



## **AGENDA**

**VISION:** The Washington Elementary School District is committed to achieving excellence for every child, every day, every opportunity.

**DATE:** May 12, 2016

**TIME:** Regular Meeting 7:00 p.m.

**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 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 that the Governing Board adopt the Regular Meeting Agenda.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

E. Approval of the Minutes

It is recommended that the Governing Board approve the Minutes of the April 28, 2016 Regular Meeting.

1-15

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

F. Current Events and Acknowledgments: Governing Board and Superintendent

#### G. 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). If interpretation services are used, the time shall not exceed six (6) minutes, including interpretation.)
- 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). If interpretation services are used, the time shall not exceed six (6) minutes, including interpretation.)

#### H. Special Recognition

The Communications and Public Engagement (CAPE) Department for receiving three awards of excellence and one award of distinction by the Arizona School Public Relations Association (ASPRA) during the annual Superintendent's Luncheon and ASPRA\*tions Awards on April 27, 2016.

#### I. It is recommended that the Governing Board approve the Consent Agenda.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

### II. **CONSENT AGENDA**

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

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.

16

#### \*B. Personnel Items

Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes

17-21

#### \*C. Public Gifts and Donations: Acceptance of checks and items to schools and District departments in the amount of \$10,681,50. (The Value of Donated Items is Determined by the Donor)

22

#### \*D. Out of County/State Field Trips

23-174

#### \*E. Out of State Travel

175-176

#### \*F. Renewal of Intergovernmental Agreement with the City of Phoenix for the Head Start Program and Approval of the WESD Head Start Program Planning 2016-2017.

177-253

### III. **RECESSING OF REGULAR MEETING FOR PUBLIC HEARING**

### IV. **PUBLIC HEARING**

#### A. Annual Expenditure Budget Revision #1 for Fiscal Year 2015-2016 (David Velazquez, Director of Finance)

254

## **V. RECESSING OF PUBLIC HEARING FOR REGULAR MEETING**

## **VI. ACTION/DISCUSSION**

- A. Annual Expenditure Budget Revision #1 for Fiscal Year 2015-2016  
(David Velazquez, Director of Finance)

255 -277

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

- B. 2017 Arizona School Boards Association's Legislative Agenda Proposals  
(Aaron Jahneke, Governing Board President)

278-281

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

- C. Possible Rescheduling of June 9, 2016 Governing Board Meeting  
(Tee Lambert, Governing Board Member)

282-284

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

## **VII. INFORMATION/DISCUSSION**

- A. Bond Update for 2010 Authorization  
(Cathy Thompson, Director of Business Services)

285-291

## **VIII. FUTURE AGENDA ITEMS**

## **IX. 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.

Persons with a disability may request a reasonable accommodation by contacting 602-347-2802. Requests should be made at least 24 hours prior to the scheduled meeting in order to allow time to arrange for the accommodation.

(\*) 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 during Public Participation or on an item which is on the agenda may be granted permission to do so by completing a PUBLIC PARTICIPATION SPEAKER COMMENT 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. If interpreter services are needed, please contact Angela Perrone at 602-896-6290 at least 24 hours prior to the scheduled Board Meeting in order to allow sufficient time to arrange for an interpreter to be available.

(\*\*) 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**

2015-2016

April 28, 2016

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**

Mr. Aaron Jahneke called the meeting to order at 7:05 p.m. Governing Board member's constituting a quorum were present: Mr. Aaron Jahneke, Ms. Clorinda Graziano, Mr. Bill Adams, Mr. Larry Herrera, and Mrs. Tee Lambert.

**B. Moment of Silence and Meditation**

Mr. Jahneke called for a moment of silence and meditation and asked that we keep the Sunnyslope student who was shot in our thoughts along with his family.

**C. Pledge of Allegiance**

Mr. Jahneke led the Pledge of Allegiance

**D. Adoption of the Regular Meeting Agenda**

A motion was made by Mrs. Lambert that the Governing Board adopt the April 28, 2016 Regular Meeting Agenda. The motion was seconded by Ms. Graziano. The motion carried.

**UNANIMOUS****E. Approval of the Minutes**

A motion was made by Ms. Graziano that the Governing Board approve the minutes of the April 14, 2016 Regular Meeting as corrected. The motion was seconded by Mr. Herrera. The motion carried.

**UNANIMOUS****F. Current Events and Acknowledgments: Governing Board and Superintendent**

The following announcements and comments were made by Governing Board members and Superintendent Stanton:

Mr. Adams

Attended:

- WESD's BAT meeting at MOD on Wednesday, April 20, 2016. It was an amazing event that keeps getting bigger and bigger.
- Moon Mountain's Title I Spring Showcase on Thursday, April 21, 2016. Principal Sue Brown and her team did an amazing job. The event was so packed, it was hard to find parking.
- Cactus Park's Support Prop 123 on Saturday, April 16, 2016. Walked along teachers, parents, and community members to educate neighbors on Prop 123. Thanked WEDA for hosting and coordinating the event. Mr. Adams also mentioned it was good to see Mr. Herrera at the event.
- Arizona School Public Relations Association's Superintendent's Awards Luncheon on Wednesday, April 27, 2016. WESD picked up a number of awards.
- A surprise celebration for Principal Perry Mason at Mountain Sky Junior

High. Principal Mason was named the STEM Principal of the Month by Grand Canyon University.

Ms. Graziano:

Attended:

- Girls Basketball Finals at Cholla Middle School on Saturday, April 16, 2016.
- Elementary All State Orchestra concert on Saturday, April 16, 2016 where some of Mrs. Barbara Vecera's students from Ironwood got accepted for all-state.
- WESD's Parent Leadership Team meeting on Monday, April 14, 2016.
- Cholla Area Concert Festival on Tuesday, April 19, 2016.
- WESD's Business Advisory Team (BAT) meeting on Wednesday, April 20, 2016.
- OASIS Volunteer Thank You Luncheon to honor WESD volunteers on Thursday, April 14, 2016.
- Peter Piper Pizza Fundraiser for Tumbleweed Elementary on Thursday, April 14, 2016.
- Moon Mountain's Title 1 Spring Showcase on Thursday, April 21, 2016.
- Family Fun night at Sweetwater Elementary on Friday, April 22, 2016.
- Lion King Musical at Mountain Sky Junior High School on Saturday, April 23, 2016. It was an incredible program.
- Desert Foothills Area Choir Festival at Greenway High School on Tuesday, April 26, 2016. Thanked Greenway High School for hosting the event.
- Desert View's First Grade Arts night on Tuesday, April 26, 2016.

Acknowledged:

- The CAPE team for the awards they received at the ASPRA luncheon on Wednesday, April 17, 2016.

Mrs. Lambert

- Attended the Cholla Music Festival on Tuesday, April 19, 2016.
- Reminded everyone to continue to keep their eyes on what is going on downtown at the capitol regarding budgets and continue to hold our legislators responsible for what goes on in education.

Mr. Herrera:

Attended:

- Community Forum regarding Prop 123 with Dr. Stanton at North Hills Church.
- Walked and spoke with Cactus Park neighbors about Prop 123 along with WDEA, teachers, and parents.
- Orangewood Mentor Day. Glad to see universities collaborating with our schools. Mr. Herrera said he would like to see more partnerships with universities.
- OASIS Volunteer Thank You Luncheon to honor WESD volunteers on Thursday, April 14, 2016.
- Thanked and acknowledged all of the WESD Administrators for Administrators Day.
- Reminded everyone about the annual Kiwanis Fish Fry on Friday, April 29, 2016 and the District Track and Field meet on Saturday, April 30, 2016 at Thunderbird High School.

Mr. Jahneke thanked Dr. Lyn Bailey for the work she and her staff do with the ASPIRE program. Mr. Jahneke said he enjoyed attending the ASPIRE meeting on Wednesday, April 20, 2016, the ASPIRE students asked great questions.

The ASPIRE program is a mentoring program for WESD staff who would like to become administrators, either in WESD or another district. Mr. Jahneke said WESD has very strong future leaders and he was happy to participate.

Dr. Stanton shared the following updates:

Attended:

- Business Advisory Team (BAT) meeting on Wednesday, April 20, 2016.
- OASIS Spring Volunteer Luncheon along with Ms. Graziano on Thursday, April 14, 2016. Dr. Stanton thanked all of the work of the volunteers. Dr. Stanton said that WESD could not do the work of educating students without their help.
- Arizona School Public Relations Association's Superintendent's Awards Luncheon on Wednesday, April 27, 2016. WESD picked up a number of awards. Dr. Stanton mentioned that CAPE will be recognized at the next Board meeting.
- A surprise celebration for Principal Perry Mason at Mountain Sky Junior High. Principal Mason was named the STEM Principal of the Month by Grand Canyon University

Provided the Board and the audience with an update of the Personal Data Security Incident that occurred on April 12, 2016. Dr. Stanton said that one of the first thing that was done immediately was to examine WESD's core values, which are in line with the Governing Board values. Dr. Stanton said those values are:

- Employees are our focus
- Be transparent
- Be timely
- Be accurate

Dr. Stanton said that leadership has talked to and is working closely with many community partners on this incident: the local police, Federal Bureau of Investigations, Internal Revenue Service, Social Security, Arizona State Retirement, the Trust Board, and Consumer Protection. Dr. Stanton stated that Mr. David Velazquez, Director of Finance, became the District's single point of contact for communication. The District set up a dedicated phone and email account for employees that Mr. Velazquez answered, even over the weekends. Dr. Stanton said that the District has used phone calls, email, and direct mail to communicate with current and former employees impacted by the issue. Dr. Stanton said that the Governing Board has been proactive and that WESD has insurance to assist with this type of issue. The District created Frequently Asked Questions, which are available on the WESD website along with all prior written and verbal communication regarding this issue for employees to view. The District also has notified employees about a one year of credit protection that is provided through the Trust.

Dr. Stanton said that the District's work on this issue is not done, there are several levels and multiple groups of employees that have been affected; those whom were directly impacted; those who have not been directly impacted yet are concerned; and those yet to be fully communicated with. Dr. Stanton said that the District will be working with a committee on reviewing the District's current guidelines practices on handling these types of issues to ensure we have the appropriate "checks" along the way.

Mr. Jahneke thanked Dr. Stanton for the update and all of the work he and the District's leadership has done. Mr. Jahneke also thanked the Board for their

efforts with this situation.

## **G. Public Participation**

There was public participation:

Ms. Kathleen McKeever, Director of Academic Support Programs addressed the Board to recognize the After-School Academy Intern Program. Ms. McKeever informed the Board that three years ago funding opportunities were limited, the team in Academic Support Programs began searching for innovative ways to provide sustainable after-school academic enrichment programming. Ms. McKeever said that WESD reached out to local colleges and universities and began networking with their teacher education programs from Glendale Community College (GCC), Northern Arizona University (NAU), Arizona State University (ASU), and Grand Canyon University (GCU). Ms. McKeever said the Intern Program has provided WESD with more than 350 interns that taught after-school classes at WESD, which benefited more than 2,000 WESD students. Ms. McKeever asked the interns in the audience to stand to be recognized. Ms. McKeever said the Teacher Education Program at GCC became a primary partner for WESD. The program allows future teachers, GCC students, to connect education theory with its practical application while under the expert guidance of mentor teachers. Additionally, WESD students are introduced to “real live” college students who serve as role models for college and career readiness. Ms. McKeever introduced teacher education faculty members from GCC, Mrs. Heather Merrill and Mrs. Nancy Oreshack to present the Board with an award that GCC received for the partnership with WESD. Mrs. Merrill informed the Board that GCC’s Partner in the Teaching Profession program received the “Innovation of the Year” award for its work with WESD in meeting the urgent needs of schools and the challenges of the 21<sup>st</sup> century classrooms.

Mrs. Laurie Richards, Washington District Education Association (WDEA) President, addressed the Board regarding an award that the Communications and Public Engagement (CAPE) team received from the Arizona Education Association (AEA). The Public Relations Partner award, is a state-wide award that recognizes individuals or departments that change the perception of public education within their communities. Mrs. Richards said that WDEA nominated the CAPE team because they have been transformational in connecting with local business partners and bringing in faith based organizations. Mrs. Richards also announced that Pure Heart Church received the “Partners in Education” award from AEA. Mrs. Richards said that Pure Heart Church was nominated by Mrs. Jill Sarraio, Principal of Palo Verde Middle School, but she worked closely with Mrs. Carol Donaldson, Director of Communication, to highlight the work that Pure Heart does across WESD. Mrs. Richards also thanked both Governing Board members Bill Adams and Larry Herrera for participating in the WDEA walk for Prop 123 last Saturday.

## **H. Showcase and Celebration of Departments/Programs/Schools**

Superintendent Stanton introduced Mrs. Lauren Schregel, General and Vocal Music Teacher at Sunnyslope School, to present to the Board the 7th and 8th grade Honors Choir who performed two song selections, Dona Nobis Pacem and Over the rainbow.

## **I. Special Recognition**

Superintendent Stanton introduced Mrs. Natalie McWhorter, Director of Curriculum to introduce WESD's Spelling Bee winners.

Mrs. McWhorter introduced Lookout Mountain student Jaidyn Mallon, who won 1<sup>st</sup> place in the District's Spelling Bee.

Jaidyn spoke about her experience during the spelling bee and was presented a certificate from Governing Board member Mrs. Lambert.

Mrs. McWhorter also acknowledged Mountain Sky Junior High School student Jessica Zylstra, who was the District's runner-up but was unable to attend the Governing Board meeting.

## **J. Approval of the Consent Agenda**

**UNANIMOUS**

Mrs. Lambert requested item \*II.B. – Personnel Items be pulled from the Consent agenda for separate consideration.

Mr. Adams requested item \*II.E. - Out of State Travel be pulled from the Consent agenda for separate consideration.

Mrs. Lambert made a motion that the Governing Board approve the remaining Consent Agenda items as presented. The motion was seconded by Mr. Herrera. The motion carried. (5-0)

Mr. Jahneke thanked all of the individuals, organizations, and companies who donated to the students and staff at WESD.

Mr. Jahneke acknowledged Mr. Steven Chapman, Maricopa County Co-Chair of Arizona School Boards Association (ASBA) and Mr. Adam Lopez Falk, Governing Board President from Alhambra Elementary School District who were in the audience.

## **II. CONSENT AGENDA**

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

**UNANIMOUS**

Approved and ratified the vouchers as presented.

### **\*B. Personnel Items**

**UNANIMOUS**

Mrs. Lambert made a motion that the Governing Board approve Consent Agenda Item B - Personnel Items as presented. The motion was seconded by Ms. Graziano. The motion carried. (5-0)

Dr. Stanton introduced and recognized Mr. Steven Whynott, new Assistant Principal at Desert Foothills Junior High School and Ms. Amanda Wilber, new Principal at Richard E. Miller Elementary for the 2016-2017 school year.

- \*C. Public Gifts and Donations: Acceptance of checks and items to schools and District departments in the amount of \$ 1,126.69 (The Value of Donated Items is Determined by the Donor)** **UNANIMOUS**

Name of Donor	School	Amount and/or Value
Krogers/Frys	Ironwood Elementary School	\$476.69
Wells Fargo	Lakeview Elementary School	\$350.00
Bookstrom – Friends of the Phoenix Public Library	Cactus Wren Elementary	\$300.00

- \*D. Grant Acceptance: Acceptance of the Captain Planet Foundation Echo-Tech Grant in the amount of \$ 2500.00.** **UNANIMOUS**

- \*E. Out of State Travel** **UNANIMOUS**

Mr. Adams made a motion that the Governing Board approve Consent Agenda Item E – Out-of-State Travel as presented. The motion was seconded by Mr. Lambert. The motion carried. (5-0)

Mr. Adams stated he requested the Out-of-State Travel be pulled from the Consent Agenda for discussion so that the record could reflect that Mr. Adams inquired about the District paying for staff to travel out-of-state. Mr. Adams said he was told that in the past the District has paid for staff to travel out of state, if the staff was presenting and/or attendance at the conference was a mandatory part of their job duties. Mr. Adams noted he did not recall such discussions, but wanted it reflected in the minutes and hoped the topic could be discussed at a later date.

- \*F. Acceptance of the Building Renewal Grant in the amount of \$3,942.00** **UNANIMOUS**

### **III. ACTION/DISCUSSION**

- A. Community Use of School Facilities Fee Structure for Fiscal Year 2016-2017** **UNANIMOUS**

Dr. Stanton introduced Ms. Kathleen McKeever, Director of Academic Support Services, who provided the Board with an overview of the Community Use of School Facilities Fee Structure for Fiscal Year 2016-2017 being proposed for approval.

Ms. Graziano asked when was the last time WESD changed their fees for facility rental.

Ms. McKeever replied that the fees have not been adjusted in approximately 10 years.

Ms. Graziano asked whether the current fees were nominal or if they covered all cost associated with the rental of facilities.

Ms. McKeever responded that the fee was nominal but the District works really hard to cover as many costs as possible. Ms. McKeever also said that her department has contacted other districts like Deer Valley, Madison, and Peoria to compare cost and WESD is on the low end.

Mr. Adams made a motion that the Governing Board approve the 2016-2017 community use of school facilities fee schedule as presented, to take effect on July 1, 2016. The motion was seconded by Mr. Herrera. The motion carried. (5-0)

**B. Award of 2nd and Final GMP– RFQ #15.023 Construction Manager at Risk (CMAR) for Sunburst Site Improvement Project to Chasse Building Team in an amount not-to-exceed \$2,887,397.00**

**UNANIMOUS**

Dr. Stanton introduced Mr. Mike Kramer, Director of Capital Projects & Maintenance who provided the Board with an overview and recommendation for approval of the 2<sup>nd</sup> and Final GMP-RFQ # 15.023 Construction Manager at Risk (CMAR) for Sunburst Site Improvement Project to Chasse Building Team in an amount not-to-exceed \$2,887,397.00.

Mr. Herrera asked whether or not the administration area included the library area.

Mr. Kramer replied that the library at Sunburst is not part of the administration area, it is further down the hallway.

Ms. Graziano made a motion to approve the RFQ #15.023 Construction Manager at Risk (CMAR) for Sunburst Site Improvement Project – 2nd and Final Guaranteed Maximum Price (GMP) with Chasse Building Team in an amount not-to-exceed \$2,887,397.00. The motion was seconded by Mr. Herrera. The motion carried. (5-0)

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

**UNANIMOUS**

Dr. Stanton introduced Mrs. Cathy Thompson, Director of Business Services who provided the Board with an overview of a resolution ordering the sale of School Improvement Bonds for the District. Ms. Thompson reminded the Board that on April 14, 2016 the Governing Board approved a resolution that approved a Notice Inviting Proposals for the Purchase of School Improvement Bonds and the distribution of such Notice by the District's Financial Advisor, Stifel, Nicolaus & Company, Incorporated. Ms. Thompson informed the Board that now the District was requesting to authorize the issuance and sale of School Improvement Bonds and delegate the Board President or any member of the Board the authority to execute an Award of Bonds and the closing documents and certificates to issue the Bonds.

Ms. Graziano asked what a Class B bond was.

Mr. Giel, Financial Advisor at Gus Rosentfelt, responded that once the School Facilities Board was formed bonds became classified as Class B bonds and that is also how they are defined in statute.

Mr. Adams made a motion that the Governing Board adopt a resolution ordering the issuance and sale of the School Improvement Bonds of the District and delegate the authority to determine the acceptable bidder to the Board President or any member of the Governing Board. The motion was seconded by Mr. Herrera. The motion carried. (5-0)

**D. Head Start Update, Philosophy, Long-Range and Short-Range Goals, and Self-Assessment Plan**

**UNANIMOUS**

Dr. Stanton introduced Mrs. Diana Howsden, Director of Head Start Services and Mrs. Michaela Pilsbury, Head Start Program Coordinator who provided the Board with a Head Start Update and a proposed Self-Assessment Plan for consideration and approval.

Mr. Herrera asked whether six hours is considered all-day Head Start.

Mrs. Howsden said that six hours is considered all-day. Mrs. Howsden said WESD has two different types of programs; six and a half hour days in nine classrooms and three and a half hour days in 14 classrooms.

Mrs. Lambert thanked Mrs. Howsden and Mrs. Pilsbury for their detailed presentation. Mrs. Lambert said she knows that a lot is required of the Head Start program and she is grateful that they have good news to report on how well things are going. Mrs. Lambert thanked the Preschool and Head Start teachers in the audience for staying so late and recognized that the success of the program is due to the leadership and dedication staff.

Mrs. Lambert said that she understands that the federal monitoring requirement for Head Start is huge, but she wanted to know if any of the requirements have changed.

Mrs. Howsden acknowledged the amount of requirements and monitoring associated with the program, but said that there had not been any recent new requirements.

Mr. Adams thanked Mrs. Howsden and Mrs. Pilsbury for an excellent presentation and acknowledged the teachers in the audience for their hard work and dedication.

Ms. Graziano thanked Mrs. Howsden, Mrs. Pilsbury, and staff for a great presentation and mentioned her appreciation for them taking care of the “whole child” with medical, dental, and family support services.

Ms. Graziano asked whether there has ever been a long-term longitudinal study of the academic preparedness of WESD students who attended Head Start versus those who did not.

Mrs. Natalie McWhorter replied that going forward, the new Data Warehouse system will allow the District the ability to monitor the academic success of Preschool and Head Start students as they progress through the system.

Mrs. Janet Sullivan added that although the new data warehouse system does now include preschool and head start students, WESD was able to identify students who attended preschool and head start from the last four years and the District is in the process of uploading that data to begin tracking.

Ms. Graziano said that she understands that parental involvement is a big part of the Head Start program and wondered if the level of parental involvement continued as students progressed in grade levels.

Mrs. Pilsbury said that she has noticed a heightened level of parental involvement among the parents of Head Start students on both local and state parent advocacy groups. Mrs. Pilsbury mentioned that a Moon Mountain parent is currently the President of the City of Phoenix's Policy committee and a parent from Sahuaro is the Secretary. The City of Phoenix's Policy committee is a representation of Head Start programs across the valley.

Ms. Graziano asked what percentage of WESD incoming kindergarten students go through Preschool or Head Start programs.

Mrs. Pilsbury said that based on census data, 29% of WESD's incoming kindergarten students go through WESD's Preschool or Head Start programs.

Mr. Jahneke thanked Mrs. Pilsbury and Mrs. Howsden for their presentation.

Ms. Graziano made a motion that the Governing Board approve the Preschool/Head Start Philosophy, the Head Start Long-Range and Short-Range Goals and the Self-Assessment Plan. The motion was seconded by Ms. Lambert. The motion carried. (5-0)

#### **E. Proposed Governing Board Meeting Dates for the 2016-2017 School Year**

**4-1**

Mr. Aaron Jahneke, Governing Board President presented the Board with the 2016-2017 Governing Board meetings dates based on current board policy.

Ms. Graziano mentioned that it is her understanding that the WESD is in the process of creating a district-wide calendar of events that do not conflict with scheduled Governing Board meetings.

Superintendent Stanton acknowledged that a district-wide calendar is in the developmental stages and every effort will be made to not have school events conflict with board meetings.

Ms. Graziano suggested that since Thursday nights are typically big concert nights for schools that the Governing Board entertain the idea of possibly moving Governing Board meetings to Monday nights. Ms. Graziano said that by moving Governing Board meetings to Mondays, schools will not have to adjust their performance schedules and the Governing Board could meet opposite of the current Parent Leadership Team meetings that occur on Mondays.

Superintendent Stanton confirmed that currently the Parent Leadership meetings are occur on the fourth Monday of the month.

Mrs. Lambert said that the tradition of scheduling Governing Board meetings on Tuesdays and Thursdays goes back about 25 years. Mrs. Lambert mentioned that years ago the Governing Board attempted to move meetings to Wednesday and it didn't work. Mrs. Lambert said that the District has always wanted schools to not schedule school events on Governing Board meetings nights so parents would be able to attend a if they wanted to. Mrs. Lambert said that the practice has slipped a little because things have been relatively smooth within the District the past decade and schools and departments didn't worry about it.

Mrs. Lambert also said that holding WESD Governing Board meetings opposite of Glendale Union Governing Board meetings was important to allow for parents with children in both systems could attend both board meetings if they choose.

Ms. Graziano asked what day Glendale Union held their board meetings.

Mr. Jahneke responded that Glendale Union holds board meetings on Tuesdays.

Mr. Adams mentioned that Mondays and Fridays might be difficult for parents and Mondays would be difficult for him as well.

Ms. Graziano mentioned that she brought up the subject not only because of the conflicts parents would have between board meetings and schools events but she does not like to miss school events as well. Ms. Graziano also said that by moving the board meetings to Mondays, it would remove the current conflict with parent/teacher conferences.

Mr. Jahneke said that there are so many school events there will always be conflicts.

Superintendent Stanton reminded the Board that the electronic district calendar was created back in October by Mrs. Amy Fernandez and Ms. Shannon Tucker. Dr. Stanton said that his office, with Ms. Tucker taking the lead can follow-up with schools to ensure that on Governing Board meetings nights, whatever they may be, schools do everything possible not to schedule school events.

Mr. Herrera asked whether or not the meeting time can be adjusted to 6:00 p.m. instead of 7:00 p.m.

Ms. Graziano said she is concerned that if the Board continues to meet on Thursdays and directs the schools not to hold events on Thursdays then they will just overload Tuesdays. Ms. Graziano mentioned that she has looked at the District calendar and there are currently very few events that occur on Mondays.

Mrs. Lambert said that the purpose of having a set meeting day and time for Governing Board meetings is to meet the needs of parents and staff, not Governing Board members. Mrs. Lambert said that there will always be scheduling conflicts regardless of what day is chosen.

Mr. Adams said that Governing Board meetings are business meeting for the Governing Board members. Mr. Adams said that board does and should try to accommodate everyone but Mrs. Lambert is correct, there will be conflicts with whatever day is chosen.

Mr. Jahneke mentioned that he is not against changing the date, if it serves the District best, but cautioned the Board against changing the calendar for individual board members. Mr. Jahneke said he understands the frustration among board members when there is a scheduling conflict and they cannot be somewhere but we do not want to disrupt the system.

Ms. Tucker explained that the current motion before the Board is to approve the proposed 2016-2017 Governing Board scheduled that is based on the current board policy that states the board will meet on the 2<sup>nd</sup> and 4<sup>th</sup> Thursday of the month. Ms. Tucker said that if the proposed scheduled is not approved and a request to meet on anything other than the 2<sup>nd</sup> and 4<sup>th</sup> Thursday would require a policy revision, it would need to go through a 1<sup>st</sup> and 2<sup>nd</sup> reading prior to a vote.

Mr. Adams asked when could an individual board member request moving a particular scheduled meeting.

Mr. Jahneke responded that a board member could request a future agenda item to possibly move a scheduled meeting to another day.

Dr. Stanton referred to the board policy that states “A regular meeting may be rescheduled or canceled: by a majority vote of the Board when noticed as a meeting agenda item....”

Mrs. Lambert made a motion that the Governing Board approve the proposed schedule of Governing Board meeting dates for the 2016-2017 school year. The motion was seconded by Mr. Adams. The motion carried. (4-1)

**F. 2017 Arizona School Boards Association’s Legislative Agenda Proposals and Delegate Selection**

Mr. Aaron Jahneke, Governing Board President, informed the Board that it is time for the Board to provide ASBA with its legislative priorities for consideration and to choose a delegate to represent WESD at the September 10, 2016 meeting. Mr. Jahneke said that the Board can discuss and possibly vote on each item separately.

Mrs. Lambert informed the Board that she is on the ASBA legislative committee this year, so therefore would not like to be considered as a delegate.

Mr. Adams informed the Board that he is on the ASBA Credentialing committee this year, so he also would like to remove his name from consideration.

Mr. Jahneke asked whether or not there was anyone who was interested in being a delegate.

Mr. Adams nominated Mr. Herrera to serve as delegate.

Mr. Herrera mentioned that he was a delegate last year and would like to nominate Ms. Graziano as the delegate.

Ms. Graziano asked for the date of the Delegate Assembly.

Mrs. Lambert said the ASBA Delegate Assembly is scheduled to be held on Saturday, September 10, 2016.

Ms. Graziano accepted the nomination.

Mr. Herrera made a motion that the Governing Board appoint Ms. Graziano as the Delegate and Mr. Jahneke as the Alternate Delegate to the Arizona School Boards Association’s Delegate Assembly to be held on September 10, 2016. The motion was seconded by Mrs. Lambert. The motion carried. (5-0)

Mr. Adams requested a point of order regarding the motion. Mr. Adams pointed out that the both items being considered are contained within one motion.

Mrs. Lambert replied that motion is only a recommendation and the Board had the authority to separate the items into two motions.

Mr. Adams thanked Mrs. Lambert for the clarification.

Mr. Jahneke asked for discussion on the top legislative priorities for ASBA.

Mrs. Lambert requested the Board consider the following legislative priorities:

- Recommend that ASBA work with the Arizona Department of Education (ADE) on the state plan for the implementation of the Every Student Succeeds Act (ESSA), which is the new No Child Left Behind Act (NCLB)
- Recommend that ASBA work with the Governor, the Classroom First Initiative Council, and the Legislator on funding formulas for schools.
- Recommend that ASBA work with the State Board of Education on developing the new criteria for the Arizona Accountability System.

Mr. Adams asked whether or not Dr. Stanton had any recommendations for Board members to consider.

Dr. Stanton said that in previous Districts, he would normally recommend that Governing Board members look at the short-term goals listed by ASBA.

Mr. Adams asked that since the legislative session is about to end, whether or not the Board should look at proposing priorities for next legislative session.

Mr. Herrera responded that Mr. Adams was correct, the proposed priorities should be for next legislative session.

Mr. Chapman from ASBA addressed the Board to clarify ASBA's expectations from Governing Boards on the political agenda. Mr. Chapman explained that the long-term and short-term goals listed before the Board are from the current legislative session. Mr. Chapman said that some of them will carry over into the 2017 but what ASBA is looking for now, is guidance from school boards on the 2017 political agenda.

Mr. Herrera recommended that the Board consider the following priorities from the listed 2016 ASBA short-term goals:

- Provide greater equity in funding and access for special education students within the public school system.
- Maximize income opportunities for teachers' salaries and student support.
- Require comparative and consistent Auditor General Reports for public (district and charter) schools.

Mr. Adams recommended that the Board consider adopting the recommendations from Mrs. Lambert.

Mr. Jahneke asked whether or not Mrs. Lambert's recommendation were in-line with the current ASBA short-term goals.

Mrs. Lambert responded that her recommendations are immediate and topical.

Dr. Stanton suggested that the Board attempt to wrap Mrs. Lambert's recommendations in with those that Mr. Herrera recommended from ASBA.

Mr. Jahneke recommended that the Board consider the following priorities from the listed 2016 ASBA short-term goals:

- Reinstate and fund formulas to comply with at least state school building minimum standards.
- Provide greater equity in funding and access for special education students within the public school system.
- Establish financial transparency and academic accountability for Empowerment Scholarship Accounts.

- Maximize income opportunities for teachers' salaries and student support.
- Require comparative and consistent Auditor General Reports for public (district and charter) schools.

Mrs. Lambert said that she interpreted the request from ASBA to be for each school board to submit its own legislative priorities and the ASBA committee would choose from all of the submissions and put them into categories. Mrs. Lambert said she does not believe we have to choose from the 2016 ASBA goals.

Mr. Adams agreed with the interpretation of Mrs. Lambert and suggested that the Board consider her recommendations.

Mrs. Lambert asked Dr. Stanton if he had any additional suggestion based on the discussion.

Dr. Stanton said that he would recommend adding language like: retain and recruit staff; sustainable, adequate, and equitable school funding; and restoration of capital funding.

Mr. Herrera suggested that the Board considering adding funding of all-day kindergarten.

Mr. Adams requested that Dr. Stanton combine and format all mentioned recommendations for Board consideration.

Dr. Stanton agreed to have all of the recommendations combined and presented to the Board for consideration.

#### **IV. INFORMATION/DISCUSSION**

##### **A. Review of ASSET Management Tool**

Mrs. Cathy Thompson introduced Mr. Tim Detlaff, from Ameresco, who provided the Board with an overview AssetPlanner, a database in which the District can track the age and condition of district buildings and sites as well as have ready access to comprehensive facility condition reports with estimated replacement costs.

Mrs. Lambert thanked Mr. Detlaff for a wonderful presentation and said she would like to have Mr. Detlaff make a similar presentation at the capitol because this software shows what the needs are to maintain school buildings.

Mrs. Lambert asked Mr. Kramer whether or not the software looked at all of the District's buildings.

Mr. Kramer said that yes, all of WESD's structures are reflected in the data, even the temporary structures.

Mr. Adams asked whether or not the \$60 million dollar backlog figure was due to lack of funding.

Ms. Graziano asked what WESD's Capitol budget was prior to the legislative cuts.

Mrs. Thompson said that WESD did receive approximately \$9 - \$ 10 million in the past and this year WESD should receive \$10.1 million, but is only receiving \$1.5 million.

Ms. Graziano noted that if WESD received the appropriate capital funding it would take care of a lot of the facilities repair and purchases.

Mrs. Thompson said that the ASSET Management Tool allows the district to develop a replacement plan and be proactive in applying for school facility grants.

Ms. Graziano asked how much does WESD annually pay off of its bonds yearly.

Mrs. Thompson said that WESD pays about \$15 million on bonds.

Ms. Graziano asked whether or not the District would be able to ask for an override for \$15 million every year, forever to support capital projects.

Mrs. Thompson said that the maximum that could be requested is \$10 million.

Mr. Adams asked whether or not the District was planning to go out for a bond.

Dr. Stanton responded that the Bond Task Force will bring a recommendation before the Board at the second meeting in May 2016.

Mr. Herrera asked Mr. Detlaff for clarification of numbers displayed on slide 7 and 8.

Mr. Detlaff said that the intent was to show how much money the District needs in both the long and short term.

Mr. Herrera asked what category the water and waste water belong to.

Mr. Detlaff responded that those items fall under mechanical services.

Mr. Herrera asked whether the minor site improvements are reflected in the data shared.

Mr. Detlaff said that the data does reflect all improvements.

Dr. Stanton clarified that the \$60 million immediate figure is not on-going money, it is reflective of the current need. Dr. Stanton said that once the immediate need is met, the District would be able to sustain.

Mr. Jahneke said that he appreciated the detailed data because it takes the emotion out of the situation.

Mr. Herrera asked Mr. Detlaff what is used to evaluate the life of buildings and/or equipment.

Mr. Detlaff said that they have been looking at data for more than 25 years and they have very specific criteria and rules for the life cycle of buildings and equipment.

Mrs. Lambert said that she is frustrated because she finds it hard to communicate the importance of maintaining school buildings when the mentality of those who fund schools is to sell their buildings and rent them back. District do not have that capability. Mrs. Lambert said that presenting this to the School Facilities Board would be beneficial but she is not sure how to get it to legislators.

Dr Stanton said that he could send some of the slides from Mr. Detlaff's presentation to our legislators in our area to help educate them on where WESD is currently and what the needs are.

Mr. Detlaff offered to assist in providing information to legislators regarding the needs of the District and how it affects the quality of teaching and learning.

**V. FUTURE AGENDA ITEMS**

Mr. Adams requested a presentation on both in-state and out-of-state travel policies for staff and board members.

Mr. Adams requested information and a presentation on Board Docs and/or similar products.

Mr. Herrera requested information on teacher staffing and the plan for classroom sizes.

Mrs. Lambert requested a discussion about the possibility of moving the June 9, 2016 Governing Board meeting to another day.

**VI. ADJOURNMENT**

**UNANIMOUS**

A motion was made by Mr. Bill Adams to adjourn the meeting at 9:25 p.m. The motion was seconded by Mr. Herrera. The motion carried 5-0.

**SIGNING OF DOCUMENTS**

Documents were signed as tendered by the Governing Board Secretary

\_\_\_\_\_  
BOARD SECRETARY

\_\_\_\_\_  
DATE

\_\_\_\_\_  
BOARD OFFICIAL

\_\_\_\_\_  
DATE

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO:	Governing Board	<u>          X          </u>	Action
FROM:	Dr. Paul Stanton, Superintendent	<u>                          </u>	Discussion
DATE:	May 12, 2016	<u>                          </u>	Information
		<u>                          </u>	1 <sup>st</sup> Reading

AGENDA ITEM: \*Approval/Ratification of VouchersINITIATED BY: Elizabeth Martinez,  
Accounting ManagerSUBMITTED BY: David Velazquez, Director of  
FinancePRESENTER AT GOVERNING BOARD  
MEETING:Cathy Thompson, Director of Business ServicesGOVERNING 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 FY15/16 PAYROLL VOUCHERS (warrants for services and materials, payroll expense):**

04/29/16	<u>2,936,334.60</u>
<b>Totals:</b>	<b><u>2,936,334.60</u></b>

**APPROVE/RATIFY FY 15/16 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):**

04/20/16	4,416,424.16
04/27/16	2,015,050.36
04/29/16	<u>6,000.00</u>
<b>Totals:</b>	<b><u>6,437,474.52</u></b>

**SUMMARY AND RECOMMENDATION**

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

Superintendent Agenda Item: \*II.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action  
FROM: Dr. Paul Stanton, Superintendent Discussion  
DATE: May 12, 2016 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 

Agenda Item \*II.B.

May 12, 2016

**I. RESIGNATIONS, RETIREMENTS, EXCESSES, AND LEAVES OF ABSENCE****A. ADMINISTRATIVE**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
N/A						

**B. CERTIFIED**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Andersen	Erik	Teacher-PE	Sahuaro	Resignation	1	5/25/2016
Annibale	Brenna	Academic Intervention Specialist	Shaw Butte	Resignation	8	5/25/2016
Bledsoe	Pamela	Teacher-Social Studies	Mountain View	Resignation	4	5/25/2016
Boldt	Leslie	Teacher-4th Grade	Mountain View	Retirement	19	5/25/2016
Breon	Lindsay	Teacher- PE	Washington	Resignation	2	5/25/2016
Brewer	Amanda	Teacher-2nd Grade	Acacia	Resignation	4	5/25/2016
Caylor	Allison	CCB Intervention Specialist	Ironwood	Resignation	9	5/25/2016
Colker	Jessica	Teacher-3rd Grade	Washington	Resignation	4	5/25/2016
Conti	Valerie	Teacher-Art	Maryland	Resignation	1	5/25/2016
DeArcos	Jennifer	Teacher-Music	Royal Palm	Resignation	1	5/25/2016
George	Merrideth	Teacher-1st Grade	Roadrunner	Leave of Absence for FY 16-17		
Knight	Erin	Teacher-Math	Orangewood	Resignation	6	5/25/2016
Dietzler	Erin	Teacher-1st Grade	Ocotillo	Resignation	5	5/25/2016
Ellis	Michelle	Teacher-3rd Grade	Orangewood	Resignation	5	5/25/2016
Gray	Caitlin	Academic Intervention Specialist	Acacia	Resignation	2	5/25/2016
Hackett	Sarah	Student Service Specialist	Sahuaro	Resignation	9	5/25/2016
Hart	Holly	Teacher-LD	Washington	Resignation	10	5/25/2016
Hedlund	Christina	Special Services Program Coach	Special Services	Resignation	4	6/30/2016
Inman	Kendra	Teacher-2nd Grade	Acacia	Resignation	12	5/25/2016
Katz	Michelle	Teacher-LD	Sweetwater	Resignation	2	5/25/2016
Keene	Alexander	Teacher-Music	Orangewood	Resignation	6	5/25/2016
Kidd-Chacon	Autumn	Teacher-LD	Mountain View	Resignation	2	5/25/2016
Kennedy	Brett	Teacher-PE	Manzanita/Acacia	Resignation	1	5/25/2016
Lastra	Mariah	Teacher-Kinderqarten	Ocotillo	Resignation	2	5/25/2016

May 12, 2016

**B. CERTIFIED (continued)**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Liston	Joanne	Teacher-2nd Grade	Washington	Resignation	1	5/25/2016
Long	Brooke	Teacher-6th Grade	Maryland	Resignation	1	5/25/2016
Luna	Alejandro	Teacher-Art	Orangewood	Resignation	7	5/25/2016
Maccart	Rebecca	Teacher-CCSC	Cactus Wren	Resignation	3	5/25/2016
Marsh	Courtney	Teacher-5th Grade	Arroyo	Resignation	5	5/25/2016
McBride	Taylor	Teacher-1st Grade	Manzanita	Resignation	2	5/25/2016
McParland	Danielle	Teacher-Kindergarten	Manzanita	Resignation	3	5/25/2016
McGee	David	Teacher-3rd Grade	Alta Vista	Resignation	3	5/25/2016
Mercier	Kimberly	Teacher-Math	Sunnyslope	Resignation	4	5/25/2016
Miller-Stobo	Christine	Teacher-1st Grade	Shaw Butte	Resignation	4	5/25/2016
Moeller	Christy	Teacher-Art	Roadrunner	Resignation	1	5/25/2016
Morello	Cheri	Teacher-4th Grade	Sunburst	Leave of Absence for FY 16-17		5/25/2016
Oliver	Ashley	Teacher-Life Management	Mountain Sky	Leave of Absence for FY 16-17		5/25/2016
Proffer	Amanda	Teacher-Preschool Hdcp	Desert View	Resignation	3	5/25/2016
Radford	John	Student Service Specialist	Palo Verde	Resignation	4	5/25/2016
Schwab	Michelle	Teacher-3rd Grade	Arroyo	Resignation	17	5/25/2016
Seay	Brandon	Teacher-Math	Sunnyslope	Resignation	4	5/25/2016
Seay	Tiffany	Teacher-Kindergarten	Orangewood	Resignation	8	5/25/2016
Seeglitz	Kari	Teacher-Kindergarten	Sahuaro	Resignation	5	5/25/2016
Senter	Laurita	Teacher-Kindergarten	Sunnyslope	Resignation	2	5/25/2016
Siegel	Rebecca	Teacher-5th Grade	Tumbleweed	Leave of Absence for FY 16-17		5/25/2016
Shoemaker	Molly	Teacher-Language Arts	Cholla	Resignation	5	5/25/2016
Stanley	Emma	Teacher-LD	Richard Miller	Resignation	6 mo.	5/25/2016
Stearns	Caitlin	Teacher-3rd Grade	Ocotillo	Resignation	1	5/25/2016
Stepien	Jeffrey	Teacher-Music	Sunnyslope	Resignation	7	5/25/2016
Stika	Katie	Teacher-Art	Desert Foothills	Resignation	3	5/25/2016
Stokes	Tamara	Teacher-1st Grade	Shaw Butte	Resignation	2	5/25/2016

May 12, 2016

**B. CERTIFIED (continued)**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Sweeney	Andrea	Teacher-4th Grade	Ocotillo	Resignation	1	5/25/2016
Taylor	Cindy	Teacher-Kindergarten	Moon Mountain	Resignation	3 mo.	5/25/2016
Trejo	Jessica	Teacher-2nd Grade	Sahuaro	Resignation	1	5/25/2016
Tybur	Martha	Teacher-LD	Mountain Sky	Resignation	2	5/25/2016
Walkenbach	Timothy	Teacher	Desert Foothills	Resignation	1	5/25/2016
Ward	Molly	Teacher-Kindergarten	Maryland	Resignation	1	5/25/2016
Warren	Tracy	Teacher-PE	Mountain Sky	Resignation	4	5/25/2016

**C. FULL-TIME CLASSIFIED**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Chacon	Cynthia	Sr. Payroll Specialist	Payroll	Resignation	5 mo.	4/22/2016
Erwin-Mikulski	Karen	Payroll Manager	Payroll	Resignation	5	6/3/2016
Leach	Meda	Library Technician	Gifted Services	Resignation	10	5/25/2016

**D. PART-TIME CLASSIFIED**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Appel	Diane	Paraprofessional	Royal Palm	Resignation	5	5/24/2016
Aragon	Holly	Paraprofessional	Moon Mountain	Resignation	6	5/24/2016
Area	Kylie	Food Service Helper	Royal Palm	Resignation	1	4/22/2016
Casey	Curtis	Paraprofessional	Desert Foothills	Resignation	1	5/24/2016
Cuoco	Allison	Psychologist	Special Services	Leave of Absence for FY 16-17		7/1/2016
Ferko	David	Paraprofessional	Shaw Butte	Resignation	5 mo.	4/22/2016
Grays	Debora	Paraprofessional	Moon Mountain	Resignation	1	5/24/2016
Keeney	Savannah	Food Service Helper	Richard Miller	Resignation	2 wks.	4/22/2016
McDermott	Kathleen	Paraprofessional	Royal Palm	Resignation	11	5/24/2016
Moore	Christopher	Paraprofessional	Cholla	Resignation	2	5/24/2016
Palomino-Servin	Jazmin	Food Service Helper	Food Services	Resignation	1 wk.	4/19/2016
Ulloa	Celeste	KidSpace Asst.	Abraham Lincoln	Resignation	8 mo.	5/10/2016
Vanlue	Edward	Detention Monitor	Royal Palm	Resignation	5.5	5/6/2016

**II. EMPLOYMENT****A. ADMINISTRATIVE**

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Ashbridge	Kaylene	Principal	E	Cactus Wren	16-17-FY
Dohogne	Dawna	Assistant Principal	E	Ocotillo	16-17 FY

May 12, 2016

**B. CERTIFIED**

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Beacom	Christopher	Teacher-PE	E	Alta Vista	16-17 FY
Brady	Erin	Teacher-4th Grade	E	Arroyo	16-17 FY
Brennan	Charles	Teacher-6th Grade	E	Tumbleweed	16-17 FY
Drootman	Rita	Teacher-Kindergarten	E	Desert View	16-17 FY
Gratto	Angelique	Teacher-4th Grade	E	Manzanita	16-17 FY
Hulverson	Linda	Teacher-Language Arts	E	Mountain Sky	16-17 FY
Marmon	Megan	Teacher-1st Grade	E	Maryland	Rescinded Resignation
Mobley	Thomas	Teacher-Math	E	Desert Foothills	Rescinded Resignation
Monzano	Victoria	Teacher-LD	E	Sweetwater	16-17 FY
Saputo	Joseph	Teacher-Social Studies	E	Sweetwater	16-17 FY
Sullivan	Jacob	Teacher-Math	E	Mountain Sky	16-17 FY
Turner	Chanel	Teacher-Kindergarten	E	Maryland	16-17 FY
Villicana	Laura	Teacher-1st Grade	E	Ocotillo	16-17 FY
Weaver	Ashlee	Teacher-4th Grade	E	Manzanita	Rescinded Resignation
Westmoreland	Steven	Teacher-6th Grade	E	Sweetwater	16-17 FY

**C. FULL-TIME CLASSIFIED**

LAST NAME	FIRST	POSITION	(E)XISTING OR	LOCATION
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N/A

**D. PART-TIME CLASSIFIED**

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Haro	Stephanie	Office Technician	E	Maryland
Martin	Andrea	Alternative Driver	E	Transportation
Penick	Michael	Crossing Guard	E	Washington
Rangel-Carrillo	Karina	Special Ed. Assistant	E	Sweetwater
Rocket	Nina	Paraprofessional	E	Ironwood

## WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u>      X      </u>	Action
		<u>          </u>	Discussion
FROM:	Dr. Paul Stanton, Superintendent	<u>          </u>	Information
		<u>          </u>	1st Reading
DATE:	May 12, 2016		
AGENDA ITEM:	<u>*Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)</u>		
INITIATED BY:	<u>Dr. Paul Stanton, Superintendent</u>	SUBMITTED BY:	<u>Dr. Paul Stanton, Superintendent</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Dr. Paul Stanton, Superintendent</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA and A.R.S. §15-341</u>		

**SUPPORTING DATA**

Funding Source: Donations  
 Budgeted: N/A

In accordance with Board policy, the Governing Board is advised that the following items have been received in support of Washington Elementary School District students, parents, and staff.

1. University of Arizona's College of Education School Safety Program Plus donated \$2,500.00 to Desert Foothills Junior High School to be used to support students.
2. Friends of the Phoenix Public Library donated 500 books with an approximate value of \$1,000.00 to Cactus Wren Elementary School District to be used for Mrs. Neal 6<sup>th</sup> grade classroom.
3. Order of The Eastern Stars of Arizona (Sunnyslope Chapter #47) donated 360 Scholastic Books with an approximate value of \$600.00 to Ocotillo Elementary School to be used for the After-School Academy students.
4. Lowes donated a nozzle, water wand, hose, soil hose reel, soil conditioner, plastic green containers, and four watering cans with an approximate value of \$318.50 to Ocotillo Elementary School to be used by students and staff to plant a garden.
5. Barbara Jones donated a full size violin with an approximate value of \$605.00 to Roadrunner Elementary to be used by music students.
6. Washington Education Foundation donated a check in the amount of \$500.00 to the Communications and Public Engagement (CAPE) department to be used for the WESD Retiree Reception.
7. An anonymous person donated a check in the amount of \$4000.00 to the Washington Elementary School District to be used for the Lamp of Learning Celebration.
8. Donors Choose donated four HP Chromebooks and a 11.6" Laptop personal computer with EDU Google Chrome management Console with an approximate value of \$1158.00 to Orangewood Elementary to be used to add technology in the classrooms for students use.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the gifts and donations as presented.

Superintendent 

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO: Governing Board X Action  
 FROM: Dr. Paul Stanton, Superintendent \_\_\_\_\_ Discussion  
 DATE: May 12, 2016 \_\_\_\_\_ Information  
 \_\_\_\_\_ 1<sup>st</sup> Reading  
 AGENDA ITEM: \*Out-of-County/Sate Field Trips

INITIATED BY: \_\_\_\_\_ SUBMITTED BY: Administrative Services,  
 Schools and Departments Curriculum, Accounting and  
 Purchasing Departments

PRESENTER AT GOVERNING BOARD MEETING: \_\_\_\_\_  
 Field Trip Sponsor

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, IJOA and A.R.S.  
 §15-341

**SUPPORTING DATA**

Funding Source: See Attached  
 Budgeted: N/A

Teacher	School	Location	Date	Amount	Students	Purpose
Stacy Bauer	Acacia	Sea World San Diego, CA	May 11-12, 2017	\$23,365.00	90- sixth graders	Experience Marine Biology and Scientific Inquiry in a controlled environment. Students will be exposed to a variety of scientific objectives and hands on learning.
Mandy Taylor	Lookout Mountain	Catalina Island Marine Institute (CIMI), Avalon, CA	November 13 -16, 2016	\$52,864.80	145 - sixth graders	Experiential education program focused on science curriculum, problem solving, and teamwork.
Kirsten Dukeshier	Mountain Sky	Disneyland Anaheim, CA	May 12-14, 2017	\$66,545.00	140- seventh and eighth graders	Provide band and choir members with an understanding of performance, positive and constructive adjudication, and on-stage clinics. Students will be actively involved in the process of preparing for the Festival.

Teacher	School	Location	Date	Amount	Students	Purpose
Patti Mitchell	Moon Mountain	National Operation Tone-Up Challenge, Hermosa Beach CA	May 26-27, 2016	\$3,550.00	10- fourth graders	Top 10 students in 4 <sup>th</sup> grade will represent Moon Mountain in a National Challenge based on physical education.
John Vasey	Orangewood	Lee's Ferry, Marble Canyon, AZ Colorado River, AZ Horseshoe Bend, Marble Canyon, AZ Goldwater Lake, Prescott, AZ	October 2-7, 2016	\$19,525.00	32- sixth graders	Experiential education program focused on real life application of the Math/Language Arts State Standards and Next Generation Science Standards.
John Vasey	Orangewood	Hoover Dam, Boulder City, NV Colorado River, Willow Beach, AZ Sky Y Camp, Prescott, AZ	October 4-7, 2016	\$13,937.00	72- six graders	Students will be learning about nature and experiencing hands-on activities in an outdoor setting, focus on literature, real world problem solving, writing, scientific inquiries and team-building.
John Vasey	Orangewood	University of Arizona Flandrau Planetarium, Tucson, AZ	November 4, 2016	\$1,279.00	32- sixth graders	Teach the importance of students using their observational, problem solving and critical thinking skills while working with live marine animals and teaching specimens.
John Vasey Ciara Williams	Orangewood	University of Arizona Flandrau Planetarium, Tucson, AZ	November 18, 2016	\$988.50	32- sixth graders	Teach the importance of students using their observational, problem solving and critical thinking skills, while working with live marine animals and teaching specimens.

May 12, 2016

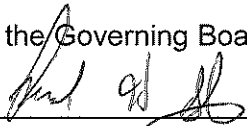
\*Out-of-County/State Field Trips

Teacher	School	Location	Date	Amount	Students	Purpose
John Vasey Erik Farr	Orangewood	University of Arizona Flandrau Planetarium, Tucson, AZ	December 2, 2016	\$988.50	32- sixth graders	Teach the importance of students using their observational, problem solving and critical thinking skills, while working with live marine animals and teaching specimens.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the out-of-county/state field trip requests as presented.

Superintendent \_\_\_\_\_



# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Acacia Elementary	<b>Departure Date:</b>	5/11/2017
<b>Field Trip Destination:</b>	Sea World, San Diego, CA	<b>Return Date:</b>	5/12/2017
<b>Student Participants:</b>	90	<b>Chaperones (1:8):</b>	12
<b>Grade Level(s):</b>	6	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	623-707-6343	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: Stacy Bauer

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
Cheryl Gedney	cheryl.gedney@wesdschools.org	6	No
Stephanie Meyer	andrea.meyer@wesdschools.org	6	No
Stacy Bauer	stacy.bauer@wesdschools.org	6	Yes

### Summary of Event/Purpose:

The trip to Sea World is an opportunity to experience Marine Biology and Scientific Inquiry in a controlled environment with experts teaching them through hands-on activities. Throughout the trip the students are exposed to a variety of scientific objectives. By going to behind-the-scenes classes the students learn the difference between a sea lion and a seal, dissecting squids, and many other intriguing activities. We stay overnight, sleeping in the actual exhibits and then exploring Sea World as guests during open park hours. This is a once in a lifetime trip that Acacia sixth graders have been experiencing for over ten years.

### Educational Use (activities that match our curriculum pacing guide):

The students will be able to understand how science is a process for generating knowledge by reading related information and listening to the counselors/teachers at Sea World. Strand 2 Concept 2

The students will describe how science is an ongoing process that changes in response to new information, and discoveries by interacting with the Sea World staff and participating in hands-on activities that explain how marine biology has evolved. Strand 2 Concept 2 PO1-2

The students will identify, design and construct a solution - on the effects of humans on sea life, by using information provided by Sea World and other research. Strand 3 Concept 2 PO 1-4

**Itinerary:**

Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
5/11/2017	Acacia Elementary School, Phoenix, AZ	10:00 AM	Lunch Break, Yuma, AZ	1:00 PM	Charter Bus	Lunch (to be determined) 623-707-6343
5/11/2017	Lunch Break, Yuma, AZ	2:00 PM	Sea World, San Diego, CA	5:30 PM	Charter Bus	Sea World 619-226-3605
5/12/2017	Sea World, San Diego, CA	6:00 PM	Acacia Elementary School, Phoenix, AZ	11:59 PM	Charter Bus	Acacia 623-707-6343

**Activities:**

Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Lunch	Park	No	No	Students will eat and release energy on the playground equipment at a park in Yuma. Chaperones and teachers will provide supervision.
Station 1	Sea World	No	No	Students are led through the dissecting process.
Station 2	Sea World	No	No	Students learn the different types and purposes of shark teeth and then make a necklace using one.
Station 3	Sea World	No	No	Students learn about the ray family and are able to actually touch bat rays.
Station 4	Sea World	No	No	Students get to dress as a sea lion or seal and see what makes them different.
Station 5	Sea World	No	No	Students use clay to see and feel the difference between blubber and fat.
Sea World Park	Sea World	No	No	Students in chaperone-led groups participate in shows, visit exhibits and experience thrill rides.

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: Yes

Principal Signature:

Christine Hollingsworth

4/13/2016

### Additional Information

**Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:**

Fundraisers that include Sonic Card sales, McDonald's Nights, Whataburger Night, Family Fun Nights, and before/after school concessions.

The quote includes all students and adults. The school is taking additional chaperones who will be paying their own way, depending on availability of space on the bus.

**Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes**

**Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No**

**If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:**

**Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes**

**Is this the entire grade level: Yes**

**If no, how many students are in the grade level? 0**

**Is this a club or after-school class? No**

**What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.**

Being an upstanding member of the sixth grade community.

Please attach the lesson plan for students who will not be attending the trip.

Lesson Plan Attached: Yes

**Chaperones:**

Will substitutes be used for certified staff chaperoning the trip? Yes

If no, what are the arrangements for class coverage?

Keeping them with the sixth grade teacher who is staying behind.

To have a male chaperone, we will be taking on the sub payment for Mr. Ciliberti.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Stacy Bauer	Certified	No	Yes
Stephanie Meyer	Certified	No	Yes
Cheryl Gedney	Certified	No	Yes
Tina Frost	Parent	No	Yes
Jerry Frost	Parent	No	Yes
Marc Ciliberti	Certified	No	Yes
Brittany McLendon	Certified	No	Yes
Parent to be determined	Parent	No	Yes
Parent to be determined	Parent	No	Yes
Parent to be Determined	Parent	No	Yes
Parent to be determined	Parent	No	Yes
Parent to be determined	Parent	No	Yes

All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.

Example Letter Attached: Yes

**Academic Services Signature:**

Natalie McWhorter

4/13/2016

**Administrative Services Signature:**

Lyn Bailey

4/14/2016

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: Yes	This is an out-of-county field trip and charter bus quote is attached: No This is an out-of-county field trip using District buses: No
<b>\$ 22,680.00 Travel Agent Quote</b> 0 Adults Paying Own Way \$ 222.35 Cost Per Individual Participant \$ 0.00 Total Cost For Adults Paying Own Way <b>\$ 22,680.00 Travel Agent Quote Less Adults Paying Own Way</b> <b>\$ 0.00 Travel Insurance (optional)</b> \$ 85.00 Substitute Funding Source: part of cost of trip <b>\$ 600.00 Food:</b> Sack Lunch <b>\$ 0.00 Other:</b> <b>\$ 23,365.00 Total Cost of Trip</b>	<b>\$ Lodging</b> <b>\$ Food</b> <b>\$ Transportation:</b> <b>\$ Registration/Entry Fees</b> <b>\$ Travel Insurance (optional)</b> <b>\$ Other</b> <b>\$ Substitute</b> <b>\$ Total Cost of Trip</b>
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

# Students Participating 90  
 # of Chaperones 12 Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost  
 # Additional Adults (paying own way) 0 Payment should be made and deposited to the school's field trip auxiliary account.  
**TOTAL PER STUDENT COST \$259.61**

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- ☒ **X - Auxiliary Operations (Fund 525 - fee based)**
  - Gifts & Donations (Fund 530 - donation based)
- ☒ **X - PTA/PTO**
- ☒ **X - Student Activities (Fund 850 - fundraising based)**
- ☒ **X - Tax Credit (Fund 526 - donation based)**

Finance Signature		
This expenditure was reviewed for compliance with designated and/or qualifying funding sources.	Elizabeth Martinez	4/13/2016

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	4/19/2016

RESERVATION CODE MAPTSD

**Travel Arranger Priority Comments**

\*\*\*\*\*QUOTE ONLY BASED ON 2016 PRICING \*\*\*\*\*  
 \*\*\*\*\*PRICING SUBJECT TO CHANGE WHEN 2017 PRICING \*\*  
 \*\*\*\*\*IS AVAILABLE\*\*\*\*\*

MOTOR COACH 2 X 3050.00 6100.00  
 DRIVERS ROOM 2 X 110.00 220.00  
 DRIVERS GRATUITY 2 X 152.50 305.00  
 SEA WORLD CAMP 97 X 140.00 13580.00  
 99 PEOPLE WOULD HAVE 2 FREE CHAPRONE PASSES  
 SUNDANCE SERVICE FEE 99 X 25.00 2475.00  
 TOTAL TRIP COST 22680.00 PER PERSON COST 229.09  
 SUNDANCE SERVICE FEE OVER 100 PEOPLE IS 20.00 PER PERSON  
 SUNDANCE SERVICE FEE 50-99 PEOPLE IS 25.00PER PERSON  
 SUNDANCE SERVICE FEE UNDER 50 PEOPLE IS 30.00PER PERSON

**OTHER: FRIDAY31 MAR**

**OTHER**

Status:  
Confirmed

PHX

PHOENIX, AZ

Information:  
THANK YOU FOR USING SUNDANCE TRAVEL  
TRAVEL LEADERS

**OTHER: SATURDAY01 APR**

**OTHER**

Status:  
Confirmed

PHX

PHOENIX, AZ

Information:  
QUOTE FOR SEA WORLD CAMP FOR MAY 11 MAY 12 2017

**Notes**

\*\*\*\*\* DOCUMENTS REQUIRED FOR TRAVEL \*\*\*\*\*  
 DOMESTIC - A VALID US GOVERNMENT ISSUED PHOTO ID  
 INTERNATIONAL - VALID US PASSPORT WITH 6 MONTHS VALIDITY  
 FROM RETURN DATE AND NECESSARY VISAS.

Sundance Travel Service  
602-275-2400

## OVERNIGHT CHAPERONE PLAN

**School:** Acacia

**Dates of Trip:** 5/11/17-5/12/17

**Destination:** SeaWorld-San Diego, CA

**The chaperone plan for sleeping arrangements on this trip is:**

Example – The students will be sleeping in separate dormitories where a minimum of two male chaperones stay with male students and a minimum of two female chaperones stay with female students. A chaperone will stay near the exit doors to monitor students at all times.

**PER GOVERNING BOARD DIRECTION - Two adult chaperones (male with males; females with females) must be assigned to each room where students will be sleeping.**

While we are at Sea World the students, parents, and teacher chaperones sleep in the actual exhibits. This year the girls and the girls' chaperones will be sleeping in the Turtle Reef exhibit and the boys and their chaperones will be in The Seas of the World exhibit. While the students, the parent chaperones, and teachers are sleeping, two Sea World personnel "camp out" in the entrance to the exhibit. The only way a student can leave is with a teacher (or their parent if they are there) and one of the Sea World counselors. This counselor walks the student and their chaperone to the bathroom and back. The teachers sleep near the entrance where the students can easily locate them. There is sufficient lighting and walk ways are kept accessible throughout so that people can maneuver easily around if needed. The parents are placed throughout the area to help keep students where they need to be and allow for proper supervision until the students drift off to sleep. We are very clear that this is not a slumber party; that the day ahead is jammed packed with activities, and the day they just finished was just as tiring. If there is any other questions please feel free to contact me.

# Sea Animal Research Project

*Welcome to the deep blue sea! The objective of this assignment is to learn about a sea animal of your choice and create an interactive poster with your gathered research. You will need to explore how we learned this information as well as what the information is. What have we learned about your animal in the past 10 years and how technology has affected our understanding of your creature.*

How we'll get there

We will follow a process from start to finish that will help you create the final product. These activities will guide you through the entire project.

1. You will work with a partner on this project. First, you will brainstorm a list of possible sea animals to research.
2. Once you have decided on an animal, you and your partner will write the animal on the bottom of this sheet and get it signed by your teacher.
3. You and your partner will write what you already know about the animal on the sheet provided.
4. Next, you will create a list of 15 questions that you want to find about your animal.
5. Once you have researched these questions and turned them in to your teacher, you will choose a design for your poster.
6. Once a teacher approves the design, you will begin creating the poster.
7. You will present these posters to the other 6<sup>th</sup> grade classes

How you will be graded:

1. Signed and approved topic
2. Completion of at least 15 research questions
3. Use of at least 3 different sources
4. Poster includes an interactive element
5. Poster is neat, organized and easy to read

Timeline

Wednesday, May 2 – Topic and research due

Friday, May 5 – Poster design due

Friday, May 10 – Posters due

August 2016

To All Sixth Graders:

We are so excited for the school year to get into full swing. The three of us work together as a team and are planning great things for the upcoming school year. As you may know, next year we will be going to Sea World in May (2017). The exact date won't be set till October but we thought you would like to get started on planning. We predict the cost will be \$260.00. This includes the overnight accommodations at Sea World, the charter bus ride, and food for Thursday and Friday.

Money for the trip will be due in February due to deadlines set by the District and Sea World. We plan to have two 56 passenger busses, 4 spots are for the teachers, 90 for the students and the rest for chaperones. There will be a parent meeting after board approval, with those attending getting the first chance at chaperoning. There will be a couple of individual fundraising opportunities and group events as well. Information will be provided about all of these events at the parent meeting.

This is just a brief overview to help you get started on planning for this once in a lifetime opportunity. We look forward to passing on more information as the school year progresses. We can't wait to go to Sea World!

Mrs. Bauer

Ms. Gedney

Ms. Meyer

# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Lookout Mountain	<b>Departure Date:</b>	11/13/2016
<b>Field Trip Destination:</b>	Long Beach, CA Catalina Island Marine Institute, Catalina Island, CA In and Out Burger, Del Taco, Thousand Palms, CA	<b>Return Date:</b>	11/16/2016
<b>Student Participants:</b>	145	<b>Chaperones (1:8):</b>	19
<b>Grade Level(s):</b>	6th	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	6027389175	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: Mandy Taylor

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
Mandy Taylor	amanda.taylor@wesdschools.org	6th	Yes
Lisa Lacey	lisa.lacey@wesdschools.org	6th	No
Amy Nicoloff	amy.nicoloff@wesdschools.org	6th	No
Patty Kautz	patricia.kautz@wesdschools.org	6th	No
Tracy Weeks	tracy.weeks@wesdschools.org	6th	No

### Summary of Event/Purpose:

The students will participate in a three day, two night outdoor education program that focuses on WESD approved science curriculum, problem solving, and teamwork.

### Educational Use (activities that match our curriculum pacing guide):

The students will participate in an outdoor education program that focuses on WESD approved science curriculum, problem solving, and teamwork. These include, but are not limited to: 1. Testing (Investigating and Modeling) Design and conduct controlled investigations. PO 5.Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs. Analysis and Conclusions Analyze and interpret data to explain correlations and results; formulate new questions. PO 1.Analyze data obtained in a scientific investigation to identify trends PO 4.Interpret simple tables and graphs produced by others. Nature of Scientific Knowledge Understand how science is a process for PO 1.Describe how science is an ongoing process that changes in response to new information and discoveries. Structure of the Earth Describe the composition and interactions between the structure of the Earth and its atmosphere. PO 3.Explain the composition, properties, and structures of the oceans' zones and layers. PO 4.Analyze the interactions between the Earth's atmosphere and the Earth's bodies of water (water cycle). PO 5.Describe ways scientists explore the Earth's atmosphere and bodies of water. Earth's Processes and Systems Understand the processes acting on the Earth and their interaction with the Earth systems. PO 1.Explain how water is cycled in nature. PO 2.Identify the distribution of water within or among the following: atmosphere, lithosphere, and hydrosphere. PO 3.Analyze the effects that bodies of water have on the climate of a region. 2. Science and Technology in Society Develop viable solutions to a need or problem. PO 2. Compare possible solutions to best address an identified need or problem. PO 3.Design and construct a solution to an identified need or problem using simple classroom materials. Population of Organisms in an Ecosystem Analyze the relationships among various organisms and their environment. PO 2.Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, and smog. Structure of the Earth Describe the composition and interactions between the structure of the Earth and its atmosphere. PO 2.Explain the composition, properties, and structure of the Earth's lakes and rivers. PO 3.Explain the composition, properties, and structures of the oceans' zones and layers. 3. Structure of the Earth Describe the composition and interactions between the structure of the Earth and its atmosphere. PO 3.Explain the composition, properties, and structures of the oceans' zones and layers. 4. Transfer of Energy Understand that energy can be stored and transferred. PO 1.Identify various ways in which electrical energy is generated using renewable and nonrenewable resources (e.g., wind, dams, fossil fuels, nuclear reactions). 5. Scientific Testing Investigating and Modeling Design and conduct controlled investigations. PO 1.Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry. PO 4.Measure using appropriate tools (e.g., ruler, scale, balance) and units of measure (i.e., metric, U.S. customary). 6. Science and Technology in Society Develop viable solutions to a need or problem. PO 1.Propose viable methods of responding to an identified need or problem. PO 2. Compare possible solutions to best address an identified need or problem. PO 3.Design and construct a solution to an identified need or problem using simple classroom materials. Structure and Function in Living Systems Understand the relationships between structures and functions of organisms. PO 1.Explain the importance of water to organisms.

**Itinerary:**

Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
11/13/2016	Lookout Mountain, Phoenix, AZ	11:15 PM	Catalina Classic Cruises, Long Beach, CA	7:00 AM	Charter Bus	602-738-9175
11/14/2016	Catalina Classic Cruises, Long Beach, CA	7:00 AM	Breakfast at Park at Catalina Classic Cruises, Long Beach, CA	9:30 AM	None	602-738-9175
11/14/2016	Catalina Classic Cruises, Long Beach, CA	9:30 AM	CIMI Catalina Island, CA	12:00 PM	Ferry	310-510-1622
11/16/2016	CIMI Catalina Island, CA	11:30 AM	Catalina Classic Cruises, Long Beach, CA	3:00 PM	Ferry	310-510-1622
11/16/2016	Catalina Classic Cruises, Long Beach, CA	3:30 PM	In and Out Burger, Thousand Palms, CA	6:00 PM	Charter Bus	602-738-9175
11/16/2016	In and Out Burger, Thousand Palms, CA	6:00 PM	Dinner at In and Out Burger, Thousand Palms, CA	7:00 PM	None	602-738-9175
11/16/2016	In and Out Burger, Thousand Palms, CA	7:00 PM	Lookout Mountain, Phoenix, AZ	11:00 PM	Charter Bus	602-738-9175

**Activities:**

Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Orientation Snorkel	CIMI	Yes	Yes	At CIMI, students and teachers will dive right in and explore the wonders of the undersea world under the supervision of our Red Cross certified Waterfront Lifeguards. A full-length three-piece wetsuit, hood, mask, snorkel, fins, and booties are all provided. Our program is designed to safely help students become comfortable in the water and explore the techniques used to study and learn about the ocean environment. Because the wetsuit acts as a flotation device, students are not required to be strong swimmers to participate in, or benefit from, the snorkeling program. Even non-swimmers can thoroughly enjoy the experience if they have confidence in themselves. CIMI staff and chaperones are all given a paddle board while in the water that students can use should they become fatigued.
Climbing Wall	CIMI	Yes	Yes	Students will be able to challenge themselves on our 12-lane climbing wall. This program includes instruction in basic climbing techniques and safety. All necessary equipment is provided and no previous climbing experience is needed. This program is suitable for all ability levels and gives students the opportunity to work at their own pace. CIMI staff monitor the climbers at all times.
Team Building and Problem Solving Initiatives	CIMI	Yes	Yes	Students will take part in initiatives that focus on teamwork, communication, decision-making, and problem solving. Students will set and maintain high standards and create a supportive environment for themselves and each other by meeting and overcoming physical and mental challenges. Some activities involve perceived risk while being safely monitored by an instructor. These fun and challenging activities are designed so that every member of the group is able to participate.

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? Yes

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: Yes

Principal Signature:

Tricia Heller

4/13/2016

### Additional Information

**Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:**

No student is denied the opportunity to attend. A payment plan is available for interested families. A fundraising opportunity is also offered in the fall for students to raise funds for their trip. Scholarships are available through tax credit monies as a number of our parents designate the full tax credit amount for this trip. The quote includes all students and adults.

**Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes**

**Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No**

**If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accomodations, one-on-one assistant to attend field trip:**

**Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes**

**Is this the entire grade level: Yes**

**If no, how many students are in the grade level? 145**

**Is this a club or after-school class? No**

**What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.**

Willingness to participate in all activities

Parental permission

Payment of fees/scholarship request on file

Behavior that aligns with school expectations prior to the trip is required

Please attach the lesson plan for students who will not be attending the trip.

Lesson Plan Attached: Yes

**Chaperones:**

Will substitutes be used for certified staff chaperoning the trip? No

If no, what are the arrangements for class coverage?

This is a grade level field trip with all classes attending. Students not attending will be placed in classrooms at another grade level for the duration of the trip.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Parents--14--TBD	Parent	No	No

All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.

Example Letter Attached: Yes

**Academic Services Signature:**

Natalie McWhorter

4/12/2016

**Administrative Services Signature:**

Lyn Bailey

4/12/2016

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: Yes	This is an out-of-county field trip and charter bus quote is attached: No
	This is an out-of-county field trip using District buses: No
<b>\$ 51,224.80 Travel Agent Quote</b> 0      Adults Paying Own Way \$ 312.35  Cost Per Individual Participant \$ 0.00  Total Cost For Adults Paying Own Way <b>\$ 51,224.80 Travel Agent Quote Less Adults Paying Own Way</b> <b>\$ 0.00 Travel Insurance (optional)</b> \$ 0.00 Substitute  Funding Source: <b>\$ 1,640.00 Food:</b> Sack Lunch <b>\$ 0.00 Other:</b> <b>\$ 52,864.80 Total Cost of Trip</b>	<b>\$                  Lodging</b> <b>\$                  Food</b> <b>\$                  Transportation:</b> <b>\$                  Registration/Entry Fees</b> <b>\$                  Travel Insurance (optional)</b> <b>\$                  Other</b> <b>\$                  Substitute</b> <b>\$                  Total Cost of Trip</b>
<b>Totals are estimates only, based on number of anticipated students/adults and are subject to change.</b>	

# Students Participating	145	
# of Chaperones	19	Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost
# Additional Adults (paying own way)	0	Payment should be made and deposited to the school's field trip auxiliary account.
<b>TOTAL PER STUDENT COST</b>	<b>\$364.58</b>	

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- X - Auxiliary Operations (Fund 525 - fee based)**  
**X - Gifts & Donations (Fund 530 - donation based)**  
**X - PTA/PTO**  
**X - Student Activities (Fund 850 - fundraising based)**  
**X - Tax Credit (Fund 526 - donation based)**

<p style="text-align: center;"><b>Finance Signature</b></p> <p> <b>This expenditure was reviewed for compliance with designated and/or  qualifying funding sources.</b> </p>			<p>Elizabeth Martinez</p>	<p>4/12/2016</p>
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<p style="text-align: center;"><b>Purchasing Signature</b></p> <p><i>This expenditure was reviewed for compliance with applicable procurement laws and regulations.</i>      Howard Kropp      4/12/2016</p>		
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**Lookout Mountain Elementary at CIMI Toyon Bay**

Monday, Nov 14, 2016 to Wednesday, Nov 16, 2016

Return signed contract &amp; deposit by 4/1/2016

Guided Discoveries, Inc.

27282 Calle Arroyo

San Juan Capistrano, CA 92675

(909) 625-6194

**Group Attending****Lookout Mountain Elementary**

15 W. Coral Gables

Phoenix, AZ 85023

Main Phone: 602-896-5954

Fax: 602-896-5920

**Primary Contact: Mandy Taylor**

Mobile Phone: 602-738-9175

Email: amanda.taylor@wesdschools.org

**Luggage Color:** Orange**Trip Logistics****Arrival Date: 11/14/2016****Departure Date: 11/16/2016****FULL DEPOSIT PAYMENT OF \$6,560.00 IS DUE 4/1/2016**

Please arrive at Catalina Classic Cruises not later than 8:30 AM for check-in. The boat is scheduled to leave promptly at 9:30 AM.

Boats return to Long Beach at approximately between 2:30-3:30 PM on Sundays, between 3:00-4:00 PM on Wednesdays and between 2:30-3:30 PM on Fridays.

We do our utmost to adhere to the boat schedule, but it is subject to change due to weather and sea conditions and other factors beyond our control.

Please bring a sack lunch for each participant on arrival day.

We require that you bring one adult for each group of 15 students. Those adults are charged half tuition. Additional approved adults are charged full tuition.**Tuition Fee Structure**

	Amount	Tuition	Total
Total Reserved Students	145	\$255.00	\$36,975.00
Total Reserved 1/2 Tuition Adults	9	\$127.50	\$1,147.50
Total Reserved Full Tuition Adults	10	\$255.00	\$2,550.00
	164		\$40,672.50

The deposit fee for each participant is \$40.00 per person which is non-refundable.

Total deposit due: \$6,560.00

**Total due at camp: \$34,563.50****Additional Fees**

Quantity	Description	Amount	Total
164	Lunches on arrival	\$2.75	\$451.00
Total Additional Fees:			\$451.00

**Acceptance**

I have read both pages of this contract and understand and agree to all the terms and conditions set forth herein. I certify that I am authorized to enter into this contract on behalf of the group. Please return the signed contract, along with the full deposit, to Guided Discoveries, at the address at the top of this page not later than April 1, 2016. A copy of this contract is as valid as the original.

Signature of Authorized Agent

Date



1/21/2016

## **Terms and Conditions**

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1. Guided Discoveries' Executive Director or designee shall have final authority in all matters concerning the safety and well-being of participants, the facility and the programs of Guided Discoveries, Inc.
2. The group agrees to follow directions of Guided Discoveries staff, to maintain a clean facility and to pay for any damage to property or equipment owned or operated by Guided Discoveries, beyond normal wear and tear.
3. Students are prohibited from smoking while on Guided Discoveries property. Smoking by chaperones is permitted only in designated areas. Alcoholic beverages, illegal drugs, firearms, knives, explosives and weapons of any kind are strictly prohibited. Anyone found with any of these items will be dismissed from the program without refund with transportation the responsibility of the offender, the offender's parent or the group. Pets and animals may not be brought to the facility.
4. Transportation between the mainland and Toyon Bay, Fox Landing and Two Harbors is provided by Catalina Classic Cruises, a third party. If the transportation carrier increases rates, the group will be responsible for the increased cost. Special transportation arrangements may result in additional charges.
5. In the event of cancellation due to fire, rain, flood, riot or other condition or act beyond our control, Guided Discoveries will attempt to reschedule the group. If Guided Discoveries is unable to reschedule the group, half the deposit will be refunded.
6. Groups are generally given the opportunity to rebook equivalent dates the following year, but the rebooking option cannot be guaranteed.
7. If the group is co-ed, adults of each gender must accompany the group.
8. Minimum group size for land based programs is 15 students.
9. This contract may not be assigned or transferred.

## **Cancellations**

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More than ninety (90) calendar days in advance of arrival, the group size may be adjusted downward by any amount without penalty. Within ninety (90) calendar days of arrival, the group size may be adjusted downward by up to 5% without penalty. Downward adjustment in group size of more than 5% within ninety (90) calendar days of arrival will result in the loss of a portion of your deposit. If cancelling your reservation within ninety (90) calendar days, you will forfeit your entire deposit. We will do our utmost to accommodate increased numbers, but group size may not be adjusted upward without approval from Guided Discoveries. Guided Discoveries cannot guarantee availability beyond your contracted number of participants. All cancellations or requests for adjustments in the number of participants, upward or downward, must be made in writing (fax to 909.625.9977 or email to [schools@gdi.org](mailto:schools@gdi.org)). You may also call 909.625.6194, but please note that changes are not considered valid until confirmed by the Reservations Coordinator or Director of School Services in writing. Your deposit must be paid in full by the date indicated, or your contract will be subject to cancellation. Any cancellation fees imposed by transportation carriers contracted directly by the group, such as bus and airline, will be the responsibility of the group.

## **OVERNIGHT CHAPERONE PLAN**

**School:** Lookout Mountain

**Dates of Trip:** November 14-16, 2016

**Destination:** Catalina Island Marine Institute (CIMI), Catalina Island, CA

**The chaperone plan for sleeping arrangements on this trip is:**

Example – The students will be sleeping in separate dormitories where a minimum of two male chaperones stay with male students and a minimum of two female chaperones stay with female students. A chaperone will stay near the exit doors to monitor students at all times.

**PER GOVERNING BOARD DIRECTION - Two adult chaperones (male with males; females with females) must be assigned to each room where students will be sleeping.**

Chaperones will accompany students on the bus, ferry, and while at CIMI. Students will be sleeping in separate cabins where a minimum of two male chaperones will stay with male students and a minimum of two female chaperones will stay with female students. Chaperones will be placed near exit doors to monitor students at all times.

### Plans for Students Not Attending the Trip

These projects are to be completed during the 3 days the other students are at CIMI. Students will be given all necessary materials for research.

#### Day 1:

Research the California State fish and three common types of sharks found off the coast of Catalina Island. Create a poster of the fish, why it is the state fish, and five important facts about it. Create a poster of the three common sharks found off of the coast, naming them, and explaining three characteristics of each shark. Finally, complete a Venn diagram comparing and contrasting fish and sharks. How are they similar and different? Are they much up the same way? Is a shark a fish? Students can use library resources as well as internet resources

#### Day 2:

Describe the differences between zooplankton and phytoplankton. How are they both beneficial to the ocean's ecosystem? Where do they live? Why are they equally beneficial to the environment of Earth.

Describe the three main types of algae that exist off the coast of Catalina Island- color, texture, how it grows, how it is important to the ocean.

Students can use internet resources for research.

#### Day 3:

Research and explain the differences between vertebrates and invertebrates. What are the phylum of each species? How many phylum are in each species. List five examples of animals in each category and explain what type of characteristics it has- type of body, type of shell if any, backbone or no backbone. Create a t-chart showing both species with the animals in the correct category.

# Camp CIMI Sixth Grade Trip

Catalina Island, California  
November 14-16, 2016

August 10, 2016

Dear Parents,

This year's sixth grade outdoor educational trip will be to Catalina Island Marine Institute--Camp CIMI. This packet contains the necessary paperwork to register your child for the trip. **We would like all paperwork and payments returned by Friday, September 30, 2016. Early payment and completion of paperwork would be greatly appreciated.**

**Packet Checklist:**

- \_\_\_\_\_ **Parent information page**
- \_\_\_\_\_ **Camp CIMI Trip Intent Form**
- \_\_\_\_\_ **WESD Notarized Authorization Slip** (Sharon in front office is a notary)
- \_\_\_\_\_ **Camp CIMI Student Health Form**
- \_\_\_\_\_ **AZ Tax Credit Form** (Optional, but recommended. Check and tax credit form **must** be submitted together to LM. DO NOT send to district office.)
- \_\_\_\_\_ **Program Payment of \$365** (Checks payable to: Lookout Mountain School)
- \_\_\_\_\_ Read over the "**Packing List**" and the "**Trip Itinerary**"
- \_\_\_\_\_ **Parent Chaperone application**, if interested

Sincerely,

Lookout Mountain Sixth Grade Team



Dear Sixth Grade Parents,

The following information is meant to assist you in preparing for our upcoming trip. If you have any questions, please contact your child's homeroom teacher.

**CIMI website:** CIMI has created a user (parent) friendly website with information about its location, staff, programs, facilities, etc. If you are interested, log on to [www.guidediscoveries.org](http://www.guidediscoveries.org)

**Medications:** If your child takes **prescription medication(s)**, you must provide the homeroom teacher with enough medication to last the entire trip in a labeled prescription container. **This container label must indicate the child's name, prescribing doctor, and dosage instructions.** The nurse at LM will not provide us with medication for your child. All meds will be kept by the homeroom teacher and dispensed as needed/ directed. Students are not allowed to self-medicate. All containers will be returned upon arrival back at school.

CIMI provides a number of **over-the-counter medications** in its Health Center such as acetaminophen, ibuprofen, Sudafed, Benadryl, Kaopectate, Pepto-Bismol, and Caladryl. If your child needs other over-the-counter meds, please provide enough medication to last for the entire trip in the **original medicine container** marked with your child's full name. We cannot accept meds in Ziploc baggies or plastic containers.

**\*\*\*\* All meds should be given to the homeroom teacher by Thursday, November 10th\*\*\*\***

We will provide Dramamine (or generic equivalent) to prevent seasickness on both the ferry rides.

**Packing:** Please review the suggested packing list on the back of this information sheet. The two pieces of luggage limit will be strictly enforced. Students are expected to be responsible for the transport of their luggage at all times.

**Food:** Meal service at CIMI is family style and students will be well fed while there. If your child has any food allergies/ dietary needs, please inform the homeroom teacher as soon as possible so that we can notify the CIMI kitchen staff.

**All students need to bring a fully disposable sack lunch to be eaten on the ferry crossing the first day.**

One week prior to travel, students will also need to give the homeroom teacher **one envelope containing \$10.00** for a travel meal. We will stop for dinner on the way home. (Teachers will hold onto the money envelope to prevent loss.) Students will retain any money not spent.

**Electronic devices:** No cell phones, iPods, PS3s, etc. are allowed on the buses or at CIMI. This means NO ELECTRONICS AT ALL! **There is no cell service on the island.** Parents will be apprised of our arrival and daily activities via email.

Thank you in advance for reviewing this list and your commitment to making this trip a memorable experience for your child. We are looking forward to three fun-filled and educational days at CIMI.

Respectfully,

Sixth Grade Team



# Camp CIMI Trip Intent Form

November 14-16, 2016

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

*Please complete the following intent form and return by **August 19, 2016**.*

## **Student**

\_\_\_\_\_ Yes, my child WILL participate in the Camp CIMI Trip.

\_\_\_\_\_ No, my child WILL NOT participate in the Camp CIMI Trip.

## **Parent**

\_\_\_\_\_ I (We) would like to be a chaperone for the Camp CIMI trip.

Parent Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Contact Information: \_\_\_\_\_

**\*Interested chaperones will need to complete a chaperone application.**

\_\_\_\_\_ I need financial assistance for this trip. \*\*Please attach a written note explaining the amount of scholarship needed. Scholarships are for students only.\*\*



# OVERNIGHT FIELD TRIP PERMISSION FORM

School Lookout Mountain

Dear Parent or Guardian of: \_\_\_\_\_

Your child's class or school club will be taking a field trip to the destination described below to enrich the curriculum or to provide an education experience that cannot be provided within the classroom setting. Permission for your child's participation on this trip is requested. Please read this information carefully. If you have any questions, you may contact the teacher by phone or email.

Class/Club: 6th Grade Sponsor: 6th Grade Teachers

Itinerary: Depart Nov. 13th @ 11:15 pm; Arrive Long Beach, CA Nov. 14th @ 7:00 am  
Arrive CIMI @ 12 pm Nov. 14th, Depart CIMI Nov. 16th 11 am; Arrive Phoenix @

Departure Date: Sun., Nov 13th Time: 11:15 pm

Teacher Phone: 602-896-5954 Teacher Email: amanda.taylor@wesdschools.org

Purpose of Field Trip: The students will participate in a three day, two night outdoor education program that focuses on WESD approved science curriculum, problem solving, and teamwork.

Supervision: Students will be supervised by teacher(s) and/or parent(s)/guardian(s) while on the field trip.

Transportation: Student will be transported by: District bus ☐ Commercial Coach ☒  
Van ☐ Plane ☐ Other \_\_\_\_\_

Student Fee(s), if any: \$321.00  
Date Due: Sept. 30, 2016

If you are financially unable to pay the fee(s) required for participation, contact the teacher or school principal for information about a waiver or reduction of the fee(s).

## Student Behavior:

The same rules of student conduct that apply to the behavior of students in school apply to the behavior of students while on a field trip. Students are expected to follow all directions and instructions given by the teacher and/or other chaperones on the trip. Failure to follow the rules of behavior, directions or instructions may result in your child being sent home by the most reasonable and appropriate means of transportation, at the parent's expense.

## Emergency Information:

Parent/Guardian: \_\_\_\_\_ Cell: \_\_\_\_\_

Work: \_\_\_\_\_ Home: \_\_\_\_\_

Other Person to Contact: \_\_\_\_\_ Cell: \_\_\_\_\_

Work: \_\_\_\_\_ Home: \_\_\_\_\_

Name of Medical/Hospital Insurance Carrier or HMO: \_\_\_\_\_

Phone: \_\_\_\_\_

Policy No.: \_\_\_\_\_

**Medical Treatment Authorization:**

In the event of illness or injury occurring to my child while on this travel/activity, I hereby give my consent for medical or dental care deemed necessary by the attending health care provider or dentist. My child may be examined and any necessary procedures (medical, dental, or surgical), anesthesia or diagnostic procedures (lab or x-ray) may be performed under the supervision of a member of the hospital or medical office staff furnishing such services. I further acknowledge that I am financially responsible for any medical, dental, ambulance or other health care expenses or transportation of my child home, which might occur as a result of such illness or injury. I understand that Washington Elementary School District does not provide accident medical/dental coverage for students for illnesses/injuries occurring during travel/activities. I also acknowledge that I may obtain accident insurance through the school if I do not currently have family medical insurance. I understand that, in the event other than minor illness or injury, reasonable effort will be made to contact me.

**Special Medical Information:** Please list and describe any special medical information or instructions that the teacher listed above may need to properly care for your child while on the field trip.

**List medications (prescription and over the counter) that you wish to be administered to your child:**

Name of Medication: \_\_\_\_\_ Dosage: \_\_\_\_\_

Reason: \_\_\_\_\_

Name of Medication: \_\_\_\_\_ Dosage: \_\_\_\_\_

Reason: \_\_\_\_\_

Name of Medication: \_\_\_\_\_ Dosage: \_\_\_\_\_

Reason: \_\_\_\_\_

Print Parent/Guardian's Name: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Print Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Street Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Medical authorization forms must be notarized. Health care professional may not provide immediate medical care for your child at the request of the sponsor unless this form is notarized. They may wait until they are able to contact the parent directly before providing medical care.

STATE OF ARIZONA, COUNTY OF MARICOPA

Subscribed and sworn to before me, this \_\_\_\_\_, 20 \_\_\_\_

[Notary Seal:]

\_\_\_\_\_ [printed name of Notary]

NOTARY PUBLIC \_\_\_\_\_ [signature of Notary]

My commission expires: \_\_\_\_\_, 20 \_\_\_\_



# STUDENT HEALTH FORM

Cherry Cove

Fox Landing

Toyon Bay

School: Lookout Mountain

Student Name: Last: \_\_\_\_\_ First: \_\_\_\_\_ Gender: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Parent/Guardian: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 Work Place: \_\_\_\_\_ Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Height \_\_\_\_\_ Weight \_\_\_\_\_ Student Age: \_\_\_\_\_ Student Date of Birth: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Relationship to Student: \_\_\_\_\_

Health Insurance Co: \_\_\_\_\_  
 Policy No: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Family Physician: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Date of Last Tetanus: \_\_\_\_\_

**IMPORTANT: A signature at the bottom of this form by a parent or legal guardian is required for participation at CIMI.**

**EMERGENCY MEDICAL CONSENT:** The Student's medical conditions and information stated on this application is complete and correct. I give permission to the CIMI camp staff and School chaperones to, (1) administer the Student's routine medications listed in this Application, as well as needed medications and over-the-counter medications for minor illness or discomfort; (2) in case of a medical emergency to provide appropriate first aid for minor injuries; and (3) seek further treatment from local physicians or hospitals if the medical condition warrants. In the event I cannot be reached in an emergency, I also give permission to the physician selected by CIMI or the School chaperone to examine, diagnose, and treat or secure proper treatment for the Student and hospitalize, and to order injection and/or anesthesia and/or surgery for the Student, as the physician shall determine proper and necessary under the circumstances. A photocopy of this Authorization shall be as valid and may be accepted as the original. This completed Application may be photocopied by CIMI and released to the physicians or hospitals if requested. This Consent is given pursuant to the provisions of California Family Code §6910.

**CONSENT AND RELEASE OF LIABILITY:** I have been informed of the nature of the CIMI program in which the Student is enrolling. I understand that there are risks associated with the Student's participation in camp programs and activities and transportation to and from camp, which can pose a threat of injury or illness. I am familiar with outdoor sports and activities and the Student's abilities and I am not aware of any physical, emotional, or mental problem or limitation that would prevent, impair, or increase the risk of harm involved in the Student's participation in CIMI camp activities. I also recognize that CIMI cannot ensure or guarantee that the participants, equipment, grounds and/or activities will be free of accidents or injuries. I am aware and have or will instruct the Student in the importance of knowing and abiding by the CIMI camp rules and regulations. I agree to direct the Student to comply with all CIMI rules and policies, and to cooperate with CIMI personnel. I understand and agree that if the Student fails to comply with CIMI rules or policies, he or she may be expelled from camp and sent home at my, the parent or legal guardian's, expense.

With this knowledge and understanding, I grant permission for the Student to participate in all CIMI camp activities and on behalf of the undersigned and the Student, I accept and assume the risk and full responsibility for injury and illness or loss of personal property or other damage, and medical or other expense that may result from the Student's presence or participation in the activities at CIMI camp.

I hereby release and discharge Guided Discoveries, Inc., CIMI, and their agents and employees from liability to us and to the Student for any and all loss, damage, and expense and any illness or injury to person or property, resulting from the Student's travel to or from CIMI and participation in the camp activities and programs.

I give permission for CIMI to use any photographs, video, or interview taken at camp to be used to illustrate, report, promote or advertise CIMI or Guided Discoveries programs or camps.

SIGNATURE: \_\_\_\_\_

Parent/Legal Guardian

Please Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rules for acceptance and participation in Guided Discoveries, Inc. programs are the same for everyone without regard to race, color, national origin, sex, or handicap.

## DIETARY NEEDS:

Vegetarian \_\_\_\_\_ Vegan \_\_\_\_\_ Lactose-Intolerant \_\_\_\_\_ Gluten-Free \_\_\_\_\_ Other \_\_\_\_\_

## FOOD ALLERGIES: Please Describe:

## CHECK OFF: All applicable health issues:

- |  |   |
|--|---|
| <input type="checkbox"/> Allergies*    | <input type="checkbox"/> Allergy - Bee Sting*         |
| <input type="checkbox"/> Asthma        | <input type="checkbox"/> Backaches/Weak Back          |
| <input type="checkbox"/> Car/Sea Sick  | <input type="checkbox"/> Bowel/Bladder Problems       |
| <input type="checkbox"/> Diabetes      | <input type="checkbox"/> Epilepsy/Convulsive Disorder |
| <input type="checkbox"/> Hay Fever     | <input type="checkbox"/> Headache                     |
| <input type="checkbox"/> Heart Trouble | <input type="checkbox"/> Poison Oak                   |
| <input type="checkbox"/> Sinus Issues  | <input type="checkbox"/> Respiratory Problems**       |
| <input type="checkbox"/> Sleep Walking | <input type="checkbox"/> Vomiting                     |

\*Has your child been prescribed an EpiPen for allergies? YES \_\_\_\_\_ NO \_\_\_\_ If YES, the EpiPen must accompany your child to camp in order to participate in activities.

\*\*Does your child require an inhaler(s) on a daily basis and/or for exercise-induced activities? YES \_\_\_\_\_ NO \_\_\_\_ If YES, the inhaler(s) must accompany your child to camp in order to participate in activities.

Please specify with YES or NO for each medication that can be administered to your child.

- ☐ Pepto Bismol (upset stomach)  
☐ Milk of Magnesia (for constipation)  
☐ Ibuprofen (minor aches/pains/fever)  
☐ Throat Lozenge/Cough Drop  
☐ Benadryl (allergy)  
☐ Caladryl (for skin rash)  
☐ Acetaminophen (headaches/elevated temperatures)  
☐ Bonine/Mecazine/Dramamine (motion sickness)

Is the student required to take regular medication?

YES \_\_\_\_\_ NO \_\_\_\_\_

☆ All medications are administered by the chaperones from the student's school. Please provide instructions (dose) for administration of medication.

WHAT IMPORTANT MEDICAL NEEDS SHOULD CIMI BE AWARE OF?  
 PLEASE EXPLAIN IN DETAIL.

(Attach additional sheet if necessary.)

**K Please make sure you've completed all sections of the form before returning it. Thanks!**

## YOU DECIDE WHERE YOUR TAX MONEY GOES

You can help WESD students while you help yourself. Under Arizona Law, you can designate where your state tax money goes to support extracurricular programs. Thanks to Arizona Legislative House Bill 2074 enacted in 1998, married taxpayers may receive up to a \$400 tax credit and single taxpayers up to \$200 on their Arizona State income taxes.

The tax credit program gives a dollar-for-dollar reduction in state income taxes. This law allows taxpayers the opportunity to designate their tax dollars to directly benefit schools and students.

According to the law, this money must be designated for extracurricular activities that charge a fee for participation and supplement the educational program. These activities may include before- and after-school classes; sports programs, music and club activities, drug/alcohol awareness training and nonrecreational field trips. Extracurricular programs provide positive learning experiences for students.

**For more information, contact the Accounting Department, 602-347-2631, or visit us online at: [www.wesdschools.org](http://www.wesdschools.org).**

### AZ Department of Revenue Guidelines

- ▶ Checks must be made payable to the individual school of the taxpayer's choice.
- ▶ The credit is \$400 for married taxpayers who file a joint return and \$200 for single taxpayers or heads of households. If married taxpayers file separate returns, each spouse may claim one-half of the credit that would have been allowed. The credits may only be used to the extent that they reduce a tax liability to zero.
- ▶ The state tax credit is available to all qualifying individual Arizona State taxpayers. **You do not need to have a child enrolled in a school to take advantage of this credit.**
- ▶ If not designated by the contributor, the school will choose a program based on the greatest need.
- ▶ When the school or District receives the check, a receipt will be issued for the individual's tax record. The District will also submit notification to the Arizona Department of Revenue.

### TAX CREDIT

#### **not Tax Deduction!**

A tax credit is a **dollar-for-dollar** reduction in the actual tax owed.

For example: if you owe \$650 in state income taxes and you donate \$400 to a public school, you may **subtract the \$400 from your tax bill**. The actual state tax you owe would be \$250.

A tax deduction only reduces total taxable income

**Check with your personal tax adviser for application of the tax credit.**

**CHECKS MUST BE POSTMARKED BY  
DECEMBER 31 IN ORDER TO RECEIVE CREDIT  
ON THIS YEAR'S TAXES.**

**\*All tax credit donations are nonrefundable.\***

### Washington Elementary School District No. 6

Extracurricular Activities Fees Tax Credit

Calendar Year \_\_\_\_\_

School Name: Lookout Mountain Amount Paid: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State Zip

The above fee payment is for the following activity: (check one)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Field Trips (nonrecreational) <b>CIMI-6th Grade</b>  | <input type="checkbox"/> Music Programs                          |
| <input type="checkbox"/> After-school Classes<br>(computers, fine arts, academics, etc.) | <input type="checkbox"/> Drug/Alcohol Awareness Training         |
| <input type="checkbox"/> Sports Programs   | <input type="checkbox"/> Allow the School to Designate a Program |

Mail to a designated school listed on the back. You will be provided with a numbered receipt for your tax records

If you are submitting multiple payments for your child's trip and want them all to count towards your tax credit, you **MUST** submit a Tax Credit form with each payment. Payments submitted without a tax credit form will not be counted towards tax credit.

**Washington Elementary School District No. 6**

Extracurricular Activities Fees Tax Credit

Calendar Year \_\_\_\_\_

School Name: Lookout Mountain Amount Paid: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State Zip

The above fee payment is for the following activity: (check one)

- ☒ Field Trips (nonrecreational): CIMI-6th Grade ☐ Music Programs  
☐ After-school Classes (computers, fine arts, academics, etc.) ☐ Drug/Alcohol Awareness Training  
☐ Sports Programs ☐ Allow the School to Designate a Program

Mail to a designated school listed on the back. You will be provided with a numbered receipt for your tax records.

**Washington Elementary School District No. 6**

Extracurricular Activities Fees Tax Credit

Calendar Year \_\_\_\_\_

School Name: Lookout Mountain Amount Paid: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State Zip

The above fee payment is for the following activity: (check one)

- ☒ Field Trips (nonrecreational): CIMI-6th Grade ☐ Music Programs  
☐ After-school Classes (computers, fine arts, academics, etc.) ☐ Drug/Alcohol Awareness Training  
☐ Sports Programs ☐ Allow the School to Designate a Program

Mail to a designated school listed on the back. You will be provided with a numbered receipt for your tax records.

**Washington Elementary School District No. 6**

Extracurricular Activities Fees Tax Credit

Calendar Year \_\_\_\_\_

School Name: Lookout Mountain Amount Paid: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State Zip

The above fee payment is for the following activity: (check one)

- ☒ Field Trips (nonrecreational): CIMI-6th Grade ☐ Music Programs  
☐ After-school Classes (computers, fine arts, academics, etc.) ☐ Drug/Alcohol Awareness Training  
☐ Sports Programs ☐ Allow the School to Designate a Program

Mail to a designated school listed on the back. You will be provided with a numbered receipt for your tax records.

**6<sup>th</sup> Grade Catalina Island Marine Institute Field Trip  
Financial Assistance/Payment Plan**

The cost for the Catalina Island Marine Institute Field trip is \$365.00 per student. Tax Credit is available for this field trip. Your check (made payable to Lookout Mountain) must be accompanied by the tax credit form included in your packet and then turned in to the homeroom teacher.

I would like to participate in the CIMI payment plan. I understand there will be three installment payments.

**August CIMI Payment of \$165.00 due by August 26, 2016**

**September CIMI Payment of \$100.00 due by September 16, 2016**

**October CIMI Payment of \$100.00 due by September 30, 2016**

Please include the payment coupons below when submitting your child's payment. Make checks payable to Lookout Mountain. Please write CIMI and your child's name on the memo line.

+++++

**October CIMI Payment of \$100.00 due by September 30, 2016**

Name of Student \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Circle one Cash or Check # \_\_\_\_\_

+++++

**September CIMI Payment of \$100.00 due by September 18, 2016**

Name of Student \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Circle one Cash or Check # \_\_\_\_\_

+++++

**August CIMI Payment of \$165.00 due by August 26, 2016**

Name of Student \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Circle one Cash or Check # \_\_\_\_\_

## **Trip Itinerary**

(Approximate Times)

### **November 13, 2016**

- 11:00 p.m.            Begin arriving at Lookout Mountain School
- 11:15 p.m.            Depart Lookout Mountain School

### **November 14, 2016**

- 7:00 a.m.            Breakfast & Check in at Long Beach Docks
- 9:30 a.m.            Depart Long Beach via Ferry
- 12:00 p.m.           Arrive at Camp CIMI
- 12:30 p.m.           Begin CIMI programs ☺

### **November 16, 2016**

- 11:00 a.m.           Depart Camp CIMI via Ferry
- 3:00 p.m.            Arrive at Long Beach Docks
- 3:30 p.m.            Depart Long Beach, CA
- 6:00 p.m.            Dinner stop; Thousand Palms, CA (\$10.00 cash allotment)
- 11:00 p.m.           Arrive at Lookout Mountain School

**\*\*\*Times are subject to change due to traffic or ferry travel. Homeroom teachers will update parents accordingly.\*\*\***

# Packing List

**TWO (2) BAG LIMIT-- strictly enforced** (must have green tag as provided by teacher)

1-roller suitcase/bag

1-backpack

## Necessary Items

- Sleeping bag/ pillow
- Old shirts
- Shorts
- Jeans/old slacks
- Socks
- Shoes (closed toe)
- Jacket/ sweatshirt
- Long sleeved shirt and/or sweater
- Underwear
- Sleepwear
- Bath towel
- Wash cloth
- Swim suit (**One piece ONLY**)
- Large beach towel
- Shampoo
- Toothbrush
- Toothpaste
- Soap
- Rain gear/poncho

No handheld electronic devices such as cell phones, iPods/Nanos, Nintendo DS, etc. are permitted at camp.

Parents will be apprised of our arrival and daily activities via email.

## Optional

- Flashlight (new batteries)
- Hat
- Sunglasses
- Sunscreen (recommended)
- Disposable camera
- Water bottle(s)
- Plastic bag for wet items
- Spending money (see list below)

**\*\*\*We recommend no more than \$50 cash for souvenirs on the island. Students are responsible for handling cash at all times.\*\*\***

Lookout Mountain Elementary School  
Chaperone Application for Catalina Island 6<sup>th</sup> Grade Trip

Required Qualifications:

- Applicant must be a parent or legal guardian for a student participating in the trip.
- The applicant must complete the Lookout Mountain Elementary Volunteer Forms, including the disclosure statement regarding any convictions.
- Applicant must support all the district and school policies and procedures.

Preferred Qualifications:

- Previous experience with children in any leadership or teacher roles. (i.e. Scouts, coaching sports, youth groups, raising children, etc.)
- Competent, comfortable swimmer who is willing and able to assist students while snorkeling.
- Willing and able to take part in hikes with mild/medium difficulty.
- Previous experience with outdoor activities like snorkeling, scuba diving, or hiking.
- Background or experience as a doctor, nurse, or emergency technician.
- Familiar with or willing to learn about managing groups of students using our school's citizenship program.

Purpose: The purpose of this application process is to select a balance of male and female chaperones willing to participate fully in all activities and to provide the safest supervision possible.

Process: The sixth grade teachers review each application and decide as a team which parents will attend. This is a great opportunity for all who are interested. Even those parents or guardians who may have not been able to participate in previous field trips or classroom activities are invited to apply.

Please complete one application for each individual interested in going to Catalina Island. Feel free to attach additional page(s), if necessary.

Applicant's Name \_\_\_\_\_

Student's Name \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

1. Please describe your background and experiences with children in any leadership or teaching roles.

**Application is due to the homeroom teacher on Wednesday, August 24, 2016**

2. Why are you interested in attending this trip as a parent chaperone?

3. What are the safety challenges you might face on this trip and how would you address them?

4. Please describe yourself and what you would bring to this experience that would benefit the students, staff, and other chaperones of Lookout Mountain.

**Application is due to the homeroom teacher on Wednesday, August 24, 2016**

# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Mountain Sky	<b>Departure Date:</b>	5/12/2017
<b>Field Trip Destination:</b>	Thousand Palms, CA- Fast Food Lunch Anaheim, CA- Hotel TBA, Performance Venue TBA, Disneyland/California Amusement Parks	<b>Return Date:</b>	5/14/2017
<b>Student Participants:</b>	140	<b>Chaperones (1:8):</b>	18
<b>Grade Level(s):</b>	7/8	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	602-980-3087	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: Kirsten Dukeshier

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
Kirsten Dukeshier	kirsten.dukeshier@wesdschools.org	7/8	Yes
Diana Polanski	diana.polanski@wesdschools.org	7/8	No
Don Brewer	don.brewer@wesdschools.org	7/8	No
Terry McFee	terry.mcfee@wesdschools.org	7/8	No

### Summary of Event/Purpose:

Forum Music Festival was created in 1982 by music educators who were looking for a different type of performance outlet for their bands, choirs and orchestras. The Festival consists of performance, positive and constructive adjudication, and on stage clinics directly following each performance. Students will be actively involved in the entire process for preparing for the Festival. They are going to be personally invested in giving their best for the benefit of themselves AND their ensemble. Being adjudicated allows the students to be aware and mindful of how they have grown musically throughout the year.

### Educational Use (activities that match our curriculum pacing guide):

The students will:

Describe the experience(s) of their performance and the performance of others. MUSI-S3C2-05  
 Demonstrate knowledge by performing for an audience (e.g. school assemblies, day time performances, evening performances, WESD Area Festival, AMEA Festivals, etc.) WESD  
 Describe and play musical forms as encountered in the repertoire. MUSI-SIC2-206  
 Use teacher or students' specified criteria to evaluate a musical performance. MUSI-S3C1-202

<b>Itinerary:</b>						
<b>Date</b>	<b>Departure Site</b>	<b>Departure Time</b>	<b>Arrival Site</b>	<b>Arrival Time</b>	<b>Mode of Transportation</b>	<b>Phone Number for Hotel / Event Location</b>
5/12/2017	Mountain Sky, Phoenix, AZ	8:00 AM	Thousand Palms, CA	12:00 PM	Charter Bus	602-980-3087
5/12/2017	Thousand Palms, CA	1:00 PM	Hotel TBA, Anaheim, CA	5:00 PM	Charter Bus	602-980-3087
5/12/2017	Hotel TBA, Anaheim, CA	5:30 PM	Downtown Disney, Anaheim, CA	5:45 PM	Charter Bus	602-980-3087
5/12/2017	Downtown Disney, Anaheim, CA	9:00 PM	Hotel TBA, Anaheim, CA	9:15 PM	Charter Bus	602-980-3087
5/13/2017	Hotel TBA, Anaheim, CA	6:00 AM	Performance Venue, Anaheim TBA	6:30 AM	Charter Bus	602-980-3087
5/13/2017	Performance Venue, Anaheim TBA	12:00 PM	Disneyland/California Adventures, Anaheim, CA	12:30 PM	Charter Bus	602-980-3087
5/14/2017	Disneyland/California Adventures, Anaheim, CA	1:00 AM	Hotel TBA, Anaheim, CA	1:30 AM	Charter Bus	602-980-3087
5/14/2017	Hotel TBA, Anaheim, CA	9:00 AM	Thousand Palms, CA	12:00 PM	Charter Bus	602-980-3087
5/14/2017	Thousand Palms, CA	1:00 PM	Mountain Sky, Phoenix, AZ	6:00 PM	Charter Bus	602-980-3087

**Activities:**

<b>Activity</b>	<b>Activity Location</b>	<b>Physical Activity?</b>	<b>Trained Personnel is Present</b>	<b>Activity Description</b>
none	none	No	No	none

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: Yes

<b>Principal Signature:</b>	<b>Perry Mason</b>	<b>2/24/2016</b>
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### Additional Information

Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:

Individual and Group Fundraising

Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes

Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No

If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:

Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes

Is this the entire grade level: No

If no, how many students are in the grade level? 750

Is this a club or after-school class? No

What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.

Attendance at all concerts throughout the year, no disciplinary referrals/action taken, growing as a musician throughout the year.

Please attach the lesson plan for students who will not be attending the trip.

Lesson Plan Attached: Yes

#### Chaperones:

Will substitutes be used for certified staff chaperoning the trip? Yes

If no, what are the arrangements for class coverage?

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Kirsten Dukeshier	Certified	Yes	No
Diana Polanski	Certified	Yes	No
Don Brewer	Certified	Yes	No
Terry McFee	Certified	Yes	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Certified	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Certified	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No
Chaperone TBA	Parent	No	No

All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.

Example Letter Attached: Yes

Academic Services Signature:

Natalie McWhorter

3/23/2016

Administrative Services Signature:

Lyn Bailey

3/16/2016

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: Yes	This is an out-of-county field trip and charter bus quote is attached: No
	This is an out-of-county field trip using District buses: No
<b>\$ 65,355.00 Travel Agent Quote</b> 0      Adults Paying Own Way \$ 413.64 Cost Per Individual Participant \$ 0.00 Total Cost For Adults Paying Own Way <b>\$ 65,355.00 Travel Agent Quote Less Adults Paying Own Way</b> <b>\$ 0.00 Travel Insurance (optional)</b> \$ 190.00 Substitute Funding Source: Auxiliary <b>\$ 0.00 Food:</b> <b>\$ 1,000.00 Other: Costco/Snacks/Water</b> <b>\$ 66,545.00 Total Cost of Trip</b>	<b>\$ Lodging</b> <b>\$ Food</b> <b>\$ Transportation:</b> <b>\$ Registration/Entry Fees</b> <b>\$ Travel Insurance (optional)</b> <b>\$ Other</b> <b>\$ Substitute</b> <b>\$ Total Cost of Trip</b>
<b>Totals are estimates only, based on number of anticipated students/adults and are subject to change.</b>	

# Students Participating	140	
# of Chaperones	18	Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost
# Additional Adults (paying own way)	0	Payment should be made and deposited to the school's field trip auxiliary account.
<b>TOTAL PER STUDENT COST</b>	<b>\$475.32</b>	

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- X - Auxiliary Operations (Fund 525 - fee based)**  
**X - Gifts & Donations (Fund 530 - donation based)**  
**X - PTA/PTO**  
**X - Student Activities (Fund 850 - fundraising based)**  
**X - Tax Credit (Fund 526 - donation based)**

<p style="text-align: center;"><b>Finance Signature</b></p> <p>This expenditure was reviewed for compliance with designated and/or qualifying funding sources.</p>			<p>Elizabeth Martinez</p>	<p>3/29/2016</p>
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<p style="text-align: center;"><b>Purchasing Signature</b></p> <p>This expenditure was reviewed for compliance with applicable procurement laws and regulations.</p>			<p>Howard Kropp</p>	<p>3/24/2016</p>
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## Proposal/Itinerary

School Name:	<b>Mountain Sky Junior High School</b>	Director Name:	<b>Kirsten Dukeshier</b>
Festival Date:	Saturday, May 13, 2017 – Anaheim area		
Lodging Dates:	<i>Check In:</i> May 12, 2017	<i>Check Out:</i> May 14, 2017	<i># Nights:</i> 2

<b>Friday, May 12, 2017</b>	<ul style="list-style-type: none"> <li>• Travel Day – see below for charter bus transportation quote</li> <li>• 4 PM: Earliest check in time available at The <b>Wyndham Hotel</b> in the Disneyland Resort area. (12021 Harbor Blvd, Garden Grove, CA. 92840 – 1-866-888-8891) <ul style="list-style-type: none"> <li>◦ Hotel rooms are standard with no kitchenettes</li> </ul> </li> <li>• Transfer to <b>Hometown Buffet</b> (restaurant location TBD) for group dinner. (included in pricing.)</li> <li>• Return to hotel following dinner.</li> </ul>
<b>Saturday, May 13, 2017</b>	<ul style="list-style-type: none"> <li>• Enjoy breakfast buffet provided at hotel (included in pricing)</li> <li>• Load buses and transfer to <b>Forum Music Festivals'</b> adjudicated, rated festival in the Anaheim area <ul style="list-style-type: none"> <li>◦ Exact venue and performance times TBD</li> <li>◦ Awards Ceremony held at festival venue</li> </ul> </li> <li>• Following Awards, load buses for the <b>Disneyland Resort</b> to enjoy the day with your <b>1-Day Park Hopper ticket</b></li> <li>• Disneyland Resort operating hours (subject to change): <ul style="list-style-type: none"> <li>◦ Disneyland Park: 9 AM – 12 Midnight</li> <li>◦ Disney California Adventure Park: 9 AM – 10 PM</li> </ul> </li> <li>• At Directors' discretion, load buses and transfer back to hotel for the night</li> </ul>
<b>Sunday, May 14, 2017</b>	<ul style="list-style-type: none"> <li>• Enjoy breakfast buffet provided at hotel (included in pricing)</li> <li>• Following breakfast, load buses with instruments and luggage and checkout of hotel <ul style="list-style-type: none"> <li>◦ 11 AM: Checkout deadline for hotel</li> </ul> </li> <li>• Upon checkout, depart for trip home to Phoenix</li> </ul>

*Above itinerary is a guideline. Actual arrival/departure times based on Director's discretion.*

### Festival Package Pricing – Per Person:

Quad	Triple	Double	Single
<b>\$352.00</b>	<b>\$382.00</b>	<b>\$442.00</b>	<b>\$624.00</b>

*Note: Quad denotes four (4) people per room. Sharing beds for quad and triple occupancy will be necessary. Double or single occupancy rooms could have two beds or one queen size or one king size bed in the room.*

### **Each Festival Package Includes...**

#### ❖ **Forum Music Festivals:**

- Rated non-competitive or "comments only" festival with written & recorded adjudication
- Awards Ceremony with commemorative plaque for each performing group
- Recognition for "Outstanding Individual Student Musician" for each performing group

#### ❖ **Lodging included with your package:**

- 2 nights lodging at Wyndham Hotel in the Disneyland Resort area (no kitchenettes)

#### ❖ **Meals included with your package:**

- 2 Breakfast buffets at hotel
- Hometown Buffet dinner meal on Friday evening.

#### ❖ **Theme Park or Activities included with your package:**

- Disneyland Resort 1-Day Park Hopper ticket

#### ❖ **Complimentary Director's package includes:**

- CD or digital recording of group's performance for director (*dependent on theatre set-up*)
- Single room and breakfast for 4 – Directors
- Admission to theme park for 4 - Directors

### **Not Included In The Above Package:**

▪ Registration Fees:	\$75 for up to 2 performing groups. \$75 for each group over 2. <i>Non-refundable.</i>
▪ Bus Driver's Rooms:	Approx. \$186 per driver, per night at group's hotel.
▪ Transportation:	Approx. \$10,700 for 3 - 56 passenger coaches.
▪ Bus Driver Gratuity:	3 Drivers at \$250.00 each = \$750.00
▪ Parking Fees & Tolls:	Complimentary parking at your hotel and festival venue. Approximately \$27 per bus/ per day at Disneyland Resort (subject to change).

### **Final Invoice Discounts:**

#### **Scholarships:**

Group has earned **2** student scholarships (*festival, theme park, & lodging*) which will be deducted on the final invoice. Scholarship program allows for up to 5 scholarship deductions from final invoice or 10% off the total student package (*festival, theme park & lodging only*), whichever is less.

#### **Disney:**

Your final invoice will show a discount for Disney adult tickets based on ratio of 1 complimentary adult ticket for every 10 student tickets, less the Directors' tickets. Based on your current estimate of 140 students, you would see an approximate deduction of **\$1,340** on the final invoice. If your student counts change, the chaperone discount will also change.

## Payment Schedule:

➤ <b><u>Registration Fee and Payment #1 due 30 days following registration:</u></b>
▪ Non-refundable Registration Fee - \$75 for up to 2 performing groups; \$75 for each performing group over 2
▪ Hotel deposit of \$56 per person (based on estimates) & deducted from the per person price
▪ Motor coach deposit of <u>\$1,070.00</u>
➤ <b><u>Payment #1 due February 13, 2017:</u></b>
▪ 1/3 <sup>rd</sup> of package balance less the hotel deposit
➤ <b><u>Payment #2 due March 13, 2017:</u></b>
▪ 1/3 <sup>rd</sup> of package balance
▪ <b><i>Final rooming list due from Director</i></b>
➤ <b><u>Final Payment due April 13, 2017:</u></b>
▪ Final payment is based on your rooming list and includes the package balance, driver's rooms and any other add-ons requested by the group
▪ Scholarship discount will be applied at this time
▪ Disney Chaperone Discounts will be deducted at this time
▪ Final motor coach balance due - <u>\$9,630.00</u>
▪ Bus Driver Gratuity \$750.00 (added to transportation fee)

Proposal is based on a minimum of 140 students, 14 chaperones, and 4 directors. If your group size falls below this number, Forum Festivals reserves the right to re-price your package. For cancellation policy, please refer to Forum Music Festivals' Director's Guide.

Estimated total package price based on 140 **students** and 14 **chaperone** minimum:

Student & chaperone packages (quad & doubles):	\$54,584.00
Registration fee:	\$225.00
Charter bus transportation:	\$10,700.00
Driver's rooms at hotel:	\$1,116.00
Bus Driver Gratuity	750.00
Subtotal:	\$67,375.00
Disney chaperone credits (based on 140 students less 4 Director tix):	Less -\$1,340.00
Estimated Scholarship credit:	Less -\$680.00
<b>Estimated total for this package:</b>	<b>\$65,355.00</b>

## OVERNIGHT CHAPERONE PLAN

**School:** Mountain Sky Junior High

**Dates of Trip:** May 12-14, 2017

**Destination:** Anaheim, CA

**The chaperone plan for sleeping arrangements on this trip is:**

Example – The students will be sleeping in separate dormitories where a minimum of two male chaperones stay with male students and a minimum of two female chaperones stay with female students. A chaperone will stay near the exit doors to monitor students at all times.

**PER GOVERNING BOARD DIRECTION - Two adult chaperones (male with males; females with females) must be assigned to each room where students will be sleeping.**

According to the itinerary of the trip, all students, directors and chaperones sleep in a hotel Friday and Saturday nights. Students are assigned sleeping arrangements with four same gender students per room by their director. Chaperones are assigned sleeping arrangements with two chaperones of the same gender per room by directors. Forum Festivals, when booking room assignments with hotel, places male students' rooms on one floor, and female students' rooms on another. Chaperone rooms are spaced out evenly between student rooms. At no time should a chaperone supervise only one child unless the volunteer is a parent or legal guardian of the student. All students are given both cell phone numbers and room numbers of their directors in case of an emergency.

# FORUM 2017 LESSON PLANS

Dear Margie and Bev,

Thank you for coming into our classrooms today! You should have an easy day! Specific directions for classes are below. If students need to be isolated, please send them out in the hallway with a blue chair. The same goes if students are sent to isolation from other classes.

Some classes will be playing, some watching composer videos, and some taking a final.

Please rate all of our classes 1 out of 10: 1 being horrendous and 10 being cherubs! ☺ Thank you again for coming in today! Hope you have a please day with our students!

Musically Yours,

Kirsten Dukeshier  
Diana Polanski  
Don Brewer  
Terry McFee

	<u>MARGIE</u>	<u>BEV</u>
HR	McFee (BAND)	Dukeshier (CHOIR)
1 <sup>st</sup>	McFee- <i>video</i> (BAND)	Dukeshier – <i>play</i> (CHOIR)
2 <sup>nd</sup>	Dukeshier (+WE no go)- <i>play</i> (CHOIR)	PREP
3 <sup>rd</sup>	PREP	Polanski (+ Jazz no go)- <i>play, then video</i> (BAND)
4 <sup>th</sup>	Polanski (+VP no go)- <i>play</i> (BAND)	Brewer- <i>video</i> (506)
5 <sup>th</sup>	Split Dukeshier- <i>final exam</i> (CHOIR)	
6 <sup>th</sup>	Brewer- <i>video</i> (BAND)	Dukeshier- <i>final exam</i> (CHOIR)

#### Directions for Dukeshier's Fine Arts classes *play* (1<sup>st</sup> and 2<sup>nd</sup> hour)

All morning classes will be independently practicing piano. After attendance, simply say, "*Time to set-up*", and monitor as both my 1<sup>st</sup> and 2<sup>nd</sup> hours set-up the keyboard tables. They will practice independently for the hour. I have extra music on the baby grand if they left theirs at home. (Most students will have their own headphones. If not, ask them to keep their keyboard volume low, or "private volume". If a student doesn't have an adaptor, there are more in the guitar mug on the baby grand.) Then, about ten minutes before the bell rings say, "*Time to strike*", and they will put the keyboard tables away. You should have some extra time at the end of class for kids to "show off" on the baby grand if they'd like. ☺

#### Dukeshier Final Exam

It's engaging, rigorous and challenging, and should take them the whole hour. If they finish early, they can read or draw. Tests will be on the piano, as will drawing materials.

#### Composer Videos

Pass out worksheets, then turn on video. Your call on whether to turn the lights off. ☺ Please collect worksheets at the end of the hour.

Thank you again! ☺

Dear Parents and Relatives:

Included in this packet, you will find the appropriate permission slips, drop-off/pick-up itinerary, a payment schedule, and an estimated cost of tuition for FORUM 2017.

What is the Forum Festival? 140 music students who have been selected by their directors for their musical ability will perform with their ensembles at Fullerton College in front of three collegiate-level adjudicators. The groups' performances will be rated and ranked according to the national scale for Junior High classification. All Mountain Sky students will watch programs by not only their classmates, but also performances from schools from all over the country.

The highest tuition may be \$475.00. This includes two nights of lodging, transportation, registration fees, meals on Friday night, and Saturday and Sunday mornings, t-shirts, food and amusement park tickets. The final price will be determined by individual and group fundraising. The final head count of students and chaperones attending will also impact the final tuition cost. The first deposit of **\$75** will be due **November 15th, 2016**. With this deposit, you are making a commitment to participate in this trip, follow the Forum Grades and Conduct requirements, and pay the remainder of your tuition. A payment schedule for the rest of the tuition is attached. The tax credit option is available. You must turn in a tax credit slip with EACH payment. Due to the undetermined final cost of the trip, you can choose to pay any amount of your students' for the 2016 or 2017 tax years. Any amount paid **over** your students' tuition will be added to the Forum Scholarship Fund. Please make checks out to Mountain Sky. Please be sure to read and review Mountain Sky's refund policy, which is found on the next page.

Our buses are scheduled to depart from Mountain Sky at 8:00 a.m. on Friday, May 12<sup>th</sup>. We are scheduled to return to Mountain Sky campus on Sunday, May 14<sup>th</sup> at 6:00 p.m. There will be no school bus nor van to take the students home.

Our students will be performing at Cypress College in Anaheim, CA, which will be an open and free admission for anyone who would like to attend. Disneyland/California Adventure will also be open to the public during the festival weekend with normal entrance admission costs.

If you are interested in chaperoning this trip, please fill out the attached application and return with your student. Chaperones will pay full tuition. We will need to take 18 parents/legal guardians.

Please read all of the attached paperwork and put dates on your calendar. Please also take the time to discuss the importance of FORUM CONTRACT with your student, then sign and return it with deposit and Statement of Intent on November 15th.

Musically Yours,

Kirsten Dukeshier, Diana Polanski,

Don Brewer and Terry McFee

## PAYMENT SCHEDULE

November 15th- \$75

December 13th - \$100

January 24th - \$100

February 21st – individual remaining balance up to the \$475.00 maximum

Payments can be combined, and/or divided.

The students will also be required to bring their own spending money for meals. At least \$40 is suggested. Students will need to purchase their own meals for:

Friday Lunch

Saturday Lunch and Dinner

Sunday Lunch

Additional snacks, souvenirs, etc

Please feel free to give us a call or email to work out a different arrangement, if necessary.

[kirsten.dukeshier@wesdschools.org](mailto:kirsten.dukeshier@wesdschools.org)

[diana.polanski@wesdschools.org](mailto:diana.polanski@wesdschools.org)

[don.brewer@wesdschools.org](mailto:don.brewer@wesdschools.org)

[terry.mcfee@wesdschools.org](mailto:terry.mcfee@wesdschools.org)

### MOUNTAIN SKY REFUND POLICY

If, for any reason, you need to receive a refund for any monies paid, you **MUST** fill out and turn in appropriate paperwork (in front office) no later than February 21<sup>st</sup>. No refunds will be given after this time. No tax credit money can ever be refunded.

### MOUNTAIN SKY ELIGIBILITY POLICY

In order to qualify for the Forum Trip, grades in all classes must be a “C” or above, and students can have no “U”. An office referral will jeopardize eligibility for the competition in California, as will any disciplinary action taken by any adult or student on campus. 100% Concert attendance is mandatory for all competition students. Grades must be at required levels on February 21<sup>st</sup>, 2017. Grades will be continuously evaluated throughout the Spring. At any point, student can become ineligible to participate on this trip based on grades and/or conduct. If ineligibility occurs after February 21<sup>st</sup>, 2017, tuition money will not be refunded.

# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Moon Mountain	<b>Departure Date:</b>	5/26/2016
<b>Field Trip Destination:</b>	National Operation Tone-Up Challenge, Hermosa Beach CA	<b>Return Date:</b>	5/27/2016
<b>Student Participants:</b>	10	<b>Chaperones (1:8):</b>	2
<b>Grade Level(s):</b>	4th	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	623-570-4621	<b>Additional Chaperones Needed (Over 1:8):</b>	4
		<b>Reason for Additional Chaperones:</b>	Safety Issues

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: Patti Mitchell

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
Patti Mitchell	patricia.mitchell@wesdschools.org	Physical Education	Yes

### Summary of Event/Purpose:

National Operation Tone-Up Challenge held in Hermosa Beach, CA. Operation Tone-Up is a 10 week exercise and nutritional knowledge program. Students learn how to exercise using proper form and frequency while learning the six major nutrients and what they do for our body and health. The top ten students are selected from all the 4th graders at Moon Mountain to represent Moon Mountain in the State Operation Tone-Up Challenge. If Moon Mountain wins the State Challenge, we will be invited to the National Challenge in CA. The challenge is a 20 minute exercise workout and a nutritional knowledge quiz in which teams earn points. The top team from Moon Mountain will be competing against the top team from CA. The team accumulating the highest number of points wins the challenge.

### Educational Use (activities that match our curriculum pacing guide):

The National Health and Physical Education Standards that the Operation Tone-Up Program covers are attached.

### Itinerary:

Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
5/26/2016	Moon Mountain School, Phoenix, AZ	7:00 AM	Lunch, Somewhere in CA	11:30 AM	Bus	301-374-3001
5/26/2016	Lunch, Somewhere in CA	12:00 PM	Beach House Hermosa, Hermosa Beach, CA	3:30 PM	Bus	301-374-3001
5/27/2016	Beach House Hermosa, Hermosa Beach, CA	2:00 PM	Dinner, Somewhere in CA	5:30 PM	Bus	623-570-4621
5/27/2016	Dinner, Somewhere in CA	6:30 PM	Moon Mountain School, Phoenix, AZ	11:00 PM	Bus	602-896-6000

### Activities:

Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Operation Tone- Up Challenge	Beach House Hermosa	Yes	Yes	20 minute exercise workout
Playing on the beach	Hermosa Beach, CA	Yes	Yes	Playing on the beach

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: Yes

<b>Principal Signature:</b>	Sue Brown	4/29/2016
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### Additional Information

**Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:**

The students that may be participating in the National Operation Tone-Up Challenge in CA are students selected from all the 4th graders that participated in the 10 week OTU Program at Moon Mountain. The top 10 students that performed the exercises properly, showed good endurance and nutritional knowledge at the Arizona State OTU Challenge were selected to be the Moon Mountain Operation Tone-Up Team. These students have also shown great commitment and excellent behavior while training for the National Operation tone-Up Challenge.

**Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes**

**Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No**

**If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:**

**Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes**

**Is this the entire grade level: No**

**If no, how many students are in the grade level? 90**

**Is this a club or after-school class? No**

**What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.**

The students that may be participating in the National Operation tone-Up Challenge are students selected from all the 4th graders that participated in the 10 week Operation Tone-Up program at Moon Mountain. The top 10 students that performed the exercises properly, showed good endurance and nutritional knowledge at the AZ State Operation Tone-Up Challenge were selected to be the Moon Mountain Operation Tone-Up Team. These students also have shown great commitment and excellent behavior while training for the National Operation Tone-Up Challenge held in CA.

**Please attach the lesson plan for students who will not be attending the trip.**

**Lesson Plan Attached: Yes**

**Chaperones:**

**Will substitutes be used for certified staff chaperoning the trip? No**

**If no, what are the arrangements for class coverage?**

**School is out for the summer.**

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Patti Mitchell	Certified	No	No
Rachael Minnis	Non-certified	No	No
Ameel Shukri	Parent	No	No
Anthony Wittbrodt	Parent	No	No
Renae Rock	Parent	No	No
Rachael Bree	Parent	No	No

**All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.**

**Example Letter Attached: Yes**

**Academic Services Signature:**

**Natalie McWhorter**

**4/29/2016**

**Administrative Services Signature:**

**Lyn Bailey**

**4/29/2016**

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE			
Out-of-State Trips		Out-of-County Trips	
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.		All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.	
<b>The cost of the trip includes planning for all students.</b>			
This is an out-of-state field trip and travel agent quote is attached: Yes		This is an out-of-county field trip and charter bus quote is attached: No	
		This is an out-of-county field trip using District buses: No	
<b>\$ 3,525.00 Travel Agent Quote</b>		<b>\$</b>	<b>Lodging</b>
0 Adults Paying Own Way		<b>\$</b>	<b>Food</b>
\$ 220.31 Cost Per Individual Participant		<b>\$</b>	<b>Transportation:</b>
\$ 0.00 Total Cost For Adults Paying Own Way		<b>\$</b>	<b>Registration/Entry Fees</b>
<b>\$ 3,525.00 Travel Agent Quote Less Adults Paying Own Way</b>		<b>\$</b>	<b>Travel Insurance (optional)</b>
<b>\$ 0.00 Travel Insurance (optional)</b>		<b>\$</b>	<b>Other</b>
\$ 0.00 Substitute Funding Source:		<b>\$</b>	<b>Substitute</b>
<b>\$ 25.00 Food:</b>		<b>\$</b>	<b>Total Cost of Trip</b>
<b>\$ 0.00 Other:</b>			
<b>\$ 3,550.00 Total Cost of Trip</b>			
<b>Totals are estimates only, based on number of anticipated students/adults and are subject to change.</b>			

# Students Participating	10	
# of Chaperones	6	Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost
# Additional Adults (paying own way)	0	Payment should be made and deposited to the school's field trip auxiliary account.
<b>TOTAL PER STUDENT COST</b>	<b>\$355.00</b>	

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

**X - Auxiliary Operations (Fund 525 - fee based)**  
**X - Gifts & Donations (Fund 530 - donation based)**  
     - PTA/PTO  
     - Student Activities (Fund 850 - fundraising based)  
**X - Tax Credit (Fund 526 - donation based)**

<p style="text-align: center;"><b>Finance Signature</b></p> <p> <b>This expenditure was reviewed for compliance with designated and/or qualifying funding sources.</b> <span style="float: right;">Elizabeth Martinez</span> <span style="float: right;">4/29/2016</span> </p>		
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<b>Purchasing Signature</b>		
<b>This expenditure was reviewed for compliance with applicable procurement laws and regulations.</b>	Howard Kropp	4/29/2016

## **OVERNIGHT CHAPERONE PLAN**

**School:** Moon Mountain Elementary School

**Dates of Trip:** May 26 - May 27

**Destination:** Hermosa Beach, CA

**The chaperone plan for sleeping arrangements on this trip is:**

Example – The students will be sleeping in separate dormitories where a minimum of two male chaperones stay with male students and a minimum of two female chaperones stay with female students. A chaperone will stay near the exit doors to monitor students at all times.

**PER GOVERNING BOARD DIRECTION - Two adult chaperones (male with males; females with females) must be assigned to each room where students will be sleeping.**

The students will be divided into three groups, two groups of girls and one group of boys. There will be 3 hotel rooms where a minimum of two male chaperones will stay with the male students and a minimum of two female chaperones will stay with the female students. A chaperone will stay in the room with the students at all times.

**Trained personnel documentation for activity:**

**Operation Tone-Up Challenge –**

Patti Mitchell - certified Physical Education Instructor.

Tony Lamka – creator of the Operation Tone-Up Program which meets the Arizona Health and Physical Education Standards. Tony is a professional fitness instructor.

**Playing on the beach –**

Hermosa Beach Lifeguard on Beach

Patti Mitchell – Water Safety Instructor Certified, has taught swim lessons for the past 30 years.

**Trained personnel documentation for activity:**

**Operation Tone-Up Challenge –**

Patti Mitchell - certified Physical Education Instructor.

Tony Lamka – creator of the Operation Tone-Up Program which meets the Arizona Health and Physical Education Standards. Tony is a professional fitness instructor.

**Playing on the beach –**

Hermosa Beach Lifeguard on Beach

Patti Mitchell – Water Safety Instructor Certified, has taught swim lessons for the past 30 years.

Dear Operation Tone-Up Parents:

We did it! We won the Operation Tone-Up State Challenge in Gilbert and now are on our way to California for Nationals.

The OTU National Challenge is at Hermosa Beach, CA on May 27. The travel arrangements and agenda have been made.

Operation Tone-Up California Trip

**May 26 –**

8:00 am - Bus will leave school at 6:30 from Moon Mountain School

11:30 - Lunch somewhere on the way. (*The student will responsible for their own lunch.*)

3:30 - Arrive at hotel - Beach House Hermosa Beach. We will get set up in our rooms, provided by the Operation Tone-Up program, and get ready for dinner.

5:00 – Dinner at a nearby restaurant (we will walk).

We will meet the other team, have dinner and then go back to hotel to prepare for the next day.

8:00 Bedtime

**May 27 –**

7:00 - Get up.

8:00 – Breakfast.

9:30 – OTU Challenge. Check out of Hotel.

11:30 - Lunch.

12:30 - Beach time. Play on the beach.

2:00 - Bus leaves Hermosa Beach

5:00 - Dinner on the road (*Student is responsible for their own dinner.*)

9:00 – Return to Moon Mountain School – parent pick up.

Other information:

The hotel's name is Beach House Hermosa Beach, Phone number 310-374-3001.

The Operation Tone-Up Challenge will provide Thursday's dinner and Friday's breakfast and lunch for the students. *The meals on the road are the responsibility of the student.*

If you have any other questions please call me, Patti Mitchell at 623-570-4621.

This will be a fun and exciting trip that the students will remember forever!

Thank you parents for all you do.

Patti Mitchell

## SAMPLE PARENT NOTIFICATION LETTER

Dear Operation Tone-Up Parents:

We won!! Moon Mountain's OTU Team 2 won!

The Moon Mountain students (Team 2) that won the Arizona State Operation Tone-Up Challenge are: TBD

Moon Mountain's Operation Tone-Up Champions will be traveling to California next week for the National OTU Challenge.

If your child is on Team 2 and there is any reason why your child cannot go on the trip, please call Mrs. Mitchell at 623-570-4621 as soon as possible. A student will be selected to replace your child.

There are also two more openings on the team. Mrs. Mitchell will select two students from Team 1 to fill those openings.

If your child would like to be one of the students selected, he or she must come to the scheduled practices: TBD

If you have any questions, please call Mrs. Mitchell at 623-570-4621.

Thank you for all your support,

Mrs. Patti Mitchell

**MOON MOUNTAIN ELEMENTARY SCHOOL  
FITNESS TOURNAMENT / HERMOSA BEACH, CA  
MAY 26 – 27, 2016**

**PATTI MITCHELL, Director**

**Cell: 623-570-4621**

**PROPOSAL / INVOICE (4/21/16)**

**TRANSPORTATION**      (1) 40 Passenger Motor coach      \$3,400.00  
Includes driver gratuity and hotel room.

Based on below itinerary:    MAY 26      8am Depart Moon Mt. Elementary  
To Hermosa Beach  
4pm Arrive Hermosa Beach  
No evening coach service  
MAY 27      2pm Depart Hermosa Beach  
10pm Arrive Moon Mt. Elementary

**LAND**      Hotel not requested / booked independently

**Please confirm Group Hotel for Itinerary:**    **Beach House Hermosa**  
1300 The Strand  
Hermosa Beach, CA 90254  
  
PH: 310-374-3001

Terra Travel Fee      Flat rate      \$ 125.00

**Total this Proposal / Invoice      \$3,525.00**

**PO requested by MAY 9**

Thank you!      Catherine Musa, Terra Travel Group Dept. (Phoenix)  
Agency:      602-375-1707  
Cell:      480-734-1673  
Home:      480-837-7708  
Fax:      602-375-2715  
[Catherine@terratravelaz.com](mailto:Catherine@terratravelaz.com)

Phoenix Location:    13466 N. 7<sup>th</sup> Street  
Phoenix, AZ 85022

# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Orangewood	<b>Departure Date:</b>	10/2/2016
<b>Field Trip Destination:</b>	Lee's Ferry, Marble Canyon, AZ 9 mile mark on Colorado River, AZ Horseshoe Bend, Marble Canyon, AZ Sky Y Camp, Prescott, AZ Goldwater Lake, Prescott, AZ	<b>Return Date:</b>	10/7/2016
<b>Student Participants:</b>	32	<b>Chaperones (1:8):</b>	4
<b>Grade Level(s):</b>	6	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	602-769-6758	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: John Vasey

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
John Vasey	john.vasey@wesdschools.org	6	Yes

### Summary of Event/Purpose:

The outcome of this field study experience is to develop and strengthen our students' understanding of the real life application of the Math/Language Arts Arizona Standards and Next Generation Science Standards. Our students will design and conduct research based investigations to solve water habitat environmental issues.

### Educational Use (activities that match our curriculum pacing guide):

#### Science:

MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

MS-LS2-4: Construct an argument supported by empirical evidence.

MS-LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

#### Language Arts:

CCSS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly.

CCSS.ELA-Literacy.RI.6.6

Determine the author's point of view or purpose in a text and explain how it is conveyed.

CCSS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions.

#### Math:

6.SP.B.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.B.5: Summarize numerical sets in relation to their context.

6.RP.A.3: Use ratio and rate reasoning to solve real-world and mathematical problems.

Itinerary:						
Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
10/2/2016	Orangewood School, Phoenix, AZ	8:00 AM	Lee's Ferry, Marble Canyon, AZ	1:30 PM	Divine Transportation	602-769-6758
10/2/2016	Lee's Ferry, Marble Canyon, AZ	3:00 PM	Horseshoe Bend Canyon on the Colorado River	5:00 PM	Rafts by Grand Canyon Youth	602-769-6758
10/3/2016	Horseshoe Bend Canyon, AZ	8:00 AM	Lee's Ferry, Marble Canyon, AZ	3:00 PM	Rafts by Grand Canyon Youth	602-769-6758
10/3/2016	Lee's Ferry, Marble Canyon, AZ	3:00 PM	Horseshoe Bend Canyon on the Colorado River	5:00 PM	Rafts by Grand Canyon Youth	602-769-6758
10/4/2016	Horseshoe Bend Canyon, AZ	8:00 AM	Lee's Ferry, Marble Canyon, AZ	3:00 PM	Rafts by Grand Canyon Youth	602-769-6758
10/4/2016	Lee's Ferry, Marble Canyon, AZ	2:00 PM	Sky Y Camp, Prescott, AZ	7:00 PM	Divine Transportation	602-769-6758
10/7/2016	Sky Y Camp, Prescott, AZ	9:00 AM	Goldwater Lake, Prescott, AZ	9:15 AM	Divine Transportation	602-254-1571
10/7/2016	Goldwater Lake, Prescott, AZ	3:00 PM	Orangewood School, Phoenix, AZ	5:00 PM	Divine Transportation	602-769-6758

Activities:				
Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Science Investigations	Lee's Ferry, Horseshoe Bend, 9-Mile Camp along the Colorado River	Yes	Yes	Hiking along the Colorado River
Fishing	Colorado River	Yes	Yes	Fishing on the Colorado River
Rafting	Colorado River	Yes	Yes	Paddling on the Colorado River
Science Investigations	Colorado river	Yes	Yes	Wading into the Colorado River, up to 2 feet of water, conducting water experiments
Tower Climb	Sky Y Camp, Prescott, AZ	Yes	Yes	Rock climbing
Archery	Sky Y Camp, Prescott, AZ	Yes	Yes	Shooting at a target with bow and arrows
Hiking	Sky Y Camp, Prescott, AZ	Yes	Yes	Hiking around the camp
Team Building Activities	Sky Y Camp, Prescott, AZ	No	Yes	Organized team building activities
Orienteering	Sky Y Camp, Prescott, AZ	No	Yes	Use of compass
Canoeing	Sky Y Camp, Goldwater Lake, Prescott, AZ	Yes	Yes	Canoeing around Goldwater Lake
Science Investigation	Sky Y Camp, Prescott AZ & on Colorado River	No	Yes	Conducting science experiments

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: Yes

Principal Signature:	Andree Charlson	3/30/2016
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### Additional Information

**Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:**

Fundraisers: Yard Sale, Pancake Breakfast, Cookie Dough Sales.  
Scholarships: Tax credits, PTA, Local Business Community

**Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes**

**Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No**

**If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:**

**Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes**

**Is this the entire grade level: No**

**If no, how many students are in the grade level? 125**

**Is this a club or after-school class? No**

**What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.**

2016/2017 Mr. Vasey's 6th grade Class and attend an informational meeting conducted by Mr. Vasey.

**Please attach the lesson plan for students who will not be attending the trip.**

**Lesson Plan Attached: Yes**

**Chaperones:**

**Will substitutes be used for certified staff chaperoning the trip? No**

**If no, what are the arrangements for class coverage?**

Students will be placed in another sixth grade class.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
John Vasey	Certified	No	No
Todd Miller	Certified	No	No
Mrs. Poppens	Certified	No	No
Mr. Marden	Certified	No	No

**All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.**

**Example Letter Attached: Yes**

**Academic Services Signature:**

Natalie McWhorter

3/30/2016

**Administrative Services Signature:**

Lyn Bailey

3/30/2016

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: No	This is an out-of-county field trip and charter bus quote is attached: Yes This is an out-of-county field trip using District buses: No
\$      Travel Agent Quote \$      Travel Insurance (optional) \$      Substitute \$      Food \$      Other \$      Total Cost of Trip	\$ 0.00 Lodging \$ 750.00 Food: \$ 3,255.00 Transportation \$ 15,520.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute      Funding Source: \$ 19,525.00 Total Cost of Trip
<b>Totals are estimates only, based on number of anticipated students/adults and are subject to change.</b>	

# Students Participating                      32

# of Chaperones                                4      Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost

# Additional Adults (paying own way)      0      Payment should be made and deposited to the school's field trip auxiliary account.

**TOTAL PER STUDENT COST                \$610.16**

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- ☒ X - Auxiliary Operations (Fund 525 - fee based)
- ☒ X - Gifts & Donations (Fund 530 - donation based)
- ☒ X - PTA/PTO
- ☒ X - Student Activities (Fund 850 - fundraising based)
- ☒ X - Tax Credit (Fund 526 - donation based)

Finance Signature		
This expenditure was reviewed for compliance with designated and/or qualifying funding sources.	Elizabeth Martinez	3/30/2016

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	3/30/2016

## **OVERNIGHT CHAPERONE PLAN**

**School:** Orangewood Elementary

**Dates of Trip:** October 2nd to 7<sup>th</sup>, 2016

**Destination:** Lee's Ferry Colorado River & Sky Y Camp

**The chaperone plan for sleeping arrangements on this trip is:**

Example – The students will be sleeping in separate dormitories where male chaperones stay with male students and female chaperones stay with female students. A chaperone will stay near the exit doors to monitor students at all times.

Lee's Ferry and Camping locations along the Colorado River:

The students will be sleeping in separate boys tents and girls tent. Girls will be on one side of the camp and the boys on the other. Chaperones will stay in separate tents. The chaperones will sleep near the exit flaps to monitor the students at all times. The certified chaperones will walk around the Tents at night as another monitoring precaution

Sky Y Camp, Prescott, AZ:

The students will be sleeping in separate cabins where two male chaperones will stay with male students and two female chaperones will stay with female students in each cabin. The chaperones will sleep near the exit doors to monitor the students access at all times. The certified chaperones will walk around the cabins at night as another monitoring precaution.

# 2016 Colorado River/Camping Science Adventure

## AGENDA

- FUNDRAISERS:  
Cookie Dough- Aug. 11 to August 26 (Sells for \$15 & earn \$6)  
  
Yard Sale/Pancake Breakfast – Sat. Aug. 29th, 6AM to 1:00PM (family/class share)  
  
Suggestions
- ITINERARY: See attached paper
- SAFETY & SUPERVISION: Parent chaperones, Colorado River staff, Sky Y Staff and Teachers
- FOOD:  
Day 1- Breakfast, Lunch (Colorado River), Dinner (Colorado River)  
Day 2 -Breakfast, Lunch, Dinner (Colorado River)  
Day 3 -Breakfast (Colorado River), Lunch (Colorado River), Dinner(Sky Y)  
Day 4 –Breakfast, Lunch, Dinner (Sky Y)  
Day 5 – Breakfast, Lunch, Dinner (Sky Y)  
Day 6 –Breakfast (Sky Y), Lunch (Goldwater Lake)
- SLEEPING ACCOMMODATIONS: Colorado River- Girl Tents and Boy Tents  
Sky Y Camp- Cabins of 8 to 12
- TRANSPORTATION: Charter bus, drop off/pick up  
Parents Driving
- SUPPLIES: TBD
- DEPARTURE/RETURN: Leave 8:00AM Sunday. & return 5PM Friday

- MEDICAL RELEASE: School, Colorado River (Grand Canyon Youth) and Sky Y Camp's
- CHAPERONE RESPONSIBILITIES: forms & separate meeting.  
(Chaperones cost varies depending on mode of transportation)  
Volunteer class  
Cabin supervision
- COST: \$475/ Vasey student \$240/ Farr, Johnson and Williams student
- SCHOLARSHIPS: Limited amount available.  
Considerations: Students' effort and behavior in school.  
Participation in fundraising activities.  
Parents attending one meeting  
Request forms from Teachers.
- TAX CREDITS
- QUESTIONS: Mr. Vasey 602-347-2915 & 602-769-6758

#### TIMELINE

Friday, August 21st	—————\$100 deposit due
Aug. 10 to Aug. 26	—————Cookie Dough Sales
Saturday, August 29	—————Yard Sale/Pancake Breakfast
Tuesday, Sept. 9th	—————Balance owed letters sent home
Wednesday, Sept. 10	—————Scholarship request forms due to teachers
Friday, Sept. 12	—————Final amount owed letters sent home
<b>TUESDAY, September 15</b>	<b>—————Money due for trip</b>
Thurs. Sept. 17	—————Trip Permission forms signing notarized and Chaperone Meeting 6:00PM to 7:30PM
Sun. Oct. 2 <sup>nd</sup> thru Fri. Oct. 7 <sup>th</sup>	—————River/Camping Adventure

### 2016 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6<sup>th</sup> grade teacher following district common core standards for that time period. This will be determined by October 2016 by all of the 6<sup>th</sup> grade teachers. Math would integrate the pacing plan of 2016. The Language Arts and Science will come from the Discover a Watershed, the Colorado River Education Guide by Project Wet.

An example of lessons and activities are attached.

# Seeing Watersheds and Blue Beads: The Colorado River

What is a watershed? How do you find one? How do you measure the water in one?

## Grade Level:

6-12

## Subject Areas:

Geography, Earth Science, Environmental Science, Math

## Duration:

Preparation time: 20 minutes

Activity time: 90-110 minutes

## Setting:

Classroom and Outdoors

## Skills:

Compare and Contrast, Demonstrate, Simulate, Interpret, Map Reading, Graph, Calculate

## Vocabulary:

acre-foot, adjudicated, basin, branching pattern, confluence, cubic feet per second (cfs), delineate, drainage basin, drainage divide, ground water, headwaters, hydrograph, main stem, mouth, precipitation, rivulet, runoff, snowpack, streamflow, tributary, watershed

## Summary

Students use maps and activities to identify the Colorado River Watershed and learn key water management terms: acre-feet and cubic feet per second (cfs). Students simulate the flow of water through a watershed during different seasons.

## Objectives

Students will:

- locate the main stem, tributaries, and headwaters of the Colorado River Watershed;
- outline the boundaries of the watershed;
- apply skills to a more detailed map;
- demonstrate the movement of water through a watershed during different seasons;
- describe the major components of a watershed;
- learn water management terms (acre-feet and cubic feet per second [cfs]);
- compare and convert gallons and acre-feet.

## Materials

- For *Seeing Watersheds*:
  - Copies of *Seeing Watersheds Student Copy Page* (1 per student)
  - Blue, red, green, orange, and purple markers
- For *Blue Beads*:
  - About 100 each of several colors of beads, beans, marbles, or similar objects
  - 1 five-gallon bucket or similar container
  - One-quart containers (one for each headwaters stream)
  - Large ball of string or yarn
  - Optional: signs on sticks with pictures representing snow, rain, sun, and each of the seasons

# Incredible Journey of the Colorado River

How is evaporation from the Gulf of California connected to a snowstorm in Colorado?

## Grade Level:

4-9

## Subject Areas:

Art, Geography, Earth Science

## Duration:

Preparation time: 90 minutes

Activity time: two 60-minute periods

## Setting:

Large Room or Playing Field

## Skills:

Gather, Organize, Interpret, Present,  
Simulate, Discuss

## Vocabulary:

atmosphere, condensation, evaporation,  
ground water, herbaceous, hydrologic cycle,  
precipitation, recharge, respiration, runoff,  
sediment, silt, snowpack, topography,  
transpiration, vapor

## Summary

Students play a game to simulate the movement of water in the Colorado Watershed water cycle.

## Objectives

Students will:

- describe the water cycle;
- identify and categorize water users in the Colorado Watershed;
- identify the states of water as it moves through the water cycle.

## Materials

- *A map of the Colorado River Watershed*
- *Copies of the water cycle diagram*  
(1 per student)
- *Incredible Journey of the Colorado Box Sides Teacher Copy Page*
- *Incredible Journey of the Colorado Water User Cards Teacher Copy Pages* (9 sets, place 1 set at each station.)
- *9 pieces of paper*
- *Marking pen*
- *9 boxes, about six inches (fifteen centimeters) on a side.*
- *Audible signal such as a bell, whistle, or buzzer*
- *Optional:*
  - *Beads, 9 different colors* (see Part 1, Step 8)
  - *9 small containers* (to hold beads)
  - *Twine or string* (cut in twelve-inch [thirty-centimeter] lengths, 1 per student)

# Too Thick to Drink

What did Mormon settlers in the late 1800s call "too thick to drink and too thin to plow"? The Colorado River!

## Grade Level:

7-9

## Subjects:

Earth Science, Life Science, Environmental Science, Physical Science, Math

## Duration:

Preparation time: 20 minutes

Activity time: two 60-minute class periods

## Setting:

Classroom

## Skills:

Construct, Generalize, Hypothesize, Plot, Compare, Test, Extrapolate

## Vocabulary:

detritus, dredge, erosion, germination, macroinvertebrates, nephelometric turbidity unit (NTU), photosynthesis, phytoplankton, riparian, silt, solids, suspension, turbidity

## Summary

Students explore the concepts of turbidity and erosion, simulate changes in turbidity at different points along the Colorado River, and explore the effects of turbidity on humans and aquatic life.

## Objectives

Students will:

- explore the relationship of erosion to the turbidity of water;
- compare the turbidity of muddy and clear water;
- simulate changes in turbidity at different points along the Colorado River;
- graph changes in turbidity as the river flows to the delta;
- discuss the effects of changing turbidity in the river system as a result of dams and diversions, etc.

## Materials

- Copies of *Too Thick to Drink Student Copy Pages* (1 per student)
- 4 clear containers (one-quart or larger)
- Three cups of fine-grained soil
- Measuring cups (one-half cup and one cup) (1 set per group)
- 6 test tubes or clear juice glasses per group (twenty-five milliliters or greater)
- 1 test tube rack per group
- 1 quart of milk
- Clear tap water
- Eyedroppers (1 per group)
- Graphing paper
- Pencils
- Straight edges

# Hunting for Habitats in the Colorado Watershed

Would you expect to find a moose and a Mojave rattlesnake living in the same habitat?

## Grade Level:

7-10

## Subject Areas:

Life Science, Geography, Ecology,  
Environmental Science

## Duration:

Preparation time: 20 minutes

Activity time: 90-120 minutes

## Setting:

Classroom

## Skills:

Organize, Analyze, Interpret, Evaluate,  
Present, Discuss, Synthesize

## Vocabulary:

community (biological), conifer, deciduous,  
dendrogram, ecological niche, ecosystem  
(ecology), endangered species, generalist  
species, habitat, riparian, specialist species,  
species, wetland

## Summary

Students learn about ecological communities and animal adaptations and apply this knowledge by matching animal species with their Colorado Watershed habitat/ecosystem.

## Objectives

Students will:

- explain the ecological concepts of ecosystems, communities, and habitats;
- identify and describe five major ecosystems of the Colorado Watershed;
- locate the five ecosystems on a map of the southwestern U.S. and northern Mexico;
- predict the locations/ecosystems of specific animals based on their habitat requirements;
- relate diversity of habitats to diversity of species.

## Materials

- *Map: Five Ecosystems of the Colorado Watershed Student Copy Pages* (1 per student)
- *Ecosystems of the Colorado Student Copy Pages* (1 per student, plus 1 classroom copy)
- *Hunting for Habitats Cards Student Copy Pages* (5 copies of the complete set of cards, 1 set for each group [each group should have the full set of 25 cards])
- *Dendrogram: Ecological Organizations Student Copy Pages* (1 per student; a dendrogram is a branching diagram that shows the relationships between different categories of things)
- *Dendrogram: Ecological Organizations Answer Key Teacher Copy Page*
- *Scissors*

# 2016 Colorado River/Camping Science Adventure

## AGENDA

- **FUNDRAISERS:**  
Cookie Dough- Aug. 11 to August 26 (Sells for \$15 & earn \$6)  
  
Yard Sale/Pancake Breakfast – Sat. Aug. 29th, 6AM to 1:00PM (family/class share)  
  
Suggestions
- **ITINERARY:** See attached paper
- **SAFETY & SUPERVISION:** Parent chaperones, Colorado River staff, Sky Y Staff and Teachers
- **FOOD:**  
Day 1- Breakfast, Lunch (Colorado River), Dinner (Colorado River)  
Day 2 -Breakfast, Lunch, Dinner (Colorado River)  
Day 3 -Breakfast (Colorado River), Lunch (Colorado River), Dinner(Sky Y)  
Day 4 –Breakfast, Lunch, Dinner (Sky Y)  
Day 5 – Breakfast, Lunch, Dinner (Sky Y)  
Day 6 –Breakfast (Sky Y), Lunch (Goldwater Lake)
- **SLEEPING ACCOMMODATIONS:** Colorado River- Girl Tents and Boy Tents  
Sky Y Camp- Cabins of 8 to 12
- **TRANSPORTATION:** Charter bus, drop off/pick up  
Parents Driving
- **SUPPLIES:** TBD
- **DEPARTURE/RETURN:** Leave 8:00AM Sunday. & return 5PM Friday

- MEDICAL RELEASE: School, Colorado River (Grand Canyon Youth) and Sky Y Camp's
- CHAPERONE RESPONSIBILITIES: forms & separate meeting.  
(Chaperones cost varies depending on mode of transportation)  
Volunteer class  
Cabin supervision
- COST: \$475/ Vasey student \$240/ Farr, Johnson and Williams student
- SCHOLARSHIPS: Limited amount available.  
Considerations: Students' effort and behavior in school.  
Participation in fundraising activities.  
Parents attending one meeting  
Request forms from Teachers.
- TAX CREDITS
- QUESTIONS: Mr. Vasey 602-347-2915 & 602-769-6758

#### TIMELINE

Friday, August 21st	—————\$100 deposit due
Aug. 10 to Aug. 26	—————Cookie Dough Sales
Saturday, August 29	—————Yard Sale/Pancake Breakfast
Tuesday, Sept. 9th	—————Balance owed letters sent home
Wednesday, Sept. 10	—————Scholarship request forms due to teachers
Friday, Sept. 12	—————Final amount owed letters sent home
<b>TUESDAY, September 15</b>	<b>—————Money due for trip</b>
Thurs. Sept. 17	—————Trip Permission forms signing notarized and Chaperone Meeting 6:00PM to 7:30PM
<b>Sun. Oct. 2<sup>nd</sup> thru Fri. Oct. 7<sup>th</sup></b>	<b>—————River/Camping Adventure</b>

### 2016 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6<sup>th</sup> grade teacher following district common core standards for that time period. This will be determined by October 2016 by all of the 6<sup>th</sup> grade teachers. Math would integrate the pacing plan of 2016. The Language Arts and Science will come from the Discover a Watershed, the Colorado River Education Guide by Project Wet.

An example of lessons and activities are attached.

# Seeing Watersheds and Blue Beads: The Colorado River

What is a watershed? How do you find one? How do you measure the water in one?

## Grade Level:

6-12

## Subject Areas:

Geography, Earth Science, Environmental Science, Math

## Duration:

Preparation time: 20 minutes

Activity time: 90-110 minutes

## Setting:

Classroom and Outdoors

## Skills:

Compare and Contrast, Demonstrate, Simulate, Interpret, Map Reading, Graph, Calculate

## Vocabulary:

acre-foot, adjudicated, basin, branching pattern, confluence, cubic feet per second (cfs), delineate, drainage basin, drainage divide, ground water, headwaters, hydrograph, main stem, mouth, precipitation, rivulet, runoff, snowpack, streamflow, tributary, watershed

## Summary

Students use maps and activities to identify the Colorado River Watershed and learn key water management terms: acre-feet and cubic feet per second (cfs). Students simulate the flow of water through a watershed during different seasons.

## Objectives

Students will:

- locate the main stem, tributaries, and headwaters of the Colorado River Watershed;
- outline the boundaries of the watershed;
- apply skills to a more detailed map;
- demonstrate the movement of water through a watershed during different seasons;
- describe the major components of a watershed;
- learn water management terms (acre-feet and cubic feet per second [cfs]);
- compare and convert gallons and acre-feet.

## Materials

- For *Seeing Watersheds*:
  - Copies of *Seeing Watersheds Student Copy Page* (1 per student)
  - Blue, red, green, orange, and purple markers,
- For *Blue Beads*:
  - About 100 each of several colors of beads, beans, marbles, or similar objects
  - 1 five-gallon bucket or similar container
  - One-quart containers (one for each headwaters stream)
  - Large ball of string or yarn
  - Optional: signs on sticks with pictures representing snow, rain, sun, and each of the seasons

# Incredible Journey of the Colorado River

How is evaporation from the Gulf of California connected to a snowstorm in Colorado?

## Grade Level:

4-9

## Subject Areas:

Art, Geography, Earth Science

## Duration:

Preparation time: 90 minutes

Activity time: two 60-minute periods

## Setting:

Large Room or Playing Field

## Skills:

Gather, Organize, Interpret, Present,  
Simulate, Discuss

## Vocabulary:

atmosphere, condensation, evaporation,  
ground water, herbaceous, hydrologic cycle,  
precipitation, recharge, respiration, runoff,  
sediment, silt, snowpack, topography,  
transpiration, vapor

## Summary

Students play a game to simulate the movement of water in the Colorado Watershed water cycle.

## Objectives

Students will:

- describe the water cycle;
- identify and categorize water users in the Colorado Watershed;
- identify the states of water as it moves through the water cycle.

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- *A map of the Colorado River Watershed*
- *Copies of the water cycle diagram*  
(1 per student)
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- *Incredible Journey of the Colorado Water User Cards Teacher Copy Pages* (9 sets, place 1 set at each station.)
- 9 pieces of paper
- Marking pen
- 9 boxes, about six inches (fifteen centimeters) on a side.
- Audible signal such as a bell, whistle, or buzzer
- Optional:
  - Beads, 9 different colors (see Part 1, Step 8)
  - 9 small containers (to hold beads)
  - Twine or string (cut in twelve-inch [thirty-centimeter] lengths, 1 per student)

# Too Thick to Drink

What did Mormon settlers in the late 1800s call "too thick to drink and too thin to plow"? The Colorado River!

## Grade Level:

7-9

## Subjects:

Earth Science, Life Science, Environmental Science, Physical Science, Math

## Duration:

Preparation time: 20 minutes

Activity time: two 60-minute class periods

## Setting:

Classroom

## Skills:

Construct, Generalize, Hypothesize, Plot, Compare, Test, Extrapolate

## Vocabulary:

detritus, dredge, erosion, germination, macroinvertebrates, nephelometric turbidity unit (NTU), photosynthesis, phytoplankton, riparian, silt, solids, suspension, turbidity

## Summary

Students explore the concepts of turbidity and erosion, simulate changes in turbidity at different points along the Colorado River, and explore the effects of turbidity on humans and aquatic life.

## Objectives

Students will:

- explore the relationship of erosion to the turbidity of water;
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## Materials

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- 4 clear containers (one-quart or larger)
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- 6 test tubes or clear juice glasses per group (twenty-five milliliters or greater)
- 1 test tube rack per group
- 1 quart of milk
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- Graphing paper
- Pencils
- Straight edges

# Hunting for Habitats in the Colorado Watershed

Would you expect to find a moose and a Mojave rattlesnake living in the same habitat?

## Grade Level:

7-10

## Subject Areas:

Life Science, Geography, Ecology,  
Environmental Science

## Duration:

Preparation time: 20 minutes

Activity time: 90-120 minutes

## Setting:

Classroom

## Skills:

Organize, Analyze, Interpret, Evaluate,  
Present, Discuss, Synthesize

## Vocabulary:

community (biological), conifer, deciduous,  
dendrogram, ecological niche, ecosystem  
(ecology), endangered species, generalist  
species, habitat, riparian, specialist species,  
species, wetland

## Summary

Students learn about ecological communities and animal adaptations and apply this knowledge by matching animal species with their Colorado Watershed habitat/ecosystem.

## Objectives

Students will:

- explain the ecological concepts of ecosystems, communities, and habitats;
- identify and describe five major ecosystems of the Colorado Watershed;
- locate the five ecosystems on a map of the southwestern U.S. and northern Mexico;
- predict the locations/ecosystems of specific animals based on their habitat requirements;
- relate diversity of habitats to diversity of species.

## Materials

- *Map: Five Ecosystems of the Colorado Watershed Student Copy Pages* (1 per student)
- *Ecosystems of the Colorado Student Copy Pages* (1 per student, plus 1 classroom copy)
- *Hunting for Habitats Cards Student Copy Pages* (5 copies of the complete set of cards, 1 set for each group [each group should have the full set of 25 cards])
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- *Dendrogram: Ecological Organizations Answer Key Teacher Copy Page*
- *Scissors*

## Request for Out-of-County/State Field Trip

**Date of Governing Board Agenda Item: 5/12/2016**

<b>School:</b>	Orangewood	<b>Departure Date:</b>	10/4/2016
<b>Field Trip Destination:</b>	Hoover Dam, Boulder City, NV Colorado River Willow Beach, AZ Sky Y Camp, Prescott, AZ Goldwater Lake, Prescott, AZ	<b>Return Date:</b>	10/7/2016
<b>Student Participants:</b>	72	<b>Chaperones (1:8):</b>	9
<b>Grade Level(s):</b>	6	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	602-615-8346	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

### Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: John Vasey

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
Ciara Williams	ciara.williams@wesdschools.org	6	No
Eric Farr	eric.farr@wesdschools.org	6	No
John Vasey	john.vasey@wesdschools.org	6	Yes
David Johnson	david.johnson@wesdschools.org	6	No

#### Summary of Event/Purpose:

The mission of this field study experience is to develop and strengthen our students' academic and real world scientific through direct, hands-on activities that are connected to the state common core standards taught in the classroom. The day, from 7:30 a.m. to 9:00 p.m. , will consist of activities that will focus on our literature studies, real-world math problem solving, writing, scientific inquiries, and team-building/collaborative problem solving skills.

**Educational Use (activities that match our curriculum pacing guide):**

**Language Arts Core:**

CCSS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Science**

SC06-S1C1-01,02,03

Formulate predictions, questions, or hypotheses based on observations.

SC06-S1C2-01,02,03,04,05

Design and conduct controlled investigations.

SC06-S4C3-01,02

Analyze the relationships among various organisms and their environment.

SC06-S3C2-01

Compare possible solutions to an identified need or problem using simple classroom materials.

SC06-S3C2-02

Design and construct solutions to an identified need or problem using simple classroom materials.

SC06-S5C3-01

Identify several ways in which electrical energy is generated using renewable and nonrenewable resources.

SC06-S5C3-02

Identify several ways in which energy may be stored.

SC06-S5C3-03

Compare the following ways in which energy may be transformed: mechanical to electrical and electrical to thermal.

**Math**

6.RP.A.3

Measure and record the actual measure of objects using proportion and scale drawing or map by converting between actual measurements and scale measurements using proportions.

6.SP.B.4

Interpret and construct simple displays of data using double bar graphs, tally charts, frequency tables, circle and line graphs.

6.SP.B.5

Compute the area and perimeter of land (polygon) by solving problems involving the perimeter/area of polygons/parallelograms.

Itinerary:						
Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
10/4/2016	Orangewood School, Phoenix, AZ	7:00 AM	Hoover Dam, Boulder City, NV	11:30 AM	Divine Transportation	602-615-8346
10/4/2016	Hoover Dam, Boulder City, NV	11:45 AM	Colorado River, Hoover Dam	12:00 PM	Black Canyon Adventure Vans	702-278-0606
10/4/2016	Hoover Dam, AZ	12:00 PM	Willow Beach, AZ	4:00 PM	Black Canyon River Adventures motorized rafts	702-278-0606
10/4/2016	Willow Beach, AZ	4:00 PM	Sky Y Camp, Prescott, AZ	9:00 PM	Divine Transportation	602-254-1571
10/7/2016	Sky Y Camp, Prescott, AZ	9:00 AM	Goldwater Lake, Prescott, AZ	9:15 AM	Divine Transportation	602-769-6758
10/7/2016	Goldwater Lake, Prescott, AZ	3:00 PM	Orangewood School, Phoenix, AZ	5:00 PM	Divine Transportation	602-347-2915

**Activities:**

Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Rafting	Colorado River	Yes	Yes	3 hour Colorado River Tour with lunch
Science Investigation	Colorado River	Yes	Yes	Wading into the Colorado River, up to 2 feet of water, conducting water experiments
Archery	Sky Y Camp, Prescott, AZ	Yes	Yes	Shooting arrows at a target
Hiking	Sky Y Camp, Prescott, AZ	Yes	Yes	Hiking around the camp
Team Building	Sky Y Camp, Prescott, AZ	Yes	Yes	Small group activities
Orienteering	Sky Y Camp, Prescott, AZ	No	Yes	Use of compass
Tower Climb	Sky Y Camp, Prescott	Yes	Yes	Rock Climbing 30 Feet on a tower
Canoeing	Sky Y Camp at Goldwater Lake, Prescott, AZ	Yes	Yes	30 to 45 minutes canoeing (2 to 3 person canoes)
Fishing	Goldwater Lake, Prescott, AZ	Yes	Yes	30 to 45 minutes of fishing of a small landing
Science Investigation	Colorado River, Sky Y Camp, Goldwater Lake	No	Yes	Conducting science experiments

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: Yes

Principal Signature:	Andree Charlson	3/3/2016
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### Additional Information

**Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:**

Fundraisers: Student-run Businesses, Cookie Dough Sales, Fall Festival  
Scholarships: Tax Credits, PTA, Site Council, Local Business Community

**Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes**

**Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No**

**If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:**

**Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes**

**Is this the entire grade level: No**

**If no, how many students are in the grade level? 125**

**Is this a club or after-school class? No**

**What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.**

To be a sixth grade student at Orangewood Elementary and attend an informational meeting conducted by Mr. Vasey

**Please attach the lesson plan for students who will not be attending the trip.**

**Lesson Plan Attached: Yes**

**Chaperones:**

**Will substitutes be used for certified staff chaperoning the trip? No**

**If no, what are the arrangements for class coverage?**

One of the 6th grade teachers will stay back to teach the students the appropriate district standard work so that the learning environment is not impaired for any student.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Ciara Williams	Certified	No	No
Eric Farr	Certified	No	No
Parent TBA	Parent	No	No
Parent TBA	Certified	No	No
Parent TBA	Certified	No	No
Parent TBA	Certified	No	No
Parent TBA	Certified	No	No
Parent TBA	Certified	No	No
Parent TBA	Certified	No	No

**All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.**

**Example Letter Attached: Yes**

Academic Services Signature:	Natalie McWhorter	3/23/2016
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Administrative Services Signature:	Lyn Bailey	3/16/2016
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## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: No	This is an out-of-county field trip and charter bus quote is attached: Yes
	This is an out-of-county field trip using District buses: No
\$      Travel Agent Quote \$      Travel Insurance (optional) \$      Substitute \$      Food \$      Other \$      Total Cost of Trip	\$ 0.00 Lodging \$ 500.00 Food: \$ 2,205.00 Transportation \$ 11,232.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute      Funding Source: \$ 13,937.00 Total Cost of Trip
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

# Students Participating                      72

# of Chaperones                                9      Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost

# Additional Adults (paying own way)      0      Payment should be made and deposited to the school's field trip auxiliary account.

**TOTAL PER STUDENT COST                \$193.57**

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- ☒ X - Auxiliary Operations (Fund 525 - fee based)
- ☒ X - Gifts & Donations (Fund 530 - donation based)
- ☒ X - PTA/PTO
- ☒ X - Student Activities (Fund 850 - fundraising based)
- ☒ X - Tax Credit (Fund 526 - donation based)

Finance Signature		
This expenditure was reviewed for compliance with designated and/or qualifying funding sources.	Elizabeth Martinez	3/29/2016

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	3/24/2016

## **OVERNIGHT CHAPERONE PLAN**

**School:** Orangewood Elementary

**Dates of Trip:** October 2nd to 7<sup>th</sup>, 2016

**Destination:** Lee's Ferry Colorado River & Sky Y Camp

### **The chaperone plan for sleeping arrangements on this trip is:**

Example – The students will be sleeping in separate dormitories where male chaperones stay with male students and female chaperones stay with female students. A chaperone will stay near the exit doors to monitor students at all times.

Lee's Ferry and Camping locations along the Colorado River:

The students will be sleeping in separate boys tents and girls tent. Girls will be on one side of the camp and the boys on the other. Chaperones will stay in separate tents. The chaperones will sleep near the exit flaps to monitor the students at all times. The certified chaperones will walk around the Tents at night as another monitoring precaution

Sky Y Camp, Prescott, AZ:

The students will be sleeping in separate cabins where two male chaperones will stay with male students and two female chaperones will stay with female students in each cabin. The chaperones will sleep near the exit doors to monitor the students access at all times. The certified chaperones will walk around the cabins at night as another monitoring precaution.

Vasey, John

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**From:** Beth Carden <bcraftadvsales@gmail.com>  
**Sent:** Thursday, April 09, 2015 10:52 AM  
**To:** Vasey, John  
**Subject:** RE: Orangewood trip Oct. 6 Could you please email me safety precautions and certification of your staff Thank you  
**Attachments:** 8 Visitor Health\_Safety Procedures.doc

Attached is our current safety procedures

As for our staff and equipment qualifications:

We follow all safety guidelines of the National Park Service and the United States Coast Guard for our pilots and rafts.

All pilots go through a lengthy training session.

All pilots are trained in first aid and CPR.

Although not required, some of our Pilots are trained at the Wilderness Survival level.

All are randomly drug tested.

Annual "Man overboard" training.

Boats are equipped with life vests, first aid kits, all required safety equipment and satellite radio.

The rafts have an annual top side inspection and pontoon pressure check.

Every 5<sup>th</sup> year the rafts have a complete hull inspection, top and bottom with pontoons removed.

Thank you.

Beth Carden

Sales Manager

Black Canyon/Willow Beach River Adventures

P.O. Box 60130

Boulder City, NV 89006

702.278.0606

[bcraftadvsales@gmail.com](mailto:bcraftadvsales@gmail.com)

[www.blackcanyonadventures.com](http://www.blackcanyonadventures.com)

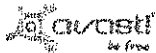
[www.foreverresorts.com](http://www.foreverresorts.com)

From: Vasey, John [mailto:John.Vasey@wesdschools.org]

Sent: Wednesday, April 8, 2015 12:55 PM

To: bcraftadvsales@gmail.com

Subject: Orangewood trip Oct. 6 Could you please email me safety precautions and certification of your staff Thank you



This email has been checked for viruses by Avast antivirus software.

[www.avast.com](http://www.avast.com)

# VISITOR HEALTH AND SAFETY PROCEDURES

Visitor health and safety are the highest priorities at Black Canyon/Willow Beach River Adventures (BCWB). The procedures in this document specifically are written to protect visitor health and safety during transport to the raft launch site at the base of the Hoover Dam and during the short walk from the vehicles to the rafts. These Visitor Health and Safety Procedures are classified by the following:

- Potential Risk Disclosure Procedures
- Visitor Injury Assessment Procedures
- Visitor Care and Reporting Procedures

## Potential Risk Disclosure Procedures

All visitors are required to sign an *Acknowledgement of Risks* notice when they check-in for the raft trip or before they board a vehicle. The following procedures are completed by Office Staff, Transportation Staff, and Security Staff or Raft Pilots:

### Office Staff

Office staff completes the following potential risk disclosure procedures:

1. Require all visitors to sign the *Acknowledgement of Risks* form.
2. Require visitors under the age of 18 to have a parent or guardian sign the *Acknowledgement of Risks* form on behalf of the minor.
3. Require all minors to have a parent or guardian accompany the minor during transportation to and from the raft trip and on the raft.
4. Show visitors, upon arrival at the raft office in the Hacienda, a sign describing the walking surface of the Launch Access Road below the Lower Portal Road.
5. Reinforce, verbally, the surface condition of the Launch Access Road. This is done during the check-in process.
6. Offer special transportation down the Launch Access Road to the raft-launch site, to visitors needing special assistance. Visitors not needing special assistance to the launch site are transported by bus from the Hacienda to the top of the Launch Access Road.

### Transportation Staff

Transportation staff completes the following potential risk disclosure procedures:

1. Inform passengers about the following, during transport to the Launch Access Road below the Lower Portal road:
  - Resource protection
  - Security at the Dam
  - Visitor safety, which includes:
    - Walking safely, by watching their feet as they walk.
    - Stopping before they look at scenery, *Stop before they Gawk*, as the saying goes.
2. Remind passengers how to walk safely down the road, when the busses arrive at the launch site and before they step off the bus or van. This is referred to as the *Stop before they Gawk* reminder.

### Security Staff or Raft Pilots

Security staff or raft pilots complete the following potential risk disclosure procedures:

1. Walk the Launch Access Road below the Lower Portal road to inspect for abnormal, uneven surfaces and loose rocks that may cause a tripping hazard, prior to each raft trip. Staff also do the following:
  - Correct deficiencies with hand tools to the best of their ability. Should there be a deficiency that cannot be corrected with hand tools, the Bureau of Reclamation will be contacted for mitigation.
  - Place orange safety cones near the deficient area in direct view of visitors until it is mitigated, should a deficiency occur that cannot immediately be corrected by BCWB staff.
2. Stand at the intersection between the Lower Portal Road to the Launch Access Road. This staff member points out the signage describing the walking surface of the road and escorts the visitors down the road.
3. Stand at the area of the Launch Access Road where vehicles do not travel to guide visitors to the flattest surface of the road for walking down to the rafts.
4. Stand near the top of the launch-site handrail to guide visitors to the South side of the handrail, leading to the rafts at the bottom of the launch site. Staff instructs visitors to use the handrail as much as possible.
5. Assist passengers onto the rafts.
6. Collecting boarding pass.

### Visitor Injury Assessment Procedures

Should a visitor stumble or fall, BCWB staff assesses the visitor for the following:

- Sounds of distress
- Words of distress
- Limping
- Rubbing or holding of joints or body parts
- Bleeding

If it is determined, by any of the indications above, that the visitor suffered a soft tissue injury, contusion, or cut that requires first aid, the visitor is informed that Interagency Dispatch is to be contacted for medical assistance, and staff then calls 911. BCWB staff should identify themselves to the operator, give their location and the nature of the injury and request assistance.

## Visitor Care and Reporting Procedures

If it is determined, by any of the indications listed above, that the visitor suffered a soft tissue injury, contusion, or cut that requires first aid, the visitor is informed that Interagency Dispatch is to be contacted for medical assistance, and staff then calls dispatch at 911. BCWB should identify themselves to the operator, give their location and the nature of the injury and request assistance.

### Visitor Care

BCWB staff completes the following visitor care procedures:

1. Inform the visitor that the raft trip will proceed as scheduled and inform family members or friends that they may remain with the injured visitor. Family members or friends of the injured visitor may continue the raft trip as long as they are 18 years of age or older, or are accompanied by a parent or guardian.
2. Remain with the visitor until the appropriate agency representative arrives.
3. Transport the visitor to the Hacienda, if the Agency's medical technician indicates that no other medical aid is needed. At the Hacienda, the visitor can make travel arrangements with their tour company. **WARNING:** Under no circumstances is the visitor to be transported before the Agency's medical technician has arrived and assessed the injury.
4. Coordinate transportation to the hospital for the visitor's family, if Agency personnel transport the injured visitor to the hospital.

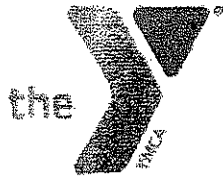
### Reporting Procedures

BCWB staff completes the following reporting procedures:

1. Notify the BCWB office immediately.
2. Complete the appropriate incident reporting form stored in all company vehicles. Staff who witnessed the incident or heard comments made by the visitor, complete the appropriate incident form.
3. Collect witness statements from all Office Staff, Transportation Staff, and Security Staff or Raft Pilots who informed the visitor of the Health and Safety Procedures.
4. Assist all agency personnel with collecting additional information about the incident.
5. Take photos of the site conditions where the incident happened.

SKY-Y DA

a\_id=6117)



**Valley of the Sun  
YMCA Camps**

(http://www.azycamps.org)

» SUMMER CAMP (HTTP://AZYCAMP5.ORG/DEV/?PAGE\_ID=5777)

» SPECIALTY CAMPS (HTTP://AZYCAMP5.ORG/DEV/?PAGE\_ID=5824)

» COUNSELORS IN TRAINING (HTTP://AZYCAMP5.ORG/DEV/?PAGE\_ID=5840)

» SCHOOL TRIPS (HTTP://AZYCAMP5.ORG/DEV/?PAGE\_ID=5590)

» FAMILY CAMP (HTTP://AZYCAMP5.ORG/DEV/?PAGE\_ID=5829)

» WINTER CAMP (HTTP://AZYCAMP5.ORG/DEV/?PAGE\_ID=6074)

» CORPORATE/ TEAM BUILDING EVENTS (HTTP://AZYCAMP5.ORG/DEV/?PAGE\_ID=6037)

## ABOUT CAMP SKY-Y


### Get the Full Camp Experience at Arizona YMCA Camp Sky-Y!


Camp SKY-Y has been building friendships and making memories for over 70 years. Sky-Y Campers learn new skills and grow as individuals in a beautiful natural environment. Sky-Y offers a unique experience for a summer in the Arizona pines. Founded in 1938 YMCA Camp Sky-Y has embraced the human values of Caring, Honesty, Respect Responsibility. Campers learn and live the values in everything they do at camp.


There are a wide range of programs offered at Sky-Y. Whether a camper wants to hike through the cool Ponderosa pines or they want to make a mug at ceramics there is something for everyone.

#### What Campers Can Expect

#### Activities


Facilities


Staff



## the Valley of the Sun YMCA Camps

<http://www.azycamps.org>

We take pride in providing qualified staff that put the needs of your child first. Chosen for their experience, maturity and dedication, our camp staff places an emphasis on core values for the YMCA: Caring, Honesty, Respect and Responsibility. Every spring Sky-Y Directors travel to local colleges and university looking for the best of the best.

Our summer staff is supervised by the full-time staff team, which has over 50 yrs. of camp experience combined. Staff applications are processed through our background check and interviews. The average age of our cabin staff is ages 18-21, we do have a few Junior Staff that have gone through our CIT program. All staff go through a week long staff training. We train on camp topics such as Homesickness, Bullying, First Aid, Child Abuse Recognition, and Programs.



**Sign Up for the Adventure of a Lifetime!**



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

The Valley of the Sun YMCA requires all employees to be trained in the following classes in order to be employed with our company (YMCA Camping Services, Camp Sky-Y and Chauncey Ranch).

First Aid  
CPR  
Blood Born Pathogens  
Child Abuse Prevention

We also require that anyone that oversees a water based program such as canoeing to be a certified lifeguard.

All staff that supervise the Climbing Tower or our High Ropes have been trained by our Executive Director or our Camp and Conference Director.

Thank you,

VALLEY OF THE SUN YMCA  
YMCA Camping Services  
5725 S. Senator Hwy  
Prescott, AZ 86333  
800-660-1385

### 2016 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6<sup>th</sup> grade teacher following district common core standards for that time period. This will be determined by October 2016 by all of the 6<sup>th</sup> grade teachers. Math would integrate the pacing plan of 2016. The Language Arts and Science will come from the Discover a Watershed, the Colorado River Education Guide by Project Wet.

An example of lessons and activities are attached.

# Seeing Watersheds and Blue Beads: The Colorado River

What is a watershed? How do you find one? How do you measure the water in one?

## Grade Level:

6-12

## Subject Areas:

Geography, Earth Science, Environmental Science, Math

## Duration:

Preparation time: 20 minutes

Activity time: 90-110 minutes

## Setting:

Classroom and Outdoors

## Skills:

Compare and Contrast, Demonstrate, Simulate, Interpret, Map Reading, Graph, Calculate

## Vocabulary:

acre-foot, adjudicated, basin, branching pattern, confluence, cubic feet per second (cfs), delineate, drainage basin, drainage divide, ground water, headwaters, hydrograph, main stem, mouth, precipitation, rivulet, runoff, snowpack, streamflow, tributary, watershed

## Summary

Students use maps and activities to identify the Colorado River Watershed and learn key water management terms: acre-feet and cubic feet per second (cfs). Students simulate the flow of water through a watershed during different seasons.

## Objectives

Students will:

- locate the main stem, tributaries, and headwaters of the Colorado River Watershed;
- outline the boundaries of the watershed;
- apply skills to a more detailed map;
- demonstrate the movement of water through a watershed during different seasons;
- describe the major components of a watershed;
- learn water management terms (acre-feet and cubic feet per second [cfs]);
- compare and convert gallons and acre-feet.

## Materials

- For *Seeing Watersheds*:
  - Copies of *Seeing Watersheds Student Copy Page* (1 per student)
  - Blue, red, green, orange, and purple markers,
- For *Blue Beads*:
  - About 100 each of several colors of beads, beans, marbles, or similar objects
  - 1 five-gallon bucket or similar container
  - One-quart containers (one for each headwaters stream)
  - Large ball of string or yarn
  - Optional: signs on sticks with pictures representing snow, rain, sun, and each of the seasons

# Incredible Journey of the Colorado River

How is evaporation from the Gulf of California connected to a snowstorm in Colorado?

## Grade Level:

4-9

## Subject Areas:

Art, Geography, Earth Science

## Duration:

Preparation time: 90 minutes

Activity time: two 60-minute periods

## Setting:

Large Room or Playing Field

## Skills:

Gather, Organize, Interpret, Present,  
Simulate, Discuss

## Vocabulary:

atmosphere, condensation, evaporation,  
ground water, herbaceous, hydrologic cycle,  
precipitation, recharge, respiration, runoff,  
sediment, silt, snowpack, topography,  
transpiration, vapor

## Summary

Students play a game to simulate the movement of water in the Colorado Watershed water cycle.

## Objectives

Students will:

- describe the water cycle;
- identify and categorize water users in the Colorado Watershed;
- identify the states of water as it moves through the water cycle.

## Materials

- *A map of the Colorado River Watershed*
- *Copies of the water cycle diagram*  
(1 per student)
- *Incredible Journey of the Colorado Box Sides Teacher Copy Page*
- *Incredible Journey of the Colorado Water User Cards Teacher Copy Pages* (9 sets, place 1 set at each station.)
- *9 pieces of paper*
- *Marking pen*
- *9 boxes, about six inches (fifteen centimeters) on a side.*
- *Audible signal such as a bell, whistle, or buzzer*
- *Optional:*
  - *Beads, 9 different colors (see Part 1, Step 8)*
  - *9 small containers (to hold beads)*
  - *Twine or string (cut in twelve-inch [thirty-centimeter] lengths, 1 per student)*

# Too Thick to Drink

What did Mormon settlers in the late 1800s call "too thick to drink and too thin to plow"? The Colorado River!

## Grade Level:

7-9

## Subjects:

Earth Science, Life Science, Environmental Science, Physical Science, Math

## Duration:

Preparation time: 20 minutes

Activity time: two 60-minute class periods

## Setting:

Classroom

## Skills:

Construct, Generalize, Hypothesize, Plot, Compare, Test, Extrapolate

## Vocabulary:

detritus, dredge, erosion, germination, macroinvertebrates, nephelometric turbidity unit (NTU), photosynthesis, phytoplankton, riparian, silt, solids, suspension, turbidity

## Summary

Students explore the concepts of turbidity and erosion, simulate changes in turbidity at different points along the Colorado River, and explore the effects of turbidity on humans and aquatic life.

## Objectives

Students will:

- explore the relationship of erosion to the turbidity of water;
- compare the turbidity of muddy and clear water;
- simulate changes in turbidity at different points along the Colorado River;
- graph changes in turbidity as the river flows to the delta;
- discuss the effects of changing turbidity in the river system as a result of dams and diversions, etc.

## Materials

- Copies of *Too Thick to Drink Student Copy Pages* (1 per student)
- 4 clear containers (one-quart or larger)
- Three cups of fine-grained soil
- Measuring cups (one-half cup and one cup) (1 set per group)
- 6 test tubes or clear juice glasses per group (twenty-five milliliters or greater)
- 1 test tube rack per group
- 1 quart of milk
- Clear tap water
- Eyedroppers (1 per group)
- Graphing paper
- Pencils
- Straight edges

# Hunting for Habitats in the Colorado Watershed

Would you expect to find a moose and a Mojave rattlesnake living in the same habitat?

## Grade Level:

7-10

## Subject Areas:

Life Science, Geography, Ecology,  
Environmental Science

## Duration:

Preparation time: 20 minutes

Activity time: 90-120 minutes

## Setting:

Classroom

## Skills:

Organize, Analyze, Interpret, Evaluate,  
Present, Discuss, Synthesize

## Vocabulary:

community (biological), conifer, deciduous,  
dendrogram, ecological niche, ecosystem  
(ecology), endangered species, generalist  
species, habitat, riparian, specialist species,  
species, wetland

## Summary

Students learn about ecological communities and animal adaptations and apply this knowledge by matching animal species with their Colorado Watershed habitat/ecosystem.

## Objectives

Students will:

- explain the ecological concepts of ecosystems, communities, and habitats;
- identify and describe five major ecosystems of the Colorado Watershed;
- locate the five ecosystems on a map of the southwestern U.S. and northern Mexico;
- predict the locations/ecosystems of specific animals based on their habitat requirements;
- relate diversity of habitats to diversity of species.

## Materials

- *Map: Five Ecosystems of the Colorado Watershed Student Copy Pages* (1 per student)
- *Ecosystems of the Colorado Student Copy Pages* (1 per student, plus 1 classroom copy)
- *Hunting for Habitats Cards Student Copy Pages* (5 copies of the complete set of cards, 1 set for each group [each group should have the full set of 25 cards])
- *Dendrogram: Ecological Organizations Student Copy Pages* (1 per student; a dendrogram is a branching diagram that shows the relationships between different categories of things)
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- *Scissors*

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6-12

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## Duration:

Preparation time: 20 minutes

Activity time: 90-110 minutes

## Setting:

Classroom and Outdoors

## Skills:

Compare and Contrast, Demonstrate, Simulate, Interpret, Map Reading, Graph, Calculate

## Vocabulary:

acre-foot, adjudicated, basin, branching pattern, confluence, cubic feet per second (cfs), delineate, drainage basin, drainage divide, ground water, headwaters, hydrograph, main stem, mouth, precipitation, rivulet, runoff, snowpack, streamflow, tributary, watershed

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## Grade Level:

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## Subject Areas:

Art, Geography, Earth Science

## Duration:

Preparation time: 90 minutes

Activity time: two 60-minute periods

## Setting:

Large Room or Playing Field

## Skills:

Gather, Organize, Interpret, Present,  
Simulate, Discuss

## Vocabulary:

atmosphere, condensation, evaporation,  
ground water, herbaceous, hydrologic cycle,  
precipitation, recharge, respiration, runoff,  
sediment, silt, snowpack, topography,  
transpiration, vapor

## Summary

Students play a game to simulate the movement of water in the Colorado Watershed water cycle.

## Objectives

Students will:

- describe the water cycle;
- identify and categorize water users in the Colorado Watershed;
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- Optional:
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## Grade Level:

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## Subjects:

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## Duration:

Preparation time: 20 minutes

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## Setting:

Classroom

## Skills:

Construct, Generalize, Hypothesize, Plot, Compare, Test, Extrapolate

## Vocabulary:

detritus, dredge, erosion, germination, macroinvertebrates, nephelometric turbidity unit (NTU), photosynthesis, phytoplankton, riparian, silt, solids, suspension, turbidity

## Summary

Students explore the concepts of turbidity and erosion, simulate changes in turbidity at different points along the Colorado River, and explore the effects of turbidity on humans and aquatic life.

## Objectives

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- explore the relationship of erosion to the turbidity of water;
- compare the turbidity of muddy and clear water;
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- 6 test tubes or clear juice glasses per group (twenty-five milliliters or greater)
- 1 test tube rack per group
- 1 quart of milk
- Clear tap water
- Eyedroppers (1 per group)
- Graphing paper
- Pencils
- Straight edges

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## Grade Level:

7-10

## Subject Areas:

Life Science, Geography, Ecology, Environmental Science

## Duration:

Preparation time: 20 minutes

Activity time: 90-120 minutes

## Setting:

Classroom

## Skills:

Organize, Analyze, Interpret, Evaluate, Present, Discuss, Synthesize

## Vocabulary:

community (biological), conifer, deciduous, dendrogram, ecological niche, ecosystem (ecology), endangered species, generalist species, habitat, riparian, specialist species, species, wetland

## Summary

Students learn about ecological communities and animal adaptations and apply this knowledge by matching animal species with their Colorado Watershed habitat/ecosystem.

## Objectives

Students will:

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- identify and describe five major ecosystems of the Colorado Watershed;
- locate the five ecosystems on a map of the southwestern U.S. and northern Mexico;
- predict the locations/ecosystems of specific animals based on their habitat requirements;
- relate diversity of habitats to diversity of species.

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- *Scissors*

# Quotation Details

Michelangelo Leasing, Inc.



Quotation ID Client	2045 Mr Vasey	Date Company	2/23/2016 Orangewood Elementary School
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First Pick-up Pick-up Date Passengers	Orangewood Elementary School Sun 10/2/2016 Time 07:00 56	Destination Back Date Distance	Lees Ferry Area Sun 10/2/2016 Time 23:59
---	--	--------------------------------------	---

Quantity	Seats	Description	Unit Price	Price	Tax %	Tax	Total
1	56	Motorcoach	\$1,085.00	\$1,085.00	0	\$0.00	\$1,085.00
				\$1,085.00		\$0.00	\$1,085.00

First Pick-up Pick-up Date Passengers	Marble Canyon Motel Mon 10/3/2016 Time 07:00 56	Destination Back Date Distance	Marble Canyon Motel Mon 10/3/2016 Time 23:59
---	---	--------------------------------------	---

Quantity	Seats	Description	Unit Price	Price	Tax %	Tax	Total
1	56	Motorcoach	\$1,085.00	\$1,085.00	0	\$0.00	\$1,085.00
				\$1,085.00		\$0.00	\$1,085.00

First Pick-up Pick-up Date Passengers	Marble Canyon Motel Tue 10/4/2016 Time 07:00 56	Destination Back Date Distance	Camp Sky Y Tue 10/4/2016 Time 23:59
---	---	--------------------------------------	--

Quantity	Seats	Description	Unit Price	Price	Tax %	Tax	Total
1	56	Motorcoach	\$1,085.00	\$1,085.00	0	\$0.00	\$1,085.00
				\$1,085.00		\$0.00	\$1,085.00

# Quotation Details

Michelangelo Leasing, Inc.



Quotation ID Client	2046 Mr Vasey	Date Company	2/23/2016 Orangewood Elementary School					
First Pick-up Pick-up Date Passengers	Orangewood Elementary School Tue 10/4/2016      Time 07:00 55		Destination Back Date Distance	Hoover Dam as directed Tue 10/4/2016      Time 23:59				
Quantity	Seats	Description	Unit Price	Price	Tax %	Tax	Total	
1	56	Motorcoach	\$2,205.00	\$2,205.00	0	\$0.00	\$2,205.00	
				<u>\$2,205.00</u>		<u>\$0.00</u>	<u>\$2,205.00</u>	

# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Orangewood	<b>Departure Date:</b>	11/4/2016
<b>Field Trip Destination:</b>	University of Arizona Flandrau Planetarium, Tucson, AZ	<b>Return Date:</b>	11/4/2016
<b>Student Participants:</b>	32	<b>Chaperones (1:8):</b>	4
<b>Grade Level(s):</b>	6	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	602-769-6758	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: John Vasey

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
John Vasey	john.vasey@wesdschools.org	6	Yes

### Summary of Event/Purpose:

9:00 AM to 12:00 PM – U of A Marine Discovery workshop stations are hands-on, activity-based laboratory programs which provide students with the opportunity to work with live marine animals and teaching specimens. Students are exposed to living and preserved organisms found in the Gulf of California and gain a general understanding of the scientific relationships between them. Marine Discovery is offered through the Department of Ecology and Evolutionary Biology, University of Arizona, with support from the Howard Hughes Medical Institute.

### Program Goals:

To encourage students to “think like scientists” using their observational, critical thinking and problem solving skills.

To introduce students to the marine environment, especially the Gulf of California, Tucson’s near-by ocean.

To encourage higher education by allowing interaction with university students.

### General Workshop Set-up:

**Shark Dissection:** Students are led through the dissection of a dogfish (*Squalus*), with an emphasis on body form and function, and adaptations to the marine environment.

**Squid Dissection:** In groups of two or three, students dissect a squid (*Loligo* spp.), once again focusing on its special adaptations. Students who do not wish to dissect will be provided with an alternative activity.

**Rocky Intertidal Zone:** Students learn about the unique environment of the rocky intertidal zone and its special inhabitants, with an emphasis on the adaptations necessary for life in the zone between land and sea. Everything from echinoderms to chordates to some new creatures you may never have heard of are represented.

**Plankton:** Students learn about the plankton in our oceans, their importance as the base of the marine food chain, and the unique adaptations that they have to prevent sinking, and to protect themselves from predators.

**Fish Diversity:** Handle preserved specimens of fish from a variety of habitats. Learn how the shape of a fish can inform you about what it does for a living (form follows function).

**Marine Fossils:** Explore ancient Arizona, the evidence for plate tectonics and continental drift, and other marine fossils from around the world.

Participate in hands-on activities about the water cycle presented by U of A graduate students using the Inquiry Method for learning.

12:00 PM to 3:00 PM – Eat lunch and tour classrooms and dorm rooms.

3:00 PM to 5:00 PM – Travel back to Orangewood in Phoenix, AZ

### Educational Use (activities that match our curriculum pacing guide):

#### Science:

Students will formulate predictions, questions, or hypothesis based on observations and locate appropriate resources. (SC06-S1C1-01/02/03)

Students will design and conduct controlled investigations. (SC06-S1C1-01/02/03/04/05/06)

Students will analyze and interpret data to explain correlation and results and formulate new questions. (SC06-S1C3-01/02/03/05/06)

Students will explain the hierarchy of cells, tissues, organs, systems and relate structures to functions of living organisms. (SC06-S4C1-01)

Explaining the importance of water to organisms. (SC06-S4C1-01)

Describing how the environmental conditions affect the quality of life. (SC06-S4C3-02)

Explaining how water is cycled in nature. (SC06-S6C2-02)

Identifying the distribution of water. (SC06-S6C2-02)

#### Reading:

Students will be able to identify, analyze, and apply knowledge of the purpose, structures, clarity and relevancy of functional text. 6.RI.6.7

#### Writing:

Students will create a research-based product using 6-traits. 6.W.6.7

<b>Itinerary:</b>						
<b>Date</b>	<b>Departure Site</b>	<b>Departure Time</b>	<b>Arrival Site</b>	<b>Arrival Time</b>	<b>Mode of Transportation</b>	<b>Phone Number for Hotel / Event Location</b>
11/4/2016	Orangewood School, Phoenix, AZ	7:00 AM	University of Arizona, Tucson, AZ	9:00 AM	Divine Transpotation	602-769-6758
11/4/2016	University of Arizona, Tucson, AZ	3:00 PM	Orangewood Elementary, Phoenix, AZ	5:00 PM	Divine Transportation	602-769-6758

<b>Activities:</b>					
<b>Activity</b>	<b>Activity Location</b>	<b>Physical Activity?</b>	<b>Trained Personnel is Present</b>	<b>Activity Description</b>	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Instructor led dissection of a dogfish	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students observe and feel a variety of preserved fish	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students examine fossils	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students learn about the inhabitants of this zone	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students participate in a squid dissection	

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: No

<b>Principal Signature:</b>	<b>Andree Charlson</b>	<b>3/3/2016</b>
-----------------------------	------------------------	-----------------

### Additional Information

**Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:**

Fundraisers: Pancake Breakfast, Car Wash  
Scholarships: PTA, Site Council, Tax Credits

**Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes**

**Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No**

**If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:**

**Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes**

**Is this the entire grade level: No**

**If no, how many students are in the grade level? 125**

**Is this a club or after-school class? No**

**What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.**

To be a sixth grade student at Orangewood School.

**Please attach the lesson plan for students who will not be attending the trip.**

Lesson Plan Attached: Yes

**Chaperones:**

**Will substitutes be used for certified staff chaperoning the trip? No**

**If no, what are the arrangements for class coverage?**

Students will be placed in another sixth grade class.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
John Vasey	Certified	No	No
Parent TBA	Parent	No	No
Parent TBA	Parent	No	No
Parent TBA	Parent	No	No

**All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.**

Example Letter Attached: Yes

**Academic Services Signature:**

Natalie McWhorter

3/23/2016

**Administrative Services Signature:**

Lyn Bailey

3/16/2016

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: No	This is an out-of-county field trip and charter bus quote is attached: No This is an out-of-county field trip using District buses: Yes
\$      Travel Agent Quote \$      Travel Insurance (optional) \$      Substitute \$      Food \$      Other \$      Total Cost of Trip	\$ 0.00 Lodging \$ 256.00 Food:                      Sack Lunch \$ 895.00 Transportation: District Buses \$ 128.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute                      Funding Source: \$ 1,279.00 Total Cost of Trip
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

# Students Participating                      32

# of Chaperones                                      4      Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost

# Additional Adults (paying own way)                      0      Payment should be made and deposited to the school's field trip auxiliary account.

**TOTAL PER STUDENT COST                      \$39.97**

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- X - Auxiliary Operations (Fund 525 - fee based)
- X - Gifts & Donations (Fund 530 - donation based)
- X - PTA/PTO
- X - Student Activities (Fund 850 - fundraising based)
- X - Tax Credit (Fund 526 - donation based)

Finance Signature		
This expenditure was reviewed for compliance with designated and/or qualifying funding sources.	Elizabeth Martinez	3/29/2016

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	3/24/2016

Transportation Signature		
This trip has been reviewed and approved for the use of District transportation.		

### 2016 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6<sup>th</sup> grade teacher following district common core standards for that time period. This will be determined by November 2016 by all of the 6<sup>th</sup> grade teachers. Math would integrate the pacing plan of 2016. The Language Arts and Science will come from the Discover a Watershed, the Colorado River Education Guide by Project Wet.

An example of lessons and activities are attached.

# *“The Crab that Played with the Sea”*

A Just-So Story by Rudyard Kipling

*In the beginning, the Eldest Magician was busy giving commands to all animals and making them obedient to Man. But stubborn Pau Amma the Crab escaped the Magician's sight and scooted off to the Sea. Meanwhile, the Magician traveled the world to check on the animals. Everything was fine except that the Sea was causing tides four times a day. The man launched a canoe to help the Magician find the cause for this. One by one, animals were questioned, but none was playing with the Sea. Finally, little girl-daughter, also in the canoe, told about the crab that had naughtily gone into the ocean. Off they went to find Pau Amma. At first, the Crab was uncooperative, and the Magician took away his shell. Pau Amma was so frightened that he accepted offers of a safe home, scissors, and a shell for 11 months a year. The power to cause tides was given to the Fisherman of the moon.*

Throughout this adventurous tale, whimsical logic is offered to explain the cycle of tides, along with reasons for the crab's soft shell and pincers (scissors). Below is a suggested plan for the activities presented in this unit. Adapt the plan to fit your own classroom.

## Sample Plan

### Day 1

- Daily Writing Activities: Animal Webs (page 52)
- Crab background information (page 11)
- Predict story events and read “The Crab that Played with the Sea.”
- Homework (page 8).

### Day 2

- Continue Daily Writing Activities.
- Use Homework to make an Ocean Alphabet.
- Make chart of predictions & actual events (page 7).
- Pictures of Events and Time Line (pages 7 & 8)
- Art: A Sandy Scene (page 18)

### Day 3

- Continue Daily Writing Activities.
- Continue Ocean Alphabet.
- Words work sheet (page 14)
- Polar Opposites (page 15)
- Geography: Features (page 12)
- Follow-up: Geographical Features (page 21)

### Day 4

- Continue Daily Writing Activities.
- Science: Plant Index File (page 9)
- Math: Ocean Plant Facts (page 23)
- Tides Come and Go (page 24)
- Pau Amma Game (pages 16 and 17)

### Day 5

- Culminating Activity: Ocean Blocks (pages 19 and 20)

## Internet Extender

### The Kipling File

[http://www.kipling.org.uk/kip\\_fra.htm](http://www.kipling.org.uk/kip_fra.htm)

**Activity Summary:** Follow the links at this Web site to read interesting histories of Kipling's life, including pictures and excerpts from his work.

## About the Crab

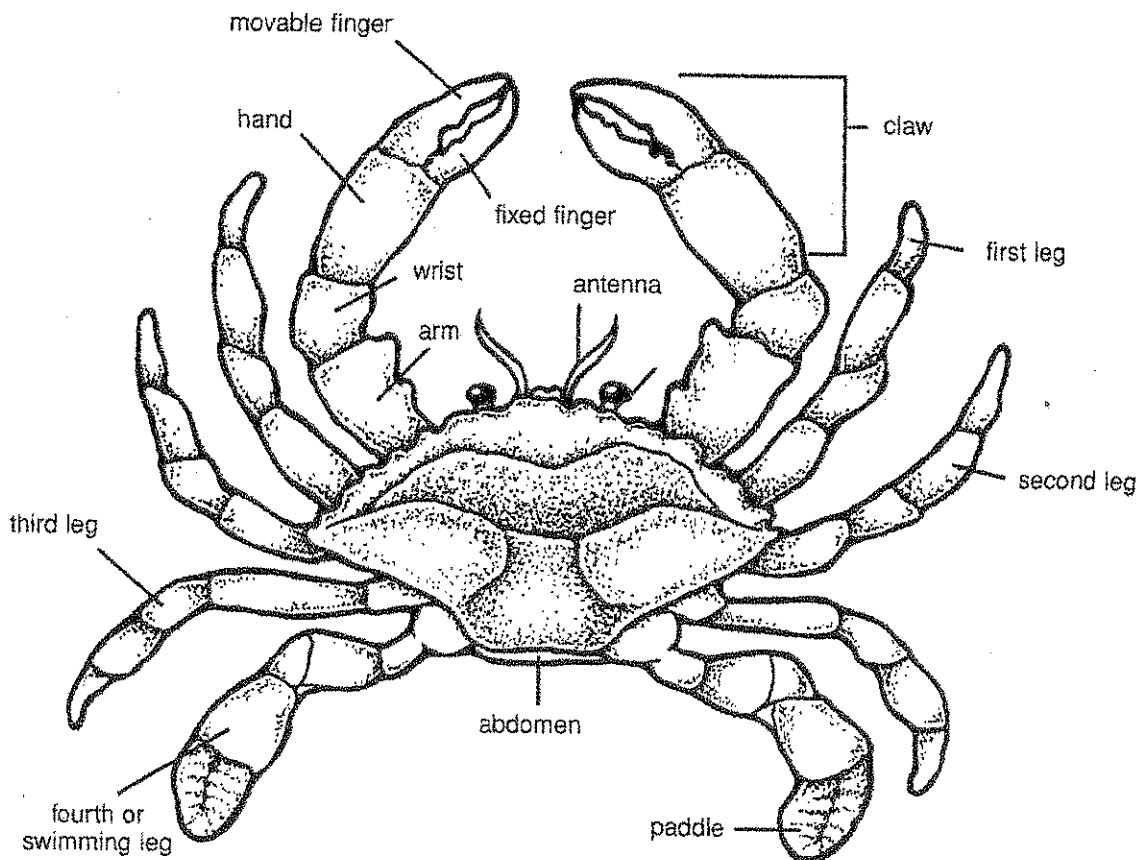
The crab is one of the most curious looking creatures to be found on the seashore. This animal is covered by a hard shell and has ten jointed legs. Its eyes rest on raised stalks which add to its odd appearance.

There are about 4,500 different kinds of crabs, many of which are edible. The blue crab, the Alaskan king crab, and the Dungeness crab are three of the most popular types that people consume.

Crabs may live in shallow waters along the shores or in the deep waters of the ocean. Their homes are often unusual. The tiny female pea crab, for example, lives in the shell of a live oyster. Hermit crabs live in empty seashells, while fiddler crabs live in burrows on sandy beaches. The pine crab makes its home in water that collects in bromeliad plants that grow on tropical trees.

Though their color, shapes, and sizes vary widely, most crabs are adept scavengers. They eat almost anything edible from the seabed. While some crabs are swimmers and even have a paddle on their last pair of legs, others run sideways on the sand and rocks of the seashore.

### Parts of a Blue Crab



# Research Projects

These cooperative activities are designed to increase students' knowledge of geographical terms and locations. Extension ideas are also provided for those who want to do further research.

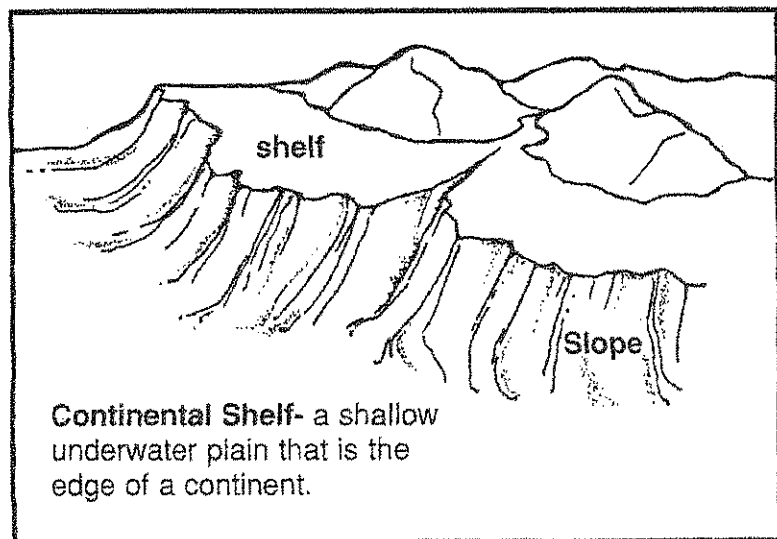
## Mapping

- Group students in pairs or small groups.
- Direct each group to reread "The Crab that Played with the Sea." As they go through the story, they should record the names of six geographical locations. (Examples are: Malay Archipelago, Himalayan Mountains, Sahara Desert, Indian Desert, the Everglades, the Perak River, Singapore, Selangor, Malacca, Bimbang, Borneo, Celebes, Java, Sumatra)
- Have the students find these places on a globe or in an atlas.
- **Extension:** Tell students to draw or trace the outline of the country in which each landmark can be found. Label the approximate area of each landmark on the proper portion of the country. If each is drawn on a separate page, staple them together to make booklets. Share with the class.



## Features

- As a whole group, brainstorm the names of the geographical features mentioned in the story (archipelago, mountain, desert, everglades, river, sea, forest, islands, beaches, volcano).
- In small groups, direct students to fold a large sheet of butcher paper into eighths. Unfold and write the name of a different feature at the bottom of each space.
- Have the students write a definition and draw a picture of each physical feature.



**Continental Shelf-** a shallow underwater plain that is the edge of a continent.

**Extension:** Ask students which of the features are related to oceans and, explain how. Direct them to research what the ocean floor actually looks like. Have them write a description, draw pictures, or make models of the ocean floor. Share the projects in small groups. Another extension idea is to have students find out about other water features such as bays, reefs, sea caves, sea mounts, mouth, isthmus, gulf, etc. Students can make an ocean terms book or alphabet.

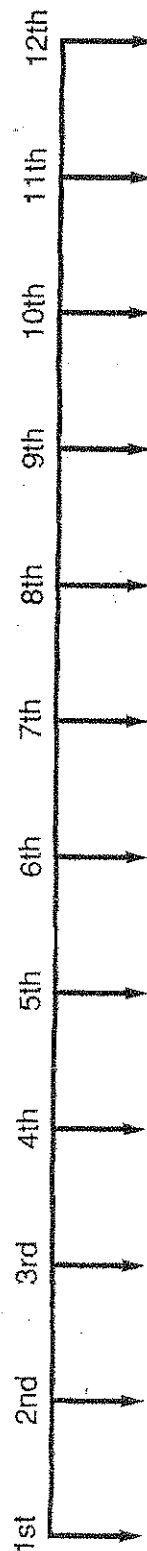
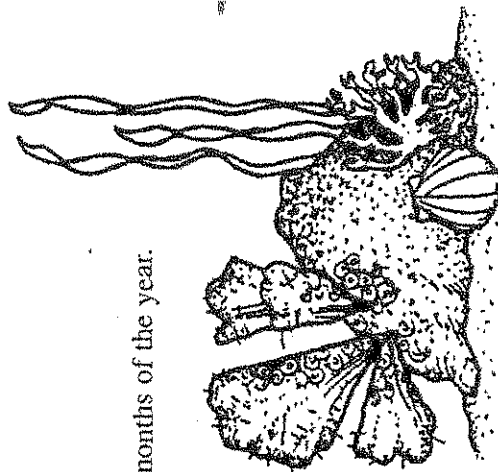
Name \_\_\_\_\_

Date \_\_\_\_\_

# Time Line

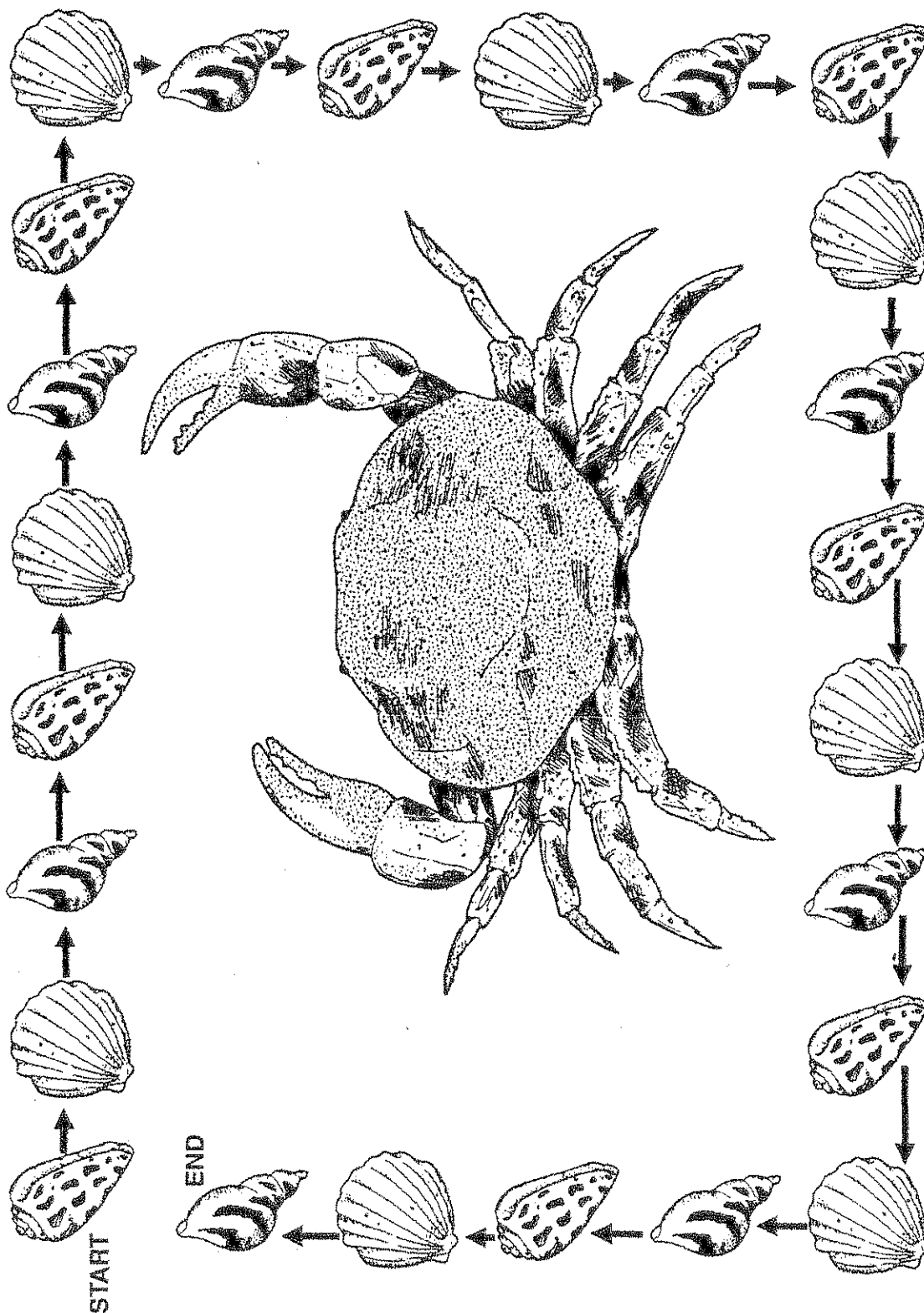
Work with a partner. Use the events listed below to construct a time line of story events. Write the event number on the appropriate blank.

1. The Magician makes the crab smaller before giving him back to the Sea.
2. The Man and the Magician launch a canoe to find Pau Amma.
3. The Man tells the Magician to make all the animals obedient to him.
4. Eldest Magician was getting things ready and giving commands to all the animals.
5. The Man, his daughter, and the Magician set out to find why the sea is flooding the land.
6. Gifts are given to Pau Amma: a safe home on land and sea, scissors, and a hard shell for 11 months of the year.
7. The Magician checks on all the animals.
8. Son of Adam reports that the Sea is not obedient to him.
9. Pau Amma the Crab grew impatient and scurried away.
10. The Man, little girl-daughter, and the Magician bargain with Pau Amma.
11. The girl-daughter recalls seeing Pau Amma scurrying into the Sea.
12. All the animals are questioned.



# Pau Amma Gameboard

**Directions.** Color, cut out, and glue the gameboard to the inside of a file folder. Then cut out the directions (page 17) and glue to the front of the file folder. Cut apart the Task Cards (page 17) and store them in an envelope attached to the back of the file folder. Laminiate the file folder and Task Cards for durability.



# Pau Amma Gameboard (cont.)

**Directions:** This game is for one or two players. Each player will need a marker. Use one die or spinner.




1. Place the Task Cards in a pile face down on the gameboard.
2. Determine the order in which players will take turns.
3. In turn, take a task card and answer the question.
4. If you are correct, roll the die and move that many spaces.
5. If you answer incorrectly, remain on the same space.
6. The first player to reach the **END** wins.

1. What does the word "kun" mean?	8. In what two places can a crab live?	15. Who bites the Fisherman's line?	22. What animal helped Magician make the islands in the Malay Archipelago?
2. What was being disobedient to the Son of Adam?	9. Who is Raja Moyang Kaban?	16. When the Fisher of the Sea pulls too hard, what kind of tides are there?	23. What is the name of the Wonderful Tree that bears magic nuts?
3. Who launched a canoe to find out who was playing with the sea?	10. What is a "... curving, wavy dagger with a blade like a flame ..." called?	17. Why did Pau Amma scuttle into the sea without orders from the Magician?	24. What gift did little girl-daughter give to Pau Amma?
4. What was the crab's name?	11. What animal helped Magician make the Indian and Sahara Deserts?	18. What does "Payah kun" mean?	25. On which river did the Man and the Magician meet?
5. Where are the Everglades?	12. What is the name of the "lazy people"?	19. What pulls the sea up and down to make tides?	26. What kind of crab was Pau Amma?
6. What mountains were made from the rocks the elephants had thrown up?	13. Who gave orders to all the animals?	20. Borneo and Java are part of which Archipelago?	27. How many months of the year does the crab have a soft shell?
7. What is the name of the King of the Crocodiles?	14. What gift did the Man give to Pau Amma?	21. What is another name for "Heart of the Sea"?	28. What gift did the Eldest Magician give to Pau Amma?

Name \_\_\_\_\_ Date \_\_\_\_\_

# Geographical Features

Some land and ocean features are described below. Write the name of each landmark in the space provided. Use the WORD BANK at the bottom of the page to help you.

<p>1. _____</p> <p>A long, narrow inlet of the sea between tall, rocky cliffs</p> 	<p>2. _____</p> <p>A large inlet of ocean or sea that is partially surrounded by land</p>	<p>3. _____</p> <p>A land mass that is smaller than a continent and completely surrounded by water</p>
<p>4. _____</p> <p>A large body of salt water that is smaller than an ocean</p>	<p>5. _____</p> <p>A group of islands clustered together in an ocean</p> 	<p>6. _____</p> <p>A natural stream of water that flows into an ocean or lake</p>
<p>7. _____</p> <p>The whole body of salt water that covers almost three-fourths of the earth's surface</p>	<p>8. _____</p> <p>A small section of sea or lake partially enclosed by dry land</p>	<p>9. _____</p> <p>A shallow underwater plain that is actually the edge of a continent</p>
<p>10. _____</p> <p>The sandy or rocky land along the edge of an ocean, sea, or lake</p> 	<p>11. _____</p> <p>A narrow chain of rock, sand, or coral just above or below the water</p>	<p>12. _____</p> <p>An underwater mountain</p>

archipelago	bay	reef	gulf	island	sea
continental shelf	ocean	seamount	fjord	river	beach

Name \_\_\_\_\_ Date \_\_\_\_\_

# Ocean Plant Facts

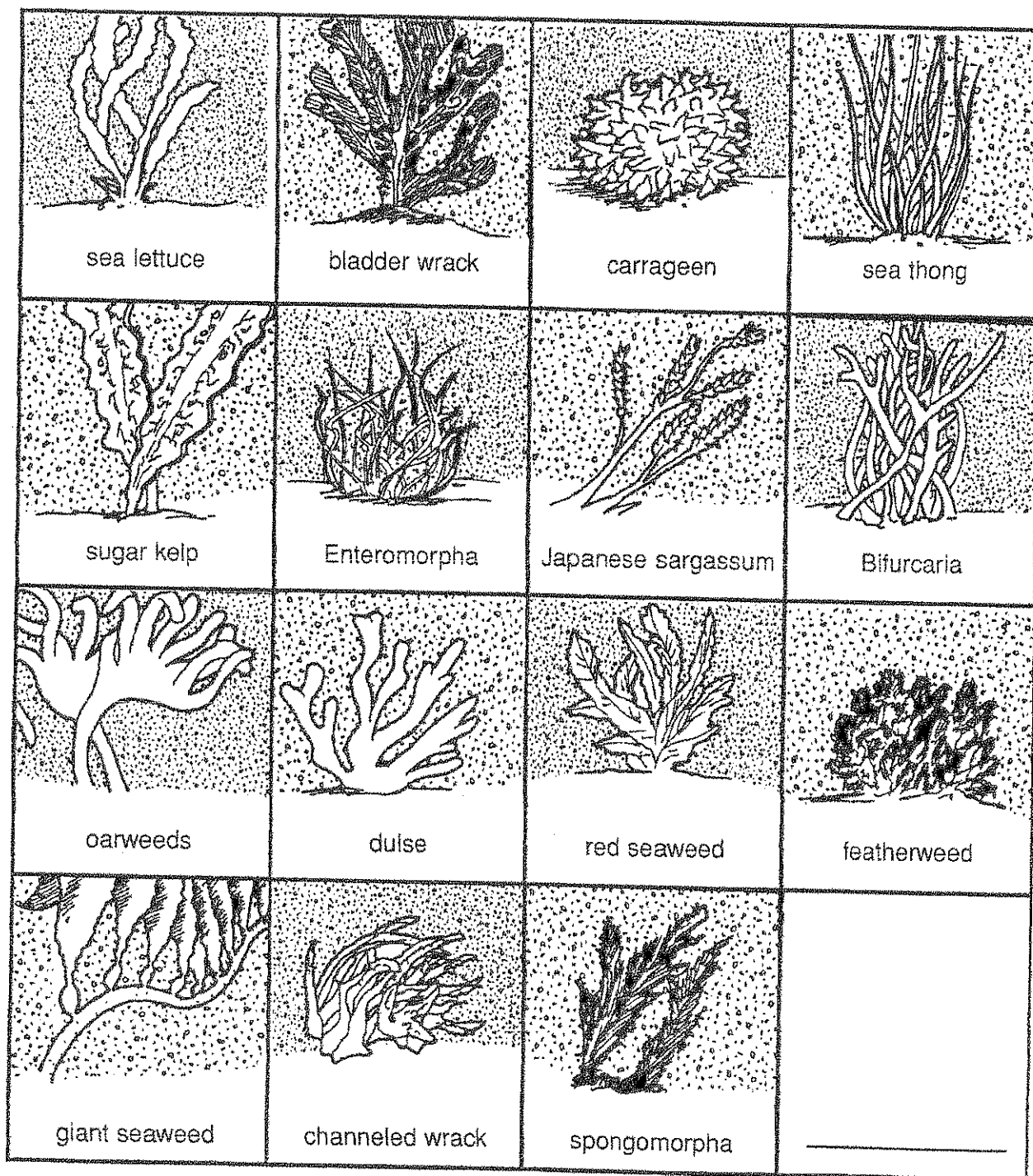
To find out about some unusual plants that live in the ocean, solve the problems below. Then write the letter that's beside each answer every time you find it in the puzzle below.

$38 \times 24$ = A	$752 \div 8$ = B	$26 \times 18$ = C	$624 \div 12$ = D	$14 \times 49$ = E	$645 \div 15$ = F	$385 \div 35$ = G	$25 \times 34$ = H	$38 \times 16$ = K
$380 \div 20$ = L	$700 \div 28$ = N	$27 \times 35$ = O	$29 \times 17$ = P	$37 \times 11$ = R	$734 \div 16$ = S	$594 \div 22$ = T	$15 \times 14$ = U	$962 \div 13$ = W

- Its stem has wavy edges that divide into fanglike fronds.  
 $\overline{43} \quad \overline{210} \quad \overline{407} \quad \overline{94} \quad \overline{686} \quad \overline{19} \quad \overline{945} \quad \overline{74} \quad \overline{49}$
- This brown, leathery, straplike seaweed is found in low waters.  
 $\overline{49} \quad \overline{686} \quad \overline{912} \quad \overline{27} \quad \overline{850} \quad \overline{945} \quad \overline{25} \quad \overline{11}$
- Sea otters make their home in this giant seaweed.  
 $\overline{608} \quad \overline{686} \quad \overline{19} \quad \overline{493}$
- It looks a lot like a plant we put in our salads!  
 $\overline{49} \quad \overline{686} \quad \overline{912} \quad \overline{19} \quad \overline{686} \quad \overline{27} \quad \overline{27} \quad \overline{210} \quad \overline{468} \quad \overline{686}$
- This seaweed contains air pockets which help it stay afloat.  
 $\overline{94} \quad \overline{19} \quad \overline{912} \quad \overline{52} \quad \overline{52} \quad \overline{686} \quad \overline{407} \quad \overline{74} \quad \overline{407} \quad \overline{912} \quad \overline{468} \quad \overline{608}$
- It can be eaten raw or cooked as a vegetable.  
 $\overline{52} \quad \overline{210} \quad \overline{19} \quad \overline{49} \quad \overline{686}$
- This red seaweed can be found anchored to rocks in the shade.  
 $\overline{43} \quad \overline{686} \quad \overline{912} \quad \overline{27} \quad \overline{850} \quad \overline{686} \quad \overline{407} \quad \overline{74} \quad \overline{686} \quad \overline{686} \quad \overline{52}$
- A gel for jellies is made from this red seaweed.  
 $\overline{468} \quad \overline{912} \quad \overline{407} \quad \overline{407} \quad \overline{912} \quad \overline{11} \quad \overline{686} \quad \overline{686} \quad \overline{25}$

## Plants of the Ocean

Make a file on plants of the ocean. Cut apart the pictures. Glue each one to a large index card. Write a paragraph about the plant—its appearance, uses, special characteristics, where it can be found, etc. Color the pictures and store the cards in an Ocean Plants file box. A blank card is included so you can add your own.



# Mollusks Vs. Crustaceans

## Question?

What is the difference between a mollusk and a crustacean?

## Setting the Stage

Ask the students if they have ever eaten lobster, crab, mussels, or clams. Describe how these animals look and feel on the outside. Write the students' descriptive words and phrases on chart paper and save for later reference.

## Materials Needed for Each Group

- one lobster, crab, or shrimp (skeleton left on)
- one clam, scallop, or mussel (already opened)
- data-capture sheet (page 38)

## Procedure (Student Instructions)

1. Closely observe both animals before recording answers on the data-capture sheet.
2. At the top of the data-capture sheet, write the name of each animal you will be comparing.
3. Read the first description on the data-capture sheet.
4. As a group decide which of the two animals best fits that description.
5. Write the animal's name in the space.
6. Go on to the second statement and decide on an answer.
7. Continue until all the statements have been read.
8. Write a group conclusion on the lines provided.

## Extensions

- Compare the mollusk and the crustacean used in the experiment. Draw a Venn diagram to show their likenesses and differences.
- Explain that some mollusks are bivalves. Write some of these words on the chalkboard for all to see: biplane, biannual, binary, biweekly, bilingual, bicycle, binoculars. Have the students identify the common prefix in all the words. What does it mean? What does each word mean? What do they think bivalve means?
- As a class, cook some clam chowder.
- What are echinoderms? What are arthropods? Examine some other types of ocean animals.

## Closure

In their ocean journals, have the students draw a picture of their favorite crustacean or bivalve along with a paragraph explaining what is a bivalve or a crustacean.

## Mollusks Vs. Crustaceans (cont.)

**Directions:** On the lines below write the names of the two animals you are going to compare.

#1 \_\_\_\_\_ #2 \_\_\_\_\_

Now read each pair of statements below. Write the name of the animal that best fits that description on the line. Make your decision as a whole group. When you have read all the statements, write a conclusion about each animal.

Column A	Column B
1. They have a hard, outside shell. _____	1. An exoskeleton covers its body. _____
2. Soft-bodied animals live inside a shell. _____	2. They have soft bodies. _____
3. Some are bivalves and have a two-piece shell. _____	3. They have a number of body segments. _____
4. They have a smooth interior. _____	4. They have at least five pairs of legs. _____

### CONCLUSIONS

Column A lists characteristics of mollusks. Column B lists characteristics of crustaceans.

Which animal is the mollusk? \_\_\_\_\_

How did you come to this conclusion? \_\_\_\_\_

Which animal is the crustacean? \_\_\_\_\_

How did you come to this conclusion? \_\_\_\_\_

Dear 6th Grade Parents,

We are journeying to the University of Arizona for the Marine Discovery Program and to receive a taste of college life on Friday, November 4/18 & Dec. 2, 2016.

**Please be at the school at 6:45AM.**

**We will leave Orangewood Elementary at 7:00AM by Charter Bus.**

Our class will arrive at the U of A at 9:00AM.

We will participate in the Marine Discovery Workshop from 9:30AM to 11:30AM. (See Activity paper that is attached)

We will share lunch or snack with our new college friends in the student union. (Our students may bring a sack lunch from home or get one from the Orangewood cafeteria OR buy lunch in the food court, \$5 to \$8 the students need to have this cash on them, it is not given to the teacher.)

We will tour the U of A and have guest speakers along the way. We will visit a typical dorm room, classroom, football stadium, and basketball arena. (1:00 to 3:00PM)

**We will return to Orangewood around 5:30pm**

If you would like to chaperone and if you have any questions or concerns, please call me at 602-347-2955 (Mr. Farr) or 602-347-2956 (Ms. Puryear)

Thank you for your support,

6<sup>th</sup> Grade Team

## Workshop Stations

Students will participate in the following five stations in Marine Discovery.

**Shark Dissection:** Students are first led through the dissection of a dogfish (*Squalus*), with emphasis on its unique adaptations for survival.

*Age recommendation: grades 3-8*

**Fish Diversity:** Students compare the body forms of a variety of preserved fish to determine where they might live, what they eat and how they move. Form and function are explored in detail through this hands-on activity.

*Age recommendation: grades 3-8*

**Marine Fossils:** Students are lead through a discussion of how fossils are formed and what we can learn from about our earth's history. They examine fossils collected at Mount Lemmon & near Hayden, facilitating the exploration of plate tectonics. Students assemble a to-scale time line depicting the development of life and make their own fossil to take home. Emphasis is placed on understanding plate tectonics, geologic time and the mechanisms that create fossils.

*Age recommendation: grades 3-8*

**Rocky Intertidal Zone:** Participants learn about the unique environment of the rocky intertidal zone and its special inhabitants, with an emphasis on the adaptations for life between the tides. Everything from echinoderms to chordates to some new creatures you may never have heard of are represented!

*Age recommendation: grades 3-8*

**Squid Dissection:** Students participate in the dissection of a squid (*Loligo sp.*), focusing on its special adaptations for survival.

*Age recommendation: grades 3-8*

**<http://marinediscovery.arizona.edu>**

# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Orangewood	<b>Departure Date:</b>	11/18/2016
<b>Field Trip Destination:</b>	University of Arizona Flandrau Planetarium, Tucson, AZ	<b>Return Date:</b>	11/18/2016
<b>Student Participants:</b>	32	<b>Chaperones (1:8):</b>	4
<b>Grade Level(s):</b>	6	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	602-769-6758	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: John Vasey

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
John Vasey	john.vasey@wesdschools.org	6	Yes
Ciara Williams	Ciara.williams@wesdschools.org	6	Yes

### Summary of Event/Purpose:

9:00 AM to 12:00 PM – U of A Marine Discovery workshop stations are hands-on, activity-based laboratory programs which provide students with the opportunity to work with live marine animals and teaching specimens. Students are exposed to living and preserved organisms found in the Gulf of California and gain a general understanding of the scientific relationships between them. Marine Discovery is offered through the Department of Ecology and Evolutionary Biology, University of Arizona, with support from the Howard Hughes Medical Institute.

#### Program Goals:

To encourage students to “think like scientists” using their observational, critical thinking and problem solving skills.  
To introduce students to the marine environment, especially the Gulf of California, Tucson’s near-by ocean.  
To encourage higher education by allowing interaction with university students.

#### General Workshop Set-up:

**Shark Dissection:** Students are led through the dissection of a dogfish (*Squalus*), with an emphasis on body form and function, and adaptations to the marine environment.

**Squid Dissection:** In groups of two or three, students dissect a squid (*Loligo* spp.), once again focusing on its special adaptations. Students who do not wish to dissect will be provided with an alternative activity.

**Rocky Intertidal Zone:** Students learn about the unique environment of the rocky intertidal zone and its special inhabitants, with an emphasis on the adaptations necessary for life in the zone between land and sea. Everything from echinoderms to chordates to some new creatures you may never have heard of are represented.

**Plankton:** Students learn about the plankton in our oceans, their importance as the base of the marine food chain, and the unique adaptations that they have to prevent sinking, and to protect themselves from predators.

**Fish Diversity:** Handle preserved specimens of fish from a variety of habitats. Learn how the shape of a fish can inform you about what it does for a living (form follows function).

**Marine Fossils:** Explore ancient Arizona, the evidence for plate tectonics and continental drift, and other marine fossils from around the world.

Participate in hands-on activities about the water cycle presented by U of A graduate students using the Inquiry Method for learning.

12:00 PM to 3:00 PM – Eat lunch and tour classrooms and dorm rooms.

3:00 PM to 5:00 PM – Travel back to Orangewood in Phoenix, AZ

### Educational Use (activities that match our curriculum pacing guide):

#### Science:

Students will formulate predictions, questions, or hypothesis based on observations and locate appropriate resources. (SC06-S1C1-01/02/03)

Students will design and conduct controlled investigations. (SC06-S1C1-01/02/03/04/05/06)

Students will analyze and interpret data to explain correlation and results and formulate new questions. (SC06-S1C3-01/02/03/05/06)

Students will explain the hierarchy of cells, tissues, organs, systems and relate structures to functions of living organisms. (SC06-S4C1-01)

Explaining the importance of water to organisms. (SC06-S4C1-01)

Describing how the environmental conditions affect the quality of life. (SC06-S4C3-02)

Explaining how water is cycled in nature. (SC06-S6C2-02)

Identifying the distribution of water. (SC06-S6C2-02)

#### Reading:

Students will be able to identify, analyze, and apply knowledge of the purpose, structures, clarity and relevancy of functional text. 6.RI.6.7

#### Writing:

Students will create a research-based product using 6-traits. 6.W.6.7

<b>Itinerary:</b>						
<b>Date</b>	<b>Departure Site</b>	<b>Departure Time</b>	<b>Arrival Site</b>	<b>Arrival Time</b>	<b>Mode of Transportation</b>	<b>Phone Number for Hotel / Event Location</b>
11/18/2016	Orangewood School, Phoenix, AZ	7:00 AM	University of Arizona, Tucson, AZ	9:00 AM	WESD Transpotation	602-769-6758
11/18/2016	University of Arizona, Tucson, AZ	3:00 PM	Orangewood Elementary, Phoenix, AZ	5:00 PM	WESD Transportation	602-769-6758

<b>Activities:</b>					
<b>Activity</b>	<b>Activity Location</b>	<b>Physical Activity?</b>	<b>Trained Personnel is Present</b>	<b>Activity Description</b>	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Instructor led dissection of a dogfish	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students observe and feel a variety of preserved fish	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students examine fossils	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students learn about the inhabitants of this zone	
Science Investigation	Flandrau Planetarium: U of A	No	Yes	Students participate in a squid dissection	

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: No

<b>Principal Signature:</b>	Andree Charlson	3/3/2016
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### Additional Information

**Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:**

Fundraisers: Pancake Breakfast, Car Wash  
Scholarships: PTA, Site Council, Tax Credits

**Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes**

**Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No**

**If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:**

**Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes**

**Is this the entire grade level: No**

**If no, how many students are in the grade level? 125**

**Is this a club or after-school class? No**

**What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.**

To be a sixth grade student at Orangewood School.

**Please attach the lesson plan for students who will not be attending the trip.**

Lesson Plan Attached: Yes

**Chaperones:**

**Will substitutes be used for certified staff chaperoning the trip? No**

**If no, what are the arrangements for class coverage?**

Students will be placed in another sixth grade class.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Ciara Williams	Certified	No	No
Parent TBA	Parent	No	No
Parent TBA	Parent	No	No
Parent TBA	Parent	No	No

**All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.**

Example Letter Attached: Yes

**Academic Services Signature:**

Natalie McWhorter

3/23/2016

**Administrative Services Signature:**

Lyn Bailey

3/16/2016

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: No	This is an out-of-county field trip and charter bus quote is attached: No This is an out-of-county field trip using District buses: Yes
\$      Travel Agent Quote \$      Travel Insurance (optional) \$      Substitute \$      Food \$      Other \$      Total Cost of Trip	\$ 0.00 Lodging \$ 256.00 Food:                      Sack Lunch \$ 604.50 Transportation: District Buses \$ 128.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute                      Funding Source: \$ 988.50 Total Cost of Trip
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

# Students Participating                      32

# of Chaperones                                  4      Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost

# Additional Adults (paying own way)      0      Payment should be made and deposited to the school's field trip auxiliary account.

**TOTAL PER STUDENT COST                      \$30.89**

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- ☒ X - Auxiliary Operations (Fund 525 - fee based)
- ☒ X - Gifts & Donations (Fund 530 - donation based)
- ☒ X - PTA/PTO
- ☒ X - Student Activities (Fund 850 - fundraising based)
- ☒ X - Tax Credit (Fund 526 - donation based)

**Finance Signature**

This expenditure was reviewed for compliance with designated and/or qualifying funding sources.

Elizabeth Martinez

3/29/2016

**Purchasing Signature**

This expenditure was reviewed for compliance with applicable procurement laws and regulations.

Howard Kropp

3/24/2016

**Transportation Signature**

This trip has been reviewed and approved for the use of District transportation.

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### 2016 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6<sup>th</sup> grade teacher following district common core standards for that time period. This will be determined by November 2016 by all of the 6<sup>th</sup> grade teachers. Math would integrate the pacing plan of 2016. The Language Arts and Science will come from the Discover a Watershed, the Colorado River Education Guide by Project Wet.

An example of lessons and activities are attached.

# *“The Crab that Played with the Sea”*

A Just-So Story by Rudyard Kipling

*In the beginning, the Eldest Magician was busy giving commands to all animals and making them obedient to Man. But stubborn Pau Amma the Crab escaped the Magician's sight and scooted off to the Sea. Meanwhile, the Magician traveled the world to check on the animals. Everything was fine except that the Sea was causing tides four times a day. The man launched a canoe to help the Magician find the cause for this. One by one, animals were questioned, but none was playing with the Sea. Finally, little girl-daughter, also in the canoe, told about the crab that had naughtily gone into the ocean. Off they went to find Pau Amma. At first, the Crab was uncooperative, and the Magician took away his shell. Pau Amma was so frightened that he accepted offers of a safe home, scissors, and a shell for 11 months a year. The power to cause tides was given to the Fisherman of the moon.*

Throughout this adventurous tale, whimsical logic is offered to explain the cycle of tides, along with reasons for the crab's soft shell and pincers (scissors). Below is a suggested plan for the activities presented in this unit. Adapt the plan to fit your own classroom.

## Sample Plan

### Day 1

- Daily Writing Activities: Animal Webs (page 52)
- Crab background information (page 11)
- Predict story events and read “The Crab that Played with the Sea.”
- Homework (page 8).

### Day 2

- Continue Daily Writing Activities.
- Use Homework to make an Ocean Alphabet.
- Make chart of predictions & actual events (page 7).
- Pictures of Events and Time Line (pages 7 & 8)
- Art: A Sandy Scene (page 18)

### Day 3

- Continue Daily Writing Activities.
- Continue Ocean Alphabet.
- Words work sheet (page 14)
- Polar Opposites (page 15)
- Geography: Features (page 12)
- Follow-up: Geographical Features (page 21)

### Day 4

- Continue Daily Writing Activities.
- Science: Plant Index File (page 9)
- Math: Ocean Plant Facts (page 23)
- Tides Come and Go (page 24)
- Pau Amma Game (pages 16 and 17)

### Day 5

- Culminating Activity: Ocean Blocks (pages 19 and 20)

## Internet Extender

### The Kipling File

[http://www.kipling.org.uk/kip\\_fra.htm](http://www.kipling.org.uk/kip_fra.htm)

**Activity Summary:** Follow the links at this Web site to read interesting histories of Kipling's life, including pictures and excerpts from his work.

## About the Crab

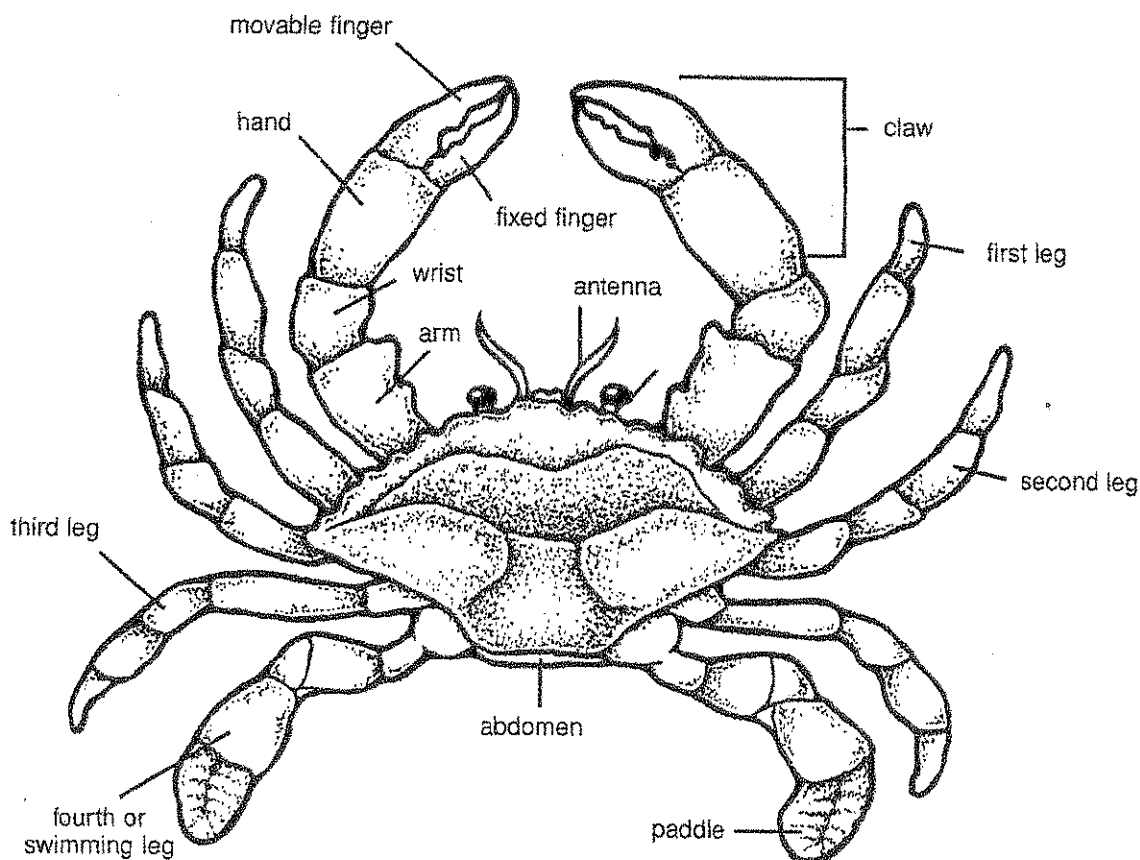
The crab is one of the most curious looking creatures to be found on the seashore. This animal is covered by a hard shell and has ten jointed legs. Its eyes rest on raised stalks which add to its odd appearance.

There are about 4,500 different kinds of crabs, many of which are edible. The blue crab, the Alaskan king crab, and the Dungeness crab are three of the most popular types that people consume.

Crabs may live in shallow waters along the shores or in the deep waters of the ocean. Their homes are often unusual. The tiny female pea crab, for example, lives in the shell of a live oyster. Hermit crabs live in empty seashells, while fiddler crabs live in burrows on sandy beaches. The pine crab makes its home in water that collects in bromeliad plants that grow on tropical trees.

Though their color, shapes, and sizes vary widely, most crabs are adept scavengers. They eat almost anything edible from the seabed. While some crabs are swimmers and even have a paddle on their last pair of legs, others run sideways on the sand and rocks of the seashore.

### Parts of a Blue Crab

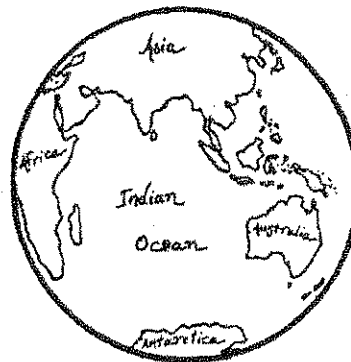


## Research Projects

These cooperative activities are designed to increase students' knowledge of geographical terms and locations. Extension ideas are also provided for those who want to do further research.

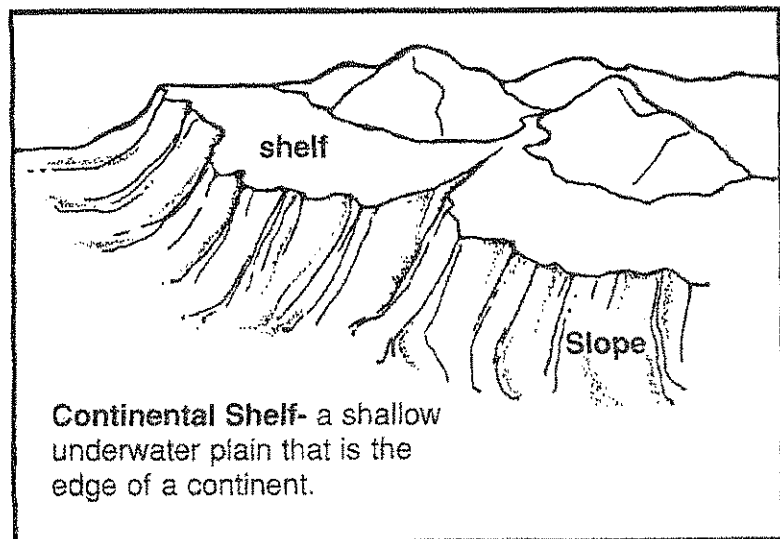
### Mapping

- Group students in pairs or small groups.
- Direct each group to reread "The Crab that Played with the Sea." As they go through the story, they should record the names of six geographical locations. (Examples are: Malay Archipelago, Himalayan Mountains, Sahara Desert, Indian Desert, the Everglades, the Perak River, Singapore, Selangor, Malacca, Bingham, Borneo, Celebes, Java, Sumatra)
- Have the students find these places on a globe or in an atlas.
- **Extension:** Tell students to draw or trace the outline of the country in which each landmark can be found. Label the approximate area of each landmark on the proper portion of the country. If each is drawn on a separate page, staple them together to make booklets. Share with the class.



### Features

- As a whole group, brainstorm the names of the geographical features mentioned in the story (archipelago, mountain, desert, everglades, river, sea, forest, islands, beaches, volcano).
- In small groups, direct students to fold a large sheet of butcher paper into eighths. Unfold and write the name of a different feature at the bottom of each space.
- Have the students write a definition and draw a picture of each physical feature.



**Extension:** Ask students which of the features are related to oceans and, explain how. Direct them to research what the ocean floor actually looks like. Have them write a description, draw pictures, or make models of the ocean floor. Share the projects in small groups. Another extension idea is to have students find out about other water features such as bays, reefs, sea caves, sea mounts, mouth, isthmus, gulf, etc. Students can make an ocean terms book or alphabet.

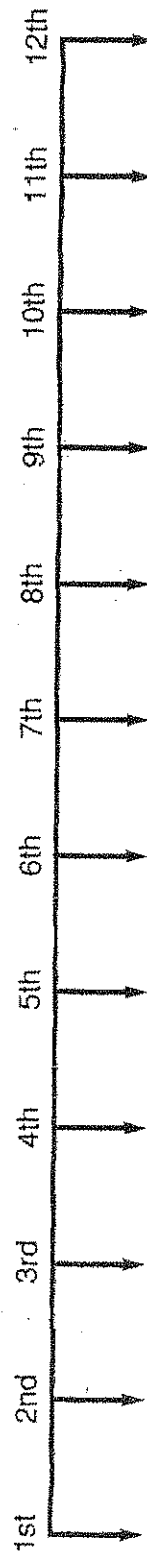
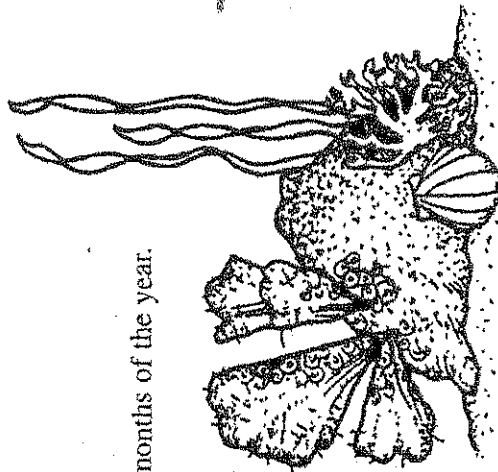
Name \_\_\_\_\_

Date \_\_\_\_\_

# Time Line

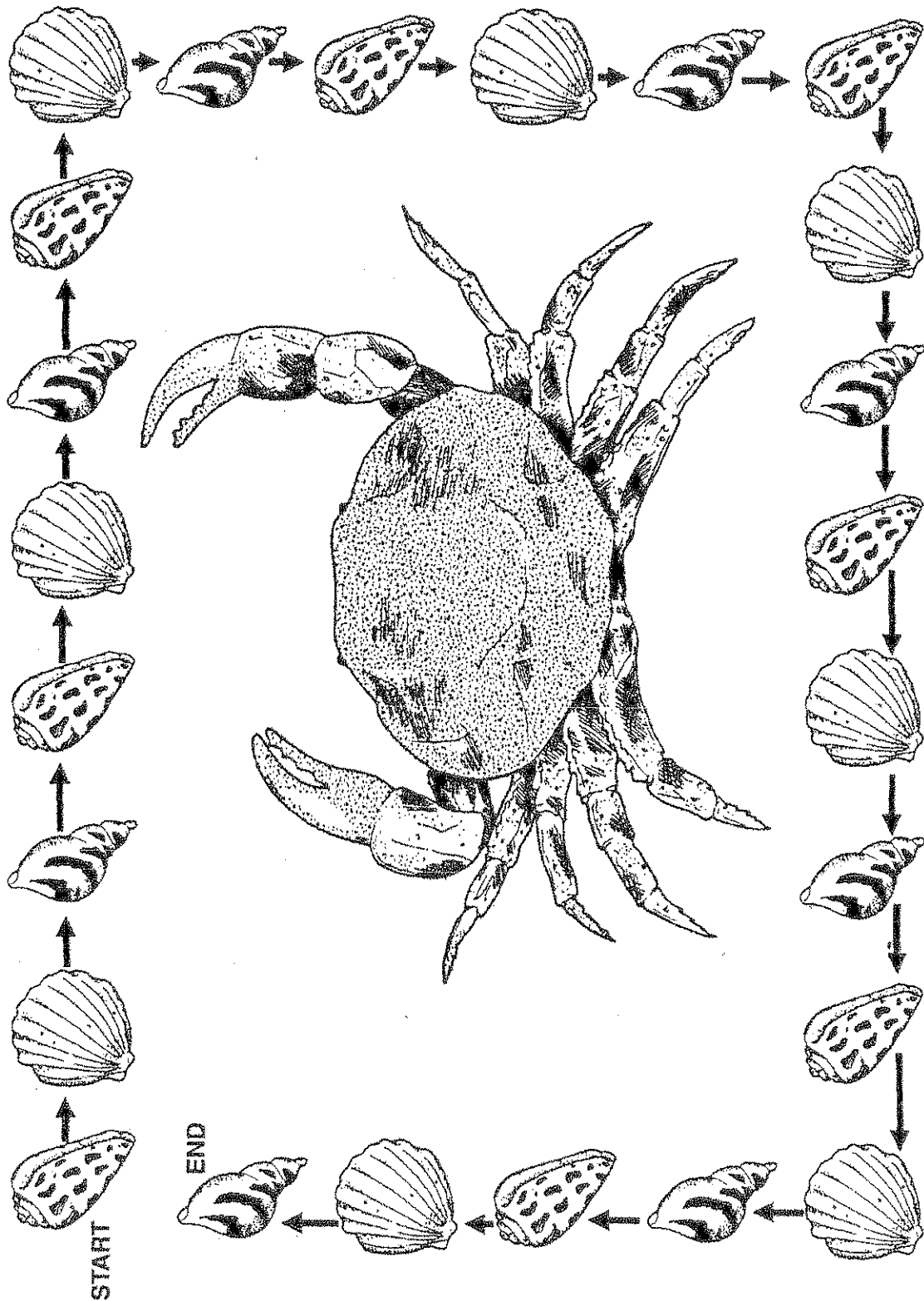
Work with a partner. Use the events listed below to construct a time line of story events. Write the event number on the appropriate blank.

1. The Magician makes the crab smaller before giving him back to the Sea.
2. The Man and the Magician launch a canoe to find Pau Amma.
3. The Man tells the Magician to make all the animals obedient to him.
4. Eldest Magician was getting things ready and giving commands to all the animals.
5. The Man, his daughter, and the Magician set out to find why the sea is flooding the land.
6. Gifts are given to Pau Amma: a safe home on land and sea, scissors, and a hard shell for 11 months of the year.
7. The Magician checks on all the animals.
8. Son of Adam reports that the Sea is not obedient to him.
9. Pau Amma the Crab grew impatient and scurried away.
10. The Man, little girl-daughter, and the Magician bargain with Pau Amma.
11. The girl-daughter recalls seeing Pau Amma scurrying into the Sea.
12. All the animals are questioned.



# Pau Amma Gameboard

**Directions.** Color, cut out, and glue the gameboard to the inside of a file folder. Then cut out the directions (page 17) and glue to the front of the file folder. Cut apart the Task Cards (page 17) and store them in an envelope attached to the back of the file folder. Laminiate the file folder and Task Cards for durability.



# Pau Amma Gameboard (cont.)

**Directions:** This game is for one or two players. Each player will need a marker. Use one die or spinner.




1. Place the Task Cards in a pile face down on the gameboard.
2. Determine the order in which players will take turns.
3. In turn, take a task card and answer the question.
4. If you are correct, roll the die and move that many spaces.
5. If you answer incorrectly, remain on the same space.
6. The first player to reach the **END** wins.

1. What does the word "kun" mean?	8. In what two places can a crab live?	15. Who bites the Fisherman's line?	22. What animal helped Magician make the islands in the Malay Archipelago?
2. What was being disobedient to the Son of Adam?	9. Who is Raja Moyang Kaban?	16. When the Fisher of the Sea pulls too hard, what kind of tides are there?	23. What is the name of the Wonderful Tree that bears magic nuts?
3. Who launched a canoe to find out who was playing with the sea?	10. What is a "... curving, wavy dagger with a blade like a flame ..." called?	17. Why did Pau Amma scuttle into the sea without orders from the Magician?	24. What gift did little girl-daughter give to Pau Amma?
4. What was the crab's name?	11. What animal helped Magician make the Indian and Sahara Deserts?	18. What does "Payah kun" mean?	25. On which river did the Man and the Magician meet?
5. Where are the Everglades?	12. What is the name of the "lazy people"?	19. What pulls the sea up and down to make tides?	26. What kind of crab was Pau Amma?
6. What mountains were made from the rocks the elephants had thrown up?	13. Who gave orders to all the animals?	20. Borneo and Java are part of which Archipelago?	27. How many months of the year does the crab have a soft shell?
7. What is the name of the King of the Crocodiles?	14. What gift did the Man give to Pau Amma?	21. What is another name for "Heart of the Sea"?	28. What gift did the Eldest Magician give to Pau Amma?

Name \_\_\_\_\_ Date \_\_\_\_\_

# Geographical Features

Some land and ocean features are described below. Write the name of each landmark in the space provided. Use the WORD BANK at the bottom of the page to help you.

<p>1. _____</p> <p>A long, narrow inlet of the sea between tall, rocky cliffs</p> 	<p>2. _____</p> <p>A large inlet of ocean or sea that is partially surrounded by land</p>	<p>3. _____</p> <p>A land mass that is smaller than a continent and completely surrounded by water</p>
<p>4. _____</p> <p>A large body of salt water that is smaller than an ocean</p>	<p>5. _____</p> <p>A group of islands clustered together in an ocean</p> 	<p>6. _____</p> <p>A natural stream of water that flows into an ocean or lake</p>
<p>7. _____</p> <p>The whole body of salt water that covers almost three-fourths of the earth's surface</p>	<p>8. _____</p> <p>A small section of sea or lake partially enclosed by dry land</p>	<p>9. _____</p> <p>A shallow underwater plain that is actually the edge of a continent</p>
<p>10. _____</p> <p>The sandy or rocky land along the edge of an ocean, sea, or lake</p> 	<p>11. _____</p> <p>A narrow chain of rock, sand, or coral just above or below the water</p>	<p>12. _____</p> <p>An underwater mountain</p>

archipelago	bay	reef	gulf	island	sea
continental shelf	ocean	seamount	fjord	river	beach

Name \_\_\_\_\_ Date \_\_\_\_\_

# Ocean Plant Facts

To find out about some unusual plants that live in the ocean, solve the problems below. Then write the letter that's beside each answer every time you find it in the puzzle below.

$38 \times 24$ = A	$752 \div 8$ = B	$26 \times 18$ = C	$624 \div 12$ = D	$14 \times 49$ = E	$645 \div 15$ = F	$385 \div 35$ = G	$25 \times 34$ = H	$38 \times 16$ = K
$380 \div 20$ = L	$700 \div 28$ = N	$27 \times 35$ = O	$29 \times 17$ = P	$37 \times 11$ = R	$734 \div 16$ = S	$594 \div 22$ = T	$15 \times 14$ = U	$962 \div 13$ = W

1. Its stem has wavy edges that divide into fanglike fronds.

43 210 407 94 686 19 945 74 49

2. This brown, leathery, straplike seaweed is found in low waters.

49 686 912 27 850 945 25 11

3. Sea otters make their home in this giant seaweed.

608 686 19 493

4. It looks a lot like a plant we put in our salads!

49 686 912 19 686 27 27 210 468 686

5. This seaweed contains air pockets which help it stay afloat.

94 19 912 52 52 686 407 74 407 912 468 608

6. It can be eaten raw or cooked as a vegetable.

52 210 19 49 686

7. This red seaweed can be found anchored to rocks in the shade.

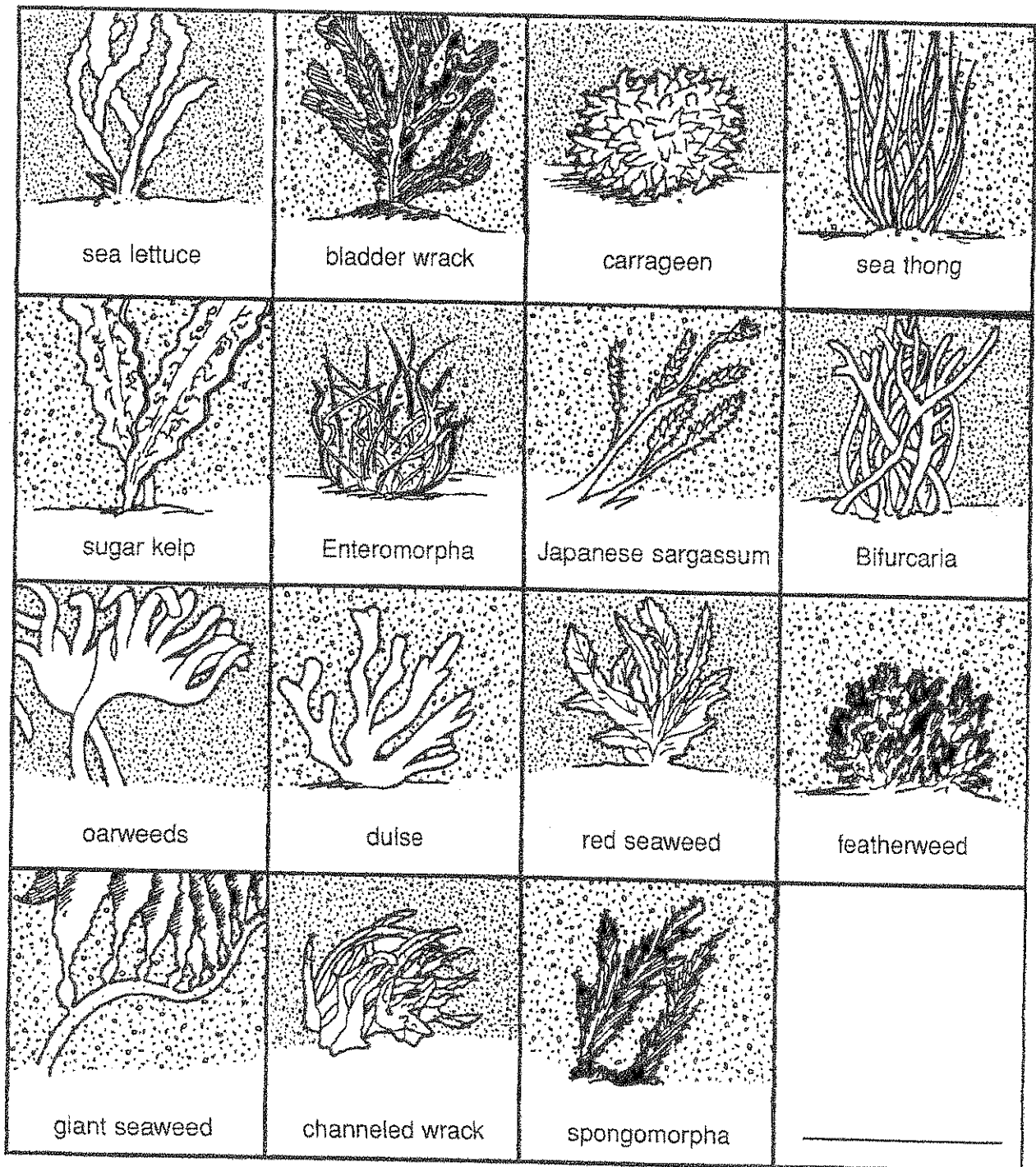
43 686 912 27 850 686 407 74 686 686 52

8. A gel for jellies is made from this red seaweed.

468 912 407 407 912 11 686 686 25

## Plants of the Ocean

Make a file on plants of the ocean. Cut apart the pictures. Glue each one to a large index card. Write a paragraph about the plant—its appearance, uses, special characteristics, where it can be found, etc. Color the pictures and store the cards in an Ocean Plants file box. A blank card is included so you can add your own.



# Mollusks Vs. Crustaceans

## Question?

What is the difference between a mollusk and a crustacean?

## Setting the Stage

Ask the students if they have ever eaten lobster, crab, mussels, or clams. Describe how these animals look and feel on the outside. Write the students' descriptive words and phrases on chart paper and save for later reference.

## Materials Needed for Each Group

- one lobster, crab, or shrimp (skeleton left on)
- one clam, scallop, or mussel (already opened)
- data-capture sheet (page 38)

## Procedure (Student Instructions)

1. Closely observe both animals before recording answers on the data-capture sheet.
2. At the top of the data-capture sheet, write the name of each animal you will be comparing.
3. Read the first description on the data-capture sheet.
4. As a group decide which of the two animals best fits that description.
5. Write the animal's name in the space.
6. Go on to the second statement and decide on an answer.
7. Continue until all the statements have been read.
8. Write a group conclusion on the lines provided.

## Extensions

- Compare the mollusk and the crustacean used in the experiment. Draw a Venn diagram to show their likenesses and differences.
- Explain that some mollusks are bivalves. Write some of these words on the chalkboard for all to see: biplane, biannual, binary, biweekly, bilingual, bicycle, binoculars. Have the students identify the common prefix in all the words. What does it mean? What does each word mean? What do they think bivalve means?
- As a class, cook some clam chowder.
- What are echinoderms? What are arthropods? Examine some other types of ocean animals.

## Closure

In their ocean journals, have the students draw a picture of their favorite crustacean or bivalve along with a paragraph explaining what is a bivalve or a crustacean.

## Mollusks Vs. Crustaceans (cont.)

**Directions:** On the lines below write the names of the two animals you are going to compare.

#1 \_\_\_\_\_ #2 \_\_\_\_\_

Now read each pair of statements below. Write the name of the animal that best fits that description on the line. Make your decision as a whole group. When you have read all the statements, write a conclusion about each animal.

Column A	Column B
1. They have a hard, outside shell. _____	1. An exoskeleton covers its body. _____
2. Soft-bodied animals live inside a shell. _____	2. They have soft bodies. _____
3. Some are bivalves and have a two-piece shell. _____	3. They have a number of body segments. _____
4. They have a smooth interior. _____	4. They have at least five pairs of legs. _____

### CONCLUSIONS

Column A lists characteristics of mollusks. Column B lists characteristics of crustaceans.

Which animal is the mollusk? \_\_\_\_\_

How did you come to this conclusion? \_\_\_\_\_

Which animal is the crustacean? \_\_\_\_\_

How did you come to this conclusion? \_\_\_\_\_

Dear 6th Grade Parents,

We are journeying to the University of Arizona for the Marine Discovery Program and to receive a taste of college life on Friday, November 4/18 & Dec. 2, 2016.

**Please be at the school at 6:45AM.**

**We will leave Orangewood Elementary at 7:00AM by Charter Bus.**

Our class will arrive at the U of A at 9:00AM.

We will participate in the Marine Discovery Workshop from 9:30AM to 11:30AM. (See Activity paper that is attached)

We will share lunch or snack with our new college friends in the student union. **(Our students may bring a sack lunch from home or get one from the Orangewood cafeteria OR buy lunch in the food court, \$5 to \$8 the students need to have this cash on them, it is not given to the teacher.)**

We will tour the U of A and have guest speakers along the way. We will visit a typical dorm room, classroom, football stadium, and basketball arena. (1:00 to 3:00PM)

**We will return to Orangewood around 5:30pm**

If you would like to chaperone and if you have any questions or concerns, please call me at 602-347-2955 (Mr. Farr) or 602-347-2956 (Ms. Puryear)

Thank you for your support,

6<sup>th</sup> Grade Team

## Workshop Stations

Students will participate in the following five stations in Marine Discovery.

**Shark Dissection:** Students are first led through the dissection of a dogfish (*Squalus*), with emphasis on its unique adaptations for survival.

*Age recommendation: grades 3-8*

**Fish Diversity:** Students compare the body forms of a variety of preserved fish to determine where they might live, what they eat and how they move. Form and function are explored in detail through this hands-on activity.

*Age recommendation: grades 3-8*

**Marine Fossils:** Students are lead through a discussion of how fossils are formed and what we can learn from about our earth's history. They examine fossils collected at Mount Lemmon & near Hayden, facilitating the exploration of plate tectonics. Students assemble a to-scale time line depicting the development of life and make their own fossil to take home. Emphasis is placed on understanding plate tectonics, geologic time and the mechanisms that create fossils.

*Age recommendation: grades 3-8*

**Rocky Intertidal Zone:** Participants learn about the unique environment of the rocky intertidal zone and its special inhabitants, with an emphasis on the adaptations for life between the tides. Everything from echinoderms to chordates to some new creatures you may never have heard of are represented!

*Age recommendation: grades 3-8*

**Squid Dissection:** Students participate in the dissection of a squid (*Loligo sp.*), focusing on its special adaptations for survival.

*Age recommendation: grades 3-8*

**<http://marinediscovery.arizona.edu>**

# Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/12/2016

<b>School:</b>	Orangewood	<b>Departure Date:</b>	12/2/2016
<b>Field Trip Destination:</b>	University of Arizona Flandrau Planetarium, Tucson, AZ	<b>Return Date:</b>	12/2/2016
<b>Student Participants:</b>	32	<b>Chaperones (1:8):</b>	4
<b>Grade Level(s):</b>	6	<b>Additional Adults paying own way:</b>	0
<b>Cell Phone Number of Person Attending Trip:</b>	602-769-6758	<b>Additional Chaperones Needed (Over 1:8):</b>	0
		<b>Reason for Additional Chaperones:</b>	N/A

## Goal for the Governing Board – Ensure student safety and protect District liability.

Person Requesting Trip/Contact at Board Meeting: John Vasey

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
Erik Farr	Erik.Farr@wesdschools.org	6	Yes
John Vasey	john.vasey@wesdschools.org	6	Yes

### Summary of Event/Purpose:

9:00 AM to 12:00 PM – U of A Marine Discovery workshop stations are hands-on, activity-based laboratory programs which provide students with the opportunity to work with live marine animals and teaching specimens. Students are exposed to living and preserved organisms found in the Gulf of California and gain a general understanding of the scientific relationships between them. Marine Discovery is offered through the Department of Ecology and Evolutionary Biology, University of Arizona, with support from the Howard Hughes Medical Institute.

### Program Goals:

To encourage students to “think like scientists” using their observational, critical thinking and problem solving skills.  
To introduce students to the marine environment, especially the Gulf of California, Tucson’s near-by ocean.  
To encourage higher education by allowing interaction with university students.

### General Workshop Set-up:

**Shark Dissection:** Students are led through the dissection of a dogfish (*Squalus*), with an emphasis on body form and function, and adaptations to the marine environment.

**Squid Dissection:** In groups of two or three, students dissect a squid (*Loligo* spp.), once again focusing on its special adaptations. Students who do not wish to dissect will be provided with an alternative activity.

**Rocky Intertidal Zone:** Students learn about the unique environment of the rocky intertidal zone and its special inhabitants, with an emphasis on the adaptations necessary for life in the zone between land and sea. Everything from echinoderms to chordates to some new creatures you may never have heard of are represented.

**Plankton:** Students learn about the plankton in our oceans, their importance as the base of the marine food chain, and the unique adaptations that they have to prevent sinking, and to protect themselves from predators.

**Fish Diversity:** Handle preserved specimens of fish from a variety of habitats. Learn how the shape of a fish can inform you about what it does for a living (form follows function).

**Marine Fossils:** Explore ancient Arizona, the evidence for plate tectonics and continental drift, and other marine fossils from around the world.

Participate in hands-on activities about the water cycle presented by U of A graduate students using the Inquiry Method for learning.

12:00 PM to 3:00 PM – Eat lunch and tour classrooms and dorm rooms.

3:00 PM to 5:00 PM – Travel back to Orangewood in Phoenix, AZ

### Educational Use (activities that match our curriculum pacing guide):

#### Science:

Students will formulate predictions, questions, or hypothesis based on observations and locate appropriate resources. (SC06-S1C1-01/02/03)

Students will design and conduct controlled investigations. (SC06-S1C1-01/02/03/04/05/06)

Students will analyze and interpret data to explain correlation and results and formulate new questions. (SC06-S1C3-01/02/03/05/06)

Students will explain the hierarchy of cells, tissues, organs, systems and relate structures to functions of living organisms. (SC06-S4C1-01)

Explaining the importance of water to organisms. (SC06-S4C1-01)

Describing how the environmental conditions affect the quality of life. (SC06-S4C3-02)

Explaining how water is cycled in nature. (SC06-S6C2-02)

Identifying the distribution of water. (SC06-S6C2-02)

#### Reading:

Students will be able to identify, analyze, and apply knowledge of the purpose, structures, clarity and relevancy of functional text. 6.RI.6.7

#### Writing:

Students will create a research-based product using 6-traits. 6.W.6.7

<b>Itinerary:</b>						
<b>Date</b>	<b>Departure Site</b>	<b>Departure Time</b>	<b>Arrival Site</b>	<b>Arrival Time</b>	<b>Mode of Transportation</b>	<b>Phone Number for Hotel / Event Location</b>
12/2/2016	Orangewood School, Phoenix, AZ	7:00 AM	University of Arizona, Tucson, AZ	9:00 AM	WESD Transpotation	602-769-6758
12/2/2016	University of Arizona, Tucson, AZ	3:00 PM	Orangewood Elementary, Phoenix, AZ	5:00 PM	WESD Transportation	602-769-6758

<b>Activities:</b>				
<b>Activity</b>	<b>Activity Location</b>	<b>Physical Activity?</b>	<b>Trained Personnel is Present</b>	<b>Activity Description</b>
Science Investigation	Flandrau Planetarium	No	Yes	Instructor led shark dissection
Science Investigation	Flandrau Planetarium	No	Yes	Observing and touching a variety of preserved fish
Science Investigation	Flandrau Planetarium	No	Yes	Discussion on how fossils are formed
Science Investigation	Flandrau Planetarium	No	Yes	Disssussion and hands-on with some of the inhabitants of this zone
Science Investigation	Flandrau Planetarium	No	Yes	Students participate in a squid dissection

Documentation of trained personnel present at the activity must be provided to the Governing Board. Documentation can be included in the travel agent quote, brochures, website page printout, or an email or letter from the activity vendor.

Is documentation included within the travel agent quote? No

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: No

<b>Principal Signature:</b>	Natalie McWhorter	3/30/2016
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### Additional Information

Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:

Fundraisers: Pancake Breakfast, Car Wash  
Scholarships: PTA, Site Council, Tax Credits

Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes

Accommodations for students with special circumstances are needed, e.g. diet, medical condition: No

If yes, what accommodations are needed, e.g. health care provider to attend field trip, dietary accommodations, one-on-one assistant to attend field trip:

Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes

Is this the entire grade level: No

If no, how many students are in the grade level? 125

Is this a club or after-school class? No

What are the student eligibility requirements to participate in this trip? (Behavior, member of special area/club) Grades should not be a deciding factor.

To be a sixth grade student at Orangewood School.

Please attach the lesson plan for students who will not be attending the trip.

Lesson Plan Attached: Yes

#### Chaperones:

Will substitutes be used for certified staff chaperoning the trip? No

If no, what are the arrangements for class coverage?

Students will be placed in another sixth grade class.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Erik Farr	Certified	No	No
Parent TBA	Parent	No	No
Parent TBA	Parent	No	No
Parent TBA	Parent	No	No

All trip requests will require an attachment of an example letter detailing the field trip that will be sent home to parents.

Example Letter Attached: Yes

Academic Services Signature:

Natalie McWhorter

3/30/2016

Administrative Services Signature:

Lyn Bailey

3/30/2016

## Out-of-County/State Field Trip Cost Sheet

IMPORTANT - MUST CHECK ONE	
Out-of-State Trips	Out-of-County Trips
All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.
<b>The cost of the trip includes planning for all students.</b>	
This is an out-of-state field trip and travel agent quote is attached: No	This is an out-of-county field trip and charter bus quote is attached: No This is an out-of-county field trip using District buses: Yes
\$      Travel Agent Quote \$      Travel Insurance (optional) \$      Substitute \$      Food \$      Other \$      Total Cost of Trip	\$ 0.00 Lodging \$ 256.00 Food:                      Sack Lunch \$ 604.50 Transportation: District Buses \$ 128.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute                  Funding Source: \$ 988.50 Total Cost of Trip
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

# Students Participating                      32

# of Chaperones                                4      Approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost

# Additional Adults (paying own way)      0      Payment should be made and deposited to the school's field trip auxiliary account.

**TOTAL PER STUDENT COST                  \$30.89**

**FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):**

- X - Auxiliary Operations (Fund 525 - fee based)
- X - Gifts & Donations (Fund 530 - donation based)
- X - PTA/PTO
- X - Student Activities (Fund 850 - fundraising based)
- X - Tax Credit (Fund 526 - donation based)

Finance Signature		
This expenditure was reviewed for compliance with designated and/or qualifying funding sources.	Howard Kropp	3/30/2016

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Elizabeth Martinez	3/30/2016

Transportation Signature		
This trip has been reviewed and approved for the use of District transportation.		

### 2016 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6<sup>th</sup> grade teacher following district common core standards for that time period. This will be determined by November 2016 by all of the 6<sup>th</sup> grade teachers. Math would integrate the pacing plan of 2016. The Language Arts and Science will come from the Discover a Watershed, the Colorado River Education Guide by Project Wet.

An example of lessons and activities are attached.

# *“The Crab that Played with the Sea”*

A Just-So Story by Rudyard Kipling

*In the beginning, the Eldest Magician was busy giving commands to all animals and making them obedient to Man. But stubborn Pau Amma the Crab escaped the Magician's sight and scooted off to the Sea. Meanwhile, the Magician traveled the world to check on the animals. Everything was fine except that the Sea was causing tides four times a day. The man launched a canoe to help the Magician find the cause for this. One by one, animals were questioned, but none was playing with the Sea. Finally, little girl-daughter, also in the canoe, told about the crab that had naughtily gone into the ocean. Off they went to find Pau Amma. At first, the Crab was uncooperative, and the Magician took away his shell. Pau Amma was so frightened that he accepted offers of a safe home, scissors, and a shell for 11 months a year. The power to cause tides was given to the Fisherman of the moon.*

Throughout this adventurous tale, whimsical logic is offered to explain the cycle of tides, along with reasons for the crab's soft shell and pincers (scissors). Below is a suggested plan for the activities presented in this unit. Adapt the plan to fit your own classroom.

## Sample Plan

### Day 1

- Daily Writing Activities: Animal Webs (page 52)
- Crab background information (page 11)
- Predict story events and read “The Crab that Played with the Sea.”
- Homework (page 8).

### Day 2

- Continue Daily Writing Activities.
- Use Homework to make an Ocean Alphabet.
- Make chart of predictions & actual events (page 7).
- Pictures of Events and Time Line (pages 7 & 8)
- Art: A Sandy Scene (page 18)

### Day 3

- Continue Daily Writing Activities.
- Continue Ocean Alphabet.
- Words work sheet (page 14)
- Polar Opposites (page 15)
- Geography: Features (page 12)
- Follow-up: Geographical Features (page 21)

### Day 4

- Continue Daily Writing Activities.
- Science: Plant Index File (page 9)
- Math: Ocean Plant Facts (page 23)
- Tides Come and Go (page 24)
- Pau Amma Game (pages 16 and 17)

### Day 5

- Culminating Activity: Ocean Blocks (pages 19 and 20)

## Internet Extender

### The Kipling File

[http://www.kipling.org.uk/kip\\_fra.htm](http://www.kipling.org.uk/kip_fra.htm)

**Activity Summary:** Follow the links at this Web site to read interesting histories of Kipling's life, including pictures and excerpts from his work.

# About the Crab

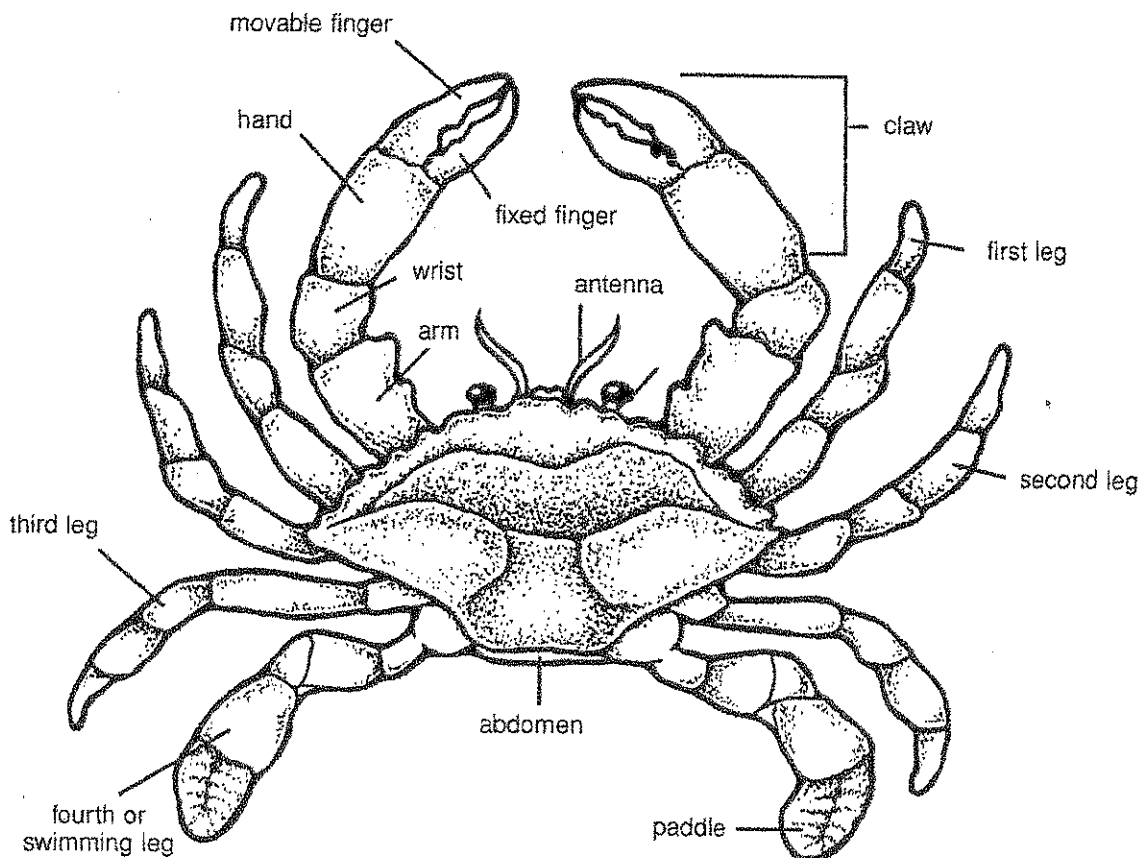
The crab is one of the most curious looking creatures to be found on the seashore. This animal is covered by a hard shell and has ten jointed legs. Its eyes rest on raised stalks which add to its odd appearance.

There are about 4,500 different kinds of crabs, many of which are edible. The blue crab, the Alaskan king crab, and the Dungeness crab are three of the most popular types that people consume.

Crabs may live in shallow waters along the shores or in the deep waters of the ocean. Their homes are often unusual. The tiny female pea crab, for example, lives in the shell of a live oyster. Hermit crabs live in empty seashells, while fiddler crabs live in burrows on sandy beaches. The pine crab makes its home in water that collects in bromeliad plants that grow on tropical trees.

Though their color, shapes, and sizes vary widely, most crabs are adept scavengers. They eat almost anything edible from the seabed. While some crabs are swimmers and even have a paddle on their last pair of legs, others run sideways on the sand and rocks of the seashore.

## Parts of a Blue Crab

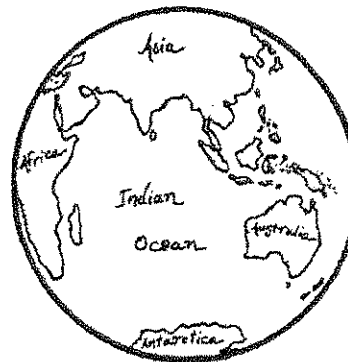


# Research Projects

These cooperative activities are designed to increase students' knowledge of geographical terms and locations. Extension ideas are also provided for those who want to do further research.

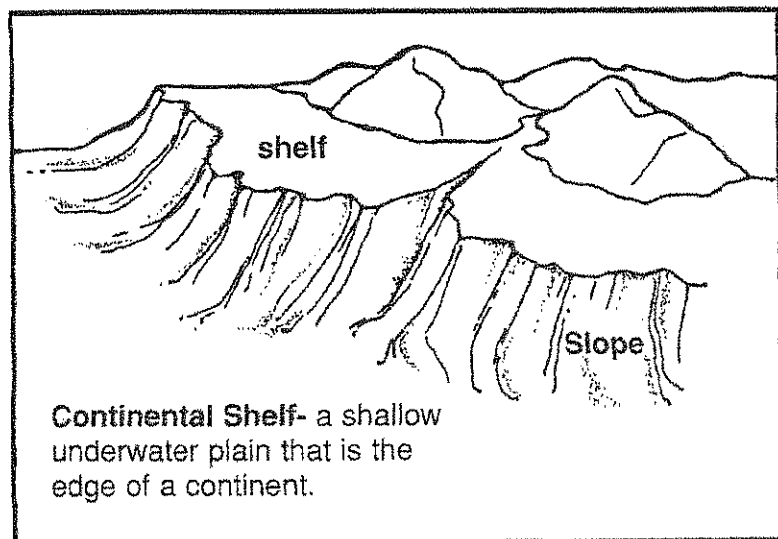
## Mapping

- Group students in pairs or small groups.
- Direct each group to reread "The Crab that Played with the Sea." As they go through the story, they should record the names of six geographical locations. (Examples are: Malay Archipelago, Himalayan Mountains, Sahara Desert, Indian Desert, the Everglades, the Perak River, Singapore, Selangor, Malacca, Bimbang, Borneo, Celebes, Java, Sumatra)
- Have the students find these places on a globe or in an atlas.
- **Extension:** Tell students to draw or trace the outline of the country in which each landmark can be found. Label the approximate area of each landmark on the proper portion of the country. If each is drawn on a separate page, staple them together to make booklets. Share with the class.



## Features

- As a whole group, brainstorm the names of the geographical features mentioned in the story (archipelago, mountain, desert, everglades, river, sea, forest, islands, beaches, volcano).
- In small groups, direct students to fold a large sheet of butcher paper into eighths. Unfold and write the name of a different feature at the bottom of each space.
- Have the students write a definition and draw a picture of each physical feature.



**Extension:** Ask students which of the features are related to oceans and, explain how. Direct them to research what the ocean floor actually looks like. Have them write a description, draw pictures, or make models of the ocean floor. Share the projects in small groups. Another extension idea is to have students find out about other water features such as bays, reefs, sea caves, sea mounts, mouth, isthmus, gulf, etc. Students can make an ocean terms book or alphabet.

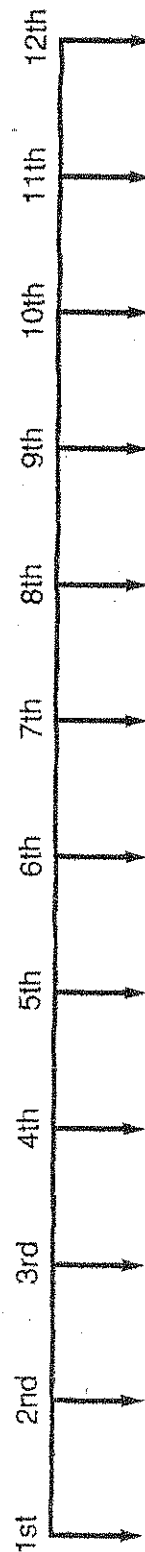
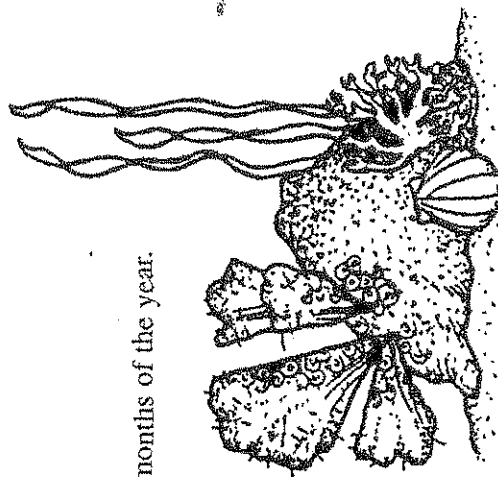
Name \_\_\_\_\_

Date \_\_\_\_\_

# Time Line

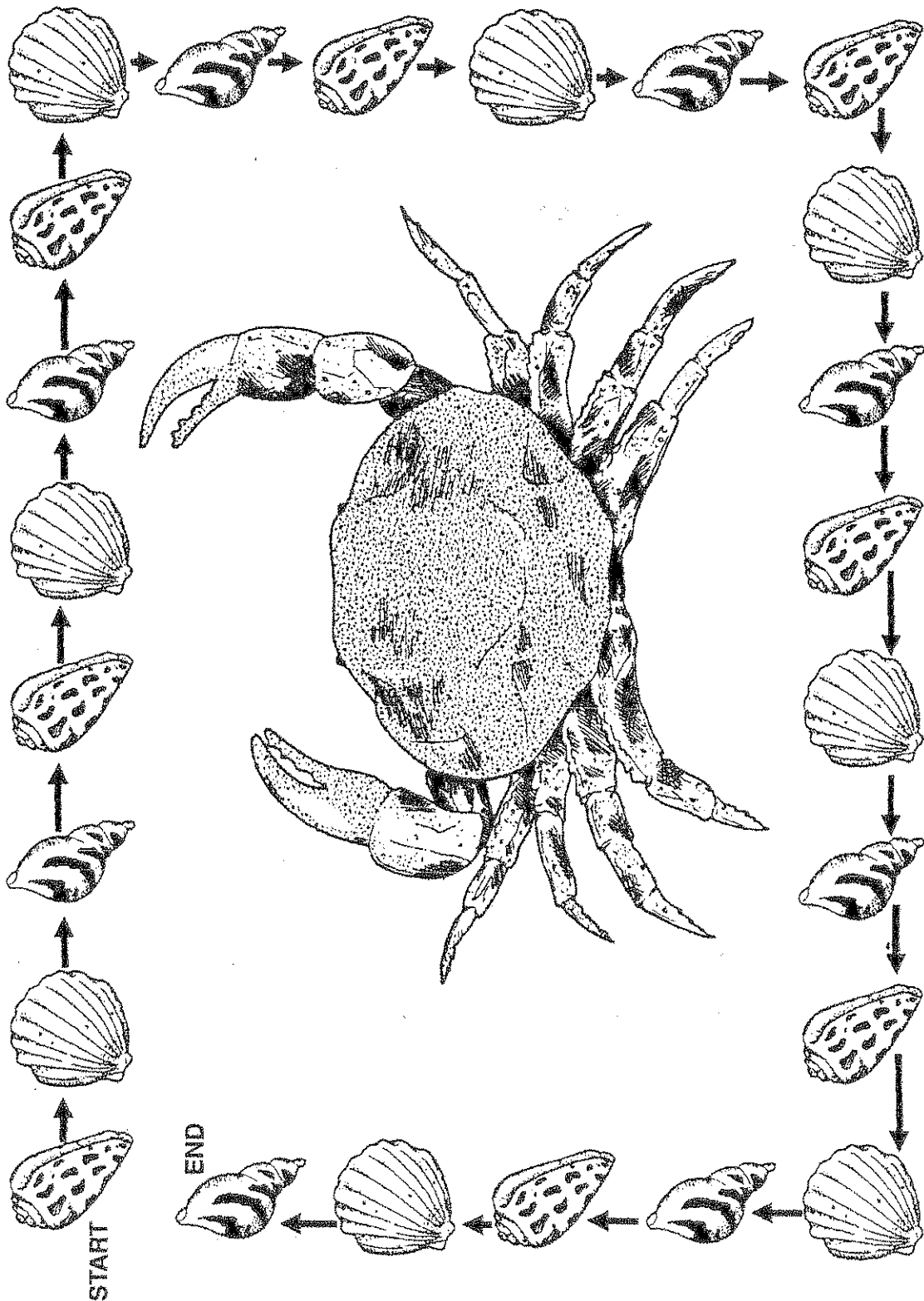
Work with a partner. Use the events listed below to construct a time line of story events. Write the event number on the appropriate blank.

1. The Magician makes the crab smaller before giving him back to the Sea.
2. The Man and the Magician launch a canoe to find Pau Amma.
3. The Man tells the Magician to make all the animals obedient to him.
4. Eldest Magician was getting things ready and giving commands to all the animals.
5. The Man, his daughter, and the Magician set out to find why the sea is flooding the land.
6. Gifts are given to Pau Amma: a safe home on land and sea, scissors, and a hard shell for 11 months of the year.
7. The Magician checks on all the animals.
8. Son of Adam reports that the Sea is not obedient to him.
9. Pau Amma the Crab grew impatient and scurried away.
10. The Man, little girl-daughter, and the Magician bargain with Pau Amma.
11. The girl-daughter recalls seeing Pau Amma scurrying into the Sea.
12. All the animals are questioned.



# Pau Amma Gameboard

**Directions.** Color, cut out, and glue the gameboard to the inside of a file folder. Then cut out the directions (page 17) and glue to the front of the file folder. Cut apart the Task Cards (page 17) and store them in an envelope attached to the back of the file folder. Laminiate the file folder and Task Cards for durability.



# Pau Amma Gameboard (cont.)

**Directions:** This game is for one or two players. Each player will need a marker. Use one die or spinner.



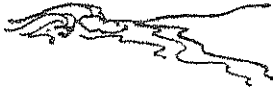
1. Place the Task Cards in a pile face down on the gameboard.
2. Determine the order in which players will take turns.
3. In turn, take a task card and answer the question.
4. If you are correct, roll the die and move that many spaces.
5. If you answer incorrectly, remain on the same space.
6. The first player to reach the **END** wins.

1. What does the word "kun" mean?	8. In what two places can a crab live?	15. Who bites the Fisherman's line?	22. What animal helped Magician make the islands in the Malay Archipelago?
2. What was being disobedient to the Son of Adam?	9. Who is Raja Moyang Kaban?	16. When the Fisher of the Sea pulls too hard, what kind of tides are there?	23. What is the name of the Wonderful Tree that bears magic nuts?
3. Who launched a canoe to find out who was playing with the sea?	10. What is a "... curving, wavy dagger with a blade like a flame ..." called?	17. Why did Pau Amma scuttle into the sea without orders from the Magician?	24. What gift did little girl-daughter give to Pau Amma?
4. What was the crab's name?	11. What animal helped Magician make the Indian and Sahara Deserts?	18. What does "Payah kun" mean?	25. On which river did the Man and the Magician meet?
5. Where are the Everglades?	12. What is the name of the "lazy people"?	19. What pulls the sea up and down to make tides?	26. What kind of crab was Pau Amma?
6. What mountains were made from the rocks the elephants had thrown up?	13. Who gave orders to all the animals?	20. Borneo and Java are part of which Archipelago?	27. How many months of the year does the crab have a soft shell?
7. What is the name of the King of the Crocodiles?	14. What gift did the Man give to Pau Amma?	21. What is another name for "Heart of the Sea"?	28. What gift did the Eldest Magician give to Pau Amma?

Name \_\_\_\_\_ Date \_\_\_\_\_

# Geographical Features

Some land and ocean features are described below. Write the name of each landmark in the space provided. Use the WORD BANK at the bottom of the page to help you.

<p>1. _____</p> <p>A long, narrow inlet of the sea between tall, rocky cliffs</p> 	<p>2. _____</p> <p>A large inlet of ocean or sea that is partially surrounded by land</p>	<p>3. _____</p> <p>A land mass that is smaller than a continent and completely surrounded by water</p>
<p>4. _____</p> <p>A large body of salt water that is smaller than an ocean</p>	<p>5. _____</p> <p>A group of islands clustered together in an ocean</p> 	<p>6. _____</p> <p>A natural stream of water that flows into an ocean or lake</p>
<p>7. _____</p> <p>The whole body of salt water that covers almost three-fourths of the earth's surface</p>	<p>8. _____</p> <p>A small section of sea or lake partially enclosed by dry land</p>	<p>9. _____</p> <p>A shallow underwater plain that is actually the edge of a continent</p>
<p>10. _____</p> <p>The sandy or rocky land along the edge of an ocean, sea, or lake</p> 	<p>11. _____</p> <p>A narrow chain of rock, sand, or coral just above or below the water</p>	<p>12. _____</p> <p>An underwater mountain</p>

archipelago	bay	reef	gulf	island	sea
continental shelf	ocean	seamount	fjord	river	beach

Name \_\_\_\_\_ Date \_\_\_\_\_

# Ocean Plant Facts

To find out about some unusual plants that live in the ocean, solve the problems below. Then write the letter that's beside each answer every time you find it in the puzzle below.

$38 \times 24$ = A	$752 \div 8$ = B	$26 \times 18$ = C	$624 \div 12$ = D	$14 \times 49$ = E	$645 \div 15$ = F	$385 \div 35$ = G	$25 \times 34$ = H	$38 \times 16$ = K
$380 \div 20$ = L	$700 \div 28$ = N	$27 \times 35$ = O	$29 \times 17$ = P	$37 \times 11$ = R	$734 \div 16$ = S	$594 \div 22$ = T	$15 \times 14$ = U	$962 \div 13$ = W

1. Its stem has wavy edges that divide into fanglike fronds.

43 210 407 94 686 19 945 74 49

2. This brown, leathery, straplike seaweed is found in low waters.

49 686 912 27 850 945 25 11

3. Sea otters make their home in this giant seaweed.

608 686 19 493

4. It looks a lot like a plant we put in our salads!

49 686 912 19 686 27 27 210 468 686

5. This seaweed contains air pockets which help it stay afloat.

94 19 912 52 52 686 407 74 407 912 468 608

6. It can be eaten raw or cooked as a vegetable.

52 210 19 49 686

7. This red seaweed can be found anchored to rocks in the shade.

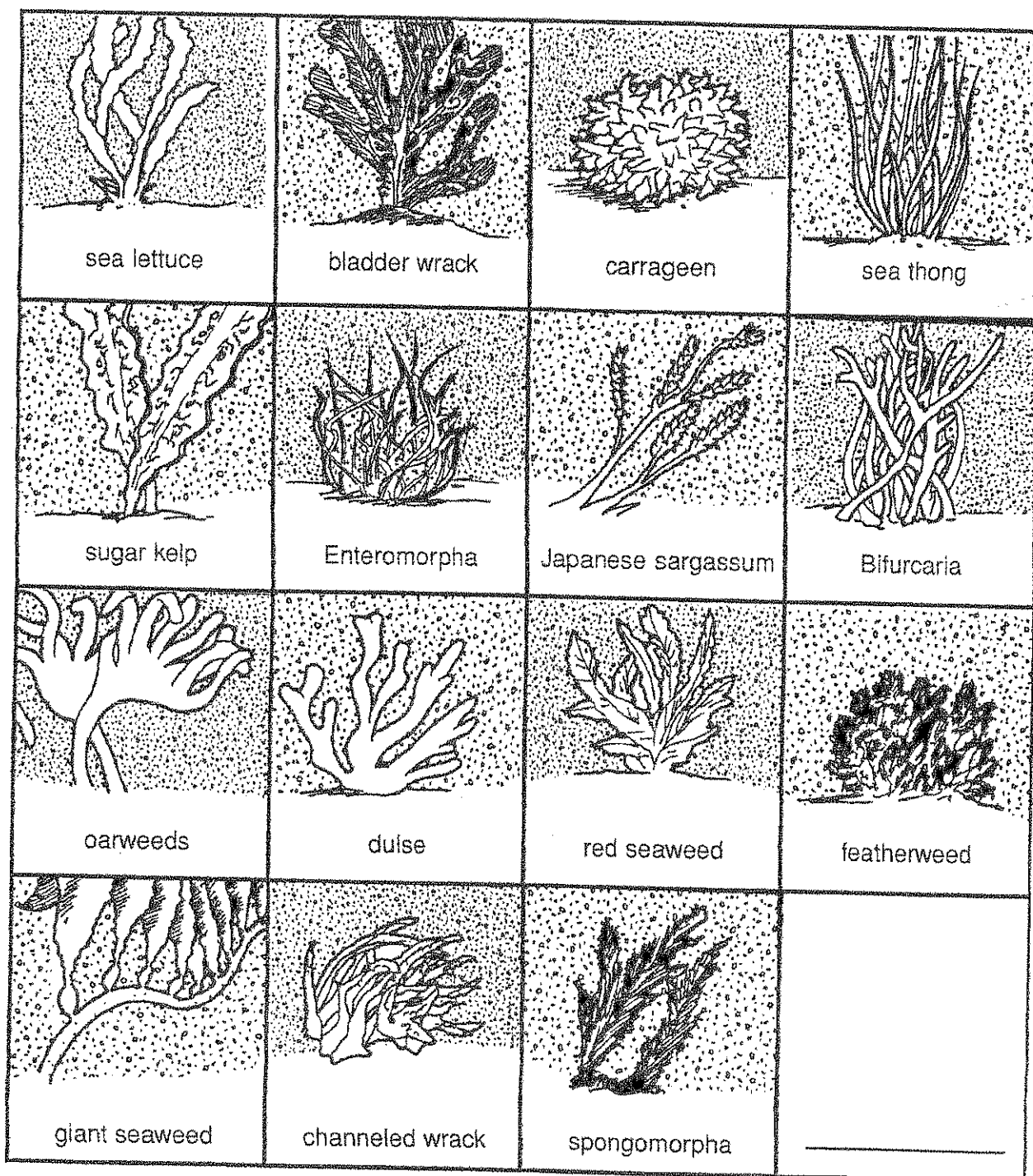
43 686 912 27 850 686 407 74 686 686 52

8. A gel for jellies is made from this red seaweed.

468 912 407 407 912 11 686 686 25

# Plants of the Ocean

Make a file on plants of the ocean. Cut apart the pictures. Glue each one to a large index card. Write a paragraph about the plant—its appearance, uses, special characteristics, where it can be found, etc. Color the pictures and store the cards in an Ocean Plants file box. A blank card is included so you can add your own.



# Mollusks Vs. Crustaceans

## Question?

What is the difference between a mollusk and a crustacean?

## Setting the Stage

Ask the students if they have ever eaten lobster, crab, mussels, or clams. Describe how these animals look and feel on the outside. Write the students' descriptive words and phrases on chart paper and save for later reference.

## Materials Needed for Each Group

- one lobster, crab, or shrimp (skeleton left on)
- one clam, scallop, or mussel (already opened)
- data-capture sheet (page 38)

## Procedure (*Student Instructions*)

1. Closely observe both animals before recording answers on the data-capture sheet.
2. At the top of the data-capture sheet, write the name of each animal you will be comparing.
3. Read the first description on the data-capture sheet.
4. As a group decide which of the two animals best fits that description.
5. Write the animal's name in the space.
6. Go on to the second statement and decide on an answer.
7. Continue until all the statements have been read.
8. Write a group conclusion on the lines provided.

## Extensions

- Compare the mollusk and the crustacean used in the experiment. Draw a Venn diagram to show their likenesses and differences.
- Explain that some mollusks are bivalves. Write some of these words on the chalkboard for all to see: biplane, biannual, binary, biweekly, bilingual, bicycle, binoculars. Have the students identify the common prefix in all the words. What does it mean? What does each word mean? What do they think bivalve means?
- As a class, cook some clam chowder.
- What are echinoderms? What are arthropods? Examine some other types of ocean animals.

## Closure

In their ocean journals, have the students draw a picture of their favorite crustacean or bivalve along with a paragraph explaining what is a bivalve or a crustacean.

## Mollusks Vs. Crustaceans (cont.)

**Directions:** On the lines below write the names of the two animals you are going to compare.

#1 \_\_\_\_\_ #2 \_\_\_\_\_

Now read each pair of statements below. Write the name of the animal that best fits that description on the line. Make your decision as a whole group. When you have read all the statements, write a conclusion about each animal.

Column A	Column B
1. They have a hard, outside shell. _____	1. An exoskeleton covers its body. _____
2. Soft-bodied animals live inside a shell. _____	2. They have soft bodies. _____
3. Some are bivalves and have a two-piece shell. _____	3. They have a number of body segments. _____
4. They have a smooth interior. _____	4. They have at least five pairs of legs. _____

### CONCLUSIONS

Column A lists characteristics of mollusks. Column B lists characteristics of crustaceans.

Which animal is the mollusk? \_\_\_\_\_

How did you come to this conclusion? \_\_\_\_\_

\_\_\_\_\_

Which animal is the crustacean? \_\_\_\_\_

How did you come to this conclusion? \_\_\_\_\_

\_\_\_\_\_

Dear 6th Grade Parents,

We are journeying to the University of Arizona for the Marine Discovery Program and to receive a taste of college life on Friday, November 4/18 & Dec. 2, 2016.

**Please be at the school at 6:45AM.**

**We will leave Orangewood Elementary at 7:00AM by Charter Bus.**

Our class will arrive at the U of A at 9:00AM.

We will participate in the Marine Discovery Workshop from 9:30AM to 11:30AM. (See Activity paper that is attached)

We will share lunch or snack with our new college friends in the student union. **(Our students may bring a sack lunch from home or get one from the Orangewood cafeteria OR buy lunch in the food court, \$5 to \$8 the students need to have this cash on them, it is not given to the teacher.)**

We will tour the U of A and have guest speakers along the way. We will visit a typical dorm room, classroom, football stadium, and basketball arena. (1:00 to 3:00PM)

**We will return to Orangewood around 5:30pm**

If you would like to chaperone and if you have any questions or concerns, please call me at 602-347-2955 (Mr. Farr) or 602-347-2956 (Ms. Puryear)

Thank you for your support,

6<sup>th</sup> Grade Team

## Workshop Stations

Students will participate in the following five stations in Marine Discovery.

**Shark Dissection:** Students are first led through the dissection of a dogfish (*Squalus*), with emphasis on its unique adaptations for survival.

*Age recommendation: grades 3-8*

**Fish Diversity:** Students compare the body forms of a variety of preserved fish to determine where they might live, what they eat and how they move. Form and function are explored in detail through this hands-on activity.

*Age recommendation: grades 3-8*

**Marine Fossils:** Students are lead through a discussion of how fossils are formed and what we can learn from about our earth's history. They examine fossils collected at Mount Lemmon & near Hayden, facilitating the exploration of plate tectonics. Students assemble a to-scale time line depicting the development of life and make their own fossil to take home. Emphasis is placed on understanding plate tectonics, geologic time and the mechanisms that create fossils.

*Age recommendation: grades 3-8*

**Rocky Intertidal Zone:** Participants learn about the unique environment of the rocky intertidal zone and its special inhabitants, with an emphasis on the adaptations for life between the tides. Everything from echinoderms to chordates to some new creatures you may never have heard of are represented!

*Age recommendation: grades 3-8*

**Squid Dissection:** Students participate in the dissection of a squid (*Loligo sp.*), focusing on its special adaptations for survival.

*Age recommendation: grades 3-8*

**<http://marinediscovery.arizona.edu>**

REVISED: MAY 10, 2016

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO:	Governing Board	<u>          X          </u>	Action
FROM:	Dr. Paul Stanton	<u>                          </u>	Discussion
		<u>                          </u>	Information
		<u>                          </u>	1st Reading

DATE: May 12, 2016

AGENDA ITEM: \*Out-of-State Travel

INITIATED BY:

Dr. Maggie Westhoff, Director  
of Professional Development

SUBMITTED BY:

Dr. Maggie Westhoff,  
Director of Professional  
Development
PRESENTER AT GOVERNING BOARD  
MEETING:
Dr. Maggie Westhoff, Director of Professional  
Development
GOVERNING BOARD POLICY REFERENCE OR STATUTORY  
CITATION:
BBA
**SUPPORTING DATA**Funding Source: Federal Funds/In-direct cost  
Budgeted: Yes

The following out-of-state travel requests has been reviewed and are recommended for approval:

1. Dr. Lyn Bailey, Assistant Superintendent of Administrative Services, Mrs. Carol Patterson, Instructional Coach, Mrs. Shannon Bonnette, Director of School Support, Mr. Sean Carney, Principal of Washington Elementary, Mr. Chance Whiteman, Principal of Sunnyslope School, Mrs. Jill Sarraino, Principal of Palo Verde Middle School, and Ms. Amanda Wilber, Principal of Richard E. Miller (2016-2017) are requesting to travel to Charlottesville, VA on June 11 – 18, 2016 to attend the University of Virginia Turnaround Program – Cohort 13 District Summer Training Session. The Washington Elementary School District (WESD) was originally invited to participate in the University of Virginia School Turnaround Program in Fall 2013 as part of Cohort 11. This trip is for the three new schools to participate in Cohort 13, which will increase the number of schools with this intensive training to 25% of WESD schools overall, a critical mass in implementing the School Turnaround Program systemic and focused work system-wide. All expenses will be paid for through federal funds and Indirect Costs.

**SUMMARY AND RECOMMENDATION**

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

Superintendent \_\_\_\_\_

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) <i>(as it appears on your driver's license)</i>	Position	School/Department
Linda Jean Bailey	Assistant Superintendent	Administrative Services
Carol Ann Patterson	Instructional Coach	Administrative Services
Shannon Beth Bonnette	Director of School Support	Administrative Services
Sean Michael Carney	Principal	Washington
Chance Robert Whiteman	Principal	Sunnyslope
Jill Marie Sarraino	Principal	Palo Verde
Amanda Jane Wilber	Principal	Richard E. Miller

CONFERENCE INFORMATION:

CONFERENCE TITLE:	University of Virginia Turnaround Program - Cohort 13 District Summer Session						
TRAVEL DATES:	June 11-18, 2016						
CONFERENCE LOCATION:	Charlottesville, VA						
SOURCE OF FUNDING: Description:	Registration Funds (Funding Source)						Total
Registration Account Code:	370	100	2200	6331	503	0000	\$ 58,000.00
SOURCE OF FUNDING: Description:	Wesd Ed and Focus School Improvement Grant						Total
Travel Account Code:	100	118	2410	6580	503	0000	\$ 7,100.00
SOURCE OF FUNDING: Description:	Substitute Funds (Funding Source)						Total
Substitute Account Code:				6129			\$ 0

**PURPOSE OF TRAVEL:** The Washington Elementary School District (WESD) was originally invited to participate in the University of Virginia School Turnaround Program in Fall 2013 as part of Cohort 11. This trip is for the three new schools to participate in Cohort 13, which will increase the number of schools with this intensive training to 25% of WESD schools overall, a critical mass in implementing the School Turnaround Program systemic and focused work system-wide.

MAXIMUM COSTS:

REGISTRATION FEE:	\$ 58,000.00
MEALS	\$
LODGING:	\$
SUBSTITUTES	\$
TRANSPORTATION:	\$
AIR	\$ 5,900.00
CAR RENTAL/PARKING	\$ 1,200.00
BUS/TAXI/SHUTTLE	\$
<b>TOTAL COST:</b>	<b>\$ 65,100.00</b>

SIGNATURES

Supervisor
Supervisor
Budget Manager

**COMMENTS:** All expenses paid for through federal funds and Indirect Costs.

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	<u>          X          </u>	Action
FROM:	Dr. Paul Stanton, Superintendent	<u>                          </u>	Discussion
		<u>                          </u>	Information
		<u>                          </u>	1 <sup>st</sup> Reading

DATE: May 12, 2016

AGENDA ITEM: \*Renewal of Intergovernmental Agreement with the City of Phoenix for the Head Start Program and Approval of the WESD Head Start Program Planning 2016-2017

INITIATED BY: Diana Howsden, Director of Head Start Services

SUBMITTED BY:

Diana Howsden, Director of Head Start Services

PRESENTER AT GOVERNING BOARD MEETING:

Natalie McWhorter, Director of Curriculum

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:

BBA**SUPPORTING DATA**Funding Source: Head Start  
Budgeted: Yes

As the delegate agency for Head Start, the Washington Elementary School District (WESD) maintains an Intergovernmental Agreement (IGA) with the City of Phoenix, which is in effect through June 30, 2016. The new IGA will be in effect from July 1, 2016 through June 30, 2017 and specifies the amount of funding for Head Start as \$2,763,600.00. The IGA provides the terms and conditions that allows WESD to plan and deliver early childhood program services to 588 children and families at 19 school sites. Attached is a copy of the IGA document.

In accordance with the Head Start Program Performance Standard, 45 C.F.R. 1304.50 (d)(1) and 1304.50 (d)(1)(iv), the WESD Governing Board has the responsibility to periodically review and approve procedures for program planning. The approval of the WESD Head Start Program Planning procedures is necessary for the District to remain eligible to receive Head Start funding through the City of Phoenix. The WESD Head Start Planning 2016-2017 document is attached.

There are no changes to the contents of the Special Terms and Conditions from the previous year, the only difference is in the formatting of the document.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the renewal of the Head Start Intergovernmental Agreement with the City of Phoenix for the Head Start Program and authorize the Superintendent to execute the necessary documents. It is further recommended that the Governing Board approve the WESD Head Start Program Planning 2016-2017.

Superintendent 

**AGREEMENT BETWEEN**  
**CITY OF PHOENIX, an Arizona municipal corporation**  
**and**  
**WASHINGTON ELEMENTARY SCHOOL DISTRICT #6**

City of Phoenix Agreement No. \_\_\_\_\_

Amy Corriveau, Deputy Human Services Director  
City of Phoenix Human Services Department  
Education Division  
200 W. Washington Street, 17<sup>th</sup> Floor  
Phoenix, AZ 85003-1611  
(602) 262-4042  
amy.corriveau@phoenix.gov

## TABLE OF CONTENTS

<b>1.</b>	<b>TERM OF AGREEMENT</b>	Page 1
<b>2.</b>	<b>DEFINITION OF TERMS</b>	Page 1
<b>3.</b>	<b>SCOPE OF WORK AND PAYMENT</b>	
	3.1 CONTRACT AMOUNT	Page 2
	3.2 INVOICES	Page 2
	3.3 PAYMENT RECOUPMENT	Page 2
	3.4 PAYMENT INDEMNIFICATION	Page 3
<b>4.</b>	<b>COMPLIANCE WITH APPLICABLE LAWS</b>	
	4.1 NON-DISCRIMINATION	Page 3
	4.2 SMOKING POLLUTION CONTROL MEASURES	Page 4
	4.3 DRUG FREE WORKPLACE	Page 4
	4.4 LOBBYING	Page 4
	4.5 SUSPENSION OR DEBARMENT	Page 4
	4.6 LEGAL WORKER REQUIREMENTS	Page 4
	4.7 FEDERAL IMMIGRATION & NATIONALITY ACT	Page 4
	4.8 CRIMES AGAINST CHILDREN	Page 5
	4.9 POLITICAL ACTIVITY	Page 5
	4.10 BIOLOGICAL AGENTS & TOXINS	Page 5
	4.11 SEAT BELT USE	Page 5
	4.12 EQUAL EMPLOYMENT OPPORTUNITY	Page 5
	4.13 FINGERPRINTING/BACKGROUND CHECKS	Page 5
<b>5.</b>	<b>CONTRACT ADMINISTRATION AND OPERATION</b>	
	5.1 INDEPENDENT CONTRACTOR STATUS; DISCLAIMER	Page 7
	5.2 NOTICES	Page 7
	5.3 RETENTION, INSPECTION, AUDIT, COPYING OF RECORDS	Page 8
	5.4 AUDIT REQUIREMENTS	Page 9
	5.5 EVALUATION & MONITORING	Page 9
	5.6 VISITATION, INSPECTING AND COPYING	Page 9
	5.7 PROFESSIONAL STANDARDS	Page 10
	5.8 SPECIFIC PERFORMANCE	Page 10
	5.9 PROFESSIONAL COMPETENCY	Page 10
	5.10 CONFIDENTIALITY AND DATA SECURITY	Page 10
	5.11 COMPETITIVE BIDDING	Page 11
	5.12 CAPITAL EQUIPMENT	Page 11
	5.13 REPORTING/INVOICING REQUIREMENTS	Page 12
	5.14 SUPPORTING DOCUMENTS AND INFORMATION	Page 12
	5.15 ACCOUNTING	Page 12
	5.16 CLIENT FEES AND PROGRAM INCOME	Page 12
	5.17 ACKNOWLEDGMENTS	Page 12
	5.18 OWNERSHIP OF INTELLECTUAL PROPERTY, COPYRIGHTS	Page 13
	5.19 RELEASE OF INFORMATION ADVERTISING, PROMOTION	Page 13
	5.20 CONTACTS WITH THIRD PARTIES	Page 13
<b>6.</b>	<b>COSTS AND PAYMENTS</b>	
	6.1 AVAILABILITY OF FUNDS	Page 13
	6.2 ALLOWABLE COSTS	Page 14
	6.3 NON-WAIVER OF LIABILITY	Page 14
	6.4 SUBSTANTIAL INTEREST DISCLOSURE	Page 14
	6.5 STANDARDS OF CONDUCT	Page 14
	6.6 RIGHT OF OFFSET	Page 14
	6.7 COST OR PRICING DATA CERTIFICATION	Page 14
	6.8 FISCAL YEAR CLAUSE	Page 14

<b>7.</b>	<b>CONTRACT CHANGES</b>	
	7.1 NON-ASSIGNABILITY	Page 15
	7.2 SUBCONTRACTORS	Page 15
	7.3 AMENDMENTS	Page 15
	7.4 NON-MATERIAL CHANGES	Page 15
	7.5 BUDGET MODIFICATION	Page 15
	7.6 NO ORAL ALTERATIONS	Page 15
<b>8.</b>	<b>RISK &amp; LIABILITY</b>	
	8.1 INDEMNIFICATION OF CITY AGAINST LIABILITY	Page 16
	8.2 INSURANCE	Page 16
	8.3 FORCE MAJEURE	Page 16
<b>9.</b>	<b>CONTRACT TERMINATION</b>	
	9.1 CONFLICTS OF INTEREST	Page 16
	9.2 CITY'S RIGHT TO TERMINATE	Page 16
	9.3 TERMINATION FOR DEFAULT	Page 16
	9.4 NOTIFICATION TO SUBCONTRACTOR OF TERMINATION	Page 17
	9.5 TERMINATION BY CONTRACTOR	Page 17
	9.6 FINAL PAYMENT	Page 17
	9.7 TEMPORARY SUSPENSION	Page 17
	9.8 CONTINUATION OF PERFORMANCE THROUGH TERMINATION	Page 17
	9.9 TRANSITION OF ACTIVITIES	Page 17
	9.10 PREDECESSOR AND SUCCESSOR AGREEMENTS	Page 17
<b>10.</b>	<b>CONTRACTUAL REMEDIES</b>	
	10.1 CONTINUATION DURING DISPUTES	Page 17
	10.2 GOVERNING LAW; FORUM; VENUE	Page 18
	10.3 DELAY IN EXERCISING CONTRACT REMEDY	Page 18
	10.4 GRIEVANCES BY RECIPIENTS OF SERVICES	Page 18
	10.5 CLAIMS OR DEMANDS AGAINST THE CITY	Page 18
	10.6 WAIVER OF CLAIMS FOR ANTICIPATED PROFITS	Page 18
	10.7 THIRD PARTY BENEFICIARY CLAUSE	Page 18
<b>11.</b>	<b>EXHIBITS</b>	Page 18
	EXHIBIT A SCOPE OF WORK	
	EXHIBIT B HEAD START SERVICE BUDGET	
	EXHIBIT C ORGANIZATION CHART	
	EXHIBIT D FACILITY LOCATION CHART/PROGRAM OPTION	
	EXHIBIT E GRANT APPLICATION REPORT	
	EXHIBIT F NOTICE OF FEDERAL INTEREST	
	EXHIBIT G HEAD START ALLOCATION PLAN	
	EXHIBIT H DELEGATE AGENCY INFORMATION FORM	

**SIGNATURE PAGE**

Page 19

This AGREEMENT is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2016 by and between the City of Phoenix, Arizona, an Arizona municipal corporation (the "City") and (Washington Elementary School District #6, a political subdivision of the State of Arizona) ("Contractor").

### RECITALS

- A. The City Manager of the City of Phoenix, Arizona, is authorized by the provisions of the City Charter to execute agreements for Head Start Program Classroom Services.
- B. The City desires to obtain the Services that are specifically set forth in this Agreement.
- C. The Contractor possesses the skills and expertise necessary to provide such Services as desired by the City.

### AGREEMENT

NOW, THEREFORE, it is agreed by and between the parties as follows:

#### 1. TERM OF AGREEMENT

- A. This Agreement shall commence on July 1, 2016 and shall end June 30, 2017. If the Contractor continues its Delegate Agency status, the City shall amend the Agreement to extend the term annually beginning July 1<sup>st</sup> of each year.

#### 2. DEFINITION OF TERMS

As used in this Agreement, the terms listed below are defined as follows:

**Capital Equipment.** All vehicles, furniture, machinery, electronic data processing (EDP) equipment, software, and all other equipment costing \$5,000.00 or more with a useful life of greater than one year. This amount includes all normal and necessary expenses incurred to make the equipment ready for its intended use (e.g. taxes, freight, installation, assembly and testing charges, etc.). Capital equipment does not include real property (e.g. land, buildings, structures, or facilities' improvements).

**City.** The City of Phoenix, Human Services Department who executes the Agreement.

**City Funds.** All sources of funds administered under this Agreement by the City including federal, state, and local.

**Contractor.** Any person or entity who has an Agreement or Contract with the City.

**Subcontract.** Any Agreement or Contract, express or implied, between the Contractor and another party or between a subcontractor and another party delegating or assigning, in whole or in part, the making or furnishing of any material or any service required for the performance of this Agreement.

**Sub-recipient.** A non-Federal entity that expends Federal awards received from a pass-through entity to carry out a Federal program, but does not include an individual who is a beneficiary of such a program. A sub-recipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

**Vendor.** A dealer, distributor, merchant or other seller providing goods or services required for the conduct of a Federal program. These goods or services may be for the Contractor's own use or for the use of beneficiaries of the Federal program.

### 3. SCOPE OF WORK AND PAYMENT

The Contractor will provide Head Start Program Classroom Services that will be in accordance with the Scope of Work as set forth in **Exhibit A**, which may be supplemented with additional detail from time to time during the term of the Agreement, and that are satisfactory to the City.

**3.1 Contract Amount.** The total amount to be remitted by the City to the Contractor for all Services satisfactorily performed under this Agreement shall be **Two Million, Seven Hundred Sixty Three Thousand, Six Hundred and 00/100 Dollars (\$2,763,600.00)**. Under this Agreement, the City will pay for Services as specified in the (Delegate Agency) Service Budget attached hereto as **Exhibit B**.

Under no circumstances shall the City authorize payment to the Contractor that exceeds the Reimbursement Ceiling stated in this Agreement without an amendment thereto in accordance with the Amendment section of these terms and conditions. Under no circumstances shall the City make payment to the Contractor for Services performed prior to or after the term of this Agreement without timely extension or renewal of this Agreement.

**3.2 Invoices.** The Contractor shall provide a monthly invoice for reimbursement in the format provided by the City by the 15<sup>th</sup> of the month following the month of service (e.g., report for July service is due by August 15). The Contractor shall provide a cover sheet, monthly invoice and in-kind report as provided by the City. Additionally, the contractor will provide an Administrative Report on the 15<sup>th</sup> of the month following the end of the quarter. The contractor shall report expenditure on the invoice with cost incurred in accordance with the approved budget.

Invoices shall be submitted to:

City of Phoenix Human Services Department
Management Services Division
ATTN: Teresa Ball Accountant II
200 W. Washington Street, 18 <sup>th</sup> Floor
Phoenix, AZ 85003-1611
Email: Teresa.ball@phoenix.gov

**3.3 Payment Recoupment.** The Contractor must reimburse the City upon demand or the City may deduct from future payments the following:

- i. Any amounts received by the Contractor from the City for Services which have been inaccurately reported or are found to be unsubstantiated;
- ii. Any amounts paid by the Contractor to a subcontractor not authorized in writing by the City;
- iii. Any amount or benefit paid directly or indirectly to an individual or organization not in accordance with the information disclosed in a Substantial Interest Disclosure statement;
- iv. Any amount paid by the City for Services that duplicate Services covered by other specific grants and Agreements;
- v. Any amounts expended for items or purposes determined unallowable by the City;
- vi. Any amounts paid by the City for which the Contractor's books, records, and other documents are not sufficient to clearly substantiate that those amounts were used by the Contractor to perform Services;
- vii. Any amount identified as a financial audit exception;
- viii. Any amounts paid or reimbursed in excess of this Agreement or service reimbursement ceiling; Any amounts paid to the Contractor which are subsequently determined to be defective pursuant to the Certification of Cost or Pricing Data section of these terms and conditions;
- viii. Any payments made for Services rendered before the Agreement begin date or after the Agreement termination date.

**3.4 Payment Indemnification.** The Contractor shall be responsible for issuing payment for Services performed by its employees, subcontractors, supplies, or any other third party incurred in the furtherance of the performance or arising out of this Agreement, and will indemnify and save the City harmless for all claims whatsoever out of the lawful demands of such parties. The Contractor shall, at the City's request, furnish satisfactory evidence that all obligations of the nature hereinabove designated have been paid, discharged or waived.

#### **4. COMPLIANCE WITH APPLICABLE LAWS**

The Contractor shall comply with all existing and subsequently enacted federal, state and local laws, ordinances, codes, and regulations that are, or become applicable to this Agreement. If a subsequently enacted law imposes substantial additional costs on the Contractor, a request for an amendment may be submitted pursuant to Paragraph 17.

**4.1 Non-Discrimination.** The Contractor is prohibited from discriminating against any applicant, worker, employee, any member of the public, or recipients of benefits because of race, color, religion, sex, national origin, age, or disability nor otherwise commit an unfair employment practice. This includes, but not be limited to, employment, promotion, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training including apprenticeship.

The Contractor further agrees to incorporate the preceding paragraph in all sub-agreements, agreements, or subleases of this Agreement entered into by the Contractor. Unless exempt under Federal law, Contractor shall comply with Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination Act of 1975, the Rehabilitation Act of 1973, and State Executive Order No. 99-4, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, or political affiliation, shall have equal access to employment opportunities. The Contractor shall comply with the Rehabilitation Act of 1973, as amended, which prohibits discrimination in the employment of qualified persons because of physical or mental disability. The Contractor shall comply with the requirements of the Fair Labor Standards Act of 1938, as amended.

The Contractor shall comply with Title VI of the Civil Rights Act of 1964, which prohibits the denial of benefits of, or participation in, contract Services on the basis of race, color, or national origin. In addition, Contractor shall take reasonable steps to ensure that individuals with limited English proficiency have meaningful access to the health and social Services provided and that sufficient effective communication exists between the Contractor and such individuals to assure such access.

The Contractor shall comply with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination on the basis of disability, in delivering Services; and with Title II of the Americans with Disabilities Act, and the Arizona Disability Act, which prohibits discrimination on the basis of physical or mental disabilities in the provision of contract programs, Services, and activities.

Therefore, the following statement shall be included in all publications, forms, flyers, etc. that is distributed to recipients of Services:

"Under the Americans with Disabilities Act, it is the policy of the **Washington Elementary School District #6** to make reasonable accommodations for persons with disabilities to allow them to take part or have access to its programs, Services, or activities. Individuals with disabilities, who need accommodation, including auxiliary aids for effective communication such as sign language interpreters or enlarged print materials, are invited to make their needs and preferences known to:

Washington Elementary School District #6  
ATTN: Diana Howsden, Delegate Agency Director  
Telephone: (602)347-4832  
Email: [Diana.howsden@wesdschools.org](mailto:Diana.howsden@wesdschools.org)  
TDD - AZ 711 602-276-9305

The Contractor shall comply with Title IX of the Education Amendments of 1972, 20 USC 1681-1683, 1685 and 1686 which provides that no person in the United States will, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

**4.2 Smoking Pollution Control Measures.** The Contractor shall be subject to the provisions of City Ordinance No. G-2865, as amended, "the Smoking Pollution Control Ordinance," effective July 1, 1986, A.R.S. § 36-601-01, and the Pro-Children Act of 1994, 20 USC 7183 (which prohibits smoking in any indoor facility or portion of a facility [owned, leased, or contracted for] used for the routine or regular provision of federally funded health care, day care, or early childhood development, including Head Start Services to children under the age of 18). These laws regulate smoking in places of employment and enclosed public places located within the City of Phoenix.

**4.3 Drug-Free Workplace.** The Contractor agrees to comply with the Drug-Free Workplace Act of 1988 (P.L. 100-690). This law requires the Contractors and subcontractors of federal funds to certify they will provide drug-free workplaces. This certification is a precondition to receiving an Agreement, or grant.

**4.4 Lobbying.** The Contractor agrees to comply with the "Disclosure of Lobbying Activities" regulations (P.L. 101-121; 31 U.S.C. 1353). This law requires the Contractor and grantees of federal funds to certify that no federal funds are used for lobbying activities and provides for penalties for failure to provide this certification. This certification is a requirement for contracting.

**4.5 Suspension or Debarment.** The Contractor agrees to abide by Executive Order 12549, Debarment and Suspension (34 CFR, Part 85, Section 85.510, Participant Responsibilities), published as Part VII of the May 26, 1988, Federal Register (pages 19159-19211). The City may, by giving written notice to the Contractor, immediately terminate this Contract if the City determines that the Contractor has been debarred, suspended, or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subcontractor of any public procurement unit or other governmental body.

**4.6 Legal Worker Requirements.** The City is prohibited by Arizona Revised Statutes § 41-4401 from awarding an agreement to any Contractor who fails, or whose subcontractors fail, to comply with Arizona Revised Statutes § 23-214(A). Therefore, the Contractor agrees that:

A. The Contractor and each subcontractor it uses warrants their compliance with all federal immigration laws and regulations that relate to their employees and their compliance with Arizona Revised Statutes § 23-214, subsection A.

B. A breach of warranty under paragraph A shall be deemed a material breach of the Agreement and is subject to penalties up to and including termination of the Agreement.

C. The City retains the legal right to inspect the papers of the Contractor or subcontractor employee(s) who work(s) on this Agreement to ensure that the Contractor and subcontractor is complying with the warranty under paragraph 1.

**4.7 Federal Immigration and Nationality Act.** The Contractor shall comply with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees during the term of this Agreement. The Contractor shall maintain Employment Eligibility Verification Forms (I-9) as required by the U.S. Department of Labor. At the City's discretion, the City may request verification of compliance. If the Contractor does not comply with this requirement, the City retains the right to pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of this Agreement for default, and suspension and/or debarment of the Contractor. The Contractor shall bear all costs necessary to verify compliance.

**4.8 Crimes Against Children.** The Contractor shall comply with the requirements related to reporting to a peace officer or child protective Services incidents of crimes against children as specified in A.R.S. §13-3620.

**4.9 Political Activity.** The Contractor shall comply with the requirements of the Hatch Act which restricts political activity of individuals employed by recipient or sub-recipients whose principal employment is in connection with an activity that is financed in whole or in part by grants made by the Federal agency.

**4.10 Biological Agents & Toxins.** The Contractor shall comply with the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA PATRIOT Act) which prescribes criminal penalties for possession of any biological agent, toxin, or delivery system of a type or in a quantity that is not reasonably justified by a prophylactic, protective, bona fide research, or other peaceful purpose.

**4.11 Seat Belt Use.** Pursuant to EO 13043 (4/16/1997), Increasing the Use of Seat Belts in the US, Contractors are encouraged to adopt and enforce on-the-job seat belt policies and programs for their employees when operating vehicles, whether organizationally owned or rented or personally owned.

**4.12 Equal Employment Opportunity.** In order to do business with the City, the Contractor must comply with Phoenix City Code, 1969, Chapter 18, Article V, as amended, Equal Employment Opportunity Requirements. The Contractor will direct any questions in regard to these requirements to the Equal Opportunity Department, (602) 262-6790.

Any Contractor in performing under this Agreement shall not discriminate against any worker, employee or applicant, or any member of the public, because of race, color, religion, sex, national origin, age, or disability, nor otherwise commit an unfair employment practice. The Contractor will ensure that applicants are employed, and employees are dealt with during employment without regard to their race, color, religion, sex, national origin, age, or disability. Such action shall include but not be limited to the following: Employment, promotion, demotion or transfer, recruitment or recruitment advertising, layoff or termination; rates of pay or other forms of compensation; and selection for training; including apprenticeship. The Contractor further agrees that this clause will be incorporated in all subcontracts with all labor organizations furnishing skilled, unskilled and union labor, or who may perform any such labor or Services in connection with this Agreement. The Contractor further agrees that this clause will be incorporated in all sub-agreements or subleases of this Agreement entered into by the Contractor. The Contractor further agrees not to discriminate against any worker, employee or applicant, or any member of the public, because of sexual orientation or gender identity or expression and shall ensure that applicants are employed, and employees are dealt with during employment without regard to their sexual orientation or gender identity or expression.

The Contractor may be required to provide additional documentation to the Equal Opportunity Department affirming that a nondiscriminatory policy is being utilized.

The Equal Opportunity Department shall monitor the employment policies and practices of the Contractor subject to this article as deemed necessary. The Equal Opportunity Department is authorized to conduct on-site compliance reviews of selected firms, which may include an audit of personnel and payroll records, if necessary.

**4.13 Fingerprint Clearance and Background Screening.** The Contractor agrees to comply with A.R.S. § 46-141 (as may be amended), whose provisions are hereby incorporated in their entirety and made part of this Contract. These provisions include, but are not limited to, agreements entered into for the provision of Services to juveniles or vulnerable adults shall provide that, as a condition of employment, personnel who are employed by the Contractor, whether paid or not, and who are required or allowed to provide Services directly to juveniles or vulnerable adults, shall have a valid class one or class two fingerprint clearance card issued pursuant to Title 41, Chapter 12, Article 3.1, or shall apply for a class one or class two fingerprint clearance card within seven working days of employment. The City may allow all or part of the costs of fingerprint/background checks to be included as an allowable cost. The Background Screening provided by the Contractor shall comply with all applicable laws, rules and regulations. The Contractor further agrees that the Background Screening required in this Section is necessary to preserve and protect public

health, safety and welfare. The Background Screening requirements set forth in this Section are the minimum requirements for this Agreement. The City in no way warrants that these minimum requirements are sufficient to protect the Contractor from any liabilities that may arise out of the Contractor's Services under this Agreement or the Contractor's failure to comply with this Section. Therefore, in addition to the specific measures set forth below, the Contractor and its Contract Workers shall take such other reasonable, prudent and necessary measures to further preserve and protect public health, safety and welfare when providing Services under this Agreement. The City may, in its sole discretion, accept or reject any or all of the Contract Workers proposed by the Contractor to perform work under this Agreement as well those Contract Workers actually providing Services during the term of this Agreement.

Because of the varied types of Services performed, the City has established three levels of risk and associated Background Screening. The risk level and Background Screening required for this Agreement is **Maximum Risk** level.

i. Minimum Risk and Background Screening ("Minimum Risk"). A minimum risk Background Screening shall be performed when the Contract Worker: (i) will not have direct access to City facilities or information systems; or (ii) will not work with vulnerable adults or children; or (iii) when access to City facilities is escorted by City workers. The Background Screening for minimum risk shall consist of the screening required by Arizona Revised Statutes §§ 41-4401 and following to verify legal Arizona worker status.

ii. Standard Risk and Background Screening ("Standard Risk"). A standard risk Background Screening shall be performed when the Contract Worker's work assignment will: (i) require a badge or key for access to City facilities; or (ii) allow any access to sensitive, confidential records, personal identifying information or restricted City information; or (iii) allow unescorted access to City facilities during normal and non-business hours. The Background Screening for this standard risk level shall include the Background Screening required for the Minimum Risk level and a background check for real identity/legal name, and shall include felony and misdemeanor records from any county in the United States, the state of Arizona, plus any other jurisdiction where the Contract Worker has lived at any time in the preceding seven (7) years from the Contract Worker's proposed date of hire.

iii. Maximum Risk and Background Screening ("Maximum Risk"). A maximum risk Background Screening shall be performed when the Contract Worker's work assignment will: (i) have any contact with vulnerable people such as children, youth, elderly, or individuals with disabilities; or (ii) have any responsibility for the receipt or payment of City funds or control of inventories, assets, or records that are at risk of misappropriation; or (iii) have unescorted access to City data centers, money rooms, or high-value equipment rooms; or (iv) have access to private residences; or (v) have access to Homeland Defense Bureau identified critical infrastructure sites/facilities. The Background Screening for this maximum risk level shall include the Background Screening required for the Standard Risk level, plus a sexual offender search, a credit check, and driving record search for the preceding seven (7) years from the Contract Worker's proposed date of hire. The Contract Workers who work directly with children or vulnerable adults are also subject to fingerprint verification through the Arizona Department of Public Safety as mandated by Phoenix City Code, § 2-27.

By executing this Agreement, the Contractor certifies and warrants that the Contractor has read the Background Screening requirements and criteria in this Section, understands them and that all Background Screening information furnished to the City is accurate and current. Also, by executing this Agreement, the Contractor further certifies and warrants that the Contractor has satisfied all such Background Screening requirements for the Minimum Risk and Standard Risk Background Screenings as required. In addition, for Maximum Risk Background Screening, the Contractor shall furnish to the City's Administrative Assistant II for the City's review and approval such Background Screenings for any Contract Worker considered for performing Services under this Agreement where human safety or facility security is classified as a Maximum Risk level. The subject Contract Worker shall not begin work until the Contractor has received the City's written acceptance of the subject Contract Worker's Maximum Risk Background Screening. A Contract Worker rejected for work at a Maximum Risk level under this Agreement shall not be proposed to perform work under other City contracts or engagements without City's prior written approval.

The Contractor shall include the terms of this Section for Contract Worker Background Screening in all contracts and subcontracts for Services furnished under this Agreement including, but not limited to, supervision and oversight Services.

The Background Screening requirements of this Section are material to City's entry into this Agreement and any breach of this Section by the Contractor shall be deemed a material breach of this Agreement. The Contractor shall defend, indemnify and hold harmless the City for any and all Claims arising out of this Background Screening Section including, but not limited to, the disqualification of a Contract Worker by the Contractor or the City for failure to satisfy this Section.

The Contractor's obligations and requirements that the Contract Workers satisfy this Background Screening Section shall continue throughout the entire term of this Agreement. The Contractor shall notify the City immediately of any change to a Maximum Risk Background Screening of a Contract Worker previously approved by the City. The Contractor shall maintain all records and documents related to all Background Screenings and the City reserves the right to audit the Contractor's compliance with this Section pursuant to Section 15.

## **5. CONTRACT ADMINISTRATION AND OPERATION**

**5.1 Independent Contractor Status; Employment Disclaimer.** The parties agree that the Contractor is providing the Services under this Agreement on a part-time and/or temporary basis and that the relationship created by this Agreement is that of an independent contractor. Neither the Contractor nor any of the Contractor's agents, employees or helpers shall be deemed to be the employee, agent, or servant of the City. The City is only interested in the results obtained under this Agreement; the manner, means and mode of completing the same are under the sole control of the Contractor.

This Agreement is not intended to constitute, create, give rise to, or otherwise recognize a joint venture, partnership or formal business association or organization of any kind, and the rights and obligations of the parties shall be only those expressly set forth in this Agreement. The parties agree that no individual performing under this Agreement on behalf of the Contractor will be considered a City employee, and that no rights of City Civil Service, City retirement or City personnel rules shall accrue to such individual. The Contractor shall have total responsibility for all salaries, wages, bonuses, retirement, withholdings, worker's compensation, other employee benefits, and all taxes and premiums appurtenant thereto concerning such individuals and shall save and hold harmless the City with respect thereto.

**5.2 Notices.** Any notice, consent or other communication ("Notice") required or permitted under this Agreement shall be in writing and either: (1) delivered in person; (2) sent via e-mail, return receipt requested; (3) sent via facsimile transmission; (4) deposited with any commercial air courier or express delivery service; or (5) deposited in the United States mail, postage prepaid.

The City shall address all notices relative to this Agreement to the attention of:

Washington Elementary School District #6	
ATTN: Diana Howsden, Delegate Agency Director	
1502 W. Mountain View Rd.	
Phoenix, AZ 85021	
Telephone:	(602)347-4806
Facsimile:	(602) 347-4890
E-Mail:	Diana.howsden@wesdschools.org

The Contractor shall address all notices relative to this Agreement to the attention of:

City of Phoenix Human Services Department	
Education Division	
ATTN: Amy Corriveau, Deputy Human Services Director	
200 W. Washington Street, 17 <sup>th</sup> Floor	
Phoenix, AZ 85003-1611	
Telephone:	(602) 262-4042
Facsimile:	(602) 495-5690
E-Mail:	amy.corriveau@phoenix.gov

Notice shall be deemed received: (1) at the time it is personally served; (2) on the day it is sent via e-mail; (3) on the day it is sent by facsimile transmission; (4) on the second day after its deposit with any commercial air courier or express delivery service; or (5) five business days after the Notice is deposited in the United States mail as above provided. Any time period stated in a Notice will be computed from the time the Notice is deemed received. Notices sent by e-mail and facsimile transmission will also be sent by regular mail to the recipient at the above address. This requirement for duplicate Notice is not intended to change the effective date of the Notice sent by e-mail or facsimile transmission.

**5.3 Retention, Inspection, Audit, and Copying of Records.** The Contractor shall retain and contractually require each subcontractor to retain all data, books, accounts, reports, files, and other records relating to the performance of the Agreement for a period of five years from the date of final payment under this Agreement, or if subject to Health Insurance Portability & Accountability Act which is six years from the date of final payment. At any time during the term of this Agreement and five years thereafter, the records of the Contractor or any subcontractor shall be subject to inspection, audit, and copying, by the City, and where applicable, the State or Federal government, at reasonable times, or produced at City Offices as designated by the City.

In accordance with 45 CFR 1309.41, if Head Start funds are used for capital improvements, all records pertinent to the acquisition or major renovation of a facility must be retained by the Contractor for a period equal to the period of the contractor's ownership (or occupancy, in the case of leased facilities) of the facility, plus three years.

The Contractor shall maintain service records in accordance with this Agreement, to meet the following standards, and include at a minimum:

- i. Adequate identification of the service provided and each service recipient's application for Agreement and subcontractor activities;
- ii. Personnel records which contain applications for employment, job titles and descriptions, hire and termination dates, a copy of the fingerprint clearance card, wage rates, and effective dates of personnel actions affecting any of these items;
- iii. Time and attendance records for individual employees to support all salaries and wages paid;
- iv. Records of the source of all receipts and the deposit of all funds received by the Contractor;
- v. Original invoices, statements, sales tickets, billings for Services, deposit slips, etc., and a cash disbursement journal and cancelled checks to reflect all disbursements applicable to this Agreement;
- vi. A complete general ledger with accounts for the collection of all costs and/or fees applicable to this Agreement; and
- vii. Copies of lease/rental agreements, mortgages and/or any other Agreements which in any way may affect Agreement expenditures.

Any such records not maintained shall mandate an audit exception in the amount of the inadequately documented expenditures.

**5.4 Audit Requirements.** As part of the Agreement process, the City will determine a sub-recipient or vendor relationship and notify the Contractor in writing within 30 days of commencement. Depending on this determination, one or more of the following audit requirements will apply:

**A. Sub-recipient–Federal Funds over \$500,000.** In compliance with the Federal Single Audit Act (31 U.S.C. Section 7501-7507), as amended by the Single Audit Act Amendments of 1996 (P.L. 104 to 156), the Contractors designated as sub-recipients, as prescribed by the President's Council on Integrity and Efficiency Position Statement No. 6, expending Federal Funds from all sources totaling \$500,000 or more, must have an annual audit conducted in accordance with the audit and reporting standards as prescribed in OMB (Office of Management and Budget) Circular A-133. The audit must include the Reporting Package as outlined in OMB Circular A-133 which requires the City's Agreement numbers and award amounts to be included in a separate schedule, if not included on the Schedule of Federal Financial Assistance. The Contractor's auditor will certify the audit was conducted in accordance with OMB Circular A-133.

After completion of the audit, the Contractor shall submit 2 copies of the Audit Report, Management Letter and Auditor's Opinion within thirty (30) days to the City representative designated to receive notices. The Audit shall be completed within a reasonable time after the end of the Contractor's fiscal year, but not later than nine months after the Contractor's fiscal year in which this Agreement expires.

**B. Sub-recipient–Federal Funds under \$500,000.** The Contractors expending less than \$500,000 in Federal Funds from all sources are exempt from Federal audit requirements of A-133 for that year. However, an annual financial audit, performance audit, evaluations, inspections, or reviews may be required by the City.

**C. For-profit Sub-recipient.** In accordance with OMB Circular A-133, for-profit sub-recipients may be subject to applicable compliance requirements established by the City. Methods to ensure compliance for Federal awards made to for-profit sub may include pre-award audits, monitoring during the Agreement, and post-award audits.

**D. Vendor.** To insure accountability of the delivery of all goods and Services, the contractors designated as vendors, shall ensure that the procurement, receipt, and payment for goods and Services comply with laws, regulations, and the terms of this Agreement.

**5.5 Evaluation and Monitoring.** The City may evaluate and the Contractor shall agree to cooperate in the evaluation of contracted Services. Evaluation may assess the quality and impact of contracted Services, either in isolation or in comparison with other similar Services, and assess the Contractor's progress and/or success in achieving the service requirements and deliverables set forth in this Agreement. The Contractor agrees that the City may monitor the Contractor or subcontractor, in the Services delivered, facilities maintained, and fiscal practices. The Contractor shall cooperate in such efforts. The Contractor shall participate in third party evaluations if the City retains an inspector to monitor this Agreement.

If the Contractor has been determined non-compliant or deficient in programmatic or fiscal practices upon completion of evaluation and monitoring by the City or contracted staff, the Contractor will be required to submit a plan to cure according to the Head Start Performance Act and Performance Standards. If the plan of the non-compliance or deficiency is not met by the time specified, the City will exercise its rights under the Agreement up to and including termination of Agreement.

**5.6 Visitation and Inspection.** The Contractor's or subcontractor's facilities, Services and individuals served, pertaining to the Agreement shall be available for visitation, inspection by the City and any other appropriate agent of the City, State, or Federal Government. At the discretion of the City, visitation and inspection may occur at any time during regular business hours, announced or unannounced. If the Department deems it to be an emergency situation, the City may at any time visit and inspect the Contractor's or subcontractor's facilities, Services and individuals served.

**5.7 Professional Standards.** The Contractor shall deliver contract services in a humane and respectful manner, and in accordance with any and all applicable professional accreditation standards. Levels of staff qualifications, applicable licenses, permits, and authority required must be maintained as presented in this Contract.

**5.8 Specific Performance.** The Contractor agrees that in the event of a breach by the Contractor of any material provision of this Agreement, the City shall, upon proper action instituted by it, be entitled to a decree of specific performance thereof according to the terms of this Agreement. In the event the City shall elect to treat any such breach on the part of the Contractor as a discharge of the Agreement, the City may nevertheless maintain an action to recover damages arising out of such breach. This paragraph is not intended as a limitation of such other remedies as may be available to the City under law or equity.

**5.9 Professional Competency.**

**A. Qualifications.** The Contractor represents that it is familiar with the nature and extent of this Agreement, the Services, and any conditions that may affect its performance under this Agreement. The Contractor further represents that it is fully experienced and properly qualified, is in compliance with all applicable license requirements, and is equipped, organized, and financed to perform such Services.

**B. Level of Care and Skill.** Services provided by the Contractor will be performed in a manner consistent with that level of care and skill ordinarily exercised by members of the Contractor's profession currently practicing in the same industry under similar conditions. Acceptance or approval by the City of the Contractor's work shall in no way relieve the Contractor of liability to the City for damages suffered or incurred arising from the failure of the Contractor to adhere to the aforesaid standard of professional competence.

**5.10 Confidentiality and Data Security.** All data, regardless of form, including originals, images and reproductions, prepared by, obtained by, or transmitted to the Contractor in connection with this Agreement is confidential, proprietary information owned by the City. Except as specifically provided in this Agreement, the Contractor shall not disclose data generated in the performance of the service to any third person without the prior written consent of the City Manager or his/her designee. Personal identifying information, financial account information, protected health information, (including, but not limited to personally identifying information/data, substance abuse, alcohol abuse, mental health, and/or HIV AIDS, concerning applicants for and recipients of contracted Services or restricted City information, whether electronic format or hard copy, must be secured and protected at all times to avoid unauthorized access. At a minimum, the Contractor must encrypt and/or password-protect electronic files. This includes data saved to laptop computers, computerized devices, handheld devices, networking devices, removable storage devices, or other electronic media, as well as data in transit, such as during email or file transfer. When personal identifying information, financial account information, protected health information, or restricted City information, regardless of its format, is no longer necessary, the information must be redacted or destroyed through appropriate and secure methods that ensure the information cannot be viewed, accessed, or reconstructed. The Contractor must properly dispose of such information by taking reasonable measures to protect against unauthorized access to or use of the information in connection with its disposal. This includes implementing and monitoring compliance with policies and procedures that require the redaction, destruction, erasure, or other disposal of paper documents and electronic media containing personal identifying information, financial account information, protected health information, or restricted City information so that these types of information cannot practicably be read or reconstructed. The Contractor will provide the City with its information security policies and procedures regarding the redaction, destruction, erasure, or other disposal of documents and information. In the event that data collected or obtained by the Contractor in connection with this Agreement is suspected to have been compromised, the Contractor shall notify the contracting City department immediately. The Contractor agrees to reimburse the City for any costs incurred by the City to investigate and respond to potential breaches of this data, including, where applicable, the cost of notifying individuals who may be impacted by the breach, attorneys' fees, and for any monetary damages or penalties the City is assessed. In case of a breach or critical breach of the City's information, it will be the City, not the Contractor that will inform any and all individuals affected by any such breach. Only upon prior written consent of the City, or at the specific direction of the City, will the Contractor notify individuals affected by a breach or critical breach of the City's information.

The Contractor agrees that the City may assess or test the security of any applications, web Services, or computerized systems created or provided by the Contractor that process, store, or transmit the City information. If the City finds vulnerabilities that are rated medium or more critical by the Common Vulnerability Scoring System (CVSS) in these applications, web Services, or computerized systems, the Contractor agrees to remediate the vulnerability at no cost to the City and within an agreed-upon timeframe not to exceed 90 days. To clarify, the Contractor must remediate found vulnerabilities in computerized systems they provide; the Contractor is **not** liable for remediating any vulnerability found in the City's network or computing infrastructure used to support the applications, web Services, or systems created or provided by the Contractor.

The Contractor agrees to abide by all current applicable legal and industry data security and privacy requirements. These include, but are not limited to, Arizona Revised Statutes §44-7501—Notification of breach of security system; Arizona Revised Statutes §44-7601—Discarding and disposing of records containing personal identifying information; Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules; Health Information Technology for Economic and Clinical Health (HITECH) Act, and Payment Card Industry Data Security Standards.

The Contractor agrees to demonstrate that they have adequate controls and safeguards when they host or process personal identifying information, financial account information, protected health information, or restricted City information. This may be accomplished through a third-party audit utilizing a widely recognized auditing standard, such as Statement on Standards for Attestation Engagements (SSAE) No. 16, or through earning industry certification, such as ISO/IEC 27001.

By signing and entering into this Agreement, the Contractor specifically acknowledges that it is responsible for the security of cardholder data that the Contractor possesses or otherwise stores, processes or transmits on behalf of the City. Additionally, as a requirement of this Agreement, you must provide to the City a copy of your written Notice to customers that you are responsible for the security of cardholder data that you obtain and otherwise store, process or transmit.

The Contractor agrees to comply with all City information security and technology policies, standards, and procedures when accessing the City networks and computerized systems whether onsite or remotely. The Contractor agrees that the requirements of this Section shall be incorporated into all subcontractor agreements entered into by the Contractor. It is further agreed that a violation of this Section shall be deemed to cause irreparable harm that justifies injunctive relief in court. A violation of this Section may result in immediate termination of this Agreement without notice. The obligations of the Contractor under this Section shall survive the termination of this Agreement.

**5.11 Competitive Bidding.** If the purchase of supplies and equipment has been authorized in this Agreement, the Contractor shall procure all such items at the lowest practicable cost and shall purchase all non-expendable items costing **\$1,000 or more** and having a useful life of more than one year, through a generally accepted and reasonable competitive bidding process. Any procurement in violation of this provision shall be considered a financial audit exception. The Contractor shall expend the City funds in a manner that would serve the public interest and honor the public trust.

**5.12 Capital Equipment.** If the Contractor is authorized to purchase capital equipment or receives capital equipment from the City, it shall be itemized in the Agreement for utilization in the delivery of Services. If capital equipment is purchased as authorized by this Agreement, the Contractor shall maintain complete and up-to-date inventory records for all capital equipment purchased hereunder. Capital equipment specifically designated to be purchased within this Agreement, in whole or in part with City funds, shall be reported in accordance with the City inventory policies and procedures. The Contractor shall report capital equipment purchased with funds from this Agreement to the City within thirty (30) days of purchase and submit the capital equipment inventory form to the person designated by the City to receive notices, and shall perform an annual inventory of all capital equipment purchased with City funds or received from the City.

The City shall retain an equitable interest equal to the purchase price paid, or a fair estimate or appraisal of current market value, whichever is less, in all capital equipment purchased under this Agreement. The City

shall be included as a co-insured on any insurance policy that covers capital equipment purchased under this Agreement.

The Contractor shall not dispose of any capital equipment purchased under this Agreement without the prior written consent of the City. Such consent, if given, may include direction as to the means of disposition and the utilization of proceeds, including any necessary adjustments to this Agreement.

Upon termination of this Agreement, any capital equipment purchased under this Agreement shall be disposed of as directed by the City, and if sold, the City shall be compensated in the amount of its equitable interest.

The Contractors who are authorized to purchase computer hardware and/or software for use in contracted Services, or who receive donated hardware or software, must maintain a Computer Policy Manual defining regulations related to computer hardware/software.

The Contractor shall maintain all equipment purchased with City funds according to the manufacturer's recommended maintenance schedule unless otherwise permitted in writing by the City.

**5.13 Reporting/Invoicing Requirements.** Reporting shall adhere to the following schedule: No later than the 15<sup>th</sup> day following each reporting period during the contract term, the Contractor shall submit programmatic and financial reports in the form set forth in the contract. Such reports shall cover contract services and contract expenditures for the preceding reporting period and shall be certified as their truth and accuracy by the contractor. Failure to submit accurate and complete invoices by the 15<sup>th</sup> day following the end of the reporting period may result, at the option of the City, in a forfeiture of such payment.

No later than the 45<sup>th</sup> day following the termination of this Agreement, the Contractor shall submit a final program and fiscal report. Failure to submit the final program and fiscal reports within the above time period may result, at the option of the City, in forfeiture of final payment.

The Contractor shall submit all reports to the staff person designated by the City and shall reference the assigned Agreement number.

**5.14 Supporting Documents and Information.** In addition to any documents, reports, or information required by any other section of this Agreement, the Contractor shall furnish the City with any additional documents and information upon reasonable request.

**5.15 Accounting.** The Contractor's accounting practices shall be in conformance with Generally Accepted Accounting Principles (GAAP) as issued by the Governmental Accounting Standards Board (GASB) for state and local governmental entities or by the Financial Accounting Standards Board (FASB) for non-governmental entities. The Contractor shall maintain separate accounts for City funds awarded under this Agreement.

**5.16 Client Fees and Program Income.** Unless mandated by controlling law, the Contractor shall impose no fees or charges of any kind upon recipients for Services authorized under this Agreement. However, if program income is generated and received by the Contractor as a result of these Services, it shall be disposed of with guidance from the City and reported in accordance with applicable policies and procedures.

**5.17 Acknowledgment.** All advertisements, publications, and printed materials that are produced by the Contractor and refer to Services shall acknowledge that such Services are funded under the Agreement with the City. Where Federal and/or State funds are involved, the Contractor shall acknowledge the specific funding source.

**5.18 Ownership of Intellectual Property and Copyrights.** The City shall own all right, title, and interest in any Intellectual Property conceived, developed, created, or reduced to practice pursuant to this Agreement and the Contractor shall have no ownership interest therein. The Contractor hereby irrevocably transfers, conveys and assigns to the City all of its right, title and interest therein and in any property owned or to be owned by City under this Agreement. The Contractor shall execute such documents, render such

assistance, and take such other action as the City may reasonably request, at the City's reasonable expense, to apply for, register, perfect, confirm, and protect the City's Intellectual Property ownership interests. The City shall have the exclusive right to apply for or register any patents, mask work right, copyrights, and such other proprietary protections with respect thereto.

All documents including, but not limited to artwork, copy, posters, billboards, photographs, video tapes, audio tapes, systems designs, drawings, estimates, field notes, investigations, software, reports, diagrams, surveys, analysis, studies or any other original works of authorship created by the Contractor in the performance of this Agreement are to be and remain "works for hire" under Title 17, United States Code, and the property of the City and all copyright ownership and authorship rights in the work(s) shall belong to the City pursuant to 17 U.S.C. § 201(b). In the event that the work(s) that is/are the subject matter of this Agreement is deemed to not be work for hire, then the Contractor hereby assigns to the City all of the right, title and interest for the entire world in and to the work(s) and the copyright therein. The Contractor agrees to cooperate and execute additional documents reasonably necessary to conform to its obligations under this paragraph. All Joint IPR will be the exclusive property of the City; and the Contractor hereby assigns all right, title, and interest in the same to the Company. Any and all intellectual property conceived by the Contractor prior to the term of this Agreement and utilized by it in rendering duties to the City are hereby licensed to the City for use in its operations and for an infinite duration. This license is non-exclusive, and may be assigned without the Contractor's prior written consent by the City to a wholly-owned subsidiary of the City. The Contractor agrees to provide all reasonable assistance requested by the City for the registration and protection of such intellectual property rights free of charge.

**5.19 Release of Information-Advertising and Promotion.** The Contractor shall not publish, release, disclose or announce to any member of the public, press, official body, or any other third party: (i) any information concerning this Agreement, the Services, or any part thereof; or (ii) any documentation or the contents thereof, without the prior written consent of the City, except as required by law. The name of any site on which Services are performed shall not be used in any advertising or other promotional context by the Contractor without the prior written consent of the City.

**5.20 Contacts with Third Parties.** The Contractor or its subcontractors shall not contact third parties to provide any information in connection to the Services provided under this Agreement without the prior written consent of the City. Should the Contractor or its subcontractors be contacted by any person requesting information or requiring testimony relative to the Services provided under this Agreement or any other prior or existing Agreement with the City, the Contractor or its subcontractors shall promptly inform the City giving the particulars of the information sought and shall not disclose such information or give such testimony without the written consent of the City or court order. The obligations of Contractor and its subcontractors under this Section shall survive the termination of this Agreement.

The Contractor agrees that the requirements of this Section shall be incorporated into all subcontractor agreements entered into by the Contractor. It is further agreed that a violation of this Section shall be deemed to cause irreparable harm that justifies injunctive relief in court. A violation of this Section may result in immediate termination of this Agreement without notice.

## **6. COSTS AND PAYMENTS**

**6.1 Availability of Funds.** Funding may not be available for performance under this Agreement beyond the current fiscal year of the City. No legal liability on the part of the City for any payment may arise under this Agreement beyond the current fiscal year. The City may reduce payments or terminate this Agreement without further recourse, obligation, or penalty in the event that insufficient funds are appropriated. The City shall have the sole and unfettered discretion in determining the availability of funds.

**6.2 Allowable Costs.** The Contractor shall comply with the following Cost Principles, as applicable, to determine allowable incurred costs for the purpose of reimbursing costs under the terms and conditions of this Agreement. The Contractor certifies that funds received under this Agreement will be expended to achieve the purposes of this Agreement and to meet costs defined as allowable by the federal funding agency or the following federal guidelines.

- OMB Circular A-87 for State, local and Indian Tribal Governments
- OMB Circular A-122 for Non-Profit organizations
- 48 CFR Chapter 1-31.2 for Commercial Organizations

**6.3 Non-Waiver of Liability.** The City, as a public entity supported by tax monies, in execution of its public trust, cannot agree to waive any lawful or legitimate right to recover monies lawfully due it. Therefore, the Contractor agrees that it will not insist upon or demand any statement whereby the City agrees to limit in advance or waive any right the City might have to recover actual lawful damages in any court of law.

**6.4 Substantial Interest Disclosure.** The Contractor shall not make any payments, either directly or indirectly, to any person, partnership, corporation, trust, or any other organization which has a substantial interest in the Contractor's organization or with which the Contractor (or one of its directors, officers, owners, trust certificate holders or a relative thereof) has a substantial interest, unless the Contractor has made a full written disclosure of the proposed payments, including amounts, to the City.

Lease agreements, rental agreements, or purchase of real property covered by Paragraph A of this section shall be in writing and accompanied by an independent commercial appraisal of fair market rental, lease, or purchase value, as appropriate. For the purpose of this Section, "relative" shall have the same meaning as in City's Administrative Regulation 2.91 (2) Definition.

**6.5 Standards of Conduct.** The Contractor is required to maintain standards of conduct for its employees, consultants, members of governing bodies, and any others involved in grant-supported activities. Standards must be consistent with State and local laws, and must include at a minimum expense, conduct related to financial interests, gifts, gratuities and favors, nepotism, political participation, and bribery.

**6.6 Right of Offset.** The Contractor acknowledges the provisions of the Phoenix City Code which require and demand that no payment be made to any Contractor while there is an outstanding obligation due the City. The City may direct any such obligation be offset against payment due the Contractor. The City shall also be entitled to offset against any sums due the Contractor, any expenses or costs incurred by the City, or damages assessed by the City concerning the Contractor's non-conforming performance or failure to perform this Agreement, including expenses, costs and damages described in these Standard Terms and Conditions.

**6.7 Cost or Pricing Data Certification.** By signing this Agreement, any amendment thereto, or other official form, the Contractor certifies, to the best of the Contractor's knowledge and belief, any cost or pricing data submitted is accurate, complete, and current as of the date submitted or other mutually agreed upon date. Furthermore, if the City finds that the price was increased because the cost or pricing data furnished by the Contractor was inaccurate, incomplete or not current as of the date of certification, the City will readjust the price to exclude any significant amount. Such adjustment by the City may include overhead, profit or fees. When the Agreement rates are set by law or regulation, the certifying of cost or pricing data does not apply.

**6.8 Fiscal Year Clause.** The City's Head Start funding period begins July 1<sup>st</sup> and ends June 30<sup>th</sup> each calendar year. In accordance with Title II, Code of Federal Regulations, Part 215, section 28, the Contractor may charge to the grant only allowable costs resulting in obligations incurred during the funding period. Therefore, the Contractor must submit invoices for services performed for costs incurred prior to the close of the Fiscal Year. All expenses incurred during the funding period must be liquidated within 45 days (August 15) of the end of the funding period.

## 7. CONTRACT CHANGES

**7.1 Non-Assignability.** The Contractor shall have no power to assign its rights and obligations under this Agreement without the prior written consent of the Human Services Department Director. Any attempt to assign without such prior written consent shall be void.

**7.2 Subcontractors.** The Contractor shall not enter into any sub-agreement under this Agreement without the advance written approval of the City. The sub-agreement shall incorporate by reference the terms and conditions of this Agreement. Upon request, the Contractor shall provide copies of sub-agreement relating to the delivery of Services.

**7.3 Amendments.** Whenever an addition, deletion or alteration to the Services described in **Exhibit A** substantially changes the Scope of Work thereby materially increasing or decreasing the cost of performance, a supplemental agreement must first be approved in writing by the City and the Contractor before such addition, deletion or alteration shall be performed. Changes to the Services may be made and the compensation to be paid to the Contractor may be adjusted by mutual agreement, but in no event may the compensation exceed the amount authorized without further written authorization. It is specifically understood and agreed that no claim for extra work done or materials furnished by the Contractor will be allowed except as provided herein, nor shall the Contractor do any work or furnish any materials not covered by this Agreement unless first authorized in writing. Any work or materials furnished by the Contractor without prior written authorization shall be at the Contractor's risk, cost and expense, and the Contractor agrees to submit no claim for compensation or reimbursement for additional work done or materials furnished without prior written authorization.

**7.4 Non-Material Changes.** The Contractor shall give written notice to the designated City representative of any of the following non-material changes that affects either programmatic or financial requirements of this Agreement but a written amendment will not be necessary.

- i. Change of address, telephone number, email, fax number;
- ii. Change of Contractor's authorized signatory or his/her designee;
- iii. Change in the name and address of the designated representatives to which notices are to be sent;
- iv. Changes in Agreement related personnel positions of the Contractor which do not affect staffing ratios or staff qualifications required under this Agreement;
- v. Change in the name of the Contractor where the ownership remains the same;
- vi. In Cost Reimbursement or Unit Fee Agreements, whenever there is less than a 10% increase or decrease in any budget category.

**7.5 Budget Modification.** For any modifications to the approved Contractor's Operating Budget when there is an increase or decrease in any budget category, the Contractor shall complete and submit a Budget Modification Request. Following review of the budget modification request, the City staff will notify the Contractor of either approval or denial of the request. For modifications that have a 10% or more increase or decrease in any budget category, the City staff will notify the Contractor in writing.

**7.6 No Oral Alterations.** No alteration or variation of the terms of this Agreement shall be binding on the parties herein unless such alteration or variation is in writing and signed by each of the parties to this Agreement. No oral understanding or agreement not incorporated in this Agreement shall be binding on any of the parties herein.

This Agreement constitutes and embodies the full and complete understanding and agreement of the parties hereto and supersedes all prior understandings, agreements, discussions, proposals, bids, negotiations, communications, and correspondence, whether oral or written. No representation, promise, inducement or statement of intention has been made by any party hereto which is not embodied in this Agreement, and no party hereto shall be bound by or liable for any statement of intention not so set forth.

## 8. RISK AND LIABILITY

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

**8.2 Insurance Requirements for Governmental Parties to an IGA: None**

**8.3 Force Majeure.** The Contractor shall not be responsible or liable for, or deemed in breach hereof because of any delay in the performance of its obligations hereunder to the extent caused by circumstances beyond its control, without its fault or negligence, and that could not have been prevented by the exercise of due diligence, including but not limited to fires, natural disasters, riots, wars, unavoidable and unforeseeable site conditions, failure of the City to provide data within the City's possession or to make necessary decisions or provide necessary comments in connection with any required reports prepared by the Contractor in connection with the Services and the unforeseeable inability to obtain necessary site access, authorization, permits, licenses, certifications and approvals (such causes hereafter referred to as "Force Majeure").

## 9. CONTRACT TERMINATION

**9.1 Conflicts of Interest.** The Contractor acknowledges that, to the best of its knowledge, information and belief, no person has been employed or retained to solicit or secure this Agreement upon a promise of a commission, percentage, brokerage, or contingent fee, and that no member of the Phoenix City Council or any employee of the City has any financial interest in the consulting firm. For breach of violation of this warranty, the City shall have the right to annul this Agreement without liability, including any such commission, percentage, brokerage or contingent fee. The City reserves the right to disqualify the Contractor in the event that the City determines that the Contractor has an actual or apparent conflict of interest with the purposes of this Agreement and the provisions and procedures set forth in this Section shall apply.

Upon a finding by the City that gratuities in the form of entertainment, gifts or inducements were offered or given by the Contractor, or any agent or representative of the Contractor, to any officer or employee of the City for the purpose of securing this Agreement, or securing favorable treatment with respect to the awarding, amending, or making of any determination with respect to the performance of this Agreement, the City may, by one (1) calendar day written notice to the Contractor, terminate the right of the Contractor to proceed under this Agreement, provided that the existence of the facts upon which the City made such finding shall be an issue and may be litigated in an Arizona court of competent jurisdiction. In the event of such termination, the City shall be entitled to the same remedies against the Contractor as could be pursued in the event of default by the Contractor.

This Agreement is subject to termination pursuant to Arizona Revised Statutes §38-511.

**9.2 City's Right to Terminate.** The City reserves the right to terminate this Agreement without cause, or to abandon the Services, or any part of the Services not then completed, by notifying the Contractor in writing.

**9.3 Termination for Default.** The City reserves the right to terminate this Agreement, in whole or in part, upon 15 days prior written notice specifying the effective date and the reasons for it, due to the failure of the Contractor to comply with any term and condition of this Agreement, including compliance with the Scope of Work, budget considerations, submittal of reports or the consistent furnishing of incorrect or incomplete reports or records, or compliance with any federal, state, and/or local laws. The City may also terminate this Agreement for ineffective or improper use of funds provided under this Agreement. The City may terminate this Agreement immediately if the City determines that the health, welfare, or safety of service recipients is endangered.

**9.4 Notification to Subcontractor of Termination.** In the event this Agreement is terminated, with or without cause, or expires, the Contractor, upon receipt of the written notice, shall notify all subcontractors in writing of the effective date of the termination, and minimize all further costs to the City.

**9.5 Termination by Contractor.** The Contractor may terminate this Agreement, in whole or in part, upon 90 days prior written notice to the City specifying the effective date.

**9.6 Final Payment.** The City shall make final payment for all Services performed by the end of the fiscal year after the Contractor has delivered to the City any final progress reports, documentation, materials and evidence of costs and disbursement as required under this Agreement. Any use by the City of preliminary reports, raw data or other incomplete material returned by the Contractor shall be at the City's sole risk for such use.

**9.7 Temporary Suspension.** The City may, by written notice, direct the Contractor to suspend performance on all or any part of the Services for such period of time as may be determined by the City to be necessary or desirable for its convenience. If such suspension causes additional expense to the Contractor in performance, and not due to fault or negligence of the Contractor, the payment will be adjusted on the basis of actual costs resulting directly from the suspension, and the period for performance of the Services will be extended by mutual agreement. Any claim by the Contractor for a price adjustment must be supported by appropriate documentation asserted promptly after the Contractor has been notified to suspend performance.

**9.8 Continuation of Performance Through Termination.** Each party shall continue to perform, in accordance with the requirements of this Agreement, up to the date of termination, as directed by the City. In the event of termination, all Agreement documents, data, and reports shall become the property of the City and be delivered upon request. The Contractor shall be entitled to receive just and equitable compensation for work in progress, work completed, and materials accepted up to the effective date of the termination. Whenever determined appropriate by the City, the Contractor shall assist the City in the transition of Services to other Contractors or to the City.

**9.9 Transition of Activities.** If an agreement is awarded to a new contractor for similar Services currently being performed by the Contractor, the City's authorized representative will coordinate all transition activities. During the transition period, the Contractor shall work closely with the new contractor's personnel and/or City's staff to ensure a thorough transfer of duties and responsibilities. The City reserves the right to determine which service delivery almost completed will remain with the current Contractor of record.

**9.10 Predecessor and Successor Agreements.** The execution or termination of this Agreement shall not be considered a waiver by the City of any and all rights it may have for damages suffered through a breach of this or a prior agreement with the Contractor.

## **10. CONTRACTUAL REMEDIES**

**10.1 Continuation During Disputes.** The parties shall agree as a condition of any Agreement awarded, that notwithstanding the existence of any dispute between the parties, insofar as is possible under the terms of any Agreement entered into, each party shall continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by an Arizona Court of competent jurisdiction.

Failure or delay by either party to exercise any right, power or privilege specified in or appurtenant to this Agreement shall not be deemed a waiver thereof.

**10.2 Governing Law; Forum; Venue.** This Agreement is executed and delivered in the State of Arizona, and the substantive laws of the State of Arizona (without reference to choice of law principles) shall govern their interpretation and enforcement. Any action brought to interpret or enforce any provision of this Agreement that cannot be administratively resolved, or otherwise related to or arising from this Agreement, shall be commenced and maintained in the state or federal courts of the State of Arizona, Maricopa County,

and each of the parties, to the extent permitted by law, consents to jurisdiction and venue in such courts for such purposes.

**10.3 Delay in Exercising Contract Remedy.** Failure or delay by a party to exercise any right, power, or privilege shall not be deemed a waiver thereof. Failure to exercise any right, power, or privilege under this Agreement shall not operate as a waiver thereof, nor shall a single or partial exercise thereof preclude any other or further exercise of that or any other right, power, or privilege.

**10.4 Grievances by Recipients of Services.** The Contractor shall maintain a formal system acceptable to and approved by the City for reviewing and adjudicating grievances by recipients of Services or subcontractors arising from this Agreement.

The Contractor shall advise all applicants for and recipients of contracted Services of their right, at any time or for any reason, to present to the Contractor and to the City any grievances arising from the delivery of contracted Services, including, but not limited to, ineligibility determination, reduction of Services, suspension or termination of Services, or quality of Services. The City may assert its jurisdiction to hear the grievance or refer the matter to the appropriate authority.

**10.5 Claims or Demands Against the City.** The Contractor acknowledges and accepts the provisions of Chapter 18, Section 14 of the Charter of the City of Phoenix, pertaining to claims or demands against the City, including provisions therein for set-off of indebtedness to the City against demands on the City, and the Contractor agrees to adhere to the prescribed procedure for presentation of claims and demands. Nothing in Chapter 18, Section 14 of the Charter of the City of Phoenix alters, amends or modifies the supplemental and complementary requirements of the State of Arizona Notice of Claim statutes, Arizona Revised Statutes §§ 12-821 and 12-821.01, pertaining to claims or demands against the City. If for any reason it is determined that the City Charter and state law conflict, then state law shall control.

Nothing in this Agreement shall constitute a dispute resolution process, an administrative claims process, or contractual term as used in Arizona Revised Statutes § 12-821.01(C), sufficient to affect the date on which the cause of action accrues within Arizona Revised Statutes § 12-821.01(A) and (B).

**10.6 Waiver of Claims for Anticipated Profits.** The Contractor waives any claims against the City and its officers, officials, agents and employees for loss of anticipated profits caused by any suit or proceeding, directly or indirectly, involving any part of this Agreement.

**10.7 Third Party Beneficiary Clause.** The parties expressly agree that this Agreement is not intended by any of its provisions to create any right of the public or any member thereof as a third party beneficiary nor to authorize anyone not a party to this Agreement to maintain a suit for personal injuries or property damage pursuant to the terms or provisions of this Agreement.

## **11. EXHIBITS**

- EXHIBIT A SCOPE OF WORK
- EXHIBIT B DELEGATE AGENCY HEAD START SERVICE BUDGET
- EXHIBIT C ORGANIZATION CHART
- EXHIBIT D FACILITY LOCATION CHART/PROGRAM OPTION
- EXHIBIT E GRANT APPLICATION REPORT
- EXHIBIT F NOTICE OF FEDERAL INTEREST
- EXHIBIT G DELEGATE AGENCY COST ALLOCATION PLAN
- EXHIBIT H DELEGATE AGENCY INFORMATION FORM

IN WITNESS WHEREOF, this Agreement for services is hereby agreed to by the parties. The parties and their representatives signing this Agreement are duly authorized agents of the parties and have full authority to enter into this Agreement on behalf of the parties. This Agreement will be in full force and effect only after it has been approved and executed by the duly authorized party representatives.

CITY OF PHOENIX, a municipal corporation  
Ed Zuercher, City Manager

By: \_\_\_\_\_  
Moises Gallegos  
Director, Human Services Department



HEAD START DELEGATE AGENCY

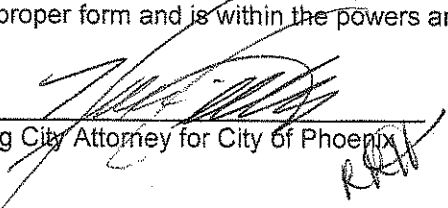
By: \_\_\_\_\_

Attested By: \_\_\_\_\_  
City of Phoenix City Clerk

#### INTERGOVERNMENTAL AGREEMENT DETERMINATION

In accordance with the requirements of Arizona Revised Statutes § 11-952(D), each of the undersigned attorneys acknowledge: (1) that they have reviewed the above Agreement on behalf of their respective clients; and (2) that, as to their respective clients only, each attorney has determined that this Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona.

\_\_\_\_\_  
Acting City Attorney for City of Phoenix



\_\_\_\_\_  
Attorney for \_\_\_\_\_

**EXHIBIT 'A' – SCOPE OF WORK  
HEAD START PROGRAM YEAR 51 – FY 2016-2017**

**SECTION 1 – PURPOSE**

The Head Start program is a comprehensive child development program that serves children from ages 3 to 5 and their families. It is a child-focused program, with the overall goal of increasing the social competence and school readiness of young children, including children with disabilities, in low-income families. "Social competence" refers to the child's everyday effectiveness in dealing with both his or her present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of social, emotional, cognitive, and physical development.

Head Start services are also family-centered, following the tenets that children develop in the context of their family and culture and that parents are respected as the primary educators and nurturers of their children. Head Start offers family members opportunities and support for growth and change, believing that people can identify their own strengths, needs, and interests and are capable of finding solutions.

The City is duly authorized to execute and administer Intergovernmental Agreements under Chapter II, Section 2, Paragraph (I) of the Phoenix City Charter. The District is duly authorized to enter into Agreements under Arizona Revised Statute (A.R.S.) §15-342.13 and by approval of its governing board.

**SECTION 2 – DEFINITIONS**

For the purposes of this section, the following definitions apply:

**Delegate Agency.** A public or private non-profit organization or agency which is a political subdivision of the State of Arizona to which the City has delegated all or part of its responsibility for operating a Head Start program. (the "Contractor").

**Head Start Program.** Provides ongoing comprehensive child development services.

**Parent Committee.** Coordinated by Delegate agencies, is comprised of parents whose children are enrolled in a Head Start classroom.

**Policy Committee.** Coordinated by Delegate agencies, is comprised of at least 50% parents of Head Start children presently enrolled plus representatives of the community.

**Policy Council.** Coordinated by the City, is comprised of two parent representatives from each Policy Committee, who participate in key decision-making and oversight for the Head Start Program.

**Policy Group.** The formal group of parents and community representatives (Policy Committee and Policy Council) required to be established by the Delegate Agency and City to assist in decisions about the planning and operation of the program.

**Volunteer.** An unpaid person who is trained to assist in implementing ongoing program activities on a regular basis under the supervision of a staff person in areas such as health, education, transportation, nutrition, and management.

**SECTION 3 – SERVICE REQUIREMENTS**

The Contractor shall comply with the following programmatic and administrative requirements based on the Head Start Performance Standards and other Regulations as defined in 45 CFR 1301, 1302, 1303, 1304 and Guidance; 1305, 1306 and 1308 and Guidance; 1309, 1310 and 1311 and the Improving Head Start for School Readiness Act of 2007.

In addition, the Contractor shall comply with the Licensure and rule requirements as defined in Title 9, Chapter 5 of the Arizona Department of Health Services Child Care manual.

### **3.1 Child Health and Developmental Services 1304.20**

A. The Contractor shall ensure through collaboration among families, staff, and health professionals, all child health and developmental concerns are identified and families are linked to continuous care to meet their basic health needs.

The Service Plan shall address the Contractor's role in the following:

- Determining child health status
- Developmental, sensory, and behavioral screening
- Extended follow-up and treatment
- Ongoing care
- Involving parents
- Individualization of the program

B. The City shall:

- Track and maintain child health services
- Provide height, weight, blood pressure, vision, and hearing screenings
- Facilitate medical, dental and mental health follow-up services
- Track behavioral/emotional health screening
- Link families to an ongoing source of medical care
- Involve parents in all medical, dental, and mental health care
- Provide the Contractor with medical, dental, and mental health status reports
- Provide content area support, professional development, training, and technical assistance from the Content Area Specialists

### **3.2 Education and Early Childhood Development 1304.21**

A. The Contractor shall provide all children with a safe nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity. The varied experiences provided by the program support the continuum of children's growth and development of each child.

The Contractor shall involve parents in the selection, development, implementation and evaluation of curriculum in the following areas:

- Goals for children's development and learning
- The experiences through which children will achieve these goals
- What staff and parents do to help children achieve these goals
- The materials needed to support the implementation of the curriculum towards achieving stated goals and
- A curriculum consistent with the Performance Standards and based on sound child development principles

The Contractor shall also ensure that ongoing child assessment (a) is linked to curriculum goals; (b) provides for the collection of information on children's progress; and (c) includes accomplishments in the 11 domains of learning: Physical Development & Health, Social & Emotional Development, Approaches to Learning, Language Development, Literacy Knowledge & Skills, Mathematical Knowledge & Skills, Science Knowledge & Skills, Creative Arts Expression, Logic & Reasoning, Social Studies, Knowledge and Skills and English Language Development.

B. The City shall:

- Provide guidance on developmentally appropriate curriculum
- Provide content area support, professional development, training, and technical assistance

### **3.3 Child Health and Safety 1304.22**

A. The Contractor shall support healthy physical development by encouraging practices that prevent illness or injury, and by promoting positive, culturally relevant health behaviors that enhance life-long well-being.

The Service Plan shall address the Contractor's role in the following:

- Health emergency procedures
- Conditions of short-term exclusion and admittance
- Medication administration
- Special Health Requirements
- Injury prevention
- Hygiene
- First aid kits
- Immunizations
- Medical Information Requests
- Asthma Information Requests

B. The City shall:

- Provide content area support, professional development, training, and technical assistance
- Submit the State's required Immunization Report
- Track and monitor asthma and health care plans

### **3.4 Nutrition Services 1304.23**

A. The Contractor shall promote child wellness by providing nutrition services that supplement and complement those of the home and community. Head Start's child nutrition services assist families in meeting each child's nutrition needs and in establishing good eating habits that nurture healthy development and promote life-long well-being.

The Service Plan shall address the Contractor's role in the following:

- Identification of nutritional needs
- Nutritional services
- Family style meal service
- Family assistance with nutrition
- Food safety and sanitation
- Special Meal Requirements
- Documentation of parental participation in nutrition services
- Nutrition food activities involving parents and appropriate staff in health plans related to nutrition.

B. The City shall:

- Provide content area support, professional development, training, and technical assistance
- Provide nutrition consultations through the referral system based on children's needs
- Track and monitor special meal modifications and nutrition care plans

### **3.5 Child Mental Health 1304.24**

A. The Contractor shall build collaborative relationships among children, families, staff, mental health professionals, and the larger community in order to enhance awareness and understanding of mental wellness and the contribution that mental health information and services can make to the wellness of all children and families.

B. The City shall:

- Provide a regular schedule of on-site mental health services to support parent and staff efforts to address children's needs;
- Provide content area support, professional development, training and technical assistance

### **3.6 Family Partnership 1304.40**

A. The Contractor shall support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures.

The Service Plan shall address the Contractor's role in the following:

- Family goal setting
- Accessing community services and resources
- Parent involvement – general
- Parent involvement in child development and education
- Parent involvement in health, nutrition, and mental health education
- Parent involvement in community advocacy
- Parent involvement in transition activities
- Parent involvement in home visits

B. The City shall:

- Develop and support family partnership agreements
- Provide information and referral services
- Respond to and follow-up on referrals
- Provide emergency and crisis assistance
- Provide parent involvement and education activities that are responsive to the needs of parents, both as individuals and as members of a group

### **3.7 Community Partnerships 1304.41**

A. The Contractor shall foster the development of a continuum of family centered services, and to advocate for a community that shares responsibility for the healthy development of children and families of all cultures.

The Service Plan shall address the Contractor's role in the following:

- Community Partnerships
- Advisory Committees
- Transition Services

B. The City shall:

- Develop and support community partnerships
- Provide support, professional development, training, and technical assistance

### **3.8 Program Governance 1304.50**

- A. The Contractor shall:
  - Maintain a Governing Board and Policy Committee that participates in key decision-making and oversight for the Head Start Program and identify the structure and function of this body;
  - Develop and maintain a Policy and Procedures Manual that includes, but is not limited to, the following:
    - a) By-laws of Policy Committee
    - b) Roles and responsibilities of all governing body members
    - c) Governance and Management Responsibilities
    - d) Training requirements to become members
    - e) Internal dispute resolution
- B. The City shall:
  - Conduct monthly Policy Council and Governing Board meetings
  - Provide content area support, professional development, training, and technical assistance

### **3.9 Management Systems and Procedures 1304.51**

A. The Contractor shall establish management systems that support continuous improvement and foster commitment to providing the highest level of services to children and families in accordance with legislation, regulations, and policies.

The Service Plan will address the Contractor's role in the following:

- Program Planning and Community Assessment
  - Communications – General
  - Communication with families
  - Communication with governing bodies and policy groups
  - Communication among staff
  - Communication with the CITY
  - Record-Keeping systems
  - Reporting systems
  - Program Self-Assessment and monitoring
- B. The City shall:
- Maintain an ongoing monitoring system for each program, function or activity to ensure compliance with applicable Federal regulations and that performance goals are being achieved;
  - Analyze data contained in written reports, tracking systems, assessment reports, and on-site observations of program practices to address continuous improvement and to inform the Contractor's planning process;
  - Share required information in a timely manner such as: reports, federal policies, guidelines and pertinent communication, program plan, regulations, policies, procedures, and grant applications, among staff, governing body and policy group;
  - Compile the Program Information Report (PIR) for submittal to the Office of Head Start

### **3.10 Human Resources Management 1304.52** (See 45 CFR 1301.31 for requirements regarding personnel policies)

A. The Contractor shall recruit and select qualified staff who possess the knowledge, skills, education, and experience needed to provide quality, comprehensive, and culturally sensitive services to children and families in the program. Each staff person who provides direct services to children will have a professional development plan that is updated annually to ensure the highest quality of services are maintained.

The Contractor shall develop and implement a Human Resources Management Guide, which shall be made available to staff, and includes the following at a minimum:

- Organizational Structure
- Classroom Staffing
- Job Descriptions
- Recruitment, Selection, and Termination
- Head Start Director Qualifications
- Teacher Qualifications (Head Start Act 648-A)
- Staff Qualifications – General
- Assurance of Being An Equal Opportunity Employer
- Standards of Conduct
- Performance Appraisals
- Employee Grievance Procedures
- Declaration Exclusions
- Probationary Period
- Child Abuse Reporting Procedures
- Staff and Volunteer Health
- Training and Development for Staff and Volunteers

### **3.11 Facilities, Materials, Equipment, and Transportation 1304.53**

A. The contractor shall ensure that facilities, materials, equipment, and transportation services are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities.

The Service Plan shall address the Contractor's role in the following:

- Proper selection and maintenance of facilities and equipment
- Safety and sanitation issues
- Proper organization of space
- Transportation where applicable

### **3.12 Eligibility, Recruitment, Selection, Enrollment and Attendance 1305**

A. The Contractor shall determine the community need and recruitment areas.

The Contractor shall develop and implement a Recruitment Plan to include the following:

- **Eligibility.** Determine the eligibility of children, ensuring that no more than 10 percent are from families that exceed low-income guidelines. Ensure that at least 10 percent of those served are children with disabilities.
- **Recruitment.** Define the recruitment area. Recruit those most in need of Head Start services, including previously underserved populations.
- **Selection.** Select children and families based on enrollment criteria, and maintain a waiting list of 20% of the enrollment.
- **Enrollment.** Assign children to program options that meet the need of their families, and meet the service requirements for each option. Give Early Head Start children priority whenever possible.
- Maintain the funded enrollment level, fill vacancies as they occur but no later than 30 days, and analyze enrollment data to inform the planning process.
- **Attendance.** Analyze and report the causes of absenteeism, when average daily attendance falls below 85 percent.

B. The City shall:

- Assist with outreach activities for the Contractor
- Conduct Head Start intakes and determine the eligibility of families

### **3.13 Services for Children with Disabilities 1308**

Notwithstanding any language in the IGA to the contrary, the parties recognize and agree that the School District will continue to count any and all qualifying students as District students for purposes of state education and special education funding and will include those students in its average daily membership.

A. The Contractor shall:

- Comply with all federal laws - Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Title 504 of the Rehabilitation Act of 1973, state regulations, and Head Start Performance Standards in the provision of services to children with disabilities and their parents;
- Maintain an enrollment of children with disabilities that is at least 10% of its total actual enrollment beginning from the midpoint of the program year to its end;
- Maintain all documentation accordingly, subject to ongoing monitoring for compliance;
- Perform the following tasks and activities related to the disabilities performance standards:
  1. Ensure that children with disabilities and their parents are integrated into all components of the Head Start Program, as outlined in the Service Plan.
  2. Adhere to the following screening and referral timelines:
    - Developmental screenings for all children entering Head Start without a current IEP within 45 calendar days of enrollment;
    - Referrals within five (5) days of the completed developmental screening or re-screen;
    - Evaluation and eligibility determination within 60 days from the date the parent permission to evaluate form is signed.
  3. Outline in its School District policies and procedures, individual and collective responsibilities in the following areas:
    - Head Start participation in the public agency's Child Find plan under Part B of IDEA, including district protocols for out-of-district children;
    - Joint training of staff and parents;
    - Procedures for referral for evaluations, Individual Education Plan (IEP) meetings and placement decisions. Procedures must include identification and accommodation of health issues for IDEA-eligible children.
- Parent involvement in the IEP process that must include:
  - ❖ Notifying parents of the IEP meeting at least two weeks in advance to ensure that they will have an opportunity to participate;
  - ❖ Notifying Head Start of upcoming IEP and placement meetings at least two weeks in advance to ensure participation of a Head Start representative;
  - ❖ Using other methods to ensure parent participation if neither parent can attend, e.g., individual or conference telephone calls;
  - ❖ Providing parents with a copy of the procedural safeguards in the parent's language of understanding before the IEP meeting date;
  - ❖ Encouraging parents to provide information about their child and their desires for their child's program;
  - ❖ Providing interpreters, if needed; and
  - ❖ Holding the IEP meeting without the parent after repeated, unsuccessful and documented attempts are made to secure their participation, e.g., phone calls outcomes, copies of correspondence and home visit records.
- Transition;
- Resource sharing; and
- Head Start commitment to provide the number of children receiving services under IEPs to the School District for the December 1 Count.

B. The City shall:

- Provide content area support, professional development, training, and technical assistance;
- Provide the Head Start Director and classrooms with a copy of the disabilities service plan;
- Follow-up with the Delegate Agency Director and the School District regarding the services timelines and consistency of IEP-directed services, respectively, to Head Start children.

## SECTION 4 – COLLABORATION WITH PUBLIC PRE-SCHOOL

In accordance with Section 642(e)(5) of the Head Start Act and pursuant to the directive of the U.S. Department of Health and Human Services relating to Local Educational Agencies (LEAs) that manage publicly funded preschool programs, the City and the Contractor agree to perform the following joint work activities:

- A. Educational activities, curricular objectives, and instruction
  - 1. Support the use of a research-based early childhood curriculum that is aligned with the Arizona Early Learning Standards and the Head Start Performance Standards.
  - 2. Utilize a research-based, ongoing assessment tool for children. The Contractor will share the overall results of the assessment by September of each year.
  - 3. Continue to explore ways to integrate the Head Start and public pre-school activities such as joint field trips, special projects, and parent events.
  - 4. Share partnerships with community resources that can assist with reading readiness and literacy training.
- B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs.
  - 1. Conduct a meeting by March of each school year to develop a joint recruitment plan that could include joint screening and registration activities; joint public awareness notices; inclusion in the Child Find process; and sharing of registration data on individual children.
  - 2. If the CITY determines that a child is ineligible for its services, a referral will be made to the Contractor in the child's area.
  - 3. The Contractor will coordinate with the City to gather SASI/Infinite Campus data for Head Start enrolled children as appropriate.
  - 4. The Contractor will coordinate with the coordinator for homeless students to identify homeless children that would benefit from Head Start services.
- C. Educational activities, curricular objectives, and instruction
  - 1. By March of each year, meet to discuss selection priorities for the children served by the Head Start agencies. This will include a discussion of the community needs.
  - 2. Identify any underserved populations and develop a plan to prioritize registrations for the population.
- D. Definition of service areas
  - 1. Review the services areas annually to insure they most effectively address the LEA attendance boundaries.
- E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development
  - 1. At least once per year, discuss opportunities for joint staff training and, If feasible, develop a training plan.
- F. Program technical assistance
  - 1. Share technical assistance opportunities that can link State and Head Start resources to maximize the quality of services provided by all early childhood programs.
- G. Provision of services to meet the needs of working parents, as applicable
  - 1. Identify resources in the service area that can serve parents needing full day, full year services for the children. In some cases, this may include developing a partnership to jointly serve the children.
- H. Communication and parent outreach for smooth transitions to kindergarten.
  - 1. Develop systematic policies and procedures for transitioning Head Start children to kindergarten. This will include the transfer of Head Start program records, understanding and communicating

the requirements of kindergarten, maintaining parent involvement, and joint outreach efforts to parents.

2. The City Head Start staff will meet with the Contractor representatives at least annually to discuss the educational, developmental, and other needs of individual children transitioning to kindergarten. Whenever possible, this will include joint parent/teacher meetings.
- I. Provision and use of facilities, transportation, and other program elements
  1. Coordinate the location of classroom sites in the community in order to maximize the availability of services to families.
  2. Whenever possible, the programs will collaborate to share the use of transportation and facilities such as jointly operating classes or co-locating classes.
  3. Coordinate planning in order to use state and local funds as the 20% non-federal matching requirement for Head Start in order to maximize Head Start funds. The matching funds can be for classroom space, transportation, parent training, staff training, disabilities services, health services, equipment supplies, office space, and professional development.

## **SECTION 5 – PROGRAMMATIC REQUIREMENTS**

1. The Contractor shall serve the funded number of children and operate a center-based four or five-day program option as specified in the approved annual Program Approach Form.
2. For any changes in classrooms stated on the Facility Location Chart, the Contractor shall request approval in writing 30 days in advance, and the City will notify the Contractor of either approval or denial of the request.
3. Licensure/Education/Training Requirements
  - A. The Contractor shall submit a copy of a current Arizona Childcare License, or a provisional license, to the City prior to the opening of a new classroom and for all existing classrooms. This license must be maintained on file at all times during the contract term.
  - B. The Contractor shall require paid employees assigned to classrooms to be trained in First Aid and CPR and to maintain a current certificate. The Contractor shall require new employees to achieve a certificate within 45 days of commencing employment.
  - C. The Contractor shall ensure that all teachers, who deliver Head Start services, meet the Head Start or State of Arizona requirements. The Contractors will ensure the teachers possess at a minimum, an Associate's Degree in Early Childhood. In addition, at least 50 percent of instructional staff must have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children by September 30, 2016. In addition, teaching assistants, by September 30, 2016, must have a child development associate credential (CDA), be enrolled in a CDA program that will be completed within two years, or have an associate or baccalaureate degree (in any area) or be enrolled in a program leading to such a degree.
4. With reference to the requirements stated in the Scope of Work, Service Requirements, Section 3.12- Eligibility, Recruitment, Selection, Enrollment and Attendance, if the Contractor does not meet enrollment quotas as stated in the contract, the City reserves the right to reduce applicable amounts in all budget categories or to reduce funded enrollment.
5. Data Management

The Contractor shall be responsible for updating CMS with current information, regarding pre-registrations received by the Contractor, results of developmental screenings, results of the DECA, and status of children with suspected disabilities.
6. Reporting Requirements

The Contractor shall manage data and generate the following reports:

Financial Reports:

- A correctly completed Monthly Expenditure Report and Funding Request for monthly reimbursement
- Monthly In-kind Report
- Two copies of single Audit Report
- Budget Modifications, as needed, prior to expending the funds
- If applicable, a correctly completed Equipment List for all equipment/property costing \$5,000 or more, purchased in whole or in part with Head Start funds
- Year-To-Date Administrative Expense Report due at end of each quarter
- Semi-monthly reports (invoices). First invoice to cover actual personal services (as defined by OMB, due no later than the 15th day following each reporting period
- Second invoice to include all remaining costs incurred, due no later than the 5th of the following month
- Advance Funding request will be submitted upon execution of contract but no earlier than June 15
- Final invoice for contract year due no later than August 15

7. Programmatic Reports/Data

The Contractor will be responsible for submitting the following information by uploading to the Delegate SharePoint unless otherwise indicated:

- Annual Program Calendar due July 1
- Childcare Licenses and Deficiency Reports due annually
- Copies of interagency agreements prior to the execution of the agreements
- Disability agreements with school districts due July 1
- Disability Service Plan due July 1
- ERSEA Plan by March 29 and July 1
- Facility Location Chart by July 1
- Fixed Assets List by August 1
- Head Start Delegate Agency Monthly Reports that identify and report program activities by the 5th
- Instructional Staff Qualifications Form by the 15th
- Names, addresses, and telephone numbers of Policy Council representatives by November 1 to Administrative Assistant
- School Readiness Analysis by November 15, February 14, and June 16
- Selection Criteria by March 28 and July 1
- Self-Assessment Report and Improvement Plan due no later than June 2
- Service Plan due July 1
- Transition Agreements by July 1
- Update Head Start Enterprise System no later than August 1 with class locations and contact information
- Update Head Start Enterprise System no later than November 1 with Policy Committee chair

For compilation of the Program Information Report (PIR) due annually by July 15:

- Staff Qualifications
- Salary Information
- Number of Volunteers
- Class Operation Information
- Child Care Information

For Refunding Application due by December 2016:

- Administrative Cost Analysis
- Budget Narrative
- Cost Allocation/Distribution of Costs
- Delegate Agency Information Form
- In-kind Budget
- Line Item Budget
- Organization Chart
- Policy Council Approval Form (June 27)
- Program Approach Form
- Program Narrative
- Staffing Schedule
- T&TA Budget
- T&TA Budget Narrative
- T&TA Plan

Failure to submit the required documents by the specified dates may result, in the option of the City, in withholding payment until such time as they are received.

For any additional documentation that may be required, the City will make every effort to notify the Contractor as soon as administratively feasible and will provide reasonable timeframes for submittal.

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**EXHIBIT 'B' – HEAD START YEAR 51 SERVICE BUDGET  
FY 2016-2017**

**Head Start Program Year "3" FY17**  
**Staffing Schedule**  
**WASHINGTON ELEMENTARY SCHOOL DISTRICT**

Position	Employee Last Name	Employee First Name	Hours per Day	Rate per Hour	Days per Year	Annual Salary	Position Type
Director	Howsden	Diana	6	\$ 39.37	261	\$ 64,944.27	Exempt
Program Coordinator	Pilsbury	Michael	6	\$ 30.90	261	\$ 50,965.07	Exempt
Mentor Specialist EDU	Rohrer	Pamela	6	\$ 21.66	227	\$ 31,069.75	Exempt
Mentor Specialist EDU	Olalde	Claudia	6	\$ 21.37	227	\$ 30,659.65	Exempt
Mentor Specialist H&S	Haleverson	Debbie	6	\$ 20.95	227	\$ 30,051.31	Exempt
Administrative Specialist	Rubalcaba	Yvonne	6	\$ 21.07	261	\$ 34,749.34	Exempt
Office Tech-HS12 month	Meza	Karina	6	\$ 11.42	261	\$ 18,842.63	Non-exempt
Office Tech-HS	Goris	Cindy	8	\$ 14.22	227	\$ 25,824.97	Non-exempt
Office Tech HS	Norrell	Martha	8	\$ 11.40	227	\$ 20,707.67	Non-exempt
Certified Teacher	Alexander	Shelly	2	\$ 22.93	209	\$ 11,140.80	Exempt
Certified Teacher	Alvidrez	Robin	2	\$ 23.34	209	\$ 11,342.02	Exempt
Certified Teacher	Ascencio	Tania	8	\$ 22.52	209	\$ 35,304.80	Exempt
Certified Teacher	Beckenhauer	Kathryn	2	\$ 23.65	209	\$ 11,494.17	Exempt
Certified Teacher	Chase	Joyce	2	\$ 22.52	209	\$ 10,944.49	Exempt
Certified Teacher	Villamil	Jenny	8	\$ 22.13	209	\$ 34,687.36	Exempt
Certified Teacher	Goebel	Debbie	8	\$ 23.34	209	\$ 36,587.17	Exempt
Certified Teacher	Gonzalez	Sarah	8	\$ 23.34	209	\$ 36,587.17	Exempt
Certified Teacher	Harrell	Kathi	8	\$ 23.34	209	\$ 36,587.17	Exempt
Certified Teacher	Heller	Debra	8	\$ 29.18	209	\$ 45,737.93	Exempt
Certified Teacher	Howick	Patricia	2	\$ 22.93	209	\$ 11,140.80	Exempt
Certified Teacher	Basore	Jessica	8	\$ 20.54	209	\$ 32,192.28	Exempt
Certified Teacher	Livingstone	Lindsey	2	\$ 22.93	209	\$ 11,140.80	Exempt
Certified Teacher	Fandrich	Lisa	8	\$ 29.50	209	\$ 46,244.54	Exempt
Certified Teacher	Rashada	Khalilah	8	\$ 20.54	209	\$ 32,192.28	Exempt
Certified Teacher	Servin	Susan	8	\$ 27.28	209	\$ 42,761.56	Exempt
Certified Teacher	Walden	Sophia	2	\$ 22.13	209	\$ 10,753.08	Exempt
Certified Teacher	Wood	Beverly	2	\$ 22.52	209	\$ 10,944.49	Exempt
Certified Teacher	Mirza	Jill	2	\$ 31.42	209	\$ 15,266.33	Exempt
Certified Teacher	Morris	Verna	8	\$ 26.39	209	\$ 41,362.03	Exempt
Certified Teacher	Northrop	Erin	8	\$ 23.77	209	\$ 37,264.77	Exempt
Certified Teacher	Al-Alawi	Lubna	8	\$ 20.54	209	\$ 32,192.28	Exempt
Certified Teacher	Herreara	Michelle	8	\$ 24.32	209	\$ 38,114.94	Exempt
Support Instructor	Aguirre	Juana	6.5	\$ 13.04	209	\$ 17,713.62	Non-exempt
Support Instructor	Banuelos	Florencia	6.5	\$ 13.09	209	\$ 17,782.22	Non-exempt
Support Instructor	Rubalcaba	Ana	2	\$ 12.00	209	\$ 5,830.52	Non-exempt
Support Instructor	Satterlund	Vanessa	6.5	\$ 12.18	209	\$ 16,547.35	Non-exempt
Support Instructor	Elenes	Delia Christy	6.5	\$ 12.36	209	\$ 16,794.32	Non-exempt
Support Instructor	Cruz Gallarza	Adriana	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Barrett	Maria Isabelle	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Selzer	Caitlyn	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Estrada	Norma	2	\$ 12.12	209	\$ 5,889.41	Non-exempt
Support Instructor	Freeman	Breanne	2	\$ 12.12	209	\$ 5,889.41	Non-exempt
Support Instructor	Gonzalez	Christina	2	\$ 12.18	209	\$ 5,918.86	Non-exempt
Support Instructor	Osso	Franca	2	\$ 12.43	209	\$ 6,041.55	Non-exempt
Support Instructor	Hernandez	Blanca	6.5	\$ 12.46	209	\$ 16,931.53	Non-exempt
Support Instructor	Soto	Maria	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Holt	Bobbie	6.5	\$ 12.51	209	\$ 17,000.13	Non-exempt
Support Instructor	Kaven	Maisie	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Larios	Esabel	6.5	\$ 12.67	209	\$ 17,205.95	Non-exempt
Support Instructor	Zarate	Maria	2	\$ 12.10	209	\$ 5,879.60	Non-exempt
Support Instructor	Moreno	Andrea	2	\$ 12.12	209	\$ 5,889.41	Non-exempt
Support Instructor	Mast	Jennifer	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	McCarty	Judy	6.5	\$ 12.70	209	\$ 17,247.11	Non-exempt
Support Instructor	Melendez	Stephanie	6.5	\$ 12.51	209	\$ 17,000.13	Non-exempt
Support Instructor	Meza	Maria	2	\$ 12.33	209	\$ 5,992.48	Non-exempt
Support Instructor	Olalde Ortiz	Alicia	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Olguin	Lisa	6.5	\$ 12.56	209	\$ 17,068.74	Non-exempt
Support Instructor	Schaefer	Kimberly	6.5	\$ 12.10	209	\$ 16,437.58	Non-exempt
Support Instructor	Valdez	Eddie	2	\$ 16.20	209	\$ 7,872.18	Non-exempt
Support Instructor	Navarrette	Zulma	6.5	\$ 12.26	209	\$ 16,657.11	Non-exempt
Support Instructor	Valenzuela	Reyna	6.5	\$ 12.82	209	\$ 17,411.76	Non-exempt

**Head Start Program Year "3" FY17  
Staffing Schedule  
WASHINGTON ELEMENTARY SCHOOL DISTRICT**

Position	Employee Last Name	Employee First Name	Hours per Day	Rate per Hour	Days per Year	Annual Salary	Position Type
Support Instructor	Hunter	Chelsey	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Ortega	Ada	6.5	\$ 12.56	209	\$ 17,068.74	Non-exempt
Support Instructor	Rajaei-Tehrani	Nooshin	6.5	\$ 12.33	209	\$ 16,753.16	Non-exempt
Support Instructor	Rulloda	Sydney	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Todorova	Evgeniya	6.5	\$ 12.18	209	\$ 16,547.35	Non-exempt
Support Instructor	Smith	Cindy	6.5	\$ 12.76	209	\$ 17,329.43	Non-exempt
Support Instructor	Hernandez	Genesis	6.5	\$ 12.00	209	\$ 16,300.37	Non-exempt
Support Instructor	Tieman	Lindsey	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Instructional Asst (Sub)	Al Alag	Mrtatha	4	\$ 9.51	194	\$ 7,383.02	Non-exempt
Instructional Asst (Sub)	Alnuaimi	Wed	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Acosta	Berenice	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Bohm	Karen	2	\$ 9.51	194	\$ 4,577.47	Non-exempt
Instructional Asst (Sub)	Morari	Amanda	2	\$ 9.23	194	\$ 4,441.41	Non-exempt
Instructional Asst (Sub)	Campbell	Elizabeth	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Chee	Lakeisha	2	\$ 9.23	194	\$ 4,441.41	Non-exempt
Instructional Asst (Sub)	LeGrand	James	2	\$ 9.23	194	\$ 4,441.41	Non-exempt
Instructional Asst (Sub)	Galan	Erika	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Garcia	Genevieve	2	\$ 9.23	194	\$ 4,441.41	Non-exempt
Instructional Asst (Sub)	Landeros	Julie	2	\$ 9.23	194	\$ 4,441.41	Non-exempt
Instructional Asst (Sub)	Marcial	Areli	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Reyes	Stessy	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Pina Rosales	Cinthia	2	\$ 9.23	194	\$ 4,441.41	Non-exempt
Instructional Asst (Sub)	Sanchez	Alejandra	2	\$ 9.23	194	\$ 4,441.41	Non-exempt
Instructional Asst (Sub)	Fernandez	Madison	4	\$ 9.37	194	\$ 7,273.29	Non-exempt
Instructional Asst (Sub)	Hernandez	Sonja	2	\$ 9.51	194	\$ 4,577.47	Non-exempt
Instructional Asst (Sub)	TBH		4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Certified Substitutes (long term absences: Dist. Sub Pool)			fixed rate	\$200	50	\$ 10,000.00	Exempt

**TOTAL SALARIES:**

1,580,494.24

FICA	7.65%	120,907.81
Worker's Compensation	1.10%	17,385.44
Arizona State Retirement	11.47%	181,282.69

44@100%  
.18@  
31%,

Health/Dental/Life Insurance	7@79%	\$ 5,547.00	305,695.17
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625,271.11

**TOTAL SALARY AND FRINGE**

2,205,765.35

Days 261/209/227/194  
Insurance \$5,547.00  
Benefits 20.22% (FICA+Worker's Comp+ASRS)

Grand Total Budget	2,763,600.00
Total Salary & Fringe	2,205,765.35 20.19%
Net Operating Budget	<u>557,834.65</u>

1% salary increase

**Budget by Federal Category**

**Head Start Program Year "3" FY17**

Delegate Agency: WASHINGTON ELEMENTARY SCHOOL DISTRICT #940051005

Cost Category	G/L Account #	Account Title	Justification	Proposed Budget	Category
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**a. SALARIES:**

Diana-  
957.900.3300.6151.571.ADMN;  
Support Classified -  
957.900.3300.6160.xxx.0000 &  
Yvonne-

6151/6160/6167	957.900.3300.6160.571.ADMN	Salaries - Non City	See Staffing Schedule	1,580,494	
		Total Salaries:			1,580,494

**b. FRINGES:**

6221	957.900.3300.6221.xxx.0000	F.I.C.A.	See Staffing Schedule	120,908	
6260	957.900.3300.6260.xxx.0000	Workers' Compensation	See Staffing Schedule	17,385	
6231	957.900.3300.6231.xxx.0000	Arizona State Retirement	See Staffing Schedule	181,283	
6210	957.900.3300.6210.xxx.0000	Group Health Insurance	See Staffing Schedule	305,695	

Total Fringes: 625,271

**c. TRAVEL:**

**d. SUPPLIES:**

Acct

6612	957.100.1000.6612.571.0000	Instructional Supplies	\$35.00 per child x 588 students=\$20,580.00	43,780	
		Disposable Meal Supplies	\$100.00 x 37 rooms= \$3700.00		
		Dental Hygiene	\$150.00 x 130 days= \$19,500.00		
6643	957.100.1000.6643.571.0000	Instructional Aids	\$12.50 per child x 588 = \$7350.00	32,250	
		Learning Dynamics	\$41.50 x 600 kits = \$24,900.00		
6613	957.100.2200.6613.571.0000	Non Instructional Classroom	\$12 x 588 students= \$7,056.00	7,056	
	957.100.2200.6613.571.ADMN	Non Instructional Office	\$430.00 x 9 staff= \$3870.00	3,870	
	957.100.2600.6613.571.0000	Health and Safety	\$15.00 x 588 students= \$8820.00	8,820	
	957.100.2100.6613.571.PRNT	Parent Fund	\$100.00 x 37 classrooms = \$3700.00	3,700	
	957.100.2100.6613.571.HSPC	Policy Committee Fund	\$400.00	400	
		Employee/Volunteer morale, health and welfare	200 x \$10.00	2,000	
	957.100.1000.6613.571.0000	First Aid Supplies	\$20.00*37 classrooms= \$740.00	740	
6616	957.100.2200.6616.571.HSEM	Employee/Volunteer recognition	\$40.00x 130 staff/volunteers = \$5200.00	5,200	
	957.100.1000.6616.571.0000	Bottled water	\$125.00 x 10 months x 9 rooms= \$11,250.00	44,550	
		Meals/Students/Interns/Volunteers	\$90.00 x 10 months x 37 rooms= \$33,300.00		
	957.100.2100.6616.571.PRNT	Parent Fund	\$100 x 37 classrooms = \$3700.00	3,700	
6637	957.100.1000.6737.571.0000	Technology	\$500.00 x 38 room(includes office) = \$19,000.00	19,000	
6731	957.100.1000.6731.571.0000	Furniture	\$2000 x 37 classes = \$74,000	74,000	
6650	957.100.2200.6650.571.0000	Technology Accessories	\$400 x 38 room (include office)=\$15,200	15,200	

Total Supplies: 264,266

**e. CONTRACTUAL:**

**f. OTHER:**

6330	957.100.2200.6330.571.0000	MBI/Prospective Employee/Volunteer TB	110 x \$25.00 = \$2750.00	16,003	
		MBI/Health Screening approx. 10 new hires	\$75.00 x 10 = \$750.00		
		CPR/First Aid	79 staff x \$25.00 = \$1975.00		
		Consultants for Professional Development	Continue training on team building and Curriculum training (1 trainings at approx \$7000 each)= \$7000.00		
		Student Accident Insurance	estimated \$6 per student x 588 students= \$3528.00		
	957.100.1000.6330.571.0000	Photo Services	\$100 x 37 classrooms = \$3700	24,050	
		In Class Field Trip	\$550.00 x 37 room = \$20,350.00		
		HS Association Annual Membership local and national			
6810	957.100.2200.6810.571.0000		approximately \$3000	8,900	
		Child Care Licensing	1 site @ \$3900.00 + 1 site @ \$2000.00=\$5900.00		
6331	957.100.2200.6331.571.0000	AHSA Meeting	\$50.00 x 2 staff x 4 meetings = \$400.00	400	

**Budget by Federal Category**

**Head Start Program Year '13' FY17**

Delegate Agency: WASHINGTON ELEMENTARY SCHOOL DISTRICT #940051005

Cost Category	G/L Account #	Account Title	Justification	Proposed Budget	Category
6531	957.100.2200.6531.571.0000	Communication	\$220.00 x 12 months = \$2640.00	2,640	
6550	957.100.1000.6550.571.0000	Print Shop	\$400 x 20 jobs = \$8000.00	8,000	
6450	957.900.4701.6450.571.0000	Repairs/Safety	Needed repairs as identified on playgrounds, shade structures, restrooms, classrooms, etc.	221,976	
6440	957.100.2200.6440.571.0000	Rentals	end of year podium/mic rental @ \$500.00	500	
6616	957.100.1000.6616.571.0000	Food Experience	\$300.00 x 37 rooms = \$11,100.00	11,100	

Total Other:

293,569

Total WESD Year 49

2,763,600.00

<b>In-Kind Budget</b> <b>Head Start Program Year "3" FY17</b> <b>Agency: Washington Elementary School District</b>					
Category	Account Title	Justification	Program Budget Totals	Administrative Budget Totals	Annual In-Kind Budget
<b>Salaries</b>					
Direct Hrs	Parent Volunteers	Average of previous year	365,608.97	0.00	\$ 365,608.97
Direct & Admin Svcs		Total custodial salary per site * HS bldg % use = \$21,873.39			
Hrs	Custodial		20,475.19	1,398.20	21,873.39
		Total library salary per site * HS enrollment % = \$23,156.06			
Direct Hrs	Library		23,156.06	0.00	23,156.06
		Search to Serve Salaries * HS % of Search to Serve Students = \$568,235.135*14.0549%			
Direct Hrs	Search to Serve		79,864.88	0.00	79,864.88
	Personnel	Personnel Salaries * HS % of positions = \$537,899.473*1.8224%			
Admin Svcs	Management Svcs		0.00	9,802.68	9,802.68
		Purchasing, Warehouse and Accounts Payable Salaries * HS % of Purchase Orders Processed = \$700,434.467*7.3078%			
Admin Svcs	Purchasing Svcs		0.00	51,186.35	\$ 51,186.35
		Director of Curriculum's salary * % of time worked on HS projects = \$91,507.7005*2.39464%			
Admin Svcs	Director of Curriculum		0.00	2,191.28	\$ 2,191.28
		Finance Specialist Salary * % of time worked on HS projects = \$49,054.2985*9.6743%			
Admin Svcs	Finance Specialist Svcs		0.00	4,745.66	\$ 4,745.66
<b>Total Gross Salaries</b>			<b>\$ 489,105.10</b>	<b>\$ 69,324.17</b>	<b>\$ 558,429.27</b>
<b>Fringe Costs</b>					
Direct Hrs	Parent Volunteers	\$365,608.97*20.22%	73,926.13	0.00	\$ 73,926.13
Direct & Admin Svcs					
Hrs	Custodial	\$21,873.39*20.22%	4,140.08	282.72	\$ 4,422.80
Direct Hrs	Library	\$23,156.06*20.22%	4,682.16	0.00	\$ 4,682.16
Direct Hrs	Search to Serve	\$79,864.88*20.22%	16,148.68	0.00	\$ 16,148.68
	Personnel				
Admin Svcs	Management Svcs	\$9,802.68*20.22%	0.00	1,982.10	\$ 1,982.10
Admin Svcs	Purchasing Svcs	\$51,186.35*20.22%	0.00	10,349.88	\$ 10,349.88
	Director of Curriculum	\$2,191.28*20.22%	0.00	443.08	\$ 443.08
Admin Svcs	Finance Specialist Svcs	\$4,745.66*20.22%	0.00	959.57	\$ 959.57
<b>Total Direct Fringe Costs</b>			<b>\$ 98,897.05</b>	<b>\$ 14,017.35</b>	<b>\$ 112,914.40</b>
<b>Total Personnel Services</b>			<b>588,002.15</b>	<b>83,341.52</b>	<b>671,343.67</b>
<b>Space/Other Costs</b>					
Other Direct & Admin	Custodial Supplies	Total supplies * HS space use = \$3076.81	2,857.32	219.49	\$ 3,076.81
Other Direct	Library Supplies	Total supplies * HS enroll = \$93.57	93.57	0.00	\$ 93.57
	Utilities (except phone)	Total utilities * HS space % = \$15,468.48	14,451.88	1,016.60	\$ 15,468.48
Other Direct & Admin	Library (other resources)	Total library other * HS enrollment % = \$670.10	670.10	0.00	\$ 670.10
Other Direct	Custodial (other resources)	Total cust. Other * HS space % = \$116.52	97.15	19.37	\$ 116.52
Other Direct & Admin	Copiers	Total copier lease & Maint * HS Enroll % * usefull life of 6.7% = \$572.30	572.30	0.00	\$ 572.30
<b>Total Space/Other Direct Costs</b>			<b>\$ 18,742.32</b>	<b>\$ 1,255.46</b>	<b>\$ 19,997.78</b>
<b>Donations</b>			<b>0.00</b>	<b>\$ -</b>	<b>-</b>
<b>Total Other Costs</b>			<b>\$ 18,742.32</b>	<b>\$ 1,255.46</b>	<b>\$ 19,997.78</b>
<b>Grand Total</b>			<b>\$ 606,744.47</b>	<b>\$ 84,596.98</b>	<b>\$ 691,341.45</b>

**Head Start Program Year "3" FY17**  
**Projection of Breakout of Costs for Development and Administration**  
**(DELEGATE AGENCY ADMINISTRATIVE COSTS)**  
**WASHINGTON SCHOOL DISTRICT**

**Personnel:**

<u>Salaries</u>	<u>% Admin.</u>	<u>Salary</u>	58,740.93
Agency Director-Administrator	48.00%	31,173.25	
Office Manager	50.00%	17,374.67	
Program Coordinator	20.00%	10,193.01	
<u>Fringes</u>	<u>% Admin.</u>	<u>Fringes</u>	23,238.94
FICA @ 7.65%	3.72%	4,493.68	
Worker's Compensation @ 1.10%	3.72%	646.15	
AZ State Retirement @ 11.47%	3.72%	6,737.59	
Health/Life/Dental/Insurance @ \$6,000.00	3.72%	11,361.52	

**Program Costs**

<u>Travel</u>	<u>% Admin.</u>	<u>Travel</u>	0.00
<u>Supplies</u>	<u>% Admin.</u>	<u>Supplies</u>	3,870.00
Office Supplies	100.00%	3,870.00	
<u>Other</u>	<u>% Admin.</u>	<u>Other</u>	0.00

**Agency In-Kind**

<u>Total Personnel</u>	<u>% Admin.</u>	<u>In-Kind</u>	84,596.98
Custodial Services	6.39%	1,398.20	
Personnel Management Svcs	100.00%	9,802.68	
Purchasing Svcs	100.00%	51,186.35	
Director of Curriculum	100.00%	2,191.28	
Finance Specialist Svcs	100.00%	4,745.66	
<u>Total Personnel-Fringe</u>	<u>% Admin.</u>	<u>In-Kind</u>	
Custodial Services	6.39%	282.72	
Personnel Management Svcs	100.00%	1,982.10	
Purchasing Svcs	100.00%	10,349.88	
Director of Curriculum	100.00%	443.08	
Finance Specialist Svcs	100.00%	959.57	
<u>Space/Other Costs</u>	<u>% Admin.</u>	<u>In-Kind</u>	
Internet Connection	0.00%	0.00	
Phones	0.00%	0.00	
Custodial Supplies	7.13%	219.49	
Library Supplies	0.00%	0.00	
Utilities (except phone)	6.57%	1,016.60	
Library (other resources)	0.00%	0.00	
Custodial (other resources)	16.62%	19.37	
Copiers	0.00%	0.00	

**Total Agency Administrative and Development Cost Contributions**

**170,447.00**

Adjusted Federal Budget YR 50	2,763,600
Non-Federal (Minimum 25% of Fed.)	691,341
	<u>3,454,941</u>
Agency Administrative %	4.93%

Personnel Costs

Job Title	Cost	# of Staff	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
WESD												
Head Start Administrator-Director	64,944	1	48.00%	38.00%	2.00%	2.00%	6.00%	2.00%	2.00%	0.00%	0.00%	100.00%
Program Coordinator-Pilsbury	50,965	1	20.00%	55.00%	5.00%	5.00%	10.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Mentor Specialist-Rohrer	31,070	1	0.00%	65.00%	5.00%	5.00%	20.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Mentor Specialist-Olalde	30,660	1	0.00%	65.00%	5.00%	5.00%	20.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Mentor Specialist-Halverson	30,051	1	0.00%	65.00%	5.00%	5.00%	20.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Office Tech-Meza	18,843	1	0.00%	10.00%	20.00%	20.00%	35.00%	10.00%	5.00%	0.00%	0.00%	100.00%
Office Manager-Rubalcaba	34,749	1	50.00%	28.00%	2.00%	2.00%	16.00%	2.00%	0.00%	0.00%	0.00%	100.00%
Office Tech-Norrell	20,708	1	0.00%	10.00%	20.00%	20.00%	35.00%	10.00%	5.00%	0.00%	0.00%	100.00%
Office Tech-Goris	25,825	1	0.00%	10.00%	20.00%	20.00%	35.00%	10.00%	5.00%	0.00%	0.00%	100.00%
Certified Teacher Part Year	631,983	23	0.00%	60.00%	5.00%	5.00%	25.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Support Instructor Part Year	525,650	37	0.00%	60.00%	5.00%	5.00%	25.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Instructional Assrs. Part Year	105,046	18	0.00%	60.00%	5.00%	5.00%	25.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Certified Substitute-long term absences	10,000	as needed	0.00%	60.00%	5.00%	5.00%	25.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Total Personnel Costs	1,580,494	87										

WESD - In-kind Match

Parent Volunteers	365,609		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Custodial Services	21,873		6.39%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	93.61%	0.00%	100.00%
Library	23,156		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Search to Serve	79,865		0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
Personnel Management Svcs	9,803		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Purchasing Svcs	51,186		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Director of Curriculum	2,191		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Finance Specialist Svcs	4,746		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Total In-Kind Personnel Costs	558,429											

Fringe Costs

Fringe Item	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
WESD												
FICA Withholding	120,908		3.72%	56.45%	5.43%	5.43%	23.66%	5.02%	0.29%	0.00%	0.00%	100.00%
Worker's Compensation	17,385		3.72%	56.45%	5.43%	5.43%	23.66%	5.02%	0.29%	0.00%	0.00%	100.00%
AZ State Retirement	181,283		3.72%	56.45%	5.43%	5.43%	23.66%	5.02%	0.29%	0.00%	0.00%	100.00%
Health/Dental/Life Insurance (53)	305,695		3.72%	56.45%	5.43%	5.43%	23.66%	5.02%	0.29%	0.00%	0.00%	100.00%
Total Fringe Costs	625,271											0.00%

WESD - In-kind

Parent Volunteers	73,926		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Custodial Svcs	4,423		6.39%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	93.61%	0.00%	100.00%
Library	4,682		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Search to Serve	16,149		0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
Personnel Management Svcs	1,982		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Purchasing Svcs	10,350		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Director of Curriculum	443		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Finance Specialist Svcs	960		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Total In-Kind Fringe Costs	112,914											

Travel

Travel Item	Cost	Allocation	Admin.	Educat	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
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Supplies

Supplies Item	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
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## WESD

Instructional Supplies	43,780				0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Instructional Aids	32,250				0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Non Instructional Classroom	7,056				0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Non Instructional Office	3,870				100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Health and Safety	8,820				0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Parent Fund	3,700				0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Policy Committee Fund	400				0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Employee morale, health and welfare	2,000				0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
First Aid Supplies	740				0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Employee Volunteer recognition	5,200				0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Other Food and Food Supplies	44,550				0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Parent Fund	3,700				0.00%	50.00%	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Technology	19,000				0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Furniture	74,000				0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Technology Accessories	15,200				0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Total Supplies	264,266													

## Other

Other Item	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HIS Funds
WESD											
MBI Prospective Employee	16,003	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
In Class Field Trip/Photo	24,050	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dues and Fees	8,900	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Conferences/Workshops	400	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Communication	2,640	0.00%	60.00%	10.00%	10.00%	10.00%	10.00%	0.00%	0.00%	0.00%	0.00%
Print Shop	8,000	0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	0.00%
Repairs and Safety	221,976	0.00%	40.00%	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Rentals	500	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Food Experiences	11,100	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Other	293,569				50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## WESD - Inkind

Custodial Supplies	3,077	7.13%	92.87%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Supplies	94	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Utilities (except phone)	15,468	6.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	93.43%	0.00%	0.00%	100.00%
Library (other resources)	670	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Custodial (other resources)	117	16.62%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	83.38%	0.00%	0.00%	100.00%
Copiers	572	0.00%	50.00%	10.00%	10.00%	10.00%	10.00%	10.00%	0.00%	0.00%	0.00%	100.00%
Total In-Kind Other	19,998											

## WESD - Inkind

Donations	0	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Total Inkind Donations	0											

Total Federal Share

2,763,600.00

Total Inkind Match

691,341.00

Total Service Cost

3,454,941.00

Distribution of Costs Year "3" FY17

Personnel Costs

Job Title	Cost	# of Staff	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
<b>WESD</b>												
Head Start Director-Howden	64,944	1	31,173.25	24,679	1,299	1,299	3,897	1,299	1,299	-	-	64,944
Program Coordinator-Pilsbury	50,965	1	10,193.01	28,031	2,548	2,548	5,097	2,548	-	-	-	50,965
Mentor Specialist-Rohrer	31,070	1	-	20,195	1,553	1,553	6,214	1,553	-	-	-	31,070
Mentor Specialist-Oldale	30,660	1	-	19,929	1,533	1,533	6,132	1,533	-	-	-	30,660
Mentor Specialist-Halverson	30,051	1	-	19,553	1,503	1,503	6,010	1,503	-	-	-	30,051
Office Tech-Meza	18,843	1	-	1,884	3,769	3,769	6,595	1,884	942	-	-	18,843
Office Manager-Ruhalcaba	34,749	1	17,374.67	9,730	695	695	5,560	695	-	-	-	34,749
Office Tech-Norrell	20,708	1	-	2,071	4,142	4,142	7,248	2,071	1,035	-	-	20,708
Office Tech-Gorris	25,825	1	-	2,582	5,165	5,165	9,039	2,582	1,291	-	-	25,825
Certified Teacher Part Year	631,983	23	-	379,190	31,599	31,599	157,996	31,599	-	-	-	631,983
Support Instructor Part Year	525,650	37	-	315,390	26,283	26,283	131,413	26,283	-	-	-	525,650
Program Aides Part Year	105,046	18	-	63,078	5,252	5,252	26,262	5,252	-	-	-	105,046
Certified Substitute-long term absences	10,000	as needed	-	6,000	500	500	2,500	500	-	-	-	10,000
Total Personnel Costs	1,580,494	87	58,740.93	892,242	85,840	85,840	373,960	79,303	4,568	-	-	1,580,494

WESD - In-kind Match

Parent Volunteers	365,609	-	-	-	-	-	-	-	-	-	-	365,609
Custodial Services	21,873	-	1,398.20	-	-	-	-	-	-	20,475	-	21,873
Library	23,156	-	-	23,156	-	-	-	-	-	-	-	23,156
Search to Serve	79,865	-	-	-	-	-	-	79,865	-	-	-	79,865
Personnel Management Svcs	9,803	-	9,802.68	-	-	-	-	-	-	-	-	9,803
Purchasing Svcs	51,186	-	51,186.35	-	-	-	-	-	-	-	-	51,186
Director of Curriculum	2,191	-	2,191.28	-	-	-	-	-	-	-	-	2,191
Finance Specialist Svcs	4,746	-	4,745.66	-	-	-	-	-	-	-	-	4,746
Total In-Kind Personnel Costs	558,429	-	69,324.17	23,156	-	-	365,609	79,865	-	20,475	-	558,429

Fringe Costs

Fringe Item	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
<b>WESD</b>												
FICA Withholding	120,908	-	4,493.68	68,257	6,567	6,567	28,608	6,067	349	-	-	120,908
Worker's Compensation	17,385	-	646.15	9,815	944	944	4,114	872	50	-	-	17,385
AZ State Retirement	181,283	-	6,737.59	102,340	9,846	9,846	42,893	9,096	524	-	-	181,283
Health/Dental/Life Insurance (63)	305,695	-	11,361.52	172,575	16,603	16,603	72,330	15,339	883	-	-	305,695
Benefit Savings	-	-	-	-	-	-	-	-	-	-	-	-
Total Fringe Costs	625,271	-	23,238.93	352,987	33,960	33,960	147,945	31,374	1,807	-	-	625,271

WESD - In-Kind

Parent Volunteers	73,926	-	-	-	-	-	-	-	-	-	-	73,926
Custodial Library & Search to Serve	4,423	-	282.72	-	-	-	-	-	-	4,140	-	4,423
Library	4,682	-	-	4,682	-	-	-	-	-	-	-	4,682
Search to Serve	16,149	-	-	-	-	-	-	16,149	-	-	-	16,149
Personnel Management Svcs	1,982	-	1,982.10	-	-	-	-	-	-	-	-	1,982
Purchasing Svcs	10,350	-	10,349.88	-	-	-	-	-	-	-	-	10,350
Director of Curriculum	443	-	443.08	-	-	-	-	-	-	-	-	443
Finance Specialist Svcs	960	-	959.57	-	-	-	-	-	-	-	-	960
Total In-Kind Fringe Costs	112,914	-	14,017.35	4,682	-	-	73,926	16,149	-	4,140	-	112,914

Travel

Travel Item	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
<b>Supplies</b>												
<b>WESD</b>												
Instructional Supplies	43,780		-	32,835	4,378	4,378	-	2,189	-	-	-	43,780
Instructional Aids	32,250		-	32,250	-	-	-	-	-	-	-	32,250
Non Instructional Classroom	7,056		-	5,292	706	706	-	353	-	-	-	7,056
Non Instructional Office	3,870		3,870	-	-	-	-	-	-	-	-	3,870
Health and Safety	8,820		-	-	8,820	-	-	-	-	-	-	8,820
Parent Fund	3,700		-	-	-	-	3,700	-	-	-	-	3,700
Policy Committee Fund	400		-	-	-	-	400	-	-	-	-	400
Employee morale, health and welfare	2,000		-	1,000	1,000	-	-	-	-	-	-	2,000
First Aid Supplies	740		-	740	-	-	-	-	-	-	-	740
Employee Volunteer recognition including food	5,200		-	-	2,600	2,600	-	-	-	-	-	5,200
Other Food and Food Supplies	44,550		-	-	22,275	22,275	-	-	-	-	-	44,550
Parent Fund including food	3,700		-	1,850	925	925	-	-	-	-	-	3,700
Technology	19,000		-	19,000	-	-	-	-	-	-	-	19,000
Furniture	74,000		-	55,500	7,400	7,400	-	3,700	-	-	-	74,000
Technology Accessories	15,200		-	15,200	-	-	-	-	-	-	-	15,200
Total Supplies	264,266		3,870	163,667	48,104	38,284	4,100	6,242	-	-	-	264,266
<b>Other</b>												
<b>221.</b>												
<b>WESD</b>												
MBI Prospective Employee	16,003		-	16,003	-	-	-	-	-	-	-	16,003
In class Field Trip/Photo	24,050		-	24,050	-	-	-	-	-	-	-	24,050
Dues and Fees	8,900		-	-	-	-	-	-	-	-	8,900	8,900
Conferences/Workshops	400		-	400	-	-	-	-	-	-	-	400
Communication	2,640		-	1,584	264	264	264	264	-	-	-	2,640
Print Shop	8,000		-	6,000	800	800	-	400	-	-	-	8,000
Repairs and Safety	221,976		-	88,790	133,186	-	-	-	-	-	-	221,976
Rentals	500		-	-	-	-	-	-	-	500	-	500
Food Experiences	11,100		-	-	5,550	5,550	-	-	-	-	-	11,100
Total Other	293,569		-	136,827	139,800	6,614	264	664	-	500	8,900	293,569
<b>WESD - In-Kind</b>												
Custodial Supplies	3,077		219.49	2,857	-	-	-	-	-	-	-	3,077
Library Supplies	94		-	94	-	-	-	-	-	-	-	94
Utilities (except phone)	15,468		1,016.60	-	-	-	-	-	-	14,452	-	15,468
Library (other resources)	670		-	670	-	-	-	-	-	-	-	670
Custodial (other resources)	117		19.37	-	-	-	-	-	-	97	-	117
Copiers	572		-	286	57	57	57	57	57	-	-	572
Total In-Kind Other	19,998		1,255.46	3,907	57	57	57	57	57	14,549	-	19,998
<b>WESD - In-kind</b>												
Donations	-		-	-	-	-	-	-	-	-	-	-
Total In-Kind Donations	-		-	-	-	-	-	-	-	-	-	-

Total Federal Share	85,849.86	1,545,723	307,703	164,698	526,270	117,582	6,375	500	8,900	-	2,763,600
Total Inland Match	84,596.98	31,745	57	57	439,592	96,071	57	39,164	-	-	691,341
Total Service Cost	170,447.00	1,577,468	307,761	164,755	965,862	213,653	6,432	39,664	8,900	-	3,454,941
Percent of Total	4.93%	45.66%	8.91%	4.77%	27.96%	6.18%	0.19%	1.15%	0.26%	0.00%	100.00%

**Washington Elementary School District No.6  
Head Start Program  
Budget Narrative  
2016 – 2017**

## Staffing Schedule

### Salaries

**\$1,580,494.00**

The staffing schedule reflects the number of staff that is required to operate the program in a manner that leads to excellence in operation and best practice. The salaries identified in the staffing schedule include 23 certified Teachers, 37 Support Instructors, and eighteen (18) Instructional Assistant positions, a Head Start Director, a Program Coordinator, two (2) Education Mentor Specialists, one (1) Health and Safety Mentor Specialist, one (1) Administrative Specialist and three (3) full-time Office Technicians.

WESD actively seeks highly qualified staff that can be supported by current funding levels. Thirty seven (37) WESD classes (23 physical rooms with 14 double sessions and 9 full day sessions) will provide Head Start services for groups of 17-20 children each utilizing the center based program option. The 14 double session sections will each have three (3) paid staff, a Certified Teacher and two (2) Support Instructors. The 9 full day sessions will have a Certified Teacher, one (1) Support Instructor and one (1) Instructional Assistant.

Each Certified Teacher in the double session classroom will work with one group of 17 children in the morning session and another group of 17 children in the afternoon session. Each Certified Teacher will maintain child-staff ratios with the assistance of two (2) Support Instructors. The Instructional Assistant position will be used to ensure classroom coverage and to enable staff to observe other classrooms and attend staff development opportunities during work scheduled hours.

Each Certified Teacher in the full day classroom will work with one group of 20 children. Each Certified Teacher will maintain child-staff ratios with the assistance of one (1) Support Instructor and one (1) Instructional Assistant.

Additional support will be provided by volunteers to assist the current teaching staff. Volunteers are used whenever possible to enrich the program and to involve parents in the learning process.

### Fringe Benefits

**\$625,271.00**

#### Medical and Dental Insurance

The line item for medical insurance is \$305,695.00. The amount reflects the annual cost of providing group medical coverage for 69 members of the Head Start staff (44 at 100%, 18 at 31% and 7 at 79%) who are scheduled to work a minimum of 30 hours per week.

The following fringe benefits are also paid to employees:

F.I.C.A. at 7.65% totaling \$120,908.00

Workers Compensation at 1.10% totaling \$17,385.00

Arizona State Retirement at a predicting amount of 11.47% totaling \$181,283.00

Note: 21% of the salary and fringes for the Director, Program Coordinator, Administrative Specialist, three (3) Mentor Specialists and one (1) Office Tech are supported and paid for out of the Preschool Development Grant. In addition, for the nine (9) Certified Teachers and nine (9) Support Instructors, 69% of their salary and fringes are paid for out of the Preschool Development Grant. For the nine (9) Instructional Assistants, 38% of their salary and fringes are paid for out of the Preschool Development Grant.

## Supplies

**\$275,366.00**

**Instructional Supplies:** (code 957.100.1000.6612.571.0000) \$43,780.00

**Instructional supplies:** (\$35.00 per child X 588 students = \$20,580.00)

**Disposable meal supplies:** (\$100.00 x 37 classrooms= \$3,700.00)

**Dental Hygiene supplies:** (\$150.00 x 130 days = \$19,500.00)

**Supports Head Start Performance Standard 1304.20., 1304.21 and 1304.40, 1304.23 (b)(3) and 1304.22 (f)(2)**

Supports individual classroom budgets and enables staff to purchase materials and supplies as the individual needs and interests of the children are identified. Expenditures for items that assist in the instructional process and are used in the classroom.

Funds are utilized to ensure that effective dental hygiene practices are being practiced in the classrooms.

**Instructional Aids:** (code 957.100.1000.6643.571.0000) \$32,250.00

**Instructional aides:** (\$12.50 x 588 students = \$7,350.00)

**Learning Dynamics:** (\$41.50 x 600 kits = 24,900.00)

**Supports Head Start Performance Standard 1304.20., 1304.21 and 1304.40**

Supports individual classroom budgets and enables staff to purchase materials and supplies as the individual needs and interests of the children are identified to assist the teacher in carrying out the activities. Expenditures for materials, such as instructional computer software, workbooks, kits and magazines, that supplement a district adopted program.

**Non-Instructional Supplies:** (code 6613 see itemized codes below)

**Non-Instructional Classroom:** (code 957.100.2200.6613.571.0000)

(\$12 x 588 students) \$7,056.00

**Non-Instructional Office:** (code 957.100.2200.6613.571.ADMN)

(\$430 x 9 staff) \$3870.00

**Health and Safety Supplies:** (code: 957.100.2600.6613.571.000)

<b>(\$15.00 x 588 Students)</b>	<b>\$8820.00</b>
<b>Parent Fund: (code 957.100.2100.6613.571.PRNT)</b>	
<b>(\$100.00 x 37 classrooms)</b>	<b>\$3700.00</b>
<b>Policy Committee Fund: (code 957.100.2100.6613.571.HSPC)</b>	<b>\$400.00</b>
<b>Employee/Volunteer Morale Health and Welfare:</b>	
<b>(Code 957.100.2200.6613.571.HSEM)</b>	
<b>(\$10.00 x 200 staff/volunteers)</b>	<b>\$2000.00</b>
<b>First Aid Supplies: (code 957.100.1000.6613.571.0000)</b>	
<b>(\$20.00 x 37 classrooms)</b>	<b>\$740.00</b>

**Supports Head Start Performance Standards: 1304.20, 1304.21, 1304.22, 1304.24, 1304.40, 1305, 1304.23 (b) (3), 1304.22 (f)(2) and 1304.50**

Supports and enables staff to purchase needed materials that are not used directly for instruction of students. These items consist of but are not limited to cleaning products not provided by custodial staff, office paper, file folders, paper clips, paper products, etc.

Funds provide for consultants and materials for parent workshops.

Provide monies for policy committee group to participate fully in their group responsibilities. Funds are used to cover items such as: child care, transportation, food and trainers.

Funds are to be used for first aid kits.

**Employee/Volunteer Recognition including food:**

<b>(Code 957.100.2200.6616.571.HSEM)</b>	<b>\$5200.00</b>
<b>(\$40.00 x 130 staff and volunteers)</b>	
<b>(Code 957.100.1000.6616.571.0000)</b>	<b>\$55,650.00</b>
<b>Food Experiences: (\$300.00 x 37 classrooms = \$11,100.00)</b>	
<b>Bottled Water: (\$125.00 x 10 months x 9 rooms= \$11,250.00)</b>	
<b>Meals/students/interns/volunteers:</b>	
<b>(\$90.00 x 10 months x 37 rooms = \$33,300.00)</b>	
<b>Parent Fund including food: (code 957.100.2100.6616.571.PRNT)</b>	<b>\$3700.00</b>
<b>(\$100.00 x 37 classrooms)</b>	
<b>Supports Head Start Performance Standard 1304.21, 1304.23, 1304.50, 1304.52(j)(3)</b>	

These line items are allocated to provide monies for the classroom parent committee group to participate fully in their responsibilities. Funds are used for a variety of purposes such as child care, transportation, food and/or trainers.

Funds support volunteer appreciation. Funds are used in a variety of ways, including snacks, to support volunteers to let them know that their volunteering is valued.

Funds support staff appreciation. Funds are used in a variety of ways to support staff to let them know they are valued.

Funds are utilized to cover the cost of classroom nutritional activities which enhance the child's understanding of nutrition, as well as support literacy, math, social and self-help skills.

Funds used to provide drinking water for students at all times. Drinking water dispensers are placed in classrooms that do not have drinking water facilities. Funds are allocated to provide and implement a nutrition program that meets the nutritional needs and feeding requirements of each child including those with special dietary needs and children with disabilities.

Funds also provide meals for volunteers, student teachers, interns and returned children's meals to meet performance standards.

**Technology:** (code 957.100.1000.6737.571.0000) \$19,000.00  
(**\$500.00 x 38 room-includes office**)

**Supports Head Start Performance Standard 1304.40**

Funds are utilized to enhance technology in the classrooms. Providing equipment to extend children's learning and support the curriculum.

**Furniture:** (code 957.100.1000.6731.571.0000) \$74,000.00  
(**\$2000.00 x 37 rooms**)

**Supports Head Start Performance Standard 1304.20, 1304.21, and 1304.40**

Funds are utilized to enhance the classrooms. Outdoor and indoor supplies and furniture.

**Technology Accessories:** (code 957.100.2200.6650.571.0000) \$15,200.00  
(**\$400.00 x 38 rooms includes office**)

**Supports Head Start Performance Standard 1304.40**

Expenditures for technology related supplies that are typically used in conjunction with technology related hardware or software. Such as; cables, keyboards, mouse, monitor stands, etc.

**Other Operating Costs** **\$282,469.00**

**Other Professional Purchased Services:** \$16,003.00  
(Code 957.100.2200.6330.571.0000)

**MBI/ perspective employee volunteer TB Skin test (\$25.00 x 110= \$2750.00)**

**MBI/health screening for approx. 10 new hires (\$75.00 x 10= \$750.00)**

**CPR/First-Aid (\$25.00 x 79 staff = \$1975.00)**

**Consultants for Professional Development (one trng. at approx. \$7000.00)**

**Student Accident Insurance (\$6.00 x 588 students= \$3528.00)**

**Supports Head Start Performance Standard 1304.22, 1304.52(j)(3), 1304.53, and 1304.52(k)(1)-(3)**

Funds are used to cover costs of TB skin tests for parent volunteers and prospective new hires for the program.

Funds are allocated to cover the costs of employee health screenings for prospective new employees.

Funds are allocated to cover the costs of employee new and renewal CPR and First Aid certificates that is a requirement of classroom staff.

Continue training on team building and Curriculum training with national professional trainers.

Funds are allocated to cover the cost of accident insurance to ensure the safety of enrolled students.

**Other Professional Purchased Services:** \$24,050.00

(Code 957.100.1000.6330.571.0000)

**Photo Services: (\$100.00 x 37 classrooms = \$3700.00)**

**In-class Field Trip: (\$550.00 x 37 classrooms = \$20350.00)**

**Supports Head Start Performance Standard 1304.21**

Funds are allocated for opportunities for each child to be exposed to and to enrich their lives through new experiences in the classroom.

Funds are allocated for teachers to develop photos of children participating the daily routine and curriculum.

**Dues and Fees:** \$8,900.00

(Code 957.100.2200.6810.571.0000)

**AHSA Membership Local and National (approx. \$3000.00)**

**Child Care Licensing (one site at \$3900.00 + one site at \$2000.00= \$5900.00)**

**Supports Head Start Performance Standard 1304.21, 1304.20 (a)(i), 1304.20(c), and 1304.22(f)**

These line items are allocated to cover the costs of annual membership fees to the National Head Start Association. The associations assist in maintaining the programs ability to stay current in delivering quality services to children and families.

The program budgets for renewals of Child Care licensure in the event that the Grantee is no longer able to cover the costs. For FY51 2 sites are up for renewal. In the case of the Grantee covering the costs of renewals, the program will reallocate the funds wherever deemed necessary.

**Conferences/Workshops** \$400.00

(Code 957.100.2200.6331.571.0000)

**AHSA meeting (\$50.00 x two staff x four meetings)**

**Supports Head Start Performance Standard 1304.52(k) (1)-(3)**

This line item is allocated to cover the costs of the opportunity for office staff to attend training events, conferences and to attend quarterly AHSA meetings.

**Communication/District Phone Data Package** \$2640.00

(Code 957.100.2200.6531.571.0000)

**(\$220 x 12 months)**

**Supports Head Start Performance 1304.51**

This line item is allocated to cover the costs of two district cell phones and iPad data package.

**Printing and Binding:** \$8,000.00

(Code 957.100.1000.6550.571.0000)

(Average \$400.00 per job x 20 jobs)

**Supports Head Start Performance Standard 1304.20, 1304.22, 1304.23, 1304.40 and 1304.51**

Funds allocated to cover printing costs and materials for the classrooms to limit use of school campus printing materials.

**Repairs and Safety:** \$221,976.00

(Code 957.900.4701.6450.571.0000)

**(Needed Repairs as identified on playgrounds, shade structures, restrooms, classrooms, etc.: \$221,976.00)**

**Supports Head Start Performance Standards On Health and Safety**

Funds allocated to cover needed repairs and shade structure repairs needed as safety needs are identified throughout the program year. Many of the playgrounds are aging and in need of full replacement as well as shade structures.

**Rentals** \$500.00

(Code 957.100.2200.6440.571.0000)

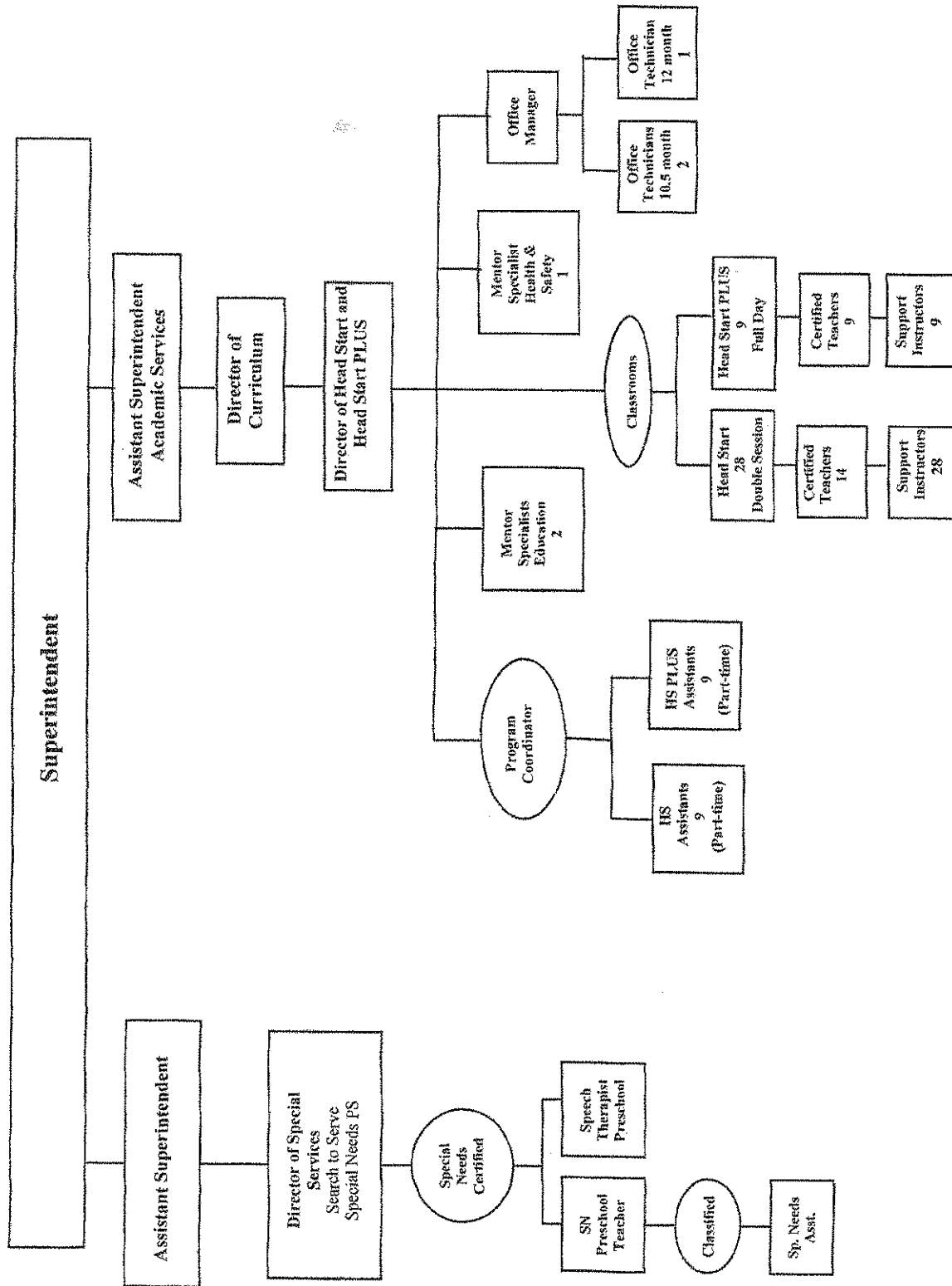
**End of year podium/microphone rental at approx. \$500.00**

Funds support staff appreciation for the end of the year appreciation event.

**Total Budget: \$2,763,600.00**

## EXHIBIT 'C' – ORGANIZATION CHART

# WESD Head Start Services Organizational Chart 2016-2017



**EXHIBIT 'D' – FACILITY LOCATION CHART  
PROGRAM OPTIONS**

# FACILITY LOCATION CHART / PROGRAM OPTION

DELEGATE AGENCY: Washington Elementary School District No. 6

<b>DIRECTOR'S NAME:</b>	<b>PHONE NUMBER:</b>	<b>FAX NUMBER:</b>	<b>EMAIL ADDRESS:</b>
Diana Howsden	602-347-4832	602-347-4890	diana.howsden@wedschools.org
<b>OTHER KEY STAFF:</b>	<b>PHONE NUMBER:</b>	<b>FAX NUMBER:</b>	<b>EMAIL ADDRESS:</b>
Michael Pilsbury, Coordinator	602-347-4833	602-347-4890	michael.pilsbury@wedschools.org
Yvonne Rubalcaba, Office Mgr.	602-347-4837	602-347-4890	yvonne.rubalcaba@wedschools.org
Claudia Olalde, Mentor Specialist	602-347-4887	602-347-4890	claudia.olalde@wedschools.org
Pam Rohrer, Mentor Specialist	602-247-4886	602-347-4890	pam.rohrer@wedschools.org
Debbie Halverson, Mentor Specialist	602-347-4888	602-347-4890	debbie.halverson@wedschools.org

NAME OF SITE / ADDRESS	CLASSROOM	HOURS	# OF CHILDREN	PROGRAM OPTION**	TEACHER/ Support Instructor
Acacia 3021 W. Evans Phoenix, AZ 85053-5799	Room #P137	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Michelle Herrera SI: Judy McCarty SI: Zulma Navarrette
Arroyo 4535 W. Cholla Glendale, AZ 85304-3599	Room #B3-A	7:30-2:00	12	FD	T: Robin Alvidrez SI: Franca Osso IA: Amanda Morari
Alta Vista 8710 N. 31 <sup>st</sup> Ave Phoenix, AZ 85051-3998	Room # (room is not numbered)	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Jenny Villamil SI: Cindy Smith SI: Maisie Kaven
Desert View 8621 N. 3 <sup>rd</sup> St. Phoenix, AZ 85020-3185	Room # 501	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Susan Servin SI: Nooshin Rajaei-Tehrani SI: Delia Elenes
John Jacobs 14421 N. 23 <sup>rd</sup> Ave Phoenix, AZ 85053	Room # 38	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Debra Heller SI: Flora Banuelos SI: Evgeniya Todorova
Manzanita 8430 N. 39 <sup>th</sup> Ave Phoenix, AZ 85051-4799	Room # 901	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Kathi Harrell SI: Jennifer Mast SI: Ada Ortega
Maryland 6503 N. 21 <sup>st</sup> Ave Phoenix, AZ 85015-1555	Room # 44	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Tania Ascencio SI: Maria Soto SI: Vanessa Satterlund

Moon Mountain 13425 N. 19 <sup>th</sup> Ave Phoenix, AZ 85029-1698	Room # E115	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Debbie Goebel SI: Blanca Hernandez SI: Lindsey Tieman
Mountain View 801 W. Peoria Phoenix, AZ 85029-5301	Room # C154	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Khalilah Rashada SI: Esabel Larios SI: Sydney Rulloda
Mountain View 801 W. Peoria Phoenix, AZ 85029-5301	Room # C156	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Jessica Basore SI: Maria Isabelle Barrett SI: Stephanie Melendez
Ocotillo 3225 W. Ocotillo Phoenix, AZ 85017-1055	Room # E118	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Verna Morris SI: Caitlyn Selzer SI: Genesis Hernandez
Ocotillo 3223 W. Ocotillo Phoenix, AZ 85017-1055	Room # E115	7:30-2:00	12	FD	T: Joyce Chase SI: Norma Estrada IA: Cinthia Piña Rosales
Palo Verde 7502 N. 39 <sup>th</sup> Ave Phoenix, AZ 85051	Room #903	8:15-2:45	12	FD	T: Shelly Alexander SI: Andrea Moreno IA: Karen Bohm
Richard E. Miller 2021 W. Alice Phoenix, AZ 85021-4299	Room # Portable West side	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Lubna Al-Alawi SI: Juana Aguirre SI: Bobbie Holt
Richard E. Miller 2021 W. Alice Phoenix, AZ 85021-4299	Room # Portable East side	7:30-2:00	12	FD	T: Patty Howick SI: Ana Ruvalcaba IA: Wed Alnuaimi
Sahuaro 12835 N. 33 <sup>rd</sup> Ave Phoenix, AZ 85029-2209	Room # 805	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Erin Northrop SI: Alicia Olalde SI: Kim Schaefer
Shaw Butte 12202 N. 21 <sup>st</sup> Ave Phoenix, AZ 85029-5599	Room # A-3	8:15-2:45	14	FD	T: Sophia Walden SI: Christina Gonzalez IA: James LeGrand
Shaw Butte 12202 N. 21 <sup>st</sup> Ave Phoenix, AZ 85029-5599	Room # A-4	8:15-2:45	14	FD	T: Beverly Wood SI: Maria Zarate IA: Julie Landeros
Sunburst 14218 N. 47 <sup>th</sup> Ave Glendale, AZ 85306-4499	Room #29 and 93	7:30-2:00	12	FD	T: Jill Mirza SI: Breanne Freeman IA: Sonja Hernandez
Sunset 4626 W. Mt. View Road Glendale, AZ 85302-2609	Room # 514	7:30-2:00	12	FD	T: Kate Beckenhauer SI: Eddie Valdez IA: Open position

Sunnyslope 245 E. Mt. View Rd Phoenix, AZ 85020	Room # 301	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Lisa Fandrich SI: Adriana Cruz Galarza SI: Lisa Olguin
Tumble weed 4001 W. Laurel Lane Phoenix, AZ 85029	Room # 38	8:00-2:30	12	FD	T: Lindsey Livingstone SI: Maria Meza IA: Open Position
Washington 8033 N. 27 <sup>th</sup> Ave Phoenix, AZ 85051-6399	Room # A103	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Sarah Gonzalez SI: Reyna Valenzuela SI: Chelsey Hunter

\*\*

SS = Single Session  
DS = Double Session  
ED = Extended Day  
FD = Full Day

## EXHIBIT 'E' – GRANT APPLICATION REPORT

# GRANT APPLICATION REPORT

Agency Washington Elementary School District No. 6

## Program Approach Form

I. Funded Enrollment		Number of Pregnant Women:	
1. Funded enrollment by program option:			0
Center-based enrollment	588		
Home-based enrollment			
Combination option enrollment			
Family child care enrollment			
Other option enrollment			
Total Enrollment	588		

III. Program Schedule				
1. Program schedule number	1	2	3	
2. Program option identification	CB	CB		
3. Funded enrollment	476	112		
Complete #4-9 for center-based, family child care, combination, and other options				
4a. Number of classes/groups/family child care settings	28	9		
4b. Double session	28	0		
5. Number of hours of classes/groups/FCC settings per child, per day	3.5	6.5		
6. Number of days of classes/groups/FCC settings per child, per week	4	4		
7. Number of days classes/groups/FCC settings per child, per year	130	130		
8. Number of home visits per child, per year	2	2		
9. Number of hours per home visit	1	1		
Complete #10-13 for home-based options				
10. Number of home visits per child, per year				
11. Number of hours per home visit				
12. Number of hours per home-based socialization experience				
13. Number of home-based socialization experiences per child per year				

**EXHIBIT 'F' – NOTICE OF FEDERAL INTEREST**

## NOTICE OF FEDERAL INTEREST

Delegate Agency: Washington School District

Description of Fixed Assets:

<u>School</u>	<u>Asset Description</u>	<u>Date Acquired</u>	<u>Purchase Cost</u>
Ocotillo	Playground Equipment	4/01/2015	\$39,406.54
Moon Mountain	Playground Equipment	4/01/2015	\$19,250.00
Shaw Butte	Playground Equipment	9/1/2014	\$92,303.98
Desert View	Playground Equipment	9/1/2014	\$62,384.05
Acaccia	Playground	6/30/2011	\$51,583.39
Acaccia	Teach Smart Learning System	5/9/2011	\$9,082.32
Alta Vista	Teach Smart Learning System	5/9/2011	\$9,082.32
Arroyo	Teach Smart Learning System	5/9/2011	\$9,082.32
Desert View	Teach Smart Learning System	5/9/2011	\$9,082.32
John Jacobs	Teach Smart Learning System	3/9/2011	\$9,082.32
Manzanita	Fencing-Ornamental Panel	6/30/2004	\$7,165.15
Manzanita	Teach Smart Learning System	5/9/2011	\$9,082.32
Moon Mountain	Teach Smart Learning System	2/9/2011	\$9,082.32
Mountain View	Playground	6/30/2004	\$47,830.67
Mountain View	Teach Smart Learning System	5/9/2011	\$9,082.32
Mountain View	Teach Smart Learning System	5/9/2011	\$9,082.32
Ocotillo	Teach Smart Learning System	3/9/2011	\$9,082.32
Richard E. Miller	Teach Smart Learning System	5/9/2011	\$9,082.32
Maryland	Teach Smart Learning System	5/9/2011	\$9,082.32
Maryland	Teach Smart Learning System	5/9/2011	\$9,082.32
Shaw Butte	Teach Smart Learning System	5/9/2011	\$9,082.32
Sunnyslope	Teach Smart Learning System	5/9/2011	\$9,082.32
Sunset	Teach Smart Learning System	2/9/2011	\$9,082.32
Tumbleweed	Playground	6/30/2011	\$38,603.37
Washington	Teach Smart Learning System	5/9/2011	\$9,082.32
Desert View	Playground Equipment	3/1/1998	\$11,717.87
Manzanita	Playground Equipment	10/6/1998	\$30,997.41
Manzanita	Playground-Recreation Design	7/27/1998	\$30,997.41
Maryland	Playground Equipment	3/1/1998	\$11,430.74
Shaw Butte	Playground Equipment	3/1/1998	\$17,952.24
	<b>TOTAL</b>		<u>\$616,022.16</u>

The Head Start Delegate Agency understands and agrees to the following Special Conditions:

1. There are grant incorporated conditions which restrict the use of property or equipment that have Federal Interest;
2. The property may not be used for any purpose inconsistent with that authorized by Head Start Act and applicable regulations;

3. The property may not be mortgaged or used as collateral, sold, demolished or otherwise transferred to another party, without the written permission of the Secretary of Health and Human Services (HHS) or an employee who has the authority to give this permission on behalf of HHS;
4. The equipment may not be sold or demolished without or otherwise transferred to another party, without the written permission of the Secretary of Health and Human Services (HHS) or an employee who has the authority to give this permission on behalf of HHS;
5. These grant conditions and requirements cannot be altered or nullified through a transfer of ownership.

Completed by an Authorized Signatory:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

## EXHIBIT 'G' – HEAD START ALLOCATION PLAN

U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES  
CENTERS FOR MEDICARE & MEDICAID SERVICES

## WASHINGTON COST ALLOCATION PLAN / ANALYSIS

**List the sources of Federal and other revenue for the program, supported by historical or other data to substantiate the amounts.**

The Washington Elementary School District Head Start program currently receives \$2,763,600.00 in federal funds for the provision of Head Start services.

In 2015, the Washington School District was awarded an addition \$570,400.00 in federal funds for the provision of Preschool Development Grant (PDG).

**Describe how many of the total number of Head Start enrollees are covered by Federal Head Start funds in the cost allocation plan if the agency is serving children with funds from more than one source.**

The total number of slots funded at the Washington Elementary School District (WESD) is 836. 588 part times slots are funded by the Head Start program at a cost per child of \$4,700. A total of 248 part time (68+68+112) slots are funded by the Preschool Development Grant (PDG). 68 of the PDG slots will be considered fulltime at a cost per child of \$4,600.00 and 112 slots are part time are at a cost per child of \$2,300.00.

Washington Elementary School District (WESD) has 14 double session classes with 17 students ( $14 \times 17 \times 2 = 476$  slots) funded 100% from Head Start. In addition, WESD has 9 full day classes funded from both Head Start and PDG (112 morning Head Start slots and 68 morning/180 afternoon PDG slots = 360 slots)

**Describe the methods used to determine the allocation of the costs of shared resources to the various funding sources.**

The first shared resources that are allocated are the Certified Teachers, Support Instructors and Instructional Assistants that work in 9 classes containing children funded by Head Start and PDG. These positions are responsible for promoting learning, family involvement, maintain up to data student files, up keep of the classrooms and implementing lesson plans by applying curriculum requirements and state and national early childhood standards.

The second shared resources that are allocated are the Director, Program Coordinator, Office Manager, Education Mentor Specialists, Health/Safety Mentor Specialist and Office Tech. These positions are responsible for program oversight which includes the administration of the budget, management of staff, including teacher evaluations and ensuring compliance with federal and state requirements.

The allocation methodology for the first shared resources is based on slots and the allocation for the second shared resources is based on the percentage of FTE in each program.

### Percentage of Slots

There are 836 total slots for Head Start (588) and PDG (248)

Certified Teachers and Support Instructors that work in the 9 classes funded by Head Start and PDG are full time position. These 18 employees will be 31% (112/360) Head Start and 69% (248/360) PDG based on the number of slots pertaining only to the dual funded classes (9 classes with - 112 morning Head Start slots and 68 morning/180 afternoon PDG slots = 360 slots).

Instructional Assistants that work in the 9 classes funded by Head Start and PDG are part time positions and work in the dual funded classes in the morning. These 9 employees will be 62% (112/180) Head Start and 38% (68/180) PDG based on the number of morning slots in the dual funded classes (9 classes with - 112 morning Head Start slots and 68 morning = 180 slots).

### **Percentage of FTE**

There are a total of 83 staff in the Head Start program with a 57.91 FTE and 34 staff in PDG with a 15.21 FTE for a total of 73.12 FTE. The Head Start staff accounts for 79% (57.91/73.12) of the total staff. The PDG program is 21% (15.21/73.12). These percentages are based on the FTE and not total funding as using funding as the basis of allocations is not allowable.

Based on these percentages 79% of the Program Coordinator's salary and fringe would be charged to Head Start and 21% would be charged to PDG. In addition, 79% of the Director, Office Manager, Education Mentor Specialists, Health/Safety Mentor Specialist and Office Tech's salary and fringe would be charged to Head Start and 21% will be charged to the Districts Indirect Cost fund 570.

**Specify the basis for allocating costs within specific cost categories (personnel, space, supplies) and provide a description for how expenditures within the major cost categories will be allocated and recorded in the grantee agency's accounting system.**

The method of allocating for certified teachers, support instructors and instructional assistants is based on the Percentage of Slots

The certified teachers, support instructors and instructional assistants in the dual funded classes at Arroyo, Ocotillo, Palo Verde, Richard E. Miller, Sunburst, Sunset, Tumbleweed and two classes at Shaw Butte break down is

Position	Hours	Rate	Days	Salary	31%	69%
Certified Teachers	8	23.48	209	39,259	12,170	27,089
Support Instructors	7.5	12.45	209	19,516	6,050	13,466

Position	Hours	Rate	Days	Salary	62%	38%
Instructional Assistants	4	9.25	193	7,147	4,431	2,716

In this case the shared personnel, the Director, Program Coordinator, Office Manager, Education Mentor Specialists, Health/Safety Mentor Specialist and Office Tech the allocation method is based on FTE.

Position	Hours	Rate	Days	Salary	79%	21%
Director	8	38.83	262	\$81,394	64,301	\$17,093
Program Coordinator	8	30.36	262	\$63,630	50,268	\$13,362
Office Manager	8	20.78	262	\$43,551	34,405	\$9,146
Education Mentor Specialist	8	21.66	227	39,335	31,075	8,260
Health/Safety Mentor Specialist	8	21.66	227	39,335	31,075	8,260
Office Tech	8	11.31	262	23,615	18,656	4,959

### **Supplies and Other Expenses**

WESD's 14 double session classes funded 100% from Head Start will charge 100% of their supplies and expenses to Head Start. WESD's 9 full day classes funded from both Head Start and PDG will charge their supplies and expenses 31% to Head Start and 69% to PDG. Admin supplies and expenses will be charged 79% to Head Start and 21% to PDG. These percentages are based on the Percentage of Slots and FTE listed above.

### **Recording Allocations**

The percentages for Head Start (79%) and PDG/Indirect Cost (21%) for the shared personnel, Head Start (62%) and PDG (38%) for the instructional assistants and Head Start (31%) and PDG (69%) for the certified teachers and support instructors are entered into the districts' payroll system and each funding source is charged respectively. In addition to the percentages being entered into the districts' payroll system each employee that is cost allocated will fill out monthly time and effort log. The monthly time and effort log will keep track each day on how many hours an employee spends on each cost allocation and list the duties/jobs they performed during those times.

### **Nonfederal Share**

Washington Head Start utilizes the services provided by Washington Elementary School District and volunteers. The table below indicates the methodology used to calculate the value of each item.

Category	Methodology
Personal Services	Time and effort logs
Space costs	Actual expenditures
Facilities costs	Actual expenditures

**EXHIBIT 'H' – DELEGATE AGENCY INFORMATION FORM  
SCHOOL YEAR 2016-2017**



City of Phoenix

## DELEGATE AGENCY INFORMATION FORM 2016 – 2017

1. Delegate Agency's Legal Name: Washington Elementary School District #8 Head Start

2. Address: 4650 West Sweetwater, Glendale, AZ 85304

3. Name of Delegate Agency Head: Dr. Paul Stanton

4. Contact for Contract Administration: Diana Howsden, Delegate Agency Director

Office Phone: (602) 347-4832

Fax: (602) 347-4890

Cell Phone: (602) 295-7314

Email: diana.howsden@wesdschools.org.org

5. Name of Fiscal Contact: Rochelle Corry

Office Phone: (602) 347-2608

Fax: (602) 347-2737

Cell Phone: \_\_\_\_\_

Email: rochelle.corry@wesdschools.org

## Washington Elementary School District Head Start Program Planning 2016 – 2017

### July

- Start of new program/fiscal year
- Review, revise, if needed, and submit for printing Preschool/Head Start Parent Handbook and Staff Handbook
- Mail enrollment notification letters to families
- Develop Staff Training Plan
- Complete PIR (Program Information Report) Information
- **Submit to Grantee:**
  - Administrative Cost Report
  - Submit PIR Information
  - Current Parent Handbook
  - Disabilities Services Summary for Program Year 2015 - 16
  - Summary of program Transition Activities

### August

- Conduct Staff orientation
- Distribute Year 51 Staff Calendar
- Conduct annual Staff training of Dept. of Health Services Child Care Licensure Regulations, Head Start Performance Standards, WESD Head Start program Service Plans and WESD District Policies
- Conduct classroom Family Orientations
- Conduct development screenings
- First day of class
- Conduct classroom Family Training Survey
- Develop Family Training Plan
- Develop Disabilities Training Plan
- Election of classroom Policy Committee Representatives
- **Policy Committee Meeting** (last meeting for previous year Policy & Community reps ); (end of month)
  - PC approval of:
    - June Policy Committee Minutes
    - Hiring and termination recommendations (as needed)
  - Conduct Policy Committee orientation
  - PC review:
    - Proposed Policy Committee meeting dates for Sept. 2016 – Aug. 2017
    - Policy Committee By-laws
    - Parent Reimbursement Plan and Procedures
    - Program Holiday & Celebration Plan and Procedures
    - WESD Head Start Program Planning Procedures Calendar 2016 – 2017
    - Shared Governance Procedures
    - Dispute and Impasse Procedures
    - Program Budget and Expenditures
- **Submit to Grantee:**
  - PIR Information
  - Monthly expenditure report and funding request, invoices, disabilities tally updates, and budget modifications, as needed
  - Final Fiscal Report
  - Staff Training Plan
  - Status report for individual staff status towards attainment of Associates or Bachelor's degrees
  - Policy Committee and Governing Board Orientation schedule

## Washington Elementary School District Head Start Program Planning 2016 – 2017

### September

- Assessment of program bilingual language needs
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - August Policy Committee Minutes
  - Policy Committee meeting dates for Sept. 2016 – Aug. 2017
  - Policy Committee By-laws, if amended
  - Parent Reimbursement Plan and Procedures
  - Program Holiday & Celebration Plan and Procedures
  - Hiring and termination recommendations (as needed)
- PC review:
  - Program philosophy
  - Program long and short range goals and objectives
  - Program monthly reports
- **Head Start Communication Committee Meeting:** (Date to be determined on as needed basis, otherwise information is provided to the Governing Board member)
  - CC review of:
    - Program monthly reports
    - Program and Policy Committee Updates
    - Hiring and termination recommendations (as needed)
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates, and budget modifications, as needed
  - Quarterly Administrative Costs Report
  - Names and information of newly elected Policy Council Representatives

### October

- Data Collection Outcome Measures-Time One
- Conduct Home visits
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - PC election Policy Committee Officers and Policy Council Representatives
  - PC approval of:
    - Program philosophy
    - Program long and short range goals and objectives
    - Hiring and termination recommendations (as needed)
  - PC review of:
    - Program monthly reports
- **Head Start Communication Committee Meeting:** (as needed)
  - CC review of:
    - Program monthly reports
    - Program and Policy Committee Updates
    - Hiring and termination recommendations (as needed)
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates, and budget modifications, as needed
  - Administrative Cost Report

### November

- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)

**Washington Elementary School District Head Start  
Program Planning 2016 – 2017**

-PC review of:

IGA (Program Refunding Application, Service Plans and Program Option, PY 52)  
Program monthly reports

-PC approval of:

Hiring and termination recommendations (as needed)

- **Submit to Grantee:**

Head Start Refunding Grant/Contract Renewal documents for Program Year 52  
Community Assessment Updates  
Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed

**December**

- Conduct Parent Satisfaction Survey
- Meet with Grantee to review Refunding Application Packet
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - PC review of:
    - Self Assessment process
    - Program monthly reports
    - Hiring and termination recommendations (as needed)
- **Head Start Communication Committee Meeting:** (as needed)
  - CC review of:
    - Program monthly reports
    - Policy Committee Updates
    - Hiring and termination recommendations (as needed)
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed
  - Quarterly Administrative Costs Report

**January**

- Data Collection Outcomes Measures – Time Two
- Analyze Parent Satisfaction Survey results
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - PC approve of:
    - Self Assessment process
  - PC review of:
    - Child Outcomes Measures
    - Program monthly reports
    - Hiring and termination recommendations (as needed)
  - PC Self Assessment training
- **Head Start Communication Committee Meeting:** (if needed)
  - CC review of:
    - Self Assessment process/training
    - Review Parent Satisfaction Survey results
    - Program monthly reports
    - Program and Policy Committee Updates
    - Hiring and termination recommendations (as needed)

## Washington Elementary School District Head Start Program Planning 2016 – 2017

- **Submit to Grantee:**

Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed

Final submittal of any revised programmatic and fiscal renewal documents of PY 52

### February

- Conduct Self Assessment/parents, PC, GB, Communication Committee and staff
- Conduct home visits
- Identify Budget Savings
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - PC review of:
    - Eligibility, Recruitment, Selection, Enrollment and Attendance Criteria Plan and Procedures (ERSEA Plan)
    - Program monthly reports
    - Hiring and termination recommendations (as needed)
- **Head Start Communication Committee Meeting:** (as needed)
  - CC review of:
    - Parent Satisfaction Survey results
    - Eligibility, Recruitment, Selection, Enrollment and Attendance Criteria Plan and Procedures (ERSEA Plan)
    - Program monthly reports
    - Program and Policy Committee Updates
    - Hiring and termination recommendations (as needed)
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed

### March

- Analyze Self Assessment Results
- Design Program Improvement Plan from Self Assessment results
- Begin new program year recruitment
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - PC approval of:
    - Eligibility, Recruitment, Selection, Enrollment and Attendance Plan (ERSEA Plan)
  - PC review of:
    - Self-Assessment Results/Program Improvement Plans (as applicable)
    - Program monthly reports
    - Hiring and termination recommendations (as needed)
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed
  - Quarterly Administrative Costs Report
  - One Copy of Single Audit Report

### April

- Conduct staff evaluations
- Recruitment and intake process commences
- Develop schedule for submission of Head Start student applications from COP Caseworkers
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - PC review of:

## Washington Elementary School District Head Start Program Planning 2016 – 2017

Program Improvement Plan  
Program monthly reports  
Hiring and termination recommendations (as needed)

- **Governing Board Presentation:**
  - Conduct Governing Board orientation
  - Review of Child Outcomes Measures
  - Review and approval of Self Assessment process
  - Program philosophy
  - Program long and short range goals and objectives
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed

### May

- Submit Staff Performance Review to WESD Human Resources
- Conduct Staff Training Needs Assessment
- Conduct Parent Satisfaction Survey
- Data Collection Outcomes Measures – Time Three
- Prepare Head Start calendar (aligned to WESD calendar)
- Parent and Staff Recognition Event (based on availability of funds)
- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - PC review of:
    - Program Refunding Application, Service Plans and Program Option-PY 52 (IGA)
    - WESD Head Start Program Planning Procedures Calendar 2017 -2018
    - Program monthly reports
    - Hiring and termination recommendations (as needed)
- **Head Start Communication Committee Meeting:** (as needed)
  - CC review of:
    - Program Refunding Application, Service Plans and Program Option-PY 51 (IGA)
    - WESD Head Start Program Planning Procedures Calendar 2017 - 2018
    - Program monthly reports
    - Program and Policy Committee Updates
    - Hiring and termination recommendations (as needed)
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed
  - Copy of Self-Assessment and Program Improvement Plan

### June

- Analyze Staff Training Needs Assessment
- Analyze Parent Satisfaction Survey
- Conduct independent Audit
- Finalize Preschool/Head Start calendar (aligned to WESD calendar)
- **Governing Board Head Start Presentation:**
  - GB approval of:
    - Program Refunding Application, Service Plans and Program Option-PY 52 (IGA)
    - WESD Head Start Program Planning Procedures Calendar 2017 - 2018
    - Hiring and termination of Head Start personnel (as needed)

## Washington Elementary School District Head Start Program Planning 2016 – 2017

- **Policy Committee Meeting:** (Date to be determined by new committee members at August meeting)
  - Identify Program Goals and Needs
  - PC approval of:
    - Program Refunding Application, Service Plans and Program Option-PY 52 (IGA)
    - WESD Head Start Program Planning Procedures Calendar 2017 – 2018
  - PC review of:
    - Parent Satisfaction Survey
    - Child Outcomes Measures Report
    - Program monthly reports
    - Hiring and termination recommendations (as needed)
- **Submit to Grantee:**
  - Monthly expenditure report and funding request, invoices, disabilities tally updates and therapy logs, and budget modifications, as needed
  - Quarterly Administrative Costs Report
  - Final revised/current Methodology/Program Area Plan
  - Outcomes Measures Analysis for Year 2016 - 2017
  - Copies of Single Audit Report
  - Policy Committee/Governing Board approved Annual Planning Calendar

### Meetings

#### Monthly:

- Policy Committee Meeting (except July)
- Parent Classroom Meeting (except June/July)
- Policy Council Meeting
- Governing Board hiring and termination of Head Start personnel (as needed)
- Leadership Meeting with Grantee
- CORE Meeting (Caseworker(s), Area Supervisor, Head Start Director, Program Coordinator and/or designee(s) and Program Assistant(s))

#### Bi-Monthly:

- Staff Meetings
- Head Start Director with Director of Curriculum

Approved by the WESD Head Start Policy Committee on: \_\_\_\_\_

Approved by WESD Governing Board on: \_\_\_\_\_

Submitted by: \_\_\_\_\_  
Policy Committee Chairperson

Update 4/16  
(Plan and Policies, Parent Policy, Governance) Scheduled dates are subject to change.

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO:	Governing Board	<input type="checkbox"/>	Action
		<input type="checkbox"/>	Discussion
FROM:	Dr. Paul Stanton, Superintendent	<input type="checkbox"/>	Information
		<input type="checkbox"/>	1 <sup>st</sup> Reading
DATE:	May 12, 2016	<input checked="" type="checkbox"/>	Public Hearing

AGENDA ITEM: Public Hearing - Annual Expenditure Budget Revision #1 for Fiscal Year 2015-2016

INITIATED BY:	David Velazquez, Director of Finance	SUBMITTED BY:	David Velazquez, Director of Finance
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PRESENTER AT GOVERNING BOARD MEETING: David Velazquez, Director of Finance

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: ARS 15-905; 15-948

**SUPPORTING DATA**

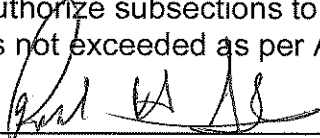
Funding Source: All Funds  
Budgeted: Yes

According to ARS 15-905, districts must have final revisions to the State Expenditure Budget approved at a Governing Board meeting prior to May 15. Revisions to the State Expenditure Budget include adjustments to budget balance carry forward - reflective of the final 2013-2014 annual financial report, adjustments to final student counts for last school year, adjustments based on growth in the current year, and adjustments to budget lines based on actual expenditure activity in the current year.

Certain expenditures may create a situation whereby a subsection of the M&O budget may be exceeded per ARS 15-905 G., which allows districts to exceed a subsection as long as the overall M&O budget is not exceeded. Authorization for this flexibility is also being requested.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the 2015-2016 Annual Expenditure Budget Revision #1, and authorize subsections to be exceeded provided that the overall Maintenance and Operation budget is not exceeded as per ARS 15-905 G.

Superintendent 

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO:	Governing Board	<u>      X      </u>	Action
		<u>      X      </u>	Discussion
FROM:	Dr. Paul Stanton, Superintendent	<u>                  </u>	Information
		<u>                  </u>	1 <sup>st</sup> Reading

DATE: May 12, 2016

AGENDA ITEM: Annual Expenditure Budget Revision #1 for Fiscal Year 2015-2016

INITIATED BY:	<u>David Velazquez, Director of Finance</u>	SUBMITTED BY:	<u>David Velazquez, Director of Finance</u>
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PRESENTER AT GOVERNING BOARD MEETING:

David Velazquez, Director of Finance

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:

ARS 15-905; 15-948

**SUPPORTING DATA**

Funding Source: All Funds  
Budgeted: Yes

According to ARS 15-905, districts must have final revisions to the State Expenditure Budget approved at a Governing Board meeting prior to May 15. Revisions to the State Expenditure Budget include adjustments to budget balance carry forward - reflective of the final 2013-2014 annual financial report, adjustments to final student counts for last school year, adjustments based on growth in the current year, and adjustments to budget lines based on actual expenditure activity in the current year.

Certain expenditures may create a situation whereby a subsection of the M&O budget may be exceeded per ARS 15-905 G., which allows districts to exceed a subsection as long as the overall M&O budget is not exceeded. Authorization for this flexibility is also being requested.

See attached documentation. Sometimes not completed prior to agenda distribution.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board approve the 2015-2016 Annual Expenditure Budget Revision #1, and authorize subsections to be exceeded provided that the overall Maintenance and Operation budget is not exceeded as per ARS 15-905 G.

Superintendent 

## SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET

CTD NUMBER 070406000

VERSION Revised #1

I certify that the Budget of Washington Elementary School District, Maricopa County for fiscal year 2016 was officially proposed by the Governing Board on June 25, 2015, and that the complete Proposed Expenditure Budget may be reviewed by contacting David Velazquez at the District Office, telephone 602-347-3506 during normal business hours.

\_\_\_\_\_  
President of the Governing Board

<b>1. Student Count:</b>		<b>FY 2015 Prior Yr. 2014 ADM</b>	<b>FY 2016 Budget Yr. 2015 ADM</b>	<b>2. Tax Rates:</b>			* Secondary rate applies only for voter-approved overrides and bonded indebtedness per A.R.S. §15-101(22) and Joint Technical Education Districts per A.R.S. §15-393(F).
Attending		21,741.818	21,882.026	Primary Rate	Prior FY	Estimated Budget FY	
					2.9215	2.8874	
				Secondary Rate*	2.7800	3.0006	

<b>3. The Maintenance and Operation, Classroom Site, and Unrestricted Capital Outlay budgets cannot exceed their respective budget limits.</b>			
Maintenance & Operation	136,188,102	GBL	136,188,102
Classroom Site	8,793,449	CSFBL	8,793,447
Unrestricted Capital Outlay	7,861,964	UCBL	7,861,964

MAINTENANCE AND OPERATION EXPENDITURES							
	Salaries and Benefits		Other		TOTAL		% Inc./(Decr.) from Prior FY
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
<b>100 Regular Education</b>							
1000 Instruction	46,583,790	45,782,810	1,433,563	1,393,932	48,017,353	47,176,742	-1.8%
<b>2000 Support Services</b>							
2100 Students	3,024,553	4,156,000	46,088	92,000	3,070,641	4,248,000	38.3%
2200 Instructional Staff	2,826,677	2,850,580	407,629	492,000	3,234,306	3,342,580	3.3%
2300, 2400, 2500 Administration	12,632,302	12,761,590	1,617,071	1,252,000	14,249,373	14,013,590	-1.7%
2600 Oper./Maint. of Plant	8,431,661	8,336,000	9,953,529	9,963,000	18,385,190	18,299,000	-0.5%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	345,593	317,000	50,000	83,000	395,593	400,000	1.1%
<b>610 School-Sponsored Cocurric. Activities</b>	0	0	0	0	0	0	0.0%
<b>620 School-Sponsored Athletics</b>	305,336	305,000	2,150	3,000	307,486	308,000	0.2%
<b>630, 700, 800, 900 Other Programs</b>	0	0	0	0	0	0	0.0%
Regular Education Subsection Subtotal	74,149,912	74,508,980	13,510,030	13,278,932	87,659,942	87,787,912	0.1%
<b>200 Special Education</b>							
1000 Instruction	14,318,063	13,624,000	6,455,238	7,463,000	20,773,301	21,087,000	1.5%
<b>2000 Support Services</b>							
2100 Students	9,205,047	9,468,000	946,369	1,078,090	10,151,416	10,546,090	3.9%
2200 Instructional Staff	267,831	423,000	62,934	90,000	330,765	513,000	55.1%
2300, 2400, 2500 Administration	0	0	0	0	0	0	0.0%
2600 Oper./Maint. of Plant	596	0	0	0	596	0	-100.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	23,791,537	23,515,000	7,464,541	8,631,090	31,256,078	32,146,090	2.8%
<b>400 Pupil Transportation</b>	6,229,084	6,072,000	2,541,443	2,495,100	8,770,527	8,567,100	-2.3%
<b>510 Desegregation</b>	6,290,728	6,201,112	59,272	148,889	6,350,000	6,350,001	0.0%
<b>520 Special K-3 Program Override</b>	0	0	0	0	0	0	0.0%
<b>530 Dropout Prevention Programs</b>	0	0	0	0	0	0	0.0%
<b>540 Joint Career and Technical Education and Vocational Education Center</b>	0	0	0	0	0	0	0.0%
<b>550 K-3 Reading Program</b>	1,281,507	1,337,000	0	0	1,281,507	1,337,000	4.3%
<b>TOTAL EXPENDITURES</b>	111,742,768	111,634,092	23,575,286	24,554,011	135,318,054	136,188,103	0.6%

TOTAL EXPENDITURES BY FUND				
Fund	Budgeted Expenditures		\$ Increase/ (Decrease) from Prior FY	% Increase/ (Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	135,318,054	136,188,102	870,048	0.6%
Instructional Improvement	1,067,000	1,753,000	686,000	64.3%
Structured English Immersion	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	8,270,387	8,793,449	523,062	6.3%
Federal Projects	24,495,600	26,810,900	2,315,300	9.5%
State Projects	185,000	200,000	15,000	8.1%
Unrestricted Capital Outlay	8,336,273	7,861,964	(474,309)	-5.7%
New School Facilities	0	0	0	0.0%
Adjacent Ways	16,500	15,639	(861)	-5.2%
Debt Service	16,500,000	16,500,000	0	0.0%
School Plant Funds	701,000	418,000	(283,000)	-40.4%
Auxiliary Operations	1,125,000	1,200,000	75,000	6.7%
Bond Building	35,072,014	29,803,000	(5,269,014)	-15.0%
Food Service	23,259,000	22,475,750	(783,250)	-3.4%
Other	56,891,207	57,457,876	566,669	1.0%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Autism	3,682,681	3,622,828
Emotional Disability	2,990,696	3,116,546
Hearing Impairment	608,275	516,570
Other Health Impairments	1,092,607	1,156,740
Specific Learning Disability	4,302,871	4,566,312
Mild, Moderate or Severe Intellectual Disability	2,397,097	2,351,070
Multiple Disabilities	629,264	563,115
Multiple Disabilities with S.S.I.	530,090	404,356
Orthopedic Impairment	1,160,080	1,165,758
Developmental Delay	4,977,224	5,266,566
Preschool Severe Delay	649,143	667,050
Speech/Language Impairment	6,136,359	6,699,877
Traumatic Brain Injury	58,629	43,807
Visual Impairment	554,056	525,742
Subtotal	29,769,072	30,666,337
Gifted Education	1,317,513	1,312,183
Remedial Education	169,493	167,570
ELL Incremental Costs	0	0
ELL Compensatory Instruction	0	0
Vocational and Technical Education	0	0
Career Education	0	0
TOTAL	31,256,078	32,146,090

PROPOSED STAFFING SUMMARY		
Staff Type	FTE	Staff-Pupil Ratio
Certified --		
Superintendent, Principals, Other Administrators	67	1 to 326.6
Teachers	1,450	1 to 15.1
Other	40	1 to 547.1
Subtotal	1,557	1 to 14.1
Classified --		
Managers, Supervisors, Directors	120	1 to 182.4
Teachers Aides	483	1 to 45.3
Other	1,008	1 to 21.7
Subtotal	1,611	1 to 13.6
TOTAL	3,168	1 to 6.9
Special Education --		
Teacher	280	1 to 11.8
Staff	411	1 to 8.1



FY 2016  
STATE OF ARIZONA  
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET  
DISTRICTWIDE BUDGET

Revised #1

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2016 was

Proposed	June 25, 2015
Adopted	July 9, 2015
Revised	May 12, 2016
	Date

	President
	Vice President
	Member
	Member
	Member
SIGNED	SIGNED

The budget file(s) for FY 2016 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
Dr. Paul H. Stanton	Cathy Thompson
Superintendent Name	Business Manager Name

District Contact Employee: David Velazquez

Telephone: 602-347-3506 E-mail: david.velazquez@wesdschools.org

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2015	\$ 266,798,919
2. Estimated Revenues by Source for Fiscal Year 2016 (excluding property taxes)	
Local 1000	\$ 24,925,000
Intermediate 2000	\$ 4,477,000
State 3000	\$ 90,552,000
Federal 4000	\$ 22,687,000
TOTAL	\$ 142,641,000

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

	Prior FY 2015	Est. Budget FY 2016
Primary Tax Rate:	2.9215	2.8874
Secondary Tax Rates:		
M&O Override	1.3681	1.5098
Special K-3 Program Override		
Special Program Override		
Capital Override		
Class A Bonds	1.0134	1.1995
Class B Bonds	0.3985	0.2913
JTED		
Total Secondary Tax Rate	2.7800	3.0006

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

1. General Budget Limit (from Budget, page 7, line 10)	\$ 136,188,102
2. Unrestricted Capital Budget Limit (from Budget, page 8, line A.12)	\$ 7,861,964
3. Subtotal (line A.1 + A.2)	\$ 144,050,066
4. Federal Projects (from Budget, page 6, Federal Projects, line 18)	\$ 26,810,900
5. Title VIII-Impact Aid (from Budget, page 6, Federal Projects, line 16)	\$ 0
6. Total Aggregate School District Budget Limit (line A.3 + A.4 - A.5)	\$ 170,860,966

B. BUDGETED EXPENDITURES

1. Maintenance and Operation (from Budget, page 1, line 31)	\$ 136,188,102
2. Unrestricted Capital Outlay (from Budget, page 4, line 10)	\$ 7,861,964
3. Total Budget Subject to Budget Limits (line B.1 + B.2) (This line cannot exceed line A.3.)	\$ 144,050,066

C. BUDGETED CURRENT EXPENDITURES BY FUNCTION

	Percentages
1. Function 1000 - Instruction	53.4%
2. Function 2100 - Support Services — Students	10.0%
3. Function 2200 - Support Services — Instruction	4.7%
4. Total	68.1%

DISTRICT NAME			Washington Elementary School District		COUNTY	Maricopa		CTD NUMBER		070406000		VERSION	Revised #1	
FUND 001 (M&O)			MAINTENANCE AND OPERATION (M&O) FUND											
Expenditures			FTE		Salaries  6100	Employee Benefits  6200	Purchased Services 6300, 6400, 6500	Supplies  6600	Other  6800	Totals		% Increase/ Decrease		
			Prior FY	Budget FY						Prior FY 2015	Budget FY 2016			
100 Regular Education														
1000 Instruction	1.	992.17	955.03	34,004,000	11,778,810	604,000	789,932	0	48,017,353	47,176,742	-1.8%	1.		
2000 Support Services														
2100 Students	2.	61.50	93.21	3,095,000	1,061,000	50,000	42,000	0	3,070,641	4,248,000	38.3%	2.		
2200 Instructional Staff	3.	60.61	60.56	2,129,580	721,000	458,000	33,000	1,000	3,234,306	3,342,580	3.3%	3.		
2300 General Administration	4.	9.69	17.30	1,063,000	332,000	347,000	26,000	15,000	1,486,154	1,783,000	20.0%	4.		
2400 School Administration	5.	145.00	122.48	5,903,000	1,823,000	260,000	30,000	3,000	8,534,753	8,019,000	-6.0%	5.		
2500 Central Services	6.	58.80	54.80	2,773,590	867,000	418,000	104,000	49,000	4,228,466	4,211,590	-0.4%	6.		
2600 Operation & Maintenance of Plant	7.	239.67	239.63	6,179,000	2,157,000	4,214,000	5,736,000	13,000	18,385,190	18,299,000	-0.5%	7.		
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%	8.		
3000 Operation of Noninstructional Services	9.	8.40	9.90	221,000	96,000	8,000	75,000	0	395,593	400,000	1.1%	9.		
610 School-Sponsored Cocurricular Activities	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%	10.		
620 School-Sponsored Athletics	11.	0.00	0.00	253,000	52,000	0	3,000	0	307,486	308,000	0.2%	11.		
630 Other Instructional Programs	12.	0.00	0.00	0	0	0	0	0	0	0	0.0%	12.		
700, 800, 900 Other Programs	13.	0.00	0.00	0	0	0	0	0	0	0	0.0%	13.		
Regular Education Subsection Subtotal (lines 1-13)			14.	1,575.84	1,552.91	55,621,170	18,887,810	6,359,000	6,838,932	81,000	87,659,942	87,787,912	0.1%	14.
200 Special Education														
1000 Instruction	15.	425.22	430.61	9,874,000	3,750,000	7,357,000	105,000	1,000	20,773,301	21,087,000	1.5%	15.		
2000 Support Services														
2100 Students	16.	128.91	132.91	7,250,000	2,218,000	963,090	115,000	0	10,151,416	10,546,090	3.9%	16.		
2200 Instructional Staff	17.	2.50	3.30	335,000	88,000	67,000	22,000	1,000	330,765	513,000	55.1%	17.		
2300 General Administration	18.	0.00	0.00	0	0	0	0	0	0	0	0.0%	18.		
2400 School Administration	19.	0.00	0.00	0	0	0	0	0	0	0	0.0%	19.		
2500 Central Services	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%	20.		
2600 Operation & Maintenance of Plant	21.	0.00	0.00	0	0	0	0	0	596	0	-100.0%	21.		
2900 Other	22.	0.00	0.00	0	0	0	0	0	0	0	0.0%	22.		
3000 Operation of Noninstructional Services	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%	23.		
Subtotal (lines 15-23)			24.	556.63	566.82	17,459,000	6,056,000	8,387,090	242,000	2,000	31,256,078	32,146,090	2.8%	24.
400 Pupil Transportation			25.	185.86	185.04	4,371,000	1,701,000	997,000	1,492,100	6,000	8,770,527	8,567,100	-2.3%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)			26.	122.73	132.23	4,647,946	1,553,166	128,389	20,500	0	6,350,000	6,350,000	0.1%	26.
520 Special K-3 Program Override (from Supplement, page 1, line 10)			27.	0.00	0.00	0	0	0	0	0	0	0	0.0%	27.
530 Dropout Prevention Programs			28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
540 Joint Career and Technical Education and Vocational Education Center (from Supplement, page 1, line 20)			29.	0.00	0.00	0	0	0	0	0	0	0	0.0%	29.
550 K-3 Reading Program			30.	28.32	28.34	1,112,000	225,000	0	0	0	1,281,507	1,337,000	4.3%	30.
Total Expenditures (lines 14, and 24-30) (Cannot exceed page 7, line 10)			31.	2,469.38	2,465.34	83,211,116	28,422,976	15,871,479	8,593,532	89,000	135,318,054	136,188,102	0.6%	31.

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

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

(A.R.S. §§15-761 and 15-903)			
	Prior FY	Budget FY	
1. Autism	3,682,681	3,622,828	1.
2. Emotional Disability	2,990,696	3,116,546	2.
3. Hearing Impairment	608,275	516,570	3.
4. Other Health Impairments	1,092,607	1,156,740	4.
5. Specific Learning Disability	4,302,871	4,566,312	5.
6. Mild, Moderate or Severe Intellectual Disability	2,397,097	2,351,070	6.
7. Multiple Disabilities	629,264	563,115	7.
8. Multiple Disabilities with Severe Sensory Impairment	530,090	404,356	8.
9. Orthopedic Impairment	1,160,080	1,165,758	9.
10. Developmental Delay	4,977,224	5,266,566	10.
11. Preschool Severe Delay	649,143	667,050	11.
12. Speech/Language Impairment	6,136,359	6,699,877	12.
13. Traumatic Brain Injury	58,629	43,807	13.
14. Visual Impairment	554,056	525,742	14.
15. Subtotal (lines 1 through 14)	29,769,072	30,666,337	15.
16. Gifted Education	1,317,513	1,312,183	16.
17. Remedial Education	169,493	167,570	17.
18. ELL Incremental Costs	0	0	18.
19. ELL Compensatory Instruction	0	0	19.
20. Vocational and Technical Education	0	0	20.
21. Career Education	0	0	21.
22. Total (lines 15 through 21. Must equal total of line 24, page 1)	31,256,078	32,146,090	22.

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 8

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)	Prior FY	Budget FY
	1,548.29	1,547.65

Expenditures Budgeted for Audit Services		
M&O Fund - Nonfederal	6350	\$ 47,000
All Funds - Federal	6330	0

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

Expenditures Budgeted in the M&O Fund for Food Service	
Amount budgeted in M&O for Food Service (Fund 001, Function 3100)	\$ 400,000
(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)]	

0

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 (1)	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease	
							Prior FY 2015	Budget FY 2016		
<b>Classroom Site Fund 011 - Base Salary</b>										
100 Regular Education										
1000 Instruction	1.	1,103,992	225,000				1,317,411	1,328,992	0.9%	1.
2100 Support Services - Students	2.	31,000	7,000				35,873	38,000	5.9%	2.
2200 Support Services - Instructional Staff	3.	27,000	6,000				34,173	33,000	-3.4%	3.
Program 100 Subtotal (lines 1-3)	4.	1,161,992	238,000				1,387,457	1,399,992	0.9%	4.
200 Special Education										
1000 Instruction	5.	216,000	44,000				255,645	260,000	1.7%	5.
2100 Support Services - Students	6.	10,000	2,000				12,246	12,000	-2.0%	6.
2200 Support Services - Instructional Staff	7.	3,000	1,000				971	4,000	311.9%	7.
Program 200 Subtotal (lines 5-7)	8.	229,000	47,000				268,862	276,000	2.7%	8.
Other Programs (Specify) ____510_____										
1000 Instruction	9.	100,000	21,000				0	121,000	--	9.
2100 Support Services - Students	10.	0	0				0	0	0.0%	10.
2200 Support Services - Instructional Staff	11.	800	200				0	1,000	--	11.
Other Programs Subtotal (lines 9-11)	12.	100,800	21,200				0	122,000	--	12.
Total Expenditures (lines 4, 8, and 12)	13.	1,491,792	306,200				1,656,319	1,797,992	8.6%	13.
<b>Classroom Site Fund 012 - Performance Pay</b>										
100 Regular Education										
1000 Instruction	14.	2,024,000	410,000				2,337,776	2,434,000	4.1%	14.
2100 Support Services - Students	15.	44,000	9,000				51,738	53,000	2.4%	15.
2200 Support Services - Instructional Staff	16.	87,484	18,000				113,825	105,484	-7.3%	16.
Program 100 Subtotal (lines 14-16)	17.	2,155,484	437,000				2,503,339	2,592,484	3.6%	17.
200 Special Education										
1000 Instruction	18.	425,000	87,000				523,182	512,000	-2.1%	18.
2100 Support Services - Students	19.	14,000	3,000				15,522	17,000	9.5%	19.
2200 Support Services - Instructional Staff	20.	3,000	1,000				1,294	4,000	209.1%	20.
Program 200 Subtotal (lines 18-20)	21.	442,000	91,000				539,998	533,000	-1.3%	21.
Other Programs (Specify) ____510_____										
1000 Instruction	22.	225,000	46,000				255,460	271,000	6.1%	22.
2100 Support Services - Students	23.	0	0				0	0	0.0%	23.
2200 Support Services - Instructional Staff	24.	2,000	1,000				2,586	3,000	16.0%	24.
Other Programs Subtotal (lines 22-24)	25.	227,000	47,000				258,046	274,000	6.2%	25.
Total Expenditures (lines 17, 21, and 25)	26.	2,824,484	575,000				3,301,383	3,399,484	3.0%	26.
<b>Classroom Site Fund 013 - Other</b>										
100 Regular Education										
1000 Instruction	27.	2,246,473	451,000				2,634,857	2,697,473	2.4%	27.
2100 Support Services - Students	28.	60,000	12,000				71,747	72,000	0.4%	28.
2200 Support Services - Instructional Staff	29.	50,000	10,000				68,348	60,000	-12.2%	29.
Program 100 Subtotal (lines 27-29)	30.	2,356,473	473,000	0	0		2,774,952	2,829,473	2.0%	30.
200 Special Education										
1000 Instruction	31.	427,000	88,000				511,300	515,000	0.7%	31.
2100 Support Services - Students	32.	20,000	4,000				24,492	24,000	-2.0%	32.
2200 Support Services - Instructional Staff	33.	2,000	500				1,941	2,500	28.8%	33.
Program 200 Subtotal (lines 31-33)	34.	449,000	92,500	0	0		537,733	541,500	0.7%	34.
530 Dropout Prevention Programs										
1000 Instruction	35.	0	0				0	0	0.0%	35.
Other Programs (Specify) ____510_____										
1000 Instruction	36.	184,000	38,000				0	222,000	--	36.
2100, 2200 Support Serv. Students & Instructional Staff	37.	2,000	1,000				0	3,000	--	37.
Other Programs Subtotal (lines 36-37)	38.	186,000	39,000	0	0		0	225,000	--	38.
Total Expenditures (lines 30, 34, 35, and 38)	39.	2,991,473	604,500	0	0		3,312,685	3,595,973	8.6%	39.
Total Classroom Site Funds (lines 13, 26, and 39)	40.	7,307,749	1,485,700	0	0	0	8,270,387	8,793,449	6.3%	40.

(1) For FY 2016, the district has budgeted \$ \_\_\_\_\_ in Fund 010, object code 6590 for Classroom Site Fund pass-through payments to district-sponsored charter schools. This amount is not included in the amounts reported for Fund 013.

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

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

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

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease	
								Prior FY 2015	Budget FY 2016		
Unrestricted Capital Outlay Override (1)	1.	0	0	0	0	0	0	0	0	0.0%	1.
Unrestricted Capital Outlay Fund 610 (6)											
1000 Instruction	2.	0	574,000	2,437,000			0	2,772,465	3,011,000	8.6%	2.
2000 Support Services											
2100, 2200 Students and Instructional Staff	3.	0	28,000	25,000			0	290,244	53,000	-81.7%	3.
2300, 2400, 2500, 2900 Administration	4.	0		545,000			0	476,538	545,000	14.4%	4.
2600 Operation & Maintenance of Plant	5.	0		200,000			0	835,335	200,000	-76.1%	5.
2700 Student Transportation	6.	0		1,000,000			0	1,073,332	1,000,000	-6.8%	6.
3000 Operation of Noninstructional Services (5)	7.	0		0			0	0	0	0.0%	7.
4000 Facilities Acquisition and Construction	8.	0		275,000			976,964	2,308,853	1,251,964	-45.8%	8.
5000 Debt Service	9.				1,661,000	140,000		579,506	1,801,000	210.8%	9.
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	602,000	4,482,000	1,661,000	140,000	976,964	8,336,273	7,861,964	-5.7%	10.

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

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

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

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

\$-

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 28,000
6642 Textbooks	390,000
6643 Instructional Aids	184,000
6731 Furniture and Equipment	400,000
6734 Vehicles	384,000
6737 Tech Hardware & Software	720,000

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

\$-

(3) Includes principal on Capital Equity Fund loans of \$- , principal on capital leases of \$ 1,661,000 , and principal on bonds of \$- .

(4) Includes interest on Capital Equity Fund loans of \$- , interest on capital leases of \$ 140,000 , and interest on bonds of \$- .

DISTRICT NAME Washington Elementary School District

COUNTY Maricopa

CTD NUMBER 070406000

VERSION Revised #1

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

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES			
		Fund 610		Fund 630		Fund 695			
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY		
Total Fund Expenditures		1.	8,336,273	7,861,964	35,072,014	29,803,000	0	0	1.
Select Object Codes Detail (1)									
6150 Classified Salaries		2.	0	0	0	0	0	0	2.
6200 Employee Benefits		3.	0	0	0	0	0	0	3.
6450 Construction Services		4.	870,450	260,000	31,820,512	23,480,000	0	0	4.
6710 Land and Improvements		5.	0	0	0	0	0	0	5.
6720 Buildings and Improvements		6.	0	0	0	0	0	0	6.
6731 Furniture and Equipment		7.	270,763	400,000	286,000	36,000	0	0	7.
6734 Vehicles		8.	646,538	384,000	229	0	0	0	8.
6737 Technology Hardware & Software		9.	769,431	720,000	609,000	50,000	0	0	9.
6831, 6832 Redemption of Principal		10.	560,454	1,661,000	0	0	0	0	10.
6841, 6842, 6850 Interest		11.	19,052	140,000	0	0	0	0	11.
Total (lines 2-11)		12.	3,136,688	3,565,000	32,715,741	23,566,000	0	0	12.
Total amounts reported on lines 2-11 above for:									
Renovation		13.	836,970	260,000	32,494,848	16,165,000			13.
New Construction		14.	612,987	0	220,664	7,401,000	0	0	14.
Other		15.	1,686,731	3,305,000	229	0	0	0	15.
Total (lines 13-15, must equal line 12)		16.	3,136,688	3,565,000	32,715,741	23,566,000	0	0	16.

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

DISTRICT NAME

Washington Elementary School District

COUNTY

Maricopa

CTD NUMBER

070406000

VERSION

Revised #1

SPECIAL PROJECTS

FEDERAL PROJECTS

1.

100-130 ESEA Title I - Helping Disadvantaged Children

6000

164.07

167.64

10,286,000

10,456,000

1.

2.

140-150 ESEA Title II - Prof. Dev. and Technology

6000

8.00

8.25

1,115,000

1,063,000

2.

3.

160 ESEA Title IV - 21st Century Schools

6000

4.46

4.46

2,835,000

2,505,000

3.

4.

170-180 ESEA Title V - Promote Informed Parent Choice

6000

0.00

0.00

0

0

4.

5.

190 ESEA Title III - Limited Eng. & Immigrant Students

6000

8.43

8.43

965,000

700,500

5.

6.

200 ESEA Title VII - Indian Education

6000

3.00

3.00

135,000

141,000

6.

7.

210 ESEA Title VI - Flexibility and Accountability

6000

0.00

0.00

0

0

7.

8.

220 IDEA Part B

6000

112.73

109.85

5,010,000

5,475,000

8.

9.

230 Johnson-O'Malley

6000

0.00

0.00

0

0

9.

10.

240 Workforce Investment Act

6000

0.00

0.00

0

0

10.

11.

250 AEA - Adult Education

6000

0.00

0.00

0

0

11.

12.

260-270 Vocational Education - Basic Grants

6000

0.00

0.00

0

0

12.

13.

280 ESEA Title X - Homeless Education

6000

0.70

0.70

100,000

85,400

13.

14.

290 Medicaid Reimbursement

6000

18.78

18.78

1,719,000

2,435,000

14.

15.

374 E-Rate

6000

0.00

0.00

1,365,600

2,750,000

15.

16.

378 Impact Aid

6000

0.00

0.00

0

0

16.

17.

300-399 Other Federal Projects (Besides E-Rate & Impact Aid)

6000

6.80

5.20

965,000

1,200,000

17.

18.

Total Federal Project Funds (lines 1-17)

6000

326.97

326.31

24,495,600

26,810,900

18.

STATE PROJECTS

19.

400 Vocational Education

6000

0.00

0.00

0

0

19.

20.

410 Early Childhood Block Grant

6000

0.00

0.00

0

0

20.

21.

420 Ext. School Yr. - Pupils with Disabilities

6000

0.00

0.00

0

0

21.

22.

425 Adult Basic Education

6000

0.00

0.00

0

0

22.

23.

430 Chemical Abuse Prevention Programs

6000

0.00

0.00

0

0

23.

24.

435 Academic Contests

6000

0.00

0.00

0

0

24.

25.

450 Gifted Education

6000

0.00

0.00

0

0

25.

26.

460 Environmental Special Plate

6000

0.00

0.00

0

0

26.

27.

465-499 Other State Projects

6000

3.00

3.00

185,000

200,000

27.

28.

Total State Project Funds (lines 19-27)

6000

3.00

3.00

185,000

200,000

28.

29.

Total Special Projects (lines 18 and 28)

6000

329.97

329.31

24,680,600

27,010,900

29.

OTHER FUNDS (DO NOT Add to Aggregate)

1.

050 County, City, and Town Grants

6000

32,000

30,000

1.

2.

071 Structured English Immersion (1)

6000

0

0

2.

3.

072 Compensatory Instruction (1)

6000

0

0

3.

4.

500 School Plant (Lease over 1 year) (2)

6000

322,000

220,000

4.

5.

505 School Plant (Lease 1 year or less)

6000

0

0

5.

6.

506 School Plant (Sale)

6000

379,000

198,000

6.

7.

510 Food Service

6000

23,259,000

22,475,750

7.

8.

515 Civic Center

6000

450,000

324,000

8.

9.

520 Community School

6000

4,300,000

4,040,000

9.

10.

525 Auxiliary Operations

6000

1,125,000

1,200,000

10.

11.

526 Extracurricular Activities Fees Tax Credit

6000

1,100,000

1,110,000

11.

12.

530 Gifts and Donations

6000

850,000

1,035,000

12.

13.

535 Career & Tech. Ed. & Voc. Ed. Projects

6000

0

0

13.

14.

540 Fingerprint

6000

45,500

22,400

14.

15.

545 School Opening

6000

0

0

15.

16.

550 Insurance Proceeds

6000

2,000

2,000

16.

17.

555 Textbooks

6000

60,000

60,000

17.

18.

565 Litigation Recovery

6000

99,400

2,500

18.

19.

570 Indirect Costs

6000

2,560,000

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

CALCULATION OF FY 2016 GENERAL BUDGET LIMIT

(A.R.S. §15-947.C)

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
1.	(a) FY 2016 Revenue Control Limit (RCL) (from Work Sheet E, line VIII, or Work Sheet F, line III)	\$ 110,685,640	
*	(b) Plus Adjustment for Growth (1)	1,292,001	
*	(c) Increase or (Decrease) in 03 District High School Tuition Payments (A.R.S. §15-905.J) (1)	0	
	(d) Adjusted RCL	\$ 111,977,641	\$ 2,500,000
2.	(a) FY 2016 District Additional Assistance (DAA) (from Work Sheet H, lines VII.E.1 and VII.F.1)	\$ 10,785,783	
*	(b) DAA Reduction for State Budget Adjustments (from Work Sheet H, lines VII.E.2 and VII.F.2)	9,549,837	
	(c) Adjusted DAA	\$ 1,235,946	1,235,946
3.	FY 2016 Override Authorization (A.R.S. §§15-481 and 15-482)		
*	(a) Maintenance and Operation	16,551,995	
*	(b) Unrestricted Capital Outlay		0
*	(c) Special Program	0	0
*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)	0	0
*5.	Tuition Revenue (A.R.S. §§15-823 and 15-824)		
	Local		
	(a) Individuals and Other Private Sources	0	0
	(b) Other Arizona Districts	0	0
	(c) Out-of-State Districts and Other Governments	0	0
	State		
	(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)	100,000	0
*6.	State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)	0	0
*7.	Increase Authorized by County School Superintendent for Accommodation Schools (not to exceed Work Sheet S, line II.B.5) (A.R.S. §15-974.B)	0	
8.	Budget Increase for:		
	(a) Desegregation Expenditures (A.R.S. §15-910.G-K)	6,350,000	0
*	(b) Tuition Out Debt Service (from Work Sheet O, line 7) (A.R.S. §15-910.L)	0	
*	(c) Budget Balance Carryforward (from Work Sheet M, line 12) (A.R.S. §15-943.01)	4,228,466	
	(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)	0	0
	(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2014 (A.R.S. §15-910.M)	0	0
*	(f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)	0	0
*	(g) FY 2015 Performance Pay Unexpended Budget Carryforward (from Work Sheet M, line 6.h) (A.R.S. §15-920)	0	
	(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)	0	
*	(i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)	0	
*9.	Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.	0	
	(a) Prior Year Over Expenditures/Resolutions:		
		0	
	(b) Decrease for Transfer from M&O to Energy and Water Savings Fund	(520,000)	
	(c) Increase for Energy and Water Savings Fund Transfer to M&O	0	
	(d) JTED Reduction	0	
	(e) Noncompliance Adjustment	0	
	(f) ADM Audit Adjustment	0	
	(g) Other:	0	
10.	FY 2016 General Budget Limit (column A, lines 1 through 9) (A.R.S. §15-905.F) (page 1, line 31 cannot exceed this amount)	\$ 136,188,102	
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)		\$ 3,735,946

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

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

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

CALCULATION OF UNRESTRICTED CAPITAL BUDGET LIMIT

A.	1.	FY 2015 Unrestricted Capital Budget Limit (UCBL) (from FY 2015 latest revised Budget, page 8, line A.12)	\$	8,336,273
	2.	Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$	(284)
	3.	Adjusted Amount Available for FY 2015 Capital Expenditures (line A.1 + A.2)	\$	8,335,989
	4.	Amount Budgeted in Fund 610 in FY 2015 (from FY 2015 latest revised Budget, page 4, line 10)	\$	8,336,273
	5.	Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$	8,335,989
	6.	FY 2015 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$	4,225,100
	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.	\$	4,110,889
	8.	Interest Earned in Fund 610 in FY 2015	\$	15,129
	9.	Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$	0
	10.	Adjustment to UCBL for FY 2016 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions:	\$	0
		(b) Increase to UCBL Due to Greater than Anticipated Growth (from FY2015 BUDG75)	\$	0
		(c) JTED Reduction	\$	0
		(d) ADM Audit Adjustment	\$	0
		(e) Other:	\$	0
	11.	Amount to be Used for Capital Expenditures (from page 7, line 11)	\$	3,735,946
	12.	FY 2016 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$	7,861,964

CALCULATION OF CLASSROOM SITE FUND BUDGET LIMIT

		Fund 011	Fund 012	Fund 013	Payments to Charter Schools	Total Fund 010
B.	1. FY 2015 Classroom Site Fund Budget Limit (from FY 2015 latest revised Budget, page 8, line 7 of detailed table)	1,656,319	3,301,383	3,312,684	0	8,270,386
	2. FY 2015 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	1,521,393	3,229,948	3,042,842		7,794,183
	3. Unexpended Budget Balance (line B.1 minus B.2)	134,926	71,435	269,842	0	476,203
	4. Interest Earned in the Classroom Site Fund in FY 2015	2,031	5,979	4,061		12,071
	5. FY 2016 Classroom Site Fund Allocation (provided by ADE, based on \$327) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	1,661,035	3,322,070	3,322,070	0	8,305,173
	6. Adjustments to FY 2016 Classroom Site Fund Budget Limit (2)	0	0	0	0	0
	7. FY 2016 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	1,797,992	3,399,484	3,595,973	0	8,793,447

(1) The amount budgeted on page 4, line 10 cannot exceed this amount.

(2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

(3) The amounts budgeted on page 3, lines 13, 26, 39, 40, and footnote (1) on that page, cannot exceed the respective amounts on this line.

DISTRICT NAME Washington Elementary School District				COUNTY Maricopa				CTD		070406000		
Districtwide Desegregation Budget, Fiscal Year 2016 [A.R.S. §15-910(J) and (K)]												
								Number of individual school budgets		27		
Maintenance and Operation (M&O) Fund			FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease
			Prior FY	Budget FY						Prior FY	Budget FY	
Expenditures												
511 Desegregation - Regular Education												
1000 Classroom Instruction	1.	36.23	40.48	1,275,662	466,634	25,090	11,500	0	1,701,353	1,778,886	4.6%	
2000 Support Services												
2100 Students	2.	0.00	0.00	0	0	10,000	0	0	74,909	10,000	-86.7%	
2200 Instructional Staff	3.	6.25	5.25	178,821	63,925	20,025	9,000	0	409,352	271,771	-33.6%	
2300 General Administration	4.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2400 School Administration	5.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2500 Central Services	6.	0.00	1.00	70,450	19,534	0	0	0	0	89,984	--	
2600 Operation & Maintenance of Plant	7.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
3000 Operation of Noninstructional Services	9.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
Subtotal (lines 1-9)	10.	42.48	46.73	1,524,933	550,092	55,115	20,500	0	2,185,614	2,150,641	-1.6%	
512 Desegregation - Special Education												
1000 Classroom Instruction	11.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2000 Support Services												
2100 Students	12.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2200 Instructional Staff	13.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2300 General Administration	14.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2400 School Administration	15.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2500 Central Services	16.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2600 Operation & Maintenance of Plant	17.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2900 Other	18.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
3000 Operation of Noninstructional Services	19.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
Subtotal (lines 11-19)	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
513 Desegregation - Pupil Transportation			21.	0.00	0.00				0	0	0.0%	
514 Desegregation - ELL Incremental Costs												
1000 Classroom Instruction	22.	80.25	85.50	3,123,013	1,003,073	73,274	0	0	4,164,386	4,199,360	0.8%	
2000 Support Services												
2100 Students	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2200 Instructional Staff	24.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2300 General Administration	25.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2400 School Administration	26.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2500 Central Services	27.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2600 Operation & Maintenance of Plant	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2700 Student Transportation	29.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
2900 Other	30.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
3000 Operation of Noninstructional Services	31.	0.00	0.00	0	0	0	0	0	0	0	0.0%	
Subtotal (lines 22-31)	32.	80.25	85.50	3,123,013	1,003,073	73,274	0	0	4,164,386	4,199,360	0.8%	

Districtwide Desegregation Budget, Fiscal Year 2016 [A.R.S. §15-910(J) and (K)]

M&O Fund (Concluded)			FTE		Salaries	Employee Benefits	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
			Prior FY	Budget FY						Prior FY	Budget FY		
Expenditures					6100	6200	6500	6600	6800				
515 Desegregation - ELL Compensatory Instruction													
1000 Classroom Instruction	33.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2000 Support Services													
2100 Students	34.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2200 Instructional Staff	35.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2300 General Administration	36.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2400 School Administration	37.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2500 Central Services	38.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2600 Operation & Maintenance of Plant	39.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2700 Student Transportation	40.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
2900 Other	41.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
3000 Operation of Noninstructional Services	42.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
Subtotal (lines 33-42)	43.	0.00	0.00	0	0	0	0	0	0	0	0	0.0%	
Total M&O Fund Desegregation (lines 10, 20, 21, 32, & 43) (to Budget, page 1, line 26) (1)			44.	122.73	132.23	4,647,946	1,553,166	128,389	20,500	0	6,350,000	6,350,000	0.0%

(1) In accordance with A.R.S. §15-910(K), the total amount budgeted for desegregation expenditures in the M&O, UCO, and IA Funds cannot exceed the amount budgeted in FY 2009.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):	
Tax Levy:	\$ 6,350,000
Other (description):	\$
Other (description):	\$
Other (description):	\$

Employees needed to conduct Desegregation activities			
Teachers	Administrators	Others	Total
124	-	32	156

1. The date that the school district was determined to be out of compliance with Title VI of the Civil Rights Act of 1964 (42 United States Code Section 2000d) and the basis for that determination. A.R.S. §15-910(J)(3)(c)

10/31/1986

2. The initial date that the school district began to levy property taxes to provide funding for desegregation expenses. A.R.S. §15-910(J) (3)(d)

1997-1998

3. An estimate of when the school district will be in compliance with the court order or administrative agreement. A.R.S. §15-910(J)(3)(r)

SEE BELOW

The district has been in compliance since the implementation of the administrative agreements.

DISTRICT NAME Washington Elementary School District

COUNTY Maricopa

CTD 070406000

Districtwide Desegregation Budget, Fiscal Year 2016 [A.R.S. §15-910(J) and (K)]

Unrestricted Capital Outlay (UCO) Fund		Rentals 6440	Library Books, Textbooks, & Instructional Aids 6641-6643	Property 6700	Redemption of Principal 6831, 6832	Interest 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
								Prior FY	Budget FY	
Expenditures										
511 Desegregation - Regular Education										
1000 Classroom Instruction	45.	0	0	0			0	0	0	0.0%
2000 Support Services	46.	0	0	0		0	0	0	0	0.0%
3000 Operation of Noninstructional Services	47.	0		0			0	0	0	0.0%
4000 Facilities Acquisition & Construction	48.	0		0			0	0	0	0.0%
5000 Debt Service	49.				0	0		0	0	0.0%
Subtotal (lines 45-49)	50.	0	0	0	0	0	0	0	0	0.0%
512 Desegregation - Special Education										
1000 Classroom Instruction	51.	0	0	0			0	0	0	0.0%
2000 Support Services	52.	0	0	0		0	0	0	0	0.0%
3000 Operation of Noninstructional Services	53.	0		0			0	0	0	0.0%
4000 Facilities Acquisition & Construction	54.	0		0			0	0	0	0.0%
5000 Debt Service	55.				0	0		0	0	0.0%
Subtotal (lines 51-55)	56.	0	0	0	0	0	0	0	0	0.0%
513 Desegregation - Pupil Transportation	57.	0	0	0	0	0	0	0	0	0.0%
514 Desegregation - ELL Incremental Costs										
1000 Classroom Instruction	58.									
2000 Support Services	59.									
3000 Operation of Noninstructional Services	60.									
4000 Facilities Acquisition & Construction	61.									
5000 Debt Service	62.									
Subtotal (lines 58-62)	63.									
515 Desegregation - ELL Compensatory Instruction										
1000 Classroom Instruction	64.	0	0	0			0	0	0	0.0%
2000 Support Services	65.	0	0	0		0	0	0	0	0.0%
3000 Operation of Noninstructional Services	66.	0		0			0	0	0	0.0%
4000 Facilities Acquisition & Construction	67.	0		0			0	0	0	0.0%
5000 Debt Service	68.				0	0		0	0	0.0%
Subtotal (lines 64-68)	69.	0	0	0	0	0	0	0	0	0.0%
Total UCO Fund Desegregation (lines 50, 56, 57, 63, & 69) (Include in Fund 610 Budget page 4, lines 2-9) (2)	70.	0	0	0	0	0	0	0	0	0.0%

(2) In accordance with A.R.S. §15-910(K), the total amount budgeted for desegregation expenditures in the M&O, UCO, and IA Funds cannot exceed the amount budgeted in FY 2009.



BUDGET WORK SHEETS  
FOR FISCAL YEAR 2016

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

B. WORK SHEET FOR FY 2016 SUPPORT LEVEL WEIGHTS AND PSD-12 WEIGHTED STUDENT COUNTS

(A.R.S. §15-943 and Laws 2014, Ch. 214, §5)

A.	Unweighted Student Count	PSD	K-8	9-12
1.	FY 2016 Non-AOI Student Count	201.019	21,681.007	
2.	FY 2016 AOI Full-Time Student Count		+	+
3.	FY 2016 AOI Part-Time Student Count		+	+
4.	Subtotal (lines A.1 through A.3)	= 201.019	= 21,681.007	= 0.000
5.	District Sponsored Charter School Estimated ADM			
6.	Total Student Count	= 201.019	= 21,681.007	= 0.000

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

C. PSD-12 WEIGHTED STUDENT COUNT

1. PSD (from line A.6)
2. District (from line A.1, A.2, or A.3)

a. K-8

b. 9-12
3. Charter School (from line A.5)

a. K-8

b. 9-12
4. Total

a. K-8 (C.2.a + C.3.a)

b. 9-12 (C.2.b + C.3.b)
5. Total Student Count (C.1 + C.4.a + C.4.b)

Non-AOI Student Count	AOI Full-Time Student Count	AOI Part-Time Student Count	Support Level Weight	Non-AOI Weighted Student Count	AOI Full-Time Weighted Student Count	AOI Part-Time Weighted Student Count
201.019			x 1.450	= 291.478		
21,681.007	0.000	0.000	x 1.158	= 25,106.606	0.000	0.000
0.000	0.000	0.000	x 0.000	= 0.000	0.000	0.000
0.000			x 1.158	= 0.000		
0.000			x 1.268	= 0.000		
21,681.007	0.000	0.000		25,106.606	0.000	0.000
0.000	0.000	0.000		0.000	0.000	0.000
21,882.026	0.000	0.000		25,398.084	0.000	0.000

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

WEIGHTED STUDENT COUNT

	Non-AOI Student Count	Support x Level Weight	=	Non-AOI Weighted Student Count
I. A. FY 2016 Non-AOI Student Count (from Work Sheet B, line C.5)	21,882.026			25,398.084
B. Student Count Add-ons (1)				
1. Hearing Impairment	38.785	x 4.771	=	185.043
2. K-3	9,480.169	x 0.060	=	568.810
3. K-3 Reading (2)	9,480.169	x 0.040	=	379.207
4. English Learners (ELL)	2,955.851	x 0.115	=	339.923
5. MD-R, A-R, and SID-R	80.558	x 6.024	=	485.281
6. MD-SC, A-SC, and SID-SC	191.047	x 5.833	=	1,114.377
7. Multiple Disabilities Severe Sensory Impairment	25.480	x 7.947	=	202.490
8. Orthopedic Impairment (Resource)	9.410	x 3.158	=	29.717
9. Orthopedic Impairment (Self Contained)	33.520	x 6.773	=	227.031
10. Preschool-Severe Delay	51.840	x 3.595	=	186.365
11. DD, ED, MIID, SLD, SLI, & OHI	2,727.912	x 0.003	=	8.184
12. Emotional Disability (Private)	68.148	x 4.822	=	328.610
13. Moderate Intellectual Disability	72.840	x 4.421	=	322.026
14. Visual Impairment	17.145	x 4.806	=	82.399
15. Total Add-on Count (I.B.1 through I.B.14)	25,232.874			4,459.463
II. FY 2016 Non-AOI Weighted Student Count				29,857.547
				(I.A + I.B.15, this column)
	AOI Weighted Student Count	x Funding Ratio	=	Adjusted AOI Weighted Student Count
III. FY 2016 AOI FT Weighted Student Count (from Work Sheet C2, line II)	0.000	x 95%	=	0.000
IV. FY 2016 AOI PT Weighted Student Count (from Work Sheet C2, line IV)	0.000	x 85%	=	0.000

CALCULATION OF FY 2016 BSL AND BRCL

V. Total Weighted Student Count (line II + III + IV)				29,857.547
VI. A. Base Level Amount	\$3,426.74	- To include Teacher Compensation, use Base Level of	\$3,469.57	
		(A.R.S. §§15-901, as amended by Laws 2015, Ch. 15, §4, and 15-952)		\$ 3,469.57
B. Additional Inflation Amount	\$54.31	- To include Teacher Comp, use	\$54.99	(Laws 2015, Ch. 8, §34)
				\$ 54.99
C. Total Base Level and Additional Inflation (line VI.A + VI.B)				\$ 3,524.56
D. Increase for 200 Days of Instruction (line VI.C x 5%) (A.R.S. §15-902.04)		Check here		to calculate.
				\$
E. Adjusted FY 2016 Base Level Amount (line VI.C + VI.D) (to Work Sheet K, line I.G and II.G)				\$ 3,524.56
VII. Result (line V x VI.E)				\$ 105,234,715.85
VIII. Teacher Experience Index (TEI) (If actual TEI is less than 1.0000 use 1.0000)				1.0000
IX. Result (line VII x VIII)				\$ 105,234,715.85
X. Increase for Tuition Loss Adjustment (from all copies of Work Sheet A, line I.I)				\$ 0.00
XI. Increase for Student Revenue Loss Phase-Down (from Work Sheet A, line II)				\$ 0.00
XII. FY 2014 Nonfederal Audit Service Actual Expenditures (3)	\$		x 1.00	= \$ 0.00
XIII. Decreases for Charter School Federal and State Monies Received				- \$ 0.00
XIV. FY 2016 BSL and BRCL (sum lines IX through XII minus line XIII) (to Work Sheet E, line I)				\$ 105,234,715.85
Portion of line IX amount from total K-3 and total K-3 Reading weighted student counts: (2)				
		K-3		\$ 2,004,804.97
		K-3 Reading		\$ 1,336,537.82

(1) The Non-AOI Student Count for districts with district sponsored charter schools (DSCS) includes the district student count plus the estimated charter school student count for students that did not attend a district school last year.

(2) Districts assigned a letter grade of C, D, or F, in accordance with A.R.S. §15-241 and Laws 2015, Ch. 76, §1, or that have more than 10% of their pupils in grade three reading far below the third grade level according to the reading portion of the AIMS test, or a successor test, will receive monies for this weight only after the district's K-3 Reading Program Plan is approved by the State Board of Education. A.R.S. §15-211

(3) A.R.S. §15-914.F allows districts to increase the BSL if financial and compliance audit costs will be incurred for the budget year.

Enter the FY 2014 **nonfederal** audit expenditures on line XII.

Enter the FY 2014 **federal** audit expenditures from all funds to the right (should agree to FY 2014 AFR).

Enter the **total** FY 2014 audit expenditures from all funds to the right.

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

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

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

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

TSL CALCULATION	
I. Approved Daily Route Miles per Eligible Student Transported	
A. FY 2015 Approved Daily Route Miles	8,951.000
B. Number of Eligible Students Transported in FY 2015	5,688.000
C. Approved Daily Route Miles per Eligible Student Transported (I.A ÷ I.B)	1.574
II. To and From School Support Level	
A. Annual Route Miles (Line I.A x 180 or 200, as applicable)	<input type="checkbox"/> Check here if approved for 200 Days of Instruction 1,611,180.000
B. State Support Level per Route Mile (use Table I based on I.C)	\$ 2.53
C. 1. FY 2015 Annual Expenditure for Bus Tokens	\$ 0.00
2. FY 2015 Annual Expenditure for Bus Passes	\$ 1,510.00
D. To and From School Support Level [(II.A x II.B) + II.C.1 + II.C.2]	\$ 4,077,795.40
III. Academic Education, Career and Technical Education, Vocational Education, and Athletic Trips Support Level	
A. Factor from Table II (based on I.C and district type)	0.120
B. Academic Education, Career and Technical Education, Vocational Ed., and Athletic Trips Support Level (II.A x II.B x III.A)	\$ 489,154.25
IV. Extended School Year Support Level for Pupils with Disabilities	
A. Actual Route Miles traveled in July and August 2014 to Transport Pupils w/Disabilities for Extended School Year	14,560.000
B. Estimated Route Miles Traveled in June 2015 to Transport Pupils w/Disabilities for Extended School Year	19,636.000
C. Total Extended School Year Route Miles (IV.A + IV.B)	34,196.000
D. State Support Level per Route Mile (use Table I based on I.C)	\$ 2.53
E. Extended School Year Support Level for Pupils with Disabilities (IV.C x IV.D)	\$ 86,515.88
V. FY 2016 TSL (lines II.D + III.B + IV.E) (to Work Sheet E, line III)	\$ 4,653,465.53
VI. Support Level Change	
A. FY 2015 Transportation Support Level	\$ 4,134,141.64
B. Transportation Support Level Change (If result is negative, enter 0) (V- VI.A)	\$ 519,323.89

TRCL CALCULATION	
VII. FY 2015 Transportation Revenue Control Limit	\$ 4,931,600.66
VIII. FY 2016 Transportation Revenue Control Limit	
A. Preliminary FY 2016 Transportation Revenue Control Limit (VI.B + VII)	\$ 5,450,924.55
B. 120% of FY 2016 Transportation Support Level (V x 1.20)	\$ 5,584,158.64
C. Adjusted FY 2016 Transportation Revenue Control Limit (if line VIII.A is greater than line VIII.B use line VII, otherwise use line VIII.A.)	\$ 5,450,924.55
D. FY 2016 Transportation Revenue Control Limit (the greater of line V or VIII.C) (to Work Sheet E, line VII)	\$ 5,450,924.55

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

CALCULATION OF THE DSL

I. FY 2016 Base Support Level/Base Revenue Control Limit (from Work Sheet C, line XIV)	\$ 105,234,715.85
II. Tuition Out for High School Students (from Work Sheet O, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	\$ 0.00
III. FY 2016 Transportation Support Level (from Work Sheet D, line V)	\$ 4,653,465.53
IV. FY 2016 District Support Level (sum of lines I through III)	\$ 109,888,181.38

CALCULATION OF THE RCL

V. FY 2016 Base Support Level/Base Revenue Control Limit (from line I above)	\$ 105,234,715.85
VI. Tuition Out for High School Students (from Work Sheet O, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	\$ 0.00
VII. FY 2016 Transportation Revenue Control Limit (from Work Sheet D, line VIII.D)	\$ 5,450,924.55
VIII. FY 2016 Revenue Control Limit (sum of lines V through VII) [to Budget, page 7, line 1(a)]	\$ 110,685,640.40

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

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

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

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

H. WORK SHEET FOR FY 2016 DISTRICT ADDITIONAL ASSISTANCE (DAA)

(A.R.S. §§15-183, 15-185, 15-951.C, 15-961, 15-962.01, and 15-963.B, and Laws 2015, Ch. 15, §§1, 11, 12, 13 and 17)

TABLE TO CALCULATE DAA PER STUDENT COUNT

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

CALCULATIONS FOR DAA

	PSD	K-8	9-12
V. District Additional Assistance Base			
A. FY 2016 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line III for type 03 districts)	201.019	21,681.007	0.000
B. DAA per Student Count (from Table above)	x \$ 450.76	x \$ 450.76	x \$ 0.00
C. DAA Base (line V.A x line V.B)	= \$ 90,611.32	= \$ 9,772,930.72	= \$ 0.00
VI. District Additional Assistance Growth Factor			
A. FY 2016 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line II for type 03 districts)		21,882.026	
B. FY 2015 Student Count		÷ 18,436.054	
C. FY 2016 DAA Growth Factor (VI.A ÷ VI.B)		= 1.1869	
VII. Adjusted District Additional Assistance			
A. DAA Base (from line V.C)	\$ 90,611.32	\$ 9,772,930.72	\$ 0.00
B. Adjusted Growth Factor (if line VI.C is < or = 1.05, use 1.0, if > 1.05, use 1 plus 50% of the increase)	x 1.0935	x 1.0935	x 1.0935
C. FY 2016 DAA (VII.A x VII.B)	= \$ 99,083.48	= \$ 10,686,699.74	= \$ 0.00
D. DAA for High School Textbooks			
1. FY 2016 Actual 9-12 Student Count (from Work Sheet B, line A.4)			0.000
2. Support Level Amount for Textbooks			x \$ 69.68
3. DAA for Textbooks (VII.D.1 x VII.D.2)			= \$ 0.00
E. 9-12 DAA (including charter additional assistance and capital transportation adjustment from lines below)			
1. FY 2016 9-12 DAA (9-12 lines VII.C + VII.D.3 + VII.G.7 + VII.H) (to Budget, page 7, line 2.a)			= \$ 0.00
2. 9-12 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 0.00
3. Adjusted FY 2016 9-12 DAA (VII.E.1-VII.E.2) (to Work Sheet J, line II.E)			= \$ 0.00
F. PSD and K-8 DAA (including charter additional assistance and capital transportation adjustment from lines below)			
1. FY 2016 PSD and K-8 DAA (PSD and K-8 lines VII.C + VII.G.7 + VII.H) (to Budget, page 7, line 2.a)			= \$ 10,785,783.22
2. PSD and K-8 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 9,549,837.40
3. Adjusted FY 2016 PSD and K-8 DAA (VII.F.1-VII.F.2) (to Work Sheet J, line II.E)			= \$ 1,235,945.82
G. Charter Additional Assistance (CAA)	PSD	K-8	9-12
1. FY 2016 Charter School Student Count (from Work Sheet B, line A.5)	0.00	0.00	0.00
2. CAA per Student	\$ 1,734.92	\$ 1,734.92	\$ 2,022.02
3. FY 2016 CAA (line VII.G.1 x line VII.G.2)	\$ 0.00	\$ 0.00	\$ 0.00
4. DAA per Student (recalculated factor from lines I through IV including student count amount from line VII.G.1)	\$ 450.76	\$ 0.00	\$ 0.00
5. DAA for Charter Students (line VII.G.1 x line VII.G.4 (plus line VII.D.2 for 9-12 only))	\$ 0.00	\$ 0.00	\$ 0.00
6. Difference (line VII.G.3 - VII.G.5)	\$ 0.00	\$ 0.00	\$ 0.00
7. Adjusted FY 2016 CAA (line VII.G.6 x 50%)	\$ 0.00	\$ 0.00	\$ 0.00
H. Capital Transportation Adjustment A.R.S. §15-963.B	\$	\$	\$

J. WORK SHEET FOR EQUALIZATION BASE AND ASSISTANCE (A.R.S. §§15-971.A and .B and 15-992)

	PSD-8	9-12
I. A. Total FY 2016 PSD and K-8 Weighted State Aid Student Count		
1. PSD (from Work Sheet B, line C.1)	291.478	
2. K-8 (from Work Sheet B, line C.4.a, Total Non-AOI and AOI Counts)	25,106.606	
B. Total FY 2016 PSD-8 and 9-12 Weighted State Aid Student Count (Total Non-AOI and AOI Counts)	25,398.084	0.000
	(I.A.1 + I.A.2)	(from Work Sheet B, line C.4.b)
C. Total FY 2016 Weighted State Aid Student Count (line I.B PSD-8 column + 9-12 column)		25,398.084
D. PSD-8 and 9-12 Factors (line I.B ÷ line I.C)	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 II or III) (to Work Sheet S, line I.A)		
	\$ 109,888,181.38	
B. Tuition Out for High School Students (from Work Sheet E, line II or VI)	- \$ 0.00	
C. Adjusted DSL/RCL (II.A - II.B)	\$ 109,888,181.38	
D. DSL/RCL PSD-8 and 9-12 Allocation (line I.D x II.C)	\$ 109,888,181.38	\$ 0.00
E. Adjusted FY 2016 District Additional Assistance (from Work Sheet H)	\$ 1,235,945.82	\$ 0.00
	(from Work Sheet H, line VII.F.3)	(from Work Sheet H, line VII.E.3)
F. Tuition Out for High School Students (Type 03 Districts Only) (from Work Sheet E, line II or VI)		\$ 0.00
G. FY 2016 Equalization Base (II.D + II.E (+ 9-12 II.F for Type 03 only)	\$ 111,124,127.20	\$ 0.00
III. A. 2015 Primary Assessed Valuation ÷ 100	\$ 11,025,874.08	\$
B. 2015 Salt River Project (SRP) Valuation ÷ 100	\$ 91,972.27	\$
C. 2015 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$ 0.00	\$
D. TOTAL Valuation (III.A + III.B + III.C)	\$ 11,117,846.35	\$ 0.00
E. Qualifying Tax Rate	x \$ 2.0977	x \$ 2.0977
F. Qualifying Levy (III.D x III.E)	\$ 23,321,906.29	\$ 0.00
G. FY 2016 Equalization Assistance (II.G - III.F)	\$ 87,802,220.91	\$ 0.00
IV. Additional Tax in Districts Ineligible for Equalization Assistance, Amount to be Levied and Paid to the State (50% of line III.F - II.G)	\$ 0.00	\$ 0.00

Laws 2015, Ch. 15, §15, requires a joint technical education district (JTED) with a student count of more than 2,000 students to be funded at 95.5% of the state aid that would otherwise be provided by law and to reduce its budget limits accordingly. Therefore, the JTED's actual total equalization assistance may be less than the amount calculated on this Work Sheet. Estimated reduction to state aid \$ 0.00

This estimated reduction amount must be used to reduce the GBL on page 7, line 9 and/or the UCBL on page 8, line A.10.

M. WORK SHEET FOR CALCULATION OF THE FY 2016 MAINTENANCE AND OPERATION (M&O) FUND

BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01)

1.	a.	General Budget Limit (GBL) (from FY 2015 latest revised Budget, page 7, line 10)	\$	135,318,054.00
	b.	Adjustments to the GBL from FY 2015 BUDG75	\$	(1,616.00)
	c.	Adjusted GBL	\$	135,316,438.00
2.	a.	Budgeted M&O expenditures (from FY 2015 latest revised Budget, page 1, line 30, Total Budget Year Column)	\$	135,318,054.00
	b.	Adjustments to the GBL (from line 1.b)	\$	(1,616.00)
	c.	Adjusted Budgeted Expenditures	\$	135,316,438.00
3.		Lesser of the Adjusted GBL (line 1.c) or the Adjusted Budgeted Expenditures (line 2.c)	\$	135,316,438.00
4.		M&O actual expenditures	\$	130,881,205.00
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.)	\$	4,435,233.00

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

		FY 2015 Budget		Actual		Unexpended Budget
6.	a.	Special Program Override	\$	0.00	- \$	0.00
	b.	Desegregation	\$	6,350,000.00	- \$	6,343,534.00
	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	\$		- \$	0.00
	g.	Optional Performance Incentive Program	\$		- \$	0.00
	h.	Performance Pay	\$	0.00	- \$	0.00
	i.	Total Budget Balance Deductions [Add lines 6.a through 6.h.]			= \$	6,466.00
7.		Budget Balance after Deductions (If negative, enter zero. The district does not have any budget balance to carry forward.) (line 5 minus line 6.i)			\$	4,428,767.00
8.	a.	FY 2015 Adjusted District Limit (RCL) from page 4 of the most recent ADE report "Basic Calculations for Equalization Assistance" APOR 55-1, available on ADE's Web site			\$	105,711,639.19
	b.	Growth Adjustment (FY 2015 BUDG75)				0.00
	c.	Factor of 4%			x	0.04
9.		Maximum Allowable Budget Balance Carryforward [(line 8.a + line 8.b) x line 8.c]	\$			4,228,465.57
10.		Actual Allowable Budget Balance Carryforward (Enter the lesser of line 7 or 9)	\$			4,228,465.57
11.		Enter the amount of Allowable Budget Balance Carryforward transferred to the School Opening Fund (not to exceed the lesser of line 10 or the FY 2015 M&O Fund ending cash balance)	\$			
12.		Remaining Actual Allowable Budget Balance Carryforward to be used in M&O Fund (line 10 - line 11) [to Budget, page 7, line 8(c)]	\$			4,228,465.57

## WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u>X</u>	Action
FROM:	Dr. Paul Stanton, Superintendent	<u>X</u>	Discussion
DATE:	May 12, 2016		Information
			1 <sup>st</sup> Reading

AGENDA ITEM: 2017 Arizona School Boards Association's Legislative Agenda Proposals

INITIATED BY: Arizona School Boards Association SUBMITTED BY: Aaron Jahneke, Governing Board President

PRESENTER AT GOVERNING BOARD MEETING: Aaron Jahneke, Governing Board President

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

**SUPPORTING DATA**

Funding Source: N/A  
Budgeted: N/A

Arizona School Boards Association (ASBA) is requesting suggestions for the ASBA 2017 Political Agenda.

ASBA has transformed its political agenda and is asking for submissions that fall into three categories – long-term, short-term, and 2017 session-specific legislation. The deadline for submitting proposals is May 20, 2016.

The proposals will be compiled by ASBA staff and provided to the ASBA Legislative Committee for consideration. The Committee will create a draft document that will be the basis for discussion at the official Delegate Assembly on September 10, 2016.

Below is a synthesized list of items that were recommended at the April 28, 2016 Governing Board meeting:

1. Maximize income opportunities for retaining and recruiting teachers and staff.
2. Provide adequate, equitable and sustainable funding for the public school system, including funding for all day kindergarten.
3. ASBA to work with the Arizona Department of Education (ADE) on the state plan for the implementation of the Every Student Succeeds Act (ESSA), which is the new No Child Left Behind Act (NCLB).
4. ASBA to work with the Governor's Classrooms First Council, and the Legislature on funding formulas for schools.
5. ASBA to work with the State Board of Education on developing the new criteria for the Arizona Accountability System.
6. Restore Capital Funding and fund formulas to enable schools to comply with state school building minimum standards.
7. Require comparative and consistent Auditor General Reports for public (district and charter) schools.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board review, discuss, and prioritize its top priorities and direct the Board Secretary to submit those priorities to ASBA by May 20, 2016.

Superintendent 



## MEMORANDUM

MEMO TO: GOVERNING BOARD MEMBERS AND SUPERINTENDENTS

FROM: PAUL KULPINSKI, Legislative Committee Chair

DATE: April 15, 2016

SUBJECT: SUBMISSION OF PROPOSED ISSUES FOR CONSIDERATION FOR THE  
2017 POLITICAL AGENDA

I look forward to serving as your Legislative Committee Chair as we prepare for the Delegate Assembly and work to create a Political Agenda for the upcoming legislative session. I'm honored to be a part of this important process and look forward to hearing your proposals.

As you know, your input to the Legislative Committee is critical. This year we ask that you take a moment to review the current 2016 Political Agenda and reaffirm your top five priorities. Furthermore, please indicate two additional priorities you would like the Legislative Committee to consider. [Click here](#) to submit the form online or [here](#) to download the pdf version. Once submitted, these proposals will be compiled by staff and provided to the ASBA Legislative Committee for consideration. The Committee will then create a draft document that will be circulated to all governing boards and superintendents. This draft agenda will be the basis for discussion and final approval at the official Delegate Assembly on Saturday, September 10<sup>th</sup>. The timeline is as follows:

- Friday, May 20<sup>th</sup> – Proposed Items Due
- Friday June 3<sup>rd</sup> – Legislative Committee meets
- Week of June 20<sup>th</sup>– Legislative Committee recommendations sent to all governing board members and superintendents
- Saturday, September 10<sup>th</sup> – Delegate Assembly (Saturday morning following the Law Conference)
- November 2016 (TBD) – ASBA/AASBO/ASA Legislative Workshop

**As a reminder, you should schedule this item on an upcoming Board agenda for discussion. Please remember, only one submission per District and it must reflect the collective will of the Board. These proposals are due by the close of business on Friday, May 20, 2016.**

As you are aware, the 2016 Delegate Assembly will determine the positions of the Arizona School Boards Association for any future Special Sessions of the current legislature and for the First Regular Session of the Fifty-Third Legislature. In addition to submitting proposals, your board has the opportunity to help craft ASBA's advocacy stances by registering your district's delegate. Your delegate will represent your district at the Delegate Assembly, a critical meeting where the views of your district can be represented and discussed. The Delegate Assembly will be held on Saturday, September 10<sup>th</sup> at The Camelback Inn.

Thank you for your active participation in ASBA. If you have any questions, please call Darbi Jenkins, Governmental Relations Analyst at 602-254-1100 or 800-238-4701. You can also reach her by email at [djenkins@azsba.org](mailto:djenkins@azsba.org); she is happy to help answer any questions you may have. **Once again, all proposals are due by May 20, 2016.**

## **ISSUES FOR LEGISLATIVE COMMITTEE CONSIDERATION –**

### **2017 POLITICAL AGENDA**

The Governing Board of \_\_\_\_\_ School District presents the following issue(s) to the ASBA Legislative Committee as adopted by the Governing Board on \_\_\_\_\_.

#### **Top Five Priorities**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### **Additional items for consideration**

1. \_\_\_\_\_
2. \_\_\_\_\_

**PLEASE RETURN BY: MAY 20, 2016**

ASBA FAX #: 602.254.1177 OR EMAIL: [esanchez@azsba.org](mailto:esanchez@azsba.org)

Prefer to complete this form online? [Click here.](#)

[www.azsba.org](http://www.azsba.org)

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO:	Governing Board	<u>  X  </u>	Action
		<u>  X  </u>	Discussion
FROM:	Dr. Paul Stanton, Superintendent	<u>          </u>	Information
		<u>          </u>	1 <sup>st</sup> Reading

DATE: May 12, 2016

AGENDA ITEM: Possible Rescheduling of June 9, 2016 Governing Board Meeting

INITIATED BY:	<u>Tee Lambert, Governing Board Member</u>	SUBMITTED BY:	<u>Tee Lambert, Governing Board Member</u>
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PRESENTER AT GOVERNING BOARD MEETING: Tee Lambert, Governing Board Member

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BE

**SUPPORTING DATA**

Funding Source: N/A  
Budgeted: N/A

Per Board Policy BE, the Governing Board will discuss and possibly reschedule the Thursday, June 9, 2016 Governing Board meeting.

**SUMMARY AND RECOMMENDATION**

It is recommended that the Governing Board reschedule the June 9, 2016 Governing Board meeting to \_\_\_\_\_.

Superintendent 

**BE ©**  
**SCHOOL BOARD MEETINGS**

The Board shall transact all business at official meetings of the Board. These may be either regular or special meetings, defined as follows:

- Regular meeting - the usual official legal-action meeting, scheduled and held regularly.
- Special meeting - an official legal-action meeting called between scheduled regular meetings to consider only specifically identified topics.

Every meeting of the Board, regular or special, shall be open to the public except for an executive session that is held in accordance with state law. A "meeting" is defined as the gathering, in person or through technological devices, of a quorum of members of a public body to discuss, propose or take legal action, including any deliberations with respect to such action, that has been properly noticed, pursuant to Arizona Revised Statutes.

Notice of all Governing Board meetings, regular and special, shall be posted in compliance with the requirements prescribed by A.R.S. 38-431.02 and described in Board Policy BEDA.

**Regular Board Meetings**

The second (2nd) and fourth (4th) Thursdays of each calendar month are designated as the regular Board meeting dates, except July, November and December, which shall have one regular monthly meeting.

A regular meeting may be rescheduled or canceled:

- By majority vote of the Board when noticed as a meeting agenda item.
- By declaration of the Board President, or if the President is unavailable another member of the Board, in consultation with the Superintendent, when a significant event beyond the Board's control renders attendance at the meeting unsafe or unreasonable in light of the circumstance, such as:
  - Significantly inclement weather conditions, or
  - A local, state, or national emergency of a magnitude it intervenes to the extent that convening of the meeting is inadvisable.
- When the absence of a quorum of the Board will render the meeting impermissible.

Every regular meeting of the Board shall be open to the public, and 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.)

### **Special Board Meetings**

Special meetings may be called whenever deemed necessary. Written or telephoned notice of all special meetings shall be given to the members of the Board at least twenty-four (24) hours prior to the time stated for the meeting to convene. Said notice shall indicate the purpose of the special meeting. No business other than the matters specified in the notice shall be transacted at such meeting.

Adopted: November 18, 2010

#### **LEGAL REF.:**

A.R.S.

15-321

15-843

38-431 *et seq.*

A.G.O.

179-45

#### **CROSS REF.:**

BEC - Executive Sessions/Open Meetings

BEDA - Notification of Board Meetings

BEDB - Agenda

BEDC - Quorum

**WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6**

TO:	Governing Board	<u>      X      </u>	Action
FROM:	Dr. Paul Stanton, Superintendent	<u>      X      </u>	Discussion
DATE:	May 12, 2016	<u>                  </u>	Information
			1 <sup>st</sup> Reading

AGENDA ITEM: Bond Update for 2010 Authorization

INITIATED BY:	<u>Cathy Thompson, Director of Business Services</u>	SUBMITTED BY:	<u>Cathy Thompson, Director of Business Services</u>
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PRESENTER AT GOVERNING BOARD MEETING: Cathy Thompson, Director of Business Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

**SUPPORTING DATA**

Funding Source: N/A  
Budgeted: N/A

There will be a presentation related to the status of projects funded with proceeds from the bond authorization approved by voters in 2010.

The presentation will include an update of projects completed through March 2016 and an update of projects that are scheduled to be completed through August 2018.

**SUMMARY AND RECOMMENDATION**

No recommendation necessary.

Superintendent 



## Bond Update 2010 Voter Authorization

Washington Elementary School District

May 12, 2016

## School Improvement Bonds

- Voter approved funding – November 2010
- Authorized \$65 million
- Capital Improvements Specified:
  - Renovation and construction of school buildings
  - Site improvements at schools
  - Purchasing pupil transportation vehicles
  - Parking lot and roof work at Administrative Center
  - Roof repair and replacement at Operations Facility



## Projects Already Completed

Special Systems at  
schools - including  
AV/sound, intercoms,  
fire and intrusion –  
\$1,351,999

### Which Schools?

Acacia, Cholla, Manzanita, Maryland,  
Palo Verde, Roadrunner, Richard E.  
Miller, Sweetwater, Sunset,  
Sunnyslope, Washington

## Projects Already Completed

Safety and Security –  
fencing, replacing door  
hardware, exterior  
lighting –  
\$3,749,844

### Which Schools?

Cholla, Cactus Wren, Ironwood,  
Mountain Sky, Palo Verde,  
Orangewood, Roadrunner, Sahuaro,  
Sunburst, Sunset, Sweetwater,  
Tumbleweed, Washington

## Projects Already Completed

Site Improvements at  
schools – parking lots,  
concrete work,  
landscape

\$4,560,565

### Which Schools?

Acacia, Alta Vista, Cactus Wren,  
Desert View, Ironwood, John Jacobs,  
Mountain Sky, Mountain View,  
Ocotillo, Orangewood, Palo Verde,  
Richard E. Miller, Shaw Butte,  
Washington

## Projects Already Completed

Buildings – HVAC,  
roofing, flooring,  
electrical, windows,  
renovations, new  
construction

\$25,278,631

### Which Schools?

Acacia, Alta Vista, Cactus Wren,  
Chaparral, Cholla, Desert View,  
Ironwood, Lakeview, Manzanita,  
Maryland, Moon Mountain, Mountain  
Sky, Royal Palm, Ocotillo,  
Orangewood, Palo Verde, Royal  
Palm, Shaw Butte, Sunburst, Sunset,  
Sunnyslope, Sweetwater,  
Tumbleweed, Washington

## Projects Already Completed

Purchase of School  
Buses –  
\$3,073,567

Buses serve all schools.

## Improvement Projects Currently in Progress - \$13,559,228

Flooring, Special Systems, Large Renovations,  
Asphalt/Concrete, Irrigation Upgrades

Work will be done at following schools:

Alta Vista  
Desert View  
Ironwood  
Lakeview  
Palo Verde

Maryland  
Moon Mountain  
Mountain Sky  
Mountain View

## Improvement Projects Scheduled for 2017 - \$6,360,182

Roofing, HVAC, Small Renovations, Special Systems, Flooring,  
Asphalt/Concrete, Fencing

Work will be done at following locations:

Abraham Lincoln  
Cholla  
Maryland  
Sahuaro  
Washington

Acacia  
John Jacobs  
Mountain Sky  
Tumbleweed

Cactus Wren  
Lakeview

## Improvement Projects Scheduled for 2018 - \$3,628,082

Roofing, HVAC, Small Renovations, Special Systems, Flooring,  
Asphalt/Concrete, Fencing

Work is being done at following locations:

Abraham Lincoln  
Cholla  
Maryland  
Sahuaro  
Washington

Acacia  
John Jacobs  
Mountain Sky  
Tumbleweed

Cactus Wren  
Lakeview

## Current Status of Bond Plan

- The original bond plan included capital funding provided by the state. That funding source has been reduced since 2011.
- Limited funding may delay some originally planned projects into future plans.
- Door hardware upgrades and replacement of failing intercom systems at several sites were not scheduled in the original plan. Because these items could affect student safety, the projects were added to the plan and funded with bond proceeds.
- Due to facility age and condition, priorities have changed related to building systems at schools since 2010 and the scope of some projects may have changed.



Questions?

