

Governing Board Agenda
WASHINGTON ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA FOR
REGULAR MEETING AND EXECUTIVE SESSION

DATE: December 9, 2010

TIME: Regular Meeting 7:00 p.m.
Executive Session to follow Regular Meeting

PLACE: Administrative Center, 4650 West Sweetwater Avenue, Glendale, AZ 85304-1505

CONSISTENT WITH THE REQUIREMENTS SET FORTH IN ARS 38-431.02,
NOTICES OF THIS PUBLIC MEETING HAVE BEEN APPROPRIATELY POSTED.

A copy of the completed agenda with names and details, including available support documents, may be obtained during regular business hours at the Washington Elementary School District Superintendent's Office at 4650 West Sweetwater Avenue, Glendale, AZ 85304-1505.

I. REGULAR MEETING – GENERAL FUNCTION

- A. Call to Order and Roll Call
- B. Moment of Silence and Meditation
- C. Pledge of Allegiance
- D. Adoption of the Regular Meeting Agenda

It is recommended the Governing Board adopt the Regular Agenda.

Motion _____ Second _____ Vote _____

- E. Approval of the Minutes

1-9

It is recommended the Governing Board approve the Minutes of the November 18, 2010 Regular Meeting (all Governing Board Members were in attendance).

Motion _____ Second _____ Vote _____

- F. Current Events: Governing Board and Superintendent

A Washington Elementary School student will demonstrate a mathematics concept that aligns with the newly adopted Mathematics Program Guide.

- G. Special Recognition

- Special recognition of the Invest in Education PAC for their successful efforts and work with the bond and override elections with special thanks to Sandy Mendez Benson, Chair, and Sherry Dudek, Treasurer, for their extraordinary leadership.

- H. Public Participation**

- Members of the public may address the Governing Board during this portion of the agenda in regard to non-agenda items (not to exceed three (3) minutes at chair's discretion).
- Additionally, or instead of, members of the public may address the Governing Board during a specific item that is on the agenda (not to exceed three (3) minutes at chair's discretion).

I. REGULAR MEETING – GENERAL FUNCTION (continued)

- I. It is recommended the Governing Board approve the Consent Agenda.

Motion _____ Second _____ Vote _____

II. CONSENT AGENDA

- | | |
|---|-------|
| *A. Approval/Ratification of Vouchers | 10 |
| The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of materials, equipment, salaries and services. | |
| *B. Personnel Items | 11-13 |
| Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes. | |
| *C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) | 14 |
| 1. McCarthy Building Companies donated books with an approximate value of \$2,000.00 for the benefit of students at Desert View Elementary School. | |
| 2. North Phoenix Kiwanis donated \$12,576.81 from a fundraising project (75% of the project) for the benefit of all students in the Washington Elementary School District. | |
| 3. Switch Restaurant & Bar donated food with an approximate value of \$300.00 for the Academic Support Programs holiday dinner for staff appreciation. | |
| 4. Atlasta Catering and Events donated food with an approximate value of \$800.00 for the Academic Support Programs holiday dinner for staff appreciation. | |
| 5. Peoria Police and Fire Department donated nine pairs of Nike and Jordan basketball shoes with an approximate value of \$500.00 for the benefit of the 8th grade boys' basketball team at Palo Verde Middle School. | |
| 6. Mountain Sky SPICE (PTO) donated a check in the amount of \$900.00 towards the purchase of a mat to protect the gym floor. | |
| *D. Out-of-State Travel | 15-16 |
| 1. Tee Lambert, Governing Board President, to attend the 38th Annual Federal Relations Network Conference, February 4-9, 2011, in Washington, D.C. at a cost of \$2,245.00. | |
| *E. Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative (MESC) | 17-18 |
| *F. Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative (MESC) for the H2 Group | 19-43 |
| *G. Annual Intergovernmental Cooperative Purchase Agreements with the Strategic Alliance for Volume Expenditures (SAVE) | 44-45 |
| *H. Quality First Enrollment Agreement and Program Improvement Grant with First Things First | 46-52 |
| *I. Teacher Evaluation System Verification – Statement of Assurance | 53-54 |
| *J. Second Reading and Adoption of Proposed Amended Board Policy JK - Student Discipline | 55-57 |
| *K. Second Reading and Adoption of Proposed Amended Board Policy JL – Student Wellness | 58-62 |

III. ACTION / DISCUSSION ITEMS

- A. 2010-2011 Revised Expenditure Budget (Revision #1) (Cathy Thompson) 63-87
Motion _____ Second _____ Vote _____
- B. To Consider and, if Deemed Advisable, to Adopt a Resolution Ordering the Sale of School Improvement Bonds for the District (Cathy Thompson) 88-115
Motion _____ Second _____ Vote _____
- C. Structured English Immersion Model Adoption (Janet Sullivan) 116-152
Motion _____ Second _____ Vote _____
- D. 2010-2011 Teacher Performance Pay Plan (Dr. Lyn Bailey) 153-192
Motion _____ Second _____ Vote _____
- E. First Reading of Proposed Amended Policies BDA – Board Organizational Meeting and BDB – Board Officers (Tee Lambert) 193-196
Motion _____ Second _____ Vote _____
- F. Discussion, Consideration and Possible First Reading of Proposed Amended Board Policies GBB – Staff Involvement in Decision Making and GCU – Professional Staff Memberships in Professional Organizations (Dues-Paying Employee Organizations) (Tee Lambert and Clorinda Graziano) 197-202
Motion _____ Second _____ Vote _____
- G. Governing Board Involvement in the National School Board Association (NSBA) Annual Conference (Bill Adams) 203-207
Motion _____ Second _____ Vote _____

IV. INFORMATION/ DISCUSSION ITEMS

- A. 2010 United Way Update (Pam Horton) 208
- B. Trust Board Update 209

V. FUTURE AGENDA ITEMS

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGEMENTS

VII. CALL FOR EXECUTIVE SESSION

Call for Executive Session: Pursuant to A.R.S. §38-431.03 – A.1

It is recommended that the Governing Board establish an Executive Session to be held immediately during a recess in the Regular Meeting for:

- A.1 - Discussion or consideration of employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining or resignation of a public officer, appointee or employee of any public body, except that with the exception of salary discussions, an officer, appointee or employee may demand that the discussion or consideration occur at a public meeting – specifically regarding the evaluation of the Superintendent.

Motion _____ Second _____ Vote _____

VIII. RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION

IX. EXECUTIVE SESSION – GENERAL FUNCTION

A. Call to Order and Roll Call

B. Confidentiality Statement

All persons present are hereby reminded that it is unlawful to disclose or otherwise divulge to any person who is not now present, other than a current member of the Board, anything that has transpired or has been discussed during this executive session. To do so is a violation of ARS 38-431.03 unless pursuant to a specific statutory exception.

C. Discussion under A.R.S. §38-431.03 – A.1

- A.1 - Annual Evaluation of the Superintendent

X. RECONVENING OF REGULAR MEETING

XI. ADJOURNMENT

Motion _____ Second _____ Vote _____

NOTES:

As a matter of information to the audience, five days prior to any Governing Board Meeting, Board Members receive the agenda along with the extensive background material which they study individually before action is taken at the meeting. Routine matters will be asterisked and approved as consent agenda items. Any member of the Governing Board may remove items from the consent agenda.

(*) Items marked with an asterisk (*) are designated as Consent Agenda Items. This implies that the items will be considered without discussion. Consent Agenda items may be removed for discussion and debate by any member of the Governing Board by notifying the Board President or the Superintendent twenty-four (24) hours before regular Board meeting or by a majority of the Governing Board members present at the Board Meeting.

(**) Members of the public who wish to address the Board on an item which is on the agenda may be granted permission to do so by completing an AUDIENCE PARTICIPATION form and giving it to the Board's Secretary PRIOR TO THE BEGINNING OF THE MEETING. Those who have asked to speak will be called upon to address the Board at the appropriate time.

(**) During open session, the Board shall not hear personal complaints against school personnel or any other person connected with the District. Policy KE is provided by the Board for disposition of legitimate complaints including those involving individuals.

(**) The Board may listen but cannot enter into discussion on any item not on the agenda. Depending upon the number of requests to speak to the Board, time limitations may be imposed in order to facilitate accomplishing the business of the District in a timely manner.

GOVERNING BOARD MINUTES: REGULAR MEETING

2010-2011

November 18, 2010

Administrative Center
Governing Board Room
4650 West Sweetwater Avenue
Glendale, AZ 85304-1505

I. REGULAR MEETING – GENERAL FUNCTION

A. Call to Order and Roll Call

Mrs. Lambert called the meeting to order at 7:00 p.m. Governing Board members constituting a quorum were present: Mrs. Tee Lambert, Mr. Bill Adams, Ms. Clorinda Graziano, Mr. Aaron Jahneke, and Mr. Chris Maza.

B. Moment of Silence and Meditation

Mrs. Lambert called for a moment of silence and meditation.

C. Pledge of Allegiance

Mrs. Lambert led the Pledge of Allegiance.

D. Adoption of the Amended Regular Meeting Agenda

A motion was made by Ms. Graziano to adopt the Amended Regular Meeting Agenda. The motion was seconded by Mr. Maza. The motion carried.

UNANIMOUS

E. Approval of the Amended Minutes

A motion was made by Mr. Jahneke that the Governing Board approve the Amended Minutes of the October 28, 2010 Regular Meeting. The motion was seconded by Mr. Maza. The motion carried. Mr. Adams abstained from the vote.

UNANIMOUS

F. Current Events: Governing Board and Superintendent

Mr. Adams shared that he enjoyed visiting Ocotillo Elementary School and thanked Principal, Brenda Case, and the staff.

Mr. Adams shared that he attended the Arizona School Personnel Administrators Association Conference in Prescott, AZ. Mr. Adams thanked the District's Human Resources staff for everything they do.

Mr. Jahneke shared that he enjoyed attending the following events:

- Sahuaro Elementary School's 50th Anniversary Celebration
- Roadrunner Elementary School's Beginning Band Concert
- Lakeview Elementary School's Patriotic Concert

Ms. Graziano shared that she enjoyed attending the following events and wished everyone a Happy Thanksgiving:

- Ironwood Elementary School's Fall Festival
- Sunburst Elementary School's Fall Concert
- Orangewood School's Fall Festival
- Sahuaro Elementary School's 50th Anniversary Celebration
- Arroyo Elementary School's McDonald's Night
- Lakeview Elementary School's Patriotic Concert
- PLC Meeting for music teachers

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- Ocotillo Elementary School's Beginning Band Concert
- Governing Board meetings for Phoenix Union High School District and Cartwright Elementary School District

Mrs. Lambert shared that she attended a Title I state-wide conference from November 16-18, 2010. She also wished everyone a Happy Thanksgiving.

Dr. Cook shared that a student from Shaw Butte Elementary School would demonstrate a mathematics concept. Dr. Cook introduced Principal, Tracy Maynard, who introduced 4th grade student, Jennifer Mora Moran, her mother, Erika Moran, and her teacher, Mellisa Reimink. Ms. Maynard also introduced Mr. Marco Ramirez, a math consultant, and several staff members who were also in attendance. Jennifer demonstrated math reasoning and multiple problem solving strategies. Jennifer was presented with a certificate, mathematics book, and a pencil holder with a ruler, calculator and pencils.

G. Special Recognition

- Dr. Cook advised that the District participated in the Kiwanis 18th Annual Walk-A-Thon at Arrowhead Mall on October 23, 2010. She stated it had been a privilege to work with the North Phoenix Kiwanis for several years and to honor them for their support to the District. Dr. Cook introduced Ms. Dorothy Watkins, Administrator of Social Services, who is a member of the North Phoenix Kiwanis. Ms. Watkins introduced Mr. Brian Nichols, Mr. Robert Biddell, and Mr. Jim Day from the North Phoenix Kiwanis. Mr. Nichols thanked the District for its participation in the Walk-A-Thon and presented a check to the District for \$12,576.81. A certificate was presented to the North Phoenix Kiwanis group.
- Dr. Cook advised that five of the District's schools benefited from Pastor Dennis Hislop and volunteers from Pure Heart Christian Fellowship's generosity on October 23, 2010. Dr. Cook introduced Ms. Jill Hicks, Community Outreach Specialist, who introduced Pastor Dennis Hislop. Ms. Hicks thanked Pastor Hislop and his volunteers for their efforts on October 23, 2010 at five of the District's schools. They painted and planted flowers at Sunburst school. They had a Farmer's Market at Acacia, Arroyo, Chaparral, and Sahuaro schools and provided free vegetables and school supplies for students and their families and was also open to the public. Pastor Hislop was presented with a certificate of appreciation.
- Dr. Cook advised the Board that five schools had received the ENERGY STAR designation for energy efficiency as designated by the United States Environmental Protection Agency (EPA). Dr. Cook introduced Ms. Sue Pierce, Director of Facility Planning, who congratulated and presented plaques to the principals and facility managers of the following schools:
 - Alta Vista Elementary School
 - Cholla Middle School
 - Desert Foothills Junior High School
 - Maryland School
 - Roadrunner Elementary School

Dr. Cook advised the Board that the District received a certificate from ENERGY STAR for reducing greenhouse gas emission by 20%.

- Mr. Adams thanked the community and everyone involved for the success of the District's override and bond elections which will enable the District to proceed with capital projects and assist with maintaining staffing levels.

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H. Public Participation

There was public participation. Community member, Ms. Sherry Dudek, congratulated the District for the passage of the override and bond elections. She stated she was pleased that the community supported the need and cared about the children who are our future. Ms. Dudek thanked the Governing Board and the District for having the foresight and initiative to form community partnerships to create programs that will benefit the children.

I. Approval of the Consent Agenda

Ms. Graziano requested that Item *II.F. – First Reading of Proposed Amended Board Policy JK – Student Discipline be pulled from the Consent Agenda for separate consideration.

UNANIMOUS

A motion was made by Mr. Adams that the Governing Board approve the remaining Consent Agenda items. The motion was seconded by Mr. Maza. The motion carried.

II. CONSENT AGENDA

***A. Approval/Ratification of Vouchers**

Approved and ratified the vouchers as presented.

UNANIMOUS

***B. Personnel Items**

Approved the personnel items as presented.

UNANIMOUS

***C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)**

Approved the public gifts and donations as presented.

UNANIMOUS

1. The Phoenix Zoo donated scholarships with a value of \$2,072.00 to Shaw Butte elementary School for 36 students and chaperones to attend Zooreach Night Camp.

***D. Out-of-County/State Field Trips**

1. Christine Frost, Acacia Elementary School, submitted an out-of-county/state field trip request to Sea World, San Diego, CA, May 11-13, 2011, for 6th grade students at a cost of \$22,372.00.

UNANIMOUS

***E. Acceptance of the Washington Education Foundation Grants on Behalf of the District in the Amount of \$9,476.44**

UNANIMOUS

***F. First Reading of Proposed Amended Board Policy JK – Student Discipline**

UNANIMOUS

A motion was made by Ms. Graziano that the Governing Board approve Consent Agenda item *II.F. – First Reading of Proposed Amended Board Policy JK – Student Discipline with one change – to change the word “sex” to “gender” in the second paragraph of the proposed amended Board Policy JK. The motion was seconded by Mr. Jahneke. The motion carried.

***G. Second Reading and Adoption of Proposed Amended Board Policies BBBB – Board Member Oath of Office, BE – School Board Meetings, BEC – Executive Sessions/Open Meetings, BEDA – Notification of Board Meetings and BEDG – Minutes**

UNANIMOUS

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III. ACTION / DISCUSSION ITEMS

A. 2010-2011 Revenue Budget

UNANIMOUS

Dr. Cook introduced Ms. Cathy Thompson who offered the Board the estimated revenue budget for the 2010-2011 fiscal year. Ms. Thompson advised that the revenue budget is not required by statute, however, the District prepares an estimated revenue budget for the Board to approve to assist the Finance Department when preparing the comprehensive annual financial reports at the end of the year.

A motion was made by Ms. Graziano that the Governing Board approve the stated revenue amounts as estimated budget for the 2010-2011 fiscal year. The motion was seconded by Mr. Adams. The motion carried.

B. First Reading of Proposed Amended Policy JL – Student Wellness and Discussion, Consideration and Decision Regarding Adoption of a Recess Policy

UNANIMOUS

Dr. Cook advised the Board that Ms. Janet Sullivan would present the proposed amended policy that was mandated by the legislature. Ms. Sullivan reviewed the work of the committee that addressed this issue.

Ms. Graziano made the following observations:

- Confirmed with Ms. Sullivan that all grade levels (K-8) participate in physical education classes on a regular basis within a 6 day schedule.
- Confirmed with Ms. Sullivan that not all schools will have recess before lunch. Ms. Sullivan advised that the schedule listed in the Regulation shows possibilities for schools and is not all inclusive.
- Recommended a change to the last sentence of the second paragraph of the proposed Policy to read: “Healthy eating is demonstrably linked to reduced risk for mortality and **reduction in the** development of many chronic diseases as adults.”
- Suggested that when the committee recommends to teachers to have a 5-10 minute physical activity break within regular classrooms, they give teachers specific ideas to promote physical activities for their students. Also suggested that classroom teachers collaborate with the music teacher for music suggestions to enhance the physical activities. Ms. Sullivan stated that the committee had discussed incorporating music with the physical activities and possibly having physical education teachers use the first 5-10 minutes of a PLC meeting to engage teachers in a physical activity that they could use in their classrooms with their students.

Mr. Maza questioned the context and the funding of the legislative bill.

A motion was made by Mr. Jahneke that the Governing Board approve the First Reading of proposed amended Policy JL – Student Wellness and reaffirm the current Recess Regulation JL-R – Student Wellness with the change to the last sentence of the second paragraph of the proposed Policy to read: “Healthy eating is demonstrably linked to reduced risk for mortality and **reduction in the** development of many chronic diseases as adults.” The motion was seconded by Mr. Adams. The motion carried.

C. Information, Discussion, and Possible Action Regarding Policies BDA – Board Organizational Meeting and BDB – Board Officers

UNANIMOUS

Mrs. Lambert asked Governing Board members to consider eliminating the Past

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President title and recommended deleting any mention of Past President in Policies BDA and BDB. Mrs. Lambert recommended that when the President of the Governing Board completed their term of office, they should assume the title of Governing Board Member.

A motion was made by Ms. Graziano that the First Reading of Policies BDA – Board Organizational Meeting and BDB – Board Officers, with all references to Past President removed, be presented to the Board at the December 9, 2010 Governing Board meeting. The motion was seconded by Mrs. Lambert. The motion carried.

IV. INFORMATION / DISCUSSION ITEMS

C. Bond Implementation and Project Management Firm (moved at discretion of Chair)

Dr. Cook advised the Board that information would be offered regarding the use of a bond implementation and project management firm. Dr. Cook introduced Ms. Cathy Thompson who stated that the District had developed a specific list of projects to be completed with the recently approved bond authorization of approximately \$65,000,000.00. However, due to budget restrictions resulting in a reduction in staff in the Capital Projects Department, the District is exploring the prospect of hiring a project management firm to keep the District on task. Ms. Thompson introduced Mr. Jeff Cook and Mr. Paul Hartley from the H2 Group, who presented a summary of the scope of services available from their firm. Mr. Cook advised that a Disclosure was prepared to acknowledge that he and Superintendent, Dr. Susan J. Cook, are not related, nor were they previously acquainted before the business relationship with the District.

Mr. Jahneke stated that the argument for hiring the project management firm would be that the District would have to spend money in order to save money because the projects would be completed in a timely, cost-effective manner.

Mr. Adams asked about the fees charged by the H2 Group. Mr. Cook responded that the \$646,000.00 fee would be for the first three fiscal years, however, the District would have the opportunity to renew the contract on an annual basis after receiving status reports from the firm. Mr. Adams stated he was in support of hiring a project management firm and advised Mr. Cook and Mr. Hartley that he had heard favorable comments about their firm.

Ms. Graziano asked if it would be more cost efficient to hire one or two Project Managers to oversee the projects. Ms. Thompson stated that in the past, Project Managers had other tasks divert their attention which caused the bond projects from being completed in a timely, cost-effective manner. Ms. Thompson and Dr. Cook advised that the H2 Group had a large staff with a broad scope of services and experience for comprehensive delivery. If one to three Project Managers were hired, they would still need to hire people with specific expertise to complete a project which might not be cost-effective nor efficient.

Ms. Graziano asked if the District had plans to hire an architect for these projects. Ms. Thompson advised that an Architect RFQ had been issued and the District would have a list of several architects to use. Dr. Cook stated that Mr. Hartley of the H2 Group is an architect and may be able to provide architectural services for some of the smaller bond projects.

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Mr. Maza stated that as an elected steward of the taxpayers' money, he was in support of hiring a project management firm, realizing that the District must spend money in order to save money.

Mrs. Lambert was pleased that the fee was a set amount rather than an hourly rate. She asked how the H2 Group would determine the order in which projects would be completed. Mr. Cook responded that he recommends grouping projects either by site or project type to be more efficient and make the best use of the bond dollars that have been entrusted to the Board. Mr. Cook stated he would work collaboratively with school administrators and site councils during the bond management planning process.

Mrs. Lambert asked how the Facility Planning Group and Design Teams would work with Mr. Kramer's department, as well as the H2 Group. Dr. Cook replied that it was possible to have the Regional Facility Groups be designated as a Bond Oversight Committee which would have quarterly meetings and submit reports to the Board. The Design Teams would be formed with staff and community members at each school, Mr. Kramer's Department, the architect, and a member from a project management team to determine the order of projects or bundling of projects.

Mrs. Lambert asked if this was for bond dollars only or would it overlap with current capital projects. Ms. Thompson responded that this would involve bond and capital funding because there were a few unfinished projects which would use unrestricted capital and possibly adjacent ways funding. Ms. Thompson advised that if grants were awarded, they could be used for additional funding on some of the projects.

Mr. Cook and Mr. Hartley were thanked for their presentation.

Dr. Cook advised the Board that she would recommend a contract with the H2 Group for three fiscal years which would be brought to the Board for their approval at the December 9, 2010 Governing Board meeting. The Board would have the option to renew or cancel the contract annually after reviewing project reports.

B. Arizona School Improvement Plans (moved at discretion of Chair)

Dr. Cook introduced Ms. Janet Sullivan who advised the Board that no schools were identified as Underperforming under AZ LEARNS. The Arizona School Improvement Plans of Title I schools not meeting the Adequate Yearly Progress (AYP) requirements of the *No Child Left Behind Act* (NCLB) were provided to the Board for review. School teams at Cholla, Mountain View, Palo Verde, Roadrunner, Shaw Butte and Sunnyslope had completed new plans to meet NCLB and ADE mandates.

Mr. Jahneke asked about SuccessMaker. Ms. Sullivan replied that it is a computer adapted program that was purchased with ARRA Title I funds for 18 of our schools. Students work on math or language arts to assist them to reach benchmarks at grade level.

Mr. Jahneke asked for an example of differentiation of instruction. Ms. Sullivan responded that students learn differently and instruction may be provided in a variety of ways, e.g., auditory, visual, using manipulatives, completing projects, writing a report, etc.

Ms. Graziano congratulated the schools on their plans and was pleased to see the

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collaboration as students transition from elementary school to middle school to high school. She was glad to see the involvement of parents and felt that the PLC Wednesday time was very important for teachers.

Mrs. Lambert appreciated the work involved in creating the plans and also pleased with the parent and community involvement which helps improve student achievement. Mrs. Lambert asked how the parent input was obtained for the recommendations in the plans. Ms. Sullivan replied that each of the schools engaged their site councils, and in some cases, brought in some parent groups. All stakeholders were involved in the Needs Assessment with the standards in rubrics for school improvement.

A. 2010 Accountability Update – Assessment Report: Part Two

Dr. Cook advised the Board that Part Two of the Assessment Report focused on the results of Arizona's Instrument to Measure Standards (AIMS), the Stanford 10 and the Arizona English Language Learner Assessment (AZELLA). Dr. Cook introduced Ms. Janet Sullivan who presented the results of each State assessment and explained how the scores are utilized at the District and school levels.

Mr. Jahneke noted that there was a decrease on the AZELLA, Making Progress K-5, group. Ms. Sullivan replied that although there has been a reduction in the English Language Learners (ELL) population, there has been an increase of refugee students with extremely limited English and academic content. Ms. Sullivan advised that the Kindergarten, 4th and 5th grade tests have changed and are more difficult.

Ms. Graziano stated that teachers know that the AIMS test questions are based on the Arizona curriculum and asked if information is provided to teachers regarding test material for the Stanford 10 test. Ms. Sullivan replied that teachers know the general topics that will be tested on the Stanford 10, but not the level of specificity.

Ms. Graziano requested information regarding the grouping of students for Tier 1, 2 and 3 Response to Intervention (RTI). Ms. Sullivan responded that teachers look at what is being taught and how students are performing on that content. Students are continuously being evaluated using a variety of assessments, including AIMS and District assessment data to identify students who need additional assistance on mastering that content. The groups are ongoing and fluid.

Mrs. Lambert requested information regarding AZELLA reclassification. Ms. Sullivan advised that when a student passes the AZELLA, they are reclassified as fluent English proficient and placed in a regular education program. Federal law requires that the District continues to monitor the progress of students who are reclassified for two years. If a student does not test as proficient the subsequent year, the teacher would make a recommendation whether the student should remain in the Regular Education classroom with support or be re-enrolled in the ELL program. The final decision would be made by the parents of the student.

Mrs. Lambert asked if the AZELLA tests to the English standards of that grade level or to the expected proficiency of an ELL student. Ms. Sullivan advised that if a student tests proficient on the AZELLA test, they are deemed ready to learn content at grade level, not that they are proficient on content standards at grade level.

D. Update on RIF/Excess Processes: Staffing Timelines and Communication

Dr. Cook advised that the update on reduction in force (RIF) and excess process timelines and communications was provided due to a request by Ms. Graziano. Dr.

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Cook introduced Mr. Justin Wing who reviewed the staffing procedures for the RIF/excess process, timelines for the 2010-2011 school year in order to distribute contracts to teachers in a timely manner, and the means of communication to school administrators and certified staff which had been implemented. Mr. Wing advised he had been invited and presented at several schools and departments and a WDEA-led after-school meeting to review the productive culture rubric, statutory changes pertaining to reductions in force, details of the reduction in force rubric, and responded to questions.

Mr. Jahneke asked if the internal transfer process and excessing were voluntary. Mr. Wing responded that both processes may be voluntary. Mr. Wing stated that excessing typically occurs prior to the internal transfer process when a school has more staff than positions for the following school year based on enrollment, class size, etc. In that case, it would be necessary to move an individual or individuals from one school to another. The internal transfer process allows internal teachers to apply for openings at a school before it is open to the external population.

Mr. Wing reviewed the RIF process which is conducted district-wide rather than at each school site. Mr. Maza stated that due to State statutes, the RIF process would only be utilized for budgetary reasons, not evaluation reasons. Mr. Wing advised that the RIF process occurs first, if necessary, followed by the excessing process, then the internal transfer process.

Ms. Graziano asked a variety of questions regarding the processes, including how the excess process works at a specific site at a given grade level, how the RIF rubric will be utilized, the differences between the two processes, and the differences between a District-wide process (RIF) and a school-based process (excessing). She posed several scenarios that could complicate implementation.

Mrs. Lambert asked how the administrators and staff were responding to the RIF process and rubric for certified personnel and if there would be an evaluation after the first year of implementation. Mr. Wing stated that the information had been well received with positive responses, but we must live through the new processes in order to reevaluate them. He stated that the sub-committee of the Interest-based Negotiations team would be meeting to evaluate the process.

Mr. Wing reported that the State was working on guidelines for teacher evaluations which could possibly require the District to change Section 1 of the RIF rubric regarding evaluations and performance based on scoring.

Mr. Adams thanked Mr. Wing and the committee for a job well done for a difficult task.

E. Trust Board Update

Mr. Maza reported that in addition to renewal of vendor contracts, preliminary information was received regarding increased health care costs due to the new health care law.

V. FUTURE AGENDA ITEMS

Mrs. Lambert requested information about Education Jobs Funding.

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

Mr. Adams acknowledged that he was proud of Mr. Jahneke's run for office for State Representative and glad that he serves on the District's Governing Board.

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Mr. Jahneke acknowledged his Governing Board colleagues for their support the last ten months and also acknowledged Mr. Adams' run for office for State Representative. Mr. Jahneke stated that even though neither of them won the election, they could have served their constituents well.

Mrs. Lambert congratulated Mr. Adams and Mr. Maza for being elected to serve on the WESD Governing Board for the next four years.

Dr. Cook also congratulated Mr. Adams and Mr. Maza and stated she was very pleased and proud that the District passed their bond and override elections.

Dr. Cook acknowledged Mark Kauppila and Jeannette Martinez, both of whom recently passed away. She acknowledged their contributions and dedication to the District.

VII. ADJOURNMENT

UNANIMOUS

A motion was made by Mr. Maza to adjourn the meeting at 10:16 p.m. The motion was seconded by Mr. Adams. The motion carried.

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

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WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: December 9, 2010 Information
 AGENDA ITEM: *Approval/Ratification of Vouchers 1st Reading

INITIATED BY: Debra Karns, Accounting Manager SUBMITTED BY: David Velazquez, Director of Finance

PRESENTER AT GOVERNING BOARD MEETING: Cathy Thompson, Director of Business Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, DK and A.R.S. §15-321

SUPPORTING DATA

Funding Source: Various
 Budgeted: Yes

The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of salaries, materials, equipment, and services. Documentation for warrants is available for inspection from the Finance Department located at the District Administrative Center.

APPROVE/RATIFY FY10/11 PAYROLL VOUCHERS (warrants for services and materials, payroll expense):

11/02/10	2,577,068.31
11/16/10	2,915,243.38
Totals:	5,492,311.69


APPROVE/RATIFY FY 10/11 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

10/27/10	1,523,823.71
10/29/10	91.22
11/03/10	4,290,115.31
11/08/10	43,262.00
11/10/10	1,776,706.96
11/17/10	3,675,512.33
Totals:	11,309,511.53

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve and ratify the payroll and expense vouchers as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Personnel Items 1st Reading

INITIATED BY: Justin Wing, Director of Human Resources
SUBMITTED BY: Justin Wing, Director of Human Resources

PRESENTER AT GOVERNING BOARD MEETING: Justin Wing, Director of Human Resources

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

The attached personnel actions are presented for approval.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the personnel items as presented.

Superintendent, 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.B.

PERSONNEL ACTION RECOMMENDED

December 9, 2010

I. RESIGNATIONS, RETIREMENTS, EXCESSES, AND LEAVES OF ABSENCE

A. ADMINISTRATIVE

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
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B. CERTIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Bosch	Sherry	Teacher-Kindergarten	Tumbleweed	Retirement	19	5/26/2011
Falanga-Hermansen	Donna	Teacher-Kindergarten	Roadrunner	Resignation	6	12/10/2010
Kamerman	Dawn	Special Service Specialist	Sweetwater	Retirement	19	5/26/2011
Robinette	Katharine	Teacher	Palo Verde	Resignation	10	5/26/2011
Sensney	Marilyn	Teacher-Kindergarten	Lookout Mt.	Resignation	6	12/17/2010
Vermilion	Kristen	Teacher-6th Grade	Maryland	Resignation	5	2/22/2011

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Aguilar	Margaret	Office Manager	Arroyo	Resignation	21	4/1/2011
Hernandez	Ernestina	Night Custodian	Lookout Mountain	Resignation	1	12/1/2010
Shah	Peter	Facilities Manager	Abraham Lincoln	Retirement	25	12/17/2010
Wybenga	Marian	Budget Coordinator	Finance	Resignation	4.5	11/12/2010

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Agundez	Jesusa	Food Service Helper	Mountain View	Resignation	3 mo.	12/3/2010
Cervantes Ayala	Lorena	Crossing Guard	Sunnyslope	Resignation	3 mo.	11/30/2010
DeSantiago	Elizabeth	Food Service Helper	Manzanita	Resignation	1 mo.	10/29/2010
Douglas	Raimee	Food Service Floater	Food Services	Termination	1	11/9/2010
Duran	Max	Paraprofessional	Ocotillo	Resignation	3	12/16/2010
Greenberg	Suellen	Occupational Therapist	Special Services	Resignation	13	11/24/2010
Moody	Melodie	Bus Driver	Transportation	Termination	10 mo.	11/15/2010
Thomas	Lindsay	Special Ed. Assistant	Sweetwater	Leave of Absence		1/17/2011

II. EMPLOYMENT

A. ADMINISTRATIVE

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
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B. CERTIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Patten	Kathleen	Teacher-4th Grade	E	Washington
Werthen	Nicole	Speech Pathologist	E	Chaparral/Sunset
Zarate Juarez	Maria	Teacher-4th Grade	E	Maryland

Returning from
Leave

PERSONNEL ACTION RECOMMENDED**December 9, 2010****C. FULL-TIME CLASSIFIED**

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Parafinik	Aminda	Project Specialist	E	Human Resources
Sanchez	Anthony	Facilities Manager	E	Palo Verde
Webster	Nancy	Night Custodian	E	Desert Foothills

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Acosta	Nicole	Food Service Helper	E	Food Services
Austin	Kathryn	Paraprofessional	E	Moon Mountain
Barkley	Lana	Personal Care Provider	N	Chaparral
John	Sherri	Food Service Helper	E	Cholla
Kennedy	Cynthia	Food Service Helper	E	Food Services
Kobold	Kendra	Monitor	E	Acacia
Luciow	Breann	Food Service Helper	E	Washington
Lugviel	Jennifer	Paraprofessional	E	Washington
McGinn	Angela	Food Service Helper	E	Food Services
Newman	Alyssa	Special Ed. Assistant	E	Manzanita
Rodriguez	Cynthia	Special Ed. Assistant	E	Ironwood
Taylor	Tara	Food Service Helper	E	Cholla
Vess	Carlena	Paraprofessional	E	Shaw Butte
Wagener	Mallory	Food Service Clerk	E	Cholla

new student

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) 1st Reading
INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §15-341

SUPPORTING DATA

Funding Source: Donations
Budgeted: N/A

1. McCarthy Building Companies donated books with an approximate value of \$2,000.00 for the benefit of students at Desert View Elementary School.
2. North Phoenix Kiwanis donated \$12,576.81 from a fundraising project (75% of the project) for the benefit of all students in the Washington Elementary School District.
3. Switch Restaurant & Bar donated food with an approximate value of \$300.00 for the Academic Support Programs holiday dinner for staff appreciation.
4. Atlasta Catering and Events donated food with an approximate value of \$800.00 for the Academic Support Programs holiday dinner for staff appreciation.
5. Peoria Police and Fire Department donated nine pairs of Nike and Jordan basketball shoes with an approximate value of \$500.00 for the benefit of the 8th grade boys' basketball team at Palo Verde Middle School.
6. Mountain Sky SPICE (PTO) donated a check in the amount of \$900.00 towards the purchase of a mat to protect the gym floor.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the gift and donation as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.C.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
X Discussion
Information
1st Reading

FROM: Dr. Susan J. Cook, Superintendent

DATE: December 9, 2010

AGENDA ITEM: *Out-of-State Travel

INITIATED BY: Tee Lambert, Governing Board President
SUBMITTED BY: Dr. Susan J. Cook, Superintendent

PRESENTER AT GOVERNING BOARD MEETING: Tee Lambert, Governing Board President

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

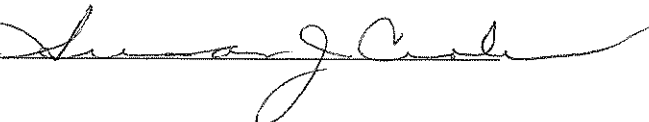
The following out-of-state travel request has been reviewed and is recommended for approval:

1. Tee Lambert, Governing Board President, to attend the 38th Annual Federal Relations Network Conference, February 4-9, 2011, in Washington, D.C. at a cost of \$2,245.00.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Out-of-State Travel request as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.D.

WASHINGTON ELEMENTARY SCHOOL DISTRICT #6

DATE OF BOARD AGENDA ITEM

December 9, 2010

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) <small>(as it appears on your driver's license)</small>	Position	School/Department
Tee Lambert	Governing Board President	

CONFERENCE INFORMATION:

CONFERENCE TITLE: 38th Annual Federal Relations Network Conference

TRAVEL DATES: February 4 – February 9, 2011

CONFERENCE LOCATION: Washington, D.C.

SOURCE OF FUNDING: Description: (Budget)Registration Funds **Total**Registration Account Code:

			6331				\$
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SOURCE OF FUNDING: Description: (Budget)Travel Funds **Total**Travel Account Code:

001	100	2310	6580	501	0000	\$2245.00
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SOURCE OF FUNDING: Description: (Budget)Substitute Funds **Total**Substitute Account Code:

		1000	6129			\$
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PURPOSE OF TRAVEL: Mrs. Tee Lambert will attend the 38th Annual Federal Relations Network Conference in an effort to communicate to members of the House of Representatives and Senate the critical issues in educating today's students. Several major areas of discussion will include the federal investment in education to help improve students' achievement, and addressing new and pending legislation that directly impacts America's public schoolchildren. Mrs. Lambert will provide a report to the Governing Board during a future Governing Board meeting.

MAXIMUM COSTS:

REGISTRATION FEE: \$

MEALS \$ 295.00

LODGING: \$ 1191.00

TRANSPORTATION: \$

AIR \$459.00

CAR RENTAL/PARKING \$

BUS/TAXI/SHUTTLE \$300.00

SUBSTITUTES \$

TOTAL COST: \$2245.00

Supervisor/s Approval

Supervisor/s Approval

Budget Manager/s Approval

COMMENTS:

Please Note: Actual costs may occasionally vary from estimated amounts. Therefore, reimbursement for actual costs which exceed estimates, yet do not exceed the maximum reimbursement allowed by statute, will be subject to approval by the Superintendent or designee.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative (MESC) 1st Reading

INITIATED BY: Howard Kropp, Administrator of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services

PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Administrator of Purchasing

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

The Purchasing Department is recommending authorization to utilize the contracts presented for anticipated purchases in excess of the bidding threshold. No school or department can spend more than is budgeted without prior approval from the Finance Department. Schools and departments budget for goods or services without a particular vendor in mind.

Presented is a list of Intergovernmental Cooperative Purchase Agreements related to the Purchasing Department previously awarded by the Governing Board.

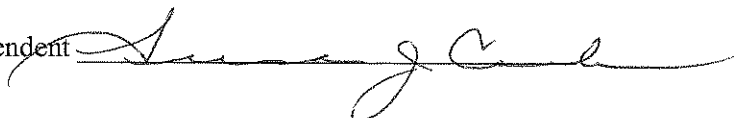
A.R.S. 11-952 and A.A.C. R7-2-1191 through R7-2-1195 authorizes and governs intergovernmental procurements. A school district may either, participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement of any materials, services, or construction with one or more public procurement units in accordance with an agreement entered into between the participants. By participating in a cooperative purchase, public entities that bid common items/services can obtain economy of scale pricing and best value and reduce administrative duplication of cost and effort for all participating public entities.

Copies of the contracts are available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Intergovernmental Cooperative Purchase Agreements and contract purchases with the Mohave Educational Services Cooperative (MESC).

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.E.

MOHAVE EDUCATIONAL SERVICES COOPERATIVE CONTRACT

2010-2011 proposed budget capacity for Construction Services - Bond dollars would be utilized

Vendor(s):	Corgan Associates
Description of Purchase:	Architectural and engineering services.
Estimated 2010-2011 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Construction Services
2009-2010 Expenditure:	\$0.00

2010-2011 proposed M&O budget capacity for Business Services - \$58,400.00

Vendor(s):	Assured Document Destruction
Description of Purchase:	Destruction services and confidential documents.
Estimated 2010-2011 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Business Services/M&O
2009-2010 Expenditure:	\$0.00

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative (MESC) for the H2 Group 1st Reading
INITIATED BY: Howard Kropp, Administrator of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Administrator of Purchasing
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Bond, Indirect Costs
Budgeted: Yes

The Purchasing Department is recommending authorization to utilize the contracts presented for anticipated purchases in excess of the bidding threshold. No school or department can spend more than is budgeted without prior approval from the Finance Department. Schools and departments budget for goods or services without a particular vendor in mind.

The Purchasing Department is recommending approval of utilizing a Mohave Educational Services Cooperative contract with the H2 Group for the purpose of having project management services provided to help the District oversee the upcoming bond construction projects. The initial contract would be for three (3) years in an amount not to exceed \$645,668.00. These services would be fully evaluated after the third year to determine if it is still in the District's best interest to continue with this contract. In addition this contract would also be renewed annually to provide another opportunity to evaluate the value of the services provided.

A.R.S. 11-952 and A.A.C. R7-2-1191 through R7-2-1195 authorizes and governs intergovernmental procurements. A school district may either, participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement of any materials, services, or construction with one or more public procurement units in accordance with an agreement entered into between the participants. By participating in a cooperative purchase, public entities that bid common items/services can obtain economy of scale pricing and best value and reduce administrative duplication of cost and effort for all participating public entities.

The contract was reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Intergovernmental Cooperative Purchase Agreements and contract purchases with the Mohave Educational Services Cooperative (MESC) for the H2 Group in an amount not to exceed \$645,668.00 for a three-year Agreement beginning December 2010 and extending through June 30, 2013.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.F.

**AGREEMENT BETWEEN
PROGRAM MANAGER AND DISTRICT**

THIS AGREEMENT is made this 9th day of December, 2010 by and between the WASHINGTON ELEMENTARY SCHOOL DISTRICT ('District'), and H2 GROUP, LLC ('Program Manager'), incorporated in the State of Arizona, for services in connection with the Project hereinafter defined.

District and Program Manager agree as set forth below:

**ARTICLE 1
THE CONSTRUCTION TEAM AND
EXTENT OF AGREEMENT**

Program Manager accepts the relationship of trust and confidence established between him and District by this Agreement. He covenants with District to furnish skill and judgment and to cooperate with other of District's consultants or vendors in furthering the interests of District. He agrees to furnish efficient business administration and superintendence and to use his efforts to complete the Project in the most expeditious and economical manner consistent with the interests and goals of District, and will endeavor to perform all of his services to the reasonable satisfaction of District. Program Manager will act as the principal agent for the District in all matters relating to the Project that are within his area of expertise and that are delegated to him as set forth in this Agreement.

1.1 Definitions.

1.1.1 The 'Project' is the District Construction Program.

1.1.2 A Project Unit includes all of the structures, facilities or improvements constructed as part of the Project on the specified sites. Unless otherwise directed, in writing, by the District, Program Manager shall render services as set forth in this Agreement relative to each Project Unit.

1.1.3 'Design Consultant' means a registered architect, engineer, planner, landscape architect or other consultant who will provide design services; with whom District will contract to perform the design services on a Project Unit, or who will provide design services as part of a design-build Contractor team.

- 1.1.4 'Contract Documents' are the written agreements between the various parties involved in a project and the documents or any other materials noted therein including, but not limited to, drawings, specifications and other materials prepared by a Design Consultant and officially conveyed to a Contractor for use in the preparation of his/her bid and/or the construction of the Work.
- 1.1.5 'Contractor' is a general contractor, construction-manager-at-risk Contractor, or design-build Contractor who will construct the Work.
- 1.1.6 The 'Work' is that part of the construction of a Project Unit that a particular general Contractor is to perform, or the design and construction of a Project Unit that a design-build Contractor is to perform, or the pre-construction and construction services that a construction-manager-at-risk Contractor is to perform.
- 1.1.7 The term 'Day' will mean calendar day unless otherwise specifically designated.
- 1.1.8 The 'Construction Team' will include the Program Manager, the District, Design Consultants, and the Contractor, and will work from the beginning of design of a Project Unit through construction completion. Program Manager will provide leadership to the Construction Team on all matters relating to design and construction.
- 1.2 This Agreement will supersede and replace any oral or written agreement, not incorporated herein, relating to the subject matter hereof entered into by the parties prior to the date of this Agreement. This Agreement contains and sets forth the entire Agreement between the parties. No modifications, deletions or additions to this Agreement will be binding unless in writing and signed by both parties. The waiver of any breach of this Agreement by any party hereto will not constitute the same continuing waiver or waiver of any subsequent breach of either of the same or of another provision of the Agreement. All promises, covenants and provisions contained in this Agreement are severable, and in the event that such covenant, promise or provision is held or adjudicated invalid by a court of competent jurisdiction, the remainder of this Agreement will be of operative and binding effect.

<p style="text-align: center;">ARTICLE 2 PROGRAM MANAGER'S SERVICES</p>

Program Manager will perform the following Basic Services under this Agreement:

BASIC SERVICES FOR THE PROJECT

2.0 Bond Management Plan (BMP) Phase

- 2.0.1 Conduct Bond Management Planning Process kick-off meeting to establish scope of the process, preparation of BMP meeting schedule for site inspections, Administrative meetings, and presentations, identify outcomes and deliverables, and establish a communication matrix for the BMP Phase. Collect existing Bond Planning information and documents.
- 2.0.2 Conduct individual site meetings for Bond Team orientation, scope verification (inspect, interview, and investigate), identify Bond cash flows and prioritization criteria, implementation strategies, etc.
- 2.0.3 Verify Bond Program Project Budgets
- 2.0.4 Identify all Capital Funds and projects funded by alternative capital funds outside of the Bond proceeds that need to be coordinated with the 2010 Bond Program.
- 2.0.5 Prepare and review with District Administration preliminary recommendations for grouping and implementing projects within the Bond Program.
- 2.0.6 Prepare and review with District Administration procurement strategies for the 2010 Bond program.
- 2.0.7 Based on the BMP process decisions prepare an overall Master Schedule one line per project level schedule.
- 2.0.8 Identify School Year Calendar, School Programs, and Operational Issues that may impact the implementation of the Bond Program.
- 2.0.9 Identify Inter-governmental and Community Relations impact and requirements.
- 2.0.10 Identify Reporting requirements that will be required throughout the Bond Program
- 2.0.11 Communicate BMP to all identified stakeholders throughout the BMP process as directed by the District Administration
- 2.0.12 Prepare the BMP document and present for approval.

- 2.1 Program Manager will analyze and confirm with District the overall objectives of the Program; confer with District regarding goals for Project budget, expenditures, and schedules; and identify Project Unit design and construction goals, propose a budget, and recommend a project delivery method as a basis for formulating and implementing the Project.
- 2.1.1 In order to facilitate the implementation of District's Design and Construction Program, Program Manager will provide, supervise, direct, and pay all costs for, including but not limited to, salary, benefits, unemployment insurance, and other employment related costs, for Program Manager's employees. Program Manager's employees may receive inquiries or requests from District, through the District's Director of Capital Projects or the Director of Capital Projects' designee, and take such action as Program Manager's employees deem appropriate and as may be consistent with District's inquiry or request, including but not limited to, advising District's employees in relation to resolving any such inquiry or request. Program Manager's lead employee for the Project will be Jeffrey Cook. Program Manager will not change the staff employee provided for this lead position without reasonable cause. In the event that a change is necessary for any reason, District will have the right to approve Program Manager's proposed employee for the position. Program Manager will provide an alternative staff employee upon written request from District. Program Manager's employees shall be independent from and not subject to the supervision or control of District, and the Program Manager's employees shall not engage in work that is a part or process in the trade or business of the District. While the Program Manager's employees will be on-site, Program Manager's employees are not required to work exclusively for District. District and Program Manager shall take all steps necessary to maintain Program Manager's status as an independent contractor as set forth in A.R.S. § 23-902, as may be amended, which is adopted by reference and made a part hereof, and other applicable law.

BASIC SERVICES FOR THE PROJECT UNITS

The Basic Services of the Program Manager for the Project Units are to assume the duty of identifying and coordinating administrative activities in conjunction with the Project Unit, consistent with applicable laws and regulations, and to manage specific aspects of the Project Unit from its conception to its completion within the limitations established by the District. The Basic Services consist of the four Phases described below and any other services identified herein as Basic Services, all of which shall be performed to the reasonable satisfaction of the District.

2.2 **Pre-design Phase.**

- 2.2.1 Analyze and confirm in writing with District the overall objectives of the Project Unit. Confirm with District the Project Unit goals for budget, time schedules, and design concept.
- 2.2.2 Review the Project Unit goals and scope and recommend to District a procurement method for design and construction; and prepare procurement documents as required by applicable statute and/or procurement regulations. Prepare guidelines for selecting Design Consultants, general Contractors, design-build Contractors, construction-manager-at-risk Contractors, or other professionals as may be required by the selected delivery method. Solicit proposals from and assist the District in negotiating with, selecting and commissioning the above noted professionals.
- 2.2.3 Confer with District and develop a Project Unit budget document. PM will clearly identify all categories of cost including construction cost, legal fees, consultant fees, building permits, testing laboratories, furnishings, fixtures, equipment, landscaping, contingencies, escalation and other reserves.
- 2.2.4 Develop a Project Unit Schedule detailing in narrative and graphic form the preconstruction and construction phase tasks; indicating milestones, realistic activity durations, and incorporating District's occupancy requirements.
- 2.2.5 Where appropriate, solicit proposals from Design Consultants, and assist District in selecting, negotiating with, and commissioning Design Consultants.
- 2.2.6 If required, assist District in selecting and retaining professional services of a surveyor, testing laboratories and special consultants, and coordinate these services.
- 2.2.7 PM will develop a Communications Plan. Included within the plan will be organization charts for the project team. PM will prepare a project directory with names, addresses and responsibilities of all individuals and organizations associated with the project. PM will document procedures for decisions, communications, distribution of reports and billings. PM will initiate a monthly report on the status of key decisions and issues that influence the progress of the project.

2.3 **Design Phase.**

- 2.3.1 Schedule and chair regular meetings with the Design Consultants, design-build Contractor, construction-manager-at-risk Contractor, as applicable,

during the development of conceptual and preliminary design to advise on site use and improvements, selection of materials, building systems and equipment. Coordinate the development by the Design Consultant of a final document defining architectural spaces and operating requirements for the Project Unit. Provide recommendations on construction feasibility, availability of materials and labor, time requirements for installation and construction, factors related to cost including costs of alternative designs or materials, preliminary budgets, and possible economies. Assist in and supervise the identification and assessment of environmental issues posed by Project Units.

- 2.3.2 Maintain the Project Unit Schedule so that the Design Consultant's efforts, or design-build Contractor's, or construction-manager-at-risk Contractor's, as applicable, and District's activities are coordinated and integrated with preconstruction activities. Include District's occupancy requirements showing portions of the Project Unit having occupancy priority.
- 2.3.3 Review Architect and Contractor estimates based on a quantity survey of the Contract Documents at the end of the schematic design phase of each Project Unit for approval by District as part of the Project Unit budget. Advise District, the Design Consultant, and other parties as applicable, if it appears that the Project Unit budget will not be met and make recommendations for corrective action.
- 2.3.4 Review the Contract Documents for each Project Unit as they are being prepared, recommending alternative solutions where proposed design features affect construction feasibility or schedules, or where necessary to effect value engineering; without, however, assuming any of the Design Consultants' responsibilities for design.
- 2.3.5 Review standards for equipment and materials developed by Design Consultants. Recommend for purchase by District long-lead items to ensure their delivery by the required dates.
- 2.3.6 Make recommendations to District and the Design Consultant regarding the division of Work in the Contract Documents to facilitate the selection of delivery methods and the bidding and awarding of Contracts, allowing for phased construction if appropriate and taking into consideration such factors as time of performance, availability of labor, overlapping trade jurisdictions, and provisions for temporary facilities.
- 2.3.7 Review Contract Documents with the Construction Team to eliminate conflicts and overlap in Work to be performed by the various Contractors.

- 2.3.8 Assist the Construction Team in the development of proper procurement documents; publicizing the procurements; and interpreting or modifying procurement documents where required.
- 2.3.9 Determine with the Construction Team's input any governmental permits and approvals necessary for the Project Unit and represent District's interests in the application process for such permits and approvals. Direct the Design Consultant and Contractor in applications and filing for necessary permits required on behalf of District.
- 2.3.10 Develop and implement a procedure for the review, approval, processing and payment of applications by Design Consultants for progress and final payments.
- 2.3.11 Where bids are to be taken, assist District in receipt of bids, prepare a bid analysis and make recommendations to District with the Design Consultant for award of bid or rejection of bids. All bids will be evaluated for completeness, full responsiveness and price.
- 2.3.12 Attend and participate in community outreach meetings regarding the Project. Such meetings will solicit community input to be reflected in the design where appropriate.
- 2.4 **Construction Phase.**
 - 2.4.1 Establish and implement procedures for coordination within the Construction Team with respect to all aspects of the Project Unit to complete each Project Unit in accordance with District's objectives of cost, time and quality.
 - 2.4.2 Conduct regularly scheduled progress meetings at which the Construction Team can discuss jointly such matters as procedures, progress, problems and scheduling. Such meetings shall generally occur weekly.
 - 2.4.3 Monitor the Project Unit Schedule as construction progresses. Identify potential variances between scheduled and probable completion dates. Review schedule for Work not started or incomplete and recommend to District and Contractors adjustments in the schedule to meet the probable completion date. Document all significant changes in schedule.
 - 2.4.4 Assess the adequacy of the Contractors' personnel and equipment and the availability of materials and supplies to meet the schedule. Recommend courses of action to District when requirements of a Contract are not being met, or when it reasonably appears that the requirements of a Contract may not be met.

- 2.4.5 Develop and implement a system for the preparation, review and processing of Change Orders, recommend necessary or desirable changes to District and the Design Consultant, review requests for changes, submit recommendations to District and the Design Consultant, and assist in negotiating Change Orders.
- 2.4.6 Develop and implement a procedure for the review, approval, processing and payment of applications by Contractors for progress and final payments.
- 2.4.7 Develop and monitor an effective system of Project cost control. Revise and refine the initially approved Project Unit budget, incorporate expenditures, pending changes and approved changes as they occur, and develop cash flow reports and forecasts as needed. Identify variances between actual and budgeted or estimated costs and advise the District, architect/engineer, or other appropriate Design Consultant and other applicable contractors, whenever projected cost exceeds budgets or estimates.
- 2.4.8 Assist District and Design Consultants in obtaining building permits and special permits relating to construction of permanent improvements, excluding any permits required to be obtained by the various Contractors, such as permits for inspection, temporary facilities, etc. Assist in obtaining approvals from all the authorities having jurisdiction.
- 2.4.9 If required, assist District in selecting and retaining professional services of a testing laboratory or special consultants, and coordinate these services.
- 2.4.10 Provide regular on-site observation of the Work of Contractors for defects and deficiencies in the Work, and for compliance with Contract Documents, without assuming any of the Design Consultant's or Contractor's legal responsibilities for design and inspection. Observe the safety programs of each of the Contractors. In making such observations, Program Manager will not be required to make exhaustive or continuous inspections to check quality of work, safety precautions and programs in connection with the Project Unit. The performance of such services by Program Manager will not relieve the Contractors of their responsibilities for performance of the work and for the safety of persons and property, and for compliance with all federal, state and local statutes, rules, regulations and orders applicable to the conduct of the Work.
- 2.4.11 Direct all questions for interpretation of the documents prepared by the Design Consultant to the Design Consultant.

- 2.4.12 In collaboration with the Design Consultant, establish and implement procedures for expediting the processing and approval of shop drawings and samples.
- 2.4.13 Monitor the Contractor's development of a set of record drawings during construction and arrange for their delivery to District at the completion of construction.
- 2.4.14 In collaboration with District's maintenance personnel, direct the checkout of utilities, operations systems and equipment for readiness and witness their initial start-up and testing by the Contractors. Ensure that District's maintenance personnel receive training by the Contractor in the operation of Project Unit systems. Collect and deliver to District operating manuals and other operating instruction documentation for Project Unit systems.
- 2.4.15 Collect and deliver to District any specific written warranties or guarantees given by others, including all required Contractor guarantees and warranties, subsequent to their review and acceptance by the Design Consultant.
- 2.4.16 Recommend a procurement strategy for furniture, fixtures, and equipment. Coordinate their procurement, delivery, and installation.

2.5 **Post Construction Phase.**

- 2.5.1 Schedule and coordinate warranty expiration inspections and assist, if needed, in having warranty corrections performed by Contractors prior to the expiration of warranties.

2.6 **Additional Services.**

- 2.6.1 If requested by District, Program Manager will provide the following additional services upon written agreement between District and Program Manager, defining the extent of such additional services and the amount and manner in which Program Manager will be compensated for such additional services.
 - 2.6.1.1 Major, beyond preliminary, investigating, analyzing, or negotiating claims or disputes related to design or construction; preparing to serve or serving as an expert witness in connection with any public hearing, arbitration proceeding, or legal proceeding.
 - 2.6.1.2 Inspections of and services related to the Project after the termination or expiration of this Agreement.

- 2.6.1.3 Providing any other service not described in this Agreement; or other service not reasonably inferable from this Agreement as part of Basic Services.

<p style="text-align: center;">ARTICLE 3 DISTRICT'S RESPONSIBILITIES</p>
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- 3.1 District will provide necessary information regarding requirements, including available funds, for the Project and each Project Unit.
- 3.2 District will designate a representative who will be fully acquainted with the Project and the Project Units and will have authority to approve budgets and changes in the Project, subject to the approval of the Governing Board, and who will render decisions promptly, consistent with Project schedules, and furnish Project information expeditiously. District's representatives will be the Director of Capital Projects and the Director of Business Services. District will notify Program Manager in writing if its representative is changed.
- 3.3 As applicable to the project delivery method selected for each Project Unit, District will retain, or cause to be retained, one or more Design Consultants to design and to prepare Contract Documents for the Project Units. As applicable to the project delivery method selected for each Project Unit, the Design Consultant services, duties and responsibilities will be described in the Agreement between District and the Design Consultant, a copy of which will be provided to Program Manager. The Design Consultants will be solely responsible for any documents they prepare.
- 3.4 District will furnish, with the assistance of Program Manager, any necessary surveys describing the physical characteristics, soil reports and subsurface investigations, legal limitations, utility locations, legal descriptions, and other information found to be necessary for the Project and Project Units.
- 3.5 District will secure and pay for necessary approvals, easements, assessments, fees, and charges required for the construction, use or occupancy of permanent structures or for permanent changes in existing facilities.
- 3.6 District will furnish such legal, accounting, auditing, and insurance counseling services as may be necessary for the Project and the Project Units.

- 3.7 District will provide Program Manager with copies of the Contract Documents as reasonably necessary for the execution of the Work without charge.
- 3.8 District will provide its own insurance for all Project Units as provided in Article 8.
- 3.9 The services, information, surveys and reports required in this Article for the Project will be furnished with reasonable promptness at District's expense.
- 3.10 If District knows or becomes informed of any fault or defect in any of the Project Units or nonconformance with the Contract Documents, it will give prompt written notice thereof to Program Manager.

<p style="text-align: center;">ARTICLE 4 TRADE CONTRACTS</p>
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- 4.1 All portions of the Project requiring employment of Design Consultants or Contractors will be performed under contract between District and the various selected Design Consultants and/or Contractors. Program Manager will assist District in requesting and receiving proposals from Design Consultants and/or Contractors and agreements or contracts will be awarded by District after the proposals are reviewed by Program Manager, District, and District's consultants, as is appropriate.
- 4.2 Design service agreements and construction contracts will be between District and the various Design Consultants and Contractors. The form of the agreements and contracts including the General and Supplementary Conditions will be prepared with the input and assistance of Program Manager and approved by District.
- 4.3 Program Manager will notify District of matters in which District may require legal counsel in conjunction with agreements and contracts.

<p style="text-align: center;">ARTICLE 5 PROJECT SCHEDULE</p>

5.1 Project Unit Schedules.

- 5.1.1 All Project Units are to obtain 'Substantial Completion' on the date established and 'Final Completion' with completion simultaneously of the

Program Manager's duties for each Project Unit under this Agreement, except Program Manager's warranty related duties and any other express exceptions noted herein or agreed to in writing by the parties.

- 5.1.2 At the time work commences on a Project Unit, dates of Substantial Completion and Final Completion of the Project Unit shall be established.
- 5.1.3 The Date of Substantial Completion of a Project Unit or a designated portion thereof is the date when construction is sufficiently complete in accordance with the Drawings and Specifications so the District can occupy or utilize the Project Unit or designated portion thereof for the use for which it is intended. Warranties called for by this Agreement or by the Drawings and Specifications shall commence on the Date of Substantial Completion of the Project Unit or designated portion thereof, if the warranted items are fully installed, tested, available for use and completely operational at the time of Substantial Completion, and if not, at such time as they are.
- 5.1.4 The Date of Final Completion of a Project Unit is the date 100% of the Work, noted in or reasonably inferable from the Project Unit's Contract Documents, including but not limited to, all Punch List work, all record and closeout documents and training/start up activities are completed.
- 5.1.5 If the Program Manager, through no fault of the Program Manager or failure of the Program Manager to fully perform under this Agreement, is delayed at any time in the progress of a Project Unit by any act or neglect of the District or the architect/engineer or other Design Consultant or by any of their employees, or by any separate contractor employed by the District, or by changes ordered in a Project Unit, or by labor disputes, fire, unusual delay in transportation, adverse weather conditions not reasonably anticipatable, unavoidable casualties or any causes beyond the Program Manager's control, or by delay authorized by the District pending litigation, the Date of Substantial Completion and/or Final Completion shall be extended for a reasonable length of time.

<p style="text-align: center;">ARTICLE 6 AGREEMENT TERM</p>

The initial term of the Agreement shall commence upon the execution of the Agreement by the parties and shall terminate on June 30, 2013. At the option of the District, the Agreement may be renewed for up to six (6) additional one (1) year periods, as long as the Program Manager contract is still viable through Mohave Educational Services Cooperative, by providing written notice to the Program Manager at least thirty (30) days prior the expiration of the initial term or subsequent renewal period.

**ARTICLE 7
PROGRAM MANAGER'S FEE**

- 7.1 In consideration of the performance of the Basic Services described in this Agreement, District agrees to pay Program Manager as compensation a Program Manager's Fee as follows:
- 7.1.1 Initial Term – The total amount payable to Program Manager for the initial term shall be as specified on Exhibit A (attached hereto) for fiscal years FY 11, FY 12 and FY 13.
- 7.1.2 Renewal Periods – Commencing on July 1, 2013 for fiscal year FY14, and thereafter through FY19, Program Manager shall be compensated for subsequent annual renewals exercised pursuant to Article 6 by the District at the compensation rates as specified in Exhibit A (attached hereto).
- 7.2 Included in Program Manager's Fee are the salaries or other compensation and benefits of Program Manager's employees; and the travel, lodging, and meal expenses of Program Manager's employees incurred in the performance of the Agreement.
- 7.3 Included in Program Manager's Fee are general operating expenses of Program Manager, including the costs of purchase or rental of any materials, supplies or equipment and the transportation, storage and maintenance thereof; and the costs of operating and maintaining any vehicles necessary to performance of the Agreement.
- 7.4 Invoices for professional services incurred will be submitted monthly as scheduled in Exhibit B (attached hereto) for the initial term. The payment schedule for subsequent renewal periods shall be by mutual agreement between the parties. Payment will be made no later than thirty (30) days from the date of invoice. Should any invoice be in dispute, only that portion of the invoice in dispute may be held in abeyance until resolved. Program Manager reserves the right to suspend or terminate services upon reasonable notice for the nonpayment of appropriate invoices.

**ARTICLE 8
INDEMNITY AND INSURANCE**

- 8.1.1 Program Manager agrees to indemnify and hold District and any of District's departments, agencies, officers, or employees harmless from all claims, damages, liabilities, and expenses (including attorneys fees) for

bodily injury and property damage (other than the work itself and other property insured under this Article) that may arise from Program Manager's operations under this Agreement.

- 8.1.2 District will cause all Contractors to agree to indemnify District and Program Manager and hold them harmless from all claims for bodily injury and property damage (other than property insured under this Article) that may arise from that Contractor's operations. Such provision will be in a form reasonably satisfactory to Program Manager.
- 8.2 Program Manager will purchase and maintain such insurance as well to protect him from the claims set forth below which may arise out of or result from Program Manager's operations under this Agreement.
 - 8.2.1 Claims under workers' compensation, disability benefit and other similar employee benefit acts which are applicable to the work to be performed.
 - 8.2.2 Claims for damages because of bodily injury, occupational sickness or disease, or death of these employees under any applicable employer's liability law.
 - 8.2.3 Claims for damages because of bodily injury, or death of any person other than his employees.
 - 8.2.4 Claims for damages insured by usual personal injury liability coverage which are sustained (1) by any person as a result of any offense directly or indirectly related to the employment of such person by Program Manager or (2) by any other person.
 - 8.2.5 Claims for damages, other than to the work itself, because of injury to or destruction of tangible property, including loss of use there from.
 - 8.2.6 Claims for damages because of bodily injury or death of any person or property damage arising out of the ownership, maintenance or use of any motor vehicle.
 - 8.2.7 Program Manager's Comprehensive General and Automobile Liability Insurance will be written for not less than limits of liability as follows:

a. Comprehensive General Liability

- 1. Bodily Injury and
Property Damage \$1,000,000 Each Occurrence
- Combined \$2,000,000 Aggregate

- 2. Personal Injury \$1,000,000 Aggregate
 - b. Comprehensive Automobile Liability
 - 1. Bodily Injury and Property Damage Combined
\$1,000,000 Each Occurrence
 - c. Workers Compensation and Employer Liability
\$500,000 Each Occurrence
- 8.2.8 Comprehensive General Liability Insurance may be arranged under a single policy for the full limits required or by a combination of underlying policies with the balance provided by an Excess or Umbrella Liability Policy.
- 8.2.9 Without limiting any liabilities or any other obligations of Program Manager, Program Manager will obtain and maintain, and at all times be able to provide proof of, professional liability insurance, including errors and omissions coverage for Program Manager's negligence, errors and omissions, if any, in its performance of this Agreement in an amount of \$1,000,000 for each occurrence.
- 8.2.10 All policies required to be maintained by Project Manager shall be in a form acceptable to the District, shall name the District as an additional insured (for general liability coverage only), and shall insure performance by Project Manager of the indemnity provisions provided above. Prior to commencing performance under this Agreement, the Project Manager shall provide the District with certificates of insurance issued by the insured party's insurer(s) as evidence of policies providing the coverages.
- 8.3.1 District will be responsible for purchasing and maintaining its own liability insurance and, at its option, may purchase and maintain such insurance as will protect it against claims that may arise from operations under this Agreement.
- 8.3.2 District will purchase and maintain property insurance covering all Project Units for the full cost of replacement as of the time of any loss. This insurance will insure against loss from the perils of Fire, Extended Coverage, and will include "All Risk" insurance for physical loss or damage including without duplication of coverage theft, vandalism, malicious mischief, transit, collapse, flood, earthquake, testing, and damages resulting from defective design, workmanship or material.

- 8.3.3 If District finds it necessary to occupy or use a portion or portions of a Project Unit prior to Substantial Completion thereof, such occupancy will not commence prior to a time mutually agreed to by the District and Program Manager and to which the insurance company or companies providing the property insurance have consented by endorsement to the policy or policies. This insurance will not be canceled or lapsed on account of such partial occupancy.

<p style="text-align: center;">ARTICLE 9 TERMINATION OF THE AGREEMENT</p>

- 9.1 This Agreement may be terminated by either party upon thirty (30) days' written notice should the other party fail substantially to perform in accordance with its terms, through no fault of the party initiating the termination. Payment will be made by District to Program Manager for that undisputed portion of its fee due, as of the date of termination.
- 9.2 This Agreement may be terminated by District upon at least thirty (30) days' written notice to Program Manager in the event that the Project is permanently abandoned or funds are withdrawn or become unavailable, with payment made to Program Manager for that portion of its fee due, as of the date of termination.
- 9.3 The Agreement will be for the convenience of the District and, as such, may be terminated without cause by the District sixty days after receipt by Program Manager of written notice by District. Program Manager will be paid all fees earned through the date of termination of the Agreement.
- 9.4 In the event of termination not the fault of Program Manager, Program Manager will be compensated for all fees earned to the termination date.
- 9.5 The parties hereto acknowledge the right of the District to terminate this agreement in accordance with the provisions of A.R.S. Section 38-511 in the event a person significantly involved in initiating, negotiating, securing, drafting, or creating the contract on behalf of the District, at any time while the agreement or any extension of the agreement is in effect, is an employee or agent of any other party to the contract in any capacity or a consultant to any other party of the contract with respect to the subject matter of the contract.

**ARTICLE 10
ASSIGNMENT AND GOVERNING LAW**

- 10.1 The terms and conditions of this Agreement will inure to the benefit of and be binding upon the heirs, personal representatives, successors in interest, assigns, and legal representatives of each party with respect to all provisions of this Agreement. No party will assign, sublet, transfer or convey its interests in this Agreement without the prior written consent of the other party.
- 10.2 Both parties fully represent that their signatures hereto fully bind themselves, their partners, successors, assigns, legal representatives and those other to whom the benefits of this Agreement inure, to the terms of this Agreement and that the signatories hereto have the appropriate authority by and which to bind the above.
- 10.3 This Agreement, and the rights and duties hereunder, will be interpreted in accordance with the internal laws of the State of Arizona without regard to conflicts of laws and principles.
- 10.4 Unless otherwise agreed to in writing, Program Manager will continue to provide its services during any claims and controversies, and District will continue to make payments to Program Manager in accordance with this Agreement.

**ARTICLE 11
MISCELLANEOUS PROVISIONS**

- 11.1 In the event it becomes necessary for either District or Program Manager to employ legal counsel or to bring an action at law or other proceeding to resolve a dispute or to enforce any of the terms, covenants or conditions of this Agreement, the prevailing party in any such action or proceeding will be entitled to recover from the other party its costs and expenses incurred, including reasonable attorneys' fees and fees of experts and outside consultants if retained or used in connection with the resolution of the dispute, costs of exhibit preparation, and court costs.
- 11.2 It is recognized and agreed by the parties hereto that all services provided by Program Manager under this Agreement are for the sole benefit of District and not for the benefit of any third party, and no party will be deemed a third party beneficiary of this Agreement.

- 11.3 Program Manager will, at all times, be an equal opportunity employer and will not discriminate against any employee or applicant for employment on the basis of race, religion, sex, or ethnic origin.
- 11.4 The Program Manager and all of Program Manager's employees are and shall be independent contractors. Any provisions in the Agreement that may appear to give the District the right to direct the Program Manager or Program Manager's employees, as to the details of accomplishing the work or services under this Agreement, or to exercise a measure of control over the work or services under this Agreement, means that the Program Manager and Program Manager's employees shall follow the wishes of the District as to the results of the work or services only.
- 11.5 The subject headings of this Agreement are included for purposes of convenience only and will not affect the construction or interpretation of any provisions of this Agreement.
- 11.6 District and Program Manager will exert all efforts to perform their respective responsibilities under this Agreement. However, neither party will hold the other party responsible for inability to render timely performance if such inability is a direct result of a force beyond its control, including but not limited to the following: strikes, lockouts, embargoes, failure of carriers, inability to obtain transportation facilities, acts of God or the public enemy, or other events beyond the control of the other or the other's employees and agents. In the event delays to the Project are encountered for any reason, all parties agree to undertake reasonable steps to mitigate the effect of such delays.
- 11.7 District reserves the right to request in writing the replacement of any person employed by Program Manager in connection with the Project.
- 11.8 All documents including, but not limited to, minutes, reports, drawings, tracings, estimates, field notes, investigations, analyses, and studies which are prepared in the performance of this Agreement, are to be and remain the property of District and are to be delivered to District upon District's reasonable request.

<p style="text-align: center;">ARTICLE 12 NOTICES</p>

- 12.1 All notices and other communications required or permitted by this Agreement will be in writing and will be (1) delivered in person, or (2) sent by certified first class mail, return receipt requested, postage prepaid, or (3) by commercial or United States Postal Service overnight delivery service, to

the addresses set forth below or to such other addresses as the parties may hereafter designate by written notice. All such notices or other communications will be deemed delivered immediately if delivered in person, five days after deposit in United States Postal Service first class mail if mailed, on the following business day if sent by overnight delivery service, and when received by facsimile transmission during the normal business hours of the recipient. If a copy of a notice is also given to a party's counsel or other recipient, the provisions above governing the date on which a notice is deemed to have been received by a party will mean and refer to the date on which the party, and not its counsel or other recipient to which a copy of the notice may be sent, is deemed to have received the notice.

District: WASHINGTON ELEMENTARY SCHOOL
DISTRICT
4650 W. Sweetwater Ave.
Glendale, AZ 85304

Program Manager: H2 GROUP, LLC
17470 N. Pacesetter Way
Scottsdale, AZ 85255

<p style="text-align: center;">ARTICLE 13 DISPUTE AVOIDANCE AND RESOLUTION</p>
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- 13.1 If a dispute arises out of or relates to this Agreement and if the dispute cannot be settled through negotiation, the Parties agree first to try in good faith to resolve the dispute by mediation before resorting to litigation or some other dispute resolution procedure. Mediation will be self-administered and be conducted under the CPR Mediation Procedures established by the CPR Institute for Dispute Resolution, 366 Madison Avenue, New York, New York 10017, (212) 949-6490, www.cpradr.org, unless other procedures are agreed upon by the Parties.
- 13.2 Each party agrees to bear its own fees and costs in mediation.
- 13.3 The Parties agree to encourage participation in mediation by all relevant Parties. The Parties will not be obligated to mediate if an indispensable party is unwilling to join the mediation.
- 13.4 This section does not constitute a waiver of the Parties' right to arbitrate or initiate legal action if a dispute is not resolved through good faith negotiation or mediation, or if provisional relief is required under the Arizona Rules of Civil Procedure.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement as of the day and year first written above, which has been authorized at a legally convened meeting of the District Governing Board.

DISTRICT:

BY: _____

TITLE: _____
Washington Elementary School District

PROGRAM MANAGER:

BY: _____

TITLE: _____
H2 GROUP, LLC

**WASHINGTON ESD 2010 BOND PROGRAM
PM SERVICES FEE SCHEDULE**

FISCAL YEAR	PM TOTAL FEE
FY 11	158,702
FY 12	212,646
FY13	274,320
FY14	341,920
FY15	269,280
FY16	315,280
FY 17	370,480
FY 18	290,440
FY 19	115,120
TOTAL FEE - LUMP SUM	2,348,188
BOND	65,000,000
ADJACENT WAYS (IF NEEDED)	1,000,000
CAPITAL (PROJECTED)	2,700,000
TOTAL CIP	68,700,000

WASHINGTON ESD
FY 11 Fee Schedule

November 4, 2010

Outlined below is H2 Group's projected invoice schedule for services rendered for FY 11:

<i>Month/Year</i>	<i>Total Monthly Invoice</i>	<i>Cumulative Cash Flow</i>	<i>Monthly Projected Hours</i>	<i>Cumulative Projected Hours</i>
July-10				
August-10				
September-10				
October-10				
November-10				
December-10	\$ 12,383.00	\$ 12,383.00	200	290
January-11	\$ 30,253.00	\$ 43,636.00	280	570
February-11	\$ 32,153.00	\$ 74,789.00	280	850
March-11	\$ 26,543.00	\$ 101,332.00	220	1070
April-11	\$ 21,928.00	\$ 123,260.00	220	1290
May-11	\$ 17,721.00	\$ 140,981.00	190	1480
June-11	\$ 17,721.00	\$ 158,702.00	190	1670
CONTRACT AMOUNT	\$ 158,702.00	\$ 158,702.00	1580	1580

WASHINGTON ESD
FY 12 Fee Schedule

November 4, 2010

Outlined below is H2 Group's projected invoice schedule for services rendered for FY 12:

<i>Month/Year</i>	<i>Total Monthly Invoice</i>	<i>Cumulative Cash Flow</i>	<i>Monthly Projected Hours</i>	<i>Cumulative Projected Hours</i>
July-11	\$ 17,720.50	\$ 17,720.50	190	190
August-11	\$ 17,720.50	\$ 35,441.00	190	380
September-11	\$ 17,720.50	\$ 53,161.50	190	570
October-11	\$ 17,720.50	\$ 70,882.00	190	760
November-11	\$ 17,720.50	\$ 88,602.50	190	950
December-11	\$ 17,720.50	\$ 106,323.00	190	1140
January-12	\$ 17,720.50	\$ 124,043.50	190	1330
February-12	\$ 17,720.50	\$ 141,764.00	190	1520
March-12	\$ 17,720.50	\$ 159,484.50	190	1710
April-12	\$ 17,720.50	\$ 177,205.00	190	1900
May-12	\$ 17,720.50	\$ 194,925.50	190	2090
June-12	\$ 17,720.50	\$ 212,646.00	190	2280
CONTRACT AMOUNT	\$ 212,646.00	\$ 212,646.00	2280	2280

WASHINGTON ESD
FY 13 Fee Schedule

November 4, 2010

Outlined below is H2 Group's projected invoice schedule for services rendered for FY 13:

<i>Month/Year</i>	<i>Total Monthly Invoice</i>	<i>Cumulative Cash Flow</i>	<i>Monthly Projected Hours</i>	<i>Cumulative Projected Hours</i>
July-12	\$ 22,360.00	\$ 22,360.00	188	188
August-12	\$ 22,360.00	\$ 44,720.00	188	376
September-12	\$ 22,360.00	\$ 67,080.00	188	564
October-12	\$ 22,360.00	\$ 89,440.00	188	752
November-12	\$ 12,360.00	\$ 101,800.00	108	860
December-12	\$ 12,360.00	\$ 114,160.00	108	968
January-13	\$ 12,360.00	\$ 126,520.00	108	1076
February-13	\$ 12,360.00	\$ 138,880.00	108	1184
March-13	\$ 22,360.00	\$ 161,240.00	188	1372
April-13	\$ 31,560.00	\$ 192,800.00	268	1640
May-13	\$ 40,760.00	\$ 233,560.00	348	1988
June-13	\$ 40,760.00	\$ 274,320.00	348	2336
CONTRACT AMOUNT	\$ 274,320.00	\$ 274,320.00	2336	2336

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the Strategic Alliance for Volume Expenditures (SAVE) 1st Reading

INITIATED BY: Howard Kropp, Administrator of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services

PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Administrator of Purchasing

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

The Purchasing Department is recommending authorization to utilize the contracts presented for anticipated purchases in excess of the bidding threshold. No school or department can spend more than is budgeted without prior approval from the Finance Department. Schools and departments budget for goods or services without a particular vendor in mind.

Presented is a list of Intergovernmental Cooperative Purchase Agreements related to the Purchasing Department previously awarded by the Governing Board.

A.R.S. 11-952 and A.A.C. R7-2-1191 through R7-2-1195 authorizes and governs intergovernmental procurements. A school district may either, participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement of any materials, services, or construction with one or more public procurement units in accordance with an agreement entered into between the participants. By participating in a cooperative purchase, public entities that bid common items/services can obtain economy of scale pricing and best value and reduce administrative duplication of cost and effort for all participating public entities.

Copies of the contracts are available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Intergovernmental Cooperative Purchase Agreements and contract purchases with the Strategic Alliance for Volume Expenditures (SAVE).

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.G.

SAVE CONTRACT

2010-2011 proposed M&O budget capacity for Special Services is \$4,390,506.10

Contract Title:	Supplemental Special Education Services
Vendor(s):	ACCEL Blanco, Guillermo CES Cross Country Staffing Delta Group Desert Choice Transport Dynamic Education Resources Education Support Services Exceptional Educational Services Foundation for Blind Children In Speech Invision HR Kaleidoscope Kid Assist McLoughlin, Caven S. Maxim Staffing Solutions Progressive Therapy Progressus Therapy Ridge Zeller Therapy Rieger Services Sonoran Therapy Group Southwest Psychological Services Team Ed Therapy One Therapy Rehabilitation Services Therapy Time
Contract Issuer:	Contract issues through Tolleson #10-186-017-14
Estimated 2010-2011 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Special Services/M&O
2009-2010 Expenditure:	\$1,322,049.74

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: December 9, 2010 Information
 AGENDA ITEM: *Quality First Enrollment Agreement and Program Improvement Grant with First Things First
 INITIATED BY: Keri Moore, KidSpace Program Coordinator SUBMITTED BY: Dr. Steve Murosky, Director of Academic Support Programs
 PRESENTER AT GOVERNING BOARD MEETING: Dr. Steve Murosky, Director of Academic Support Programs
 GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

SUPPORTING DATA

Funding Source: Grants
 Budgeted: Yes

Through First Things First, Quality First is a new quality improvement process and rating system being implemented in Arizona for child care centers serving students from birth through five years of age. If authorized, the implementation of the rating system will also include a grant from First Things First to provide money for program improvements throughout the rating process. The grant is available annually for a maximum of three years for a maximum amount of \$26,000.

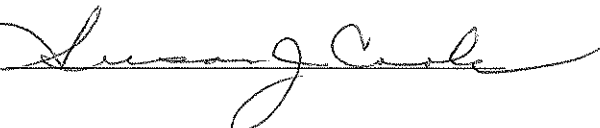
The Quality First quality improvement process and rating system is proposed to be implemented in the Chaparral KidSpace four-year-old enrichment center. This tuition-based program was started as a "pilot" program for the 2010-2011 school year. Participation in the Quality First program will enable the Chaparral KidSpace four-year-old enrichment center and staff to receive individualized coaching, program assessment, program improvement grant money, professional development scholarships, child care health consultation and a star rating.

The Agreement has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Quality First Enrollment Agreement and Program Improvement Grant with First Things First and authorize the Superintendent to execute all necessary documents.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.H.



Quality First Enrollment Agreement
Participant Responsibilities

Provider Name: WESD Chaparral	Coaching Agency: Southwest Human Development
	Quality First Coach: Felicia Vincent

This Quality First Enrollment Agreement is made between the provider named above (herein referred to as Participant) and First Things First on this _____ day of _____, 20____.

Responsibilities of Participant:

1. Maintain compliance with relevant licensing, certification rules and regulations. I will notify my Quality First coach of new enforcement actions, changes in my regulatory status and suspension or revocation of certifications.
2. Maintain participation in Quality First for a minimum of one year up to a maximum of three years.
3. Participate in all evaluation activities, which may include but are not limited to: sharing program records, providing access during the required two monthly site visits, meeting with assessors during indicated timeframes, participating in environmental observations for program assessment, tracking information, and obtaining voluntary parental consent for data collection.
4. Inform staff, parents and others about participation in Quality First including components of assessment, coaching, financial incentives, child care health consultation, T.E.A.C.H. Early Childhood ® Arizona scholarships, and star rating.
5. Follow Quality First policy and procedures as outlined in the Quality First Implementation Guide.
6. Willingly partner and meet regularly with my coach to create Quality Improvement Plans that are responsive to the assessment results and identified needs of the program.
7. Actively attempt to implement recommendations from the coach and child care health consultant (CCHC) as outlined in the Quality Improvement Plan.
8. Agree to attend a T.E.A.C.H. Early Childhood ® Arizona scholarships orientation within 60 days of the initial Quality First orientation and follow T.E.A.C.H. guidelines for sponsorship of the selected applicant(s).
9. Participate in all assessment and rating activities throughout the three year improvement cycle. This includes, but is not limited to, participating in an initial, progress and rating assessment and receiving a public Star Rating.
10. Provide staff with opportunities to meet with the coach, CCHC, support service providers and/or attend training opportunities as appropriate.
11. Utilize financial grants and awards according to Quality First guidelines.

--

Quality First Enrollment Agreement
Statements of Understanding

Provider Name:	Coaching Agency:
	Quality First Coach:

Quality Improvement Planning

1. I understand that full participation in Quality First consist of a three year improvement cycle which includes the following components: individualized coaching, program assessment, financial incentives, professional development scholarships, child care health consultation and star rating.
2. I understand that quality improvement goal setting is a continuous process and a shared responsibility between my program, the Quality First coach and the child care health consultant.
3. I understand that the quality improvement plan is developed in partnership with my Quality First coach and is composed of prioritized needs based on reports and observations my program, the Quality First coach and the assessment data from the Environmental Rating Scales and CLASS assessment tool as applicable. I understand that my quality improvement plan must include a **minimum of 3 goals** within each improvement cycle.
4. I understand that the amount of program improvement grants are determined by the licensed capacity of children served birth through age five (not in kindergarten).
5. I understand that all program improvement grants requested must be linked to a priority goal identified in the quality improvement plan that demonstrates how the goal will lead to improved scores on the next assessment. I also understand that these funds cannot be used for operational items such as utilities, licensing, salaries and/or other state fees, etc.
6. I understand that I am able to access the full amount of the annual program improvement grant during each annual improvement cycle after the program assessment is completed and the quality improvement plan is finalized. I may access up to 25% of the full amount of the current cycle's program improvement grant prior to the assessment being completed to address critical health and safety concerns.

Program Assessment and Quality First Rating

1. I understand that assessments are used to recognize my program's strengths as well as identify opportunities for improvement. I understand that all classrooms must be accessible to the Quality First assessor during an assessment visit.
2. I understand that rating is a component of Quality First and by participating in Quality First activities; I am agreeing to receive an initial rating after two years of quality improvement support. I understand that I will have an opportunity to improve my initial rating at the end of the three year improvement cycle.

--

Quality First Enrollment Agreement
Statements of Understanding
(cont.)

Provider Name:	Coaching Agency:
	Quality First Coach:

3. I understand that there are three phases of the assessment process including the initial, progress and rating assessment.
4. I understand that the **initial assessment** visit is scheduled upon enrollment and used to provide base-line information and direction for goal planning and improvement activities.
5. I understand that the **progress assessment** is completed at the end of my first year improvement cycle and will be used to identify areas of improvement and prioritize goals for the second year improvement cycle. The assessor will contact me to identify a three week window in which my progress assessment visit may occur. The actual date of my progress assessment visit will be unannounced.
6. I understand that the **rating assessment** is completed at the end of the second year improvement cycle and will be used to determine my initial Quality First rating. The assessor will contact me to identify a three week window in which my rating assessment visit may occur. The actual date of my rating assessment visit will be unannounced.
7. I understand that the **rating assessment** will also include a review of program documentation that is required for the Quality First Points Scale document.
8. I understand that as part of the rating process, I will be required to submit a portfolio of existing forms and policy documents as evidence of specific quality indicators such as staff qualifications, administrative practices, curriculum and assessment, and family and community involvement.
9. I understand that assessment scores and information will remain confidential but that ratings will be available to the public.
10. I understand that Quality First is a multi year commitment and if I terminate my enrollment with Quality First prior to receiving a star rating, my program will be designated as a **Non-Rated program**.

Program Closures

I understand that in the event of my program closing, First Things First requests that all materials and equipment purchased with program improvement grants be returned for redistribution to other Quality First enrolled programs in my regional area. I further understand that I will work with my Quality First coach on developing a plan and timeline for the redistribution of materials.

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Quality First Enrollment Agreement
Acknowledgment & Signatures

Provider Name:	Coaching Agency:
	Quality First Coach:

☐ **I accept enrollment in Quality First.** By signing this document, I agree to all the responsibilities specified herein. I have read and understand all of the statements of understanding. I recognize that Quality First is a new Quality Improvement and Rating System being implemented in Arizona; therefore, additional responsibilities may be determined necessary for successful implementation. In such instances, amendments to this document may be developed as needed.

I understand that if at any time during this process, I am deemed ineligible to receive authorization to care for children of DES subsidized families or if my regulatory license is suspended and/or in enforcement action, my participation in Quality First will be terminated pending further determination by First Things First. I understand that my enrollment in Quality First may determine my eligibility for other First Things First programs. I further understand that discontinuing enrollment in Quality First may make my program ineligible for other funding opportunities or services provided through FTF.

☐ **I decline enrollment in Quality First.** I am unable to fulfill the required responsibilities of an enrolled participant. I understand that declining enrollment in Quality First may make my program ineligible for other funding opportunities or services provided through First Things First in my regional area. I further understand that should I be interested in future enrollment, I am able to submit a new Quality First application for future selection consideration.

Participant Signature (Owner, and/or District Manager)	Print Name	Date
Participant Signature (Director)	Print Name	Date
Quality First Coach Signature	Print Name	Date
Quality First Coordinator Signature	Print Name	Date

QUALITY FIRST FINANCIAL INCENTIVES

Enrolled participants in Quality First will receive financial incentives to help support quality improvement efforts. Financial incentives awarded must be linked to the quality improvement plan which is developed by the Quality First coach and provider. Documentation of how the incentives are spent and materials purchased to attain quality improvement goals is required. There are three types of financial incentives:

Enrollment Incentive

The enrollment incentive is awarded when the participant completes the Quality First orientation and signs the Enrollment Agreement. The enrollment incentive is available one time only.

Maximum Funding Amounts

Child Care Centers \$500 Child Care Homes \$250

Program Improvement Grants

Program improvement grants are provided to help cover costs associated with improving quality. A program improvement grant is available annually for a maximum of three years.

Maximum Funding Amounts

Small Centers	\$ 7,500	Licensed Capacity up to 50 Children for ages five and under
Medium Centers	\$10,000	Licensed Capacity of 51-150 Children for ages five and under
Large Centers	\$15,000	Licensed Capacity over 150 Children for ages five and under
Child Care Homes	\$3,500	(Maximum)

Quality Improvement Award

The quality improvement award is designed to recognize the achievement of major milestones throughout the Quality Improvement Plan. The quality improvement award is available annually for a maximum of three years.

Maximum Funding Amounts

- Child Care Centers.....\$1,000
- Child Care Homes.....\$500

PROGRAM IMPROVEMENT GRANTS: EXAMPLES OF MATERIALS FOR PURCHASE

Training

- Professional development opportunities (Training registration, Accreditation fees)
- On-site staff professional development
- CPR/First Aid Training

Classroom and Curriculum Materials

- Assessment materials and training (provided materials align with Arizona Department of Education approved materials)
- Child and program portfolio materials
- Books and tapes
- Curricular guides including books and training
- Learning center materials (Example: aquarium, fish, microscopes for a science center)
- Dramatic play materials (dress up clothes, realistic props, and various role playing materials)
- Manipulatives, blocks, puzzles, Musical instruments, CD player
- Multicultural materials
- Art easels, pottery wheel, weaving loom, displays
- Outside toys (tricycle, sand and water table, blocks)
- Movement supplies and games

Equipment and Supplies

- Computers, printers, developmentally appropriate software for children or administrative software to enhance program effectiveness
- Digital camera(s), photo printer, and other materials for children to create photo books and documents
- Furniture (i.e., shelves, tables, cozy chairs)
- Storage sheds, woodworking and gardening equipment
- Cribs, cots, mats, high chairs, rockers
- Playground enhancements (shade coverings, playground equipment, fencing, water fountain)
- Diapering facilities (changing table, sink, storage, hands free garbage cans)
- Commercial grade kitchen and food preparation equipment
- Repair or maintenance of existing equipment

Early Literacy Materials

- Materials for pre-writing activities
- Materials to create print rich environments
- Age appropriate children's fiction and nonfiction books
- Theme libraries and curriculum kits
- Language development materials (felt board stories/props, tape recorders for dictation and storytelling, puppets, etc)

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Teacher Evaluation System Verification – Statement of Assurance 1st Reading
INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: A.R.S. § 15-952.A.3

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Each year the District must submit evidence to the State Board of Education that the evaluation system originally approved by the State Board of Education continues to meet all requirements set forth in A.R.S. § 15-537.

The attached Statement of Assurance form will be used as the basis for submitting an aggregated list of participating districts to the State Board of Education at its regularly scheduled meeting in February 2011. Districts will be notified after March 1, 2011 of the State Board of Education's decision. The State Board of Education's approval will signify that participating districts may continue the 1.25% budget level initially approved by the State Legislature.

SUMMARY AND RECOMMENDATION

It is recommended the Governing Board approve the Teacher Evaluation System Verification – Statement of Assurance.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.I.



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

STATEMENT OF ASSURANCE

TEACHER EVALUATION SYSTEM STATUS – (FY 2011-2012)

A.R.S. §15-952.A & A.R.S. §15-537

SCHOOL DISTRICT: Washington Elementary School District

Directions: Each statement below needs to be checked and the statement signed by the district Governing Board President or designee. Statements must be returned to the Arizona Department of Education by February 1, 2011.

X The district system is in compliance with A.R.S. §15-537.

X Monies have, or will be expended solely for teacher compensation as specified in A.R.S. §15-952, Paragraph C.

PRINT: _____
(Governing Board President or designee)

SIGNATURE: _____ **DATE:** _____

Please mail the signed copy to:

Beth Driscoll
Arizona Department of Education
1535 W. Jefferson St., Bin #45
Phoenix, AZ 85007
Fax 602-542-1141

Also, upload into the ALEAT Filing Cabinet

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Second Reading and Adoption of Proposed Amended Board Policy JK - Student Discipline
INITIATED BY: D. Rex Shumway, Legal Counsel SUBMITTED BY: D. Rex Shumway, Legal Counsel
PRESENTER AT GOVERNING BOARD MEETING: D. Rex Shumway, Legal Counsel
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BGF

SUPPORTING DATA

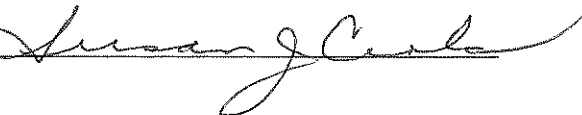
Funding Source: N/A
Budgeted: N/A

On November 18, 2010, the Governing Board voted to approve the First Reading of proposed amended Policy JK – Student Discipline. The Board requested that additional revisions be made. The Policy is now ready for final adoption.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Second Reading and Adoption of Proposed Amended Board Policy JK – Student Discipline.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.J.

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 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 students shall not be based on race, color, religion, ~~sex~~ gender, national origin or ancestry. A substantial or deliberate failure to comply with the prohibitions against race, color, religion, ~~sex~~ gender, national origin or ancestry may subject the District to the loss of funds imposed by A.R.S. 15-843.

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:

- Rules established for the referral of students.
- 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.

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.

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.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 13-403 *et seq.*
 13-2911
 15-341
 15-342
 15-841
 15-842
 15-843
 15-844

CROSS REF.: JIC – Student Conduct
 JKA – Corporal Punishment
 JKD – Student Suspension
 JKE – Expulsion of Students

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 9, 2010 Information
AGENDA ITEM: *Second Reading and Adoption of Proposed Amended Board Policy JL – Student Wellness 2nd Reading
INITIATED BY: Janet Sullivan, Assistant Superintendent for Academic Services
SUBMITTED BY: D. Rex Shumway, Legal Counsel
PRESENTER AT GOVERNING BOARD MEETING: Janet Sullivan, Assistant Superintendent for Academic Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BGF and A.R.S. §15-108

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A


On November 18, 2010, the Governing Board voted to approve the First Reading of proposed amended Policy JL – Student Wellness. The Board requested that additional revisions be made. The Policy is now ready for final adoption.

Attached is Regulation JL – Student Wellness, previously reviewed by the Board, that is being implemented pursuant to the authority of the Superintendent.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Second Reading and Adoption of Proposed Amended Board Policy JL – Student Wellness.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.K.

STUDENT WELLNESS

The Governing Board strives to make a significant contribution to the general well being, mental and physical capacity and learning ability of each student while affording them the opportunity to fully participate in the educational process.

The Board is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Healthy eating is demonstrably linked to reduced risk for mortality and reduction in the development of many chronic diseases as adults.

To ensure the health and well being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

- *Nutrition Guidelines:* All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.
- *Nutrition Education:* The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.
- *Physical Activity:* The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short and long-term benefits of a physically active and healthful lifestyle.
- *Other School-Based Activities:* The goal is to create a total school environment that is conducive to healthy eating and physical activity.

- *Evaluation:* A primary goal will be to regularly evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness; and
- *Parent, Community and Staff Involvement:* A primary goal will be to engage family members, students, representatives of food services, the Governing Board, school administrators, and the public in development and regular review of this school policy.

The Superintendent shall develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, and fund-raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation. Regulations and exhibits created for the purpose of implementing this policy shall be considered, in effect, to be an extension of this policy subject to Governing Board review.

Adopted: June 14, 2006

LEGAL REF.: A.R.S. 15-108
15-242

~~The National School Lunch Act (42 U.S.C. 1751 *et seq.*)
and the Child Nutrition Act (42 U.S.C. 1771 *et seq.*), as
amended.~~

42 U.S.C. 1751 *et seq.* (National School Lunch Act)
42 U.S.C. 1771 *et seq.* (child Nutrition Act)

CROSS REF.: ABAA – Parental Involvement
ABA – Community Involvement in Education
BBA – Board Powers and Responsibilities
EF – Food Services
EFE – Competitive Food Sales/Vending Machines
IA – Instructional Goals and Objectives

REGULATION**REGULATION****STUDENT WELLNESS****Physical Activity Goals**

The primary goal for the District's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.

A comprehensive physical activity program encompasses a variety of opportunities for students to be physically active, including physical education, recess, walk-to-school programs, after-school physical activity programs, health education that includes physical activity as a main component, and physical activity breaks within regular classrooms.

Physical activity (time, frequency, and/or intensity): Schools will ensure that students are moderately to vigorously active at least fifty percent (50%) of the time while participating in physical education classes.

Physical activity outside of physical education: Schools may offer after-school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically involved or those with special health care needs.

Recess and classroom activity breaks to promote physical activity: Grades kindergarten (K) through eight (8) will have recess, classroom activity breaks or physical education classes daily. Recess and classroom activities may include structured recess zones, recess before lunch programs and classroom movement activities.

Walking or biking to school to promote physical activity: The District shall annually review safe routes for students who walk or bike to school.

Prohibition of use of punishment: The District will discourage the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes.

After-school programs: The District shall encourage after-school programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

REGULATION**REGULATION**

Community use: The District shall encourage community access to, and student and community use of, the school's physical activity facilities outside the normal school day.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
X Discussion
Information
1st Reading

FROM: Dr. Susan J. Cook, Superintendent

DATE: December 9, 2010

AGENDA ITEM: 2010-2011 Revised Expenditure Budget (Revision #1)

INITIATED BY: David Velazquez, Director of Finance SUBMITTED BY: Cathy Thompson, Director of Business Services

PRESENTER AT GOVERNING BOARD MEETING: Cathy Thompson, Director of Business Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: ARS 15-905

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

Arizona Revised Statutes (ARS 15-905) requires each district Governing Board to revise its current year budget by December 15 if the adopted expenditure budget exceeds the General Budget Limit by more than one percent (1%) or \$100,000.00, whichever is less.

The expenditure budget has been revised to the appropriate limits based on the Arizona Department of Education (ADE) Expenditure Budget Report for Fiscal Year 2011 (SAIS BUDG25), which is a budget analysis that identifies any differences between the ADE calculated budget and the District's adopted budget amounts.

Revisions to the adopted expenditure budget include adjustments to budget balance carry forward - reflective of the final 2009-2010 annual financial report, adjustments to the final student count for last school year, adjustments to the transportation revenue control limit and adjustments based on growth in the prior year.

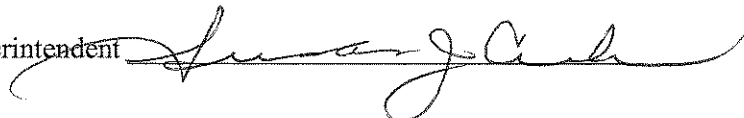
The SAIS BUDG25 report also includes additional budget capacity for Unrestricted Capital and Soft Capital based on some growth calculations and budget balance carry forward.

A copy of the revised budget is included for review.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the 2010-2011 Revised Expenditure Budget (Revision #1).

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.A.

2010-2011
BUDGET REVISION OVERVIEW
July 2010 vs December 2010

Description of Changes to M&O Budget	As Adopted July 2010	As Revised December	Increase / (Decrease)
Change in Revenue Control Limit (M&O - due to final ADE aggregation of student data for 2010, increase in route miles on final 2010 transportation route report)	\$100,680,620	\$100,602,962	(\$77,658)
Increase in 2010 Budget Balance Carryover (Encumbrances in June 2009 that weren't received and paid by year end)	\$4,289,508	\$4,292,677	\$3,169
Change in CORL (M&O)	\$3,910,444	\$3,911,057	\$613
Decrease in M&O Override (original budget included estimate - current includes actual)	\$10,580,184	\$10,631,523	\$51,339
Decrease in K-3 Override (original budget included estimate - current includes actual)	\$5,290,092	\$5,315,762	\$25,670
		Total Adjustments	\$3,133

Description of Changes to Capital Budgets	As Adopted July 2010	As Revised December	Increase / (Decrease)
Unrestricted Capital - This amount has increased due to a larger budget balance carryover from FY2010 than estimated (planned project expense from 2010 will be realized in 2011).	\$4,974,077	\$5,769,316	\$795,239
Increase in Soft Capital - Due to an adjustment by ADE to lower the FY2010 soft capital reduction, resulting in more budget balance carryover than estimated.	\$2,491,220	\$2,598,581	\$107,361



FY 2011
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 2011 was

Proposed	June 24, 2010
Adopted	July 8, 2010
Revised	December 9, 2010
	Date

President	
Vice President	
Member	
Member	
Member	

SIGNED _____

SIGNED _____

The budget file(s) for FY 2011 sent to the Arizona Department of Education, via the internet, on _____ contain(s) the data for the budget described above.

Date

Superintendent Signature _____

Business Manager Signature _____

District Contact Employee: _____

David Velazquez

Telephone: _____

602-347-3506

E-mail: david.velazquez@wcdschools.org

REVENUES AND PROPERTY TAXATION (This section is not applicable to budget revisions)

1. Total Budgeted Revenues for Fiscal Year 2010	176,837,740
2. Estimated Revenues by Source for Fiscal Year 2011 (excluding property taxes)	
Local	1000 \$ 5,770,762
Intermediate	2000 \$ 7,191,241
State	3000 \$ 60,961,874
Federal	4000 \$ 44,600,711
TOTAL	\$ 118,524,588

3. District Tax Rates for Current and Budget Fiscal Years (A.R.S. §15-903.D.4)

Primary Tax Rate:	Current FY 2010	Est. Budget FY 2011
Secondary Tax Rates:	1.6568	1.8338

M&O Override	0.4892
Special K-3 Program Override	0.1614
Special Program Override	0.0000
Capital Override	0.0000
Class A Bonds	0.6444
Class B Bonds	0.1257
JTED	0.0000
Total Secondary Tax Rate	1.4207

A. TOTAL AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

1. General Budget Limit (from Budget, page 7, line 10)	\$ 131,244,409
2. Unrestricted Capital Budget Limit (from Budget, page 8, line A.12)	\$ 5,769,315
3. Soft Capital Allocation Limit (from Budget, page 8, line B.12)	\$ 2,598,581
4. Subtotal (line A.1 + A.2 + A.3)	\$ 139,612,305
5. Federal Projects (from Budget, page 6, line 18)	\$ 33,121,177
6. Title VIII Impact Aid (from Budget, page 6, Federal Projects, line 16)	\$ 0
7. Total Aggregate School District Budget Limit (line A.4 + A.5 - A.6)	\$ 172,733,482

B. BUDGETED EXPENDITURES

1. Maintenance and Operation (from Budget, page 1, line 31)	\$ 131,244,409
2. Unrestricted Capital Outlay (from Budget, page 4, line 10)	\$ 5,769,316
3. Soft Capital Allocation (from Budget, page 4, line 19)	\$ 2,598,581
4. Total Budget Subject to Budget Limits (line B.1 + B.2 + B.3)	\$ 139,612,306

(This line cannot exceed line A.4.)

Expenditures		No. of Personnel		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Debt Service and Miscellaneous 6800	Totals		% Increase/ Decrease
		Current FY	Budget FY						Current FY 2010	Budget FY 2011	
100 Regular Education											
1000 Classroom Instruction	1.	944.49	862.81	35,831,990	11,496,795	19,115	694,336	0	50,523,998	48,042,236	-4.9%
2000 Support Services											
2100 Students	2.	57.75	56.50	2,049,227	665,708	3,150	13,429	0	2,777,362	2,731,514	-1.7%
2200 Instructional Staff	3.	38.86	57.61	2,103,022	686,369	26,768	26,223	8	3,040,170	2,842,302	-6.5%
2300 General Administration	4.	15.80	15.49	811,999	195,580	346,119	17,610	13,791	1,445,681	1,385,009	-4.2%
2400 School Administration	5.	135.63	132.30	3,651,002	1,701,179	38,083	23,326	2,671	7,595,695	7,416,261	-2.4%
2500 Central Services	6.	34.73	39.25	2,671,043	781,564	698,760	101,600	10,230	4,306,057	4,263,197	-1.0%
2600 Operation & Maintenance of Plant	7.	223.69	220.58	5,892,208	2,045,231	4,808,696	6,145,603	11,600	18,332,445	18,903,138	3.1%
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	9.	8.70	8.70	203,691	81,325	0	0	0	282,611	285,216	0.9%
5000 Debt Service (1)	10.	0.00	0.00	0	0	0	0	43,000	25,000	45,000	80.0%
610 School-Sponsored Co-curricular Activities	11.	0.00	0.00	0	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	12.	0.00	0.00	161,781	29,933	0	171	0	173,561	191,885	10.6%
630 700, 800, 900 Other Programs	13.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Regular Education Subtotal (lines 1-13)	14.	1,499.67	1,413.44	55,376,063	17,683,884	5,940,691	7,022,300	83,300	88,502,580	86,106,238	-2.7%
200 Special Education											
1000 Classroom Instruction	15.	310.92	315.74	10,181,855	3,594,670	3,778,289	94,687	0	16,854,800	17,649,501	4.7%
2000 Support Services											
2100 Students	16.	100.56	111.61	5,020,829	1,397,407	1,390,967	32,497	900	9,059,934	7,842,600	-13.4%
2200 Instructional Staff	17.	3.35	2.50	199,206	51,994	47,282	10,528	2,150	496,066	311,160	-37.3%
2300 General Administration	18.	0.00	0.00	0	0	0	0	0	0	0	0.0%
2400 School Administration	19.	0.00	0.00	0	0	0	0	0	0	0	0.0%
2500 Central Services	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%
2600 Operation & Maintenance of Plant	21.	0.00	0.00	1,900	352	1,000	0	0	24,221	0	-100.0%
2900 Other	22.	0.00	0.00	0	0	0	0	0	5,361	3,232	-39.3%
3000 Operation of Noninstructional Services	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Subtotal (lines 15-23)	24.	414.83	429.85	15,403,790	5,044,423	5,217,538	137,712	3,050	26,440,322	25,806,513	-2.4%
300 Special Education Disability, ESEA, Title VIII											
(from Supplement, page 1, line 10)	25.	0.00	0.00	0	0	0	0	0	0	0	0.0%
400 Pupil Transportation											
2700 Student Transportation	26.	188.00	176.37	4,155,244	1,874,013	753,959	904,850	3,500	8,296,091	7,691,566	-7.3%
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	27.	125.15	115.52	4,800,714	1,498,719	21,845	28,522	200	6,350,000	6,350,000	0.0%
520 Special K-3 Program Override											
(from Supplement, page 1, line 20)	28.	69.50	98.65	4,038,706	1,251,386	0	0	0	3,584,549	5,290,092	47.6%
530 Dropout Prevention Programs	29.	0.00	0.00	0	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center (from Supplement, page 1, line 30)	30.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Total Expenditures (lines 14, and 24-30)	31.	2,297.15	2,233.83	83,774,517	27,352,425	11,934,033	8,093,384	90,050	133,173,542	131,244,409	-1.4%

(1) Function code 5000, object code 6820-Judgments Against the District should be used to budget for excessive property tax valuation judgments to be paid in FY 2011. This amount should also be included on page 7, line 8(1).

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Only)

(A.R.S. §15-761)

	Program 200	Current FY	Total	Program 200	Budget FY	Total
1. Autism	1,938,987	1,938,987	2,122,765	2,122,765	2,122,765	1.
2. Emotional Disability	1,464,758	1,464,758	1,740,996	1,740,996	1,740,996	2.
3. Hearing Impairment	543,204	543,204	507,694	507,694	507,694	3.
4. Other Health Impairments	1,400,182	1,400,182	1,372,563	1,372,563	1,372,563	4.
5. Specific Learning Disability	5,708,214	5,708,214	5,605,112	5,605,112	5,605,112	5.
6. Mild, Moderate or Severe Mental Retard.	1,753,947	1,753,947	1,959,921	1,959,921	1,959,921	6.
7. Multiple Disabilities with S.S.I. *	368,282	368,282	378,821	378,821	378,821	7.
8. Multiple Disabilities	198,353	198,353	175,329	175,329	175,329	8.
9. Orthopedic Impairment	832,172	832,172	903,015	903,015	903,015	9.
10. Developmental Delay	1,546,454	1,546,454	1,681,465	1,681,465	1,681,465	10.
11. Preschool Severe Delay	734,996	734,996	524,432	524,432	524,432	11.
12. Speech/Language Impairment	7,973,656	7,973,656	6,593,774	6,593,774	6,593,774	12.
13. Traumatic Brain Injury	75,258	75,258	44,562	44,562	44,562	13.
14. Visual Impairment	457,112	457,112	465,014	465,014	465,014	14.
15. Subtotal (lines 1 through 14)	24,995,575	24,995,575	24,075,573	24,075,573	24,075,573	15.
16. Gifted Education	1,230,557	1,230,557	1,302,992	1,302,992	1,302,992	16.
17. Remedial Education	197,761	197,761	428,148	428,148	428,148	17.
18. ELL Incremental Costs	16,429	16,429	0	0	0	18.
19. ELL Compensatory Instruction	0	0	0	0	0	19.
20. Vocational and Technological Education	0	0	0	0	0	20.
21. Career Education	0	0	0	0	0	21.
22. Total (lines 15 through 21. Must equal total of lines 24 & 25, page 1) (1)	26,440,322	26,440,322	25,806,513	25,806,513	25,806,513	22.

* Severe Sensory Impairment

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 12
Staff-Pupil 1 to 10

Estimated FTE Certified Employees

(A.R.S. §§15-903.E.2)

Current FY	Budget FY
1,369.95	1,486.20

M&O DETAIL BY OBJECT CODE

	* 200	Utilities 6411, 6421, 6531, 6621-25	Tuition Out Debt Svc. 6565	Audit Services 6350
1. Regular Education	200	7,956,350		50,400
2. Special Education	300	1,000		
3. Spec. Ed. Dis. ESEA, Title VIII	400			
4. Pupil Transportation	510	32,000		
5. Desegregation	520			
6. Special K-3 Program Override	530			
7. Dropout Prevention Programs	540			
8. Joint Career & Tech. Ed. & Voc. Ed.				
9. Subtotal (lines 1-8)		7,969,350	0	50,400
10. School Plant Lease over 1 yr.	Fund 500			
11. School Plant Lease 1 yr. or less	Fund 505			
12. Total (lines 9-11)		7,969,350	0	50,400

* Include program codes 100, 610, 620, 630, 700, 800, and 900. (M&O Fund only)

FY 2011 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.

Average Daily Membership

A. FY 2010 Average Daily Membership: Resident	21,654,946	Attending	21,646,069
B. FY 2009 Average Daily Membership: Resident	21,958,309	Attending	21,938,630

Expenditures Budgeted in the M&O Fund for Food Service

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

\$ 285,216

Estimated Transportation Revenues for FY 2011

Enter the estimated transportation revenues (object code 1400) to be received

\$ 26,000

(1) Program 200 Budget FY column total (line 22) should agree to page 1, line 24. Total Current FY and Budget FY expenditures by program type totals (line 22) must agree with the total for Programs 200 and 300 expenditures on page 1, lines 24 and 25.

Expenditures	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 (1)	Supplies 6600	Other Interest 6800 (2)	Current FY 2010	Budget FY 2011	% Increase/ Decrease
Classroom Site Fund 011 - Base Salary								
1000 Classroom Instruction	1,031,500	170,098				1,463,172	1,210,498	-17.2%
2100 Support Services - Students	28,022	2,329				30,867	34,411	13.0%
2200 Support Services - Instructional Staff	22,645	4,138				41,854	26,435	-46.2%
Program 100 Subtotal (lines 1-3)	1,082,171	176,557				1,535,114	1,271,344	-17.3%
2000 Special Education								
1000 Classroom Instruction	206,784	43,904				322,365	280,488	-13.0%
2100 Support Services - Students	30,532	14,908				152,655	95,410	-37.5%
2200 Support Services - Instructional Staff	2,441	449				3,336	3,110	-1.5%
Program 200 Subtotal (lines 4-7)	319,657	59,191				478,356	379,008	-20.8%
Other Programs (Specify)								
1000 Classroom 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 8-11)	0	0				0	0	0.0%
Total Expenditures (lines 1, 8, and 12)	1,391,134	235,748				2,013,470	1,650,352	-18.1%
Classroom Site Fund 012 - Performance Pay								
1000 Classroom Instruction								
2100 Support Services - Students	1,723,680	220,720				2,031,947	2,054,400	21.0%
2200 Support Services - Instructional Staff	162,340	18,913				23,852	151,233	-18.1%
Program 100 Subtotal (lines 14-16)	34,197	6,125				13,716	40,533	46.3%
2000 Special Education	1,870,217	345,979				2,186,433	2,215,166	21.0%
1000 Classroom Instruction	469,545	74,704				506,719	485,507	-4.2%
2100 Support Services - Students	314,548	21,117				135,276	135,395	0.1%
2200 Support Services - Instructional Staff	3,619	560				3,303	3,599	3.3%
Program 200 Subtotal (lines 18-20)	536,232	97,421				645,658	624,511	-3.3%
Other Programs (Specify) 110, 114, 120						0	455,628	22.2%
1000 Classroom Instruction	386,498	71,170				0	0	0.0%
2100 Support Services - Students	1,607	137				0	1,194	0.9%
2200 Support Services - Instructional Staff	383,505	71,317				0	496,522	25.2%
Other Programs Subtotal (lines 22-24)	2,793,543	514,757				3,451,773	3,297,249	-4.5%
Total Expenditures (lines 1, 21, and 25)								
Classroom Site Fund 013 - Other								
100 Regular Education								
1000 Classroom Instruction	2,341,676	377,708				2,921,812	2,419,378	-17.5%
2100 Support Services - Students	57,347	10,609				60,308	67,256	12.7%
2200 Support Services - Instructional Staff	42,217	8,369				89,907	53,616	-40.1%
Program 100 Subtotal (lines 27-29)	2,144,240	396,686				3,093,027	2,546,250	-17.6%
200 Special Education								
1000 Classroom Instruction	473,110	87,525				646,155	560,653	-13.2%
2100 Support Services - Students	160,068	25,761				305,866	190,671	-37.7%
2200 Support Services - Instructional Staff	5,377	976				7,088	6,233	-1.8%
Program 200 Subtotal (lines 31-33)	639,555	114,262				959,109	757,561	-21.0%
500 Dropout Prevention Programs								
1000 Classroom Instruction						0	0	0.0%
Other Programs (Specify)								
1000 Classroom 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 36-37)	0	0				0	0	0.0%
Total Expenditures (lines 30, 34, 38, and 39)	2,783,537	514,954				4,042,256	3,298,511	-18.4%
Total Classroom Site Funds (lines 13, 26 and 39)	6,599,331	1,287,439				9,510,695	8,246,671	-13.3%

(1) For FY 2011, the district has budgeted \$ _____ in Fund 010, object code 6500 for Classroom Site Fund pass-through payments to district-sponsored charter schools. This amount is not included in the amounts reported for Fund 013.

(2) Include amounts budgeted for registered warrant expenses in Funds 011, 012, and 013 on lines 13, 26, and 39, respectively.

FUNDS 610 AND 625

UNRESTRICTED CAPITAL OUTLAY AND SOFT CAPITAL ALLOCATION FUNDS

Expenditures	Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6830	Interest (4) 6840, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
							Current FY 2010	Budget FY 2011	
Unrestricted Capital Outlay Override (1)									
1000 Instruction							0	0	0.0%
Unrestricted Capital Outlay Fund 610									
2000 Support Services		614,000	2,721,062				1,800,514	3,335,062	85.2%
2100, 2200, Students and Instructional Staff			5,611				2,496	5,611	124.8%
2300, 2400, 2500, 2900 Administration			241,709				1,826,238	241,709	-86.8%
2600 Operation & Maintenance of Plant			148,112			20,000	645,057	168,112	-73.9%
2700 Student Transportation			437,914				681,472	437,914	-35.7%
3000 Operation of Noninstructional Services (5)							0	0	0.0%
4000 Facilities Acquisition and Construction							2,857,952	1,320,083	-53.8%
5000 Debt Service							254,018	260,825	2.7%
Total Unrestricted Capital Outlay Fund (lines 2-9)	0	614,000	3,554,408	227,400	33,425	1,340,083	8,067,747	5,769,316	-28.5%
Soft Capital Allocation Fund 625									
1000 Instruction		2,044,310	104,442				1,929,592	2,148,752	11.4%
2000 Support Services									
2100, 2200, Students and Instructional Staff		16,350	1,787				13,501	8,137	-39.7%
2300, 2400, 2500, 2900 Administration							200	0	-100.0%
2600 Operation & Maintenance of Plant							0	0	0.0%
2700 Student Transportation							0	0	0.0%
3000 Operation of Noninstructional Services (5)							0	0	0.0%
4000 Facilities Acquisition and Construction							0	0	0.0%
5000 Debt Service							441,840	441,692	0.0%
Total Soft Capital Allocation Fund (lines 11-18)	0	2,050,660	106,229	365,412	76,280	0	2,385,133	2,598,581	8.9%

(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.

(2) Detail by object code:

	Unrestricted Capital Outlay	Soft Capital Allocation
6641 Library Books		\$ 6,350
6642 Textbooks	600,000	213,192
6643 Instructional Aids	14,000	19,011
6731 Furniture and Equipment	386,000	21,385
6734 Vehicles	130,000	0
6737 Tech Hardware & Software	316,000	5,206

(3) Includes principal on Capital Equity Fund loans of

(4) Includes interest on Capital Equity Fund loans of

, principal on capital leases of

, interest on capital leases of

\$ 592,812, and principal on bonds of

\$ 109,705, and interest on bonds of

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) and Soft Capital Allocation (SCA) Funds for Food Service

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

CINQUEMERE 070436400

(2) The budgeted expenditures for renovation and new construction are shown by fund to comply with A.R.S. §15-904 B.

SPECIAL PROJECTS

FEDERAL PROJECTS

- 1. 100-130 ESEA Title I - Helping Disadvantaged Children
- 2. 140-150 ESEA Title II - Prof. Dev. and Technology
- 3. 160 ESEA Title IV - 21st Century Schools
- 4. 170-180 ESEA Title V - Promote Informed Parent Choice
- 5. 190 ESEA Title III - Limited Eng. & Immigrant Students
- 6. 200 ESEA Title VII - Indian Education
- 7. 210 ESEA Title VI - Flexibility and Accountability
- 8. 220 IDEA Part B
- 9. 230 Johnson-O'Malley
- 10. 240 Workforce Investment Act
- 11. 250 AEA - Adult Education
- 12. 260-270 Vocational Education - Basic Grants
- 13. 280 ESEA Title X - Homeless Education
- 14. 290 Medicaid Reimbursement
- 15. 300 E-rate
- 16. 310 Impact Aid
- 17. 320-399 Other Federal Projects (Besides E-rate & Impact Aid)
- 18. Total Federal Project Funds (lines 1-17)

STATE PROJECTS

- 19. 400 Vocational Education
- 20. 410 Early Childhood Block Grant
- 21. 420 Ext. School Yr. - Pupils with Disabilities
- 22. 425 Adult Basic Education
- 23. 430 Chemical Abuse Prevention Programs
- 24. 435 Academic Contests
- 25. 445 Dropout Prevention Program (grades 4-12)
- 26. 450 Gifted Education
- 27. 455 Family Literacy Program
- 28. 460 Environmental Special Plate
- 29. 465-499 Other State Projects
- 30. Total State Project Funds (lines 19-29)
- 31. Total Special Projects (lines 18 and 30)

INSTRUCTIONAL IMPROVEMENT FUND (020)

- 1. Teacher Compensation Increases
- 2. Class Size Reduction
- 3. Dropout Prevention Programs (M&O purposes)
- 4. Instructional Improvement Programs (M&O purposes)
- 5. Total Instructional Improvement Fund (lines 1-4)

OTHER FUNDS (DO NOT Add to Aggregate)

- 1. 050 County, City, and Town Grants
- 2. 060 Full-Day Kindergarten

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	NO. OF PERSONNEL		TOTAL ALL FUNCTIONS	
	Current FY	Budget FY	Current FY	Budget FY
6000	139.38	164.12	15,841,037	15,841,037
6000	4.67	4.67	1,671,160	1,671,160
6000	2.94	3.36	2,412,447	2,412,447
6000	0.00	0.00	0	0
6000	10.18	7.81	1,333,156	1,333,156
6000	2.75	2.75	139,102	139,102
6000	0.00	0.00	0	0
6000	184.02	179.38	7,871,125	7,871,125
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	1.15	1.40	152,405	152,405
6000	16.00	14.33	2,835,745	2,835,745
6000			650,000	650,000
6000	1.50	1.25	978,388	978,388
6000	362.59	379.57	33,121,177	33,121,177
6000	0.00	0.00	0	0
6000	15.44	0.00	294,987	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.65	0.00	27,272	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	16.09	0.00	182,582	0
6000	378.68	379.57	515,169	0
			33,121,177	33,121,177

Current FY	Budget FY
0	0
0	0
788,033	775,165
0	0
788,033	775,165

Current FY	Budget FY
24,000	20,000
0	0

OTHER FUNDS (DO NOT Add to Aggregate)

- 3. 065 Full-Day Kindergarten Capital
- 4. 071 Structured English Immersion (1)
- 5. 072 Compensatory Instruction (1)
- 6. 500 School Plant (Lease over 1 year) (2)
- 7. 505 School Plant (Lease 1 year or less)
- 8. 506 School Plant (Sale)
- 9. 510 Food Service
- 10. 515 Civic Center
- 11. 520 Community School
- 12. 525 Auxiliary Operations
- 13. 526 Extracurricular Activities Fees Tax Credit
- 14. 530 Gifts and Donations
- 15. 535 Career & Tech. Ed. & Voc. Ed. Projects
- 16. 540 Fingerprint
- 17. 545 School Opening
- 18. 550 Insurance Proceeds
- 19. 555 Textbooks
- 20. 565 Litigation Recovery
- 21. 570 Indirect Costs
- 22. 575 Unemployment Insurance
- 23. 580 Teacherage
- 24. 585 Insurance Refund
- 25. 590 Grants and Gifts to Teachers
- 26. 595 Advertisement
- 27. 596 Joint Technical Education
- 28. 620 Adjunct Ways
- 29. 639 Impact Aid Revenue Bond Building
- 30. 640 School Plant - Special Construction
- 31. 650 Gifts and Donations
- 32. 660 Contamination
- 33. 665 Energy and Water Savings
- 34. 686 Emergency Deficiencies Correction
- 35. 691 Building Renovation Grant
- 36. 700 Debt Service
- 37. 720 Impact Aid Revenue Bond Debt Service
- 38. 750 Permanent
- 39. Other

INTERNAL SERVICE FUNDS 950-989

- 1. 951, 952, 953 Self-Insurance
- 2. 955 Intergovernmental Agreements (3)
- 3. 956 Other
- 4. 902, 954 Alternative Fuel, Print Service Fund

(1) From Supplement, page 3, line 10 and line 20, respectively.
(2) Indicate amount budgeted in Fund 500 for M&O purposes
(3) If other funds are used for IGAs, include activity here.

CALCULATION OF FY 2011 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
1. (a) FY 2011 Revenue Control Limit (RCL) (from Work Sheet E, line VIII, or Work Sheet F, line IV)	\$ <u>100,602,962</u>		
* (b) Plus Adjustment for Growth (1)	<u>0</u>		
* (c) Increase or (Decrease) in 03 District High School Tuition Payments (A.R.S. §15-905.J) (1)			
(d) Adjusted RCL	\$ <u>100,602,962</u>	\$ <u>100,602,962</u>	\$ <u>0</u>
2. FY 2011 Capital Outlay Revenue Limit (CORL) (A.R.S. §15-961) (from Work Sheet H, line VII.G)	\$ <u>4,888,821</u>	<u>3,911,657</u>	<u>977,764</u>
3. FY 2011 Override Authorization (A.R.S. §§15-481 and 15-482) (2)			
* (a) Maintenance and Operation (3)		<u>10,631,523</u>	
(b) Unrestricted Capital Outlay (3)			<u>0</u>
* (c) Special Program (3)(4)		<u>5,315,762</u>	<u>0</u>
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (If phase-down applies, see Work Sheets K and K2) (5) (6)		<u>0</u>	<u>0</u>
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824)			
Local			
(a) Private		<u>0</u>	<u>0</u>
(b) Other Arizona Districts		<u>0</u>	<u>0</u>
(c) Out-of-State Districts		<u>0</u>	<u>0</u>
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)		<u>93,428</u>	<u>0</u>
*6. State Assistance (A.R.S. §15-976)		<u>0</u>	<u>0</u>
*7. Increase Authorized by County School Superintendent for Accommodation Schools (from Work Sheet S, line II.B.5) (A.R.S. §15-974.B) (6)		<u>0</u>	
8. Budget Increase for: (6)			
(a) Desegregation Expenditures (ARS §15-910.G-K) (7)		<u>6,350,000</u>	<u>0</u>
(b) Tuition Out Debt Service (from all Work Sheets O, line VI) (A.R.S. §15-910.L)		<u>0</u>	
* (c) Budget Balance Carryforward (from Work Sheet M, line 12) (A.R.S. §15-943.01)		<u>4,292,677</u>	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)		<u>0</u>	
* (e) Assistance for Education (A.R.S. §15-973.01) (1)		<u>0</u>	<u>0</u>
* (f) Interest Expense Incurred for FY 2010 and 2011 due to Deferred State Aid Payments (Laws 2009, 3rd S.S., Ch. 12, §59)		<u>47,900</u>	<u>0</u>
(g) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2009 (A.R.S. §15-910.M)		<u>0</u>	<u>0</u>
* (h) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (i) FY 2010 Career Ladder Unexpended Budget Carryforward (from Work Sheet M, line 6.f) (A.R.S. §15-918.04.C)		<u>0</u>	
* (j) FY 2010 Optional Performance Incentive Program Unexpended Budget Carryforward (from Work Sheet M, line 6.g) (A.R.S. §15-919.04)		<u>0</u>	
* (k) FY 2010 Performance Pay Unexpended Budget Carryforward (from Work Sheet M, line 6.h) (A.R.S. §15-920)		<u>0</u>	
(l) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214) (8)			
(m) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-105, 15-272, 15-905.M, 15-910.02, and 15-915) (Do not use this line as a subtotal)		<u>0</u>	
10. FY 2011 General Budget Limit (column A, lines 1 through 9) (A.R.S. §15-905.F) (page 1, line 31 cannot exceed this amount)		\$ <u>131,244,409</u>	
11. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 8) (A.R.S. §15-905.F) (to page 8, line A.11)			\$ <u>977,764</u>

* Subject to adjustment prior to May 15 as allowed by A.R.S. and described in the budget revision memo to be issued in April 2011.

- (1) For budget adoption, this line should be left blank.
- (2) For lines 3(a)-(c), see instructions for information on calculating override amounts. If the RCL is reduced after the budget adoption, the M&O and Special Program override amounts may need to be reduced.
- (3) Do not include any overrides authorized to use excess Impact Aid cash on these lines.
- (4) Any existing Special K-3 Program overrides, approved by voters prior to November 24, 2009, or any new Special Program overrides established by A.R.S. §15-482, as amended by Laws 2010, Ch. 179, §2 should be included on this line.
- (5) Small school districts budgeting pursuant to A.R.S. §15-949.A must include an amount on this line to ensure that page 1, line 31 does not exceed the GBL for M&O.
- (6) Do not include amounts on lines 4, 7 and 8(a)(b)(d)(g) for expenditures that are to be made from the Impact Aid Fund, as established by Laws 2010, Ch. 332, §16. Work Sheet L should be completed for the Impact Aid Fund.
- (7) In accordance with A.R.S. §15-910.K, the total amount of desegregation expenditures budgeted in the M&O and UCO Funds cannot exceed the amount budgeted in FY 2009.
- (8) Excessive property tax valuation judgments per A.R.S. §§42-16213 and 42-16214 should also be included on page 1, line 10.

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

CALCULATION OF UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. Total Amount Available for FY 2010 Capital Expenditures (from FY 2010 latest revised Budget, page 8, line A.14)	\$ 8,067,747
2. Total Unrestricted Capital Budget Limit (UCBL) Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero. Show negative amount in parentheses.) (1)	\$ (327,199)
3. Adjusted Amount Available for FY 2010 Capital Expenditures (line A.1 + A.2)	\$ 7,740,548
4. Amount Budgeted in Fund 610 in FY 2010 (from FY 2010 latest revised Budget, page 4, line 10)	\$ 8,067,747
5. Lesser of lines A.3 or A.4	\$ 7,740,548
6. FY 2010 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through the end of the fiscal year.)	\$ 2,985,114
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.	\$ 4,755,434
8. Interest Earned in Fund 610 in FY 2010	\$ 36,117
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 2011 (A.R.S. §15-905.M)	\$ 0
11. Amount to be Used for Capital Expenditures (from page 7, line 11)	\$ 977,764
12. FY 2011 Unrestricted Capital Budget Limit (lines A.7 through A. 11) (2)	\$ 5,769,315

CALCULATION OF SOFT CAPITAL ALLOCATION LIMIT

B. 1. FY 2010 Soft Capital Allocation Limit (SCAL) (from FY 2010 latest revised Budget, page 8, line B.12)	\$ 2,385,133
2. Total SCAL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero. Show negative amount in parentheses.) (1)	\$
3. Adjusted FY 2010 SCAL (line B.1 + B.2)	\$ 2,385,133
4. Amount Budgeted in Fund 625 in FY 2010 (from FY 2010 latest revised Budget, page 4, line 19)	\$ 2,385,133
5. Lesser of lines B.3 or B.4	\$ 2,385,133
6. FY 2010 Fund 625 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 626,211
7. Unexpended Budget Balance in Fund 625 (line B.5 minus B.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ 1,758,922
8. Interest Earned in Fund 625 in FY 2010	\$ 26,171
9. Soft Capital Allocation (from Work Sheet I, line V.G)	\$ 4,872,363
10. Capital Transportation Adjustment Approved by State Board of Education (A.R.S. §15-963.B)	\$
11. Adjustment to SCAL for FY 2011 (A.R.S. §15-905.M)	\$ (4,058,875)
12. FY 2011 Soft Capital Allocation Limit (Add lines B.7 through B.11) (3)	\$ 2,598,581

CALCULATION OF CLASSROOM SITE FUND BUDGET LIMIT

C. 1. FY 2010 Classroom Site Fund Budget Limit (from FY 2010 latest revised Budget, page 8, line C.7)	\$ 9,510,791
2. FY 2010 Classroom Site Fund Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 4,286,157
3. Unexpended Budget Balance in Classroom Site Fund (line C.1 minus C.2)	\$ 5,224,544
4. Interest Earned in the Classroom Site Fund in FY 2010	\$ 5,079
5. FY 2011 Classroom Site Fund Allocation (provided by ADE, based on \$120) (4)	\$ 3,017,049
6. Adjustments to FY 2011 Classroom Site Fund Budget Limit (5)	\$ 0
7. FY 2011 Classroom Site Fund Budget Limit (Sum of lines C.3 through C.6) (6)	\$ 8,246,672

- (1) Amounts included on these lines must be negative. Positive adjustments approved by ADE in accordance with A.R.S. §15-915 should be included on line A.10 for the Unrestricted Capital Outlay Fund and on line B.11 for the Soft Capital Allocation Fund.
- (2) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (3) The amount budgeted on page 4, line 19 cannot exceed this amount.
- (4) In accordance with A.R.S. §15-977(G)(1), the per pupil amount is calculated based on estimated available resources in the Classroom Site Fund for the budget year and adjusted for prior year revenue carryforwards or shortfalls. However, actual payments to districts may differ from the estimated per pupil Classroom Site Fund allocation.
- (5) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.
- (6) The sum of the amounts budgeted on page 3, line 48 and footnote (1) on that page, cannot exceed this amount.

FY 2011
STATE OF ARIZONA



SUPPLEMENT
TO
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
FOR
SPECIAL EDUCATION DISABILITY ESEA, TITLE VIII
SPECIAL K-3 PROGRAM OVERRIDE (A.R.S. §15-903.D and Laws 2010, Ch. 179, §4)
JOINT CAREER AND TECHNICAL EDUCATION AND VOCATIONAL EDUCATION CENTER (A.R.S. §15-910.01)
ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)
STATE FISCAL STABILIZATION FUND (Laws 2010, 7th S.S., Ch. 1, §145)

M&O Fund Supplement

Expenditures

300 Special Education Disability ESEA, Title VIII

1000 Classroom Instruction

2000 Support Services

2100 Students

2200 Instructional Staff

2300 General Administration

2400 School Administration

2500 Central Services

2600 Operation & Maintenance of Plant

2900 Other

3000 Operation of Noninstructional Services

Subtotal (lines 1-9) (to Budget, page 1, line 25)

530 Special K-3 Program Override

1000 Classroom Instruction

2000 Support Services

2100 Students

2200 Instructional Staff

2300 General Administration

2400 School Administration

2500 Central Services

2600 Operation & Maintenance of Plant

2900 Other

3000 Operation of Noninstructional Services

Subtotal (lines 11-19) (to Budget, page 1, line 28)

540 Joint Career and Technical Education & Vocational Education Center

1000 Classroom Instruction

2000 Support Services

2100 Students

2200 Instructional Staff

2300 General Administration

2400 School Administration

2500 Central Services

2600 Operation & Maintenance of Plant

2900 Other

3000 Operation of Noninstructional Services

Subtotal (lines 21-29) (to Budget, page 1, line 30)

	No of Personnel		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Debt Service and Miscellaneous 6800	Totals		% Increase/ Decrease
	Current FY	Budget FY						Current FY 2010	Budget FY 2011	
1.	0.00							0	0	0.0%
2.	0.00							0	0	0.0%
3.	0.00							0	0	0.0%
4.	0.00							0	0	0.0%
5.	0.00							0	0	0.0%
6.	0.00							0	0	0.0%
7.	0.00							0	0	0.0%
8.	0.00							0	0	0.0%
9.	0.00							0	0	0.0%
10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
11.	69.50	98.65	4,038,706	1,251,386				3,584,549	5,290,092	47.6%
12.	0.00							0	0	0.0%
13.	0.00							0	0	0.0%
14.	0.00							0	0	0.0%
15.	0.00							0	0	0.0%
16.	0.00							0	0	0.0%
17.	0.00							0	0	0.0%
18.	0.00							0	0	0.0%
19.	0.00							0	0	0.0%
20.	69.50	98.65	4,038,706	1,251,386	0	0	0	3,584,549	5,290,092	47.6%
21.	0.00							0	0	0.0%
22.	0.00							0	0	0.0%
23.	0.00							0	0	0.0%
24.	0.00							0	0	0.0%
25.	0.00							0	0	0.0%
26.	0.00							0	0	0.0%
27.	0.00							0	0	0.0%
28.	0.00							0	0	0.0%
29.	0.00							0	0	0.0%
30.	0.00	0.00	0	0	0	0	0	0	0	0.0%

Unrestricted Capital Outlay Fund Supplement Expenditures	Rentals 6440	Library Books, Textbooks, & Instructional Aids 6641-6643	Property 6700	Redemption of Principal 6830	Interest 6840, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
							Current FY 2010	Budget FY 2011	
300 Special Education Disability ESEA, Title VIII									
1000 Classroom Instruction							0	0	0.0%
2000 Support Services							0	0	0.0%
3000 Operation of Noninstructional Services							0	0	0.0%
4000 Facilities Acquisition & Construction							0	0	0.0%
5000 Debt Service							0	0	0.0%
Subtotal (lines 31-35)	0	0	0	0	0	0	0	0	0.0%
520 Special K-3 Program Override									
1000 Classroom Instruction							0	0	0.0%
2000 Support Services							0	0	0.0%
3000 Operation of Noninstructional Services							0	0	0.0%
4000 Facilities Acquisition & Construction							0	0	0.0%
5000 Debt Service							0	0	0.0%
Subtotal (lines 37-41)	0	0	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education & Vocational Education Center									
1000 Classroom Instruction							0	0	0.0%
2000 Support Services							0	0	0.0%
3000 Operation of Noninstructional Services							0	0	0.0%
4000 Facilities Acquisition & Construction							0	0	0.0%
5000 Debt Service							0	0	0.0%
Subtotal (lines 43-47)	0	0	0	0	0	0	0	0	0.0%
Total (lines 36, 42, & 48)	0	0	0	0	0	0	0	0	0.0%
(Include in Fund 610 Budget, page 4, lines 2-9)									

English Language Learners Supplement

Expenditures	No. of Personnel		Salaries	Employee Benefits	Purchased Services	Supplies	Property	Debt Service and Miscellaneous	Totals		% Increase/Decrease
	Current FY	Budget FY							Current FY	Budget FY	
Structured English Immersion Fund 071											
1000 Classroom Instruction											
2000 Support Services											
2100 Students											
2200 Instructional Staff											
2300 General Administration											
2400 School Administration											
2500 Central Services											
2600 Operation & Maintenance of Plant											
2700 Student Transportation											
2900 Other											
1. 0.00	0.00								0	0	0.0%
2. 0.00	0.00								0	0	0.0%
3. 0.00	0.00								0	0	0.0%
4. 0.00	0.00								0	0	0.0%
5. 0.00	0.00								0	0	0.0%
6. 0.00	0.00								0	0	0.0%
7. 0.00	0.00								0	0	0.0%
8. 0.00	0.00								0	0	0.0%
9. 0.00	0.00								0	0	0.0%
10. 0.00	0.00								0	0	0.0%
Total lines 1-9) (to Budget, page 6, Other Funds, line 4)											
Compensatory Instruction Fund 072											
1000 Classroom Instruction											
2000 Support Services											
2100 Students											
2200 Instructional Staff											
2300 General Administration											
2400 School Administration											
2500 Central Services											
2600 Operation & Maintenance of Plant											
2700 Student Transportation											
2900 Other											
11. 0.00	0.00								792,240	0	-100.0%
12. 0.00	0.00								0	0	0.0%
13. 0.00	0.00								0	0	0.0%
14. 0.00	0.00								0	0	0.0%
15. 0.00	0.00								0	0	0.0%
16. 0.00	0.00								0	0	0.0%
17. 0.00	0.00								0	0	0.0%
18. 0.00	0.00								0	0	0.0%
19. 0.00	0.00								0	0	0.0%
20. 0.00	0.00								792,240	0	-100.0%
Total lines 11-19) (to Budget, page 6, Other Funds, line 5)											

State Fiscal Stabilization Fund (SFSE) Monies Budgeted in M&O Fund 001 and Joint Technical Education Fund 596

	No. of Personnel		Salaries	Employee Benefits	Purchased Services 6300, 6400, 6500	Supplies	Debt Service and Miscellaneous	Totals		% Increase/Decrease
	Current FY	Budget FY	6100	6200	6300, 6400, 6500	6600	6800	Current FY 2010	Budget FY 2011	
M&O Expenditures-SFSE										
199 Regular Education-SFSE	1.	0.00						8,420,619	0	-100.0%
261 English Language Learners Incremental Costs-SFSE	2.	0.00						0	0	0.0%
266 English Language Learners Compensatory Instruction-SFSE	3.	0.00						0	0	0.0%
271 Vocational and Technical Education-SFSE	4.	0.00						0	0	0.0%
281-299 Special Education Other-SFSE (disability and other categories)	5.	0.00						1,921,105	0	-100.0%
439, 479, 499 Pupil Transportation-SFSE	6.	0.00						393,832	0	-100.0%
699 Other Instructional Programs-SFSE	7.	0.00						0	0	0.0%
Total (lines 1-7) (Include in Budget, page 1, lines 1-10, 13, 15-23, and 26)	8.	0.00	0.00	0	0	0	0	10,735,556	0	-100.0%
Joint Technical Education Expenditures-SFSE										
271 Vocational and Technical Education-SFSE (Include in Budget, page 6, Other Funds, line 27)	9								0	0.0%

State Fiscal Stabilization Fund (SFSE) Monies Budgeted in UCO and SCA Funds 610 and 625 and Joint Technical Education Fund 596

	Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest	All Other Object Codes (excluding 6900)	Totals		% Increase/Decrease
	6440	6641-6643	6700	6830	6840, 6850		Current FY 2010	Budget FY 2011	
UCO Expenditures-SFSE									
199 Regular Education-SFSE	10.						0	0	0.0%
261 English Language Learners Incremental Costs-SFSE	11.						0	0	0.0%
266 English Language Learners Compensatory Instruction-SFSE	12.						0	0	0.0%
271 Vocational and Technical Education-SFSE	13.						0	0	0.0%
281-299 Special Education Other-SFSE (disability and other categories)	14.						0	0	0.0%
439, 479, 499 Pupil Transportation-SFSE	15.						0	0	0.0%
699 Other Instructional Programs-SFSE	16.						0	0	0.0%
Total (lines 10-16) (Include in Fund 610 Budget, page 4, lines 2-9)	17.	0	0	0	0	0	0	0	0.0%
SCA Expenditures-SFSE									
199 Regular Education-SFSE	18.						0	0	0.0%
261 English Language Learners Incremental Costs-SFSE	19.						0	0	0.0%
266 English Language Learners Compensatory Instruction-SFSE	20.						0	0	0.0%
271 Vocational and Technical Education-SFSE	21.						0	0	0.0%
281-299 Special Education Other-SFSE (disability and other categories)	22.						0	0	0.0%
439, 479, 499 Pupil Transportation-SFSE	23.						0	0	0.0%
699 Other Instructional Programs-SFSE	24.						0	0	0.0%
Total (lines 18-24) (Include in Fund 625 Budget, page 4, lines 11-18)	25.	0	0	0	0	0	0	0	0.0%
Joint Technical Education Expenditures-SFSE									
271 Vocational and Technical Education-SFSE (Include in Budget, page 6, Other Funds, line 27)	26.							0	0.0%

BUDGET WORK SHEETS
FOR FISCAL YEAR 2011

Denotes the worksheets necessary for WESD

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

B. WORK SHEET FOR FY 2011 SUPPORT LEVEL WEIGHTS AND PSD-12 WEIGHTED STUDENT COUNTS
(A.R.S. §15-943)

The FY 2011 Student Counts used to determine the support level weight are obtained from:

A. ADE report "Recalculated State Aid ADM Counts - ADMS 46-1" for:

	K-8		9-12	
1. FY 2011 Student Count (1) (4)	21,430.116			
2. District Sponsored Charter School Estimated ADM (2)	+		+	
3. Total Student Count	= 21,430.116		=	0.000

B. SUPPORT LEVEL WEIGHTS TO BE USED FOR:	DISTRICTS DESIGNATED AS ISOLATED		DISTRICTS NOT DESIGNATED AS ISOLATED	
	K-8	9-12	K-8	9-12
Student Count 0.001-99.999 (1) Support Level Weight	1.559	1.669	1.399	1.559
Student Count 100.000-499.999				
Student Count Constant	500.000	500.000	500.000	500.000
FY 2011 Student Count (1)	-	-	-	-
Difference	=	=	=	=
Weight Adjustment Factor	X 0.0005	X 0.0005	X 0.0003	X 0.0004
Support Level Weight Increase	=	=	=	=
Support Level Weight	+ 1.358	+ 1.468	+ 1.278	+ 1.398
FY 2011 Adjusted Support Level Weight	=	=	=	=
Student Count 500.000-599.999				
Student Count Constant	600.000	600.000	600.000	600.000
FY 2011 Student Count (1)	-	-	-	-
Difference	=	=	=	=
Weight Adjustment Factor	X 0.0020	X 0.0020	X 0.0012	X 0.0013
Support Level Weight Increase	=	=	=	=
Support Level Weight	+ 1.158	+ 1.268	+ 1.158	+ 1.268
FY 2011 Adjusted Support Level Weight	=	=	=	=
Student Count 600.00 or More				
Support Level Weight			1.158	1.268

C. PSD-12 WEIGHTED STUDENT COUNT (3)

	FY 2011 Actual Student Count	x	Support Level Weight	=	Weighted Student Count
1. PSD (preschool programs for children with disabilities)	224.830	x	1.450	=	326.004
2. District (from line A.1)					
a. K-8	21,430.116	x	1.158	=	24,816.074
b. 9-12 (4)	0.000	x		=	0.000
3. Charter School (from line A.2)					
a. K-8	0.000	x	1.158	=	0.000
b. 9-12	0.000	x	1.268	=	0.000
4. Total					
a. K-8 (C.2.a + C.3.a)	21,430.116				24,816.074
b. 9-12 (C.2.b + C.3.b)	0.000				0.000
5. Total PSD-12 State Aid Student Count (C.1 + C.4.a + C.4.b)	21,654.946				25,142.078

(1) Do not include any charter school student counts.

(2) Include on line A.2 pupils new to the district attending a district sponsored charter school and pupils who attended a district sponsored charter school in FY 2010 and will be attending a district sponsored charter school in FY 2011. For budget adoption, the district should use an estimated student count based on pupil registration at the charter school. After the 100th day, student count must equal the actual ADM as required by A.R.S. §15-185, not including charter school students who attended a district school other than a charter school in FY 2010.

(3) The FY 2011 student count used to determine the weighted student count for PSD is obtained from the ADE report "Recalculated State Aid ADM Counts - ADMS 46-1" for the 100th day, available on ADE's Web site. The student counts for K-8 and 9-12 should be obtained from lines A.1 and A.2.

(4) For Common School Districts not in a High School District (Type 03) include only high school students actually taught by the Type 03 district, if any.

C. WORK SHEET FOR FY 2011 BASE SUPPORT LEVEL (BSL) AND BASE REVENUE CONTROL LIMIT (BRCL)
(A.R.S. §§15-943, as amended by Laws 2010, 7th S.S., Ch. 8, §3 and 15-944.E)

WEIGHTED STUDENT COUNT

	FY 2011 Actual Student Count	Support x Level Weight	= Weighted Student Count
I. A. Total PSD-12 State Aid Student Count (from Work Sheet B, line C.5)	21,654.946		25,142.078
B. Student Count Add-ons (1)			
1. Hearing Impairment	49,580	x 4.771	= 236,546
2. K-3	9,021.608	x 0.060	= 541.296
3. English Learners (ELL)	3,664.092	x 0.115	= 421.371
4. MD-R, A-R, and SMR-R (2)	56,567	x 6.024	= 340,760
5. MD-SC, A-SC and SMR-SC (3)	139,335	x 5.833	= 812,741
6. Multiple Disabilities Severe Sensory Impairment	12,000	x 7.947	= 95,364
7. Orthopedic Impairment (Resource)	17,240	x 3.158	= 54,444
8. Orthopedic Impairment (Self Contained)	33,000	x 6.773	= 223,509
9. Preschool-Severe Delayed	86,400	x 3.595	= 310,608
10. DD, ED, MIMR, SLD, SLI, & OHI (4)	2,526.924	x 0.003	= 7.581
11. Emotionally Disabled (Private)	35,420	x 4.822	= 170,795
12. Moderate Mental Retardation	73,360	x 4.421	= 324,325
13. Visual Impairment	19,242	x 4.806	= 92,477
14. Total Add-on Count (I.B.1 through I.B.13)	15,734.768		3,631.817
II. Total Weighted Student Count			28,773.895

CALCULATION OF FY 2011 BSL AND BRCL

III. Total Weighted Student Count (from II. above)		28,773.895
IV. A. Base Level Amount <u>\$3,267.72</u> - To include Teacher Compensation, use Base Level of <u>\$3,308.57</u>		
For Career Ladder and Optional Performance Incentive Program districts, add increase of		
____ % approved by the district governing board (A.R.S. §§15-918, 15-918.04, 15-919 and 15-919.04) (11)		\$ 3,308.57
B. Increase for 200 Days of Instruction (5)		\$ 0.00
C. Adjusted FY 2011 Base Level Amount (line IV.A + IV.B) (to Work Sheet K, line I.G and II.G)		\$ 3,308.57
V. Result (III x IV.C)		\$ 95,200,445.78
VI. Teacher Experience Index (TEI) (6) (If actual TEI is less than 1.0000 use 1.0000)		1.0077
VII. Result (V x VI)		\$ 95,933,489.21
VIII. Increase for Tuition Loss Adjustment (from all copies of Work Sheet A, line LI)		\$ 0.00
IX. Increase for Student Revenue Loss Phase-Down (from Work Sheet A, line II)		\$ 0.00
X. Increase for Career Ladder (A.R.S. §15-918.04) (11)		\$ 0.00
XI. FY 2009 Nonfederal Audit Service Actual Expenditures (7) \$ <u>48,985.00</u> x 1.00 =		\$ 48,985.00
XII. Decreases for Charter School Federal and State Monies Received (8)		- \$ 0.00
XIII. Decrease for Charter School Nonparticipation Adjustment (9)		- \$ 0.00
XIV. Other Reductions: (10)		- \$
XV. FY 2011 BSL and BRCL (sum lines VII through XI minus lines XII, XIII, and XIV) (to Work Sheet E, line I)		\$ 95,982,474.21

- (1) The FY 2011 student counts to determine the Add-On weighted counts should be obtained from the following ADE reports:
- | | |
|----------------------------|--|
| <u>Add-On Category</u> | <u>ADE Report Name</u> |
| K-3 | "ADMS 46-1—Recalculated State Aid ADM Counts" |
| ELL | "ELLS 28-1—Student Counts for Use in Budget Preparation" |
| Children with Disabilities | "SPED 28—Student Counts for Use in Budget Preparation" |
- (2) MD - R (Multiple Disabilities - Resource), A - R (Autism - Resource), and SMR - R (Severe Mental Retardation - Resource)
- (3) MD - SC (Multiple Disabilities - Self-contained), A - SC (Autism - Self-contained), and SMR - SC (Severe Mental Retardation - Self-contained)
- (4) DD (Developmental Delay for children in kindergarten through age 10), ED (Emotional Disabilities), MIMR (Mild Mental Retardation), SLD (Specific Learning Disability), SLI (Speech/Language Impairment for K-12), and OHI (Other Health Impairments)
- (5) A.R.S. §15-902.02 allows districts that provide 200 days of instruction to increase the base level amount by 5%. Enter 5% of the base level amount (line IV.A) on line IV.B, if applicable.
- (6) The teacher experience index (TEI) is obtained from the FY 2010 "Teacher Experience Index - SDER 96" available on ADE's Web site.
- (7) A.R.S. §15-914.F allows districts to increase the BSL if financial and compliance audit costs will be incurred for the budget year. Enter the FY 2009 nonfederal expenditures for audit services on line XI. Enter the FY 2009 federal audit services expenditures here. \$ 48,985.00
Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's CAFR to ASBO and GEOA for certification) in the nonfederal or federal audit services actual expenditures.
- (8) For districts sponsoring charter schools or districts operating a charter school, see instructions for applicable decreases.
- (9) Districts may increase the BSL for Teacher Compensation, Career Ladder, Optional Performance Incentive Program, and TEI. However, districts that are approved for these programs, that are sponsoring charter schools that are not approved to participate in these programs, must reduce the BSL by any increase applied to the charter school student count. Do not reduce by more than the amount the charter school increased the district's BSL. Enter as a negative amount.
- (10) This line should be used to record other reductions required by legislation and should be left blank for budget adoption. If needed during the year, instructions will be provided.
- (11) In accordance with Laws 2010, 7th S.S., Ch. 8, §11, for FY 2011, the maximum base level increase for a career ladder program is 5%.

**D. WORK SHEET FOR FY 2011 TRANSPORTATION SUPPORT LEVEL (TSL) (A.R.S. §§15-945, as amended by Laws 2010, 7th S.S., Ch. 8, §4, and 15-816.01)
AND TRANSPORTATION REVENUE CONTROL LIMIT (TRCL) (A.R.S. §15-946)**

TABLE I

Approved Daily Route Miles per Eligible Student Transported	FY 2011 State Support Level per Route Mile
I. 0.5 or Less	2.35
II. More than 0.5, through 1.0	1.91
III. More than 1.0	2.35

TABLE II FACTORS

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

TSL CALCULATION

I. Approved Daily Route Miles per Eligible Student Transported (1)	
A. FY 2010 Approved Daily Route Miles (2)	8,946.000
B. Number of Eligible Students Transported in FY 2010 (2)	6,792.000
C. Approved Daily Route Miles per Eligible Student Transported (1.A ÷ 1.B)	1.317
II. To and From School Support Level	
A. Annual Route Miles (Line 1.A x 180)	1,610,280.000
B. State Support Level per Route Mile (use Table I based on 1.C)	\$ 2.35
C. 1. FY 2010 Annual Expenditure for Bus Tokens (2)	\$ 0.00
2. FY 2010 Annual Expenditure for Bus Passes (2)	\$ 0.00
D. To and From School Support Level [(11.A x 11.B) + 11.C.1 + 11.C.2]	\$ 3,784,158.00
III. Academic Education, Career and Technical Education, Vocational Education, and Athletic Trips Support Level	
A. Factor from Table II (based on 1.C and district type)	0.120
B. Academic Education, Career and Technical Education, Vocational Ed., and Athletic Trips Support Level (11.A x 11.B x 11.A)	\$ 454,098.96
IV. Extended School Year Support Level for Pupils with Disabilities	
A. Actual Route Miles traveled in July and August 2009 to Transport Pupils w/Disabilities for Extended School Year (3)	19,460.000
B. Estimated Route Miles Traveled in June 2010 to Transport Pupils w/Disabilities for Extended School Year (3)	22,233.000
C. Total Extended School Year Route Miles (IV.A + IV.B)	41,693.000
D. State Support Level per Route Mile (use Table I based on 1.C)	\$ 2.35
E. Extended School Year Support Level for Pupils with Disabilities (IV.C x IV.D)	\$ 97,978.55
V. FY 2011 TSL (lines 11.D + 11.B + IV.E) (to Work Sheet E, line III)	\$ 4,336,235.51
VI. Support Level Change	
A. FY 2010 Transportation Support Level (4)	\$ 3,917,074.54
B. Transportation Support Level Change (If result is negative, enter 0) (V- VI.A)	\$ 419,160.97

TRCL CALCULATION

VII. FY 2010 Transportation Revenue Control Limit (4)	\$ 4,201,326.85
VIII. FY 2011 Transportation Revenue Control Limit	
A. Preliminary FY 2011 Transportation Revenue Control Limit (VI.B + VII)	\$ 4,620,487.82
B. 120% of FY 2011 Transportation Support Level (V x 1.20)	\$ 5,203,482.61
C. Adjusted FY 2011 Transportation Revenue Control Limit (5)	\$ 4,620,487.82
D. FY 2011 Transportation Revenue Control Limit (6) (to Work Sheet E, line VII)	\$ 4,620,487.82

- (1) A common school district not within a high school district must use the approved daily route miles and eligible students transported, excluding approved daily route miles and eligible students for high school students attending school in another district and being transported by another district.
- (2) Do not include district sponsored charter school amounts. Obtain the amounts from the ADE report "Transportation Route Report-TRAN 55-1," available on ADE's Web site.
- (3) The Extended School Year Route Miles for Pupils with Disabilities are obtained from the ADE report "Transportation Route Report-TRAN 55-1," available on ADE's Web site.
- (4) The FY 2010 Transportation Revenue Control Limit and FY 2010 Transportation Support Level used to determine the FY 2011 Transportation Revenue Control Limit are obtained from the most recent ADE report "Basic Calculations for Equalization Assistance-APOR 55-1", available on ADE's Web site.
- (5) In accordance with A.R.S. §15-946, the FY 2011 Transportation Revenue Control Limit (TRCL) cannot increase from the FY 2010 TRCL amount if the FY 2011 TRCL would exceed 120% of the FY 2011 Transportation Support Level.
- (6) In accordance with A.R.S. §15-946, the Adjusted FY 2011 TRCL calculated on line VIII.C should not result in a FY 2011 TRCL that is less than the FY 2011 Transportation Support Level (TSL).

**E. WORK SHEET FOR FY 2011 DISTRICT SUPPORT LEVEL (DSL) AND
REVENUE CONTROL LIMIT (RCL) (A.R.S. §§15-947 and 15-951)**

CALCULATION OF THE DSL

I. FY 2011 Base Support Level/Base Revenue Control Limit (from Work Sheet C, line XV)	\$ 95,982,474.21
II. Tuition Out for High School Students (from all Work Sheets O, line VII) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03). The estimated tuition for FY 2011 is to be provided to the District of Residence by the District of Attendance by May 1 of the current year.]	\$
III. FY 2011 Transportation Support Level (from Work Sheet D, line V)	\$ 4,336,235.51
IV. FY 2011 District Support Level (sum of lines I through III)	\$ 100,318,709.72

CALCULATION OF THE RCL

V. FY 2011 Base Support Level/Base Revenue Control Limit (from line I above)	\$ 95,982,474.21
VI. Tuition Out for High School Students (from all Work Sheets O, line VII) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03). The estimated tuition for FY 2011 is to be provided to the District of Residence by the District of Attendance by May 1 of the current year.]	\$ 0.00
VII. FY 2011 Transportation Revenue Control Limit (from Work Sheet D, line VIII.D)	\$ 4,620,487.82
VIII. FY 2011 Revenue Control Limit (sum of lines V through VII) [to Budget, page 7, line 1(a)]	\$ 100,602,962.03

**F. WORK SHEET FOR FY 2011 CONSOLIDATION/UNIFICATION ASSISTANCE
(A.R.S. §§15-912 and 15-912.01)**

I. FY 2011 Revenue Control Limit (from Work Sheet E, line VIII)	\$ 100,602,962.03
II. Consolidation/Unification Increase for Transitional Costs incurred in first year (I)	\$
III. FY 2011 District Support Level (line II + Work Sheet E, line IV)	\$
IV. FY 2011 Revenue Control Limit (line I + line II) [to Budget, page 7, line 1(a)]	\$

**G. WORK SHEET FOR FY 2011 SOFT CAPITAL ALLOCATION HIGH SCHOOL STUDENT COUNT FOR COMMON
SCHOOL DISTRICTS NOT WITHIN A HIGH SCHOOL DISTRICT (TYPE 03) (A.R.S. §15-951.D)**

I. High School Student Count Tuitioned Out	
II. High School Student Count Transported by District of Residence to District of Attendance	
III. High School Student Count Taught by District of Residence (to Work Sheet H, lines V.A, column for 9-12 and VII.D.1)	
IV. High School Student Count Transported by District of Residence to District of Attendance or Taught by District of Residence (line II + line III) (to Work Sheet I, line V.A, column 9-12)	0.000
(I) The amount of any transitional costs that are directly associated with routine formalities that are necessary as a result of consolidation, such as changing of signs, letterhead, stationery and similar issues should be included on Work Sheet F, line II.	

H. WORK SHEET FOR FY 2011 CAPITAL OUTLAY REVENUE LIMIT (CORL)
(A.R.S. §15-961A-D)

TABLE TO CALCULATE CORL PER STUDENT COUNT (I)

	K-8	9-12
I. FY 2011 Actual Student Count: .001 - 99,999		
CORL per Student Count	\$ 272.75	\$ 329.41
II. FY 2011 Actual Student Count: 100,000 - 499,999		
A. Student Count Constant	500,000	500,000
B. Actual Student Count	-	-
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0003	x 0.0004
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.278	+ 1.398
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 194.95	x \$ 211.29
I. CORL per Student Count	= \$ 0.00	= \$ 0.00
III. FY 2011 Actual Student Count: 500,000 - 599,999		
A. Student Count Constant	600,000	600,000
B. Actual Student Count	-	-
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0012	x 0.0013
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.158	+ 1.268
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 194.95	x \$ 211.29
I. CORL per Student Count	= \$ 0.00	= \$ 0.00
IV. FY 2011 Actual Student Count: 600,000 or More		
CORL per Student Count	\$ 225.76	\$ 267.94

CALCULATIONS FOR CORL

	PSD	K-8	9-12
V. Capital Outlay Base			
A. FY 2011 Student Count (1)	224,830	21,430,116	0.000
B. CORL per Student Count (from Table above)	x \$ 225.76	x \$ 225.76	x \$
C. Capital Outlay Base (line V.A x line V.B)	= \$ 50,757.62	= \$ 4,838,062.99	= \$ 0.00
VI. Capital Outlay Growth Factor			
A. FY 2011 Student Count (from line V.A above)		21,654,946	
B. FY 2010 Student Count (2)		÷ 21,889,064	
C. FY 2011 Capital Outlay Growth Factor (V.I.A ÷ V.I.B)		= 0.9893	
VII. Capital Outlay Revenue Limit			
A. Capital Outlay Base (from line V.C)	\$ 50,757.62	\$ 4,838,062.99	\$ 0.00
B. Capital Outlay Growth Factor (if growth factor is less than 1.05, use 1.0) (from line VI.C)	x 1.0000	x 1.0000	x 1.0000
C. FY 2011 CORL (VII.A x VII.B)	= \$ 50,757.62	= \$ 4,838,062.99	= \$ 0.00
D. CORL for High School Textbooks			
1. FY 2011 Actual 9-12 Student Count (1)			0.000
2. Support Level Amount for Textbooks			x \$ 69.68
3. CORL for Textbooks (VII.D.1 x VII.D.2)			= \$ 0.00
E. Total FY 2011 9-12 CORL {9-12(VII.C)+VII.D.3} (to Work Sheet J, line III.A.1 or III.B.5)			= \$ 0.00
F. Total FY 2011 PSD and K-8 CORL {PSD(VII.C) + K-8(VII.C)} (to Work Sheet J, line III.A.1 or III.B.5)			+ \$ 4,888,820.61
G. Total FY 2011 CORL (VII.E + VII.F) (to Budget, page 7, line 2)			= \$ 4,888,820.61

- (1) The student counts for K-8 and 9-12 should be obtained from Work Sheet B, line A.1. Type 03 districts, use high school student count from Work Sheet G, Line III. The FY 2011 actual student count for PSD should be obtained from Work Sheet B, line C.1.
- (2) Do not include charter school students on this line. Obtain the amounts from the most recent ADE report "Basic Calculations for Equalization Assistance-APOR 55-1," available on ADE's Web site.

I. WORK SHEET FOR FY 2011 SOFT CAPITAL ALLOCATION (SCA) (A.R.S. §§15-962 and 15-185, as amended by Laws 2010, 7th S.S., Ch. 8, §1)

TABLE TO CALCULATE SCA PER STUDENT COUNT (1) (2)

	K-8	9-12
I. FY 2011 Actual Student Count: 0.001 - 99.999		
SCA per Student Count	\$ 271.83	\$ 271.83
II. FY 2011 Actual Student Count: 100.000 - 499.999		
A. Student Count Constant	500.000	500.000
B. FY 2011 Actual Student Count	-	-
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0003	x 0.0003
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.278	+ 1.278
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 194.30	x \$ 194.30
I. SCA per Student Count	= \$ 0.00	= \$ 0.00
III. FY 2011 Actual Student Count: 500.000 - 599.999		
A. Student Count Constant	600.000	600.000
B. FY 2011 Actual Student Count	-	-
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0012	x 0.0012
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.158	+ 1.158
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 194.30	x \$ 194.30
I. SCA per Student Count	= \$ 0.00	= \$ 0.00
IV. FY 2011 Actual Student Count: 600.000 or More		
SCA per Student Count	\$ 225.00	\$ 225.00

CALCULATIONS FOR SCA

	PSD	K-8	9-12
V. FY 2011 SCA			
A. FY 2011 Actual Student Count (1) (2)	224.830	21,430.116	0.000
B. FY 2011 SCA per Student Count (from Table above) x	\$ 225.00	x \$ 225.00	x \$
C. FY 2011 SCA (line V.A x line V.B)	= \$ 50,586.75	= \$ 4,821,776.10	= \$ 0.00
D. Additional Assistance			
1. FY 2011 Charter School Student Count (3)		0.000	0.000
2. Assistance per Student		x \$ 1,607.50	x \$ 1,873.52
3. FY 2011 Additional Assistance (line V.D.1 x line V.D.2)		= \$ 0.00	= \$ 0.00
4. Adjustment to Additional Assistance, if applicable (4)		- \$	- \$
5. Total FY 2011 Additional Assistance (line V.D.3 - V.D.4)		= \$ 0.00	= \$ 0.00
E. FY 2011 Elementary SCA [V.C (PSD) + V.C (K-8) + V.D.5 (K-8)]		\$ 4,872,362.85	
F. FY 2011 High School SCA [V.C (9-12) + V.D.5 (9-12)]			\$ 0.00
G. Total FY 2011 District SCA (V.E + V.F) (to Budget, page 8, line B.9)			\$ 4,872,362.85

(1) The FY 2011 actual student count for PSD should be obtained from Work Sheet B, line C.1. Obtain the actual student counts for K-8 and 9-12 from Work Sheet B, line A.1.

(2) In the 9-12 column, Type 03 districts should use high school student count from Work Sheet G, line IV.

(3) Obtain amounts from Work Sheet B, line A.2.

(4) Laws 2010, 7th S.S., Ch. 1, §31 and Ch. 8, §7 require ADE to reduce additional assistance for all charter schools for FY 2011. ADE will notify school districts that sponsor charter schools of the specific adjustment amount.

J. WORK SHEET FOR EQUALIZATION BASE AND ASSISTANCE (A.R.S. §15-971.A and .B)

NOTE: Common School Districts NOT within a High School District (Type 03) should only complete Sections I and III.B.

	PSD-8	9-12
I. A. Total FY 2011 PSD and K-8 Weighted State Aid Student Count		
1. PSD (from Work Sheet B, line C.1)	326.004	
2. K-8 (from Work Sheet B, line C.4.a)	24,816.074	
B. Total FY 2011 PSD-8 and 9-12 Weighted State Aid Student Count (1)	25,142.078	0.000
	(A.1 + A.2)	(from Work Sheet B, line C.4.b)
C. Total FY 2011 Weighted State Aid Student Count (from Work Sheet B, line C.5)		25,142.078
D. PSD-8 and 9-12 Factors (line 1B + line 1C)	1.0000	0.0000
II. A. Lesser of District Support level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line IV or VIII, or Work Sheet F, line III or IV) (to Work Sheet S, line 1A)		\$ 100,318,709.72
B. DSL/RCL PSD-8 and 9-12 Allocation (line 1D x line 1A)	\$ 100,318,709.72	\$ 0.00
III. A. For ALL Districts Except Common School Districts NOT Within a High School District (Type 03)		
1. FY 2011 Capital Outlay Revenue Limit	\$ 4,888,820.61	\$ 0.00
	(from Work Sheet H, line VII.F)	(from Work Sheet H, line VII.E)
2. FY 2011 Soft Capital Allocation, as adjusted pursuant to Laws 2010, 7th S.S., Ch. 8, §9	\$ 733,850.04	\$ See Cell S28
3. Total FY 2011 Equalization Base (III.B + III.A.1 + III.A.2)	\$ 105,941,380.37	\$ 0.00
4. 2010 Primary Assessed Valuation + 100	\$ 17,065,924.32	\$
5. 2010 SRP Valuation + 100 (2)	\$ 77,462.38	\$
6. 2010 Government Property Lease Excise Tax Assessed Valuation + 100	\$	\$
7. TOTAL Valuation (III.A.4 + III.A.5 + III.A.6)	\$ 17,143,386.70	\$ 0.00
8. Qualifying Tax Rate (3)	x \$ 1.4797	x \$
9. Qualifying Levy (III.A.7 x III.A.8)	\$ 25,367,069.30	\$ 0.00
10. FY 2011 Equalization Assistance Before Adjustments (III.A.3 - III.A.9)	\$ 80,574,311.07	\$ 0.00
11. FY 2011 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XV) (Laws 1992, Ch. 158, §2) Unified districts use PSD-8 column only. (For FY 2011 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- \$ 0
12. Total FY 2011 Equal. Assistance (III.A.10 - III.A.11) (4)	\$ 80,574,311.07	\$ 0.00
B. For Common School Districts NOT Within a High School District (Type 03)		
1. Lesser of District Support Level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line IV or VIII, or Work Sheet F, line III or IV)		\$ 0.00
2. Tuition Out for High School Students (from Work Sheet E, line II or VI)	- \$ 0.00	
3. Adjusted DSL/RCL (III.B.1 - III.B.2)		\$ 0.00
4. DSL/RCL PSD-8 and 9-12 Allocation	\$ 0.00	\$ 0.00
	(line III.B.3 x 1.D)	(line III.B.3 x 1.D) + (III.B.2)
5. FY 2011 Capital Outlay Revenue Limit	\$ 0.00	\$ 0.00
	(from Work Sheet H, line VII.F)	(from Work Sheet H, line VII.E)
6. FY 2011 Soft Capital Allocation, as adjusted pursuant to Laws 2010, 7th S.S., Ch. 8, §9	\$ 0.00	\$ See Cell S28
7. FY 2011 Equalization Base (III.B.4 + III.B.5 + III.B.6)	\$ 0.00	\$ 0.00
8. 2010 Primary Assessed Valuation + 100	\$	\$
9. 2010 SRP Valuation + 100 (2)	\$	\$
10. 2010 Government Property Lease Excise Tax Assessed Valuation + 100	\$	\$
11. TOTAL Valuation (III.B.8 + III.B.9 + III.B.10)	\$ 0.00	\$ 0.00
12. Qualifying Tax Rate (3)	x \$	x \$
13. Qualifying Levy (III.B.11 x III.B.12)	\$ 0.00	\$ 0.00
14. FY 2011 Equalization Assistance Before Adjustments (III.B.7 - III.B.13)	\$ 0.00	\$ 0.00
15. FY 2011 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XV) (Laws 1992, Ch. 158, §2) (For FY 2011 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- \$ 0
16. Total FY 2011 Equal. Assistance (III.B.14 - III.B.15)	\$ 0.00	\$ 0.00

(1) Type 03 districts should only enter an amount in the 9-12 column if the district sponsors a charter high school and/or has State Board of Education permission to teach high school.

(2) SRP = Salt River Project

(3) Qualifying tax rate for PSD-8 and 9-12 use \$1.4797; if applicable, add qualifying tax rate increase for Career Ladder per A.R.S. §15-918.05 or Optional Performance Incentive Program per A.R.S. §15-919.05. In accordance with A.R.S. §15-971(B)(3), the qualifying tax rate for joint technical education districts is 5 cents.

(4) Laws 2010, 7th S.S., Ch. 8, §8, requires that state aid for a joint technical education district (JTED) be limited to 91% of the state aid that would otherwise be provided by law. However, a JTED will not receive less total equalization formula funding (state aid + local property taxes) than it received for the previous year except from reductions due to changes in ADM; net assessed property values; or other technical factors, or due to prior year adjustments or corrections. Therefore, the JTED's actual total equalization assistance may be less than the amount calculated on this Work Sheet.

The maximum required reduction to state aid will be no greater than \$0.00

**M. WORK SHEET FOR CALCULATION OF THE FY 2011 MAINTENANCE AND OPERATION (M&O) FUND
BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01, as amended by Laws 2010, Ch.179, §3)**

1.	a.	General Budget Limit (GBL) (from FY 2010 latest revised Budget, page 7, line 11)	\$ 133,173,542.00
	b.	Adjustments to the GBL from FY 2010 BUDG75 (If negative, enter in parentheses.) (1) (2)	\$ 3,546.00
	c.	Adjusted GBL	\$ 133,177,088.00
2.	a.	Budgeted M&O expenditures (from FY 2010 latest revised Budget, page 1, line 31, Total Budget Year Column)	\$ 133,173,542.00
	b.	Adjustments to the GBL from FY 2010 BUDG75 (If negative, enter in parentheses.) (1) (2)	\$ 3,546.00
	c.	Adjusted Budgeted Expenditures	\$ 133,177,088.00
3.		Lesser of the Adjusted GBL (line 1.c) or the Adjusted Budgeted Expenditures (line 2.c)	\$ 133,177,088.00
4.		M&O actual expenditures (3)	\$ 127,987,393.39
5.		Budget Balance (line 3 minus line 4) (If negative, enter zero. The district does not have any budget balance to carry forward. Do not complete the remainder of this work sheet.)	\$ 5,189,694.61

Note: For lines 6.a through 6.h deduct the FY 2010 actual expenditures from the budget amount. If the result is negative, enter zero.

	Budget (4)	Actual (3)	Unexpended Budget
6.			
a.	Special K-3 Program Override	\$ 3,584,549.00 - \$ 3,583,866.66	= \$ 682.34
b.	Desegregation	\$ 6,350,000.00 - \$ 6,347,825.99	= \$ 2,174.01
c.	Tuition Out Debt Service	\$ 0.00 - \$	= \$ 0.00
d.	Dropout Prevention Programs	\$ 0.00 - \$	= \$ 0.00
e.	Joint Career and Technical Ed. and Voc. Ed. Center	\$ 0.00 - \$	= \$ 0.00
f.	Career Ladder (5)	\$ - \$	= \$ 0.00
g.	Optional Performance Incentive Program (5)	\$ - \$	= \$ 0.00
h.	Performance Pay (5)	\$ 0.00 - \$	= \$ 0.00
i.	Total Budget Balance Deductions [Add lines 6.a through 6.h.]		= \$ 2,856.35
7.		Budget Balance after Deductions (If negative, enter zero. The district does not have any budget balance to carry forward.) (line 5 minus line 6.i)	\$ 5,186,838.26
8.			
a.	FY 2010 Adjusted District Limit (RCL) from page 2 of the most recent ADE report " Basic Calculations for Equalization Assistance - APOR 55-1", available on ADE's Web site		\$ 107,010,856.36
b.	Growth Adjustment (FY 2010 BUDG75) (1)		306,059.00
c.	Factor of 4%	x	0.04
9.		Maximum Allowable Budget Balance Carryforward [(line 8.a + line 8.b) x line 8.c]	\$ 4,292,676.61
10.		Actual Allowable Budget Balance Carryforward (Enter the lesser of line 7 or 9)	\$ 4,292,676.61
11.		Enter the amount of Allowable Budget Balance Carryforward transferred to the School Opening Fund (not to exceed the lesser of line 10 or the FY 2010 M&O Fund ending cash balance)	\$
12.		Remaining Actual Allowable Budget Balance Carryforward to be used in M&O Fund (line 10 - line 11) [to Budget, page 7, line 8(c)]	\$ 4,292,676.61

- (1) For budget adoption this line should be left blank.
- (2) Include other items, not listed in lines 6.a through 6.h, from the FY 2010 latest revised Budget, page 7, which were adjusted on the FY 2010 BUDG75.
- (3) Actual expenditures should be based upon the following:
 - (a) For budget adoption, use FY 2010 actual expenditures to date plus estimated expenditures for the remainder of fiscal year.
 - (b) For May 15, 2011, budget revisions, use FY 2010 total actual expenditures for the M&O Fund as reported on the Annual Financial Report (ADE/AG 41-202).
- (4) Budget amounts for lines 6.a through 6.e should be obtained from the FY 2010 latest revised Budget, page 7.
- (5) The Career Ladder budget amount is the FY 2010 Work Sheet C, line IV.C dollar amount attributable to the percent increase for Career Ladder and any amount recorded on line X of that Work Sheet, plus the Career Ladder budget balance carryforward from the FY 2010 Budget, page 7, line 9(i). The Optional Performance Incentive Program (OPIP) budget amount is the FY 2010 Work Sheet C, line IV.C dollar amount attributable to the percent increase for the OPIP, plus the OPIP budget balance carryforward from the FY 2010 Budget, page 7, line 9(j). The Performance Pay budget amount is the portion of FY 2010 M&O expenditures budgeted for a performance pay component of the salary schedule shown on the FY 2010 Budget, page 2.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
1st Reading
DATE: December 9, 2010
AGENDA ITEM: To Consider and, if Deemed Advisable, to Adopt a Resolution Ordering the Sale of School Improvement Bonds for the District
INITIATED BY: Cathy Thompson, Director of Business Services SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Cathy Thompson, Director of Business Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: B Bond
Budgeted: Yes

A special bond election was held on November 2, 2010 in which a majority of the qualified electors voting at the election authorized the issuance of school improvement bonds for Washington Elementary School District. The bonds are classified "Class B" bonds for all purposes of Arizona Revised Statutes, Title 15, Chapter 4, Article 5, and Chapter 9, Article 7.

The District now proposes the issuance and sale of \$10,000,000.00 in Class B bonds under the 2010 \$65,000,000.00 General Obligation Bond Authorization.

In previous bond sales the District has presented an amortization schedule that was intended to pay off the debt within a short timeframe.

The attached amortization schedule outlines the recommended payment of bond debt in ten to twelve years considering the following criteria:

Advantages

- Lower Interest Expense
- Rapid principal payoff accelerates bonding capacity

SUMMARY AND RECOMMENDATION

It is recommended the Governing Board adopt a Resolution ordering the sale of School Improvement Bonds for the District in the amount of \$10,000,000.00.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.B.

To Consider and, if Deemed Advisable, to Adopt a Resolution Ordering the Sale of School Improvement Bonds for the District

December 9, 2010

Page 2

Disadvantages

- Reduced flexibility for future bond sales
- Reduced flexibility for managing secondary property tax rates

The estimated interest rate for the sale of bonds at this time is 4.00%-4.25%. During 2007 when bonds were sold, the interest rate for the new bonds was 3.96%. For all other bonds outstanding, the interest rate varies from 4.04% for a sale in 1997 to 5.19% for a sale in 2002. The cost of the issuance of bonds including insurance is approximately \$100,000.00. The cost for fees paid to Piper Jaffray & Co. as the District's financial advisor would be approximately \$16,000.00. Outstanding debt following the July 1, 2011 debt service payment will be \$84.265 million.

Bonds are tentatively scheduled to be sold competitively on February 10, 2011 and information regarding the specifics of the sale will be presented to the Governing Board after completion of the sale. Governing Board members will be presented with information regarding the proposed sale, and have the opportunity to ask questions and request additional information pertaining to the proposed sale. Piper Jaffray & Co. is the District's financial advisor for the competitive sale.

Bill Davis, Piper Jaffray & Co., Managing Director of Public Finance, will be available to answer any questions regarding the details of the sale.

Attachments: Debt Capacity Analysis
Projected Sale – 12 Year Amortization
History of Secondary Assessed Values and Tax Rates

WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6
Constitutional and Statutory Bonded Debt Capacity
(As of 7/1/10)

2010/11 Secondary Assessed Valuation	\$ 1,775,418,048
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Constitutional Debt Limitation

2010/11 Fifteen Percent (15%) Arizona Debt Limitation (Fifteen Percent (15%) of Secondary Assessed Valuation)	\$ 266,312,707
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Less: Net Direct General Obligation Bonded Debt Outstanding	<u>(85,600,000)</u>
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Unused Fifteen Percent (15%) Borrowing Capacity	<u><u>\$ 180,712,707</u></u>
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Statutory Debt Limitation

Statutory Class B Bonded Debt Limitation	\$ 88,770,902
Less: Class B Bonded Debt Outstanding	<u>(34,705,000)</u>

Unused Class B Borrowing Capacity	<u><u>\$ 54,065,902</u></u>
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*Estimated valuation provided by Department of Revenue Abstract, August 2010.

\$10,000,000 School Improvement Bonds, Project of 2010, Series A (2011) **WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6**

Estimated Secondary Tax Rate Impact with Projected Sales From 2010 Bond Authorization & M&O Override Reauthorization

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Final Year	Proposed	Original	Proposed	Original	Proposed	Original	Proposed	Original	Proposed	Original	Proposed	Original	Proposed	Original	Proposed	Original	Proposed	Original
Year	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)	Value (\$)
2009	\$2,292,690,718	\$2,293,842,797	\$15,659,498	\$15,464,650														
2010	\$2,293,842,797	\$2,294,994,885	\$15,659,498	\$15,464,650														
2011	\$2,294,994,885	\$2,296,146,973	\$15,659,498	\$15,464,650														
2012	\$2,296,146,973	\$2,297,299,061	\$15,659,498	\$15,464,650														
2013	\$2,297,299,061	\$2,298,451,149	\$15,659,498	\$15,464,650														
2014	\$2,298,451,149	\$2,299,603,237	\$15,659,498	\$15,464,650														
2015	\$2,299,603,237	\$2,300,755,325	\$15,659,498	\$15,464,650														
2016	\$2,300,755,325	\$2,301,907,413	\$15,659,498	\$15,464,650														
2017	\$2,301,907,413	\$2,303,059,501	\$15,659,498	\$15,464,650														
2018	\$2,303,059,501	\$2,304,211,589	\$15,659,498	\$15,464,650														
2019	\$2,304,211,589	\$2,305,363,677	\$15,659,498	\$15,464,650														
2020	\$2,305,363,677	\$2,306,515,765	\$15,659,498	\$15,464,650														
2021	\$2,306,515,765	\$2,307,667,853	\$15,659,498	\$15,464,650														
2022	\$2,307,667,853	\$2,308,819,941	\$15,659,498	\$15,464,650														
2023	\$2,308,819,941	\$2,309,972,029	\$15,659,498	\$15,464,650														
2024	\$2,309,972,029	\$2,311,124,117	\$15,659,498	\$15,464,650														
2025	\$2,311,124,117	\$2,312,276,205	\$15,659,498	\$15,464,650														
2026	\$2,312,276,205	\$2,313,428,293	\$15,659,498	\$15,464,650														
2027	\$2,313,428,293	\$2,314,580,381	\$15,659,498	\$15,464,650														
2028	\$2,314,580,381	\$2,315,732,469	\$15,659,498	\$15,464,650														
2029	\$2,315,732,469	\$2,316,884,557	\$15,659,498	\$15,464,650														
2030	\$2,316,884,557	\$2,318,036,645	\$15,659,498	\$15,464,650														
2031	\$2,318,036,645	\$2,319,188,733	\$15,659,498	\$15,464,650														
2032	\$2,319,188,733	\$2,320,340,821	\$15,659,498	\$15,464,650														
2033	\$2,320,340,821	\$2,321,492,909	\$15,659,498	\$15,464,650														
2034	\$2,321,492,909	\$2,322,644,997	\$15,659,498	\$15,464,650														
2035	\$2,322,644,997	\$2,323,797,085	\$15,659,498	\$15,464,650														
2036	\$2,323,797,085	\$2,324,949,173	\$15,659,498	\$15,464,650														
2037	\$2,324,949,173	\$2,326,101,261	\$15,659,498	\$15,464,650														
2038	\$2,326,101,261	\$2,327,253,349	\$15,659,498	\$15,464,650														
2039	\$2,327,253,349	\$2,328,405,437	\$15,659,498	\$15,464,650														
2040	\$2,328,405,437	\$2,329,557,525	\$15,659,498	\$15,464,650														
2041	\$2,329,557,525	\$2,330,709,613	\$15,659,498	\$15,464,650														
2042	\$2,330,709,613	\$2,331,861,701	\$15,659,498	\$15,464,650														
2043	\$2,331,861,701	\$2,333,013,789	\$15,659,498	\$15,464,650														
2044	\$2,333,013,789	\$2,334,165,877	\$15,659,498	\$15,464,650														
2045	\$2,334,165,877	\$2,335,317,965	\$15,659,498	\$15,464,650														
2046	\$2,335,317,965	\$2,336,470,053	\$15,659,498	\$15,464,650														
2047	\$2,336,470,053	\$2,337,622,141	\$15,659,498	\$15,464,650														
2048	\$2,337,622,141	\$2,338,774,229	\$15,659,498	\$15,464,650														
2049	\$2,338,774,229	\$2,339,926,317	\$15,659,498	\$15,464,650														
2050	\$2,339,926,317	\$2,341,078,405	\$15,659,498	\$15,464,650														
2051	\$2,341,078,405	\$2,342,230,493	\$15,659,498	\$15,464,650														
2052	\$2,342,230,493	\$2,343,382,581	\$15,659,498	\$15,464,650														
2053	\$2,343,382,581	\$2,344,534,669	\$15,659,498	\$15,464,650														
2054	\$2,344,534,669	\$2,345,686,757	\$15,659,498	\$15,464,650														
2055	\$2,345,686,757	\$2,346,838,845	\$15,659,498	\$15,464,650														
2056	\$2,346,838,845	\$2,347,990,933	\$15,659,498	\$15,464,650														
2057	\$2,347,990,933	\$2,349,143,021	\$15,659,498	\$15,464,650														
2058	\$2,349,143,021	\$2,350,295,109	\$15,659,498	\$15,464,650														
2059	\$2,350,295,109	\$2,351,447,197	\$15,659,498	\$15,464,650														
2060	\$2,351,447,197	\$2,352,599,285	\$15,659,498	\$15,464,650														
2061	\$2,352,599,285	\$2,353,751,373	\$15,659,498	\$15,464,650														
2062	\$2,353,751,373	\$2,354,903,461	\$15,659,498	\$15,464,650														
2063	\$2,354,903,461	\$2,356,055,549	\$15,659,498	\$15,464,650														
2064	\$2,356,055,549	\$2,357,207,637	\$15,659,498	\$15,464,650														
2065	\$2,357,207,637	\$2,358,359,725	\$15,659,498	\$15,464,650														
2066	\$2,358,359,725	\$2,359,511,813	\$15,659,498	\$15,464,650														
2067	\$2,359,511,813	\$2,360,663,901	\$15,659,498	\$15,464,650														
2068	\$2,360,663,901	\$2,361,815,989	\$15,659,498	\$15,464,650														
2069	\$2,361,815,989	\$2,362,968,077	\$15,659,498	\$15,464,650														
2070	\$2,362,968,077	\$2,364,120,165	\$15,659,498	\$15,464,650														
2071	\$2,364,120,165	\$2,365,272,253	\$15,659,498	\$15,464,650														
2072	\$2,365,272,253	\$2,366,424,341	\$15,659,498	\$15,464,650														
2073	\$2,366,424,341	\$2,367,576,429	\$15,659,498	\$15,464,650														
2074	\$2,367,576,429	\$2,368,728,517	\$15,659,498	\$15,464,650														
2075	\$2,368,728,517	\$2,369,880,605	\$15,659,498	\$15,464,650														
2076	\$2,369,880,605	\$2,371,032,693	\$15,659,498	\$15,464,650														
2077	\$2,371,032,693	\$2,372,184,781	\$15,659,498	\$15,464,650														
2078	\$2,372,184,781	\$2,373,336,869	\$15,659,498	\$15,464,650														
2079	\$2,373,336,869	\$2,374,488,957	\$15,659,498	\$15,464,650														
2080	\$2,374,488,957	\$2,375,641,045	\$15,659,498	\$15,464,650														
2081	\$2,375,641,045	\$2,376,793,133	\$15,659,498	\$15,464,650														
2082	\$2,376,793,133	\$2,377,945,221	\$15,659,498	\$15,464,650														
2083	\$2,377,945,221	\$2,379,097,309	\$15,659,498	\$15,464,650														
2084	\$2,379,097,309	\$2,380,249,397	\$15,659,498	\$15,464,650														
2085	\$2,380,249,397	\$2,381,401,485	\$15,659,498	\$15,464,650														
2086	\$2,381,401,485	\$2,382,553,573	\$15,659,498	\$15,464,650														
2087	\$2,382,553,573	\$2,383,705,661	\$15,659,498	\$15,464,650														
2088	\$2,383,705,661	\$2,384,857,749	\$15,659,498	\$15,464,650														
2089	\$2,384,857,749	\$2,386,009,837	\$15,659,498	\$15,464,650														
2090	\$2,386,009,837	\$2,387,161,925	\$15,659,498	\$15,464,650														
2091	\$2,387,161,925	\$2,388,314,013	\$15,659,498	\$15,464,650														
2092	\$2,388,314,013	\$2,389,466,101	\$15,659,498	\$15,464,650														
2093	\$2,389,466,101	\$2,390,618,189	\$15,659,498	\$15,464,650														
2094	\$2,390,618,189	\$2,391,770,277	\$15,659,498	\$15,464,650														

WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6

Five Year Historical Tax Rate Breakout

PRIMARY

	2010 Primary Tax Rates	2009 Primary Tax Rates	2008 Primary Tax Rates	2007 Primary Tax Rates	2006 Primary Tax Rates
Maintenance & Operation	\$ 1.9194	\$ 1.5715	\$ 1.9504	\$ 2.0876	\$ 2.0273
Capital Outlay	0.0145	-	0.1136	0.0262	0.0100
Soft Capital	0.0085	0.0853	0.0592	0.0612	0.0568
Special Improvements	-	-	0.0166	0.0196	0.0425
Tax Rate Sub-Total	\$ 1.9424	\$ 1.6568	\$ 2.1398	\$ 2.1946	\$ 2.1366
Levy Sub-Total	\$ 33,148,128	\$ 31,683,113	\$ 37,669,778	\$ 34,717,777	\$ 30,769,573
Primary AV	\$ 1,706,592,432	\$ 1,912,308,646	\$ 1,760,403,197	\$ 1,581,979,726	\$ 1,440,087,125

SECONDARY

	2010 Secondary Tax Rates	2009 Secondary Tax Rates	2008 Secondary Tax Rates	2007 Secondary Tax Rates	2006 Secondary Tax Rates
Voter Override - M&O	\$ 0.8900	\$ 0.6506	\$ 0.7311	\$ 0.8595	\$ 0.9802
Class A & B Bonds	0.5509	0.7701	0.8210	0.7874	1.0021
Tax Rate Sub-Total	\$ 1.4409	\$ 1.4207	\$ 1.5521	\$ 1.6469	\$ 1.9823
Levy Sub-Total	\$ 25,582,865	\$ 31,310,192	\$ 34,964,589	\$ 31,709,691	\$ 29,853,946
Secondary AV	\$ 1,775,418,048	\$ 2,203,864,631	\$ 2,252,650,718	\$ 1,925,409,255	\$ 1,506,048,554
Total Tax Rate	\$ 3.3833	\$ 3.0775	\$ 3.6919	\$ 3.8415	\$ 4.1189
Total Tax Levy	\$ 58,730,993	\$ 62,993,305	\$ 72,634,367	\$ 66,427,468	\$ 60,623,519

RESOLUTION

RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6 OF MARICOPA COUNTY, ARIZONA, SCHOOL IMPROVEMENT BONDS, PROJECT OF 2010, SERIES A (2011) IN ONE OR MORE SERIES; DELEGATING THE AUTHORITY TO APPROVE CERTAIN MATTERS WITH RESPECT TO THE BONDS; PROVIDING FOR THE ANNUAL LEVY OF A TAX FOR THE PAYMENT OF THE BONDS; AUTHORIZING THE APPOINTMENT OF A REGISTRAR, TRANSFER AGENT AND PAYING AGENT; APPROVING THE FORM OF CERTAIN DOCUMENTS AND AUTHORIZING COMPLETION, EXECUTION AND DELIVERY THEREOF; DELEGATING THE AUTHORITY TO APPROVE THE METHOD OF SALE AND TO APPROVE AND DEEM FINAL A FORM OF OFFICIAL STATEMENT; AND RATIFYING ALL ACTIONS TAKEN OR TO BE TAKEN TO FURTHER THIS RESOLUTION.

WHEREAS, Washington Elementary School District No. 6 of Maricopa County, Arizona (the "*District*"), held a special bond election in and for the District on November 2, 2010 (the "*Election*"), at which a majority of the qualified electors voting at the Election authorized the issuance of school improvement bonds; and

WHEREAS, the Governing Board of the District (the "*Board*") intends to issue bonds through either a competitive sale or negotiated offering in the aggregate principal amount of not to exceed \$10,000,000 for the purpose of making school improvements in accordance with the authority granted at the Election and for the purpose of paying a portion of the costs of issuance of the Bonds; and

WHEREAS if the Bonds are sold through a competitive sale, the Board shall receive bids in response to a Notice Inviting Bids for the Purchase of Bonds (the "*Notice*") with the best bid selected as the winning bidder (the "*Purchaser*"); and

WHEREAS, if the Bonds are sold through a negotiated offering, the Board shall receive a proposal for the purchase of the Bonds from a firm or firms that will be determined at a later date (the "*Underwriter(s)*") in the form of a Purchase Agreement (as hereinafter defined); and

WHEREAS, within and by the parameters set forth in this resolution, the Board shall authorize the execution, issuance and sale of the Bonds and their delivery in accordance with the Notice or the Purchase Agreement;

NOW, THEREFORE, IT IS RESOLVED BY THE GOVERNING BOARD OF WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6 OF MARICOPA COUNTY, ARIZONA, AS FOLLOWS:

Section 1. Authorization. This Board hereby authorizes the Bonds to be issued and sold in a competitive sale or a negotiated offering in an aggregate principal amount of not to exceed \$10,000,000 (the "*Bonds*"). The Bonds shall be issued and sold in accordance with

the provisions of this resolution and delivered against payment therefor by the Purchaser or Underwriter. The Bonds shall be designated Washington Elementary School District No. 6 of Maricopa County, Arizona, School Improvement Bonds, Project of 2010, Series A (2011), and the Bonds shall be issued and sold in accordance with the provisions of this resolution and delivered against payment therefor by the Purchaser or Underwriter.

Section 2. Terms.

A. **Bonds.** The Bonds shall be dated the date of delivery or such later date as set forth in the Notice or the Purchase Agreement, shall mature on July 1 in some or all of the years 2018 through 2022, inclusive, and shall bear interest from their date to the maturity or earlier redemption of each of the Bonds, provided that the adjusted bond yield (as determined pursuant to the regulations of the Internal Revenue Code, and to the extent that) all or some of the maturities are issued as Build America Bonds or Qualified School Construction Bonds, the yield will be adjusted to reflect the applicable federal subsidy paid to the District), the Bonds shall not exceed 12.00%. The Bonds shall be classified "Class B" bonds for all purposes of Arizona Revised Statutes, Title 15, Chapter 4, Article 5, and Chapter 9, Article 7.

The principal amount maturing in each year, the interest rates applicable to each maturity, the optional and mandatory redemption provisions and any other final terms of the Bonds shall be as set forth in the Notice and the Purchase Agreement and approved by the President or any other member of the Board. The Bonds shall be issued in fully registered Book-Entry-Only form in denominations equal to the respective year's maturity amount. If the Book-Entry-Only System is discontinued, the Bonds shall be in the denominations of \$5,000 each or integral multiples thereof. Interest on the Bonds shall be payable semiannually on each January 1 and July 1 (each an "*Interest Payment Date*") during the term of the Bonds, commencing January 1, 2012 (or on a later date as set forth in the Notice or the Purchase Agreement).

B. **Book-Entry-Only System.** So long as the Bonds are administered under the book-entry-only system (the "*Book-Entry-Only System*") described in the Letter of Representations which is hereinafter defined, interest payments and principal payments that are part of periodic principal and interest payments shall be paid to Cede & Co. or its registered assigns in same-day funds no later than the time established by The Depository Trust Company ("*DTC*") on each interest or principal payment date (or in accordance with then existing arrangements between the District and DTC). The District has entered into an agreement (the "*Letter of Representations*") with DTC in connection with the issuance of the District's bonds including the Bonds and, while the Letter of Representations is in effect, the procedures established therein shall apply to the Bonds.

C. **Registration.** If the Book-Entry-Only System is discontinued, the Registrar's (as defined hereafter) registration books shall show the registered owners of the Bonds (collectively, the owner or owners of the Bonds as shown on the Registrar's registration books shall be referred to as "*Owner*" or "*Owners*"). While the Bonds are subject to the Book-Entry-Only System, the Bonds shall be registered in the name of Cede & Co., or its registered assigns. The Bonds shall be administered by the Registrar in a manner which assures against

double issuance and provides a system of transfer of ownership on the books of the Registrar in the manner set forth in the Bonds. The District recognizes that Section 149(a) of the Internal Revenue Code of 1986, as amended (the "*Code*"), requires the Bonds to be issued and to remain in fully registered form in order that interest thereon is exempt from federal income taxation under laws in force at the time the Bonds are delivered. In this connection, the District agrees that it will not take any action to permit the Bonds to be issued in, or converted into bearer or coupon form.

D. Payment. If the Book-Entry-Only System is discontinued, interest on the Bonds shall be payable on each Interest Payment Date by check mailed to the Owner thereof at the Owner's address all as shown on the registration books maintained by the Registrar as of the close of business of the Registrar on the fifteenth (15th) day of the month preceding an Interest Payment Date (the "*Record Date*").

If the Book-Entry-Only System is discontinued, principal of the Bonds shall be payable, when due, only upon presentation and surrender of the Bond at the designated corporate trust office of the Paying Agent (as defined hereafter). Upon written request of a registered owner of at least \$1,000,000 in principal amount of Bonds not less than twenty (20) days prior to an Interest Payment Date, all payments of interest and, if adequate provision for surrender is made, principal shall be paid by wire transfer in immediately available funds to an account within the United States of America designated by such Owner.

Notwithstanding any other provision of this resolution, payment of principal of and interest on any Bond that is held by a securities depository or that is subject to the Book-Entry-Only System may be paid by the Paying Agent by wire transfer in "same day funds".

E. Other Terms. The Bonds shall have such other terms and provisions as are set forth in Exhibit A hereto and shall be sold under the terms and conditions set forth in the Notice or Purchase Agreement.

Section 3. Prior Redemption.

A. Optional Redemption. The Bonds may be subject to optional redemption as set forth in the Notice or Purchase Agreement.

B. Mandatory Redemption. The Bonds may be subject to mandatory redemption as set forth in the Notice or Purchase Agreement.

Whenever Bonds subject to mandatory redemption are purchased, redeemed (other than pursuant to mandatory redemption) or delivered by the District to the Registrar for cancellation, the principal amount of the Bonds so retired shall satisfy and be credited against the mandatory redemption requirements for such Bonds for such years as the District may direct.

C. Notice of Redemption. So long as the Book-Entry-Only System is in effect, the Registrar shall notify DTC of redemption in the manner required by DTC. If the Book-Entry-Only System is discontinued, notice of redemption of any Bonds redeemed prior to

their stated maturity date shall be mailed by first class mail to each Registered Owner not more than sixty (60) days nor less than thirty (30) days prior to the date of redemption. Notice of redemption may be sent to any securities depository by mail, facsimile transmission, wire transmission or any other means of transmission of the notice generally accepted by the respective securities depository. The Registrar also agrees to send notice of redemption to the Municipal Securities Rulemaking Board (the "MSRB"), currently through the MSRB's Electronic Municipal Market Access system in the manner required by the MSRB.

D. Effect of Call for Redemption. On the date designated for redemption by notice given as herein provided, the Bonds so called for redemption shall become and be due and payable at the redemption price provided for redemption of such Bonds on such date, and, if moneys for payment of the redemption price are held in separate accounts by the Paying Agent, interest on such Bonds or portions of such Bonds so called for redemption shall cease to accrue, such Bonds shall cease to be entitled to any benefit or security hereunder and the Owners of such Bonds shall have no rights in respect thereof except to receive payment of the redemption price thereof and such Bonds shall be deemed paid and no longer outstanding.

E. Redemption of Less Than All of a Bond. The District may redeem an amount which is included in a Bond in the denomination in excess of, but divisible by, \$5,000. In that event, the Owner shall submit the Bond for partial redemption and the Paying Agent shall make such partial payment and the Registrar shall cause to be issued a new Bond in a principal amount equal to the unpaid amount remaining on such Bond after the redemption to be authenticated and delivered to the Owner thereof.

Section 4. Security. For the purpose of paying the principal of, interest on and costs of administration of the registration and payment of the Bonds, there shall be levied on all the taxable property in the District a continuing, direct, annual, ad valorem tax sufficient to pay all such principal, interest and administration costs as the same becomes due, such taxes to be levied, assessed and collected at the same time and in the same manner as other taxes are levied, assessed and collected. The proceeds of the taxes shall be kept in a special fund entitled the Debt Service Fund of the District and shall be used only for the payment of principal, interest, premium, if any, or costs as above-stated. If for any reason, the amount on deposit in the District's debt service fund is insufficient to pay on the date of payment, the principal, interest and premium (if any) due on the Bonds, the District hereby authorizes the Treasurer to pay such deficiency from any District funds lawfully available therefore.

Section 5. Use of Proceeds. Upon the delivery of and payment for the Bonds in accordance with the terms of their sale, the net proceeds from the sale of the Bonds, after payment of the expenses of issuance, shall be set aside and deposited by the Maricopa County Treasurer (the "Treasurer"), in a separate fund entitled the Bond Building Fund of the District.

The proceeds of the Bonds shall be expended only for the purpose set forth in the ballot used at the Election wherein issuance of the Bonds was approved and to pay the costs of issuance of the Bonds and the cost of a bond insurance premium, if applicable. Any premium

received from the sale of the Bonds shall be used to pay the underwriter's compensation and any other costs of issuance lawfully payable from such proceeds.

Section 6. Form of Bonds. Pursuant to A.R.S. § 35-491, a fully registered bond form is adopted as an alternative to the form of bond provided in A.R.S. § 15-1023. So long as the Book-Entry-Only System is in effect, the Bonds shall be in substantially the form of Exhibit A attached hereto and incorporated by reference herein, with such necessary and appropriate omissions, insertions and variations as are permitted or required hereby or by the Purchase Agreement and are approved by those officers executing the Bonds; execution thereof by such officers shall constitute conclusive evidence of such approval.

The Bonds may have notations, legends or endorsements required by law, securities exchange rule or usage. Each Bond shall show both the date of the issue and the date of such Bond's authentication and registration. The Bonds are prohibited from being converted to coupon or bearer form without the consent of the Board and approval of bond counsel. If the Book-Entry-Only System is discontinued, the Bonds shall be reissued and transferred in the form of Bond to be prepared at that time.

Notwithstanding the foregoing, if the Bonds are issued either as Build America or Qualified School Construction Bonds, the form of Bonds shall be modified, as applicable.

Section 7. Execution of Bonds and Other Documents.

A. Bonds. The Bonds shall be executed for and on behalf of the District by its President by manual or facsimile signature. If an officer whose signature is on a Bond no longer holds that office at the time the Bond is authenticated and registered, such Bond shall nevertheless be valid.

A Bond shall not be valid or binding until authenticated by the manual signature of an authorized representative of the Registrar. The signature of the authorized representative of the Registrar shall be conclusive evidence that such Bond has been authenticated and issued pursuant to this resolution.

B. Purchase Agreement. If the Bonds are sold through a negotiated offering, the Superintendent or Director of Business Services of the District is authorized to select an underwriter to act as Underwriter in the best interests of the District. The form of the Purchase Agreement, as presented to this Board, is hereby approved and the President or any member of this Board is hereby authorized to execute the Purchase Agreement on behalf of the District if the Bonds are sold in a negotiated sale. The Superintendent or Director of Business Services of the District or the President or any member of the Board shall cause the Purchase Agreement to be completed to reflect the terms of the Bonds, including the price at which the Bonds are sold and provisions for original issue premium or original issue discount with respect thereto. The execution and delivery of the Purchase Agreement as completed by the President or any member of the Board shall be conclusive evidence of such approval of the final terms and provisions.

C. Notice. The form of the Notice, attached hereto as Exhibit B, is hereby approved; with the advice of the District's financial consultant, Piper Jaffray & Co., the Superintendent or Director of Business Services are authorized to complete and amend the Notice as may be in the best interest of the District.

D. Registrar Contract. The form of registrar's contract concerning duties of the Registrar and Paying Agent for the Bonds, in substantially the form submitted to and on file with the Board, is hereby approved and the President, any member of this Board, the Superintendent or the Director of Business Services of the District is hereby directed to execute such contract on behalf of the District with such necessary and appropriate omissions, insertions and variations as are permitted or required hereby and are approved by those officers executing the documents and cause such respective contract to be delivered. Execution by any such officer shall constitute conclusive evidence of such approval.

E. Continuing Disclosure Undertaking. In order to comply with the provisions of Section 240.15c2-12, General Rules and Regulations, Securities Exchange Act of 1934 (the "*Rule*"), unless an exemption from the terms and provisions of the Rule is applicable to the Bonds, the Superintendent or Director of Business Services of the District is hereby authorized and directed to prepare, execute and deliver on behalf of the District a written agreement or undertaking for the benefit of the Owners (including beneficial owners) of the Bonds, in substantially the form presented to the Board and on file with the District. The written agreement or undertaking shall contain such terms and provisions as are necessary to comply with the Rule including, but not limited to (i) an agreement to provide to Municipal Securities Rulemaking Board and to the Arizona state information depository, if one shall be so designated by the State of Arizona, the financial information or operating data presented in the final official statement as determined by mutual agreement between the Superintendent or the Director of Business Services and the Underwriter and audited financial statements of the District and (ii) an agreement to provide material events disclosure to Municipal Securities Rulemaking Board or to any state information depository hereinafter designated.

F. Official Statement. The preparation and dissemination of a preliminary official statement is hereby authorized and approved and its distribution by the Purchaser or Underwriter is hereby authorized and approved. The preliminary official statement shall be in a form that is approved and deemed as "final" for all purposes of the Rule, by the President or any member of the Board or the Superintendent or the Director of Business Services of the District. The District will cause a final official statement (the "*Official Statement*") in substantially the form of the preliminary official statement referred to above to be prepared and distributed with the Bonds upon initial issuance. The President or any member of this Board is authorized to execute and deliver the Official Statement on behalf of the District and the execution by the President or such other officer shall be deemed conclusive evidence of such approval. The preliminary official statement and the Official Statement may be prepared in conjunction with, and may be part of the same document as, the preliminary official statement and the Official Statement for any other bonds which may be issued by the District.

Section 8. Mutilated, Lost or Destroyed Bonds. In case any Bond becomes mutilated or destroyed or lost, the District shall cause to be executed, authenticated and delivered a new Bond of like date and tenor in exchange and substitution for and upon the cancellation of the mutilated Bond or in lieu of and in substitution for the Bond destroyed or lost, upon the Owner's paying the reasonable expenses and charges of the District in connection therewith and, in the case of the Bond destroyed or lost, filing with the Registrar and the Treasurer of evidence satisfactory to the Registrar and the Treasurer that such Bond was destroyed or lost, and furnishing the Registrar and the Treasurer with a sufficient indemnity bond pursuant to § 47-8405, Arizona Revised Statutes.

Section 9. Method of Sale. The Board hereby directs the Superintendent and Director of Business Services to determine if the Bonds will be sold through a competitive offering or a negotiated sale and authorizes the sale of the Bonds and to take any action and make any modifications to the documents described in Section 7 hereof to accomplish the purposes of this Resolution.

Section 10. Registrar and Paying Agent. The District shall maintain an office or agency where the Owners of the Bonds shall be recorded in the registration books and the Bonds may be presented for registration or transfer (such entity performing such function shall be the "Registrar"). The District shall maintain an office or agency where Bonds may be presented for payment (such entity performing such function shall be the "Paying Agent"). Bonds shall be paid by the Paying Agent in accordance with Section 2D of this resolution. The District may appoint one or more co-Registrars or one or more additional Paying Agents. The Registrar and Paying Agent may make reasonable rules and set reasonable requirements for their respective functions with respect to the Owners of the Bonds.

The Superintendent or Director of Business Services shall solicit pricing quotes to act as Registrar and Paying Agent with respect to the Bonds and shall select a Registrar and Paying Agent in the best interests of the District. The District may change the Registrar or Paying Agent without notice to or consent of Owners of the Bonds and the District may act in any such capacity.

Each Paying Agent shall be required to agree in writing that the Paying Agent shall hold in trust for the benefit of the Owners of the Bonds all moneys held by the Paying Agent for the payment of principal of and interest and any premium on the Bonds.

The Registrar may appoint an authenticating agent acceptable to the District to authenticate Bonds. An authenticating agent may authenticate Bonds whenever the Registrar may do so. Each reference in this resolution to authentication by the Registrar includes authentication by an authenticating agent acting on behalf and in the name of the Registrar and subject to the Registrar's direction.

The Registrar shall keep a separate register for the Bonds. If the Book-Entry-Only System is discontinued, when Bonds are presented to the Registrar or a co-registrar with a request to register transfer, the Registrar shall register the transfer on the registration books if its

requirements for transfer are met and shall authenticate and deliver one or more Bonds registered in the name of the transferee of the same principal or payment amount, maturity or payment date and rate of interest as the surrendered Bonds. All transfer fees and costs shall be paid by the transferor.

If the Book-Entry-Only System is discontinued, the Registrar may, but shall not be required to, transfer or exchange any Bonds during the period commencing on the Record Date to and including the respective Interest Payment Date. The Registrar may but need not register the transfer of a Bond which has been selected for redemption and need not register the transfer of any Bond for a period of fifteen (15) days before a selection of Bonds to be redeemed; if the transfer of any Bond which has been called or selected for call for redemption in whole or in part is registered, any notice of redemption which has been given to the transferor shall be binding upon the transferee and a copy of the notice of redemption shall be delivered to the transferee along with the Bond or Bonds. If the Registrar transfers or exchanges Bonds within the period referred to above, interest on such Bonds shall be paid to the person who was the Owner at the close of business of the Registrar on the Record Date as if such transfer or exchange had not occurred.

The Registrar shall authenticate Bonds for original issue up to \$10,000,000 in aggregate principal amount upon the written request of the Treasurer. The aggregate principal amount of Bonds outstanding at any time may not exceed that amount except for replacement Bonds as to which the requirements of the Registrar and the District are met.

Section 11. Resolution a Contract. This resolution shall constitute a contract between the District and the Owners of the Bonds and shall not be repealed or amended in any manner which would impair, impede or lessen the rights of the Owners of the Bonds then outstanding. The performance by the Board of the obligations in this resolution and in the Bonds and the Purchase Agreement is hereby authorized and approved.

Section 12. Tax Covenant. In consideration of the purchase and acceptance of the Bonds by the owners thereof and, as authorized by Arizona Revised Statutes, Title 35, Chapter 3, Article 7, and in consideration of retaining the exclusion of interest income on the Bonds from gross income for federal income tax purposes, the Board covenants with the Owners from time to time of the Bonds to neither take nor fail to take any action which action or failure to act is within its power and authority and would result in interest income on the Bonds becoming subject to inclusion as gross income for federal income tax purposes under either laws existing on the date of issuance of the Bonds or such laws as they may be modified or amended.

The President or any member of the Board, the District's Superintendent or Director of Business Services is authorized to execute and deliver all closing documents incorporating the District's representations necessary to exclude the interest on the Bonds from gross income for federal income tax purposes and other matters pertaining to the sale of the Bonds as required by bond counsel. The District's Superintendent or Director of Business Services, the Treasurer or a partner of Gust Rosenfeld P.L.C., bond counsel to the District ("*bond counsel*"), is authorized to execute and file on behalf of the District information reporting returns

and to file or deliver such other information as may be required by Section 149(e) of the Internal Revenue Code of 1986, as amended (the "Code").

The Board further authorizes the employment of such experts and consultants to make, as necessary, any calculations in respect of rebates to be made to the United States of America in accordance with Section 148(f) of the Code. The President, any member of the Board, or the Superintendent or Director of Business Services of the District are authorized to make any applicable elections necessary to avoid the rebate to the federal government of certain of the investment earnings attributable to the Bonds.

The District shall comply with such requirements and shall take any such actions as in the opinion of bond counsel are necessary to prevent interest income on the Bonds from becoming subject to inclusion in gross income for federal income tax purposes. Such requirements may include but are not limited to making further specific covenants; making truthful certifications and representations and giving necessary assurances; complying with all representations, covenants and assurances contained in certificates or agreements to be prepared by bond counsel; to pay to the United States of America any required amounts representing yield reduction payments or rebates of arbitrage profits relating to the Bonds; filing forms, statements and supporting documents as may be required under the federal tax laws; limiting the term of and yield on investments made with moneys relating to the Bonds; and limiting the use of the proceeds of the Bonds and property financed thereby.

Section 13. Certifications. The District certifies as follows:

- A. The District is a governmental unit with general taxing powers;
- B. No bond which is a part of the Bonds to be issued in accordance with this resolution is a private activity bond as defined in Section 141 of the Code; and
- C. Ninety-five percent (95%) or more of the net proceeds of such issue are to be used for local government activities (i.e., school facilities) of the District.

The officers of the District charged with issuing the Bonds shall determine if the facts and conclusions stated in this Section are correct as of the date of issuance of the Bonds and, if correct, are authorized and directed to execute a certificate to that effect and cause the same to be delivered to the initial purchaser of the Bonds.

Section 14. Qualified Tax-Exempt Obligations. In the event the Superintendent or the President of the Board determines that the District reasonably expects to issue less than the maximum amount authorized under Section 265(b)(3) of the Code in principal amount of tax-exempt obligations in 2011, the District hereby designates the Bonds as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code. The President of the Board, the Superintendent or the Director of Business Services shall certify in the closing certificates that it is reasonably anticipated that the aggregate amount of qualified tax-exempt obligations (as defined

in Section 265 (b)(3)(B) of the Code) which shall be issued for or by the District in 2011 shall not exceed the maximum amount authorized under Section 265(b)(3) of the Code.

Section 15. Election Under American Recovery and Reinvestment Act. If the President, any member of the Board, the Superintendent or the Director of Business Services determine it to be in the best interests of the District, and if, and to the extent, the Bonds meet the requirements hereof under the Code, all or a portion of the Bonds may be qualified and sold as Build America Bonds, Recovery Zone Economic Development Bonds or Qualified School Construction Bonds, with the federal tax credits paid directly to the District, provided to the Owners of the Bonds, or stripped from the Bonds and sold separately; and the President, any member of the Board, the Superintendent or the Director of Business Services and all other officers and agents of the District are authorized to take any action, make any modification of the documents, enter into any agreements, make any election or certifications, modify the designated name of the Bonds and pay any costs necessary to provide for, or facilitate the issue and sale of all or a portion of the Bonds in such manner, and to comply with the requirements of the Code and the terms of the Bonds and any agreement related thereto.

If the Bonds are designated as Taxable Bonds as indicated above, Section 12-Tax Covenant and Section 14-Qualified Tax-Exempt Obligations hereof are of no force and effect and are not applicable to the Bonds.

If all or a portion of the Bonds are designated as Taxable Bonds with the federal tax credit paid directly to the bondholder or stripped and sold separately, the District covenants to neither take nor fail to take any action, which action or failure to act, is within its power and authority and would result in the loss of the federal tax credits. The District shall comply with such requirements and take any such actions as in the opinion of bond counsel are necessary to allow the continuation of the federal tax credits. Such requirements may include, but are not limited to, making further specific covenants; making truthful certifications and representations and giving necessary assurances; complying with all representations, covenants and assurances contained in certificates or agreements to be prepared by bond counsel; and filing forms, statements and supporting documents as may be required under the federal tax law. The President, any Board member, Superintendent or Director of Business Services of the District are authorized and directed to execute such documents, forms and agreements as may be required to cause the Bonds to be qualified as the type so designated under the federal tax law and as may be necessary to provide for the administration thereof, including but not limited to, agreements with the Registrar and Paying Agent pertaining to the receipt of any subsidy payments.

Section 16. Investment of Moneys. Pursuant to A.R.S. §§ 15-1024 and 15-1025, subject to the provisions of Section 12 hereof, this resolution shall be construed as a request and continuing consent of this Board to invest moneys in the Debt Service Fund established for the Bonds and the proceeds of the Bonds deposited in the Bond Building Fund pending use, in (i) any of the securities allowed by A.R.S. § 15-1025 and (ii) the local government investment pool-government established under A.R.S. § 35-326, so long as the pool only invests in securities allowed by A.R.S. § 15-1025. This resolution shall constitute the continuing consent of this Board to such investment and no further annual consent need be

given; provided, however, that the District, acting through its Superintendent or Director of Business Services, may at any time provide written investment instructions to the Treasurer during any fiscal year and the Treasurer, to the extent such investments are lawful, is hereby directed to invest the moneys designated in the written instructions in the investments set forth in such instructions.

Section 17. Ratification of Actions. All actions of the officers and agents of the District which conform to the purposes and intent of this resolution and which further the issuance and sale of the Bonds as contemplated by this resolution whether heretofore or hereafter taken are hereby ratified, confirmed and approved. The proper officers and agents of the District are hereby authorized and directed to do all such acts and things and to execute and deliver all such documents on behalf of the District as may be necessary to carry out the terms and intent of this resolution.

This Board hereby acknowledges bond counsel's representation of the Underwriter in matters not involving the District or the Bonds and hereby consents to the representation of the District in the matters set forth in this resolution.

Section 18. Representations, Warranties and Covenants of the District.
The District hereby represents, warrants and covenants as follows:

- (a) The proceeds of any Class A bonds (as defined in A.R.S. Section 15-101(4)) of the District have been spent or obligated in contract;
- (b) Bond proceeds shall not be expended for soft capital items or other items whose useful life is less than the average useful life of the Bonds, except as provided in paragraph (e) below;
- (c) Bond proceeds shall not be expended for items whose useful life is less than five years, except as provided in paragraph (e) below;
- (d) Bond proceeds shall not be used to pay the expenses of the Election; and
- (e) Bond proceeds may be expended for purchasing pupil transportation vehicles.

Section 19. Severability. If any section, paragraph, subdivision, sentence, clause or phrase of this resolution is for any reason held to be illegal, invalid or unenforceable, such decision shall not affect the validity of the remaining portions of this resolution. The Board hereby declares that it would have adopted this resolution and each and every other section, paragraph, subdivision, sentence, clause or phrase hereof and authorized the issuance of the Bonds pursuant hereto irrespective of the fact that any one or more sections, paragraphs, subdivisions, sentences, clauses or phrases of this resolution may be held illegal, invalid or unenforceable.

Section 20. Bond Insurance or Credit Enhancement. The Treasurer is hereby authorized to expend or cause to be expended Bond proceeds for the purchase of bond insurance or other credit enhancement for the Bonds.

PASSED, ADOPTED AND APPROVED by the Governing Board of Elementary School District No. 6 of Maricopa County, Arizona, on December 9, 2010.

President

EXHIBIT A

(Form of Book-Entry-Only Bond)

Number: R- _____

Denomination: _____

Unless this Bond is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), to the District or its agent for registration of transfer, exchange, or payment, and any Bond issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), any transfer, pledge, or other use hereof for value or otherwise by or to any person is wrongful inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

**WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6
OF MARICOPA COUNTY, ARIZONA
SCHOOL IMPROVEMENT BOND
PROJECT OF 2010, SERIES A (2011)**

<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Original Dated Date</u>	<u>CUSIP No.</u>
_____%	July 1, ____	_____, 2010	_____

Registered Owner: Cede & Co.

Principal Amount: _____ AND NO/100 DOLLARS (\$ _____ .00)

WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6 OF MARICOPA COUNTY, ARIZONA (the "*District*"), for value received, hereby promises to pay to the registered owner identified above, or registered assigns as provided herein, on the maturity date set forth above, the principal amount set forth above, and to pay interest on the unpaid principal amount at the interest rate shown above.

INSERT CALL FEATURE IF APPLICABLE.

Interest is payable on January 1 and July 1 of each year commencing _____ 1, 20____, and will accrue from the most recent date to which interest has been paid, or, if no interest has been paid, from the original dated date set forth above. Interest will be computed on the basis of a year comprised of 360 days consisting of twelve (12) months of thirty (30) days each.

Principal of and interest on this bond are payable in lawful money of the United States of America. Interest payments and principal payments that are part of periodic principal and interest payments shall be received by Cede & Co., as nominee of DTC, or its registered assigns in same-day funds no later than the time established by DTC on each interest or principal payment date in accordance with existing arrangements between the District and DTC.

It is hereby certified and recited that all conditions, acts and things required by the Constitution and laws of the State of Arizona to exist, to occur and to be performed precedent to and in the issuance of this bond exist, have occurred and have been performed and that the series of bonds of which this is one, together with all other indebtedness of the District, is within every debt and other limit prescribed by the Constitution and laws of the State of Arizona, and that due provision has been made for the levy and collection of a direct, annual, ad valorem tax upon all of the taxable property in the District for the payment of this bond and of the interest hereon as each becomes due, unlimited as to rate or amount.

This bond is one of a series of general obligation bonds in the aggregate principal amount of \$ _____ of like tenor except as to amount, maturity date, redemption provisions, interest rate and number, issued by the District to provide funds to make certain school improvements within the District, pursuant to a

resolution of the Governing Board of the District duly adopted prior to the issuance hereof (the "*Resolution*"), and pursuant to the Constitution and laws of the State of Arizona relative to the issuance and sale of school district bonds, and all amendments thereto, and all other laws of the State of Arizona thereunto enabling.

For the punctual payment of this bond and the interest hereon and for the levy and collection of ad valorem taxes on all taxable property within the District sufficient for that purpose, the full faith and credit of the District are hereby irrevocably pledged.

The registrar or paying agent may be changed by the District without notice.

So long as the book-entry-only system is in effect, this bond is non-transferable. If the book-entry-only system is discontinued, this bond is transferable by the registered owner in person or by attorney duly authorized in writing at the designated office of the registrar, which on the original issue date is the corporate trust office of _____ upon surrender and cancellation of this bond. Bonds of this issue are issuable only in fully registered form in the denomination of \$5,000 of principal or integral multiples thereof.

The District, the registrar and the paying agent may treat the registered owner of this bond as the absolute owner for the purpose of receiving principal and interest and for all other purposes and none of them shall be affected by any notice to the contrary.

The District has caused this bond to be executed by the President of its Governing Board, which signature may be a facsimile signature. This bond is not valid or binding upon the District without the manually affixed signature of an authorized representative of the registrar. This bond is prohibited from being issued in coupon or bearer form without the consent of the Governing Board of the District, and the occurrence of certain other conditions.

**WASHINGTON ELEMENTARY SCHOOL DISTRICT
NO. 6 OF MARICOPA COUNTY, ARIZONA**

(facsimile)

President, Governing Board

DATE OF AUTHENTICATION AND REGISTRATION: _____

AUTHENTICATION CERTIFICATE

This bond is one of the Washington Elementary School District No. 6 of Maricopa County, Arizona School Improvement Bonds, Project of 2010, Series A (2011), described in the resolution mentioned herein.

_____, as Registrar

Authorized Representative

(INSERT INSURANCE STATEMENT HERE, IF APPLICABLE)

FORM OF ASSIGNMENT

The following abbreviations, when used in this bond, shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM – as tenants in common

TEN ENT – as tenants by the entireties

JT TEN – as joint tenants with right of survivorship
and not as tenants in common

UNIF GIFT/TRANS MIN ACT-____ Custodian ____
(Cust) (Minor)

under Uniform Gifts/Transfers to Minors Act ____
(State)

Additional abbreviations may also be used though not in list above

ASSIGNMENT

FOR VALUE RECEIVED the undersigned hereby sells, assigns and transfers unto

(Name and Address of Transferee)

the within bond and all rights thereunder, and hereby irrevocably constitutes and appoints _____, attorney to transfer the within bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated _____

Signature Guaranteed:

Firm or Bank

Authorized Signature

Signature guarantee should be made by a guarantor institution participating in the Securities Transfer Agents Medallion Program or in such other program acceptable to the Registrar

Note: The signature(s) on this assignment must correspond with the name(s) as written on the within registered bond in every particular without alteration or enlargement or any change whatsoever.

ALL FEES AND TRANSFER COSTS SHALL BE PAID BY THE TRANSFEROR

EXHIBIT B

NOTICE INVITING PROPOSALS

\$10,000,000

**WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6
OF MARICOPA COUNTY, ARIZONA
SCHOOL IMPROVEMENT BONDS
PROJECT OF 2010 SERIES A (2011)**

NOTICE INVITING BIDS FOR THE PURCHASE OF BONDS
(electronic bidding only)

NOTICE IS HEREBY GIVEN that unconditional bids will be received to and including the hour of 9:00 a.m., Pacific Daylight Time ("*MST*"), on February 10, 2011, for the purchase of all, but not less than all, of Washington Elementary School District No. 83 of Maricopa County, Arizona (the "*District*"), School Improvement Bonds Project of 2010 Series A (2011) (the "*Bonds*"), in the aggregate principal amount of \$10,000,000. A bid may be submitted only through the facilities of PARITY® ("*PARITY*"). Submission of bids is further discussed below. The Director of Business Services will announce the bids received at such time. The Governing Board of the District will meet on February 10, 2011, at the hour of 7:00 p.m., for the purpose of considering bids received and, if an acceptable bid is received, said Board shall award the contract for the purchase of the Bonds.

The District reserves the right to continue the date for receipt of bids. If the date for receipt of bids is continued, the District will give notice of the continuance by PARITY at www.i-Deal.com, prior to 11:00 a.m., MST, on February 9, 2011.

The Bonds will be dated the date of delivery (expected on or about February 23, 2011) and will bear interest from the date of the Bonds to the maturity of each of the Bonds at a rate or rates per annum of not to exceed 12%. Interest on the Bonds shall be payable semiannually each year on January 1 and July 1 during the term of each of the Bonds, commencing January 1, 2012. The Bonds shall mature on July 1 in the years 2018 to 2022, inclusive, as follows:

Maturity Date (July 1)	Principal Amount
2018	\$2,000,000
2019	2,100,000
2020	2,000,000
2021	2,300,000
2022	1,600,000

TIME FOR RECEIPT OF BIDS. Bids will be received to and including the hour of 9:00 a.m., MST on February 10, 2011. The time maintained by PARITY shall constitute the official time.

ELECTRONIC BIDDING PROCEDURES: All bids must be submitted through the facilities of PARITY by 9:00 a.m., MST on February 10, 2011 as set forth above. All bids must be submitted on the Official Bid Form, as resides on the PARITY system, without alteration or interlineation. Subscription to the Thomson Financial Municipal Group's BIDCOMP Competitive Bidding System is required in order to submit a bid. The District will neither confirm any subscription nor be responsible for the failure of any prospective bidder to subscribe. The District is using PARITY as an on-line bidding process, and not as the District's agent, to conduct electronic bidding for the Bonds.

All bids made through the facilities of PARITY shall be deemed irrevocable offers to purchase the Bonds on the terms provided in this Notice Inviting Bids for the Purchase of Bonds and shall be binding upon the entity making the bid as if made by a signed, sealed bid delivered as stated above. The District and Financial Consultant shall not be responsible for any malfunction or mistake made by, or as result of the use of the facilities of, PARITY, the use of such facilities being the sole risk of the prospective bidder.

If any provisions of this Notice Inviting Bids for the Purchase of Bonds shall conflict with information provided by PARITY, as the approved provider of electronic bidding services, this Notice Inviting Bids for the Purchase of Bonds shall control. Further information about PARITY, including any fee charged, may be obtained from BIDCOMP/PARITY, 395 Hudson Street, 3rd Floor, New York, New York 10014, Attn: Customer Support (212.806.8304).

Bidders are requested to state in their bids the net interest cost to the District, as described under "AWARD AND DELIVERY" herein. All bids shall be deemed to incorporate the provisions of this Notice Inviting Bids for the Purchase of Bonds in the Official Bid Form.

OPTIONAL REDEMPTION: The Bonds maturing on or before July 1, 2020 are not subject to call for redemption prior to their stated maturity dates. The Bonds on or after July 1, 2021 are subject to optional redemption prior to their stated maturity dates, at the option of the District, in whole or in part on July 1, 2020, or on any date thereafter by the payment of a redemption price equal to the principal amount of each Bond called for redemption plus accrued interest to the date fixed for redemption but without premium.

PURPOSE: The Bonds are being issued for the purpose of making school improvements in the District and to pay all legal, financial and other costs relating to the issuance of the Bonds.

SECURITY: Principal of and interest on the Bonds are secured by an ad valorem tax levied against all of the taxable property in the District. The Bonds being issued are payable from such a tax without limit of rate or amount. Subject to the limitation that the total aggregate amount of taxes levied to pay principal of and interest on the Bonds shall not exceed the total aggregate of principal of and interest on the bonds being refunded from the date of issuance of the Bonds to the final date of maturity of the bonds being refunded.

INTEREST RATES: Bids for the purchase of the Bonds must state the rate or rates of interest to be paid. No bid at a price less than the par value of the Bonds, together with all accrued interest thereon at the date of delivery of the Bonds, will be considered. All Bonds of the same maturity must bear the same rate of interest. The highest rate bid shall not exceed the lowest rate bid by more than two percent (2%) per annum. Bids must be expressed in multiples of one-eighth (1/8) or one-twentieth

(1/20) of one percent. Interest will be calculated on the basis of a year comprised of 360 days consisting of twelve (12) months of thirty (30) days each.

Any interest rate bid which would result in an interest payment amount having fractional cents will be deemed a waiver of the right to payment of such fractional cents. No fractional cents will be paid or accumulated for payment on any Bond.

AWARD AND DELIVERY: Unless all bids are rejected, the Bonds will be awarded to the bidder whose proposal results in the lowest true interest cost to the District. The true interest cost will be computed by establishing the interest rate (compounded semiannually) necessary to discount the debt service payments from their respective payment dates to the dated date of the Bonds (expected to be on or about February 23, 2011) and the price bid, including any premium or discount but excluding accrued interest. Delivery of the Bonds will be made to the purchaser upon payment in Federal or immediately available funds at the offices of Gust Rosenfeld P.L.C., Phoenix, Arizona, Bond Counsel to the District ("*Bond Counsel*"), or, at the purchaser's request and expense, at any other place mutually agreeable to the District and the purchaser.

The initial purchaser must accept one fully registered Bond for all amounts in each maturity for which names and addresses of the initial retail owners of the Bonds were not provided to the registrar at least seven (7) days prior to closing.

MAXIMUM NET PREMIUM AND INFORMATION TO BE PROVIDED BY WINNING BIDDER: The Bonds may not be reoffered to produce a Net Premium (as hereinafter defined) associated with the Bonds in excess of the sum of the following: (i) an amount not to exceed 5.00% of the principal amount of the Bonds, plus (ii) an amount equal to the difference between the amount required to fund the escrow account and the par amount of the refunded bonds, plus (iii) an amount equal to the costs incurred in issuing the Bonds. **REOFFERING THE BONDS AT A NET PREMIUM IN EXCESS OF SUCH AMOUNT WILL CAUSE THE BONDS TO BE INVALID.** The term "*Net Premium*" means the difference between \$10,000,000 (the par amount of the Bonds) and the issue price of the Bonds determined pursuant to United States Treasury Regulations. The issue price of the Bonds is the aggregate of the issue price of each maturity of the Bonds. The issue price of each maturity of the Bonds is that initial offering price to the public (excluding bond houses, brokers and similar persons or organizations acting in the capacity of underwriter or wholesalers) at which a substantial amount of Bonds of that maturity (at least 10% of such maturity) are reasonably expected to be sold as of the date of the award. All bidders will be required to acknowledge this limit on Net Premium in their bid form.

The winning bidder will be required to furnish to the District, within twenty-four (24) hours after the award of the Bonds, a certificate in a form acceptable to Bond Counsel stating that a *bona fide* public offering of the Bonds has been made and setting forth the offering prices at which a substantial amount of the Bonds of each maturity is reasonably expected to be sold to the public (excluding bond houses, brokers and similar persons or organizations acting in the capacity of underwriters or wholesalers) as of the date of the award. If the offering prices so certified cause the Net Premium to exceed \$500,000, the award will be cancelled, the Bonds will not be delivered to the winning bidder and the bidder's check (as described below) will be retained and forfeited as liquidated damages.

FORM OF BID; SECURITY DEPOSIT: The prescribed form of bid for the Bonds will be available on the PARITY system and all bids must be submitted on that form. Within twenty-four (24) hours after the award of the Bonds, the winning bidder will be required to furnish to the District, a deposit in the amount of \$200,000 (2.00% of the principal amount of the Bonds) (the "Deposit"), in the

form of either of the following: (i) a certified or cashier's check payable to the District, or (ii) a wire transfer to the District. The winning bidder shall be solely responsible for the timely delivery of their Deposit whether by check or wire transfer. Neither the District nor the Financial Advisor has any liability for delays in the transmission of the Deposit.

Any Deposit made by **certified or cashier's check** should be made payable to the District and delivered to Washington Elementary School District No. 6, Attn: Director of Business Services, 4650 W. Sweetwater, Glendale, AZ 85304.

Any Deposit sent via **wire** transfer should be sent to the District according the following instructions:

_____, ABA Number _____, Account number: _____, For Further Credit to: Washington ESD, Reference: Name of Bidder – School Improvement Bonds Project of 2010 Series A (2011);

Contemporaneously with such wire transfer, the winning bidder shall send an e-mail to the District Director Business Services (e-mail address: cathy.thomposn@wesdschools.org), and to the Financial Consultant (e-mail addresses: william.c.davis@pjc.com and logan.k.mackenzie@pjc.com), including the following information; (i) indication that a wire transfer has been made, (ii) the amount of the wire transfer, (iii) the issue to which it applies, and (iv) Federal reference number, if available.

The Deposit the amount of which will be deducted at settlement, will be deposited by the District and no interest will accrue the winning bidder. In the event the winning bidder fails to comply with the accepted bid, said amount will be retained by the District as liquidated damages.

BOND INSURANCE: The District has applied for qualification for municipal bond insurance for payment of principal of and interest on the Bonds. If the Bonds are approved for municipal bond insurance, the Bonds may be insured at the winning bidder's option and expense. If the winning bidder chooses to insure the Bonds, the winning bidder will be required to provide evidence to the District that any premium due the insurance company and any rating agency fees associated with such insurance have been paid in full at or prior to delivery of the Bonds.]

BOOK-ENTRY-ONLY SYSTEM: The Bonds will be issued and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). DTC will act as the securities depository of the Bonds for a book-entry-only system (the "*Book-Entry-Only System*"). Under the Book-Entry-Only System, beneficial ownership interests in the Bonds will be available in book-entry form only through direct or indirect DTC participants.

Ownership interests in the Bonds may be purchased in denominations of \$5,000 of principal amount or integral multiples thereof.

Transfers of beneficial ownership interest in the Bonds will be accomplished by book entries made by DTC and the DTC Participants or Indirect DTC Participants who act on behalf of the Beneficial Owners. For every transfer and exchange of a beneficial interest in the Bonds, the Beneficial Owner may be charged a sum sufficient to cover any tax, fee or other governmental charge that may be imposed in relation thereto.

DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the Bond Registrar and Paying Agent and to the District and discharging its

responsibilities with respect thereto under applicable law. Under such circumstances (if there is not a successor securities depository), physical certificates representing the Bonds will be executed and delivered. In addition, the District may determine to discontinue the Book-Entry-Only System transfers through DTC (or a successor securities depository). In such event, physical certificates representing the Bonds will be registered in the names of the Beneficial Owners and executed and delivered. Upon registration of Bonds in the Beneficial Owner's name, the Beneficial Owners will become the owners of the Bonds (the "*Owners of the Bonds*") for all purposes, including the receipt of principal and interest payments and notices with respect to the Bonds.

For a description of the method of payment of debt service on the Bonds and matters pertaining to transfers and exchanges while the Book-Entry-Only System is in place, see the information in the Official Statement relating to the Bonds entitled "Book-Entry-Only System".

REGISTRATION AND TRANSFER: The District has directed that bids of cost be received for the services of the registrar, transfer agent and paying agent (the "*Registrar*"). With the advice of the Financial Consultant, the Director of Business Services will determine the lowest and best cost which will constitute the District's recommendation to retain the entity submitting such bid. If the book-entry-only system is discontinued, the Registrar will administer registration and transfer of the Bonds and the Bonds will be transferable only upon the bond register to be maintained by the successor Registrar upon surrender to the Registrar.

PAYMENT OF BONDS: So long as the Book-Entry-Only System is in effect, all payments of principal, interest and premium, if any, shall be paid to DTC. If the Book-Entry-Only Systems is discontinued, interest on the Bonds shall be payable by check (unless the owner of the Bonds is eligible for payment by wire transfer) mailed on or prior to the interest payment date to the registered owners of such Bonds at the addresses of such owners as they appear on the books of the registrar on the fifteenth (15th) day of the month preceding the date such interest comes due. Principal of the Bonds shall be paid when due upon surrender of such Bonds at the designated corporate trust office of the registrar (unless the owner of the Bonds is eligible for payment by wire transfer). Upon prior written request made at least twenty (20) days prior to an interest payment date by a registered owner of at least \$1,000,000 in principal amount of Bonds outstanding or on any Bonds held by a securities repository, all payments of interest and, and if adequate provision for surrender is made, principal and premium, if any, shall be paid by wire transfer in immediately available funds to an account within the United States of America designated by such registered owner.

RECORD DATE: The record date for determination of ownership for payment of interest shall be the fifteenth day of the calendar month prior to an interest payment date. The registrar shall pay interest to the owners of record on the record date notwithstanding that transfers of ownership may occur on any Bond between the record date and the next interest payment date.

CUSIP NUMBERS: It is anticipated that CUSIP numbers will be placed on the Bonds, but neither failure to print such numbers on any Bond nor any error with respect thereto shall constitute cause for a failure or refusal by the purchaser thereof to accept delivery of and pay for the Bonds in accordance with the terms of the sale. No CUSIP numbers shall be deemed to be a part of any bond or of the contract evidenced thereby.

RIGHT OF REJECTION: The Governing Board reserves the right in its discretion to reject any and all bids received and to waive any irregularity or informality in the bids, except that the time for receiving bids shall be of the essence.

COST OF BOND FORMS: The District shall bear the cost of printing of the Bonds and will furnish fully executed Bonds, registered in the name of the purchaser or nominees, to the purchaser upon payment therefor.

CANCELLATION: Bidders are to take notice that, pursuant to Arizona law, if, within three (3) years from the award of the contract to purchase the Bonds, any person who was significantly involved in initiating, negotiating, securing, drafting or creating the contract for the purchase of the Bonds on behalf of the District becomes an employee or agent of the winning bidder in any capacity or a consultant to the winning bidder with respect to the contract for the purchase of the Bonds, the District may cancel the contract without penalty or further obligation by the District. In addition to such cancellation, the District may recoup any fees or commissions paid or due to any person who was significantly involved in initiating, negotiating, securing, drafting or creating the contract for the purchase of the Bonds on behalf of the District.

LEGAL OPINION: The Bonds are sold with the understanding that the District will furnish the purchaser with the approving opinion of Bond Counsel. An undated copy of such opinion will be printed on the reverse side of each Bond. Said attorneys have been retained by the District as Bond Counsel and in such capacity are to render their opinion only upon the legality of the Bonds under Arizona law the exemption of the interest income on such Bonds from Federal and State of Arizona income taxes (see "Tax-Exempt Status" below). Fees of Bond Counsel for services rendered in connection with such approving opinion are expected to be paid from Bond proceeds. Except to the extent necessary to issue its approving opinion as to validity of Bonds, Bond Counsel has not been requested to examine or review and has not examined or reviewed any financial documents, statements or materials that have been or may be furnished in connection with the authorization, issuance or marketing of the Bonds and accordingly will not express any opinion with respect to the accuracy or completeness of any such financial documents, statements or materials. In submitting a proposal for the Bonds, the bidder agrees to the representation of the District by Bond Counsel.

TAX-EXEMPT STATUS: In the opinion of Bond Counsel, under existing laws, regulations, rules and judicial decisions, and assuming continuing compliance with certain restrictions, conditions and requirements by the District, interest income on the Tax-Exempt Bonds is excluded from gross income for purposes of calculating federal income taxes and is exempt from Arizona income taxes.

Should changes in the law cause Bond Counsel's opinion to change prior to delivery of the Bonds to the purchaser, the purchaser will not be obligated to pick up and pay for the Bonds, and the bid check will be returned.

INFORMATION FROM PURCHASER: The winning bidder will be required to furnish to the District a certificate in a form acceptable to Bond Counsel stating that a bona fide public offering of the Bonds has been made and setting forth the offering prices at which a substantial amount of the Bonds of each maturity have been sold to the public (excluding bond houses, brokers and other intermediaries).

QUALIFIED TAX-EXEMPT OBLIGATIONS: The Bonds will be "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the "Code").]

PRELIMINARY OFFICIAL STATEMENT DEEMED FINAL; FINAL OFFICIAL STATEMENT: The District deems the Preliminary Official Statement provided in connection with the sale of the Bonds to be final as of its date except for the omission of offering prices, selling compensation,

delivery dates, terms to be specified in the winning bidder's proposal, ratings, other terms depending on such matters and the identity of the winning bidder.

The winning bidder must provide the District, within twenty-four (24) hours after the award of the Bonds, with all necessary offering price information, selling compensation information, all other terms of the sale which are depending on such matters and any underwriter information, all as may be necessary to complete the final Official Statement.

Within seven (7) business days after the award of the Bonds, the District will provide the winning bidder with the final Official Statement in an electronic format as prescribed by the Municipal Securities Rulemaking Board ("MSRB"). The final Official Statement will be in substantially the same form as the Preliminary Official Statement with such additions, deletions or revisions as the District deems necessary.

The District will deliver at closing an executed certificate stating that as of the date of delivery the information contained in the final Official Statement, including any supplement, relating to the District and the Bonds is true and correct in all material respects and that such final Official Statement does not contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading.

CONTINUING DISCLOSURE: The District will enter into an undertaking for the benefit of the owners of the Bonds to provide both annual financial information (and audited financial statements when available) and material events disclosure to the MSRB's Electronic Municipal Market Access System (EMMA).

NO LITIGATION AND NON-ARBITRAGE: The District will deliver a certificate to the effect, except as otherwise described in the Preliminary Official Statement or the final Official Statement, that no litigation is pending affecting the issuance and sale of the Bonds. The District will also deliver an arbitrage certificate covering its reasonable expectations concerning the Bonds.

ADDITIONAL INFORMATION: Copies of this Notice and the Preliminary Official Statement relating to the Bonds will be furnished to any bidder upon request made to Cathy Thompson, the Director of Business Services of the District; or to Piper Jaffray & Co., 2525 E. Camelback Road, Suite 925, Phoenix, Arizona 85016; telephone (602) 808-5428; Financial Consultant to the District.

DATED: _____

President, Governing Board of Washington
Elementary School District No. 6 of Maricopa
County, Arizona

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: December 9, 2010
AGENDA ITEM: Structured English Immersion Model Adoption

INITIATED BY: Janet Sullivan, Assistant Superintendent for Academic Services
SUBMITTED BY: Janet Sullivan, Assistant Superintendent for Academic Services

PRESENTER AT GOVERNING BOARD MEETING: Janet Sullivan, Assistant Superintendent for Academic Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA; A.R.S. 15-756

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

The purpose of this agenda item is to present the Structured English Immersion Model(s). Each district governing board must select one or more Arizona English Language Learner Task Force-approved model(s) for implementation on a school-by-school basis (A.R.S. §15-756.02). A Structured English Immersion (SEI) Model Selection Form must be submitted to the Arizona Department of Education (ADE) for each school.

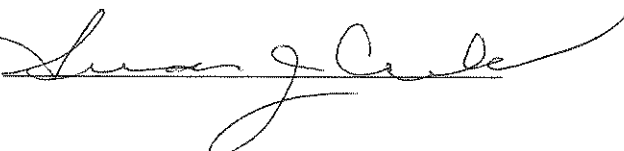
Additionally, an SEI Budget Request Application, indicating a specific amount of incremental monies requested from the Arizona SEI fund may be submitted. However, at this time, the budget application at the ADE is not available for use. The budget request was intended to be submitted by December 17, 2010. The status at this time of the due date for the budget application is unknown. Information regarding the budget will be presented to the Governing Board at an upcoming meeting.

In determining the recommendations for the school-by-school SEI model(s) selections, the fluctuating numbers of identified English language learners, the proficiency levels (pre-emergent, emergent, basic and intermediate) of these students, grade level staffing, and grade level configurations were considered. In order to provide the greatest flexibility, a number of options were identified for most schools. These include:

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the models (Attachment A). It is further recommended that the Governing Board authorize Mrs. Tee Lambert, Governing Board President, to execute the documents.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.C.

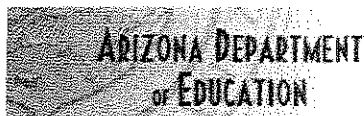
Structured English Immersion Model Adoption

December 9, 2010

Page 2

- Proficiency sub-level within grade (only available in grades 7 and 8)
- Proficiency sub-level within grade band (only available in grades 7 and 8)
- Overall proficiency level within grade
- Overall proficiency level within grade band
- Overall proficiency level band within grade
- Overall proficiency level band within grade band
- Individual Language Learner Plan (ILLP)- for schools with fewer ELL students at a three grade span

The 2011-2012 recommended model adoptions for each school are attached.



[DISTRICT Home](#) [Model Adoption Forms](#) [SCHOOL Incremental Budget](#) [DISTRICT Incremental Budget](#) [DISTRICT Rollup Budget](#) [Help/Instructions](#) [Exit](#)

Logon User: scook **District Name:** Washington Elementary School District

Status: The 2010-2011 SEI Budget Application closed on Friday, December 18, 2009 at 5:00pm. The Model Adoption form submission process is available year round. The Model Adoption Forms are accessible through district access then click on the Model Adoption Forms tab in the dashboard. Please complete and submit a model adoption form for each school. Governing board approval and electronic signature is required. If you have any questions, please contact the ADE OELAS department at (602) 542-0753.

[Print](#)

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

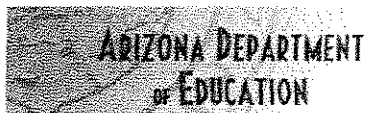
Grouping Methods (List all that apply) **SCHOOL:** Acacia Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☒ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- ☐ No ELL students at the time of submission
- ☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:



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District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Alta Vista Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☒ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
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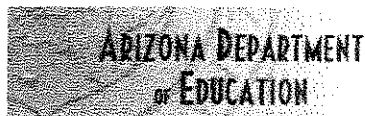
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Print

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: janet.sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

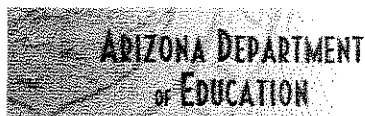
Grouping Methods (List all that apply) **SCHOOL:** Arroyo School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
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Alternate Model Description (1000 character max)

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Date Alternate Model was approved by ADE as compliant:



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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Cactus Wren Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000
Contact Name: Janet Sullivan
Email: Janet.Sullivan@wesdschools.org
Phone: 602-347-2820

A.R.S. 15-756.02 A

Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

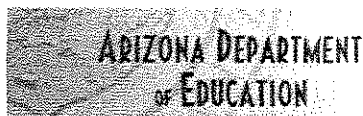
Grouping Methods (List all that apply) **SCHOOL:** Chaparral Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☒ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
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Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

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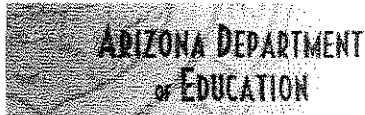
Grouping Methods (List all that apply) **SCHOOL:** Cholla Middle School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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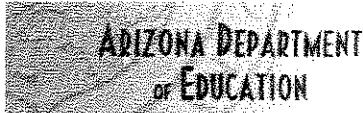
Grouping Methods (List all that apply) **SCHOOL:** Desert Foothills Middle School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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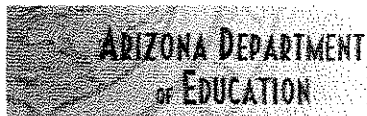
Grouping Methods (List all that apply) **SCHOOL:** Desert View Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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Grouping Methods (List all that apply) **SCHOOL:** Ironwood Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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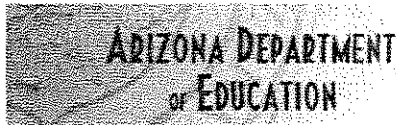
Grouping Methods (List all that apply) **SCHOOL:** John Jacobs Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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☐ By checking this box, I hereby certify that per A.R.S 15-756.02 A, all of the information entered is true and complete to the best of my knowledge

Signature of Governing Board President

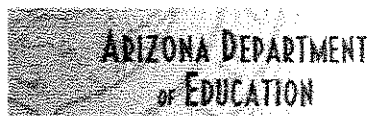
Title

Date:

Save Signature Information

Action	ID	CTDS	Name	Model Exists	DateSubmitted
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edit	5254	070406132	Lakeview Elementary School	Exists	11/4/2010 5:27:54 PM
Edit	5255	070406134	Lookout Mountain School	Exists	11/4/2010 5:28:17 PM
Edit	5256	070406136	Manzanita Elementary School	Exists	11/4/2010 5:28:38 PM
Edit	5257	070406138	Maryland Elementary School	Exists	11/4/2010 5:29:00 PM
Edit	5258	070406140	Moon Mountain School	Exists	11/4/2010 5:29:19 PM
Edit	5259	070406141	Mountain Sky Middle School	Exists	11/4/2010 5:42:27 PM
Edit	5260	070406142	Mountain View Elementary School	Exists	11/4/2010 5:43:18 PM
Edit	5261	070406144	Ocotillo School	Exists	11/4/2010 5:43:42 PM
Edit	5262	070406146	Orangewood Elementary School	Exists	11/4/2010 5:44:05 PM
Edit	5263	070406148	Palo Verde Middle School	Exists	11/4/2010 5:44:32 PM

Change page: < > | Displaying page 2 of 4, items 11 to 20 of 32



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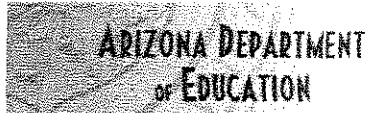
Grouping Methods (List all that apply) **SCHOOL:** Lakeview Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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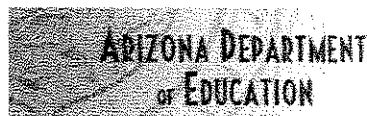
Grouping Methods (List all that apply) **SCHOOL:** Lookout Mountain School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☐ Overall Proficiency Level Band within Grade
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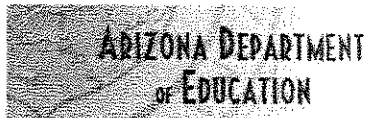
Grouping Methods (List all that apply) **SCHOOL:** Manzanita Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
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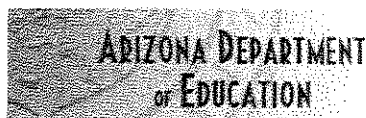
Grouping Methods (List all that apply) **SCHOOL:** Maryland Elementary School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
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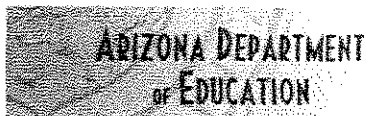
Grouping Methods (List all that apply) **SCHOOL:** Moon Mountain School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

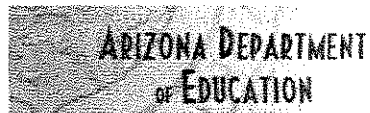
Grouping Methods (List all that apply) **SCHOOL:** Mountain Sky Middle School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☒ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- ☐ No ELL students at the time of submission
- ☐ Alternate Model previously approved by the ELL taskforce

Alternate Model Description (1000 character max)

Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

Date Alternate Model was approved by ADE as compliant:



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Logon User: scook **District Name:** Washington Elementary School District

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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Mountain View Elementary School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
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Alternate Model Description (1000 character max)

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Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force

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District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Ocotillo School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000
Contact Name: Janet Sullivan
Email: Janet.Sullivan@wesdschools.org
Phone: 602-347-2820

A.R.S. 15-756.02 A

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

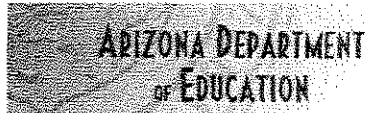
Grouping Methods (List all that apply) **SCHOOL:** Orangewood Elementary School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Palo Verde Middle School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
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 Logon User: scook District Name: Washington Elementary School District

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District Name: Washington Elementary School District CTDS: 070406000

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Phone: 602-347-2820

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Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

☐ By checking this box, I herby certify that per A.R.S 15-756.02 A, all of the information entered is true and complete to the best of my knowledge

Signature of Governing Board President

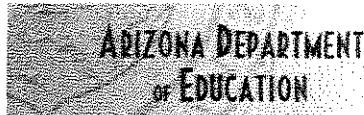
Title

Date:

Save Signature Information

Action	ID	CTDS	Name	Model Exists	DateSubmitted
Edit	5264	070406150	Richard E Miller School	Exists	11/4/2010 5:46:15 PM
Edit	5265	070406152	Roadrunner Elementary School	Exists	11/4/2010 5:46:41 PM
Edit	5266	070406154	Royal Palm Middle School	Exists	11/4/2010 5:47:07 PM
Edit	5267	070406156	Sahuaro School	Exists	11/4/2010 5:47:30 PM
Edit	5268	070406160	Shaw Butte School	Exists	11/4/2010 5:48:00 PM
Edit	5269	070406162	Sunburst School	Exists	11/4/2010 5:48:25 PM
Edit	5270	070406163	Sweetwater School	Exists	11/4/2010 5:48:52 PM
Edit	5271	070406164	Sunnyslope Elementary School	Exists	11/4/2010 5:49:22 PM
Edit	5272	070406165	Sunset School	Exists	11/4/2010 5:49:57 PM
Edit	5273	070406166	Tumbleweed Elementary School	Exists	11/4/2010 5:50:25 PM

Change page: < > | Displaying page 3 of 4, items 21 to 30 of 32.



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District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

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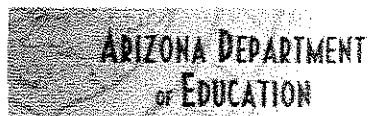
Grouping Methods (List all that apply) **SCHOOL:** Richard E Miller School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
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- ☒ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- ☐ No ELL students at the time of submission
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Alternate Model Description (1000 character max)

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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2620

A.R.S. 15-756.02 A

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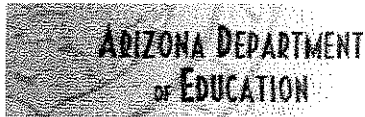
Grouping Methods (List all that apply) **SCHOOL:** Roadrunner Elementary School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000
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Email: Janet.Sullivan@wesdschools.org
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A.R.S. 15-756.02 A

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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Royal Palm Middle School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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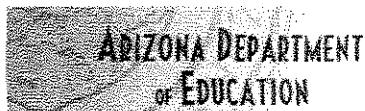
Grouping Methods (List all that apply) **SCHOOL:** Sahuaro School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Shaw Butte School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Sunburst School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Sweetwater School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☐ Overall Proficiency Level Band within Grade
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STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

District Name: Washington Elementary School District **CTDS:** 070406000

Contact Name: Janet Sullivan

Email: Janet.Sullivan@wesdschools.org

Phone: 602-347-2820

A.R.S. 15-756.02 A

Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school-by-school basis.

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Sunnyslope Elementary School

- ☒ Proficiency Sub-level within Grade
- ☒ Proficiency Sub-level within Grade Band
- ☒ Overall Proficiency Level within Grade
- ☒ Overall Proficiency Level within Grade Band
- ☒ Overall Proficiency Level Band within Grade
- ☒ Overall Proficiency Level Band within Grade Band
- ☐ Itinerant Teacher
- ☒ Individual Language Learning Plan (ILLP) - for schools with 20 or fewer ELL students at a three grade span
- ☐ No ELL students at the time of submission
- ☐ Alternate Model previously approved by the ELL taskforce

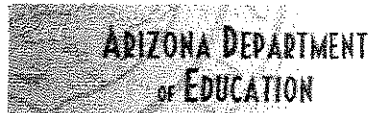
Alternate Model Description (1000 character max)

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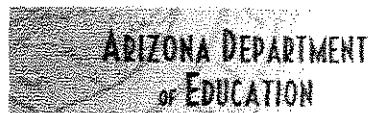
Grouping Methods (List all that apply) **SCHOOL:** Sunset School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
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Structured English Immersion Models of the Arizona English Language Learners Task Force.

Grouping Methods (List all that apply) **SCHOOL:** Tumbleweed Elementary School

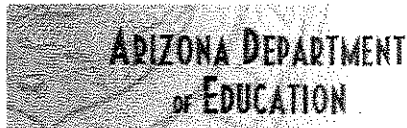
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☐ By checking this box, I hereby certify that per A.R.S 15-756.02 A, all of the information entered is true and complete to the best of my knowledge

Signature of Governing Board President

Title

Date:

Save Signature Information

Action	ID	CTDS	Name	Model Exists	DateSubmitted
Edit	5274	070406167	Abraham Lincoln Traditional School	Exists	11/4/2010 5:51:57 PM
Edit	5275	070406168	Washington Elementary School	Exists	11/4/2010 5:52:23 PM

Change page: < > | Displaying page 4 of 4, items 31 to 32 of 32.



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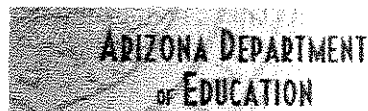
Grouping Methods (List all that apply) **SCHOOL:** Abraham Lincoln Traditional School

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
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Grouping Methods (List all that apply) SCHOOL: Washington Elementary School

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Date Alternate Model was approved by ADE as compliant:

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: December 9, 2010
AGENDA ITEM: 2010-2011 Teacher Performance Pay Plan

INITIATED BY: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services SUBMITTED BY: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services

PRESENTER AT GOVERNING BOARD MEETING: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, A.R.S. §15-977

SUPPORTING DATA

Funding Source: Classroom Site Fund (301)

Budgeted: Yes

Pursuant to A.R.S. 15-977, the Governing Board must annually approve the District's Classroom Site Fund Pay for Performance Compensation Plan and submit it to the Arizona Department of Education (ADE) by December 31, 2010. ADE's submission guidelines for 2010-2011, received by Washington Elementary School District (WESD) in late October, reflect no material changes to the current guidelines.

On November 4, 2010, the WESD Teacher Performance Pay Committee, an *ad hoc* committee of the Interest-Based Negotiations (IBN) Team, met to review the District's 2009-2010 Teacher Performance Pay Plan and to discuss possible plan modifications for 2010-2011. Both employee organizations were represented on the committee, which included teachers, principals and District administrators. The group made a consensus decision to recommend that no changes be made to the current plan. As such, 80% of available Proposition 301 Pay for Performance funds would be allocated to the school improvement goals, and 20% of available Proposition 301 Pay for Performance funds would be allocated to the teacher supervisory process.

Details regarding the committee's proposed 2010-2011 Classroom Site Fund Pay for Performance Plan were shared with WESD principals on November 15, 2010. Principals were provided a "talking points" handout (*Attachment E*)

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the District's proposed 2010-2011 Classroom Site Fund Pay for Performance Compensation Plan and authorize its submission to the Arizona Department of Education.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.D.

2010-2011 Teacher Performance Pay Plan

December 9, 2010

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and a PowerPoint presentation to facilitate their subsequent communication of plan information to their certified staff. Upon learning about the proposed 2010-2011 Teacher Performance Pay Plan, each teacher was asked to indicate his or her approval or disapproval of implementing the plan, pending the plan's authorization by the Governing Board. Over ninety-nine percent of WESD teachers indicated their approval of the proposed 2010-2011 plan.

Comprehensive details about the proposed 2010-2011 plan are included in the following attachments:

- Attachment I, WESD Classroom Site Fund Pay for Performance Compensation Plan, 2010-2011
- Attachment II, Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan, WESD, 2010-2011
- Attachment A, WESD Individual Growth Plan Rubrics, 2010-2011
- Attachment B, WESD Teacher Performance Pay Plan Affidavit, 2010-2011
- Attachment C, WESD Teacher Performance Pay Plan Input Form, 2010-2011
- Attachment D, Allocation of WESD Classroom Site Fund Dollars, 2010-2011
- Attachment E, WESD Proposed Teacher Performance Pay Plan Talking Points, 2010-2011

WASHINGTON ELEMENTARY SCHOOL DISTRICT
Classroom Site Fund Pay for Performance Compensation Plan
 2010-2011

Eligibility: Classroom Teachers, Program Coaches, Academic Intervention Specialists, Special Services Specialists, Student Services Specialists, Counselors, Speech Pathologists

Amount: \$ __TBD*__ total, 80 percent of which is based on School Improvement Plan Goals and 20 percent of which is based on Teacher Supervisory Process Individual Growth Plan objectives

**Dependent on revenue received*

The proposed Washington Elementary School District (WESD) Classroom Site Fund Pay for Performance Compensation Plan is comprised of two parts, both of which incorporate research-based methodology for enhancing student learning. The first part is to be achieved on a school-wide basis, while the second part focuses on individual achievement.

Part I: Documented and Validated Progress Toward Collaboratively Developed School Improvement Objectives

A comprehensive WESD School Improvement Process (SIP) was developed by the District's Planning and Steering Council and implemented on a District-wide basis beginning in FY 1999. The process is intended to provide stakeholders with a systematic means for acquiring the skills and behaviors that promote outstanding learning.

Input from staff, students, parents and community members is solicited as each site develops and executes its School Improvement Plan according to the prescribed methodology. Teachers play a particularly key role in facilitating the plan's progression, which is outlined below. Furthermore, on an annual basis, at least 75% of teachers at each site must sign an affidavit stating "that they participated in discussions regarding school progress as measured by the school improvement rubrics and the resulting school improvement plan."

- Collecting and analyzing data to determine school's status in relation to specified indicators
- Reviewing status findings to identify and prioritize needs
- Defining an objective that encapsulates the most critical needs
- Developing an action plan to define the operational means for accomplishing the objective
 - Knowledge-building
 - Implementation
 - Evaluation
- Monitoring outcomes

In the spring, each site prepares a School Improvement Progress Report that highlights areas of success and accomplishment, as well as items that require additional attention and growth; additionally, plans for the upcoming school year are outlined. A site's School Improvement Plan and Progress Report is then reviewed by a School Improvement Review Team (SIRT), comprised of two teachers, one site council member and one Planning and Steering Council member, all of

whom originate from a District region other than the one in which the particular site is located. The plan and report are evaluated based on the following standards:

- The objectives are to meet established criteria:
 - Specific, concrete and understandable
 - Attainable in a reasonable time frame
 - Measurable
- The plan is to include the required components:
 - Knowledge-building
 - Must describe activities that involve gathering information
 - Must include examples related to effective practices and programs
 - Implementation
 - Must describe activities that involve systematically implementing the desired program or practice
 - Must include gathering feedback and adjusting as deemed necessary
 - Evaluation
 - Must describe activities that will evaluate the outcomes of the plan in relation to identified data sources
- The plan is to identify the following:
 - Timelines
 - Parties responsible for each activity
 - Budget needs and related resources for each activity
- The site's Professional Learning Community Plan must support its School Improvement Plan.

Given that a site's School Improvement Plan meets the standards indicated above, employees at the site who are eligible for Classroom Site Fund Performance Pay would earn the incentive amount. If a site's plan fails to meet the standards, adjustments may be made, and the plan may be resubmitted for evaluation.

Part II: Documented and Validated Progress Toward Teacher Supervisory Process
Individual Growth Plan Objectives

The Washington Elementary School District Teacher Supervisory Process is a systematic method of providing teachers the opportunity to acquire research-based teacher behaviors and instructional practices that impact student learning. These behaviors and practices align with Arizona's Professional Teacher Standards and are identified and acquired through self-reflection, evidence/data analysis and self-directed learning experiences.

Teachers, principals and other administrators collaboratively developed, refined and piloted the Teacher Supervisory Process during a seven-year period. It was implemented on a full systemic basis beginning with the 2004-2005 school year. This differentiated supervision process consists of the components that are described below.

- The teacher studies the Teacher Supervisory Process Goals and the specific behaviors that define each goal. He or she collects evidence of having personally adopted each behavior

and uses the Evidence Analysis Rubric to self-assess and identify the extent to which he or she embraces the given behavior.

- The teacher analyzes the outcome to prioritize his or her goal of greatest need; he or she then analyzes the goal to identify the particular behavior for which he or she has the most immediate professional development need.
- The next step is the teacher's development of an Individual Growth Plan that focuses on pursuing the identified goal and behavior. The plan is comprised of the following components:
 - Statement of the objective
 - Task analysis
 - Phases of plan implementation
 - Knowledge-building
 - Implementation
 - Evaluation
 - Each phase delineates
 - Related activities to be performed
 - Timeline
 - Evidence
- The teacher completes the process components, above, during Year I, and he or she submits the resulting Individual Growth Plan to his or her principal. The principal reviews the plan to ensure that
 - it is reflective of scientifically research-based practices in teaching and learning
 - it aligns with Arizona's Professional Teacher Standards and Arizona's Academic Standards
 - it will have a measurable impact on student learning
- During the subsequent year, the teacher implements his or her Individual Growth Plan; at the end of the year, a Yearly Progress Report is completed and submitted to the principal. The report outlines the following:
 - Professional growth activities in which the teacher participated
 - Results/outcomes achieved through the activities
 - Resources used to achieve the results/outcomes
 - Findings that emerged
 - Next steps to be taken
- Depending on the teacher's status within the Teacher Supervisory Process, the principal reviews either the teacher's Individual Growth Plan or his or her Yearly Progress Report and rates the teacher's achievement according to an established rubric. Prior to submitting documentation to his or her principal, the teacher will have self-assessed his or her TSP achievement using the rubric. A mutually determined rating of "To a great extent" would earn the teacher 100 percent of the Classroom Site Fund Performance Pay incentive amount that has been allocated to individual performance; a rating of "To some extent" would earn the teacher 66 percent, a rating of "To a minimal extent" would earn the teacher 33 percent and a rating of "To no extent" would earn the teacher zero percent . (Please see **Attachment A**, WESD 2010-2011 Individual Growth Plan Rubrics, Versions #1 - 3.)

- Beginning teachers receive Teacher Supervisory Process training during their participation in BEGIN, WESD's three-year teacher induction program. Each teacher's individual achievement is measured by the District's Director of Professional Development, according to a rubric that has been customized to reflect his or her TSP learning stage. (Please see *Attachment A*, WESD 2010-2011 Individual Growth Plan Rubrics, Versions #4 - 5.)
- If a teacher disagrees with the TSP individual achievement rating he or she has received by his or her principal or by the Director of Professional Development, the teacher may appeal to the Assistant Superintendent for Administrative Services.

Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

School District: Washington Elementary School District #6

Fiscal Year: 2010-2011

1. Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, AIMS, district performance assessments, building performance assessments, classroom formative and summative assessments.

Analyzing assessment data is a critical component of Washington Elementary School District's School Improvement Plans (SIP) and Individual Growth Plans (IGP), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the SIP and the IGP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate the analysis of assessment data:

- Goal #1, Enabling and inclusive leadership
 - School Indicator C, Leadership that makes purposeful use of data to make decisions and solve problems
- Goal #2, A productive culture
 - School Indicator E, A culture in which stakeholders focus on and highly value student achievement
- Goal #3, Focused and effective instructional practices
 - School Indicator F, Ongoing reflection and monitoring of programs and practices to meet the changing needs of students
- Goal #4, Consistent, systematic, focused, and responsive monitoring of student progress
 - School Indicator A, Designing and/or administering multiple curriculum-aligned assessments
 - School Indicator B, Collaborating among teachers and staff to analyze assessment data
 - School Indicator C, Utilizing an effective system for collecting and managing information on student academic progress
 - School Indicator D, Utilizing the data from the curriculum-aligned assessments to design and modify instructional practices

WESD utilizes a variety of formal instruments to assess student learning, including curriculum-aligned District assessments in mathematics, reading, writing, technology, art, music, physical education and social studies/language arts, as well as state-mandated tests (Stanford 10, Arizona's Instrument to Measure Standard [AIMS 3-8] and the Arizona English Language Learner Assessment [AZELLA2]).

Additionally, teachers use multiple classroom formative and summative assessments to measure student learning. Examples of formative assessments include informal observation of students, worksheets, homework, quizzes, student journal entries and class discussions; examples of summative assessments include student portfolios, final examinations, final projects, performance assessments and term papers.

2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include:

summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, formative and summative assessments.

All of WESD's curricular objectives, in every grade level and in every subject area, are aligned to the Arizona Academic Standards and clearly delineated in the District's curriculum guides. Guides are revised and updated as the state's academic standards are modified. Every teacher receives a copy of the current curriculum guide(s) that is (are) relevant to his or her assigned areas of instruction. Curriculum guides are also accessible via the District's Intranet:



Curriculum Guides

Who's Who

<u>Natalie McWhorter</u>	Director of Curriculum	x2663
<u>Shannon Fernando</u>	Office Specialist	x2838

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- [ELP Standards Teachers Guide - Speaking and Listening](#)
- [ELP Standards Teachers Guide - Writing](#)

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- [Critical Viewing and Presenting](#)
- [Library](#)
- [Listening and Speaking](#)
- [Math](#)
- [Music \(new draft 08-21-06\)](#)
- [Physical Education](#)
- [Reading](#)
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- [Spelling](#)
- [Technology](#)
- [Workplace Skills Standards - 2009](#)
- [Workplace Skills Standards Template - 2009](#)
- [Writing](#)
- [6-Trait Criteria for Beginning Writers](#)

WESD teachers are expected to develop lesson plans that align with state standards. They are to monitor their students' progress by developing and implementing informal criterion-referenced formative and summative assessments that align with the standards.

Formal assessments, all of which align with state standards, are administered according to the timeline that follows. Teachers administer internally developed District assessments for **mathematics**, **reading** (phonics screener, grades K-2; individual reading inventory, grades 1-3; reading comprehension and oral fluency assessments, grades 3-6; Washington Reading Assessment Profile [WRAP], grades 7-8), **writing**, **technology**, **art**, **music**, **physical education** and **social studies/language arts**; teachers also administer an external reading assessment, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to students in grades K-3.

2010-2011 ASSESSMENT CALENDAR

<i>Date</i>	<i>Grade</i>	<i>Activities</i>
Aug. 16-Sept. 3	K-2	WRITING: Assess all students using Developmental Writing Assessment . Data due on intranet on-line application (K-2 Writing Reporting) Sept. 3
Aug. 16-Sept. 7	K-1	MATH: Assess all students with Math Screener (optional) . Data due on spreadsheet to Program Coaches Sept. 8
Aug. 16-Oct. 1	K-3	READING: Assess all students with DIBELS Beginning Benchmark . Data due on internet on-line application (https://dibels.uoregon.edu/) Oct. 1
Aug. 16-Oct. 1	K-3	READING: Assess all students with Phonics Screener . Data due on intranet on-line application (Phonics Screener-Fall) Oct. 1
Aug. 16-18	2-8	MATH: Test all students using Pretest Assessment . Math scan sheets due to Assessment Aug. 20
Aug. 16-Oct. 1	3-6	WRITING: Assess all students with 6-Trait 6 Point Writing Prompt . Trait scores recorded on WRLA scan sheet due Oct. 1
Aug. 16-Oct. 1	4-6	READING: Assess all students with Form 1 Oral Reading Fluency . Words Per Minute recorded on WRLA scan sheets due Oct. 1
Aug. 23-25	7-8	READING: Assess all students on Form 2 WRAP . WRAP scan sheets due Aug. 27
Aug. 27	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Aug. 30-Sept. 3	2-8	MATH: Pretest Modified Window. Math scan sheets due to Assessment Sept. 3
Sept. 13-Oct. 8	7-8	WRITING: Assess all students with 6-Trait 6-Point Writing Prompt . Trait scores recorded on WRLA scan sheets due Oct. 8
Sept. 17	2-8	MATH: End of Pre-test review window
Sept. 17	K-8	AZELLA2: All new PHOTES tested. All new PHOTES starting the year must be tested by the 30 th day of school.
Sept. 17	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Sept. 27-29	3-6	READING: Test all students with Form 1 Reading Comprehension Assessment . WRLA scan sheets due to Assessment Oct. 1
Oct. 1-Nov. 5	1-3	READING: Administer Individual Reading Inventory (IRI) to all students (Grades 1-3)-Data due on intranet on-line application (Phonics Screener-Fall Window) Nov. 5
Oct. 8	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Oct. 8	K-1	MATH: Data due Math Curriculum Benchmark Quarter 1 intranet on-line application (K-1 Math Reporting/Observables)
Oct. 8	7-8	TECHNOLOGY Data due 1 st Quarter intranet on-line application (Technology Reporting)
Oct. 8	7-8	ART: Data due 1 st Quarter intranet on-line application (WESD Art Reporting)
Oct. 8	K-8	END OF GRADING PERIOD (1st Quarter)
Fall Break: October 11-15		
Parent-Teacher Conferences: October 27-29		
Nov.1-Dec. 17	4-6	READING: Assess all students with Form 2 Oral Reading Fluency . Words Per Minute recorded on WRLA scan sheets due Dec. 17

Nov. 5	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Dec. 3	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Dec. 3-Jan. 14	K-3	READING: Assess all students with DIBELS Middle Benchmark . Data due on internet on-line application (https://dibels.uoregon.edu/) Jan. 14
Dec. 13-16	3-6	READING: Test all students with Form 2 Reading Comprehension Assessment . WRLA scan sheets due to Assessment Dec. 17
Dec. 17	K-1	MATH: Data due Math Curriculum Benchmark Quarter 2 intranet on-line application (K-1 Math Reporting/Observables)
Dec. 17	7-8	TECHNOLOGY: Data due 2 nd Quarter intranet on-line application (Technology Reporting)
Dec. 17	7-8	ART: Data due 2 nd Quarter intranet on-line application (WESD Art Reporting)
Dec. 17	K-8	END OF GRADING PERIOD (2nd Quarter)
Winter Break: December 20-December 31		
Jan. 3-21	K-3	READING: Assess all below-grade level and new students with Phonics Screener . Due on intranet on-line application (Phonics Screener-Winter) Jan. 21
Jan. 17-28	staff	SURVEY: Leadership assessed on-line. Completed by Jan. 28
Jan. 7	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Jan. 14	K-2	WRITING: Assess new students using Developmental Writing Assessment . Data due on intranet on-line application (K-2 Writing Reporting) Jan 14
Jan. 24-26	2-8	MATH: Test all students using Mid-Year Assessment . Math scan sheets due to Assessment Jan. 28
Jan. 31-Feb. 2	7-8	READING: Assess all students on Winter WRAP . WRAP scan sheets due Feb. 4
Feb. 1-May 13	K-8	AZELLA2: AZELLA2 Reassessment Window (monitoring only)
Feb. 1-28	K-2	READING: Administer Individual Reading Inventory (IRI) to all students (K-2)- Data due on intranet on-line application (Phonics Screener-Winter Window) Feb. 28
Feb. 4	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Feb. 9-11	K-8	SURVEY: Parent Satisfaction Survey administered (scan sheets due to Assessment Feb. 25)
Feb. 14-25	K-8	SURVEY: OLWEUS Survey administered (scan sheets to D. Watkins Feb. 25)
Feb. 14-Mar. 11	3-6	WRITING: Assess all students with 6-Trait 6 Point Writing Prompt . Trait scores recorded on WRLA scan sheet due Mar. 11
Feb. 14-Mar. 11	4-5	READING: Assess all students with Form 3 Oral Reading Fluency . Words Per Minute recorded
Mar. 1- May 13	K-8	AZELLA2: AZELLA2 Reassessment Window (continuing & new ELLs)
Mar. 7-9	3-6	READING: Test all students with Form 3 Reading Comprehension Assessment . WRLA scan sheets due to Assessment Mar. 11
Mar. 11	K-1	MATH: Data due Math Curriculum Benchmark Quarter 3 intranet on-line application (K-1 Math Reporting/Observables)
Mar. 11	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Mar. 11	7-8	TECHNOLOGY: Data due 3 rd Quarter intranet on-line application (Technology Reporting)
Mar. 11	7-8	ART: Data due 3 rd Quarter intranet on-line application (WESD Art Reporting)
Mar. 11	K-8	END OF GRADING PERIOD (3rd Quarter)
Spring Break March 14-18		
Apr. 1	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Apr. 11-12	2	Stanford 10: Testing Window
Apr. 11	5, 6 &	AIMS: Writing
Apr. 11	4 & 8	AIMS: Science
Apr. 12	3-8	AIMS: Reading and Mathematics part 1
Apr. 13	3-8	AIMS: Reading and Mathematics part 2
Apr. 14	3-8	AIMS: Reading and Mathematics part 3
Apr. 15	3-8	AIMS: Make-ups
Apr. 18	3-8	AIMS: Make-ups

Apr. 18-May 13	K-3	READING: Assess all students with DIBELS End Benchmark . Data due on internet on-line application (https://dibels.uoregon.edu/) May 13
Apr. 18-May 6	4-6	READING: Assess all students with Form 3 Oral Reading Fluency . Words Per Minute recorded on WRLA scan sheets due May 6
Apr. 25-29	K-8	SURVEY: Student Survey administered. Due to Assessment May 6
Apr. 29	K-8	AZELLA2: AZELLA2 booklets due to Assessment for scoring
Apr. 29	6	SOCIAL STUDIES: Assess all students using Oral Presentation Rubric. Data due on intranet on-line application (Social Studies/Language Arts Reporting) Apr. 29
May 2-20	K-2	READING: Administer Individual Reading Inventory (IRI) to all students (K-2)- Data due on intranet on-line application (Phonics Screener-Spring Window) May 20
May 3-5	3-6	READING: Test all students with Form 4 Reading Comprehension Assessment . WRLA scan sheets due to Assessment May 6
May 2-4	7-8	READING: Assess all students on Form 1 WRAP . WRAP scan sheets due May 6
May 6	K-2	WRITING: Assess all students using Developmental Writing Assessment . Data due on intranet on-line application (K-2 Writing Reporting) May 6
May 9-11	2-8	MATH: Test all students using Posttest Assessment . Math scan sheets due to Assessment May 13
May 9-11	7-8	MATH: Test Algebra and Geometry students with GUHSD final test. Math scan sheets due to Assessment May 13.
May 13	K-1	MATH: Data due Math Curriculum Benchmark Quarter 4 intranet on-line application (K-1 Math Reporting/Observables)
May 13	K-8	AZELLA2: All reassessments and monitoring booklets due to Assessment
May 13	2 and 4	ART: Data due on intranet on-line application (Arts Reporting) May 13
May 13	K-6	TECHNOLOGY: Data due on intranet on-line application (Technology Reporting) May 13
May 13	3-8	PE: Fitnessgram records completed
May 13	7-8	TECHNOLOGY: Data due 4 th Quarter intranet on-line application (Technology Reporting)
May 13	7-8	ART: Data due 4 th Quarter intranet on-line application (WESD Art Reporting)
May 25	K-8	END OF GRADING PERIOD (4th Quarter)

3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.

As indicated in #1, above, the assessment of student progress is integral to attaining WESD's Long-range Strategic Action Plan Goals; those goals are the foundation upon which the District's Classroom Site Fund Pay for Performance Compensation Plan has been developed. In addition to analyzing the results of standardized, norm-referenced state- and District-mandated assessments, teachers measure and monitor their students' progress through a variety of techniques including the following:

- Anecdotal records or checklists based on formal or informal observations of students
- Student portfolios
- Performance assessments
- Informal progress reports (both verbal and written)
- Report cards
- Informal discussions with students/verbal questioning of students
- Teacher-developed formative and summative quizzes/tests

4. Briefly discuss dropout and/or graduation rates if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.

Because Washington Elementary School District is a K-8 district, and because students do not “graduate” from eighth grade, dropout and/or graduation rates are not applicable to the District’s performance plan.

5. Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not. The intent of this element is student attendance rates NOT teacher attendance rates.

Student attendance rates, recognized by WESD as being critical in several respects, are integrated into the District’s Classroom Site Fund Pay for Performance Compensation Plan. Teachers are keenly aware of (a) state statutory regulations regarding student attendance, (b) the direct correlation, confirmed by research, of student attendance and student achievement, and (c) the role of student attendance rate as an “other” performance indicator for Adequate Yearly Progress. Teachers and school administrators are vigilant in monitoring student attendance; their attentiveness, combined with the effectiveness of WESD’s District-wide truancy intervention and enforcement plan, has yielded truancy reductions of 8.6 percent at K-6/K-8 schools and 1.5 percent at middle schools in 2009-2010 versus 2008-2009. The District’s truancy plan delineates four levels of truancy discipline, and it has established a Truancy Enforcement Unit (TEU) to intervene upon a student’s fifth unexcused absence or tenth unexcused tardy. TEU members respond to truancy referrals from schools, coordinate the flow of information and documentation, communicate with and provide assistance to parents/guardians and students, monitor the attendance of identified truants, serve as truancy hearing officers and solicit the cooperation of community resources to effectively address truancy issues. WESD’s truancy enforcement plan lessens the time that school personnel must dedicate to truancy matters while offering students opportunities to achieve educational success.

Additionally, teachers and administrators take proactive measures to minimize student absenteeism, including educating students and parents regarding the importance of school attendance, maintaining frequent, open communication with parents, encouraging meaningful parent involvement in the educational process, and modeling and recognizing excellent attendance.

WESD’s 2008-2009 and 2009-2010 school attendance rates are indicated below. For both years, all schools complied with the AYP student attendance rate criterion.

SCHOOL	SCHOOL-WIDE STUDENT ATTENDANCE RATE %	
	2008-2009	2009-2010
Acacia	96	95
Alta Vista	95	95
Arroyo	95	94
Cactus Wren	94	94
Chaparral	95	95
Cholla	94	94
Desert Foothills	94	94
Desert View	96	95
Ironwood	95	95
John Jacobs	95	94
Lakeview	95	94
Lookout Mountain	96	95
Manzanita	95	95
Maryland	94	93
Moon Mountain	95	95
Mountain Sky	94	94

Mountain View	95	95
Ocotillo	96	95
Orangewood	94	93
Palo Verde	95	94
Richard E. Miller	95	93
Roadrunner	96	95
Royal Palm	94	94
Sahuaro	96	96
Shaw Butte	95	95
Sunburst	95	95
Sweetwater	94	93
Sunnyslope	95	94
Sunset	96	94
Tumbleweed	95	95
Abraham Lincoln	97	96
Washington	95	93

6. Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.

Washington Elementary School District seeks parental input regarding the rate of school quality by distributing an annual District-wide Parent Satisfaction Survey. Survey results, by school, are compiled by the District's Assessment Department and distributed to each site for analysis. The 2009-2010 survey asked parents/guardians to rate their satisfaction of their child's school in six areas, detailed below, as well as their overall satisfaction of the school. Response options for each indicator were (1) very satisfied, (2) satisfied, (3) neutral, (4) dissatisfied, (5) very dissatisfied and (6) don't know. District-wide, just over three percent (3.11%) of all responses were expressions of dissatisfaction.

- **School Facility and Safety**
 - The cleanliness of the school
 - The maintenance of school facilities and grounds
 - The level of supervision provided for students
 - The discipline practices of school personnel
 - The level of safety/security on school grounds
 - The level of safety/security in school classrooms
 - The ability of the school to handle crisis situations
- **Personnel**
 - The helpfulness of office staff members
 - The welcoming attitude shown by school personnel to students
 - The welcoming attitude shown by school personnel to parents/visitors
 - The attitude about the school displayed by school personnel
 - The respect shown to parents and students by school personnel
 - The willingness of school personnel to provide requested information or assistance
- **Classroom and Instruction**
 - The commitment of WESD to focus classroom instruction on what students are required to learn as defined by Arizona Academic Standards and WESD curricula
 - The degree to which classroom instruction and programs meet the learning needs of your student
 - The ability of your student to access extra help when needed
 - The timeliness of the teacher's response to questions and requests
 - The efficient use of classroom learning time by the teachers
 - The teacher's expectations for student learning
- **School Involvement and Communication**

- The opportunities available for you to participate in school activities such as PTO/A, Site Council, family nights, concerts, sporting events, etc.
- The opportunities available for you to volunteer in the school and/or classroom
- The level of communication you receive about changes in the school and/or news about the school overall
- The level of communication you receive about school activities
- The level of communication you receive about your student's progress
- The level of communication you receive about social services available to students at your school
- The school's efforts to be involved in the community
- **Principal**
 - The availability of the principal
 - The willingness of the principal to consider parent suggestions
 - The timeliness of responses from the principal to consider parent suggestions
 - The ability of the principal to communicate the goals of the school in a clear and effective manner
 - The visibility of the principal on the school campus
- **OVERALL SATISFACTION:** The quality of my child's education at his/her school is...(1 = Excellent; 2 = Good; 3 = Neutral; 4 = Fair; 5 = Poor; 6 = Don't Know)

The measure of school quality by parents may be an indicator in School Improvement Plans (SIP) and Individual Growth Plans (IGP), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the SIP and the IGP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate parents' rating of school quality:

- **Goal #1, Enabling and inclusive leadership**
 - School Indicator D, Leadership that provides direction through collaborative planning and shared decision-making
 - School Indicator E, Leadership that promotes effective communication
- **Goal #2, A productive culture**
 - School Indicator A, A culture in which staff, students and parents understand what is expected of them to advance the goals of the school/district
 - School Indicator B, A culture in which the school community collaborates to advance the goals of the school/district
 - School Indicator C, A culture in which staff, students and parents are accountable for behaviors that contribute to the goals of the school/district
 - School Indicator D, A culture in which staff, students and parents respect others, resolve conflicts and model effective social skills
- **Goal #4, Consistent, systematic, focused and responsive monitoring of student progress**
 - School Indicator E, Providing high-quality feedback to students and stakeholders in a timely manner
- **Goal #6, A safe and inviting environment**
 - School Indicator C, Stakeholder involvement in the development and implementation of safety, crisis and prevention plans
- **Goal #7, Meaningful parental involvement**
 - School Indicator A, Ongoing and effective communication
 - School Indicator B, Programs and practices designed to invite and welcome parents into the school
 - School Indicator C, Providing a variety of opportunities for parents to be involved in the educational process
 - School Indicator D, Providing the opportunity for parents to be involved in the decision-making processes of the school

7. Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.

A District-wide student survey of school quality was conducted in Washington Elementary School District during the spring of 2010. Students at every school, in every grade level were encouraged to participate. Three developmentally-appropriate versions of the survey were distributed: one for grades K-3 and increasingly more comprehensive and sophisticated versions for grades 4-6 and for grades 7-8.

The following statements were included on the student survey for grades K-3. Response options were "yes," "yes and no" and "no." (Note: Only "yes" responses were included in the tally of positive indicators.)

- *I like school.*
- *My teachers are friendly.*
- *My teachers care about me.*
- *My teachers are fair.*
- *My teachers are helpful when I don't understand something.*
- *My teachers help me learn to be a responsible person.*
- *My teachers expect me to do my best.*
- *I have friends at school.*
- *I know who to talk to at school if I am having a problem.*
- *I feel safe at school.*
- *I like to do schoolwork.*
- *My schoolwork is hard.* (Note: This item was not included when survey results were tallied in response to this question.)
- *I am learning a lot at school.*
- *The food in the cafeteria is healthy.*
- *The school and playground are clean.*
- *My family likes to visit the school.*
- *Parents and adults often come and help at school.*
- *IF YOU RIDE THE BUS: I feel safe at the bus stop.*
- *IF YOU RIDE THE BUS: I feel safe riding the bus.*

The following statements were included on the student survey for grades 4-6. Response options were "strongly agree," "agree," "disagree" and "strongly disagree."

- *I like school.*
- *My teachers and other adults are friendly.*
- *My teachers and other adults care about me.*
- *My teachers and other adults expect me to do my best.*
- *My teachers and other adults are helpful when I don't understand something.*
- *My teachers and other adults help me learn to be a responsible person.*
- *I am treated with respect by teachers and other adults at my school.*
- *The teachers and other adults in my school show respect for each other.*
- *I know who to talk to at school if I am having a problem.*
- *I know what the school rules are.*
- *My teachers and other adults are fair.*
- *I have friends at school.*
- *I get picked on at school by other students.* (Note: Responses to this item were inverted for tallying purposes.)
- *I feel safe at school.*
- *I like to do schoolwork.*
- *I have a hard time understanding my schoolwork.* (Note: Responses to this item were inverted for tallying purposes.)
- *The work at my school is challenging.*
- *Classes are often interrupted by my classmates or other people.* (Note: Responses to this item were inverted for tallying purposes.)
- *I am learning a lot at school.*
- *I have a hard time completing my homework assignments.* (Note: Responses to this item were inverted for tallying purposes.)
- *There are healthy food choices in the school cafeteria.*
- *The school and playground are clean.*
- *My family feels welcome when they visit my school.*
- *Many parents and adults often come and help at school.*
- *IF YOU RIDE THE BUS: I feel safe at the bus stop.*
- *IF YOU RIDE THE BUS: I feel safe riding the bus.*

The following statements were included on the student survey for grades 7-8. Response options were “strongly agree,” “agree,” “disagree” and “strongly disagree.”

- I like my school.
- My teachers and other adults are friendly.
- My teachers and other adults care about me as a person.
- My teachers and other adults expect me to do my best.
- My teachers and other adults will help me if I have a question.
- My teachers and other adults help me learn good character traits.
- I am treated with respect by teachers and other adults at my school.
- The teachers and other adults in my school show respect for each other.
- I know who to talk to at school if I am having a problem.
- At my school the rules are clear and understandable.
- I believe the school rules are enforced fairly for all students.
- I have friends at school.
- I get bullied or teased by other students. (Note: Responses to this item were inverted for tallying purposes.)
- I feel safe at school.
- The work at my school is challenging.
- Classes are often interrupted by my classmates or other people. (Note: Responses to this item were inverted for tallying purposes.)
- I feel I am being prepared well for high school.
- I feel I am well prepared to pass the AIMS test.
- I have a hard time completing my homework assignments. (Note: Responses to this item were inverted for tallying purposes.)
- I have a hard time understanding class work. (Note: Responses to this item were inverted for tallying purposes.)
- There are healthy food choices in the school cafeteria.
- The school and campus are kept clean.
- My family feels welcome when they visit my school.
- Many parents and adults from the community come and help at school.
- I plan to go on to college or get some post high-school training. (Note: This item was not included when survey results were tallied in response to this question.)
- IF YOU RIDE THE BUS: I feel safe at the bus stop.
- IF YOU RIDE THE BUS: I feel safe riding the bus.

Results were analyzed by individual grade level and by grade range on a District-wide basis and on a school-by-school basis. District-wide, 78 percent of student responses reflected positive quality ratings.

The measure of school quality by students may be an indicator in School Improvement Plans (SIP) and Individual Growth Plans (IGP), which together comprise WESD’s Classroom Site Fund Pay for Performance Compensation Plan. Both the SIP and the IGP align with WESD’s Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate students’ rating of school quality:

- Goal #1, A productive culture
 - School Indicator A, A culture in which staff, students and parents understand what is expected of them to advance the goals of the school/district
 - School Indicator B, A culture in which the school community collaborates to advance the goals of the school/district
 - School Indicator C, A culture in which staff, students and parents are accountable for behaviors that contribute to the goals of the school/district
 - School Indicator D, A culture in which staff, students and parents respect others, resolve conflicts and model effective social skills
 - School Indicator F, A culture in which staff is committed to the education of all students
- Goal #3, Focused and effective instructional practices
 - School Indicator B, Planning and designing instruction based on the needs of all students
 - School Indicator E, Organizing students, programs, procedures and materials for maximum use of instructional time
 - School Indicator F, Ongoing reflection and monitoring of programs and practices to meet the changing needs of students
- Goal #4, Consistent, systematic, focused, and responsive monitoring of student progress

- School Indicator E, Providing high-quality feedback to students and stakeholders in a timely manner
- Goal #6, A safe and inviting environment
 - School Indicator A, Facilities that support a safe and orderly environment conducive to student learning
 - School Indicator B, A school-wide discipline plan and/or procedures that support student learning

8. In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.

The components of the proposed 2010-2011 Classroom Site Fund Pay for Performance Compensation Plan were originally developed in the fall of 2007 by the Performance Pay Committee, a representative group of WESD teachers and administrators. They concurred that the plan should include both

- Documented and validated progress toward the school's collaboratively developed School Improvement Plan objectives (Part I), and
- Documented and validated progress toward the Teacher Supervisory Process Individual Growth Plan objectives (Part II)

A proposal regarding the distribution of funds between Part I (80 percent of available funds) and Part II (20 percent of available funds) was developed by the District's Interest-Based Negotiation (IBN) Team and approved by the Governing Board for initial implementation during the 2008-2009 school year. The IBN Team is comprised of employees from every employee group: certified, classified and administrator; moreover, members include representatives from both of WESD's employee associations as well as unaffiliated employees. The same fund distribution was subsequently recommended and approved for 2009-2010.

On November 4, 2010, the WESD Teacher Performance Pay Committee, now an ad hoc committee of the IBN team, met to review the District's 2009-2010 Teacher Performance Pay Plan and to discuss possible modifications for 2010-2011. Both employee organizations were represented on the committee, which included teachers, principals and District administrators. The group made a consensus decision to recommend that no changes be made to the current plan. This recommendation will be presented to the Governing Board on December 9, 2010; if approved, 80 percent of available Pay for Performance funds will be allocated to the school improvement goals and 20 percent will be allocated to the teacher supervisory process.

A site's School Improvement Plan is developed and implemented based on input from teachers and site administrators, as well as support staff, students, parents and community members. The school site council plays a key role in this regard; the District's Site Council Handbook Template lists "Implement School Improvement Plan (SIP)" as one of the site council responsibilities and procedures, and it goes on to include the following details:

- Facilitate the development of long-range objectives, goals and implementation of the School Improvement Plan
 - The principal, teachers, parents, classified staff and community members will be included in the school improvement process
 - Develop a comprehensive needs assessment
 - Use scientific-based research
 - Focus on increasing student achievement
 - Develop a plan for professional development to promote increased student achievement
 - Develop an annual review and update process

Site councils make decisions by consensus, and each site council's handbook defines their agreed-upon definition of consensus.

The District's Teacher Supervisory Process was originally developed by a team of teachers and administrators via a consensus-building process. Each teacher's Individual Growth Plan is developed by that teacher based on the results of his or her reflective self-assessment. The site administrator reviews the plan and provides input to ensure that it meets the parameters of the Teacher Supervisory Process.

- 9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.**

Upon consensus recommendation of the plan by WESD's Pay for Performance Committee, details regarding the District's proposed 2010-2011 Classroom Site Fund Pay for Performance Plan were shared with WESD principals; between November 17, 2010 and December 2, 2010, each principal shared the plan information with his or her certified staff. At that time, teachers signed an affidavit (Attachment C) to indicate their concurrence with the plan elements. If teachers did not concur, they were asked to provide feedback (Attachment D). Principals submitted the results to the Assistant Superintendent for Administrative Services, who tallied the percentage of teachers who responded affirmatively to the plan. Over ninety-nine percent of WESD teachers had indicated their approval of the proposed 2010-2011 plan.

- 10. Summarize the appeals process for teachers who have been denied performance based compensation. If there is not an appeals process, provide a rationale as to why there is not one.**

Each site's School Improvement Plan is peer-reviewed on an annual basis to ensure that the plan meets established standards. If standards are met, the site's employees who are eligible for Classroom Site Fund Performance Pay will earn the incentive amount. If standards are not met, the School Improvement Review Team meets with the site administrator(s) to discuss their concerns. The site administrator collaborates with teachers and other stakeholders to remedy deficiencies and make appropriate plan adjustments; then the revised plan is submitted for reevaluation.

If a site feels that their plan has been unjustly rejected, they have the opportunity to appeal to the Assistant Superintendent for Administrative Services. If they are dissatisfied with the outcome of that petition, they may appeal to the Superintendent.

A comparable appeals process exists if a teacher feels that he or she has been unjustly denied the portion of Classroom Site Fund Pay for Performance Compensation that correlates with the District's Teacher Supervisory Process Individual Growth Plan. Site administrators review veteran and third-year beginning teachers' Individual Growth Plans and Yearly Progress Reports to ensure that they meet established standards, while the Director of Professional Development reviews the progress documentation for first- and second-year beginning teachers. If a teacher's plan/report is deficient, he or she is afforded the opportunity to make revisions and to resubmit the paperwork to the appropriate administrator. If the teacher remains displeased with the administrator's reevaluation, he or she may appeal to the Assistant Superintendent for Administrative Services; if that outcome does not prove satisfactory to the teacher, he or she may then appeal to the Superintendent.

- 11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.**

Both parts of WESD's plan include an evaluation component, the ultimate purpose of which is to determine if student achievement is being positively impacted. In Part I, each site's School Improvement Plan and SIP Progress Report is reviewed and evaluated by a School Improvement Review Team each spring. The review team is comprised of two teachers, one site council member, and one Planning and Steering Council member, all of whom originate from a District region other than the one in which the particular site is located. The site's plan and report are evaluated based on the standards indicated below. Research has demonstrated that these standards are essential if a school improvement plan is to have the desired effect of enhancing student achievement.

- The objectives are to meet established criteria:
 - Specific, concrete and understandable
 - Attainable in a reasonable time frame
 - Measurable
- The plan is to include the required components:
 - Knowledge-building
 - Must describe activities that involve gathering information
 - Must include examples related to effective practices and programs
 - Implementation
 - Must describe activities that involve systematically implementing the desired program or practice
 - Must include gathering feedback and adjusting as deemed necessary
 - Evaluation
 - Must describe activities that will evaluate the outcomes of the plan in relation to identified data sources
- The plan is to identify
 - Timelines
 - Parties responsible for each activity
 - Budget needs and related resources for each activity
- The site's Professional Learning Community Plan must support its School Improvement Plan.

The evaluation component of Part II of WESD's plan, the Teacher Supervisory Process, involves the teacher's submission to the site administrator(s) each spring of either (a) his or her Individual Growth Plan, if it has been newly created during the year, or (b) his or her Yearly Progress Report, if he or she has been pursuing an Individual Growth Plan that was approved at the end of the prior school year. In the former case, the site administrator evaluates the IGP to determine if it meets the following requirements:

- reflective of scientifically research-based practices in teaching and learning
- aligned with Arizona's Professional Teacher Standards and Arizona's Academic Standards
- intended to have a measurable impact on student learning

In the latter case, the site administrator reviews the teacher's progress report to examine the professional growth activities in which the teacher participated, the outcomes that he or she achieved as a result of the activities, the resources that he or she used to achieve the stated results or outcomes, the teacher's findings that emerged, and the next steps that the teacher is anticipating with regard to his or her plan. The site administrator evaluates the teacher's progress and accomplishments relative to the terms of his or her Individual Growth Plan to ensure that the plan is being followed, that the intended behavioral focus is being pursued and that the results are having a measurable impact on student learning.

12. Provide a summary of the professional development programs that are aligned with the elements of the district performance based compensation system.

A site's School Improvement Plan is customized to meet the needs of the particular school with regard to WESD's Long-range Strategic Action Plan Goals; a teacher's Individual Growth Plan is customized to meet his or her particular needs with regard to the same goals. Therefore, a broad spectrum of professional development programs are incorporated into these plans throughout the District.

Examples of professional development programs that are aligned with School Improvement Plans include the following:

- *Training (Includes in-school training; in-District training; training delivered by District staff; training delivered by consultants; training conducted during workshops, seminars, and conferences outside of District)*
 - *Math strategies training*
 - *Singapore math training*
 - *Reading strategies training, e.g., centers, word walls*
 - *SEI instructional strategies training*
 - *Curriculum mapping training*
 - *Special education inclusion strategies training*
 - *Thinking Maps training*
 - *Six-Traits training*
 - *Rosetta Stone training*
 - *Read 180 training*
 - *Accelerated Reader training*
 - *Training in student engagement strategies of note-taking, summarizing, non-linguistic representation*
 - *Peer mediation training*
 - *Small-group instruction training*
 - *Intervention strategies training (math and reading)*
 - *Training in strategies that target needs of diverse populations*
 - *Training in analyzing and utilizing assessment data to effectively focus, drive, and differentiate instruction*
 - *Trophies program training*
 - *Technology integration training*
 - *Rubric writing training*
 - *Olweus staff training*
 - *Character Counts training*
 - *Cooperative learning*
 - *Cognitive coaching*
 - *Literacy coaching*
 - *Win-win training*
- *Collaborative implementation of research-based strategies*
 - *Reformatting core reading and math unit tests into AIMS format*
 - *Instructional team meetings to plan differentiation strategies: graphic organizers, peer mentors, interest centers, tiered learning assignments, etc.*
 - *Designing formative assessments*
 - *Grade level meetings to discuss assessment data and instructional delivery*
 - *Creating math pacing guides and blueprints*
 - *Brainstorming with parents on how to set up learning environments that are conducive to student learning*
 - *Instituting a Family Reading Take-Home program*
 - *Implementing school-wide tutoring program*
 - *Conducting a Curriculum Night for families*
 - *Conducting Family Literacy Evenings*
 - *Creating curriculum maps that align with state standards*
 - *Writing SMART goals for language arts and math*

- *Book studies*
 - *What Works in Schools (Marzano)*
 - *Classroom Instruction that Works (Marzano)*
 - *School Leadership that Works (Marzano)*
 - *Do I Really Have to Teach Reading? (Tovani)*
 - *Powerful Designs for Professional Learning (edited by Lois Brown Easton) – DISTRIBUTED TO PRINCIPALS AS RESOURCE GUIDE*
- *Data analysis*
 - *Benchmark determination; analyzing student data against a benchmark*
 - *Analysis of disaggregated data (District and state assessments)*
 - *Use of formative progress monitoring math assessments*
 - *Analysis of reading assessment data on regular basis using DIBELS*

Examples of job-embedded professional development activities that are aligned with Individual Growth Plans include the following:

- *Reading professional literature pertaining to the topic*
- *Observing exemplary teachers*
- *Attending workshops, trainings pertaining to the topic*
- *Surveying students, parents*
- *Taking courses pertaining to the topic*
- *Participating in discussion/study groups with colleagues*
- *Analyzing and summarizing student assessment data*
- *Maintaining a reflective journal*
- *Serving on a curriculum committee*
- *Presenting at a workshop*
- *Participating in peer coaching*
- *Implementing research-based instructional strategies*
- *Adopting a research-based classroom management technique*
- *Preparing lesson plans that reflect differentiation strategies*
- *Developing assessments that align with state academic standards*
- *Whisper coaching*
- *Classroom modeling*
- *Data dialogues*
- *Curriculum mapping*
- *Lesson study*

13. Provide documentation to show how classroom site fund dollars are allocated.

Please refer to Attachment D for spreadsheet documentation that reflects how Classroom Site Fund dollars are allocated.

In Washington Elementary School District, Proposition 301 (Classroom Site) Funds 011 (20%) and 013 (40%) are used to provide teacher salary increases. The District's Finance department determines how much to allocate to each teacher's salary by (1) determining the amount of 301 Funds that will be carried forward from the prior year and combining that with the 301 revenue that is projected to be received in the current year; (2) determining the total applicable M&O teacher positions (teachers funded via Desegregation funds, K-3 Override funds and grant funds are excluded) and calculating how much of those teachers' salary can be supported by funds 011 and 013 while ensuring that it is not a higher percentages than what was provided in the base year, as that would result in possible supplanting issues. For vacant teacher positions, an average salary amount is utilized in performing the aforementioned calculations.

In determining the amount of performance pay to allocate per teacher, a similar process is implemented. Total available 012 funds are calculated and divided by the total applicable teaching positions. In this case all

teaching positions are accounted for, since the compensation is performance-related and does not affect a position's base salary. The resulting figure is the amount available to pay each applicable teacher who has met his or her established performance goals.

14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.

Individual teachers' classroom performance is an integral part of the implementation and evaluation phases of both Part I (School Improvement Plan) and Part II (Teacher Supervisory Process Individual Growth Plan) of WESD's Classroom Site Fund Pay for Performance Compensation Plan. Measures of a teacher's classroom performance serve as sources of evidence that the desired teacher behaviors and instructional practices, based on the District's Long-range Strategic Action Plan Goals and aligned with Arizona's Professional Teacher Standards, have been integrated by that individual. Examples include the following:

- Lesson plans
- Curriculum maps
- Student handouts
- Communication with parents (copy of written; log of verbal)
- Copy of classroom rules/procedures
- Photographs of classroom
- Results of student, parent surveys
- Rubrics
- Student observation notes
- Seating charts
- Student products
- Videotape of teaching
- Teacher-developed instructional materials
- Teacher-developed formative and summative assessments
- Student report cards
- Student progress narratives
- Student profiles
- Student and teacher journal entries
- Records of student disciplinary actions

2010-2011 Teacher Individual Growth

Plan Performance Pay

Rubrics

Notes:

- Allotted Individual Growth Plan [IGP] performance pay per teacher is 20% of the total allocated performance pay monies per eligible employee.
- TSP = Teacher Supervisory Process

**VERSION #1: THIS RUBRIC APPLIES TO ANY CONTINUING WESD TEACHER WHOSE
GROWTH PLAN HAD BEEN APPROVED BUT WAS NOT COMPLETED AS OF AUGUST 2010.**

<p align="center">To a great extent (4) 100% of allotted IGP Performance Pay</p>	<p align="center">To some extent (3) 66% of allotted IGP Performance Pay</p>	<p align="center">To a minimal extent (2) 33% of allotted IGP Performance Pay</p>	<p align="center">To no extent (1) 0% of allotted IGP Performance Pay</p>
<p>Teacher has completed and submitted a TSP Yearly Progress Report to his/her principal by the stipulated due date. Information about professional growth activities and resources, as well as reflections pertaining to results/outcomes, substantiate that the teacher has achieved maximum behavioral development ("to a great extent" rating) for the given goal, as indicated on the Evidence Analysis Rubric.</p>	<p>Teacher has completed and submitted a TSP Yearly Progress Report to his/her principal by the stipulated due date. Information regarding professional growth activities, including resources and results/outcomes, aligns with the plan goal and is of sufficient detail and clarity to evidence consistent progress toward achievement of goal. Reflections are insightful, and description of "next step" focuses on a logical sequence of action.</p>	<p>Teacher has completed and submitted a TSP Yearly Progress Report to his/her principal by the stipulated due date; however, report reflects minimal progress toward established goal. Information regarding professional growth activities, including resources and results/outcomes, is lacking in substance, detail, clarity, and/or alignment with goal. Reflections lack evidence of significant critical thinking and/or insight. Description of "next step" neglects to identify a logical sequence of action.</p>	<p>Teacher has neglected to complete and submit a TSP Yearly Progress Report to his/her principal by the stipulated due date.</p>

**VERSION #2: THIS RUBRIC APPLIES TO ANY CONTINUING WESD TEACHER WHO WILL BE
SUBMITTING A NEW GROWTH PLAN BY APRIL 1, 2011.**

<p align="center">To a great extent (4) 100% of allotted IGP Performance Pay</p>	<p align="center">To some extent (3) 66% of allotted IGP Performance Pay</p>	<p align="center">To a minimal extent (2) 33% of allotted IGP Performance Pay</p>	<p align="center">To no extent (1) 0% of allotted IGP Performance Pay</p>
<p>Teacher has completed and submitted a new Individual Growth Plan to his/her principal by the stipulated due date. Plan meets established criteria in all regards: objective aligns with goal and behaviors; task analysis is clear, comprehensive, and sequential; activities listed under a given phase correspond to that phase, and they are clear, adequate, and realistic; stated timelines are manageable and productive; evidence listed will substantiate performance of the given activity.</p>	<p>Teacher has completed and submitted a new Individual Growth Plan to his/her principal by the stipulated due date; however, plan is lacking in <u>one</u> particular area (e.g., objective does not align with goal and behaviors; task analysis is vague, incomplete, or non-sequential; activities listed under Knowledge Building, Implementation, or Evaluation do not correspond to the given phase, are unclear, inadequate, and/or are unrealistic; stated timelines are unmanageable or unproductive; evidence listed will not substantiate performance of the given activity).</p>	<p>Teacher has completed and submitted a new Individual Growth Plan to his/her principal by the stipulated due date; however, plan is lacking in <u>two or more</u> areas (e.g., objective does not align with goal and behaviors; task analysis is vague, incomplete, or non-sequential; activities listed under Knowledge Building, Implementation, or Evaluation do not correspond to the given phase, are unclear, inadequate, and/or are unrealistic; stated timelines are unmanageable or unproductive; evidence listed will not substantiate performance of the given activity).</p>	<p>Teacher has neglected to complete and submit a new Individual Growth Plan to his/her principal by the stipulated due date.</p>

VERSION #3: THIS RUBRIC APPLIES TO 2010-2011 WESD BEGIN III TEACHERS AND TO VETERAN TEACHERS WHO ARE NEW TO WESD IN 2010-2011.

<p align="center">To a great extent (4) 100% of allotted IGP Performance Pay</p>	<p align="center">To some extent (3) 66% of allotted IGP Performance Pay</p>	<p align="center">To a minimal extent (2) 33% of allotted IGP Performance Pay</p>	<p align="center">To no extent (1) 0% of allotted IGP Performance Pay</p>
<p>Teacher has completed and submitted a new Individual Growth Plan to his/her principal by the stipulated due date. Plan meets established criteria in all regards: objective aligns with goal and behaviors; task analysis is clear, comprehensive, and sequential; activities listed under a given phase correspond to that phase, and they are clear, adequate, and realistic; stated timelines are manageable and productive; evidence listed will substantiate performance of the given activity.</p>	<p>Teacher has completed and submitted an Individual Growth Plan to his/her principal by the stipulated due date; however, plan is lacking in <u>one or more</u> areas (e.g., objective does not align with goal and behaviors; task analysis is vague, incomplete, or non-sequential; activities listed under Knowledge Building, Implementation, or Evaluation do not correspond to the given phase, are unclear, inadequate, and/or are unrealistic; stated timelines are unmanageable or unproductive; evidence listed will not substantiate performance of the given activity).</p>	<p>Teacher has neglected to complete and submit an Individual Growth Plan to his/her principal by the stipulated due date; however, he/she has provided evidence of having completed <u>all</u> of the preliminary TSP process steps: (1) Teacher has learned the goals, behaviors, and practices; (2) Teacher has collected evidence and data; (3) Teacher has self-assessed using the Evidence Analysis Rubric; (4) Teacher has completed the Goal Ranking and Prioritization Worksheet.</p>	<p>Teacher has neglected to complete and submit an Individual Growth Plan to his/her principal by the stipulated due date, nor has he/she completed the preliminary TSP process steps.</p>

VERSION #4: THIS RUBRIC APPLIES TO 2010-2011 WESD BEGIN I TEACHERS.

To a great extent (4) 100% of allotted IGP Performance Pay	To some extent (3) 66% of allotted IGP Performance Pay	To a minimal extent (2) 33% of allotted IGP Performance Pay	To no extent (1) 0% of allotted IGP Performance Pay
<p>Teacher has successfully completed all of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal VI. • Collect evidence pertaining to TSP Goal VIII. • Self-assess with regard to TSP Goal VI using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal VII using the Evidence Analysis Rubric. 	<p>Teacher has successfully completed three of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal VI. • Collect evidence pertaining to TSP Goal VIII. • Self-assess with regard to TSP Goal VI using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal VII using the Evidence Analysis Rubric. 	<p>Teacher has successfully completed only one or two of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal VI. • Collect evidence pertaining to TSP Goal VIII. • Self-assess with regard to TSP Goal VI using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal VII using the Evidence Analysis Rubric. 	<p>Teacher has not successfully completed any of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal VI. • Collect evidence pertaining to TSP Goal VIII. • Self-assess with regard to TSP Goal VI using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal VII using the Evidence Analysis Rubric.

VERSION #5: THIS RUBRIC APPLIES TO 2010-2011 WESD BEGIN II TEACHERS.

<p>To a great extent (4) 100% of allotted IGP Performance Pay</p>	<p>To some extent (3) 66% of allotted IGP Performance Pay</p>	<p>To a minimal extent (2) 33% of allotted IGP Performance Pay</p>	<p>To no extent (1) 0% of allotted IGP Performance Pay</p>
<p>Teacher has successfully completed all of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal III. • Collect evidence pertaining to TSP Goal IV. • Self-assess with regard to TSP Goal III using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal IV using the Evidence Analysis Rubric. 	<p>Teacher has completed three of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal III. • Collect evidence pertaining to TSP Goal IV. • Self-assess with regard to TSP Goal III using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal IV using the Evidence Analysis Rubric. 	<p>Teacher has completed only one or two of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal III. • Collect evidence pertaining to TSP Goal IV. • Self-assess with regard to TSP Goal III using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal IV using the Evidence Analysis Rubric. 	<p>Teacher has not successfully completed any of the following four tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TSP Goal III. • Collect evidence pertaining to TSP Goal IV. • Self-assess with regard to TSP Goal III using the Evidence Analysis Rubric. • Self-assess with regard to TSP Goal IV using the Evidence Analysis Rubric.

2010-2011 Teacher Performance Pay Plan TEACHER AFFIDAVIT

SCHOOL:

[illegible]

*** If you check the "I do NOT approve" box, please complete a Teacher Performance Pay Plan INPUT FORM, and submit it to your principal by the end of your staff meeting.**

2010-2011 WESD Teacher Performance Pay Plan INPUT FORM

*(To be completed only by teachers who have checked the "I do NOT approve" box on the
TEACHER AFFIDAVIT)*

**I do not approve of the proposed WESD 2010-2011 Teacher Performance Pay Plan
for the following reasons:**

***You are not required to identify yourself below; however, doing so will allow the Teacher
Performance Pay Committee to seek clarification of your input, if necessary. Thank you.***

Teacher's Name _____ Date _____

School _____ Classroom Telephone Extension _____

[illegible]

1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	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DATE	12-20-61	135.00	50.00
SUM OF FTE		135.00	50.00
SUM OF ANNUAL SALARY		50.00	50.00
AVERAGE SALARY		50.00	50.00

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TACHMENT

BELOW SUPPLEMENT

ATTACHMENT D

Washington Elementary School District

2010-2011 Proposed Teacher Performance Pay Plan**TALKING POINTS**

1. The majority of funding for Arizona's Teacher Performance Pay is generated via a state sales tax increase that was approved by voters in 2000.
2. It is anticipated that the Teacher Performance Pay amount for 2010-2011 will be at least as much as the amount that was paid last year.
3. The 2010-2011 Teacher Performance Pay Plan is identical to last year's plan with regard to eligibility and structure.
4. Certified teachers who are employed by WESD and certified speech therapists who are employed by WESD are eligible to earn Teacher Performance Pay. Certified teachers include classroom teachers, program coaches, academic intervention specialists, special services specialists, student services specialists and counselors.
5. 80% of allocated performance pay is based on a school-wide focus; as a group, eligible teachers at a school earn this money by providing documented and validated progress toward collaboratively developed School Improvement Plan objectives.
6. The remaining 20% of allocated performance pay corresponds to an individual teacher achievement focus; an individual teacher earns this money by providing documented and validated progress toward his or her Teacher Supervisory Process Individual Growth Plan objectives.
7. According to AZ statute, 70% of eligible teachers in the District must approve the proposed 2010-2011 Teacher Performance Pay Plan in order for it to be recommended to the Governing Board for final approval.

Washington Elementary School District

PROPOSED 2010-2011 TEACHER PERFORMANCE PAY PLAN

*Governing Board Presentation:
December 9, 2010*

Background

- In November 2000, Arizona voters approved Proposition 301, a major education funding initiative.
- Proposition 301 established the Arizona Classroom Site Fund, with monies to be generated from a 0.6 % sales tax increase and from land revenue accrued by the public schools.

- Arizona Revised Statute 15-977 mandates how the Classroom Site Fund monies are to be distributed, and it specifies the associated requirements for distribution.
 - 40% of Classroom Site Fund monies are to be allocated to performance pay for teachers.
 - School district governing boards are required to adopt a performance-based compensation system.
 - The performance-based compensation system, or teacher performance pay plan, must be approved “based on an affirmative vote of at least seventy percent of the teachers eligible to participate” in the system.

Review of 2009-2010 Teacher Performance Pay Plan

- At the beginning of November, a committee of teachers and administrators reviewed last year’s Teacher Performance Pay Plan and considered possible plan changes for 2010-2011.
- The group made a consensus decision to recommend that NO CHANGES BE MADE TO THE CURRENT PLAN, i.e., that the structure of the 2010-2011 Teacher Performance Pay Plan be IDENTICAL to that of the 2009-2010 plan.
- Group members noted that the performance pay amount for 2010-2011 is anticipated to be at least as much as the amount that was paid in 2009-2010.

**Proposed 2010-2011 Teacher
Performance Pay Plan**
Eligibility

**The following WESD employees* will be eligible to
receive Teacher Performance Pay:**

- **Certified teachers:** *classroom teachers, program coaches,
academic intervention specialists, special services specialists,
student services specialists, counselors*
- **Certified speech therapists**

* GCBA-R/GDBA-R: "Employees whose current performance evaluation indicates that an aspect of their job performance is unsatisfactory, resulting in a plan of improvement, will not be granted the performance incentive until these employees accomplish the goals described on their performance evaluation. An employee will retroactively receive the performance incentive upon successful completion of the improvement plan goals."

**Proposed 2010-2011 Teacher
Performance Pay Plan**
Projected Amount

According to the WESD 2010-2011 teacher contract,

"Teacher shall receive performance pay if Teacher qualifies for such pay as determined in accordance with the District's performance pay plan for 2010-2011 adopted by the Governing Board. The amount of the performance pay is subject to state revenue levels and legislative authorization and allocation decisions."

Proposed 2010-2011 Teacher Performance Pay Plan Components

The plan is comprised of two parts:

- **Part I: School-wide Focus** (*accounts for 80% of total allocated performance pay monies per eligible employee*)
- **Part II: Individual Teacher Achievement Focus** (*accounts for 20% of total allocated performance pay monies per eligible employee*)

PART I: School-Wide Focus

- What are the requirements of PART I?
 - Part I requires that the school provide documented and validated progress toward collaboratively developed School Improvement Plan objectives.
- How is PART I assessed?
 - Each site's School Improvement Plan (SIP) and SIP Progress Report is peer-reviewed toward the end of the school year.
 - An impartial SIP Review Team evaluates the site's plan and progress report according to an established set of standards.

- If the standards are not met, the site is given an opportunity to remedy deficiencies, make appropriate plan adjustments and submit the revised plan for reevaluation.
- If site employees feels that their plan has been unjustly rejected, that site may appeal to the Assistant Superintendent for Administrative Services.

PART II: Individual Teacher Achievement Focus

- **What are the requirements of PART II?**
 - Part II requires that the individual teacher provide documented and validated progress toward his or her Teacher Supervisory Process Individual Growth Plan objectives.
- **How is PART II assessed?**
 - Five versions of the 2010-2011 Teacher Individual Growth Plan Performance Pay Rubric have been developed:
 - Version #1 applies to any continuing WESD teacher whose growth plan had been approved but was not completed as of August 2010.
 - Version #2 applies to any continuing WESD teacher who will be submitting a new growth plan by April 1, 2011.
 - Version #3 applies to 2010-2011 WESD BEGIN III teachers and to veteran teachers who are new to WESD in 2010-2011.
 - Version #4 applies to 2010-2011 WESD BEGIN I teachers.
 - Version #5 applies to 2010-2011 WESD BEGIN II teachers.

- Each eligible teacher is to complete a self-assessment using the appropriate version of the rubric.
- Each BEGIN I and each BEGIN II teacher is to submit a copy of his or her self-assessment rubric and related documentation to the Director of Professional Development; the Director of Professional Development will review each teacher's materials and designate an assessment rating.
- All other teachers are to submit a copy of their self-assessment rubric and related documentation to their principal; the principal will review each teacher's materials and designate an assessment rating.
- If there is a discrepancy between the administrator's rating and the teacher's rating, the two parties will discuss the matter and try to reach agreement ; if agreement cannot be reached, the teacher may appeal to the Assistant Superintendent for Administrative Services.

- If an eligible employee receives a rubric rating of 4 (*to a great extent*), that employee will earn 100% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 3 (*to some extent*), that employee will earn 66% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 2 (*to a minimal extent*), that employee will earn 33% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 1 (*to no extent*), that employee will earn 0% if the allotted PART II pay for performance plan per-teacher amount.

2010-2011 Proposed Plan: Actions Taken to Date

- On November 15, 2010, principals received information about the proposed 2010-2011 Teacher Performance Pay Plan.
- Between November 17 and December 2, 2010, principals shared the plan information with teachers.
- Teachers were asked to indicate either their approval or disapproval of the proposed plan.
- Teachers who disapproved of the plan were asked to explain their rationale.
- ____% of all teachers voted in favor of the plan as presented.

Recommendation

It is recommended that the Governing Board approve the District's proposed 2010-2011 Classroom Site Fund Pay for Performance Compensation Plan and authorize its submission to the Arizona Department of Education.

Questions?

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent X Discussion
 DATE: December 9, 2010 X Information
 AGENDA ITEM: First Reading of Proposed Amended Policies BDA – Board Organizational Meeting and BDB – Board Officers X 1st Reading

INITIATED BY: Tee Lambert, Governing Board President
 SUBMITTED BY: D. Rex Shumway, Legal Counsel

PRESENTER AT GOVERNING BOARD MEETING: Tee Lambert, Governing Board President

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BGF

SUPPORTING DATA

Funding Source: N/A
 Budgeted: N/A

At the November 18, 2010 Governing Board meeting, the Governing Board discussed possible revisions to Board Policies BDA – Board Organizational Meeting and BDB – Board Officers that would eliminate the office and duties of the Past President. A request was made to prepare and present both Policies for a First Reading at the next Board meeting.

Attached are proposed amended Policies BDA – Board Organizational Meeting and BDB – Board Officers that address the elimination of the office and duties of the Past President.

SUMMARY AND RECOMMENDATION

At the discretion of the Governing Board, the Governing Board may discuss, consider and possibly approve the First Reading of proposed amended Policies BDA – Board Organizational Meeting and BDB – Board Officers.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *III.E.

BOARD ORGANIZATIONAL MEETING

For the purpose of organization of the Governing Board, the Board shall meet at the most convenient public facility in the District. (If a public facility is not available within the District, the Board may meet at any available public facility convenient to all Board members, regardless of the county or school district in which the facility is located.) Such meeting shall be held between January 1 and January 15 next following the election or annually.

The meeting shall be called to order by the President of the Board for the preceding year, or the Vice-President, in the order of priority, provided one of these officers is still a member of the Board. If none of the former officers is a member of the Board, a temporary president shall be elected and the meeting shall be called to order by the temporary president. The person calling the meeting to order shall preside until the successor is chosen.

The new President of the Board shall take office upon election. The Board shall then elect a Vice-President. ~~If the immediate past Board President remains as a duly elected member of the Governing Board, the Board may designate the immediate past Board President to serve as an Officer in the position of Past President. If the immediate past Board President does not remain on the Board, then the prior past Board President may be designated to serve in the position of Past President.~~

All officers of the Board shall hold office for a term of one year and until their successors are elected.

Whenever there is a vacancy in the office of President or Vice-President, the Board shall elect a new officer to fill the vacancy during the unexpired term of office.

Adopted: June 21, 2006

LEGAL REF.: A.R.S. 15-321
38-431 *et seq.*

CROSS REF.: BDB – Board Officers
BE – School Board Meetings
BEC – Executive Sessions/Open Meetings
BEDA – Notification of Board Meetings

BOARD OFFICERS

President

The duties of the President of the Board shall be as follows:

- Preside over all meetings and conduct meetings in accordance with Arizona law and policies of the District.
- Affix signatures to papers and documents as authorized by the Board or by law.
- Perform all duties imposed by statute.
- Represent the District before members of the community when authorized by the Board.
- Consult with the Superintendent on the agenda for each meeting.
- Consult with board members on proposed agenda.
- Encourage and maintain orderly and democratic participation.
- Keep all discussions factual and on the subject at hand.
- Allow for full and complete exploration of each item of business.

In the absence of the President of the Board, the Vice-President shall assume this position temporarily and perform all the functions of the president.

In the absence of both the President and Vice-President, the ~~Past President~~ remaining three members of the Board shall ~~serve as the~~ elect a temporary president for the that meeting only. ~~In the absence of the president, vice president and past president (where the position is not filled because of the lack of a past president), the remaining three members of the Board shall elect a temporary president for the meeting only.~~ The minutes of the meeting shall reflect the election of the temporary president.

Vice-President

The Vice-President, or president in absence of the Vice-President or other designee of the Board, shall be responsible for the review of all expense vouchers prior to the board meeting in which action is scheduled and sign such papers or documents required by the Board or by law.

~~Past President~~

~~The past president shall preside over Board meetings in the absence of both the president and the vice president.~~

Adopted: June 21, 2006

LEGAL REF.: A.R.S. 15-321

CROSS REF.: BDF – Advisory Committees
BEC – Executive Sessions/Open Meetings

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board

X
X
X
X

 Action

FROM: Dr. Susan J. Cook, Superintendent

X
X
X

 Discussion

DATE: December 9, 2010

X
X
X

 Information

AGENDA ITEM: Discussion, Consideration and Possible First Reading of Proposed Amended Board Policies
GBB – Staff Involvement in Decision Making and GCU – Professional Staff Memberships
in Professional Organizations (Dues-Paying Employee Organizations)

INITIATED BY: Aaron Jahneke, Governing Board Member SUBMITTED BY: Tee Lambert, Governing Board President; Clorinda Graziano, Governing Board Member

PRESENTER AT GOVERNING BOARD MEETING: Tee Lambert, Governing Board President, and Clorinda Graziano, Governing Board Member

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Background Information

On February 25, 2010, Aaron Jahneke, Governing Board member requested a discussion item regarding the sole representation clause of the affiliated professional organizations policy.

On May 4, 2010, Mrs. Lambert and Ms. Graziano met with Dr. Cook to discuss policies from other districts regarding representation.

On May 13, 2010, Mrs. Lambert suggested that the Governing Board consider scheduling a Study Session regarding sole representation on June 1, 2010.

On May 26, 2010, Mrs. Lambert and Ms. Graziano met with Dr. Cook to discuss the content of the Study Session.

On June 1, 2010, Sue Snyder facilitated an interest-based discussion regarding sole representation. The Governing Board's interests pertaining to representation were defined as:

1. Diversity of voice
2. Sustainability/continuity
3. Fairness/equity

SUMMARY AND RECOMMENDATION

At the Governing Board's discretion.

Superintendent 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.F.

Discussion, Consideration and Possible First Reading of Proposed Amended Board Policies GBB – Staff Involvement in Decision Making and GCU – Professional Staff Memberships in Professional Organizations (Dues-Paying Employee Organizations)
December 9, 2010
Page 2

4. Balance of voice
5. Definition of “organization”
6. Representation Policy to fit into current paradigm.

Pros and cons were identified for maintaining current practice. Pros and cons were identified for including policy language that recognizes majority choices. The options were evaluated, resulting in a formal subcommittee of the Governing Board comprised of Tee Lambert, Governing Board President, and Clorinda Graziano, Governing Board member. The subcommittee was charged with the task of drafting language that incorporates language that recognizes majority choices into current policies.

On September 7, 2010, a meeting of the subcommittee was scheduled, but was cancelled due to illness by one party.

On September 22, 2010, the subcommittee met with Dr. Cook and Rex Shumway to discuss and draft policy language.

On October 6, 2010, Dr. Cook met with Betty Paterson, President of the Washington Principals’ Association (WPA), Ken Simmons, President of the Washington Professional Educators (WPE), and Mindy Whalen, President of the Washington District Education Association (WDEA). The purpose of the meeting was to discuss a timeline for gathering input on the drafted policy from the associations’ respective constituents. Based on the upcoming scheduled meetings of the respective associations, it was determined that input could be gathered and compiled by November 22, 2010.

On November 22, 2010, Betty Paterson, Ken Simmons, and Mindy Whalen met with Dr. Cook to report and compile the feedback that they received. The entire list of feedback was identified as follows:

- The reason teachers/support staff join a particular group is because they want representation from a specific association: this policy will not change this need.
- This policy will not change the current status of associations; constituents are ambivalent about it.
- This policy will not change the current status, but does raise questions – Is there a concern that creates a need for a more focused group? Will all employees feel as though they are represented if the policy is changed? Do the unaffiliated employees choose to be unaffiliated for a reason?
- The economy is a factor about whether people choose to join an association or not.

Current Membership Status

As of November 24, 2010, WDEA reported that its membership is currently comprised of 517 certified employees (34%) and 159 classified employees (9.2%). WPE reported that its membership is comprised of 63 certified employees (4.2%) and 3 classified employees (.2%). WPA is comprised of 100% of the principals and assistant principals who pay a social fee for membership if they choose to. The numbers for WDEA and WPE were cross-referenced with those employees who choose to utilize payroll deduction, understanding that some employees pay for association membership by check or credit card. Therefore, the two associations reported slightly higher numbers than the payroll deductions indicated.

Attachments

Attached are revised drafts of Policy GBB – Staff Involvement in Decision Making and Policy GCU – Professional Staff Memberships in Professional Organizations (Dues-Paying employee Organizations) for the Governing Board’s review, discussion, and possible First Reading.

STAFF INVOLVEMENT IN DECISION MAKING

The Governing Board reserves unto itself the full responsibility for adopting policies governing the District. It shall be the policy of the Governing Board to encourage employee participation in the decision making at both the site/department and District level. The Superintendent is authorized to establish permanent or temporary councils, cadres, or committees to facilitate the proper administration of Governing Board policies, administrative procedures, and educational programs.

Employee organizations will be included in the decision-making process when revisions/changes are made to policies affecting employees and in District committees (including, but not limited to District Councils, IBN, and study groups). Representation by the various employee groups on District committees shall be consistent with the membership guidelines for the specific District committee. An employee organization may be designated to have sole representation for a specific employee group on District committees as provided hereafter. The Superintendent shall weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and inform the Governing Board of such counsel in presenting recommendations for Governing Board action.

Sole Representation

- An employee organization wishing to have sole representation status for an employee group (administration, certified, classified) may apply to the Governing Board for consideration. The group wishing to acquire sole representation status must send a written request to the Governing Board. The written request shall include the name of the employee group they wish to represent (administration, certified, or classified), proof that the employee organization's paying membership consists of 50% plus one member of the entire employee group employed by the District that they would like to represent, a list of offices held (minimum of three), current officers, and a request for placement on a Governing Board agenda for consideration during the month of October. If the Governing Board finds the applying organization's data is accurate, sole representation shall be granted to that employee organization. Every three (3) years this status will be re-evaluated by the Governing Board

to ensure that 50% membership of the employee organization is still in effect.

- Sole Representation of an employee group shall mean that the executive board of the recognized employee organization shall have the responsibility for selecting and approving all appointments of employees representing that employee group on all District committees (including, but not limited to: District councils, IBN, study groups). In selecting and approving appointments, the executive board of the recognized employee organization shall consider applications from any employee in the represented group, including non-members.
- When Sole Representation status is granted to an employee organization by the Governing Board, it shall remain in full force unless, during the month of October of each year, another employee group petitions the Governing Board for an election. The petitioning group's written request must include proof that they have a paying membership of at least 35% of the employee group they wish to represent, the employee group they wish to represent, a list of offices held (a minimum of three), current officers, and a request for placement on a Governing Board agenda for consideration. If the Governing Board finds the applying organization's data are accurate, a vote will be conducted by secret ballot of all District employees within that employee group. In the event of a representation election, the process shall be agreed upon by all parties (the Governing Board and the two (2) employee groups in question). The employee group that wins the majority of all votes cast shall be recognized by the Governing Board as the Sole Representative for that employee group.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-321

CROSS REF.: GCU – Professional Staff Memberships in
Professional Organizations

PROFESSIONAL STAFF MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

(Dues-Paying Employee Organizations)

Employees shall not use regular duty time for the purpose of conducting employee organization business.

Employee organizations may use school facilities before or after the school day subject to the provisions of the District rental policy applied to all private organizations. The organization shall pay for replacement of any school property damaged or destroyed by its members.

An employee organization bulletin Board will be accessible to all employees.

The Superintendent or designee shall grant leave time to employee organizations.

For the purpose of this policy, the term "employee organization" means an association comprised of current District employees, membership in which is voluntary and requires the payment of annual dues, which exists in whole or in part to advocate for members regarding employment-related issues.

Employee organizations may participate in the decision-making process involving policy revisions/changes and District committees as provided for in Policy GBB – Staff Involvement in Decision Making.

The District recognizes the right of employees to participate in employee organizations and acknowledges that membership and participation in employee organizations is a matter of individual choice. The District shall not require, encourage, discourage, nor prohibit membership/participation in employee organizations.

As employees of the District, members of employee organizations are expected to adhere to all District policies and regulations and to support and promote the District's vision, mission, and values.

In compliance with approved District policies and regulations, the Superintendent shall develop guidelines to codify acceptable operational standards for employee

organizations within the confines of the District. The Superintendent shall specifically address the following items:

- Granting of release time for employee organization-related functions;
- Access to current and prospective employee organization members;
- Channels for distributing employee organization-related information;
- Use of District facilities, services, equipment, and materials by employee organizations.

Adopted: August 28, 2008

LEGAL REF.: A.R.S. 15-132 through 135

CROSS REF.: GBB – Staff Involvement in Decision Making

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
1st Reading
DATE: December 9, 2010
AGENDA ITEM: Governing Board Involvement in the National School Board Association (NSBA) Annual Conference
INITIATED BY: Bill Adams, Governing Board Member SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Bill Adams, Governing Board Member
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BIBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: No

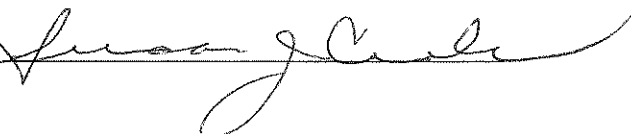
The National School Board Association's (NSBA) Annual Conference will be held April 9-11, 2011 in San Francisco, CA. Mr. Bill Adams, Governing Board Member is seeking input from the Governing Board regarding the efficacy of the Washington Elementary School District Governing Board's participation in the conference. Mr. Adams is interested in attending. Depending on the direction of the Board, the travel request may be brought to the Governing Board for action in January, pursuant to Board Policy BIBA (attached).

Also attached is general conference material along with registration and hotel information and pricing. The attached registration materials include pricing for optional events as well. The cost of airline travel would range from \$197.00 - \$574.00 depending on flight availability and San Francisco, CA has a meal per diem rate of \$59.00 per day. There would be additional costs for ground transportation.

SUMMARY AND RECOMMENDATION

Action will be at the discretion of the Governing Board.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.G.

**B-3300 BIBA
BOARD MEMBER CONFERENCES,
CONVENTIONS, AND
WORKSHOPS**

In keeping with the need for continuing in-service training and development for its members, the Governing Board encourages the participation of all members at appropriate conferences, workshops, and conventions. However, in order to control the investment of time and funds necessary to implement this policy, the Governing Board establishes these principles and procedures for its guidance:

- The Governing Board will decide which out-of state and in-state meetings appear to be most promising in terms of producing direct and indirect benefits to the District as a Governing Board agenda item in January and July of each year.
- Funds for participation at such meetings will be budgeted on an annual basis. The Governing Board will decide which of its members would be the most appropriate to participate at a given meeting.
- When a conference, convention, or workshop is not attended by the full Governing Board, those who participate will be requested to provide a report in a timely manner at a Governing Board meeting.

Governing Board Out-of-State

Travel Authority

Governing Board members may not incur District costs for out-of-state travel/conferences that have not been approved by a majority of the Governing Board beforehand.

Governing Board In-State Travel

Governing Board members shall contact the Superintendent to register for in-state conferences.

Adopted: October 23, 2008

LEGAL REF.: A.R.S. 15-342

CROSS REF.: DKC - Expense Authorization/Reimbursement

About the Conference

The 2011 NSBA Annual Conference in San Francisco, California features a world-class curriculum focusing on the issues that every school board member needs to understand, including:

- Updates on federal legislation, including ESEA reauthorization and Title 1/IDEA funding
- Legal implications of recent federal court decisions on school policies like cyberbullying and immigration
- Strategies to maximize your district's budget in these times of limited funding
- Best practices in school governance, including the latest research
- Ideas and advice from schools throughout the country who have successfully incorporated 21st century skills

Whether you are a veteran board member, a superintendent, a board support professional, or a first-time attendee, you'll take back practical ideas and a renewed commitment to help your board do more with less, while boosting student achievement.

The three-day Conference includes everything you need to become a more effective leader:

- Inspirational General Session speakers.
- Topical sessions and workshops covering all facets of school governance.
- New products and services showcased at the NSBA Exposition.
- Numerous opportunities to network and collaborate with your peers.
- Energizing site visits, tours, and special events.

NSBA's Annual Conference complements the state-specific professional development opportunities provided by your state school boards association. We believe that by sharing best practices, and defining our leadership roles, we can work more efficiently and advance student achievement.

Also in this section:

- About the Conference
- About NSBA
- Why Attend
- Conference Fees
- Convention Center Location
- Future Conference Dates

Registration Form

National School Boards Association's
71st Annual Conference & Exposition • San Francisco, CA • April 9-11, 2011

To Register



Register Online:
www.nsba.org/conference



Mail to:
NSBA, P.O. Box 1807
Merrifield, VA 22116-8007



Call: (800) 950-6722



Fax This Form to NSBA:
(703) 519-6497



PLEASE PRINT

NAME _____

NICKNAME FOR MY BADGE _____

MAILING ADDRESS _____

CITY/STATE/ZIP _____

DAYTIME TELEPHONE _____ FAX _____

E-MAIL ADDRESS FOR CONFIRMATION
Also send confirmation to: _____

E-MAIL ADDRESS _____

PERSONAL EMERGENCY CONTACT INFORMATION

CONTACT NAME _____ PHONE NUMBER _____

TITLE FOR BADGE

- ☐ Board President ☐ Board Member
☐ School Attorney ☐ Other District Administrator
☐ Superintendent ☐ Board Support Professional
☐ Deputy/Assistant Superintendent
☐ Other (specify): _____

GUEST NAME FOR BADGE _____

CHILDREN'S NAMES FOR BADGES _____

SCHOOL DISTRICT/ORGANIZATION NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

DISTRICT/ORGANIZATION TELEPHONE _____ FAX _____

METHOD OF PAYMENT (Advanced payment required in U.S. funds)

- ☐ Check enclosed, made payable to NSBA
☐ Bill my school district, listed above, using Purchase Order # _____
 (Required for registration to be processed.)
☐ MasterCard ☐ VISA ☐ American Express

CARD NUMBER _____ EXPIRATION DATE _____

CARDHOLDER'S NAME (PLEASE PRINT OR TYPE) _____

AUTHORIZED SIGNATURE _____

CARDHOLDER'S TELEPHONE _____

NSBA EXHIBITOR'S USE ONLY

PDF

How to Pay

If your district is an NSBA National Affiliate, you pay the reduced fees listed below. If your district is not an NSBA National Affiliate, you pay the regular fees. Canadian districts also pay the regular fees. The NSBA Conference is only open to school districts that hold membership in their state school boards association. To qualify for the early registration discount, you must register and pay by December 30, 2010.

	NATIONAL AFFILIATE		REGULAR		MY TOTAL
	By 12/30	After 12/30	By 12/30	After 12/30	
CONFERENCE FEE: Select the fee that applies to you and fill in the total	\$695	\$720	\$960	\$995	

Optional Events (Fees are in addition to full Conference fee above)

	NATIONAL AFFILIATE	REGULAR	MY TOTAL
Pre-Conference Workshops — Friday Morning			
#1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/>	\$150	\$175	
#4 <input type="checkbox"/>	\$160	\$185	
Pre-Conference Workshops — Friday Afternoon			
#5 <input type="checkbox"/>	\$75	\$100	
#6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/>	\$150	\$175	
Pre-Conference Workshops — Friday Full Day			
#9 <input type="checkbox"/> #10 <input type="checkbox"/>	\$250	\$300	
<input type="checkbox"/> School Law Seminar (begins Thursday 3:00 PM)	\$300	\$340	
<input type="checkbox"/> No additional fee if you are a Council of School Attorneys member and a full Conference registrant, but please check here if you plan to attend.			
<input type="checkbox"/> Council of Urban Boards of Education Pre-Conference Programming — Friday Only			
	\$200	\$300	
<input type="checkbox"/> Board Member Boot Camp Pre-Conference Session — Friday Afternoon ONLY			
	\$50	\$50	
<input type="checkbox"/> Strategies for School District Leadership in Challenging Economic Times (National Affiliate districts only)			
	\$0		

	NA/TLN*	REGULAR	
<input type="checkbox"/> Site Visit: New Technology High School, Napa Friday, 9:00 AM - 5:00 PM	\$140	\$155	
<input type="checkbox"/> Coast Guard — Air Station San Francisco Saturday, 12:00 NOON - 5:00 PM	\$100	\$100	
<input type="checkbox"/> The Arts & Technology: Hands-On Workshop at the Zeum Sunday, 4:30 PM - 7:00 PM	\$100	\$100	
<input type="checkbox"/> Google and Intel Visit & Briefing, Mountain View Monday, 8:30 AM - 3:30 PM	\$125	\$140	
<input type="checkbox"/> Federal Reserve Bank Visit & Briefing, San Francisco Monday, 9:00 AM - 12:30 PM	\$100	\$100	

*Technology Leadership Network

Meal Functions (Fees are in addition to full Conference fee above)

	# TICKETS x PRICE	=
<input type="checkbox"/> American Indian/Alaska Native Caucus Luncheon — Saturday, 12:30 PM	x \$65	=
<input type="checkbox"/> National Networks Luncheon — Saturday, 12:30 PM	x \$65	=
<input type="checkbox"/> Best Practices for School Leaders Luncheon — Saturday, 12:30 PM	x \$65	=
<input type="checkbox"/> Black Caucus Luncheon — Sunday, 12:30 PM	x \$65	=
<input type="checkbox"/> Hispanic Caucus Luncheon — Monday, 12:00 NOON	x \$65	=
GRAND TOTAL (Conference Fee + Optional Events) in U.S. FUNDS		=

CANCELLATIONS AND REFUNDS:
Requests for refunds can be honored only if made in writing to NSBA prior to March 18, 2011, and will be subject to a \$75 cancellation fee per registrant. No refunds will be honored after March 18, 2011.

LATE REGISTRATION:
AFTER MARCH 18, 2011
We suggest that you register on-site at the NSBA On-site Registration Desk at San Francisco's Moscone Center.



Please e-mail
stolkensnba.org if you
have any special needs.

☐ Registrant mailing and e-mail addresses are made available to exhibiting companies for a one-time mailing of useful product information. If you do not wish to receive such mailings, please check here.

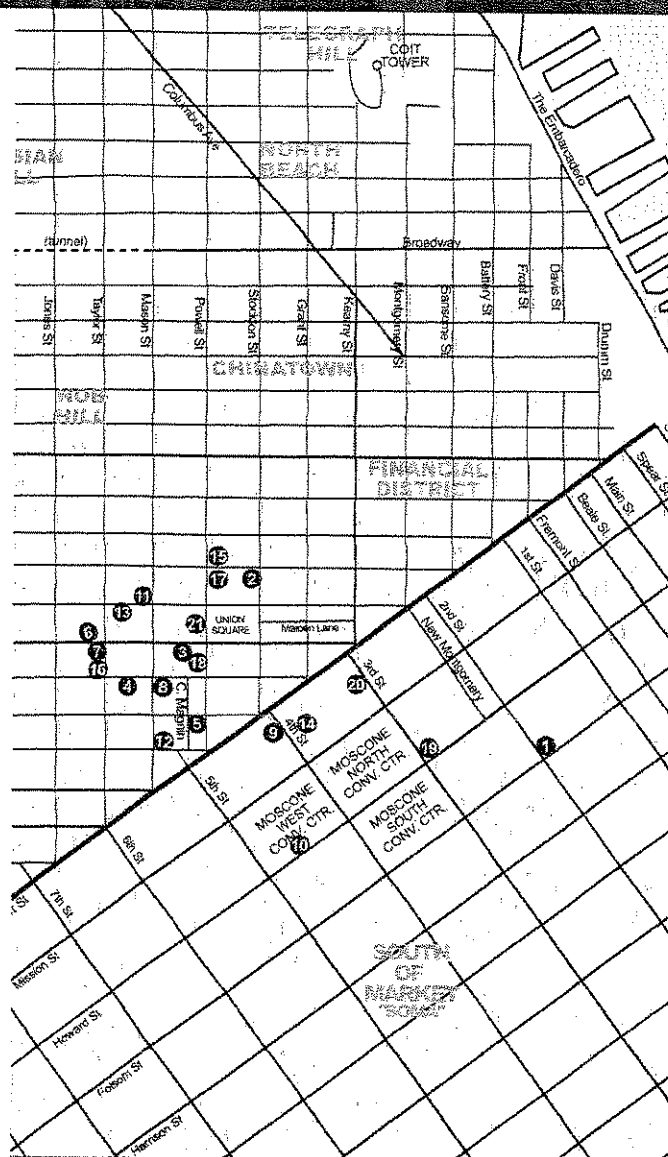
HOTEL LIST AND AREA MAP

2011 ATTENDEE FINAL NEGOTIATED DISCOUNT RATES

NSBA Hotel	Single	Double	Extra Person
1. Courtyard by Marriott 299 Second Street 94105	\$172	\$172	\$25
2. Grand Hyatt San Francisco 345 Frankton Street 94108	\$187	\$187	\$25
3. Handlery Union Square 351 Geary Street 94102	\$154	\$154	\$10
4. Hilton San Francisco Union Square* 353 O'Farrell Street 94102	\$215	\$215	\$20
5. Hotel Abri 127 Ellis Street 94102	\$149	\$149	\$20
6. Hotel Adagio 550 Geary Street 94102	\$140	\$140	\$20
7. Hotel Monaco 501 Geary Street 94102	\$179	\$179	\$20
8. Hotel Nikko San Francisco 222 Mason Street 94102	\$184	\$184	\$30
9. Hotel Palomar 12 Fourth Street 94105	\$187	\$187	\$20
10. InterContinental San Francisco 888 Howard Street 94103	\$229	\$229	\$30
11. JW Marriott Union Square 500 Post Street 94102	\$191	\$191	\$25
12. Parc 55 Wyndham 55 Cyril Magnin Street 94102	\$180	\$180	\$20
13. Prescott Hotel 545 Post Street 94105	\$170	\$170	\$20
14. San Francisco Marriott Marquis** 55 Fourth Street 94103	\$224	\$224	\$20
15. San Francisco Marriott Union Square 480 Sutter Street 94108	\$189	\$189	\$25
16. Serrano Hotel 405 Taylor Street 94102	\$155	\$155	\$20
17. Sir Francis Drake Hotel 450 Powell Street 94102	\$165	\$165	\$20
18. Villa Florence Hotel 225 Powell Street 94102	\$149	\$149	\$20
19. W San Francisco 181 Third Street 94103	\$209	\$209	\$40
20. Westin Market Street 50 Third Street 94103	\$194	\$194	\$30
21. Westin St. Francis Hotel 335 Powell Street 94102	\$189	\$189	\$30

*COSA/CUBE Hotel

**Headquarters Hotel — limited general housing



SHUTTLE SERVICE: NSBA's complimentary all-day shuttle will run between the Annual Conference hotels and the Moscone Convention Center. Stops will be at the hotel or a location near the hotel. Your conference badge is the ticket to ride for you, your spouse/guest, and your children. Shuttle service will be provided for those staying at hotels booked through the Housing Bureau. Transportation will not be guaranteed for those who make reservations directly with hotels.

Shuttle service will not be provided to the following hotels, as they are within easy walking distance to the Moscone Center: Intercontinental San Francisco, San Francisco Marriott Marquis, Hotel Palomar, W San Francisco, and Westin Market Street.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board
FROM: Dr. Susan J. Cook, Superintendent
DATE: December 9, 2010
AGENDA ITEM: 2010 United Way Update
INITIATED BY: Carol Donaldson, Director of Communication Services
SUBMITTED BY: Pam Horton, Crisis and Communications Coordinator
PRESENTER AT GOVERNING BOARD MEETING: Pam Horton, Crisis and Communications Coordinator
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

The Washington Elementary School District (WESD) continues to be a leader in giving, contributing \$39,493.00 to the 2010 United Way campaign. While this is a decrease of \$4,208.00 from 2009, WESD continues to be a leader among Valley school districts in Maricopa County.

This year, the District Office led the campaign in total giving, with contributions of \$5,232.00; however, it was Royal Palm Middle School that raised the most per capita with their contribution of \$2,514.00. As a result, Royal Palm campaign coordinator Rose Grunig and her principal, Lenny Hoover, will be presented with a check for \$1,000.00 courtesy of the Washington Education Foundation (WEF). In addition, the WEF provided five \$50.00 Westcor gift cards to the campaign. Winners are Beth Hudson, Arroyo Elementary; Sandy Dyke, District Office; Tina Trejo, Desert Foothills Junior High; Marcia McCusker, Maryland School; and Bonnie Novaky, Royal Palm Middle School.

Schmitt Jewelers generously donated two watches with a combined value of \$350.00. The lucky winners, Michelle Eichberger, Mountain View School, men's watch; and Flossie Zelman-Fedde, Palo Verde Middle School, women's watch, have been presented with their gifts.

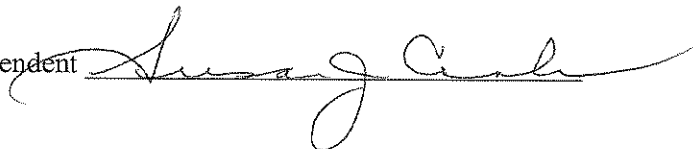
This year, we are honoring the campaigns with the most improvement. Chaparral and Tumbleweed Elementary Schools had the greatest increase in giving with Chaparral's campaign increasing 329 percent and Tumbleweed's 75 percent. The campaign coordinators, Ken Schofield and Peggy Pitts-Miller, have been recognized for their work.

Out of the total contributions collected, \$12,574.00 will be donated to the Washington Education Foundation to be used for its employee mini-grant program as a result of employees choosing the Washington Education Foundation as their targeted donor. This is an increase of \$2,000.00 from last year.

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item IV.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board
FROM: Dr. Susan J. Cook, Superintendent
DATE: December 9, 2010
AGENDA ITEM: Trust Board Update
INITIATED BY: D. Rex Shumway, Legal Counsel SUBMITTED BY: D. Rex Shumway, Legal Counsel
PRESENTER AT GOVERNING BOARD MEETING: Chris Maza and/or D. Rex Shumway
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: Policy EIC and A.R.S. §15-382

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Chris Maza and Rex Shumway will provide a review of the following matters that were discussed at the November 16, 2010 meeting of the Casualty Trust, Worker's Compensation Trust, and Employee Benefit Trust Boards:

Casualty Trust

- Reviewed the monthly financial report presented by Jennifer O'Rourke from Zobel & Hall.
- Extended and renewed annual contracts for 2011 for Agent Broker, Actuarial Services and Financial Services.

Workers' Compensation Trust

- Reviewed the monthly financial report presented by Jennifer O'Rourke from Zobel & Hall.
- Extended and renewed annual contracts for 2011 for Agent Broker/Consultant, Actuarial Services, Workers' Compensation & Other Medical Services and Financial Services.

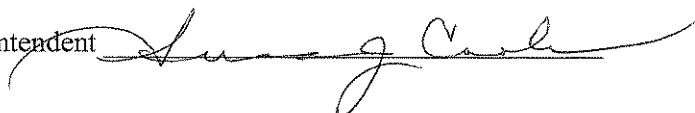
Employee Benefit Trust

- Reviewed the monthly financial report presented by Jennifer O'Rourke from Zobel & Hall.
- Reviewed Preliminary Budget Projection for 2011-2012 from John Coyle of The Segal Company.
- Extended and renewed annual contracts for 2011 for Consultant and Financial Services.

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item IV.B.