

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

DATE: May 14, 2015

TIME: Regular Meeting 7:00 p.m. – Board Room

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

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

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

I. REGULAR MEETING

A. Call to Order and Roll Call

B. Moment of Silence and Meditation

C. Pledge of Allegiance

D. Adoption of the Regular Meeting Agenda

Motion _____ Second _____ Vote _____

E. Approval of the Minutes

1-8

It is recommended that the Governing Board approve the Minutes of the April 23, 2015 Regular Meeting (all Governing Board members were present).

Motion _____ Second _____ Vote _____

F. Current Events and Acknowledgments: Governing Board and Superintendent

G. Celebrations of Successful Programs

Perry Mason, Principal of Mountain Sky Junior High School, will share information regarding Rachel's Challenge, which is a national non-profit organization dedicated to creating safe, connected school environments that feature random acts of kindness for others.

H. Public Participation**

- Members of the public may address the Governing Board during this portion of the agenda in regard to non-agenda items (not to exceed three (3) minutes at chair's discretion. 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.)

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

Motion _____ Second _____ Vote _____

II. CONSENT AGENDA

- *A. Approval/Ratification of Vouchers 9
The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of materials, equipment, salaries and services.
- *B. Personnel Items 10-15
Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes.
- *C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) 16-17
1. Aetna Foundation, Inc. donated a check in the amount of \$325.00 for the benefit of students at Ironwood Elementary School.
 2. Arizona Diamondbacks donated 150 baseball tickets with an approximate value of \$3,000.00 to be used as an incentive reward for the WESD 2014-2015 truancy program "Be Cool Come to School" good attendance campaign.
 3. Donors Choose.Org donated a 3D printer with an approximate value of \$1,700.00 for the benefit of students in the Gifted Program at Orangewood School.
 4. Farmers Insurance Thank America's Teachers (partnered with Adopt-a-Classroom) donated eight classroom licenses of Headsprout and related headsets with an approximate value of \$2,500.00 to benefit students at Abraham Lincoln Traditional School.
 5. Farmers Insurance Thank America's Teachers (partnered with Adopt-a-Classroom) donated Backpack sets with an approximate value of \$2,500.00 to benefit students at Abraham Lincoln Traditional School.
 6. General Mills Box Tops for Education donated a check in the amount of \$5,000.50 for the benefit of students at Maryland School.
 7. General Mills Box Tops for Education donated a check in the amount of \$319.20 to purchase art supplies and materials for the benefit of students at Moon Mountain Elementary School.
 8. GFWC Washington Woman's Club, Inc. donated a check in the amount of \$5,000.00 to purchase instruments for the benefit of the music programs at Royal Palm Middle School.
 9. Clorinda Graziano donated a Knilling full size violin including case and accessories with an approximate value of \$300.00 for the benefit of students in the strings class at Chaparral Elementary School.
 10. Ironwood Parent/Teacher Organization donated a check in the amount of \$5,739.35 for the purchase and installation of a SMART Board to benefit classroom students at Ironwood Elementary School.
 11. Kroger/Fry's Food Stores donated a check in the amount of \$752.97 from the Community Rewards Program to benefit students at Ironwood Elementary School.
 12. McCarthy Construction donated Taylor Swift concert tickets with an approximate value of \$770.00 for the benefit of students in the After-school Academy program.
 13. Moore Co., Inc. donated innovation, ergonomically-designed classroom furnishings (prototype "shapes" desks, "cloud" tables, flipper tables, modular display board and cantilever chairs) with an approximate value of \$41,075.00 to enhance STEAM-based classroom activities in the art and gifted classrooms at Orangewood School.

II. CONSENT AGENDA (continued)

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

14. North Phoenix Kiwanis Club donated twenty \$25.00 fuel cards with a value of \$500.00 to benefit families in the McKinney-Vento Homeless Assistance Program.
15. Summerwinds-West Bell donated a Chinese Elm tree in memory of Courtney Wood, a former student, to Chaparral Elementary School.
16. Washington Education Foundation donated a check in the amount of \$500.00 for the benefit of the WESD Retiree Reception.
17. Wolz Florist donated flowers with an approximate value of \$500.00 for the WESD Lamp of Learning Celebration.

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

18-175

1. Mandy Taylor, Lookout Mountain Elementary School, submitted an out-of-county/state field trip to Catalina Island Marine Institute (CIMI), Catalina Island, CA, November 15-18, 2015, for 6th grade students at a cost of \$56,237.25.
2. Patti Mitchell, Moon Mountain Elementary School, submitted an out-of-county/state field trip to National Operation Tone-Up Challenge, Hermosa Beach, CA, May 21-22, 2015, for 4th grade students at a cost of \$3,895.00.
3. Kirsten Dukeshier, Mountain Sky Junior High School, submitted an out-of-county/state field trip to Forum Music Festival, Cypress College, Anaheim, CA, and Disneyland, Anaheim, CA, May 13-15, 2016, for 7th and 8th grade students at a cost of \$64,507.00.
4. John Vasey, Orangewood School, submitted an out-of-county/state field trip to Lee's Ferry and Horseshoe Bend, Marble Canyon, AZ, Sky Y Camp, Prescott, AZ, and Goldwater Lake, Prescott, AZ, October 4-9, 2015, for 6th grade students at a cost of \$20,225.00.
5. John Vasey, Orangewood School, submitted an out-of-county/state field trip to Hoover Dam, Boulder City, NV, Colorado River, Willow Beach, AZ, Sky Y Camp, Prescott, AZ, and Goldwater Lake, Prescott, AZ, October 6-9, 2015, for 6th grade students at a cost of \$19,880.00.
6. John Vasey, Orangewood School, submitted an out-of-county/state field trip to University of Arizona Flandrau Planetarium, Tucson, AZ, November 6, 2015, for 6th grade students at a cost of \$1,259.00.
7. John Vasey, Orangewood School, submitted an out-of-county/state field trip to University of Arizona Flandrau Planetarium, Tucson, AZ, November 13, 2015, for 6th grade students at a cost of \$1,259.00.
8. John Vasey, Orangewood School, submitted an out-of-county/state field trip to University of Arizona Flandrau Planetarium, Tucson, AZ, November 20, 2015, for 6th grade students at a cost of \$1,259.00.
9. Dianna Bonney, Orangewood School, submitted an out-of-county/state field trip to Camp Colley, Payson, AZ, Moqui Fire Lookout Tower and Blue Ridge Reservoir (Cragin Reservoir), Coconino National Forest, Coconino County, AZ, October 6-8, 2015, for 5th-7th grade students at a cost of \$3,200.00.

II. CONSENT AGENDA (continued)

*E.	Out-of-State Travel	176-177
1.	Dr. Paul H. Stanton, Superintendent; Dr. Linda Jean Bailey, Assistant Superintendent; Janet A. Sullivan, Assistant Superintendent; Justin Peter Wing, Director of Human Resources; Dr. Janet Kinahan Altersitz, Administrator of Professional Development; Shannon Beth Bonnette, Principal at Richard E. Miller Elementary School; Rebecca Marlene Potavin, Principal at Maryland School; Michael Stephen Waters, Principal at Mountain View School; Tracy Maynard, Principal at Shaw Butte Elementary School; and Steven Murosky, Principal at Ocotillo Elementary School, to attend the University of Virginia Turnaround Program – Cohort 11 Summer Session, June 20-24, 2015, in Charlottesville, VA, at no cost to the District.	
*F.	Award of Contract – Bid No. 15.001, Apparel and Accessories	178-179
*G.	Award of Contract – RFP No. 15.002, Grocery and Retail Supplies, to Costco Wholesale #490	180
*H.	Award of Contract – Bid No. 15.004, Private Day Schools and Ancillary Services	181-182
*I.	Award of Contract – Bid No. 15.005, Special Education Services	183-184
*J.	Award of Contract – Bid No. 15.012, Used Perfection Four-Color Offset Conventional Stream Fed Press	185-186
*K.	Extension and Renewal of Annual Contract for Specified Goods and Services	187-188
*L.	Annual Intergovernmental Cooperative Purchase Agreement with the Strategic Alliance for Volume Expenditures (SAVE)	189-190
*M.	Renewal of Intergovernmental Agreement with the City of Phoenix for the Head Start Program and Approval of the WESD Head Start Program Planning 2015-2016	191-264
*N.	Agreement with <i>Interlingua</i> to Provide Spanish Classes to MAP Center Students at Sahuaro Elementary School	265-271
*O.	Approval of Memorandum of Understanding with NAU for the Foster Grandparents Program at Desert View Elementary School	272-282
*P.	Acceptance of the Musical Instrument Museum Grant in the Amount of \$12,500.00, the Foresters Grant in the Amount of \$2,453.00, and the 2015 We Love It Here Grant in the Amount of \$5,000.00	283

III. RECESSING OF REGULAR MEETING FOR PUBLIC HEARING

IV. PUBLIC HEARING

A.	Annual Expenditure Budget Revision #2 for Fiscal Year 2014-2015	284
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V. RECESSING OF PUBLIC HEARING FOR REGULAR MEETING

VI. ACTION / DISCUSSION ITEMS

A.	Annual Expenditure Budget Revision #2 for Fiscal Year 2014-2015 (David Velazquez)	285-311
	Motion _____ Second _____ Vote _____	

VI. ACTION / DISCUSSION ITEMS (continued)

B. 2015-2016 School and Employee Calendars (Dr. Maggie Westhoff)

312-323

Motion _____ Second _____ Vote _____

VII. INFORMATION / DISCUSSION ITEM

A. Arizona School Boards Association's Legislative Agenda Proposals (Dr. Susan J. Cook)

324-326

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 602-347-2609 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

2014-2015

April 23, 2015

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

I. REGULAR MEETING – GENERAL FUNCTION

A. Call to Order and Roll Call

Mrs. Lambert called the meeting to order at 7:01 p.m. Governing Board members constituting a quorum were present: Mrs. Tee Lambert, Mr. Bill Adams, Ms. Clorinda Graziano, Mr. Larry Herrera, and Mr. Aaron Jahneke.

B. Moment of Silence and Meditation

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

C. Pledge of Allegiance

Mrs. Lambert led the Pledge of Allegiance.

D. Adoption of the Regular Meeting Agenda

A motion was made by Mr. Adams that the Governing Board adopt the Regular Meeting Agenda. The motion was seconded by Ms. Graziano. The motion carried.

UNANIMOUS

E. Approval of the Minutes

A motion was made by Mr. Jahneke that the Governing Board approve the Minutes of the April 9, 2015 Executive Session and Regular Meeting. The motion was seconded by Mr. Herrera. The motion carried.

UNANIMOUS

F. Current Events and Acknowledgments: Governing Board and Superintendent

Mr. Adams shared the following comments:

- Enjoyed visiting Tumbleweed Elementary School where the classrooms were inviting and the children were very attentive. He enjoyed visiting with teachers Megan Mukai, Maggie Linneer, and Peggy Pitts; and social worker Amanda Quine. He stated he was proud and appreciative of the staff's work and commitment.
- Enjoyed attending the Business Advisory Team meeting. He thanked Jill Hicks and her team for arranging the amazing event.

Mr. Jahneke shared that he enjoyed attending the Sunnyslope Kiwanis dinner where Dr. Cook was honored.

Ms. Graziano made the following comments:

- Enjoyed attending the Arizona School Public Relations Association (ASPRA) Superintendent's Luncheon where Dr. Cook was honored with the Award of Excellence. Dr. Cook was the only Arizona superintendent to receive an award this year.
- Thanked everyone involved in preparing for the AZ Merit testing. She expressed her appreciation to the District administrators who went to the schools to assist.

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- Enjoyed attending the Kiwanis dinner and thanked Jill Hicks for her part in honoring Dr. Cook.
- Enjoyed attending the Regional Choral Festival at Cholla Middle School. Moon Valley High School students also participated. She was impressed with Cholla Principal Phil Garitson for acknowledging, by name, the senior high school students who had attended Cholla Middle School. Ms. Graziano appreciated that this is a District-wide culture that the Principals know their students by name. She stated that the personal interaction was what kept the students engaged and in school.
- Enjoyed attending the Business Advisory Team meeting where the Stanton family was honored. She thanked Jill Hicks and her team for their efforts.

Mr. Herrera made the following comments:

- Enjoyed attending the ASPRA Superintendent's Luncheon where Dr. Cook was honored.
- Enjoyed attending the Kiwanis Dinner.
- Enjoyed attending the Business Advisory Team meeting.
- Enjoyed visiting Richard E. Miller Elementary School. He stated it was a phenomenal school with a phenomenal staff and wonderful students.

Mrs. Lambert made the following comments:

- Appreciated the invitations to attend all of the events previously mentioned by Board members.
- Enjoyed attending the Business Advisory Team (BAT) meeting where over 300 people attended and thanked Jill Hicks for her hard work. She thanked the Renaissance Phoenix Downtown for providing the venue since the BAT group was too large to hold the meeting in the Administrative Center. Mrs. Lambert stated that the BAT allows the surrounding business community, faith-based organizations, and neighborhood community groups to develop relationships to make the District stronger. The Stanton family was honored for their service to the District, the community, and public education. Phoenix Mayor Greg Stanton was the keynote speaker. Mrs. Lambert said the celebration of the District's food drive was very touching.
- Advised that Dr. Jennifer Johnson, Deputy Superintendent of Programs and Policy, was leaving the Arizona Department of Education (ADE) to pursue new career opportunities. Mrs. Lambert stated she will be missed and encouraged people to write Dr. Johnson at the ADE and thank her for her efforts for education.

Dr. Cook acknowledged the donation of 180 port switches to the District from a local business, Logicalis, who would not assign a dollar value to them. Dr. Cook stated that the donation did not require Governing Board approval because the dollar value was not \$300.00 or more. However, the District will be able to make very good use of the port switches and Mrs. Lambert was asked to sign an acknowledgement letter to the company.

G. Celebrations of Successful Programs

Dr. Cook introduced Mr. Daniel Fisher, Administrator for New Beginnings Academy (NBA), who presented information on how the school is offering students a fresh start to improve their academics and behaviors. Mr. Fisher introduced Ulises Mendoza, 8th grade student at Desert Foothills Junior High School and a former NBA student, who has made positive changes in his life and is doing well behaviorally and academically. Mr. Fisher acknowledged Ulises' mother, NBA language arts teacher Gaye Sims, and NBA social studies teacher Brandon Price

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who attended the meeting. Ulises was asked to go to the dais so that the Governing Board members could personally acknowledge his efforts. Mrs. Lambert thanked Mr. Fisher and his staff for their hard work and stated she was pleased with the success of the program.

H. Public Participation

There was public participation. Ms. Erica Jean Kenney was a spokesperson for her colleagues in opposition of the approval to hire the Director of Transportation on Agenda Item *II.B. – Personnel Items. Ms. Kenney spoke in support of hiring Tony Mlynek as the Director of Transportation. Mrs. Lambert acknowledged the receipt of Public Participation Speaker Comment forms from Amanda Carlson, Rita Goldstein, Angela Harris, Justin Munster, Stephanie Nichols, and Zachary Young who supported the comments made by Ms. Kenney regarding Tony Mlynek.

I. Approval of the Consent Agenda

UNANIMOUS

Mr. Adams requested that Item *II.B. – Personnel Items be pulled from the Consent Agenda for separate consideration.

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

II. CONSENT AGENDA

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

UNANIMOUS

Approved and ratified the vouchers as presented.

***B. Personnel Items**

UNANIMOUS

A motion was made by Mr. Adams that the Governing Board approve Consent Agenda item *II.B. – Personnel Items as presented. The motion was seconded by Ms. Graziano. The motion carried.

Dr. Cook introduced Mr. Chance Whiteman, the new Principal at Sunnyslope School. Dr. Cook acknowledged Sunnyslope staff members and Site Council members who were present to show their support of Mr. Whiteman. Dr. Cook recognized the legacy that Principal Lori Ritz will be leaving at Sunnyslope School. Mr. Whiteman stated he had attended Ocotillo and Palo Verde schools and thanked the Governing Board for the opportunity to work at Sunnyslope.

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

UNANIMOUS

Approved the public gifts and donations as presented.

1. Bethel Lutheran Church donated a check in the amount of \$1,000.00 for the benefit of students at Washington Elementary School.
2. Richard E. Miller Parent/Teacher Organization donated checks totaling \$2,437.20 to purchase library books for the benefit of students at Richard E. Miller Elementary School.
3. Richard E. Miller Parent/Teacher Organization donated a check in the amount of \$2,324.81 for the purchase and installation of a SMART Board to benefit classroom students at Richard E. Miller Elementary School.

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4. Walnut Canyon Press donated 4,130 copies of the book Arizona: Nations and Art (honoring Arizona Native American art and culture) with a value of \$17,552.50 for the benefit of all 4th grade students in the Washington Elementary School District.

- *D. Addendum to the Food Program Permanent Service Agreement for the Summer Food Service Program** **UNANIMOUS**
- *E. Renewal of Intergovernmental Agreement with Mesa Unified School District for the Mesa Distance Learning Program** **UNANIMOUS**

III. ACTION / DISCUSSION ITEM

- A. To Consider and, if Deemed Advisable, to Adopt a Resolution Authorizing the Issuance and Sale of School Improvement Bonds for the School District** **UNANIMOUS**

Dr. Cook advised the Governing Board that they were being asked to consider the issuance and sale of bonds through the Maricopa County Treasurer's office and introduced Ms. Cathy Thompson, Director of Business Services, to provide information.

Ms. Thompson stated that there was a need for a bond sale to enable the District to begin design work on projects scheduled for completion in 2016. Ms. Thompson introduced Ms. Erika Miller from Stifel, Nicolaus & Company to provide information. Ms. Thompson acknowledged that Mr. Jim Giel from Gust Rosenfeld, legal counsel for bond sales, was present to answer questions.

Ms. Miller advised the Board that the proposed bond sale of not to exceed \$5,000,000 in Class B bonds would be similar to last year's bond sale. She stated that the placement with the Maricopa County Treasurer's office was a win-win situation for the District and the Maricopa County Treasurer. She reported that the rates would be competitive and the closing would be on or around May 12, 2015.

Ms. Graziano asked what the interest rate would be for the bond sale. Ms. Miller responded that the current U.S. Treasury rate was approximately 1.5%.

Ms. Graziano asked if the interest rate was comparable to previous bond sales. Ms. Thompson replied that the current interest rate was approximately the same as previous bond sales and was guaranteed not to exceed 3.0% per annum. Ms. Thompson stated that if the interest rate exceeded 3.0%, the Board would be asked to consider a new proposal.

A motion was made by Mr. Jahneke that the Governing Board adopt a Resolution authorizing the issuance and sale of School Improvement Bonds for the District in an amount not to exceed \$5,000,000.00. The motion was seconded by Mr. Herrera. The motion carried.

IV. INFORMATION / DISCUSSION ITEM

- A. Special Education Update**

Dr. Cook advised the Board that Ms. Graziano had requested a future agenda item regarding the special education programs, including costs. Dr. Cook introduced Dr. Craig Carter, Director of Special Services, who, in turn, introduced members of his staff who were in attendance: Dr. Christina Hanel, Lead Psychologist; Dr. Oscar

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Meehling, former Psychologist; Dr. Deborah Meehling, Search to Serve Coordinator; and Dr. Monica Marin, Administrator. Dr. Carter stated he was fortunate to have a staff of dedicated, caring individuals who keep the students' best interests in mind. Dr. Carter provided information for the following:

- Special education census count
- WESD special education programs
- Students served in private schools
- Special education revenue and costs compared to general education students

Dr. Carter reported that when the Individuals with Disabilities Education Act (IDEA) was enacted in 1975, Congress promised to fund 40% of the average national per pupil expenditure, however, the District received approximately 16% of actual full funding. Dr. Carter stated that there was a broken promise to fully fund IDEA which created a \$53 million funding gap. Thus, the system for funding special education is broken. Yet, the District is expected to provide appropriate services to meet each child's unique needs, provide quality instruction by a caring, dedicated staff with the right tools, and ensure some level of meaningful progress that can be measured.

Mr. Herrera asked how much of the State Medicaid was included in M&O and was there any State Medicaid funding besides Federal Medicaid funding. Dr. Carter responded that the Medicaid funds were part of the \$5.3 million Federal Funds shown on the chart on page 66. Ms. Thompson replied that there was no State Medicaid, only Federal Medicaid. Ms. Thompson reported that last year, the District received approximately \$4.7 million IDEA funding and approximately \$650,000-\$700,000 from Medicaid, but had previously received about \$2.8 million. Dr. Carter stated that the \$4.7 million IDEA funding was approximately 16% of the full Federal funding amount. He reported that the closest the District received to full funding was 33% with the addition of stimulus dollars. Dr. Carter asked the audience to think about what the District could do if the \$4.7 million were doubled to get to a 40% funding level and receive an additional \$4 million of fully funded IDEA.

Mr. Adams made the following comments:

- Thanked Dr. Carter for the informative presentation and asked about the migration of students after the 100 day count – what percent of students came from the private sector or charter schools? Dr. Carter reported that he did not have a definitive response, however, there were many “in and out” moves by students. Dr. Carter stated that there were 85 pending evaluations for preschool children. He said that a student could be screened, evaluated, have an IEP written, and then move away. Dr. Meehling stated that the incoming preschool children pending evaluations was a good predictor of future growth. Janet Sullivan noted that the information on page 52 indicated an increase of 214 special education students from the October 1 date. Ms. Sullivan reported that there was a large turnover of school age special education students and that the October 1 figures did not accurately reflect the total number of students served by the District. She stated that the October 1 student count was used for Federal funding and that the State used the 100th day count for funding.
- Very frustrating to go through the entire process and then the student moves away. Does the District have to accept all students, regardless of their needs? Dr. Carter replied that the Federal law is based on the concept of zero rejects. Dr. Carter reported that regardless of a child's severity of condition or need, the District is obligated to actively identify, evaluate, determine eligibility, and provide services based on the child's needs.

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- Is there a benchmark where the District can reject a student due to the severity of their condition? Dr. Carter reported that all children are provided services, e.g., specialized services at Sweetwater School or Upward Foundation; or homebound instruction due to a serious medical condition.
- Stated that he had a family member with special needs and has had the opportunity to meet the special education teachers during school site visits. Mr. Adams stated that while all teachers are compassionate, there was something special and unique about the special education teachers, aides, transportation employees, and everyone who comes in contact with the students. He thanked everyone for everything they do for the students.

Mr. Jahneke expressed his gratitude to Dr. Carter and his staff. Mr. Jahneke mentioned that his sister was able to receive a Bachelor's degree in journalism because of the services she received from the District's Special Services Department.

Mrs. Lambert thanked Dr. Carter for the information. She stated that she had heard great things about the District's Special Services Department at the Arizona Department of Education (ADE) and in the community; and was proud that the District delivers great service to the students. Mrs. Lambert appreciated the points made in the presentation regarding the cost to deliver these services to our students versus what the District had received in funding. She stated that the funding does not meet the needs for regular education students and there was a much larger gap for special education students. Mrs. Lambert asked Dr. Carter to advise his staff that she understands the challenges that they face and that she appreciates the work that they do. Dr. Carter, in turn, thanked the Governing Board for its support for the Department.

Ms. Graziano made the following comments:

- Thanked Dr. Carter for compiling the information.
- Referred to Table 1 on page 52 – are the WESD % and AZ % based on special education students and not the whole student population? Dr. Carter responded that the percentages were based on the number of special education students for a specific category, e.g., autism, developmental delayed, emotional disability.
- Referred to Table 1 on page 52 – Mild, Moderate, and Severe Intellectual Disability – are there certain categories that are more likely to be in a mainstreamed classroom as opposed to a self-contained classroom or does it vary depending on the disability? Dr. Carter stated that one of the challenges faced was that frequently attitude drives placement determinations. He said the department supports a traditional service delivery model meaning that they have a full continuum of services that are highlighted in terms of specialized classrooms with approximately 2/3 of our children who receive support through our resource pullout model. There are families who have children who are anywhere along the continuum of disability from mild, moderate to severe who believe in the premise that the more natural the environment is for the child, the better life outcomes there are for children in terms of what their future environment should look like. Therefore, while we do not philosophically embrace an inclusionary model in practice, individually determined, we support inclusive educational practices. Dr. Carter stated that if one was to visit our schools, out of the 224 children identified as autistic, they would probably only be serving about half of that population in specialized autism

classrooms. The other half would be at their home schools being fully supported with resource teachers with the help of an assistant.

- “I know there are 112 self-contained classrooms, but out of the 3,264 school age special education students, how many are full-time in the regular education, mainstreamed classrooms and how many are in the 112 self-contained classrooms?” Dr. Carter advised that if a child receives 60% of their instructional day by a special education teacher, they are called self-contained, which is about 1/3 of the special education population (approximately 1,000 students). The other 2/3 of the children are receiving services at their home school in a pullout model.
- Do the tuitioned out schools where students are sent accept the Arizona weighted out funding for payment or do they charge the full cost to educate those children? Dr. Carter advised that they do not accept the Arizona weighted funding for payment. He said there was always an excess cost which was the funding gap between the funding received and the additional cost. Ms. Graziano stated that she asked the question in order to point out that it does cost a great deal to educate those students and the District was responsible for the additional cost, whether in-District or elsewhere.
- Referred to Table 6 on page 60 – the count is 3,234 and the weighted count is 2,964 – does that mean we get funding for approximately 6,200 students? Dr. Carter confirmed that Ms. Graziano was correct.
- Referred to Revenue and Costs on page 60 – stated that it costs approximately twice as much to educate a special education student, on average, as it does for a regular education student, so the District should be receiving the same amount times two, but it is not. Therefore, the District is not receiving enough funding to educate the special education students.
- Reported that her niece had reading development issues and was provided special services assistance. Her niece recently graduated with a Master’s degree and had accommodations through special services throughout her educational years.
- Thanked Dr. Carter and his staff for everything they do because they do change lives. She appreciated the presentation to educate the public.

Dr. Carter thanked Cathy Thompson and her team for gathering the data for the presentation.

Dr. Cook acknowledged Dr. Carter not only for his tenure in the District, but also for the leadership role he takes across the state. She reported that there was not a meeting that he attends, e.g., at the Arizona Department of Education or any convention, where his leadership was not recognized in the field of special education. Dr. Cook stated that the District is fortunate to have Dr. Carter in its employ and hopes that he stays in the District for a long time.

Because this report was so well done, Ms. Graziano made a suggestion to have a few people in the Special Services Department put together a presentation (not just the PowerPoint) and make appointments with some of our State and Federal Legislators to educate them about the special education programs and funding challenges. Mrs. Lambert asked Dr. Cook to pursue the possibility of Ms. Graziano’s suggestion. Dr. Cook stated it was possible to have people who fully understood this report, because it was complicated, to share the information with our Legislators. Dr. Cook will work with Dr. Carter on the project.

V. FUTURE AGENDA ITEMS

There were no future agenda items.

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VI. ADJOURNMENT

UNANIMOUS

A motion was made by Mr. Adams to adjourn the meeting at 8:16 p.m. The motion was seconded by Mr. Jahneke. The motion carried.

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

April 23, 2015

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 DATE: May 14, 2015 Information
 AGENDA ITEM: *Approval/Ratification of Vouchers 1st Reading

INITIATED BY: Elizabeth Martinez, Accounting Manager
 SUBMITTED BY: David Velazquez, Director of Finance

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

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

SUPPORTING DATA

Funding Source: Various
 Budgeted: Yes

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

APPROVE/RATIFY FY14/15 PAYROLL VOUCHERS (warrants for services and materials, payroll expense):

04/17/15	2,899,390.70
05/01/15	2,866,929.43
Totals:	5,766,320.13

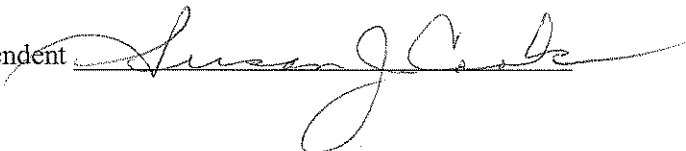
APPROVE/RATIFY FY 14/15 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

04/10/15	20,877.50
04/15/15	1,677,330.22
04/22/15	4,676,511.69
04/23/15	1,751.25
04/29/15	1,459,875.63
Totals:	7,836,346.29

SUMMARY AND RECOMMENDATION

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

Superintendent



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

Agenda Item *II.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Personnel Items 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

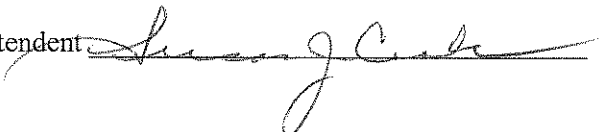
Funding Source: Various
Budgeted: Yes

The attached personnel actions are presented for approval.

SUMMARY AND RECOMMENDATION

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

Superintendent



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

Agenda Item *II.B.

RECOMMENDED PERSONNEL ACTIONS

May 14, 2015

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

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Fountain	Timothy	Principal	Manzanita	Resignation	5	6/10/2015
Patterson	Carol	Principal	Palo Verde	Resignation	5	6/10/2015

B. CERTIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Alberta	Melanie	Teacher-Reading	Maryland	Resignation	1	5/29/2015
Ardelean	Jonathan	Academic Intervention Specialist	Cholla	Resignation	2	5/29/2015
Austin	Kristin	Teacher-Kindergarten	Sunset	Resignation	2	5/29/2015
Azucena	Parra	Teacher-Language Arts	Royal Palm	Resignation	11	5/29/2015
Bahr	RoKaye	Teacher-3rd Grade	Chaparral	Resignation	13	5/29/2015
Banda	Regan	Teacher-Music	Arroyo	Resignation	1	5/29/2015
Barnett	Cheryl	Teacher-Science	Cholla	Resignation	7	5/29/2015
Bembenek	Alexandrea	Teacher-2nd Grade	Lakeview	Resignation	2	5/29/2015
Betz	Emily	Teacher-PE	Acacia/Manzanita	Resignation	1	5/29/2015
Bhagal	Premjit	Teacher-Read 180	Palo Verde	Resignation	13	5/29/2015
Blackman	Keith	Teacher-Science	Desert Foothills	Resignation	7	5/29/2015
Bligh	Molly	Teacher-3rd Grade	Shaw Butte	Resignation	1	5/29/2015
Bloch	Jay	Teacher-6th Grade	Alta Vista	Resignation	10	5/29/2015
Borja	Lola	Teacher-Special Needs Preschool	Manzanita	Resignation	2	5/29/2015
Bradburn	Brittan	Speech Therapist	Special Services	Resignation	1	5/29/2015
Brockett	Kelsey	Teacher-Kindergarten	John Jacobs	Resignation	3	5/29/2015
Brooks	Theresa	Teacher-6th Grade	Maryland	Retirement	3	5/29/2015
Callahan	Rosalyn	Academic Intervention Specialist	Moon Mountain	Retirement	9	5/29/2015
Carl	Breanna	Teacher-Kindergarten	Acacia	Resignation	2	5/29/2015
Carroll	Elizabeth	Teacher-3rd Grade	Lookout Mountain	Resignation	7	5/29/2015
Casto	Crystal	Teacher-1st Grade	Alta Vista	Resignation	1	5/29/2015
Chalik	Antone	Academic Intervention Specialist	Desert Foothills	Retirement	7	5/29/2015
Chorney	Marie	Teacher-4th Grade	Mountain View	Leave of Absence for FY 15-16		6/30/2015
Collier	Tiffany	Teacher-4th Grade	Washington	Resignation	9	5/29/2015
Conrad	Anthony	Teacher-Math	Palo Verde	Resignation	2	5/29/2015
Corbin	Karen	Academic Intervention Specialist	Acacia	Resignation	8	5/29/2015
Cunningham	Daniele	Speech Therapist	Special Services	Leave of Absence for FY 15-16		6/30/2015
Cyr	Michelle	Speech Therapist	Special Services	Resignation	6 mo.	5/29/2015
Davids	Francine	Speech Therapist	Special Services	Resignation	2	5/29/2015
Destree	Heather	Teacher-4th Grade	Acacia	Resignation	12	5/29/2015
DiLello	Carolyn	Academic Intervention Specialist	Lookout Mountain	Resignation	2	5/29/2015
Elkus	Sarah	Teacher-5th Grade	Shaw Butte	Resignation	1	5/29/2015
Ettinger	Allison	Teacher-Language Arts	Cholla	Resignation	4	5/29/2015
Falgione	Matt	Teacher-Math	Mountain View	Resignation	3	5/29/2015
Farmer	Alan	Teacher-6th Grade	Shaw Butte	Resignation	8	5/29/2015
Fischer	Patricia	Teacher-3rd Grade	Moon Mountain	Resignation	9	5/29/2015
Fisher	LaShea'	Teacher-2nd Grade	Alta Vista	Resignation	2	5/29/2015

RECOMMENDED PERSONNEL ACTIONS

May 14, 2015

B. CERTIFIED (continued)

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Flosman	Yvonne	Teacher-Language Arts	Palo Verde	Resignation	18	5/29/2015
Gerlick	Emily	Teacher-CCSC	Washington	Resignation	2	5/29/2015
Gonzalez	Karina	Teacher-2nd Grade	Sunburst	Resignation	9	5/29/2015
Gonzalez-Chavira	Angelica	Teacher-3rd Grade	Moon Mountain	Resignation	1	5/29/2015
Goodman	Cassandra	Teacher-LD	Manzanita	Leave of Absence for FY 15-16		6/30/2015
Goold	Jessica	Teacher-3rd Grade	Sahuaro	Resignation	4	5/29/2015
Hendrickson	Joslyn	Teacher-2nd Grade	Orangewood	Resignation	1	5/29/2015
Hiebert	Danielle	Teacher-1st Grade	Ocotillo	Resignation	1	5/29/2015
Holt	Jacob	Teacher-5th Grade	Roadrunner	Resignation	3	5/29/2015
Houser	Dorothy	Teacher-Gifted	Sweetwater/Arroyo	Resignation	5	5/29/2015
Hutchins	James	Teacher-Music	Sunburst/ Roadrunner	Resignation	3	5/29/2015
Jimenez Vazquez	Gisela	Teacher-3rd Grade	Maryland	Resignation	1	5/29/2015
Johnson	Karen	Special Service Specialist	Cactus Wren	Retirement	3	6/30/2016
Kannel	Alex	Academic Intervention Specialist	Palo Verde	Resignation	3	5/29/2015
Kardas	Naida	Teacher-2nd Grade	Shaw Butte	Resignation	2	5/29/2015
Kennedy	Lorie	Teacher-PE	Arroyo	Resignation	1	5/29/2015
Kiernan	Tracie	Teacher-Art	Sweetwater	Leave of Absence for FY 15-16		6/30/2015
Koke	Victoria	Teacher-Kindergarten	Mountain View	Resignation	2	4/30/2015
Lanuzza	David	Teacher-5th Grade	Moon Mountain	Resignation	7	5/29/2015
Lawrence	Aleksandra	Teacher-4th Grade	Sunset	Resignation	4	5/29/2015
Levandowski	Laura	Teacher-2nd Grade	Roadrunner	Revised Resignation Date	5	5/8/2015
Ludden	Lyndsay	Program Coach	Sunnyslope	Resignation	8	6/10/2015
Malmgren	Rheanne	Teacher-Science	Royal Palm	Resignation	4	5/29/2015
Morello	Cheri	Teacher-4th Grade	Sunburst	Leave of Absence for FY 15-16		6/30/2015
Napier	Carol	Academic Intervention Specialist	Sweetwater	Retirement	3	5/29/2015
Opalka	Becky	Teacher-Language Arts	Cholla	Resignation	7	5/29/2015
Ostapuk	Claire	Teacher-6th Grade	Lookout Mountain	Resignation	7	5/29/2015
Otterbein	Rhonda	Teacher-2nd Grade	Shaw Butte	Resignation	9	5/29/2015
Pagnotta	Peter	Teacher-CCB/SC	Moon Mountain	Resignation	1	5/29/2015
Paige	Deirdre	Teacher-Language Arts	Desert Foothills	Resignation	9	5/29/2015
Pennachio	Joan	Academic Intervention Specialist	Cholla	Resignation	9	5/29/2015
Pepper	Dena	Teacher-1st Grade	Alta Vista	Resignation	1	
Phillips	Andrea	Teacher-Read 180	Desert Foothills	Resignation	10	5/29/2015
Phillips	Candace	Teacher-Math	Cholla	Resignation	2	5/29/2015
Prankard	Kaitlin	Teacher-1st Grade	Lakeview	Resignation	3	5/29/2015
Prose	Yarizeth	Teacher-Art	Desert View	Resignation	5	5/29/2015
Purtell	Chelsea	Teacher-2nd Grade	John Jacobs	Resignation	6	5/29/2015
Raper	Amy	Teacher-Social Studies	Palo Verde	Resignation	11	5/29/2015
Reynolds	Yessenia	Teacher-Kindergarten	Roadrunner	Resignation	3	5/29/2015
Reynvaan	Callie	Speech Therapist	Special Services	Resignation	4	5/29/2015
Roberts	Kristin	Teacher-Language Arts	Mountain View	Resignation	8	5/29/2015
Rohrbacher	Tracy	Teacher-2nd Grade	Cholla	Resignation	9	5/29/2015
Rowan	Lorie	Teacher-3rd Grade	Ocotillo	Resignation	1	5/29/2015
Salcido	Jodi	Teacher-Math	Royal Palm	Resignation	4	5/29/2015
Salgado	Celina	Teacher-LD	Palo Verde	Resignation	1	5/29/2015

RECOMMENDED PERSONNEL ACTIONS

May 14, 2015

B. CERTIFIED (continued)

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Schulz	Wren	Teacher-CCB	Manzanita	Resignation	9	5/29/2015
Setton	Jacqueline	Teacher-Social Studies	Mountain Sky	Resignation	7	5/29/2015
Shriver	Sherri	Teacher-Music	Washington	Resignation	1	5/29/2015
Smith	Amanda	Teacher-3rd Grade	Acacia	Resignation	1	5/29/2015
Sonchick	Janelle	Academic Intervention Specialist	Washington	Leave of Absence for FY 15-16		7/1/2015
Squire	Darrin	Teacher-Music	Cholla	Leave of Absence for FY 15-16		6/30/2015
Stanford	Jordan	Teacher-Music	Desert Foothills	Resignation	1	5/29/2015
Stillman	Amanda	Teacher-Kindergarten	Roadrunner	Leave of Absence		10/27/2015
Succar	Erin	Teacher-Read 180	Royal Palm	Resignation	9	5/29/2015
Sutter	Jane	Teacher-Hearing Hdcp	Special Services	Retirement	2	5/29/2015
Tomasek	Wanda	Teacher-LD	Arroyo	Resignation	1	5/29/2015
Toschik	Patricia	Teacher-Gifted	Sahuaro	Resignation	4	5/29/2015
Tualla	Marisa	Teacher-6th Grade	Royal Palm	Resignation	5	5/29/2015
Van Der Linden	Lesley	Teacher-1st Grade	Shaw Butte	Resignation	1	5/29/2015
Van Skike	Meghan	Teacher-2nd Grade	John Jacobs	Resignation	3	5/29/2015
Wheeler	Thomas	Teacher-PE	Cactus Wren	Resignation	3	5/29/2015
Windus	Deborah	Teacher-LD	Royal Palm	Resignation	1	5/29/2015
Wood	Grace	Teacher-5th Grade	Sunset	Retirement	23	5/29/2015
Zanzucchi	Joseph	Teacher-4th Grade	Roadrunner	Resignation	1	5/29/2015
Zara	Marc	Teacher-5th Grade	Chaparral	Resignation	5	5/29/2015

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Campos	Jacob	Music Director	Cholla	Resignation	2	5/29/2015
Duran	Bonnie	Office Manager	Shaw Butte	Resignation	8	4/24/2015
Edwards	Donald	Psychologist	Special Services	Resignation	3	6/9/2015
Harrison	Steve	Night Custodian	Royal Palm	Retirement	8	5/29/2015
Krivda	Lynn	Psychologist	Special Services	Resignation	6	6/9/2015
Larson	Larry	Purchasing Contract Agent	Purchasing	Position Eliminated	7	6/30/2015
Rodriguez	Miriam	Night Custodian	Manzanita	Resignation	6 mo.	4/20/2015
Rytter	Todd	Materials Technician	Material Management	Resignation	3	4/28/2015
Spiller	Jennifer	Special Ed. Assistant	Maryland	Leave of Absence for remainder of FY 14-15		4/16/2015
Zandman	Stephen	Trades Specialist	Maintenance	Resignation	3	4/15/2015
Zavalza	Elena	Office Technician	Maryland	Resignation	1	6/10/2015

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Allen	Nakeyshaey	Social Worker	Washington	Termination	3	4/30/2015
Barriga	David	Bus Driver	Transportation	Leave of Absence for remainder of FY 14-15		4/21/2015
Baum	David	Bus Driver	Transportation	Resignation	3	4/30/2015
Bilitzo	Brittany	Paraprofessional	Sunset	Resignation	1	5/28/2015
Brown	Jessica	Food Service Manager	Mountain Sky	Resignation	1	4/13/2015
Cannon	Amber	Paraprofessional	Ironwood	Resignation	6	5/28/2015

RECOMMENDED PERSONNEL ACTIONS

May 14, 2015

D. PART-TIME CLASSIFIED (continued)

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
Daoust	Jill	Paraprofessional	Tumbleweed	Resignation	5	5/8/2015
Davis	Andrea	Paraprofessional	Sweetwater	Resignation	5	5/28/2015
Ferrara	Maria	Bus Driver	Transportation	Resignation	3	4/29/2015
Golsten	Karen	KidSpace Assistant	After School Programs	Resignation	2	4/17/2015
Harrison	Stephanie	Food Service Helper	Royal Palm	Resignation	2	5/15/2015
Heathershaw	Kelli	Crossing Guard	Maryland	Resignation	7 mo.	4/23/2015
Hicks	Tina	Special Ed. Asst.	Lookout Mountain	Resignation	2	5/8/2015
Jimenez Moreno	Maria	Crossing Guard	Alta Vista	Resignation	3	4/3/2015
Jones	Diane	Paraprofessional	Tumbleweed	Resignation	1 wk.	4/22/2015
Jones	Tammy	Food Service Clerk	Food Services	Resignation	2 wks.	4/30/2015
Keehn	Ashley	KidSpace Assistant	Orangewood	Termination	2mo.	4/9/2015
Laestander	Lindsey	Food Service Helper	Royal Palm	Resignation	2	5/5/2015
Loza	Rosa	Monitor	Acacia	Resignation	1.5	4/17/2015
Malinak	Rebecca	Paraprofessional	John Jacobs	Resignation	4	4/24/2015
Martin	Kimberly	KidSpace Assistant	Lakeview	Resignation	5mo.	4/16/2015
May	Terri	Crossing Guard	Lookout Mountain	Resignation	1	5/5/2015
McCormick	Patricia	Food Service Manager	Ironwood	Resignation	13	5/29/2015
McNeff	Sherilyn	Paraprofessional	Moon Mountain	Retirement-SmartSchools	25	5/28/2015
Quintero	Maria	Paraprofessional	Alta Vista	Resignation	7 mo.	4/3/2015
Rangel Carrillo	Karina	Special Ed. Asst.	Sweetwater	Resignation	4	4/24/2015
Reeves	Cathy	Food Service Helper	Cactus Wren	Resignation	4 mo.	4/10/2015
Segovia Aguilar	Lorena	Crossing Guard	Royal Palm	Termination	6 mo.	4/20/2015
Sharma	Rashell	Food Service Manager	Food Services	Resignation	3	4/20/2015
Speer	Anna Lee	Psychologist	Special Services	Resignation	4	6/9/2015
Staats	Alma	Paraprofessional	Alta Vista	Retirement	15	5/28/2015
Sturms	Kimberly	Crossing Guard	Sunnyslope	Termination	2 mo.	4/20/2015
Sutton	Joseph	Crossing Guard	Chaparral	Resignation	1	4/22/2015
Swanson	Ronald	Bus Driver	Transportation	Resignation	6 mo.	4/24/2015
Teng	Johnny	Suspension Monitor	Washington	Resignation	3	5/28/2015
Trenberth	Adriana	Office Technician	Royal Palm	Resignation	1	5/8/2015
Trujillo	Elia	Bus Driver	Transportation	Resignation	7	4/29/2015
Wolf Black	Delaina	Title VII Assistant	Moon Mountain	Resignation	2.5	4/10/2015
Zwar	Shirley	Paraprofessional	Sahuaro	Retirement	5	5/28/2015

II. EMPLOYMENT

A. ADMINISTRATIVE

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Estrada	Darcy	Principal	E	Manzanita	FY 15-16

B. CERTIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Acosta	Lindsey	Teacher-Kindergarten	E	John Jacobs	FY 15-16
Armstrong	Elizabeth	Teacher-Language Arts	E	Sweetwater	FY 15-16
Baldwin	Holly	Teacher-1st Grade	E	Sunset	FY 15-16
Bartle	Alyssa	Teacher-3rd Grade	E	Manzanita	FY 15-16
Bean	Megan	Teacher	E	Shaw Butte	FY 15-16
Berretta	Angela	Teacher-2nd Grade	E	John Jacobs	FY 15-16
Blackwell	Alexandra	Teacher-Reading	E	Ocotillo	FY 15-16
Bradford	Julie	Teacher-Kindergarten	E	Maryland	FY 15-16

RECOMMENDED PERSONNEL ACTIONS

May 14, 2015

B. CERTIFIED (continued)

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Brass	JoAnn	Program Coach	E	Royal Palm	FY 15-16
Briggs	Katelyn	Teacher-Kindergarten	E	Shaw Butte	FY 15-16
Callahan	David	Teacher-Social Studies	E	Palo Verde	FY 15-16
Carolan	Christina	Speech Therapist	E	Special Services	FY 15-16
Cobb	Sherri	Teacher-LD	E	Sunset	FY 15-16
Cole	Kelly	Teacher-LD	E	Roadrunner	FY 15-16
Cozza	Daniel	Teacher-Social Studies	E	To Be Determined	FY 15-16
Crampton	Shylah	Speech Therapist	E	Special Services	FY 15-16
Dandridge	Mark	Teacher-LD	E	Maryland	FY 15-16
Delgadillo	Elisa	Teacher-4th Grade	E	Shaw Butte	FY 15-16
Denison	Georgia	Teacher-Math	E	Royal Palm	FY 15-16
Dietrich	Shana	Teacher-5th Grade	E	Ocotillo	FY 15-16
Dube	Jeannette	Teacher-5th Grade	E	Shaw Butte	FY 15-16
Dukes	Shannon	Teacher-1st Grade	E	Maryland	FY 15-16
Estfan	Kelsie	Teacher-1st Grade	E	Ocotillo	FY 15-16
Exley	Kelsey	Teacher-Language Arts	E	Maryland	FY 15-16
Fan	Siu-Ying	Teacher-2nd Grade	E	Shaw Butte	FY 15-16
Fisher	Tamra	Teacher-CCB	E	Moon Mountain	FY 15-16
Frye	Linda	Speech Therapist	E	Special Services	FY 15-16
Gallagher	Jody	Teacher-3rd Grade	E	Abraham Lincoln	FY 15-16
Garcia	Vanessa	Teacher-2nd Grade	E	John Jacobs	FY 15-16
Goins	Lindsay	Teacher-LD	E	Manzanita	FY 15-16
Gray	Shannon	Teacher-Language Arts	E	Royal Palm	FY 15-16
Hamilton	Chelsea	Teacher-CCSC	E	Palo Verde	FY 15-16
Hanson	Holly	Teacher-3rd Grade	E	Shaw Butte	FY 15-16
Harris	Shaun	Teacher-Autism	E	Desert View	FY 15-16
Hillman	Amanda	Teacher-4th Grade	E	Shaw Butte	FY 15-16
Hodge	Aubrey	Teacher-Special Ed.	E	To Be Determined	FY 15-16
Holmes	Natalie	Teacher-1st Grade	E	Roadrunner	FY 15-16
Israel	Daniel	Teacher-Math	E	Orangewood	FY 15-16
Julian	Jadah	Teacher-1st Grade	E	Maryland	FY 15-16
Kennedy	Brett	Teacher-PE	E	Manzanita/Acacia	FY 15-16
Lorza	Sara	Teacher-6th Grade	E	Manzanita	FY 15-16
Martin	Brittney	Teacher-Language Arts	E	Palo Verde	FY 15-16
Matthews	Christa	Teacher-Math	E	Cholla	FY 15-16
McCormick	Laura	Teacher-3rd Grade	E	Roadrunner	FY 15-16
Mejia	Patricia	Teacher-2nd Grade	E	Shaw Butte	FY 15-16
Parker	Christie	Teacher-Math	E	Cholla	FY 15-16
Peel	Lindsey	Academic Intervention Specialist	E	Alta Vista	FY 15-16
Perez	Samantha	Teacher-LD	E	Richard Miller	FY 15-16
Pollard	Kristin	Teacher-Math	E	Royal Palm	FY 15-16
Ramirez	Katelyn	Teacher-5th Grade	E	Sweetwater	FY 15-16
Randonis	Patrick	Teacher-2nd Grade	E	Alta Vista	FY 15-16
Rexall-Scott	Ted	Teacher-Gifted	E	Arroyo	FY 15-16
Robitaille	Debbie	Teacher-Kindergarten	E	Shaw Butte	FY 15-16
Rodriguez	Wendi	Teacher-2nd Grade	E	Maryland	FY 15-16
Roth	Courtney	Teacher-3rd Grade	E	Lookout Mountain	FY 15-16
Santi-Mason	Valerie	Teacher-Science	E	Palo Verde	FY 15-16
Schilling	Deborah	Teacher-1st Grade	E	Alta Vista	FY 15-16
Schneewind	Kaley	Teacher-4th Grade	E	Lookout Mountain	FY 15-16
Schneider	Preston	Teacher-Science	E	Royal Palm	FY 15-16
Schout	Nathan	Teacher-PE	E	To Be Determined	FY 15-16
Scott	Brianna	Teacher-CC	E	Cactus Wren	FY 15-16

RECOMMENDED PERSONNEL ACTIONS

May 14, 2015

B. CERTIFIED (continued)

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Shevian	Bethany	Teacher-3rd Grade	E	Maryland	FY 15-16
Simmons	Lori	Academic Intervention Specialist	E	Mountain Sky	FY 15-16
Smith	Kendra	Teacher-3rd Grade	E	Shaw Butte	FY 15-16
Smith	Kenneth	Teacher-Social Studies	E	Arroyo	FY 15-16
Stearns	Caitlin	Teacher-3rd Grade	E	Ocotillo	FY 15-16
Steg-Smith	Vicky	Teacher-CCA	E	Sunset	FY 15-16
Stowers	Danielle	Teacher-Kindergarten	E	Manzanita	FY 15-16
Swaydan	Tesia	Teacher-3rd Grade	E	Acacia	FY 15-16
Teixeira	Carol	Teacher-Autism	E	Royal Palm	FY 15-16
Timms	Talisa	Teacher-4th Grade	E	Acacia	FY 15-16
Trevillion	Ami	Teacher	E	To Be Determined	FY 15-16
Vasey	Elizabeth	Teacher-Math	E	Palo Verde	FY 15-16
Ward	Molly	Teacher-Kindergarten	E	Maryland	FY 15-16
Weddleton	Wendy	Teacher-CCSC	E	Sweetwater	FY 15-16
Willers	Renee	Teacher-LD	E	Mountain View	FY 15-16
Worthing	Donna	Speech Therapist	E	Special Services	FY 15-16
Zamudio	Tiffany	Teacher-CCB	E	Cholla	FY 15-16

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
Johanning	Paul	Trades Specialist	E	Maintenance
Lucas	Christopher	Field Technician	E	MIS

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION	
Area	Kylie	Food Service Helper	E	Food Services	
Bardack	Daniella	KidSpace Asst.	E	Lookout Mountain	
Carlos-Medina	Vanessa	KidSpace Asst.	E	Acacia	
Evans	Tara	Paraprofessional	E	Manzanita	
Garcia	Melissa	Paraprofessional	E	Sunset	
Guillen	Aracely	KidSpace Asst.	E	Orangewood	
Gullickson	Delores	Food Service Helper	E	Sunnyslope	
Herrera	Michelle	HeadStart Support Instructor	E	Mountain View	
Jamsgard	Michelle	Food Service Helper	E	Cactus Wren	
Johnson	Gloria	Bus Driver	E	Transportation	
Jones	Diane	Paraprofessional	E	Tumbleweed	
Jones	Tammy	Food Service Helper	E	Food Services	
Mangiapili	Carmela	Bus Assistant	E	Transportation	
Martell	Sandy	Paraprofessional	E	Richard Miller	
Masten	Christina	Crossing Guard	E	Orangewood	
McGowan	T'Keyah	KidSpace Asst.	E	Orangewood	
Murillo	Osvelia	Food Service Helper	E	Sunburst	
Nunez	Stephanie	Food Service Helper	E	Food Services	
Orkin	Jennifer	Food Service Helper	E	Cactus Wren	
Otterbein	Rhonda	Paraprofessional	E	Moon Mountain	15-16 FY
Rodriguez	Irma	Food Service Helper	E	Food Services	
Shields	Dorothy	Paraprofessional	E	John Jacobs	
Spring	Maria	Food Service Helper	E	Orangewood	
Vera	Ana	Food Service Helper	E	Lookout Mountain	

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 Information
 1st Reading
 DATE: May 14, 2015
 AGENDA ITEM: *Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)
 INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
 PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
 GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §15-341

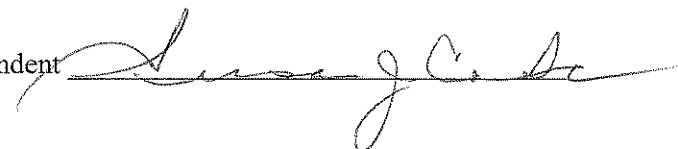
SUPPORTING DATA

Funding Source: Donations
 Budgeted: N/A

1. Aetna Foundation, Inc. donated a check in the amount of \$325.00 for the benefit of students at Ironwood Elementary School.
2. Arizona Diamondbacks donated 150 baseball tickets with an approximate value of \$3,000.00 to be used as an incentive reward for the WESD 2014-2015 truancy program "Be Cool Come to School" good attendance campaign.
3. Donors Choose.Org donated a 3D printer with an approximate value of \$1,700.00 for the benefit of students in the Gifted Program at Orangewood School.
4. Farmers Insurance Thank America's Teachers (partnered with Adopt-a-Classroom) donated eight classroom licenses of Headsprout and related headsets with an approximate value of \$2,500.00 to benefit students at Abraham Lincoln Traditional School.
5. Farmers Insurance Thank America's Teachers (partnered with Adopt-a-Classroom) donated Backpack sets with an approximate value of \$2,500.00 to benefit students at Abraham Lincoln Traditional School.
6. General Mills Box Tops for Education donated a check in the amount of \$5,000.50 for the benefit of students at Maryland School.

SUMMARY AND RECOMMENDATION

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

Superintendent 

Board Action	Motion	Second	Ave	Nay	Abstain
Adams					
Graziano					
Herrera					
Jahneke					
Lambert					

Agenda Item *I.L.C.

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

May 14, 2015

Page 2

7. General Mills box Tops for Education donated a check in the amount of \$319.20 to purchase art supplies and materials for the benefit of students at Moon Mountain Elementary School.
8. GFWC Washington Woman's Club, Inc. donated a check in the amount of \$5,000.00 to purchase instruments for the benefit of the music programs at Royal Palm Middle School.
9. Clorinda Graziano donated a Knilling full size violin including case and accessories with an approximate value of \$300.00 for the benefit of students in the strings class at Chaparral Elementary School.
10. Ironwood Parent/Teacher Organization donated a check in the amount of \$5,739.35 for the purchase and installation of a SMART Board to benefit classroom students at Ironwood Elementary School.
11. Kroger/Fry's Food Stores donated a check in the amount of \$752.97 from the Community Rewards Program to benefit students at Ironwood Elementary School
12. McCarthy Construction donated Taylor Swift concert tickets with an approximate value of \$770.00 for the benefit of students in the After-school Academy program.
13. Moore Co., Inc. donated innovation, ergonomically-designed classroom furnishings (proto-type "shapes" desks, "cloud" tables, flipper tables, modular display board and cantilever chairs) with an approximate value of \$41,075.00 to enhance STEAM-based classroom activities in the art and gifted classrooms at Orangewood School.
14. North Phoenix Kiwanis Club donated twenty \$25.00 fuel cards with a value of \$500.00 to benefit families in the McKinney-Vento Homeless Assistance Program.
15. Summerwinds-West Bell donated a Chinese Elm tree in memory of Courtney Wood, a former student, to Chaparral Elementary School.
16. Washington Education Foundation donated a check in the amount of \$500.00 for the benefit of the WESD Retiree Reception.
17. Wolz Florist donated flowers with an approximate value of \$500.00 for the WESD Lamp of Learning Celebration.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action

FROM: Dr. Susan J. Cook, Superintendent Discussion

DATE: May 14, 2015 Information

AGENDA ITEM: *Out-of-County/State Field Trips 1st Reading

INITIATED BY: Schools and Departments as Presented SUBMITTED BY: Administrative Services,
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

1. Mandy Taylor, Lookout Mountain Elementary School, submitted an out-of-county/state field trip to Catalina Island Marine Institute (CIMI), Catalina Island, CA, November 15-18, 2015, for 6th grade students at a cost of \$56,237.25.
2. Patti Mitchell, Moon Mountain Elementary School, submitted an out-of-county/state field trip to National Operation Tone-Up Challenge, Hermosa Beach, CA, May 21-22, 2015, for 4th grade students at a cost of \$3,895.00.
3. Kirsten Dukeshier, Mountain Sky Junior High School, submitted an out-of-county/state field trip to Forum Music Festival, Cypress College, Anaheim, CA, and Disneyland, Anaheim, CA, May 13-15, 2016, for 7th and 8th grade students at a cost of \$64,507.00.
4. John Vasey, Orangewood School, submitted an out-of-county/state field trip to Lee's Ferry and Horseshoe Bend, Marble Canyon, AZ, Sky Y Camp, Prescott, AZ, and Goldwater Lake, Prescott, AZ, October 4-9, 2015, for 6th grade students at a cost of \$20,225.00.
5. John Vasey, Orangewood School, submitted an out-of-county/state field trip to Hoover Dam, Boulder City, NV, Colorado River, Willow Beach, AZ, Sky Y Camp, Prescott, AZ, and Goldwater Lake, Prescott, AZ, October 6-9, 2015, for 6th grade students at a cost of \$19,880.00.
6. John Vasey, Orangewood School, submitted an out-of-county/state field trip to University of Arizona Flandrau Planetarium, Tucson, AZ, November 6, 2015, for 6th grade students at a cost of \$1,259.00.

SUMMARY AND RECOMMENDATION

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

Superintendent 

Board Action	Motion	Second	Ave	Nav	Abstain
Adams					
Graziano					
Herrera					
Jahneke					
Lambert					

Agenda Item *II.D.

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

May 14, 2015

Page 2

7. John Vasey, Orangewood School, submitted an out-of-county/state field trip to University of Arizona Flandrau Planetarium, Tucson, AZ, November 13, 2015, for 6th grade students at a cost of \$1,259.00.
8. John Vasey, Orangewood School, submitted an out-of-county/state field trip to University of Arizona Flandrau Planetarium, Tucson, AZ, November 20, 2015, for 6th grade students at a cost of \$1,259.00.
9. Dianna Bonney, Orangewood School, submitted an out-of-county/state field trip to Camp Colley, Payson, AZ, Moqui Fire Lookout Tower and Blue Ridge Reservoir (Cragin Reservoir), Coconino National Forest, Coconino County, AZ, October 6-8, 2015, for 5th-7th grade students at a cost of \$3,200.00.

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Lookout Mountain	Departure Date:	11/15/2015
Field Trip Destination:	Long Beach, CA Catalina Island Marine Institute, Catalina Island, CA In and Out Burger, Del Taco, Thousand Palms, CA	Return Date:	11/18/2015
Student Participants:	150	Chaperones (1:8):	19
Grade Level(s):	6	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-738-9175	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	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	6	Yes
Lisa Lacey	lisa.lacey@wesdschools.org	6	No
Tracy Weeks	tracy.weeks@wesdschools.org	6	No
Amy Nicoloff	amy.nicoloff@wesdschools.org	6	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
11/15/2015	Lookout Mountain, Phoenix, AZ	11:15 PM	Catalina Classic Cruises, Long Beach, CA	7:00 AM	Charter Bus	602-738-9175
11/16/2015	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
11/16/2015	Catalina Classic Cruises, Long Beach, CA	9:30 AM	CIMI Catalina Island, CA	12:00 AM	Ferry	310-510-1622
11/18/2015	CIMI, Catalina Island, CA	11:00 AM	Catalina Classic Cruises, Long Beach, CA	3:00 PM	Ferry	310-510-1622
11/18/2015	Catalina Classic Cruises, Long Beach, CA	3:30 PM	In and Out Burger, Thousand Palms, CA	6:00 PM	Charter Bus	602-738-9175
11/18/2015	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
11/18/2015	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? 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:

Tricia Heller

5/4/2015

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 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.

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.)
Mandy Taylor	Certified	No	Yes
Lisa Lacey	Certified	No	Yes
Tracy Weeks	Certified	No	Yes
Amy Nicoloff	Certified	No	Yes
Teacher-TBD	Certified	No	Yes
Parents-14 TBD	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

5/6/2015

Administrative Services Signature:

Lyn Bailey

5/6/2015

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.
The cost of the trip includes planning for all students.	
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	
\$ 54,547.25 Travel Agent Quote 0 Adults Paying Own Way \$ 322.76 Cost Per Individual Participant \$ 0.00 Total Cost For Adults Paying Own Way \$ 54,547.25 Travel Agent Quote Less Adults Paying Own Way \$ 0.00 Travel Insurance (optional) \$ 0.00 Substitute Funding Source: \$ 1,690.00 Food: Sack Lunch \$ 0.00 Other: \$ 56,237.25 Total Cost of Trip	\$ Lodging \$ Food \$ Transportation: \$ Registration/Entry Fees \$ Travel Insurance (optional) \$ Other \$ Substitute \$ Total Cost of Trip
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

# Students Participating	150	
# 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.
TOTAL PER STUDENT COST	\$374.92	

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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015

Lookout Mountain Elementary at CIMI Toyon Bay
Monday, Nov 16, 2015 to Wednesday, Nov 18, 2015

Return signed contract & deposit by 1/5/2015
Guided Discoveries, Inc.
P.O. Box 1360
Claremont, CA 91711
(909) 625-6194

Group Attending

Lookout Mountain Elementary
15 W. Coral Gables
Phoenix, AZ 85023
Main Phone: 602.896.5954
Secondary Phone: 602.290.7351c
Fax: 602.896.5920

Primary Contact: Mandy Taylor
Mobile Phone: 602-738-9175
Email: amanda.taylor@wesdschools.org

Luggage Color: Tan

Trip Logistics

Arrival Date: 11/16/2015
Departure Date: 11/18/2015

FULL DEPOSIT PAYMENT OF \$6,760.00 IS DUE 4/27/2015

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 2:30 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	150	\$250.00	\$37,500.00
Total Reserved 1/2 Tuition Adults	10	\$125.00	\$1,250.00
Total Reserved Full Tuition Adults	9	\$250.00	\$2,250.00
	169		\$41,000.00

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

Total deposit due: \$6,760.00

Total due at camp: \$34,704.75

Additional Fees

Quantity	Description	Amount	Total
169	LOA	\$2.75	\$464.75
Total Additional Fees:			\$464.75

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 January 5, 2015. A copy of this contract is as valid as the original.

Signature of Authorized Agent

Date



3/26/2015

Guided Discoveries

Date

Lookout Mountain Elementary at CIMI Toyon Bay 11/16/2015 to 11/18/2015

Lookout Mountain Elementary at CIMI Toyon Bay

Monday, Nov 16, 2015 to Wednesday, Nov 18, 2015

Terms and Conditions

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

More than ninety (90) days in advance of arrival, the group size may be adjusted downward by any amount without penalty. Within ninety (90) 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 90 days of arrival will result in the loss of a portion of your 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). You may also call 909.625.6194, but phone changes must be followed up in writing. Changes are not effective until confirmed. 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.

Tour West America, Inc
4256 E Elwood Street
Phoenix, AZ 85040

TourWest America

Reliable Transportation. Outstanding Service.

Phone: 480-237-8888
Fax: 480-237-8893
Toll Free: 800-900-8687
Website: www.tourwestamerica.com

Charter Quote

Mandy Taylor
Lookout Mountain Elementary School
15 W. Coral Gables Drive
Phoenix, AZ 85023

Date Printed: 03/31/15
Quote #: 42248
Phone: 602-896-5954
Fax: 602-896-5920
Order Date: 03/27/15
SalesRep: Steffi Brooks

Thank you for contacting Tour West America, Inc. We trust this Quote proves acceptable for your transportation request. Please review any other material that we may send you as well. Your Safety, Comfort and Satisfaction are our goals.

Group Name: Catalina Island Transfer

Coaches: 4

Group Leader: Mandy Taylor

Cell Phone:

Destination: Catalina Island, CA

Equipment: 4/56 passenger

Pickup Date: Sunday, November 15, 2015

End Trip Date: Wednesday, November 18, 2015

Spot Time: 11:00 pm

End Trip Time: 11:00 pm

Depart Time: 11:15 pm

Pickup Location: Lookout Mountain Elementary School
15 W. Coral Gables
Phoenix, AZ

Destination Details: Catalina Express @ Queen Mary
1046 Queens Hwy
Long Beach, CA.

Trip Details: POC:
Final pricing contingent upon final itinerary

Description	# Coaches	Qty	Rate	Charge
Miles 56 passenger coach	4	850.00	\$4.25	\$14,450.00
Driver room billed to customer, arranged by TWA	4	2.00	\$100.00	\$800.00
Please reward your driver for outstanding service!	4			\$0.00
Seasonal Discount 15%	1	-0.15	\$14,450.00	(\$2,167.50)

<u>Due Dates</u>	<u>Description</u>	<u>Amount</u>	Transport Charge:	\$13,082.50
04/10/15	Quote Follow Up			

This Quote is good for 30 days. To place this order or modify the details, please contact me. Your Safety, Comfort and Satisfaction are our goals. THIS IS NOT A CHARTER ORDER.

Steffi Brooks
Charter Sales
steffi@tourwestamerica.com

OVERNIGHT CHAPERONE PLAN

School: Lookout Mountain

Dates of Trip: November 16-18, 2015

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

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 chaperone plan for sleeping arrangements on this trip is:

Students will be sleeping in separate cabins where a minimum of two 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.



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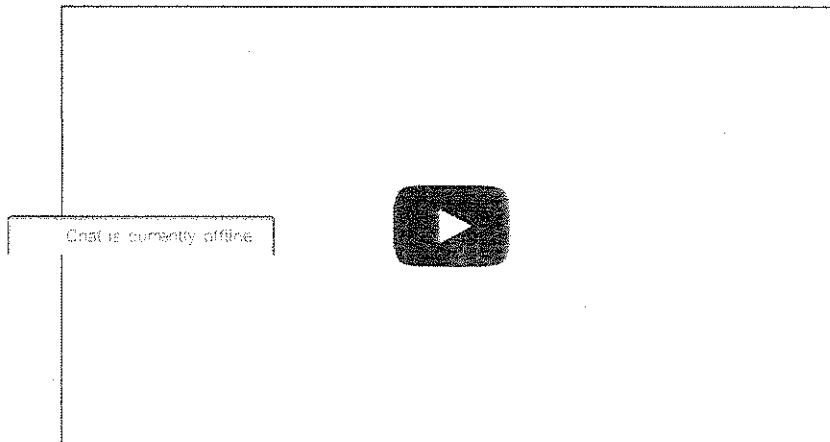
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SAFETY

Adventure



The Adventure programs at Toyon Bay are fun but are also designed to help students develop their confidence, push their comfort zones, and practice their leadership skills, as well as improve their teamwork, communication, and problem solving abilities. Check out the class descriptions and videos below for a closer look at our Adventure programs.

* Climbing Wall

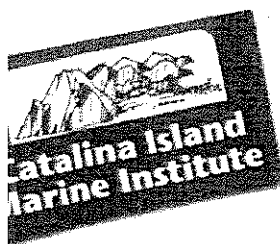


Students will be able to challenge themselves on our 12-lane climbing wall. This program includes instruction in basic climbing techniques and safety. All necessary equipment is provided and no previous climbing experience is needed. This program is suitable for all ability levels and gives students the opportunity to work at their own pace.

* Initiatives

Initiatives 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. Initiatives can also be customized to meet the needs of each





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* Snorkeling



The pristine waters of Toyon Bay provide the perfect location for snorkeling and studying marine science. 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. Each successive snorkel experience will build on the skills learned previously. Snorkeling will allow students to:

- Experience different ecosystems with our professional staff
- See fish, invertebrates, and maybe even a marine mammal in its natural habitat
- Swim in a kelp forest
- Learn the use and function of snorkeling gear (provided)
- Wear a wetsuit for warmth and floatation* (provided)
- Have fun!

*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.

* Orientation Snorkel

- Identification, use, and function of snorkeling equipment
- Importance of the buddy system
- In-water practice of basic snorkeling skills
- Post-snorkel discussion and review of marine life that was observed

California Science Standards

4th Grade: 3a-5th Grade: 3a

Chat is currently offline

Basic Snorkel



- Explore different underwater habitats (Kelp Forest, Rocky Intertidal, and Sandy Bottom)
- Practice fish and invertebrate identification
- Learn to safely dive below the surface
- Wear a weight belt (at your instructor's discretion)
- Post-dive discussion and review of marine life that was observed

California Science Standards

4th Grade: 3a-5th Grade: 3a

Marine Ecology Snorkel

After completing the Basic Snorkel, all subsequent snorkels are focused on exploration and research.

- Improve your snorkeling ability
- Observe the relationship between behavior and habitat
- Post-dive discussion will tie together what has been observed on the dives and learned in the labs



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 15-18, 2015

August 13, 2015

Dear Parents,

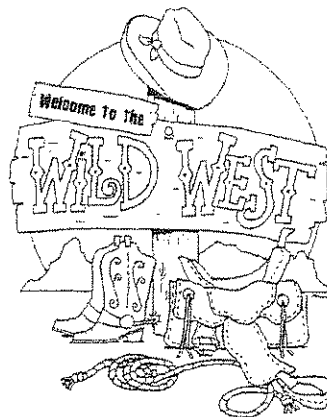
This year's sixth grade outdoor educational trip will be to Catalina Island Marine Institute--Camp CIMI. This packet contains the necessary paperwork to register your child for the trip. We would like all paperwork and payments returned by Friday, October 2, 2015. Early payment and completion of paperwork 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 \$375 (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

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 Tuesday, November 11th *****

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.

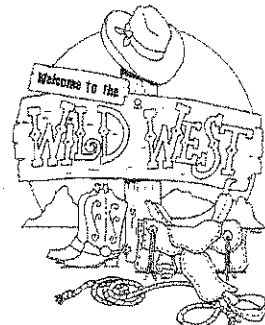
One week prior to travel, students will also need to give the homeroom teacher **one envelope containing \$10.00** for a travel meal. We will stop for dinner on the way home. (Teachers will hold onto the money envelope to prevent loss.) Students will retain any money not spent.

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 16-18, 2015

Student's

Name: _____

Teacher's

Name: _____

*Please complete the following intent form and return by **August 21, 2015**.*

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: Lookout Mountain Sponsor: 6th Grade

Itinerary: Depart Nov. 15th @ 11:15 pm; Arrive Long Beach, CA Nov. 16th @ 7:00 am; Arrive CIMI @ 12 pm Nov. 16th; Depart CIMI Nov. 18th 11 am; Arrive Phoenix @ 11 pm Nov. 18th

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

Teacher Phone: 602.896.5954 Teacher Email: amanda.taylor@wesd.schools.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: \$375.00

Date Due: Oct. 2, 2015

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

School: Lookout Mountain
Toyon Bay Tall Ship

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/Meclazine/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.)

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.

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.

Administrative Center: 4650 West Sweetwater Avenue, Glendale, Arizona 85304 • 602-347-2631

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) <u>CIM1-6th grade</u> | <input type="checkbox"/> Music Programs |
| <input type="checkbox"/> After-school Classes
(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 WESD school, you will be provided with a numbered receipt for your tax records.

Revised: Dec. 2001

LOOKOUT MOUNTAIN
6th Grade Catalina Island Marine Institute Field Trip
Financial Assistance/Payment Plan

The cost for the Catalina Island Marine Institute Field trip is \$375.00 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 \$175.00 due by August 28, 2015

September CIMI Payment of \$100.00 due by September 18, 2015

October CIMI Payment of \$100.00 due by October 2, 2015

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 October 2, 2015

Name of Student _____ Homeroom Teacher _____

Name of Parent/Guardian _____

Circle one Cash or Check # _____

+++++

September CIMI Payment of \$100.00 due by September 18, 2015

Name of Student _____ Homeroom Teacher _____

Name of Parent/Guardian _____

Circle one Cash or Check # _____

+++++

August CIMI Payment of \$175.00 due by August 28, 2015

Name of Student _____ Homeroom Teacher _____

Name of Parent/Guardian _____

Circle one Cash or Check # _____

Trip Itinerary

(Approximate Times)

November 15, 2015

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

11:15 p.m. Depart Lookout Mountain School

November 16, 2015

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 18, 2015

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

- Sack lunch (fully disposable for first day)
- 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 6th Grade Trip

Required Qualifications:

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

Preferred Qualifications:

1. Previous experience with children in any leadership or teacher roles. (i.e. Scouts, coaching sports, youth groups, raising children, etc.)
2. Previous experience with outdoor activities like snorkeling, scuba diving, or hiking.
3. Background or experience as a doctor, nurse, or emergency technician.
4. 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 26, 2015

- Application is due to the homeroom teacher on Wednesday, August 26, 2015

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Moon Mountain	Departure Date:	5/21/2015
Field Trip Destination:	National Operation Tone-Up Challenge, Hermosa Beach, CA	Return Date:	5/22/2015
Student Participants:	10	Chaperones (1:8):	2
Grade Level(s):	4	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	623-570-4621	Additional Chaperones Needed (Over 1:8):	4
		Reason for Additional Chaperones:	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 Instructor	Yes
Craig Frost	craig.frost@wesdschools.org	Teaching Assistant	No

Summary of Event/Purpose:

The event is the 2015 National Operation Tone-Up Challenge. The Operation Tone-Up Program is an exercise and nutritional knowledge program for students to help fight childhood obesity. Operation Tone-Up (OTU) is a 10 week program that teaches the importance of exercise and eating healthy foods. All of Moon Mountain's 4th grade students participated in the 10 week program with a School OTU Challenge as a finale. The top 20 students (2 teams of 10), showing proper exercise form and endurance along with the knowledge of the 6 nutrients, were selected from all of the 4th grade, to participate in the State Operation Tone-Up Challenge held in Gilbert, AZ. If they win the Challenge they will attend the National Operation Tone-Up Challenge which will be held in Hermosa Beach, CA. Moon Mountain's top team (10 students) could be participating in the challenge against the top team in CA.

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
5/21/2015	Moon Mountain Elementary, Phoenix, AZ	6:30 AM	Lunch, Somewhere in CA	11:30 AM	Charter Bus	301-374-3001
5/21/2015	Lunch, Somewhere in CA	12:00 PM	Beach House Hermosa Beach (Hotel), Hermosa Beach, CA	3:30 PM	Charter Bus	301-374-3001
5/22/2015	Beach House Hermosa Beach (Hotel), Hermosa Beach, CA	2:00 PM	Dinner, Somewhere in CA	5:30 PM	Charter Bus	301-374-3001
5/22/2015	Dinner, Somewhere in CA	6:30 PM	Moon Mountain School, Phoenix, AZ	11:00 PM	Charter Bus	301-374-3001

Activities:

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

Principal Signature:

Sue Brown

5/5/2015

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:

Moon Mountain will be using tax credit money to pay for the Charter Bus.
The Operation Tone-Up Program will be paying for the hotel, dinner on Thursday, May 21, and breakfast on Friday, May 22.

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: Yes

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:

Tax credit money will be used.

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? 80

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 Arizona 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? 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.)
Luis Ayala	Parent	No	Yes
Crystal Scoot	Parent	No	Yes
Marie Jurewicz	Parent	No	Yes
Jeannette Dube	Parent	No	Yes
Patti Mitchell	Certified	Yes	Yes
Craig Frost	Non-certified	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 5/6/2015

Administrative Services Signature: Lyn Bailey 5/6/2015

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.
The cost of the trip includes planning for all students.	
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
<p>\$ 3,600.00 Travel Agent Quote</p> <p style="padding-left: 40px;">0 Adults Paying Own Way</p> <p style="padding-left: 40px;">\$ 225.00 Cost Per Individual Participant</p> <p style="padding-left: 40px;">\$ 0.00 Total Cost For Adults Paying Own Way</p> <p>\$ 3,600.00 Travel Agent Quote Less Adults Paying Own Way</p> <p>\$ 0.00 Travel Insurance (optional)</p> <p>\$ 95.00 Substitute Funding Source: auxiliary</p> <p>\$ 200.00 Food:</p> <p>\$ 0.00 Other:</p> <p>\$ 3,895.00 Total Cost of Trip</p>	<p>\$ Lodging</p> <p>\$ Food</p> <p>\$ Transportation:</p> <p>\$ Registration/Entry Fees</p> <p>\$ Travel Insurance (optional)</p> <p>\$ Other</p> <p>\$ Substitute</p> <p>\$ Total Cost of Trip</p>
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

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.

TOTAL PER STUDENT COST \$389.50

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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015

MOON MOUNTAIN ELEMENTARY SCHOOL FITNESS
TOURNAMENT / HERMOSA BEACH, CA
MAY 21-22, 2015

PATTI MITCHELL, Director

Cell: 623-570-4621

PROPOSAL (4/22/15)

TRANSPORTATION

(1) 48 Passenger Motor coach

Price is estimated per below itinerary and includes driver room and gratuity:

\$3,600.00

total

LAND Beach House Hermosa (310) 374-3001
1300 The Strand
Hermosa, Beach, CA 90254

5 Quad Rooms @ \$330.00 x 1 night
Breakfast Included. Free Parking.

\$1,650.00

Paid for
by Operation
Tone-Up

Rates subject to change until contract is rec'd.
Currently requested contract for 7 rooms.

Terra Travel Fee Flat rate \$140.00

Total this Proposal \$5,390.00

PO DUE ASAP!!!

Room List: First and Last Names needed!

Agency may not be able to contract coach and hotel per cancel policies.

If policy allows, Agency will contract with cancel date of MAY 14.

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

Phoenix Location: 13466 N. 7th Street
Phoenix, AZ 85022

Not needed

OVERNIGHT CHAPERONE PLAN

School: Moon Mountain

Dates of Trip: May 21-22, 2016

Destination: National Operation Tone-Up Challenge, Hermosa Beach, CA

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 chaperone plan for sleeping arrangements on this trip is:

We will have three rooms. There will be two male chaperones in the room with the four boys. The other two rooms will have three girls each and two female chaperones each. A chaperone will be in the room at all times with the students.

There are 10 students total with 6 chaperones, divided into three rooms.

May 22 Lesson Plan

Schedule – Day 3

9:15 – 10:00 4 Curtis
10:00 – 10:45 3 Gonzales
10:45 – 11:25 Lunch
11:25 – 12:10 K Jones
12:10 – 12:55 1 Fagersten
12:55 – 1:40 2 Reak

3rd and 4th grade classes will play Kickball.

Warm-up – Run and touch all the basketball poles on the courts.

Circle up on center circle of the court.

Have students select and perform one exercise from each of the following Fitness Components: Muscular Strength, Muscular Endurance, Flexibility, and Aerobic Endurance.

The Kickball Game – Play the game out on the southwest field.

Divide students into two teams (equal boys and girls).

The students will show their knowledge of the game of kickball by playing the game by the rules, displaying proper field positioning and good sportsmanship.

Equipment: 4 bases and 1 kickball. You can use spots to mark field positions.

K – 2nd Grade Students will work on fitness and skills components while rotating to different activity stations.

Stations are as follows:

- 1) Jump rope – cardio exercise, coordination
- 2) Hula hoops - flexibility
- 3) Roller Racers – upper body strength
- 4) Basketball dribbling – hand-eye coordination
- 5) Spooner Boards - balance
- 6) Frisbees – teamwork, hand-eye coordination
- 7) Bocce Ball – rolling, teamwork, hand-eye coordination

Students will be at each station for around 5-6 minutes. When the whistle blows all students put equipment in its place and freeze. Point to next station and rotate.

Equipment needed:

- 4 – jump ropes
- 8 – hula hoops
- 4- Roller racers
- 4- basketballs
- 4 – Spooner boards
- 3 – Frisbees
- 1 - Bocce ball set



National Health and PE Standards

NATIONAL HEALTH EDUCATION STANDARDS: ACHIEVING EXCELLENCE:

- HES 1- Students will comprehend concepts related to health promotion and disease prevention to enhance health. Performance indicators: grades 3-5 – 1.5.1, 1.5.2, 1.5.3, 1.5.4
- HES 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. – P.I. 2.5.1-2.5.6
- HES 3 – Students will demonstrate the ability to access valid information and products and services to enhance health. – P.I. 3.5.1, 3.5.2
- HES 5 – Students will demonstrate the ability to use decision-making skills to enhance health. – P.I. 5.5.1-5.5.6
- HES 6 Students will demonstrate the ability to use goal-setting skills to enhance health. – P.I. 6.5.1, 6.5.2
- HES 7- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. – P.I. 7.5.1-7.5.3
- HES 8 – Students will demonstrate the ability to advocate for personal, family, and community health. – P.I. 8.5.1, 8.5.2

NATIONAL STANDARDS FOR PHYSICAL EDUCATION K-12:

National PE Standards

The National Content Standards publications define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

- Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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.

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Mountain Sky	Departure Date:	5/13/2016
Field Trip Destination:	Forum Music Festival, Cypress College, Anaheim, CA and Disneyland, Anaheim, CA	Return Date:	5/15/2016
Student Participants:	140	Chaperones (1:8):	18
Grade Level(s):	7-8	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-980-3087	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	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.mcfree@wesdschools.org	7-8	No

Summary of Event/Purpose:

One hundred and forty music students who have been selected by their directors for their musical ability will perform with their ensembles at Cypress College in front of three collegiate-level adjudicators as a part of Forum Music Festival. The groups' performances will be rated and ranked according to the national scale for Junior High classification of music performance. All Mountain Sky competition music students will watch and critique competition programs by not only their classmates, but also performances from middle and high school ensembles from all over the country.

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

Forum 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.

The performance standards for Washington Elementary School District provide very basic guidelines that students are required to demonstrate, such as 'perform with correct posture and hand position', 'perform musically with acceptable pitch, rhythm, articulation, phrasing and dynamics'. Being a part of the Forum Music Festival in the Spring of 2016 will give our students the opportunity to increase practice, performances and experiences throughout the school year in order to achieve and master these standards in a 'real-world setting'. Working as a team is the main tread woven throughout music ensembles. Preparing for this Festival throughout the duration of the school year will unify all four ensembles, not only for the weekend of Forum, but for the entire journey leading up to this experience.

Itinerary:						
Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
5/13/2016	Mountain Sky Junior High School, Phoenix AZ	8:00 AM	Lunch Break, Thousand Palms, CA	12:00 PM	Charter Bus	602-980-3087
5/13/2016	Lunch Break, Thousand Palms, CA	1:00 PM	Hotel, Anaheim, CA	5:00 PM	Charter Bus	602-980-3087
5/13/2016	Hotel, Anaheim, CA	6:00 PM	Downtown Disney, Anaheim, CA	6:15 PM	Charter Bus	602-980-3087
5/13/2016	Downtown Disney, Anaheim, CA	9:00 PM	Hotel, Anaheim, CA	9:15 PM	Charter Bus	602-980-3087
5/14/2016	Hotel Anaheim, CA	6:00 AM	Performance Venue, Anaheim, CA	6:30 AM	Charter Bus	602-980-3087
5/14/2016	Performance Venue, Anaheim, CA	1:00 PM	Disneyland, Anaheim, CA	1:30 PM	Charter Bus	602-980-3087
5/14/2016	Disneyland, Anaheim, CA	1:00 AM	Hotel, Anaheim, CA	1:30 AM	Charter Bus	602-980-3087
5/15/2016	Hotel, Anaheim, CA	9:00 AM	Lunch Break, Thousand Palms, CA	12:00 PM	Charter Bus	602-980-3087
5/15/2016	Lunch Break, Thousand Palms, CA	1:00 PM	Mountain Sky Junior High School, Phoenix, AZ	5:00 PM	Charter Bus	602-980-3087

Activities:

Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
n/a	n/a	No	No	n/a

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: Perry Mason 4/23/2015

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:

Partial Scholarships
Individual Fundraising
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: Yes

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:

Wheelchair accessible hotel room and bathroom.

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.

1.0 GPA, no major office referrals, attendance at all mandatory concerts throughout the year, responsible conduct and work ethic throughout the year, no Ns. or Us on report cards, and the ability to perform the program music very well.

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	Yes
Diana Polanski	Certified	Yes	Yes
Don Brewer	Certified	Yes	Yes
Terry McFee	Certified	Yes	Yes
14 Parent TBA	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

5/6/2015

Administrative Services Signature:

Lyn Bailey

5/6/2015

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.
The cost of the trip includes planning for all students.	
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
<p>\$ 58,212.00 Travel Agent Quote</p> <p style="padding-left: 40px;">0 Adults Paying Own Way</p> <p style="padding-left: 40px;">\$ 368.43 Cost Per Individual Participant</p> <p style="padding-left: 40px;">\$ 0.00 Total Cost For Adults Paying Own Way</p> <p>\$ 58,212.00 Travel Agent Quote Less Adults Paying Own Way</p> <p style="padding-left: 40px;">\$ 0.00 Travel Insurance (optional)</p> <p style="padding-left: 40px;">\$ 95.00 Substitute Funding Source: Aux</p> <p>\$ 6,200.00 Food:</p> <p style="padding-left: 40px;">\$ 0.00 Other:</p> <p>\$ 64,507.00 Total Cost of Trip</p>	<p>\$ Lodging</p> <p>\$ Food</p> <p>\$ Transportation:</p> <p>\$ Registration/Entry Fees</p> <p>\$ Travel Insurance (optional)</p> <p>\$ Other</p> <p>\$ Substitute</p> <p>\$ Total Cost of Trip</p>
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

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.

TOTAL PER STUDENT COST \$460.76

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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015



Proposal/Itinerary

School Name:	Mountain Sky Junior High School	Director Name:	Kirsten Dukeshier
Festival Date:	Saturday, May 14, 2016 – Anaheim area		
Lodging Dates:	Check In: May 13, 2016	Check Out: May 15, 2016	# Nights: 2

Friday, May 13, 2016	<ul style="list-style-type: none"> • Travel Day – see below for charter bus transportation quote • 4 PM: Earliest check in time available at a 3-Diamond hotel in the Disneyland Resort area <ul style="list-style-type: none"> ◦ Hotel rooms are standard with no kitchenettes
Saturday, May 14, 2016	<ul style="list-style-type: none"> • Enjoy breakfast buffet provided at hotel (included in pricing) • Load buses and transfer to Forum Music Festivals' adjudicated, rated festival in the Anaheim area <ul style="list-style-type: none"> ◦ Exact venue and performance times TBD ◦ Awards Ceremony held at festival venue • Following Awards, load buses for the Disneyland Resort to enjoy the day with your 1-Day Park Hopper ticket • Disneyland Resort operating hours (subject to change): <ul style="list-style-type: none"> ◦ Disneyland Park: 9 AM – 12 Midnight ◦ Disney California Adventure Park: 9 AM – 10 PM • At close of park or at Directors' discretion, load buses and transfer back to hotel for the night
Sunday, May 15, 2016	<ul style="list-style-type: none"> • Enjoy breakfast buffet provided at hotel (included in pricing) • Following breakfast, load buses with instruments and luggage and checkout of hotel <ul style="list-style-type: none"> ◦ 11 AM: Checkout deadline for hotel • Upon checkout, depart for trip home to Phoenix

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

Festival Package Pricing – Per Person:

Quad	Triple	Double	Single
\$305	\$333	\$390	\$560

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...

❖ <u>Forum Music Festivals:</u>	<ul style="list-style-type: none"> • Rated non-competitive or “comments only” festival with written & recorded adjudication • Awards Ceremony with commemorative plaque for each performing group • Recognition for “<i>Outstanding Individual Student Musician</i>” for each performing group
❖ <u>Lodging included with your package:</u>	<ul style="list-style-type: none"> • 2 Nights lodging at a 3-Diamond hotel in the Disneyland Resort area (no kitchenettes)
❖ <u>Meals included with your package:</u>	<ul style="list-style-type: none"> • 2 Breakfast buffets at hotel
❖ <u>Theme Park or Activities included with your package:</u>	<ul style="list-style-type: none"> • Disneyland Resort 1-Day Park Hopper ticket
❖ <u>Complimentary Director's package includes:</u>	<ul style="list-style-type: none"> • CD or digital recording of group's performance for director (<i>dependent on theatre set-up</i>) • Single room and breakfast 4 – Directors • Admission to theme park for 4 - Directors

Add-on Options:

▪ Medieval Times Dinner Show	Add \$45 per person. Contact Forum Festivals for reservations
▪ Pirate's Dinner Adventure	Pricing includes dinner, show, tax, & gratuity.
▪ Earl of Sandwich Box Lunch	Add a box lunch at the Earl of Sandwich. \$14 per person for your choice of sandwich or wrap, bag of kettle cooked chips, fresh baked cookie & bottled soda or water.
▪ Meal Vouchers	Add Disney \$10 or \$15 meal vouchers. Redeem at restaurants or food carts within either park. No change given. <i>An 8% handling fee will apply.</i>
▪ Group meals	Add a group meal at Buca di Beppo's or Bubba Gump's in the Anaheim area. Meals range from \$19 to \$21, depending on menu & time of day. Tax & gratuity included. Call for other options.

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. \$175 per driver, per night at group's hotel. Based on current 2015 pricing (subject to change for 2016).
▪ Transportation:	Approx. \$10,172 for 3 - 56 passenger coaches. Based on current availability and 2015 pricing (subject to change for 2016).
▪ Bus Driver Gratuity:	Optional bus driver gratuity for outstanding service. Typically \$1 or \$2 per person, per day.
▪ 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 1 student scholarship (*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 a deduction of \$1,090 on the final invoice. If your student count changes, the chaperone discount will also change. (*Price of deduction subject to change in 2016 based on ticket pricing*).

Payment Schedule:

➤ **Registration Fee and Payment #1 due 30 days following registration:**

- 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 \$1,018.00

➤ **Payment #1 due February 21, 2016:**

- 1/3rd of package balance less the hotel deposit

➤ **Payment #2 due March 21, 2016:**

- 1/3rd of package balance
- ***Final rooming list due from Director***

➤ **Final Payment due April 21, 2016:**

- 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 - \$9,154.00

Proposal is based on current hotel & festival availability for 2015. Price adjustment may apply depending on hotel availability and selection at time of registration for the 2016 season. 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):	\$48,160.00
Registration fee:	\$225.00
Charter bus transportation:	\$10,172.00
Driver's rooms at hotel:	\$1,050.00
Subtotal:	\$59,607.00
Disney chaperone credits (based on 140 students less 4 Director tix):	Less -\$1,090.00
Estimated Scholarship credit:	Less -\$305.00
Estimated total for this package:	\$58,212.00

OVERNIGHT CHAPERONE PLAN

School: Mountain Sky Junior High School

Dates of Trip: May 13-15, 2016

Destination: Forum Music Festival, Cypress College, Anaheim, CA

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 chaperone plan for sleeping arrangements on this trip is:

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 by directors, with two chaperones of the same gender per room. Forum Festivals, when booking room assignments with the hotel, place 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 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 st	McFee- <i>video</i> (BAND)	Dukeshier – <i>play</i> (CHOIR)
2 nd	Dukeshier (+WE no go)- <i>play</i> (CHOIR)	PREP
3 rd	PREP	Polanski (+ Jazz no go)- <i>play, then video</i> (BAND)
4 th	Polanski (+VP no go)- <i>play</i> (BAND)	Brewer- <i>video</i> (506)
5 th	Split Dukeshier- <i>final exam</i> (CHOIR)	
6 th	Brewer- <i>video</i> (BAND)	Dukeshier- <i>final exam</i> (CHOIR)

Directions for Dukeshier's Fine Arts classes *play* (1st and 2nd hour)

All morning classes will be independently practicing piano. After attendance, simply say, "*Time to set-up*", and monitor as both my 1st and 2nd 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 2016.

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 \$461.00. 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, 2015**. 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 2015 or 2016 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 8:00am on Friday, May 13th. We are scheduled to return to Mountain Sky campus on Sunday, May 15th at 5:00pm. There will be no school bus nor van to take the students home.

Our students will be performing at Fullerton 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 Dukeeshier, 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 \$461.00 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

diana.polanski@wesdschools.org

don.brewer@wesdschools.org

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 21st. 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 21st, 2016. 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 21st, 2016, tuition money will not be refunded.

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Orangewood	Departure Date:	10/4/2015
Field Trip Destination:	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	Return Date:	10/9/2015
Student Participants:	32	Chaperones (1:8):	4
Grade Level(s):	6	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-769-6758	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	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 Common Core 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
10/4/2015	Orangewood School, Phoenix, AZ	8:00 AM	Lee's Ferry, Marble Canyon, AZ	1:30 PM	Divine Transportation	602-769-6758
10/4/2015	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
10/5/2015	Horseshoe Bend Canyon, AZ	8:00 AM	9 mile camp on the Colorado River	4:00 PM	Rafts by Grand Canyon Youth	602-769-6758
10/6/2015	9 Mile Camp, AZ	8:00 AM	Lee's Ferry, Marble Canyon, AZ	1:00 PM	Rafts by Grand Canyon Youth	602-769-6758
10/6/2015	Lee's Ferry, Marble Canyon, AZ	2:00 PM	Sky Y Camp, Prescott, AZ	7:00 PM	Divine Transportation	602-769-6758
10/9/2015	Sky Y Camp, Prescott, AZ	9:00 AM	Goldwater Lake, Prescott, AZ	9:15 AM	Divine Transportation	602-769-6758
10/9/2015	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
Hiking	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
Wading	Colorado river	Yes	Yes	Wading into the Colorado River, up to 2 feet of water, conducting water experiments
Tower Climbing	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	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 Experiment Activities	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	4/21/2015
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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.

2015/2016 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	Yes
Todd Hyatt	Parent	No	Yes
Mrs. Rodriguez	Parent	No	Yes
TBA	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 5/6/2015

Administrative Services Signature: Lyn Bailey 5/6/2015

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.
The cost of the trip includes planning for all students.		
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	\$ 0.00 Lodging
\$	Travel Insurance (optional)	\$ 750.00 Food:
\$	Substitute	\$ 3,595.00 Transportation
\$	Food	\$ 15,880.00 Registration/Entry Fees
\$	Other	\$ 0.00 Travel Insurance (optional)
\$	Total Cost of Trip	\$ 0.00 Other:
		\$ 0.00 Substitute Funding Source:
		\$ 20,225.00 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	\$632.03	

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 align="center">Finance Signature</p> <p>This expenditure was reviewed for compliance with designated and/or qualifying funding sources.</p>		
Elizabeth Martinez	5/6/2015	
<p align="center">Purchasing Signature</p> <p>This expenditure was reviewed for compliance with applicable procurement laws and regulations.</p>		
Howard Kropp	5/6/2015	

OVERNIGHT CHAPERONE PLAN

School: Orangewood School

Dates of Trip: October 4-9, 2015

Destination: Lee's Ferry, Marble Canyon, AZ, Horseshore Bend, Marble Canyon, AZ, Sky Y Camp, Prescott, AZ and Goldwater Lake, Prescott, AZ

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 chaperone plan for sleeping arrangements on this trip is:

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

The students will be sleeping in separate tents for boys and girls. The chaperones will sleep near the exit flaps to monitor the students at all times. As another precaution, the certified chaperones will walk around the tents at night.

Sky Y Camp

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. The chaperones will sleep near the exit doors to monitor the students access at all times. As another precaution, the certified chaperones will walk around the cabins at night.



P.O. Box 23376 Flagstaff, AZ 86002 Phone: 928.773.7921 fax: 928.774.8941
info@gcyouth.org www.gcyouth.org

Dear Parent/Guardian,

We are excited to be working with your youth's school to offer a Grand Canyon Youth (GCY) program. This packet includes helpful information for you and your youth as you prepare for this unique educational experience. GCY is a non-profit organization based in Flagstaff, Arizona. Our mission is to provide youth with an experiential education along the rivers and in the canyons of the Southwest. Our programs promote environmental awareness, community involvement, personal growth, and teamwork among people of diverse backgrounds.

Our educational philosophy is to inspire curiosity. This happens in innumerable ways. A young person has the opportunity to sleep under the stars, interact with their peers in new ways, gain confidence, overcome challenges, and build personal responsibility. We work collaboratively with teachers, students and administrators to set programmatic goals that meet their educational needs. All of our programs engage youth in a unique and valuable way. We look forward to sharing this participatory and transformative experience with your child!

GCY has been offering place-based learning opportunities for over 15 years. We provide industry standard equipment such as life jackets, first aid kits, and satellite phones. In addition to the boats and safety equipment, we also provide waterproof bags, sleeping bag, tarp, and tents. All food is provided for the duration of the program. There are ample snacks and our menu has been reviewed by a licensed nutritionist. If your youth has medical or dietary needs, please be sure to note their needs in the attached application. The items needed are listed in the enclosed packing list.

The most frequently asked questions are about safety. We have an excellent safety record. Most importantly, our attention to detail and safety-mindedness ensure that our program creates a safe learning environment. Our guides are all licensed and have advanced wilderness first aid training as well as a love for working with young people.

If you have any questions as you prepare for your trip, please don't hesitate to contact the teacher(s) or feel free to call the GCY office at 928.773.7921 or email programs@gcyouth.org. Our website, www.gcyouth.org is also a great resource.

Thank you,

Emma Wharton, MSW
Executive Director



2015 Colorado River, Lee's Ferry Orangewood School Quote

Potential Dates of Trip: October 4-6, 2015

River Section: Colorado River from Lee's Ferry to Lee's Ferry

Participant Numbers:

2 Parallel Trips:

Trip 1: 16 youth and 3 Trip Coordinators, 2 at no charge

Trip 2: 16 youth and 3 Trip Coordinators, 2 at no charge

Total Price per Youth: \$375

Price Includes: All food, safety equipment, boats, sleeping pads and bags, educational materials, science projects, and GCY river guides.

Initial Deposit: \$100 Due: September, 15 2015

Final Payment: \$275 Due: October 1, 2015

Trip Coordinator/Teachers:

1.) John Vasey

2-6.) TBD

Program Start:

1:30pm (lunch on your own, no Lonely Dell, and load boats) Lee's Ferry on October 4th. Dress in what you plan to wear on the river. Make sure you have two full water bottles and you have eaten breakfast.

Day 1 October 4th: Lee's Ferry:

Lee's Ferry was once a prominent river crossing managed by John Doyle Lee. In fact, you can still see the ruts of the old wagon trains and visit his old homestead, Lonely Dell. Lee's Ferry was the only place you could cross the river by wagon train in 700 miles. Also potential for a service project in native species restoration. Meet with Colorado River Discovery, motor up river 9 miles to -9 mile camp, where you will set up camp, explore, participate in a science project (optional).

Day 2 October 5th: On River

Wake up, have breakfast. Pack up camp, paddle downstream in paddle rafts and oar boats. Keep watch for bighorn sheep, great blue heron, trout, wild horses, lizards and peregrine falcons! This beautiful section of the Colorado River is primarily Navajo Sandstone, and is flat moving water. Potential stop at a native species restoration site. Have lunch along the river. Set up Camp for Night 2. Potential for art projects, journal reflection, science projects, play, and more!

$$\$375 \times 32 = 12,000$$

Day 3 October 6th: On River, Take Out Day

Wake up, enjoy your last morning on the river. Pack up camp, load the boats. Float and have lunch on river. Continue to Lee's Ferry and arrive by 2 pm. Program Ends.

About Grand Canyon Youth

Mission:

Grand Canyon Youth is a 501 c 3 nonprofit organization in Flagstaff, Arizona. Our mission is to offer experiential learning on the rivers and in the canyons in the Southwest in an effort to promote personal growth, environmental awareness, community involvement, and teamwork among people of diverse backgrounds. Our educational philosophy is to inspire curiosity about wild places, community, and one's self.

Safety:

All Grand Canyon Youth guides are Wilderness First Responder certified. This is the outdoor education industry standard 80 hour medical certification. CPR is included.

Background Checks:

All Grand Canyon Youth staff must pass a Sterling Background Check prior to hire, and again every 3 years during their employment with the organization.

Guide Licensure:

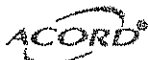
All Grand Canyon Youth guides are current on all state-required licenses and certifications needed to operate in the areas we run trips.

Insurance:

Please see Grand Canyon Youth's Proof of Insurance attached.

*If you have questions about GCY, our policies, and the qualifications of our staff, please email Program Director, Dorrie Haymon, at programs@gcyouth.org or call 928.773.7921.

We look forward to working with you!



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

2/27/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed, if SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER		CONTACT: Holly Friede	
Sattler Insurance		PHONE (A/C No. Ext.): (208) 743-9426	FAX (A/C No.): (208) 748-9433
1504 8th St		E-MAIL: holly@sattlerins.com	
Lewiston ID 83501		INSURER(S) AFFORDING COVERAGE	
INSURED		INSURER A: Tudor Insurance Company	
Grand Canyon Youth		INSURER B:	
P.O. Box 23376		INSURER C:	
Flagstaff AZ 86002		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES

CERTIFICATE NUMBER: 15-16

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR	TYPE OF INSURANCE	ADDITIONAL	POLICY NUMBER	POLICY EFF	POLICY EXP	LIMITS
LTR		INSR WVD		(MM/DD/YYYY)	(MM/DD/YYYY)	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X	EGP8000074	3/1/2015	3/1/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Per occurrence) \$ 100,000 MED EXP (Any one person) \$ 2,500 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPROP AGG \$ Included Hired/Non-owned \$ 500,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALLOWED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		EGP8000074	3/1/2015	3/1/2016	COMBINED SINGLE LIMIT (Per accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Hired & Non-owned Autos \$ 500,000
	UMBRELLA LIAB EXCESS LIAB RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ PER STATUTE OTHER
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NM) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A				E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The certificate holder is an additional insured for general liability only with respects to the ongoing operations of the named insured.

Grantor

CERTIFICATE HOLDER

CANCELLATION

jctannous@culturalpartners	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
Flagstaff Arts Council PO Box 295 Flagstaff, AZ 86002-0295	AUTHORIZED REPRESENTATIVE J Sattler, CPCU, CIC/

ACORD 26 (2014/01)
INS026 (01/14/11)

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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
3725 S. Senator Hwy
Prescott, AZ 86333
800-660-1385

YMCA
CAMPING
SERVICES



PROPOSAL

April 7, 2015

Charges

Orange Wood Elementary
Camp Sky-Y
October 6th to October 9th

Qty	Price	Description	Estimated Charge
104	\$ 90.00	3 Nights/7 meals Students	\$ 9,360.00
13	\$ 90.00	3 Nights/7 meals - Adults	\$ 1,170.00
104	\$ 2.00	Outdoor Survival Skills	\$ 208.00
104	\$ 6.00	Climbing Tower	\$ 624.00
104	\$ 2.00	Orienteering	\$ 208.00
104	\$ 3.00	Team Challenge	\$ 312.00
104	\$ 2.00	Archery	\$ 208.00
104	\$ 2.00	Hike	\$ 208.00
104	\$ 3.00	Canoeing	\$ 312.00
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
ESTIMATED TOTAL FOR GROUP			\$ 12,610.00

$\$3880 + 12,000 = 15880$
32 for Mr. Vasey's class

72 for Mr. Farr, Mr Johnson, Mrs Poyet/
Williams

2015 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6th grade teacher following district common core standards for that time period. This will be determined by October 2015 by all of the 6th grade teachers. Math would integrate the pacing plan of 2015. 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*

Plumbing the Colorado

How does water use in Wyoming affect river flow in Sonora?

Grade Level:

6-12

Subject Areas:

Geography, Government, Environmental Science, Math

Duration:

Preparation time: 40 minutes

Activity time: 60 minutes

Setting:

Classroom or Outdoors

Skills:

Demonstrate, Discuss, Examine, Identify, Measure, Add, Subtract

Vocabulary:

aqueduct, concentration (of a solution), confluence, desalination, delta, dissolve, diversion, evaporation, headwaters, main stem, mouth of stream, reservoir (water), runoff, salinity, snowmelt, snowpack, suspension, tributary

Summary

Students examine the Colorado River system and demonstrate changes in river flow that occur as the river travels from source to sea.

Objectives

Students will:

- demonstrate water inputs and outputs of the Colorado River system;
- gain an increased awareness of water users on the Colorado River, including those outside their geographic area;
- identify the source, tributaries, and mouth of the river;
- recognize that balancing the needs of all water users is difficult.

Materials

- *Copies of the Plumbing the Colorado Student Copy Page* (1 per student)
- *5 buckets or storage containers*
- *Index cards* (60)
- *Permanent marker*
- *Colorado River Watershed Wall Map or copies of the Major Dams and Diversions Map* (page XXII)
- *Masking tape or sidewalk chalk*
- *2 sets of measuring cups* (one cup, one-half cup, one-third cup, one-fourth cup)
- *Water*
- *Optional: several long tablecloths or tarps*

Background

The waters of the Colorado River are hard working. A visit to the Colorado River Delta tells the story of a river that has served the needs of countless people, plants, and animals. Venture to the mouth of the river, and you will see nothing but

PARENTS
Educational Field Study Trips
Information Meeting



Where
Orangewood Library

When
Thursday, August 6th 6 to 8PM
Saturday, August 15th 8:30 to 9:30AM
or
Tuesday, August 18th, 2015 6:00PM to 7:00PM

Agenda

- Colorado River/Sky Y Camp Trip
- Details on most of the educational field study trips for the year
- Fundraising opportunities
- Cost of trips
- Scholarships
- Questions

****Please attend one of the Colorado River/Sky Y meetings to ensure your child's spot on the trip.***
Questions, please call Mr. Vasey at 602-347-2915

2015 Colorado River/Camping Science Adventure

AGENDA

- **FUNDRAISERS:**

Cookie Dough- Aug. 17 to Sept. 8th (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

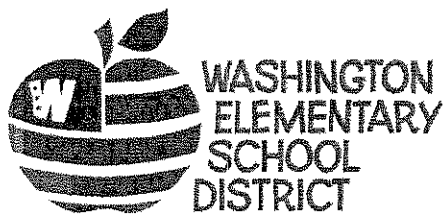
- **SUPPLIES:** TBD

- **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: \$624/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. 17 to Sept. 8	—————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
TUESDAY, September 15	—————Money due for trip
Thurs. Sept. 17	—————Trip Permission forms signing notarized and Chaperone Meeting 6:00PM to 7:30PM
Sun. Oct. 4th thru Fri. Oct. 9th	—————River/Camping Adventure



Orangewood School

7337 N. 19th Avenue • Phoenix, AZ 85021
602-347-2900 • Fax: 602-347-2920 • orangewood.wesdschools.org

August 6, 2015

Orangewood Elementary
7337 N. 19th Ave.
Phoenix, Arizona 85021
(602) 347-2915

Dear Families and Community Members:

Thank you for the opportunity to present our request for support to our classes and community. We are sixth grade teachers at Orangewood Elementary in the Washington Elementary School District. Our class educational philosophy is to learn the fundamentals through rigor and relevance, and apply that learning to the future success of our students' everyday lives. Field experience plays an important role in meeting the national common core standards. We journey to:

- Colorado River to analyze and create solutions to improve our water sustainability.
- Special Olympics and Feed My Starving Children to volunteer.
- The University of Arizona to dissect marine biology and observe college life.
- Sky Y Camp in Prescott to build on our engineering, math and science skills.
- Water treatment plants to understand how we receive our water.
- IHOP Restaurant to observe and train.
- Fry's Marketplace to apply our study of Ratios and Problem Solving.
- The Estrella (SCA) War to live the Middle Ages.
- CPR classes to learn to save lives.
- Ocean Institute/Catalina to interact with ocean life.

Our students, their parents and families, and we participate in many fund-raisers to support these journeys. The fund-raisers this year include community breakfast, after-school concessions, movie night, yard sales, and three student-run restaurants.

We would deeply appreciate any and all support for our class's journey to success this year. Sincerely,

John Vasey, Eric Farr, Ciara Puryear, Dave Johnson
2015/16 Sixth Grade Class

Governing Board: Tee Lambert, President • Bill Adams, Vice President
Clorinda Graziano, Member • Larry Herrera, Member • Aaron Jahneke, Member
Dr. Susan J. Cook, Superintendent

Confirmation

Page 1

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
FAX: 602-340-0055

www.divinecharter.com

Orangewood Elementary School
John Vasey
7337 N. 19th Ave
Phoenix AZ 85021

Customer No: 2278
Contact:
Phone: 602-347-2915
FAX:
E-Mail: john.vasey@wesdschools.org
Order Number: **119647**
Order Date: 1/27/2015
PO Number:
Group: Camping
Sales Associate Ruthie

Report produced by divineware

Deposit Required:
Deposit Due on:
Balance Due on:

Pickup	Destination	Amount	Misc. Charges	Total
<p>Sunday 10/04/2015 Spot: 06:30AM Depart: 07:00AM Orangewood Elementary School 7337 N. 19th Ave Phoenix AZ 85021 Return 10/04/2015 Vehicle Type: 56 Passenger Number of Passengers: 54 54 pax Drive will pick up group and take them camping Lee's Ferry Contact day of : Group will book drivers room which we will pay for and then add it to their invoice. 2 nights at Marble Canyon Motel</p>				
	Lee's Ferry Camping TBD	\$2,675.00	\$35.00	\$2,710.00
	Page AZ Depart From Destination 10/04/2015			
	Motel	\$35.00		
<p>Monday 10/05/2015 Spot: 06:45AM Depart: 07:00AM Lee's Ferry Camping Near Page AZ 85021 Return 10/05/2015 Vehicle Type: 56 Passenger Number of Passengers: 54 54 pax as needed today. Group will supply driver's room Contact day of :</p>				
	Lee's Ferry Camping TBD		\$35.00	\$35.00
	Near Page AZ Depart From Destination 10/05/2015			
	Motel	\$35.00		
<p>Tuesday 10/06/2015 Spot: 05:45AM Depart: 06:00AM Lee's Ferry Camping TBD Page AZ Return 10/06/2015 Vehicle Type: 56 Passenger Number of Passengers: 54 54 pax One way drop to Sky Y, then deadhead home.</p>				
	Camp Sky Y 5725 South Senator Highway Prescott AZ 86303 Depart From Destination 10/06/2015			
			Total Misc. Charges:	\$70.00
			Total:	\$2,745.00

Confirmation

Page 2

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
FAX: 602-340-0055

www.divinecharter.com

Orangewood Elementary School
John Vasey
7337 N. 19th Ave
Phoenix AZ 85021

Customer No: 2278
Contact:
Phone: 602-347-2915
FAX:
E-Mail: john.vasey@wesdschools.org
Order Number: **119647**
Order Date: 1/27/2015
PO Number:
Group: Camping
Sales Associate Ruthie

Report produced by divineware

Deposit Required:
Deposit Due on:
Balance Due on:

Pickup

Destination

Amount	Misc. Charges	Total
Amount Paid:		
Balance Due:		\$2,745.00

Confirmation

Page 1

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
FAX: 602-340-0055

www.divinecharter.com

Orangewood Elementary School
John Vasey
7337 N. 19th Ave
Phoenix AZ 85021

Customer No: 2278
Contact: John Vasey
Phone: 602-347-2915
FAX:
E-Mail: john.vasey@wesdschools.org
Order Number: **119648**
Order Date: 1/27/2015
PO Number:
Group: C Ampers
Sales Associate Wayne

Report produced by divine

Deposit Required:
Deposit Due on:
Balance Due on:

Pickup	Destination	Amount	Misc. Charges	Total
Friday 10/09/2015 Spot: 08:45AM Depart: 09:00AM Camp Sky Y 5725 South Senator Highway Prescott AZ 86303 Return 10/09/2015 5:00PM Vehicle Type: 56 Passenger Number of Passengers: 54 Take group to Goldwater Lake before returning home.	Orangewood Elementary 7337 N 19th Ave Phoenix AZ 85021 Depart From Destination 10/09/2015	\$850.00		\$850.00
Total:				\$850.00
Amount Paid:				
Balance Due:				\$850.00

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Orangewood	Departure Date:	10/6/2015
Field Trip Destination:	Hoover Dam, Boulder City, NV Colorado River Willow Beach, AZ Sky Y Camp, Prescott, AZ Goldwater Lake, Prescott, AZ	Return Date:	10/9/2015
Student Participants:	72	Chaperones (1:8):	9
Grade Level(s):	6	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-615-8346	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	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 Puryear-Williams	ciara.puryear@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
10/6/2015	Orangewood School, Phoenix, AZ	7:00 AM	Hoover Dam, Boulder City, NV	11:30 AM	Divine Transportation	602-615-8346
10/6/2015	Hoover Dam, Boulder City, NV	11:45 AM	Colorado River, Hoover Dam	12:00 PM	Black Canyon Adventure Vans	702-278-0606
10/6/2015	Hoover Dam, AZ	12:00 PM	Willow Beach, AZ	4:00 PM	Black Canyon River Adventures motorized rafts	702-278-0606
10/6/2015	Willow Beach, AZ	4:00 PM	Sky Y Camp, Prescott, AZ	9:00 PM	Divine Transportation	602-254-1571
10/9/2015	Sky Y Camp, Prescott, AZ	9:00 AM	Goldwater Lake, Prescott, AZ	9:15 AM	Divine Transportation	602-769-6758
10/9/2015	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
Raft motor boat	Colorado River	Yes	Yes	3 hour Colorado River Tour with lunch
Wading	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 Activities	Sky Y Camp, Prescott, AZ	Yes	Yes	Small group activities
Orienteering	Sky Y Camp, Prescott, AZ	No	Yes	Use of compass
Rock Climbing (Tower)	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 Experiments	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	4/21/2015
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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 Puryear-Williams	Certified	No	Yes
Eric Farr	Certified	No	Yes
7 Parents TBD	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

5/6/2015

Administrative Services Signature:

Lyn Bailey

5/6/2015

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.
The cost of the trip includes planning for all students.	
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: \$ 6,960.00 Transportation \$ 12,420.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute Funding Source: \$ 19,880.00 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 \$276.11

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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015

OVERNIGHT CHAPERONE PLAN

School: Orangewood School

Dates of Trip: October 6-9, 2015

Destination: Hoover Dam, Boulder City, NV, Colorado River, Willow Beach, AZ, Sky Y Camp, Prescott, AZ, and Goldwater Lake, Prescott, AZ

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 chaperone plan for sleeping arrangements on this trip is:

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. The chaperones will sleep near the exit doors to monitor the students access at all times. As another monitoring precaution, certified chaperones will walk around the cabins at night.

Vasey, John

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 5th 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

www.blackcanyonadventures.com

www.foreverresorts.com

From: Vasey, John [mailto:John.Vasey@wedschools.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

Lodging

Outdoor Education School Group participants should be split into male and female cabin groups for sleeping arrangements. Each cabin sleeps 12 people. 2 chaperones and 8-10 participants is best. Cabins are arranged in villages of 4-5 cabins each. Bathrooms are located in a central location to each village. Bathrooms have running water, hot showers, sinks and flush toilets.

Group Leader lodging

A separate sleeping space for group leaders may be available upon request. Please contact the Outdoor Education Director for availability.

Food Service

Camp Sky-Y & Chauncey Ranch provide meals served in our Dining Hall. The number of meals served depends on the amount paid for on the contract. Our menu can be adapted to meet most dietary restrictions or allergies of your group. Meals are served family style. The group will be assigned a certain number of tables for meals (10-12 per table). A sack lunch can also be provided for day hikes or the trip home.

Health Care

Camp staff are trained in First Aid and CPR and are willing to assist with any minor injury or illness. In addition, emergency medical care is less than 15 minutes away. It is the responsibility of the group to provide a designated medical staff member and First Aid supplies during their stay at camp. Securing and administering medications is also the responsibility of the group's designated medical staff. Each participant on property must have a health history form with an authorization for emergency medical care. If a participant is too ill to complete the Outdoor Education Retreat, it is up to the group's medical staff to make arrangements for medical care or for parent/other pick-up.

Participant Supervision

YMCA Camp Sky-Y & Chauncey Ranch staff will instruct all camp programs chosen by the group. All instructional equipment and supplies will be provided by camp. It is the responsibility of the school group to provide supervision during programs, meal times, free time, as well as in the cabins. It is recommended that a ratio of 1 adult for every 10 youth (under age 18) be maintained. There must be at least one adult for each cabin group and it is the responsibility of the school group chaperons to maintain participant discipline during their stay at camp. Leaders and adults are encouraged to be an active part of the camp experience, and may participate in activities. (There are some activities such as the climbing tower that, due to time restraints, we may not have time for each adult to participate.)

Camp Store

All participants can purchase items at the Camp Store. Items include snacks, drinks, and souvenirs. Store hours can be arranged around the school group's schedule. We suggest \$10-\$25 dollars per participant depending on the length of their stay at camp. Just let the Conference Director know if and when your school group would like store open for shopping.

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

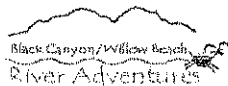
BCWB staff completes the following visitor care procedures:

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.



Beth Carden, Sales Manager
 702.278-0606 Cell
 Black Canyon River Adventures
 P.O. Box 60130
 Boulder City, NV 89006
 bcraftadvsales@gmail.com

Contact:	John Vasey	School Name:	Orangewood E. S.
Address:	7337 M/ 19th Ave.	City/St/Zip:	Phoenix, AZ 85021
Telephone:	c.602-769-6758	Itinia #	2829
Fax:		Email:	john.vasey@wesdschools.org

School Charter Requirements

Date:	Tuesday, October 06, 2015	Arrive Hacienda:	12:00pm
# of Adults:	6	\$63.00	\$378.00
Youth (13-15)		\$58.00	\$0.00
Child (5-12)	72	\$46.00	\$3,312.00
Teachers	3		\$0.00
Special Needs:		Comments:	

Transportation

School will provide transportation from to Hacienda and from Willow Beach.

Transportation Price Per Person; Willow Beach to Hacienda Hotel Transfer \$4.00	
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Food and Beverage

Lunch:			
Regular	81		
Veggie			\$0.00
Gluten Free			\$0.00
			\$0.00
			\$0.00
		Food Upgrade per person	\$0.00
Total Minimum Charter Price			\$3,690.00

Payment Requirements

Final Payment due	is due on our account	4/20/2015
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Reservation and Cancellation Policy

Final passenger counts can be modified up to 7 days in advance of event date.
 Cancellation less than 7 days prior to date of raft trip will result in the forfeiture of the entire payment.
 Minimum charter price is locked in 7 days prior to event date and no less than 25 full fare passengers.
 Minimum seats for private charter is 25 seats.
 All changes must be made in writing by fax or email.
 Special Permit is required for video equipment, weddings, etc....
 In accordance with our Concession Contract with the National Park Service - NO ALCOHOLIC BEVERAGES
 or PRIVATE COOLERS are allowed on the Rafts. BC/WBRA reserves the right to assign rafts
 based on the number of passengers contracted. Raft seats are sold, not rafts.
 Copies of the student's permission slips or parent signatures on our waivers are required.

Company Representative Name/Title	Date	Beth Carden, Sales Manager 4/7/15	
		Beth Carden, Sales Manager	Date

Black Canyon River Adventures P.O. Box 60130 Boulder City, NV 89006



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
800-660-1365

PROPOSAL

April 7, 2015

Charges

Orange Wood Elementary
Camp Sky-Y
October 6th to October 9th

Qty	Price	Description	Estimated Charge
104	\$ 90.00	3 Nights/7 meals Students	\$ 9,360.00
13	\$ 90.00	3 Nights/7 meals - Adults	\$ 1,170.00
104	\$ 2.00	Outdoor Survival Skills	\$ 208.00
104	\$ 6.00	Climbing Tower	\$ 624.00
104	\$ 2.00	Orienteering	\$ 208.00
104	\$ 3.00	Team Challenge	\$ 312.00
104	\$ 2.00	Archery	\$ 208.00
104	\$ 2.00	Hike	\$ 208.00
104	\$ 3.00	Canoeing	\$ 312.00
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
ESTIMATED TOTAL FOR GROUP			\$ 12,610.00

32 for Mr. Vasey's class

72 for Mr. Farr, Mr Johnson, Mrs Puryear/
Williams

\$8730
3090
12,420

2015 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6th grade teacher following district common core standards for that time period. This will be determined by October 2015 by all of the 6th grade teachers. Math would integrate the pacing plan of 2015. 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*

Plumbing the Colorado

How does water use in Wyoming affect river flow in Sonora?

Grade Level:

6-12

Subject Areas:

Geography, Government, Environmental Science, Math

Duration:

Preparation time: 40 minutes

Activity time: 60 minutes

Setting:

Classroom or Outdoors

Skills:

Demonstrate, Discuss, Examine, Identify, Measure, Add, Subtract

Vocabulary:

aqueduct, concentration (of a solution), confluence, desalination, delta, dissolve, diversion, evaporation, headwaters, main stem, mouth of stream, reservoir (water), runoff, salinity, snowmelt, snowpack, suspension, tributary

Summary

Students examine the Colorado River system and demonstrate changes in river flow that occur as the river travels from source to sea.

Objectives

Students will:

- demonstrate water inputs and outputs of the Colorado River system;
- gain an increased awareness of water users on the Colorado River, including those outside their geographic area;
- identify the source, tributaries, and mouth of the river;
- recognize that balancing the needs of all water users is difficult.

Materials

- *Copies of the Plumbing the Colorado Student Copy Page* (1 per student)
- *5 buckets or storage containers*
- *Index cards* (60)
- *Permanent marker*
- *Colorado River Watershed Wall Map or copies of the Major Dams and Diversions Map* (page XXII)
- *Masking tape or sidewalk chalk*
- *2 sets of measuring cups* (one cup, one-half cup, one-third cup, one-fourth cup)
- *Water*
- *Optional: several long tablecloths or tarps*

Background

The waters of the Colorado River are hard working. A visit to the Colorado River Delta tells the story of a river that has served the needs of countless people, plants, and animals. Venture to the mouth of the river, and you will see nothing but

Dear 6th Grade Parents and Students,

Our Hoover Dam/Sky-Y Adventure is Tuesday, October 6, 2015 to Friday, October 9, 2015. The following is our tentative itinerary:

Tuesday, October 6th

7:00AM: Leave Orangewood Elementary for Hoover Dam.

11:30AM: Arrive at Hoover Dam.

12:00 to 4:00PM: Boat trip on the Colorado River and lunch.

4:00 to 9:00PM: Driving to Sky Y Camp in Prescott and dinner on the bus.

9:00PM: Arrive at Sky Y Camp.

9:00 to 10:00PM: Unpack and Bed Time.

Wednesday, October 7th

8:00AM: Breakfast

9:00AM to 11:30: Science and Camp Activities (Teacher Lead)

11:30 to 12:30PM: Lunch

12:30 to 5:00PM: Camp Activities

5:00 to 6:00PM: Dinner

6:00 to 9:00PM: Campfire Journals

9:00PM: Bedtime

Thursday, October 8th

8:00AM: Breakfast

9:00AM to 11:30: Science and Camp Activities (Teacher Lead)

11:30 to 12:30PM: Lunch

12:30 to 5:00PM: Camp Activities

5:00 to 6:00PM: Dinner

6:00 to 9:00PM: Star Gazing

9:00PM: Bedtime

Friday, October 9th

8:00AM: Breakfast, clean and pack

9:00 to 3:00PM: Leave Sky Y Camp to Goldwater Lake (2 miles down the road)

Fishing (Game & Fish Lead), hiking (Teacher Lead), canoeing activities (Sky Y Lead) and lunch (Chaperone Lead)

3:00PM: Leave Goldwater Lake (Prescott) for Orangewood

5:00-5:30PM: Arrive at Orangewood and call parents for pick up

Sky Y Camp Activities:

- Archery
- Team Building Challenges
- Orienteering (finding their way around with a compass)
- Sky Tower
- Science/Project Wet Workshop
- Campfire activities and Fish & Game activities
- Canoeing
- Hiking

Emergency #s: Sky-Y Camp 602-254-1571, Orangewood Elem. 602-347-2900
Mr. Vasey 602-769-6758 and Ms. Puryear 602.615.8346

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
Fax: 602-340-0055

www.divinecharter.com
wayne@divinecharter.com
Sales Associate: Wayne

Orangewood Elementary School
7337 N. 19th Ave
Phoenix AZ 85021

Quotation

Page 1

Order Number: 121159
Order Date: 4/07/2015
Customer NO.: 2278
Group: Camping
Contact: John Vasey
Phone: 602-347-2915
Email: john.vasey@wesdschools.org

Report produced by divinead

Pickup	Destination	Amount	Misc. Charges	Total
<hr/>				
Tuesday 10/06/2015 Spot: 06:30AM Depart: 07:00AM		\$2,685.00		\$2,685.00
<hr/>				
Orangewood Elementary School 7337 N. 19th Ave Phoenix AZ 85021 Return 10/06/2015 9:00PM Vehicle Type: 56 Passenger	Hoover Dam Hoover Dam AZ Depart From Destination 10/06/2015			
<hr/>				
Number of Passengers: 54 2 x 54 pax to Hoover Dam area, then return and drop group at Sky Y in Prescott.				
Tuesday 10/06/2015 Spot: 06:30AM Depart: 07:00AM		\$2,685.00		\$2,685.00
<hr/>				
Orangewood Elementary School 7337 N. 19th Ave Phoenix AZ 85021 Return 10/06/2015 9:00PM Vehicle Type: 56 Passenger	Hoover Dam Hoover Dam AZ Depart From Destination 10/06/2015			
<hr/>				
Number of Passengers: 54 2 x 54 pax to Hoover Dam area, then return and drop group at Sky Y in Prescott.				
				Total: \$5,370.00
				Amount Paid:
				Balance Due: \$5,370.00

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
Fax: 602-340-0055

www.divinecharter.com
wayne@divinecharter.com
Sales Associate: Wayne

Orangewood Elementary School
7337 N. 19th Ave
Phoenix AZ 85021

Quotation

Page 1

Order Number: 121160
Order Date: 4/07/2015
Customer NO.: 2278
Group: Campers
Contact: John Vasey
Phone: 602-347-2915
Email: john.vasey@wesdschools.org

Report produced by drivewise!

Pickup	Destination	Amount	Misc. Charges	Total
Friday 10/09/2015 Spot: 08:45AM Depart: 09:00AM		\$795.00		\$795.00

Camp Sky Y
5725 South Senator Highway
Prescott AZ 86303
Return 10/09/2015
Vehicle Type: 56 Passenger

Orangewood Elementary
7337 N 19th Ave
Phoenix AZ 85021
Depart From Destination 10/09/2015

Number of Passengers: 54
Take group to Goldwater Lake before returning home.

Friday 10/09/2015 Spot: 08:45AM Depart: 09:00AM	\$795.00	\$795.00
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Camp Sky Y
5725 South Senator Highway
Prescott AZ 86303
Return 10/09/2015
Vehicle Type: 56 Passenger

Orangewood Elementary
7337 N 19th Ave
Phoenix AZ 85021
Depart From Destination 10/09/2015

Number of Passengers: 54
Take group to Goldwater Lake before returning home.

Total: \$1,590.00
Amount Paid:
Balance Due: \$1,590.00

5370

6960

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Orangewood	Departure Date:	11/6/2015
Field Trip Destination:	University of Arizona Flandrau Planetarium, Tucson, AZ	Return Date:	11/6/2015
Student Participants:	32	Chaperones (1:8):	4
Grade Level(s):	6	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-769-6758	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	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@wedschools.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

Itinerary:						
Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
11/6/2015	Orangewood School, Phoenix, AZ	7:00 AM	University of Arizona, Tucson, AZ	9:00 AM	Divine Transportation	602-769-6758
11/6/2015	University of Arizona, Tucson, AZ	3:00 PM	Orangewood Elementary, Phoenix, AZ	5:00 PM	Divine Transportation	602-769-6758

Activities:				
Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Shark Dissection	Flandrau Planetarium: U of A	No	Yes	Instructor led dissection of a dogfish
Fish Diversity	Flandrau Planetarium: U of A	No	Yes	Students observe and feel a variety of preserved fish
Marine Fossils	Flandrau Planetarium: U of A	No	Yes	Students examine fossils
Rocky Intertidal Zone	Flandrau Planetarium: U of A	No	Yes	Students learn about the inhabitants of this zone
Squid Dissection	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

Principal Signature:	Andree Charlson	4/22/2015
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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.)
John Vasey	Certified	No	Yes
3 Parents TBA	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 5/6/2015

Administrative Services Signature: Lyn Bailey 5/6/2015

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.
The cost of the trip includes planning for all students.	
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 \$ 256.00 Food: Sack Lunch \$ 875.00 Transportation \$ 128.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute Funding Source: \$ 1,259.00 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

Additional Adults (paying own way) 0

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

Payment should be made and deposited to the school's field trip auxiliary account.

TOTAL PER STUDENT COST \$39.34

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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015

2015 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6th grade teacher following district common core standards for that time period. This will be determined by November 2015 by all of the 6th grade teachers. Math would integrate the pacing plan of 2015. An example of science/language 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

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

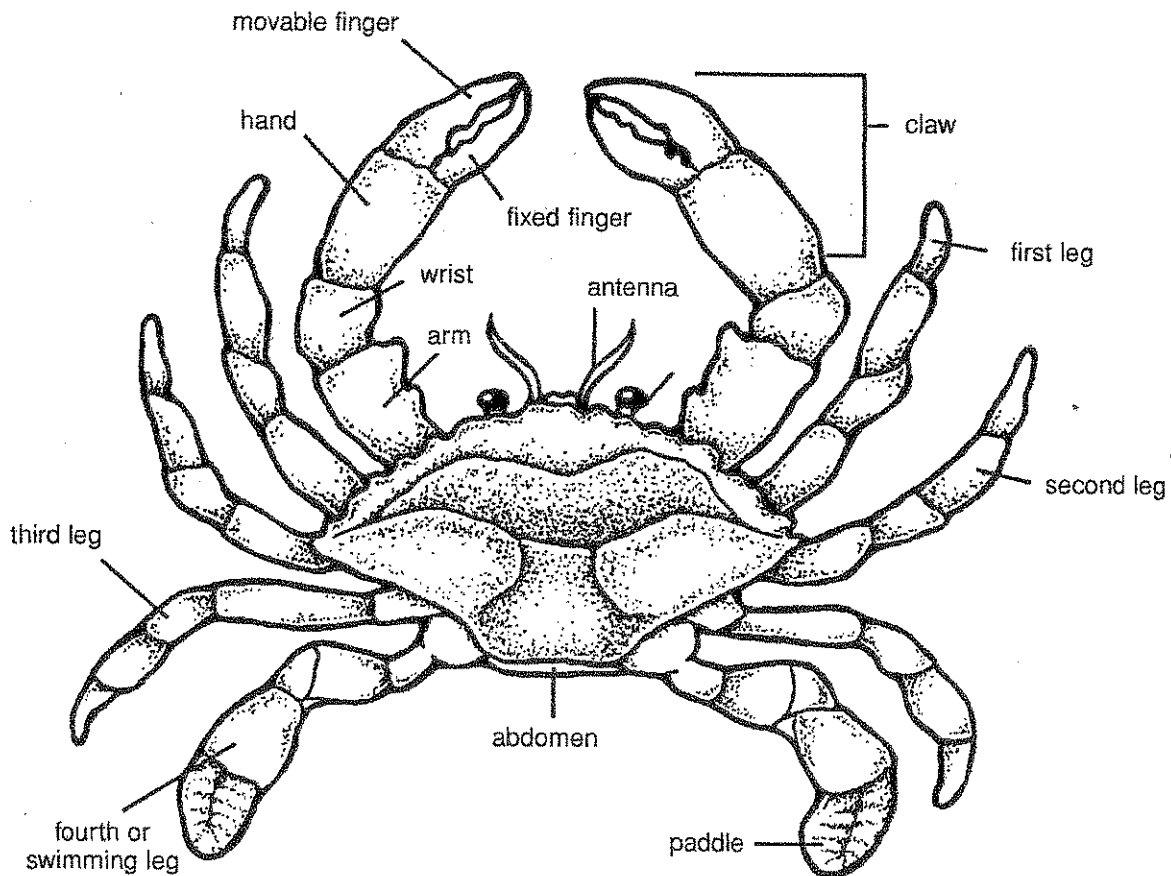
The crab is one of the most curious looking creatures to be found on the seashore. This animal is covered by a hard shell and has ten jointed legs. Its eyes rest on raised stalks which add to its odd appearance.

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

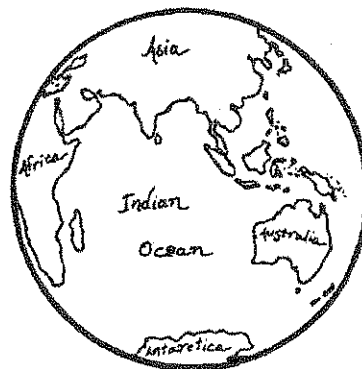


Research Projects

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.

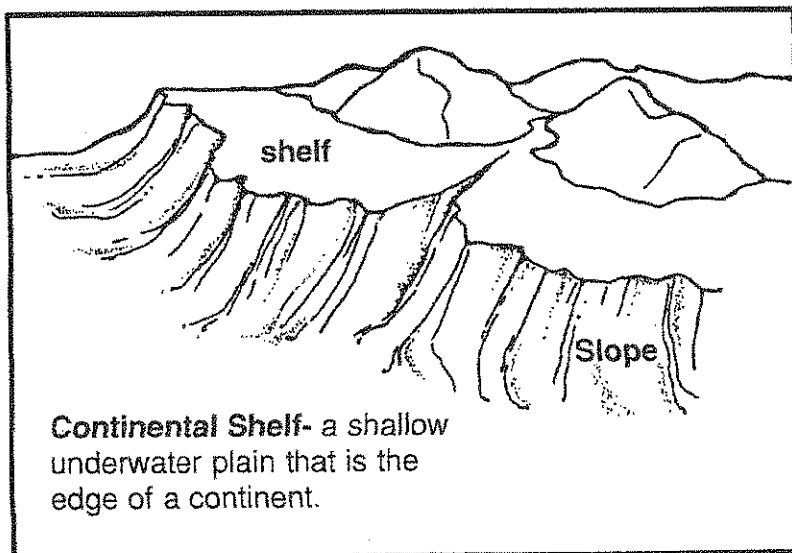
Mapping

- 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, Bintang, 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.

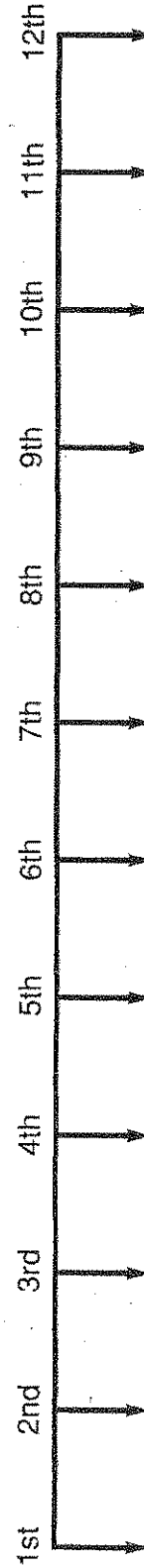
Name _____

Date _____

Time Line

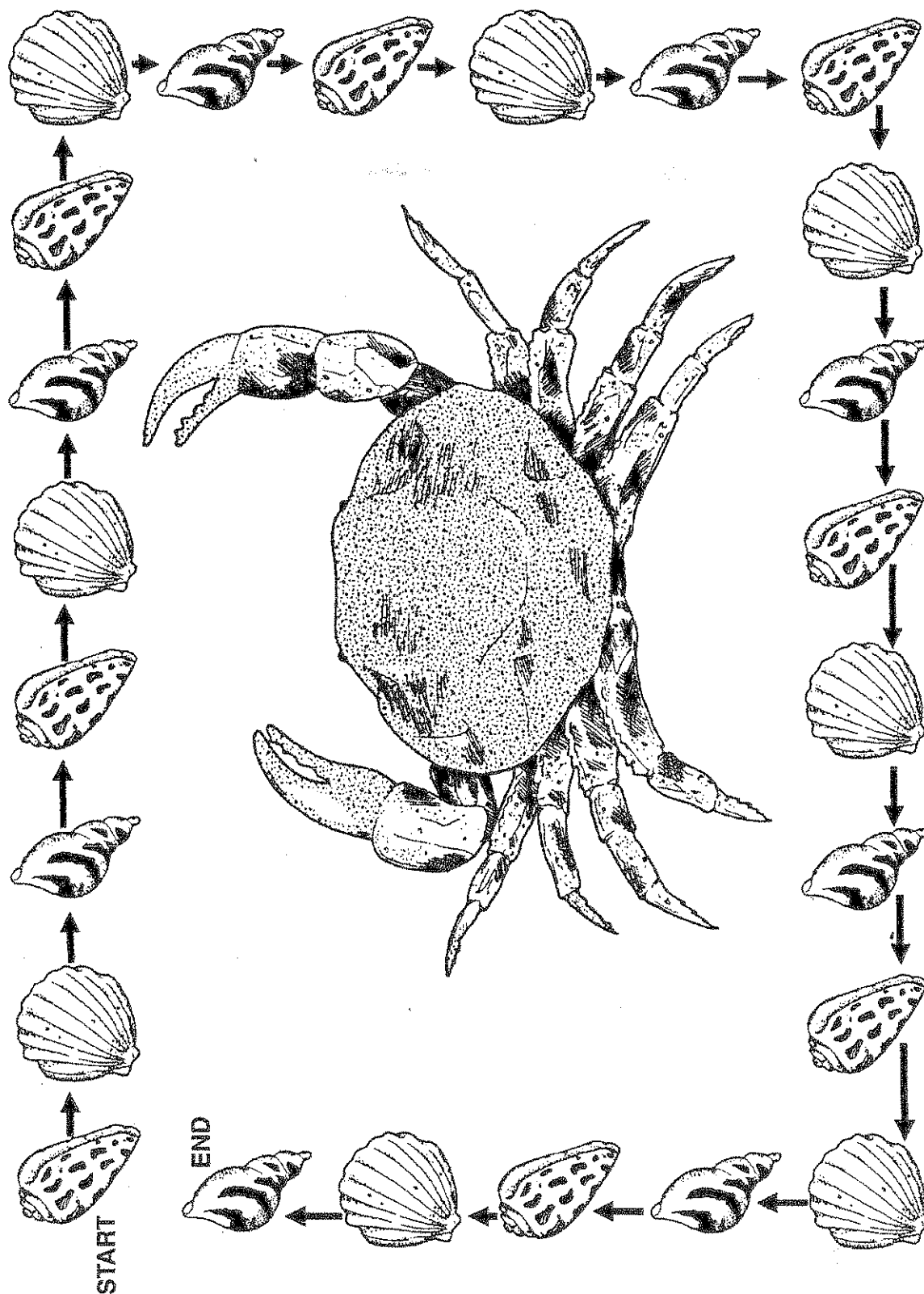
Work with a partner. Use the events listed below to construct a time line of story events. Write the event number on the appropriate blank.

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. Laminate 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.

38×24 = A	$752 \div 8$ = B	26×18 = C	$624 \div 12$ = D	14×49 = E	$645 \div 15$ = F	$385 \div 35$ = G	25×34 = H	38×16 = K
$380 \div 20$ = L	$700 \div 28$ = N	27×35 = O	29×17 = P	37×11 = R	$734 \div 16$ = S	$594 \div 22$ = T	15×14 = 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.

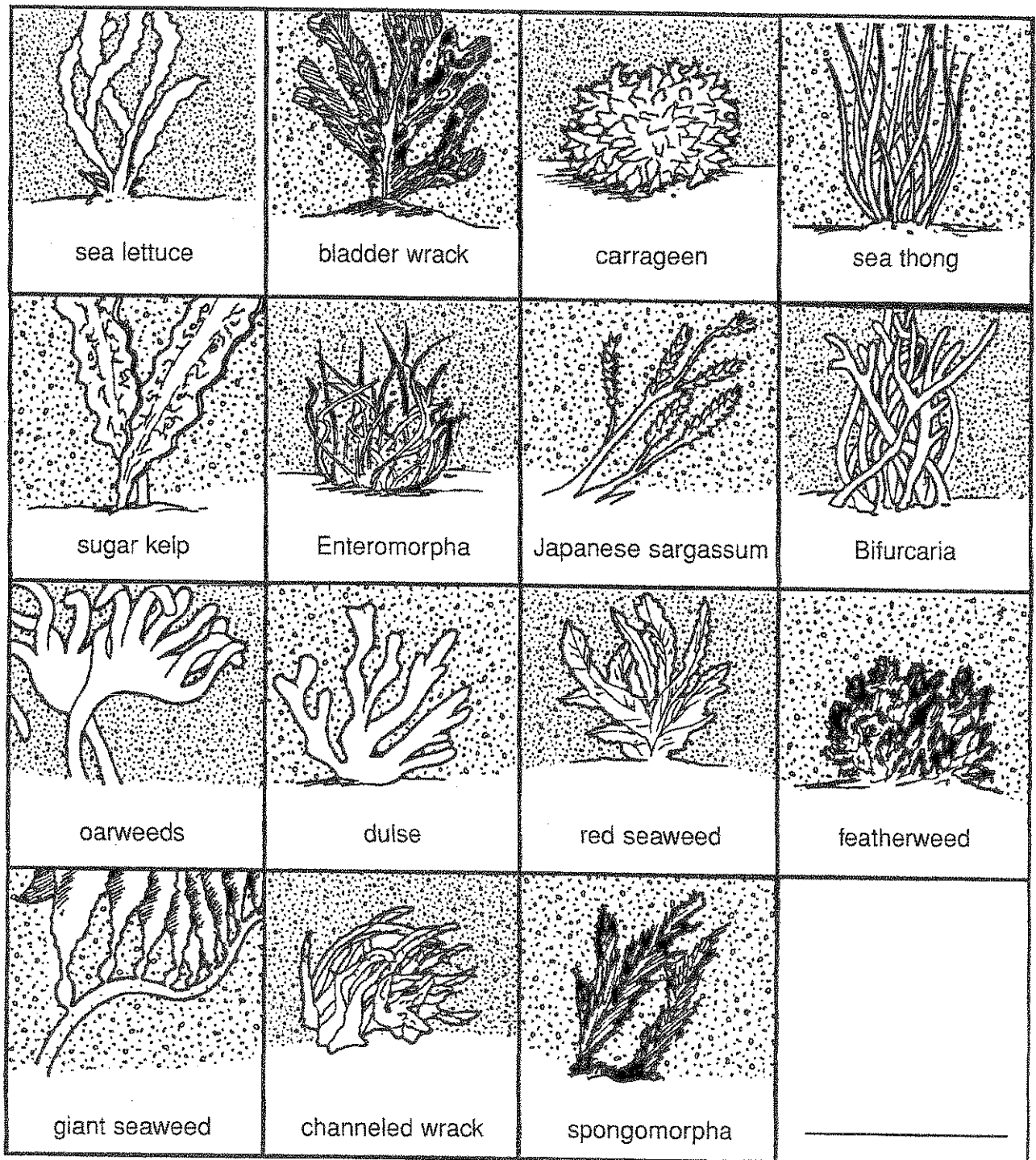
43 686 912 27 850 686 407 74 686 686 52

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 6th or 13th or 20th.

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, \$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 5:00pm

If you would like to chaperone and if you have any questions or concerns, please call us at 602-347-2955 (Mr. Farr) or 602-347-2956 (Ms. Puryear)

Thank you for your support,

6th Grade Team

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
Fax: 602-340-0055

www.divinecharter.com
wayne@divinecharter.com
Sales Associate: Wayne

Orangewood Elementary School
7337 N. 19th Ave
Phoenix AZ 85021

Quotation

Page 1

Order Number: 121162
Order Date: 4/07/2015
Customer NO.: 2278
Group: Students
Contact: John Vasey
Phone: 602-347-2915
Email: john.vasey@wesdschools.org

Report produced by divineware!

Pickup	Destination	Amount	Misc. Charges	Total
Friday 11/06/2015 Spot: 06:45AM Depart: 07:00AM		\$875.00		\$875.00
Orangewood Elementary 7337 N 19th Ave Phoenix AZ 85021 Return 11/06/2015 5:00PM Vehicle Type: 56 Passenger	University of Arizona 1130 E. Helen St Tucson AZ 85712 Depart From Destination 11/06/2015			

Round trip Wait & return

Total: \$875.00
Amount Paid:
Balance Due: \$875.00

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Orangewood	Departure Date:	11/13/2015
Field Trip Destination:	University of Arizona Flandrau Planetarium, Tucson, AZ	Return Date:	11/13/2015
Student Participants:	32	Chaperones (1:8):	4
Grade Level(s):	6	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-769-6758	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	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
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

Itinerary:						
Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
11/13/2015	Orangewood School, Phoenix, AZ	7:00 AM	University of Arizona, Tucson, AZ	9:00 AM	Divine Transportation	602-769-6758
11/13/2015	University of Arizona, Tucson, AZ	3:00 PM	Orangewood Elementary, Phoenix, AZ	5:00 PM	Divine Transportation	602-769-6758

Activities:				
Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Shark dissection	Flandrau Planetarium	No	Yes	Instructor led shark dissection
Fish Diversity	Flandrau Planetarium	No	Yes	Observing and touching a variety of preserved fish
Marine fossils	Flandrau Planetarium	No	Yes	Discussion on how fossils are formed
Rocky Intertidal Zone	Flandrau Planetarium	No	Yes	Discussion and hands-on with some of the inhabitants of this zone
Squid dissection	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

Principal Signature:	Andree Charlson	4/21/2015
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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	Yes
3 Parents TBA	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 5/6/2015

Administrative Services Signature: Lyn Bailey 5/6/2015

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.
The cost of the trip includes planning for all students.	
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 \$ 256.00 Food: Sack Lunch \$ 875.00 Transportation \$ 128.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute Funding Source: \$ 1,259.00 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	\$39.34	

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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015

2015 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6th grade teacher following district common core standards for that time period. This will be determined by November 2015 by all of the 6th grade teachers. Math would integrate the pacing plan of 2015. An example of science/language 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

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

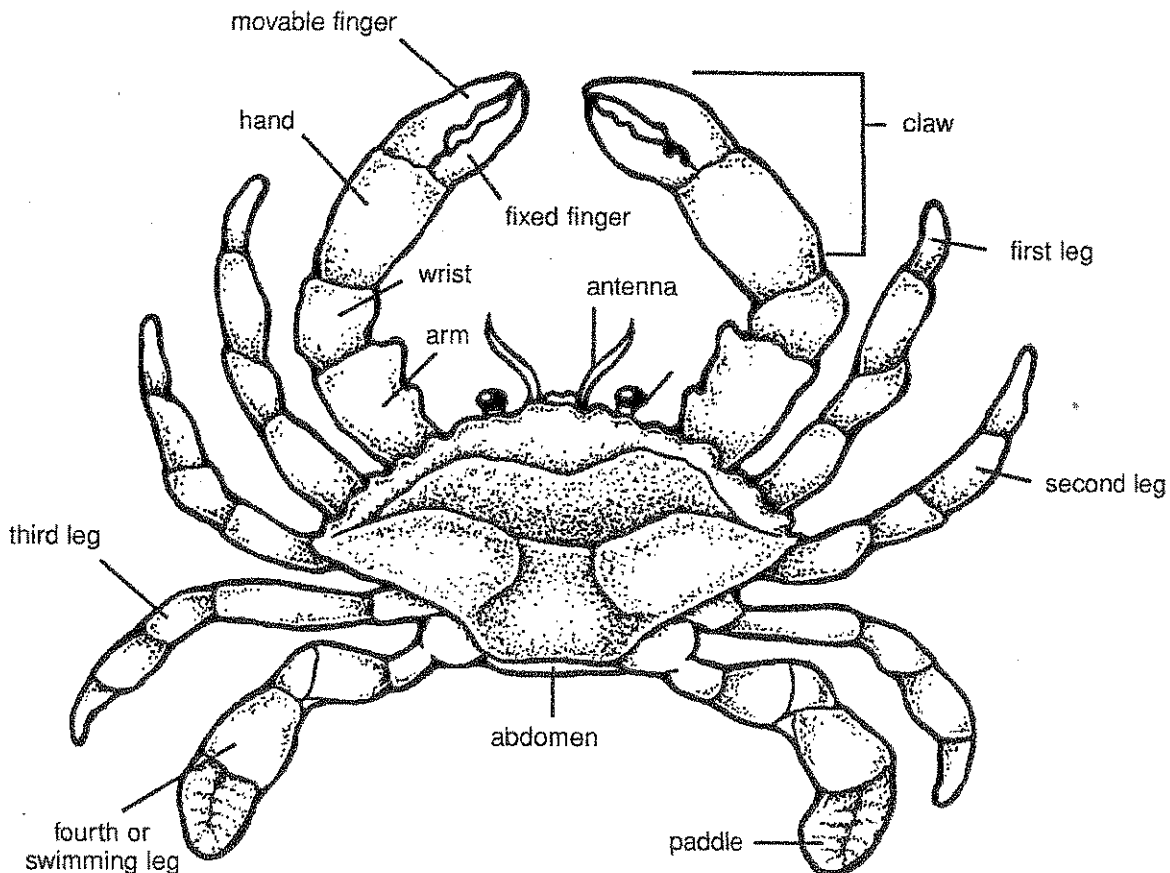
The crab is one of the most curious looking creatures to be found on the seashore. This animal is covered by a hard shell and has ten jointed legs. Its eyes rest on raised stalks which add to its odd appearance.

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

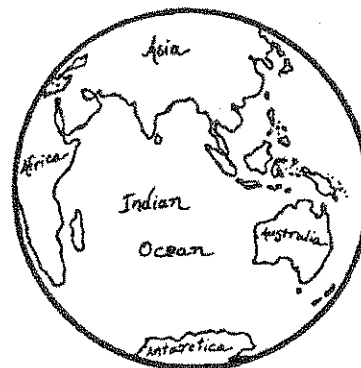


Research Projects

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.

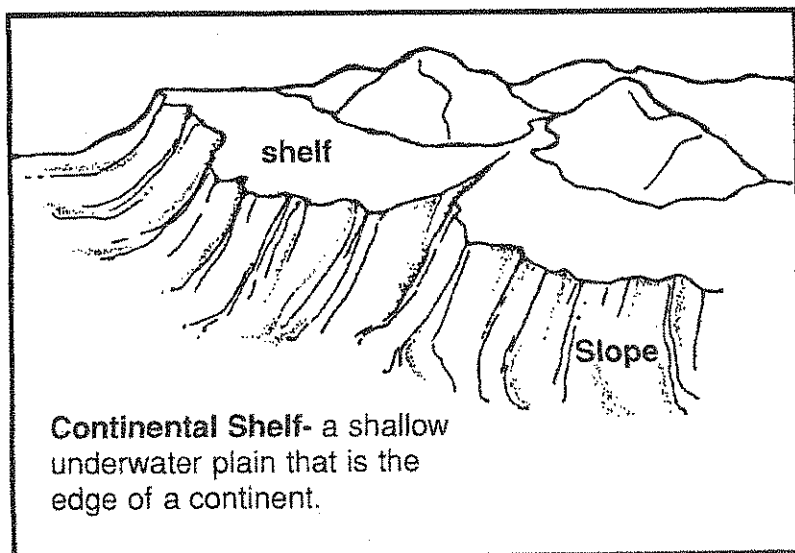
Mapping

- 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, Bingtang, 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.

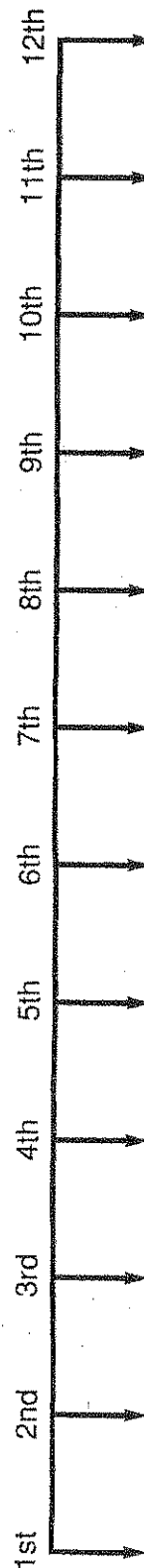
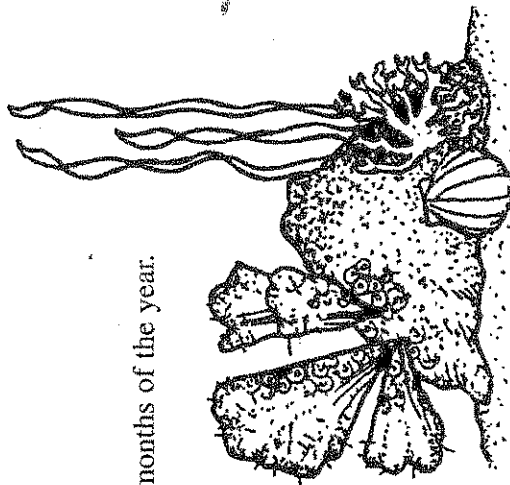
Name _____

Date _____

Time Line

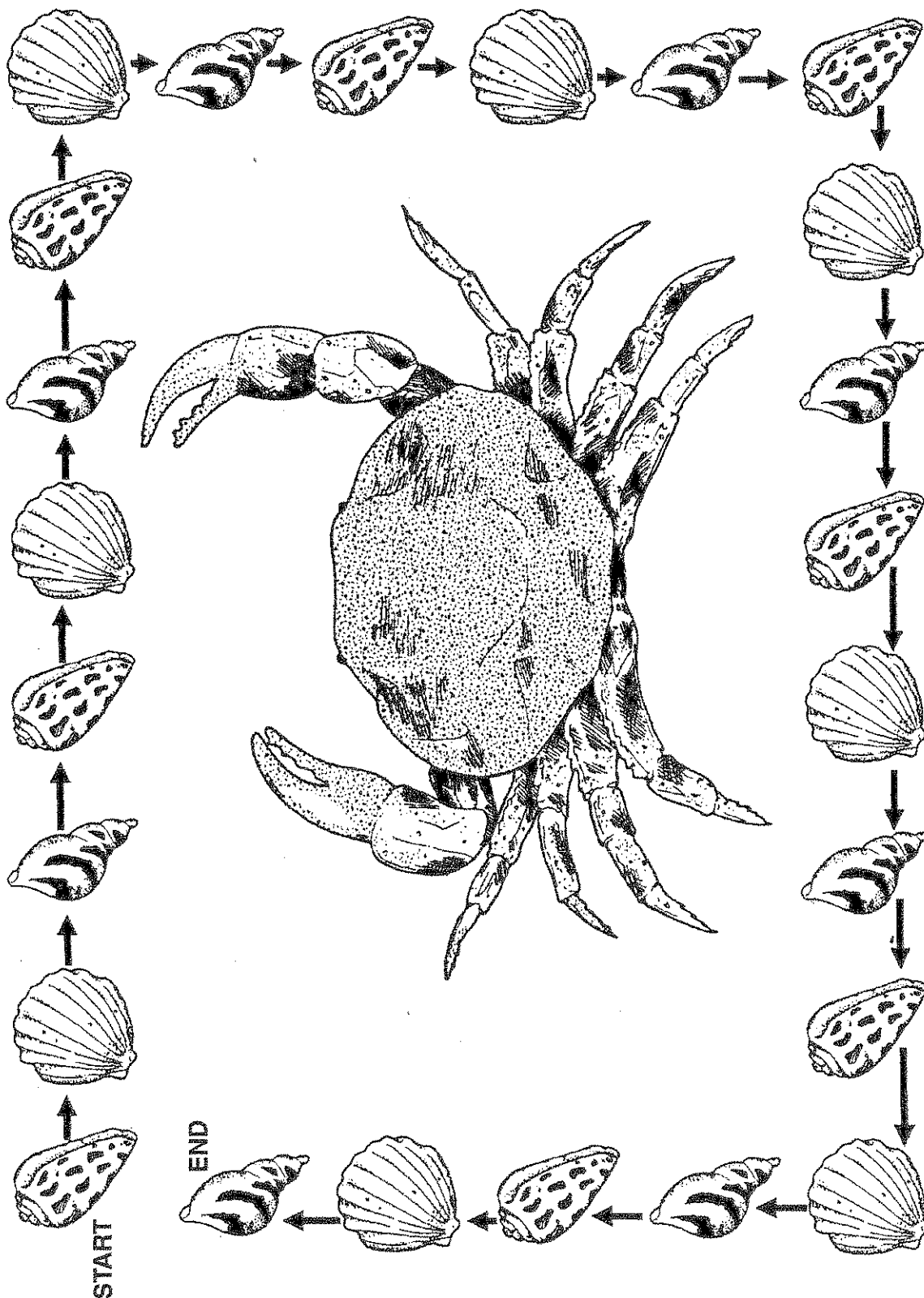
Work with a partner. Use the events listed below to construct a time line of story events. Write the event number on the appropriate blank.

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. Laminate 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.

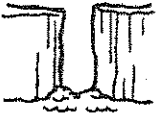


1. Place the Task Cards in a pile face down on the gameboard.
2. Determine the order in which players will take turns.
3. In turn, take a task card and answer the question.
4. If you are correct, roll the die and move that many spaces.
5. If you answer incorrectly, remain on the same space.
6. The first 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.

38×24 = A	$752 \div 8$ = B	26×18 = C	$624 \div 12$ = D	14×49 = E	$645 \div 15$ = F	$385 \div 35$ = G	25×34 = H	38×16 = K
$380 \div 20$ = L	$700 \div 28$ = N	27×35 = O	29×17 = P	37×11 = R	$734 \div 16$ = S	$594 \div 22$ = T	15×14 = 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.

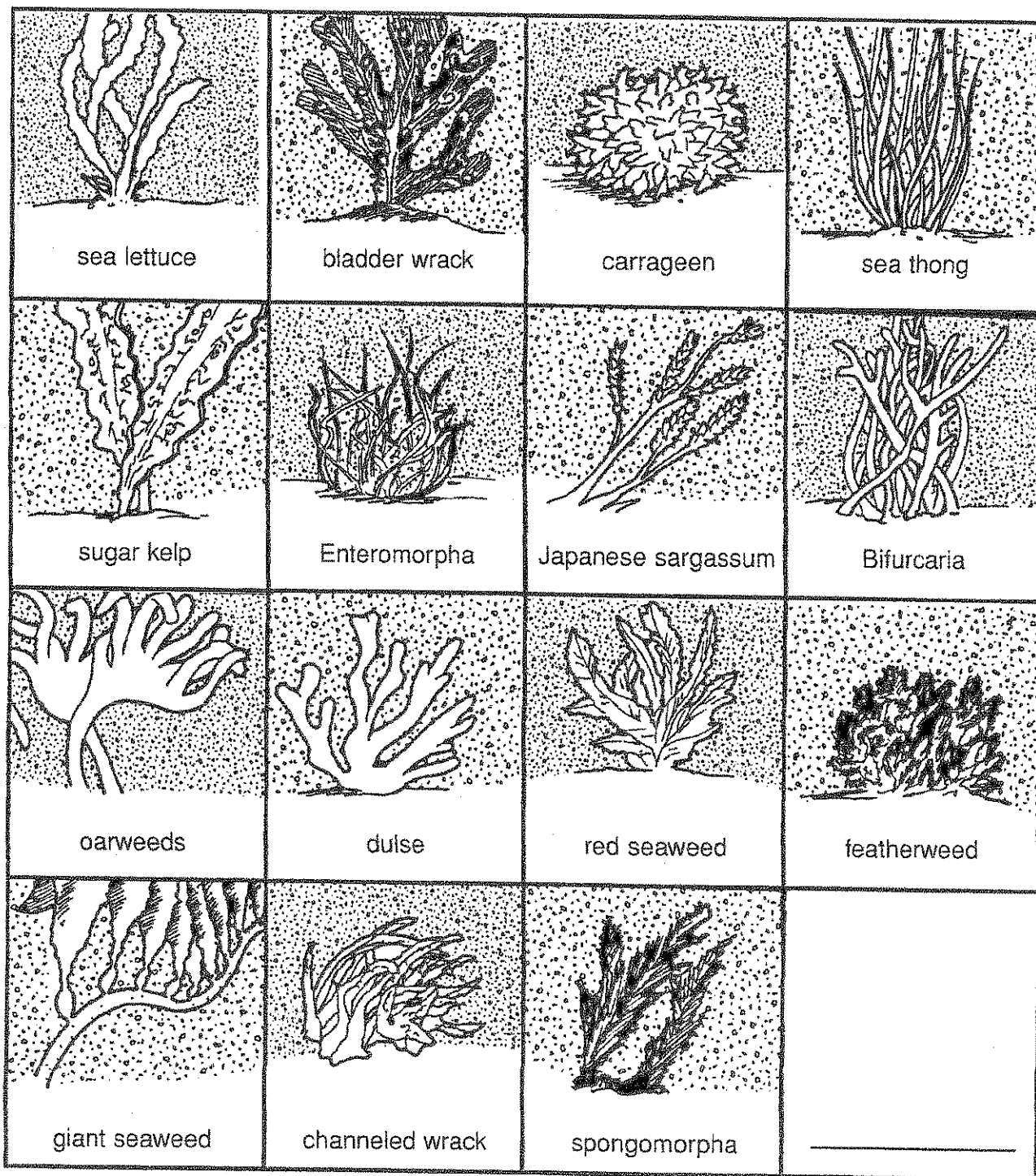
43 686 912 27 850 686 407 74 686 686 52

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 6th or 13th or 20th.

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, \$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 5:00pm

If you would like to chaperone and if you have any questions or concerns, please call us at 602-347-2955 (Mr. Farr) or 602-347-2956 (Ms. Puryear)

Thank you for your support,

6th Grade Team

Quotation

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
Fax: 602-340-0055

www.divinecharter.com
wayne@divinecharter.com
Sales Associate: Wayne

Orangewood Elementary School
7337 N. 19th Ave
Phoenix AZ 85021

Order Number:	121163
Order Date:	4/07/2015
Customer NO.:	2278
Group:	Students
Contact:	John Vasey
Phone:	602-347-2915
Email:	john.vasey@wesdschools.org

Report produced by driveware!

Pickup	Destination	Amount	Misc. Charges	Total
Friday 11/13/2015 Spot: 06:45AM Depart: 07:00AM		\$875.00		\$875.00
Orangewood Elementary 7337 N 19th Ave Phoenix AZ 85021 Return 11/13/2015 Vehicle Type: 56 Passenger	University of Arizona 1130 E. Helen St Tucson AZ 85712 Depart From Destination 11/13/2015			
Round trip Wait & return				
			Total:	\$875.00
			Amount Paid:	
			Balance Due:	\$875.00

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Orangewood	Departure Date:	11/20/2015
Field Trip Destination:	University of Arizona Flandrau Planetarium, Tucson, AZ	Return Date:	11/20/2015
Student Participants:	32	Chaperones (1:8):	4
Grade Level(s):	6	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-769-6758	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	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?
Eric Farr	eric.farr@wesdschools.org	6	No
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

Itinerary:						
Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
11/20/2015	Orangewood School, Phoenix, AZ	7:00 AM	University of Arizona, Tucson, AZ	9:00 AM	Divine Transpotation	602-769-6758
11/20/2015	University of Arizona, Tucson, AZ	3:00 PM	Orangewood Elementary, Phoenix, AZ	5:00 PM	Divine Transportation	602-769-6758

Activities:				
Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Shark Dissection	Flandrau Planetarium: U of A	No	Yes	Instructor led dissection of a dogfish
Fish Diversity	Flandrau Planetarium: U of A	No	Yes	Students observe and feel a variety of preserved fish
Marine fossils	Flandrau Planetarium: U of A	No	Yes	Students examine fossils
Rocky Intertidal Zone	Flandrau Planetarium: U of A	No	Yes	Students learn about the inhabitants of this zone
Squid Dissection	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

Principal Signature:	Andree Charlson	4/21/2015
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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.)
Eric Farr	Certified	No	Yes
3 parents TBA	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 5/6/2015

Administrative Services Signature: Lyn Bailey 5/6/2015

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.
The cost of the trip includes planning for all students.	
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 \$ 256.00 Food: Sack Lunch \$ 875.00 Transportation \$ 128.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 0.00 Substitute Funding Source: \$ 1,259.00 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 \$39.34

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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015

2015 Lesson Plans

All lesson plans will be developed and taught by an Orangewood 6th grade teacher following district common core standards for that time period. This will be determined by November 2015 by all of the 6th grade teachers. Math would integrate the pacing plan of 2015. An example of science/language 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

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

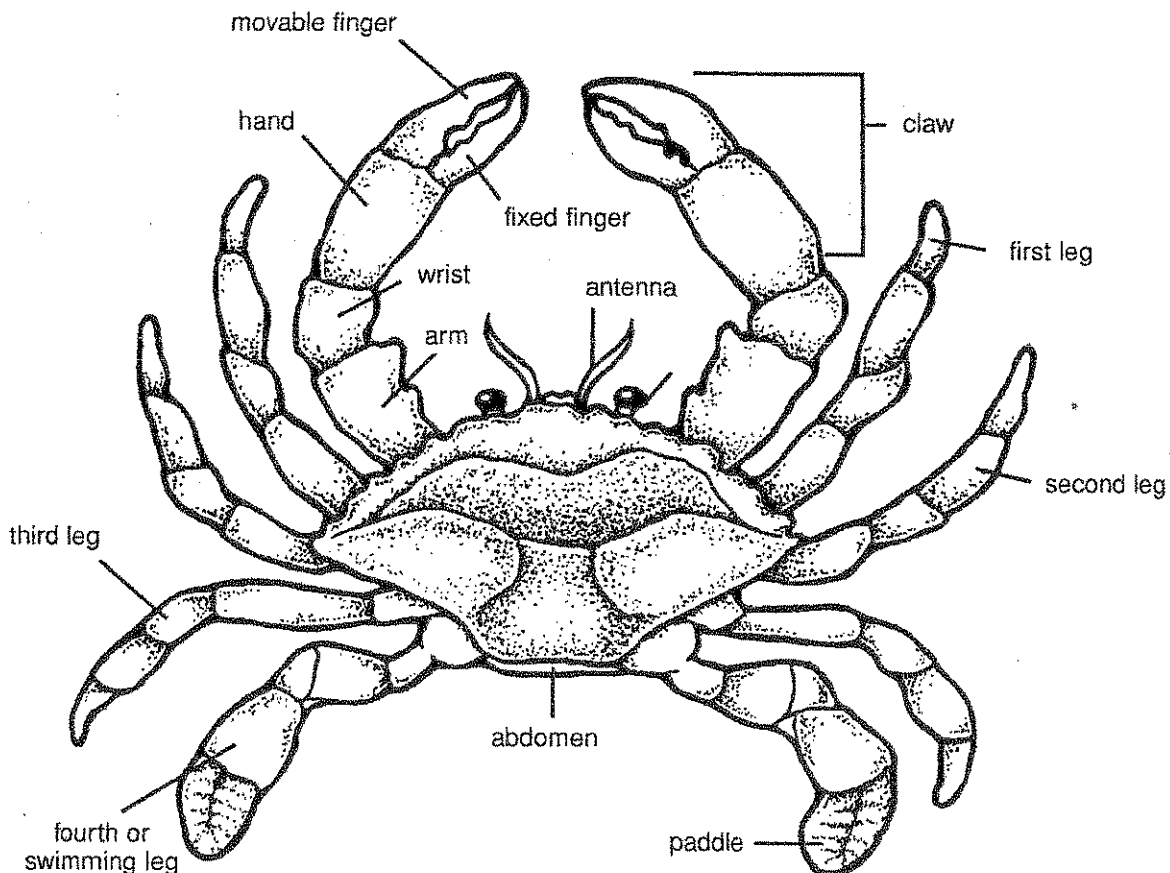
The crab is one of the most curious looking creatures to be found on the seashore. This animal is covered by a hard shell and has ten jointed legs. Its eyes rest on raised stalks which add to its odd appearance.

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

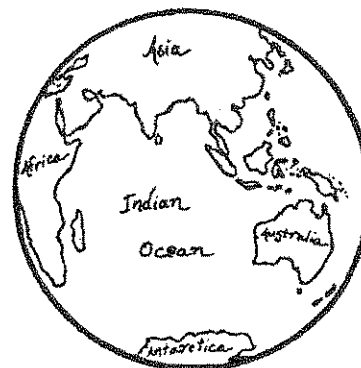


Research Projects

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.

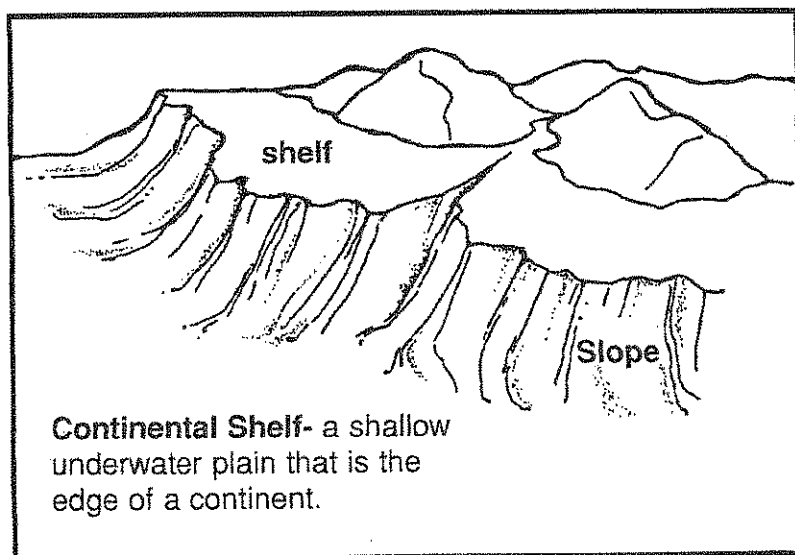
Mapping

- 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, Bingtang, 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.

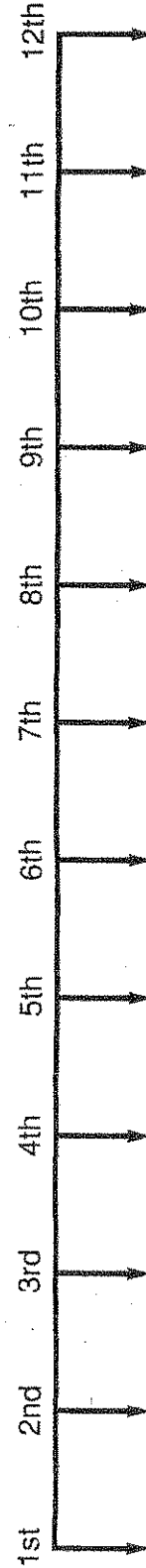
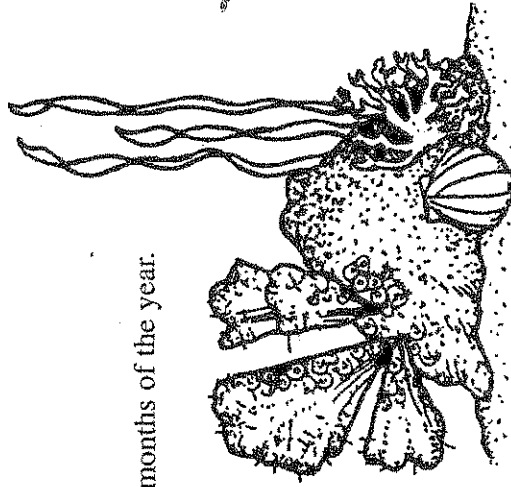
Name _____

Date _____

Time Line

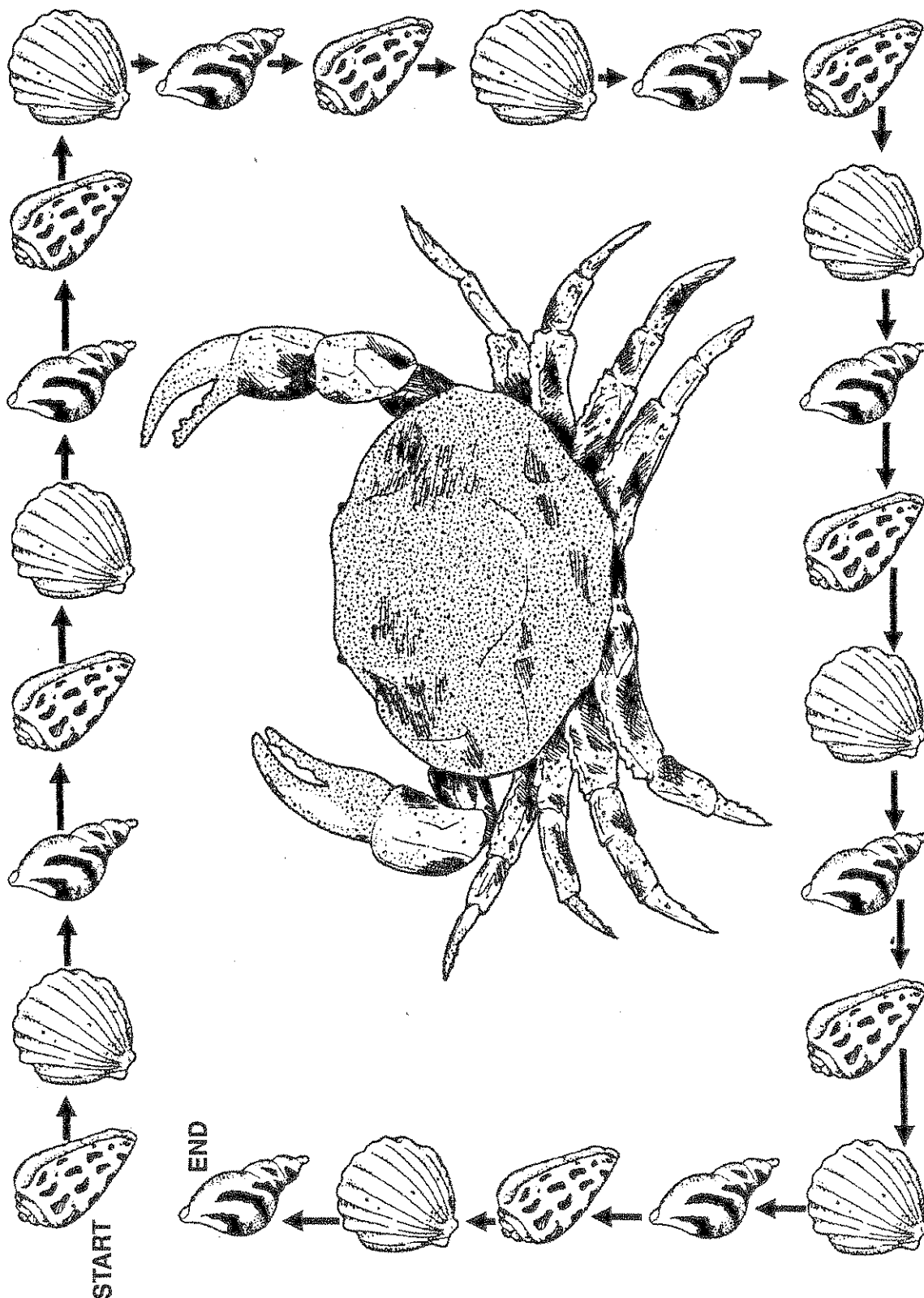
Work with a partner. Use the events listed below to construct a time line of story events. Write the event number on the appropriate blank.

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. Laminate 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.

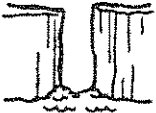


1. Place the Task Cards in a pile face down on the gameboard.
2. Determine the order in which players will take turns.
3. In turn, take a task card and answer the question.
4. If you are correct, roll the die and move that many spaces.
5. If you answer incorrectly, remain on the same space.
6. The first 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.

38×24 = A	$752 \div 8$ = B	26×18 = C	$624 \div 12$ = D	14×49 = E	$645 \div 15$ = F	$385 \div 35$ = G	25×34 = H	38×16 = K
$380 \div 20$ = L	$700 \div 28$ = N	27×35 = O	29×17 = P	37×11 = R	$734 \div 16$ = S	$594 \div 22$ = T	15×14 = 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.

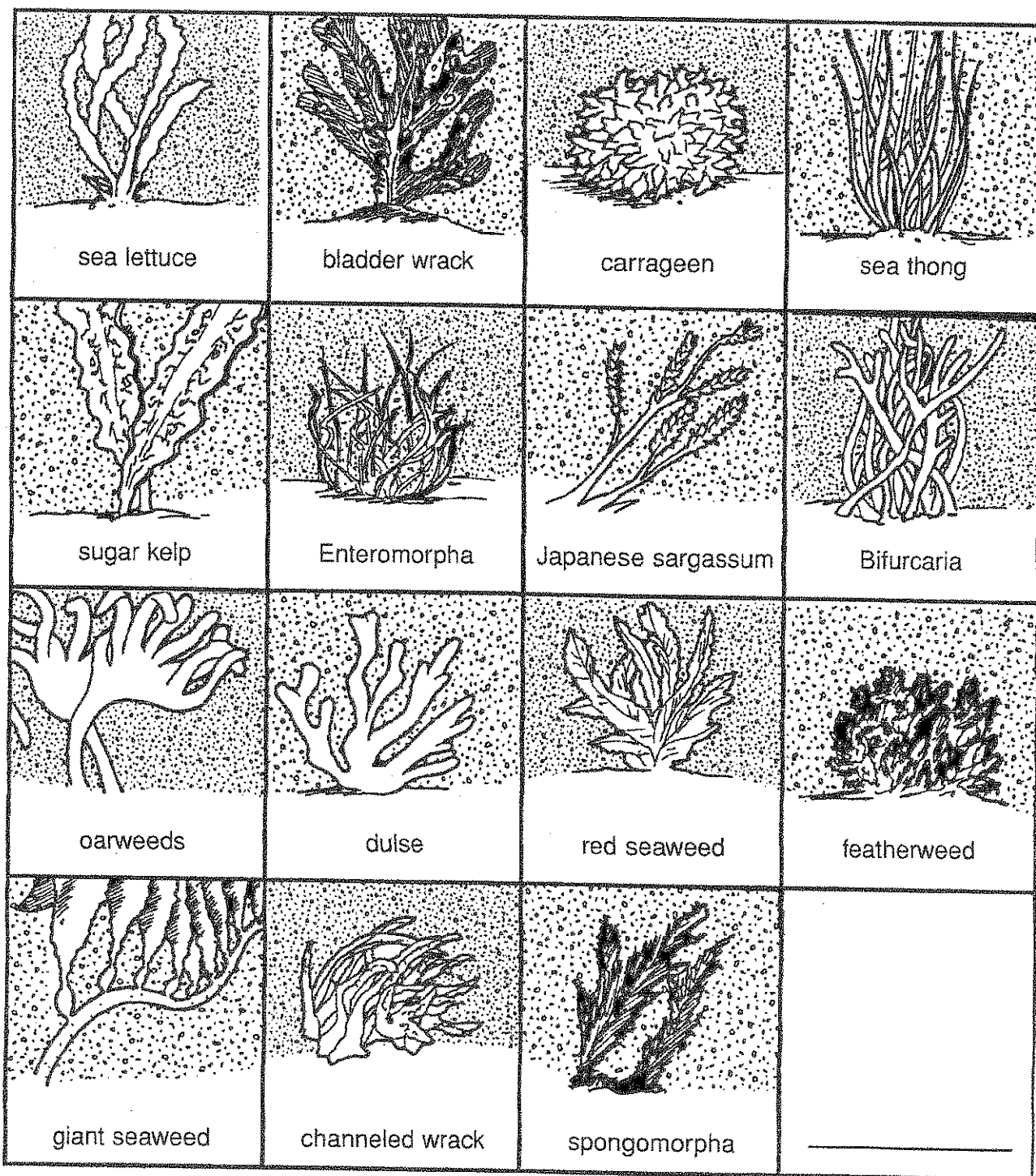
43 686 912 27 850 686 407 74 686 686 52

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 6th or 13th or 20th.

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, \$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 5:00pm

If you would like to chaperone and if you have any questions or concerns, please call us at 602-347-2955 (Mr. Farr) or 602-347-2956 (Ms. Puryear)

Thank you for your support,

6th Grade Team

Quotation

Divine Transportation In Phoenix
1243 S. 7th Street
Phoenix AZ 85034
Phone: 602-340-0018
Fax: 602-340-0055

www.divinecharter.com
wayne@divinecharter.com
Sales Associate: Wayne

Orangewood Elementary School
7337 N. 19th Ave
Phoenix AZ 85021

Order Number: 121164
Order Date: 4/07/2015
Customer NO.: 2278
Group: Students
Contact: John Vasey
Phone: 602-347-2915
Email: john.vasey@wesdschools.org

Report produced by driveware!

Pickup	Destination	Amount	Misc. Charges	Total
Friday 11/20/2015 Spot: 06:45AM Depart: 07:00AM		\$875.00		\$875.00
Orangewood Elementary 7337 N 19th Ave Phoenix AZ 85021 Return 11/20/2015 Vehicle Type: 56 Passenger	University of Arizona 1130 E. Helen St Tucson AZ 85712 Depart From Destination 11/20/2015			
Round trip Wait & return				
			Total:	\$875.00
			Amount Paid:	
			Balance Due:	\$875.00

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 5/14/2015

School:	Orangewood	Departure Date:	10/6/2015
Field Trip Destination:	Camp Colley, Payson, AZ, the Moqui Fire Lookout Tower and the Blue Ridge Reservoir (Cragin Reservoir), Coconino National Forest, Coconino County, AZ	Return Date:	10/8/2015
Student Participants:	30	Chaperones (1:8):	4
Grade Level(s):	5-7	Additional Adults paying own way:	0
Cell Phone Number of Person Attending Trip:	602-819-6060	Additional Chaperones Needed (Over 1:8):	0
		Reason for Additional Chaperones:	N/A

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

Person Requesting Trip/Contact at Board Meeting: Dianna Bonney, Ed.D.

All teachers requesting the trip:

Name	Email Address	Grade	Contact Person at Board Meeting?
Dianna Bonney, Ed.D.	Dianna.Bonney@wesdschools.org	Project Potential K-8	Yes

Summary of Event/Purpose:

Partnering with Salt River Project, thirty 5th-7th grade students will be participating in a three-day Environmental Workshop held at Camp Colley. During this camp, students will be immersed in studies that focus on current issues facing Arizonans today; e.g. effects of drought, forest health, and wildlife management. Specifically covering the environmental issues within our state, students will be working with USDA Forest Rangers, biologists, and other environmental experts. The goal is for students to engage in hands-on investigations and examinations, gaining a better understanding of the complexity of factors that come into play when making decisions about water use, forest use, and other environmental concerns that they will face in the future.

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

The science curriculum across grade levels will form the basis of studies at this environmental workshop. Working side-by-side with environmental professionals and experts, the broadest objective relates to how man impacts and relates to his environment. This workshop includes all of the STEM areas of study, e.g. math in comparing precipitation and temperature changes, engineering in examining how man has changed/impacted the landscape, technology in looking at the tools now available to help deal with these environmental issues. In addition to the learning about ecosystems and current issues of concern, students will also be introduced to possible future career choices in this field.

Itinerary:						
Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
10/6/2015	Orangewood School, Phoenix, AZ	7:00 AM	Camp Colley, Payson, AZ	10:00 AM	Charter Van-CityofPhx	602-499-2038
10/6/2015	Camp Colley, Payson, AZ	2:00 PM	Moqui Fire Lookout, Coconino County, AZ	2:15 PM	Charter Van-CityofPhx	602-499-2038
10/6/2015	Moqui Fire Lookout, Coconino County, AZ	4:30 PM	Camp Colley, Payson, AZ	4:45 PM	Charter Van-CityofPhx	602-499-2038
10/7/2015	Camp Colley, Payson, AZ	8:00 AM	Blue Ridge Reservoir (Cragin), Coconino County, AZ	8:30 AM	Charter Van-CityofPhx	602-499-2038
10/7/2015	Blue Ridge Reservoir (Cragin), Coconino County, AZ	1:00 PM	Clear Creek Crossing, Coconino County, AZ	1:30 PM	Charter Van-CityofPhx	602-499-2038
10/7/2015	Clear Creek Crossing, Coconino County, AZ	4:00 PM	Camp Colley, Payson, AZ	4:30 PM	Charter Van-CityofPhx	602-499-2038
10/8/2015	Camp Colley, Payson, AZ	2:00 PM	Orangewood School, Phoenix, AZ	5:00 PM	Charter Van-CityofPhx	602-499-2038

Activities:				
Activity	Activity Location	Physical Activity?	Trained Personnel is Present	Activity Description
Intro to Leave No Trace	Camp Colley	No	No	Ranger-led group activity to learn about the leave no trace principles.
Visiting Moqui Lookout Fire Tower	One mile West of Camp Colley	No	No	Meeting with Forest Service personnel to learn about wildfire management.
Night hike/star studies	Camp Colley	Yes	Yes	Study night sky constellations and nocturnal wildlife.
Hike to Aspen Springs	Three miles South of Camp Colley	Yes	Yes	Ranger-led hike to examine erosion and wildlife habitats.
Invasive species study	E. Clear Creek, two miles South of Camp Colley	No	No	Ranger-led study of invasive species and water sheds.
Campfire skits w/Leave No Trace	Camp Colley	No	No	Students share skills demonstrating LNT principles.
Service project; e.g., defensible space	Camp Colley	No	No	Students work with rangers to complete service project.
Review of LNT principles	Camp Colley	No	No	Review of workshop learning, led by rangers.
Journal activities throughout	Camp Colley	No	No	Reflecting on each activity throughout camp experience.

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	4/21/2015
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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:

All Project Potential student (those identified as gifted) in grades 5-7 interested in attending Camp Colley will be asked to complete an application indicating their interests and reasons for attending the environmental workshop; e.g. what they hope to learn, how they will use this information when they return to school. With applicants' names concealed, a selection committee composed of teachers, administrators, and parents will read through applications and select participants based on responses. From this point, grant funds, tax credit donations, and student fundraising will be used to offset costs.

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? 100

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.

Students in Project Potential classes (identified as gifted in one or more areas) will be offered the opportunity to complete an application of interest and will be selected through a competitive selection process in order to attend the workshop. Approximately 10 students from each grade level will be selected to ensure even distribution of opportunity.

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.)
Dianna Bonney, Ed.D.	Certified	No	Yes
Philip Wieser	Certified	Yes	Yes
TBD Female Parent	Parent	No	Yes
TBD Male Parent	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 5/6/2015

Administrative Services Signature: Lyn Bailey 5/5/2015

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.
The cost of the trip includes planning for all students.	
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 \$ 0.00 Food: \$ 1,000.00 Transportation \$ 2,000.00 Registration/Entry Fees \$ 0.00 Travel Insurance (optional) \$ 0.00 Other: \$ 200.00 Substitute Funding Source: SRP Grant \$ 3,200.00 Total Cost of Trip
Totals are estimates only, based on number of anticipated students/adults and are subject to change.	

Students Participating 30

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 \$106.67

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

- Auxiliary Operations (Fund 525 - fee based)

X - Gifts & Donations (Fund 530 - donation based)

- 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	5/6/2015

Purchasing Signature		
This expenditure was reviewed for compliance with applicable procurement laws and regulations.	Howard Kropp	5/6/2015

OVERNIGHT CHAPERONE PLAN

School: Orangewood School

Dates of Trip: October 6-8, 2015

Destination: Camp Colley, Payson, AZ, the Moqui Fire Lookout Tower and the Blue Ridge Reservoir (Cragin Reservoir), Coconino National Forest, Coconino County, AZ

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 chaperone plan for sleeping arrangements on this trip is:

Boys and girls will be assigned to separate same-gender tents; semi-permanent structures that sleep 12. Students will be supervised by same-gender parent chaperones, two male parents with boys and two female parents with girls. Teachers will be housed in separate facilities, in close proximity should parents need assistance. Certified USDA Forest Service Rangers and City of Phoenix Park Rangers will also be on-site around the clock during the students' visit to Camp Colley. In addition, rangers are trained in emergency first aid responses and additional emergency services are stationed nearby. Cell phone service is also available but limited in use to chaperones and adults. It should also be noted that during this outing, students from Orangewood School will be the only campers on site.

Activities Plan

Trained Park Rangers will be leading the three mile hike to Aspen Springs.

Lesson Plan for Students Not Attending the Camp Colley Workshop

Issues associated with drought and water use are now at the forefront in Arizona. Students in Project Potential classes will be engaged in curriculum standards and principles associated with energy and water usage, framed within the science standards addressing man and his impact and interactions with his environment. Working in partnership with Salt River Project, this environmental workshop at Camp Colley will serve as a field experience that engages students in examining the application of these principles as they relate specifically to Arizona.

Students in Project Potential classes are each assigned to individual homeroom. Students not attending the workshop will remain in their homeroom classes, following one of two courses based on consultation with homeroom teachers:

1. Follow the plans/activities of the homeroom teacher, or
2. Complete an activity independently prepared for the student that reinforces the environmental principles and activities that will be covered during the Camp Colley workshop.

Conferences with homeroom teacher and Project Potential teacher prior to camp experience will determine the most appropriate lesson plan implementation for any Project Potential student not attending the Camp Colley workshop.

Prepared by Dianna Bonney, Ed.D.

Sample Letter to Parents regarding Field Experience
Modified when details available; to be approved by principal

Camp Colley Environmental Workshop

Dear Parents,

Students in the Project Potential Classes are invited to attend a 3-Day Environmental Workshop at Camp Colley, located in the Coconino National Forest near the Blue Ridge Ranger Station north of Payson. Working in partnership with Salt River Project, this Environmental workshop will engage students in learning about drought and other environmental issues that impact our state today. During the 3-day workshop, students will be working with USDA Forest Rangers to learn about forestry and fire management, watersheds and riparian ecosystems, and wildlife habitats and loss. Camp Colley is comprised of semi-permanent tent accommodations, separate shower facilities, a dining hall, and is powered with solar energy.

Cost: Students are asked to contribute **\$30** to the cost of the workshop. The full \$100 cost has been offset through a grant from Salt River Project LEARN Grant, tax credits, and student fundraising projects. **The \$30 cost includes all food, lodging, and transportation costs.**

What to bring: Students will be lodged in same-sex tents, using sleeping bags, and may either bring their own or borrow one from the camp (laundered after each use.) Although students need bring only personal items such as toothbrush, two changes of clothes, and a sweatshirt, attached is a packing list of items students may want to bring with them. (Packing list will be attached.)

Please note on personal technology: Students are asked to leave technology at home; no iPads, Nooks, electronic games, etc.. There is extremely limited-to-no cell phone service and no power to charge these devices. Electronics in outdoor camping situations often lead to damaged devices. Teachers will check in with Orangewood office on arrival at camp. Jeff Spellman, Director at Camp Colley, can be reached at 602-499-#### in case of emergency. You may also leave a message.

This letter home to parents will also include:

- WESD Parent permission form, **which must be notarized, and include health information:** a small section on the form indicates that no child will be denied this opportunity due to financial hardship and scholarships will be available
- Camp Colley Parent permission form, from City of Phoenix
- Map giving directions to Camp Colley, showing location near Blue Ridge, providing several current phone numbers for Ranger Station, teachers, and Camp Colley Director
- Packing list from Camp Colley, with items acceptable to bring to camp, as well as list of items students may borrow at camp. No need for parents to purchase any equipment.

An informational meeting will be held a month prior to camp workshop, giving parents opportunity to meet with teachers and Camp Colley Director. This will allow time to share any additional details, questions, or concerns that parents may have.

SUPPLEMENTAL DOCUMENTATION FOR CAMP COLLEY ENVIRONMENTAL WORKSHOP

Transportation Quote

Participants in the Camp Colley Environmental Workshop are transported to the camp in 15 passenger vans. The arrangements for the three vans needed for this three-day camp experience is provided as part of the program, contracted through the City of Phoenix's Parks and Recreation Department, covered by their insurance. Certified licensed drivers, specially trained employees of the City of Phoenix, handle these arrangements and costs are included in the fees charged per student (\$100 per student included food, lodging, and transportation for the three-day camp). **Only** these certified drivers will be in control of the vehicles.

Camp Colley is located off Forest Service Road 95, within a mile of the Blue Ridge Ranger station, and is situated on a graded dirt road. Use of the 15 passenger vans are the best option for this camp experience, should there be an unexpected change in weather conditions or some other unforeseen circumstance requiring transporting students quickly.

Prepared by Dianna Bonney, Ed.D., Teacher of Gifted at Orangewood School

April 17, 2015

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: Out-of-State Travel 1st Reading

INITIATED BY: Janet Sullivan, Assistant Superintendent for Academic Services
SUBMITTED BY: Maggie Westhoff, Director of Professional Development

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: WestEd and Focus School Improvement Grant
Budgeted: Yes

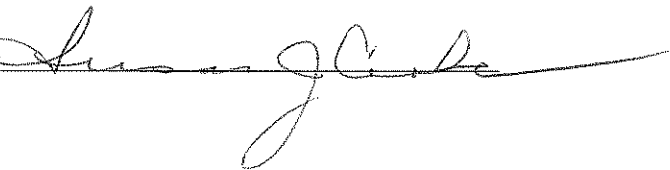
The following out-of-state travel request has been reviewed and is recommended for approval:

Dr. Paul H. Stanton, Superintendent; Dr. Linda Jean Bailey, Assistant Superintendent; Janet A. Sullivan, Assistant Superintendent; Justin Peter Wing, Director of Human Resources; Dr. Janet Kinahan Altersitz, Administrator of Professional Development; Shannon Beth Bonnette, Principal at Richard E. Miller Elementary School; Rebecca Marlene Potavin, Principal at Maryland School; Michael Stephen Waters, Principal at Mountain View School; Tracy Maynard, Principal at Shaw Butte Elementary School; and Steven Murosky, Principal at Ocotillo Elementary School, to attend the University of Virginia Turnaround Program – Cohort 11 Summer Session, June 20-24, 2015, in Charlottesville, VA, at no cost to the District.

All expenses are paid for by WestEd and the Focus School Improvement Grant.

SUMMARY AND RECOMMENDATION

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

Superintendent 

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

Agenda Item *II.E.

WASHINGTON ELEMENTARY SCHOOL DISTRICT #6
DATE OF BOARD AGENDA ITEM - May 14, 2015

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) <i>(as it appears on your driver's license)</i>	Position	School/Department
Paul H. Stanton	Superintendent	Administrative Services
Linda Jean Bailey	Assistant Superintendent	Administrative Services
Janet A. Sullivan	Assistant Superintendent	Adademic Services
Justin Peter Wing	Director	Human Resources
Janet Kinahan Altersitz	Administrator	Professional Development
Shannon Beth Bonnette	Principal	Richard E. Miller
Rebecca Marlene Potavin	Principal	Maryland
Michael Stephen Waters	Principal	Mountain View
Tracy Maynard	Principal	Shaw Butte
Steven Murosky	Principal	Ocotillo

CONFERENCE INFORMATION:

CONFERENCE TITLE:	University of Virginia Turnaround Program - Cohort 11 District Summer Session					
TRAVEL DATES:	June 20-24, 2015					
CONFERENCE LOCATION:	Charlottesville, VA					
SOURCE OF FUNDING: Description:	Registration Funds (Funding Source)					Total
Registration Account Code:	135	100	6331		\$	0
SOURCE OF FUNDING: Description:	West Ed and Focus School Improvement Grant					Total
Travel Account Code:	135	101	2410	6580	503	0000 \$ 10,800
SOURCE OF FUNDING: Description:	Substitute Funds (Funding Source)					Total
Substitute Account Code:			6129		\$	0

PURPOSE OF TRAVEL: The Washington Elementary School District (WESD) was invited to participate in the University of Virginia School Turnaround Program in Fall 2013. Since then, the administrative team, school administrators, and staff have been involved in a number of mandatory trainings. This mandatory Summer Session is a continuation of the training and includes the District team and Turnaround Principals.

MAXIMUM COSTS:

REGISTRATION FEE:	\$
MEALS	\$
LODGING:	\$
SUBSTITUTES	\$
TRANSPORTATION:	\$
AIR	\$ 8,000.00
CAR RENTAL/PARKING	\$ 2,800.00
BUS/TAXI/SHUTTLE	\$
TOTAL COST:	\$ 10,800.00

SIGNATURES

Dr. Susan J. Cook
Supervisor

Supervisor

Budget Manager

COMMENTS: All expenses paid for by WestEd and the Focus School Improvement Grant.

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

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Award of Contract – Bid No. 15.001, Apparel and Accessories 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

On January 30, 2015, the District issued Bid No. 15.001, Apparel and Accessories. Items covered by this bid are needed to fulfill orders for materials placed by individual schools and departments. This bid replaces our current expiring bids for Apparel and Accessories. No school or department can spend more than is budgeted without prior approval from the Finance Department.

Two hundred and fifty-eight (258) vendors were notified of the bid. Twenty-nine (29) responsive, responsible bids and three (3) non-responsive bids were received and opened on April 7, 2015. Larry Larson, Contract Manager, and Howard Kropp, Director of Purchasing, evaluated the bids and recommend the twenty-nine (29) vendors listed on the attached sheet for award. A multiple award is historically most advantageous to ensure the best service and complete product availability for the District.

The award of this solicitation will result in a one (1) year contract beginning July 1, 2015 with the option to renew for two (2) additional years or portion thereof. Included is a provision for cancellation by the District with thirty (30) days prior written notice.

Funding for this expenditure is included in the individual school's or department's 2015-2016 M&O budgets and will be purchased on an as-needed basis.

Copies of the solicitation and responses are available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract regarding Bid No. 15.001, Apparel and Accessories to the attached list of 29 vendors.

Superintendent



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

Agenda Item *II.F.

***Award of Contract - Bid No. 15.001, Apparel and Accessories**

May 14, 2015

Page 2

3D Promotions	M&J Trophies and Apparel
4 Imprint	Neff Motivation, Inc.
A+ Screen Printing and Embroidery	Nelson Promotional Services, LLC
Aramark Uniform Services	PepWear, LLC
Back to School Uniform Co.	Phoenix Embroidery
Backpack Gear, Inc.	Pinnacle Prints & Embroidery
Blue Moose Tees	Positive Promotions
Brown and Bigelow	Riddell / All American
BRT Signs	Sharp Images
Buddy's All Stars	Team Sports Outfitters
Cop Shop Printing, LLC	The Logo Man
Educational Products	Touchdown Sportswear & Promotions
International Promotional Ideas	Uniforms Manufacturing, Inc
International Selling Professionals	Universal Athletic
K & S Sports Promotions, Inc.	

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Award of Contract – RFP No. 15.002, Grocery and Retail Supplies, to Costco Wholesale #490 1st Reading
INITIATED BY: Howard Kropp, Director of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Director of Purchasing
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

On December 11, 2014, the District authorized the issuance of RFP No. 15.002, Grocery and Retail Supplies. The purpose of this Request for Proposal is to obtain qualified firms from which to purchase food and retail supplies to be used by the various programs of the Washington Elementary School District. Food purchases in school districts are restricted and can only be utilized under specific conditions. No school or department can spend more than is budgeted without prior approval from the Finance Department.

Fifteen (15) vendors were notified of the solicitation. One (1) responsive, responsible offer was received and opened on April 28, 2015. Larry Larson, Contract Manager for Purchasing, and Howard Kropp, Director of Purchasing, evaluated the proposal and recommend Costco for award. Under the terms of the proposal, only the Costco Wholesale #490 located at 27th Avenue and Yorkshire can be utilized. Under this contract only retail/classroom supplies, grocery items, related sundries, and office supplies can be purchased.

In accordance with A.R.S. §41-2533 and A.A.C. R2-7-1032, it was determined that the proposal amount was fair and reasonable, and that other prospective vendors had reasonable opportunity to respond.

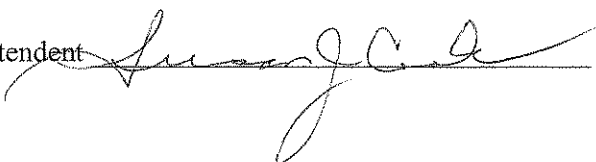
The award of this solicitation will result in a one (1) year contract beginning July 1, 2015, with the option to renew for four (4) additional years or portion thereof. Included is a provision for cancellation by the District with thirty (30) days prior written notice.

A copy of the solicitation is available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract for RFP No. 15.002, Grocery and Retail Supplies, to Costco Wholesale #490.

Superintendent



Board Action	Motion	Second	Ave	Nay	Abstain
Adams					
Graziano					
Herrera					
Jahneke					
Lambert					

Agenda Item *II.G.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Award of Contract – Bid No. 15.004, Private Day Schools and Ancillary Services 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

On December 11, 2014, the District authorized the issuance of RFP No. 15.004, Private Day Schools and Ancillary Services. The purpose of this Request for Proposal is to obtain qualified firms to provide special education private day school and ancillary services to the special needs and at-risk students of the Washington Elementary School District. No school or department can spend more than is budgeted without prior approval from the Finance Department.

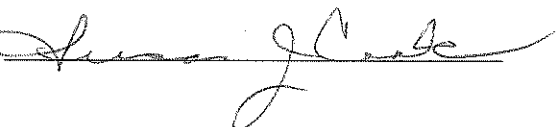
Thirty-five (35) vendors were notified of the solicitation. Fifteen (15) responsive, responsible offers were received and opened on April 10, 2015. One late, faxed proposal was not accepted. Dr. Craig Carter, Director of Special Services; Dr. Karen Johnson, Special Services Administrator; Dr. Monica Marin, Special Services Administrator; Christina Hanel, Lead School Psychologist; Chris Hedlund, Special Services Program Coach; and Nancy Zampini, Lead Speech Language Pathologist, were voting members of the evaluation committee, chaired by Larry Larson, Contract Manager for Purchasing. The committee evaluated the proposals and recommends fifteen vendors as presented for award. A multiple award is most advantageous to ensure the best service and complete availability, based on the historic needs of the District.

The award of this solicitation will result in a one (1) year contract beginning July 1, 2015, with the option to renew for four (4) additional years or portion thereof. Included is a provision for cancellation by the District with thirty (30) days prior written notice.

A copy of the solicitation is available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract for RFP No. 15.004, Private Day Schools and Ancillary Services, to the fifteen vendors as presented.

Superintendent 

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

Agenda Item *II.H.

***Award of Contract - Bid No. 15.004, Private Day Schools and Ancillary Services**

May 14, 2015

Page 2

ACCEL	On-Track Tutoring & Academy
Aurora Day School	Sierra Academy (SESI)
Blueprint Education	Southwest Autism Research and Resource Center
Cenpatico Schools (CBHSP Arizona, Inc.)	Special Education Services NFP
Desert Choice Schools	The ACES
Desert Heights Academy	The Children's Center for Neurodevelopmental Studies
Hi-Star Center for Children	Upward for Children and Families
NOVA Individualized Learning Center	

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Award of Contract – Bid No. 15.005, Special Education Services 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

On December 11, 2014, the District authorized the issuance of RFP No. 15.005, Special Education Services. The purpose of this Request for Proposal is to obtain qualified firms to provide special education services to the special needs students of the Washington Elementary School District. No school or department can spend more than is budgeted without prior approval from the Finance Department. This contract is also available to members of the Greater Phoenix Purchasing Consortium of School (GPPCS) and Strategic Alliance of Volume Expenditures (SAVE).

Seven hundred and ten (710) vendors were notified of the solicitation. Fifty-eight (58) responsive, responsible offers were received and opened on April 10, 2015. Dr. Craig Carter, Director of Special Services; Dr. Karen Johnson, Special Services Administrator; Dr. Monica Marin, Special Services Administrator; Christina Hanel, Lead School Psychologist; Chris Hedlund, Special Services Program Coach; and Nancy Zampini, Lead Speech Language Pathologist, were voting members of the evaluation committee, chaired by Larry Larson, Contract Manager for Purchasing. The committee evaluated the proposals and recommends fifty-eight vendors as presented for award. Invo HealthCare Associates was awarded for WESD use only. One additional respondent was deemed not acceptable for award due to a conflict with a required ancillary contract. A multiple award is most advantageous to ensure the best service and complete availability for the District and the geographically diverse members of the consortiums.

The award of this solicitation will result in a one (1) year contract beginning July 1, 2015, with the option to renew for four (4) additional years or portion thereof. Included is a provision for cancellation by the District with thirty (30) days prior written notice. A copy of the solicitation is available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract for RFP No. 15.005, Special Education Services, to the fifty-eight vendors as presented.

Superintendent 

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

Agenda Item *III.I.

Accountable Healthcare Staffing	Locker, Roslyn
Achievement Therapy Services	Lorton Therapies, LLC
ACS Consultants Inc.	Low Vision Plus LLC
ARA Staffing Services	Melmed Center
Ardor Health Solutions	MGA Home Healthcare LLC
Arizona Family Resource Counseling Center	My Therapy Company
At (@) Work Medical Services	Onward Healthcare
AZ Freelance Interpreting Services	ProCare Therapy
AZ Psychological & Support Services	Progressive Speech Language Pathology
Beth Rosen & Associates LLC	Progressus Therapy LLC
Blanco, Guillermo	ProvidaStaff dba EDU Healthcare
Cenpatico Schools (CBHSP Arizona, Inc.)	Psychoeducational Assessments School Services
CL Interpreting Service LLC	S T A R S
Comprehensive Education Solutions	Skyler Speech Therapy Services
Concentric Healthcare Staffing	Sonoran Therapy Group
Delta-T Group Phoenix, Inc.	Speech Pathways, Inc.
Dependable Nurses of Phoenix	Staffing Options and Solutions, Inc.
Dependable Staffing Services LLC	Statewide Interpreting Services LLC
EBS- Educational Based Services	Sunbelt Staffing
Eleutheria	TeachTown
Futures Education of Arizona	Therapy One
Gray Communication Therapy LLC	Therapy Rehabilitation Services Inc
Humanus Corporation	Therapy Time LLC
Invo HealthCare Associates – WESD ONLY	Therapy Travelers (3Chords Inc dba)
JCS Speech Therapy LLC	Therapy Tree
Kaleidoscope Family Solutions Inc	Vincent, Cari
Language Connection	WebWise Education, LLC
Learn It Systems	Wood (MS, CCC-SLP), Nancy
Lingua Health LLC	YappGuru

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Award of Contract – Bid No. 15.012, Used Perfector Four-Color Offset Conventional Stream Fed Press 1st Reading
INITIATED BY: Sean Garden, Printing Service Manager SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Director of Purchasing
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

On April 8, 2015, the District issued Bid No. 15.012, Used Perfector Four-Color Offset Conventional Stream Fed Press. The purpose of this bid is to enter into a contract with a qualified vendor to provide a used offset press to be used in the Printing Services Department. No school or department can spend more than is budgeted without prior approval from the Finance Department.

Fifty-five (55) vendors were notified of the bid. One (1) responsive, responsible bid was received and opened on April 24, 2015. Carol Donaldson, Director of Communication Services, and Sean Garden, Printing Services Manager, reviewed the response and recommend KirbyWest Printing Equipment for award of a Shinohara 741VP Four-Color Perfector Press in the amount of \$199,000.00 plus tax. In accordance with A.R.S. §41-2533 and A.A.C. R2-7-321A, "If only one bid is received in response to an invitation for bid, an award may be made to the single bidder if the procurement officer determines that the price submitted is fair and reasonable, and that either other prospective bidders had reasonable opportunity to respond, or there is not time for re-solicitation."

Funding for this expenditure is included in the Printing Services Department's 2014-2015 M&O budget.

A copy of the solicitation and response are available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board award contract regarding Bid No. 15.012, Used Perfector Four-Color Offset Conventional Stream Fed Press to KirbyWest Printing Equipment.

Superintendent 

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

Agenda Item *II.J.

Bid #15.012
Used Perfector Four-Color Offset Conventional Stream Fed Press

Model being Offered Shinohara 741VP Four Color Perfecting Press

2006 or newer Ryobi, Komori, Heidelberg or Shinohara Press		Cost	\$205,000.00
Scren4300E CTP Plate Setter: Xitron Raster Blaster 3.0 TIFF Catcher on Windows Computer			\$20,000.00
		Training	Included
		Total	\$225,000.00
Trade-in Equipment – Presses will be removed by awarded vendor			
Heidelberg QMDI classic	19,713,203	Impressions Trade-in value	\$10,000.00
2006 Ryobil 3302H	5,000,000	Impressions Trade-in value	\$10,000.00
Hamada DU34	10,249,489	Impressions Trade-in value	\$6,000.00
		Grand Total	\$199,000.00 plus tax

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Extension and Renewal of Annual Contract for Specified Goods and Services 1st Reading

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

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

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, DJE and ARS 15-213

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

Attached is information for the contract that has been previously awarded by the Governing Board. This contract will soon be expiring. Because performance under this contract has been satisfactory, extension of this contract is recommended. No school or department can spend more than is budgeted without prior approval from the Finance Department.

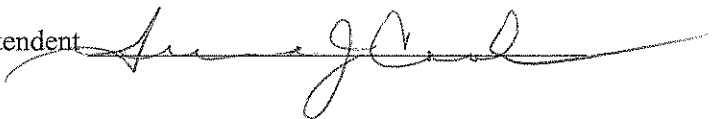
The estimated requirements cover the period of the contract and are reasonable and continuing. A multi-term contract encourages effective competition and promotes economies in school district procurement.

Copies of the individual contract is available for review in the Purchasing Department.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the extension and renewal of the annual contract for specified goods and services as presented.

Superintendent



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

Agenda Item *II.K.

THERE IS AVAILABLE BUDGET CAPACITY:

NO COST TO THE DISTRICT:

Contract Title	13.002, Community Mobile Dental Program
Vendor(s)	Community Dental Services
Board Approval	August 13, 2013
Proposed Extension	Second
Renewal Options Remaining	Two
Proposed 2014-2015 Expenditures	To be used on an as-needed basis.
Expended-To-Date 2013-2014	\$0.00

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
 Information
 1st Reading
 DATE: May 14, 2015
 AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreement with the Strategic Alliance for
 Volume Expenditures (SAVE)
 INITIATED BY: Howard Kropp, Director of Purchasing SUBMITTED BY: Cathy Thompson, Director of
 Business Services
 PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Director of Purchasing
 GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: A.R.S. 11-952; A.A.C.
 R7-2-1191-R7-2-1195

SUPPORTING DATA

Funding Source: Various
 Budgeted: Yes


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

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

A copy of the contract is available for review in the Purchasing Department. The Purchasing Department follows a process to perform due diligence on every cooperative contract prior to making a recommendation for award.

SUMMARY AND RECOMMENDATION

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

Superintendent 

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

Agenda Item *II.L.

SAVE CONTRACTS

THERE IS AVAILABLE BUDGET CAPACITY:

Vendor(s):	Unisource
Description of Purchase:	White Copy Paper
Estimated 2015-2016 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Schools/Departments, M&O, Materials Management Center.
Expended to-date:	\$219,090.55

TO:	Governing Board	<u>X</u>	Action
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Discussion
DATE:	May 14, 2015	<u> </u>	Information
		<u> </u>	1st Reading
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 2015-2016		
INITIATED BY:	<u>Diana Howsden, Director of Head Start Services</u>	SUBMITTED BY:	<u>Diana Howsden, Director of Head Start Services</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Diana Howsden, Director of Head Start Services</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:			

Funding Source: Head Start
Budgeted: Yes



City of Phoenix
Human Services Department
INTERGOVERNMENTAL AGREEMENT (IGA)

Contract No. _____

This Intergovernmental Agreement (IGA) is hereby entered into by and between the City of Phoenix, a municipal corporation, acting through its Human Services Department, hereinafter referred to as the "City" AND Washington Elementary School District No 6 hereinafter referred to as "Contractor".

This document, together with the attached Standard Terms and Conditions, Special Terms and Conditions, Scope of Work, any attachments thereto, and amendments, shall constitute the entire agreement between the parties, and supercedes all other understandings, oral or written.

TERM OF AGREEMENT: 7/1/2015-6/30/2016 Amount: \$ 2,763,600.

**FOR AND ON BEHALF OF
THE CONTRACTOR:**

**FOR AND ON BEHALF OF THE CITY OF
PHOENIX, a municipal corporation:
Ed Zuercher, City Manager**

Signature

Signature

Susan J. Cook
Printed Name

pett Moises Gallegos
Printed Name

Superintendent
Title

Human Services Director
Title

Date

Date

ATTEST:

City Clerk

Date: _____

IGA DETERMINATION – CITY

This IGA, which is an agreement between public agencies, has been reviewed pursuant to A.R.S. §11-952 by the undersigned, who has determined that it is in the proper form and is within the power and authority granted under the laws of the State of Arizona to these parties to the Agreement represented by the City Attorney.

APPROVED AS TO FORM:

ACTING *[Signature]*
City Attorney *dm*

IGA DETERMINATION - CONTRACTOR

This IGA, which is an agreement between public agencies, has been reviewed pursuant to A.R.S. §11-952 by the undersigned, who has determined that it is in the proper form and is within the power and authority granted under the laws of the State of Arizona to those parties to the Agreement represented by the Public Agency Legal Counsel.

APPROVED AS TO FORM:

Public Agency Legal Counsel

This IGA shall be filed with the County Recorder and shall become effective as set forth in the agreement.

Page 1 of 1, Signature Page



City of Phoenix
Human Services Department

STANDARD TERMS AND CONDITIONS - INTERGOVERNMENTAL AGREEMENT (IGA)

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City of Phoenix
Human Services Department

1. DEFINITION OF TERMS

As used in this Agreement, the terms listed below are defined as follows:

City means the City of Phoenix, Human Services Department who executes the Agreement.

City Funds means all sources of funds administered under this Agreement by the City including federal, state, and local.

Contractor means any person or entity who has an agreement or contract with the City.

Subcontract means 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.

Capital Equipment means 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).

Subrecipient means 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 subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

For-Profit Subrecipient means a non-Federal entity, established as a for-profit corporation, 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.

Vendor means 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.

Vulnerable Adult means an individual who is eighteen years of age or older who is unable to protect himself from abuse, neglect or exploitation by others because of a physical or mental impairment.

2.0 COMPLIANCE WITH APPLICABLE LAWS

The Contractor shall comply with all applicable laws, ordinances, Executive Orders, rules, regulations, standards, manuals, and codes of the Federal, State, and Local governments whether or not specifically referenced herein. Specifically, the following apply:

2.1 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 subcontracts, job-consultant agreements, or subleases of this Agreement entered into by the Contractor.

Specifically, the following non-discrimination laws apply:

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.



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Human Services Department

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 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 contract 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 contract services:

"Under the Americans with Disabilities Act, it is the policy of Washington School District No. 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 School District No. 6

ATTN: Diana Howsden, Head Start Director
602-347-2206
TDD – AZ 711 602-347-2206

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.

2.2 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.

2.3 DRUG-FREE WORKPLACE: The Contractor agrees to comply with the Drug-Free Workplace Act of 1988 (P.L. 100-690). This law requires Contractors and subcontractors of federal funds to certify they will provide drug-free workplaces. This certification is a precondition to receiving a contract, agreement, or grant.

2.4 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 Contractors 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.



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2.5 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).

2.6 LEGAL WORKER: As required by A.R.S. §41-4401, the Contractor agrees to comply with all federal immigration laws and regulations that relate to its employees and/or subcontractors' employees, and their compliance with A.R.S. §23-214, subsection A. The Contractor also agrees that any violation of this requirement shall be deemed a material breach of this Agreement that is subject to penalties up to and including termination of this Agreement. The Contractor acknowledges that the City retains the legal right to inspect the papers of the Contractor or subcontractor employees that work on the Agreement to verify such compliance.

2.7 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 agreement term. 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.

2.8 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.

2.9 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.

2.10 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.

2.11 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.

2.12 EQUAL EMPLOYMENT OPPORTUNITY:

A. 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. Contractor will direct any questions in regard to these requirements to the Equal Opportunity Department, (602) 262-6790.

B. 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,



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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. Contractor further agrees that this clause will be incorporated in all subcontracts, job-consultant agreements or subleases of this Agreement entered into by 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.

C. Documentation. The Contractor may be required to provide additional documentation to the Equal Opportunity Department affirming that a nondiscriminatory policy is being utilized.

D. Monitoring. 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.

2.13 FINGERPRINTING/BACKGROUND CHECK: 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 Agreement. For reference, these provisions include, but are not limited to, contracts 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.

In addition, City of Phoenix Administrative Regulation 4.45 requires Contractors and/or its contract workers, if performing work for, or on behalf of the City, to obtain background checks. The City may allow all or part of the costs of fingerprint/background checks to be included as an allowable cost.

3.0 AGREEMENT ADMINISTRATION AND OPERATION

3.1 RELATIONSHIP OF PARTIES/EMPLOYEE DISCLAIMER: In all matters relating to this Agreement each party hereto shall be solely responsible for the acts of its employees and agents, and employees or agents of one party shall not be considered employees or agents of the other party. Except as otherwise provided herein, no party shall have any right, power, or authority to create any obligation, express or implied, on behalf of any other party. Nothing in this Agreement is intended to create or constitute a joint venture, partnership, agency, trust, or other association of any kind between the parties or persons referred to herein.

3.2 NOTICES: Notices to the Contractor required by this Agreement shall be made by the City to the authorized Contractor Representative designated to receive notices. Notices to the City required by this Agreement shall be made by the Contractor to the authorized City representative designated to receive notices. All notices shall reference the agreement number.



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- 3.3 RETENTION, INSPECTION, AUDIT, AND COPYING OF RECORDS:** Consistent with Arizona Revised Statutes §35-214, 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.

The Contractor shall maintain service records in accordance with this Agreement, meet the following standards, and include at a minimum:

- A. Adequate identification of the service provided and each service recipient's application for contract and subcontract activities;
- B. 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;
- C. Time and attendance records for individual employees to support all salaries and wages paid;
- D. Records of the source of all receipts and the deposit of all funds received by the Contractor;
- E. 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;
- F. A complete general ledger with accounts for the collection of all costs and/or fees applicable to this Agreement; and
- G. 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.

- 3.4 AUDIT REQUIREMENTS:** As part of the contract process, the City will determine a subrecipient or vendor relationship and notify Contractor in writing within 30 days of commencement. Depending on this determination, one or more of the following audit requirements will apply:

- A. Subrecipient - 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), Contractors designated as subrecipients, 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 contract/ 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



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the end of the Contractor's fiscal year, but not later than nine months after the Contractor's fiscal year in which the Agreement expires.

B. Subrecipient– Federal Funds under \$500,000

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 Subrecipient

In accordance with OMB Circular A-133, for-profit subrecipients 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, contractors designated as vendors, shall ensure that the procurement, receipt, and payment for goods and services comply with laws, regulations, and the terms of the Agreement.

3.5 EVALUATION AND MONITORING: The City may evaluate and the Contractor shall agree to cooperate in the evaluation of contract services. Evaluation may assess the quality and impact of contract 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. Contractor shall cooperate in such efforts. The Contractor shall participate in third party evaluations if the City retains an inspector to monitor this Agreement.

3.6 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.

3.7 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 the Agreement.

3.8 CONFIDENTIALITY AND DATA SECURITY: The Contractor shall observe and abide by all applicable City, State and Federal statutes, rules, and regulations regarding use or disclosure of 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 contract services. To the extent permitted by law, the Contractor shall release information to the City as required by the terms of this Agreement, by law, or upon request. In addition, the Contractor shall acknowledge it is prohibited from releasing information to other independent parties, and from using the information for any purpose other than it was originally intended.

All data, regardless of form, including originals, images and reproductions, prepared by, obtained by, or transmitted to Contractor related to this Agreement is confidential, proprietary information owned by the City. Unless as specifically provided in this Agreement, the Contractor



City of Phoenix
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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.

The Contractor shall secure and protect personal identifying information, financial account information, or restricted City information, whether electronic format or hard copy, at all times to avoid unauthorized access. At a minimum, the Contractor must encrypt and/or password-protect electronic files and includes data stored on laptop computers, computerized devices, or removable storage devices. When this data is no longer required, the Contractor shall redact or destroy the data through appropriate and secure methods that ensure it cannot be viewed, accessed, or reconstructed.

In the event that the data is believed to have been compromised, the Contractor shall notify the Department Director immediately, and is prohibited from notifying the individuals affected by the breach without prior written consent of the City. The Contractor shall agree to reimburse the City for any costs incurred to investigate potential breaches of the data, and where applicable, the cost of notifying individuals that are affected by the breach. The Contractor shall also acknowledge that it will be responsible for any costs the City incurs to defend itself, including attorneys' fees, and for monetary damages or penalties the City is assessed as a result of breaches of information resulting from the Contractor's negligence.

The Contractor further agrees to incorporate the preceding paragraph in all subcontracts, job-consultant agreements, or subleases of this Agreement 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 and may result in immediate termination of this Agreement without notice.

3.9 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 City funds in a manner that would serve the public interest and honor the public trust.

3.10 CAPITAL EQUIPMENT:

- A. 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 contract 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 City inventory policies and procedures. The Contractor shall report capital equipment purchased with contract funds 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.
- B. 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.



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- C. 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*.
 - D. 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.
 - E. Contractors who are authorized to purchase computer hardware and/or software for use in contract services, or who receive donated hardware or software, must maintain a Computer Policy Manual defining regulations related to computer hardware/software.
 - F. 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.
- 3.11 REPORTING REQUIREMENTS:** Reporting shall adhere to the following schedule: No later than the 15th day following each reporting period during the term of this Agreement, the Contractor shall submit programmatic and financial reports in the form set forth in the Agreement. Such reports shall cover contract services and contract expenditures for the preceding reporting period and shall be certified as to their truth and accuracy by the Contractor. Failure to submit accurate and complete reports by the 15th day following the end of a reporting period may result, at the option of the City, in a forfeiture of such payment.
- No later than the 45th 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 notice name designated by the City and shall reference the assigned agreement number.
- 3.12 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.
- 3.13 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.
- 3.14 CLIENT FEES AND PROGRAM INCOME:** Unless mandated by controlling law, the Contractor shall impose no fees or charges of any kind upon recipients for contract services authorized under this Agreement. However, if program income is generated and received by the Contractor as a result of contract services, it shall be disposed of with guidance from the City and reported in accordance with applicable policies and procedures.
- 3.15 ACKNOWLEDGMENTS:** All advertisements, publications, and printed materials that are produced by the Contractor and refer to contract 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.



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- 3.16 COPYRIGHTS:** The Contractor shall not copyright any materials or products developed through contract services without prior written approval by the City. Upon approval, the City shall have a non-exclusive and irrevocable license to reproduce, publish, or otherwise use or authorize the use of any copyrighted material.
- 3.17 ADVERTISING, PUBLISHING AND PROMOTION OF AGREEMENT:** The Contractor shall not use, advertise or promote information for commercial benefit concerning this Agreement without the prior written approval of the City.
- 3.18 PROPERTY OF THE CITY:** Any materials whatsoever, including but not limited to, reports, computer programs and other deliverables, created under this Agreement are the sole property of the City. The Contractor is not entitled to a patent or copyright on those materials and may not transfer same to anyone else. The Contractor shall not use or release these materials without the prior written consent of the City.
- 3.19 OWNERSHIP OF INTELLECTUAL PROPERTY:** Any and all intellectual property, including but not limited to copyright, invention, trademark, trade name, service mark, and/or trade secrets created or conceived pursuant to or as a result of this Agreement and any related subcontract ("Intellectual Property"), shall be work made for hire and the City shall be considered the creator of such Intellectual Property. The department, division, board or commission of the City requesting the issuance of this Agreement shall own (for and on behalf of the City) the entire right, title and interest to the Intellectual Property throughout the world. The Contractor shall notify the City within thirty (30) days of the creation of any Intellectual Property by it or its subcontractor(s).

The Contractor, on behalf of itself and any subcontractor(s), agrees to execute any and all document(s) necessary to assure that ownership of the Intellectual Property vests in the City and shall take no affirmative actions that might have the effect of vesting all or part of the Intellectual Property in any entity other than the City. The Intellectual Property shall not be disclosed by the Contractor or its subcontractor(s) to any entity not the City without the express written authorization of the department, division, board or commission of the City requesting the issuance of this Agreement.

4.0 COSTS AND PAYMENTS

4.1 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.

4.2 ALLOWABLE COSTS: The Contractor shall comply with the following Cost Principles, as applicable, to determine the allowability of incurred costs for the purpose of reimbursing costs under the agreement terms and conditions. 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-21 for educational institutions
- 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



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4.3 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.

4.4 SUBSTANTIAL INTEREST DISCLOSURE:

A. 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.

B. 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.

C. For the purpose of this Section, "relative" shall have the same meaning as in City's Administrative Regulation 2.91 (2) Definition.

4.5 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.

4.6 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. City may direct any such obligation be offset against payment due the Contractor.

The City also shall 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.

4.7 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 Agreement rates are set by law or regulation, the certifying of cost or pricing data does not apply.

4.8 PAYMENTS: The Contractor shall submit applicable programmatic and financial reports as required by this Agreement. The City shall make payment or notify the Contractor of non-payment or reduced payment for non-performance no later than 30 days after complete and accurate invoices are submitted to the City.



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If the Contractor is, in any manner, in default in the performance of any obligation under this Agreement, or if an audit exception is identified, the City may, at its option and in addition to other available remedies, either adjust the amount of payment or withhold payment until satisfactory resolution of the default or exception.

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.

4.9 PAYMENT RECOUPMENT: The Contractor must reimburse the City upon demand or the City may deduct from future payments the following:

- A. Any amounts received by the Contractor from the City for contract services which have been inaccurately reported or are found to be unsubstantiated.
- B. Any amounts paid by the Contractor to a subcontractor not authorized in writing by the City.
- C. 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.
- D. Any amount paid by the City for services that duplicate services covered by other specific grants and contracts.
- E. Any amounts expended for items or purposes determined unallowable by the City.
- F. 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 contract services.
- G. Any amount identified as a financial audit exception.
- H. 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.
- I. Any payments made for services rendered before the Agreement begin date or after the Agreement termination date.

4.10 PAYMENTS 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.

5.0 AGREEMENT CHANGES

5.1 ASSIGNMENT & DELEGATION: The Contractor shall not assign any right nor delegate any duty under this Agreement without the prior written approval of the Director of the Human Services Department.

5.2 SUBCONTRACTORS: The Contractor shall not enter into any subcontract under this Agreement without the advance written approval of the City. The subcontract shall incorporate by reference the terms and conditions of this Agreement. Upon request, the Contractor shall provide copies of subcontracts relating to the delivery of contract services.



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5.3 EXTENSION OR RENEWAL OF AGREEMENT: Any extension or renewal must be made, by written mutual agreement, prior to the end of the Agreement term specified in this Agreement.

5.4 AMENDMENT: Any amendment to this Agreement shall be in writing and in accordance with policies and procedures promulgated by the City, and agreed to and signed by both parties.

5.5 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.

1. Change of address, telephone number, email, fax number;
2. Change of Contractor's authorized signatory or his/her designee;
3. Change in the name and address of the designated representatives to which notices are to be sent;
4. Changes in agreement related personnel positions of the Contractor which do not affect staffing ratios or staff qualifications required under this Agreement.
5. Change in the name of the Contractor where the ownership remains the same.
6. In Cost Reimbursement or Unit Fee contracts, whenever there is less than a 10% increase or decrease in any budget category.

5.6 BUDGET MODIFICATION: For any modifications to the approved Contractor's Operating Budget when there is an increase or decrease in any budget category, Contractor shall complete and submit a Budget Modification Request.

Following review of the budget modification request, 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, City staff will notify the Contractor in writing.

6.0 RISK AND LIABILITY

6.1 INDEMNIFICATION: 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.

6.2 Insurance Requirements for Governmental Parties to an IGA:
None.

Insurance Requirements for Any Contractors Used by a Party to the Intergovernmental Agreement:

If any part of this Agreement is contracted or subcontracted, the Contractor shall require its contractor(s) and subcontractor(s) to name the City of Phoenix as an additional insured to the same extent that the Contractor is named as an additional insured as required under this Agreement.

6.3 FORCE MAJEURE:

6.3.1 Except for payment of sums due, neither party shall be liable to the other nor deemed in default under this Agreement if and to the extent that such party's performance of this Agreement is prevented by reason of force majeure, a term that means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; mobilization; labor disputes; civil disorders; fire; flood; lockouts; injunctions-



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intervention-acts; or failures or refusals to act by government authority; and other similar occurrences beyond the control of the party declaring force majeure which such party is unable to prevent by exercising reasonable diligence.

Force Majeure shall not include the following occurrences:

6.3.2 A. Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market;

B. Late performance by a subcontractor unless the delay arises out of a force majeure occurrence in accordance with this force majeure term and conditions; or

C. Inability of either the Contractor or any subcontractor to acquire or maintain any required insurance, bonds, licenses or permits.

6.3.3 If either party is delayed at any time in the progress of the work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as is practicable and no later than the following working day, of the commencement thereof and shall specify the causes of such delay in such notice. Such notice shall be delivered or mailed certified-return receipt and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time of completion shall be extended by Agreement Amendment for a period of time equal to the time that results or effects of such delay prevent the delayed party from performing in accordance with this Agreement.

6.3.4 Any delay or failure in performance by either party hereto shall not constitute default hereunder or give rise to any claim for damages or loss of anticipated profits if, and to the extent that such delay or failure is caused by force majeure.

7.0 AGREEMENT TERMINATION

7.1 CITY'S RIGHT TO DISQUALIFY FOR CONFLICT OF INTEREST: The City reserves the right to disqualify any Contractor on the basis of any conflict of interest that is disclosed by any proposal submitted or any other data available to the City. This disqualification is at the sole discretion of the City. Any proposer submitting a proposal or the Contractor herein, waives both any right to object now or at any future time, before any body or agency, including but not limited to, the City Council of the City, or any court, any objections to the exercise of this right or disqualification by reason of real or apparent conflict of interest as determined by the City.

7.2 COVENANT AGAINST CONTINGENT FEES: The Contractor warrants that no person or selling agent has been employed or retained to solicit or secure this Agreement upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employers or bona fide established commercial or selling agencies maintained by the Contractor for the purpose of securing business. For breach or violation of this warranty, the City shall have the right to annul this Agreement without liability or in its discretion to deduct from this Agreement a consideration, or otherwise recover the full amount of such commission, brokerage or contingent fee.

7.3 GRATUITIES: The City may, by written notice, terminate this Agreement, in whole or in part, if the City determines that a gratuity in the form of entertainment, gifts, or otherwise 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 influencing the outcome of the awarding or amending, or the making of any determinations with respect to the performance of such agreement; provided that the existence of the facts upon which the City makes such finds shall be an issue and may be reviewed in any competent court. In the event of such termination, the City shall be entitled to pursue the same remedies against the Contractor as the City could pursue in the event of default by the Contractor.



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- 7.4 TERMINATION FOR CONVENIENCE:** The City reserves the right, at its sole discretion, to terminate this Agreement without penalty or recourse, in whole or in part at any time upon 90 days prior written notice.
- 7.5 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. 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.
- 7.6 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.
- 7.7 CANCELLATION FOR CONFLICT OF INTEREST:** The Contractor acknowledges that this Agreement is subject to cancellation pursuant to the provisions of Arizona Revised Statute § 38-511.
- 7.8 NOTIFICATION TO SUBCONTRACTORS 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.
- 7.9 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.
- 7.10 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.
- 7.11 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.
- 7.12 SUSPENSION OR DEBARMENT:** The City may, by giving written notice to the Contractor, immediately terminate this Agreement 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.



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8.0 CONTRACTUAL REMEDIES

8.1 (a) 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.

(b) APPLICABLE LAW: 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, in Maricopa County, and each of the parties, to the extent permitted by law, consents to jurisdiction and venue in such courts for such purposes.

(c) DELAY IN EXERCISING AGREEMENT 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.

8.2 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 contract 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 contract 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.



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SPECIAL TERMS AND CONDITIONS – Education Division

1. Under Section 3.3 RETENTION OF RECORDS of the Standard Terms & Conditions, ADD the following:
In accordance with 45 C.F.R. § 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.
2. Under Section 3.5 EVALUATION AND MONITORING of the Standard Terms & Conditions, ADD the following:
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 this Agreement up to and including termination of this Agreement.
3. Under Section 3.14, CLIENT FEES AND PROGRAM INCOME of the Standard Terms & Conditions, ADD the following:
For Non-Profit Organizations, if program income is generated, the Contractor shall comply with 45 C.F.R. § 74.24 that relates to the use of program income.

For School Districts, if program income is generated, the Contractor shall comply with 45 C.F.R. § 92.25 that relates to the use of program income.
4. Under Section 4.2 ALLOWABLE COSTS of the Standard Terms & Conditions, ADD the following:
Non-profit organizations must comply with the cost principles and Uniform Administrative Requirement codified by 45 C.F.R. Part 74.

School Districts must comply with the cost principles and Uniform Administrative Requirement codified by 45 C.F.R. Part 92.
5. Under Section 4.11, Costs and Payments of the Standard Terms & Conditions, ADD the following new paragraph:
The Contractor must expend a minimum of 98% of the Reimbursement Ceiling amount during the term of this Agreement. Failure to expend a minimum of 98% of the Reimbursement Ceiling during the term of this Agreement may result, at the option of the City, in a reduction of the award amount in the following Agreement period. This includes the base grant and the Training and Technical Assistance funding.
6. Under Section 6.2 Insurance of the Standard Terms & Conditions, ADD the following:
The Contractor shall meet the insurance requirements for student accident coverage as identified in 54 C.F.R. § 1301.11.



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ADD THE FOLLOWING PROGRAMMATIC SPECIAL TERMS & CONDITIONS:

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 in writing of either approval or denial of the request.
3. The Contractor shall request approval from the City, in writing, to purchase any equipment over \$5,000. Purchases over \$25,000 will also require approval in writing from the Office of Head Start. If approved, the equipment must be added to the Fixed Asset List for the Contractor.
4. **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. This license must be maintained on file at all times during the term of this Agreement.
 - 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 Contractor 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. In addition, teaching assistants 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 this Agreement, the City reserves the right to reduce applicable amounts in all budget categories or to reduce funded enrollment.

ADD THE FOLLOWING ADMINISTRATIVE SPECIAL TERMS & CONDITIONS:

1. **Term of Agreement:**

The term of this Agreement will commence on July 1, 2015 and end June 30, 2016.
If the Contractor continues its Delegate Agency status, the City shall initiate a new Agreement annually beginning July 1.
2. **ADD the following requirement for Training & Technical Assistance Funding:**

In accordance with the attached approved budget, the Contractor shall separate the expenditures on the invoice for costs incurred for training and technical assistance.



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3. Data Sharing:

- A. At no time will a user leave a terminal when confidential information is displayed or when the terminal is unlocked or logged on. Any personnel changes requiring change or removal of access shall be reported promptly to the City.
- B. 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.

4. Reporting Requirements:

The Contractor shall manage data and generate the following reports to be uploaded in CMS:

Financial Reports:

- A correctly completed Monthly Expenditure Report and Funding Request for monthly reimbursement due the 15th of each month
- Monthly In-kind Report due with the Monthly Expenditure Report
- One copy of single Audit Report
- Budget Modifications, as needed, prior to expending the funds
- If applicable, a correctly completed Fixed Asset 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
- Final Monthly Expenditure Report, Monthly In-kind Report and Year-to-Date Administrative Expense Report due August 15

Programmatic Reports/Data:

The Contractor will be responsible for submitting the following information by uploading to the CMS unless otherwise indicated:

- Annual Program Calendar due July 1
- Copies of interagency Agreements prior to the execution of the Agreements due July 1
- Disability interagency Agreements with school districts due July 1
- Disability Service Plan due July 1
- Dual Language Plan due October 1
- ERSEA Plan by March 3 for 2016 – 2017
- Final Facility Location Chart by July 1
- Fixed Assets List by July 1
- Head Start Delegate Agency Monthly Reports due the 5th
- Instructional Staff Qualifications Form due September 1, January 4, and March 1
- Names, addresses, and telephone numbers of Policy Council representatives by November 2 to Administrative Assistant
- Ongoing Monitoring Report by 10th
- Parent Handbook by September 1
- School Readiness Analysis by December 4, March 11, June 10
- Selection Criteria by March 1 for 2016 – 2017
- Self Assessment Report and Improvement Plan due no later than June 30



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- Service Plan by July 1
- Transition Agreements by July 1
- Volunteer Handbook by September 1
- Update Head Start Enterprise System no later than August 3 with class locations and contact information
- Update Head Start Enterprise System no later than November 2 with Policy Committee chair
- Entered into HSES for the Program Information Report (PIR) due by July 17 for 2014 – 2015:
 - Staff Qualifications
 - Salary Information
 - Number of Volunteers
 - Class Operation Information
 - Child Care Information
 - Mental Health Data
 - Male Involvement Data
- Refunding Application by December 4:
 - Administrative Cost Analysis
 - Budget Narrative
 - Cost Allocation/Distribution of Costs
 - Cost Allocation Plan
 - Delegate Agency Information Form
 - Fixed Asset List
 - In-kind Budget
 - In-kind Budget Narrative
 - Line Item Budget
 - Organization Chart
 - Policy Council Approval Form (June 27)
 - Program Narrative
 - Staffing Schedule
 - Program Approach Form
 - T&TA Budget
 - T&TA Budget Narrative
 - T&TA Plan

Failure to submit the required documents by the specified dates may result, at 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.

5. Notices:

In accordance with Section 3.2 Notices of the Standard Terms & Conditions, the Contractor shall submit all notices related to this Agreement as follows:

To CITY at:
City of Phoenix Human Services Department
Education Division
ATTN: Patricia Nightingale, Deputy Human Services Director
200 W. Washington – 19th Floor
Phoenix, AZ 85003-1611
Phone: 602 262-4042
Fax: 602 495-5690
Email: patricia.nightingale@phoenix.gov



City of Phoenix
Human Services Department

To CONTRACTOR at:
Washington School District No. 6
ATTN: Diana Howsden
Head Start Director
8430 N.39th Ave..
Phoenix, AZ 85051-4778
Phone: 602-347-2206
Fax: 602-347-2215
Email: Diana.howsden@wesdschools.org

**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 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 ("CITY") is duly authorized to execute and administer contracts under Chapter II, Section 1, Paragraph (c) of the Phoenix City Charter. The District ("CONTRACTOR") is duly authorized to enter into contracts 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:

1. **Delegate agency** means a public or private non-profit organization or agency to which the CITY has delegated all or part of its responsibility for operating a Head Start program.
2. **Head Start Program** provides ongoing comprehensive child development services.
3. **Parent Committee**, coordinated by Delegate agencies, is comprised of parents whose children are enrolled in a Head Start classroom.
4. **Policy Committee**, coordinated by Delegate agencies, is comprised of at least 50% parents of Head Start children presently enrolled plus representatives of the community.
5. **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.
6. **Policy group** means 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.
7. **Volunteer** means 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 C.F.R. §§ 1301, 1302, 1303, 1304 and Guidance; 45 C.F.R. §§ 1305, 1306 and 1308 and Guidance; and 45 C.F.R. §§ 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, 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, 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, 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, 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, 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, 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, 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 C.F.R. § 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 this Agreement to the contrary, the parties recognize and agree that the CONTRACTOR 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;



SCOPE OF WORK

- 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, training, and technical assistance
- Provide the Head Start Director and classrooms with a copy of the disabilities services 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.



SCOPE OF WORK

3. The CONTRACTOR will coordinate with 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.

Changes to the City of Phoenix Intergovernmental Agreement (IGA) for Head Start

Verbiage change from "Contract" to "Agreement" in sections:

- 3.17
- 5.3
- 7.11
- 8.1

Page 5-

2.12: Equal Employment Opportunity

Removed: For Contractor with more than 35 employees.

Under Special Terms and Conditions:

Page 3-

3. Data Sharing:

Remove A through G

Add:

- A. At no time will a user leave a terminal when confidential information is displayed or when the terminal is unlocked or logged on. Any personnel changes requiring change or removal of access shall be reported promptly to the City.
- B. 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.

4. Reporting Requirements:

Add a 7th bullet to Financial Reports:

- Final Monthly Expenditure Report, Monthly In-kind Report and Year-to-Date Administrative Expense Report due August 15

	Available Budget	
Base Budget	\$	2,763,600
Total Available	\$	2,763,600
Minimum In-Kind	\$	690,900
T&TA		
Total Contract Ceiling	\$	2,763,600

Head Start 2015 - 2016
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	Howsdon	Diana	7	\$ 36.78	261	\$ 70,656.26	Exempt
Program Coordinator	Pilsbury	Michaela	7	\$ 30.90	261	\$ 59,351.73	Exempt
Mentor Specialist	Rohrer	Pamela	8	\$ 21.66	227	\$ 39,328.79	Exempt
Mentor Specialist	Olalde	Claudia	8	\$ 21.37	227	\$ 38,809.69	Exempt
Office Manager	Rubalcaba	Yvonne	7	\$ 19.23	261	\$ 36,942.50	Exempt
Office Tech-HS 12 month	Porras	Roxana	7	\$ 11.30	261	\$ 21,710.50	Non-exempt
Office Tech-HS	Goris	Cindy	8	\$ 14.22	227	\$ 25,824.97	Non-exempt
Office Tech HS	Salcedo	Veronica	8	\$ 11.84	227	\$ 21,496.36	Non-exempt
Certified Teacher	Alexander	Shelly	8	\$ 22.93	209	\$ 35,938.07	Exempt
Certified Teacher	Alvidrez	Robin	8	\$ 23.34	209	\$ 36,587.17	Exempt
Certified Teacher	Ascencio	Tania	8	\$ 22.52	209	\$ 35,304.80	Exempt
Certified Teacher	Beckenbauer	Kathryn	8	\$ 23.65	209	\$ 37,077.96	Exempt
Certified Teacher	Chase	Joyce	8	\$ 22.52	209	\$ 35,304.80	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	8	\$ 22.93	209	\$ 35,938.07	Exempt
Certified Teacher	Miller	Diana	8	\$ 24.36	209	\$ 38,186.18	Exempt
Certified Teacher	Livingstone	Lindsey	8	\$ 22.93	209	\$ 35,938.07	Exempt
Certified Teacher	Miller	Linda	8	\$ 22.13	209	\$ 34,687.36	Exempt
Certified Teacher	Slusher	Lucia	8	\$ 22.13	209	\$ 34,687.36	Exempt
Certified Teacher	Servin	Susan	8	\$ 27.28	209	\$ 42,761.56	Exempt
Certified Teacher	Walden	Sophia	8	\$ 22.13	209	\$ 34,687.36	Exempt
Certified Teacher	Wood	Beverly	8	\$ 22.52	209	\$ 35,304.80	Exempt
Support Instructor	Aguirre	Juana	6.5	\$ 13.04	209	\$ 17,713.62	Non-exempt
Support Instructor	Banuelos	Floredec	6.5	\$ 13.09	209	\$ 17,782.22	Non-exempt
Support Instructor	Ruvalcaba	Ana	6.5	\$ 12.00	209	\$ 16,300.37	Non-exempt
Support Instructor	Satterlund	Vanessa	6.5	\$ 12.18	209	\$ 16,547.35	Non-exempt
Support Instructor	Creswell-Liotta	Brenda	6.5	\$ 12.18	209	\$ 16,547.35	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	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Meza	Karina	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Gonzalez	Christina	6.5	\$ 12.18	209	\$ 16,547.35	Non-exempt
Support Instructor	Moncibaez	Loretta	6.5	\$ 12.12	209	\$ 16,465.02	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	6.5	\$ 12.00	209	\$ 16,300.37	Non-exempt
Support Instructor	Moreno	Andrea	6.5	\$ 12.12	209	\$ 16,465.02	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	6.5	\$ 12.33	209	\$ 16,753.16	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	Olheiser	Aaron	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Support Instructor	Valdez	Eddie	6.5	\$ 16.20	209	\$ 22,008.24	Non-exempt
Support Instructor	Rivera Rangei	Jacqueline	6.5	\$ 12.00	209	\$ 16,300.37	Non-exempt
Support Instructor	Valenzuela	Reyna	6.5	\$ 12.82	209	\$ 17,411.76	Non-exempt
Support Instructor	Hunter	Chelsey	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt

**Head Start 2015 - 2016
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	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	Tieman	Lindsey	6.5	\$ 12.12	209	\$ 16,465.02	Non-exempt
Instructional Asst (Sub)	Maya	Consuelo	4	\$ 9.63	194	\$ 7,469.23	Non-exempt
Instructional Asst (Sub)	Al-Alawi	Lubna	4	\$ 9.51	194	\$ 7,383.02	Non-exempt
Instructional Asst (Sub)	Acosta	Berenice	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Figueroa	Shannon	4	\$ 9.37	194	\$ 7,273.29	Non-exempt
Instructional Asst (Sub)	Morari	Amanda	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Hernandez	Genesis	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	Ellis	Derrick	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	LeGrand	James	4	\$ 9.23	194	\$ 7,163.57	Non-exempt
Instructional Asst (Sub)	TBH Yr 49		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:

1,659,157.84

FICA	7.65%	126,925.58
Worker's Compensation	1.10%	18,250.74
Arizona State Retirement	11.47%	190,305.40
Health/Dental/Life Insurance	58 at 100% 4 at 92% \$ 6,000.00	370,080.00

705,561.72

TOTAL SALARY AND FRINGE

2,364,719.56

Days 261/209/227/194
Insurance \$6,000.00
Benefits 20.22% (FICA+Worker's Comp+ASRS)

Grand Total Budget	2,763,600.00	
Total Salary & Fringe	2,364,719.56	14.43%
Net Operating Budget	<u>398,880.44</u>	

1% salary increase

Budget by Federal Category Head Start Program 2015 - 2016 Delegate Agency: WASHINGTON ELEMENTARY SCHOOL DISTRICT 8940051005					
Cost Category	G/L Account #	Account Title	Justification	Proposed Budget	Category

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	1,659,158	
		Total Salaries:			1,659,158

b. FRINGES:

6221	957.900.3300.6221.xxx.0000	F.I.C.A.	See Staffing Schedule	126,926
6260	957.900.3300.6260.xxx.0000	Workers' Compensation	See Staffing Schedule	18,251
6231	957.900.3300.6231.xxx.0000	Arizona State Retirement	See Staffing Schedule	190,305
6210	957.900.3300.6210.xxx.0000	Group Health Insurance	See Staffing Schedule	370,080

Total Fringes:	705,562
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c. TRAVEL:

e. SUPPLIES:

Acct

6612	957.900.3300.6612.xxx.0000	Instructional Supplies/Photo Supplies	\$25.00 per child x 588 + \$400 x 18 teachers	21,900
6612	957.900.3300.6612.571.0000	Books, Education	Resource Books/materials: \$100 x 70 (69 staff plus 1 copy for the office)	7,000
6612	957.900.3300.6612.571.ADMN	Office Supplies	\$400 per office staff-includes copy supplies/paper, etc x 8 staff	3,200
6643	957.900.3300.6643.xxx.0000	Instructional Aids	\$12.50 per child x 588	7,350
6643	957.900.3300.6643.571.0000	Books, Education	Resource Books/materials: \$100 x 70 (69 staff plus 1 copy for the office)	7,000
6613	957.900.3300.6613.xxx.0000	Non Instructional Supplies	\$15 x 588 students	8,820
6613 & 6616	957.900.3300.6613.571.PRNT	Parent Fund	\$100 per class x 36 classrooms	3,600
6613	957.900.3300.6613.571.0000	Policy Committee Supplies	\$30 per month x 11 months	330
6613	957.900.3300.6613.571.0000	Policy Committee Fund (including snacks for meetings)	\$400 for Policy Committee Reimbursement	400
6613 & 6616	957.900.3300.6613.571.0000	Volunteer morale, health & welfare cost, snacks	Volunteer appreciation 200 x \$10 + volunteer snack items 100 x \$10	3,000
6613	957.900.3300.6613.571.0000	Employee morale, health & welfare cost	69 Staff x \$30	2,070
6613	957.900.3300.6613.571.0000	Safety Supplies	Field Trip/Safety Teeshirts \$125 x 36 classrooms	4,500
6612	957.900.3300.6612.xxx.0000	Disposable Meal Supplies	\$100 per class x 36 classrooms	3,600
6612	957.900.3300.6612.571.0000	Medical and Dental	Dental hygiene supplies \$150 x 140 days	21,000
6612	957.900.3300.6612.xxx.0000	Medical and Dental	First Aid / Dental Curriculum Supplies \$40 per classroom x 36	1,440
6737	957.900.3300.6737.571.0000	Classroom Technology	\$200 per class x 36 classrooms	7,200
6731	957.900.3300.6731.571.0000	Classroom/Recreational Supplies/Furniture	\$400 x 36 classrooms	14,400
		Total Supplies:		116,810

f. CONTRACTUAL:

h. OTHER:

6330	957.900.3300.6330.571.0000	Other Profess Purch Svcs	T.B. Skin test for 100 parent volunteers & 10 prosp. new hires x \$35	3,850
6330	957.900.3300.6330.571.0000	Other Profess Purch Svcs	Prospective Employee Health Screening (10) - \$50 per screening	500
6331	957.900.3300.6331.571.0000	Conferences and staff training on CPR and First Aid	CPR and First Aid: 72 staff x \$25	1,800
6330	957.900.3300.6330.571.0000	Consultants	Continue training on team building and Curriculum training (3 trainings at approx \$7000 each)	21,000
6890	957.900.3300.6890.571.PRNT	Parent Fund	\$100 per class x 36 classrooms	3,600
6810	957.900.3300.6810.571.0000	Subscription/Membership Fees	Association annual membership dues: local and national: approx. \$3000	3,000

Budget by Federal Category					
Head Start Program 2015 - 2016					
Delegate Agency: WASHINGTON ELEMENTARY SCHOOL DISTRICT 8940051005					
Cost Category	G/L Account #	Account Title	Justification	Proposed Budget	Category
6331	957.900.3300.6331.571.0000	Meeting/Training	Arizona Head Start Association Meeting \$50 x 4 staff x 4 meetings	800	
6810	957.900.3300.6810.571.0000	Child Care Licensing	renewal of 5 sites at shared cost , 3 sites at \$2000 and one site at \$3900= (5 sites x \$1950)+(3 sites x \$2000) +(1 site x \$3900)	19,650	
6510	957.900.3300.6510.xxx.0000	Field Trips Transportation	36 Field trips (bus cost) x \$200 + Bus Monitor fee for each trip @ \$15	7,740	
6890	957.900.3300.6890.571.0000	Field Trips Admission Fees	Field trips (admission cost) \$15 x 588 students and 61 staff	9,735	
6330	957.900.3300.6330.571.0000	Student Accident Insurance	estimated \$6 per student x 588 students	3,528	
6616	957.900.3300.6616.xxx.0000	Food Experiences	\$20 x 10 months x 36 classrooms	7,200	
6616	957.900.3300.6616.571.0000	Other Operating Costs/Bottled Water	\$150 per month for bottled water x 10 months x 6 dispensers	9,000	
6616	957.900.3300.6616.571.0000	Meals	Volunteers, Student Teachers, Interns and returned children's meals \$70.00 per month x 10 months x 36 classrooms	25,200	
6616	957.900.3300.6616.571.0000	Staff Meals	4 day: 140 days x \$3.15 x 1 staff x 36 classrooms		
6550	957.900.3300.6550.571.0000	Printing	4 day: 140 days x 3.15 x 7 instructional assistant's average \$400 per job 20 jobs	18,963	
6450	957.900.4701.6450.xxx.xxxx	Repairs/Safety	Needed repairs as identified on playgrounds, shade structures, restrooms, classrooms, etc.	8,000	
				138,504	
		Total Other:			282,070
Total WESD Year 49					2,763,600.00

In-Kind Budget Head Start Program 2015 - 2016 Agency: Washington Elementary School District					
Category	Account Title	Justification	Program Budget Totals	Administrative Budget Totals	Annual In-Kind Budget
Salaries					
Direct Hrs	Parent Volunteers	Average of previous year	343,620.18	0.00	\$ 343,620.18
Direct & Admin Svcs		Total custodial salary per site * HS bldg %			
Hrs	Custodial	use = \$23,860.46	22,298.89	1,561.57	23,860.46
Direct Hrs	Library	Total library salary per site * HS enrollment % = \$19,273.06	19,273.06	0.00	19,273.06
Direct Hrs	Search to Serve	Search to Serve Salaries * HS % of Search to Serve Students = \$518,631.28 * 14.0549%	72,893.25	0.00	72,893.25
Admin Svcs	Personnel	Personnel Salaries * HS % of positions =			
Admin Svcs	Management Svcs	\$526,248.72 * 1.8224%	0.00	9,590.58	9,590.58
Admin Svcs	Purchasing Svcs	Purchasing, Warehouse and Accounts Payable Salaries * HS % of Purchase Orders Processed = \$644,874.20 * 7.3078%	0.00	47,125.90	\$ 47,125.90
Admin Svcs	Director of Curriculum	Director of Curriculum's salary * % of time worked on HS projects = \$90,800.00 * 2.39464%	0.00	2,174.33	\$ 2,174.33
Admin Svcs	Finance Specialist Svcs	Finance Specialist Salary * % of time worked on HS projects = \$48,687.29 * 9.6743%	0.00	4,710.17	\$ 4,710.17
Total Gross Salaries			\$ 458,085.38	\$ 65,162.55	\$ 523,247.93
Fringe Costs					
Direct Hrs	Parent Volunteers	\$343,620.18 * 20.22%	69,480.00	0.00	\$ 69,480.00
Direct & Admin Svcs					
Hrs	Custodial	\$23,860.46 * 20.22%	4,508.84	315.75	\$ 4,824.59
Direct Hrs	Library	\$19,273.06 * 20.22%	3,897.01	0.00	\$ 3,897.01
Direct Hrs	Search to Serve	\$72,893.25 * 20.22%	14,739.02	0.00	\$ 14,739.02
Direct Hrs	Health/Life/Dental Costs	(Cust. Ben. * HS Bldg use) + (Library Ben * HS enroll %) + (STS Ben * HS % of Search to Serve Students) = \$13,353.37	13,062.27	291.10	\$ 13,353.37
Admin Svcs	Personnel				
Admin Svcs	Management Svcs	\$9,590.58 * 20.22%	0.00	1,939.22	\$ 1,939.22
Admin Svcs	Purchasing Svcs	\$47,125.90 * 20.22%	0.00	9,528.86	\$ 9,528.86
Admin Svcs	Director of Curriculum	\$2,174.33 * 20.22%	0.00	439.65	\$ 439.65
Admin Svcs	Finance Specialist Svcs	\$4,710.17 * 20.22%	0.00	952.40	\$ 952.40
Admin Svcs	Health/Life/Dental Costs	(Personnel Health Cost * HS % of positions) + (Purchasing, Warehouse and Accounts Payable Health Cost * HS % of Purchase Orders Processed) + (Director of Curriculum's Health Cost * % of time worked on HS projects) + (Finance Specialist Health Cost * % of time worked on HS projects) = \$6,873.56	0.00	6,873.56	\$ 6,873.56
Total Direct Fringe Costs			\$ 105,687.13	\$ 20,340.53	\$ 126,027.66
Total Personnel Services			\$63,772.51	\$5,503.08	\$69,275.59
Space/Other Costs					
Other Admin	Office - Space & Land Use	6,641,841.98 * 2.60067% * 2%	0.00	3,454.63	\$ 3,454.63
Other Direct	Classroom - Space & Land Use	Total Bldg & Land Use * HS % of Land Use = \$45,140.74	45,140.74	0.00	\$ 45,140.74
Other Direct	Playground Space (164 sq ft per school @ \$5.00/sp ft)	14 * 164 * 5	11,480.00	0.00	\$ 11,480.00
Other Admin	Internet Connection	NA	0.00	0.00	\$ -
Other Direct & Admin	Phones	NA	0.00	0.00	\$ -
Other Direct & Admin	Custodial Supplies	Total supplies * HS space use = \$2,907.04	2,907.04	214.14	\$ 3,121.18
Other Direct	Library Supplies	Total supplies * HS enroll = \$87.06	87.06	0.00	\$ 87.06
Other Direct & Admin	Utilities (except phone)	Total utilities * HS space % = \$16,730.18	16,730.18	1,012.87	\$ 17,743.05
Other Direct	Library (other resources)	Total library other * HS enrollment % = \$3506.26	3,506.26	0.00	\$ 3,506.26
Other Direct & Admin	Custodial (other resources)	Total cust. Other * HS space % = \$118.51	118.51	14.38	\$ 132.89
Other Direct & Admin	Copiers	Total copier lease & Maint * HS Enroll % * useful life of 6.7% = \$565.51	565.51	2,279.32	\$ 2,844.93
Total Space/Other Direct Costs			\$ 80,535.40	\$ 6,975.34	\$ 87,510.74
Donations			50% of FY48 final= \$3,488.37 * 50%	1,744.19	\$ 1,744.19
Total Other Costs			\$ 82,279.59	\$ 6,975.34	\$ 89,254.93
Grand Total			\$ 646,052.10	\$ 92,478.42	\$ 738,531.00

Head Start Program 2015 - 2016
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>	
Agency Director-Administrator	48.00%	33,915.01	64,256.60
Office Manager	50.00%	18,471.25	
Program Coordinator	20.00%	11,870.35	
<u>Fringes</u>	<u>% Admin.</u>	<u>Fringes</u>	27,325.30
FICA @ 7.65%	3.87%	4,915.63	
Worker's Compensation @ 1.10%	3.87%	706.82	
AZ State Retirement @ 11.47%	3.87%	7,370.22	
Health/Life/Dental/Insurance @ \$6,000.00	3.87%	14,332.62	

Program Costs

<u>Travel</u>	<u>% Admin.</u>	<u>Travel</u>	0.00
<u>Supplies</u>	<u>% Admin.</u>	<u>Supplies</u>	3,200.00
Office Supplies	100.00%	3,200.00	
<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>	92,478.42
Custodial Services	6.54%	1,561.57	
Personnel Management Svcs	100.00%	9,590.58	
Purchasing Svcs	100.00%	47,125.90	
Director of Curriculum	100.00%	2,174.33	
Finance Specialist Svcs	100.00%	4,710.17	
<u>Total Personnel-Fringe</u>	<u>% Admin.</u>	<u>In-Kind</u>	
Custodial Services	6.54%	315.75	
Health/Life/Dental Costs - Custodial	2.18%	291.10	
Personnel Management Svcs	100.00%	1,939.22	
Purchasing Svcs	100.00%	9,528.86	
Director of Curriculum	100.00%	439.65	
Finance Specialist Svcs	100.00%	952.40	
Health/Life/Dental Costs - Custodial	100.00%	6,873.56	
<u>Space/Other Costs</u>	<u>% Admin.</u>	<u>In-Kind</u>	
Office -Space & Land Use	100.00%	3,454.63	
Classroom - Space& Land Use	0.00%	0.00	
Playground Space	0.00%	0.00	
Internet Connection	0.00%	0.00	
Phones	0.00%	0.00	
Custodial Supplies	6.86%	214.14	
Library Supplies	0.00%	0.00	
Utilities (except phone)	5.71%	1,012.87	
Library (other resources)	0.00%	0.00	
Custodial (other resources)	10.82%	14.38	
Copiers	80.12%	2,279.32	

Total Agency Administrative and Development Cost Contributions

187,260.00

Adjusted Federal Budget YR 50	2,763,600
Non-Federal (Minimum 25% of Fed.)	738,531
	<u>3,502,131</u>
Agency Administrative %	5.35%

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	70,656	1	48.00%	38.00%	2.00%	2.00%	6.00%	2.00%	2.00%	0.00%	0.00%	100.00%
Program Coordinator-Pilbury	59,352	1	20.00%	55.00%	5.00%	5.00%	10.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Mentor Specialist-Rohrer	39,329	1	0.00%	65.00%	5.00%	5.00%	20.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Mentor Specialist-Ohalde	38,810	1	0.00%	65.00%	5.00%	5.00%	20.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Office Tech-Salcedo	21,496	1	0.00%	10.00%	20.00%	20.00%	35.00%	10.00%	5.00%	0.00%	0.00%	100.00%
Office Manager-Rubalcaba	36,942	1	50.00%	28.00%	2.00%	2.00%	16.00%	2.00%	0.00%	0.00%	0.00%	100.00%
Office Tech-Portas	21,710	1	0.00%	10.00%	20.00%	20.00%	35.00%	10.00%	5.00%	0.00%	0.00%	100.00%
Office Tech-Gorris	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	662,590	18	0.00%	60.00%	5.00%	5.00%	25.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Support Instructor Part Year	607,340	36	0.00%	60.00%	5.00%	5.00%	25.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Instructional Assits. Part Year	65,107	9	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	1,659,158	71										

WESD - In-kind Match

Parent Volunteers	343,620		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Custodial Services	23,860		6.54%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	93.46%	0.00%	100.00%
Library	19,273		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Search to Serve	72,893		0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
Personnel Management Svcs	9,591		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Purchasing Svcs	47,126		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Director of Curriculum	2,174		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Finance Specialist Svcs	4,710		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	\$23,248											

Fringe Costs

Fringe Item	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
WESD												
FICA Withholding	126,926		3.87%	56.33%	5.43%	5.43%	23.63%	5.01%	0.29%	0.00%	0.00%	100.00%
Worker's Compensation	18,251		3.87%	56.33%	5.43%	5.43%	23.63%	5.01%	0.29%	0.00%	0.00%	100.00%
AZ State Retirement	190,305		3.87%	56.33%	5.43%	5.43%	23.63%	5.01%	0.29%	0.00%	0.00%	100.00%
Health/Dental/life Insurance (53)	370,080		3.87%	56.33%	5.43%	5.43%	23.63%	5.01%	0.29%	0.00%	0.00%	100.00%
Total Fringe Costs	705,562											0.00%

WESD - In-kind

Parent Volunteers	69,480		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Custodial Svcs	4,825		6.54%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	93.46%	0.00%	100.00%
Library	3,897		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Search to Serve	14,739		0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
Health/Life/Dental Costs	13,353		2.18%	5.00%	92.82%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Personnel Management Svcs	1,939		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Purchasing Svcs	9,529		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Director of Curriculum	440		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Finance Specialist Svcs	952		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Health/Life/Dental Costs	6,874		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	126,028											

Travel

Travel Item	Cost	Allocation	Admin.	Education	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
WESD												
Instructional/Photo Supplies	21,900		0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Books, Education	7,000		0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Office Supplies	3,200		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Instructional Aids	7,350		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Books, Education	7,000		0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Non Instructional Supplies	8,820		0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Parent Fund	3,600		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Policy Committee Fund-Supplies	330		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Policy Committee Fund-Snacks	400		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Volunteer morale, health and welfare	3,000		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	2,070		0.00%	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Safety Supplies	4,500		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Disposable Meal Supplies	3,600		0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Medical and Dental	21,000		0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Medical and Dental	1,440		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Classroom Technology	7,200		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Classroom/Recreational Supplies	14,400		0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Total Supplies	116,810											

Other												
WESD												
Other Profess Purch Svcs	3,850		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Other Profess Purch Svcs	500		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Conferences/Staff training	1,800		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
Consultants	21,000		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Parent Fund	3,600		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Subscription/Membership Fees	3,000		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Meeting/Training	800		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Child Care Licensing	19,650		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Field Trips	7,740		0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	100.00%
Field Trips Admission	9,735		0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	100.00%
Student Accident Insurance	3,528		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Food Experiences	7,200		0.00%	60.00%	20.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Other Operating Costs	9,000		0.00%	0.00%	33.00%	33.00%	0.00%	0.00%	0.00%	0.00%	34.00%	100.00%
Meals	25,200		0.00%	50.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Staff Meals	18,963		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
Printing	8,000		0.00%	75.00%	10.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	100.00%
Playgrounds	138,504		0.00%	40.00%	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Total Other	282,070											

WESD - In-kind												
Office Space	3,455		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Classroom Space	45,141		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Playground Space	11,480		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Internet Connection	0		0.00%	92.79%	0.00%	0.00%	7.21%	0.00%	0.00%	0.00%	0.00%	100.00%
Phones	0		0.00%	92.79%	0.00%	0.00%	7.21%	0.00%	0.00%	0.00%	0.00%	100.00%
Custodial Supplies	3,121		6.86%	93.14%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Supplies	87		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Utilities (except phone)	17,743		5.71%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	94.29%	0.00%	100.00%
Library (other resources)	3,506		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Custodial (other resources)	133		10.82%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	89.18%	0.00%	100.00%
Copiers	2,845		80.12%	14.88%	1.00%	1.00%	1.00%	1.00%	1.00%	0.00%	0.00%	100.00%
Total In-Kind Other	87,511											

John C Lincoln In-kind												
Staff Training Rooms	0.00		0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	100.00%
TV/VCR Usage	0.00		0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%	100.00%
Total In-Kind JC Lincoln	0.00											

WESD - Inkind												
Donations	1,744											
Total Inkind Donations	1,744											
												100.00%

Total Federal Share 2,763,600.00
 Total Inkind Match 738,531.00
 Total Service Cost 3,502,131.00

Distribution of Costs

2015 - 2016

Personnel Costs

Job Title	Cost	# of Staff	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
WESD												
Head Start Director-Howdsen	70,656	1	33,915.01	26,849	1,413	1,413	4,239	1,413	1,413	-	-	-
Program Coordinator-Pilsbury	59,352	1	11,870.35	32,643	2,968	2,968	5,935	2,968	-	-	-	-
Mentor Specialist-Rohrer	39,329	1	-	25,564	1,966	1,966	7,866	1,966	-	-	-	-
Mentor Specialist-Oldale	38,810	1	-	25,226	1,940	1,940	7,762	1,940	-	-	-	-
Office Tech-Salcedo	21,496	1	-	2,150	4,299	4,299	7,524	2,150	1,075	-	-	-
Office Manager-Rubalcaba	36,942	1	18,471.25	10,344	739	739	5,911	739	-	-	-	-
Office Tech-Porras	21,710	1	-	2,171	4,342	4,342	7,599	2,171	1,086	-	-	-
Office Tech-Gonis	25,825	1	-	2,582	5,165	5,165	9,039	2,582	1,291	-	-	-
Certified Teacher Part Year	662,590	18	-	397,554	33,130	33,130	165,648	33,130	-	-	-	-
Support Instructor Part Year	607,340	36	-	364,404	30,367	30,367	151,835	30,367	-	-	-	-
Program Aides Part Year	65,107	9	-	39,064	3,255	3,255	16,277	3,255	-	-	-	-
Certified Substitute-long term absences	10,000	as needed	-	6,000	500	500	2,500	500	-	-	-	-
Total Personnel Costs	1,659,158	71	64,256.60	934,552	90,085	90,085	392,133	83,182	4,865	-	-	-

WESD - In-Kind Match

Parent Volunteers	343,620	-	-	-	-	-	-	-	-	-	-	-
Custodial Services	23,860	-	1,561.57	-	-	-	-	-	-	22,299	-	-
Library	19,273	-	-	19,273	-	-	-	-	-	-	-	-
Search to Serve	72,893	-	-	-	-	-	-	72,893	-	-	-	-
Personnel Management Svcs	9,591	-	9,590.58	-	-	-	-	-	-	-	-	-
Purchasing Svcs	47,126	-	47,125.90	-	-	-	-	-	-	-	-	-
Director of Curriculum	2,174	-	2,174.33	-	-	-	-	-	-	-	-	-
Finance Specialist Svcs	4,710	-	4,710.17	-	-	-	-	-	-	-	-	-
Total In-Kind Personnel Costs	523,248	-	65,162.55	19,273	-	-	343,620	72,893	-	22,299	-	-

Fringe Costs

Fringe Item	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
WESD												
FICA Withholding	126,926	-	4,915.63	71,493	6,891	6,891	29,998	6,363	372	-	-	-
Worker's Compensation	18,251	-	706.82	10,280	991	991	4,313	915	54	-	-	-
AZ State Retirement	190,305	-	7,370.23	107,193	10,333	10,333	44,978	9,541	558	-	-	-
Health/Dental/Life Insurance (63)	370,080	-	14,332.62	208,455	20,094	20,094	87,467	18,554	1,085	-	-	-
Benefit Savings	-	-	-	-	-	-	-	-	-	-	-	-
Total Fringe Costs	705,562	-	27,325.30	397,421	38,309	38,309	166,756	35,373	2,069	-	-	-

WESD - In-Kind

Parent Volunteers	69,480	-	-	-	-	-	69,480	-	-	-	-	-
Custodial, Library & Search to Serve	4,825	-	315.75	-	-	-	-	-	-	4,509	-	-
Library	3,897	-	-	3,897	-	-	-	-	-	-	-	-
Search to Serve	14,739	-	-	-	-	-	-	14,739	-	-	-	-
Health/Life/Dental Costs	13,553	-	291.10	668	12,395	-	-	-	-	-	-	-
Personnel Management Svcs	1,939	-	1,939.22	-	-	-	-	-	-	-	-	-
Purchasing Svcs	9,529	-	9,528.86	-	-	-	-	-	-	-	-	-
Director of Curriculum	440	-	439.65	-	-	-	-	-	-	-	-	-
Finance Specialist Svcs	952	-	952.40	-	-	-	-	-	-	-	-	-
Health/Life/Dental Costs	6,874	-	6,873.56	-	-	-	-	-	-	-	-	-
Total In-Kind Fringe Costs	126,028	-	20,340.53	4,565	12,395	-	69,480	14,739	-	4,509	-	-

Travel

Travel Item	Cost	Allocation	Admin.	Education	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/Photo Supplies	21,900		-	16,425	2,190	2,190	-	1,095	-	-	-	-
Books, Education	7,000		-	5,250	700	700	-	350	-	-	-	-
Office Supplies	3,200		3,200	-	-	-	-	-	-	-	-	-
Instructional Aids	7,350		-	7,350	-	-	-	-	-	-	-	-
Books, Education	7,000		-	5,250	700	700	-	350	-	-	-	-
Non Instructional Supplies	8,820		-	-	4,410	4,410	-	-	-	-	-	-
Parent Fund	3,600		-	-	-	-	3,600	-	-	-	-	-
Policy Committee Supplies	330		-	-	-	-	330	-	-	-	-	-
Policy Committee Fund	400		-	-	-	-	400	-	-	-	-	-
Volunteer morale, health and welfare cost	3,000		-	-	-	-	3,000	-	-	-	-	-
Employee morale, health and welfare cost	2,070		-	1,035	1,035	-	-	-	-	-	-	-
Safety Supplies	4,500		-	4,500	-	-	-	-	-	-	-	-
Disposable Meal Supplies	3,600		-	-	-	3,600	-	-	-	-	-	-
Medical and Dental	21,000		-	-	21,000	-	-	-	-	-	-	-
Medical and Dental	1,440		-	1,440	-	-	-	-	-	-	-	-
Classroom Technology	7,200		-	7,200	-	-	-	-	-	-	-	-
Classroom/Recreational Supplies	14,400		-	10,800	1,440	1,440	-	720	-	-	-	-
Total Supplies	116,810		3,200	59,250	31,475	13,040	7,330	2,515	-	-	-	-

Other

Other Item	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
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WESD												
Other Profess Purch Svcs	3,850		-	3,850	-	-	-	-	-	-	-	-
Other Profess Purch Svcs	500		-	500	-	-	-	-	-	-	-	-
Conferences/Staff Training	1,800		-	-	-	-	-	-	-	-	1,800	-
Consultants	21,000		-	21,000	-	-	-	-	-	-	-	-
Parent Fund	3,600		-	-	-	-	3,600	-	-	-	-	-
Subscription/Membership Fees	3,000		-	3,000	-	-	-	-	-	-	-	-
Meeting Training	800		-	800	-	-	-	-	-	-	-	-
Child Care Licensing	19,650		-	-	-	-	-	-	-	19,650	-	-
Field Trips	7,740		-	5,805	-	-	-	-	1,935	-	-	-
Field Trips Admission	9,735		-	7,301	-	-	-	-	2,434	-	-	-
Student Accident Insurance	3,528		-	3,528	-	-	-	-	-	-	-	-
Food Experiences	7,200		-	4,320	1,440	1,440	-	-	-	-	-	-
Other Operating Costs	9,000		-	-	2,970	2,970	-	-	-	-	3,060	-
Meals	25,200		-	12,600	-	12,600	-	-	-	-	-	-
Staff Meals	18,963		-	-	-	-	-	-	-	-	-	-
Printing	8,000		-	6,000	800	800	-	400	-	-	-	-
Playground	138,504		-	55,402	83,102	-	-	-	-	-	-	-
Total Other	282,070		-	124,106	88,312	17,810	3,600	400	4,369	19,650	23,823	-

WESD - In-Kind

Office Space	Cost	Allocation	Admin.	Education	Health	Nutrition	PC Partner	Disabilities	Trans.	Occupancy	Other	Non HS Funds
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Office Space	3,455		3,454.63	-	-	-	-	-	-	-	-	-
Classroom Space	45,141		-	45,141	-	-	-	-	-	-	-	-

**Washington Elementary School District No.6
Head Start Program
Budget Narrative
2015 – 2016**

Staffing Schedule

Salaries

\$1,659,158.00

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 18 certified Teachers, 36 Support Instructors, and eight (9) Instructional Assistant (sub) positions, a Head Start Director, a Program Coordinator, two (2) Mentor Specialists, three (3) full-time Office Technicians and an Office Manager.

WESD actively seeks highly qualified staff that can be supported by current funding levels. Thirty-six (36) WESD classes (18 physical rooms with double sessions) will provide Head Start services for groups of 15-17 children each utilizing the center based program option. The 36 sections will each have three (3) paid staff, A Certified Teacher and two (2) Support Instructors.

Each Certified Teacher will work with one group of 15-17 children in the morning session and another group of 15-17 children in the afternoon session. Each Certified Teacher will maintain child-staff ratios with the assistance of two (2) Support Instructors. The Instructional Assistant (sub) 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. 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

\$705,562.00

Medical and Dental Insurance

The line item for medical insurance is \$370,080.00. The amount reflects the annual cost of providing group medical coverage for 62 members of the Head Start staff (58 at 100% and 4 at 92%) 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 \$126,926.00

Workers Compensation at 1.10% totaling \$18,251.00

Arizona State Retirement at a predicting amount of 11.47% totaling \$190,305.00

Note: 8% of the salary and fringes for the Director, Program Coordinator, Office Manager and Office Tech are supported and paid for out of the First Things First Scholarship Grant.

Supplies **\$116,810**

Instructional Supplies: \$21,900.00

(\$25.00 per child X 588 students + \$400 x 18 teachers = \$21,900.00)

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.

Books, Education & Resources (code 6612): \$7,000.00

(Resource books and materials: \$100 x 70 (69 staff plus 1 office copy) = \$7,000)

Supports Head Start Performance Standard 1304.20, 1304.21 and 1304.40

Supports and enables staff to purchase resource books and materials based on individual and program needs.

Office Supplies: \$3,200.00

(\$400 per office staff - includes copy supplies, paper, etc. x 8 staff = \$3,200)

Supports Head Start Performance Standard 1304.40, 1304.20, 1304.22, 1304.23 and 1304.51

Supplies and small equipment required for operation of WESD Administrative Office (pencils, pens, staples, etc.) as well as communication (written) to students, parents and community partnerships.

Instructional Aids \$7,350.00

(\$12.50 x 588 students)

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.

Books, Education & Resources (code 6643): \$7,000.00

(Resource books and materials: \$100 x 70 (69 staff plus 1 office copy) = \$7,000)

Supports Head Start Performance Standard 1304.20, 1304.21 and 1304.40

Supports and enables staff to purchase resource books and materials based on individual and program needs.

Non-Instructional Supplies \$8,820.00

(\$15 x 588 students = \$8,820)

Supports Head Start Performance Standard 1304.21

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.

Parent Fund \$3,600.00
(\$100 per class x 36 classrooms = \$3,600.00)
Supports Head Start Performance Standard 1304.20, 1304.21, 1304.22, 1304.24, 1304.40, 1305, and 1308
Funds provide for consultants and materials for parent workshops and/or parent field trips.

Policy Committee Supplies: \$330
(\$30 per month x 11 months = \$330)
Supports Head Start Performance Standard 1304.50
Funds provide meeting materials such as paper, pen, notebooks, etc. for monthly Policy Committee meetings.

Policy Committee Fund: \$400
(\$400 for Policy Committee reimbursement)
Supports Head Start Performance Standard 1304.50
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.

Employee/Volunteer morale, health and welfare cost: \$3,000.00
(Volunteer appreciation 200 x \$10 + volunteer snack items 100 x \$10 = \$3,000)
Supports Head Start Performance Standards 1304.52(j)(3)
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.

Employee morale, health and welfare cost: \$2,070.00
(\$30 x 69 staff/volunteers = \$2,070)
Supports Head Start Performance Standards 1304.52(j)(3)
Funds support staff appreciation. Funds are used in a variety of ways to support staff to let them know they are valued.

Safety Supplies: \$4,500.00
(Field trip/safety tee-shirts \$125 x 36 classrooms = \$4,500)
Supports Head Start Performance Standard 1304.22, 1304.23, 1304.20 and 1304.53
Funds are utilized to purchase tee-shirts for children and staff to wear on classroom field trips in order to identify them as a group.

Disposable Meal Supplies: \$3,600.00
(\$100 per class x 36 classrooms = \$3,600)
Supports Head Start Performance Standard 1304.23 (c)

The program provides disposable meal supplies, such as cups, plates and plastic ware to facilitate the food experience in the classroom.

Medical and Dental: \$21,000.00

(Dental hygiene supplies \$150 x 140 days = \$21,000)

Supports Head Start Performance Standard 1304.23 (b)(3) and 1304.22 (f)(2)

Funds are utilized to ensure that effective dental hygiene practices are being practiced in the classrooms.

Medical and Dental: \$1440.00

(First Aid/Dental Curriculum Supplies \$40 per classroom x 36 classrooms = \$1440.00)

Supports Head Start Performance Standard 1304.23 (b)(3) and 1304.22 (f)(2)

Funds are to be used for first aid kits, the restocking of kits and dental curriculum supplies.

Classroom Technology Equipment: \$7,200.00

(\$200 per class x 36 classrooms)

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.

Classroom/Recreational Supplies/Furniture and Equipment: \$14,400.00

(\$400 x 36 classrooms = \$14,400)

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.

Other Operating Costs \$282,070.00

Other Professional Purchased Services \$3,850.00

(TB Skin test for 100 parent volunteers and 10 prospective new hires x \$35 = \$3,850)

Supports Head Start Performance Standard 1304.52(j)(3)

Funds are used to cover costs of TB skin tests for parent volunteers and prospective new hires for the program.

Other Professional Purchased Services: \$500.00

(Prospective Employee health screening (10) x \$50 per screening = \$500)

Supports Head Start Performance Standard 1304.22

This line item is allocated to cover the costs of employee health screenings for prospective new employees.

Conferences and staff training on CPR and First Aid: \$1,800.00

(CPR and first aid: 72 staff x \$25 = \$1,800)

Supports Head Start Performance Standard 1304.22

This line item is allocated to cover the costs of employee new and renewal CPR and First Aid certificates that is a requirement of classroom staff.

Consultants: \$21,000.00

(3 trainings at approximately \$7,000 each = \$21,000)

Supports Head Start Performance Standard 1304.52(k)(1)-(3)

Continue training on team building and Curriculum training with national professional trainers.

Parent Fund: \$3,600.00

(\$100 per class x 36 classrooms=\$3,600)

Supports Head Start Performance Standard 1304.50

This line item is 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.

Subscription/Membership Fees : \$3,000.00

(dues are approximately \$3,000)

Supports Head Start Performance Standard 1304.21

This line item is 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.

Meeting/Training: \$800.00

(\$50 x 4 staff x 4 meetings =\$800)

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.

Child Care Licensing: \$19,650.00

(5 sites at a shared cost of \$1950 each and Three sites at shared cost of \$2000 and one site at \$3900=\$19,650)

Supports Head Start Performance Standard 1304.20 (a)(i), 1304.20(c), and 1304.22(f)

The program budgets for renewals of Child Care licensure in the event that the Grantee is no longer able to cover the costs. For FY49 8 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.

Field TripsTransportation: \$7,740.00

Field Trips Admission Fees: \$9,735.00

(36 field trips (bus cost) x \$200 + Bus Monitor fee for each trip @ \$15
=\$7,740 and field trip (admission costs) \$15 x 588 students and 61 staff
=\$9,735)

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 community. Field trip costs include transportation and admission fees.

Student Accident Insurance: \$3,528.00

(estimated \$6 per student x 588 students = \$3,528)

Supports Head Start Performance Standard 1304.53

Funds are allocated to cover the cost of accident insurance to ensure the safety of enrolled students.

Food Experiences: \$7,200.00

(\$20 per month x 10 months x 36 classrooms = \$7,200)

Supports Head Start Performance Standard 1304.23

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.

Other Operating Costs/Bottled Water: \$9,000.00

(\$150 per month x 10 months x 6 dispensers = \$9,000)

Supports Head Start Performance Standard 1304.21

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.

Meals: \$25,200.00

(\$70 per month x 10 months x 36 classrooms = \$25,200)

Supports Head Start Performance Standard 1304.23

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.

Staff Meals: \$18,963.00.00

(4 day: 140 days x \$3.15 x 1 staff x 36 classrooms + 140 days x \$3.15 x approx. 7 instructional Assistants = \$18,963)

Supports Head Start Performance Standard 1304.23

Funds are allocated to provide meals for staff to meet performance standards.

Printing: \$8,000.00

(Average \$400.00 per job x 20 jobs = \$8,000.00)

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.

Playground Repair/Safety: \$138,504.00

(Needed Repairs as identified on playgrounds, shade structures, restrooms, classrooms, etc.: \$136,584.00)

Supports Head Start Performance Standard 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.

Total Budget: \$2,763,600.00

Training and Technical Assistance Plan

Delegate:

Washington Elementary School District

Monitoring Tools:

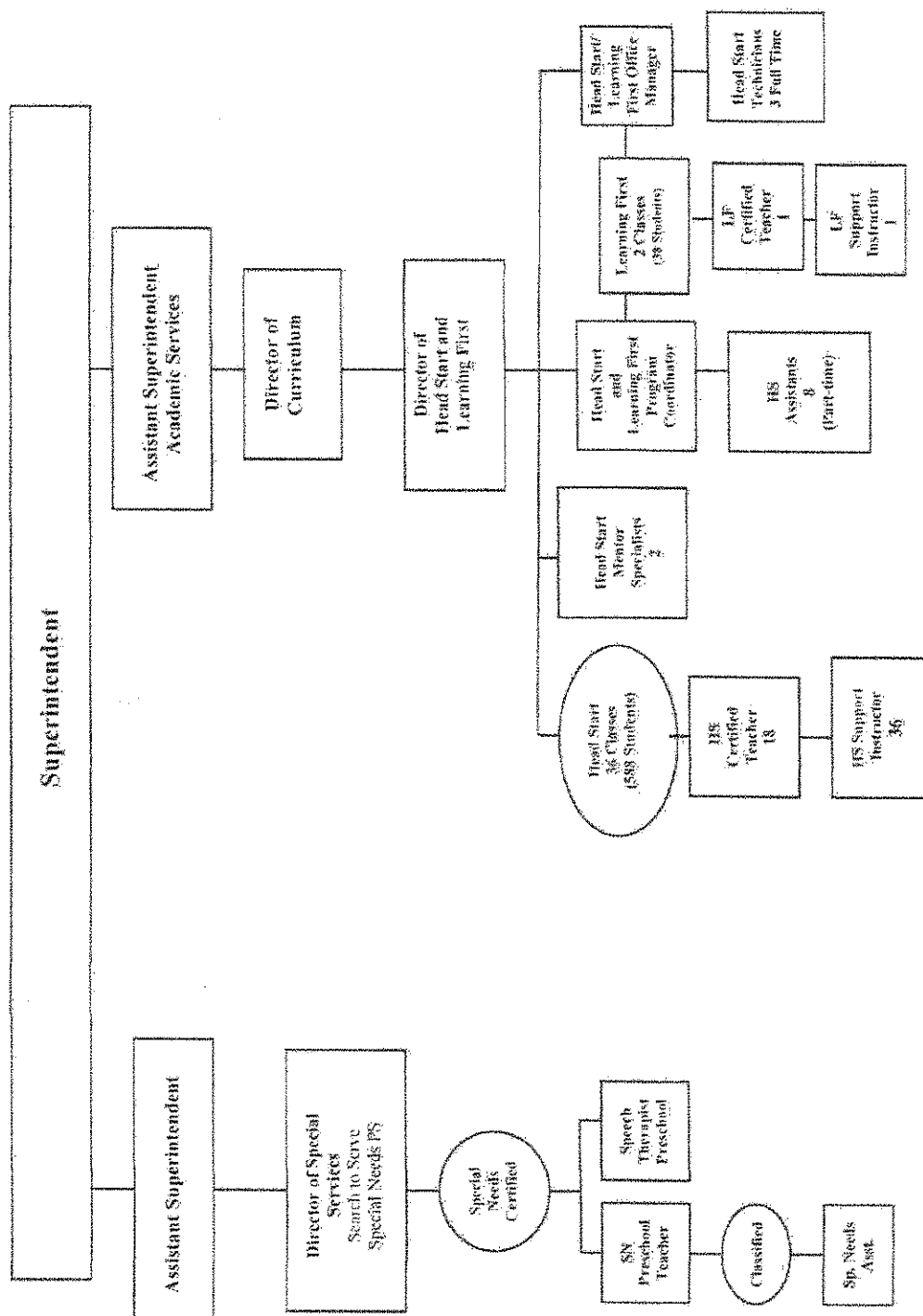
Classroom Observations, Family Handbook, Governing Board Minutes, Lesson Plans, Monitoring, Parent Surveys, Parent Training Evaluations, Participant Evaluations, Professional Development Plans, Program Information Report, Self Assessment, Sign In Sheets, Training Certificates

Training Needed	Data Source	Provider	Audience	Outcome	Target Date	Cost
Child Abuse and Neglect	1304.22(a)(5)	Community Partner	Parents	Family members will be informed of roles and responsibilities as related to regulations	September 2015, January 2016	\$0
Child Abuse and Neglect	1304.52(k)(3)(i)	Community Partner	Delegate Staff	Staff will be able to recognize child abuse and neglect and the policies and procedures for reporting	August 2015	\$0
Curriculum Training	1304.21	WESD Staff	Delegate Staff	Staff will receive Creative Curriculum training and materials	Fall 2015	\$0
Drivers Training	1310.17 (b)(2), 1307.17(d)	not applicable		Not providing transportation services		\$0
Dual Language Learners	640(a)(3)(B)(ii), 1304.40(e)(3)	WESD Staff	Parents	See Grantee Plan Parents will be provided training and technical assistance on developmental milestone and developmentally appropriate practices instruction and activities	December 2015	\$0
Emergency Preparedness	1310.17(b)(4)	WESD Staff	Delegate Staff	Staff will understand the procedures for Emergency Preparedness	October 2015	\$0
Family Assistance with Nutrition	1304.23, Parent Surveys	Community Partner	Parents	Parents will receive resources and information regarding the importance of health eating and sound nutrition	Throughout Year	\$0
First Aid/CPR	1310.17(b)(3)	Community Partner	Delegate Staff	All staff will have documentation of First Aid/CPR	Throughout Year	\$0

Training Needed	Data Source	Provider	Audience	Outcome	Target Date	Cost
Governing Body Orientation and Training	1304.52(k)(4)	WESD Director	Governing Board	Members understand their responsibilities and are able to provide make appropriate decisions	October 2015, February 2016	\$0
Head Start Goals	1306.23(b), Goals and Objectives	WESD Staff	Delegate Staff	Staff will be able to clearly articulate goals and action steps that are driven and aligned to District and Head Start goals	August 2015	\$0
Joint Training on Disabilities	1308.4(l)(2)	Disability Specialist	Parents, Staff	Parents and staff will be provided training and technical assistance recognizing developmental delays, meeting individual goals, and needs	October 2015	\$0
Maintenance and Safety Checks	1310.17(b)(6)	WESD Staff	Delegate Staff	Staff will be educated on policies and procedures and Head Start and Childcare licensure requirements	August 2015	\$0
Mental Health	1304.24(a), Parent Surveys	Grantee Staff	Parents	Families will obtain resources and strategies to address individual difficulties related to mental health	November 2015	\$0
Operating Special Equipment	1310.17(b)(5)	Not Applicable		Not operating any special equipment		\$0
Parent Rights and Responsibilities	1304.52(k)(3)(ii)	WESD Staff	Parents	Parents are aware of their rights and able to advocate for child	October 2015	\$0
Parents as Primary Teachers	1304.21			See Grantee Plan		\$0
Pedestrian Safety	1310.21(a)	WESD Staff	Parents	Parents will understand the importance of compliance with pedestrian safety practices, policies, and procedures	September 2015	\$0
Policy Committee Orientation and Training	1304.52 (k)(4)	WESD Staff	Policy Committee	Member understand their responsibilities and are able to provide guidance to program	September 2015	\$0
Staff Orientation	1304.52(k)(1), Monitoring	WESD Staff	Delegate Staff	Staff will receive training and technical assistance on District and Head Start policies and procedures	August 2015	\$0

Training Needed	Data Source	Provider	Audience	Outcome	Target Date	Cost
Staff Professional Development	1304.52(k)(1 - 3)	Ezra Holland	Delegate Staff	Staff will participate in staff development event with national professional trainers	August 2015	\$0
Teacher Continuing Education	648A(a)(5), Staff Surveys	Grantee Staff, WESD Staff, and Community Partner	Teaching Staff	Teaching staff will participate in ongoing Staff Development	Throughout Year	\$0
Transition Training	1304.41(c)(1)(iv) 1304.52(k)(3)(ii)	WESD Staff	Delegate Staff	Staff will implement smooth transitions in and out of Head Start	November 2015	\$0
Vehicle Training	1310.17(b)(1)	not applicable		Not providing transportation services		\$0
Working with children with disabilities	640(a)(3)(B)(ii)	WESD Staff	Delegate Staff	Staff will learn strategies for meeting IEP Goals and individual needs of children	October 2015	\$0
					TOTAL	\$0

Head Start Services Organizational Chart 2015-2016



FACILITY LOCATION CHART / PROGRAM OPTION

DELEGATE AGENCY: Washington Elementary School District No. 6

DIRECTOR'S NAME:	PHONE NUMBER:	FAX NUMBER:	EMAIL ADDRESS:
Diana Howsden	602-347-2297	602-347-2215	diana.howsden@wedschools.org
OTHER KEY STAFF:	PHONE NUMBER:	FAX NUMBER:	EMAIL ADDRESS:
Michael Pilsbury, Coordinator	602-347-2212	602-347-2215	michael.pilsbury@wedschools.org
Yvonne Rubalcaba, Office Mgr.	602-347-2284	602-347-2215	yvonne.rubalcaba@wedschools.org
Claudia Olalde, Mentor Specialist	602-347-2219	602-347-2215	claudia.olalde@wedschools.org
Pam Rohrer, Mentor Specialist	602-247-2221	602-347-2215	pam.rohrer@wedschools.org

NAME OF SITE / ADDRESS	CLASSROOM	HOURS	# OF CHILDREN	PROGRAM OPTION**	TEACHER/Support Instructor
Acacia 3021 W. Evans Phoenix, AZ 85053-5799	Room #117	AM: 7:30-11:00 PM: 11:30-3:00	AM: 16 PM: 16	DS	T: Lindsey Livingstone SI: Maria Meza SI: Caitlyn Selzer
Arroyo 4535 W. Cholla Glendale, AZ 85304-3599	Room #B3-A	AM: 7:30-11:00 PM: 11:30-3:00	AM: 15 PM: 15	DS	T: Robin Alvidrez SI: Esabel Larios SI: Eddie Valdez
Alta Vista 8710 N. 31 st 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: Bobbie Holt SI: Maisie Kaven
Desert View 8621 N. 3 rd St. Phoenix, AZ 85020-3185	Room # 501	AM: 7:30-11:00 PM: 11:30-3:00	AM: 16 PM: 16	DS	T: Susan Servin SI: Karina Meza SI: Brenda Creswell-Liotta
John Jacobs 14421 N. 23 rd 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: Ana Ruvalcaba
Marzanita 8430 N. 39 th Ave Phoenix, AZ 85051-4799	Room # 901	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Shelly Alexander SI: Jennifer Mast SI: Andrea Moreno
Maryland 6503 N. 21 st Ave Phoenix, AZ 85015-1555	Room # 44	AM: 7:30-11:00 PM: 11:30-3:00	AM: 15 PM: 15	DS	T: Tania Ascencio SI: Maria Soto SI: Vanessa Satterlund
Moon Mountain		AM: 7:30-11:00	AM: 17	DS	T: Debbie Goebel

13425 N. 19 th Ave Phoenix, AZ 85029-1698	Room # E115	PM: 11:30-3:00	PM: 17		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: Diana Miller SI: Juana Aguirre SI: Nooshin Rajaei-Tehrani
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: Lucia Slusher SI: Lisa Olguin SI: Adriana Cruz-Galarza
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: Kathi Harrell SI: Ada Ortega SI: Stephanie Melendez
Richard E. Miller 2021 W. Alice Phoenix, AZ 85021-4299	Room # Portable	AM: 7:30-11:00 PM: 11:30-3:00	AM: 15 PM: 15	DS	T: Patty Howick SI: Alicia Olalde-Ortiz SI: Maria Isabelle Barrett
Sahuaro 12835 N. 33 rd Ave Phoenix, AZ 85029-2209	Room # 805	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Beverly Wood SI: Judy McCarty SI: Aaron Olheiser
Shaw Butte 12202 N. 21 st Ave Phoenix, AZ 85029-5599	Room # A-1	AM: 7:30-11:00 PM: 11:30-3:00	AM: 17 PM: 17	DS	T: Sophia Walden SI: Christina Gonzalez SI: Maria Zarate-Dominguez
Sunset 4626 W. Mt. View Road Glendale, AZ 85302-2609	Room # 514	AM: 7:30-11:00 PM: 11:30-3:00	AM: 16 PM: 16	DS	T: Kate Beckenhauer SI: Sydney Rulloda SI: Norma Estrada
Sunnyslope 245 E. Mt. View Rd Phoenix, AZ 85020	Room # 301	AM: 7:30-11:00 PM: 11:30-3:00	AM: 16 PM: 16	DS	T: Joyce Chase SI: Cindy Smith SI: Jacqueline Rivera Rangel
Tumble weed 4001 W. Laurel Lane Phoenix, AZ 85029	Room # 38	AM: 7:30-11:00 PM: 11:30-3:00	AM: 15 PM: 15	DS	T: Linda Miller SI: Loretta Moncibaez SI: Jenny Todorova
Washington 8033 N. 27 th 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

GRANT APPLICATION REPORT

Agency Washington Elementary School District No. 6

Program Approach Form

I. Funded Enrollment		
1. Funded enrollment by program option:		Number of Pregnant Women:
Center-based enrollment	588	0
Home-based enrollment		
Combination option enrollment		
Family child care enrollment		
Other option enrollment		
Total Enrollment	588	

II. Program Schedule				
1. Program schedule number		1	2	3
2. Program option identification		CB		
3. Funded enrollment		588		
Complete #4-9 for center-based, family child care, combination, and other options				
4a. Number of classes/groups/family child care settings		36		
4b. Double session		36		
5. Number of hours of classes/groups/FCC settings per child, per day		3.5		
6. Number of days of classes/groups/FCC settings per child, per week		4		
7. Number of days classes/groups/FCC settings per child, per year		140		
8. Number of home visits per child, per year		2		
9. Number of hours per home visit		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				

Other Cash and In-kind Funding Sources

Other Cash and In-kind Funding Sources		Value
<u>Federal Funding</u>		
1.	Federal Child Development and Child Care funds	
2.	USDA Funds for Nutrition Services	
3.	Other Federal Funding (CACFP Food Reimbursements)	\$305,345
<u>State Funding</u>		
4.	State Preschool Programs)	
5.	Other Local Government Funding ()	
<u>Local Government Funding</u>		
6.	School District Funding	
7.	Other Local Government Funding ()	
<u>Other Funding</u>		
8.	Tribal Government Funding	
9.	Fund-raising Activities	
10.	Other ()	
TOTAL		\$305,345

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
	TOTAL		<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

WASHINGTON COST ALLOCATION PLAN / ANALYSIS for FY50

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 in federal funds for the provision of Head Start services. Last year the agency was awarded level funding.

In 2014, the Washington School District was awarded \$134,018 from First Things First for the provision of Pre-kindergarten services.

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 628. 588 slots are funded by the Head Start program at a cost per child of \$4,700. 40 slots are funded by First Things First at a cost per child of \$335.05 times 10 months. Both of these programs are managed by the Head Start Director and Program Coordinator with administrative support from the Office Manager and Office Technician.

Describe the methods used to determine the allocation of the costs of shared resources to the various funding sources.

The Head Start program and the Pre-K program are funded to be stand-alone programs, meaning, each program is funded to pay for personal services, supplies and other expenses.

The shared resources that are allocated are the Director, Program Coordinator, Office Manager and the Office Technician. These positions are responsible for program oversight which includes the administration of the budget, management of staff, including teacher evaluation and ensuring compliance with federal and state requirements.

The allocation methodology is based on percentage of FTEs in each program.

Percentage of Slots

There are 628 total slots for Head Start (588) and FTF (40). There is a total of 76 staff, 70 staff in the Head Start program and 6 providing services in the FTF program. The total funding is \$2,897,618. The Head Start staff accounts for 92% of the total staff. The FTF program is 8%. These percentages are based on the number of staff and not total funding as using funding as the basis of allocations is not allowable. Based on these percentages 92% of the Director, Program Coordinator, Office Manager and Office Technician's salary and fringe would be charged to Head Start and 8% would be charged to FTF.

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 cost is based on the percentages of FTEs in each program. These percentages are applied to shared personnel. In this case the shared personnel are the Director, Program Coordinator and Office Manager.

Position	Hours	Rate	Days	Salary	92%	8%
Director	8	36.78	261	\$76,797	\$70,656	\$6,141
Program Coordinator	8	30.90	261	\$64,520	\$59,351	\$5,169
Office Manager	8	19.23	261	\$40,152	\$36,943	\$3,209
Office Technician	8	11.30	261	\$23,594	\$21,710	\$1,884

Supplies and Other Expenses

There are no other costs outside of personal services that require allocation as each program is funded for supplies and other expenses.

Recording Allocations

The percentages for Head Start (92%) and FTF (8%) are entered into the districts' payroll system and each funding source is charged respectively.

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.

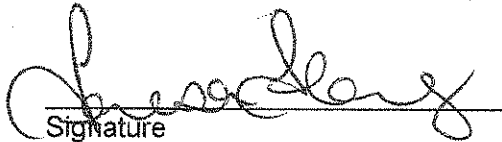
Category	Methodology
Personal Services	Time and effort logs
Space costs	Actual expenditures
Facilities costs	Actual expenditures

POLICY COMMITTEE
APPROVAL FORM
2015 – 2016 HEAD START

The Policy Committee has approved the program and budget components for the Head Start Program beginning July 1, 2015 and ending June 30, 2016.

Washington Elementary School District #6
(Name of Delegate Agency)

Policy Committee Chair:


Signature

Teresa Flores
Printed Name

April 29, 2015
Date

**Washington Elementary School District Head Start
Program Planning 2015 – 2016**

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 2014 - 15
 - Summary of program Transition Activities

August

- Conduct Staff orientation
- Distribute Year 50 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. 2015 – Aug. 2016
 - Policy Committee By-laws
 - Parent Reimbursement Plan and Procedures
 - Program Holiday & Celebration Plan and Procedures
 - WESD Head Start Program Planning Procedures Calendar 2015 – 2016
 - 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 2015 – 2016**

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. 2015 – Aug. 2016
 - 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 2015 – 2016**

-PC review of:
IGA (Program Refunding Application, Service Plans and Program Option, PY 51)
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 51
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

- **Governing Board Presentation:**
 - Conduct Governing Board orientation
 - Review of Child Outcomes Measures
 - Review and approval of Self Assessment process
- 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:

Washington Elementary School District Head Start Program Planning 2015 – 2016

Self Assessment process/training
Review Parent Satisfaction Survey results
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
Final submittal of any revised programmatic and fiscal renewal documents of PY 51

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)
- **Governing Board Presentation:**
-GB approval of:
 - Program philosophy
 - Program long and short range goals and objectives
 - Hiring and termination of Head Start personnel (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:**

Washington Elementary School District Head Start Program Planning 2015 – 2016

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:
 - Program Improvement Plan
 - 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

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 51 (IGA)
 - WESD Head Start Program Planning Procedures Calendar 2016 -2017
 - 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 2016 - 2017
 - 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:**

**Washington Elementary School District Head Start
Program Planning 2015 – 2016**

- GB review of:
 - Parent Satisfaction Survey
 - Child Outcomes Measurers Report
- GB approval of:
 - Program Refunding Application, Service Plans and Program Option-PY 51 (IGA)
 - WESD Head Start Program Planning Procedures Calendar 2016 - 2017
 - Hiring and termination of Head Start personnel (as needed)
- **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 51 (IGA)
 - WESD Head Start Program Planning Procedures Calendar 2016 – 2017
 - PC review of:
 - Parent Satisfaction Survey
 - Child Outcomes Measurers 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 2015 - 2016
 - 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 4/15
(Plan and Policies, Parent Policy, Governance) Scheduled dates are subject to change.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Agreement with *Interlingua* to Provide Spanish Classes to MAP Center Students at Sahuaro Elementary School 1st Reading
INITIATED BY: Barbara Post, Administrator for Gifted Services SUBMITTED BY: Barbara Post, Administrator for Gifted Services
PRESENTER AT GOVERNING BOARD MEETING: Barbara Post, Administrator for Gifted Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

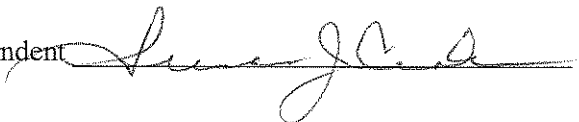
Interlingua of Phoenix, AZ would like to renew an agreement with the Washington Elementary School District No. 6. Under this agreement, *Interlingua* will provide the MAP Center students (highly gifted students) located at Sahuaro Elementary School with Spanish instruction at a cost of \$7,300.00. Classes will be offered once a week for each of the three classes for a total of 111 lessons. Spanish instructors are professional native Spanish speakers who are thoroughly trained and consistently supervised. Instructors are fingerprinted and background checked through *Interlingua*.

This agreement has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board accept and approve the Agreement with *Interlingua* for the 2015-2016 school year and authorize the Superintendent to sign the Agreement.

Superintendent



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

Agenda Item *II.N.

INDEPENDENT CONTRACTOR AGREEMENT

Contractors Providing Services Directly to Children

Interlingua (“INTERLINGUA”) enters this Independent Contractor Agreement (“Agreement”) with the Washington Elementary School District No. 6 (“District”), effective on the date executed by all parties. This Agreement sometimes refers to INTERLINGUA and District Collectively as “parties”.

RECITALS:

The District desires to retain INTERLINGUA to provide Spanish classes to the students in the MAP Center program housed at Sahuaro School. Instructors are trained and supervised professional native Spanish speakers. Instructors use a detailed immersion program.

In consideration of the mutual promises set forth in this Agreement, the parties agree as follows:

1. SCOPE OF SERVICES

INTERLINGUA shall furnish all labor, teaching materials, tools, equipment, vehicles, licenses, and registrations necessary to perform the services agreed upon herein. INTERLINGUA will complete the services agreed upon herein according to INTERLINGUA’s own lawful means and methods, which shall be in the exclusive care and control of INTERLINGUA and which shall not be subject to the control or supervision of District, except as to the results of the work. The services shall consist of:

- A detailed immersion program that yields excellent results and guarantees District students to be able to develop the basic structures to speak Spanish;
- Professional Spanish speaking instructors, who are thoroughly trained and constantly supervised;
- Simple and clear didactic materials that help students to practice and go over the lessons covered. These materials will help create an active text-book for the students;
- Frequent evaluations that will reflect the students’ progress;
- Regular follow-up on each individual student and the development of the class by the teacher;
- The use of the curriculum of INTERLINGUA to guarantee District students to have continuity through the years to come in the development of this Spanish program at the school;
- Popular songs, movies, several Latin American guest speakers and games in Spanish that will permit practice, interaction and contact with the authentic Hispanic culture.
- INTERLINGUA will provide program services from August 2015 through May 2016; as follows:

- 3 Spanish lessons per week to students in the MAP Center program at Sahuaro School, according to the School schedule needs during 37 weeks of the school calendar for a total of 111 lessons.

INTERLINGUA shall have no right to bind District, to transact any business in the name of District, or to make any promises or representations on behalf of District.

2. EMPLOYEES AND SUBCONTRACTORS OF INDEPENDENT CONTRACTOR

INTERLINGUA agrees that it is solely responsible for its own acts and omissions and for those of its employees and agents (if any) and that INTERLINGUA and any employees and agents working for INTERLINGUA are the sole responsibility of INTERLINGUA for the purposes of any and all legal requirements, including but not limited to obligations and liabilities in the following areas:

- Workers' Compensation insurance
- Federal and State Unemployment taxes
- Federal and State tax withholding and reporting requirements
- Unemployment Compensation insurance
- Medical Coverage under the Affordable Care Act

3. PERIOD OF INTERLINGUA AGREEMENT

This Agreement shall be effective for the 2015-2016 school year from the date on which it is signed by the parties.

4. TERMINATION OF AGREEMENT

Either party may terminate this Agreement without cause or penalty by giving the other party 30 days written notice of the intent to terminate this Agreement.

5. FEES TO INTERLINGUA

INTERLINGUA shall receive \$7,300 for program services. Payment schedule: 10 payments of \$730.00 due on the 1st of each month beginning September, 2015 and ending June, 2016.

6. STATUS OF INDEPENDENT CONTRACTOR

The parties intend that this Agreement create only an Independent contractor relationship. INTERLINGUA shall complete the services agreed upon with District according to its own means and methods of teaching, which shall be in the exclusive control and INTERLINGUA and which shall not be subject to the control or supervision of District, except as to the results of the work.

The parties agree that this Agreement does not entitle INTERLINGUA or its employees or agents (if any) to worker's compensation benefits, unemployment compensation benefits, or any other benefits or protections that accrue from an employment relationship.

District will not provide tools or teaching materials to INTERLINGUA or its employees or agents. District will not provide INTERLINGUA or its employees or agents any business registrations or licenses that may be required. District will not dictate the number of hours INTERLINGUA or its employees or agents are required to work. District will not terminate this Agreement before expiration except as provided herein or as allowed by law. District will not combine business operations with INTERLINGUA. INTERLINGUA will be paid only as set forth herein and will not be paid a salary or hourly rate, and District will pay the INTERLINGUA only in the name appearing on this Agreement.

Neither INTERLINGUA nor its employees or agents are to be considered agents or employees of District for any purpose, including that of federal and state taxation, and neither INTERLINGUA nor its employees or agents are entitled to any of the benefits that District may provide to its employees. It is understood and agreed that District does not require INTERLINGUA to provide services exclusively to District and that INTERLINGUA is free to contract to provide services to other entities while it is under contract with District.

7. FINGERPRINT AND BACKGROUND CHECKS

INTERLINGUA shall, at no charge to the District, have a fingerprint check and background check conducted on each employee or agent of INTERLINGUA who will perform services to ascertain that there is no history or behavior that would make INTERLINGUA or its employees or agents unsuitable to work with children or work in a school setting. The fingerprint and background checks will be conducted in accordance with applicable laws, including, but not limited to A.R.S. §§15-512 and/or 15-534. INTERLINGUA must provide District with a copy of the results of each fingerprint/background check.

Neither INTERLINGUA nor its employees or agents are permitted to perform services for the District until the fingerprint and background check documentation is provided to the District.

8. INDEMNITY

INTERLINGUA shall be entirely and solely responsible for its actions and the actions of its employees and agents while providing services under this Agreement. INTERLINGUA agrees to indemnify and hold District harmless against all claims, demands, suits, awards and judgments made or recovered by any persons or agencies due to the actions of INTERLINGUA or its employees and/or agents during the rendering of services under this Agreement.

9. INSURANCE

INTERLINGUA agrees to maintain such insurance as will fully protect INTERLINGUA and District from any and all claims under any workers' compensation statute or unemployment compensation laws, and from any and all other claims of any kind or nature for damage to

property or personal injury, including death, made by anyone, that may arise from work or other activities carried on, under, or facilitated by this Agreement, either by INTERLINGUA, or its employees and/or agents or by anyone directly or indirectly engaged or employed by INTERLINGUA or its agents. INTERLINGUA agrees to maintain such automobile liability insurance as will fully protect INTERLINGUA and District for bodily injury and property damage claims arising out of the ownership, maintenance or use of owned, hire or non-owned vehicles used by INTERLINGUA, its employees or agents, while providing services under this Agreement.

Upon the execution of this Agreement, INTERLINGUA will provide District with copies of certificates of insurance. INTERLINGUA shall maintain general liability insurance in the amount of at least \$1,000,000.

10. SAFETY

INTERLINGUA, at its own expense and at all times, shall take all reasonable precautions to protect persons and District property from damage, loss or injury resulting from the activities of INTERLINGUA, its employees, agents, and or other persons present. INTERLINGUA will comply with all specific job safety requirements promulgated by any governmental authority, including without limitation, the requirements of the Occupational Safety Health Act of 1970.

To minimize potential liability, INTERLINGUA and its employees or agents shall not transport District students in personal automobiles or carpools unless specifically required by this Agreement.

11. COMPLIANCE WITH LAWS AND REGULATIONS

All services rendered by INTERLINGUA and its employees and/or agents under or pursuant to this Agreement shall conform with and be in full compliance with all applicable laws, rules, ordinances and regulations adopted by or required by any federal, state, city or town governmental agency. INTERLINGUA shall obtain all necessary permits and licenses required. INTERLINGUA shall be entirely and solely responsible for the payment of the employee and employer payroll taxes, contributions, and/or assessments, whether pertaining to federal, state or local requirements, workers' compensation insurance, or other insurance, for INTERLINGUA and all of its employees providing services under this Agreement.

INTERLINGUA shall be solely responsible for furnishing its employees with medical coverage that is affordable, provides minimum value, and meets the requirements of minimum essential coverage, as those terms are defined for purposes of the Affordable Care Act ("ACA"), if INTERLINGUA's employees are full time employees as defined by that Act. INTERLINGUA's employee portion of the premium for the Medical Insurance will not exceed 9.5% of the employee's W-2 wages, as reflected in Box 1 of the W-2 form. INTERLINGUA agrees it is solely responsible for meeting its responsibilities under the ACA with respect to its employees.

INTERLINGUA shall indemnify and hold District harmless from any and all claims, loss, expense, damage or harm arising from failure to comply with any such laws and regulations by INTERLINGUA or District as to INTERLINGUA and/its employees and agents.

12. ENTIRE AGREEMENT

This instrument contains the entire agreement of the parties, and no representations warranties or inducements have been made by either of the parties except as expressly set forth herein.

13. BINDING AGREEMENT AND ASSIGNMENT

This Agreement shall be binding upon the parties and their heirs, legal representatives, successors and assigns. The parties may not assign this Agreement without prior written consent of all parties.

14. ATTORNEY'S FEES AND LEGAL EXPENSES

If any action shall be brought to recover any amount under this Agreement, or for any breach of, or to enforce or interpret any of the terms, covenants, or conditions of this Agreement, the prevailing party shall be awarded its reasonable costs and expenses, including reasonable attorney's fees incurred.

15. SEVERABILITY

If any one or more of the provisions of this Agreement are held to be invalid, illegal, or unenforceable in any respect by a court or arbitrator of competent jurisdiction, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

16. VENUE

The proper venue for any proceeding at law or in equity or under the provisions for arbitration shall be Maricopa County, Arizona, and the parties hereto do hereby waive any right to object to that venue.

17. GOVERNING LAW

This Agreement shall be construed in accordance with and governed by the laws of the State of Arizona.

18. NOTICES

Any notice or demand to be given hereunder by either party shall be effected by personal delivery in writing or by registered mail, postage prepaid, return receipt requested, and shall be deemed communicated forty-eight (48) hours after mailing or upon receipt by the recipient whichever occurs first. Mailed notices shall be sent or delivered to the recipient's address, as set forth below:

INTERLINGUA:

Interlingua
5107 North 7th Street
Phoenix, AZ 85014

WASHINGTON SCHOOL DISTRICT:

Superintendent
Washington School District
4650 W. Sweetwater Ave.
Glendale, AZ 85304

WASHINGTON SCHOOL DISTRICT

INTERLINGUA



Dr. Susie Cook, Superintendent
Date: _____

Yolima Otálora
Date: _____

5/4/15

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: May 14, 2015 Information
AGENDA ITEM: *Approval of Memorandum of Understanding with NAU for the Foster Grandparents Program at Desert View Elementary School 1st Reading
INITIATED BY: Maria Farmer, Desert View Principal SUBMITTED BY: D. Rex Shumway, District Legal Counsel
PRESENTER AT GOVERNING BOARD MEETING: Maria Farmer, Desert View Principal
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

For a number of years, Desert View Elementary School has participated in Northern Arizona University's (NAU) Foster Grandparent Program. Through this program, members of NAU'S Senior Corps Program (Foster Grandparents) are assigned, by the school liaison coordinator, to children with designated special or exceptional needs to provide support, encouragement, and mentoring.

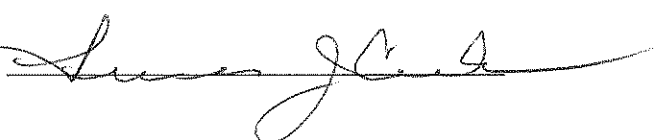
NAU will conduct and document a criminal history check, for each assigned Foster Grandparent, that includes a search of the National Sex Offender Registry, a criminal history search of the Arizona State repository, and an FBI-based fingerprint check. Additionally, the school will provide supervision of the Foster Grandparents when they are in training or on duty. The school is also required to ensure that Foster Grandparents are never alone with children, including transporting children in their vehicles.

This MOU is for a three (3) year term.

This MOU has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding with NAU for the Foster Grandparents Program at Desert View Elementary School and authorize the Superintendent to execute the necessary documents on behalf of the District.

Superintendent 

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

Agenda Item *II.O.

MEMORANDUM OF UNDERSTANDING

Between

ARIZONA BOARD OF REGENTS FOR AND ON BEHALF OF
Northern Arizona University Senior Corps Programs

PO Box 5063

Flagstaff, AZ 86011-5063

Erin Kruse, Project Director Erin.Kruse@nau.edu

(928)523-3560 or toll free at (866)856-3017

And

Volunteer Site: "Desert View Elementary School" hereinafter referred to as "Senior Corps Program Partner Agency" or "Partner Agency."

Address: 8621 N. 3rd St

City: Phoenix

State: AZ

Zip Code: 85020

Telephone: 602-347-4000

Fax: 602-347-4020

Please check the appropriate category. This organization is a:

☐ Non-profit

☒ Public Entity

☐ Proprietary Health Care

☐ Other _____

This MOU is for a three year period starting on 3/31/15 and continuing through 3/31/18.

This MOU describes the responsibilities to be taken by NAU and the Partner Agency under the following Senior Corps program(s):

☒ Foster Grandparent Program, covering the following counties:

Maricopa

☐ Senior Companion Program, covering the following counties:

☐ Retired Senior Volunteer Program (RSVP), covering the following counties:

A. Northern Arizona University Senior Corps Programs hereinafter referred to as "Sponsor," will:

1. Designate a staff member to serve as a liaison with the Partner Agency:

Name: Hope Clapp

Title: Program Coordinator

Address: P.O. Box 1520, Sun City, AZ 85372

Telephone: 623-776-0203

Fax: 623-242-8253

Email: Hope.Clapp@nau.edu

2. Certify that volunteers will meet the Corporation for National & Community Service (CNCS) criteria for enrollment in the program.

3. In conjunction with Partner Agency, recruit, interview, select, and enroll volunteers into the Senior Corps Programs.
4. Refer volunteers to the Partner Agency for assignments and periodically monitor the acceptability of volunteer assignments to assess and/or discuss needs of volunteers and the Partner Agency.
5. Provide orientation and technical assistance to Partner Agency staff.
6. Provide pre-service orientation and training to volunteers. Senior Companions and Foster Grandparents will receive monthly in-service training on an on-going basis.
7. Provide formal recognition for Senior Corps volunteers enrolled in the program(s).
8. Provide accident and liability insurance coverage as required by CNCS. Insurance includes accident, excess automobile, and personal liability coverage for volunteers while serving and during round-trip transportation to and from their volunteer site.
9. Manage fiscal and programmatic responsibilities for the Senior Corps Programs.
10. Permit and encourage the Partner Agency to screen Senior Corps volunteers based on the Partner Agency's needs within the established criteria of the program.
11. When funding allows, provide roundtrip mileage reimbursement to volunteers enabling them to get to their volunteer/partner sites.
12. Conduct and document a criminal history check in accordance with the requirements established for a National Service Criminal History Check by the Corporation for National and Community Service and by Northern Arizona University. (See sections B8 and B9 for Partner Agency background check requirements.)
 - a. For all Senior Companions and Foster Grandparents, this includes a search of the National Sex Offender Registry, a criminal history search of the Arizona state repository, and an FBI-based fingerprint check for all new volunteers since April 22, 2011. Sponsor will conduct background checks at the time the volunteer applies to be a Senior Corps volunteer.
 - b. For all RSVP volunteers, this includes a search of the National Sex Offender Registry and a search of the Arizona Courts Public Records. The RSVP program may conduct additional background screening dependent on volunteer placement, duties, and/or criminal history.

13. Conduct pre-service physical examinations for new Foster Grandparents and Senior Companions assigned to the Partner Agency.
14. Provide an appeals procedure to address problems arising between the volunteer, the Partner Agency, and/or the Senior Corps programs, as outlined in the program's Volunteer Policy Manual.
15. Conduct an annual site visit at the Partner Agency site, which may include a safety/accessibility check and a meeting with Partner Agency staff to monitor satisfaction with program and volunteers assigned to that site.

B. All Senior Corps Program Partner Agencies will:

1. Provide volunteer supervision when volunteers are in training or on duty.
2. Assure adequate health and safety provisions for the protection of volunteers.
3. Ensure that volunteers are never alone with children 17 years of age and younger, including transporting children in their vehicles.
4. Investigate incidents, accidents, and injuries involving volunteers and notify the Senior Corps Program within 48 hours. Senior Corps volunteers are **NOT** employees and **SHOULD NOT** be sent to seek medical assistance through Workers Compensation. Contact the Senior Corps Program Coordinator regarding assistance with accessing Senior Corps' supplemental accident insurance policy and forms.
5. Provide site-specific orientation and training to the Senior Corps volunteers as needed.
6. If it is part of your agency's services and if possible, provide meals to Senior Corps volunteers while they are on duty. Donated, in-kind meals are crucial to the Senior Corps programs and greatly assist our organization in meeting the match required to operate these programs.
 - ☒ Yes, we can provide a meal to Senior Corps volunteers.
 - ☐ No, we cannot provide a meal to Senior Corps volunteers.
7. Provide reasonable accommodation to allow persons with disabilities to participate in program activities. Reasonable accommodations may include, but are not limited to: providing a flexible work schedule, providing accessible technology or equipment, modifying volunteer job duties, or restructuring a work area for wheelchair access. To read more about National Service and Inclusion, please visit <http://serviceandinclusion.org/index.php?page=index>
8. Ensure that any screening processes required of other volunteers at the Partner Agency are required for the Senior Corps volunteers, including background checks.
9. Should Partner Agency require specific training, uniforms, background checks, etc., those must be provided by the Partner Agency.

- a. For Foster Grandparent and Senior Companion Partner Agencies, the cost for ongoing background checks or clearances (such as the need for a renewed Fingerprint Clearance Card) will be covered by the Partner Agency.
 - b. RSVP Partner Agencies should conduct the same background screening on RSVP volunteers that they require of unaffiliated volunteers. Any costs associated with the Partner Agency's required background screening will not be covered by the RSVP Program.
10. Ensure that Senior Corps volunteers serve in a volunteer capacity. Volunteers cannot displace nor replace paid or contracted employees, relieve staff of their routine duties, nor infringe upon the site supervisor's supervisory role with children or clients.
11. Designate appropriate space as necessary for volunteers to carry out their volunteer duties. Appropriate space may include but is not limited to: an adult desk and/or chair, or access to required technology such as a computer or telephone.
12. Maintain copies of all program-related documentation.
13. Designate a person who will verify, sign, and submit volunteer service hours on the Service Logs/Timesheets to the Senior Corps Program.
14. Provide an attached list of sites that this MOU will cover, if applicable (such as the schools within a district, or the senior centers as part of an area agency on aging). Please include:
 - a. Name of location
 - b. Contact person
 - c. Address
 - d. Phone
 - e. Email
15. Provide confidentiality training for Senior Corps volunteers in accordance with Partner Agency policies and procedures (i.e., school districts will provide confidentiality training in accordance with State Education laws, rules and regulations, Federal Regulations and statutes, including the Buckley and Hatch Amendments).
16. Prohibit Senior Corps volunteers from participating in, conducting, or engaging in religious, sectarian, or political activity or instruction, or participating in any building construction to be used for religious purposes.
17. Provide, if possible, cash or in-kind contributions in support of the Senior Corps Program(s) (i.e., meals for volunteers, transportation for volunteers, supervision time, meeting space, recognition gifts, etc.). If support is possible, please list the type of support:

lunch provided to volunteers

C. Additionally, **Foster Grandparent Volunteer Partner Agencies** will:

1. Designate the following staff member(s) to serve as liaison/Partner Agency coordinator for the Foster Grandparent Program:

Name: Rocio Ramirez
Title: Office Manager
Phone: 602-347-4001
Email: Rocio.ramirez@wesdschools.org

Liaison/Coordinator will:

- a. Assign children with designated special or exceptional needs to each volunteer. Foster Grandparents will serve a recommendation of 5-10 children annually.
- b. Document volunteer activities and child outcomes on Sponsor-provided Assignment and Assessment Plan.
- c. Submit required completed paperwork to the Foster Grandparent Program by the due dates identified in correspondence regarding these materials, including:
 - i. Monthly Timesheets/Time Logs
 - ii. Child Assignment and Assessment Plan twice annually—1st due when volunteer receives assignment; 2nd due by May 15th each year.
 - iii. Foster Grandparent Annual Performance Assessment.
 - iv. Annual Foster Grandparent Program Survey
- d. Include Foster Grandparents in field trip transportation if they are expected or invited to participate.
- e. Exclude Foster Grandparents as supervising adults when calculating state-mandated adult-to-child ratios.
- f. Ensure Foster Grandparents are supervised by Partner Agency staff while serving as a Foster Grandparent volunteer. While working with children, the volunteer must be within sight of Partner Agency staff at all times.
- g. Periodically review each child's continuing need for a Foster Grandparent and recommend phase-out or reassignment of the assigned Foster Grandparent as necessary.

2. **Provide a description** of your organization by checking one of the types below:

- | | |
|--|---|
| <input type="checkbox"/> A. Developmental Disability Program | <input type="checkbox"/> H. Non-Head Start Pre-School |
| <input type="checkbox"/> B. Hospital/Medical Center | <input type="checkbox"/> I. Native American School |
| <input type="checkbox"/> C. Before/After School Program | <input checked="" type="checkbox"/> J. Public/Private K-12 School |
| <input type="checkbox"/> D. Pre-Elem. Day Care | <input type="checkbox"/> K. Sheltered Workshops/Centers |
| <input type="checkbox"/> E. Teen Pregnancy/Parenting | <input type="checkbox"/> L. Other Educational Programs |
| <input type="checkbox"/> F. Transitional Shelter/Center | <input type="checkbox"/> M. Juvenile Correction Agency |
| <input type="checkbox"/> G. Head Start | <input type="checkbox"/> N. Other Health Care Org. |
| <input type="checkbox"/> O. Other: _____ | |

3. **Please check** the boxes corresponding to the services that Foster Grandparent volunteers will be involved with at your agency:

- | | |
|---|---|
| <input type="checkbox"/> 1. College Access & Success | <input type="checkbox"/> 8. Student Engagement |
| <input type="checkbox"/> 2. Cultural Heritage | <input type="checkbox"/> 9. School Readiness/Head Start/Early Childhood Education |
| <input type="checkbox"/> 3. Family Involvement | <input type="checkbox"/> 10. Service Learning |
| <input type="checkbox"/> 4. Job Preparedness/ School to Work/ Vocational Education/ Youth ESL & GED | <input checked="" type="checkbox"/> 11. Tutoring |
| <input type="checkbox"/> 5. Leadership Development | <input checked="" type="checkbox"/> Elementary School |
| <input type="checkbox"/> 6. Mentoring for Educational Success | <input type="checkbox"/> Middle School |
| <input type="checkbox"/> 7. Out of School Time and/or Summer Learning | <input type="checkbox"/> High School |

D. Additionally, **Senior Companion Volunteer Partner Agencies** will:

1. Designate the following staff member(s) to serve as liaison/Partner Agency coordinator for the Senior Companion Program:

Name: _____	Name: _____
Title: _____	Title: _____
Phone: _____	Phone: _____
Email: _____	Email: _____

Liaison/Coordinator will:

- a. Match client(s), primarily those age 50 and older, who have one or more physical, emotional, or mental health limitations with a Senior Companion Volunteer. Senior Companions will serve a recommendation of 5-6 clients per volunteer.
- b. Conduct initial introduction between the client and the Senior Companion volunteer, and an annual visit.
- c. Complete and submit a written Care Plan/Letter of Agreement for each client served by a Senior Companion volunteer as client is assigned and annually thereafter.

- d. Submit required completed paperwork to the Senior Companion Program by the due dates identified in correspondence regarding these materials, including:
 - i. Monthly Service Logs/Timesheets
 - ii. Annual Care Plan/Letter of Agreement for each client/volunteer match, due upon match and every July thereafter.
 - iii. Senior Companion Program Client Assessment Survey
 - iv. Senior Companion Annual Performance Assessment
 - v. Annual Senior Companion Program Survey
- e. Serve as a volunteer supervisor in case of a client emergency.
- f. Ensure that Senior Companion volunteers in training (volunteers who have not received fingerprint clearance) are supervised at all times. Senior Companions may not be left alone with clients until the volunteer receives fingerprint clearance.
- g. Ensure volunteers are assigned to a safe environment. Examples of a safe working environment may include, but are not limited to: proper ventilation to ensure quality air, walkways and staircases are clear and safe; and safety alarms are kept in good working condition for safe evacuations.
- h. Periodically review each client's continuing need for a Senior Companion volunteer and recommend phase-out or reassignment of the assigned Senior Companion as necessary.

2. **Provide a description** of your organization by checking one of the types below:

- | | |
|---|--|
| <input type="checkbox"/> A. Clinics (Non-Residential) | <input type="checkbox"/> I. Nutrition Sites |
| <input type="checkbox"/> B. Hospice | <input type="checkbox"/> J. Multi-Purpose Centers |
| <input type="checkbox"/> C. Hospitals/Medical Centers | <input type="checkbox"/> K. Public Housing |
| <input type="checkbox"/> D. Nursing Home/Convalescent | <input type="checkbox"/> L. Home Health Care Agency |
| <input type="checkbox"/> E. Residential Long-Term Care Programs | <input type="checkbox"/> M. Public/Private Agency on Aging |
| <input type="checkbox"/> F. Adult Day Care Centers | <input type="checkbox"/> N. Veterans Associations |
| <input type="checkbox"/> G. Rehabilitation Centers | <input type="checkbox"/> O. Other Health Care Depts. |
| <input type="checkbox"/> H. Mental Health Programs | <input type="checkbox"/> P. Other Social Service Agencies |

3. **Please check** the boxes corresponding to the services that Senior Companion volunteers will be involved with at your agency:

- | | |
|--|---|
| <input type="checkbox"/> 1. Adult Day Care | <input type="checkbox"/> 5. Respite for Caregivers |
| <input type="checkbox"/> 2. Hospice/Terminally Ill | <input type="checkbox"/> 6. Transportation for Independent Living |
| <input type="checkbox"/> 3. Independent Living | |
| <input type="checkbox"/> 4. In-Home Care | |

E. Additionally, **RSVP Volunteer Partner Agencies** will:

1. Designate the following staff member(s) to serve as liaison/Partner Agency coordinator for the RSVP Program:

Name: _____	Name: _____
Title: _____	Title: _____
Phone: _____	Phone: _____
Email: _____	Email: _____

Liaison/Coordinator will:

- a. Provide RSVP volunteers with assignments utilizing their skills, talents, and training. Discuss assignments with individual volunteers referred by RSVP and provide written volunteer job description to volunteers and sponsor.
 - b. Submit required completed paperwork to the RSVP Program by the due dates identified in correspondence regarding these materials, including:
 - i. Monthly Service Logs/Timesheets, due the 10th of the month, with the exception of March hours due March 15th, due to the end of RSVP's fiscal year.
 - ii. Collection of data regarding volunteer impact on community needs or Partner Agency needs. This data collection may occur up to twice yearly. The collection request may be written or verbal, and may include:
 - a. Clients served
 - b. Impact of services on clients
 - c. Annual RSVP Program survey
2. Ensure RSVP volunteers serving with children 17 years of age and younger are supervised by Partner Agency staff while serving as an RSVP volunteer. While working with a minor, the volunteer must be within sight of Partner Agency staff at all times.
 3. For RSVP volunteers performing in-home assignments, Complete and submit a written Care Plan/Letter of Agreement for each client served by a RSVP volunteer as client is assigned and yearly thereafter.
 4. **Please check** the box corresponding to the services that RSVP volunteers will be involved with at your agency:

- | | |
|--|--|
| <input type="checkbox"/> 1. Assisting in a Head Start Center | <input type="checkbox"/> 4. Improving Trails |
| <input type="checkbox"/> 2. Tutoring in a Public School | <input type="checkbox"/> 5. Improving waterways |
| <input type="checkbox"/> 3. Companionship to homebound or disabled individuals | <input type="checkbox"/> 6. Food distribution activities |
| | <input type="checkbox"/> 7. Serving Veterans |
| | <input type="checkbox"/> 8. School/Community Garden |
| | <input type="checkbox"/> 9. Other: _____ |

F. The parties further agree:

1. The Partner Agency may request the removal of a Senior Corps volunteer at any time. The Senior Corps volunteer may withdraw from service at the Partner Agency or from the Program at any time. Discussion of individual separations will occur among Senior Corps program staff, Partner Agency staff, and the volunteer to clarify the reasons, resolve conflicts, or take remedial action, including placement with another Partner Agency.
2. To comply with Arizona Executive Order 2009-9, prohibiting discrimination in employment by government contractors, to the extent applicable to this contract. The Partner Agency will not discriminate against Senior Corps volunteers or in the operation of its program on the basis of race; color; national origin including individuals with limited English proficiency; sex; age; political affiliation; religion; or on the basis of disability, if the volunteer is a qualified individual with a disability.
3. That all books, accounts, reports, files and other records related to the Senior Corps Programs and this contract shall be subject at all reasonable times to inspection and audit by the Arizona Board of Regents, Northern Arizona University or the Auditor General of the State of Arizona, or their agents for five (5) years after completion of this Memorandum of Understanding. Such records shall be produced at Northern Arizona University, or such other location as designated by Northern Arizona University, upon reasonable notice to the contracting party.
4. This agreement may be amended at any time with mutual consent of both parties. It must be reviewed and re-negotiated at least every three years. The parties agree that this MOU may be canceled by the Governor of the State of Arizona for conflict of interest in accordance with A.R.S. 38-511. The parties agree to arbitration of only such disputes under this contract as may be subject to mandatory arbitration pursuant to rules adopted under A.R.S. 12-133. Furthermore, this MOU may be canceled without further obligation on the part of the Arizona Board of Regents and Northern Arizona University in the event that sufficient appropriated funding is unavailable to assure full performance of its terms. Written notice will be sent at the earliest opportunity possible. Either party may terminate this agreement within a thirty day written notice to Sponsor or Partner Agency.
5. Any other provision of this MOU to the contrary notwithstanding, the parties acknowledge that Northern Arizona University is a public institution and instrumentality of the state of Arizona and, as such, any indemnification or hold harmless provision is limited as provided by the laws of the state of Arizona, including without limitation Article 9, Section 7 of the Arizona Constitution and Sections 35-154 and 41-621 of the Arizona Revised Statutes. Consequently, Northern Arizona University's liability under any claim for indemnification is limited to claims for property damage, personal injury, or death to the extent caused by acts or omissions of Northern Arizona University.

Partner Agency

Signature: _____

Name/ _____
Title: _____Address: Desert View Elementary School
8621 N. 3rd St.
Phoenix, AZ 85020

Date: _____

Senior Corps Programs

Signature: _____

Name/ Erin Kruse
Title: Director, Senior Corps
ProgramsAddress: Civic Service Institute
PO Box 5063
Flagstaff, AZ 86011

Date: _____

Civic Service Institute

Signature: _____

Name/ Carole D. Mandino, Ed.D.
Title: Director, Civic Service InstituteAddress: Civic Service Institute
PO Box 5063
Flagstaff, AZ 86011

Date: _____

**Social and Behavioral Sciences
Northern Arizona University**

Signature: _____

Name/ Dr. Karen Pugliesi
Title: Dean, SBSAddress: Northern Arizona University
PO Box 15700
Flagstaff, AZ 86011

Date: _____

**Arizona Board of Regents for and on
behalf of Northern Arizona University**

Signature: _____

Name/ Wilma G. Ennenga
Title: Director, Office of Grant and
Contract ServicesAddress: Northern Arizona University
PO Box 4130
Flagstaff, AZ 86011-4130

Date: _____

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 FROM: Dr. Susan J. Cook, Superintendent Discussion
Information
1st Reading

DATE: May 14, 2015

AGENDA ITEM: *Acceptance of the Musical Instrument Museum Grant in the Amount of \$12,500.00, the Foresters Grant in the Amount of \$2,453.00, and the 2015 We Love It Here Grant in the Amount of \$5,000.00

INITIATED BY: Kathleen McKeever, Director of Academic Support Programs SUBMITTED BY: Kathleen McKeever, Director of Academic Support Programs

PRESENTER AT GOVERNING BOARD MEETING: Kathleen McKeever, Director of Academic Support Programs

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

SUPPORTING DATA

Funding Source: Grants
 Budgeted: Yes

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

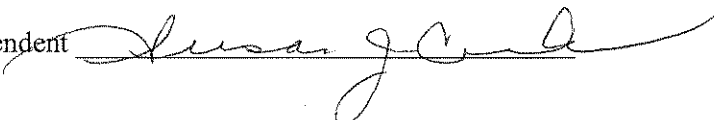
Funder	Location	Amount	Purpose
Musical Instrument Museum	Various Schools (N)	\$12,500.00	Field Trip Admission and Transportation
Foresters House	Chaparral (N)	\$2,453.00	Educational Games for Family Night
Phoenix Suns & Southwest Airlines	Sahuaro (N)	\$5,000.00	Library Books

(N) New (N)* New application for an existing grant (R) Renewal

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of the Musical Instrument Museum Grant in the amount of \$12,500.00, the Foresters Grant in the amount of \$2,453.00, and the 2015 We Love It Here Grant in the amount of \$5,000.00 and authorize the Superintendent to execute all necessary documents.

Superintendent



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

Agenda Item *ILP

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board _____ Action
FROM: Dr. Susan J. Cook, Superintendent _____ Discussion
DATE: May 14, 2015 _____ Information
_____ 1st Reading
_____ X Public Hearing

AGENDA ITEM: Public Hearing - Annual Expenditure Budget Revision #2 for Fiscal Year 2014-2015

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

PRESENTER AT GOVERNING BOARD MEETING: David Velazquez, Director of Finance

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: ARS 15-905; 15-948

SUPPORTING DATA

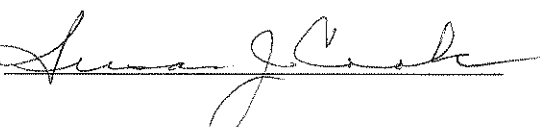
Funding Source: All Funds
Budgeted: Yes

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

No action required.

Superintendent 

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

Agenda Item IV.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: May 14, 2015
AGENDA ITEM: Annual Expenditure Budget Revision #2 for Fiscal Year 2014-2015
INITIATED BY: David Velazquez, Director of Finance SUBMITTED BY: Cathy Thompson, Director of Business Services
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.

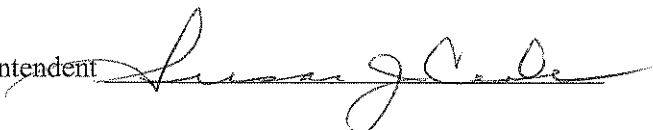
Certain expenditures may create a situation whereby a subsection of the M&O budget may be exceeded per ARS 15-905 G., which allows districts to exceed a subsection as long as the overall M&O budget is not exceeded. Authorization for this flexibility is also being requested.

See attached documentation.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the 2014-2015 Annual Expenditure Budget Revision #2, and authorize subsections to be exceeded provided that the overall Maintenance and Operation budget is not exceeded as per ARS 15-905 G.

Superintendent



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

Agenda Item VIA.

Description of Changes to M&O Budget	Revision #1 Dec. 2014	Revision #2 May 2015	Increase / (Decrease)
Change in Revenue Control Limit: Increase to budget capacity for M&O based upon adjustments to the weighted student counts for FY2014 and adjustments to enrollment at district-sponsored charter schools for FY2015.	\$105,488,468	\$105,709,932	\$221,464
Adjustment for Unrestricted Capital Outlay: Reduced the transfer from Unrestricted Capital to M&O based upon vacancy savings and the anticipation of reduced District Additional Assistance (DAA) in FY16.	\$4,679,000	\$3,679,000	(\$1,000,000)
Adjustment for Certificates of Educational Convenience (CEC) : Increase budget capacity for Certificates of Educational Convenience (CEC) based on anticipated revenue for FY2015.	\$90,000	\$100,000	\$10,000
Adjustment for Energy and Water Savings : Decrease for transfer from M&O to Energy and Water Savings Fund for the performance contract.	\$0	-\$500,000	(\$500,000)
		Total Adjustments	(\$1,268,536)

Description of Changes to Capital Budgets	Revision #1 Dec. 2014	Revision #2 May 2015	Increase / (Decrease)
Adjustment for Growth: The full amount of the adjustment for sudden growth in FY2015 has been transferred to Unrestricted Capital Outlay (UCO). The remaining budget balance in the UCO fund will carry forward into the next fiscal year and is not subject to the 4% carryover limit.	\$0	\$1,208,285	\$1,208,285
Unrestricted Capital: Increased budget capacity for District Additional Assistance (DAA) based upon adjustments to the weighted student counts for FY2014, enrollment at district-sponsored charter schools and legislative adjustments. Reduced the transfer from Unrestricted Capital to M&O based upon vacancy savings and the anticipation of reduced District Additional Assistance (DAA) in FY16.	\$1,772,375	\$2,647,736	\$875,361
		Total Adjustments	\$2,083,646

Description of Changes to Classroom Site Fund	Revision #1 Dec. 2014	Revision #2 May 2015	Increase / (Decrease)
Change in CSF Budget Limit: Increased budget capacity for CSF based upon adjustments to the weighted student counts for FY2014 and to enrollments at district-sponsored charter schools.	\$8,265,905	\$8,270,385	\$4,480

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET

CTD NUMBER 070406000

VERSION Revised #2

I certify that the Budget of Washington Elementary School District No. 6 District, Maricopa County for fiscal year 2015 was officially proposed by the Governing Board on June 26, 2014, 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

1. Student Count			2. Tax Rates:			
	FY 2014 Prior Yr. 2013 ADM	FY 2015 Budget Yr. 2014 ADM		Prior FY	Estimated Budget FY	* Secondary rate applies only for voter-approved overrides and bonded indebtedness per A.R.S. §15-101(22) and Joint Technical Education Districts per A.R.S. §15-393(F).
Resident	21,148.913	21,596.482	Primary Rate	3.0493	3.0460	
Attending	21,176.883	21,635.530	Secondary Rate*	2.9704	2.8122	

3. The Maintenance and Operation, Classroom Site, and Unrestricted Capital Outlay budgets cannot exceed their respective budget limits.			
Maintenance & Operation	135,318,054	GBL	135,318,054
Classroom Site	8,270,387	CSFBL	8,270,385
Unrestricted Capital Outlay	8,336,273	UCBL	8,336,273

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	
100 Regular Education							
1000 Instruction	41,696,027	46,583,790	951,815	1,433,563	42,647,842	48,017,353	12.6%
2000 Support Services							
2100 Students	2,680,556	3,024,553	184,256	46,088	2,864,812	3,070,641	7.2%
2200 Instructional Staff	2,842,158	2,826,677	403,191	407,629	3,245,349	3,234,306	-0.3%
2300, 2400, 2500 Administration	12,299,865	12,632,302	1,916,575	1,617,071	14,216,440	14,249,373	0.2%
2600 Oper./Maint. of Plant	8,048,976	8,431,661	10,256,965	9,953,529	18,305,941	18,385,190	0.4%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	287,706	345,593	25,000	50,000	312,706	395,593	26.5%
610 School-Sponsored Ccurr. Activities	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	195,394	305,336	1,363	2,150	196,757	307,486	56.3%
630, 700, 800, 900 Other Programs	0	0	0	0	0	0	0.0%
Regular Education Subsection Subtotal	68,050,682	74,149,912	13,739,165	13,510,030	81,789,847	87,659,942	7.2%
200 Special Education							
1000 Instruction	13,810,723	14,318,063	5,406,764	6,455,238	19,217,487	20,773,301	8.1%
2000 Support Services							
2100 Students	8,632,947	9,205,047	1,072,974	946,369	9,705,921	10,151,416	4.6%
2200 Instructional Staff	216,009	267,831	148,891	62,934	364,900	330,765	-9.4%
2300, 2400, 2500 Administration	0	0	0	0	0	0	0.0%
2600 Oper./Maint. of Plant	0	596	650	0	650	596	-8.3%
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	22,659,679	23,791,537	6,629,279	7,464,541	29,288,958	31,256,078	6.7%
400 Pupil Transportation	5,696,331	6,229,084	2,107,659	2,541,443	7,803,990	8,770,527	12.4%
510 Desegregation	6,261,610	6,290,728	88,390	59,272	6,350,000	6,350,000	0.0%
520 Special K-3 Program Override	5,147,802	0	0	0	5,147,802	0	-100.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	1,251,369	1,281,507	0	0	1,251,369	1,281,507	2.4%
TOTAL EXPENDITURES	109,067,473	111,742,768	22,564,493	23,575,286	131,631,966	135,318,054	2.8%

TOTAL EXPENDITURES BY FUND				
Fund	Budgeted Expenditures		\$ Increase/ (Decrease) from Prior FY	% Increase/ (Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	131,631,966	135,318,054	3,686,088	2.8%
Instructional Improvement	934,266	1,067,000	132,734	14.2%
Structured English Immersion	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Student Success		410,807	410,807	
Classroom Site	8,633,393	8,270,387	(363,006)	-4.2%
Federal Projects	21,573,113	24,495,600	2,922,487	13.5%
State Projects	906,319	185,000	(721,319)	-79.6%
Unrestricted Capital Outlay	8,578,454	8,336,273	(242,181)	-2.8%
New School Facilities	0	0	0	0.0%
Adjacent Ways	68,000	16,500	(51,500)	-75.7%
Debt Service	17,000,000	16,500,000	(500,000)	-2.9%
School Plant Funds	701,000	701,000	0	0.0%
Auxiliary Operations	1,087,000	1,125,000	38,000	3.5%
Bond Building	38,164,674	35,072,014	(3,092,660)	-8.1%
Food Service	22,671,000	23,259,000	588,000	2.6%
Other	56,194,455	56,480,400	285,945	0.5%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Autism	3,756,366	3,682,681
Emotional Disability	2,763,942	2,990,696
Hearing Impairment	709,446	608,275
Other Health Impairments	1,092,492	1,092,607
Specific Learning Disability	3,518,909	4,302,871
Mild, Moderate or Severe Intellectual Disability	2,385,576	2,397,097
Multiple Disabilities	577,488	629,264
Multiple Disabilities with S.S.I.	546,309	530,090
Orthopedic Impairment	1,111,313	1,160,080
Developmental Delay	4,375,066	4,977,224
Preschool Severe Delay	552,165	649,143
Speech/Language Impairment	5,844,490	6,136,359
Traumatic Brain Injury	27,121	58,629
Visual Impairment	544,229	554,056
Subtotal	27,804,912	29,769,072
Gifted Education	1,293,719	1,317,513
Remedial Education	190,327	169,493
ELL Incremental Costs	0	0
ELL Compensatory Instruction	0	0
Vocational and Technological Education	0	0
Career Education	0	0
TOTAL	29,288,958	31,256,078

PROPOSED STAFFING SUMMARY		
Staff Type	FTE	Staff-Pupil Ratio
Certified --		
Superintendent, Principals, Other Administrators	62	1 to 349.0
Teachers	1,446	1 to 15.0
Other	41	1 to 527.7
Subtotal	1,549	1 to 14.0
Classified --		
Managers, Supervisors, Directors	120	1 to 180.3
Teachers Aides	673	1 to 32.1
Other	786	1 to 27.5
Subtotal	1,579	1 to 13.7
TOTAL	3,128	1 to 6.9
Special Education --		
Teacher	247	1 to 14.5
Staff	417	1 to 8.6



FY 2015
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Revised #2
Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2015 was

Proposed _____
 Adopted _____
 Revised May 14, 2015

President	
Vice President	
Member	
Member	
Member	

The budget file(s) for FY 2015 sent to the Arizona Department of Education, via the internet, on contain(s) the data for the budget described above.

Date _____

Business Manager Signature

Superintendent Signature

District Contact Employee: David Velazquez, Director of Finance
 Telephone: 602-347-3506 E-mail: david.velazquez@wpschools.org

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

1. Total Budgeted Revenues for Fiscal Year 2014	\$ 219,302,304
2. Estimated Revenues by Source for Fiscal Year 2015 (excluding property taxes)	

Local	1000	\$	26,000,000
Intermediate	2000	\$	8,220,000
State	3000	\$	88,300,000
Federal	4000	\$	38,700,000
TOTAL		\$	161,220,000

3. District Tax Rates for Prior and Budget Fiscal Years (A.R.S. § 45-903.D.4)

Prior FY 2014

3.0493

Secondary Tax Rates:

M&O Override	0.9621
Special K-3 Program Override	0.4804
Special Program Override	
Capital Override	
Class A Bonds	1.2737
Class B Bonds	0.2542
JIED	
total Secondary Tax Rate	2.9704

Est. Budget FY 2015

3.0460

1.3840
1.0251
0.4031
2.8122

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

1. General Budget Limit (from Budget, page 7, line 10)	\$ 135,318,054
2. Unrestricted Capital Budget Limit (from Budget, page 8, line A.12)	\$ 8,336,273
3. Subtotal (line A.1 + A.2)	\$ 143,654,327
4. Federal Projects (from Budget, page 6, line 18)	\$ 24,495,600
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)	\$ 168,149,927

3. BUDGETED EXPENDITURES

1. Maintenance and Operation (from Budget, page 1, line 30)	\$ 135,318,054
2. Unrestricted Capital Outlay (from Budget, page 4, line 10)	\$ 8,336,273
3. Total Budget Subject to Budget Limits (line B.1 + B.2) (This line cannot exceed line A.3.)	\$ 143,654,327

DISTRICT NAME Washington Elementary School District No. 6
 FUND 001 (M&O)

COUNTY Maricopa

CTD NUMBER 070406006

MAINTENANCE AND OPERATION (M&O) FUND

VERSION Revised #2

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 2014	Budget FY 2015	
160 Regular Education	856.66	992.17	34,760,530	11,823,260	648,760	784,703		42,647,842	48,012,353	12.6%
1000 Instruction										
2000 Support Services										
2100 Students	58.50	61.50	2,274,937	749,616	15,834	30,254	0	2,864,812	3,070,641	7.2%
2200 Instructional Staff	60.61	60.61	2,096,130	730,547	371,917	35,635	77	3,245,349	3,234,306	-0.3%
2300 General Administration	13.49	9.69	545,881	144,841	755,891	25,191	14,350	1,632,881	1,486,154	-9.0%
2400 School Administration	135.13	145.00	6,318,386	1,981,780	206,537	24,134	3,916	7,987,275	8,534,753	6.9%
2500 Central Services	59.18	58.80	2,768,381	873,033	432,097	106,090	48,865	4,596,284	4,228,466	-8.0%
2600 Operation & Maintenance of Plant	232.66	239.67	6,176,071	2,255,598	4,372,061	5,570,288	11,180	18,305,941	18,385,190	0.4%
2900 Other	0.00	0.00	0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	8.70	8.40	250,818	94,775	0	50,000	0	312,706	395,593	26.5%
610 School-Sponsored Co-curricular Activities	0.00	0.00	0	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	0.00	0.00	253,746	51,590	0	2,150	0	196,757	307,486	56.3%
630, 700, 800, 900 Other Programs	0.00	0.00	0	0	0	0	0	0	0	0.0%
Regular Education Subtotal (lines 1-12)	1,424.33	1,575.84	55,444,880	18,705,032	6,803,097	6,628,445	78,488	81,789,847	87,659,942	7.2%
200 Special Education										
1000 Instruction	429.58	425.22	10,208,099	4,109,964	6,400,264	54,786	188	19,217,487	20,773,301	8.1%
2000 Support Services										
2100 Students	124.98	128.91	7,100,222	2,104,825	856,538	89,811	0	9,705,921	10,151,416	4.6%
2200 Instructional Staff	2.50	2.50	211,864	55,967	48,591	13,540	803	364,900	330,765	-9.4%
2300 General Administration	0.00	0.00	0	0	0	0	0	0	0	0.0%
2400 School Administration	0.00	0.00	0	0	0	0	0	0	0	0.0%
2500 Central Services	0.00	0.00	0	0	0	0	0	0	0	0.0%
2600 Operation & Maintenance of Plant	0.00	0.00	495	101	0	0	0	650	596	-8.3%
2900 Other	0.00	0.00	0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	0.00	0.00	0	0	0	0	0	0	0	0.0%
Subtotal (lines 14-21)	557.06	556.63	17,520,680	6,270,857	7,305,413	158,137	991	29,288,958	31,256,078	6.7%
400 Pupil Transportation	180.68	185.86	4,413,646	1,815,438	924,143	1,611,200	6,106	7,803,990	8,770,527	12.4%
510 Desegregation (from Districtwide Desegregation										
Budget, page 2, line 44)	122.23	122.73	4,715,644	1,577,084	37,272	22,000	0	6,350,000	6,350,000	0.0%
520 Special K-3 Program Override										
(from Supplement, page 1, line 10)	99.56	0.00	0	0	0	0	0	5,147,802	0	-100.0%
530 Dropout Prevention Programs	0.00	0.00	0	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational										
Education Center (from Supplement, page 1, line 20)	0.00	0.00	0	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	26.39	28.32	1,064,817	216,608	0	0	0	1,251,569	1,281,507	2.4%
Total Expenditures (lines 13, and 23-29)										
(Cannot exceed page 7, line 10)	2,410.25	2,469.38	83,157,667	28,585,101	15,069,925	8,419,782	85,579	131,631,966	135,318,054	2.8%

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

(A.R.S. §§15-761 and 15-903)

	Prior FY	Budget FY
1. Autism	3,756,366	3,682,681
2. Emotional Disability	2,763,942	2,990,696
3. Hearing Impairment	709,446	608,275
4. Other Health Impairments	1,092,492	1,092,607
5. Specific Learning Disability	3,518,909	4,302,871
6. Mild, Moderate or Severe Intellectual Disability	2,385,576	2,397,097
7. Multiple Disabilities	577,488	629,264
8. Multiple Disabilities with Severe Sensory Impairment	546,309	530,090
9. Orthopedic Impairment	1,111,313	1,160,080
10. Developmental Delay	4,375,066	4,977,224
11. Preschool Severe Delay	552,165	649,143
12. Speech/Language Impairment	5,844,490	6,136,359
13. Traumatic Brain Injury	27,121	58,629
14. Visual Impairment	544,229	554,056
15. Subtotal (lines 1 through 14)	27,804,912	29,769,072
16. Gifted Education	1,293,719	1,317,513
17. Remedial Education	190,327	169,493
18. ELL Incremental Costs	0	0
19. ELL Compensatory Instruction	0	0
20. Vocational and Technological Education	0	0
21. Career Education	0	0
22. Total (lines 15 through 21. Must equal total of line 23, page 1)	29,288,958	31,256,078

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 15
Staff-Pupil 1 to 9

Estimated FTE Certified Employees

(A.R.S. §§15-903.E.2)

Prior FY	Budget FY
1,509.87	1,548.29

Expenditures Budgeted for Audit Services	
M&O Fund - Nonfederal	6350
All Funds - Federal	6330
	\$ 49,000
	0

FY 2015 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component
Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Average Daily Membership

A. FY 2014 Average Daily Membership:	Resident	21,596,482	Attending	21,635,530
B. FY 2013 Average Daily Membership:	Resident	21,148,913	Attending	21,176,883

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100)

(This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a))

Estimated Transportation Revenues for FY 2015

Estimated transportation revenues (object code 1400) to be received

\$	40,000
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DISTRICT NAME Washington Elementary School District No. 6

COUNTY Maricopa

CTD NUMBER 070406000

VERSION Revised #2

Expenditures	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 (1)	Supplies 6600	Interest on Short-Term Debt 6850	Totals	% Increase/ Decrease
Classroom Site Fund 011 - Base Salary							
100 Regular Education	1,094,649	222,762				1,414,313	-6.9%
2100 Support Services - Students	29,807	6,066				35,873	15.1%
2200 Support Services - Instructional Staff	28,395	5,778				34,173	-4.2%
Program 100 Subtotal (lines 1-3)	1,152,851	234,606				1,481,459	-6.3%
200 Special Education							
1000 Instruction	212,418	43,227				255,645	-3.9%
2100 Support Services - Students	10,175	2,071				12,246	-20.8%
2200 Support Services - Instructional Staff	807	164				971	-8.7%
Program 200 Subtotal (lines 3-7)	223,400	45,462				268,862	-9.3%
Other Programs (Specify)							
1000 Instruction						0	0.0%
2100 Support Services - Students						0	0.0%
2200 Support Services - Instructional Staff						0	0.0%
Other Programs Subtotal (lines 9-11)	0	0				0	0.0%
Total Expenditures (lines 4, 8, and 12)	1,376,251	280,068				1,656,319	-6.9%
Classroom Site Fund 012 - Performance Pay							
100 Regular Education							
1000 Instruction	1,942,487	395,289				2,337,776	8.1%
2100 Support Services - Students	42,900	8,748				51,648	38.3%
2200 Support Services - Instructional Staff	94,578	19,247				113,825	4.3%
Program 100 Subtotal (lines 14-16)	2,080,055	423,284				2,503,339	8.4%
200 Special Education							
1000 Instruction	434,718	88,404				523,182	6.6%
2100 Support Services - Students	12,807	2,625				15,432	-4.3%
2200 Support Services - Instructional Staff	1,075	219				1,294	3.8%
Program 200 Subtotal (lines 18-20)	448,600	91,248				539,848	6.3%
Other Programs (Specify) 510 Devg.							
1000 Instruction	212,264	45,106				255,460	-47.7%
2100 Support Services - Students	0	0				0	0.0%
2200 Support Services - Instructional Staff	2,149	457				2,606	38.2%
Other Programs Subtotal (lines 22-24)	214,413	45,573				258,046	-47.4%
Total Expenditures (lines 17, 21, and 25)	2,743,158	558,225				3,301,383	-0.2%
Classroom Site Fund 013 - Other							
100 Regular Education							
1000 Instruction	2,189,329	445,528				2,634,857	-6.6%
2100 Support Services - Students	59,615	12,132				71,747	15.4%
2200 Support Services - Instructional Staff	56,791	11,557				68,348	-3.9%
Program 100 Subtotal (lines 27-29)	2,305,735	469,217				2,774,952	-6.1%
200 Special Education							
1000 Instruction	424,844	86,456				511,300	-8.7%
2100 Support Services - Students	20,331	4,141				24,492	-20.6%
2200 Support Services - Instructional Staff	1,613	328				1,941	-8.3%
Program 200 Subtotal (lines 31-33)	446,868	90,925				537,793	-9.3%
510 Dropout Prevention Programs							
1000 Instruction	0	0				0	0.0%
Other Programs (Specify)							
1000 Instruction	0	0				0	0.0%
2100 Support Serv. Students & Instructional Staff	0	0				0	0.0%
Other Programs Subtotal (lines 36-37)	0	0				0	0.0%
Total Expenditures (lines 30, 34, 35, and 38)	2,752,543	560,142				3,312,685	-6.8%
Total Classroom Site Funds (lines 13, 26, and 39)	6,871,952	1,398,435				8,270,387	-4.2%

For FY 2015, the district has budgeted \$_____ in Fund 010, offset 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.

1656319

3301383

3312684
8270385

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 Prior FY 2014	Budget FY 2015	% Increase/ Decrease
1. Unrestricted Capital Outlay Override (1)	0	0	0	0	0	0	0	0	0.0%
2. Unrestricted Capital Outlay Fund 610 (6)	0	1,236,440	1,536,025			0	3,309,883	2,772,465	-16.2%
3. 1000 Instruction	0								
4. 2000 Support Services	0	25,478	264,766			0	544,519	290,244	-46.7%
5. 2100, 2200 Students and Instructional Staff	0		476,538		0	0	979,410	476,538	-51.3%
6. 2300, 2400, 2500, 2900 Administration	0		835,335			0	313,151	835,335	166.8%
7. 2600 Operation & Maintenance of Plant	0		1,973,332			0	789,607	1,073,332	35.9%
8. 2700 Student Transportation	0		0			0	54,532	0	-100.0%
9. 3000 Operation of Noninstructional Services (5)	0		0			2,308,853	2,007,913	2,308,853	15.0%
10. 4000 Facilities Acquisition and Construction	0		0	560,454	19,052		579,439	579,506	0.0%
11. 5000 Debt Service	0	1,261,918	4,185,996	560,454	19,052		8,578,454	8,336,273	-2.8%
Total Unrestricted Capital Outlay Fund (lines 2-9)	0	1,261,918	4,185,996	560,454	19,052	2,308,853	8,578,454	8,336,273	-2.8%

(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.

(2) Detail by object code:

6641 Library Books	Unrestricted
6642 Textbooks	Capital Outlay
6643 Instructional Aids	\$ 25,328
6731 Furniture and Equipment	\$ 1,033,684
6734 Vehicles	\$ 202,907
6737 Tech Hardware & Software	\$ 550,628
	\$ 646,538
	\$ 769,432

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

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

\$ -

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

\$ -

(3) Includes principal on Capital Equity Fund loans of \$ - , principal on capital leases of \$ 560,454 , and principal on bonds of \$ - .

(4) Includes interest on Capital Equity Fund loans of \$ - , interest on capital leases of \$ 19,052 , and interest on bonds of \$ - .

OTHER FUNDS--REQUIRED CAPITAL EXPENDITURE DETAIL (A.R.S. §15-904.0B)

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	8,578,456	8,336,273		38,164,674	35,072,014		0	0	1.
Select Object Codes Detail (1)									
6150 Classified Salaries	0	0		0	0		0	0	2.
6200 Employee Benefits	0	0		0	0		0	0	3.
6450 Construction Services	592,172	870,450		36,455,012	31,820,512		0	0	4.
6710 Land and Improvements	0	0		0	0		0	0	5.
6720 Buildings and Improvements	0	0		0	0		0	0	6.
6731 Furniture and Equipment	350,818	270,763		286,009	286,000		0	0	7.
6734 Vehicles	408,852	646,538		229	229		0	0	8.
6737 Technology Hardware & Software	1,533,871	769,431		879,000	609,000		0	0	9.
6831, 6832 Redemption of Principal	532,996	560,454		0	0		0	0	10.
6841, 6842, 6850 Interest	46,444	19,052		0	0		0	0	11.
Total amounts reported on lines 2-11 above for:									
Renovation	148,366	836,970		34,216,750	32,494,848				12.
New Construction	505,337	612,987		2,331,655	220,664		0	0	13.
Other	2,811,450	1,686,731		1,071,836	229		0	0	14.
Total (lines 12-14)	3,465,153	3,136,688		37,620,241	32,715,741		0	0	15.

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

SPECIAL PROJECTS

FEDERAL PROJECTS

1. 100-130 ESEA Title I - Helping Disadvantaged Children
2. 140-150 ESEA Title II - Prof. Dev. and Technology
3. 160 ESEA Title IV - 21st Century Schools
4. 170-180 ESEA Title V - Promise Informed Parent Choice
5. 190 ESEA Title III - Limited Eng. & Immigrant Students
6. 200 ESEA Title VII - Indian Education
7. 210 ESEA Title VI - Flexibility and Accountability
8. 220 IDEA Part B
9. 230 Johnson-O'Malley
10. 240 Workforce Investment Act
11. 250 AEA - Adult Education
12. 260-270 Vocational Education - Basic Grants
13. 280 ESEA Title X - Homeless Education
14. 290 Medicaid Reimbursement
15. 374 E-Rate
16. 378 Impact Aid
17. 300-399 Other Federal Projects (Besides E-Rate & Impact Aid)
18. Total Federal Project Funds (lines 1-17)

STATE PROJECTS

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

INSTRUCTIONAL IMPROVEMENT FUND (020)

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

	FTE		TOTAL ALL FUNCTIONS	
	Prior FY	Budget FY	Prior FY	Budget FY
6000	155.54	164.07	8,934,222	10,286,000
6000	6.30	8.00	1,109,243	1,115,000
6000	2.69	4.46	2,232,125	2,835,000
6000	0.00	0.00	0	0
6000	8.43	8.43	963,047	965,000
6000	3.00	3.00	114,887	135,000
6000	0.00	0.00	0	0
6000	136.27	112.73	4,737,952	5,010,000
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.95	0.70	89,614	100,000
6000	17.08	18.78	1,573,537	1,719,000
6000	0.00	0.00	880,864	1,365,600
6000	0.00	0.00	0	0
6000	6.50	6.80	937,622	965,000
6000	336.76	326.97	21,573,113	24,495,600
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	0.00	0.00	0	0
6000	3.00	3.00	906,319	185,000
6000	3.00	3.00	906,319	185,000
6000	339.76	329.97	22,419,432	24,680,600

	Prior FY	Budget FY
6000	0	0
6000	0	0
6000	400,449	385,000
6000	533,817	682,000
6000	934,266	1,067,000

OTHER FUNDS (DO NOT Add to Aggregate)	
1. 050 County, City, and Town Grants	
071 Structured English Immersion (1)	
072 Compensatory Instruction (1)	
080 Student Success	
5. 500 School Plant (Lease over 1 year) (2)	
6. 505 School Plant (Lease 1 year or less)	
7. 506 School Plant (Sale)	
8. 510 Food Service	
9. 515 Civic Center	
10. 520 Community School	
11. 525 Auxiliary Operations	
12. 526 Extracurricular Activities Fees Tax Credit	
13. 530 Gifts and Donations	
14. 535 Career & Tech. Ed. & Voc. Ed. Projects	
15. 540 Fingerprint	
16. 545 School Opening	
17. 550 Insurance Proceeds	
18. 555 Textbooks	
19. 565 Litigation Recovery	
20. 570 Indirect Costs	
21. 575 Unemployment Insurance	
22. 580 Tenureage	
23. 585 Insurance Refund	
24. 590 Grants and Gifts to Teachers	
25. 595 Advertisement	
26. 596 Joint Technical Education	
27. 620 Adjacent Ways	
28. 639 Impact Aid Revenue Bond Building	
29. 640 School Plant - Special Construction	
30. 650 Gifts and Donations-Capital	
31. 660 Condemnation	
32. 665 Energy and Water Savings	
33. 686 Emergency Deficiencies Correction	
34. 691 Building Renewal Grant	
35. 700 Debt Service	
36. 720 Impact Aid Revenue Bond Debt Service	
Other 850-St Activities, 902-Alt Fuel, 745-TANS	
INTERNAL SERVICE FUNDS 950-989	
1. 9 Self-Insurance (951,952,953)	
2. 955 Intergovernmental Agreements	
3. 9 OPEB	
4. 954 Printing Svcs	

- (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 2015 GENERAL BUDGET LIMIT

(A.R.S. §15-947.C)

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
1. (a) FY 2015 Revenue Control Limit (RCL) (from Work Sheet E, line VIII, or Work Sheet F, line III)	\$ 105,709,932		
* (b) Plus Adjustment for Growth (1)	1,208,285		
* (c) Increase or (Decrease) in 03 District High School Tuition Payments (A.R.S. §15-905.J) (1)	0		
(d) Adjusted RCL	\$ 106,918,217	\$ 105,709,932	\$ 1,208,285
2. (a) FY 2015 District Additional Assistance (DAA) (from Work Sheet H, lines VII.E.1 and VII.F.1)	\$ 13,955,713		
* (b) DAA Reduction for State Budget Adjustments (from Work Sheet H, lines VII.E.2 and VII.F.2)	7,628,977		
(c) Adjusted DAA	\$ 6,326,736	3,679,000	2,647,736
3. FY 2015 Override Authorization (A.R.S. §§15-481 and 15-482)			
* (a) Maintenance and Operation	15,823,270		
* (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 IIB.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)	4,155,852		
(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 2013 (A.R.S. §15-910.M)	0		0
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g) FY 2014 Career Ladder Unexpended Budget Carryforward (from Work Sheet M, line 6.f) (A.R.S. §15-918.04.C)	0		
* (h) FY 2014 Optional Performance Incentive Program Unexpended Budget Carryforward (from Work Sheet M, line 6.g) (A.R.S. §15-919.04)	0		
* (i) FY 2014 Performance Pay Unexpended Budget Carryforward (from Work Sheet M, line 6.h) (A.R.S. §15-920)	0		
(j) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)	0		
* (k) 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) (Do not use this line as a subtotal) (2)	(500,000)		
10. FY 2015 General Budget Limit (column A, lines 1 through 9) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)	\$ 135,318,054		
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)			\$ 3,856,021

* 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.

(2) This line can be used to adjust the FY 2015 GBL for any of the following: (1) reductions for (a) exceeding the prior year(s) GBL, (b) exceeding the prior year(s) M&O section of the Budget, or (2) reductions or increases due to (a) ADM Audit Adjustment, (b) Noncompliance Adjustment, (c) transfers to/from the EWS Fund, (d) JTED Reduction, or (e) other adjustments as notified by ADE.

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 2014 Unrestricted Capital Budget Limit (UCBL) (from FY 2014 latest revised Budget, page 8, line A.12)	\$ 8,578,454
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ (573)
3. Adjusted Amount Available for FY 2014 Capital Expenditures (line A.1 + A.2)	\$ 8,577,881
4. Amount Budgeted in Fund 610 in FY 2014 (from FY 2014 latest revised Budget, page 4, line 10)	\$ 8,578,454
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ 8,577,881
6. FY 2014 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 4,117,745
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.	\$ 4,460,136
8. Interest Earned in Fund 610 in FY 2014	\$ 20,116
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$
10. Adjustment to UCBL for FY 2015 (A.R.S. §15-905.M) (1)	\$ 0
11. Amount to be Used for Capital Expenditures (from page 7, line 11)	\$ 3,856,021
12. FY 2015 Unrestricted Capital Budget Limit (lines A.7 through A.11) (2)	\$ 8,336,273

CALCULATION OF CLASSROOM SITE FUND BUDGET LIMIT

B. 1. FY 2014 Classroom Site Fund Budget Limit (from FY 2014 latest revised Budget, page 8, line C.7)	\$ 8,633,394
2. FY 2014 Classroom Site Fund Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 7,819,773
3. Unexpended Budget Balance in Classroom Site Fund (line B.1 minus B.2)	\$ 813,621
4. Interest Earned in the Classroom Site Fund in FY 2014	\$ 11,677
5. FY 2015 Classroom Site Fund Allocation (provided by ADE, based on \$295) (3)	\$ 7,445,087
6. Adjustments to FY 2015 Classroom Site Fund Budget Limit	\$ 0
7. FY 2015 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (4)	\$ 8,270,385

- (1) This line can be used to adjust the FY 2015 UCBL for any of the following: (1) reductions for (a) exceeding the prior year(s) UCBL or (b) exceeding the prior year(s) UCO section of the Budget, or (2) increases due to greater than anticipated growth from FY 2014, or (3) JTED reduction, or (4) reductions or increases due to other adjustments as notified by ADE.
- (2) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (3) In accordance with A.R.S. §15-977(G)(1), the per pupil amount is calculated based on estimated available resources in the Classroom Site Fund for the budget year and adjusted for prior year revenue carryforwards or shortfalls. However, actual payments to districts may differ from the estimated per pupil Classroom Site Fund allocation.
- (4) The sum of the amounts budgeted on page 3, line 40 and footnote (1) on that page, cannot exceed this amount.

Use the table below to calculate the amounts for Page 8, section B. These calculations need not be printed as an official part of the budget forms.

	Fund 011	Fund 012	Fund 013	Payments to Charter Schools	Total Fund 010
1. FY 2014 Classroom Site Fund Budget Limit (from FY 2014 latest revised Budget, page 8, line 7 of the table)	1,778,337	3,307,535	3,547,522	0	8,633,394
2. FY 2014 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	1,613,302	2,989,095	3,217,376	0	7,819,773
3. Unexpended Budget Balance (line 1 minus 2)	165,035	318,440	330,146	0	813,621
4. Interest Earned in FY 2014	2,266	4,908	4,503	0	11,677
5. FY 2015 Classroom Site Fund Allocation (provided by ADE, based on \$295) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	1,489,018	2,978,035	2,978,035		7,445,087
6. Adjustments to FY 2015 Classroom Site Fund Budget Limit *	0	0	0	0	0
7. FY 2015 Classroom Site Fund Budget Limit (Sum of lines 3 through 6) **	1,656,319	3,301,383	3,312,684	0	8,270,385

* This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

** The amounts budgeted on page 3, lines 13, 26, 39, and footnote (1) should not exceed the amounts on this line.

FY 2015
STATE OF ARIZONA



SUPPLEMENT
TO
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
FOR DISTRICTS THAT BUDGET FOR:

SPECIAL K-3 PROGRAM OVERRIDE (A.R.S. §15-903.D and Laws 2010, Ch. 179, §4)

JOINT CAREER AND TECHNICAL EDUCATION AND VOCATIONAL EDUCATION CENTER (A.R.S. §15-910.01)

ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)

M&O Fund Supplement	FTE	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY					Prior FY 2014	Budget FY 2015	
520 Special K-3 Program Override									
1000 Instruction	99.56	0.00	0	0	0	0	5,147,802	0	-100.0%
2000 Support Services									
2100 Students	0.00	0.00	0	0	0	0	0	0	0.0%
2200 Instructional Staff	0.00	0.00	0	0	0	0	0	0	0.0%
2300 General Administration	0.00	0.00	0	0	0	0	0	0	0.0%
2400 School Administration	0.00	0.00	0	0	0	0	0	0	0.0%
2500 Central Services	0.00	0.00	0	0	0	0	0	0	0.0%
2600 Operation & Maintenance of Plant	0.00	0.00	0	0	0	0	0	0	0.0%
2900 Other	0.00	0.00	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	0.00	0.00	0	0	0	0	0	0	0.0%
Subtotal (lines 1-9) (to Budget, page 1, line 26)	99.56	0.00	0	0	0	0	5,147,802	0	-100.0%
530 Joint Career and Technical Education & Vocational Education Center									
1000 Instruction	0.00								
2000 Support Services									
2100 Students	0.00								
2200 Instructional Staff	0.00								
2300 General Administration	0.00								
2400 School Administration	0.00								
2500 Central Services	0.00								
2600 Operation & Maintenance of Plant	0.00								
2900 Other	0.00								
3000 Operation of Noninstructional Services	0.00								
Subtotal (lines 11-19) (to Budget, page 1, line 28)	0.00	0.00	0	0	0	0	0	0	0.0%

Districtwide Desegregation Budget, Fiscal Year 2015 (A.R.S. §15-910(d) and (k))

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	Budget FY		
511 Desegregation - Regular Education	1000 Classroom Instruction	1	#REF!	36.23	1,230,144	0	11,500	0	#REF!	1,701,353	#REF!	1.
	2000 Support Services	2	#REF!	0.00	55,000	9,400	0	0	#REF!	74,909	#REF!	2.
	2100 Students	3	#REF!	6.25	277,014	27,872	10,500	0	#REF!	409,352	#REF!	3.
	2200 Instructional Staff	4	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	4.
	2300 General Administration	5	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	5.
	2400 School Administration	6	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	6.
	2500 Central Services	7	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	7.
	2600 Operation & Maintenance of Plant	8	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	8.
	2900 Other	9	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	9.
	3000 Operation of Noninstructional Services	10	#REF!	42.48	1,562,158	37,272	22,000	0	#REF!	2,185,614	#REF!	10.
Subtotal (lines 1-9)												
512 Desegregation - Special Education	1000 Classroom Instruction	11	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	11.
	2000 Support Services	12	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	12.
	2100 Students	13	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	13.
	2200 Instructional Staff	14	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	14.
	2300 General Administration	15	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	15.
	2400 School Administration	16	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	16.
	2500 Central Services	17	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	17.
	2600 Operation & Maintenance of Plant	18	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	18.
	2900 Other	19	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	19.
	3000 Operation of Noninstructional Services	20	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	20.
Subtotal (lines 11-19)												
513 Desegregation - Pupil Transportation	1000 Classroom Instruction	21	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	21.
	2000 Support Services	22	#REF!	80.25	3,151,486	1,012,900	0	0	#REF!	4,164,386	#REF!	22.
	2100 Students	23	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	23.
	2200 Instructional Staff	24	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	24.
	2300 General Administration	25	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	25.
	2400 School Administration	26	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	26.
	2500 Central Services	27	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	27.
	2600 Operation & Maintenance of Plant	28	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	28.
	2700 Student Transportation	29	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	29.
	2900 Other	30	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	30.
3000 Operation of Noninstructional Services		31	#REF!	0.00	0	0	0	0	#REF!	0	#REF!	31.
	Subtotal (lines 22-31)	32	#REF!	80.25	3,151,486	1,012,900	0	0	#REF!	4,164,386	#REF!	32.

Districtwide Desegregation Budget, Fiscal Year 2015 [A.R.S. §15-910(j) and (k)]

M&O Fund (continued)	FTE	Salaries	Employee Benefits	Purchased Services	Supplies	Other	Totals	
	Prior FY	Budget FY	6100	6200	6300, 6400, 6500	6600	Prior FY	Budget FY
Expenditures								
515 Desegregation - ELL Compensatory Instruction	33	#REF!	0.00	0	0	0	#REF!	0
1000 Classroom Instruction								
2000 Support Services								
2100 Students	34	#REF!	0.00	0	0	0	#REF!	0
2200 Instructional Staff	35	#REF!	0.00	0	0	0	#REF!	0
2300 General Administration	36	#REF!	0.00	0	0	0	#REF!	0
2400 School Administration	37	#REF!	0.00	0	0	0	#REF!	0
2500 Central Services	38	#REF!	0.00	0	0	0	#REF!	0
2600 Operation & Maintenance of Plant	39	#REF!	0.00	0	0	0	#REF!	0
2700 Student Transportation	40	#REF!	0.00	0	0	0	#REF!	0
2900 Other	41	#REF!	0.00	0	0	0	#REF!	0
3000 Operation of Noninstructional Services	42	#REF!	0.00	0	0	0	#REF!	0
Subtotal (lines 33-42)	43	#REF!	0.00	0	0	0	#REF!	0
Total M&O Fund Desegregation (lines 10, 20, 21, 32, & 43) (to Budget, page 1, line 25) (1)	44	#REF!	122.73	1,577.084	37,272	22,000	#REF!	6,350,000

(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), (b) & (j):

Tax Levy:	\$ 6,350,000
Other (description):	\$
Other (description):	\$
Other (description):	\$

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
100	-	23	123

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)(f) SEE BELOW

10/31/1986

The district has been in compliance since the implementation of the administrative agreements.

Districtwide Desegregation Budget, Fiscal Year 2015 (A.R.S. §15-910(f) and (k))

Unrestricted Capital Outlay (UCO) Fund Expenditures	Rentals 6440	Library Books, Textbooks, & Instructional Aids 6641-6643	Property 6700	Redemption of Principal 6831, 6832	Interest 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
							Prior FY	Budget FY	
511 Desegregation - Regular Education									
1000 Classroom Instruction	0	0	0			0	#REF!	0	#REF!
2000 Support Services	0	0	0			0	#REF!	0	#REF!
3000 Operation of Noninstructional Services	0					0	#REF!	0	#REF!
4000 Facilities Acquisition & Construction	0					0	#REF!	0	#REF!
5000 Debt Service							#REF!	0	#REF!
Subtotal (lines 45-49)	0	0	0	0	0	0	#REF!	0	#REF!
512 Desegregation - Special Education									
1000 Classroom Instruction	0	0	0			0	#REF!	0	#REF!
2000 Support Services	0	0	0			0	#REF!	0	#REF!
3000 Operation of Noninstructional Services	0					0	#REF!	0	#REF!
4000 Facilities Acquisition & Construction	0					0	#REF!	0	#REF!
5000 Debt Service							#REF!	0	#REF!
Subtotal (lines 51-55)	0	0	0	0	0	0	#REF!	0	#REF!
513 Desegregation - Pupil Transportation									
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction									
2000 Support Services									
3000 Operation of Noninstructional Services									
4000 Facilities Acquisition & Construction									
5000 Debt Service									
Subtotal (lines 58-62)									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	0	0	0			0	#REF!	0	#REF!
2000 Support Services	0	0	0			0	#REF!	0	#REF!
3000 Operation of Noninstructional Services	0					0	#REF!	0	#REF!
4000 Facilities Acquisition & Construction	0					0	#REF!	0	#REF!
5000 Debt Service							#REF!	0	#REF!
Subtotal (lines 64-68)	0	0	0	0	0	0	#REF!	0	#REF!
Total UCO Fund Desegregation (lines 50, 56, 57, 63, & 69) (Include in Fund 610 Budget page 4, lines 2-9) (2)	0	0	0	0	0	0	#REF!	0	#REF!

(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 2015**

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
R. Student Success Fund	14
S. Equalization Assistance for an Accommodation School	15

B. WORK SHEET FOR FY 2015 SUPPORT LEVEL WEIGHTS AND PSD-12 WEIGHTED STUDENT COUNTS
(A.R.S. §15-943)

A. Unweighted Student Count	PSD	K-8	9-12
1. FY 2015 Non-AOI Student Count	207,385	18,228,669	
2. FY 2015 AOI Full-Time Student Count		+	+
3. FY 2015 AOI Part-Time Student Count		+	+
4. Subtotal (lines A.1 through A.3)	= 207,385	= 18,228,669	= 0.000
5. District Sponsored Charter School Estimated ADM	+ 0.000	+ 3,305,764	+
6. Total Student Count	= 207,385	= 21,534,433	= 0.000

B. Use student count from line A.4 to determine weight.	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				
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	-	-	-	-
Difference	=	=	=	=
Weight Adjustment Factor	x 0.0005	x 0.0005	x 0.0003	x 0.0004
Support Level Weight Increase	=	=	=	=
Support Level Weight	+ 1.358	+ 1.468	+ 1.278	+ 1.398
FY 2015 Adjusted Support Level Weight	=	=	=	=
Student Count 500,000-599,999				
Student Count Constant	600,000	600,000	600,000	600,000
FY 2015 Student Count	-	-	-	-
Difference	=	=	=	=
Weight Adjustment Factor	x 0.0020	x 0.0020	x 0.0012	x 0.0013
Support Level Weight Increase	=	=	=	=
Support Level Weight	+ 1.158	+ 1.268	+ 1.158	+ 1.268
FY 2015 Adjusted Support Level Weight	=	=	=	=
Student Count 600.00 or More				
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

	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
1. PSD (from line A.6)	207,385			x 1.450	=	300,708		
2. District (from line A.1, A.2, or A.3)								
a. K-8	18,228,669	0.000	0.000	x 1.158	=	21,108,799	0.000	0.000
b. 9-12	0.000	0.000	0.000	x 0.000	=	0.000	0.000	0.000
3. Charter School (from line A.5)								
a. K-8	3,305,764			x 1.158	=	3,828,075		
b. 9-12	0.000			x 1.268	=	0.000		
4. Total								
a. K-8 (C.2.a + C.3.a)	21,534,433	0.000	0.000			24,936,874	0.000	0.000
b. 9-12 (C.2.b + C.3.b)	0.000	0.000	0.000			0.000	0.000	0.000
5. Total Student Count (C.1 + C.4.a + C.4.b)	21,741,818	0.000	0.000			25,237,582	0.000	0.000

C. WORK SHEET FOR FY 2015 BASE SUPPORT LEVEL (BSL) AND BASE REVENUE CONTROL LIMIT (BRCL)

(A.R.S. §§15-808, 15-943, and 15-944.E)

WEIGHTED STUDENT COUNT

I. A. FY 2015 Non-AOI Student Count (from Work Sheet B, line C.5)

B. Student Count Add-ons (1)

1. Hearing Impairment
2. K-3
3. K-3 Reading (2)
4. English Learners (ELL)
5. MD-R, A-R, and SID-R
6. MD-SC, A-SC, and SID-SC
7. Multiple Disabilities Severe Sensory Impairment
8. Orthopedic Impairment (Resource)
9. Orthopedic Impairment (Self Contained)
10. Preschool-Severe Delay
11. DD, ED, MHID, SLD, SLI, & OHI
12. Emotional Disability (Private)
13. Moderate Intellectual Disability
14. Visual Impairment
15. Total Add-on Count (1.B.1 through 1.B.14)

II. FY 2015 Non-AOI Weighted Student Count

Non-AOI Student Count	x	Support Level Weight	=	Non-AOI Weighted Student Count
21,741.818				25,237.582

44.220	x	4.771	=	210.974
9,380.731	x	0.060	=	562.844
9,380.731	x	0.040	=	375.229
3,078.271	x	0.115	=	354.001
71.075	x	6.024	=	428.156
166.180	x	5.833	=	969.328
25.830	x	7.947	=	205.271
9.310	x	3.158	=	29.401
34.090	x	6.773	=	230.892
63.710	x	3.595	=	229.037
2,678.710	x	0.003	=	8.036
52.198	x	4.822	=	251.699
71.455	x	4.421	=	315.903
18.005	x	4.806	=	86.532
25,074.516			=	4,257.303
				29,494.885
				(1A + 1B.15, this column)

AOI Weighted Student Count	x	Funding Ratio	=	Adjusted AOI Weighted Student Count
0.000	x	95%	=	0.000
0.000	x	85%	=	0.000

III. FY 2015 AOI FT Weighted Student Count (from Work Sheet C2, line II)
IV. FY 2015 AOI PT Weighted Student Count (from Work Sheet C2, line IV)

CALCULATION OF FY 2015 BSL AND BRCL

V. Total Weighted Student Count (line II + III + IV)		29,494.885
VI. A. Base Level Amount <u>\$3,373.11</u> - To include Teacher Compensation, use Base Level of <u>\$3,415.27</u>		
For Career Ladder and Optional Performance Incentive Program districts, add increase of		
% approved by the district governing board (A.R.S. §§15-918, 15-918.04, 15-919 and 15-919.04) (3)	\$	3,415.27
B. Increase for 200 Days of Instruction (line VI.A x 5%) (A.R.S. §15-902.04)	\$	0.00
C. Adjusted FY 2015 Base Level Amount (line VI.A + VI.B) (to Work Sheet K, line I.G and II.G)	\$	3,415.27
VII. Result (line V x VI.C)	\$	100,732,995.89
VIII. Teacher Experience Index (TEI) (If actual TEI is less than 1.0000 use 1.0000)		1.0000
IX. Result (line VII x VIII)	\$	100,732,995.89
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. Increase for Career Ladder [A.R.S. §15-918.04(A)(5)] (3)	\$	0.00
XIII. FY 2013 Nonfederal Audit Service Actual Expenditures (4) \$ <u>45,335.00</u> x 1.00	=	\$ 45,335.00
XIV. Decreases for Charter School Federal and State Monies Received	-	\$ 0.00
XV. Decrease for Charter School Nonparticipation Adjustment	-	\$ 0.00
XVI. Other Reductions: (For FY 2015 this amount is zero, unless otherwise notified by ADE)	-	\$
XVII. FY 2015 BSL and BRCL (sum lines IX through XIII minus lines XIV through XVI) (to Work Sheet E, line I)	\$	100,778,330.89

Portion of line IX amount from total K-3 and total K-3 Reading weighted student counts: (2)	K-3	\$ 1,922,264.23
	K-3 Reading	\$ 1,281,508.35

(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, 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, 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) In accordance with Laws 2011, Ch. 29, §32, the maximum base level increase for a career ladder and optional performance incentive programs is 1% for FY 2015.

(4) 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 2013 nonfederal audit expenditures on line XIII.

Enter the FY 2013 federal audit expenditures from all funds to the right (should agree to FY 2013 AFR).

\$ 0.00

Enter the total FY 2013 audit expenditures from all funds to the right.

\$ 45,335.00

Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's 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 XIII or in this footnote.

**D. WORK SHEET FOR FY 2015 TRANSPORTATION SUPPORT LEVEL (TSL) (A.R.S. §§15-945, as amended by Laws 2014, Ch. 17, §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 2015 State Support Level per Route Mile
I. 0.5 or Less	2.49
II. More than 0.5, through 1.0	2.04
III. More than 1.0	2.49

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 2014 Approved Daily Route Miles	8,076.000
B. Number of Eligible Students Transported in FY 2014	7,023.000
C. Approved Daily Route Miles per Eligible Student Transported (I.A ÷ I.B)	1.150
II. To and From School Support Level	
A. Annual Route Miles (Line I.A x 180 or 200, as applicable)	1,453,680.000
<input type="checkbox"/> Check here if approved for 200 Days of Instruction	
B. State Support Level per Route Mile (use Table I based on I.C)	\$ 2.49
C. 1. FY 2014 Annual Expenditure for Bus Tokens	\$ 0.00
2. FY 2014 Annual Expenditure for Bus Passes	\$ 1,649.00
D. To and From School Support Level [(II.A x II.B) + II.C.1 + II.C.2]	\$ 3,621,312.20
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)	\$ 434,359.58
IV. Extended School Year Support Level for Pupils with Disabilities	
A. Actual Route Miles traveled in July and August 2013 to Transport Pupils w/Disabilities for Extended School Year	12,657.000
B. Estimated Route Miles Traveled in June 2014 to Transport Pupils w/Disabilities for Extended School Year	18,857.000
C. Total Extended School Year Route Miles (IV.A + IV.B)	31,514.000
D. State Support Level per Route Mile (use Table I based on I.C)	\$ 2.49
E. Extended School Year Support Level for Pupils with Disabilities (IV.C x IV.D)	\$ 78,469.86
V. FY 2015 TSL (lines II.D + III.B + IV.E) (to Work Sheet E, line III)	\$ 4,134,141.64
VI. Support Level Change	
A. FY 2014 Transportation Support Level	\$ 4,311,336.30
B. Transportation Support Level Change (If result is negative, enter 0) (V - VI.A)	\$ 0.00

TRCL CALCULATION

VII. FY 2014 Transportation Revenue Control Limit	\$ 4,931,600.66
VIII. FY 2015 Transportation Revenue Control Limit	
A. Preliminary FY 2015 Transportation Revenue Control Limit (VI.B + VII)	\$ 4,931,600.66
B. 120% of FY 2015 Transportation Support Level (V x 1.20)	\$ 4,960,969.97
C. Adjusted FY 2015 Transportation Revenue Control Limit (if line VIII.A is greater than line VIII.B use line VII, otherwise use line VIII.A.)	\$ 4,931,600.66
D. FY 2015 Transportation Revenue Control Limit (the greater of line V or VIII.C) (to Work Sheet E, line VII)	\$ 4,931,600.66

**E. WORK SHEET FOR FY 2015 DISTRICT SUPPORT LEVEL (DSL) AND
REVENUE CONTROL LIMIT (RCL) (A.R.S. §§15-947 and 15-951)**

CALCULATION OF THE DSL

I. FY 2015 Base Support Level/Base Revenue Control Limit (from Work Sheet C, line XVII)	\$ 100,778,330.89
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 2015 Transportation Support Level (from Work Sheet D, line V)	\$ 4,134,141.64
IV. FY 2015 District Support Level (sum of lines I through III)	\$ 104,912,472.53

CALCULATION OF THE RCL

V. FY 2015 Base Support Level/Base Revenue Control Limit (from line I above)	\$ 100,778,330.89
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 2015 Transportation Revenue Control Limit (from Work Sheet D, line VIII.D)	\$ 4,931,600.66
VIII. FY 2015 Revenue Control Limit (sum of lines V through VII) [to Budget, page 7, line 1(a)]	\$ 105,709,931.55

**F. WORK SHEET FOR FY 2015 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 2015 District Support Level (line I + Work Sheet E, line IV)	\$ 0.00
III. FY 2015 Revenue Control Limit (line I + Work Sheet E, line VIII) [to Budget, page 7, line 1(a)]	\$ 0.00

**G. WORK SHEET FOR FY 2015 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 2015 DISTRICT ADDITIONAL ASSISTANCE (DAA)

(A.R.S. §§15-183, 15-185, 15-951.C, 15-961, 15-962.01, and 15-963.B, as amended by Laws 2014, Ch. 17, §§1, 2, 12, 13, and 14)

TABLE TO CALCULATE DAA PER STUDENT COUNT

	K-8	9-12
I. FY 2015 Actual Student Count: .001 - 99.999		
DAA per Student Count	\$ 544.58	\$ 601.24
II. FY 2015 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 2015 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 2015 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 2015 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line III for type 03 districts)	207,385	18,228.669	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)	= \$ 93,480.86	= \$ 8,216,754.84	= \$ 0.00
VI. District Additional Assistance Growth Factor			
A. FY 2015 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line II for type 03 districts)		18,436.054	
B. FY 2014 Student Count		+ 21,259.057	
C. FY 2015 DAA Growth Factor (VI.A ÷ VI.B)		= 0.8672	
VII. Adjusted District Additional Assistance			
A. DAA Base (from line V.C)	\$ 93,480.86	\$ 8,216,754.84	\$ 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 1.0000	x 1.0000	x 1.0000
C. FY 2015 DAA (VII.A x VII.B)	= \$ 93,480.86	= \$ 8,216,754.84	= \$ 0.00
D. DAA for High School Textbooks			
1. FY 2015 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 2015 9-12 DAA (9-12 lines VII.C + VII.D.3 + VII.G.3 + 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 2015 9-12 DAA (VII.E.1-VII.E.2) (to Work Sheet J, line III.A.1 or III.B.5)			= \$ 0.00
F. PSD and K-8 DAA (including charter additional assistance and capital transportation adjustment from lines below)			
1. FY 2015 PSD and K-8 DAA (PSD and K-8 lines VII.C + VII.G.3 + VII.H) (to Budget, page 7, line 2.a)			= \$ 13,955,713.46
2. PSD and K-8 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 7,628,977.15
3. Adjusted FY 2015 PSD and K-8 DAA (VII.F.1-VII.F.2) (to Work Sheet J, line III.A.1 or III.B.5)			= \$ 6,326,736.31
G. Charter Additional Assistance (CAA)			
1. FY 2015 Charter School Student Count (from Work Sheet B, line A.5)	0.00	3,305.76	0.00
2. CAA per Student	x \$ 1,707.77	\$ 5,645,477.76	\$ 1,990.38
3. FY 2015 CAA (line VII.G.1 x line VII.G.2)	= \$ 0.00	\$ 5,645,477.76	\$ 0.00
H. Capital Transportation Adjustment A.R.S. §15-963.B	\$ 0.00	\$ 0.00	\$ 0.00

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

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

	PSD-8	9-12
I. A. Total FY 2015 PSD and K-8 Weighted State Aid Student Count		
1. PSD (from Work Sheet B, line C.1)	300,708	
2. K-8 (from Work Sheet B, line C.4.a, Total Non-AOI and AOI Counts)	24,936.874	
B. Total FY 2015 PSD-8 and 9-12 Weighted State Aid Student Count (Total Non-AOI and AOI Counts)	25,237.582	0.000
	(I.A.1 + I.A.2)	(from Work Sheet B, line C.4.b)
C. Total FY 2015 Weighted State Aid Student Count (line I.B PSD-8 column + 9-12 column)	25,237.582	
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)		\$ 104,912,472.53
B. DSL/RCL PSD-8 and 9-12 Allocation (line I.D x line II.A)	\$ 104,912,472.53	\$ 0.00
III. A. For ALL Districts Except Common School Districts NOT Within a High School District (Type 03)		
1. Adjusted FY 2015 District Additional Assistance (from Work Sheet H)	\$ 6,326,736.31	\$ 0.00
	(from Work Sheet H, line VII.F.3)	(from Work Sheet H, line VII.E.3)
2. Total FY 2015 Equalization Base (II.B ÷ III.A.1)	\$ 111,239,208.84	\$ 0.00
3. 2014 Primary Assessed Valuation ÷ 100	\$ 10,788,565.84	\$
4. 2014 Salt River Project (SRP) Valuation ÷ 100	\$ 93,351.87	\$
5. 2014 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$ 0.00	\$
6. TOTAL Valuation (III.A.3 + III.A.4 + III.A.5)	\$ 10,881,917.71	\$ 0.00
7. Qualifying Tax Rate	x \$ 2.1123	x \$
8. Qualifying Levy (III.A.6 x III.A.7)	\$ 22,985,874.78	\$ 0.00
9. FY 2015 Equalization Assistance Before Adjustments (III.A.2 - III.A.8)	\$ 88,253,334.06	\$ 0.00
10. FY 2015 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XVII) (Laws 1992, Ch. 158, §2) Unified districts use PSD-8 column only. (For FY 2015 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- \$ 0
11. Total FY 2015 Equalization Assistance (III.A.9 - III.A.10)	\$ 88,253,334.06	\$ 0.00
B. For Common School Districts NOT Within a High School District (Type 03)		
1. Lesser of District Support Level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line IV or VIII, or Work Sheet F, line II or III)	\$ 0.00	\$ 0.00
2. Tuition Out for High School Students (from Work Sheet E, line II or VI)	- \$ 0.00	\$ 0.00
3. Adjusted DSL/RCL (III.B.1 - III.B.2)	\$ 0.00	\$ 0.00
4. DSL/RCL PSD-8 and 9-12 Allocation	\$ 0.00	\$ 0.00
	(line III.B.3 x I.D)	(line III.B.3 x I.D) + III.B.2
5. Adjusted FY 2015 District Additional Assistance (from Work Sheet H)	\$ 0.00	\$ 0.00
	(from Work Sheet H, line VII.F.3)	(from Work Sheet H, line VII.E.3)
6. FY 2015 Equalization Base (III.B.4 + III.B.5)	\$ 0.00	\$ 0.00
7. 2014 Primary Assessed Valuation ÷ 100	\$	\$
8. 2014 Salt River Project (SRP) Valuation ÷ 100	\$	\$
9. 2014 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$	\$
10. TOTAL Valuation (III.B.7 + III.B.8 + III.B.9)	\$ 0.00	\$ 0.00
11. Qualifying Tax Rate	x \$	x \$
12. Qualifying Levy (III.B.10 x III.B.11)	\$ 0.00	\$ 0.00
13. FY 2015 Equalization Assistance Before Adjustments (III.B.6 - III.B.12)	\$ 0.00	\$ 0.00
14. FY 2015 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XVII) (Laws 1992, Ch. 158, §2) (For FY 2015 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- \$ 0
15. Total FY 2015 Equalization Assistance (III.B.13 - III.B.14)	\$ 0.00	\$ 0.00

Laws 2014, Ch. 16, §3, 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 2015 MAINTENANCE AND OPERATION (M&O) FUND
BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01)**

1.	a.	General Budget Limit (GBL) (from FY 2014 latest revised Budget, page 7, line 10)	\$	131,631,966.00
	b.	Adjustments to the GBL from FY 2014 BUDG75	\$	(2,057.00)
	c.	Adjusted GBL	\$	131,629,909.00
2.	a.	Budgeted M&O expenditures (from FY 2014 latest revised Budget, page 1, line 30, Total Budget Year Column)	\$	131,631,966.00
	b.	Adjustments to the GBL (from line 1.b)	\$	(2,057.00)
	c.	Adjusted Budgeted Expenditures	\$	131,629,909.00
3.		Lesser of the Adjusted GBL (line 1.c) or the Adjusted Budgeted Expenditures (line 2.c)	\$	131,629,909.00
4.		M&O actual expenditures	\$	127,227,945.00
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.)	\$	4,401,964.00

Note: For lines 6.a through 6.h deduct the FY 2014 actual expenditures from the budget amount. If the result is negative, enter zero.

		FY 2014 Budget		Actual		Unexpended Budget
6.	a.	Special Program Override	\$	5,147,802.00	- \$	5,147,802.00 = \$ 0.00
	b.	Desegregation	\$	6,350,000.00	- \$	6,332,213.00 = \$ 17,787.00
	c.	Tuition Out Debt Service	\$	0.00	- \$	0.00 = \$ 0.00
	d.	Dropout Prevention Programs	\$	0.00	- \$	0.00 = \$ 0.00
	e.	Joint Career and Technical Ed. and Voc. Ed. Center	\$	0.00	- \$	0.00 = \$ 0.00
	f.	Career Ladder	\$		- \$	0.00 = \$ 0.00
	g.	Optional Performance Incentive Program	\$		- \$	0.00 = \$ 0.00
	h.	Performance Pay	\$	0.00	- \$	0.00 = \$ 0.00
	i.	Total Budget Balance Deductions [Add lines 6.a through 6.h.]				= \$ 17,787.00
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)				\$ 4,384,177.00
8.	a.	FY 2014 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	\$			103,896,296.00
	b.	Growth Adjustment (FY 2014 BUDG75)				
	c.	Factor of 4%			x	0.04
9.		Maximum Allowable Budget Balance Carryforward [(line 8.a + line 8.b) x line 8.c]	\$			4,155,851.84
10.		Actual Allowable Budget Balance Carryforward (Enter the lesser of line 7 or 9)	\$			4,155,851.84
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 2014 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)]	\$			4,155,851.84

R. WORK SHEET FOR FY 2015 STUDENT SUCCESS FUND
(A.R.S. §15-917, as amended by Laws 2014, Ch. 17, §§5 and 17)

Part I

Achievement Profile	Improvement Category (1)	Student Success Funding Multiplier	Eligible Scores	Student Success Funding Amount
Exceeds proficiency	Superior improvement	\$24.50	x 1,266.00 =	31,017.00
Exceeds proficiency	Strong improvement	\$12.25	x 1,050.00 =	12,862.50
Exceeds proficiency	Below-average improvement	\$7.75	x 591.00 =	4,580.25
Meets proficiency	Superior improvement	\$18.25	x 2,848.00 =	51,976.00
Meets proficiency	Strong improvement	\$9.25	x 5,194.00 =	48,044.50
Meets proficiency	Below-average improvement	\$6.00	x 6,221.00 =	37,326.00
Approaches proficiency	Superior improvement	\$39.75	x 543.00 =	21,584.25
Approaches proficiency	Strong improvement	\$20.00	x 1,997.00 =	39,940.00
Falls far below proficiency	Superior improvement	\$61.25	x 104.00 =	6,370.00
Falls far below proficiency	Strong improvement	\$30.50	x 635.00 =	19,367.50
Total				273,068.00

Part II

A. Prior year district attending ADM in tested grades (2)	12,372.13
B. Per tested ADM amount (Part I, Total/Part II, line A)	22.071
C. Prior year district attending ADM in untested grades (2)	6,240.63
D. Total untested ADM amount (Part II, line B x line C)	137,736.94
E. Number of high school graduates from the prior year	0.000 x \$21.50
F. Amount to be allocated for the Student Success Fund (Sum of Part I, Total, and Part II, lines D and E) (on Budget, page 6, Other Funds, line 4)	410,804.94

(1) Improvement Categories:

"Superior improvement" means a measurement of academic gain within or equal to the top seventeen per cent for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes.

"Strong improvement" means an above-average measurement of academic gain for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes, and that is below a determination of superior improvement.

"Below-average improvement" means a below-average measurement of academic gain for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes. Also, a student in a tested grade that does not receive a measurement of academic gain is considered to demonstrate below-average improvement.

(2) Tested and Untested Grades

"Tested grades" means grades three through eight and grade ten.

"Untested grades" means kindergarten programs and grades one, two, nine and eleven.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: May 14, 2015
AGENDA ITEM: 2015-2016 School and Employee Calendars
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 IC, GCL/GDK,
A.R.S. 15-341.01, 15-901

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Proposed school and employee work day calendars for the subsequent school year are presented to the Governing Board annually for approval. The school calendar is developed collaboratively by a group of representative stakeholders who comprise the Washington Elementary School District (WESD) Calendar Committee. The following parameters provide a framework for the calendar development process:

- Alignment of WESD start date and holidays with those of Glendale Union High School District;
- Compliance with legal requirements and State mandates pertaining to instructional days and hours, legal holidays, teacher contracts and the State testing schedule.

On April 24, 2014, the Calendar Study Team recommended to the Governing Board the continuation of the PLC model through 2018. The Governing Board also approved the calendar overviews through 2018 which reflect the alignment of WESD start dates and holidays with those reflected on Glendale Union High School District's corresponding board-approved calendar as follows:


2015-2016

August 10 - First Day of School
September 7 - Labor Day Holiday
October 12-16 - Fall Break
November 11 – Veterans Day Holiday

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the 2015-2016 school and employee calendars as presented.

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

Superintendent 

Agenda Item VI.B.

2015-2016 School and Employee Calendars

May 14, 2015

Page 2

November 26-27 - Thanksgiving Break
December 21-January 1 - Winter Break
January 18 - Martin Luther King Day
February 15 – Presidents Day Holiday
March 14-18 - Spring Break
May 24 – Last Day of School

2016-2017

August 8 - First Day of School
September 5 - Labor Day Holiday
October 10-14 - Fall Break
November 11 – Veterans Day Holiday
November 24-25 - Thanksgiving Break
December 26-January 6 - Winter Break
January 16 - Martin Luther King Day
February 20 - Presidents Day Holiday
March 20-24 - Spring Break
May 23 – Last Day of School

2017-2018

August 7 – First Day of School
September 4 – Labor Day Holiday
October 9-13 - Fall Break
November 10 – Veterans Day Holiday (Observed)
November 23-24 - Thanksgiving Break
December 25-January 5 - Winter Break
January 15 - Martin Luther King Day
February 19 - Presidents Day Holiday
March 19-23 - Spring Break
May 22 – Last Day of School

Given the three-year calendar framework through 2018, three issues were discussed and monitored during this year's development process:

1. The additional grading time for K-3 special area teachers;
2. The early release Wednesday during State testing week;
3. The parent/teacher conference model that is based on available translation services.

It is being recommended that:

1. The additional grading day for K-3 special area teachers be extended another year;
2. The early release Wednesday continue during State testing week another year;
3. The parent teacher conference model continue in conjunction with available translation services.

Attachment A: Proposed 2015-2016 Staff/Student Calendar

Attachment B1-9: Proposed 2015-2016 Employee Calendars

WASHINGTON ELEMENTARY SCHOOL DISTRICT

DRAFT 2015-2016 Staff/Student Calendar

July	August	September	October
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1 2 3 4 5	1 2 3
5 6 7 8 9 10 11	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
12 13 14 15 16 17 18	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
19 20 21 22 23 24 25	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
26 27 28 29 30 31	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
	30 31		
November	December	January	February
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4 5	1 2	1 2 3 4 5 6
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27
29 30	27 28 29 30 31	24 25 26 27 28 29 30	28 29
		31	
March	April	May	June
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6 7	1 2 3 4
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31	26 27 28 29 30



First and Last Days of School for Students

100th Day - January 22, 2016

State Testing Dates TBD

Beginning Dates

August 3-7

August 10

Teacher Work Days

First Day of School

Holidays/Breaks

September 7

October 12-16

November 11

November 26-27

December 21 - January 1

January 18

February 15

March 14-18

Labor Day

Fall Break

Veterans' Day

Thanksgiving

Winter Break

Martin Luther King Day

Presidents' Day

Spring Break

Ending Date

May 24

May 25

Last Day for Students

Last Day for Teachers

End of Grading Periods

October 9 (44 Days)

December 17 (41 Days)

March 11 (48 Days)

May 24 (47 Days)

1st Quarter

2nd Quarter

3rd Quarter

4th Quarter

Early Release Days



Site-Focused Professional Development



District-Focused Professional Development



Grading Day



Teacher Work Time



Parent Teacher Conferences



Conference Date OR Professional Development

Prof Dev/Grading/Work Days For Teachers

(No Students)

December 18



Prof Dev and Grading

May 25



End of the Year Work Day

Special Area Teachers' Grading Deadlines:

-September 30 for K-3 and October 7 for 4-8

-December 16 for K-3 and December 18 for 4-8

-March 9 for K-3 and March 23 for 4-8

**WASHINGTON ELEMENTARY SCHOOL DISTRICT
SCHOOL YEAR 2015-2016**

**PRIVATE SCHOOL CONSORTIUM INSTRUCTOR
209 ENCUMBERED DAYS (187 work days/22 holidays)**

Attachment B1



JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

2015

August 17, 2015	Begin Work Year
September 7, 2015	Labor Day Holiday (1)
September 8, 2015	Title I Services Begin
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 21-31, 2015	Winter Holiday (9)

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-18, 2016	Spring Holiday (5)
May 26, 2016	Last day with Title I students
May 30, 2016	Memorial Day Holiday (1)
June 2, 2016	Last day of work year

 =Holiday
 =Beginning/End of work year

WASHINGTON ELEMENTARY SCHOOL DISTRICT
262-DAY EMPLOYEE CALENDAR
SCHOOL YEAR 2015-2016

Attachment B2


JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

2015

July 3, 2015	4th of July Holiday (1)
September 7, 2015	Labor Day Holiday (1)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 21-31, 2015	Winter Holiday (8)

2016

January 1, 2016	Winter Holiday (2)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 17-18, 2016	Spring Break (2)
May 30, 2016	Memorial Day Holiday (1)

 = Holiday

WASHINGTON ELEMENTARY SCHOOL DISTRICT
227 DAY EMPLOYEE CALENDAR
SCHOOL OFFICE MANAGER, SCHOOL OFFICE TECHNICIAN
SCHOOL PROGRAM COACH, LEAD SOCIAL WORKER

SCHOOL YEAR 2015-2016

Attachment B3


JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	X	X	X	X	X	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		


2015

July 20, 2015	Begin Work Year
September 7, 2015	Labor Day Holiday (1)
October 12-16, 2015	Fall Break (non-work days)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 21-31, 2015	Winter Holiday (9)

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-18 2016	Spring Holiday (5)
May 30, 2016	Memorial Day Holiday (1)
June 7, 2016	Last day of work year

 =Holiday

 =Beginning/End of work year

X =non-work day (not encumbered)

WASHINGTON ELEMENTARY SCHOOL DISTRICT
TEACHER ASST, CROSSING GUARD, MONITOR
SCHOOL YEAR 2015-2016
193 ENCUMBERED DAYS (180 work days/13 holidays*)

Attachmemt B4

JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	★	11	12	13	14	15	13	14	15	16	17	18	19	11	X	X	X	X	X	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	X	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	X	X	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	X	X	X	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	X	X	X	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	★	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

2015

August 10, 2015	Begin Work Year
September 7, 2015	Labor Day Holiday (1)
October 12-16, 2015	Fall Break (non-work days)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 18, 21, 22, 2015	Non-work Day
Dec. 23, 24, 25, 31, 2015	Winter Holiday (4)
Dec. 28-30, 2015	Non-work Day

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-16, 2016	Non-work Day
March 17-18 2016	Spring Holiday (2)
May 24, 2016	Last day of work year

■ =Holiday

★ =Beginning/End of work year

X =no work day (not encumbered)

* Employees working 20+ hours/week

**WASHINGTON ELEMENTARY SCHOOL DISTRICT
SCHOOL YEAR 2015-2016**

**TEACHER, HEALTH SERVICES, OT/PT, SOCIAL WORKER, AUDIOLOGIST, HEADSTART
INSTRUCTOR/SUPPORT INSTRUCTOR
208 ENCUMBERED DAYS (187 work days/21 holidays)**

Attachmemt B5




JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4							1			1	2	3	4	5					1	2	3	
5	6	7	8	9	10	11	2	☆	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	X	X	X	X	X	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
							30	31																				
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6	
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29						
														31														
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4							1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	☆	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			

2015

August 3, 2015	Begin Work Year
August 10, 2015	School Begins
September 7, 2015	Labor Day Holiday (1)
October 12-16, 2015	Fall Break (non-work days)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 21-31, 2015	Winter Holiday (9)

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-18 2016	Spring Holiday (5)
May 24, 2016	Last day for students
May 25, 2016	Last day of work year

 =Holiday
 =Beginning/End of work year
 =no work day (not encumbered)

WASHINGTON ELEMENTARY SCHOOL DISTRICT
BUS DRIVER, BUS ASST, NUTRITION UNIT LEADER, CLERK, HELPER,
9-M0 CUSTODIAN, LIBRARY TECHNICIAN

SCHOOL YEAR 2015-2016

199 ENCUMBERED DAYS (186 work days/13 holidays*)

Attachment B6

JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	☆	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	X	X	X	X	X	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	X	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	X	X	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	X	X	X	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	X	X	X	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	☆	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

2015

August 3, 2015	Begin Work Year
September 7, 2015	Labor Day Holiday (1)
October 12-16, 2015	Fall Break (non-work days)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 18, 21, 22, 28-30	Non-work day
Dec. 23-25, 31, 2015	Winter Holiday (4)

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-16, 2016	Non-work days
March 17-18, 2016	Spring Holiday (2)
May 25, 2016	Last day of work year

■ =Holiday

☆ =Beginning/End of work year

X =no work day (not encumbered)

* Employees working 20+ hours/week

WASHINGTON ELEMENTARY SCHOOL DISTRICT
SCHOOL YEAR 2015-2016
NUTRITION SERVICE MANAGER
211 ENCUMBERED DAYS (190 work days/21 holidays)

Attachmemt B7

JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	X	X	X	X	X	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	☆	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	X	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	☆	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

2015

July 28, 2015	Begin Work Year
August 10, 2015	School Begins
September 7, 2015	Labor Day Holiday (1)
October 12-16, 2015	Fall Break (non-work days)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
December 18, 2015	Non-work day
Dec. 21-31, 2015	Winter Holiday (9)

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-18 2016	Spring Holiday (5)
May 25, 2016	Last day of work year

■ =Holiday

☆ =Beginning/End of work year

X =no work day (not encumbered)

WASHINGTON ELEMENTARY SCHOOL DISTRICT
231 DAY EMPLOYEE CALENDAR
PRINCIPAL, ASST. PRINCIPAL
SCHOOL YEAR 2015-2016

Attachmemt B8




JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	★	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	X	X	X	X	X	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	★	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

2015

July 14, 2015	Begin Work Year
September 7, 2015	Labor Day Holiday (1)
October 12-16, 2015	Fall Break (non-work days)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 21-31, 2015	Winter Holiday (9)

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-18, 2016	Spring Holiday (5)
May 30, 2016	Memorial Day Holiday (1)
June 7, 2016	Last day of work year

 =Holiday
 =Beginning/End of work year
 =no work day (not encumbered)

WASHINGTON ELEMENTARY SCHOOL DISTRICT
220-DAY PSYCHOLOGIST CALENDAR
SCHOOL YEAR 2015-2016

Attachment B9

JULY 2015							AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	X	X	X	X	X	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	★	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
NOVEMBER 2015							DECEMBER 2015							JANUARY 2016							FEBRUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29					
														31													
MARCH 2016							APRIL 2016							MAY 2016							JUNE 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	★	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

2015

July 27, 2015	Begin Work Year
September 7, 2015	Labor Day Holiday (1)
October 12-16, 2015	Fall Break (non-work days)
November 11, 2015	Veterans' Day Holiday (1)
November 26-27, 2015	Thanksgiving Holiday (2)
Dec. 21-31, 2015	Winter Holiday (9)

2016

January 1, 2016	Winter Holiday (1)
January 18, 2016	Martin Luther King Holiday (1)
February 15, 2016	Presidents' Day Holiday (1)
March 14-18 2016	Spring Holiday (5)
May 30, 2016	Memorial Day Holiday (1)
June 3, 2016	Last day of work year

★ = Beginning/End of work year
 = Holiday
 X = no work day (not encumbered)

WASHINGTON ELEMENTARY SCHOOL DISTRICT #6

TO: Governing Board
FROM: Dr. Susan J. Cook, Superintendent
DATE: May 14, 2015

	Action
X	Discussion
X	Information
	1st Reading

AGENDA ITEM: Arizona School Boards Association's Legislative Agenda Proposals

INITIATED BY: Arizona School Boards Association

SUBMITTED BY: Dr. Susan J. Cook,
Superintendent

PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:

BBA

SUPPORTING DATA

Funding Source: N/A

Budgeted: N/A

The Arizona School Boards Association (ASBA) is requesting suggestions for the ASBA 2016 Political Agenda. ASBA has transformed its Political Agenda and is asking for issue submissions that fall into three categories – long-term, short-term, and 2016 Session-specific legislation. The deadline for submitting proposals is May 29, 2015.

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 12, 2015.

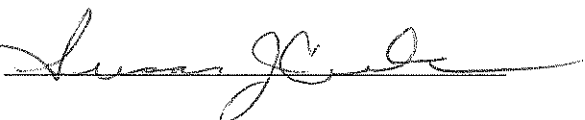
Suggestions for proposals should be sent to the Superintendent by Monday, May 18, 2015. The proposals will be submitted to the Governing Board on May 28, 2015 for consideration and action.

Attached are the 2015 long-term, short-term, and Session-Specific issues from ASBA, and the form for submission.

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



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

Agenda Item VII.A.

Long Term

These overarching issues must be addressed for public schools to excel and provide an opportunity for every child to succeed. Providing high quality public education is the best investment to grow Arizona's economy. The items below reflect those key issues on which we will concentrate over the next 5-10 years.

1. Structurally change the school finance formula to equitably and adequately fund public schools to:
 - a. Assure a more stable and reliable source.
 - b. Maximize local school district flexibility in managing these funds.
 - c. Require the same accountability measures of all schools and individuals that receive public funds.
 - d. Repeal any program that gives public monies to private schools.
2. Uphold preservation of local control to reinforce the connection between the community and its elected governing board members.
3. Meet the unique educational needs of every student so that every student has the opportunity to reach his/her full potential.

**5-10
years**

Building toward our long-term areas of success, the following items represent critical needs to put us on that path, and will engage our energies over the next 3-5 years.

1. Fund voluntary, full-day kindergarten and include kindergarten students in the override calculation.
2. Reinstate and fund capital funding formulas to comply with at least state school building minimum standards.
3. Provide greater equity in funding and access for special education students within the public school system.
4. Allow public school tax credits to be used as determined by local districts.
5. Establish appropriate financial and academic accountability for Empowerment Scholarship Accounts.
6. Maximize trust land income for teachers' salaries and student classroom opportunities.

**3-5
years**

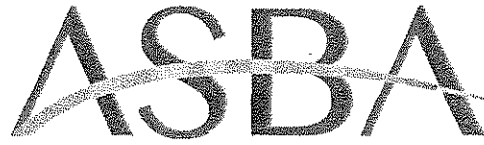
Building toward our long-term areas of success, the following items reflect issues that will not only move us forward, but we believe can be accomplished next year given the legislative atmosphere and current public trends.

1. Advocate to lessen unfunded mandates and administrative burdens.
2. Restore Building Renewal funding to ensure school facilities are adequately maintained.
3. Change "override/budget increase" language to "locally controlled funding" to better reflect what voters are being asked to support.
4. Allow school districts greater flexibility in the divestiture of property to address population and course needs.
5. Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement.
6. Restore 9th grade funding for CTE/JTEDs, and fully fund JTEDs at 100%, so that students have the opportunity to be exposed to and pursue career fields and/or certification completion.
7. Reinstate the ability of districts to charter schools for innovation.
8. Fund the implementation costs of Arizona's new standards, assessments, and technology and provide for adequate assessment transition time.
9. Lead efforts to align Arizona's accountability system with the criteria desired for student, school, and district success.
10. Fund inflation fully in the manner prescribed by statute mandated by Arizona voters.
11. Establish appropriate financial and academic accountability for Arizona Online Instruction programs.

2015

Short Term

2015 Session-Specific



Arizona School Boards Association

ISSUES FOR LEGISLATIVE COMMITTEE CONSIDERATION –
2016 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 _____.

Long-Term Issues – These should be core beliefs and/or issues that need to be addressed over 5-10 years (example: Uphold local control or completely revise the school finance formula)

1. _____
2. _____
3. _____

Short-Term Issues – These should be issues that can be accomplished over 3-5 years.
(example: Phase-in voluntary, statewide full-day kindergarten over 3-5 years)

1. _____
2. _____
3. _____

2016 Session-Specific Issues – These should be specific items for bill introduction in 2016.
(example: Change “override” to “local support”)

1. _____
2. _____
3. _____

PLEASE RETURN BY: MAY 29, 2015

ASBA FAX #: 602.254.1177 OR EMAIL: esanchez@azsba.org

To complete and submit this form online, go to: <http://www.azsba.org/2016-political-agenda>

www.azsba.org

Quality leadership and advocacy for children in public schools