$354.71	\$0.00	\$0.00	\$0.00	\$354.71	\$354.71	\$0.00
173	***HS STUDENT COUNCIL TAX CREDIT	\$294.04	\$0.00	\$0.00	\$0.00	\$294.04	\$294.04	\$0.00
174	***HS BOYS BASKETBALL TAX CREDIT	\$111.05	\$0.00	\$0.00	\$0.00	\$111.05	\$111.05	\$0.00
175	***JH/HS CARD AND GAME CLUB TAX CR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
176	***JH/HS FACS TAX CREDIT	\$2.04	\$0.00	\$0.00	\$0.00	\$2.04	\$2.04	\$0.00
177	HS WRESTLING/WEIGHT ROOM	\$8,880.81	\$0.00	(\$4,087.22)	\$0.00	\$4,793.59	\$4,793.59	\$0.00
178	JR/SR HIGH ENRICHMENT TAX CREDIT	\$1,542.85	\$50.00	(\$300.00)	\$0.00	\$1,292.85	\$1,292.85	\$0.00
179	HS FOOTBALL FEES	\$598.43	\$0.00	\$0.00	\$0.00	\$598.43	\$598.43	\$0.00
180	JH/HS BAND FEES	\$3.52	\$300.00	\$0.00	\$0.00	\$303.52	\$303.52	\$0.00
181	HS NATIONAL HONOR SOCIETY FEES	\$434.59	\$0.00	(\$86.91)	\$0.00	\$347.68	\$347.68	\$0.00
182	JH/HS AUDITION CHOIR FEES	\$5.00	\$0.00	\$0.00	\$0.00	\$5.00	\$5.00	\$0.00
183	ELEM FEES	\$71.80	\$1,282.00	(\$940.01)	\$0.00	\$413.79	\$413.79	\$0.00
184	HS ACADEMIC DECATHLON FEES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
185	DIST MUSIC INSTRUMENT RENTAL FEES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
186	JH/HS CLASS FEES	\$16.00	\$0.00	\$0.00	\$0.00	\$16.00	\$16.00	\$0.00
187	***HS FOOTBALL TAX CREDIT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
188	***JH FOOTBALL TAX CREDIT	\$20.00	\$0.00	\$0.00	\$0.00	\$20.00	\$20.00	\$0.00
189	HS SCHOLARSHIP FUND	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
190	JH STUDENT COUNCIL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Joseph City Unified Auxiliary Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March

Year: 2016

Fund Type:

Include Cash Balance

FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance	Cash Balance	Variance
191	***CLASS OF 2013 TAX CREDIT	\$18.20	\$0.00	\$0.00	\$0.00	\$18.20	\$18.20	\$0.00
192	***ELEM HONOR CHOIR TAX CREDIT (Ina	\$560.31	\$0.00	\$0.00	\$0.00	\$560.31	\$560.31	\$0.00
193	ELEM HONOR CHOIR FEES	\$2.10	\$0.00	\$0.00	\$0.00	\$2.10	\$2.10	\$0.00
194	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
195	***CLASS OF 2014 TAX CREDIT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
196	***CLASS OF 2017 TAX CREDIT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
197	***JH/HS HIGH ASSEMBLY TAX CREDIT	\$20.01	\$50.00	\$0.00	\$0.00	\$70.01	\$70.01	\$0.00
198	***JH/HS FUTURE BUS. LEADERS CLUB T	\$755.76	\$0.00	\$0.00	\$0.00	\$755.76	\$755.76	\$0.00
199	DIST TEXTBOOKS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
200	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
201	DIST TITLE I DONATIONS	\$250.23	\$0.00	\$0.00	\$0.00	\$250.23	\$250.23	\$0.00
202	ELEM STUDENT ACTIVITYFUND	\$1,339.82	\$813.45	(\$714.53)	\$0.00	\$1,438.74	\$1,438.74	\$0.00
203	***JH SOFTBALL TAX CREDIT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
204	***JH WRESTLING TAX CREDIT	\$0.00	\$250.00	\$0.00	\$0.00	\$250.00	\$250.00	\$0.00
205	***JH GIRLS BASKETBALL TAX CREDIT	\$20.00	\$25.00	\$0.00	\$0.00	\$45.00	\$45.00	\$0.00
206	***JH TRACK TAX CREDIT	\$20.00	\$50.00	\$0.00	\$0.00	\$70.00	\$70.00	\$0.00
207	***JH/HS HOTROD CLUB TAX CREDIT	\$400.00	\$280.00	(\$413.87)	\$0.00	\$266.13	\$266.13	\$0.00
220	ELEMENTARY YEARBOOK	\$0.00	\$590.00	\$0.00	\$0.00	\$590.00	\$590.00	\$0.00
221	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
230	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
231	DIST JOM	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
232	TUTORING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
233	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
260	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
263	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
264	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
291	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300	DIST MISC. BANK CHARGES	\$440.89	\$4.00	(\$156.91)	\$0.00	\$287.98	\$287.98	\$0.00
306	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
317	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Joseph City Unified Auxiliary Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March
 Year: 2016
 Fund Type:

Include Cash Balance
 FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>	<u>Cash Balance</u>	<u>Variance</u>
320	***DIST-WIDE TAX CREDIT DONATIONS	\$900.00	\$0.00	\$0.00	\$0.00	\$900.00	\$900.00	\$0.00
321	***Schoolwide Tax Credit - Elem	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
322	***Schoolwide Tax Credit - JH/HS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
330	DIST GRANT - AZ PHYSICAL THERAPY AS	\$46.45	\$0.00	\$0.00	\$0.00	\$46.45	\$46.45	\$0.00
331	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
399	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
401	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
402	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
403	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
411	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
412	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
430	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
431	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
450	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
451	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
452	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
506	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
510	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
515	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
520	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
530	DIST INTEREST	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
532	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
535	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
536	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
538	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
550	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
555	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
565	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
570	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
593	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
595	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Joseph City Unified Auxiliary Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March

Year: 2016

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>	<u>Cash Balance</u>	<u>Variance</u>
610	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
620	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
625	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
685	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
690	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
691	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
700	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
954	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
955	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$54,845.62	\$71,126.20	(\$29,844.37)	\$0.00	\$96,127.45	\$95,837.45	\$290.00

End of Report

Joseph City Unified Student Activity Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March

Year: 2016

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>	<u>Cash Balance</u>	<u>Variance</u>
000	Civic Center	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
101	ANNUAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
102	Class of 2019	\$54.86	\$778.26	\$0.00	\$0.00	\$833.12	\$833.12	\$0.00
103	BAND	\$352.10	\$0.00	\$0.00	\$0.00	\$352.10	\$352.10	\$0.00
104	BASEBALL CLUB	\$783.96	\$610.00	(\$931.52)	\$0.00	\$462.44	\$462.44	\$0.00
105	FOOTBALL CHEERLEADERS CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
106	CLASS OF 2014	\$1,493.29	\$0.00	\$0.00	\$0.00	\$1,493.29	\$1,493.29	\$0.00
107	CLASS OF2013	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
108	CLASS OF2016	\$6,875.49	\$4,196.35	(\$5,190.42)	\$0.00	\$5,881.42	\$5,881.42	\$0.00
109	CLASS OF2009	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
110	CLASS OF 2011	\$286.83	\$0.00	\$0.00	\$0.00	\$286.83	\$286.83	\$0.00
111	CLASS OF 2012	\$701.66	\$0.00	\$0.00	\$0.00	\$701.66	\$701.66	\$0.00
112	CLASS of 2017	\$2,193.07	\$811.25	(\$61.63)	\$0.00	\$2,942.69	\$2,942.69	\$0.00
113	CARD AND GAME CLUB	\$60.00	\$0.00	\$0.00	\$0.00	\$60.00	\$60.00	\$0.00
114	DRAMA	\$250.49	\$0.00	\$0.00	\$0.00	\$250.49	\$250.49	\$0.00
115	FUTURE BUSINESS LEADERS OF AMERIK	\$12.60	\$0.00	\$0.00	\$0.00	\$12.60	\$12.60	\$0.00
116	GIRLS BASKETBALL	\$263.92	\$720.00	(\$583.55)	\$0.00	\$400.37	\$400.37	\$0.00
117	HIGH SCHOOL STUDENT COUNCIL	\$1,229.07	\$408.82	(\$148.18)	\$0.00	\$1,489.71	\$1,489.71	\$0.00
118	NATIONAL HONOR SOCIETY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
119	SOFTBALL CLUB	\$5,158.09	\$0.00	(\$1,411.59)	\$0.00	\$3,746.50	\$3,746.50	\$0.00
120	AUDITION CHOIR CLUB	\$3,148.71	\$0.00	(\$477.45)	\$0.00	\$2,671.26	\$2,671.26	\$0.00
121	WRESTLING CLUB	\$191.52	\$0.00	\$0.00	\$0.00	\$191.52	\$191.52	\$0.00
122	CHEERLEADERS CLUB	\$2,169.15	\$159.95	(\$929.70)	\$0.00	\$1,399.40	\$1,399.40	\$0.00
123	WELDING	\$106.37	\$0.00	\$0.00	\$0.00	\$106.37	\$106.37	\$0.00
124	WOODS	\$104.76	\$0.00	\$0.00	\$0.00	\$104.76	\$104.76	\$0.00
125	BOYS BASKETBALL	\$736.39	\$90.00	\$0.00	\$0.00	\$826.39	\$826.39	\$0.00
126	VOLLEYBALL CLUB	\$2,662.57	\$344.12	(\$239.79)	\$0.00	\$2,766.90	\$2,766.90	\$0.00
127	FACS	\$35.75	\$0.00	\$0.00	\$0.00	\$35.75	\$35.75	\$0.00
128	CLASS OF 2007	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
129	CLASS OF 2015	(\$56.85)	\$0.00	\$0.00	\$0.00	(\$56.85)	(\$56.85)	\$0.00
130	SIGN LANGUAGE CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Joseph City Unified Student Activity Fund

Fund Balances

Fiscal Year: 2015-2016

Month: March

Year: 2016

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>	<u>Cash Balance</u>	<u>Variance</u>
131	MATHATHON	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
132	CLASS OF 2018	\$1,507.17	\$740.75	\$0.00	\$0.00	\$2,247.92	\$2,247.92	\$0.00
133	BASKETBALL CHEERLEADERS CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
134	FOOTBALL CLUB	\$27.69	\$0.00	\$0.00	\$0.00	\$27.69	\$27.69	\$0.00
135	Hotrod Club	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
201	CLASS OF 2010	\$1,046.51	\$0.00	\$0.00	\$0.00	\$1,046.51	\$1,046.51	\$0.00
202	ELEM STUDENT ACTIVITY FUND	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
203	TECHNOLOGY CLUB	\$86.00	\$24.00	\$0.00	\$0.00	\$110.00	\$110.00	\$0.00
219	CLASS OF 2019	\$145.63	\$0.00	\$0.00	\$0.00	\$145.63	\$145.63	\$0.00
220	CLASS OF 2020	\$199.65	\$373.79	\$0.00	\$0.00	\$573.44	\$573.44	\$0.00
221	CLASS OF 2021	\$0.00	\$258.32	\$0.00	\$0.00	\$258.32	\$258.32	\$0.00
300	UNDESIGNATED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
301	JH CHEER	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
302	JH SPIRIT CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
303	JH STUDENT COUNCIL	\$1,553.28	\$361.42	(\$320.00)	\$0.00	\$1,594.70	\$1,594.70	\$0.00
304	JH TRACK	\$215.11	\$0.00	\$0.00	\$0.00	\$215.11	\$215.11	\$0.00
500	MISC. BANK CHARGES	(\$196.78)	\$0.00	\$2.64	\$0.00	(\$194.14)	(\$194.14)	\$0.00
Grand Total:		\$33,398.06	\$9,877.03	(\$10,291.19)	\$0.00	\$32,983.90	\$32,983.90	\$0.00

End of Report

C. 2nd Reading of JCUSD Governing Board Policy Changes
(i) Policy GCCA - Professional/Support Staff Sick Leave

76

GCCA
PROFESSIONAL / SUPPORT STAFF
SICK LEAVE

Sick leave for District personnel is a designated amount of compensated leave that is to be granted to a staff member who, through personal or family illness, injury, or quarantine, is unable to perform the duties assigned. Family, for purposes of sick leave, shall include:

Spouse	Grandparents
Children	Grandchildren
Parents	Like relations created by marriage
Siblings	(e.g., stepchild, father-in-law, et cetera)

Family illness, for purposes of sick leave, shall not exceed a period of three (3) days, unless an approval is granted by the Superintendent.

Sick leave may include other excused absences, such as medical, dental, or optical examination or treatment impossible to schedule on nonduty days.

Each staff member shall be credited with a sick leave allowance.

Twelve (12) month employees	nine (9) days
Ten (10) month employees	eight (8) days

Each full-time employee will be credited with five (5) days of sick leave at the beginning of the school year. Beginning with the third month, the employee shall accrue one (1) day of sick leave per month, up to the maximum allowed as set forth above.

Professional staff members working less than full time and support staff members who work less than full time but at least thirty (30) hours per week shall receive a pro rata credit for sick leave.

The unused portion of such allowance shall accumulate to a maximum of one thousand (1,000) hours.

When a staff member exhausts all days of accumulated sick leave, an unpaid leave of absence must be requested, pursuant to District policy.

Sick leave of any staff member who does not serve a full school year shall be prorated at the rate of one (1) day per month.

Sick leave may be used for childbirth during the time the physician verifies that the employee is physically unable to perform her normal duties. If the employee does not wish to return to her duties following childbirth, an extended leave of absence must be requested, consistent with existing District policy.

A staff member who is or will be the father or the grandparent of a newborn child will be allowed two (2) days of sick leave for the birth. In the event of medical complications, more than two (2) days of sick leave may be allowed.

Upon request, the staff member shall inform the Superintendent of the following:

- Purpose for which sick leave is being taken.
- Expected date of return from sick leave.
- Where the staff member may be contacted during the leave.

Sick leave is only for the purpose of recuperative activities, e.g., obtaining medical care or treatment, procuring medications or other prescribed materials, convalescing at home or at a medical facility, or other therapy or activity prescribed by the employee's physician or health practitioner (with verification required if requested by the Superintendent). The District may, at District expense, require the employee to submit to medical or psychiatric examination by a physician or psychiatrist selected by the District to determine 1) whether or not the continued use of sick leave is appropriate or 2) whether return to duty is appropriate.

Any employee who can be shown to have willfully violated or misused the District's sick leave policy or misrepresented any statement or condition will be subject to discipline, which may include reprimand, suspension, and/or dismissal.

~~All employees will be paid one dollar (\$1) per hour of unused sick leave days upon resignation from their position. A maximum of one thousand (1,000) hours may be accumulated.~~

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-187](#)

[15-502](#)

CROSS REF.:

[GCBA](#) - Professional Staff Salary Schedules

GDQB ©
RESIGNATION OF
SUPPORT STAFF MEMBERS

Employees voluntarily terminating their service with the District are expected to give advance notice of not less than ten (10) working days. This notice should be submitted to the supervisor in writing and should specify both the last day of work and the reason for terminating. Authorized unused vacation credit will be paid to employees with the last paycheck, at their regular hourly rate of pay. ~~Employees will be paid one dollar (\$1) per hour of unused sick leave up to one thousand (1,000) hours.~~

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[23-352](#)

[23-353](#)

CROSS REF.:

[GDL](#) - Support Staff Workload

D. Second Reading of the Following Text Book Adoptions

(i) "Discovering Our Past: A History of the United States"

81

IJJ-E

EXHIBIT

TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

School Junior High

Title of book DISCOVERING OUR PAST: A HISTORY OF THE UNITED STATES

Publication Date 2016

Publisher MCGRAW HILL EDUCATION Copyright date 2016

Subject US HISTORY List price of book 93.39

List price of teacher resource materials FREE (INCLUDED W/ PURCHASE)
6 YR LICENSE

List price of consumable materials (eg., workbooks) ONLINE - FREE W/ PURCHASE

Secondary course title or elementary grade level 8TH GRADE SOCIAL STUDIES

Comments: THIS BOOK WAS SELECTED FROM 3

DIFFERENT SAMPLE TEXTBOOKS RECEIVED BY THE

SOCIAL STUDIES DEPARTMENT.

Yes No

A. Is the viewpoint of the author consistent with the Governing Board's "Statement of Educational Philosophy"?

B. Is the viewpoint of the author consistent with the teaching and learning objectives for the subject?

C. Does the book substantially meet these 7 criteria for selection?

1. Is it among the best of its kind available for the use intended?

2. Does it help to implement the course of study?

3. Are its contents, vocabulary, and format generally suitable for the students?

4. Does it have literary merit and interest appeal?
5. Have any available reviews been examined?
6. Have members of the staff read and examined the material and recommended the title for purchase?
7. Does it fairly portray ethnic, racial, religious, and sex roles?

E G U N

Key: Excellent, Good, Unsatisfactory, None

D. Appropriateness of materials for student learning:

1. Interesting and challenging at level of student comprehension.
2. Correct and up to date.
3. Logical organization of content.
4. Pertinence of pictures.
5. Discussion topics, questions, student activities.
6. Student references and bibliographies.
7. Tables of contents, indexes, glossaries, appendixes, annotations.
8. Summaries.
9. Suggested student activities.
10. Student manuals and workbooks.
11. Student self-tests.

E G U N

E. Appropriateness of material for instruction:

1. Teacher's guide and manual. *ONLINE*
2. Teacher references and bibliography.
3. Suggested supplementary printed materials and audiovisual aids.
4. Suggested instructional methods.
5. Separately published achievement tests.
6. Separately published diagnostic tests.

7. Provision for teaching different ability groups.

8. Content generally free of material that may be considered offensive according to accepted community standards.

E G U N

F. Physical characteristics:

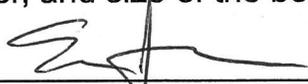
1. Cover design and use of color throughout the book.

2. Style and size of type.

3. Layout of pages.

4. Clear pictures and graphic illustrations.

5. Binding, quality of paper, and size of the book.

Date 4/7/16 Approved 

Chairperson

IJJ-E

EXHIBIT

**TEXTBOOK / SUPPLEMENTARY
MATERIALS
SELECTION AND ADOPTION**

School HIGH SCHOOL

Title of book BUILDING CITIZENSHIP: CIVICS & ECONOMICS

Publication Date 2016

Publisher MCGRAW HILL EDUCATION Copyright date 2016

Subject US/AZ GOVERNMENT & ECONOMICS List price of book 88.92

List price of teacher resource materials FREE (INCLUDED W/ PURCHASE)
6 YR LICENSE W/ PURCHASE

List price of consumable materials (eg., workbooks) DIGITAL / ONLINE - INCLUDED

Secondary course title or elementary grade level SENIORS

Comments: WE ARE REQUIRED TO ~~DIFF~~ TEACH
US GOVERNMENT (1 SEMESTER) AND ECONOMICS (1
SEMESTER). CURRENTLY WE SPLIT THE CLASSES
INTO 2 SEMESTERS WITH 2 SEPARATE BOOKS.
THIS NEW BOOK COMBINES EVERYTHING INTO A
SINGLE TEXTBOOK - SAVING SOME HASSLE & MONEY.

Yes No

A. Is the viewpoint of the author consistent with the Governing Board's "Statement of Educational Philosophy"?

B. Is the viewpoint of the author consistent with the teaching and learning objectives for the subject?

C. Does the book substantially meet these 7 criteria for selection?

1. Is it among the best of its kind available for the use intended?

2. Does it help to implement the course of study?

3. Are its contents, vocabulary, and format generally suitable for the students?

4. Does it have literary merit and interest appeal?
5. Have any available reviews been examined?
6. Have members of the staff read and examined the material and recommended the title for purchase?
7. Does it fairly portray ethnic, racial, religious, and sex roles?

E G U N

Key: Excellent; Good; Unsatisfactory; None

D. Appropriateness of materials for student learning:

1. Interesting and challenging at level of student comprehension.
2. Correct and up to date.
3. Logical organization of content.
4. Pertinence of pictures.
5. Discussion topics, questions, student activities.
6. Student references and bibliographies.
7. Tables of contents, indexes, glossaries, appendixes, annotations.
8. Summaries.
9. Suggested student activities.
10. Student manuals and workbooks. *ONLINE / VIRTUAL*
11. Student self-tests.

E G U N

E. Appropriateness of material for instruction:

1. Teacher's guide and manual. *ONLINE / VIRTUAL*
2. Teacher references and bibliography.
3. Suggested supplementary printed materials and audiovisual aids.
4. Suggested instructional methods.
5. Separately published achievement tests.
6. Separately published diagnostic tests.

- 7. Provision for teaching different ability groups.
- 8. Content generally free of material that may be considered offensive according to accepted community standards.

E G U N

F. Physical characteristics:

- 1. Cover design and use of color throughout the book.
- 2. Style and size of type.
- 3. Layout of pages.
- 4. Clear pictures and graphic illustrations.
- 5. Binding, quality of paper, and size of the book.

APPROVE BY
LIBRARIAN - JULIE MILLS

Date 4/7/16 Approved 
Chairperson

IJJ-E

EXHIBIT

TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

School HIGH SCHOOL

Title of book WORLD: HISTORY & GEOGRAPHY

Publication Date 2014

Publisher MCGRAW HILL EDUCATION Copyright date 2014

Subject WORLD HISTORY List price of book 99.60

List price of teacher resource materials FREE (INCLUDE W/ PURCHASE)

List price of consumable materials (eg., workbooks) ONLINE RESOURCES INCLUDED
6 YR LICENSE

Secondary course title or elementary grade level SOPHOMORE SOCIAL STUDIES

Comments: THIS BOOK WAS SELECTED FROM

3 DIFFERENT SAMPLE OPTIONS WE RECEIVED

BY THE SOCIAL STUDIES DEPARTMENT TEACHERS.

Yes No

A. Is the viewpoint of the author consistent with the Governing Board's "Statement of Educational Philosophy"?

B. Is the viewpoint of the author consistent with the teaching and learning objectives for the subject?

C. Does the book substantially meet these 7 criteria for selection?

1. Is it among the best of its kind available for the use intended?

2. Does it help to implement the course of study?

3. Are its contents, vocabulary, and format generally suitable for the students?

4. Does it have literary merit and interest appeal?
5. Have any available reviews been examined?
6. Have members of the staff read and examined the material and recommended the title for purchase?
7. Does it fairly portray ethnic, racial, religious, and sex roles?

E G U N

Key: Excellent, Good, Unsatisfactory, None

D. Appropriateness of materials for student learning:

1. Interesting and challenging at level of student comprehension.
2. Correct and up to date.
3. Logical organization of content.
4. Pertinence of pictures.
5. Discussion topics, questions, student activities.
6. Student references and bibliographies.
7. Tables of contents, indexes, glossaries, appendixes, annotations.
8. Summaries.
9. Suggested student activities.
10. Student manuals and workbooks. *ONLINE/VIRTUAL*
11. Student self-tests.

E G U N

E. Appropriateness of material for instruction:

1. Teacher's guide and manual.
2. Teacher references and bibliography.
3. Suggested supplementary printed materials and audiovisual aids.
4. Suggested instructional methods.
5. Separately published achievement tests.
6. Separately published ⁹⁰diagnostic tests.

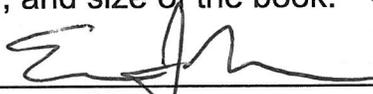
- 7. Provision for teaching different ability groups.
- 8. Content generally free of material that may be considered offensive according to accepted community standards.

E G U N

F. Physical characteristics:

- 1. Cover design and use of color throughout the book.
- 2. Style and size of type.
- 3. Layout of pages.
- 4. Clear pictures and graphic illustrations.
- 5. Binding, quality of paper, and size of the book.

CHECKED BY LIBRARIAN
JULIE MIUS

Date 4/7/16 Approved 
Chairperson

IJJ-E

EXHIBIT

TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

School Joseph City High School

Title of book Avancemos I/Avancemos II

Publication Date 2013

Publisher Houghton Mifflin Harcourt Copyright date 2013

Subject Spanish I/spanish II List price of book 99.95/

List price of teacher resource materials \$104.90

List price of consumable materials (eg., workbooks) 459.95

Secondary course title or elementary grade level Spanish I/spanish II

Comments: Please see cost proposal for breakdown of materials. Comparisons were made with books from the publishers of McGraw Hill and Pearson. Mr Miller reviewed the textbooks and is in agreement with the textbook selection

Yes No

A. Is the viewpoint of the author consistent with the Governing Board's "Statement of Educational Philosophy"?

B. Is the viewpoint of the author consistent with the teaching and learning objectives for the subject?

C. Does the book substantially meet these 7 criteria for selection?

1. Is it among the best of its kind available for the use intended?

2. Does it help to implement the course of study?

3. Are its contents, vocabulary, and format generally suitable for the students?

- 4. Does it have literary merit and interest appeal?
- 5. Have any available reviews been examined?
- 6. Have members of the staff read and examined the material and recommended the title for purchase?
- 7. Does it fairly portray ethnic, racial, religious, and sex roles?

E G U N **Key: Excellent, Good, Unsatisfactory, None**

D. Appropriateness of materials for student learning:

- 1. Interesting and challenging at level of student comprehension.
- 2. Correct and up to date.
- 3. Logical organization of content.
- 4. Pertinence of pictures.
- 5. Discussion topics, questions, student activities.
- 6. Student references and bibliographies.
- 7. Tables of contents, indexes, glossaries, appendixes, annotations.
- 8. Summaries.
- 9. Suggested student activities.
- 10. Student manuals and workbooks.
- 11. Student self-tests.

E G U N

E. Appropriateness of material for instruction:

- 1. Teacher's guide and manual.
- 2. Teacher references and bibliography.
- 3. Suggested supplementary printed materials and audiovisual aids.
- 4. Suggested instructional methods.
- 5. Separately published achievement tests.
- 6. Separately published diagnostic tests.

- 7. Provision for teaching different ability groups.
- 8. Content generally free of material that may be considered offensive according to accepted community standards.

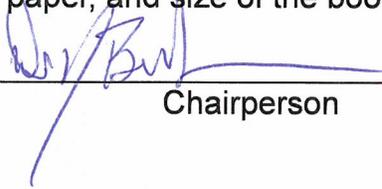
E G U N

F. Physical characteristics:

- 1. Cover design and use of color throughout the book.
- 2. Style and size of type.
- 3. Layout of pages.
- 4. Clear pictures and graphic illustrations.
- 5. Binding, quality of paper, and size of the book.

Date 5 April 2016

Approved



Chairperson



Houghton Mifflin Harcourt

Cost Proposal

Prepared For

Joseph City School District 2

8176 N Westover St
Joseph City AZ 86032

Attention:

Dan Bushman

danb@jcsd.org

For the Purchase of:

Avancemos Levels I and II

Prepared By

Lauren Rittenhouse

lauren.rittenhouse@hmc.com

PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.



Houghton Mifflin Harcourt

Attention:
Dan Bushman
danb@jcsd.org

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmc.com

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Joseph City School District 2

Avancemos Levels I and II

ISBN	Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Holt McDougal ¡Avancemos! 2013 Level 1					
Student Resources					
1505010	9780547871912 ¡Avancemos! Student Edition Level 1 2013	\$79.50	20	\$1,590.00	
1528167	9780544019973 ¡Avancemos! 2013 Hybrid Value Plus Bundle 6-Year Level 1	\$99.95	30	\$2,998.50	
<i>Includes:</i>					
<i>Student Edition Level 1</i>					
<i>Online Premium Add-on Package 6 Year Level 1 - (includes Cuaderno, Interactive Reader)</i>					
<i>Online Student Edition 6-Year Level 1 - (Includes interactive, scoreable activities for every single textbook activity, downloadable audio and video, News and Networking, Pre-AP Student Resources, Performance Space, all Teacher Resources, including Pre-AP Teacher Resources and Interactive Whiteboard Activities (viewable only to the teacher).</i>					
Total for Student Resources				\$4,588.50	
Teacher Resources					
1505204	9780547872025 ¡Avancemos! 2013 Teacher Edition Level 1	\$104.90			1
291286	9780618752287 ¡Avancemos! 2013 Cuaderno para hispanohablantes Workbook TE Level 1	\$25.60			1
204865	9780618751013 ¡Avancemos! 2013 Cuaderno: Practica por niveles Workbook TE Level 1	\$25.60			1
1516260	9780547935263 ¡Avancemos! 2013 Resource Manager Box Level 1	\$208.00			1
291301	9780618753215 ¡Avancemos! 2013 Best Practices Toolkit Levels 1A/1B/1	\$173.00			1
1516295	9780547938998 ¡Avancemos! 2013 Differentiated Assessment Program Level 1A/1B/1	\$246.50			1
1509635	9780547897042 ¡Avancemos! 2013 Teacher One Stop DVD-ROM Level 1	\$150.00			1
<i>Includes Lesson Plans, Audio Program, AvanzaRap Lyrics and Activity, Clip Art, Conversation Cards, Cuaderno para hispanohablantes Teacher's Edition, Cuaderno: práctica por niveles Teacher's Edition (of the cuaderno), End of Lesson Word List, Learning Scenarios, Lecturas para todos Teacher's Edition, Sing Along: Grammar and Vocabulary Songs, Sing Along: Grammar and Vocabulary Songs Lyrics, Teaching Proficiency Through Reading and Storytelling, Unit Resource Book, Unit Transparency Book, Video Resources, Assessment Resources, Heritage Learners Assessment, Projectable Transparencies, and ExamView® Assessment Suite</i>					
1101261	9780554028712 ¡Avancemos! 2013 AvanzaRap! DVD Levels 1A/1B/1	\$56.25			1
291795	9780618585557 ¡Avancemos! 2013 Video Program DVD Levels 1A/1B/1	\$459.95			1
Total for Teacher Resources					
Total for Holt McDougal ¡Avancemos! 2013 Level 1				\$4,588.50	



Houghton Mifflin Harcourt

Attention:
Dan Bushman
danb@jcsd.org

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmhpub.com

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Joseph City School District 2 Avancemos Levels I and II

ISBN	Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
Holt McDougal ¡Avancemos! 2013 Level 2					
Student Resources					
1528168	9780544019997 ¡Avancemos! 2013 Hybrid Value Plus Bundle 6-Year Level 2	\$99.95	25	\$2,498.75	
<i>Includes:</i>					
<i>Student Edition Level 2</i>					
<i>Online Premium Add-on Package 6 Year Level 2 - (includes Cuaderno, Interactive Reader)</i>					
<i>Online Student Edition 6-Year Level 2 - (Includes interactive, scoreable activities for every single textbook activity, downloadable audio and video, News and Networking, Pre-AP Student Resources, Performance Space, all Teacher Resources, including Pre-AP Teacher Resources and Interactive Whiteboard Activities (viewable only to the teacher).)</i>					
Total for Student Resources				\$2,498.75	
Teacher Resources					
1505201	9780547871967 ¡Avancemos! 2013 Teacher Edition Level 2	\$104.90			1
291287	9780618752294 ¡Avancemos! 2013 Cuaderno para hispanohablantes Workbook TE Level 2	\$25.60			1
204866	9780618751020 ¡Avancemos! 2013 Cuaderno: Practica por niveles Workbook TE Level 2	\$25.60			1
1516257	9780547935218 ¡Avancemos! 2013 Resource Manager Box Level 2	\$208.00			1
291306	9780618753260 ¡Avancemos! 2013 Best Practices Toolkit Level 2	\$173.00			1
1516297	9780547935560 ¡Avancemos! 2013 Differentiated Assessment Program Level 2	\$246.50			1
1509636	9780547897059 ¡Avancemos! 2013 Teacher One Stop DVD-ROM Level 2	\$150.00			1
<i>Includes Lesson Plans, Audio Program, AvanzaRap Lyrics and Activity, Clip Art, Conversation Cards, Cuaderno para hispanohablantes Teacher's Edition, Cuaderno: práctica por niveles Teacher's Edition (of the cuaderno), End of Lesson Word List, Learning Scenarios, Lecturas para todos Teacher's Edition, Sing Along: Grammar and Vocabulary Songs, Sing Along: Grammar and Vocabulary Songs Lyrics, Teaching Proficiency Through Reading and Storytelling, Unit Resource Book, Unit Transparency Book, Video Resources, Assessment Resources, Heritage Learners Assessment, Projectable Transparencias, and ExamView® Assessment Suite</i>					
1101262	9780554030524 ¡Avancemos! 2013 AvanzaRap! DVD Level 2	\$56.25			1
291962	9780618724475 ¡Avancemos! 2013 Video Program DVD Level 2	\$459.95			1
Total for Teacher Resources					
Total for Holt McDougal ¡Avancemos! 2013 Level 2				\$2,498.75	

Proposal Summary

Subtotal Purchase Amount:	\$7,087.25
Shipping & Handling (5.00%):	\$354.36
Total Cost of Proposal (PO Amount):	\$7,441.61

****Please add proper sales tax to your order****



Attention:
Dan Bushman
danb@jcsud.org

Customer Experience
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Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmhpub.com

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**Joseph City School District 2
Avancemos Levels I and II**

Total Cost of Proposal (PO Amount): \$ 7,441.61

This is a cost proposal only. Orders submitted under this proposal on or before the expiration date are subject to acceptance at Houghton Mifflin Harcourt's main office and are subject to the applicable terms in Houghton Mifflin Harcourt's invoice issues for such order.

Date of Proposal: 4/1/2016

Proposal Expiration Date:5/16/2016



Houghton Mifflin Harcourt

Prices: Prices quoted are wholesale school prices and do not include transportation charges unless otherwise stated in this proposal. These wholesale school prices apply to the educational customers of Houghton Mifflin Harcourt. Prices quoted are valid for orders submitted on or before the expiration date set forth in the proposal.

Educational customers are billed at wholesale school price, f.o.b. shipping point, with a prepaid transportation charge and, unless the customer specifically requests otherwise, a charge for our guarantee of delivery is added to the invoice when shipped via U.S. Postal service. For educational customers preferring f.o.b. destination billing, ten and a half percent (10.5%) of wholesale school price is added and we pay transportation charges and guarantee delivery. Prices do not include any sales tax. Applicable sales tax, if any, will be added to the invoice unless an appropriate tax exemption certificate has been furnished to Houghton Mifflin Harcourt.

Upon receipt of purchase order, gratis items will be shipped in direct proportion to pupil materials purchased. If purchases vary from those included in this proposal, gratis items will change accordingly. Gratis items may also change if purchase is other than a direct school district to publisher order, such as via a third-party vendor or jobber.



Houghton Mifflin Harcourt

Attention:
Dan Bushman
danb@jcsd.org

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
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k12orders@hmhpub.com

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Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding NPC IGA for Concurrent Enrollment

Presented By: Bryan Fields

Background:

Attached is the NPC contract that we usually have in place for concurrent enrollment. Unfortunately the district's attorney has not signed off on this yet or the project TALON MOA. I am asking that the board approve this as it is written. I have instructed Kathy not to send these off to NPC until we have legal counsel approval on them. The NAVAPACHE group is trying to have one attorney do the same contract for all the districts in an effort to save money.

Fiscal Note:

Recommendation:

Motion to approve the item Inter-Governmental Agreement with NPC on Concurrent Enrollment.

The Ledbetter

LLF

Law Firm, P.L.C.

May 9, 2016

VIA EMAIL AND U.S. MAIL

bryanf@jcusd.org

Superintendent Bryan Fields
Joseph City Unified School District #2
P.O. Box 8
Joseph City, Arizona 86032

Re: NPC IGA FY2017

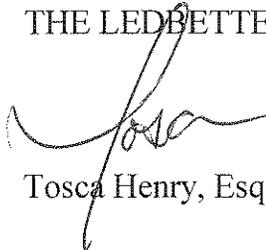
Dear Bryan:

Enclosed, please find the original Intergovernmental Agreement (“IGA”) between the District and Northland Pioneer College for Dual Enrollment Courses, executed by our office as counsel for the District. The IGA has been reviewed and approved as to form.

Thank you, and do not hesitate to contact us with any questions or comments.

Sincerely,

THE LEDBETTER LAW FIRM, P.L.C.



Tosca Henry, Esq.

TGH/lsc

Enclosure

1003 North Main Street, Cottonwood, AZ 86326

(928) 649-8777 ♦ www.ledbetter-law.com

~ Trusted Locally, Respected Nationally ~

Attorneys of the firm are licensed to practice before the courts of Arizona, Utah, Nevada, New Mexico, Alaska, U.S. District Court for the District of Arizona, U.S. Supreme Court, Navajo Nation, Colorado River Indian Community, Gila River Indian Community, Hualapai Tribe, Hopi Tribe, San Carlos Apache Tribe, Yavapai-Apache Nation, White Mountain Apache Tribe and Tohono O’odham Nation.

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
AND
JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2**

This Intergovernmental Agreement (“Agreement”) is entered into this _____ day of _____, 2016, between Navajo County Community College District, dba Northland Pioneer College (“College”), and Joseph City Unified School District No. 2, (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

BACKGROUND

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(F), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation requirements.

AGREEMENT

In consideration of the mutual promises contained herein, the Parties agree as follows:

1. PURPOSE

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

2. DEFINITION

Pursuant to A.R.S. § 15-101(11), a “Dual Enrollment Course” is defined as a college level course that is conducted on the campus of a high school or on the campus of a joint technological education district, and that is:

- A. applicable to an established community college academic degree or certificate program, and transferable to a university under the jurisdiction of the Arizona Board of Regents; or

- B. applicable to a community college occupational degree or certificate program.
- C. Notwithstanding the foregoing, physical education shall not be available as a Dual Enrollment Course.

3. EFFECTIVE DATE AND TERM

- A. This Agreement shall be effective:
 - i. After the governing boards of School District and College have approved it; and
 - ii. On the date that authorized representatives of both Parties have signed it (“Effective Date”).
- B. The term of this Agreement shall be from the Effective Date through June 30, 2017 (“Term”).

4. OBLIGATIONS OF COLLEGE

4.1 General Course Requirements

- A. College will offer Dual Enrollment Courses to School District juniors and seniors, and to freshman and sophomore students subject to Paragraph E in this Section 4.1 who meet College’s prerequisites.
- B. Pursuant to A.R.S. § 15-1821.01(3), College will ensure that all Dual Enrollment Courses offered to School District students are:
 - 1. of a quality and depth to qualify for college credit as determined by College;
 - 2. evaluated and approved through the College curriculum approval process;
 - 3. at a higher level than taught by the School District high school;
 - 4. transferable to an Arizona public university or applicable to an established community college occupational degree or certificate program; and
 - 5. compliant with all other standards for College courses.

Dual Enrollment Courses offered pursuant to this Agreement are listed in Exhibit B attached to this Agreement.

- C. Students enrolled in Dual Enrollment Courses shall be admitted to College for college level credit under current procedures for admission of students to College, and in compliance with A.R.S. § 15-1821.01 and A.R.S. § 15-1805.01. A student who is under eighteen (18) years of age may be

granted admission if the student meets the pre-requisites for the Dual Enrollment Course and the student achieves any one of the following:

1. a composite score of ninety-three (93) or more on the preliminary scholastic aptitude test;
2. a composite score of nine hundred thirty (930) or more on the scholastic aptitude test;
3. a composite score of twenty-two (22) or more on the American college test;
4. a passing score on the relevant portions of the Arizona instrument to measure standards test;
5. the completion of a college placement test designated by College that indicates the student is at the appropriate college level for the course; or
6. is a graduate of a private or public high school or has a high school certificate of equivalency.

Home schooled students are exempt from Sections 1-6 of this Paragraph C. Notwithstanding the above, a student who enrolls in a vocational or occupational education course may be admitted on an individual basis with the approval of College if the student meets the established requirements of the course for which the student enrolls and College determine that the student's admission is in the best interest of the student. College retains the right to refuse admission to and remove a student from Dual Enrollment Courses in accordance with College policy.

D. College shall determine residency status of students for tuition purposes in accordance with A.R.S. § 15-1801 *et seq.*

E. Pursuant to A.R.S. § 15-1821.01(2)(b) and subject to Section 5.1(E) below, College may waive the class status requirements set forth in Section 4.1(A) for up to twenty-five percent (25%) of the students enrolled for Dual Enrollment Courses by College. College shall have written criteria for waiving the requirement for each Dual Enrollment Course which shall include a demonstration, by an examination of the specific purposes and requirements of the course, that freshman and sophomore students who meet the Dual Enrollment Course prerequisites are prepared to benefit from the college level course. College shall report all exceptions and the justification for each exception.

F. College will provide to School District the instructional information necessary to meet the goals of the courses delivered, including but not limited to College approved textbook titles, syllabi, course outlines and grading standards applicable to the Dual Enrollment Courses.

G. College will ensure that instructors of Dual Enrollment Courses follow the Dual Enrollment Course guidelines, and that the same standards of expectation and assessment that are applied to other College courses are applied to the Dual Enrollment Courses.

H. For each student, College will assign an identification number to the student that shall correspond to or reference the Student Accountability Information System (SAIS) number assigned to the student. School District will provide College with the SAIS number for each student as provided in Section 5.1(G).

I. College will grant College credit for a Dual Enrollment Course when a student satisfactorily completes the course.

4.2 Instructors and Instruction

- A. College will ensure that School District instructors teaching Dual Enrollment Courses have valid College teaching qualifications in the field being taught and are selected and evaluated by College using the same procedure and criteria that are used for instructors at College campus.
- B. If College is providing the instructor for a Dual Enrollment Course, College will provide at College's expense a substitute instructor, as necessary and as agreed upon by School District, to cover the absence of any College instructor teaching a Dual Enrollment Course.

4.3 Assessment and Monitoring

- A. Except for vocational and occupational Dual Enrollment Courses, and if required by College policy, College will assess each student who seeks enrollment in a Dual Enrollment Course through an assessment test prior to, or at the time of, enrollment to determine and assure proper placement in the Dual Enrollment Courses.
- B. College will involve full-time College faculty who teach a particular discipline in the selection, orientation, ongoing professional development and evaluation of School District faculty teaching Dual Enrollment Courses.
- C. College will designate a liaison officer to assist with dual enrollment activities and to meet with the liaison designated by School District as necessary and, at least once within a two-year period, to review Dual Enrollment Course outlines and School District's high school scope and sequence, and to review and amend the course outlines as necessary.

4.4 Policy and Procedure

- A. College will comply with all applicable procedures and requirements for the Dual Enrollment Courses set out in state statute and College policy.
- B. College will provide School District with College policies and procedures applicable to students enrolling in Dual Enrollment Courses.
- C. College will provide School District access to the educational records of students as necessary to carry out the terms of this Agreement, and limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record, understanding that students enrolled in the Dual Enrollment Courses will be enrolled in both School District and College. Pursuant to the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), and applicable regulations, School District and College may disclose educational records of students to each other as "officials of another school system" where the student is enrolled.

4.5 Students with Disabilities

- A. After notification from School District of a student's need, if College is providing the instructor, College will cooperate with School District to ensure the instructor complies with Section 504 of the Rehabilitation Act of 1973, as amended, or the Individuals with Disabilities Education Act ("IDEA"), as applicable. College shall work with School District in determining appropriate accommodations or special education services, however, School District shall have the primary financial and administrative responsibility for providing and implementing necessary accommodations or services.

B. College will provide training and guidance to instructors and other personnel in the area of compliance with the Americans with Disabilities Act (“ADA”) and Rehabilitation Act of 1973, as amended, as the Acts specifically relate to instructing students in a postsecondary education situation.

4.6 Reporting

College will submit a report to the Joint Legislative Budget Committee pursuant to A.R.S. § 15-1821.01(2)(b) when necessary, and School District will provide College with data that is required for inclusion in any such report in a timely fashion, as specified in Section 5.6.

5. OBLIGATIONS OF SCHOOL DISTRICT

5.1 General Course Requirements

A. School District will provide an opportunity for School District students who meet criteria pursuant to Paragraph B of this Section 5.1 to enroll in Dual Enrollment Courses and to receive college credit and credit toward high school graduation.

B. Pursuant to A.R.S. § 15-1821.01(6), School District will ensure that each student who enrolls for a Dual Enrollment Course pursuant to this Agreement is a full-time student and is currently enrolled in and attending a full-time instructional program, as defined in A.R.S. § 15-901, in a school in School District, except that high school seniors who satisfy high school graduation requirements with less than a full-time instructional program shall be exempt from this provision.

C. If School District is providing the instructor for the Dual Enrollment Course, School District will provide instruction in accordance with the polices, regulations and instructional standards of College in courses designated as Dual Enrollment Courses to students of School District at the School District facility during the day.

D. School District will verify that each student enrolled in a Dual Enrollment Course, including those not electing to enroll for College credit, satisfies the prerequisites for the Dual Enrollment Course as published in College’s catalog and complies with College policies and this Agreement regarding student placement in courses.

E. The School District Superintendent or designee may allow freshman and sophomore students to enroll in Dual Enrollment Courses subject to Section 4.1(E) above.

F. School District will adopt and utilize College approved textbooks, course outlines, and grading standards applicable to the Dual Enrollment Courses being taught. School District shall provide textbooks for the students. Each student shall be responsible to purchase other supplies, if any, required for the Dual Enrollment Course. Classroom supplies normally supplied by College are included in tuition charges.

G. For each student enrolling in a Dual Enrollment Course, School District will enroll the student using the student’s SAIS number and provide that number to College.

5.2 Instructors and Instruction

- A. If School District is to provide the instructor, School District will nominate an instructor qualified in the appropriate subject area for each Dual Enrollment Courses and submit each instructor's name and credentials to College for approval.
- B. School District will ensure that School District instructors teaching Dual Enrollment Courses provide instruction in accordance with the policies, regulations and instructional standards of College and comply with College assessments.
- C. If School District is providing the instructor, School District will provide at School District's expense a substitute instructor, as necessary and as agreed upon by College, to cover the absence of a School District instructor who teaches a Dual Enrollment Course. In the case of substitutions exceeding ten (10) consecutive school days, School District shall notify College in writing of the name and credentials of the substitute instructor.

5.3 Assessment and Monitoring

School District will designate a liaison officer to assist with dual enrollment activities and to meet with the College designated liaison as necessary and, at least once within a two-year period, to review Dual Enrollment Course outlines and School District's high school scope and sequence to review and amend the course outlines as necessary.

5.4 Policy and Procedure

- A. School District will ensure that each student seeking enrollment in a Dual Enrollment Course:
1. has completed the necessary registration forms;
 2. has completed College assessment examinations, if required by College;
 3. is aware the student is subject to both School District policies and procedures and College policies and procedures;
 4. is aware the student is participating in a college level course, even though provided at the School District, and should act appropriately; and
 5. is aware of the requirements for determination of in-state tuition.
- B. School District will ensure that each instructor of Dual Enrollment Courses agrees to be subject to School District policies and procedures and College policies and procedures, including the right of College to withdraw authorization of the instructor's participation in the dual enrollment program for failure to follow College requirements.
- C. School District will provide College access to the educational records of students as necessary to carry out the terms of this Agreement, and limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record, understanding that students enrolled in the Dual Enrollment Courses will be enrolled in both School District and College. Pursuant

to FERPA and applicable regulations, School District and College may disclose educational records of students to each other as “officials of another school system” where the student is enrolled.

5.5 Students with Disabilities

School District will determine the appropriate accommodations for each qualified student with disabilities in accordance with the ADA and Section 504 of the Rehabilitation Act of 1973 or the IDEA, as applicable, submit appropriate documentation on students with disabilities to the Disabilities Coordinator at College, and implement accommodations or special education services as required by Federal and State law and as negotiated between the College Disability Resource office and School District. School District shall work with College in determining appropriate accommodations or special education services. School District shall have the primary financial and administrative responsibility for providing and implementing necessary accommodations or services.

5.6 Reporting

School District will provide to College any data or other information that is required for the submission of the report required by A.R.S. § 15-1821.01(2)(b).

5.7 Facilities and Funding

A. School District will provide classroom/laboratory space in which Dual Enrollment Courses and activities will be conducted. Facilities and ancillary services provided for the delivery of Dual Enrollment Courses shall comply with all applicable provision of the state Fire Marshal Code, A.R.S. § 41-2161 et seq. (access for disabled persons), and all other applicable federal and state laws.

B. Payment, if any, for facilities and ancillary services shall be designated in Exhibit A attached to this Agreement.

6. MUTUAL AGREEMENTS

6.1 Instructor

A. Throughout the term of this Agreement, an instructor provided by School District shall remain an employee of School District, and shall be subject to the terms and conditions of the instructor’s employment contract and School District policy, but shall also be subject to continuing approval by College. Should a School District instructor violate College procedure or policy, College may withdraw authorization for the instructor to participate in the dual enrollment program and School District, upon such withdrawal of authorization, shall substitute another qualified instructor and notify College in writing of such substitution. The instructor must be approved by College pursuant to the terms of this Agreement.

B. Throughout the term of this Agreement, an instructor provided by College shall remain an employee of College, and shall be subject to the terms and conditions of the instructor’s employment contract and College policy, but shall also be subject to School District policy. Should a College instructor violate School District procedure or policy, School District may ask College to withdraw authorization for the instructor to participate in the dual enrollment program and College, upon such

withdrawal of authorization, shall substitute another qualified instructor and notify School District in writing of such substitution.

6.2 Student

Each student enrolled in a Dual Enrollment Course, even though enrolled as a College student during the term of the Dual Enrollment Course, shall remain a student of School District and shall follow the schedule and calendar of classes as established by School District and approved by College.

6.3 Removal from Course

School District retains the right to refuse to allow a student to enroll in a Dual Enrollment Course and to discipline and/or remove any student from the Dual Enrollment Course in accordance with School District policies. College shall have the right to request School District to remove a student from a Dual Enrollment Course in accordance with College policy.

6.4 Schedule and Number of Students

School District and College shall mutually determine the schedule of, and maximum and minimum number of students to enroll in, each Dual Enrollment Course. Such schedule shall not be changed except by prior written agreement of School District and College. School District and College must mutually agree if any student who is not a student of School District will be enrolled in a Dual Enrollment Course; provided, however, that any such student must comply with the admissions requirements and course prerequisite requirement provisions of this Agreement.

6.5 Availability of Instructors

Availability of Dual Enrollment Courses offered by College shall be dependent on the availability of appropriately qualified instructors. College may compensate School District for the services of a qualified instructor provided by School District or, alternatively, College may provide a qualified instructor to deliver any Dual Enrollment Course.

6.6 Guidelines

School District and College shall ensure that each student enrolled in a Dual Enrollment Course, and all personnel of School District and all personnel of College who are involved in the dual enrollment program are provided with dual enrollment guidelines, and that such persons agree to review and comply with the guidelines.

6.7 Rigor of Courses

College and School District agree that college level courses are rigorous and demanding courses, and the standards and criteria of any Dual Enrollment Course shall meet statutory and College criteria, and such criteria shall not be diminished for the purpose of the dual enrollment program.

///

7. FINANCIAL PROVISIONS AND FORMAT FOR BILLING: See Exhibit A attached.

7.1 Fees

Fees and charges for the Dual Enrollment Courses and program are provided on Exhibit A attached to this Agreement.

7.2 Supplies

School District will provide and pay for basic textbooks, workbooks, supplies and other costs related to the teaching of and the administration of Dual Enrollment Courses within School District.

7.3 Tuition

A. Either the student or School District shall be responsible for payment of tuition to College, as specified in Exhibit A.

B. College may provide grants, scholarships or financial aid in accordance with College policies and as set forth in Exhibit A. In addition, College may offset tuition payments owed to College by School District with payments due from College to School District.

C. School District understands and agrees that tuition charges for students enrolled under this program may vary from student to student depending upon the total number of student credit hours for which each student has enrolled each term, and depending upon the student's eligibility for in-state tuition. Pursuant to A.R.S. § 15-1802(C), the residency of an unemancipated student under the age of nineteen years will be that of the student's parent or legal guardian, and any student who does not meet the statutory requirements for in-state tuition will be charged out of state tuition rates.

7.4 Billing Format

The format for the billing of all services pursuant to this Agreement is set forth on Exhibit A. The Billing Format shall include all information required by A.R.S. § 15-1821.01(1)(a).

8. RECORDS

All accounts, reports, files and other records relating to this Agreement shall be kept for a minimum of five (5) years after termination of this Agreement and shall be open to reasonable inspection and audit by the other party during that period. Audits may be conducted, at a time mutually agreed upon by the parties, by any appropriate political subdivision or agency of the State of Arizona or by representatives of the comptroller General of the United States or the Secretary of Education when required by applicable federal regulations.

9. CONFIDENTIALITY

All written student records shall be kept confidential in accordance with FERPA and regulations adopted pursuant to FERPA, the IDEA and regulations adopted thereunder, and applicable state laws and School District policies controlling the disclosure of personally identifiable information from a student's education records.

10. TERMINATION/DISPOSITION OF PROPERTY

10.1 Termination

Either Party may terminate this Agreement for any reason following written notice to the other Party of intent to terminate delivered not less than 90 days prior to the intended date of termination. Except as provided in this section 10, termination shall only be effective at the end of a semester, and no Dual Enrollment Course shall be terminated prior to such effective date.

10.2 Risk to Health or Safety

If either Party has reason to suspect that any activities undertaken pursuant to this Agreement present a risk to the health or safety of students or is contrary to the Party's mission or operations, that Party may request that a meeting between the Parties be convened within 48 hours and promptly confirm the meeting in writing. In such circumstances, the Parties to this Agreement will attempt to reconcile differences within five working days of such meeting. If reconciliation is not achieved within the five day period, this Agreement will automatically terminate.

10.3 No Relief from Obligations

Termination shall not relieve either Party from its obligation to pay for services provided prior to termination and those for any student already admitted and enrolled in a course or courses and obtaining dual credit at the time of termination or notice thereof.

10.4 Disposition of Property

The Parties do not contemplate joint acquisition of any property pursuant to this Agreement. Upon termination of this Agreement, equipment furnished or purchased by College for the program shall be retained by College, and equipment furnished or purchased by School District for the program shall be retained by School District.

11. RESPONSIBILITY

11.1 Conduct of Operations

Each Party agrees to be responsible for the conduct of its operations and performance of contract obligations and the actions of its own personnel while performing services under this Agreement, and each party shall be solely responsible for supervision, daily direction, control of payment of salary (including withholding for payment of taxes and social security), workers' compensation and disability benefits.

11.2 Indemnification

Each Party, to the greatest extent legally permissible, shall indemnify, defend, and hold harmless the other Party from any liability resulting from the negligence, intentionally tortious, or willful misconduct of the indemnifying Party's employees, officers, students and agents.

12. CANCELLATION FOR CONFLICT OF INTEREST

This Agreement may be canceled pursuant to A.R.S. § 38-511, the pertinent provisions of which are fully incorporated herein by reference.

13. NON-ASSIGNABILITY

Neither Party may assign any right or delegate a duty or responsibility under this Agreement without the prior written consent of the other Party.

14. COMPLIANCE WITH NON-DISCRIMINATION LAWS

To the extent applicable, the Parties shall comply with all College policies and State and Federal laws and regulations, including Executive Order 2009-09, which prohibit discrimination against any person based on race, religion, handicap, color, age, sex, sexual orientation, political affiliation or national origin, and the Parties shall prohibit discrimination in the employment or advancement in employment of a qualified person because of physical or mental disability including all applicable provisions of the ADA.

15. RIGHTS/OBLIGATIONS OF PARTIES ONLY

The terms of this Agreement are intended only to define the respective rights and obligations of the Parties. Nothing expressed herein shall create any rights or duties in favor of any potential third party beneficiary or other person, agency or organization.

16. ENTIRE AGREEMENT

This Agreement, and its attachments 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.

17. INVALIDITY OF PART OF THE AGREEMENT

If any part of this Agreement is held to be illegal, invalid or void by a court of competent jurisdiction, the remainder of this Agreement shall remain in full force and effect with those offending portions omitted.

18. GOVERNING LAW

This Agreement shall be construed under the laws of the State of Arizona and shall incorporate by reference all laws governing intergovernmental agreements and mandatory contract provisions of state agencies required by statute or executive order.

All statutes and regulations referenced in this Agreement are incorporated herein as if fully stated in their entirety in the Agreement. Each Party agrees to comply with and be responsible for the provisions, the statutes, and the regulations set out in this Agreement.

19. NOTICE

All notices, requests for payment, or other correspondence between the Parties regarding this Agreement shall be mailed United States postage prepaid or delivered personally to the respective parties at the following addresses:

If to College:

Dr. Jeanne Swarthout, President
Northland Pioneer College
P.O. Box 610
Holbrook, Arizona 86025

If to School District:

Mr. Bryan Fields, Superintendent
Joseph City Unified School District No. 2
P.O. Box 8
Joseph City, AZ 86032

COLLEGE

SCHOOL DISTRICT

By: Jeanne Swarthout, Ph.D.
Title: President

By: Bryan Fields
Title: Superintendent

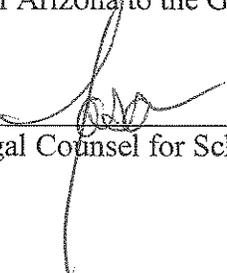
Date

Date

Attorney Approval: This Agreement has been reviewed pursuant to A.R.S. § 11-952 by the undersigned attorney who has determined that it is in proper form and is within the powers and authority granted under the laws of Arizona to the Governing Board of the College.

By: _____
Legal Counsel for College

Attorney Approval: This Agreement has been reviewed pursuant to A.R.S. § 11-952 by the undersigned attorney who has determined that it is in proper form and is within the powers and authority granted under the laws of Arizona to the Governing Board of the School District.

By:  _____

Legal Counsel for School District

EXHIBIT A

FINANCIAL PROVISIONS

Fill in the blanks. If the information is not applicable, indicate NA in the blank. Additional directions for completing this form are in italics.

1. INSTRUCTORS

Instructors shall be provided as follows: *(Check the appropriate line)*

School District shall provide and pay all instructors.

College shall provide and pay all instructors.

Each party shall provide and pay for instructors as follows: _____

2. PAYMENTS TO THE SCHOOL DISTRICT

For each course for which the School District provides and pays for the instructor, the College shall pay the School District Ten Dollars (\$10) per credit hour for each properly enrolled student, capped at One hundred Dollars (\$100) per credit hour for each course. Invoices from the District to the College shall be based on College course rosters and include the information listed in Exhibit B of this Agreement.

3. PAYMENTS OF TUITION AND FEES/COSTS TO THE COLLEGE

TUITION:

College tuition is Sixty-eight Dollars (\$68) per credit hour for each in-state student and Three hundred twenty-five Dollars (\$325) per credit hour for each student who, pursuant to A.R.S. §15-1802 or A.R.S. §15-1803, does not qualify for in-state student status.

ADDITIONAL FEES AND/OR COSTS:

Set out below are additional fees and costs and, for each, a designation as to whether the School District or student is responsible for payment of each fee or cost.

Fees and Costs (Including special course fees; assessment costs, if any; etc.)	<i>For each fee or cost, check the appropriate line to indicate whether the School District or student is responsible for payment to the College of the fee or cost. .</i>	
1. Media Fee	District _____	Student <input checked="" type="checkbox"/>
2. Course Fees (schedule attached)	District _____	Student <input checked="" type="checkbox"/>
3.	District _____	Student _____

4. COLLECTION AND PAYMENT OF TUITION AND FEES/COSTS

Check the appropriate line:

School District is responsible for payment of tuition to the College.

Each student is responsible for payment of tuition to the College.

For tuition and fee/cost payments required to be made by the School District to the College:

A. School District is authorized and retains the discretion to collect tuition and fee/cost payments from its students to the extent School District deems appropriate; and

B. School District may reduce its required payment of tuition and fees/costs owed to the College pursuant to paragraph 3 by the amount of any payment owed to School District by the College pursuant to paragraph 2.

For any tuition and fee/cost payment required to be made by a student to the College, the College shall establish an individual billing account for that student and the billing for such tuition and/or fees and costs

shall occur in accordance with College policies and procedures.

5. FINANCIAL AID

Except as indicated in this section, College offers no grant, scholarship or financial aid for the dual enrollment program.

If tuition and/or additional fees and costs are the responsibility of individual students, a student may be eligible for tuition and fee and cost scholarships in compliance with College policies and procedures.

6. FORMAT OF INVOICES BETWEEN THE SCHOOL DISTRICT AND COLLEGE

The School District and College shall send invoices to the other to the attention and at the address listed below no later than thirty (30) days after the end of each semester. Each invoice shall detail any payments due. Payments shall be due within thirty (30) days of receipt of an invoice.

Invoices to be sent to the College:
(specify administrator and address)

Invoices to be sent to the School District:
(specify administrator and address)

Not applicable

7. FULL TIME STUDENT EQUIVALENT FINANCIAL INFORMATION

Amount College received in FTSE in prior academic year:

(Specify dollar amount)

\$1,618,200

Portion of that FTSE distributed to School District:

(Specify percentage or dollar amount)

Less than 1%

Amount School District returned to College:

-0-

EXHIBIT B

**TYPE OF INSTRUCTION
DUAL ENROLLMENT COURSES**

COURSES AND CREDITS

For complete course descriptions, refer to the current College catalog.

All courses listed with an asterisk are also offered to freshmen and sophomore students.

The number of students admitted for any Dual Enrollment Course shall not be less than six (6) students per section and shall not exceed a maximum of thirty (30) students per section except and to the extent that the parties agree otherwise in writing in a specified circumstance.

COURSE	TITLE	CREDITS	SEMESTER	INSTRUCTOR
ENL101	COLLEGE COMPOSITION I	3.00	FALL	CAFFEY, FAIT
ECD100	HEALTHY ENVIRONMENT	1.00	FALL	CARLSON, CHE
ECD101	CHILDS TOTAL LEARN EN	1.00	FALL	CARLSON, CHE
ECD102	SAFE ENVIRONMENT	1.00	FALL	CARLSON, CHE
ECD105	ENCOURAGE SELF-DISCIP	1.00	FALL	CARLSON, CHE
ECD118	BLOCKS EARLY CHILDHD	1.00	FALL	CARLSON, CHE
ECD120	POSITIVE SELF-CONCEPT	1.00	FALL	CARLSON, CHE
ECD124	DRAMATIC PLAY	1.00	FALL	CARLSON, CHE
ECD127	SMALL MUSCLE DEVELOPM	1.00	FALL	CARLSON, CHE
ECD147	PRENATAL AND INFANT D	1.00	FALL	CARLSON, CHE
ECD148	TODDLER DEVELOPMENT	1.00	FALL	CARLSON, CHE
ECD149	DEVEL OF PRESCHOOL CH	1.00	FALL	CARLSON, CHE
ECD150	MIDDLE CHILDHOOD YEAR	1.00	FALL	CARLSON, CHE
DRF120	TECHNICAL DRAFTING I	3.00	FALL	MENDELL, JAM
DRF130	ARCHITECTURAL DRAFTING I	3.00	FALL	MENDELL, JAM
DRF220	TECHNICAL DRAFTING II	3.00	FALL	MENDELL, JAM
CIS105	COMPUTER APPL AND INF	3.00	FALL	NOVELL, GINN
CIS111	INTRODUCTION TO PROGR	3.00	FALL	NOVELL, GINN
CIS113	MULTIMEDIA	3.00	FALL	NOVELL, GINN
CIS168	WEB AUTHORIZING TOOLS	3.00	FALL	NOVELL, GINN
MAT152	ADVANCED ALGEBRA	3.00	FALL	STRONG, JEFF
WLD100	SAFETY AND MATH	3.00	FALL	LARSEN, DALE
LAN120	CONV NAVAJO I	3.00	SPRING	JACKSON, SYLVIA
LAN121	CONV NAVAJO II	3.00	SPRING	JACKSON, SYLVIA
WLD100	SAFETY AND MATH	3.00	SPRING	LARSEN, DALE
WLD151	CUTTING PROCESS AND W	3.00	SPRING	LARSEN, DALE
ENL102	COLLEGE COMPOSITION II	3.00	SPRING	CAFFEY, FAIT
ECD103	PLANNED ARRNGMNT-SCHE	1.00	SPRING	CARLSON, CHE
ECD108	TECH OBSERVING CHILDR	1.00	SPRING	CARLSON, CHE
ECD113	COMMUNIC-LANGUAGE SKI	1.00	118 SPRING	CARLSON, CHE

ECD114	BEG MATHEMATICAL CONC	1.00	SPRING	CARLSON, CHE
ECD115	NUTRITION EARLY CHILD	1.00	SPRING	CARLSON, CHE
CON100	CONSTRUCTION MATH AND	3.00	SPRING	TUBBS, A
CON110	PLAN READ SITE LAYOUT	3.00	SPRING	TUBBS, A
CON121	CABINETMAKING I	3.00	SPRING	TUBBS, A

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding MOA with NPC on Concurrent Credit Satellite Courses

Presented By: Bryan Fields

Background:

Attached is the IGA that we need to have in place with NPC for this program. This will be a huge benefit to some of our students and is paid for by a grant that NPC was awarded. We are thrilled with the prospect of what it will offer us. They refer to this as project TALON.

Fiscal Note:

There are a few things that we will be responsible for like textbooks. These expenses will be well worth it.

Recommendation:

Motion to approve the MOA with NPC for Concurrent Satellite Courses.

MEMORANDUM OF AGREEMENT

Between

NORTHLAND PIONEER COLLEGE and

Joseph City UNIFIED SCHOOL DISTRICT # 2

This is a Memorandum of Agreement between Northland Pioneer College (aka Navajo County Community College District), hereinafter known as the "College" and Joseph City Unified School District # 2, hereinafter known as the "District", for the delivery of instruction under the terms of the federal Department of Education Title III grant, Project TALON.

The following is agreed to:

The College:

1. Shall serve as the fiscal agent for Project TALON.
2. Shall serve as liaison and contact with the Department of Education's Title III office and staff.
3. Shall develop and distribute quarterly and annual grant activity reports to the College and the District.
4. Shall provide all full time and/or adjunct instructors and curriculum for the project.
5. Shall provide instruction for MAT 152+ and up to two additional dual enrollment general education courses per semester to district high school students.
6. Shall pay 100% of instructor costs.
7. Shall provide, should the District choose to participate, adult basic education and possible other instruction to community members at the District site during evening hours.
8. Shall provide overall administrative direction and support for Project TALON.
9. Shall lead a biannual schedule development process with all participating Districts.
10. Shall provide placement testing and registration processes for the participating District students.
11. Shall provide a lab aide, at College expense, for evening course work provided at the District.
12. Shall oversee purchase and installation of all equipment and network processes required for Project TALON participation.
13. Shall provide Project TALON network and equipment training to District technical staff.

The District

1. Shall provide classroom space, as agreed upon by the College and the District, to establish a distance education classroom for Project TALON. For districts participating in evening adult basic education course offerings, space must accommodate adult students, have storage space for testing materials, and have internet access.
2. Shall agree to offer MAT 152+ to appropriate students as a dual enrollment course on an annual basis.
3. Shall work with the College to identify for offer up to two additional appropriate general education dual enrollment courses per semester.

4. Shall assist the College in identifying and enrolling appropriate high school students in Project TALON dual enrollment courses.
5. Shall provide a District employee as a classroom aide during all Project Talon high school dual enrollment courses.
6. Shall provide local technical support for Project TALON equipment.
7. Shall coordinate equipment and technical support needs for Project TALON with College Information Services personnel.
8. Per standing dual enrollment intergovernmental agreements, shall provide College-identified textbooks to Project TALON participating students. District may make a determination as to textbook cost recovery based on District needs.
9. Shall identify a District employee to serve as primary District Project TALON contact. The District contact shall also serve on the Project Advisory Committee.

College and District:

1. Shall assist the external evaluator in developing and submitting formative and summative project assessments.
2. Shall agree that grant-purchased equipment shall remain the property of the fiscal agent (the College) for the lifespan of said equipment.
3. Shall, before the conclusion of the grant, determine if Project TALON processes should continue after the grant end date. If so, shall identify processes, terms of ownership and responsibilities for Project TALON as an ongoing partnership between College and District.

General Provisions:

1. The term of this agreement shall be for a period commencing June 1, 2016 and ending December 31, 2020. Every payment obligation of the College under this Agreement is conditioned upon the availability of funds from the Department of Education. If funds are not allocated and available for the continuance of project TALON, this Agreement may be terminated by the College at the end of the period for which funds are available. This Agreement may not be terminated except upon a failure of the Department of Education to allocate and make available funds for this project as discussed in this paragraph. No liability shall accrue to the College in the event this provision is exercised, and the College shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.
2. This Agreement is subject to cancellation for conflicts of interest pursuant to A.R.S. §38-511, the provisions of which are incorporated herein by reference.
3. Upon partial or complete termination of this Agreement, all property shall be returned to its original owner. As stated above, all equipment purchased with grant funds shall remain the property of the College for its lifespan.
4. The Parties, their employees and agents shall comply with applicable federal and state laws pertaining to the maintenance and disclosure of student records, including 20 U.S.C. §1232(g) of the Family Educational Rights and Privacy Act ("FERPA") and A.R.S. §15-141 and §15-142.
5. The Parties agree to comply with all applicable provisions of state and federal laws and regulations, including the Americans with Disabilities Act and Executive Order 99-4, which is incorporated herein by reference, mandating non-discrimination and requiring that all persons, regardless of race, religion, sex, age, national origin or political affiliation shall have equal access to employment opportunity.

6. The Parties agree to comply with all applicable federal, state and local laws governing the Parties' obligations under this Agreement.
7. Each Party to this Agreement shall indemnify the other, its officers, directors, employees and representatives, against any and all liability, costs, damages, claims or demands including reasonable legal fees and expenses arising out of the negligent or willful act of the indemnifying Party, its agents or employees regarding duties and responsibilities pursuant to this Agreement.
8. The District agrees to maintain liability insurance in the amount of \$1,000,000.00, naming the College as an additional insured, in order to protect the College from any liability arising from the District providing services under this Agreement. Any duty to indemnify under this Agreement shall be limited to such party's maximum insured liability.
9. This Agreement contains the entire agreement between the Parties. It supersedes all prior and contemporaneous agreements and understandings between the Parties respecting the subject matter hereof. This Agreement shall be governed by and construed in accordance with the laws of the State of Arizona.
10. No supplement, modification or amendment of any term, provision or condition of this Agreement shall be binding or enforceable unless executed in writing by the Parties.
11. In any case where any notice is required or permitted to be given hereunder, such notice or communication shall be in writing and (a) personally delivered, (b) sent by certified United States mail, postage prepaid, return receipt requested, (c) transmitted by facsimile transmission (with confirmation of receipt received) or (d) sent by way of a recognized overnight courier service, postage prepaid, return receipt requested, with instructions to deliver on the next business day, in each case as follows:

If to District, to:

All such notices or other communications shall be deemed to have been received (a) upon receipt if personally delivered, (b) on the fifth day following posting if by certified United States mail, (c) when sent if by confirmed facsimile transmission or (d) on the next business day following deposit with an overnight courier if sent by an overnight courier.

If to College, to:

All such notices or other communications shall be deemed to have been received (a) upon receipt if personally delivered, (b) on the fifth day following posting if by certified United States mail, (c) when sent if by confirmed facsimile transmission or (d) on the next business day following deposit with an overnight courier if sent by an overnight courier.

For JOSEPH CITY UNIFIED SCHOOL DISTRICT # 2

Bryan Fields, Superintendent _____
Date

For NORTHLAND PIONEER COLLEGE

Dr. Jeanne Swarthout, President _____
Date

I certify that this Agreement is in the proper form and is within the powers and authority granted to my client under the laws of the State of Arizona.

Attorney for JOSEPH CITY UNIFIED SCHOOL DISTRICT # 2

Attorney for NORTHLAND PIONEER COLLEGE

Agenda Action Sheet

Board Meeting Date: May 10, 2016

Agenda Item: Renewal of SFE Food Service Management Contract for 2016-17

Presented By: Steve Mills

Background:

Two years ago the board approved a 5-year contract with Southwest Food Service to operate our Food Services program. We are just completing the second year of that contract. The Arizona Department of Education requires governing boards to take action to renew contracted food service agreements each year of the contract. There is no change to the original approved contract with the exception of the Projected Financial Worksheet, which is part of the contract and is updated each year to reflect changing costs and other conditions that affect revenues and expenses.

The original contract projected a loss for FY17 of \$87,426. The revised financial projection shows a much smaller estimated loss of \$33,567. SFE has successfully turned our program around both financially and by significantly increasing participation. Thus far, SFE has out-performed their original contract commitment by \$135,184. Here are the projected and actual guaranteed financial results for the first three years of the contract:

School Year	Guaranteed Maximum Deficit		Additional Cost Savings to District
	Original Contract	Actual Guarantee	
2014-15	\$(84,031)	\$(52,564)	\$ 31,567
2015-16	\$(85,711)	\$(35,953)	\$ 49,758
2016-17	\$(87,426)	\$(33,567)	<u>\$ 53,859</u>

Total additional savings Years 1 through 3: \$135,184

Representatives from SFE will be at the board meeting to answer questions. A copy of the contract renewal amendment is attached.

Fiscal Note: See above.

Recommendation: Approve the renewal of the SFE food service management contract for 2016-17 as presented.



Joseph City Unified School District #2
School Food Authority Name

Arizona Department of Education
Food Service Management Company (FSMC) Contract Amendment Checklist

This checklist must be completed and submitted to the Arizona Department of Education (ADE), along with the referenced documents, by May 31 for all Food Service Management Company (FSMC) contract amendment approvals. Remember to submit an UNSIGNED contract amendment in order to receive ADE approval. Forms will be returned if not accurately completed or if sections are blank. After ADE has approved the amendment, the School Food Authority (SFA) must send a signed copy to ADE within ten days.

Please answer the question and check each box for which information and/or documents have been provided.

1. Contract Amendment Unsigned. Yes No

2. Did the Price Increase? Yes No
If yes, list the RFP Clause that allows this:

3. Did the Guarantee Change? Yes No
If yes, complete the *Schedule of Terms of the FSMC Guarantee* form?

4. Which annual contract amendment is this? 1st 2nd 3rd 4th of 4 annual amendments.

5. Certifications
Provide the following signed certifications by the FSMC:

- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion- Lower Tier Covered Transactions
- Certification regarding Lobbying, Disclosure of Lobbying Activities and Instructions
- Certification of Independent Price Determination (The FSMC and SFA must sign form)

6. Were any other changes made to original solicitation documents and where changes have occurred?

Yes

No

If yes, please describe the changes

7. District Employee Contact Information

Provide the following information for the individual employed by the SFA responsible for answering questions and correspondence concerning its food service operation:

Name & Job Title: Steven Mills
Business Manager

Telephone Number: 928.288.3307

Fax Number:

Email Address: stevenm@jcusd.org

I certify that the information and documentation provided herein is true and correct to the best of my knowledge and that I am the person authorized to sign herein.

By: _____ 04.26.16 Business Manager

(Signature)

(Date)

(Position/Title)

Steven Mills

(Printed name of person signing)

Joseph City Unified School District #2
 PO Box 8, 8176 N Westover
 Joseph City, AZ 86032
Food Service Management Company
Cost-Reimbursable Contract Renewal Amendment

1. AGREEMENT NO.: 2014K	2. AMENDMENT NO.: 2	3. START DATE: July 1, 2016
5. FOOD SERVICE MANAGEMENT COMPANY NAME & ADDRESS: Southwest Foodservice Excellence – 9366 East Raintree Drive, #101, Scottsdale, AZ 85260		
6. AUTHORITY FOR AMENDMENT: Special Terms and Condition page 10 section number four (4) A, Contract Option , states the contract must be one year with the option to have four additional one-year extensions. The entire duration of the agreement shall not exceed five (5) years. 7 CFR 210.16(d)		
7. PURPOSE OF AMENDMENT: To extend the contract an additional year and initiate a new pricing schedule.		

8. THE ABOVE REFERENCED AGREEMENT IS HEREBY MODIFIED AS FOLLOWS:

- A. In accordance with the provisions of the Special Terms and Conditions page 7, 4 A, **Contract Option**, the contract must be one year with the option to have four additional one-year extensions, for the total duration of this Contract, including the exercise of any options under this provision, shall not exceed five (5) years. **The Joseph City Unified School District #2** is exercising its option at this time to extend the term of the contract for an additional 12 months. The contract now ends on **June 30, 2017**.
- B. The following “Professional Standards” clause is added to the agreement:
 Professional Standards. The FSMC will ensure compliance with Federal legislation requiring all school nutrition professionals that manage and operate the NSLP and SBP have adequate knowledge and training to meet Program requirements. The FSMC must provide the SFA with documentation to show compliance with the annual training standards set forth in Public Law 111-296, Section 306, paragraph (g) (2015).
- C. The following “Proposed Personnel Requirements” clause is added to the agreement:
 The Food Service Director assigned to the SFA, if awarded the contract, must meet the minimum education and training standards for School Nutrition Program Directors set forth in Public Law 111-296, Section 306, paragraph (g) (2015) and be in compliance with the food safety training requirement. The SFA reserves the right to approve the selection of the FSMC’s personnel and to refuse any applicants recommended by the FSMC to which the SFA objects.
- D. The following ‘Proposed Personnel Schedule and Training’ clause is added to the agreement:
 The FSMC will provide the SFA with documentation to support compliance with training requirements for all school nutrition program employees. This documentation should include:
 - (1) Name of staff person, date hired, title/position, a brief list of core duties/responsibilities, employment status (full-time, part-time, acting, substitute), average hours per week.
 - (2) Training records for each employee (training title/subject, training date(s), creditable time/length of training, training agenda, certificate of completion, etc.) completed or scheduled.

- E. **Pricing Summary** per Attachment 7.3 **Financial Projected Worksheet** per Attachment 7.4 and **Schedule of Terms for the FSMC Guarantee** per Attachment 7.5 of the original contract is replaced with the attached 2016/2017 information.
- F. **Debarment, Suspension, Ineligibility and Voluntary Exclusion Certification.** By signing this Contract Renewal Amendment, the FSMC shall certify that they have not been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs under executive order 12549 and 12689. 7CFR§3017.100 The FSMC shall comply with regulations implementing Office of Management and Budget Guidance in Non-procurement Debarment and Suspension codified at 2 CFR Part 180 and 2 CFR Part 417. These regulations restrict transactions with certain parties that are debarred, suspended or otherwise excluded from, or ineligible for, participation in Federal assistance programs or activities.

<p>9. EXCEPT AS PROVIDED FOR HEREIN, ALL TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT/AGREEMENT NOT HERETOFORE CHANGED AND/OR MODIFIED REMAIN UNCHANGED AND IN FULL EFFECT.</p> <p>IN WITNESS WHEREOF THE PARTIES HERETO SIGN THEIR NAMES IN AGREEMENT.</p>	
<p>FSMC: Southwest Foodservice Excellence, LLC</p>	<p>SFA: Joseph City Unified School District #2</p>
<p>SIGNATURE OF AUTHORIZED INDIVIDUAL:</p>	<p>SIGNATURE:</p>
<p>TYPED NAME: Sariah Hoffmann</p>	<p>TYPED NAME:</p>
<p>TITLE: Regional Director of Operations</p>	<p>TITLE:</p>
<p>DATE: April 26, 2016</p>	<p>DATE:</p>

2016-2017
Cost- Reimbursable Contract Amendment Pricing Summary
 Cost-Reimbursable Contract Non Profit School Food Service

The FSMC will be paid on the basis of the direct cost incurred plus a flat monthly rate or fixed per meal/ lunch equivalent for general Administrative and Management Fees. **All indirect and overhead costs must be included in the Administrative Fee.** In addition, all program expenses not otherwise defined in the contract will be assumed to be covered by the FSMC under the Administrative Fee. The FSMC must complete all boxes.

FSMC Administrative Fee Proposal for the NSLP, SBP, SMP and ASCS Programs	
To be completed by the FSMC:	
Flat Monthly Rate for 12 months	\$3,082.49
OR	
Per Meal/Lunch Equivalent	

FSMC Management Fee Proposal for the NSLP, SBP, SMP and ASCS Programs		
To be completed by the FSMC:		
Flat Monthly Rate for 12 months	\$15.40	\$6,184.80 Annual
OR		
Per Meal/Lunch Equivalent:		

FSMC Administrative Fee Proposal for the Summer Food Service Program	
To be completed by the FSMC:	
Flat Monthly Rate for 12 months	
OR	
Per Meal/Lunch Equivalent:	

FSMC Management Fee Proposal for the for the Summer Food Service Program	
To be completed by the FSMC:	
Flat Monthly Rate for 12 months	
OR	
Per Meal/Lunch Equivalent:	

Schedule of Terms for the FSMC Guarantee

The FMSC must describe in detail the Guarantee Return conditions, forecasting of cost, and settlement of losses and/or surpluses.

FSMC must select either number 1 or 2.

(1) **Guaranteed No Loss:** FSMC guarantees the SFA no loss for the operation of the food service program.

(2) **Guaranteed Minimum Return:** FSMC guarantees the SFA a return no less than a certain dollar amount for the operation of the food service program.

The FSMC must state what the Guarantee Minimum Return amount will be for the SFA.

Guarantee Year	Amount
2016-2017	-\$33,567.34

Cost-Reimbursable Contract Amendment Financial Projected Worksheet

Keep in mind that the budget must address all line items and must address all indirect charges to SFA as individual line items, including allocated charges. For contract renewal purposes only, base the Financial Projected Expenditures Worksheet in the following format.

The projections below are based on meals/meal equivalents.

REVENUES 2016-2017	
Cash Sales	
Student Breakfast Sales	\$2,106.00
Student Lunch Sales	\$21,591.00
A-La-Carte Sales	\$22,932.00
Adult Sales	\$541,895.00
Special Event Sales	\$0
Total Cash	\$88,524.00
Federal Reimbursement (Based on Current Rates)	
Breakfast	\$21,947.40
Lunch	\$67,690.80
Snacks	\$0
Summer Food Service Program	\$0
Total Reimbursements	\$96,766.20
Total Revenue (All Cash Sales + All Reimbursements) =	\$185,290.20

FSMC EXPENSES 2016-2017	
Food Costs	
Gross Food Cost	\$60,000.00
Food Deposit Cost	\$0
Food Delivery Costs	\$2,500.00
USDA Foods Used	\$7,128.00
USDA Foods Delivery	\$0
USDA Foods Processing	\$0
Total Food Cost	\$69,628.00
Labor Costs	
Total Labor Costs	\$91,843.36
FSMC Fees	
Administrative Fee	\$36,989.88
Management Fee	\$6,184.80
Total Administrative and Management Fees	\$43,174.68
Direct Costs	
Paper & Disposable Goods	\$5,000.00
Equipment Costs	\$100.00
Kitchen Supplies	\$0
Insurance Expense	\$2,453.43
Telephone	\$0
Office Supplies	\$300.00
Postage	\$0
Bank Deposit Services	\$0
Uniforms & Laundry	\$0
Other Delivery & Freight/Non Food	\$0

Direct Costs Continued...	
Advertising, Promotions & Menus	\$0
Marketing/Franchise & Décor	\$3,100.00
Kitchen Supplies	\$0
Accounting, POS, Computer, & Software Costs	\$4,300.00
Mileage Reimbursement	\$0
Miscellaneous – Specify	
Total Direct Costs	\$15,253.43
Total Discounts, Rebates, Applicable Credits, Allowances or incentives from FSMC Suppliers credited to SFA	\$0
*Total Expenses	\$219,899.47
Food Services Surplus (Total Revenues – Total Expenses)	-\$33,567.34

*Total Expenses= All Food Costs + All Labor Costs + All Fees + All Direct Costs – Total discounts, Rebates, Applicable Credits, allowances or incentives from FSMC Suppliers credited to SFA

PROCUREMENT

Certification Regarding Lobbying

Applicable to Grants, Sub-grants, Cooperative Agreements, And Contracts Exceeding \$100,000 in Federal funds.

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, an employee of a Member of Congress, or any Board Member, officer, or employee of Tahoka Independent School District in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, an employee of a Member of Congress, or any Board Member, officer, or employee of Tahoka Independent School District in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in Federal funds at all appropriate tiers and that all sub-recipients shall certify and disclose accordingly.

Southwest Foodservice Excellence, LLC

9366 E. Raintree Drive, Suite 101

Scottsdale, AZ 85260
Name/Address of Organization

Dan Matello, President
Name/Title of Submitting Official



Signature

04/26/16
Date
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PROCUREMENT

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See next page for public burden disclosure.)

Approved by OMB
0348-0046

<p>1. Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. Report Type:</p> <p><input type="checkbox"/> a. initial offering</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only: Year _____ Quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input type="checkbox"/> Prime <input type="checkbox"/> Sub-awardee Tier _____, if known:</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No. 4 is Sub-awardee, Enter Name & Address Of Prime:</p> <p>Congressional District, if known:</p>	
<p>6. Federal Department/Agency:</p>	<p>7. Federal Program Name/Description:</p> <p>CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p> <p>\$ _____</p>	
<p>10. a. Name and Address of Lobbying Entity (If individual, last name, first name, MI):</p> <p>(Attach continuation sheet(s) if necessary)</p>	<p>b. Individuals Performing Services (Incl. Address if different from No. 10a) (last name, first name, MI):</p>	
<p>11. Amount of Payment (check all that apply):</p> <p>\$ _____ Actual _____ Planned</p>	<p>13. Type of Payment (check all that apply):</p> <p><input type="checkbox"/> a. retainer</p> <p><input type="checkbox"/> b. one-time fee</p> <p><input type="checkbox"/> c. commission</p> <p><input type="checkbox"/> d. contingent fee</p> <p><input type="checkbox"/> e. deferred</p> <p><input type="checkbox"/> f. other; specify: _____</p>	
<p>12. Form of Payment (check all that apply):</p> <p><input type="checkbox"/> a. cash</p> <p><input type="checkbox"/> b. in-kind; specify: nature _____ value _____</p>		
<p>14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or member(s) contacted for Payment Indicated in Item 11:</p> <p>(Attach continuation sheet(s) if necessary)</p>		
<p>15. Continuation Sheet(s) attached: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>16. Information requested through this form is authorized by article 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>Signature: </p> <p>Print Name: <u> Dan Matello </u></p> <p>Title: <u> President </u></p> <p>Telephone No: <u> 480-551-6550 </u> Date: <u> 2/28/16 </u></p>
<p>Federal Use Only:</p>		<p>Authorized for Local Reproduction of: Standard Form - LLL</p>

PROCUREMENT

Instructions for Completion of SF-LLL, Disclosure of Lobbying Activities

This disclosure form shall be completed by the reporting entity, whether sub-awardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal Action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal Action.
2. Identify the status of the covered Federal Action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal Action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or sub-award recipient. Identify the tier of the sub-awardee, e.g., the first sub-awardee of the prime is the 1st tier. Sub-awards include but are not limited to subcontracts, subgrants, and contract awards under grants.
5. If the organization filing the report in item 4 checks “sub-awardee”, then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal Agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal Action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal Action identified in item 1 (e.g., **Request for Proposal** (RFP) number; Invitation For Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application proposal control number assigned by the Federal agency). Include prefixes, e.g., “RFP-DE-90-001.”
9. For a covered Federal Action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a.) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal Action.
(b.) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter last name, first name, and middle initial (MI).

11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A continuation sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503

Certificate of Independent Price Determination

Both the Local Education Agency and the Food Service Management Company (Offeror) shall execute this Certificate of Independent Price Determination.

Southwest Foodservice Excellence, LLC
Name of Food Service Management Company

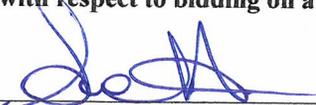
Joseph City Unified School District #2
Name of Local Education Agency

- (A) By submission of this Offer, the Offeror certifies and in the case of a joint Offer, each party thereto certifies as to its own organization, that in connection with this procurement:
- (1) The prices in this Offer have been arrived at independently, without consultation, communication or Agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other Offeror or with any competitor;
 - (2) Unless otherwise required by law, the prices which have been quoted in this Offer have not been knowingly disclosed by the Offeror and will not knowingly be disclosed by the Offeror prior to opening in the case of an advertised procurement, or prior to award in the case of a negotiated procurement, directly or indirectly to any other Offeror or to any competitor; and
 - (3) No attempt has been made or will be made by the Offeror to induce any person or firm to submit or not to submit, an Offer for the purpose of restricting competition.

(B) Each person signing this Offer on behalf of the Food Service Management Company certifies that:

- (1) He or she is the person in the Offerors organization responsible within the organization for the decision as to the prices being Offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or
- (2) He or she is not the person in the Offeror's organization responsible for the decision as to the prices being Offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this Food Service Management Company, its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:



Signature of Food Service Management
Company's Authorized Representative

Regional Director of Operations
Title

April 26, 2016
Date

In accepting this Offer, the LEA certifies that no representative of the LEA has taken any action which may have jeopardized the independence of the Offer referred to above.

Signature of Local Education Agency
Authorized Representative

Superintendent
Title

April 26, 2016
Date

H. First Reading of Policy Revision IKF: Graduation Requirements

I. Capacity Stipend for Large Class - Kay Rush

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Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Capacity Stipend for Kay Rush- 2nd Semester

Presented By: Bryan Fields

Background:

Mrs. Rush had over 30 students for the 2nd semester. I am recommending, as is Mr. Hutchens, that she be awarded the agreed upon amount for exceeding the student capacity threshold.

Fiscal Note:

This is \$1,500 for each semester. She didn't have the classroom numbers for the 1st semester. This amount will be off-set because Mrs. Ramey did qualify in the 1st semester but not for the 2nd semester. So there is no unexpected added expense to the budget because of this.

Recommendation:

Motion to approve the capacity stipend be given to Kay Rush for the 2nd semester of the 2015-16 school year.

13. **OLD BUSINESS (Consideration & Possible Approval)**

A. None

14. **NEW BUSINESS (Consideration & Possible Approval)**

A. * Personnel (Consideration & Possible Approval)

(i) Resignation (*Possible Executive Session Item)

(a) * Laura Vargas, Effective May 20, 2016

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April 18, 2016

Mr. Hutchens, Mr. Fields, and Board Members:

I, Laura Vargas, am officially resigning from my 2nd grade teaching job as of May 20, 2016.

I would like to take this opportunity to express how wonderful it has been living and working here in Joseph City. We felt at home and everyone immediately accepted us into the fold. Mr. Hutchens has been a wonderful principal who always listened, helped, and been there for me. I am blessed to have had him as an administrator. Joseph City is lucky to have him.

Working with the children of Joseph City has been a rewarding experience. I will always have fond memories of teaching here with your children.

Warmest regards,



Laura Vargas

(ii) Appointments (*Possible Executive Session Item)

(a) Dayna Kelley - Substitute Teacher

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April 27, 2016

To: Mr. Fields

From: Daniel Hutchens

Re: Recommendation for Dayna Kelley

I would like to recommend that we approve Mrs. Dayna Kelley as a substitute for the Joseph City Unified School District for the 2015-16 School year.

Mrs. Kelley comes to us with previous experience substituting and appears to be one that will be a great asset to our students.



Kathy Mitchell <kathym@jcusd.org>

Form Submission from josephcityschools.org

1 message

no-reply@schoolwebmasters.com <no-reply@schoolwebmasters.com>
Reply-To: no-reply@schoolwebmasters.com
To: kathym@jcusd.org

Wed, Mar 16, 2016 at 4:17 PM

The form "classapp_form" has been completed. Here are the results:

Date:: 3/16/2016

Title: Mrs.

Last Name:: Kelley

First Name:: Dayna

SSN (optional)::

Home Phone#:: 928-386-5915

E-mail Address:: daynabkelley@gmail.com

Mailing Address (Street):: PO Box 524

Mailing Address (City):: Joseph City

Mailing Address (State):: AZ

Mailing Address (Zip Code):: 86032

Position(s) Desired:: Part-time,Substitute

Subjects/Grades K-12 (List in order of preference):: Junior High/High School would be my first preference, followed by elementary school.

Submission of resume recommended, not required. This application must be completed without reference to resume. Applications will be retained for 2 years.:

Personal Data

1. When will you be available?: March 28, 2016

2. Other names used:: Dayna Penrod

Date of use:: 1988-2008

3. Previous Mailing Address:: 6436 South Roslyn, Mesa AZ 85212

4. Location of Placement Records and File (Give complete address)::

5. Arizona Certificates including endorsements/subject area now held or eligible to hold (indicate)::
Substitute teaching paperwork has been submitted for certification.

Expiration Dates::

7. List languages, including English, in which you are proficient:: N/A

English: Speak, Read, Write

Spanish: N/A

Navajo: N/A

Other:

: N/A

We are an Equal Opportunity Organization. This district does not discriminate on the basis of age, race, color, religion, sex, marital status, disability, or national origin.: N/A

8. Do you have a valid drivers license?: Yes

Professional and Other Work Experience

Provide information below for employer(s) for at least the last ten years with most recent experience first. (List employer's phone number). "See Resume" is not responsive. If you have not had three years teaching experience, provide student teaching information below.: N/A

Employer's Name(s) (Including address/phone):: Chandler Unified School District Payne Junior High
7655 S Higley Rd Queen Creek, AZ 85142 [480-224-2400](tel:480-224-2400)

From:: July 2013

To:: September 2015

Supervisor:: Paul Bollard

Position Held:: Student Services Coordinator

Reason for Leaving:: I did not return to work after having my daughter.

Employer's Name(s) (Including address/phone):: Chandler Unified School District Weinberg Elementary
School 5245 S Val Vista Drive Gilbert, AZ 85298 [480-852-7500](tel:480-852-7500)

From:: March 2012

To:: May 2013

Supervisor:: Jenny Ryskamp

Position Held:: Paraeducator

Reason for Leaving:: I took a new job at a different school within the district.

Employer's Name(s) (Including address/phone):: ¹⁴⁹Eagle Debt Relief 1111 Gilbert Rd Gilbert, AZ 85234
[480-707-2991](tel:480-707-2991)

From:: August 2011

To:: December 2011

Supervisor:: Marshall Hancock

Position Held:: Administrative Assistant

Reason for Leaving:: The company went out of business.

Employer's Name(s) (Including address/phone):: Sam's Club 700 North 54th Street Chandler, AZ 85226
[480-893-1555](tel:480-893-1555)

From:: April 2011

To:: August 2011

Supervisor:: Taneisha Robinson

Position Held:: Cashier

Reason for Leaving:: I received a job offer closer to my home with more convenient hours.

You are required to provide the month and year for each date required. If you are being considered for employment, the district will contact your current and past employers. Add additional necessary information below.:

Please explain any gaps in employment of over 30 days (for the past 10 years).:

Have you ever been dismissed from a position?: No

If yes, explain.:

Have you ever been asked to resign from a position?: No

If yes, explain.:

Have you ever resigned from a position rather than be non-renewed, dismissed, or face disciplinary action by employer or against certificate?: No

If yes, explain.:

Education and Professional Preparation

List schools attended and special training received. "See Resume" is not responsive. Please mail in a copy of official college transcript(s).: N/A

High School:: Joseph City High School

Location:: Joseph City, AZ

Dates Attended:: 2002-2006

Year Graduated:: 2006

GPA:: 4.0

College:: University of Phoenix

Location:: Phoenix, AZ

Dates Attended:: 2020-2012

Year Graduated:: 2012

GPA:: 3.5

Degree:: BA

Major/Minor:: Psychology

Describe additional education not listed (i.e. graduate hours beyond highest degree earned)::

List honors you have received.: Valedictorian JCHS 2006

List professional organizations to which you belong.:

List leadership positions you have held in organizations.: Class President, President in Church Group

Describe special abilities or talents applicable to position you are seeking.:

Personal References

Give names and complete addresses of 3 references that are familiar with your personality, character, and work habits. (Do not use relatives as references.): N/A

Name:: Nicole Carroll

***Dates Known::** 2000-Present

Occupation: Substitute Teacher

Address:: 4442 Boyce Rd, Joseph City AZ

Phone:: 928-587-1650

Name:: Amber Despain

***Dates Known::** 2013-Present

Occupation: Homemaker

Address::

Phone:: 602-

Name:: Julie Clifford

***Dates Known::** 1998-Present

Occupation: School Employee

Address:: 8159 N Porter, Joseph City AZ

Phone:: 928-587-2750

*Provide month and year.: N/A

Narrative Questions

In the space provided, answer the following questions as they relate to the positions for which you are applying (i.e. teacher, school nurse, school guidance counselor, etc).: N/A

At the end of your first year of district employment, how will you determine whether or not you have been successful?: I will determine my success by the way I have treated the staff members, the students, and our community. The way I present myself daily including timeliness and the ability to accomplish what is asked is also very important.

Why do you want to work for Joseph City USD#2?: Joseph City USD #2 is a wonderful workplace! I have been employed with the district before and had a great experience. I would love to contribute positively to the community!

What are your goals for future employment?: My goals for present and future employment include having the opportunity to add to my family's income through substitute teaching and other positions that are flexible.

Please enter the characters exactly as you see them in the box below:: N/A

CONVICTION REPORT

Because of the responsibility Joseph City Unified School District No. 2 has to its school children and community, the following information is needed from all applicants and employees regarding convictions. * A record of conviction does not necessarily disqualify applicant from consideration; however, failure to complete this section accurately and completely may mean disqualification from consideration for employment or may be cause for consideration of dismissal if employed and may result in prosecution for filing false information with a public agency. Applicants and employees must report any convictions that occur subsequent to the time they initially completed this form. Questions regarding this information should be directed to the Superintendent's Office. Please read carefully and answer every question.

Please print clearly.

Full Name: Darina Brianne Kelley

Other names used:

Social Security Number: [REDACTED]

Have you ever been convicted of a minor offense other than *traffic violations*?

(A DUI conviction is not considered a minor traffic offense) Yes No

Have you ever been convicted of a felony? ** Yes No

Are you now awaiting trial on a felony charge? Yes No

Have you ever been convicted of a sex or drug related offense? Yes No

Have you ever admitted or been convicted of a dangerous crime against children as defined in A.R.S. §13-604.01? ***
 Yes No

*CONVICTION means the final judgment on a verdict or a finding of guilty, a plea of guilty, or a plea of no-contest, in any state or federal court of competent jurisdiction in a criminal case, regardless of whether an appeal is pending or could be taken. Conviction does not include a final judgment which has been expunged by pardon, reversed, set aside or otherwise rendered invalid.

** Please note that prior to hiring, you must submit a notarized statement attesting to the fact that you have neither admitted nor committed the crimes listed in A.R.S. §15-534 (F) and A.R.S. §13-604-01. The District may initiate a background check. The crimes required to be disclosed on the affidavit are:

*** A.R.S. §13-604.01 "Dangerous Crime Against Children" means any of the following committed against a minor under fifteen (15) Years of age:

- First or Second Degree Murder
- Aggravated assault resulting in serious physical injury or committed by the use of a deadly weapon or dangerous instrument.
- Sexual assault
- Molestation of a child
- Sexual conduct with a minor
- Commercial sexual exploitation of a minor
- Child abuse as defined in §13-3623, subsection 8 paragraph 1.
- Kidnapping
- Sexual abuse
- Taking a child for the purpose of prostitution
- Child prostitution
- Involving or using minors in drug offenses.
- A A.R.S. §15-534(F)
 - Sexual abuse of a minor
 - Incest
 - Arson
 - Sexual exploitation of a minor
 - Contribution to the delinquency of a minor.
 - Felony offenses involving distribution of marijuana or dangerous or narcotic drugs.
 - Burglary
 - Robbery
 - Voluntary manslaughter

IF YOU ANSWERED YES TO ANY QUESTIONS C THROUGH G ON PAGE 5, ATTACH SUPPLEMENTAL CONVICTION INFORMATION FORM AVAILABLE FROM THE DISTRICT.

Is there any other information not required by this application that you should disclose to the District so that it may accurately evaluate your fitness to work in a position of public trust with minor students? Yes No
(If you are uncertain as to the relevance or necessity to disclose a matter, trait, etc., disclose it and the District will determine whether the information is pertinent.) If your answer is anything other than No, Explain fully. (Use separate sheet of paper if necessary)

Under penalty of prosecution and dismissal, I hereby certify that the information presented on this application is true, accurate and complete.

I authorize the investigation of all statements contained herein and understand that any document relevant to this information may be reviewed by the agents of Joseph City Unified School District No. 2.

I authorize the Joseph City Unified School District No. 2 to make reference checks prior to employment and I will execute such documents to facilitate this investigation. I understand that my employment is not finalized until the background investigation has been completed and the Governing Board has officially approved my employment. I understand that misrepresentation or omission of pertinent facts may be cause for dismissal.

Rayna Kelcey
Signature

04-19-2016
Date

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding the Hiring of Peter Bushman as an Elementary Teacher

Presented By: Bryan Fields

Background:

I am requesting that the Board approve Peter Bushman as an elementary teacher for the 2016-17 school year. It is anticipated that he will teach the 3rd grade but we would like to reserve the right to adjust this to meet our needs as we proceed with finalizing plans for next year. He will come in on August 8th and 9th for new teacher training. This position was advertised at jobs fairs, in the Holbrook Tribune, District Website, and on the ADE employment website, and on many college job websites. A total of 4 applicants applied, met qualifications, and were invited to interview. Mr. Hutchens observed Mr. Bushman teach a lesson to our 3rd grade class and observed that he did a very good job with it.

Mr. Bushman holds a Texas Teaching certificate in Elementary Education (grades 1-8) and Elementary Spanish (grades 1-8). He also holds a Master's Degree in Education-Bilingual. Mr. Bushman has 12 years' experience in classroom instruction. He is from Joseph City and would like to return for personal and professional reasons.

Fiscal Note:

His estimated salary will be \$ 42,850

Recommendation:

Motion to approve Peter Bushman as a teacher for the 2016-17 school year

April 27, 2016

To: Mr. Fields

From: Daniel Hutchens

Re: Hiring of Mr. Peter Bushman

I recommend that we hire Mr. Peter Bushman as an Elementary Teacher for the 2016-17 school year. His grade placement will be determined later as we have a clearer picture of our staff for next year.

Mr. Bushman is a Joseph City High School alumnus and comes to us with 12 years of teaching experience. He holds a Master's Degree and is fluent in Spanish. I look forward to working with him and having him become an integral part of our team.

(iii) FY'17 Classified Staff Work Agreement Renewals (*Possible Executive Session Item)

159

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Classified Work Agreements

Presented By: Bryan Fields

Background:

Please find the attached list of employees. I am recommending that all of them be approved for rehire for next year. The 3% raise will go into effect for all employees if prop 123 passes.

Recommendation:

Motion to approve the list of employees for the 2016-17 school year.

(a) * Rachele Baldwin, Sheri Brennan, Carolyn Burt, Kory Castellno, Julie Cliflrd, Darcy Combs, Jared Dickson, Mitchell Farnes, Stephanie Farr, Ericka Hunt, Rosita James, Mary Jensen, Sam Johnstun, Terry Johnstun, Lisa Lampsas, Kenia Martineau, Andrea Miller, Julie Mills, Kathy Mitchell, Shurell Nardi, Brad Neal, Selena Nells, Ron Palmer, Tonnie Pugh, Chaylene Randles, Kelly Rogers, Chance Rush, Michelle Spurlock, Julie Strong, Theresa VanHemert, Brenda Weightman, Christine Williams, Floyd Williams, Irene Yarrison

(iv) FY'17 Administrator Renewals (*Possible Executive Session Item)

161

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Administrator Renewals

Presented By: Bryan Fields

Background:

Mr. Hutchens approval by the Board will mean that his contract will be good through June 30th, 2018.

I will write a separate back up on Mr. Miller's contract. Mr. Mills' contract is a renewal for one year.

My contract is not up for negotiation or renewal so my name is not listed on the agenda. There is an addendum that will be part of your signage for the 3% to be applied to my contract, if you choose to do so, because I cannot sign my own addendum. I can sign all the other addendums once they have been approved

Fiscal Note:

Recommendation:

Motion to approve the item administrator contracts as presented.

(a) * Daniel Hutchens - Elementary Principal

(b) * Steven Mills - Business Manager

(v) Appointment of Jr./Sr. High School Assistant Principal & Activity Director- Eric Miller (*Possible Executive Session Item)

163

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Eric Miller's Approval as the JH/High School Activities Director and Administrator(Assistant Principal).

Presented By: Bryan Fields

Background:

Eric Miller has received his credentials for principal certification. I am recommending that the Governing Board approve his contract as an administrator for the 2016-17 school year. He may still be asked to teach up to 3 classes each day. As part of his new contract he will receive leave that is the same for 12 month administrators. Other parts of his contract include: responsible for tutoring programs (summer and lunch-time), No longer coaching or acting as a sponsor (unless he wants to and gets approval by me and the Board).

Eric is certified and able to teach in several areas which makes having him in this position very nice. I will schedule him last and if possible not have him teach 3 classes. I would prefer to have him teach 1 or 2 but I would like to reserve the right to make this decision after some more things get set. He has done a very good job this year and has exceeded what I expected from him. I feel like we are fortunate to have him here at our school. He is happy with the arrangements of his contract.

As a side note, we are hoping to have the position of lead crowd control person to help alleviate the pressure of him and I attending every activity and event. This position is a separate agenda item and I will explain it on that background information. Thank you!

Fiscal Note:

His contract is attached to this document and the amount will be for \$57,862.00

Recommendation:

Motion to approve Eric Miller as the JH/HS Activities Director and Assistant Principal for the 16-17 school year.

(vi) Summer Educational Staffing (*Possible Executive Session Item)

165

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action regarding Summer Educational Hiring of Employees to Staff Programs

Presented By: Bryan Fields

Background:

We are preparing for our summer library programs, credit recovery, and remediation classes. Both the Elementary and HS will have their Libraries open from approximately May 31 through July 29. This will be for 4 days a week (Monday –Thursday) and be from about 8:30-12:30. Of course we would like the ability to adjust this according to what the needs are, like if we can't get anyone to come to our library during the listed hours. At the HS the library will also be supervising credit recovery for part of the summer. The remedial classes will be the same days as the Library and at the JH/HS will have reading and math. The Elementary will be only reading as of right now. These classes will be for 2 hours a day. These are the employees who will be running the programs:

Eric Miller, Shawn Layden- JH/HS Remediation Classes

Ruth Hansen- Elementary Remediation

Ericka Hunt, Julie Mills- Libraries

Tamara Pogue, Brenda Weightman, Shurell Nardi- Instructional Aides

Fiscal Note:

Our Title One grant will cover all expenses for salaries. We also charge students a nominal fee for the credit recovery.

Recommendation:

Motion to approve the summer educational hiring as presented.

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action regarding Summer Educational Programs and Hiring of Employees to Staff the Programs

Presented By: Bryan Fields

Background:

We are preparing for our summer library programs, credit recovery, and remediation classes. Both the Elementary and HS will have their Libraries open from approximately May 31 through July 29. This will be for 4 days a week (Monday –Thursday) and be from about 8:30-12:30. Of course we would like the ability to adjust this according to what the needs are, like if we can't get anyone to come to our library during the listed hours. At the HS the library will also be supervising credit recovery for part of the summer. The remedial classes will be the same days as the Library and at the JH/HS will have reading and math. The Elementary will be only reading as of right now. These classes will be for 2 hours a day. These are the employees who will be running the programs:

Eric Miller, Shawn Layden- JH/HS Remediation Classes

Ruth Hansen- Elementary Remediation

Ericka Hunt, Julie Mills- Libraries

Fiscal Note:

Our Title One grant will cover all expenses for salaries. We also charge students a nominal fee for the credit recovery.

Recommendation:

Motion to approve the summer educational programs and hire the listed employees to assist with them:
Eric Miller, Shawn Layden, Ruth Hansen, Julie Mills, Ericka Hunt.

May 3, 2016

To: Mr. Fields

From: Daniel Hutchens

Re: Summer Reading Program and recommended staffing

I would like to recommend that we approve as teachers for the Summer Reading Program – Tamara Pogue and Ruth Hansen. Brenda Weightman will serve as an instructional aide for the program.

Students will attend the reading program on Monday, Tuesday, Wednesday, and Thursday from 10 am to 12 pm. Teachers and the aide will work from 9am to 12 pm each day.

The program will be held the first three full weeks of June. Teachers will be compensated at the rate of \$25 per hour and aides at the rate of \$12.50 per hour. The total cost for the program will be \$2,700.

(vii) * Seasonal Temporary Summer Workers (*Possible Executive Session Item)

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SKILLED SEASONAL WORKERS

Steve Mills

Julie Mills
Sarah Farnes
Dan Bushman
Ericka Hunt

Bill Patterson

Esther Patterson
Kelsey Farr
Colton McCormick
Floyd Williams
Christine Williams

Terry Johnstun

Judy Young
Sierra Johnstun
Dana Johnstun
Sandra Lewis
Charmayne Morris
Dorothy Morris
Alyssa Buckley
Glenna Spurlock
Allison Bushman
Jaden Parra
Laura Parra
Kendrick Buckley
Benjamin Spurlock

Darrel Mosier

Alyssa Hutchens

Brad Neal

Jim Stradling
Darrel Mosier
Robert Pugh
Sam Johnstun
Katherine Hutchens
Troy Poudrier
Layne Rogers
Sierra Rogers
Joseph Smith
Zachary Miller
Sam Johnstun III
Bryndon Buckley
Jaden Parra
Mikayla Rogers
Dylan Romero
Aaron Johnstun

Julie Mills

Kelsey Farr
Kortni Flake

Jason Gardner

Lindi Gardner
Max Mosier
Talon Smith

Nicole Carroll – Summer Enrichment

(a) Alyssa Buckley, Bryndon Buckley, Kendrick Buckley, Allison Bushman, Dan Bushman, Sarah Farnes, Kelsey Farr, Kortni Flake, Lindi Gardner, Ericka Hunt, Alyssa Hutchens, Katherine Hutchens, Aaron Johnstun, Dana Johnstun, Sam Johnstun, Sam Johnstun III, Sierra Johnstun, Sandra Lewis, Colton McCormick, Zachary Miller, Julie Mills, Charmayne Morris, Dorothy Morris, Darrel Mosier, Max Mosier, Jaden Parra, Laura Parra, Esther Patterson, Troy Poudrier, Robert Pugh, Layne Rogers, Sierra Rogers, Mikayla Rogers, Dylan Rogers, Joseph Smith, Talon Smith, Benjamin Spurlock, Glenna Spurlock, Jim Stradling, Christine Williams, Floyd Williams, Judy Young

(viii) * Drama Coach Stipend - Gayla Smith (*Possible Executive Session Item)

171

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Approval of Musical/Drama Stipend for Gayla Smith

Presented By: Bryan Fields

Background:

This year our musical was taken on by a group of volunteers spear-headed by parents. Specifically Gayla Smith took the lead in planning and directing the HS Musical which was the Wizard of Oz. She met with parents, students, and staff to accomplish this. She originally approached me about the idea and I told her some of the things that would have to be in place to get this accomplished and she diligently worked on them in an effort to help our students put on this production. This included attending our site council meeting and scheduling the event. Many hours of practice also went in to the preparation of the musical.

I am requesting that the Governing Board approve the Drama stipend be paid out to Gayla. She was not expecting this and has not requested anything from the school but our cooperation on scheduling and things of this nature.

I should also note that many other people assisted in the musical including Steve Mills and Mitchell Farnes. These volunteers all served our students well with hours of practice, guidance, and behind the scenes help. Many thanks go out to all of them for helping our students put this on.

In the future we may consider increasing this amount, and changing the title of it, to avoid the total reliance of volunteer help.

Fiscal Note:

On the salary schedule this is listed in the amount of \$1,061.00

We have not paid this stipend out for several years and I am not 100% sure what the original intention of this listing was. I do believe that a stipend for the musical is something that we should do and that it can directly impact our students for the better.

Recommendation:

Motion to approve the Musical/Drama Coach Stipend be awarded to Gayla Smith.

B. Operations (***Possible Executive Session Items**)

(i) First Reading of ASBA Policy Revisions

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POLICY SERVICES ADVISORY

Volume 28, Number 2

April 2016

Policy Advisory No. 548 BDF—Advisory Committees

Policy Advisory No. 549 JK—Student Discipline
JK-RB—Student Discipline

Policy Advisory No. 550 JLDB—Restraint and Seclusion
JLDB-EA, EB, EC, ED—Restraint and Seclusion

Policy Advisory No. 551 KF—Community Use of School Facilities

POLICY ADVISORY DISCUSSION

Policy Advisory No. 548 BDF — Advisory Committees

Under Arizona’s Open Meeting Law, board subcommittees are subject to the same provisions of the law as the governing board. This includes the ability to meet in an executive session if for one of the authorized reasons in the law and all procedures have been met. This change to Policy BDF clarifies this.

Policy Advisory No. 549 JK— Student Discipline

Policy language pertaining to *Restraint and Seclusion* in Policy JK has been deleted and moved to Policy JLDB. *Restraint and Seclusion* are not intended to be disciplinary options; therefore, a stand-alone policy allows easier access to the provisions and limitations in statute sans the additional language offered in the discipline documents.

The provisions relating to Confinement are retained in Policy JK as they were passed by the Fifty-First Legislature, First Regular Session, in House Bill 2476, which amended section A.R.S. 15-843 relating to pupil discipline and is applicable to all students (PA 472, May, 2013).

Regulation JK-RB has been deleted in its entirety. This regulation was added by PA 371, February 2010, in response to the Task Force on Best Practices in Special Education and Behavior Management. It was suggested by the Task Force but is not required by compliance and has been superseded by changes in statute.

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

PA 371 included options for each district to select choices to comply with the legislative directive for district response to the Task Force recommendations. Items were to be accepted or rejected in total, or retained/modified as determined on an item-by-item basis as necessary to accommodate the needs and circumstances of the school district.

The selection forms were to be completed by each district, submitted to ASBA Policy Services, and then replicated by ASBA in the district's regulation.

Most districts adopted the selection forms in total without any modifications.

With the deletion of the selection forms and language specific to students with special needs/disabilities in JK-RB, districts now have the opportunity to review and modify the deleted items in order to discard the contents or, as recommended by Policy Services, to update and retain desired items in a handbook or another easily accessible source available to staff after being reviewed and approved by the district's legal counsel.

Policy Advisory No. 550

**JLDB — Restraint and Seclusion
JLDB-EA, EB, EC, ED — Restraint and Seclusion**

Restraint and Seclusion, subsequent to its deletion from Policy JK, has been added to the policy manual as a distinct document code in order to eliminate the linking of these methods to the disciplinary options covered in Policy JK, Student Discipline. The statutory provisions of A.R.S. 15-105 are retained.

Four exhibits are added to the policy for district use in documenting the requirements and implementation of Restraint and Seclusion.

Policy Advisory No. 551

KF — Community Use of School Facilities

Policy KF is modified to add language requiring that the School District, its Governing Board, employees, and agents shall be named as an additional insured under the liability insurance policy during the use of the facilities and property. This change is necessary to limit costs and expenses when named as a defendant for an injury or damage resulting from the use of the facility.

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

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

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

BDF © ADVISORY COMMITTEES

The Board may, by majority vote, appoint ad hoc committees when deemed advisable. Recommendations of such committees cannot be binding on the Board; they may be advisory only. These committees will be responsible for presenting to the Board recommendations for action based on research and facts. Any such committee shall automatically be dissolved upon completion of its assignment.

The Governing Board President shall develop guidelines for each committee. These guidelines shall be approved by the Board prior to the first meeting of each committee and will include, but not necessarily be limited to, the following:

- A. A written, specific statement of the purpose of the committee.
- B. The dates on which interim and final reports of the committee are to be rendered.
- C. The date or event upon which the committee will be terminated.
- D. The extent to which facilities, supplies, equipment, and clerical support will be provided to each committee.

The Superintendent will ensure that the following actions are taken for each committee established by the Board:

- A. Each committee member will be briefed on the requirements of the Arizona Open Meeting Law (A.R.S. 38-431) as it applies to committees of the Board.
- B. Notices and agendas of all meetings of the committee will be posted.
- C. All meetings will be open for public attendance.
- D. If an executive session is authorized, all applicable requirements as presented in Policy BEC, Executive Sessions/Open Meetings will be followed.
- ~~E.~~ Minutes will be taken and made available for public inspection three (3) working days after the meeting.

A representative of the Board and the Superintendent will serve as ex-officio members of all advisory committees.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

38-431 *et seq.*

CROSS REF.:

BEC - Executive Sessions/Open Meetings

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

JK © STUDENT DISCIPLINE

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. 15-843. These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity, or in any other situation in which the District may lawfully exercise its authority to discipline a student. ~~and may be imposed if the student's behavior affects the school order.~~ When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, disability, national origin, ~~or~~ ancestry or any other unlawful reason. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, disability, national origin, ~~or~~ ancestry or any other unlawful reason may subject the District to the loss of funds imposed by A.R.S. 15-843.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion ~~and the provisions pertaining to confinement~~ of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

The principal of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion ~~and the provisions pertaining to confinement~~ of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- A. Rules established for the referral of students.
- B. The conditions of A.R.S. 15-841, when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Confinement

If confinement is authorized by the Governing Board, in accordance with Under A.R.S. 15-843, the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

~~Restraint and Seclusion~~

~~The use of restraint or seclusion is not to be limited, by policy or practice, to students with disabilities.~~

~~A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:~~

- ~~A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.~~
- ~~B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.~~

~~if a restraint or seclusion technique is used on a pupil:~~

- ~~A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use.~~
- ~~B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.~~
- ~~C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.~~
- ~~D. The restraint technique employed may not impede the pupil's ability to breathe.~~
- ~~E. The restraint technique may not be out of proportion to the pupil's age or physical condition.~~

~~Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.~~

~~Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:~~

- ~~A. School personnel shall provide the pupil's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty four (24) hours after the incident.~~
- ~~B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.~~
- ~~C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment.~~

~~If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.~~

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843, subsection B, paragraph 3.)

~~The District authorizes the use of these Definitions which are included in A.R.S. 15-105:~~

- ~~A. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:~~

- ~~1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.~~
- ~~2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.~~
- ~~3. The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.~~
- ~~4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.~~

~~B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and the Blind and a private school.~~

~~C. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.~~

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. 15-841 and 13-2911. A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

~~Behavior Management and Discipline of Students with Special Needs/Disabilities~~

~~The Superintendent shall oversee a collaborative process for the identification, description, and monitoring of best practices for behavior management and discipline of students with special needs/disabilities. The practices shall include, but not be limited to:~~

~~A. authorized and prohibited disciplinary methods,~~

~~B. recommended and required training for special education program teachers and aides, and~~

~~C. requirements for conveying notice of disciplinary measures taken.~~

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

13-403 *et seq.*

13-2911

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Student

JLDB – Restraint and Seclusion

REGULATION

STUDENT DISCIPLINE**(Behavior Management and Discipline
of Students With Special Needs/Disabilities)****Behavior Management and
Discipline of Students With
Special Needs/Disabilities**

Each school shall implement positive, evidence-based, safe, and timely plans and procedures for all special needs students including those who exhibit behaviors that interfere with learning or who place themselves or others in danger. Administration, staff, parents and students are to be engaged in the development of the plans. The purpose of the plan is to identify practices that are agreed upon and complied with and reinforced by members of the school community, including the Governing Board. An objective of the plan is to provide consistency in the manner in which deviations from appropriate behavior are addressed. The plans are to be submitted to the Superintendent.

A. Plans are to be:

1. *Proactive:* Students are to be taught the critical social skills needed for success. Positive behavioral interventions and supports enable the school to set clear expectations for behavior, to acknowledge and reward appropriate behavior, and to implement a consistent continuum of consequences for challenging behavior.
2. *Comprehensive:* Positive behavioral interventions and supports are to be employed uniformly throughout the school, including non-instructional areas such as the cafeteria, hallways, and buses. School personnel are to be trained in positive behavioral interventions and supports, in data reporting, and receive support in implementation of the practices. School personnel are to be trained in areas of crisis intervention such as use of restraints and seclusion.
3. *Data driven:* The school is to rely on data for the development and modification of its positive behavioral interventions and supports approach. The data is to be tracked through office referrals as well as from classroom reports, school based intervention teams, and crisis intervention documentation. Positive behavioral interventions and support teams are to use the data to design specific interventions to prevent challenging behaviors before they occur and to confirm the effectiveness of interventions.

~~B. Plans are to ensure that parents of students enrolled in the school have comprehensive information regarding behavioral expectations within the school and the planned responses should the expectations not be met. Parents are to:~~

- ~~1. have ready access to the school plan, and~~
- ~~2. be informed how to provide input into the plan.~~

~~Response to Intervention~~

~~The plans are to provide for and the school is to have in place a multi-level approach to teaching students appropriate behaviors that provide progressively intense support for students according to need.~~

~~A. Interventions shall be consistent with plans for creating and maintaining a positive school climate.~~

~~B. Provide for small group direct instruction on a regular basis to those students who are experiencing difficulty understanding or abiding by the established standards of behavior. Supports should include such strategies as increased and targeted social skills training, increased monitoring and reinforcement systems, self management techniques, and family mentoring and involvement programs.~~

~~C. Provide a range of individualized interventions designed to address the specific behaviors continuing to cause the student difficulty. These may include counseling, more intense direct instruction, behavioral contracts, specific behavioral consequences, alternative educational programming, consideration for a referral for an evaluation for special education, and other strategies agreed upon with the parents. A functional behavioral assessment (FBA) and a behavior intervention plan (BIP) may be included and shall be required for students with disabilities when a manifestation determination is necessary.~~

~~1. The FBA must identify the triggers for the challenging behavior and what subsequent responses by staff or other students reinforce the continuation of the challenging behavior.~~

~~2. The BIP should be developed from a functional behavioral assessment and prescribe methods the staff will use to prevent, manage, replace, and monitor changes to the behavior. The BIP must be based on evidence-based practices and support the goal of making the challenging behavior irrelevant, ineffective and inefficient. The BIP must be implemented with integrity by staff trained to do so.~~

Crisis Management

~~Crisis management in the context of behavior management is defined as the methods used by school personnel to respond to imminent danger to the student, other students or staff. The two (2) most commonly used methods of crisis management are restraint (either physical or mechanical) or seclusion of the student.~~

~~A. **Confinement.** Disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:~~

- ~~1. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.~~
- ~~2. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.~~

~~B. **Use of seclusion.** Seclusion for the purpose of the plan is the confinement of a student alone in any space from which the student is physically prevented from leaving.~~

~~Seclusion means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.~~

- ~~1. The use of seclusion is to be used only in an emergency to protect persons from imminent, serious physical harm.~~
- ~~2. Any area used for seclusion must be free of objects that could cause harm, must provide for adequate visual and audio supervision of the student, must provide adequate lighting and ventilation, and must not be locked.~~
- ~~3. Any area used for seclusion must comply with the State Fire Code.~~
- ~~4. School personnel must observe the student at all times during the seclusion period and reassess the child every thirty (30) minutes. When seclusion continues beyond the second assessment, an administrator or the administrator's designee must review and approve continued seclusion.~~

- ~~5. The student must be released from seclusion as soon as the student regains self-control.~~
- ~~6. If seclusion is necessary, parents and administrators must be notified within the same school day and a written notice that includes the circumstances that preceded the behavior, the behavior, the length of time the student was secluded, the location of the seclusion, and the person who observed the student during the seclusion must follow. When a student has been in seclusion for longer than one (1) hour, parent contact must be initiated immediately.~~
- ~~7. A debriefing with affected staff, parents, and, if appropriate, the student shall be conducted within forty eight (48) hours. During the debriefing, a determination must be made regarding the need for a functional behavior assessment (FBA).~~
- ~~8. Each incident must be recorded in the student management system.~~
- ~~9. A student who has required crisis management by the school staff more than three (3) times in a semester must have a functional behavior assessment (FBA) and, if appropriate, a behavior intervention plan (BIP) within a reasonable time following the third (3rd) incident.~~
- ~~10. The District and the school must have a strategy in place to support teams in modifying a FBA and BIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention).~~

~~*C. Prohibited uses of seclusion:*~~

- ~~1. Seclusion is not to be used as punishment for violations of school rules, for repetitive behaviors, or because of teacher anger toward the student.~~
- ~~2. Seclusion is not to be harsh, severe, or out of proportion with the offense committed and the age and physical condition of the student.~~
- ~~3. Seclusion is not to be used to prohibit reasonable access for the care of the student's bodily needs.~~
- ~~4. Seclusion must not deny a free, appropriate public education to students with disabilities through excessive or extensive use.~~
- ~~5. The use of seclusion is not to be limited, by policy or practice, to students with disabilities.~~

~~*D. Use of physical and mechanical restraints:* Restraint means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices.~~

~~Not to be included in this definition are:~~

~~Restraints used in schools for the purpose of providing support to students' orthopedic and assistive technology needs in order to permit them to learn and participate in school activities as identified in an individualized education program (IEP).~~

~~Restraints, such as weighted vests or blankets, identified by an IEP team as appropriate for a student to enhance participation in learning activities.~~

~~Vehicle safety restraints used in accordance with state and federal regulations.~~

~~Restraints employed by law enforcement officers in school settings that are used in accord with their policies and appropriate professional standards. These instances are subject to the same reporting requirements by the school as restraints used by school personnel.~~

- ~~1. Physical restraint is to be a last resort emergency safety measure used only in an emergency situation when a student is imminently dangerous to him/herself or others.~~
- ~~2. Personnel using the restraint must take extreme care to provide for the safety and comfort of the student during the restraint procedure.~~
- ~~3. Personnel authorized to use restraints must have been extensively and repeatedly trained by personnel who have maintained approval by a training program to provide training in:
 - ~~a. Alternatives to restraint (e.g., de-escalation strategies, and problem-solving techniques);~~
 - ~~b. The proper use of the restraint; and~~
 - ~~c. Safety precautions and procedures for continuous monitoring of a student by a third party during restraint.~~~~
- ~~4. The student must be released from the restraint as soon as the student regains self control.~~
- ~~5. Parents and administrators must be notified as soon as possible within the same school day, followed by a written notice stating the circumstances that preceded the behavior, the behavior, the length of time the student was restrained, the location of the restraint and the person(s) who observed the student during the restraint.~~
- ~~6. A debriefing with affected staff and parents and, if appropriate, the student must be conducted within forty eight (48) hours. During the debriefing a determination will be made regarding the need for a functional behavioral assessment (FBA).~~

- ~~7. An incident report of the event must be recorded in the student management system.~~
- ~~8. A student who has required crisis management on the part of the school staff more than three (3) times in a semester must have a functional behavioral assessment (FBA) and, if appropriate, a behavior intervention plan (BIP) developed within a reasonable time following the third (3rd) critical incident.~~
- ~~9. The District and the school must have a strategy to support teams in modifying a FBA and BIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention).~~

~~***E. Prohibited uses of physical and mechanical restraints:***~~

- ~~1. Physical and mechanical restraints, such as prone restraint, that places excess pressure on the chest or back or impedes the ability to breathe or communicate are prohibited.~~
- ~~2. The use of mechanical restraint by a staff member who has not been trained in the use of restraints is prohibited except when the case is one presenting extreme danger to the student or to others, and:
 - ~~a. The restraint is not out of proportion to the danger, the age, and the physical condition of the student;~~
 - ~~b. The restraint is not used to prohibit reasonable access for the care of the student's bodily needs.~~~~
- ~~3. Restraints that provide support to a student's orthopedic needs shall not be used as a means of punishment for noncompliant behaviors.~~
- ~~4. No policy or practice shall limit the use of restraints to students with disabilities.~~

~~***F. Training in uses of seclusion and restraint procedures:***~~

- ~~1. Personnel who use seclusion and restraints procedures must have training in conflict prevention, crisis de-escalation, possible effects of seclusion, and any local or state regulations regarding the seclusion space and its use.~~
- ~~2. The training of personnel must be recurrent with annual updates appropriate to the type of school setting, to the age and developmental level of students. The training must include information about commonly accepted standards for the use of seclusion and restraint in the school setting.~~

- ~~3. The training must include content and skill development on the use of positive, instructional, and preventive methods for addressing student behavior.~~
- ~~4. The training must include information about the effects of medications students may be receiving and how seclusion and restraint procedures might affect the physical well being of the student during seclusion or restraint.~~
- ~~5. The training must include multiple methods for monitoring a student's well being during a restraint.~~
- ~~6. The training must include certification in First Aid and cardiopulmonary resuscitation (CPR) in the event of an emergency during seclusion.~~
- ~~7. The training must include the requirements for reporting to parents and administration.~~

~~G. *Corporal punishment*: For the purposes of this regulation *corporal punishment* is defined as the deliberate infliction of pain intended to discipline or reform a person's bad attitude and/or behavior. Corporal punishment is prohibited.~~

JLDB ©
RESTRAINT AND SECLUSION

Restraint and seclusion are not to be used as disciplinary consequences.

A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:

- A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.
- B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a pupil:

- A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use.
- B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.
- C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.
- D. The restraint technique employed may not impede the pupil's ability to breathe.
- E. The restraint technique may not be out of proportion to the pupil's age or physical condition.

Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.

Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:

- A. School personnel shall provide the pupil's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.

B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.

C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment.

If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843, subsection B, paragraph 3.)

The District authorizes the use of these Definitions which are included in A.R.S. 15-105:

A. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.
3. The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.
4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and the Blind and a private school.

C. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

13-403 et seq.

13-2911

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JK - Student Discipline

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Student

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RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION

This form must be completed when school personnel have used a restraint or seclusion technique with a student.

Referral to Law Enforcement: School personnel are required to comply with the reporting, documentation and review procedures required by A.R.S. 15-105 if the school district summoned law enforcement instead of using a restraint or seclusion technique on the student.

Applicable Definitions: For purposes of determining whether this form must be completed, the following definitions apply:

Restraint means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, including physical force or mechanical devices.

Restraint does not include any of the following;

1. Methods or devices implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to 'a safe location.
3. The brief holding of a student by one adult for the purpose of calming or comforting the student.
4. Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion means the involuntary confinement of a student alone in a room from which egress is prevented.

Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or individualized education program (IEP) that involves the student's separation from a larger group for purposes of calming.

Notification to Parents: Check the appropriate box.

School personnel provided the student's parent/guardian with written or oral notice on the same day the incident occurred; or

Circumstances prevented same day notification to the student's parent/guardian of the incident. Notice will provided within twenty-four (24) hours after the incident.

Student: _____ Student ID: _____
 First Middle Last

Personnel who observed and monitored the student:

2. The restraint or seclusion ended when the student's behavior no longer presented an imminent danger to the student or others. True Not True
3. The restraint or seclusion technique was used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques, unless an emergency situation did not allow sufficient time to summon trained personnel. True Not True
4. If an emergency existed that did not allow sufficient time to summon trained personnel, explain the emergency:

5. The restraint technique used did not impede the student's ability to breathe. True Not True
6. The restraint technique was not out of proportion to the student's age or physical condition. True Not True

Information (if known) about any persons, locations or activities that may have triggered the student's behavior:

Specific information about the behavior and its precursors:

Type of restraint or seclusion technique used:

Duration of restraint or seclusion technique used: _____ minutes

A review meeting is needed: Yes No A review meeting to review strategies used to address a student's dangerous behavior *must* be scheduled if there has been repeated use of restraint or seclusion for the student during the school year. If a review meeting is needed, it will be scheduled and separate documentation will be completed.

Person(s) Responsible for Completing Form:

_____ Date: _____

_____ Date: _____

JLDB-EC ©
RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION
(Same Day Oral/Written Notification to Parent/Guardian)
or within twenty-four (24) hours if
circumstances prevented same day notice

Date provided: _____ / _____ / _____ Time: _____ : _____ .m.

Method of Delivery:

Oral

Written

Hand-delivery (signature required) _____

Mailed: 1st Class Mail-Certificate of Mailing and/or Certified Mail-Return Receipt Requested

E-mailed using address: _____ ; maintain proof of electronic delivery

Name of Parent/Guardian Receiving Notice: _____

Person Providing Notice: _____

Confirmation that a copy of this completed documentation was provided to the Parent/Guardian (provided within a reasonable time following the incident):

Date provided: _____ / _____ / _____ Time: _____ : _____ .m.

Method of Delivery:

Oral

Written

Hand-delivery (signature required) _____

Mailed: 1st Class Mail-Certificate of Mailing and/or Certified Mail-Return Receipt Requested

E-mailed using address: _____ ; maintain proof of electronic delivery

Name of Parent/Guardian Receiving Notice: _____

Person Providing Notice: _____

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

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RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION
(Review of Repeated Use of Restraint
or Seclusion Techniques)

A review meeting to review strategies used to address a student's dangerous behavior must be scheduled if there has been repeated use of restraint or seclusion for the student during the school year, A.R.S. 15-105.

Student: _____ Student ID: _____

Grade: _____ Age: _____ DOB: _____ School: _____

Parent(s): _____

Address: _____

Phone: (w) _____ (h) _____ (c) _____

Date of Incident: _____ Location: _____
Month/Day/Year

Review current and previous incidents in which physical restraint/seclusion techniques were used:

Review strategies used to address the student's dangerous behavior:

Analyze how future incidents may be avoided:

The Team recommends a Functional Behavioral Assessment: Yes No

Name: _____ Signature: _____ Date: _____

If parent(s) did not attend the meeting, explain other methods to ensure parent participation and/or child as appropriate (e.g., conference call, videoconference, home visit):

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

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COMMUNITY USE OF
SCHOOL FACILITIES

Leasing (renting)

School facilities and property may be leased to extended day resource programs and any person, group or organization for any lawful purpose in the interest of the community. The purposes include but are not limited to the following:

- | | |
|------------------|---------------------|
| A. recreational, | G. scientific, |
| B. educational, | H. social, |
| C. political | I. religious, |
| D. economic, | J. other civic, |
| E. artistic, | K. or governmental. |
| F. moral, | |

A reasonable use fee shall be charged for the lease of school facilities and property and this fee may be offset by goods contributed or services rendered by the lessee. "Reasonable use fee" means an amount that is at least equal to the cost for utilities, services, supplies or personnel provided to the lessee pursuant to the terms of the lease.

Uncompensated Use

The Superintendent may permit the uncompensated use of facilities and property by any school related group, including student political organizations, or by any organization whose membership is open to the public and whose activities promote the educational function of the District. "Education function" means uses that are directly related to the educational mission of the District as adopted by the Board and includes the educational mission related uses of parent - teacher organizations, youth organizations and school employee organizations. Use of facilities or property by organizations indicated above that will require a substantial District cost for utilities, services, supplies and/or personnel may be permitted only if goods contributed, services rendered or payments are made to reimburse these costs to the District.

The mission of the District is found in section A of the policy manual (see cross referenced policies below). The mission statement and the group's or organization's promotion of the educational function through the activity, as interpreted by the Superintendent in good faith, will be the basis upon which uncompensated use of District facilities and property shall be approved or denied.

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

The Superintendent shall annually recommend a fee schedule to the Board for the lease of school property and such schedule shall include a procedure for determining the value of goods and services being provided as compensation for the use of school property. The schedule shall include a designation of those groups whose activities promote the educational function of the School District as determined in good faith by the Superintendent and presented for Board review.

Property not associated with the use of facilities is covered in section E of the policy manual (see cross referenced policies below). The District will use its best efforts to avoid conflicts with approved use of the facilities and property but no lease or use provision shall be effective if the administrator of the facility finds that it would cause delay, cancellation, or rescheduling of a school-sponsored activity.

Proof of liability insurance shall be required for the use or lease of school property pursuant to A.R.S. 15-1105. The School District and its Governing Board, employees, and agents shall be named an additional insured under the liability insurance policy during the use of the facilities and property.

The School District and its employees, including the Governing Board, Superintendent or Chief Administrative Officer, are immune from civil liability with respect to all decisions made and actions taken to allow the lease or use of school property, unless the School District or its employees are guilty of gross negligence or intentional misconduct. This does not limit any other immunity provisions that are prescribed by law.

The Superintendent shall establish such rules and regulations as are needed to implement this policy as well as to assure the preservation of District property.

The lessee of school facilities must affirm knowledge of and enforce the requirements and restrictions set out in Chapter 28.1 of A.R.S. Title 36 related to medical marijuana.

The lessee of school facilities to be used for athletic activities must confirm knowledge of and compliance with the requirements and restrictions for such use as set out in Board Policy JJIB.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-511

15-1105

15-1141 to 15-1143

16-411

36-2801 *et seq.*, Arizona Medical Marijuana Act

CROSS REF.:

A - District Mission and Belief Statement

AC - Nondiscrimination/Equal Opportunity

EDC - Authorized Use of School-Owned Materials and Equipment

KFA - Public Conduct on School Property

(a) BDF: Advisory Committees

(b) JK, -RB: Student Discipline

(c) JLDB, -EA, -EB, -EC, -ED: Restraint & Seclusion

(d) KF: Community Use of School Facilities

(ii) ASBA Delegate Assembly - Submission of Proposed Issues for 2017 Political
Agenda

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Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding ASBA Political Agenda

Presented By: Bryan Fields

Background:

Attached to this background are items for our Governing Board's consideration to send to the ASBA. They take these lists from all the governing boards that submit this to them to create one list for them to focus on at the state legislature for lobbying and support.

Recommendation:

Motion to approve the political list as a consensus, marked and submitted by Governing Board members to the ASBA.



MEMORANDUM

MEMO TO: GOVERNING BOARD MEMBERS AND SUPERINTENDENTS
FROM: PAUL KULPINSKI, Legislative Committee Chair
DATE: April 15, 2016
SUBJECT: SUBMISSION OF PROPOSED ISSUES FOR CONSIDERATION FOR THE
2017 POLITICAL AGENDA

I look forward to serving as your Legislative Committee Chair as we prepare for the Delegate Assembly and work to create a Political Agenda for the upcoming legislative session. I'm honored to be a part of this important process and look forward to hearing your proposals.

As you know, your input to the Legislative Committee is critical. This year we ask that you take a moment to review the current [2016 Political Agenda](#) and reaffirm your top five priorities. Furthermore, please indicate two additional priorities you would like the Legislative Committee to consider. [Click here](#) to submit the form online or [here](#) to download the pdf version. Once submitted, these proposals will be compiled by staff and provided to the ASBA Legislative Committee for consideration. The Committee will then create a draft document that will be circulated to all governing boards and superintendents. This draft agenda will be the basis for discussion and final approval at the official Delegate Assembly on Saturday, September 10th. The timeline is as follows:

- Friday, May 20th – Proposed Items Due
- Friday June 3rd – Legislative Committee meets
- Week of June 20th– Legislative Committee recommendations sent to all governing board members and superintendents
- Saturday, September 10th – Delegate Assembly (Saturday morning following the Law Conference)
- November 2016 (TBD) – ASBA/AASBO/ASA Legislative Workshop

As a reminder, you should schedule this item on an upcoming Board agenda for discussion. Please remember, only one submission per District and it must reflect the collective will of the Board. These proposals are due by the close of business on Friday, May 20, 2016.

As you are aware, the 2016 Delegate Assembly will determine the positions of the Arizona School Boards Association for any future Special Sessions of the current legislature and for the First Regular Session of the Fifty-Third Legislature. In addition to submitting proposals, your board has the opportunity to help craft ASBA's advocacy stances by [registering](#) your district's delegate. Your delegate will represent your district at the Delegate Assembly, a critical meeting where the views of your district can be represented and discussed. The Delegate Assembly will be held on Saturday, September 10th at The Camelback Inn.

Thank you for your active participation in ASBA. If you have any questions, please call Darbi Jenkins, Governmental Relations Analyst at 602-254-1100 or 800-238-4701. You can also reach her by email at djenkins@azsba.org; she is happy to help answer any questions you may have. **Once again, all proposals are due by May 20, 2016.**

ISSUES FOR LEGISLATIVE COMMITTEE CONSIDERATION –
2017 POLITICAL AGENDA

The Governing Board of _____ School District presents the following issue(s) to the ASBA Legislative Committee as adopted by the Governing Board on _____.

Top Five Priorities

1. _____
2. _____
3. _____
4. _____
5. _____

Additional items for consideration

1. _____
2. _____

PLEASE RETURN BY: MAY 20, 2016

ASBA FAX #: 602.254.1177 OR EMAIL: esanchez@azsba.org

Prefer to complete this form online? [Click here.](#)

ASBA Delegate Assembly Special Notice

In accordance with the provisions of Article IV, Section 2(a) of the association bylaws, a governing board that is an active member of the association shall be deemed to be present at a membership meeting if one or more members of such governing board are in attendance. On each matter presented to the membership for vote, each governing board that is an active member shall be entitled to one vote, provided such governing board of a school district has paid dues as established and assessed as in Section 3(a) hereafter. The right to the floor for the purpose of discussion shall, however, be open to any and all members of a governing board that is an active member.

Section 3. Dues of membership

(a) Active - The dues of each school district shall be as established by the association at its annual membership meeting or as established by the law.

ASBA Official Delegate Form

To ensure an orderly process with which to conduct the meeting of the ASBA Delegate Assembly on Saturday, Sept. 10, 2016, please send us the names of the delegate and alternate who will represent your board at the meeting.

Name of Delegate: _____
(Please print)

Name of Alternate Delegate: _____
(Please print)

School District: _____
(Please print)

County: _____
(Please print)

I am a first-time delegate (please check here).

Please submit your official delegate form to ASBA by August 26, 2016.

- Complete delegate forms may be faxed to 602.254.1177.
- To complete this form online, go [here](#).

Event Registration Is Also Required

All delegates must also register for the ASBA Delegate Assembly. The registration fee for this year's Delegate Assembly is \$55/person. Registration begins online on July 5, 2016, and must be completed no later than August 26, 2016. Register [here](#).

Long-Term Focus

These overarching issues must be addressed for public schools to excel and provide an opportunity for every child to succeed. Providing high quality public education is the best investment to grow Arizona's economy. The items below reflect those key issues on which we will concentrate over the next 5-10 years.

1. Strengthen the school finance formula to equitably and adequately fund public schools to:
 - a. Assure a more stable and reliable source.
 - b. Maximize local school district flexibility in managing these funds.
 - c. Require the same financial accountability and transparency measures of all schools and individuals that receive public funds.
 - d. Repeal any program that gives public monies for private schooling.
2. Uphold, preserve, and strengthen local control to reinforce the connection between the community and its elected governing board members.
3. Meet the unique educational needs of every student so that all students have the opportunity to reach their full potential.

Short-Term Focus

Building toward our long-term areas of success, the following items represent critical needs to put us on that path, and will engage our energies up to the next 3-5 years.

1. Reinstate and fund formulas to comply with at least state school building minimum standards.
2. Provide greater equity in funding and access for special education students within the public school system.
3. Allow public school tax credits to be used as determined by local districts.
4. Establish financial transparency and academic accountability for Empowerment Scholarship Accounts.
5. Maximize income opportunities for teachers' salaries and student support.
6. Fully restore 9th grade CTE/JTED eligibility and funding so students have the opportunity to explore career fields and/or certification completion.
7. Require comparative and consistent Auditor General Reports for public (district and charter) schools.

2016 Legislative Session-Specific

Building toward our long-term areas of success, the following items reflect issues that will not only move us forward, but we believe can be accomplished next year given the legislative atmosphere and current public trends.

1. Fully fund full-day kindergarten and include kindergarten students in the override calculation.
2. Fund inflation fully in the manner prescribed by statute mandated by Arizona voters.
3. Repeal CTE and JTED cuts slated to take effect in Fiscal Year 2017.
4. Change "override/budget increase" language to "locally controlled funding" to better reflect what voters are being asked to support.
5. Fund the implementation costs of Arizona's standards, assessments, and technology.
6. Restore Building Renewal funding to ensure school facilities are adequately maintained.
7. Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement.
8. Increase the compulsory attendance age from 16 to 18 years.
9. Eliminate the change to current year funding.
10. Advocate to lessen unfunded mandates and administrative burdens.
11. Allow school districts greater flexibility in the divestiture of property to address population and course needs.
12. Protect desegregation funding from any cuts or modifications.
13. Require charter holders and applicants to use their local entity's most recent demographic study and enrollment demand data to justify the need for a new school.

Agenda Action Sheet

Board Meeting Date: May 10, 2016

Agenda Item: Unused Sick Leave Payment Plan Changes

Presented By: Steve Mills

Background:

We are proposing a change in the amount we pay out for unused sick leave to staff who leave their employment with the District. The policy currently reads:

“All employees will be paid one dollar (\$1) per hour of unused sick leave days upon resignation from their position. A maximum of one thousand (1,000) hours may be accumulated.”

At last month’s meeting, the governing board approved a first reading of GCCA and GDQB which strikes out the verbiage related to the current Unused Sick Leave Payment policy. Once the board gives final approval to the policy change at the May meeting, we will be free to amend the benefit terms.

We are proposing the current plan be replaced with the following to be included in *Regulation* rather than Policy:

Years of district employment	Payment amount per hour of unused Sick Leave
Less than 1 year	\$0.00
1 to 5 years	\$1.00 per hour
Greater than 5 years	\$2.50 per hour (maximum of 1,000 hours may be accumulated)

Fiscal Note:

Recommendation: Approve the unused sick leave payment plan as presented.

Agenda Action Sheet

Board Meeting Date: May 10, 2016

Agenda Item: 2015-16 Budget Revision

Presented By: Steve Mills

Background:

School districts are required to revise their adopted budgets by May 15 of each year when potential adjustments exceed 1% of the General Budget Limit. The purpose of this revision is to meet legal requirements to adjust for changes that occur after the budget is adopted in July of the previous year. Typically, these adjustments result in very minor changes to the overall budget limits. In our case, our General Budget Limit (Maintenance and Operations) decreased by \$115 and our Unrestricted Capital Budget Limit decreased by \$1,035 and were primarily the result of small year-end corrections to student count data. In addition, we will usually adjust the amount of estimated budget capacity carried over from the previous year to the actual amounts, though not required.

The amounts of the adjustments are below the threshold that would require our district to revise the budget. However, I prefer our final budget to be as precise as possible in order to simplify matching our numbers up to those calculated by the Arizona Department of Education. Therefore, I'm requesting the board approve this revision.

Attached is a summary of the revised budget followed by a complete copy of the revised budget.

Fiscal Note:

Recommendation: Approve the 2015-16 Budget Revision #1, as presented.

I certify that the Budget of Joseph City Unified School District, Navajo County for fiscal year 2016 was officially proposed by the Governing Board on June 22, 2015, and that the complete Proposed Expenditure Budget may be reviewed by contacting Steve Mills at the District Office, telephone 928-288-3307 during normal business hours.

President of the Governing Board

1. Student Count:	FY 2015 Prior Yr. 2014 ADM	FY 2016 Budget Yr. 2015 ADM	2. Tax Rates:	Prior FY	Estimated Budget FY	* Secondary rate applies only for voter-approved overrides and bonded indebtedness per A.R.S. §15-101(22) and Joint Technical Education Districts per A.R.S. §15-393(E)
	Attending	386.844		382.685	Primary Rate	
				Secondary Rate*	0.5789	0.5789

3. The Maintenance and Operation, Classroom Site, and Unrestricted Capital Outlay budgets cannot exceed their respective budget limits.			
Maintenance & Operation	3,889,565	GBL	3,889,565
Classroom Site	242,299	CSFBL	242,298
Unrestricted Capital Outlay	226,800	UCBL	226,800

	MAINTENANCE AND OPERATION EXPENDITURES						% Inc./(Decr.) from Prior FY
	Salaries and Benefits		Other		TOTAL		
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
100 Regular Education							
1000 Instruction	1,103,319	1,037,585	30,300	30,806	1,133,619	1,068,391	-5.8%
2000 Support Services							
2100 Students	213,712	217,281	2,931	2,981	216,643	220,262	1.7%
2200 Instructional Staff	121,080	123,102	9,143	9,295	130,223	132,397	1.7%
2300, 2400, 2500 Administration	427,545	436,153	117,231	119,643	544,776	555,796	2.0%
2600 Oper./Maint. of Plant	328,955	334,449	563,925	573,342	892,880	907,791	1.7%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	21,668	22,030	35,000	35,585	56,668	57,615	1.7%
610 School-Sponsored Cocurric. Activities	19,016	19,334	3,900	3,965	22,916	23,299	1.7%
620 School-Sponsored Athletics	85,658	87,089	33,900	34,466	119,558	121,555	1.7%
630, 700, 800, 900 Other Programs	0	0	10,045	10,213	10,045	10,213	1.7%
Regular Education Subsection Subtotal	2,320,953	2,277,023	806,375	820,296	3,127,328	3,097,319	-1.0%
200 Special Education							
1000 Instruction	242,424	246,472	12,001	12,201	254,425	258,673	1.7%
2000 Support Services							
2100 Students	30,368	30,875	169,846	172,683	200,214	203,558	1.7%
2200 Instructional Staff	30,984	30,030	2,090	2,126	33,074	32,156	-2.8%
2300, 2400, 2500 Administration	0	0	150	153	150	153	2.0%
2600 Oper./Maint. of Plant	0	0	0	0	0	0	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	303,776	307,377	184,087	187,163	487,863	494,540	1.4%
400 Pupil Transportation	165,797	168,565	109,743	111,576	275,540	280,141	1.7%
510 Desegregation	0	0	0	0	0	0	0.0%
520 Special K-3 Program Override	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	17,276	17,565	0	0	17,276	17,565	1.7%
TOTAL EXPENDITURES	2,807,802	2,770,530	1,100,205	1,119,035	3,908,007	3,889,565	-0.5%

TOTAL EXPENDITURES BY FUND				
Fund	Budgeted Expenditures		\$ Increase/ (Decrease) from Prior FY	% Increase/ (Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	3,908,007	3,889,565	(18,442)	-0.5%
Instructional Improvement	58,001	38,000	(20,001)	-34.5%
Structured English Immersion	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	286,257	242,299	(43,958)	-15.4%
Federal Projects	452,139	380,607	(71,532)	-15.8%
State Projects	18,198	26,815	8,617	47.4%
Unrestricted Capital Outlay	365,005	226,800	(138,205)	-37.9%
New School Facilities	0	0	0	0.0%
Adjacent Ways	100,000	100,000	0	0.0%
Debt Service	670,463	672,363	1,900	0.3%
School Plant Funds	6,910	6,900	(10)	-0.1%
Auxiliary Operations	75,000	76,253	1,253	1.7%
Bond Building	0	0	0	0.0%
Food Service	213,400	170,807	(42,593)	-20.0%
Other	583,221	302,623	(280,598)	-48.1%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Autism	0	0
Emotional Disability	247,217	250,433
Hearing Impairment	8,410	8,519
Other Health Impairments	0	0
Specific Learning Disability	0	0
Mild, Moderate or Severe Intellectual Disability	0	0
Multiple Disabilities	56,934	57,675
Multiple Disabilities with S.S.I.	22,112	22,400
Orthopedic Impairment	0	0
Developmental Delay	0	0
Preschool Severe Delay	33,570	34,007
Speech/Language Impairment	30,367	30,762
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Subtotal	398,610	403,796
Gifted Education	0	0
Remedial Education	0	0
ELL Incremental Costs	0	0
ELL Compensatory Instruction	0	0
Vocational and Technical Education	89,253	90,744
Career Education	0	0
TOTAL	487,863	494,540

PROPOSED STAFFING SUMMARY		
Staff Type	FTE	Staff-Pupil Ratio
Certified --		
Superintendent, Principals, Other Administrators	2	1 to 191.3
Teachers	27	1 to 14.2
Other	3	1 to 127.6
Subtotal	32	1 to 12.0
Classified --		
Managers, Supervisors, Directors	3	1 to 127.6
Teachers Aides	7	1 to 54.7
Other	19	1 to 20.1
Subtotal	29	1 to 13.2
TOTAL	61	1 to 6.3
Special Education --		
Teacher	3	1 to 22.0
Staff	3	1 to 22.0



FY 2016
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Revised #1

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2016 was

Proposed	<u>June 22, 2015</u>
Adopted	<u>July 7, 2015</u>
Revised	<u>May 10, 2016</u>
	Date

SIGNED	SIGNED

The budget file(s) for FY 2016 sent to the Arizona Department of Education, via the internet, on

May 11, 2016 contain(s) the data for the budget described above.

Date

Superintendent Signature	Business Manager Signature
<u>Bryan Fields</u>	<u>Steven Mills</u>
Superintendent Name	Business Manager Name

District Contact Employee: Steven Mills

Telephone: 928-288-3307 E-mail: stevenm@jcusd.org

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2015	\$ <u>5,681,000</u>
2. Estimated Revenues by Source for Fiscal Year 2016 (excluding property taxes)	
Local 1000	\$ <u>117,000</u>
Intermediate 2000	\$ _____
State 3000	\$ <u>337,000</u>
Federal 4000	\$ <u>461,000</u>
TOTAL	\$ <u>915,000</u>

3. District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)

	Prior FY 2015	Est. Budget FY 2016
Primary Tax Rate:	2.0873	2.0873
Secondary Tax Rates:		
M&O Override	0.1962	0.1962
Special K-3 Program Override		
Special Program Override		
Capital Override		
Class A Bonds		
Class B Bonds	0.3827	0.3827
JTED		
Total Secondary Tax Rate	0.5789	0.5789

A. TOTAL AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

1. General Budget Limit (from Budget, page 7, line 10)	\$ <u>3,889,565</u>
2. Unrestricted Capital Budget Limit (from Budget, page 8, line A.12)	\$ <u>226,800</u>
3. Subtotal (line A.1 + A.2)	\$ <u>4,116,365</u>
4. Federal Projects (from Budget, page 6, Federal Projects, line 18)	\$ <u>380,607</u>
5. Title VIII-Impact Aid (from Budget, page 6, Federal Projects, line 16)	\$ <u>10,186</u>
6. Total Aggregate School District Budget Limit (line A.3 + A.4 - A.5)	\$ <u>4,486,786</u>

B. BUDGETED EXPENDITURES

1. Maintenance and Operation (from Budget, page 1, line 31)	\$ <u>3,889,565</u>
2. Unrestricted Capital Outlay (from Budget, page 4, line 10)	\$ <u>226,800</u>
3. Total Budget Subject to Budget Limits (line B.1 + B.2) (This line cannot exceed line A.3.)	\$ <u>4,116,365</u>

C. BUDGETED CURRENT EXPENDITURES BY FUNCTION

	Percentages
1. Function 1000 - Instruction	45.0%
2. Function 2100 - Support Services — Students	9.0%
3. Function 2200 - Support Services — Instruction	4.0%
4. Total	58.0%

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures		FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
		Prior FY	Budget FY						Prior FY 2015	Budget FY 2016		
		100 Regular Education										
1000 Instruction	1.	21.24	21.24	881,833	155,752	3,152	25,926	1,728	1,133,619	1,068,391	-5.8%	1.
2000 Support Services												
2100 Students	2.	4.43	4.43	174,278	43,003	998	1,983	0	216,643	220,262	1.7%	2.
2200 Instructional Staff	3.	2.82	2.82	93,740	29,362	508	7,059	1,728	130,223	132,397	1.7%	3.
2300 General Administration	4.	1.38	1.38	84,891	56,316	32,179	813	9,354	179,094	183,553	2.5%	4.
2400 School Administration	5.	1.01	1.01	58,857	16,786	508	2,338	915	78,100	79,404	1.7%	5.
2500 Central Services	6.	3.24	3.24	171,445	47,858	44,956	17,805	10,775	287,582	292,839	1.8%	6.
2600 Operation & Maintenance of Plant	7.	7.18	7.18	269,458	64,991	239,546	333,084	712	892,880	907,791	1.7%	7.
2900 Other	8.	0.00						0	0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	0.00	0.00	18,301	3,729	0	35,585		56,668	57,615	1.7%	9.
610 School-Sponsored Cocurricular Activities	10.	0.00	0.00	16,608	2,726	0	0	3,965	22,916	23,299	1.7%	10.
620 School-Sponsored Athletics	11.	0.00	0.00	73,517	13,572	5,999	16,267	12,200	119,558	121,555	1.7%	11.
630 Other Instructional Programs	12.	0.00	0.00						0	0	0.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00				10,167	46	10,045	10,213	1.7%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	41.30	41.30	1,842,928	434,095	327,846	451,027	41,423	3,127,328	3,097,319	-1.0%	14.
200 Special Education												
1000 Instruction	15.	6.18	6.18	167,815	78,657	8,134	4,067	0	254,425	258,673	1.7%	15.
2000 Support Services												
2100 Students	16.	0.40	0.40	25,891	4,984	169,281	508	2,894	200,214	203,558	1.7%	16.
2200 Instructional Staff	17.	0.63	0.63	21,046	8,984	1,983	102	41	33,074	32,156	-2.8%	17.
2300 General Administration	18.	0.00			0				0	0	0.0%	18.
2400 School Administration	19.	0.00							0	0	0.0%	19.
2500 Central Services	20.	0.00				153			150	153	2.0%	20.
2600 Operation & Maintenance of Plant	21.	0.00							0	0	0.0%	21.
2900 Other	22.	0.00							0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00							0	0	0.0%	23.
Subtotal (lines 15-23)	24.	7.21	7.21	214,752	92,625	179,551	4,677	2,935	487,863	494,540	1.4%	24.
400 Pupil Transportation	25.	4.04	4.04	126,167	42,398	34,341	76,930	305	275,540	280,141	1.7%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	0.00	0.00	0	0	0	0	0	0	0	0.0%	26.
520 Special K-3 Program Override (from Supplement, page 1, line 10)	27.	0.00	0.00	0	0	0	0	0	0	0	0.0%	27.
530 Dropout Prevention Programs	28.	0.00							0	0	0.0%	28.
540 Joint Career and Technical Education and Vocational Education Center (from Supplement, page 1, line 20)	29.	0.00	0.00	0	0	0	0	0	0	0	0.0%	29.
550 K-3 Reading Program	30.	0.65	0.65	14,727	2,838				17,276	17,565	1.7%	30.
Total Expenditures (lines 14, and 24-30) (Cannot exceed page 7, line 10)	31.	53.20	53.20	2,198,574	571,956	541,738	532,634	44,663	3,908,007	3,889,565	-0.5%	31.

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

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

(A.R.S. §§15-761 and 15-903)

	Prior FY	Budget FY	
1. Autism	0		1.
2. Emotional Disability	247,217	250,433	2.
3. Hearing Impairment	8,410	8,519	3.
4. Other Health Impairments	0	0	4.
5. Specific Learning Disability	0	0	5.
6. Mild, Moderate or Severe Intellectual Disability	0	0	6.
7. Multiple Disabilities	56,934	57,675	7.
8. Multiple Disabilities with Severe Sensory Impairment	22,112	22,400	8.
9. Orthopedic Impairment	0	0	9.
10. Developmental Delay	0	0	10.
11. Preschool Severe Delay	33,570	34,007	11.
12. Speech/Language Impairment	30,367	30,762	12.
13. Traumatic Brain Injury	0		13.
14. Visual Impairment	0		14.
15. Subtotal (lines 1 through 14)	398,610	403,796	15.
16. Gifted Education	0		16.
17. Remedial Education	0		17.
18. ELL Incremental Costs	0		18.
19. ELL Compensatory Instruction	0		19.
20. Vocational and Technical Education	89,253	90,744	20.
21. Career Education	0		21.
22. Total (lines 15 through 21. Must equal total of line 24, page 1)	487,863	494,540	22.

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	\$ 21,000
All Funds - Federal	6330	0

FY 2016 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100)

\$ 50,943

(This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 22
 Staff-Pupil 1 to 22

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

Prior FY	Budget FY
32.00	28.50

Expenditures	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 (1)	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
						Prior FY 2015	Budget FY 2016	
Classroom Site Fund 011 - Base Salary								
100 Regular Education								
1000 Instruction	22,104	4,200				37,243	26,304	-29.4%
2100 Support Services - Students		0				0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 100 Subtotal (lines 1-3)	22,104	4,200				37,243	26,304	-29.4%
200 Special Education								
1000 Instruction	2,100	399				2,565	2,499	-2.6%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 200 Subtotal (lines 5-7)	2,100	399				2,565	2,499	-2.6%
Other Programs (Specify)								
1000 Instruction						0	0	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Other Programs Subtotal (lines 9-11)	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 12)	24,204	4,599				39,808	28,803	-27.6%
Classroom Site Fund 012 - Performance Pay								
100 Regular Education								
1400 Instruction	78,962	15,003				119,378	93,965	-21.3%
1500 Support Services - Students						0	0	0.0%
1600 Support Services - Instructional Staff						0	0	0.0%
Program 100 Subtotal (lines 14-16)	78,962	15,003				119,378	93,965	-21.3%
200 Special Education								
1800 Instruction		0				0	0	0.0%
1900 Support Services - Students						0	0	0.0%
2000 Support Services - Instructional Staff						0	0	0.0%
Program 200 Subtotal (lines 18-20)	0	0				0	0	0.0%
Other Programs (Specify)								
2200 Instruction						0	0	0.0%
2300 Support Services - Students						0	0	0.0%
2400 Support Services - Instructional Staff						0	0	0.0%
Other Programs Subtotal (lines 22-24)	0	0				0	0	0.0%
Total Expenditures (lines 17, 21, and 25)	78,962	15,003				119,378	93,965	-21.3%
Classroom Site Fund 013 - Other								
100 Regular Education								
2700 Instruction	85,014	32,137				123,618	117,151	-5.2%
2800 Support Services - Students		0				0	0	0.0%
2900 Support Services - Instructional Staff						0	0	0.0%
Program 100 Subtotal (lines 27-29)	85,014	32,137	0	0		123,618	117,151	-5.2%
200 Special Education								
3100 Instruction	2,000	380				3,453	2,380	-31.1%
3200 Support Services - Students						0	0	0.0%
3300 Support Services - Instructional Staff						0	0	0.0%
Program 200 Subtotal (lines 31-33)	2,000	380	0	0		3,453	2,380	-31.1%
530 Dropout Prevention Programs								
3500 Instruction						0	0	0.0%
Other Programs (Specify)								
3600 Instruction						0	0	0.0%
3700 2100, 2200 Support Serv. Students & Instructional Staff						0	0	0.0%
Other Programs Subtotal (lines 36-37)	0	0	0	0		0	0	0.0%
Total Expenditures (lines 30, 34, 35, and 38)	87,014	32,517	0	0		127,071	119,531	-5.9%
Total Classroom Site Funds (Lines 13, 26, and 39)	190,180	52,119	0	0	0	286,257	242,299	-15.4%

(1) For FY 2016, the district has budgeted \$ _____ in Fund 010, object code 6590 for Classroom Site Fund pass-through payments to district-sponsored charter schools. This amount is not included in the amounts reported for Fund 013.

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

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

The district has budgeted an amount in Fund 013 which is less than the Classroom Site Fund Budget Limit as calculated on Page 8 of 8 by \$1.

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
								Prior FY 2015	Budget FY 2016	
Unrestricted Capital Outlay Override (1)	1.							0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)										
1000 Instruction	2.		29,204	89,024				194,971	118,228	-39.4%
2000 Support Services										
2100, 2200 Students and Instructional Staff	3.		912	3,404				4,245	4,316	1.7%
2300, 2400, 2500, 2900 Administration	4.			55,256				57,191	55,256	-3.4%
2600 Operation & Maintenance of Plant	5.			9,613			0	108,598	9,613	-91.1%
2700 Student Transportation	6.			0			0	0	0	0.0%
3000 Operation of Noninstructional Services (5)	7.			0				0	0	0.0%
4000 Facilities Acquisition and Construction	8.							0	0	0.0%
5000 Debt Service	9.				34,873	4,514		0	39,387	--
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	30,116	157,297	34,873	4,514	0	365,005	226,800	-37.9%

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

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

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

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.11(a)]

\$0.00

(2) Detail by object code:

Unrestricted Capital Outlay	
6641 Library Books	
6642 Textbooks	2,640
6643 Instructional Aids	27,476
6731 Furniture and Equipment	26,693
6734 Vehicles	
6151 Tech Hardware & Software	120,164

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

(3) Includes principal on Capital Equity Fund loans of \$ 34,873 , principal on capital leases of \$ 184,994 , and principal on bonds of _____ .

(4) Includes interest on Capital Equity Fund loans of \$ 4,514 , interest on capital leases of \$ 184,994 , and interest on bonds of _____ .

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

Expenditures	UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		
	Fund 610		Fund 630		Fund 695		
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
Total Fund Expenditures	1.	365,005	226,800	0		0	1.
Select Object Codes Detail (1)							
6150 Classified Salaries	2.	0	0	0		0	2.
6200 Employee Benefits	3.	0	0	0		0	3.
6450 Construction Services	4.	0	0	0		0	4.
6710 Land and Improvements	5.	79,500	828	0		0	5.
6720 Buildings and Improvements	6.	0	0	0		0	6.
6731 Furniture and Equipment	7.	29,096	26,693	0		0	7.
6734 Vehicles	8.	0	0	0		0	8.
6737 Technology Hardware & Software	9.	118,191	120,164	0		0	9.
6831, 6832 Redemption of Principal	10.	0	34,873	0		0	10.
6841, 6842, 6850 Interest	11.	0	4,514	0		0	11.
Total (lines 2-11)	12.	226,787	187,072	0	0	0	12.
Total amounts reported on lines 2-11 above for:							
Renovation	13.	0	0	0			13.
New Construction	14.	0	0	0		0	14.
Other	15.	226,787	187,072	0		0	15.
Total (lines 13-15, must equal line 12)	16.	226,787	187,072	0	0	0	16.

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

SPECIAL PROJECTS

FEDERAL PROJECTS

		FTE		TOTAL ALL FUNCTIONS		
		Prior FY	Budget FY	Prior FY	Budget FY	
1.	100-130 ESEA Title I - Helping Disadvantaged Children	6000	1.46	1.46	178,054	127,088
2.	140-150 ESEA Title II - Prof. Dev. and Technology	6000	0.00	0.00	28,200	28,468
3.	160 ESEA Title IV - 21st Century Schools	6000	0.00	0.00	0	0
4.	170-180 ESEA Title V - Promote Informed Parent Choice	6000	0.00	0.00	0	0
5.	190 ESEA Title III - Limited Eng. & Immigrant Students	6000	0.00	0.00	0	0
6.	200 ESEA Title VII - Indian Education	6000	0.15	0.15	14,183	14,420
7.	210 ESEA Title VI - Flexibility and Accountability	6000	0.00	0.00	0	0
8.	220 IDEA Part B	6000	1.85	1.85	95,455	95,570
9.	230 Johnson-O'Malley	6000	0.00	0.00	4,427	3,769
10.	240 Workforce Investment Act	6000	0.00	0.00	0	0
11.	250 AEA - Adult Education	6000	0.00	0.00	0	0
12.	260-270 Vocational Education - Basic Grants	6000	0.00	0.00	8,672	6,609
13.	280 ESEA Title X - Homeless Education	6000	0.00	0.00	0	0
14.	290 Medicaid Reimbursement	6000	0.12	0.12	17,047	7,015
15.	374 E-Rate	6000	0.00	0.00	12,543	10,600
16.	378 Impact Aid	6000	0.00	0.00	15,995	10,186
17.	300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	6000	0.02	0.02	77,563	76,882
18.	Total Federal Project Funds (lines 1-17)		3.60	3.60	452,139	380,607

STATE PROJECTS

19.	400 Vocational Education	6000	0.00	0.00	18,198	26,815
20.	410 Early Childhood Block Grant	6000	0.00	0.00	0	0
21.	420 Ext. School Yr. - Pupils with Disabilities	6000	0.00	0.00	0	0
22.	425 Adult Basic Education	6000	0.00	0.00	0	0
23.	430 Chemical Abuse Prevention Programs	6000	0.00	0.00	0	0
24.	435 Academic Contests	6000	0.00	0.00	0	0
25.	450 Gifted Education	6000	0.00	0.00	0	0
26.	460 Environmental Special Plate	6000	0.00	0.00	0	0
27.	465-499 Other State Projects	6000	0.00	0.00	0	0
28.	Total State Project Funds (lines 19-27)		0.00	0.00	18,198	26,815
29.	Total Special Projects (lines 18 and 28)		3.60	3.60	470,337	407,422

INSTRUCTIONAL IMPROVEMENT FUND (020)

		Prior FY	Budget FY	
1.	Teacher Compensation Increases	6000	26,500	14,500
2.	Class Size Reduction	6000	0	0
3.	Dropout Prevention Programs (M&O purposes)	6000	0	0
4.	Instructional Improvement Programs (M&O purposes)	6000	31,501	23,500
5.	Total Instructional Improvement Fund (lines 1-4)		58,001	38,000

OTHER FUNDS (DO NOT Add to Aggregate)

1.	050 County, City, and Town Grants	6000	0	0
2.	071 Structured English Immersion (1)	6000	0	0
3.	072 Compensatory Instruction (1)	6000	0	0
4.	500 School Plant (Lease over 1 year) (2)	6000	0	0
5.	505 School Plant (Lease 1 year or less)	6000	0	0
6.	506 School Plant (Sale)	6000	6,910	6,900
7.	510 Food Service	6000	213,400	170,807
8.	515 Civic Center	6000	31,197	31,718
9.	520 Community School	6000	17,000	31,099
10.	525 Auxiliary Operations	6000	75,000	76,253
11.	526 Extracurricular Activities Fees Tax Credit	6000	15,000	15,251
12.	530 Gifts and Donations	6000	15,000	372
13.	535 Career & Tech. Ed. & Voc. Ed. Projects	6000	500	80
14.	540 Fingerprint	6000	0	0
15.	545 School Opening	6000	0	0
16.	550 Insurance Proceeds	6000	42,500	2,600
17.	555 Textbooks	6000	628	600
18.	565 Litigation Recovery	6000	4,408	4,645
19.	570 Indirect Costs	6000	34,205	24,000
20.	575 Unemployment Insurance	6000	0	0
21.	580 Teacherage	6000	0	0
22.	585 Insurance Refund	6000	10,000	10,167
23.	590 Grants and Gifts to Teachers	6000	0	0
24.	595 Advertisement	6000	0	0
25.	596 Joint Technical Education	6000	80,742	82,091
26.	620 Adjacent Ways	6000	100,000	100,000
27.	639 Impact Aid Revenue Bond Building	6000	0	0
28.	640 School Plant - Special Construction	6000	0	0
29.	650 Gifts and Donations-Capital	6000	0	0
30.	660 Condemnation	6000	0	0
31.	665 Energy and Water Savings	6000	0	0
32.	686 Emergency Deficiencies Correction	6000	0	0
33.	691 Building Renewal Grant	6000	332,041	100,000
34.	700 Debt Service	6000	670,463	672,363
35.	720 Impact Aid Revenue Bond Debt Service	6000	0	0
36.	Other	6000	0	0

INTERNAL SERVICE FUNDS 950-989

1.	9__ Self-Insurance	6000	0	0
2.	955 Intergovernmental Agreements	6000	0	0
3.	9__ OPEB	6000	0	0
4.	9__	6000	0	0

	Prior FY	Budget FY
1.	0	0
2.	0	0
3.	0	0
4.	0	0
5.	0	0
6.	6,910	6,900
7.	213,400	170,807
8.	31,197	31,718
9.	17,000	31,099
10.	75,000	76,253
11.	15,000	15,251
12.	15,000	372
13.	500	80
14.	0	0
15.	0	0
16.	42,500	2,600
17.	628	600
18.	4,408	4,645
19.	34,205	24,000
20.	0	0
21.	0	0
22.	10,000	10,167
23.	0	0
24.	0	0
25.	80,742	82,091
26.	100,000	100,000
27.	0	0
28.	0	0
29.	0	0
30.	0	0
31.	0	0
32.	0	0
33.	332,041	100,000
34.	670,463	672,363
35.	0	0
36.	0	0

(1) From Supplement, page 3, line 10 and line 20, respectively.

(2) Indicate amount budgeted in Fund 500 for M&O purposes _____

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

CALCULATION OF UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1.	FY 2015 Unrestricted Capital Budget Limit (UCBL) (from FY 2015 latest revised Budget, page 8, line A.12)	\$ <u>353,421</u>
2.	Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ _____
3.	Adjusted Amount Available for FY 2015 Capital Expenditures (line A.1 + A.2)	\$ <u>353,421</u>
4.	Amount Budgeted in Fund 610 in FY 2015 (from FY 2015 latest revised Budget, page 4, line 10)	\$ <u>365,005</u>
5.	Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ <u>353,421</u>
6.	FY 2015 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u>290,688</u>
7.	Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses. --	\$ <u>70,810</u>
8.	Interest Earned in Fund 610 in FY 2015	\$ <u>1,125</u>
9.	Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$ _____
10.	Adjustment to UCBL for FY 2016 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable.	
	(a) Prior Year Over Expenditures/Resolutions:	\$ _____
	(b) Increase to UCBL Due to Greater than Anticipated Growth (from FY2015 BUDG75)	\$ _____
	(c) JTED Reduction	\$ _____
	(d) ADM Audit Adjustment	\$ _____
	(e) Other:	\$ _____
11.	Amount to be Used for Capital Expenditures (from page 7, line 11)	\$ <u>154,865</u>
12.	FY 2016 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$ <u>226,800</u>

CALCULATION OF CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Payments to Charter Schools	Total Fund 010	
B. 1.	FY 2015 Classroom Site Fund Budget Limit (from FY 2015 latest revised Budget, page 8, line 7 of detailed table)	39,808	119,378	127,071	0	286,257
2.	FY 2015 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	36,033	75,469	57,595		169,097
3.	Unexpended Budget Balance (line B.1 minus B.2)	3,775	43,909	69,476	0	117,160
4.	Interest Earned in the Classroom Site Fund in FY 2015					0
5.	FY 2016 Classroom Site Fund Allocation (provided by ADE, based on \$327) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	25,028	50,056	50,056		125,138
6.	Adjustments to FY 2016 Classroom Site Fund Budget Limit (2)					0
7.	FY 2016 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	28,803	93,965	119,532	0	242,298

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

(v) Increase of Insurance Buy-Out

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Agenda Action Sheet

Board Meeting Date: May 10, 2016

Agenda Item: Increase in Employee Health Insurance Buyout Amount

Presented By: Steve Mills

Background:

The District currently offers to pay \$1,200 per year to employees who have health insurance coverage through their spouse or other means and choose not to enroll in the District plan. In 2015-16, 15 of our employees opted out of our plan and were paid the buyout. This yielded a savings to the District of approximately \$79,000.

We want to maintain the appeal of this option to employees since the economics of this are good for both the District and qualifying employees. Therefore, we are proposing an increase in the buyout amount for 2016-17 from \$1,200 to \$1,358 per year.

Fiscal Note:

Recommendation: Approve an increase in the employee health insurance buyout amount to \$1,358 per year for 2016-17.

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding an Inter-governmental Agreement with Holbrook Unified for Federal Projects

Presented By: Bryan Fields

Background:

This item is being recommended in an effort to increase our efficiency and to alleviate some of the administrative burden with the accounting and compliance associated with our federal projects and grants. I am attaching a description of what we are expecting in 'return on investment' that this agreement should provide to us. I believe that this is a good move for the district because it will help ensure access to funds that may be jeopardized if not managed properly. I need to let you know that Holbrook is planning on using Julie Fields to do this for us and this presents a conflict for me. If this is approved, Mr. Mills will evaluate this position and she would report directly to him.

This next year we are projected to receive a total of \$407,422 in these type of grants.

With assistance this past year our district had access to more funds and resources. See the example below:

Federal Grant	FY16	FY15	Change
Title I	\$220,627.81	\$145,288.06	+65%
Title II	\$15,849.77	\$14,982.50	+5%

Fiscal Note:

The estimated cost to our district for this service/position is \$26,935.98. This estimated amount is a portion of what a full-time position would cost our district and is inclusive of benefits and salary.

This will be funded through our federal grants under indirect costs. Indirect costs are amounts that a district can write into federal grants to help with the management cost associated with them. Mr. Mills can answer questions that you may have on this funding source.

Recommendation:

Motion to approve the Inter-governmental agreement with Holbrook Unified School District as presented.

2016-2017 Federal Programs Management

Objective: To use federal funding opportunities to create the maximum advantage possible to benefit the education excellence of the district's programs, facilities, and personnel.

Responsibilities:

- Ensure that JCUUSD is in compliance with all Federal and State guidelines
- This will include, but not be limited to, the following:
 - Work with District/State to determine allocations
 - Consult with school/District leaders to determine needs/personnel
 - Make budgets for each grant based on needs/personnel
 - Input, submit, and monitor budgets and grant info with ADE Grants Management Enterprise
 - Manage grant budgets and reports in VISIONS
 - Work closely with District/County/State specialists on each grant and their compliance requirements
 - Balance grant budgets monthly w/ cash balance and revenue reports
 - Submit reimbursement requests and track funds at each level (District/County/State)
 - Complete all required reports/documents for each grant
 - Code, input, and process all requisitions
 - Determine that all requests are allowable and budgeted in the grant before putting through
 - Maintain documentation on each purchase and grant
 - Keep communication lines open and fluid on each grant (principals/specialists/BM/superintendent)
 - Prepare and submit paperwork for completion reports on all State and Federal grants
 - Bill County and District indirect costs for each grant
 - Complete all items related to the specific grants in VISIONS (budgets, journals, reports, requisitions, etc.)
 - Work closely with business manager and business office to ensure proper payroll coding, changes in funding, grant balance management, and other issues that may impact district financial operations
- Maintain District compliance in regards to legislative changes and how they will affect the District (ESSA, Arizona's responses to ESSA)
- Be a liaison for the District with ADE/Navajo County/Other school Districts
- Keep all District information updated on the Arizona state mandated ADEConnect System
- Continue working with teacher requirements regarding certification
- Submit all Academic Achievement Reports (October counts, Comparability, etc.)
- Work with Homeless Liaison, Special Education Director, CTE Director, and Indian Education funds in relation to the grants
- ALEAT Requirements/NCLB Cycles as related to managing submissions and requests
- Handle Annual Monitoring requirements in addition to NCLB cycles (ECQUIP, Attestations, Affirmations, etc.)
- Manage 'Parapro' certification testing for instructional aides
- Monitor and collect Time and Effort Logs
- Handle NAVIT annual reports and paperwork
- Work with Mentors (logs, budgeting, paperwork, coding, etc.)
- Manage and bill all grants for District and County indirect costs
- Study all federal legislation, projects, and programs for additional grant opportunities we can participate in
- Remain up to date on the changing laws and requirements regarding federal funds
- Evaluate federally funded projects in operation in the district to ensure a return on investment
- Other items/duties relating to the position that I may have missed
- Assist with requisitions, Visions reports, and other items in the Business office and other duties as assigned
- Perform the fiscal responsibilities of Title I, Title II, IDEA Basic, IDEA Preschool, Navajo Preschool, CTE Perkins, and CTE Priority Grants
- Work with district vendors for quotes, services and payments
- Manage annual single audit reviews; as well as, program audits/reviews by the State of Arizona or other regulating entities.
- Work closely with all district personnel to ensure the operations of grant funding is carried out effectively and efficiently
- Collect and disseminate data related to federal programs
- Attend required events, meetings, professional development and other activities as directed



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Lindsay R. Naus

May 9, 2016

Via e-mail and U.S. Mail

Mr. Bryan Fields, Superintendent
Joseph City Unified School District No. 2
P.O. Box 8
Joseph City, AZ 86032

Re: IGA with Holbrook USD

Dear Bryan:

We find that the IGA is in proper form and it is within the legal authority of the Governing Board to enter into the IGA. However, it is important that the District be aware of specific requirements.

Under section I(B), the Grant Administrator (Administrator) will work for Holbrook 65% of the time, and for the District 35% of the time. In order to ensure the District is receiving its allotment of time, the District should track the Administrator's time and tasks.

In section II, the Administrator remains an employee of Holbrook and only Holbrook may discipline the Administrator. This means Holbrook may unilaterally discipline, suspend, or even terminate the Administrator, which may cause a disruption in the Administrator's service to the Joseph City School District.

Under section III(A), the District must pay at least 35% of the salary and benefits of the Administrator and must pay additional funds if reasonable. This clause is vague and is open-ended in regard to expenses. Again, the District should carefully track the Administrator's time and tasks in order to limit expenses. This clause also requires the District to pay 35% of the Administrator's salary and benefits regardless of whether the Administrator spends 35% of his/her time with the District. The District should be sure it requires enough work from the Administrator to justify the expenses of this IGA.

In section XIX there are typographical errors, but these errors do not substantively change the IGA.

In the event that the Governing Board elects to approve this IGA, I have taken the liberty of signing the signature page. I would appreciate it if you would date it the date that the Governing Board has signed the page. Obviously, if the Governing Board does not approve this agreement, please destroy my signature on the signature page.

Sincerely,

Patrice M. Horstman
Joseph D. Williams

**INTERGOVERNMENTAL AGREEMENT BETWEEN HOLBROOK UNIFIED
SCHOOL DISTRICT NO. 3 AND JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2
FOR ADMINISTRATOR RE FEDERAL PROJECTS
FROM THE HOLBROOK UNIFIED SCHOOL DISTRICT**

This Intergovernmental Agreement (the "Agreement") is executed this 10th day of May, 2016, between Holbrook Unified School District No. 3, a political subdivision of the State of Arizona ("Holbrook") and Joseph City Unified School District No. 2, a political subdivision of the State of Arizona ("Joseph City").

WHEREAS, Holbrook has employed an administrator for federal projects ("Administrator") to provide services related to grant funding and administration of the same;

WHEREAS, Joseph City has one or more programs that will benefit from the services of that same Administrator.

THEREFORE, in consideration of the following mutual covenants and conditions, Holbrook and Joseph City agree as follows:

I. Purpose.

- A. Programs. This Agreement is to establish working procedures between Holbrook and Joseph City to provide services for the administration of state and federal grant programs as further described in the job description attached as Exhibit A.
- B. Services. This Agreement is also to allow the parties to establish a schedule between Joseph City and Holbrook for the services described. The parties intend for the Administrator to work for 65% of the time for Holbrook and 35% of the time for Joseph City, with a corresponding divide in expenses and costs related to the Administrator. This schedule will be reduced by proportional days for months that have teacher release time for Fall Break, Winter Break, Spring Break, according to the Holbrook student contact calendar.

II. Responsibilities.

- A. Administrator. Joseph City agrees to cooperate with Holbrook in providing supervision and evaluation of job performance of Administrator, and allow Holbrook to be the responsible party for any potential disciplinary actions.
- B. Employment. For purposes of employment, the Administrator shall remain an employee of Holbrook. Holbrook shall be required to maintain workers' compensation insurance and provide benefits as applicable pursuant to its policies.

- III. Payments; Billing.
- A. Administrator. Joseph City will pay at least 35% of the salary and benefits of the Administrator. Joseph City may also pay additional funds for additional work if within reason and related to job duties and responsibilities) for services of the Administrator provided by Holbrook.
 - B. Billing. Holbrook is responsible for invoicing Joseph City quarterly for services provided by Holbrook via the Administrator.
 - C. Travel. Any traveling or expenses that the Administrator occurs on behalf of either party will be billed to the relevant party and that entity's federal grant budget. The Administrator is responsible for maintaining all requisite records for such expenditures.
 - D. Supplies and Materials. Any items needed for the Administrator to perform the relevant services for either party will be billed directly to that party by submitting the requisite information for reimbursement from that party's grant funding. Administrator is responsible for maintaining all requisite records for such expenditures.
- IV. Term. The term of this Agreement shall be from July 1, 2016 to June 30, 2017, unless it is sooner terminated pursuant to the terms contained herein. This Agreement may be renewed only by the mutual written consent of the parties for additional one-year terms.
- V. Termination. In addition to any lawfully available remedies for breach of this Agreement, this Agreement may be terminated by either party with, or without, cause 30 days after written notice is provided. If the written notice is based on a default by one of the parties the notice shall specify the nature of the breach. The defaulting party shall be given 20 days to cure, or commence to cure, the breach. In the event the breach is not cured within 20 days, the defaulting party must show continuous and diligent efforts to cure the default in order to avoid termination.
- VI. Cancellation. Each party reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S. § 38-511.
- VII. Non-appropriation. Each party reserves the right to cancel the Agreement should either party not receive funding for the services.
- VIII. Assignment. Neither party may assign, sublet, mortgage, or encumber any right or interest under this Agreement without the prior written consent of the other party, which either party may withhold in its absolute and sole discretion.

IX. Notices. Any notice required or permitted under the terms of this Agreement shall be personally delivered or mailed by certified mail, return receipt requested, addressed as follows:

TO HOLBROOK: Superintendent, P.O. Box 640, Holbrook AZ 86025

TO JOSEPH CITY: Business Manager and Superintendent, P.O. Box 8 Joseph City AZ 86032

Any notice given by certified mail shall be deemed to have been received by the other party on the date of the delivery notice.

- X. Severability. In the event that any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the remaining terms shall remain effective, provided that the elimination of the invalid provision does not materially prejudice either party with regard to its respective rights and obligations.
- XI. Time is of the Essence. Time is of the essence with regard to the performance of all of the parties' obligations under this Agreement.
- XII. Entire Agreement. This Agreement constitutes the entire agreement between the parties concerning the matters relating to the services described herein and supersedes all prior negotiations, understandings, and agreements between the parties concerning such matters.
- XIII. Nondiscrimination. Each party agrees to comply with all applicable federal, state, county, and city laws, ordinances and regulations governing its activities under this Agreement. Neither party shall discriminate in its activities against any worker, employee, student, or any member of the public because of race, creed, color, religion, sex, or national origin.
- XIV. Indemnity. To the extent permitted by law, each party (as "Indemnitor") agrees to defend and hold harmless the other party (as "Indemnitee") from and against any and all claims, losses liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "claims") arising out of bodily injury of any person including death or property damage but only to the extent that such claims which result in vicarious/derivative liability to the Indemnitee are caused by the act, omission, negligence, misconduct or other fault of the Indemnitor, its officers, officials, agents, employees or volunteers.
- XV. No Strict Construction. This Agreement shall be interpreted and enforced according to the fair meaning of its terms and shall not construed strictly in favor of or against either party, regardless of which party may have drafted any of its provisions.

- XVI. No Joint Venture. This Agreement is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership or form a business association or organization of any kind between the parties, and the rights and the obligations of the parties will be only those expressly set forth in this Agreement.
- XVII. Waivers. No provision of this Agreement may be waived or modified, except by a writing signed by the party against whom such waiver or modification is sought to be enforced. The terms of this Agreement shall be binding upon and inure to the benefit of the parties' permitted successors and assigns.
- XVIII. Arizona Law. This Agreement is made in the State of Arizona and shall be interpreted by the laws of the State of Arizona. Any dispute arising out of , or relating, to this Agreement shall be brought in the Navajo County Superior Court or the United States District Court, District of Arizona.
- XIX. E-verify, Records and Audits. To the extent applicable under A.R.S. § 41-4401, the parties warrant their compliance with all federal immigration laws and regulations that relate to their employees and compliance with all federal immigration laws and regulations that relate to their employees and compliance with all federal immigration laws and regulations that relate to their employees and compliance with the E-verify requirements under A.R.S. §23-214(A). A party's breach of the above-mentioned warranty shall be deemed a material breach of the Agreement and may result in the termination of the Agreement by either party under the terms of this Agreement. The parties each retain the legal right to randomly inspect the papers and records of the other party to ensure that the other party is complying with the above-mentioned warranty. The parties warrant to keep their respective papers and records open for random inspection during normal business hours by the other party. The parties shall cooperate with the other party's random inspections including granting the inspecting party entry rights onto their respective properties to perform the random inspections and waiving their respective rights to keep such papers and records confidential.

EXECUTED on the date specified above.

HOLBROOK UNIFIED SCHOOL DISTRICT
NO. 3

ATTEST:

By _____

Its Superintendent _____

Governing Board Member

APPROVED AS TO FORM:

Attorney for Holbrook Unified School District #3

JOSEPH CITY UNIFIED SCHOOL DISTRICT
NO. 2

ATTEST:

By 
Its Business Manager

Governing Board Member

APPROVED AS TO FORM:



Attorney for Joseph Unified School District No. 2

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Event Coordinator Position

Presented By: Bryan Fields

Background:

Attached with this document will be a job description for this new position. This person, if this position is approved and the job is filled, will represent the administration as the on-site authority at all JH/HS activities if Eric or I are not at the event. We feel like this will provide an extra layer of assigned duty to help manage events and be a relief on Eric to not always be required to attend every event. We will ask that this person attend every JH/HS activity unless they notify Eric and I in advance. One of us already try to attend every event and we will still try to do so. This person would cover the administrative role if neither of us are at an event. We will train the person on what the event management procedures are.

Fiscal Note:

I am asking that this be a \$2,500 yearly stipend.

Recommendation:

Motion to approve the position of Event Coordinator position.

Event Coordinator

Job Description

Reports To: Athletic/Activities Director
Classification: Extra Duty
Status: Part Time
FLSA: Exempt

Revised 5/04/2016

General Description:

Under general supervision, organize crowd control duties and assignments for all activities and athletic events for the Junior/Senior High School. Represent the school administrator for all attended events that are under the direction of the school Athletic/Activities Director. Handle stressful situations involving students, parents, officials and the general public while maintaining composure. Coordinate assigned crowd control workers. Ensure that events flow as smoothly as possible.

Essential Job Elements:

1. Represent the school administrator and serve as the school authority on duty for athletic events and other Junior/Senior High School activities.
2. Organize and assign all crowd control responsibilities to event staff.
3. Schedule and supervise event staff as assigned.
4. Communicate with athletic director regarding any notable situations that may arise at these events.
5. Accommodate game referees and visiting teams at our facilities.
6. Coordinate and work cooperatively with other departments and staff as needed.
7. Provide appropriate care for the safekeeping and protection of District equipment, facilities and other assets.
8. Assure compliance with appropriate safety practices and procedures and with applicable federal, state and local codes, regulations and requirements.
9. Maintain confidentiality regarding student, staff and management related information.
10. Supports with integrity the mission, vision, goals and positive culture of Joseph City Schools.
11. Performs other duties as assigned.

Qualifications:

1. Leadership skills sufficient to effectively perform assigned duties.
2. Ability to calmly handle stressful situations involving parents, students, etc.
3. Communication skills sufficient to effectively perform assigned duties.

4. Other qualifications may vary by assignment.

Physical Requirements:

Frequent standing, walking, moving, climbing stairs. Ability to handle stressful situations which require calm and reasonable responses.

Working Conditions:

Employee may regularly work both indoors and outdoors. Noise level in the work environment may be moderate to high. The employee must be able to meet deadlines with time constraints and interact effectively with students, game officials, other employees, and public.

Contacts:

Staff, students, game officials, general public.

Agenda Action Sheet

Board Meeting Date: May 10, 2016

Agenda Item: Revise FY17 Management Team Pay Schedule to Add Jr./Sr. High Assistant Principal

Presented By: Steve Mills

Background:

Within the Personnel section of this board meeting agenda is a proposal to appoint Eric Miller as the Jr./Sr. High School Assistant Principal. Currently there is no such position on our Management Team Pay Schedule. In order to accommodate this new position should the board approve Mr. Miller's appointment, we propose it be added to the pay schedule with a minimum annual salary range of \$54,862 and a maximum range of \$68,755.

Justification

Salary ranges for High School Assistant Principals tend to vary widely among other school districts. However, on the average, the beginning salary for a High School Assistant Principal is about 13% less than the High School Principal. So using that as an "industry" guide, we calculated the proposed minimum and maximum ranges by fixing them at 13% less than the High School Principal salary range on our current Management Team Pay Schedule. It seems to be a fair placement in relation to other Management Team positions, as well.

Placement

Mr. Fields is proposing that Mr. Miller be placed at \$57,862 for next year. Even though this coming year will be Mr. Miller's first year with the title of Assistant Principal, he has essentially been doing the same job for the past one to two years. We believe it would be appropriate to acknowledge his experience by placing him above the beginning amount of the proposed salary range. The Management Team Pay Schedule states that for initial placement, *\$1,597 to \$3,000 may be added for each year of experience*. So the proposed minimum range amount of \$54,862 plus a \$3,000 experience increment equals the proposed salary of \$57,862 for Mr. Miller's initial placement.

Fiscal Note:

Recommendation: Approve the revision of the Management Team Pay Schedule for 2016-17 to add the Jr./Sr. High School Assistant Principal position, as presented.

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Softball Fundraiser

Presented By: Bryan Fields

Background:

Attached to this background is a request for the SB team to sell items at the swim meets during the summer. I have talked to Lisa about this and she is planning on this and believes that it will fill a much needed gap at these events.

Recommendation:

Motion to approve the Softball fundraiser as presented.

STUDENT FUND – RAISING ACTIVITIES

Exhibit JJE-EA

(Joseph City Schools Request for Fund Raiser)

Class/Organization: Hs Softball
Date(s) of fund-raiser: May 2016 & June
Type of fund-raiser: In-School Off-campus door to door Family Members Only Local Students
Businesses

Reason/justification of need: Money for future season

Amount of money anticipated to be raised with this activity: \$150.00 - 300.00

Will you need to have additional fund-raisers in order to address your needs for this year as described above?

No Yes: If yes include what you plan to do: sale food at swim meets

Describe in detail how the funds will be used. Board Policy JJE states, "The aim of the activity shall benefit youth in educational, civic, social, and ethical development." Equipment or Team attire.

How will the funds be raised? (Include a description of what will be sold and the approximate price.)
Softball "Camp" / Rent-A-Player. / Teaching skills to younger children.

What is the profit margin of the fund-raiser? full profit.
(It is recommended that classes/organizations look for fund-raisers that provide at least a 50% profit back to the organization.)

Will the product be shipped/delivered to the district?
 Yes No: If no, what are the arrangements and costs related to picking up the product? _____

Board Policy JJE states "The activity shall not be detrimental to the regularly planned instruction." When will the fund-raising activity occur?

Before School After School During Lunch Weekends Other: _____

List all other fund-raisers your class/organization has had this school year: _____

Please Note:

- Clubs, organizations and groups must attach minutes from the meeting where the fund-raising activity was approved. The minutes must include the signature of the class/organization sponsor and class/organization student leader.
- In accordance with Board Policy JJE, I understand that no arrangements for fund-raising products can be made without a purchase order in place to pay for the product. I further understand that I am not to phone the directly to the company.

Signature of Sponsor: Kacey Hallin Date: 4-12-16

Signature of Student Leader (If applicable): Charit Babin

Appropriate approvals:
Principal: Bryan Field Date: _____

Governing Board Chair: _____ Date: _____



RENT - A - PLAYER

Rent a player to teach your kid

Softball skills and drills!

\$10 per hour and \$5 every extra hour

We will set up practice times during the week of May _____

That Saturday _____ at _____ we will get all the kids together to have a full practice and show off their new skills. Parents are invited to come watch, to finish off our fundraiser, We will serve hot dogs and chips after the big show!!

Each player will receive a signed picture of the players that they rent and love!!

Please contact Coach Kacey Halbison to get set up with your player

(928) 386-8947



Thank you for supporting the Joseph City Lady Cats Softball Team!!

Meeting: Rent-A-Player fundraiser & food sales @ swim meet.

Date: 4-12-16

President:

Secretary: Chalet

Sponsors Present:

Location: Softball locker room

Student Government Present:

Members Present:

Others Present:

Softball team, Coach Shay & Hacey

Call To Order

~~Chalet~~ Chalet called to order Sadie second

Review and Approval of Agenda

Approval of Previous Meeting Minutes

Announcements

Reports to the Organization(eg. Financial, officers, sponsors, committees, etc.)

Discussion and Action Items (i.e. Motion: Moved by {name} that {state motion} and Motion carried by ___ or Motion failed by ___)

Unanimous

Talked about softball fundraisers
Rent-a-player
&
Swim meet
food & concessions

Adjournment and Next Meeting

Maylee 2nd Adjournment

President's and Sponsor's Signatures

Chalet Bablin

(x) Solar Production Settlement Agreement (*Executive Session Item)

247

Agenda Item Information

Board Meeting Date: May 10, 2016

Agenda Item: Consideration and Possible Action Regarding Solar Production Settlement Agreement

Presented By: Bryan Fields

Background:

All I have at this time are the maps and proposal from Ameresco to remove the panels from the roofs at the Elementary and HS Pool areas. This has not been signed off on by our attorney or engineers that we have retained. We also have questions about the location and type of installation, as I am sure that you do as well. As soon as I receive something I will pass it along to you. At this time I think that it is likely that we will need to table this item or remove it from the agenda. We do not want to get forced into doing something we did not want out of urgency.

Fiscal Note:

There is an anticipated amount of \$4,800 in loss of production that the district would have to incur if this settlement happens. However, removing these panels from the roofs will save the district much more than that in the long run.

Recommendation:

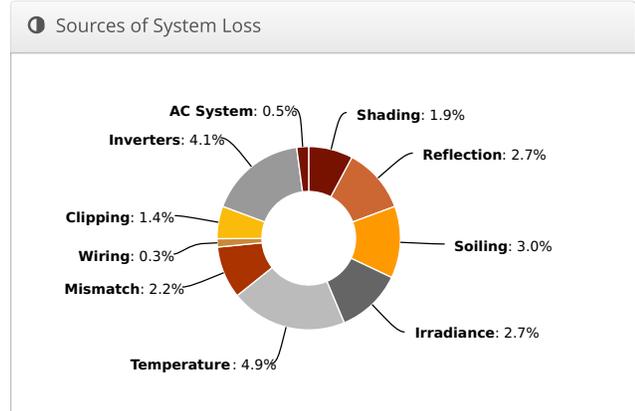
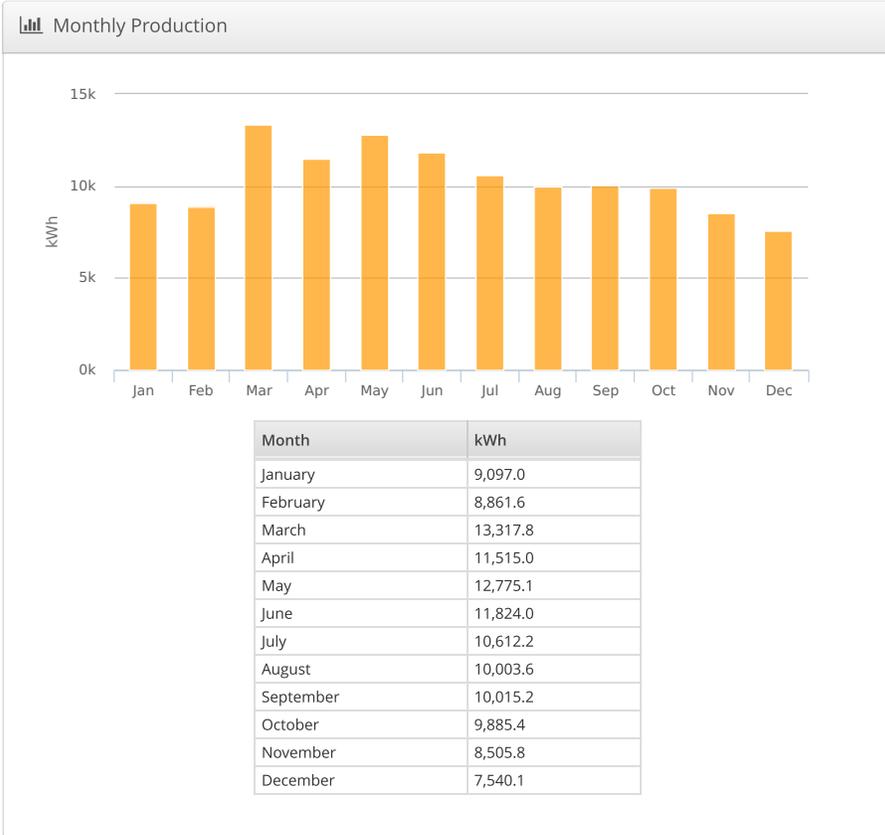
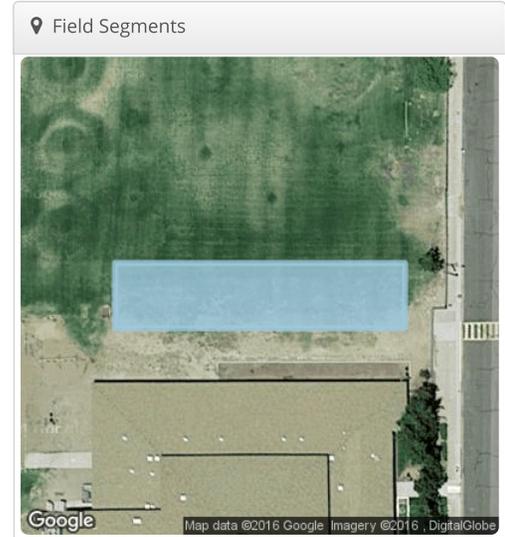
Motion to go in to executive session for review of the outline of the proposed solar production settlement from Ameresco.

Motion to approve the proposed solar production settlement agreement with Ameresco.

Elementary Joseph City, 8176 Westover, Joseph City, AZ

Report	
Project Name	Joseph City
Project Address	8176 Westover, Joseph City, AZ
Prepared By	Jeff Hughes jhughes@ameresco.com

System Metrics	
Design	Elementary
Module DC Nameplate	69.0 kW
Inverter AC Nameplate	56.0 kW Load Ratio: 1.23
Annual Production	124.0 MWh
Performance Ratio	78.7%
kWh/kWp	1,796.4
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)
Simulator Version	153 (443094f0ad-ea93f843ef-fce6caf820-00aa14f623)



⚡ Annual Production

	Description	Output	% Delta
Irradiance (kWh/m ²)	Annual Global Horizontal Irradiance	1,996.0	
	POA Irradiance	2,283.4	14.4%
	Shaded Irradiance	2,241.2	-1.9%
	Irradiance after Reflection	2,180.0	-2.7%
	Irradiance after Soiling	2,114.6	-3.0%
	Total Collector Irradiance	2,114.6	0.0%
Energy (kWh)	Nameplate	145,968.4	
	Output at Irradiance Levels	141,954.9	-2.7%
	Output at Cell Temperature Derate	135,049.9	-4.9%
	Output After Mismatch	132,106.3	-2.2%
	Optimal DC Output	131,652.6	-0.3%
	Constrained DC Output	129,869.4	-1.4%
	Inverter Output	124,575.9	-4.1%
		Energy to Grid	123,953.0
Temperature Metrics			
	Avg. Operating Ambient Temp		18.2 °C
	Avg. Operating Cell Temp		29.8 °C
Simulation Metrics			
	Operating Hours	4386	
	Solved Hours	4386	

☁ Condition Set

Description	Condition Set 1											
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)											
Solar Angle Location	Meteo Lat/Lng											
Transposition Model	Perez Model											
Temperature Model	Sandia Model											
Temperature Model Parameters	Rack Type	a	b	Temperature Delta								
	Fixed Tilt	-3.56	-0.075	3°C								
	Flush Mount	-2.81	-0.0455	0°C								
Soiling (%)	J	F	M	A	M	J	J	A	S	O	N	D
	3	3	3	3	3	3	3	3	3	3	3	3
Irradiation Variance	5%											
Cell Temperature Spread	4° C											
Module Binning Range	-2.5% to 2.5%											
AC System Derate	0.50%											
Module Characterizations	Module						Characterization					
	JC300M-24/Ab (Renesola)						Default Characterization, PAN					
Component Characterizations												
Device						Characterization						
SC 14KT (208) (Chint Power Systems)						Default Characterization						

📦 Components

Component	Name	Count
Inverter	SC 14KT (208) (Chint Power Systems)	4 (56.0 kW)
Combiner	1 pole Combiner	4
Combiner	5 pole Combiner	1
Combiner	6 pole Combiner	3
Strings	10 AWG (Copper)	23 (2,207.4 ft)
Module	JC300M-24/Ab (Renesola)	230

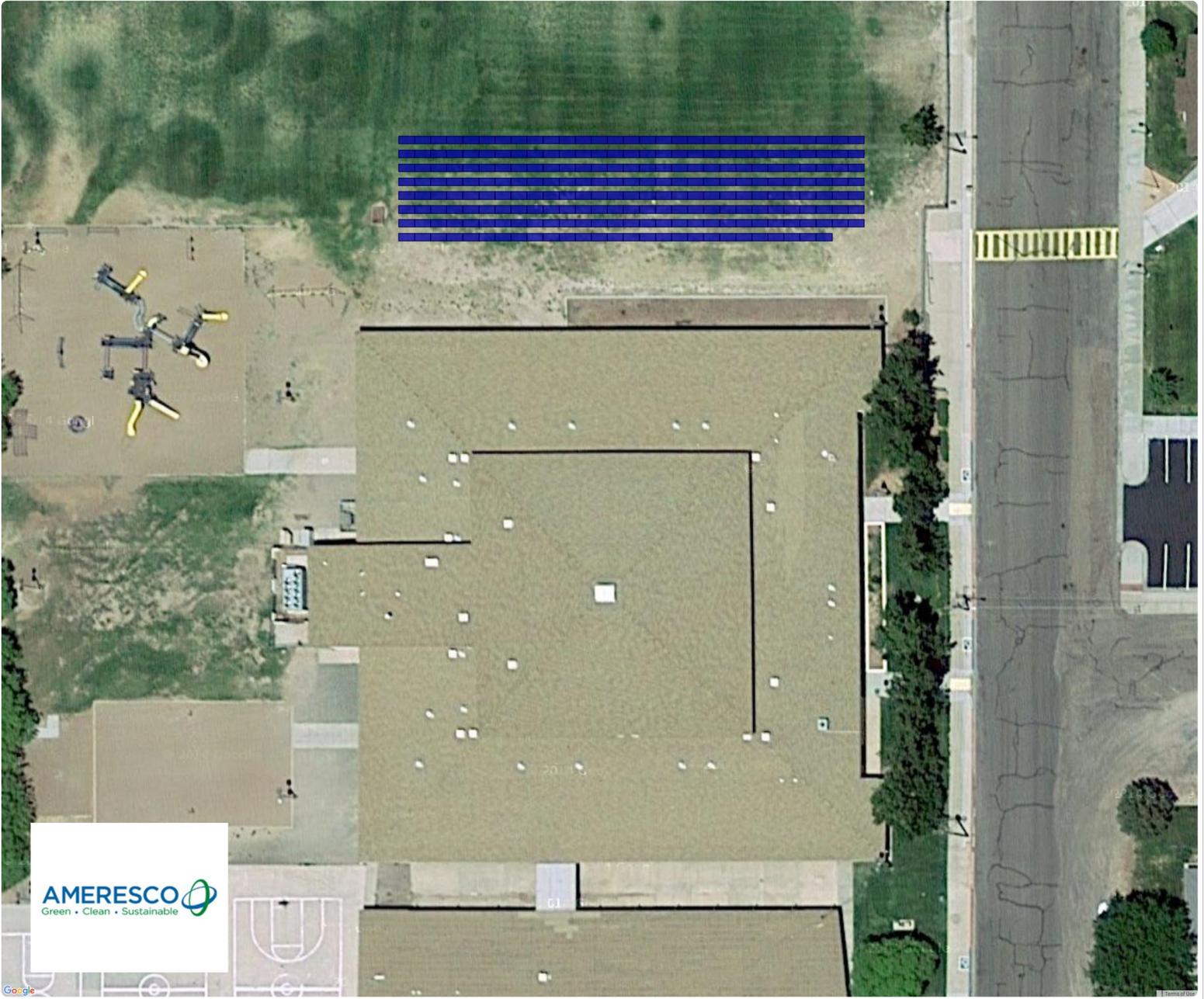
🔌 Wiring Zones

Description	Combiner Poles	String Size	Stringing Strategy
Wiring Zone	12	10	Along Racking

🏠 Field Segments

Description	Racking	Orientation	Tilt	Azimuth	Intrarow Spacing	Frame Size	Frames	Modules
Field Segment 1	Fixed Tilt	Horizontal (Landscape)	20°	180°	2.5 ft	1x1	230	230

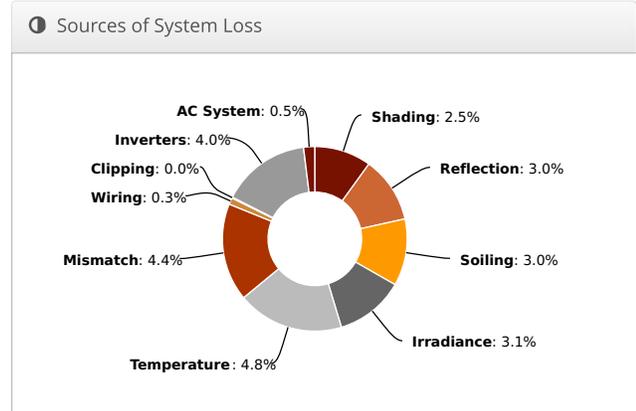
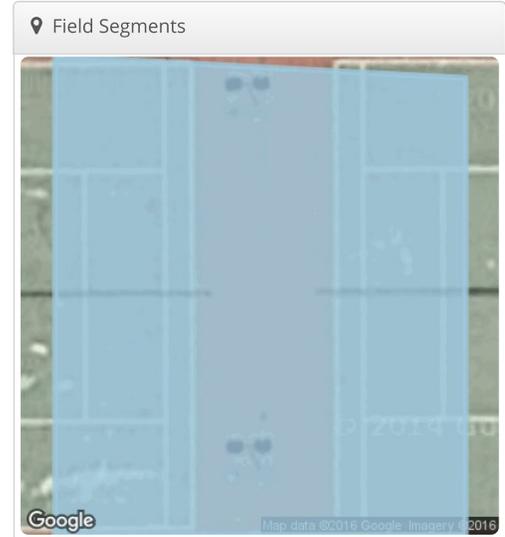
Detailed Layout



High School Joseph City, 8176 Westover, Joseph City, AZ

Report	
Project Name	Joseph City
Project Address	8176 Westover, Joseph City, AZ
Prepared By	Jeff Hughes jhughes@ameresco.com

System Metrics	
Design	High School
Module DC Nameplate	45.0 kW
Inverter AC Nameplate	42.0 kW Load Ratio: 1.07
Annual Production	75,16 MWh
Performance Ratio	77.1%
kWh/kWp	1,670.3
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)
Simulator Version	153 (443094f0ad-ea93f843ef-fce6caf820-00aa14f623)



⚡ Annual Production

	Description	Output	% Delta
Irradiance (kWh/m ²)	Annual Global Horizontal Irradiance	1,996.0	
	POA Irradiance	2,166.3	8.5%
	Shaded Irradiance	2,111.1	-2.5%
	Irradiance after Reflection	2,048.7	-3.0%
	Irradiance after Soiling	1,987.2	-3.0%
	Total Collector Irradiance	1,987.2	0.0%
Energy (kWh)	Nameplate	89,459.6	
	Output at Irradiance Levels	86,693.6	-3.1%
	Output at Cell Temperature Derate	82,557.5	-4.8%
	Output After Mismatch	78,938.0	-4.4%
	Optimal DC Output	78,708.8	-0.3%
	Constrained DC Output	78,673.5	0.0%
	Inverter Output	75,539.2	-4.0%
	Energy to Grid	75,161.5	-0.5%
Temperature Metrics			
	Avg. Operating Ambient Temp		18.2 °C
	Avg. Operating Cell Temp		29.0 °C
Simulation Metrics			
	Operating Hours	4386	
	Solved Hours	4386	

☁ Condition Set

Description		Condition Set 1										
Weather Dataset	TMY, WINSLOW MUNICIPAL AP, NSRDB (tmy3, II)											
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Transposition Model	Perez Model											
Temperature Model	Sandia Model											
Temperature Model Parameters	Rack Type	a	b	Temperature Delta								
	Fixed Tilt	-3.56	-0.075	3°C								
	Flush Mount	-2.81	-0.0455	0°C								
Soiling (%)	J	F	M	A	M	J	J	A	S	O	N	D
	3	3	3	3	3	3	3	3	3	3	3	3
Irradiation Variance	5%											
Cell Temperature Spread	4° C											
Module Binning Range	-2.5% to 2.5%											
AC System Derate	0.50%											
Module Characterizations	Module						Characterization					
	JC300M-24/Ab (Renesola)						Default Characterization, PAN					
Component Characterizations												
Device						Characterization						
SC 14KT (208) (Chint Power Systems)						Default Characterization						

📦 Components

Component	Name	Count
Inverter	SC 14KT (208) (Chint Power Systems)	3 (42.0 kW)
Combiner	1 pole Combiner	3
Combiner	5 pole Combiner	3
Strings	10 AWG (Copper)	15 (1,017.0 ft)
Module	JC300M-24/Ab (Renesola)	150

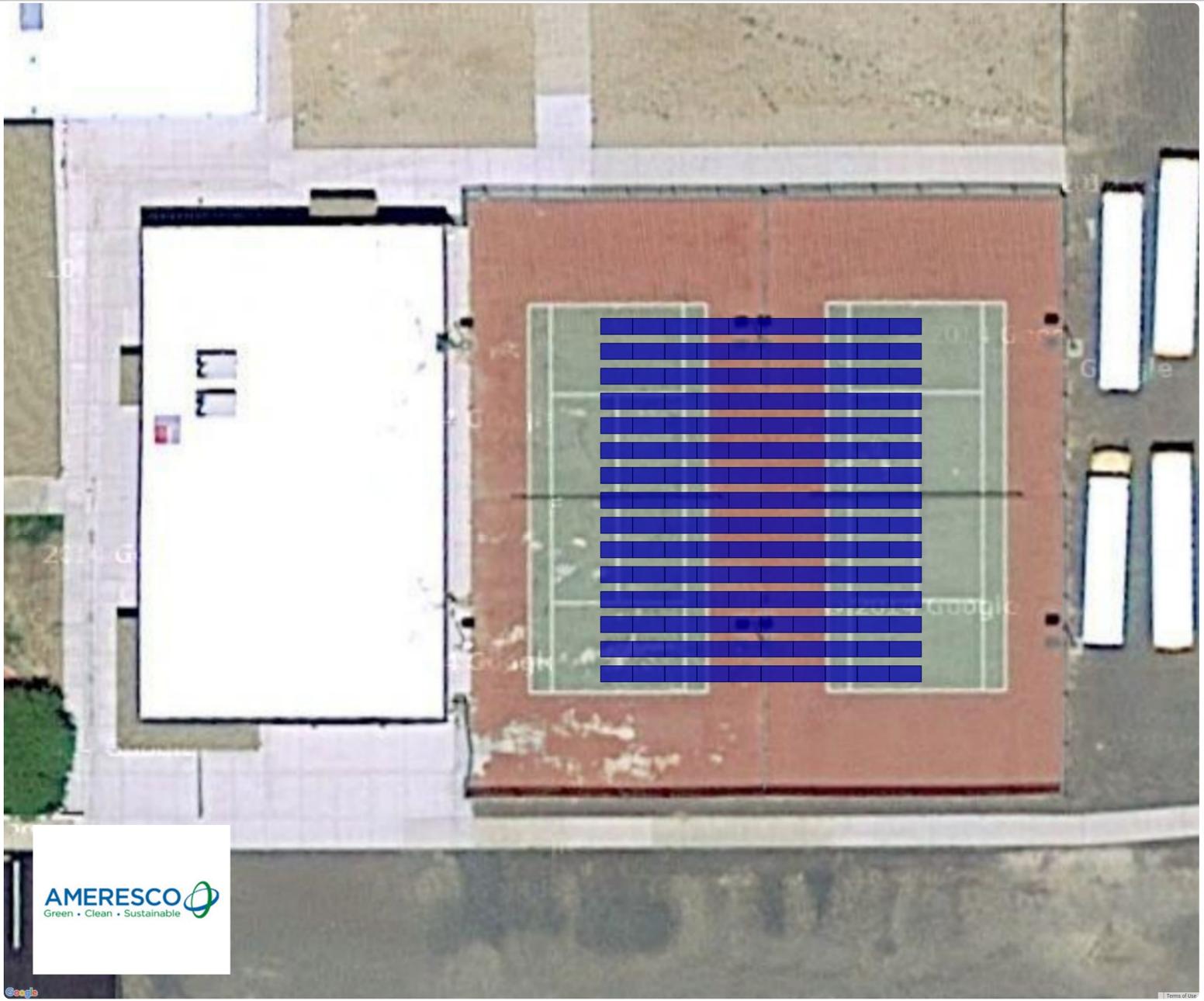
🔌 Wiring Zones

Description	Combiner Poles	String Size	Stringing Strategy
Wiring Zone	12	10	Along Racking

🏠 Field Segments

Description	Racking	Orientation	Tilt	Azimuth	Intrarow Spacing	Frame Size	Frames	Modules
Field Segment 1	Fixed Tilt	Horizontal (Landscape)	10°	180°	1.8 ft	1x1	150	150

Detailed Layout



AMERESCO
Green • Clean • Sustainable

15. COMMENTS/FUTURE BOARD MEETING ITEMS

A. Governing Board

B. Administration

16. OTHER

A. Confirmation of June Meeting Date(s) (*President*)

(i) June 14, 2016 at 4:30 p.m.

17. * EXECUTIVE SESSION

The Governing Board reserves the right to recess into Executive Session when needed pursuant to A.R.S. 38.431.03.A, (1) for personnel matters when notified; (2) discussion or consideration of records exempt by law from public inspection; (3) for consultation with attorney; (4) for consultation with attorney when in pending or contemplated litigation.

18. ADJOURNMENT

Packet background materials for agenda items will be available for study in the District Office on the day preceding the Board Meeting. If any disabled person needs any type of accommodation, please notify the District Office at 928-288-3307 at least 72 hours prior to the time scheduled for the meeting.