NOTICE OF PUBLIC MEETING

Pursuant to A.R.S. §38-431.02, notice is hereby given that the Dysart Governing Board will hold a meeting open to the public on the date and day, at the time, and at the location shown below. A copy of the complete agenda with names and details is posted prior to the scheduled meeting during business hours at the Dysart Education Center at 15802 N. Parkview Place, Surprise, AZ 85374 or at www.dysart.org/public_meetings.

DYSART UNIFIED SCHOOL DISTRICT
GOVERNING BOARD MEETING AGENDA

REGULAR MEETING

TIME: 6:00 p.m. – Wednesday, March 20, 2013
PLACE: Nathaniel Dysart Education Center, 15802 N. Parkview Place, Surprise, AZ 85374

Individuals wishing to address the Governing Board must fill out a request form available in the Lobby and turn it in to the Board Clerk, Superintendent or Board Secretary prior to the start of the meeting. Those who have asked to speak will be called upon to address the Board at the appropriate time. Persons with a disability or who need an interpreter may request a reasonable accommodation, such as a translator or sign language interpreter, by contacting the Governing Board Secretary at 623-876-7002. Requests should be made at least 48 hours in advance to arrange the service.

1. Call to Order
   (Members of the Dysart Unified School District Governing Board will attend either in person or by telephone conference call.)

2. Pledge of Allegiance

3. Approval of the Agenda Form
   It is recommended the Governing Board approve this Agenda Form consistent with Board Policy and temporarily suspend any Governing Board policy with which this agenda may be inconsistent.
   Motion ______________ Second ______________ Vote __________

4. Summary of Current Events
   • Presentations, Recognitions, Celebrations
     • Spotlight Video – Common Core: The Path of Assessment
   • Superintendent Update
   • Governing Board Update
     • Traci Sawyer-Sinkbeil
     • Jerry Eynon
     • Christine Pritchard
     • Bonnie Schroader
     • Jennifer Tanner

5. Audience with Individuals or Groups
   This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Pursuant to A.R.S. §38-431.01(14), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date. In order to facilitate accomplishing the business of the District in a timely manner, a time limit of three (3) minutes will be imposed for each individual or group addressing the Board. When you approach the podium, please state your name for the record.
MOTION TO APPROVE CONSENT AGENDA ITEMS

It is recommended the Governing Board approve Consent Agenda items as presented.

Motion ____________  Second ________________  Vote __________

**ACTION/CONSENT**

1. Recommendation to Approve Personnel Action Items for the Period of March 6, 2013 Through March 20, 2013  
   Submitted By Mr. Dean
2. Recommendation to Approve the Employee 190, 195, 197, 211, 219, 229, 248, 254 and 257 Day Work Calendars for the 2013-2014 School Year  
   Submitted By Mr. Dean
3. Recommendation to Approve Implementation of the Support Services Manager Position in the 2012-2013 School Year with Modification to the Job Description  
   Submitted By Mr. Dean
4. Recommendation for Approval of Additional Positions for the 2013-2014 School Year  
   Submitted By Mr. Dean
5. Request for Release from Contract - Certificated Staff - 2012-2013 School Year  
   Submitted By Mr. Dean
6. Approval of the Minutes of the March 6, 2013 Governing Board Meeting  
   Submitted By Dr. Pletnick
7. Overnight Travel for Twenty-five Dysart High School JROTC Students and Three Chaperones to Attend the Spring Encampment at Fort Huachuca, AZ, March 22-26, 2013  
   Submitted By Dr. Miller
8. Out of State Travel for Eight (PBIS) Positive Behavior Intervention and Support Staff Members to Attend the Association for Positive Behavior Support 10th International Conference on Positive Behavior in San Diego, CA, March 27-30, 2013  
   Submitted By Dr. Miller
9. Extra Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of February 2013  
   Submitted By Dr. Pletnick
10. Approval/Ratification of Payroll Vouchers 7513 and 39 in the Amount of $4,907,257.32  
    Submitted By Dr. Pletnick
11. Approval of Expense Voucher 1038 in the Amount of $892,741.17  
    Submitted By Dr. Pletnick

**ACTION/DISCUSSION**

12. Recommendation for Approval of the Closure of Desert Moon School as a K-8 School in the Dysart Unified School District #89  
    Submitted By Dr. Pletnick
13. Recommendation for Approval of the Proposed Boundary Changes Beginning in the 2013-2014 School Year  
    Submitted By Dr. Pletnick
14. Recommendation to Approve the Appointment of High School Principal  
    Submitted By Mr. Dean
15. Recommendation to Approve the Appointment of K-8 Assistant Principal  
    Submitted By Mr. Dean
16. Recommendation to Approve the Appointment of K-8 Assistant Principal  
    Submitted By Mr. Dean
17. Recommendation to Approve the Appointment of K-8 Assistant Principal  
    Submitted By Mr. Dean
18. Recommendation to Approve the Appointment of K-8 Assistant Principal  
    Submitted By Mr. Dean
ACTION/DISCUSSION

19. Recommendation for Approval of Administrative, Certified, and Licensed Employee Contract Language for the 2013-2014 School Year Mr. Dean

20. Recommendation for Renewal of Eligible Certificated and Licensed Staff and Authorization to Issue Employment Contracts for the 2013-2014 School Year Mr. Dean

21. Recommendation for Renewal of Eligible Administrative Staff and Authorization to Issue Employment Contracts for the 2013-2014 School Year Mr. Dean

22. Recommendation to Approve the Certificated, Licensed, and Administrator Salary Schedules for Hiring -- 2013-2014 School Year Mr. Dean

23. Recommendation to Approve School Administration Front Office Staffing Models for the 2013-2014 School Year Mr. Dean

24. Recommendation to Approve the Certificated, Licensed, and Administrator Salary Schedules for Hiring -- 2013-2014 School Year Mr. Dean

INFORMATION

25. 2012-2013 Report on the Continuous Improvement Plan (CIP) for Sundown Mountain Alternative Program and Special Education Department Dr. Miller

26. 2012-2013 Meet and Confer – IBA Recommendations Dr. Pletnick

REQUESTS FOR FUTURE AGENDA ITEM(S)

ADJOURNMENT

Motion __________________ Second __________________ Vote ________
**Dysart Unified School District**  
March 20, 2013  
**Governing Board Meeting**  
"Exceeding standards, future ready"

**GOVERNING BOARD ITEM**

**AGENDA ITEM:**  *Recommendation to Approve Personnel Action Items for the Period of March 6, 2013 Through March 20, 2013*

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>M&amp;O, Title Funds, Cost: ________ Funding Source: Grants, IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action/Discussion</td>
<td>Information</td>
</tr>
</tbody>
</table>

**EXECUTIVE SUMMARY:**

It is recommended the Governing Board approve personnel action items which may include new hires, leaves of absence, resignations, terminations and supplemental compensation. Information regarding the personnel action items is attached.

**BOARD ACTION REQUESTED:**

It is recommended the Governing Board approve personnel actions for March 6, 2013 through March 20, 2013 as presented.

**SUBMITTED BY:**  
**SUPERINTENDENT:**  
**ACTION BY BOARD:**  Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____
## NEW HIRE

### CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
</tr>
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<tbody>
<tr>
<td>Cisneros, Andres</td>
<td>Coach</td>
</tr>
<tr>
<td>Costet-Hay, Jennifer</td>
<td>Child Care Aide</td>
</tr>
<tr>
<td>Sparks, Bobby</td>
<td>Coach</td>
</tr>
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### CLASSIFIED EXEMPT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Perez, Nichole</td>
<td>Academic Program Manager</td>
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</table>

## CHANGE IN FTE

### CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>OLD FTE</th>
<th>NEW FTE</th>
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<tbody>
<tr>
<td>Molanick, Sonia</td>
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## RESIGNATION

### CERTIFIED STAFF

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<td>Bailey, Brent</td>
<td>Mutually Agreed/ Administration Supports Waiver of Liquidated Damages</td>
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<td>Bragg, Craig</td>
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<td>05/24/2013</td>
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<td>Brosius, Astrid</td>
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<td>05/24/2013</td>
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<tr>
<td>Downey, Rena</td>
<td>Personal</td>
<td>05/24/2013</td>
</tr>
<tr>
<td>Goodman, Lidia</td>
<td>Retirement</td>
<td>05/24/2013</td>
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<tr>
<td>Guderian, Cara</td>
<td>Personal</td>
<td>05/24/2013</td>
</tr>
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<td>Morgan, Lisa</td>
<td>Relocation</td>
<td>05/24/2013</td>
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<tr>
<td>Suidinski, Lynne</td>
<td>Retirement</td>
<td>05/24/2013</td>
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</table>

### CLASSIFIED STAFF

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<tr>
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<tr>
<td>Contreras, Bertha</td>
<td>Retirement</td>
<td>05/23/2013</td>
</tr>
<tr>
<td>Friar, Terri</td>
<td>Personal</td>
<td>03/20/2013</td>
</tr>
<tr>
<td>Fulce, Priscilla</td>
<td>Personal</td>
<td>03/08/2013</td>
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</table>
March 20, 2013 Governing Board Meeting

<table>
<thead>
<tr>
<th>Name</th>
<th>Reason</th>
<th>Effective</th>
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<tbody>
<tr>
<td>Vaquez, Olga</td>
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<td>05/23/2013</td>
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<tr>
<td>Windsor, Angela</td>
<td>Relocation</td>
<td>03/15/2013</td>
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</table>

**TERMINATION**

**CLASSIFIED STAFF**

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<tr>
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<tbody>
<tr>
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<tr>
<td>Dickinson, Aariona</td>
<td>Job Abandonment</td>
<td>03/07/2013</td>
</tr>
<tr>
<td>Garibay, Placida</td>
<td>Job Abandonment/Did Not Return from LOA</td>
<td>03/01/2013</td>
</tr>
</tbody>
</table>

**SUPPLEMENTAL COMPENSATION**

Staff will be paid per MOU for Additional Training.

- Bennett, Eric
- Thomas, William
- Woods, Kurt

Staff will be paid per MOU for K-8 Activities.

- Braun, Jeff
- Hewitt, Richard
- Williams, Rachel

Staff will be paid for Additional Hours-Classified.

- Camacho, Margarita
- Taylor, Inelle
- Wright, Michael

Staff will be paid per MOU for Teaching and Tutoring.

- Borden, Anthony
- Krienitz, Monika
- Soto, Arlene

Staff will be paid per MOU for Additional Hours-Certified.

- Buikema, Ellen
- Robitaille, Debbie
- Trevillion, Ami

Staff will be paid per MOU for Game Supervisor.

- Hewitt, Richard

Staff will be paid per MOU for Coaching High School Sports.

- High School JV Coach
  - Flores, Abelardo
  - Kitchen, Robert

- Coach w/3 Sports
  - Taylor, Celeste

- AIA State Play-Offs Coach
  - Guthrie, Mark
  - Melbye, Kendra
  - Morrow, Shad
  - Schmitt, Christin
AGENDA ITEM: *Recommendation to Approve the Employee 190, 195, 197, 211, 219, 229, 248, 254 and 257 Day Work Calendars for the 2013-2014 School Year

Cost: ________________ Funding Source: Various

EXECUTIVE SUMMARY:

The Administration is recommending the approval of the 2013-2014 school year employee work calendars.

The work calendars are subject to periodic revisions during the year.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the employee 190, 195, 197, 211, 219, 229, 248, 254 and 257 day work calendars for the 2013-2014 school year as presented.
2013-2014 FISCAL YEAR
190-DAY WORK CALENDAR

***Start Date***

First Day for Students  August 5
Labor Day  September 2 - PAID
Fall Break  October 14 - 18
Veterans' Day  November 11 - PAID
Thanksgiving Recess  November 27 - 29
Non-Duty Day  December 20
Winter Break  December 23 - January 3
Martin Luther King Day  January 20 - PAID
Presidents' Day  February 17 - PAID
Spring Break  March 10 - 14
Spring Holiday  March 14 - PAID
Non-Duty Day  April 18
Last Day of School for Students  May 22
Last Work Day  May 22

190-DAY WORK CALENDAR
180 WORK DAYS + 10 PAID HOLIDAYS = 190 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

Governing Board Approved
**Unified School District**

**2013-2014 FISCAL YEAR**

**195-DAY WORK CALENDAR**

***Start Date***

First Day for Students: July 31

Labor Day: August 5

Fall Break: September 2 - PAID

Veterans' Day: October 14 - 18

Thanksgiving Recess: November 11 - PAID

Non-Duty Day: November 27 - 29

Winter Break: November 28, 29 - PAID

Martin Luther King Day: December 20

Presidents' Day: December 23 - January 3 (PAID)

Spring Break: March 10 - 14

Spring Holiday: March 14 - PAID

Professional Development Day: April 18

Last Day of School for Students: May 22

Last Work Day: May 23

**195-DAY WORK CALENDAR**

185 WORK DAYS + 10 PAID HOLIDAYS = 195 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

**NOTE**

Students are dismissed early every Monday beginning August 12 to provide time for teacher professional development.
2013-2014 FISCAL YEAR
197-DAY WORK CALENDAR

***Start Date***
First Day for Students July 31
Labor Day August 5
Fall Break September 2
Veterans' Day October 14 - 18
Thanksgiving Recess November 11 - PAID
Semester Break November 27 - 29
Winter Break December 20
Martin Luther King Day December 23 - January 3
Presidents' Day December 23 - January 3 - PAID
Spring Break January 20
Professional Development Day February 17
Last Day of School for Students March 10 - 14
Last Work Day April 18

Students are dismissed early every Monday beginning August 12 to provide time for teacher professional development.

Governing Board Approved _______________
2013-2014 FISCAL YEAR
211-DAY WORK CALENDAR
SUPPORT STAFF

***Start Date***
First Day for Students
Labor Day
Fall Break
Veterans’ Day
Thanksgiving Recess
Semester Break
Winter Break
Martin Luther King Day
Presidents’ Day
Spring Break
Professional Development Day
Last Day of School for Students
Memorial Day
Last Work Day

July 16
August 5
September 2 - PAID
October 14 - 18
November 11 - PAID
November 28 - 29 - PAID
December 20
December 23 - January 3
Dec. 24-25, Jan. 1 - PAID
January 20 - PAID
February 17 - PAID
March 10 - 14
March 14 - PAID
April 18
May 22
May 26 - PAID
May 30

211-DAY WORK CALENDAR
200 WORK DAYS + 11 PAID HOLIDAYS = 211 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

District summer calendar 4 x 10-hour days
(Monday—Thursday) July 15 — July 26
Note: July 16-18, 2013 will work 3 x 8-hour days

Governing Board Approved ____________.
## 2013-2014 FISCAL YEAR

### 211-DAY WORK CALENDAR

**CERTIFIED**

| Start Date | July 16 |
| First Day for Students | August 5 |
| Labor Day | September 2 |
| Fall Break | October 14 - 18 |
| Veterans' Day | November 11 - PAID |
| Thanksgiving Recess | November 27 - 29 |
| Semester Break | December 20 |
| Winter Break | December 23 - January 3 |
| Martin Luther King Day | January 20 |
| Presidents' Day | February 17 |
| Spring Break | March 10 - 14 |
| Professional Development Day | April 18 |
| Last Day of School for Students | May 22 |
| Memorial Day | May 26 |
| Last Work Day | May 30 |

### 211-DAY WORK CALENDAR

199 WORK DAYS + 12 PAID HOLIDAYS = 211 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

**District summer calendar 4 x 10-hour days**

(Monday—Thursday) July 15 — July 26

Note: July 16-18, 2013 will work 3 x 8-hour days

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Governing Board Approved ___________
2013-2014 FISCAL YEAR
219-DAY WORK CALENDAR

***Start Date***
First Day for Students: July 15
Labor Day: August 5
Fall Break: September 2 - PAID
Veterans' Day: November 11 - PAID
Thanksgiving Recess: November 27 - 29
Semester Break: December 20
Winter Break: December 23 - January 3
Martin Luther King Day: January 20 - PAID
Presidents' Day: February 17 - PAID
Spring Break: March 10 - 14
Spring Holiday: March 14 - PAID
Professional Development Day: April 18
Last Day of School for Students: May 22
Memorial Day: May 26 - PAID
Last Work Day: June 10

219-DAY WORK CALENDAR
208 WORK DAYS + 11 PAID HOLIDAYS = 219 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

District summer calendar 4 x 10-hour days
(Monday—Thursday) July 15 — July 26
(Monday—Thursday) June 2 — June 6

Note: June 9-10, 2014 will work 2 x 8-hour days

Governing Board Approved __________.
### 2013-2014 FISCAL YEAR
#### 229-DAY WORK CALENDAR

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td><em><strong>Start Date</strong></em></td>
<td>July 8</td>
</tr>
<tr>
<td>First Day for Students</td>
<td>August 5</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2 - PAID</td>
</tr>
<tr>
<td>Fall Break for Students</td>
<td>October 14 - 18</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>November 11 - PAID</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 27-29</td>
</tr>
<tr>
<td>Semester Break</td>
<td>December 20</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 23 - January 3</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 20 - PAID</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>February 17 - PAID</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 10 - 14</td>
</tr>
<tr>
<td>Spring Holiday</td>
<td>March 14 - PAID</td>
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<tr>
<td>Professional Development Day</td>
<td>April 18</td>
</tr>
<tr>
<td>Last Day of School for Students</td>
<td>May 22</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 26 - PAID</td>
</tr>
<tr>
<td>Last Work Day</td>
<td>June 10</td>
</tr>
</tbody>
</table>

**229-DAY WORK CALENDAR**

218 WORK DAYS + 11 PAID HOLIDAYS = 229 PAID DAYS

*Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.*

District summer calendar 4 x 10-hour days

(Monday—Thursday) July 8 — July 26
(Monday—Thursday) June 2 — June 6

Note: June 9-10, 2014 will work 2 x 8-hour days

*Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.*
### 2013-2014 FISCAL YEAR

#### 248-DAY WORK CALENDAR

<table>
<thead>
<tr>
<th>Independence Day</th>
<th>July 4 - PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day for Students</td>
<td>August 5</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2 - PAID</td>
</tr>
<tr>
<td>Fall Break for Students</td>
<td>October 14 - 18</td>
</tr>
<tr>
<td>Veterans' Day</td>
<td>November 11 - PAID</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 27 - 29</td>
</tr>
<tr>
<td>Semester Break</td>
<td>December 20</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 23 - January 3</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 20 - PAID</td>
</tr>
<tr>
<td>Presidents' Day</td>
<td>February 17 - PAID</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 10 - 14</td>
</tr>
<tr>
<td>Spring Holiday</td>
<td>March 14 - PAID</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>April 18</td>
</tr>
<tr>
<td>Last Day of School for Students</td>
<td>May 22</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 26 - PAID</td>
</tr>
</tbody>
</table>

#### 248-DAY WORK CALENDAR

- **236 WORK DAYS + 12 PAID HOLIDAYS = 248 PAID DAYS**

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

#### District summer calendar 4 x 10-hour days

(Monday—Thursday) July 8 — July 26
(Monday—Thursday) June 2 — June 27

Note: July 1—5, 2013 will work 4 x 8-hour days

#### Governing Board Approved
**2013-2014 FISCAL YEAR**
**254-DAY WORK CALENDAR**

<table>
<thead>
<tr>
<th>Independence Day</th>
<th>July 4 - PAID</th>
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<tbody>
<tr>
<td>First Day for Students</td>
<td>August 5</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2 - PAID</td>
</tr>
<tr>
<td>Fall Break for Students</td>
<td>October 14 - 18</td>
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<tr>
<td>Veterans' Day</td>
<td>November 11 - PAID</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 27 - 29</td>
</tr>
<tr>
<td>Semester Break</td>
<td>December 20</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 23 - January 3</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 20 - PAID</td>
</tr>
<tr>
<td>Presidents' Day</td>
<td>February 17 - PAID</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 10 - 14</td>
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<tr>
<td>Spring Holiday</td>
<td>March 14 - PAID</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>April 18</td>
</tr>
<tr>
<td>Last Day of School for Students</td>
<td>May 22</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 26 - PAID</td>
</tr>
</tbody>
</table>

**254-DAY WORK CALENDAR**

236 WORK DAYS + 12 PAID HOLIDAYS + 6 DESIGNATED VACATION DAYS = 254 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

**District summer calendar 4 x 10-hour days**

(Monday—Thursday) July 8 — July 26
(Monday—Thursday) June 2 — June 27

Note: July 1—5, 2013 will work 4 x 8-hour days

Designated vacation days are as follows:

- December 20 (1 day)
- December 26 (1 day)
- March 10—13 (4 days)
**2013-2014 FISCAL YEAR**

**257-DAY WORK CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Independence Day</td>
<td>July 4 - PAID</td>
</tr>
<tr>
<td>First Day for Students</td>
<td>August 5</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2 - PAID</td>
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<tr>
<td>Veterans’ Day</td>
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<tr>
<td>Thanksgiving Recess</td>
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<td>Winter Break</td>
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<td>January 20 - PAID</td>
</tr>
<tr>
<td>Spring Holiday</td>
<td>February 17 - PAID</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>March 14 - PAID</td>
</tr>
<tr>
<td>Last Day of School for Students</td>
<td>May 22</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 26 - PAID</td>
</tr>
</tbody>
</table>

**257-DAY WORK CALENDAR**

245 WORK DAYS + 12 PAID HOLIDAYS = 257 PAID DAYS

**Employees must be budgeted to work a minimum of 30 hours per week in primary position/assignment to be eligible for PAID holidays.**

District summer calendar 4 x 10-hour days

(Monday—Thursday) July 8 — July 26

(Monday—Thursday) June 2 — June 27

Note: July 1—5, 2013 will work 4 x 8-hour days

Governing Board Approved _________.
AGENDA ITEM: *Recommendation to Approve Implementation of the Support Services Manager Position in the 2012-2013 School Year With Modifications to the Job Description

EXECUTIVE SUMMARY:

Administration has recognized the need to accelerate the implementation of the position of Support Services Manager approved for the 2013-2014 school year. The administration is recommending the Support Services Manager position be filled for the remainder of the 2012-2013 school year rather than a start date of July 1, 2013. Beginning the position during the current school year will not have an impact on the District budget due to cost savings from other positions being vacated for the remainder of this year. The proposed modifications to the job description include reclassifying the position from a classified exempt status to a classified hourly status at a grade level of 34.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve implementation of the Support Services Manager position in the 2012-2013 school year with modifications to the job description.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: ______
**JOB DESCRIPTION**

**SUPPORT SERVICES MANAGER**

**TITLE**
Support Services Manager

**REPORTS TO**
Director of Student Services and Athletics

**FLSA STATUS**
Exempt Hourly

**SUPERVISES**
None

**WORK CALENDAR**
248 FTE

**GRADE**
Classified Exempt 34

**HOURS PER DAY**
34

**APPROVED**
2/6/2013

**REVISED**

**SUMMARY:**
Manage the receipt of and response to public concerns and complaints; manage student long-term suspension hearings; provide administrative assistance to the District athletic program; and coordinate with staff regarding legal matters involving students.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Manage all student long-term suspension hearings.

2. Provide training on proper documentation of student discipline.

3. Maintain a high-level understanding of laws, policies and best practices related to student discipline.

4. Develop, implement and manage a system to ensure timely and appropriate responses to public concerns and complaints.

5. Submit documentation to district, state and federal agencies as required by law.

6. Maintain student records in compliance with federal, state and local laws.

7. Provide administrative assistance to develop and maintain policies, procedure manuals, student and parent handbooks, and related documents.

8. Maintain effective communication with other departments.

9. Provide quality customer service.

10. Provide administrative assistance to the District athletic program.

11. Provide administrative assistance for state and federal grants program.

12. Assist in a timely manner with public records requests, subpoenas, student hearings, and other disclosures as required by law.

13. Analyze and present related data to staff.

14. Establish and maintain good rapport with students, employees, community members and vendors.

15. Maintain a high level of ethical behavior and confidentiality.

16. Other job-related duties as assigned.
KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education
1. High school diploma or G.E.D.
2. Post secondary coursework in the field of student services.

Experience
1. Experience managing student services related duties preferred.
2. District-level leadership experience preferred.
3. Experience communicating and de-escalating difficult issues with students, parents, staff and community members.

Computer Skills
1. Demonstrate intermediate competency in computer applications such as MS Word, Excel, Access, student management, and e-mail.

Communication Skills
1. Ability to read and interpret general documents such as employee handbooks and safety and training manuals.
2. Ability to write general correspondence and speak effectively with others.

Math Ability
1. Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals.

Reasoning Ability
1. Ability to interpret assortment of instructions furnished in variable forms.
2. Ability to apply reason to research and solve moderately complex issues with little or no assistance.

Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is frequently required to sit, talk, and hear. The employee occasionally will stand and walk. The employee is occasionally required to reach with hands and arms. Employee will frequently interact with the public, students and other staff members. Specific vision abilities required by this job include close vision.

WORKING CONDITIONS

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the American’s with Disabilities Act (ADA) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

The Dysart Unified School District is an Equal Employment Opportunity Employer in compliance with Title VI of the Civil Rights Act of 1964, Civil Rights Act Title VII of 1972, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Dysart Unified School District does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in employment or in any of its educational programs or in the provisions of benefits and services to students.
AGENDA ITEM: *Recommendation for Approval of Additional Positions for the 2013-2014 School Year

Action/Consent X Action/Discussion ___ Information ___ Supporting Data X

Cost: __________ Funding Source: Title I & M/O

EXECUTIVE SUMMARY:

On February 6, 2013, the Governing Board received information regarding the restructuring of positions proposed for the 2013-2014 school year, designed to ensure staffing resources are best utilized to drive learning improvements in the District. This agenda item provides recommendations for two additional positions aligned with the restructuring framework. Information on the positions, including FTE, funding and location, is listed below. Also included are copies of job descriptions for review.

<table>
<thead>
<tr>
<th>Certified Position</th>
<th>FTE</th>
<th>Number of Positions</th>
<th>Funding</th>
<th>Location or Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Intervention Specialist</td>
<td>1.0</td>
<td>2</td>
<td>Title I / M&amp;O</td>
<td>Title I High Schools</td>
</tr>
<tr>
<td>School Data Improvement Specialist</td>
<td>1.0</td>
<td>9</td>
<td>Title I</td>
<td>Title I Elementary Schools</td>
</tr>
</tbody>
</table>

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve additional positions as listed for the 2013-2014 school year.

SUBMITTED BY: [Signature]

SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____

Page 1 of 1
JOB DESCRIPTION
ACADEMIC INTERVENTION SPECIALIST

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Academic Intervention Specialist</th>
<th>REPORTS TO</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA STATUS</td>
<td>Exempt (salaried)</td>
<td>SUPERVISES</td>
<td>Does not supervise others</td>
</tr>
<tr>
<td>WORK CALENDAR</td>
<td>197</td>
<td>FTE</td>
<td>1.0</td>
</tr>
<tr>
<td>GRADE</td>
<td>Certified Salary Schedule</td>
<td>HOURS PER DAY</td>
<td>7.75</td>
</tr>
<tr>
<td>APPROVED</td>
<td></td>
<td>REVISED</td>
<td></td>
</tr>
</tbody>
</table>

SUMMARY: The Academic Intervention Specialist will work with parents, students and staff to provide support for students’ academic progress and pathways through high school. The individual will work with teachers and students to provide the academic strategies needed for students to develop the skills that will assist them in their post-secondary pathways. The incumbent will assist students and parents in ensuring the proper steps are taken to support students’ post-graduation plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Plan and conduct parent meetings about the academic programs available for students on campus and after graduation
2. Plan and execute parent involvement workshops and trainings to strengthen parent-student engagement and support of their child’s academic progress (ie. student ECAPs, AZCIS, WestMec, & Dual Enrollment)
3. Plan and deliver professional development for staff on providing academic instructional strategies and other supports to prepare students for eligibility to four year colleges and universities
4. Plan and meet with students on developing/improving college/career-level entry skills and the academic coping skills needed to be successful after high school
5. Create and implement a positive reward system for recognizing academic success
6. Create and implement a positive reward system for parents who are involved with school and working towards the achievement of supporting their children in academic success
7. Coordinate with students, parents and the guidance counselors in supporting opportunities to students on their caseloads in post-secondary needs such career interest inventories, college entrance exams, applications and scholarships
8. Coordinate with school counselors to ensure students’ academic success in their current class; monitor student progress and develop intervention plans when needed
9. Advocating for parents and promoting interest in schooling, their plans for the future and enhancing their commitment to their personal goals after high school
10. Assist struggling students in creating academic success plans
11. Plan and conduct intervention workshops and trainings to staff on providing intervention opportunities to students
12. Coordinate newsletters and parent events calendar
13. Maintain log of meetings with parents, parent contacts and students
14. Promote school goals, projects and programs to the community
15. Establish and maintain good rapport with students, employees, community members and vendors
16. Maintains a high level of ethical behavior and confidentiality
17. Other job related duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED**

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education**
1. Bachelor’s degree in education with appropriate teacher certification
2. Master’s degree with administrative certification preferred
3. Possess and maintain a valid fingerprint clearance card

**Experience**
1. Experience with academic planning and creating intervention plans
2. Demonstrated effectiveness in planning professional development
3. Bi-lingual in English and Spanish preferred
4. Demonstrates excellent oral and written communication skills

**Computer Skills**
1. Demonstrated competency in computer applications such as MS Word and Excel

**Communication Skills**
1. Ability to read and interpret general documents such as employee handbooks and safety/training manuals.
2. Ability to write general correspondence and speak effectively with others.

**Math Ability**
1. Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals.

**Reasoning Ability**
1. Ability to work with little supervision
2. Ability to interpret assortment of instructions furnished in variable forms.
3. Ability to apply reason to research and solve moderately complex issues with little or no assistance.

_Such alternatives to the above qualifications as the Board may find appropriate and acceptable._

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is frequently required to sit, talk, and hear. The employee occasionally will stand and walk. The employee is occasionally required to reach with hands and arms. Employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision.

The information contained in this job description is for compliance with the American’s with Disabilities Act (ADA) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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Academic Intervention Specialist
SCHOOL DATA IMPROVEMENT SPECIALIST

<table>
<thead>
<tr>
<th>TITLE</th>
<th>School Data Improvement Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPORTS TO</td>
<td>Principal</td>
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<td>FLSA STATUS</td>
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</tr>
</tbody>
</table>

**SUMMARY:**
The School Data Improvement Specialist will plan, implement and obtain various data relevant to the needs of the student population in the school and in the continuing improvement plan. Incumbents provide technical assistance in all areas for all subgroups in linking data and other related planning.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Allocates the time and resources of the school and data system to the goals and objectives of the continuous improvement plan

2. Develops information systems to routinely monitor school and classroom results that guide improvement efforts

3. Contributes to plans to recognize contributions toward achieving school/classroom goals

4. Monitors systematic processes used to implement achievement strategies.

5. Provide help with implementation of district assessment plan to measure achievement of all students and provides data for improvement in the instructional program of the school

6. Assists school personnel and parents with interpretation of test data

7. Participates in program evaluation to ensure effectiveness of meeting students' needs

8. Manages school survey processes

9. Contributes to attendance issues

10. Conducts and monitors parent and student truancy meetings

11. Contributes to student meetings regarding failures and interventions

12. Provides assistance to administrators as needed

13. Establish and maintain good rapport with students, employees, community members and vendors

14. Maintains a high level of ethical behavior and confidentiality
**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED**

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### Education

1. Bachelor's degree or higher in education with appropriate teacher certification
2. Possess and maintain a valid fingerprint clearance card

### Experience

1. Two years (2) successful experience as a teacher and/or administrator
2. Experience in working with academically at-risk students
3. Demonstrates excellent oral and written communication skills

### Computer Skills

1. Demonstrated competency in computer applications such as MS Word and Excel

### Communication Skills

1. Ability to read and interpret general documents such as employee handbooks and safety/training manuals
2. Ability to write general correspondence and speak effectively with others

### Math Ability

1. Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals

### Reasoning Ability

1. Ability to work with little supervision
2. Ability to interpret assortment of instructions furnished in variable forms
3. Ability to apply reason to research and solve moderately complex issues with little or no assistance

*Such alternatives to the above qualifications as the Board may find appropriate and acceptable.*

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AGENDA ITEM: *Request for Release from Contract – Certificated Staff – 2012-2013 School Year

Action/Consent X Action/Discussion Information Supporting Data

Cost: N/A Funding Source: 

EXECUTIVE SUMMARY:

Ashley Seay, teacher at Dysart High School, requests to be released from her 2012-2013 contract.

The administration recommends that the Governing Board not release Ms. Seay from her 2012-2013 Certificated Employee Contract.

BOARD ACTION REQUESTED:

It is recommended the Governing Board not release Ashley Seay from her 2012-2013 Certificated Employee Contract.
AGENDA ITEM: *Approval of the Minutes of the March 6, 2013 Governing Board Meeting

Action/Consent X Action/Discussion ___ Information ___ Supporting Data X

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve the minutes of the March 6, 2013 Governing Board meeting.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the minutes of the March 6, 2013 Governing Board meeting.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ___ Second: ___ Vote: ___ AGENDA ITEM: ___
I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Traci Sawyer-Sinkbeil called the regular meeting to order at 6:00 p.m. Governing Board members constituting a quorum were present; Ms. Traci Sawyer-Sinkbeil, Ms. Christine Pritchard, Mr. Jerry Eynon, Ms. Jennifer Tanner, and Mrs. Bonnie Schroader.

2. Ms. Traci Sawyer-Sinkbeil led the Pledge of Allegiance.

3. A motion by Sawyer-Sinkbeil/Schroader was entered to approve the Agenda Form consistent with Board Policy and temporarily suspend any Governing Board Policy with which this agenda may be inconsistent. UNANIMOUS

4. Presentations, Recognitions, Celebrations
   - Willow Canyon High School Evolution Show Choir performed.
   - Sara Huber, a Countryside student, was recognized for her perfect score on the ACT 2012 EXPLORE. She is 1 of 1000 Dysart students and 1 of 38 out of 37,427 Arizona students in the initiative to have a Perfect Score.
   - Governing Board President, Traci Sawyer-Sinkbeil, thanked the New Century Learner Showcase hosts and participating students for their presentations.

PUBLIC HEARING

At 6:20 p.m., Traci Sawyer-Sinkbeil called for a recess in the Regular Meeting for the purpose of a Public Hearing to receive input regarding the closure of Desert Moon School and possible boundary changes for students residing in the Desert Moon attendance area.

Closure of Desert Moon School
Possible boundary changes for students residing in the Desert Moon attendance area

Dr. Pletnick informed the audience that Administration is recommending Desert Moon School be closed as a K-8 school campus for next year based on enrollment and projection information used to staff and plan for facilities. With under 300 students for next year, keeping the facility fully staffed with administrators, coaches etc., is not a viable option. That drain on very limited and critical resources has a negative impact on the district as a whole. Closing Desert Moon as a K-8 campus would save the district almost 1.5M in staffing for next year. The facility can be utilized for other programs already in place but needing space due to expanding numbers of students. Closing the school will necessitate boundary changes and a recommendation is being made for students in the school attendance area be reassigned to Parkview and Kingswood.

The following individuals provided input to the Governing Board regarding closure of Desert Moon as a K-8 school:
Ms. Amy Podeszek, a parent, addressed the Board and asked about the disposition of the Desert Moon Arts Academy grant funds. Dr. Pletnick informed her Dr. Miller will provide her with information regarding disposition of those funds.

Ms. Deborah Luder is the parent of an 8th grade student at Desert Moon. She is the owner of the Luder Group, a real estate investment firm, with the primary goal of purchasing homes and making them available to families for rental and possible home ownership. Even though her son will not attend Desert Moon next year, she expressed her great concern for the remaining students and community as a whole in placing students with high risk behaviors at the Desert Moon facility. She felt strongly that the presence of those students in the neighborhood would stigmatize the community.

Mr. Steven Dorsey spoke against closure and reminded the Board that the developer of the Asante and Desert Oasis communities donated land for building a school to serve those communities. He further challenged the savings figure of $1.5M quoted by the Superintendent and asked if losing students leaving the district for Nadaburg, Peoria and Wickenburg and the cost bus students were considered by administration in making this recommendation.

Mr. Michael Stone has two children attending Desert Moon. He addressed the Governing Board and spoke against closure. He indicate his question about how much it would cost the district per student to lose 330 kids had not been addressed by Administration at the informational meetings. He suggested the mishandling of Desert Moon is the reason enrollment is down. He indicated, if Desert Moon was closed, his children would not attend Dysart schools next year but would instead be enrolled in Nadaburg or Peoria districts.

Ms. Beth Simek, the President of the Surprise/El Mirage PTA, expressed her concern that the kids at Sundown are stigmatized as “bad kids”. She indicated Sundown is an alternative program for students who have difficulty learning in a traditional classroom setting. “We have several alternative programs/schools within the district; the Cambridge Academy at Marley Park is one of those programs, we just don’t use the term alternative when we talk about Cambridge.”

After input was received from the above individuals, Ms. Traci Sawyer-Sinkbeil concluded the Public Hearing and resumed the Regular Meeting at 6:37 p.m.

5. Audience with Individuals or Groups

Mr. Ab Jackson, President/CEO Surprise Regional Chamber of Commerce, presented Dr. Pletnick with a plaque to recognize her service on the Surprise Chamber Board of Directors.

6. Summary of Current Events

- Superintendent Update – Dr. Pletnick reported she is visiting schools to surprise this year’s Dysart Hero Award winners. The awards dinner is scheduled for April 4, 2013; a limited number of tickets are available. The district will once again be a featured contributor on March 14th for the Alliance in Excellent Education. She will participate, at their offices in Washington, D.C., in a webinar focused on the topic of Effective Use of Time Through Digital Learning. Registration for the webinar is free. Guest readers including our Board are visiting schools as part of the celebration of reading for Dr. Seuss’s birthday.
• Governing Board Update
  • Traci Sawyer-Sinkbeil attended a non-profit leadership training last month unrelated to education where non-profit boards were offered guidance for movement toward policy governance. She sat on the Canyon Ridge February 11th Helios grant interview panel. Additionally, she attended the February 12th Mayor’s State of the City address and the chamber of commerce breakfast. On February 27th she participated in a webinar moderated by NSBA’s Director of Technical & Innovation, Anne Flynn. She also participated in the Read Across America event at Countryside and the Dysart Heroes Patrol this week.
  • Christine Pritchard attended the February 14th Desert Moon informational meeting at the District Office. On February 26th, she participated in an in-service with Dr. Shelley Isai regarding the 6-traits writing instruction and evaluation of student work. In addition, she read to Countryside students on March 6th during Read Across America and also participated in the Dysart Heroes Patrol this week.
  • Jennifer Tanner attended the Mayor’s State of the City address and also participated in the City of Surprise Youth Master Plan meeting. During Read Across America, she read to a 6th grade class at Countryside. She also had the opportunity to participate on the Heroes Patrol this week.
  • Jerry Eynon had the opportunity to read at Countryside during Read Across America and also visited Canyon Ridge School and participated in the City of Surprise Youth Master Plan meeting.
  • Bonnie Schroader wished staff a safe Spring Break and offered condolences to family members and staff for a student who passed this week.

ACTION/CONSENT

A motion by Schroader/Eynon was entered to approve the consent items as presented with the exception of item #5. (Item #5 was pulled from the agenda.)

UNANIMOUS

ACTION/CONSENT

1. Recommendation for Approval to Issue and Release Invitations for Bid for Athletic Supplies & Equipment
   Approved the issue and release of multi-term invitations for bid for Athletic Supplies & Equipment for the 2013-2014 fiscal year.
   UNANIMOUS

2. Recommendation to Approve Agreement with Solution Tree, Inc. for a Professional Development Workshops on Professional Learning Communities and Authorize the Associate Superintendent to Sign the Agreement and any Affiliated Documents
   Approved
   UNANIMOUS

3. Recommendation to Approve the Solar Services Agreement with Kennedy Partners, LLC, a Limited Liability Company and Authorize the Assistant Superintendent for Support Services to Sign the Agreement and Any Affiliated Documents
   Approved the agreement with Kennedy Partners, LLC for solar services and authorized the Assistant Superintendent for Support Services to sign the agreement and any affiliated documents.
   UNANIMOUS
4. Recommendation to Approve Personnel Action Items for the Period of February 6, 2013 Through March 6, 2013
   Approved. Appendix A

5. Recommendation to Implement the Support Services Manager Position in the 2012-2013 School Year
   Action was taken to pull this item from the agenda.

6. Recommendation to Terminate Employment – Classified Staff – 2012-2013 School Year
   Approved the termination of Ilie Deme effective March 6, 2013.

7. Approval of the Minutes of the February 6, 2013 Governing Board Meeting and Special Posted Events
   Approved

8. Hearing Officer’s Recommendation(s) Long Term Suspension
   Accepted the Hearing Officer’s recommendation to long-term suspend student(s) in the matter of Student Discipline Hearing(s) HOR1213-019, HOR1213-020, HO1213-021, HOR1213-022, HOR1213-023 and HOR1213-024.

9. Out of State Travel for Forty Dysart High School, Willow Canyon High School and Shadow Ridge High School Key Club Members and Five Advisors to Attend the Southwest District Key Club Convention in El Paso, TX on April 12-14, 2013
   Approved

10. Out of State Travel for One Language Arts Specialist to Attend the Journalism Education Association JEA/NSPA Spring National High School Journalism Convention in San Francisco, CA, April 24-27, 2013
    Approved

11. Overnight Travel for Up to Twelve Valley Vista High School (FCCLS) Family Career and Community Leaders of America Students, One Advisor and Two Chaperones to Attend the 2013 FCCLA State Leadership Conference in Tucson, AZ, March 20-23, 2013
    Approved

12. Out of State Travel for Twenty Willow Canyon High School Theatre Students, One Advisor and Three Chaperones to Attend the International Thespian Society Festival at the University of Nebraska, Lincoln, NE, June 24-29, 2013
    Approved

13. Overnight Travel for Up to Fifty Willow Canyon High School Freshman Football Team Members and Six Coaches/Chaperones to Attend Summer Football Camp in Winslow, AZ, July 14-19, 2013
    Approved

Minutes of the March 6, 2013 Governing Board Meeting
14. Overnight Travel for Up to One Hundred Willow Canyon High School JV/Varsity Football Team Members and Thirteen Coaches/Chaperones to Attend Summer Football Camp in Winslow, AZ, July 21-26, 2013 Approved

15. Out of State Travel for One Willow Canyon High School Ceramics Teacher to Attend the (NCECA) National Council for the Education of Ceramic Arts in Houston, TX, March 19-23, 2013 Approved

16. Acceptance of Donations, Gifts and Grants Accepted

17. Extra Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of January 2013 Acknowledged receipt of the Extra Curricular Tax Credit Fund and the Student Activities Fund reports for the month of January 2013. Approved

18. Approval/Ratification of Payroll Vouchers 7509, 35, 7510, 36, 7511, 37, 7512 and 38 in the Amount of $9,860,046.48 Approved

19. Approval of Expense Vouchers 1034, 1035, 1036 and 1037 in the Amount of $5,278,679.41 Approved

**ACTION/DISCUSSION**

20. Recommendation to Approve the Appointment of Summer School Coordinator
   A motion by Tanner/Schroader was entered to approve the appointment of Christine Wilfong as Summer School Coordinator. Approved

21. Recommendation for Authorization to Issue Notice of Intent Not to Re-employ Certificated Staff for the 2013-2014 School Year
   A motion by Pritchard/Sawyer-Sinkbeil was entered to approve the non-renewal of contracts for Robert Baratta and Karla Taylor and authorize the Assistant Superintendent for Employee and Public Relations on behalf of the Governing Board to provide written notice of non-renewal prior to April 15, 2013. Approved

22. Recommendation for Authorization to Issue Notice of Intent Not to Re-employ Certificated Staff for the 2013-2014 School Year
   A motion by Sawyer-Sinkbeil/Schroader was entered to approve the non-renewal of contracts for Melani Corley and authorize the Assistant Superintendent for Employee and Public Relations on behalf of the Governing Board to provide written notice of non-renewal prior to April 15, 2013. Approved
23. Recommendation for Approval of the 2013-2014 Governing Board Meeting Schedule
   After discussion, a motion by Tanner/Eynon was entered to approve the 2013-2014 Governing Board Meeting Schedule as presented. UNANIMOUS

INFORMATION

24. 2012-2013 Report on the Continuous Improvement Plan (CIP) for Dysart Early Childhood Preschool Center and Riverview School
   Leadership teams representing Dysart Early Childhood Preschool Center and Riverview School presented information regarding CIP achievements and goals/actions in place to ensure continued improvement. The Governing Board asked clarifying questions and received input from the teams regarding the presentations. Appendix B

CALL FOR EXECUTIVE SESSION

A motion by Sawyer-Sinkbeil/Pritchard was entered to recess to executive session pursuant to A.R.S. § 38-431.03 A.2 and A.R.S. § 15-843 for the purpose of conducting a review of the recommendation of a hearing officer regarding a student expulsion. UNANIMOUS

   • Hearing Officer’s Recommendation HOR1213-025 for expulsion

A motion by Sawyer-Sinkbeil/Schroader was entered to recess to executive session pursuant to A.R.S. § 38-431.03.A.3 to receive legal advice regarding a student expulsion. UNANIMOUS

   • Legal advice regarding student expulsion

REQUESTS FOR FUTURE AGENDA ITEMS

Ms. Bonnie Schroader asked administration to contact Mr. Michael Stone and provide him with answers to the questions he asked during the Public Hearing and provide a report back to the Board. In addition, she requested information about how we will pay for a Monday-Friday Preschool format. This information may be provided through the Superintendent’s Weekly Update.

ADJOURNMENT

On a motion entered by Sawyer-Sinkbeil/Schroader and by a unanimous vote, the meeting ended at 8:16 p.m.

Signed: Date:

_________________________ April 3, 2012
AGENDA ITEM: *Overnight Travel for Twenty-five Dysart High School JROTC Students and Three Chaperones to Attend the Spring Encampment at Fort Huachuca, AZ, March 22-26, 2013

Action/Consent X Action/Discussion ___ Information ___ Supporting Data ___

Cost: N/A Funding Source: United States Army

EXECUTIVE SUMMARY:

WHO: Twenty-five Dysart High School JROTC students and two male and one female chaperone

WHAT: Spring Encampment

WHERE: Fort Huachuca, AZ

WHEN: March 22-26, 2013

WHY: The purpose of the encampment is to provide an environment that is conducive to practical application of good citizenship and leadership techniques and to introduce cadets to life in a military setting by enabling cadets to practice leadership in an unfamiliar environment. The cadets will participate in citizen-building math-science exercise, experience living and interacting with peers in a military setting, instruct military skills in a “hands-on” environment and participate in adventure type training not available on unit campus.

COST: All expenses for the travel will be paid by the United States Army. Students will travel to the event via charter bus. There will be no guest teachers requested for this travel.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the overnight travel of twenty-five Dysart High School JROTC students and three chaperones to attend the Spring Encampment at Fort Huachuca, AZ, March 22-26, 2013.

SUBMITTED BY: [Signature]
SUPERINTENDENT [Signature]

ACTION BY BOARD: Motion: ____ Second: ____ Vote: ____ AGENDA ITEM: ____
AGENDA ITEM: *Out of State Travel for Eight (PBIS) Positive Behavior Intervention and Support Staff Members to Attend the Association for Positive Behavior Support 10th International Conference on Positive Behavior in San Diego, CA, March 27-30, 2013

Action/Consent X Action/Discussion _____ Information ____ Supporting Data ____

Cost: $11,016.00 Funding Source: S3 Grant

EXECUTIVE SUMMARY:

WHO: Eight Positive Behavior Intervention and support staff members

WHAT: Association for Positive Behavior Support 10th International Conference on Positive Behavior

WHEN: March 27-30, 2013

WHERE: San Diego, CA

WHY: The purpose of the conference is for PBIS schools to collaborate and obtain additional training in the area of behavioral intervention and support. The Safe Supportive Schools (S3) Grant utilizes PBIS as a universal strategy to meet S3 goals and objectives. The purpose is to sustain a District-wide PBIS Team.

COST: The approximate cost of $11,016.00 includes registration, airfare, lodging and meals to be paid by S3 grant funds. Guest teachers to be paid by S3 grant funds.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the out of state travel for eight Positive Behavior Intervention and support staff members to attend the association for Positive Behavior Support 10th International Conference on Positive Behavior in San Diego, CA, March 24-30, 2013.

SUBMITTED BY: Amiller SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____

Page 1 of 1
Dysart Unified School District  
March 20, 2013  
Regular Governing Board Meeting

"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM:  *Extra Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of February 2013

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
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<tbody>
<tr>
<td>X</td>
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<td></td>
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<tr>
<td>Cost:</td>
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<td>Funding Source:</td>
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EXECUTIVE SUMMARY:

As required by the Uniform System of Financial Records (USFR), Arizona State Statutes §15-1123 and Governing Board Policy Section 10.38, monthly reports on revenues, disbursements and balances must be prepared and submitted to the Governing Board.

BOARD ACTION REQUESTED:

It is recommended the Governing Board acknowledge receipt of the Extra Curricular Tax Credit Fund and the Student Activities Fund reports for the month of February 2013.

SUBMITTED BY:  
SUPERINTENDENT:  
ACTION BY BOARD:  Motion:  Second:  Vote:  AGENDA ITEM: 9
## Extra Curricular Tax Credit Funds for Fiscal Year 2012-13

**Period ending February 28, 2013**

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### Athletics - 5501

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<th>5,085.84</th>
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<td>2,290.75</td>
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<td>3,480.76</td>
<td>3,106.96</td>
<td>2,455.15</td>
<td>1,322.30</td>
<td>682.46</td>
<td>3,222.64</td>
<td>426.74</td>
<td>1,019.30</td>
<td>1,019.30</td>
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<td>(290.08)</td>
<td>(369.60)</td>
<td>(125.72)</td>
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<td>(308.96)</td>
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<td><strong>Total Expense</strong></td>
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<td>(719.07)</td>
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### Fine Arts - 5502

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<th>3,106.96</th>
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<th>3,222.64</th>
<th>426.74</th>
<th>1,019.30</th>
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<td><strong>Total Encumbrances</strong></td>
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<td>(591.65)</td>
<td>(2,305.78)</td>
<td>(3,155.03)</td>
<td>(3,043.87)</td>
<td>(2,055.03)</td>
<td>(1,459.27)</td>
<td>(336.50)</td>
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### Enrichment/Remedial - 5505

| Beg Bal as of 07/01/12 | 18,834.12 | 17,256.36 | 7,064.84 | 4,740.99 | 5,264.43 | 4,507.70 | 2,393.47 | 1,425.44 | 304.13  | 2,062.73 | 2,907.93 | 11,129.53 |
|------------------------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| **Total Revenues**     | 4,367.77  | 4,218.28 | 4,068.19 | 1,357.27 | 1,746.43 | 1,019.30 | 1,357.27 | 1,019.30 | 1,019.30 | 1,019.30 | 1,019.30 | 1,019.30 | 1,019.30 | 1,019.30 |
| **Total Encumbrances** | (148.44)  | (591.65) | (2,305.78) | (3,155.03) | (3,043.87) | (2,055.03) | (1,459.27) | (336.50) | (2,125.27) | -       | -       | -       | -       |
| **Total Expense**      | (571.28)  | (591.65) | (2,305.78) | (3,155.03) | (3,043.87) | (2,055.03) | (1,459.27) | (336.50) | (2,125.27) | -       | -       | -       | -       |
| **Ending Balance**     | 22,792.13 | 14,528.64 | 4,273.55 | 7,233.70 | 4,919.07 | 6,253.33 | 4,219.30 | 2,719.06 | 1,270.35 | 5,586.42 | 11,198.56 |

### Reallocation - 5509

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<td>66,079.08</td>
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<td>22,792.13</td>
<td>4,068.44</td>
<td>27,885.74</td>
<td>16,594.58</td>
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Submitted by: Marcia Rodriguez

Date: 3-5-13
## DYSART UNIFIED SCHOOL DISTRICT NO.89  
**EXTRA CURRICULAR TAX CREDIT FUNDS FOR FISCAL YEAR 2012-13**  
Period ending February 28, 2013

### School Designate - 5501

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### Athletics - 5501

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### Fine Arts - 5502

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### Enrichment/Remedial-5505

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### Reallocation-5509

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<td><strong>Total Transferred</strong></td>
<td>3,472.87</td>
<td>645.49</td>
<td>369.39</td>
<td>270.00</td>
<td>3,764.85</td>
<td>6,045.85</td>
<td>3,788.07</td>
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<td>12,000.00</td>
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<td>253,980.00</td>
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<td><strong>Total</strong></td>
<td>3,472.87</td>
<td>645.49</td>
<td>369.39</td>
<td>270.00</td>
<td>3,764.85</td>
<td>6,045.85</td>
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<td>14,012.10</td>
<td>12,000.00</td>
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### TOTAL BY SCHOOL

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<td>73,241.78</td>
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### DUSD # 89

#### STUDENT ACTIVITIES FUND

**PERIOD ENDING: February 2013**

<table>
<thead>
<tr>
<th>Project</th>
<th>ELEMENTARY/ALTERNATIVE SCHOOLS:</th>
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<tr>
<td>8001</td>
<td>101 - DYSART</td>
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<tr>
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<td>$11,600.86 $77.00 $(342.43) $11,335.42 $(1,215.25) $10,120.17</td>
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<td>102 - EL MIRAGE</td>
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<td>103 - LUKE</td>
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<td>$10,644.30 $466.25 $(2,651.50) $8,459.05 $(688.20) $7,760.85</td>
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<td>8001</td>
<td>104 - SURPRISE</td>
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<td>8001</td>
<td>106 - KINGSWOOD</td>
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<td>$18,489.37 $830.00 $(1,761.64) $17,557.73 $(1,817.63) $15,740.10</td>
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<td>111 - ASHTON RANCH</td>
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<td>$7,611.36 $1,154.00 $(547.50) $8,217.86 $(300.00) $7,917.86</td>
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<td>112 - CIMARRON SPRINGS</td>
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<td>$16,385.00 $3,685.00 $(2,307.32) $17,762.68 $(11,800.00) $5,962.68</td>
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<td>116 - MARLEY PARK</td>
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<td>$8,783.13 $1,261.00 $(875.00) $9,369.13 $(1,985.76) $7,383.37</td>
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<td>117 - THOMPSON RANCH</td>
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<td>118 - SUNSET HILLS</td>
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<td>$3,908.51 $3,908.51 $(54.90) $3,853.61 $(200.00) $3,653.61</td>
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<td>119 - RANCHO GABRIELA</td>
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<td>120 - SONORAN HEIGHTS</td>
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<td>121 - WESTERN PEAKS</td>
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<td>122 - PARKVIEW</td>
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<td>123 - MOUNTAIN VIEW</td>
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<td>$7,874.88 $2,712.00 $(200.00) $10,386.88 $(4,680.00) $5,706.88</td>
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**Uncategorized CCM and Check Order**

$70.50 $70.50 $70.50

**Totals for Elementary/Alternative Schools**

$172,341.44 $14,795.17 $(10,292.99) $176,843.62 $(28,883.10) $147,960.52

### 205 - DYSART HIGH SCHOOL

<table>
<thead>
<tr>
<th>Project</th>
<th>Anime Club</th>
<th>Art Club</th>
<th>AVID Club (Advancement Via Individual Determination)</th>
<th>Band Club</th>
<th>Boys' Baseball Club</th>
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<td>$ -</td>
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Page 1 of 7
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<th>Description</th>
<th>Beginning Cash Balance</th>
<th>Income (Deposits/Trfr)</th>
<th>Expense (Paid Invoices)</th>
<th>Subtotal: Month End Cash Balance</th>
<th>Expense Open POs (Encumbrances)</th>
<th>Month End Including Encumbrances</th>
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<td>8009</td>
<td>Boys’ Basketball (Lettermans)</td>
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## DUSD # 89

### STUDENT ACTIVITIES FUND

**PERIOD ENDING: February 2013**

<table>
<thead>
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<th>Project</th>
<th>Cash Balance</th>
<th>Income (Deposits/Trfr)</th>
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<th>Subtotal: Month End Cash Balance</th>
<th>Expense Open POs (Encumbrances)</th>
<th>Month End Including Encumbrances</th>
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<td>8084 Three Dimensional Clay Club</td>
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<td>$520.49</td>
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<tr>
<td><strong>Totals for Dysart HS</strong></td>
<td><strong>$59,602.57</strong></td>
<td><strong>$11,660.70</strong></td>
<td><strong>$64,470.24</strong> (12,702.04) <strong>$51,768.20</strong></td>
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### 210 - WILLOW CANYON HIGH

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<th>Income (Deposits/Trfr)</th>
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<th>Subtotal: Month End Cash Balance</th>
<th>Expense Open POs (Encumbrances)</th>
<th>Month End Including Encumbrances</th>
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<tbody>
<tr>
<td>8004 Anime Club</td>
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**220 - VALLEY VISTA HIGH SCHOOL**

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# DUSD # 89

## STUDENT ACTIVITIES FUND

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**Totals for Valley Vista HS**  
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$28,318.39  
$106,171.17  
$17,065.99  
$89,105.18

---

## 225 - SHADOW RIDGE HIGH SCHOOL

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## DUSD # 89
### STUDENT ACTIVITIES FUND
#### PERIOD ENDING: February 2013

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Submitted by: Ms. Marcie Rodriguez

Director of Finance, 3/4/2013
AGENDA ITEM: *Approval/Ratification of Payroll Vouchers 7513 and 39 in the Amount of $4,907,257.32

EXECUTIVE SUMMARY:

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<td>TOTAL</td>
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It is recommended the Governing Board approve/ratify payroll vouchers 7513 and 39 in the amount of $4,907,257.32.

ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 10
DYSART UNIFIED VOUCHER

Voucher No: 7513  Voucher Date: 02/22/2013  Prepared By: ________________________________

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $4,741,006.53 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on ____________ (A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on ____________ in accordance with the procedures of A.R.S. 15-321. All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

TRACI SAWYER-SINKBEIL  PRESIDENT

JERRY EYNON  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JENNIFER TANNER  MEMBER

DYSART UNIFIED

<table>
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<th>Fund</th>
<th>Description</th>
<th>Amount</th>
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$4,741,006.53
DYSART UNIFIED VOUCHER

Voucher No: 39  
Voucher Date: 03/01/2013  
Prepared By: [Signature]

Printed: 02/22/2013 10:27:05 AM

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $166,250.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, that teachers, substitute teachers and administrators whose salaries are claimed herein are legally certified during the fiscal year covering this pay period and that the services herein represented have been received and that the claim: __was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or __will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

TRACI SAWYER-SINBEER  PRESIDENT

JERRY EYNON  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JENNIFER TANNER  MEMBER

DYSART UNIFIED

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Posted By: jmorin  
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$166,250.79
Dysart Unified School District  March 20, 2013  Regular Governing Board Meeting

"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM:  *Approval of Expense Voucher 1038 in the Amount of $892,741.17

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<th>Action/Discussion</th>
<th>Information</th>
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EXECUTIVE SUMMARY:

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TOTAL $892,741.17

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve expense voucher 1038 in the amount of $892,741.17.

SUBMITTED BY:  [Signature]

SUPERINTENDENT:  [Signature]

ACTION BY BOARD:  Motion:  [Signature]  Second:  [Signature]  Vote:  [Signature]  AGENDA ITEM:  [Signature]
DYSART UNIFIED VOUCHER

Voucher No: 1038  Voucher Date: 02/28/2013  Prepared By: Tcochran

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $892,741.17 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ______ was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or _____ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321. All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

TRACI SAWYER-SINKBEIL  PRESIDENT

JERRY EYNON  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JENNIFER TANNER  MEMBER

DYSART UNIFIED

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$892,741.17
AGENDA ITEM: Recommendation for Approval of the Closure of Desert Moon School as a K-8 School in the Dysart Unified School District #89

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

Administration recommends closing Desert Moon School as a K-8 school in the Dysart Unified School District #89. As per A.R.S. § 15-341- Section 33 on School Closing, the following steps have been taken as District Administration moved forward on possible closure of Desert Moon School located at 23251 N 166th Dr., Surprise, AZ.

1. Provide written notice to the parents or guardians of all students affected in the school district at least ten days prior to a public meeting to discuss closing a school within the school district.

   - February 6, 2013 - Letters as of this date were sent to every household in the Desert Moon attendance area announcing community information meetings scheduled for February 14, 2013 on the topics of possible closure and boundary changes for Desert Moon. That letter also announced a Governing Board Public Hearing on March 6, 2013 to receive input on these topics to be held before the Regular Governing Board Meeting.

   - February 22, 2013 – Letters were sent to every household in the impacted school attendance area for Desert Moon, Kingswood, Parkview and Cimarron Springs announcing the March 6, 2013 Governing Board Public Hearing and the March 20, 2013 public meeting of the Governing Board when action on the possible closure of Desert Moon and boundary changes would take place. These meetings were also announced on the district website, affected school websites, and via a district news release. In addition, the proposed boundary maps were posted in the lobby of every school affected by the change including Desert Moon and posted on the district website.

2. The governing board shall fix a time for a public meeting on the proposed closure no less than ten days before voting in a public meeting to close the school.

   - February 22, 2013 - The letter described above also contained information on the date of the public Governing Board Meeting on March 20, 2013 when the Board would take a vote in public on the closure.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve closure of Desert Moon School as a K-8 school in the Dysart Unified School District #89 and repurpose the facility for programs.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: [Signature] [Signature] [Signature]
The attached facilities and enrollment data support the recommendation by administration to close this as a K-8 facility until that attendance area reflects adequate student enrollment growth. This facility will remain in the district facility inventory and be repurposed for programs.

BOARD ACTION REQUESTED:
It is recommended the Governing Board approve closure of Desert Moon School as a K-8 school in the Dysart Unified School District #89 and repurpose the facility for programs.
AGENDA ITEM: Recommendation for Approval of the Proposed Boundary Changes Beginning in the 2013-2014 School Year

Action/Consent ___ Action/Discussion  X Information ___ Supporting Data  X

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

The attached map shows the elementary boundary changes proposed starting for the 2013-2014 school year. The map with possible boundary changes was posted on the Dysart Unified School District website beginning February 7, 2013. Parents/guardians of students and residents of the households affected by attendance boundary changes were notified by mail, through office postings in schools affected by the changes, district media releases and the district website of a Governing Board public hearing on this matter which was held March 6, 2013 in the district’s Governing Board Room. Prior to the March 6, 2013 meeting, an information meeting for impacted parents and residents was held at the district office on February 14, 2013. Time was allocated to receive input from community members on March 6th and at the prior community meetings.

The proposed boundary changes are necessary due to the closure of Desert Moon School as a K-8 school. That closing was recommended due to the low number of students in the Desert Moon attendance area and the limited projected growth in those numbers over the next few years. Under the recommended boundary changes, students eligible to attend grades K-8 for the 2013-2014 school year who reside in the current Desert Moon School attendance area will be assigned either to attend Kingswood or Parkview Schools.

The supporting data for this item includes copies of the current elementary boundaries for Desert Moon, Kingswood and Parkview and the proposed changes in the boundaries for the 2013-2014 school year due to the closure of Desert Moon School.

It is recommended the Governing Board approve the proposed boundary changes beginning in the 2013-2014 school year.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the proposed boundary changes beginning in the 2013-2014 school year.

SUBMITTED BY: SUPERINTENDENT:

ACTION BY BOARD: Motion: __ Second: __ Vote: __ AGENDA ITEM: ___
AGENDA ITEM: Recommendation to Approve the Appointment of High School Principal

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for High School Principal. Amy Hartjen is being recommended for the assignment at Dysart High School for the 2013-2014 school year.

Ms. Hartjen received her Master's degree in Curriculum and Instruction from Arizona State University. Ms. Hartjen has three and one-half (3-1/2) years of experience as a high school assistant principal and nine and one-half (9-1/2) years as a teacher in the Dysart Unified School District. Ms. Hartjen also has two (2) years prior experience as a teacher in a Michigan school district. Ms. Hartjen will receive salary and benefits commensurate with the position, her education and experience. Her résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Ms. Hartjen for this position. The community and staff were presented with information about the selection process. The position was posted internally and externally for a sufficient length of time for candidates to apply. A paper screening was conducted, and a pool of qualified candidates was determined through an administrative team interview process. Consideration was given to each candidate’s years of related leadership experience, teaching experience, professional training and education. In addition, candidates completed a performance task that included data analysis and a written report. The administrative team included: superintendent Dr. Gail Pletnick, associate superintendent Dr. Cyodi Miller, assistant superintendent Dr. Quinn Kellis, administrator Patricia Buck, and principal Michael Hawkins.

Three finalists participated in a community process that included two separate activities. The first activity was an informal gathering in the school library during which time community members were able to talk with candidates and ask questions. Members of this group included student Malachi Berry, parents Kimberly Berry and Colleen Craig, certified staff Joe Chura, Katrina Romijn and Kelly Wagher, classified staff Chris Borders, and principal Gail Miller. The second activity was mock meetings facilitated by each candidate. Members of this group included parents Juanita Aguirre and Wanda Wong, certified staff April Beck, Kasi Kimmel and Jennifer Pulbratek, classified staff Diane Rak, and director Fran Sperling. At the conclusion of both activities community participants provided written feedback about the candidates.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Ms. Amy Hartjen as High School Principal.
Amy Hartjen

Certification:
State of Arizona, Standard Secondary License: Social Studies
State of Arizona, K-12 Principal Administration

Education:
Principal Certification, Northern Arizona University, May 2009
Masters of Education, Curriculum and Instruction, Arizona State University, Tempe, Arizona, August 2007
Teacher Certification Program, Indiana University Northwest, Gary, Indiana, July 1998
Bachelor of Arts in Sociology, DePauw University, Greencastle, Indiana, May 1996

Administration Experience:
Dysart High School 2011-Present
Dysart Unified School District, Surprise, Arizona
Assistant Principal – Curriculum, Instruction, and Assessment 2011-2013
• Oversaw the implementation of the Cambridge/Move on When Ready Program
• Designed the master schedule with focus on common planning time for core areas
• Supervised and evaluated teachers, encouraging the development of true PLC practices and data based instructional decisions
• Developed and facilitated professional development for the staff
• Responsible for special education discipline, IEP meetings and scheduling
• Oversaw all assessments including state testing and district benchmarking
• Organized graduation practice and ceremony
• Participated in the interviewing and hiring of teachers and staff
• Dysart Administrator Hero 2011-2012

Willow Canyon High School 2009-2011
Dysart Unified School District, Surprise, Arizona
Assistant Principal – Discipline, Attendance, and Academic Programs 2009-2011
• Oversaw the discipline and attendance for two grade levels of students, communicating with parents and teachers
• Coordinated Professional Development with Instructional Coach
• Supervised the security staff on the day to day safety of campus
• Organized course selection, registration and the development the master schedule
• Supervised and evaluated teachers
• Oversaw the IB and AP programs including recruitment, scheduling, and testing

Leadership Experience:
Summer School Coordinator 2009
• Organized the registration and enrollment of students into summer school programs
• Interviewed and selected staff members for open positions
• Communicated proactively with students, parents, and staff
• Responsible for issues relating to discipline and attendance

International Baccalaureate Diploma Programme Coordinator 2004-2009
• Oversaw the authorization and implementation of the IB Diploma Programme
• Facilitated the development of program curriculum
• Responsible for promoting, recruiting and selecting of students
• Ordered resources and materials
• Coordinated the registration, scheduling and testing of students
• Supervise meetings of the IB Teachers on campus and maintain contact between the state IB Organization and the international organization

Advanced Placement Coordinator 2007-2009
• Promoted the program to students, parents and the community
• Oversaw the development of course curriculum and the AP Course Audit process
• Planned and facilitated the AP Exam Sessions

Leadership Cadre 2006-2009
• Assisted in the creation and implementation of Willow Canyon’s continuous improvement plan (CIP)
• Organized and presented professional development opportunities for staff members in Six Trait Writing and Reading Strategies
• Facilitated the implementation of campus wide six trait writing course assessments
• Collected and analyzed data

Teaching Experience:
Willow Canyon High School 2003-2009
Dysart Unified School District, Surprise, Arizona
Classroom Teacher 2003-2009, Taught courses in World History, World History Honors, Sociology and Psychology
• Selected as West Side Impact Teacher of the Year for Willow Canyon, 2003-2004

Dysart Elementary School 2000-2003
Dysart Unified School District, Surprise, Arizona
Classroom Teacher, Taught 8th grade Language Arts and Social Studies

Michigan City Junior High 1998-2000
Michigan City Area Schools, Michigan City, Indiana
Classroom Teacher, Taught ninth grade World Geography, English 9, and Reading Resource

Contributions to District and School:
MOWR Learning Collaborative, Facilitator/Team Member
Exam Systems, Strategic Team Member
Credit Recovery Team Member
NCA District Accreditation Application Team Member
Dysart Strategic Plan Team Member

Conferences and Professional Development:
Cambridge Coordinator Training, Cambridge University/Center for the Future of Arizona
Cambridge Exam Officer Training, Cambridge University/Center for the Future of Arizona
Professional Learning Communities Summer Summit, Solution Tree- Dennis King
Professional Learning Communities Institute, Solution Tree
AVID Summer Institute- Demonstration Schools, AVID
Model Schools Conference, International Center for Leadership Education
Intel Teach Program- Essentials Online Course, Intel Corporation
Advanced Placement Coordinator’s Workshop, College Board
International Baccalaureate Coordinators Level I Training, IB North America
International Baccalaureate Psychology Level I Training, IB North America
Professional Development Leadership Academies and Summer Institutes, Arizona Department of Education
Teacher Mentor Academy: New Teacher Learning Center, Santa Cruz, California
Professional Learning Communities Institute, National Education Service
Six Trait Writing, Arizona Department of Education
AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Assistant Principal

Action/Consent ___ Action/Discussion X Information ___ Supporting Data X

Cost: N/A Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for K-8 Assistant Principal. Fernando De La Ossa is being recommended for the assignment at El Mirage Elementary for the 2013-2014 school year.

Mr. De La Ossa received a Master’s degree in Elementary Education from Arizona State University. He has a total of twenty-seven years (27) years experience in the Dysart Unified School District as a teacher, interim assistant principal, assistant principal, interim principal, and principal. Mr. De La Ossa also has eight (8) years prior experience as a teacher in the Glendale Elementary District. Mr. De La Ossa will receive salary and benefits commensurate with the position, his education and experience. His résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Mr. De La Ossa for this position. The community and staff were presented with information about the selection process. The position was posted internally and externally for a sufficient length of time for candidates to apply. A paper screening was conducted, and a pool of qualified candidates was determined through an administrative team interview process. The administrative team included: superintendent Dr. Gail Pletnick, associate superintendent Dr. Cyndi Miller, assistant superintendent Dr. Quinn Kellis, principal Jayne Wieferich, assistant principal Jeremy St. Germain, and director Teresa Heatherly.

Those candidates who qualified for the pool then interviewed with teams consisting of building-level administrators and staff. The interview team representing El Mirage included: student Daniela Lopez, certified staff Lucy Blanco, Amber Brink, Cheryl Butcher, Celia Carrasco, Amanda Donajkowski and Emily Dossey, classified staff Mary Izaguirre, and principal Larry Lawrence. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Fernando De La Ossa as K-8 Assistant Principal.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 15
EDUCATION:

1986
Administrative Certification
Arizona State University, Tempe, AZ

1984
Master of Education, Elementary Education
Arizona State University, Tempe, AZ

1979
Bachelor of Arts in Education–Bilingual Endorsement
University of Arizona, Tucson, AZ

EXPERIENCE:

2012-2013
Interim Assistant Principal El Mirage Elementary School

2011-2012
Interim Assistant Principal Willow Canyon High School

2010-2011
Interim Assistant Principal Surprise & Sonoran Heights Elementary Schools

2009-2010
Interim Principal Western Peaks Elementary School

2008-2009
Interim Assistant Principal West Point Elementary School

2007-2008
Interim Assistant Principal Countryside Elementary School

2006-2007
Interim Principal Kingswood Elementary School

1999-2006
Teacher
Dysart Unified School District #89
Dysart Elementary 5th Grade
Cimarron Springs 6th Grade

1996-1999
Principal
Kingswood Elementary School
Dysart Unified School District #89

1988 - 1996
Principal
SURPRISE ELEMENTARY SCHOOL
Dysart Unified School District #89
Responsibilities

Supervise and evaluate all campus personnel
Develop staffing recommendations
Provide staff development based on campus needs
Establish effective discipline guidelines to provide a safe and orderly environment
Establish short and long-term goals and objectives
Develop action plans to meet school goals
Co-authored and received funding for Artist in Residence grant
Implemented Cooperative Learning Strategies: Johnson & Johnson Model
Developed 3 year Title I School Improvement Plan
Implemented Site Based council
Implemented Discipline With Dignity Model
Implemented school wide peer mediation program
Coordinated summer school program
Conducted parenting skills workshops
Monitored Federal projects budget
Co-presented Learning Styles Workshops
Served on textbook adoption committees
Wrote Parent Teacher Organization By-Laws
Co-chaired teacher evaluation system review

1986 - 1988
Assistant Principal
DYSART JUNIOR HIGH SCHOOL
Dysart Unified School District #89

Supervised and evaluated certified and classified personnel
Developed master schedule
Coordinated and supervised all student activities
Revised student handbook
Translated student handbook
Responsible for all areas of campus discipline

1979 - 1986
Elementary School Teacher
ISAAC IMES ELEMENTARY SCHOOL
Glendale Elementary School District #40. Taught all subjects at 6th, 7th and 8th grade levels. Bilingual classes.
AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Assistant Principal

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for K-8 Assistant Principal. Amy Kennedy is being recommended for the assignment at Sonoran Heights Elementary for the 2013-2014 school year.

Ms. Kennedy received a Master’s degree in Curriculum & Instruction: Reading from Grand Canyon University. She has a half-year (.5) experience as an interim assistant principal, two and one-half (2-1/2) years as an instructional coach, three (3) years as a K-3 reading coach, and four (4) years as a teacher in the Dysart Unified School District. Ms. Kennedy also has a total of seven (7) years prior experience as a classroom teacher in the Peoria and Laveen school districts and Joy Community School. Ms. Kennedy will receive salary and benefits commensurate with the position, her education and experience. Her résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Ms. Kennedy for this position. The community and staff were presented with information about the selection process. The position was posted internally and externally for a sufficient length of time for candidates to apply. A paper screening was conducted, and a pool of qualified candidates was determined through an administrative team interview process. The administrative team included: superintendent Dr. Gail Pletnick, associate superintendent Dr. Cyndi Miller, assistant superintendent Dr. Quinn Kellis, principal Jayne Wieferich, assistant principal Jeremy St. Germain, and director Teresa Heatherly.

Those candidates who qualified for the pool then interviewed with teams consisting of building-level administrators and staff. The interview team representing Sonoran Heights included: certified staff Jon Bolitho and Jeff Chaney, classified staff Jodi Harmann, and principal Therese Tipton. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Amy Kennedy as K-8 Assistant Principal.

SUBMITTED BY: ____________________________ SUPERINTENDENT: ____________________________

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 16
Amy C. Kennedy

Objective
Continue my learning as an educator by expanding my knowledge base and experiences, while becoming a leader as an Assistant Principal.

Education
Ph.D. (In progress, all but dissertation) Capella University, Minneapolis, MN, Leadership in Ed. Administration
M.Ed. Grand Canyon University, Phoenix, AZ, June 2009, Curriculum & Instruction: Reading
B.S. Grand Canyon University, Phoenix, AZ, December 1995, Elementary Education

Certification
Arizona State Principal K-12 Certificate
Arizona State Teaching Certificate- Elementary Education K-8
Endorsements- Early Childhood, Reading Instruction, English as a Second Language

Instructional Leadership Experience
Administrative Intern
Sonoran Heights Elementary School, Surprise, AZ, January-June 2012
- 320 total Intern hours; 30 hours on High School Campus
- Participated in Teacher Evaluation observations at Elementary and High School Campuses
- Special Education IEP, 504s and District Level Student Study Team meetings
- Observed and participated in Discipline for Elementary and High School Campuses

Common Core Literacy District Committee Member
Dysart Unified School District- March 2012-present
- A long term committee focused on sharing the six shifts of the Common Core Standards.
- Planning and prep for delivery of non-negotiable expectations for literacy within the district based on the Common Core Standards
- Train Instructional Growth Teachers and Administrators in the materials, standards and implementation of the District plan to share with their staffs.

Common Core Assessment District Committee Member
Dysart Unified School District- March 2012-present
- A committee focused on creating a plan of action to support teachers in creating optimal learning environments based on data gathered from benchmark assessments to measure growth and progress.
- Create relevant assessments that measure success of Common Core Standards.

Instructional Growth Teacher
Sonoran Heights Elementary School, Surprise, AZ, 2010-present
- Provide ongoing support, coaching, modeling for new and experienced teachers in instruction and assessment
- Gather and analyze school level, grade level, classroom and individual student data to drive instruction
- Provide research in instruction and best practice for classroom implementation
- Assist in developing and implementing meaningful professional development opportunities for both individual, school wide and district wide professional development
- Work collaboratively with teachers to plan, implement and reflect, through modeling, co-teaching, video taping, etc., effective instructional strategies and practices in the classroom based on relevant data to improve instruction and student achievement
- Work collaboratively with district administration, building administration, and outside consultants to promote student success
- Maintain a high level of ethical behavior and confidentiality
- Coordinate school wide state reading testing and other required district testing

**Online Adjunct Professor**
Ashford University/ Bridgeport Education, Grand Canyon University 2010-present
- Undergraduate Early Childhood Coursework Instructor
  - Language Development in Young Children
  - Intro into Early Childhood Behavior Management
  - Administration of Early Childhood Education Programs
  - Cognitive Development of Infants and Young Children
  - Language Arts Methods
- Facilitate classroom interactions including discussion formats, collaborative group projects and assignments in an asynchronous online format
- Use current professional research and resources to support student learning
- Support students in reflective practice focused on improving writing and communication skills and personal achievement
- Maintain a high level of ethical behavior and confidentiality

**State Reading Task Force Committee Member**
Task force for Reading Assessments for HB2732, Phoenix, AZ, February 2011
- Collaborated to determine appropriate characteristics for a reading assessment tool to meet the standards of the law for students in kindergarten through second grade.
- Made recommendations for teacher professional development and data systems that would support the assessment.

**Reading Coach**
Cimarron Springs Elementary School, Surprise, AZ, 2007-2010
- Support teachers in reflective practice focused on improving reading instruction and student achievement
- Gather and analyze school level, grade level, classroom and individual student data to drive instruction by coordinating state mandated testing and other required district testing
- Provide research in reading, instruction and best practice for classroom implementation
- Work collaboratively with teachers to plan and implement, through modeling, co-teaching, video taping, etc., effective reading strategies and practices in the classroom based on relevant data
- Assist in developing and implementing meaningful professional development opportunities for both individual, school wide and district wide professional development
- Work collaboratively with district administration, building administration, and outside consultants to promote student success
- Maintain a high level of ethical behavior and confidentiality
- Monitor intervention programs by observing and meeting with teachers

**Reading Leadership Team Facilitator**  
Cimarron Springs Elementary School, Surprise, AZ, 2007-Present  
- Provide research in reading, instruction and best practice for classroom implementation  
- Work collaboratively with team members to plan and implement effective reading strategies and practices at the school level based on relevant data

**Dysart Literacy Facilitator Cadre Member**  
Dysart Unified School District, Surprise, AZ, 2006-2007  
- Planned and presented literacy information to staff based on need  
- Modeled and presented ideas for literacy stations, analyzing data, word walls and more

**Peer Coach**  
Cimarron Springs Elementary School, Surprise, AZ, 2005-2006  
- Participated in peer observations with teachers using the Teach for Success protocol  
- Reflected with the teachers during post conferences on best practice and student engagement  
- Planned and presented elements of the Teach for Success model to Cimarron Springs staff

**Additional Committees/Trainings**  
**Middle School Rocks District Committee**  
- A long term committee focused on creating a plan of action to support teachers in creating optimal learning environments for 7-10 grade students with a focus on 7-8 students.

**Dynamic Indicators of Basic Literacy Skills (DIBELS) & DIBELS Next:** State Certified Trainer  
**From L to J: Dr. Lee Jenkins:** Strategies to increase student success and decrease failure  
**Teach for Success: Reading First Training**  
**West Ed Reading Coach Training**  
**AzAC Benchmark Writing Team:** Participated in writing Reading Benchmarks  
**Language Essentials for Teachers of Reading and Spelling (LETRS)**  
**Collaborative Literacy Intervention Project (CLIP)**  
**Intel Teach to the Future Participant**

**Teaching Experience**  
**Online Adjunct Professor**  
Ashford University/ Bridgeport Education, Clinton, IA, 2010-present  
Grand Canyon University, Phoenix, AZ, 2010-present

**Kindergarten Teacher**  
Cimarron Springs Elementary, Surprise, AZ, 2004-2007

**First Grade Teacher**  
Ashton Ranch Elementary School, Surprise, AZ, 2003-2004  
Alta Loma Elementary School, Peoria, AZ, 2000-2003

**Kindergarten Teacher**  
Joy Community School, Glendale, AZ, 1998-1999  
Laveen Elementary School, Laveen, AZ, 1997-1998  
M.C. Cash Elementary School, Phoenix, AZ, 1995-1997
Dysart Unified School District

March 20, 2013

Governing Board Meeting

“Exceeding standards, future ready”

GOVERNING BOARD ITEM

AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Assistant Principal

Action/Consent ______ Action/Discussion X Information ______ Supporting Data X

Cost: N/A Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for K-8 Assistant Principal. Monika Krienitz is being recommended for the assignment at Sunset Hills Elementary for the 2013-2014 school year.

Ms. Krienitz received a Master’s degree in Educational Leadership from Northern Arizona University. She has three (3) years experience as an instructional growth teacher, one (1) year as an instructional coach, and three (3) years as a teacher in the Dysart Unified School District. Ms. Krienitz also has a total of five (5) years prior experience as a classroom teacher at Paradise Education Center and Premier High School. Ms. Krienitz will receive salary and benefits commensurate with the position, her education and experience. Her résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Ms. Krienitz for this position. The community and staff were presented with information about the selection process. The position was posted internally and externally for a sufficient length of time for candidates to apply. A paper screening was conducted, and a pool of qualified candidates was determined through an administrative team interview process. The administrative team included: superintendent Dr. Gail Pletnick, associate superintendent Dr. Cyndi Miller, assistant superintendent Dr. Quinn Kellis, principal Jayne Wieferich, assistant principal Jeremy St. Germain, and director Teresa Heatherly.

Those candidates who qualified for the pool then interviewed with teams consisting of building-level administrators and staff. The interview team representing Sunset Hills included: certified staff Randy Badsgard and Kandice Connelly, classified staff Rosemary Swierk, and principal Karen Winterstein. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Monika Krienitz as K-8 Assistant Principal.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ____ Second: ____ Vote: ____ AGENDA ITEM: 107
Monika Krienitz

Education:  
  • Principalship Program completed December 2006.  
  • AEPA Principal Exam passed January 2007.  
University of New Mexico- Bachelors of Business Administration, Finance concentration, May 1999, Anderson Schools of Management, Albuquerque, New Mexico.

Certification:  
AZ Principalship Certificate  
AZ Secondary Math Certified  
National Board Certified Teacher, AYA Mathematics

Experience:  
Adjunct Faculty January 2012 to present  
Rio Salado Community College, Tempe, AZ  
Responsible for facilitating on-line Business Calculations curriculum for community college students. Establish and maintain on-line class community of learners. Currently use Jing and personal videos to enhance student understanding of math topics when needed.

Instructional Coach November 2009 to present  
Dysart High School, El Mirage, AZ  
Responsible for planning, coordinating and implementing professional development at a site and district level. Conduct teacher observations and conferences to provide individual professional development. Supervision of first year teachers. Plan and present district wide new to teaching support sessions for first year teachers. Work with teachers that have been placed on plans of improvement to increase teacher effectiveness and student achievement. Planned and implemented PLC structure. Assist teachers with setting and achieving 301 and Career Ladder goals. Participated on K-12 articulation teams. Assisted in developing school vision and mission. Coordinated AIMS action plans to increase math scores. Member of school Data Doctors committee to disaggregate student data.

Dysart High School Summer School Coordinator Summer 2010, 2011  
Dysart High School, El Mirage, AZ  
Screened, interviewed, and hired summer school teachers. Conducted summer teacher orientation. Coordinated curriculum writing for summer programs. Worked in conjunction with teachers and counselors to identify target students. Mediated discipline issues. Responsible for documenting grades, attendance, and final reports.

21st Century Learning Grant Coordinator August 2009 to July 2010  
Dysart High School, El Mirage, AZ  
Responsible for maintaining student program attendance records, coordinating programming, ensuring proper allocation of funding, targeting of in-need students, ensuring that teachers had access to appropriate curriculum and rewriting of grant. Also responsible for planning, coordinating and serving as admin for 4 week summer credit recovery program.

Math Teacher August 2006 to November 2009  
Dysart High School, El Mirage, AZ  
Taught Algebra 1, Geometry and Standards Based classes.  
  • Math Dept. Chair  
  • 21st Century EXTRA tutor  
  • AVID Site Council  
  • District Math Curriculum Resource Team  
  • District High School Staffing Committee  
  • District Math Technology Initiative: Member of TI Navigator Implementation Team
Math Teacher  
*Paradise Education Center, Surprise, AZ*
August 2004 to 2006

Taught Pre-Algebra and General Math to 7th grade students.
- AIMS Test Administrator, 2005
- AIMS Tutoring Teacher 2005-2006
- Cheerleading Coach 2005

Math/History Teacher  
*Premier High School, Phoenix, AZ*
August 2001 to May 2004

- Organized Open House, Fall Dance, Job Fair, Dr. Martin Luther King Jr. Assembly, 2004 Prom, Student of the Term, Teacher of the Term and many college Speakers.
- Founded Student Council
- AIMS Test Administrator, 2003 & 2004
- Participated in committee to organize Parent Teacher Organization.

Professional Activities and Accomplishments:
- Dysart Teacher of the Year 2008
- Member of AVID Site Council
- Attended AVID Summer Training 2009
- Member National Teachers of Mathematics
- Trained in Cognitive Coaching by the Arizona K-12 Center
- National Board Candidate Support Provider for Arizona K-12 Center
- Attended DuFour PLC Summit 2012
- Attended National Teachers of Mathematics Conference 2007, 2009
- Member Dysart Data Team
- Member Dysart Instructional Cabinet
- Facilitate Dysart Unified High School New to Teaching Support sessions
- Nominated for Home Depot Teacher of the Year, 2005
- Nominated for Disney Teacher of the Year, 2007
- Nominated for Silver Apple Award, 2006
- AIMS Dropout Prevention Grant Coordinator
- Career Ladder Teacher

Prior Experience:
Management Assistant  
*Enterprise Rent-A-Car, Albuquerque, NM*
June 2000 to August 2001

Responsible for management of car rental branch. Ensured prompt customer service, management of branch financial statements, recruitment and retaining of qualified staff and maintenance of fleet.

Business Banking Assistant  
*Wells Fargo Bank, Albuquerque, NM*
June 1999 to June 2000

Responsible for proper documentation of business banking loans, management of business customer accounts, and origination of customer loan documents.

References:
- Cathie Sylvester (Asst. Principal Shadow Ridge HS):
- Debra Zurcher (Instructional Specialist; Rio Salado Community College):
- Dr. Shelley Isai (Principal, Canyon Ridge Elem School):
AGENDA ITEM: Recommendation to Approve the Appointment of K-8 Assistant Principal

Action/Consent ____  Action/Discussion ___  Information ____  Supporting Data ___

Cost: N/A  Funding Source: M&O

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for K-8 Assistant Principal. Cheryl Pete is being recommended for the assignment at Dysart Elementary for the 2013-2014 school year.

Ms. Pete received a Master’s degree in Business Administration from the University of Pittsburgh and a Master’s degree in Educational Leadership from the University of St. Thomas. She has three (3) years experience as an instructional growth teacher and one (1) year as an instructional coach in the Dysart Unified School District. Ms. Pete also has a total of eight (8) years prior experience as a classroom teacher in Arizona and Minnesota school districts. Ms. Pete will receive salary and benefits commensurate with the position, her education and experience. Her résumé is attached for Board review and consideration.

A comprehensive selection process was used to identify Ms. Pete for this position. The community and staff were presented with information about the selection process. The position was posted internally and externally for a sufficient length of time for candidates to apply. A paper screening was conducted, and a pool of qualified candidates was determined through an administrative team interview process. The administrative team included: superintendent Dr. Gail Pletnick, associate superintendent Dr. Cyndi Miller, assistant superintendent Dr. Quinn Kellis, principal Jayne Wieferich, assistant principal Jeremy St. Germain, and director Teresa Heatherly.

Those candidates who qualified for the pool then interviewed with teams consisting of building-level administrators and staff. The interview team representing Dysart Elementary included: parent Gabriel Salgado, certified staff Hillary Bond and Ernestina Orozco, classified staff Melissa Paez, and principal Linda Shaw. In addition, candidates completed a performance task that included data analysis and a written report. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Cheryl Pete as K-8 Assistant Principal.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM: 18
Cheryl E. Pete

Objective

Education Administration position in which I can apply organization, communication and professional development skills, as well as, my proven success in establishing collaborative partnerships to achieve educational objectives.

Profile

Accomplished assistant to the principal in managing a Title I, K-8 school. Hiring of certified K-8 staff, implementing the Continuous Improvement Plan to raise school performance, evaluate instruction through teacher observations, utilize data to effectively improve student achievement, implement school-wide behavior plans through Character Counts and the Response to Intervention model, implemented the grant which funded the 21st Century Community Learning Centers.

Respected educator, with proven success in writing professional development training, providing coaching, mentoring and modeling instructional strategies that meet the needs of the staff. able to motivate cross-functional team members focused on achieving common goals. Knowledge of current developments and emerging trends in the education maintained through continuing professional development. Sets high standards for self and others.

Skills Summary

- Project Management
- Negotiations
- Problem Solving
- Data Analysis
- Planning/Organization
- Conflict Resolution
- Computer Applications
- Marketing Research
- Customer Service
- Written and Oral Communications
- Professional Presentations
- Team Leadership

Professional Expertise

SUPPLIER RELATIONS

- Ability to manage all aspects of the supply chain management process:
  - Identification, evaluation and selection of new suppliers.
  - Strategic development of negotiation plans for contracts.
  - Contract volumes $10-20 million per commodity and results-based implementation.
  - Design and implementation of material contingency plans and supplier quality measurements.
  - Evaluation of supplier performance using performance improvement and relationship management metrics.

PROBLEM SOLVING

- Ability to diffuse conflict with proven resolution techniques and achieve desired outcomes.
  - Strong problem identification and problem solving skills
  - Strong analytical, data analysis, and report generation skills.
  - Ability to manage multiple priorities in changing environments.
  - Ability to achieve objectives in deadline driven environments with limited resources.
  - Ability to create collaboration and cohesiveness within a team and community.
  - Ability to conduct efficient work team meetings based upon legal terms/effects, and challenging/changing requirements.
Professional Experience continued

COMMUNICATION: REPORTS/PRESENTATIONS/TECHNOLOGY

- Excellent oral, written and presentations skills.
- Authored analytical reports, process summaries, work instructions and contracts.
- Strong planning and organization skills with the ability to execute plans to completion via cross-functional work teams and/or through matrixed organizations.
- Ability to effectively communicate goals and objectives with all levels of leadership, parents and community members.

EMPLOYMENT HISTORY

**Institutional Coach**

DYSART UNIFIED Phoenix, AZ 2009 - Present

Responsible for improving teacher instruction through effective communication, collaboration, modeling, observation and feedback.

**PHOENIX UNION HIGH SCHOOL**

Math Teacher  Phoenix, AZ 2007 - 2009

**CREIGHTON SCHOOL DISTRICT**

Teacher - Grade 6  Phoenix, AZ 2006 - 2007

**KYRENE SCHOOL DISTRICT**

Teacher - Grade 5  Phoenix, AZ 2004 - 2006

**MINNEAPOLIS PUBLIC SCHOOLS**

Elementary Teacher /Administrative Intern  Minneapolis, MN 2001 - 2004

**Purchasing Manager**

GE CAPITAL FLEET SERVICES (GECFS) 1996 - 2001

Rationalized the dealer database and created a national dealer network responsible for providing delivery services of over 80,000 leased vehicles.

**Corporate Purchasing Manager**

WESTINGHOUSE ELECTRIC CORP 1990 - 1995

Developed, negotiated and administered corporate contracts for traditional and nontraditional commodities. Managed the Minority Business Development Program for small and minority business activities. Annual purchases of goods and services were valued at over $100 million. Managed the Purchasing Development Program, which required recruitment, selection, and hiring of qualified personnel for purchasing professionals and management positions throughout the Corporation.

**Education**

UNIVERSITY OF ST. THOMAS – Minneapolis, MN
Education Specialist
Educational Leadership and Administration

UNIVERSITY OF PITTSBURGH – Pittsburgh, PA
Master of Business Administration

ARIZONA STATE UNIVERSITY – Tempe, AZ
Bachelor of Science
AGENDA ITEM: Recommendation for Approval of Administrative, Certified, and Licensed Employee Contract Language for the 2013-2014 School Year

Action/Consent ____  Action/Discussion X  Information ____  Supporting Data X

Cost:  Funding Source: Various

EXECUTIVE SUMMARY:

Administration is recommending approval of contract language for administrative, certified and licensed employees for the 2013-2014 school year. Licensed employee positions include audiologist, occupational therapist, physical therapist, psychologist, social worker and nurse.

There are two versions of the administrative contract. Administrative “A” contract will be offered to administrators who were hired into the district prior to July 1, 2012, and who were eligible and enrolled in the Dependent Health Care Coverage Credit option. The administrative “B” contract will be offered to all other administrators. These two versions are necessary since administrators hired on or after July 1, 2012, and administrators hired prior to July 1, 2012, but who elected not to enroll in the Dependent Health Care Coverage Credit option will no longer be eligible for this benefit.

The contract language was developed in concert with Jennifer N. MacLennan, Gust Rosenfeld P.L.C. The additions to the contracts for the 2013-2014 school year are in bold. Items deleted from the 2012-2013 contracts for the 2013-2014 school year are noted with strikethrough.

Attached for review are the following employee contracts for the 2013-2014 school year:

- Contract “A” and “B” for Administrator
- Contract for Certified Employee
- Contract for Audiologist, Occupational Therapist, Physical Therapist and Social Worker
- Contract for Nurse
- Contract for Psychologist

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve administrative, certified, and licensed employee contract language for the 2013-2014 school year.
1. Employment

1.1 The Board hereby employs Administrator from July 1, 2013 through June 30, 2014, in accordance with the terms and conditions in this Agreement and as referenced in the ___-day Employee calendar for 2013-2014 school year. The District reserves the right to adopt alternative administrative calendars as necessary.

1.2 If the Administrator is certificated, then the Board shall provide notice of the Board's intention not to renew a contract on or before April 15th. Administrator has no legitimate expectancy of employment beyond the term indicated in Paragraph 1.1.

2. Duties of Administrator

2.1 Administrator agrees to perform such duties as the Board or the District's Superintendent may assign or reassign the Administrator to perform, and to work in such location or locations as the Board or the Superintendent may from time to time direct. Nothing in this Agreement, in the initial job description, or in any subsequent job descriptions shall be construed to give Administrator a right to any specific job assignment, or to perform any particular kind of work, or to refuse to perform any kind of work, or to work in any particular location.

2.2 The initial job description for and any amendments for Administrator are incorporated herein by reference.

2.3 Administrator agrees to perform assigned duties competently, to comply with all District policies, and to comply with all lawful and valid directives of the Governing Board or Superintendent.

2.4 Administrator’s employment is conditioned upon the possession at all times of a valid Arizona administrator’s certificate for the position being offered and upon the satisfactory completion of any and all background checks and fingerprint clearances that may be required. Administrator agrees to maintain a valid fingerprint clearance card or as otherwise required by law and to hold all requisite endorsements by the commencement date of this Contract. In addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate Administrator for work performed during such period and District may deduct any of that paid to Administrator attributable to such period from any other monies owed to Administrator by District. Administrator’s employment may be terminated if these conditions are not satisfied.

3. Compensation

3.1 Administrator shall be paid the amount identified above as compensation subject to paragraphs 3.2 - 3.10. Additional amounts will be paid in accordance with approved Governing Board Policies in regards to longevity and other approved addendums.

3.2 In addition to the amount listed above, the District shall pay Administrator a one time stipend between November 1, 2013 and December 31, 2013 if the District is able to carry forward at least three million
dollars ($3,000,000) in its maintenance and operations funds for use in the 2013-2014 school year. If applicable, the District shall pay as follows:

a. if Administrator has worked between 1-3 years for the District by July 1, 2013, Administrator shall receive 1.8% of Administrator's base salary listed above as a one time stipend;

b. if Administrator has worked between 4-15 years for the District by July 1, 2013, Administrator shall receive 1.95% of Administrator's base salary listed above as a one time stipend; or

c. if Administrator has worked for over 16 years for the District by July 1, 2013, Administrator shall receive 2.0% of Administrator's base salary listed above as a one time stipend.

3.2-3.3 If additional revenues become available to the District through legislative appropriation, state sales tax revenues, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for salaries during the 2013-2014 school year, Administrator may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to administrator in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed.

3.3-3.4 Administrator's salary is contingent upon final approval of the 2013-2014 budget as required by Arizona law (A.R.S. §15-905). The above salary is subject to the condition that funding to the District, as provided in the Arizona revised statutes or otherwise, is not reduced.

3.5 District's Governing Board approved a preliminary budget for 2013-2014. That preliminary budget incorporated assumptions about the amount of funding that would be available to the District. If the funding that is made available to the District by the Legislature's budget for 2011-2012 is less than was assumed in the preliminary budget, the District may, pursuant to A.R.S. § 15-544, reduce personnel or salaries by such amount as may be needed to offset the difference between projected funding and that provided by the Legislature's budget, but in no event shall such a reduction exceed two and one quarter percent (2.25%) of Administrator's salary. Administrator acknowledges and agrees that at any time after execution of this Contract, the base salary specified above may be reduced by an amount not to exceed two and one-fourth percent (2.25%) of Administrator's salary if any of the following occurs: 1) the District's Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the 2013-2014 fiscal year is less or becomes less than that authorized at the beginning of the 2012-2013 fiscal year; 2) the District fails to receive during the 2013-2014 fiscal year funds in the amount initially budgeted for such year; 3) the District does not receive funds that the District anticipates receiving for use in the 2013-2014 fiscal year from the Arizona legislature, federal funds or any other source. Administrator shall be given no fewer than ten (10) calendar days notice of any reduction in base salary that occurs as a result of this paragraph.

3.6 District reserves the right, as part of a salary reduction pursuant to A.R.S. § 15-522, to decrease Administrator's salary by furloughing Administrator for up to eleven (11) days. The Administrator will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Administrator may not use paid sick leave, vacation leave, and discretionary or other paid leave time on such furlough days. Furlough shall be ordered to be taken in such manner and at such times as to least effect the operation of the District. The decrease to Administrator's salary by furloughing is based on daily rate.

3.7 This contract is conditioned upon the school or other work location to which Administrator is assigned remaining open and in full operation for the entire term of this contract. In the event that, pursuant to court order, lack of appropriated or available funds, or for any other reason beyond the control of the District, either the assigned school or other work location is not open in operation for the full contract term or school operations are suspended or reduced below the anticipated level, there shall be a pro rata reduction of compensation under this contract corresponding to the portion of the contract term that suspended or reduced District operations require suspension or reduction of the services of Administrator and funds to pay Administrator are not appropriated or are not lawfully available.

3.8 To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

3.9 In the event that the administrator fails to report to his/her assignment or resigns from employment with the District, effective prior to the end of the term of this contract, employee agrees to pay the District the amount of Two
“A”

Thousand Five Hundred Dollars ($2,500.00) as liquidated damages, and not as a penalty. The Governing Board may waive this payment if the employee's non-performance results from circumstances beyond his/her control or from an agreement for a resignation in lieu of dismissal. The District may withhold all or any part of these liquidated damages from any amount payable to the administrator after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages. Administrator shall reimburse the District for any collection fees, attorney fees, court costs or other reasonable expenses incurred by the District to collect the amount owed as liquidated damages.

3.10 Should Administrator believe there has been a mistake in the Administrator's salary; the Administrator shall have fifteen (15) days to notify District of the mistake. The sum stated above is intended to correspond to Administrator's step and degree placement for the 2008-2009 2013-2014 school year as determined by the Administrator's training and experience on record with the District. If the salary recited in this provision is mistaken and not in accordance with an accurate placement on the salary schedule, the accurate placement on the salary schedule shall govern and the amount shall be adjusted.

4. Fringe Benefits

The Administrator shall receive the following benefits:

4.1 Commensurate with administrative position grade.

5. Professional Liability

5.1 The Board will defend, indemnify and hold harmless Administrator from any and all demands, claims, suits, actions and legal proceedings brought against Administrator in his or her individual or official capacity as agent and employee of the Board, arising from acts or omissions occurring while Administrator was acting within the scope and course of his or her employment. The Board may defend Administrator from criminal charges against him or her if such charges are based on conduct occurring in the scope of employment and in the good faith belief that the conduct was lawful and in the best interests of the District. The above provisions shall not be construed so as to provide personal liability for an individual member of the Board to defend or indemnify Administrator against such demands, claims, suits, actions and legal proceedings.

5.2 In actions where a member or members of the Board and Administrator are co-defendants, and a good faith disagreement exists as to the manner in which a claim should be defended, Administrator may retain independent counsel for his or her defense, the cost of which shall be paid or reimbursed by the District to pay the legal expenses of Administrator in any action or proceeding in which the District and Administrator have adverse interests.

4.6 Administration may be entitled to other benefits as per Governing Board Policy.

5. Evaluation

The Superintendent or designee shall give Administrator an evaluation of performance at such times as deemed appropriate by the Superintendent or designee. Administrator shall be evaluated through the use of an evaluation system and instrument adopted and approved pursuant to A.R.S. Section 15-203(A)(38). The parties acknowledge and agree that the District's evaluation system and instrument may be amended from time to time during the term of this Contract.

6. Representation, Warranties and Conditions

6.1 Administrator represents and warrants that he or she complies with all legal prerequisites for employment as an Administrator in the District. Administrator affirms that all Administrator representations in this Contract as well as those contained in the Administrator's application and related documents as submitted to the District are true and accurate. Determination by the Governing Board or its authorized representative that any such representation is not true or is inaccurate may, at District's option, be deemed a material breach of this Contract and constitutes grounds for termination of employment in addition to any other action authorized by law or District policy.
7.2.6.2. Administrator represents and warrants that he or she has not committed or been convicted of molestation of a child, sexual conduct with a minor, child abuse or any other dangerous crime against children as defined in A.R.S. § 13-604.01 or any offense described in A.R.S. § 15-534(B). Should Administrator be convicted of such an offense during the term of this Agreement, Administrator shall report the conviction to the Superintendent. This contract of employment shall immediately terminate and employee shall be dismissed without any right to a hearing if employee is arrested for or charged with a non-appealable offence listed in A.R.S. § 41-1758(B) and fails to immediately report the arrest or charge to the employee's supervisor.

7.3. Administrator shall provide proof of immunization against Rubella and Rubeola as a condition of employment.

7.46.3. If Administrator has retired with the Arizona State Retirement System, Administrator acknowledges that District shall not pay contributions on behalf of the Administrator pursuant to A.R.S. §§ 38-736, 38-737 or 38-797.05 during the term of this contract and that the Administrator shall not accrue credited service, retirement benefits or long-term disability program benefits pursuant to Article 2.1 of Title 38 or pursuant to District policy for the period the Administrator returns to work. Administrator acknowledges that the District shall place Administrator on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

8. Termination

8.1. This Agreement may be terminated prior to its expiration by either party in the event of a material breach of the terms of this Agreement by the other party. Material breaches shall include, but not be limited to, any failure by Administrator to perform his or her assigned duties, or to perform those duties incompetently, and any inaccuracy in the warranties and representations made by Administrator in this Agreement.

8.2. Pursuant to A.R.S. § 38-481, the Board may cancel this contract, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the Board or the District is, at any time while the contract or any extension of the contract is in effect, an employee or agent of any other party to the contract in any capacity or a consultant to any other party of the contract with respect to the subject matter of the contract.

8.3. This contract is subject to cancellation pursuant to A.R.S. § 38-511.

9. Acceptance of Contract by Administrator

The Certificated Administrator must sign this Contract and return it to the District's Human Resources Office within thirty (30) days from the date it is issued by the Governing Board, without any additions or deletions, or District's offer of employment shall be automatically revoked.

10. Complete Agreement

This document, and the initial job description and any amendments which constitutes the entire agreement with the exception of Governing Board policies and administrative rules and regulations which may be amended from time to time, and are incorporated into this contract by this reference, reflect the entire Agreement of the parties and supersedes any prior agreements. This contract cancels and supersedes all prior contracts issued for any portion of the term of this contract. Any subsequent amendment or addendum must be in writing.

ADMINISTRATOR

______________________________

Date: _________________________

GOVERNING BOARD

By: __________________________

Traci Sawyer-Sinkbeil, President

Date: _________________________
Dysart Unified School District  
2013-2014  
CERTIFICATED EMPLOYEE CONTRACT

Document: CERTIFIED EMPLOYEE CONTRACT    Name: 
Issued By: Dysart Unified on _insert date_ 

Position Information

Position: 
Amount: $

FTE: 
Type: 
Salary Schedule: 

This Contract is entered into by Dysart Unified School District No. 89 ("District") and "Teacher."

1. District agrees to employ Teacher for 197 days during fiscal year 2013-2014, commencing on August 1, 2013 and ending on May 24, 2014. The Contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by the employment contracts without additional compensation to Teacher.

2. Teacher’s employment is conditioned upon the possession at all times of a valid Arizona teacher’s certificate for the position being offered and upon the satisfactory completion of any and all background checks and fingerprint clearances that may be required. Teacher agrees to be "highly qualified" in all assigned core academic subjects or as otherwise required by law and to hold all requisite endorsements by the commencement date of this Contract. Teacher’s employment may be terminated if these conditions are not satisfied.

3. Teacher understands and agrees that Teacher is not entitled to compensation for any period during which such fingerprint clearance, certificate(s) and/or endorsement(s) and/or approved area(s) is/are not maintained and in effect; and in addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate Teacher for work performed during such period and District may deduct any of that paid to Teacher attributable to such period from any other monies owed to Teacher by District. In the sole discretion of the District, Teacher may be paid at a substitute teacher rate for a maximum of 120 days per school year.

4. District agrees to pay Teacher a salary listed above. In the event there is a difference between the salary amount stated here and the amount in the District salary schedule, the salary schedule shall govern. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District’s Performance Pay Plan, subject to any reduction in Classroom Site Funding as described below. The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District’s performance pay plan. Teacher shall also receive such fringe benefits as the Governing Board approves for this fiscal year.

a. In addition to the base salary and in the event the **Certificated Employee Teacher**’s position qualifies for such monies, **Certificated Employee Teacher** shall receive an additional sum, to be determined for the 2013-2014 school year, as compensation from the District’s funding pursuant to that portion of Proposition 301 funding equaling 20% of the 2013-2014 Classroom Site fund.

b. In addition to base salary and in the event the **Certificated Employee Teacher**’s position qualifies for such monies, **Certificated Employee Teacher** shall receive an additional sum, to be determined for the 2013-2014 school year, as compensation from the District’s funding pursuant to that portion of Proposition 301 funding equaling 40% of the 2013-2014 Classroom Site fund.

c. In addition to base salary and in the event the **Certificated Employee Teacher**’s position qualifies for such monies, **Certificated Employee Teacher** shall receive performance pay if **Certificated Employee Teacher** qualifies for such pay as determined by the District in accordance with the District’s Performance Pay Plan. The amount of performance pay, and the method and timing of payment of such monies, shall be specified in the District’s Performance Pay Plan. This addition to base salary shall be paid to **Certificated Employee Teacher** on or about August and December 2013, or within thirty (30) days of receipt of relevant and necessary information, whichever is later or as otherwise approved by the Governing Board. This compensation is funded solely from Proposition 301 funding equaling 40% of the Classroom Site fund for the 2013-2014 school year.

d. If eligible, **Certificated Employee Teacher** shall be paid additional compensation pursuant to the District Governing Board Policy and the Memorandum of Understanding to include but not limited to: District Longevity Pay, National Board Certification Addendum, and other Governing Board approved amounts as appropriate.

e. In the event of any conflict between the compensation figure in this Contract and the compensation figure reflected in the salary schedule, the salary schedule shall govern. Should **Certificated Employee Teacher** believe that there is a mistake in the **Certificated Employee Teacher**.
Employee Teacher’s placement on the salary schedule. Certified Employee Teacher must notify the District of the possible mistake within fifteen (15) days following acceptance of this contract by Certified Employee Teacher.

In addition to the amount listed above, the District shall pay Teacher a one time stipend between November 1, 2013 and December 31, 2013 if the District is able to carry forward at least three million dollars ($3,000,000) in its maintenance and operations funds for use in the 2013-2014 school year. If applicable, the District shall pay as follows:

1. if Teacher has worked between 1-3 years for the District by July 1, 2013, Teacher shall receive 1.8% of Teacher’s base salary listed above as a one time stipend;
2. if Teacher has worked between 4-15 years for the District by July 1, 2013, Teacher shall receive 1.95% of Teacher’s base salary listed above as a one time stipend; or
3. if Teacher has worked for over 16 years for the District by July 1, 2013, Teacher shall receive 2.0% of Teacher’s base salary listed above as a one time stipend.

Pursuant to A.R.S. § 15-977 and provisions of the Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher’s Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

The District’s Governing Board approved a preliminary budget for 2013-2014. That preliminary budget incorporated assumptions about the amount of funding that would be available to the District. If the District receives less than was assumed in the preliminary budget, the District may (1) decrease Teacher’s salary and/or authorize personnel or teachers’ salaries by such amount as may be needed to offset the difference between projected funding and the provider of the Legislature’s budget, but in no event shall such a reduction exceed two and one quarter percent (2.25%) of Teacher’s salary. Teacher acknowledges and agrees that at any time after execution of this Contract, the Base Salary specified above may be reduced by an amount not to exceed two and one-fourth percent (2.25%) of Teacher’s salary if any of the following occurs:

1. the District’s Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the 2013-2014 fiscal year is less or becomes less than that authorized at the beginning of the 2012-2013 fiscal year;
2. the District fails to receive during the 2013-2014 fiscal year funds in the amount initially budgeted for such year;
3. the District does not receive funds that the District anticipates receiving for use in the 2013-2014 fiscal year from the Arizona legislature, federal funds or any other source.

Teacher shall have given fewer than two (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

If additional revenues become available to the District through legislative appropriation, state sales tax revenues, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment if those revenues are appropriated, authorized, and/or permitted to be used for teacher salaries during the 2013-2014 school year, Teacher may be given a raise in salary, if so approved by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed.

Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher’s employment. Any breach of this warranty may be grounds for termination of employment.

Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any nonappealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher’s supervisor. Failure to do so shall result in immediate dismissal.

Teacher agrees to teach such grade, grades or subjects as the Teacher may be assigned to teach, and to perform such other duties as may be assigned. Teacher agrees to abide by and be subject to the District’s policies, regulations and rules as are in effect or may be amended during the term of this Contract.

Teacher shall be evaluated through the use of an evaluation system and instrument adopted and approved pursuant to A.R.S. 15-203(A)(38) and 15-537. The parties acknowledge and agree that the District’s evaluation system and instrument may be amended from time to time during the term of this Contract.

If Teacher has retired with the Arizona State Retirement System and returned to work, teacher’s employment is not subject to annual renewal and other provisions of Title 15 as specified in A.R.S. § 38-766.01. The District shall not pay retirement contributions on behalf of Teacher during the term of this contract nor shall Teacher accrue credited service, retirement benefits or long term disability program benefits under either state law or by District policy. Teacher acknowledges that the District shall place Teacher on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

Pursuant to A.R.S. § 15-545, any Teacher resignation without prior Governing Board approval shall be deemed to be an unprofessional act. Teacher recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that the teacher does not fulfill his/her obligations under the contract. In the event that the teacher fails to report to his/her assignment or resigns from employment with the District, effective prior to the end of the term of this contract, employee agrees to pay the District the amount of Two Thousand
Five Hundred Dollars ($2,500.00) as liquidated damages, and not as a penalty. The Governing Board may waive this payment if the employee's non-performance results from circumstances beyond his/her control or from an agreement for a resignation in lieu of dismissal. The District may withhold all or any part of these liquidated damages from any amount payable to the Teacher after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages. Teacher shall reimburse the District for any collection fees, attorney fees, court costs or other reasonable expenses incurred by the District to collect the amount owed as liquidated damages.

15. To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

16. Certificated Employee Teacher shall receive benefits in accordance with their employment status (i.e. part-time, retired, ten and one-half month, or twelve month, certificated or support staff) and pursuant to the applicable Governing Board Policies.

17. This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

18. The entire agreement between the parties shall consist of this Contract, District's salary schedule, Governing Board Policies, Memorandum of Understanding (MOU) the District’s Performance Pay Plan and such fringe benefits as the Governing Board approves for this fiscal year. Any prior or contemporaneous agreements, whether written or oral, are superseded by the execution of this Contract. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

19. Employees who work less than twelve (12) months per year may be paid over twelve (12) months. This is called “annualized compensation.” Annualized compensation gives you income during the summer months. Due to IRS regulations, you must make a written election to receive annualized compensation. Please initial your selection. Pay option may not be changed during the term of this contract. If you fail to return this election before you begin work for the school year, the District will not annualize your compensation.

Please initial your election (Please read carefully):

_______ I elect annualized compensation; please annualize my compensation as follows: 26 pays with balloon payment of balance of contract on last payment at end of contract term

OR

_______ I do not elect annualized compensation. I choose to be paid in 22 equal payments while school is in session

20. This contract must be received by the District Office Human Resources Department within fifteen (15) business days from the date of the teacher's receipt of the written contract or the offer is revoked. Receipt will be deemed to have occurred when the written contract is personally delivered, placed in the teacher's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. If the contract is returned and includes terms in addition to the terms of contract offered by the board or is not returned within the (fifteen) 15 business days, under accordance with the provisions of A.R.S. §15-536 and/or A.R.S. §15-538.01, this Contract shall be null and void.

By signing this contract, Teacher acknowledges reading this contract and specifically agrees to comply with all terms in the contract.

Teacher’s Signature

____________________________

Date ________________________

Governing Board President’s Signature

____________________________

Date ________________________
This Contract is entered into by Dysart Unified School District No. 89 ("District") and ("Licensed Employee").

1. District agrees to employ Licensed Employee for 197 days during fiscal year 2012-2013, commencing on August 21, 2012, and ending on May 25, 2013. The Contract year for Licensed Employee shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by the employment contracts without additional compensation to Licensed Employee.

2. Licensed Employee’s employment is conditioned upon the possession at all times of a valid license and/or certification required for the position being offered and upon the satisfactory completion of any and all background checks and fingerprint clearances that may be required.

3. Licensed Employee understands and agrees that Licensed Employee is not entitled to compensation for any period during which such fingerprint clearance, license(s) and/or certificate(s) and/or approved area(s) is/are not maintained and in effect; and in addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate Licensed Employee for work performed during such period.

4. District agrees to pay Licensed Employee a salary of the amount listed above. In the event there is a difference between the salary amount stated here and the amount in the District salary schedule, the salary schedule shall govern. Licensed Employee shall also receive such fringe benefits as the Governing Board approves for this fiscal year.

   a. In addition to the base salary and in the event the Licensed Employee’s position qualifies for such monies, Licensed Employee shall receive an additional sum, to be determined for the 2011-2012 school year, as compensation from the District’s funding pursuant to that portion of Proposition 301 funding equaling 20% of the 2011-2012 Classroom Site fund.

   b. In addition to base salary and in the event the Licensed Employee’s position qualifies for such monies, Licensed Employee shall receive an additional sum, to be determined for the 2011-2012 school year, as compensation from the District’s funding pursuant to that portion of Proposition 301 funding equaling 40% of the 2011-2012 Classroom Site fund.

   c. In addition to base salary and in the event the Licensed Employee’s position qualifies for such monies, Licensed Employee shall receive performance pay if Licensed Employee qualifies for such pay as determined by the District in accordance with the District’s Performance Pay Plan. The amount of performance pay, and the method and timing of payment of such monies, shall be specified in the District’s Performance Pay Plan. This addition to base salary shall be paid to Licensed Employee on or about August and December 2012, or within thirty (30) days of receipt of relevant and necessary information, whichever is later or as otherwise approved by the Governing Board. This compensation is funded solely from Proposition 301 funding equaling 40% of the Classroom Site fund for the 2011-2012 school year.

   d. If eligible, Licensed Employee shall be paid additional compensation pursuant to the District Governing Board Policy and the Memorandum of Understanding to include but not limited to: District Longevity Pay, Addendum Stipend for Related Services Professionals and other Governing Board approved amounts as appropriate.

   e. In the event of any conflict between the compensation figure in this Contract and the compensation figure reflected in the salary schedule, the salary schedule shall govern. Should Licensed Employee believe that there is a mistake in the Licensed Employee’s placement on the salary schedule, Licensed Employee must notify the District of the possible mistake within fifteen (15) days following acceptance of this contract by Licensed Employee.

In addition to the amount listed above, the District shall pay Licensed Employee a one time stipend between November 1, 2012 and December 31, 2013 if the District is able to carry forward at least three million dollars ($3,000,000) in its maintenance and operations funds for use in the 2013-2014 school year. If applicable, the District shall pay as follows:

   1. If Licensed Employee has worked between 1-3 years for the District by July 1, 2013, Licensed Employee shall receive 1.6% of Licensed Employee’s base salary listed above as a one time stipend;
ii. if Licensed Employee has worked between 4-15 years for the District by July 1, 2013, Licensed Employee shall receive 1.95% of Licensed Employee’s base salary listed above as a one time stipend; or
iii. if Licensed Employee has worked for over 16 years for the District by July 1, 2013, Licensed Employee shall receive 2.0% of Licensed Employee’s base salary listed above as a one time stipend.

5. District’s Governing Board approved a preliminary budget for 2011-2012. That preliminary budget incorporated assumptions about the amount of funding that would be available to the District. If the funding that is made available to the District by the Legislature’s budget for 2011-2012 is less than was assumed in the preliminary budget, the District may, pursuant to A.R.S. §15-544, reduce personnel or Licensed Employee salaries by such amount as may be needed to offset the difference between projected funding and that provided by the Legislature’s budget, but in no event shall such a reduction exceed two and one-quarter percent (2.25%) of Licensed Employee’s salary. Licensed Employee acknowledges and agrees that at any time after execution of this Contract, the Base Salary specified above may be reduced by an amount not to exceed two and one-fourth percent (2.25%) of Licensed Employee’s salary if any of the following occurs: 1) the District’s Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the 2013-2014 fiscal year is less or becomes less than that authorized at the beginning of the 2012-2013 fiscal year; 2) the District fails to receive during the 2013-2014 fiscal year funds in the amount initially budgeted for such year; 3) the District does not receive funds that the District anticipates receiving for use in the 2013-2014 fiscal year from the Arizona legislature, federal funds or any other source. Licensed Employee shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

6. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for Licensed Employee salaries during the 2011-2012-2013-2014 school year, Licensed Employee may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to Licensed Employees in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed.

7. District reserves the right, as part of a salary reduction pursuant to A.R.S. §15-544, to decrease Licensed Employee’s salary by furloughing Licensed Employee for up to one (1) day. Licensed Employee will not be required to perform any duties on any days of furlough and will receive no compensation for such days. Licensed Employee may not use paid sick leave or other paid leave time on such furlough days.

8. Licensed Employee warrants the truth of all representations and statements made by Licensed Employee to District in connection with Licensed Employee’s employment. Any breach of this warranty may be grounds for termination of employment.

9. Pursuant to A.R.S. §15-550, if Licensed Employee is arrested for or charged with any nonappealable offense listed in A.R.S. §41-1758.03(B), Licensed Employee shall immediately report the arrest or charge to Licensed Employee’s supervisor. Failure to do so shall result in immediate dismissal.

10. Licensed Employee agrees to perform such responsibilities as the Licensed Employee may be assigned. Licensed Employee agrees to abide by and be subject to the District’s policies, regulations and rules as are in effect or may be amended during the term of this Contract.

11. If Licensed Employee has retired with the Arizona State Retirement System and returned to work, Licensed Employee’s employment is not subject to annual renewal and other provisions of Title 15 as specified in A.R.S. §38-766.01. The District shall not pay retirement contributions on behalf of Licensed Employee during the term of this contract nor shall Licensed Employee accrue credited service, retirement benefits or long term disability program benefits under either state law or by District policy. Licensed Employee acknowledges that the District shall place Licensed Employee on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. §38-766.02.

12. Any Licensed Employee resignation without prior Governing Board approval shall be deemed to be an unprofessional act. Licensed Employee recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that the Licensed Employee does not fulfill his/her obligations under the contract. In the event that the Licensed Employee fails to report to his/her assignment or resigns from employment with the District, effective prior to the end of the term of this contract, employee agrees to pay the District the amount of Two Thousand Five Hundred Dollars ($2,500.00) as liquidated damages, and not as a penalty. The Governing Board may waive this payment if the employee’s non-performance results from circumstances beyond his/her control or from an agreement for a resignation in lieu of dismissal. The District may withhold all or any part of these liquidated damages from any amount payable to the Licensed Employee after receipt of the resignation or failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages. Licensed Employee shall reimburse the District for any collection fees, attorney fees, court costs or other reasonable expenses incurred by the District to collect the amount owed as liquidated damages.

13. To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

14. Licensed Employee shall receive benefits in accordance with their employment status (i.e. part-time, retired, ten and one-half month, or twelve month, certificated or support staff) and pursuant to the applicable Governing Board Policies.

15. This Contract is subject to cancellation pursuant to A.R.S. §38-511.
16. The entire agreement between the parties shall consist of this Contract, District's salary schedule, Governing Board Policies, Memorandum of Understanding (MOU) and such fringe benefits as the Governing Board approves for this fiscal year. Any prior or contemporaneous agreements, whether written or oral, are superseded by the execution of this Contract. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

17. Employees who work less than twelve (12) months per year may be paid over twelve (12) months. This is called "annualized compensation." Annualized compensation gives you income during the summer months. Due to IRS regulations, you must make a written election to receive annualized compensation. Please initial your selection. Pay option may not be changed during the term of this contract. If you fail to return this election before you begin work for the school year, the District will not annualize your compensation.

PLEASE INITIAL YOUR ELECTION (PLEASE READ CAREFULLY):

_____ I elect annualized compensation; please annualize my compensation as follows: 26 pays with balloon payment of balance of contract on last payment at end of contract term

OR

_____ I do not elect annualized compensation. I choose to be paid in 22 equal payments while school is in session

18. This contract must be received by the District Office Human Resources Department within fifteen (15) business days from the date of the Licensed Employee's receipt of the written contract or the offer is revoked. Receipt will be deemed to have occurred when the written contract is personally delivered, placed in the Licensed Employee's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. If the contract is returned and includes terms in addition to the terms of contract offered by the board or is not returned within the fifteen (15) business days this Contract shall be null and void.

BY SIGNING THIS CONTRACT, LICENSED EMPLOYEE ACKNOWLEDGES READING THIS CONTRACT AND SPECIFICALLY AGREES TO COMPLY WITH ALL TERMS IN THE CONTRACT.

LICENSED EMPLOYEE'S SIGNATURE

_____________________________ DATE

GOVERNING BOARD PRESIDENT'S SIGNATURE

_____________________________ DATE
Dysart Unified School District
2012-2013-2014
SCHOOL NURSE EMPLOYEE CONTRACT

This Contract is entered into by Dysart Unified School District No. 89 ("District") and ("School Nurse") as

1. District agrees to employ School Nurse for 197 days during fiscal year 2012-2013, commencing on and ending on , 2014. The Contract year for School Nurse shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by the employment contracts without additional compensation to School Nurse.

2. School Nurse’s employment is conditioned upon the possession at all times of a valid license and/or certification required for the position being offered and upon the satisfactory completion of any and all background checks and fingerprint clearances that may be required.

3. School Nurse understands and agrees that School Nurse is not entitled to compensation for any period during which such fingerprint clearance, license(s) and/or certificate(s) and/or approved area(s) is/are not maintained and in effect; and in addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate School Nurse for work performed during such period and District may deduct any of that paid to School Nurse attributable to such period from any other monies owed to School Nurse by District. In the sole discretion of the District, School Nurse may be paid at a substitute School Nurse rate if applicable.

4. District agrees to pay School Nurse a salary listed above. In the event there is a difference between the salary amount stated here and the amount in the District salary schedule, the salary schedule shall govern. School Nurse shall also receive such fringe benefits as the Governing Board approves for this fiscal year.
   a. If eligible, School Nurse shall be paid additional compensation pursuant to the District Governing Board Policy and the Memorandum of Understanding to include but not limited to: District Longevity Pay, Addendum and other Governing Board approved amounts as appropriate.
   b. In the event of any conflict between the compensation figure in this Contract and the compensation figure reflected in the salary schedule, the salary schedule shall govern. Should School Nurse believe that there is a mistake in the School Nurse's placement on the salary schedule, School Nurse must notify the District of the possible mistake within fifteen (15) days following acceptance of this contract by School Nurse.

5. In addition to the amount listed above, the District shall pay School Nurse a one time stipend between November 1, 2013 and December 31, 2013 if the District is able to carry forward at least three million dollars ($3,000,000) in its maintenance and operations funds for use in the 2013-2014 school year. If applicable, the District shall pay as follows:
   i. if School Nurse has worked between 1-3 years for the District by July 1, 2013, School Nurse shall receive 1.8% of School Nurse’s base salary listed above as a one time stipend;
   ii. if School Nurse has worked between 4-15 years for the District by July 1, 2013, School Nurse shall receive 1.95% of School Nurse’s base salary listed above as a one time stipend; or
   iii. if School Nurse has worked for over 16 years for the District by July 1, 2013, School Nurse shall receive 2.0% of School Nurse’s base salary listed above as a one time stipend.

5. District’s Governing Board approved a preliminary budget for 2012-2013. That preliminary budget incorporated assumptions about the amount of funding that would be available to the District. If the funding that is made available to the District by the Legislature’s budget for 2012-2013 is less than was assumed in the preliminary budget, the District may, pursuant to A.R.S. § 15-544, reduce personnel or School Nurse’s salaries by such amount as may be needed to offset the difference between projected funding and that provided by the Legislature’s budget, but in no event shall such a reduction exceed two and one quarter percent (2.25%) of School Nurse’s salary. School Nurse acknowledges and agrees that at any time after execution of this Contract, the Base Salary specified above may be reduced by an amount not to exceed two and one-fourth percent (2.25%) of School Nurse’s salary if any of the following occurs: 1) the District’s Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the 2012-2013 fiscal year is less or becomes less than that authorized at the beginning of the 2012-2013
fiscal year; 2) the District fails to receive during the 2012-2013 fiscal year funds in the amount initially budgeted for such year; 3) the District does not receive funds that the District anticipates receiving for use in the 2013-2014 fiscal year from the Arizona legislature, federal funds or any other source. School Nurse shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

6. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, decrease in anticipated cuts or decrease in revenue, drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for School Nurse salaries during the 2012-2013-2014 school year, School Nurse may be given raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to School Nurses in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed.

7. District reserves the right, as part of a salary reduction pursuant to A.R.S. § 15-544, to decrease School Nurse’s salary by furloughing School Nurse for up to one (1) day. School Nurse will not be required to perform any duties on any days of furlough and will receive no compensation for such days. School Nurse may not use paid sick leave or other paid leave time on such furlough days.

8. School Nurse warrants the truth of all representations and statements made by School Nurse to District in connection with School Nurse’s employment. Any breach of this warranty may be grounds for termination of employment.

9. Pursuant to A.R.S. § 15-540, if School Nurse is arrested for or charged with any nonappealable offense listed in A.R.S. § 41-1758.03(B), School Nurse shall immediately report the arrest or charge to School Nurse’s supervisor. Failure to do so shall result in immediate dismissal.

10. School Nurse agrees to perform such responsibilities as the School Nurse may be assigned. School Nurse agrees to abide by and be subject to the District’s policies, regulations and rules as are in effect or may be amended during the term of this Contract.

11. If School Nurse has retired with the Arizona State Retirement System and returned to work, School Nurse’s employment is not subject to annual renewal and other provisions of Title 15 as specified in A.R.S. § 38-766.01. The District shall not pay retirement contributions on behalf of School Nurse during the term of this contract nor shall School Nurse accruing credited service, retirement benefits or long term disability program benefits under either state law or by District policy. School Nurse acknowledges that the District shall place the School Nurse on the salary schedule so as to reimburse the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

12. Any School Nurse resignation without prior Governing Board approval shall be deemed to be an unprofessional act. School Nurse recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that the School Nurse does not fulfill his/her obligations under the contract. In the event that the School Nurse fails to report to his/her assignment or resigns from employment with the District, effective prior to the end of the term of this contract, employee agrees to pay the District the amount of Two Thousand Five Hundred Dollars ($2,500.00) as liquidated damages, and not as a penalty. The Governing Board may waive this payment if the employee's non-performance results from circumstances beyond his/her control or from an agreement for a resignation in lieu of dismissal. The District may withhold all or any part of these liquidated damages from any amount payable to the School Nurse after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages. School Nurse shall reimburse the District for any collection fees, attorney fees, court costs or other reasonable expenses incurred by the District to collect the amount owed as liquidated damages.

13. To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

14. School Nurse shall receive benefits in accordance with their employment status (i.e. part-time, retired, ten and one-half month, or twelve month, certificated or support staff) and pursuant to the applicable Governing Board Policies.

15. This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

16. The entire agreement between the parties shall consist of this Contract, District’s salary schedule, Governing Board Policies, Memorandum of Understanding (MOU) and such fringe benefits as the Governing Board approves for this fiscal year. Any prior or contemporaneous agreements, whether written or oral, are superseded by the execution of this Contract. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

17. Employees who work less than twelve (12) months per year may be paid over twelve (12) months. This is called “annualized compensation.” Annualized compensation gives you income during the summer months. Due to IRS regulations, you must make a written election to receive annualized compensation. Please initial your selection. Pay option may not be changed during the term of this contract. If you fail to return this election before you begin work for the school year, the District will not annualize your compensation.

PLEASE INITIAL YOUR ELECTION (PLEASE READ CAREFULLY):

[ ] I elect annualized compensation; please annualize my compensation as follows: 26 pays with balloon payment of balance of contract on last payment at end of contract term
I do not elect annualized compensation. I choose to be paid in 22 equal payments while school is in session

18. This contract must be received by the District Office Human Resources Department within fifteen (15) business days from the date of the School Nurse's receipt of the written contract or the offer is revoked. Receipt will be deemed to have occurred when the written contract is personally delivered, placed in the School Nurse's school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. If the contract is returned and includes terms in addition to the terms of contract offered by the board or is not returned within the fifteen (15) business days this Contract shall be null and void.

BY SIGNING THIS CONTRACT, SCHOOL NURSE ACKNOWLEDGES READING THIS CONTRACT AND SPECIFICALLY AGREES TO COMPLY WITH ALL TERMS IN THE CONTRACT.

SCHOOL NURSE'S SIGNATURE

__________________________________________________________________________

DATE ____________________

GOVERNING BOARD PRESIDENT'S SIGNATURE

__________________________________________________________________________

DATE ____________________
This Contract is entered into by Dysart Unified School District No. 89 ("District") and _____________________________ ("School Psychologist").

1. District agrees to employ School Psychologist for 244 days during fiscal year 2013-2014, commencing on July 1, 2013 and ending on June 30, 2014. The Contract year for School Psychologist shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by the employment contracts without additional compensation to School Psychologist.

2. School Psychologist's employment is conditioned upon the possession at all times of a valid Arizona School Psychologist's certificate for the position being offered and upon the satisfactory completion of any and all background checks and fingerprint clearances that may be required.

3. School Psychologist understands and agrees that School Psychologist is not entitled to compensation for any period during which such fingerprint clearance, certificate(s) and/or endorsement(s) and/or approved area(s) is/are not maintained and in effect; and in addition to any other remedies to which the District may be entitled, District shall not be obliged to pay or compensate School Psychologist for work performed during such period and District may deduct any of that paid to School Psychologist attributable to such period from any other monies owed to School Psychologist by District. In the sole discretion of the District, School Psychologist may be paid at a substitute School Psychologist rate if applicable.

4. District agrees to pay School Psychologist a salary of ________________________ listed above. In the event there is a difference between the salary amount stated here and the amount in the District salary schedule, the salary schedule shall govern. School Psychologist shall also receive such fringe benefits as the Governing Board approves for this fiscal year.
   a. If eligible, School Psychologist shall be paid additional compensation pursuant to the District Governing Board Policy and the Memorandum of Understanding to include but not limited to: District Longevity Pay, Nationally Certified School Psychologist Addendum, School Psychologist Addendum Stipend for Related Services Professions and other Governing Board approved amounts as appropriate.
   b. In the event of any conflict between the compensation figure in this Contract and the compensation figure reflected in the salary schedule, the salary schedule shall govern. Should School Psychologist believe that there is a mistake in the School Psychologist's placement on the salary schedule, School Psychologist must notify the District of the possible mistake within fifteen (15) days following acceptance of this contract by School Psychologist.
   c. In addition to the amount listed above, the District shall pay School Psychologist a one time stipend between November 1, 2013 and December 31, 2013 if the District is able to carry forward at least three million dollars ($3,000,000) in its maintenance and operations funds for use in the 2013-2014 school year. If applicable, the District shall pay as follows:
      i. if School Psychologist has worked between 1-3 years for the District by July 1, 2013, School Psychologist shall receive 1.8% of School Psychologist's base salary listed above as a one time stipend;  
      ii. if School Psychologist has worked between 4-15 years for the District by July 1, 2013, School Psychologist shall receive 1.95% of School Psychologist's base salary listed above as a one time stipend; or 
      iii. if School Psychologist has worked for over 16 years for the District by July 1, 2013, School Psychologist shall receive 2.0% of School Psychologist's base salary listed above as a one time stipend.

5. District's Governing Board approved a preliminary budget for 2013-2014. That preliminary budget incorporated assumptions about the amount of funding that would be available to the District. If the funding that is made available to the District by the Legislature's budget for 2011-2012 is less than was assumed in the preliminary budget, the District may, pursuant to A.R.S. § 15-544, reduce personnel or School Psychologist salaries by such amount as may be needed to offset the difference between projected funding and that provided by the Legislature's budget, but in no
event shall such a reduction exceed two and one-quarter percent (2.25%) of School Psychologist’s salary. School Psychologist acknowledges and agrees that at any time after execution of this Contract, the Base Salary specified above may be reduced by an amount not to exceed two and one-fourth percent (2.25%) of School Psychologist’s salary if any of the following occurs: 1) the District’s Base Support Level, Revenue Control Limit, or General Budget Limit authorized for the 2013-2014 fiscal year is less or becomes less than that authorized at the beginning of the 2012-2013 fiscal year; 2) the District fails to receive during the 2013-2014 fiscal year funds in the amount initially budgeted for such year; 3) the District does not receive funds that the District anticipates receiving for use in the 2013-2014 fiscal year from the Arizona legislature, federal funds or any other source. School Psychologist shall be given not fewer than ten (10) calendar days notice of any reduction in Base Salary that occurs as a result of this paragraph.

6. If additional revenues become available to the District through legislative appropriation, state sales tax revenues, decrease in anticipated cuts or decrease in revenue drop, or other legal enactment and if those revenues are appropriated, authorized, and/or permitted to be used for School Psychologist salaries during the 2013-2014 school year, School Psychologist may be given a raise in salary, if so approved by the Governing Board in its sole discretion. Any such salary increase shall be apportioned to School Psychologists in a manner that will be determined by the Governing Board, unless the authorizing enactment specifies the method by which the increase is to be distributed.

7. District reserves the right, as part of a salary reduction pursuant to A.R.S. § 15-544, to decrease School Psychologist’s salary by furloughing School Psychologist for up to one (1) day. School Psychologist will not be required to perform any duties on any days of furlough and will receive no compensation for such days. School Psychologist may not use paid sick leave or other paid leave time on such furlough days.

8. School Psychologist warrants the truth of all representations and statements made by School Psychologist to District in connection with School Psychologist’s employment. Any breach of this warranty may be grounds for termination of employment.

9. Pursuant to A.R.S. § 15-550, if School Psychologist is arrested for or charged with any nonappealable offense listed in A.R.S. § 41-1758.03(B), School Psychologist shall immediately report the arrest or charge to School Psychologist’s supervisor. Failure to do so shall result in immediate dismissal.

10. School Psychologist agrees to perform such responsibilities as the School Psychologist may be assigned. School Psychologist agrees to abide by and be subject to the District’s policies, regulations and rules as are in effect or may be amended during the term of this Contract.

11. If School Psychologist has retired with the Arizona State Retirement System and returned to work, School Psychologist’s employment is not subject to annual renewal and other provisions of Title 15 as specified in A.R.S. § 38-766.01. The District shall not pay retirement contributions on behalf of School Psychologist during the term of this contract nor shall School Psychologist accrue credited service, retirement benefits or long term disability program benefits under either state law or by District policy. School Psychologist acknowledges that the District shall place School Psychologist on the salary schedule so as to recoup the costs associated with paying an alternative contribution rate pursuant to A.R.S. § 38-766.02.

12. Any School Psychologist resignation without prior Governing Board approval shall be deemed to be an unprofessional act. School Psychologist recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that the School Psychologist does not fulfill his/her obligations under the contract. In the event that the School Psychologist fails to report to his/her assignment or resigns from employment with the District, effective prior to the end of the term of this contract, employee agrees to pay the District the amount of Two Thousand Five Hundred Dollars ($2,500.00) as liquidated damages, and not as a penalty. The Governing Board may waive this payment if the employee’s non-performance results from circumstances beyond his/her control or from an agreement for a resignation in lieu of dismissal. The District may withhold all or any part of these liquidated damages from any amount payable to the School Psychologist after receipt of the resignation or a failure to report for duty, and may take any action, including filing suit, to collect the liquidated damages. School Psychologist shall reimburse the District for any collection fees, attorney fees, court costs or other reasonable expenses incurred by the District to collect the amount owed as liquidated damages.

13. To the extent appropriate for the occasion and as part of the compensation, the District may provide incidental food and beverages at mandatory staff meetings, including in-services and staff development activities/trainings, in order to foster good working relations and encourage and reward staff participation.

14. School Psychologist shall receive benefits in accordance with their employment status (i.e. part-time, retired, ten and one-half month, or twelve month, certificated or support staff) and pursuant to the applicable Governing Board Policies.

15. This Contract is subject to cancellation pursuant to A.R.S. § 38-511.

16. The entire agreement between the parties shall consist of this Contract, District’s salary schedule, Governing Board Policies, Memorandum of Understanding (MOU) and such fringe benefits as the Governing Board approves for this fiscal year. Any prior or contemporaneous agreements, whether written or oral, are superseded by the execution of this Contract. Any subsequent amendment or addendum to this Contract must be in writing and signed by both parties.

17. Employees who work less than twelve (12) months per year may be paid over twelve (12) months. This is called “annualized compensation.” Annualized compensation gives you income during the summer months. Due to IRS regulations, you must make a written election to
receive annualized compensation. Please initial your selection. Pay option may not be changed during the term of this contract. If you fail to return this election before you begin work for the school year, the District will not annualize your compensation.

**PLEASE INITIAL YOUR ELECTION (PLEASE READ CAREFULLY):**

_______ I elect annualized compensation; please annualize my compensation as follows: 26 pays with balloon payment of balance of contract on last payment at end of contract term

OR

_______ I do not elect annualized compensation. I choose to be paid in 23 equal payments while school is in session

18. This contract must be received by the District Office Human Resources Department within thirty (30) calendar days from the date of the School Psychologist’s receipt of the written contract or the offer is revoked. Receipt will be deemed to have occurred when the written contract is personally delivered, placed in the School Psychologist’s school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. If the contract is returned and includes terms in addition to the terms of contract offered by the board or is not returned within the (thirty) 30 calendar days, under accordance with the provisions of A.R.S. §15-503, this Contract shall be null and void.

BY SIGNING THIS CONTRACT, SCHOOL PSYCHOLOGIST ACKNOWLEDGES READING THIS CONTRACT AND SPECIFICALLY AGREES TO COMPLY WITH ALL TERMS IN THE CONTRACT.

**SCHOOL PSYCHOLOGIST’S SIGNATURE**

__________________________________________

DATE __________________________

**GOVERNING BOARD PRESIDENT’S SIGNATURE**

__________________________________________

DATE __________________________
AGENDA ITEM: Recommendation for Renewal of Eligible Certificated and Licensed Staff, and Authorization to Issue Employment Contracts for the 2013-2014 School Year

EXECUTIVE SUMMARY:

Administration is recommending approval of certificated and licensed employees eligible for re-employment for the 2013-2014 school year and issuance of contracts, with the exception of:

1) Non-continuing teachers who are currently completing a 90-day improvement plan per Arizona Revised Statutes are not eligible. Upon completion of the improvement plan and formal evaluation, the appropriate recommendation will be forthcoming.

2) Teachers who were issued an interim contract for the current school year and who are not currently placed for the 2013-2014 school year.

3) Current certificated staff members who do not hold the proper certification from the Arizona Department of Education are not eligible for reemployment. The proper certification includes: standard, reciprocal, provisional and Highly Qualified for teaching assignment.

4) Current staff who do not hold the proper licensing required for the position are not eligible for reemployment.

Appropriate recommendations on exceptions will be forthcoming.

Contracts will be offered to eligible certificated and licensed staff no later than April 15, 2013. Contracts will be issued at the 2013-2014 salary level with the 2013-2014 benefits package for certificated and licensed staff.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve renewal of eligible certificated and licensed staff, and authorize issuance of employment contracts for the 2013-2014 school year.
AGENDA ITEM: Recommendation for Renewal of Eligible Administrative Staff and Authorization to Issue Employment Contracts for the 2013-2014 School Year

EXECUTIVE SUMMARY:
Administration is recommending the Governing Board approve renewal of eligible administrative staff and authorize the issuance of contracts for the 2013-2014 school year.

BOARD ACTION REQUESTED:
It is recommended the Governing Board approve renewal of eligible administrative staff and authorize the issuance of employment contracts for the 2013-2014 school year with benefits commensurate with the position.

SUBMITTED BY: SUPERINTENDENT: AGENDA ITEM: 21
ACTION BY BOARD: Motion: Second: Vote:
## Dysart Unified School District
### Administrative Assignments for 2013-2014 School Year

### Cabinet Assignments
Dean, James
Kellis, Dr. Quinn
Miller, Dr. Cynthia

### District Office Assignments
Andrews, John
Braden, James
Buck, Patricia
Coker, Jennifer
Cook, Jeffrey
Cox, Sarah
Daigle, Steven
Dickerson, Thom
Dumon, Dr. David
Grieshaber, Adriel
Hawari, Diana
Heatherly, Teresa
Kauffmann, Tina
McCain, Joy
Neese, Greg
Paufler, Noelle
Rodriguez, Marcie
Rose, Shara
Sloat, Edward
Sperling, Frances
Turley, Chad
Young, Robert

### Principal Assignments
Black, Jayson
Burns, Karie
Capuano, Anthony
Fisher, Dr. Rosalind
Grieshaber, James
Hawkins, Michael
Hill, Kathy
Hunt, Betty (Jean)
Isai, Shelley
Kaye, Dana
Kerr, Christopher (Scott)
Kieffer, Christopher
Lawrence, Larry
Lockhart, Roberta
Miller, Gail
Neese, Greg
Paufler, Noelle
Rodriguez, Marcie
Stoeve, Dr. David
Torres, Tyrus
Tipton, Therese
Vasquez-Robles, Dr. Veronica
Wieferich, Doris (Jayne)
Willingham, Andrea
Winterstein, Karen

### Assistant Principal Assignments
Auch, Jennifer
Brown, Stacie
Fischer, Kimberly
Fisher, Debora
Gabrick, Tanya
Greenway, Arthur
Haney, Rick
Hessler, Marianne
Kubin, Matthew
Kuffel, Matthew
Larramore, Brad
Lawrence, Stephanie
LoMazzo, Kim
Love, Michelle
Pierce, Steven
St. Germain, Jeremy
Sylvester, Cathie
Timbrooks, Tyrus
Tokhi, Josephine

Rev. 3/19/2013
AGENDA ITEM: Recommendation to Approve the Certificated, Licensed, and Administrator Salary Schedules for Hiring - 2013-2014 School Year

Action/Consent ____  Action/Discussion  X  Information ____  Supporting Data  X

Cost: __________________  Funding Source: Various

EXECUTIVE SUMMARY:

Administration recommends Governing Board approval of the salary schedules for the hiring of new certificated staff, speech language pathologists, audiologists, occupational therapists, and physical therapists for the 2013-14 school year. In addition, administration recommends approval of the 2013-2014 hiring schedules for psychologists, licensed staff and administrators.

The purpose of all schedules is to provide a salary entry point for newly hired employees. For newly hired staff, placement would be based on education, experience and other factors related to salary placement upon hire. Salary schedule language has been included to address the district’s responsibility under the alternate contribution rate for actively employed retirees under the Arizona State Retirement System.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the certificated, licensed, and administrator salary schedules for hiring for the 2013-2014 school year as presented.

SUBMITTED BY: ___________________________  SUPERINTENDENT: ___________________________

ACTION BY BOARD: Motion: _______  Second: _______  Vote: _______  AGENDA ITEM: 22
Dysart Unified School District
2013-2014 Certified Salary Placement Schedule
( Teachers, Nurses, Counselors, Behavior Coaches)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEGREE</th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>BA</td>
<td>$33,356</td>
<td>$37,356</td>
</tr>
<tr>
<td>B</td>
<td>BA + 15</td>
<td>$34,688</td>
<td>$39,643</td>
</tr>
<tr>
<td>C</td>
<td>BA + 30 / MA</td>
<td>$36,076</td>
<td>$46,080</td>
</tr>
<tr>
<td>D</td>
<td>MA + 15</td>
<td>$37,519</td>
<td>$51,232</td>
</tr>
<tr>
<td>E</td>
<td>MA + 30</td>
<td>$39,019</td>
<td>$54,480</td>
</tr>
<tr>
<td>F</td>
<td>MA + 45</td>
<td>$40,581</td>
<td>$64,751</td>
</tr>
<tr>
<td>G</td>
<td>MA + 60</td>
<td>$42,203</td>
<td>$67,341</td>
</tr>
</tbody>
</table>

NEW EMPLOYEES
INITIAL SALARY PLACEMENT = ENTRY GRADE SALARY PLUS EXPERIENCE CREDIT

Estimate Your Initial Salary Placement Here

<table>
<thead>
<tr>
<th>Entry Grade Minimum Salary</th>
<th>Experience Credit</th>
<th>Initial Contract Base Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Up to five years of educational experience may be granted at $800/year

Additional Compensation and Opportunities for Increased Earnings

Instructional Improvement Fund
$250 (For Prop 301 Funds, 011 and 013 Eligible Employees Only)

*Proposition 301 Base
$TBDB (Given to all eligible employees distributed equally with each pay check)

**Proposition 301 Pay for Performance
$TBDB

Pursuant to A.R.S. § 15-544, notice is hereby given that Dysart Unified School District No. 89 may implement a general salary reduction, to be implemented equitably among all teachers who are subject to A.R.S. § 15-544, during fiscal year 2013-2014. The details of the general salary reduction are contained in the proposed contracts for 2013-2014 that have been or will be issued to Administrators.

*Proposition 301 funding is based on receipt of sufficient funds. If the legislature fails to fund fully or partially funds the amounts appropriated for the salaries and benefits portion of the District’s budget, the Governing Board shall reduce pro rata the total amount of compensation due to each employee. Please note this is the reason the amounts are designated as “estimated.” The District’s Pay for Performance Program shall be the one adopted by the Governing Board.

**Eligible employees to receive in Fall, 2014. The District’s Pay for Performance Program shall be the one adopted by the Governing Board.

Employees who have retired with Arizona State Retirement System and are returning to work for the District will be placed on the salary schedule at a placement that will allow the District to recoup the costs associated with paying an alternative contribution rate paid to ASRS pursuant to A.R.S. Section 38-766.02.

The Dysart Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in its programs or activities. For information regarding discrimination grievance or complaint procedures contact the Assistant Superintendent for Employee and Public Relations at 623.876.7000.

Approved by Governing Board on ________________.
Dysart Unified School District  
2013-2014 Psychologist  
Salary Placement Schedule

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEGREE</th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>CERTIFICATE</td>
<td>$61,501</td>
<td>$82,051</td>
</tr>
<tr>
<td>B</td>
<td>PH.D.</td>
<td>$62,571</td>
<td>$83,156</td>
</tr>
</tbody>
</table>

NEW EMPLOYEES
INITIAL SALARY PLACEMENT = ENTRY GRADE SALARY PLUS EXPERIENCE CREDIT

<table>
<thead>
<tr>
<th>Entry Grade Minimum Salary</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience Credit</td>
<td>$</td>
</tr>
<tr>
<td>Initial Contract Base Salary</td>
<td>$</td>
</tr>
</tbody>
</table>

Up to five years of educational experience may be granted at $950/year

Beginning the 2013-2014 school year, the salary placement schedule has been adjusted to include the former stipend for licensed related-services professions into the placement schedule.

Pursuant to A.R.S. § 15-544, notice is hereby given that Dysart Unified School District No. 89 may implement a general salary reduction, to be implemented equitably among all certificated staff who are subject to A.R.S. § 15-544, during fiscal year 2013-2014. The details of the general salary reduction are contained in the contracts for 2013-2014 that have been or will be issued to certificated staff.

Employees who have retired with the Arizona State Retirement System and are returning to work for the District will be placed on the salary schedule at a step that will allow the District to recoup the costs associated with paying an alternative contribution rate paid to ASRS pursuant to A.R.S. Section 38-766.02.

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Approved by Governing Board on ____________.
## Dysart Unified School District
### 2013-2014 Occupational Therapist and Physical Therapist Salary Placement Schedule

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEGREE</th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>OT BA / PT BA</td>
<td>$44,852</td>
<td>$67,921</td>
</tr>
<tr>
<td>B</td>
<td>OT MA / PT MA</td>
<td>$46,937</td>
<td>$70,067</td>
</tr>
<tr>
<td>C</td>
<td>OT DOC / PT DOC</td>
<td>$49,023</td>
<td>$72,213</td>
</tr>
<tr>
<td>D</td>
<td>Ph. D.</td>
<td>$51,108</td>
<td>$74,359</td>
</tr>
</tbody>
</table>

### NEW EMPLOYEES

**INITIAL SALARY PLACEMENT = ENTRY GRADE SALARY PLUS EXPERIENCE CREDIT**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Grade Minimum Salary</td>
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</tr>
<tr>
<td>Experience Credit</td>
<td>$</td>
</tr>
<tr>
<td>Initial Contract Base Salary</td>
<td>$</td>
</tr>
</tbody>
</table>

Up to five years of educational experience may be granted at $950/year

---

*Beginning the 2013-2014 school year, the salary placement schedule has been adjusted to include the former stipend for licensed related-services professions into the placement schedule.*

Pursuant to A.R.S. § 15-544, notice is hereby given that Dysart Unified School District No. 89 may implement a general salary reduction, to be implemented equitably among all certificated staff who are subject to A.R.S. § 15-544, during fiscal year 2013-2014. The details of the general salary reduction are contained in the contracts for 2013-2014 that have been or will be issued to certificated staff.

Employees who have retired with the Arizona State Retirement System and are returning to work for the District will be placed on the salary schedule at a placement that will allow the District to recoup the costs associated with paying an alternative contribution rate paid to ASRS pursuant to A.R.S. Section 38-766.02.

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Approved by Governing Board on ____________.
Dysart Unified School District  
2013-2014 Speech Language Pathologist/Audiologist  
Salary Placement Schedule

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEGREE</th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>SLP BA</td>
<td>$47,217</td>
<td>$66,295</td>
</tr>
<tr>
<td>B</td>
<td>MA/MS</td>
<td>$50,287</td>
<td>$69,454</td>
</tr>
<tr>
<td>C</td>
<td>MA/MS+15 or MA/MS with CCC</td>
<td>$53,446</td>
<td>$72,614</td>
</tr>
<tr>
<td>D</td>
<td>MA/MS+30</td>
<td>$56,606</td>
<td>$75,773</td>
</tr>
</tbody>
</table>

NEW EMPLOYEES  
INITIAL SALARY PLACEMENT = ENTRY GRADE SALARY PLUS EXPERIENCE CREDIT

Estimate Your Initial Salary Placement Here

<table>
<thead>
<tr>
<th>Entry Grade Minimum Salary</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience Credit</td>
<td>$</td>
</tr>
<tr>
<td>Initial Contract Base Salary</td>
<td>$</td>
</tr>
</tbody>
</table>

Up to five years of educational experience may be granted at $1060/year

Beginning the 2013-2014 school year, the salary placement schedule has been adjusted to include the former stipend for licensed related-services professions into the placement schedule.

Pursuant to A.R.S. § 15-544, notice is hereby given that Dysart Unified School District No. 89 may implement a general salary reduction, to be implemented equitably among all certificated staff who are subject to A.R.S. § 15-544, during fiscal year 2013-2014. The details of the general salary reduction are contained in the contracts for 2013-2014 that have been or will be issued to certificated staff.

Employees who have retired with the Arizona State Retirement System and are returning to work for the District will be placed on the salary schedule at a step that will allow the District to recoup the costs associated with paying an alternative contribution rate paid to ASRS pursuant to A.R.S. Section 38-766.02.

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Approved by Governing Board on ____________.
# Dysart Unified School District
## 2013-2014 Administrative Salary Placement Schedule

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POSITION</th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>*Associate Superintendent, Assistant Superintendent, Executive Director</td>
<td>$101,700</td>
<td>$111,700</td>
</tr>
<tr>
<td>B</td>
<td>*Director</td>
<td>$77,138</td>
<td>$101,692</td>
</tr>
<tr>
<td>C</td>
<td>*High School Principal</td>
<td>$79,959</td>
<td>$98,962</td>
</tr>
<tr>
<td>D</td>
<td>*Elementary Principal</td>
<td>$76,623</td>
<td>$95,626</td>
</tr>
<tr>
<td>E</td>
<td>**High School Assistant Principal</td>
<td>$64,085</td>
<td>$81,632</td>
</tr>
<tr>
<td>F</td>
<td>**Elementary Assistant Principal</td>
<td>$61,004</td>
<td>$78,552</td>
</tr>
<tr>
<td>G</td>
<td>*Coordinator</td>
<td>$61,800</td>
<td>$73,913</td>
</tr>
</tbody>
</table>

Professional Growth – Administrators that hold an EdD or PhD will earn an additional $1000 annually.

Employees who have retired with the Arizona State Retirement System and are returning to work for the District will be placed on the salary schedule at a step that will allow the District to recoup the costs associated with paying an alternative contribution rate paid to ASRS pursuant to A.R.S. Section 38-766.02.

*248 Day Work Calendar
**229 Day Work Calendar

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Approved by Governing Board on _____________.

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Dysart Unified School District
Dysart Unified School District
Current Employee Salary Calculation Process
(Beginning the 2013-2014 school year)

CURRENT EMPLOYEE CALCULATION

SALARY CALCULATION - CURRENT SALARY PLUS ANY PERCENTAGE INCREASE = NEW BASE SALARY

<table>
<thead>
<tr>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Salary</td>
</tr>
<tr>
<td>3% increase of current salary</td>
</tr>
<tr>
<td>NEW BASE SALARY</td>
</tr>
</tbody>
</table>

Additional Compensation and Opportunities for Increased Earnings – Eligible Certified Employees

Professional Growth – Upon completion of increments of BA15, BA30/MA, MA15, MA30, MA45, MA60 increase is 4%.

- Instructional Improvement Fund: $250 (For Prop 301 Funds, 011 and 013 Eligible Employees Only)
- Proposition 301 Pay for Performance
  - $TBD (Given to all eligible employees distributed equally with each pay check)
  - $TBD (Eligible employees on steps E – E3 prior to 2013-2014)
  - $TBD (Eligible employees on steps E4-E10 prior to 2013-2014)
  - $2580 (Eligible employees on steps E11 – E21 prior to 2013-2014)

Longevity Pay

<table>
<thead>
<tr>
<th>Years</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>16 to 19</td>
<td>$1,500</td>
</tr>
<tr>
<td>20 to 23</td>
<td>$2,000</td>
</tr>
<tr>
<td>24 or more</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

Pursuant to A.R.S. § 15-544, notice is hereby given that Dysart Unified School District No. 89 may implement a general salary reduction, to be implemented equitably among all teachers who are subject to A.R.S. § 15-544, during fiscal year 2013-2014. The details of the general salary reduction are contained in the proposed contracts for 2013-2014 that have been or will be issued to Administrators.

*Proposition 301 funding is based on receipt of sufficient funds. If the legislature fails to fund fully or partially funds the amounts appropriated for the salaries and benefits portion of the District’s budget, the Governing Board shall reduce pro rata the total amount of compensation due to each employee. Please note this is the reason the amounts are designated as “estimated.” The District’s Pay for Performance Program shall be the one adopted by the Governing Board.

**Eligible employees to receive in Fall, 2014. The District’s Pay for Performance Program shall be the one adopted by the Governing Board.

Employees who have retired with Arizona State Retirement System and are returning to work for the District will be placed on the salary schedule at a placement that will allow the District to recoup the costs associated with paying an alternative contribution rate paid to ASRS pursuant to A.R.S. Section 38-766.02.

The Dysart Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in its programs or activities. For information regarding discrimination grievance or complaint procedures contact the Assistant Superintendent for Employee and Public Relations at 623.876.7000.
AGENDA ITEM: Recommendation to Approve School Administration/Front Office Staffing Models for the 2013-2014 School Year

EXECUTIVE SUMMARY:

Administration is recommending the Governing Board approve school administration/front office staffing models for the District’s elementary schools and high schools. Establishing staffing models will allow the administration throughout each year to add new positions or eliminate existing positions based on the approved ratios. Attached are the proposed elementary and high school models for implementation in the 2013-2014 school year.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve school administration/front office staffing models for the 2013-2014 school year.
### K-8 ADMINISTRATION/FRONT OFFICE STAFFING MODEL

<table>
<thead>
<tr>
<th>Size of K-8 School</th>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Office Manager</th>
<th>Attendance Records Tech</th>
<th>Data Records</th>
<th>School Monitor</th>
<th>School Aide</th>
<th>Health Service Assl.</th>
<th>Dean of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 - 450</td>
<td>1.0</td>
<td>-</td>
<td>1.0</td>
<td>-</td>
<td>1.0</td>
<td>-</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>451 - 799</td>
<td>1.0</td>
<td>-</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>-</td>
</tr>
<tr>
<td>800 - 1174</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>-</td>
</tr>
<tr>
<td>1175 and up</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### HIGH SCHOOL ADMINISTRATION/FRONT OFFICE STAFFING MODEL

<table>
<thead>
<tr>
<th>Size of High School</th>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Office Manager</th>
<th>Administrative Secretary I</th>
<th>Administrative Secretary II</th>
<th>Data Records Technician</th>
<th>Registrar</th>
<th>Attendance Clerk</th>
<th>Receptionist</th>
<th>Bookstore Manager</th>
<th>Security Guard</th>
<th>School Nurse</th>
<th>Health Service Assistant</th>
<th>Media Specialist</th>
<th>In-School Suspension Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1850</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>6.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>1851 - 2200</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>6.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>2201 - 2499</td>
<td>1.0</td>
<td>4.0</td>
<td>1.0</td>
<td>4.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>6.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**HS Counselor Staffing Model** | 440:1
AGENDA ITEM: Recommendation to Appoint Michele Caruso to the Dysart Employee Benefits Trust Board

EXECUTIVE SUMMARY:

Per the Employee Benefits Trust Agreement and Declaration of Trust, Michele Caruso is recommended to be appointed by the Governing Board as a member of the Employee Benefits Trust Board for a three year term.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the Employee Benefits Trust Board member as presented.

SUBMITTED BY: [Signature]

SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 24
Employee Benefits Trust Board
Information Sheet

Personal Data:

Michele Caruso

Career:
• Stay at Home Mom
• MetLife Insurance, Medical Claims Analyst
• GreatWest Insurance, Liaison between Employers and Insurance Benefits Coordinator

Education:
• Miller Place High School, Miller Place, New York

Interest in being a Trustee:
We need to ensure that the students of Dysart are receiving the best education possible. As a parent, I understand the importance of a good benefits package. We need to recruit and retain the best teachers out there. I want to make sure that our staff receives the best benefits packages while still making sure that we are not overspending or making our employee contributions too high.

Skills and Experiences (Optional)
• Dysart Early Childhood Education Center PTA – Current President
• Canyon Ridge School Site Council
AGENDA ITEM: 2012-2013 Report on the Continuous Improvement Plan (CIP) for Sundown Mountain Alternative Program and Special Education Department

Action/Consent X  Action/Discussion  Information X  Supporting Data X

Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

Administration will provide information regarding the Continuous Improvement Plans for Sundown Mountain Alternative Program and the Special Education Department.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information presented.

SUBMITTED BY:  SUPERINTENDENT:  
ACTION BY BOARD:  Motion:  Second:  Vote:  AGENDA ITEM: 25
Building a Foundation

- 2012-2013 Teacher Orientation - We reviewed the Dysart District Governing Board Mission, Vision, Strategic Plan and Sundown Mountain's previous Mission and Vision.
- Revised Sundown Mountain's Mission and Vision based on the philosophy of Positive Behavior Intervention Supports (PBIS).
- Further enhancement of Sundown Mountain's Mission and Vision is influenced by scientifically based research including: DuFour, DuFour, Eaker, Many, and Marzano.
- With the adaptation of Positive Behavior Intervention Supports (PBIS), a new philosophy towards student behavior expectations.
Analyze Data

Celebrations:
- Student of the week
- Parent and student team meeting
- Student of the month
- Celebration of the arts
- Recognition for academic excellence
- Recognition for effort
- Recognition for sports
- Recognition for community service
- Recognition for leadership
- Recognition for outstanding performance
- Recognition for attendance
- Recognition for positive behavior
- Recognition for academic growth

Areas of Concern:
- Attendance
- Behavior
- Technology
- Curriculum
- Testing
- Parent involvement

Goal Setting

Goals

- By the end of the 2012-13 school year, we will increase our attendance rate to 90%.
- By the end of the 2012-13 school year, we will increase our attendance rate by 20%.
- By the end of the 2012-13 school year, we will reduce the number of referrals by 25%.
- By the end of the 2012-13 school year, we will increase the number of students meeting or exceeding entrance requirements for post-secondary pathways by 100%.
- By the end of the 2012-13 school year, we will achieve 1 year's growth in reading and mathematics.
- By the end of the 2012-13 school year, we will participate in post-secondary presentations.
- By the end of the 2012-13 school year, we will significantly increase the number of students meeting or exceeding exit requirements for post-secondary pathways.
- By the end of the 2012-13 school year, we will achieve 1 year's growth in reading and mathematics.

Action Planning

Action Steps to obtain goals:

- Attendance:
  - PBIS: Positive Behavior Intervention Support
  - Attendance
  - Classroom Check-Out
  - AIMS
- Behavior:
  - AIMS
- Technology:
  - AIMS
  - Technology and equipment
- Curriculum:
  - AIMS
  - Technology and equipment
  - Curriculum
  - Technology and equipment
  - Curriculum
  - Technology and equipment
- Measurement of success:
  - AIMS
  - Parent involvement
  - Classroom Check-Out
  - AIMS
# 2012-2013 High School Continuous School Improvement Plan

<table>
<thead>
<tr>
<th>SCHOOL NAME:</th>
<th>Sundown Mountain Alternative Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL'S NAME:</td>
<td>Jim Grieshaber</td>
</tr>
<tr>
<td>DATE:</td>
<td>9-5-12</td>
</tr>
</tbody>
</table>
## GAP/NEEDS ANALYSIS

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>FINDINGS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and District Leadership</td>
<td>Sundown Mountain is in its 13th year of existence and in its 4th year located on the campus of SRHS. It is Mr. Grieshaber’s 4th year as Principal of Sundown Mountain. Sundown Mountain makes decisions based on what is best for students. The leadership cadre consisting of teachers, counselor, and support staff meet every two weeks to discuss topics for school wide planning. The staff also meets weekly to discuss student progress. Sundown Mountain staff is also involved in various district committees. The S3 Leadership Core Team meets bi-weekly with support from Arizona Department of Education and the University of Arizona. The Positive Behavior Intervention Supports (PBIS) Team meets once a month and delivers professional development on an ongoing basis to staff members. Sundown Mountain staff effectively communicates with district administration on a continuous basis. Our goal is to increase support and direction in an effort to promote student achievement. Our staff encourages each other to take leadership roles and continue to enhance the educational growth of our students.</td>
<td>In continuing our efforts to build leadership capacity, our staff will take advantage of the professional development opportunities in the district as well as outside of the district. For example, PLC's, District Committees and trainings provided by S3 grant. Trainings provided by the S3 grant include Leadership Core Team (LCT) Retreat, Positive Behavior Intervention Supports (PBIS), Student Assistance Program (SAP), Method of Shared Concern, Functional Behavior Assessments (FBA) and Drug Impairment Training for Educational Professionals, Check In/Check Out (CICO) and Tutoring during Academic Enrichment and lunch. Our Leadership Cadre will continue to research and discuss best practices to continue to hold our students accountable for being ready, responsible and respectful.</td>
</tr>
<tr>
<td>Curriculum, Instruction, and Professional</td>
<td>The Sundown Mountain Team will refer to the mission and vision of our</td>
<td>As a staff, we will refer to Dr. Marzano’s book, Classroom</td>
</tr>
</tbody>
</table>
Our staff uses data to guide and direct instruction for our students. The data includes district benchmarks, AIMS, unit tests, and formative assessments. The Leadership Cadre has referred to Dr. Robert Marzano’s *Classroom Instruction that Works* which emphasizes research based strategies. Our staff utilizes IPAL to steer curriculum, instruction and assessment. Technology is key in developing 21st Century Skills for our students. Our staff creates lessons using different technological modes such as Edmodo, Prezi, Google Docs, Google websites, Google PowerPoint, Quiz Star, Open Source Technology and Smartboards, Trackstar and Glogster.

The District Strategic Plan directs the planning of our professional development throughout the school year. It guides the direction of our planning which encompasses our mission, vision and expectations of our program.

As a result of our S3 climate data, it was determined that we needed to implement a program to help support student’s positive choices in behavior.

Four staff members attended the “Professional Learning Communities” Professional Learning Communities at Work Conference last spring. Teachers learned strategies to transform and inspire our program’s PLC’s.

In partnership with University of Arizona, our staff has collaborated to develop school wide behavior expectations by implementing Positive Behavior Intervention Supports (PBIS). Sundown Mountain is a PBIS program and will continue to receive support and training from U of A and the Arizona Department of Education.

We will work with U of A to receive feedback on our progress in implementing PBIS.

We are striving to become trainers to implement PBIS across the district.
<table>
<thead>
<tr>
<th>Classroom and School Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>With the phase-out of our computer-based program, our staff felt that we needed to implement a more rigorous computer-based curriculum. Plato was identified as a viable option and implemented in the second 9 weeks.</td>
</tr>
<tr>
<td>Based off the SAI survey results, Sundown Mountain was selected to train staff at other district high schools on culture and climate.</td>
</tr>
<tr>
<td>After conversations with the Algebra 1 teacher, and looking at student data, students are not making the positive gains in the 9 week course. Since Algebra 1-2 is the foundation for the other math classes it important that we look outside the box.</td>
</tr>
<tr>
<td>Staff members are participating in district committees for increasing the number of students taking national standardized tests including ACT and ASVAB. Additionally committees are creating best practices to improve test scores.</td>
</tr>
<tr>
<td>Sundown Mountain Staff has been trained to facilitate iSchool courses and four teachers are currently teaching multiple courses. This enables students to work in their classes and utilize iSchool course needed.</td>
</tr>
<tr>
<td>Students at Sundown Mountain have the opportunity to gain credits at an accelerated rate and have the opportunity to recover credits. Our staff provides continuous support so that our students will graduate with their cohort. To ensure student success, in school tutoring was implemented to help students falling behind in their courses.</td>
</tr>
<tr>
<td>Our Algebra 1-2 teacher will teach one class of Algebra 1 for the first semester and Algebra 2 for the second semester.</td>
</tr>
<tr>
<td>Staff will promote student participation in post-secondary exams by informing students about the purpose and opportunities that are available. We will continue to promote <a href="http://www.dysart.org/myfuture">www.dysart.org/myfuture</a> and work with the AzCIS website.</td>
</tr>
<tr>
<td>Staff meets on a regular basis to discuss current AIMS prep activities to prepare students to meet or exceed on AIMS.</td>
</tr>
<tr>
<td>These students will be placed in AIMS preparation classes based on their previous scores. Students will receive individualized instruction</td>
</tr>
<tr>
<td>Beginning week two of the school year 50 students were identified as needing to meet or exceed in Writing, 36 identified as needing to meet or exceed in Reading and 80 students identified as needing to meet or exceed on Math. These students were placed in AIMS preparation classes based on their previous scores.</td>
</tr>
</tbody>
</table>
### Students

Students are receiving individualized instruction based upon their areas of weakness.

Teachers are creating formative assessments based on the instructional practices discussed in their PLC’s.

Teachers utilize results from district assessments to guide instruction for academic progress.

AzCIS is the tool that all students will use to create their ECAPS.

The staff will utilize Arizona Career Information System (AzCIS) to assist students in completing their Education Career Action Plan (ECAP). In preparation for future readiness, the ECAP guides students in setting goals for post-secondary options.

### Teachers

Teachers will to continue to meet and discuss how to use Dr. King’s strategies to improve our formative assessments. They will desegregate the data to drive their instruction to meet the student’s individual needs as outlined from their Individual Learning Plan.

### School Culture, Climate, and Communication

As part of our school culture and climate, the results of the SAI survey indicated that Sundown Mountain staff believes that there is a positive environment for both staff and students.

Based on data collected from our S3 student surveys given at the end of last year, 31% of the students did not feel like they were a part of their school.

As a result of the survey, procedures, policies, activities and incentives have been implemented. Our staff has initiated the following programs: Check in check out, Scratch cards, Gotcha cards, Student Assistance Programs (SAP) and Orange Lanyards. Targeted students are checking in with staff to monitor their progress.
Town Hall/Leadership motivates students to develop character, responsibility, and respect.

academic, behavior and overall performance on a daily basis. Staff calls home to speak with a parent/guardian about their students’ daily progress. Scratch and Gotcha cards are given to students who exhibit Respect, Responsibility and Readiness as incentives. SAP groups meet weekly to assist students with academic, behavioral and personal concerns. Every week student’s attendance, grades, and behavior are reviewed by staff and students who meet all criteria will earn an Orange Lanyard. Those students who received an Orange Lanyard have earned free time during Academic Enrichment. Academic Enrichment is a 35 minute per day targeted study period for students who need assistance in specific areas. Our staff strives to hold all students accountable for their learning. The Classroom Infraction Form has been designed and implemented to assist students to correct poor choices before the behavior becomes a disciplinary referral.

Student participation in these leadership roles promote the Program of Work which includes leadership, civic service, career, and social projects. Leadership activities include all components of the Program of Work. Students attended a Leadership Conference of Student Council. Civic service incorporates the student population to participate in community service projects which include blood drives and recycling. A mini Career Fair was organized to expose students to educational opportunities and offered mock interviews by community professionals. Job shadowing and Work Study programs enable our students to experience career and
<table>
<thead>
<tr>
<th>Our program adopted Character Counts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We also honor Employee of the Month</td>
</tr>
<tr>
<td>With the implementation of the S3 grant and results of the student climate survey, Sundown Mountain was able to hire a Prevention Counselor.</td>
</tr>
<tr>
<td>technical field trips of their career choice and to earn work study credit. A partnership with APS offers our students the opportunity to apply for internships with their organization. Social events are planned to integrate all students in activities to promote our school culture, pride, respect for others and combat bullying. This is done with honoring a Mix-It Up Day and National Bullying Prevention Month, and involving students in a field day with competitive activities. We also invite guest speakers from a career and technical organization and the armed services to speak to our students. Our students have the opportunity to tour community colleges/universities and trade schools. In the Spring semester, a financial aid night is planned for our seniors and parents to assist them in applying for financial aid. Last year, we initiated follow up with our graduating seniors to confirm their post-secondary pathways.</td>
</tr>
<tr>
<td>Staff nominates two students per month for Students of the Month. The criteria includes the Six Pillars; Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, academics, attendance, and behavior. Students receive t-shirts, certificates, pens and pencils.</td>
</tr>
<tr>
<td>One staff member will receive a front row parking spot. They will also receive a special recognition pin awarded to them at our Monday staff meeting. We will recognize birthdays of all staff members once a month with a luncheon and birthday cake.</td>
</tr>
<tr>
<td>Based off the student survey data that included topics such as School Connectedness, Student-Teacher Relationships, Academic Support,</td>
</tr>
<tr>
<td>Sundown Mountain staff felt that we needed to increase our communication with our students, parents, and community.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Our communication plan entails monthly newsletter, website updates, Around Dysart, Video Announcements, auto dialer, and Sundown intranet. Staff communicates with our students’ parent/guardian on a weekly basis via email, phone call, or text messages. We also schedule parent meetings to discuss student progress.</td>
</tr>
<tr>
<td>Order and Discipline, and School Physical Environment, The prevention counselor will work on a daily basis with students who struggle academically, socially or behaviorally. Many interventions will be put in place to assist those students in need. Interventions may include, individual counseling, referrals, community resources, and parent education. Group lessons are taught in the classroom regarding bullying, drug and suicide prevention.</td>
</tr>
</tbody>
</table>
FOCUSED GOALS
Schools will create a 4 year plan with yearly benchmarks leading to the achievement of goals.

GOAL 1 (Strategic Plan A.5): The school will achieve a state accountability label within the top 2 categories under the new state accountability system based on the Spring 2013 AIMS results.

GOAL 2 (Strategic Plan A.4): The school will show significant increase in the number of students meeting or exceeding entrance requirements for post-secondary pathways.

GOAL 3 (Strategic Plan B.8): 90-100% of students will achieve one year's growth (OYG) in reading and mathematics. Students will demonstrate substantial growth on the AIMS Reading and Mathematics tests as measured from prior years' performance. The measure of One Year's Growth is based on AIMS FAME performance assignments. The following criteria are used to determine OYG eligibility: (1) a student may not be at the Falls Far Below Level on the most current AIMS test, (2) a student may not decline in his/her FAME performance level, and (3) a student may not remain at the Approaching FAME level for two consecutive years. All other FAME alignments qualify for OYG designation.
CONTINUOUS IMPROVEMENT PLAN

**School Name:** Sundown Mountain

**School Year:** 2012/13

**Goal #1:** The school will achieve a state accountability label within the top 2 categories under the new state accountability system.

<table>
<thead>
<tr>
<th>Team SMART Goals</th>
<th>Specific Activities</th>
<th>Who is Responsible</th>
<th>Target Dates</th>
<th>Budget</th>
<th>Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the 2012/13 school year 90% of students will have met on all portions of the AIMS test.</td>
<td>Academic Enrichment – provided in the area that students have not met in – 38 minutes/day, 2 times per week = 76 minutes/week. This may change depending on the needs of our students.</td>
<td>Staff</td>
<td>8-14-12 thru 4-12-13</td>
<td>AIMS results</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4-12-13</td>
<td>AIMS results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pencast used by AIMS prep math teacher to reach students in all classrooms. Students may access these from home.</td>
<td>Mr. Triolo</td>
<td>8-14-12 thru 4-12-13</td>
<td>AIMS results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Before and after school tutoring</td>
<td>Teachers</td>
<td>8-14-12 thru 4-12-13</td>
<td>AIMS results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ILP’s based on AIMS strand/concept results for all students</td>
<td>Teachers</td>
<td>8-14-12 thru 4-12-13</td>
<td>AIMS results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent communication with individual student score report</td>
<td>Staff</td>
<td>8-14-12 thru 4-12-13</td>
<td>AIMS results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students/parents have access to a link provided by AZDOE called Leaning Locator – for AIMS prep</td>
<td>Staff</td>
<td>8-14-12 thru 4-12-13</td>
<td>AIMS results</td>
<td></td>
</tr>
</tbody>
</table>
**CONTINUOUS IMPROVEMENT PLAN**

**School Name:** Sundown Mountain  
**School Year:** 2012/13

**Goal #2:** The school will show statistically increase in the number of students meeting or exceeding entrance requirements for post-secondary pathways.

<table>
<thead>
<tr>
<th>Team SMART Goals</th>
<th>Specific Activities</th>
<th>Who is Responsible</th>
<th>Target Dates</th>
<th>Budget</th>
<th>Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the 2012/13 school year 100% of the students will complete an ECAP.</td>
<td>Students will utilize AZCIS during academic enrichment, meet with counselor individually SAT ACT</td>
<td>Jim Grieshaber /Michelle Bohon</td>
<td>9-13-12 thru 5-10-13</td>
<td></td>
<td>Students will print their ECAPS summary</td>
</tr>
<tr>
<td>By the end of the 2012/13 school year 100% of the students will participate in post-secondary presentations.</td>
<td>Military representatives on campus to inform students of military careers University and Community College representatives to inform student of academic programs/admission requirements and financial aid GCC ECC ASU GCU</td>
<td>Sundown Staff</td>
<td>9-12-12 thru 5-10-13</td>
<td></td>
<td>Senior Survey, AZCIS reports, attendance records for presentations and field trips</td>
</tr>
</tbody>
</table>
Career and technical representatives to inform students of academic programs/admission requirements and financial aid
- UTI
- Bryman
- RSI
- Art Institute
- Culinary Art Institute

**Job Shadowing** It is an opportunity for students to explore careers. Students follow an employee at a firm/company for a small period of time to learn about a particular occupation or industry. It helps students explore a range of career objectives to help select or eliminate possible careers in their future.

- Medical field
- Cosmetology
- Auto dealership
- Radio stations
- Photography studio

**Work study program** — Is to provide school credit for work experience and to
make aware of how the experience will benefit the student in their future. It will teach students how to evaluate their own performances be it trivial or complex. It will also allow students to realize that the experience is the first step in pursuing their goals. A job specialist will be assigned to assist the student in meeting the objectives for credit. The job specialist will also be available to assist the student in obtaining employment.

<table>
<thead>
<tr>
<th>ECAPS - all students</th>
<th>Jim Grieshaber</th>
<th>9-12-12 thru 5-10-13</th>
<th>$2500.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>WestMec</td>
<td>Michelle Bohon</td>
<td></td>
<td></td>
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<tr>
<td>Mock Interviews</td>
<td>Alex Rosalez</td>
<td></td>
<td></td>
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<tr>
<td>ACT</td>
<td></td>
<td></td>
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<tr>
<td>SAT</td>
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<tr>
<td>ASVAB</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>My future Website-</td>
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<tr>
<td>Dysart.org/myfuture</td>
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<td></td>
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</tr>
<tr>
<td>ASVAB</td>
<td></td>
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<tr>
<td>Accuplacer</td>
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</tbody>
</table>

By the end of the 2012/13 school year Sundown will significantly increase in the number of students meeting or exceeding entrance requirements for post-secondary pathways.
**CONTINUOUS IMPROVEMENT PLAN**

**School Name:** Sundown Mountain  
**School Year:** 2012/13

**Goal 3:**  
*(Strategic Plan B.8): 90-100% of students will achieve one year’s growth (OYG) in reading and mathematics. Students will demonstrate substantial growth on the AIMS Reading and Mathematics tests as measured from prior years’ performance. The measure of One Year’s Growth is based on AIMS FAME performance assignments. The following criteria are used to determine OYG eligibility: (1) a student may not be at the Falls Far Below Level on the most current AIMS test, (2) a student may not decline in his/her FAME performance level, and (3) a student may not remain at the Approaching FAME level for two consecutive years. All other FAME alignments qualify for OYG designation.*

<table>
<thead>
<tr>
<th>Team SMART Goals</th>
<th>Specific Activities</th>
<th>Who is Responsible</th>
<th>Target Dates</th>
<th>Budget</th>
<th>Evidence of Success</th>
</tr>
</thead>
</table>
| By the end of the 2012/13 school year 100% of students will achieve 1 year’s growth in reading and mathematics. | Academic Enrichment – provided in the area that students have not met on AIMS/or are failing classes.  
- 38 minutes/day, 4 times per week = 152 minutes/week. Students who are not passing core curricular class also participate in AE for extra support  
Pencast used by AIMS prep math teacher to reach students in all classrooms during AE or at home  
Before and after school tutoring  
ILP’s based on AIMS strand/concept results for all students/along with students tracking their own progress | All Sundown Staff | 8-14-12 thru 4-12-13 | | | AIMS test results |
<table>
<thead>
<tr>
<th>RTI – identifying the students in the various levels of tier 2 and 3 providing intervention and support</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Check-in/ Check-out</td>
</tr>
<tr>
<td>- Positive Behavior Intervention and Supports (PBIS)- to promote attendance rate for classroom learning and positive behavior</td>
</tr>
<tr>
<td>- Student Assistance Program (SAP)—meeting students social and emotional needs</td>
</tr>
<tr>
<td>- Prevention guidance curriculum to address risky behaviors and promote positive choices</td>
</tr>
<tr>
<td>- Think Tank</td>
</tr>
</tbody>
</table>
### SMART Goal Worksheet

**School:** Sundown Mountain  
**Team Name:** Sundown Mountain  
**Team Leader:** Jim Grieshaber

**Team Members:**

**District Goal(s):**

**School Goal(s):**

<table>
<thead>
<tr>
<th>Team SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Who is Responsible</th>
<th>Target Date or Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>


## PROFESSIONAL DEVELOPMENT PLAN

<table>
<thead>
<tr>
<th>BEGIN DATE</th>
<th>END DATE</th>
<th>PROFESSIONAL DEVELOPMENT OPPORTUNITIES</th>
<th>TARGETED GOAL</th>
<th>PERSONS INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-30-12</td>
<td>5-07-12</td>
<td>PBIS – team training</td>
<td>Goal #2 &amp; #3</td>
<td>PBIS leadership team</td>
</tr>
<tr>
<td>6-12-12</td>
<td>6-13-12</td>
<td>LCT retreat – S3 leadership team strategies for successful implementation of action plans</td>
<td>Goal #2 &amp; #3</td>
<td>LCT leadership team</td>
</tr>
<tr>
<td>6-19-12</td>
<td>6-19-12</td>
<td>Functional Behavior Assessment – evidence based behavior intervention strategies</td>
<td>Goal #2 &amp; #3</td>
<td>Michelle Bohon and Monica Chagolla</td>
</tr>
<tr>
<td>7-9-12</td>
<td>7-11-12</td>
<td>Student Assistant Program Training- Facilitator training and prevention and early intervention of high risk behavior</td>
<td>Goal #2 &amp; #3</td>
<td>SAP team</td>
</tr>
<tr>
<td>7-24-12</td>
<td>7-25-12</td>
<td>Method of Shared Concern- Non punitive strategy for educators approach to respond to bullying</td>
<td>Goal #2 &amp; #3</td>
<td>Michelle Bohon, Monica Chagolla and Jim Grieshaber</td>
</tr>
<tr>
<td>8-3-12</td>
<td>8-3-12</td>
<td>PBIS staff training – presented by PBIS team</td>
<td>Goal #2 &amp; #3</td>
<td>All Sundown staff members</td>
</tr>
<tr>
<td>8-2-12</td>
<td>8-2-12</td>
<td>Edmodo training – Julia Ebel trained staff</td>
<td>Goal #1</td>
<td>Sundown teachers</td>
</tr>
<tr>
<td>8-3-12</td>
<td>8-3-12</td>
<td>Galileo training – Julia Ebel trained staff</td>
<td>Goal #1</td>
<td>Sundown teachers</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Spring 2013</td>
<td>Behavior Support Specialist Certification- UofA</td>
<td>Goal #2 &amp; #3</td>
<td>Michelle Bohon, Monica Chagolla, Katie Rasset</td>
</tr>
</tbody>
</table>
Continuous Improvement Plan  
Resource Plan

According to the district strategic plan and required goals for CIPs, every school will achieve an A or B label with no backwards movement.

Dysart Non-Negotiable:
- Practice shared leadership
- Utilize data and evidence to drive instruction to achieve student success
- Teach common core content and strategies

Directions

Identify how supporting staff are utilized to drive student achievement in each of the following categories. In addition, you must include the use of budget and time within each category.
<table>
<thead>
<tr>
<th>Data Teams</th>
<th>(Literacy) Coaching</th>
<th>Cyclical Training</th>
<th>(Common) Core Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Staff:</strong></td>
<td><strong>Supporting Staff:</strong></td>
<td><strong>Supporting Staff:</strong></td>
<td><strong>Supporting Staff:</strong></td>
</tr>
<tr>
<td>Mr. Grieshaber - Principal will train staff how to use iPal 2.0</td>
<td>Students are placed with English teachers during AE based on student reading and writing needs.</td>
<td>Prevention Counselor working with staff to provide support and training on PBIS for all staff members.</td>
<td>Teachers will continue to attend district PD on the common core.</td>
</tr>
<tr>
<td>Mrs. Bohon - Counselor will work with individual students on their AIMS score reports, set up tutoring opportunities with teachers, and use other resources to assist students in their academics. She will also work with students to create their ECAPS and assist on the preparation for post-secondary plans.</td>
<td>Social Studies teachers work on strategies to help students in the reading content area.</td>
<td>Mr. Grieshaber and Culture team will continue to train staff members on PLC processes and provide new trainings for those new staff members.</td>
<td>Sundown staff will invite the content specialists to meet with teachers and discuss implementation of the common core.</td>
</tr>
<tr>
<td>Mr. Rosalez - Job Specialist assist students with post-secondary opportunities by introducing them to the Program of Work, Job Shadowing, Work Study, Military and college visits.</td>
<td>District Content Specialist working with our staff members on the common core and reading in the content area.</td>
<td>Our culture team will work on maintaining our positive culture for both staff and students</td>
<td>Sundown staff members are becoming common core specialists on campus. They are using various websites to gain knowledge and work with other staff members on the common core.</td>
</tr>
<tr>
<td>Mrs. Chagolla - Prevention Counselor assist students to help them be prepared personally and emotionally for school.</td>
<td></td>
<td>Mr. Grieshaber and the SRHS staff will continue to train teachers on the new evaluation tool. This includes repeated conversations about the domains of the CES.</td>
<td></td>
</tr>
</tbody>
</table>

**Budget:**

<p>| <strong>Budget:</strong> | <strong>Budget:</strong> | <strong>Budget:</strong> | <strong>Budget:</strong> |</p>
<table>
<thead>
<tr>
<th>Budget: $3000</th>
<th>Time: 140 minutes/week</th>
<th>Budget:</th>
<th>Time: 2012/13 school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: On Going</td>
<td></td>
<td></td>
<td></td>
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</table>


**COLLECTING AND ANALYZING DATA**

- Defining data needs
  - Reviewed board values & abilities, district strategic plan goals, special education strategic plan, ADE mandates, monitoring as well as the findings from the independent audit completed in 2011.

- Reviewed current practices and student data. Researched best practices to support the special education continuum of services using proven instructional methodologies such as Applied Behavior Analysis (ABA), explicit teaching, classroom, and Positive Behavioral Supports (PBS) as well as researching reading and math supplement materials that align to the common core standards and the general education curriculum materials.
**STRENGTHS**

- Advanced ED audit
- Arizona Department of Education Monitoring
- Compliance Cells
- Legal
- Fiscal responsibility
- Special education programming costs
- Need to maximize resources
- Students with more significant needs
- Staff development
- Best practices
- Continuum of services
- Better support for families and students
- Response to intervention
- Site based leadership
- Coaching for teachers and staff

**GOALS**

- 100% of all students with identified disabilities will receive instruction at grade level utilizing accommodated or modified common core standards as evidenced by a minimum of 26% growth in the Approaches, Meets and Exceed categories of the AIMs assessment.
- All students with Individualized Education Plans will meet 100% of their IEP goals utilizing researched based methodologies and practices as evidenced by progress monitoring data.

**ACTION PLAN**

- Specific activities & action steps
  - Relevance of APED
  - Summative trainings
  - Complete biannual teacher articulation and F3 report
  - Purchase and training of specially designed curriculum materials
  - Identification and training of REDI practices
  - Model program
  - Update 3 cohorts, sites of model programs at MUSD and CUSD
AGENDA ITEM: 2012-2013 Meet and Confer – IBA Recommendations

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

On February 1 and February 28, 2013, representatives from the Dysart Educators Association (DEA), Dysart Site and District Administrators Associations (DSAA/DDAA), Dysart Educational Support Staff Association (DESP) and District Office Leadership meet as part of the IBA process. As per policy Section 8.1, items discussed had to do with salaries and benefits.

Discussions centered on two items and at this point the resulting IBA recommendations are being brought to the Board as information. Separate action items will be brought to the Board as appropriate if these recommendations are to be acted on for approval.

Benefits

Blue Cross Blue Shield indicated rates would increase by double digits for health insurance for the 2013-2014 school year. Additionally, other benefits including vision and dental will see an increase, although minimal as compared to the health insurance increase. Also, the state retirement costs are going up by .4% for both the employees and the district. There was discussion about specific health plan options and how to reduce the % increase that would have to be passed on. The PPO 0 deductible plan was a concern because that plan costs more in benefit payments than is collected in premiums. The options discussed focused on eliminating plan choices, raising the deductible and other co-pay components and raising the cost of the premium for employees. It was recommended the PPO 0 deductible plan be eliminated, raise deductibles on other plans and ask the Insurance Trust Board to cover the minimized premium increase from the very healthy reserve carried by the Trust. That recommendation was then advanced to the District Insurance Committee and Employee Benefits Trust Board. The recommendation from those Boards mirrored the IBN recommendation to adjust the deductible and components within that specific plan to make it affordable to the district and still affordable for employees selecting it. Specific recommendations regarding benefits for the 2013-14 school year will be presented for Board approval in a separate Board item.

Salaries

The state has not finalized the budget for next year, however, we are being told no new cuts will be made and some additional funds may be provided for Common Core and other specific programs. The district knows it will have monies in the 2013-2014 budget realized from savings experienced this year and will experience next year from cuts in staffing, from carry forward we realized last year, and by maintaining the cuts we made over the last few years even though our budget capacity grew due to enrollment growth. There will be M&O monies available to provide a salary increase of 3% for all employee groups. Additionally, we will have monies to provide an additional one-time pay supplement for all

BOARD ACTION REQUESTED:

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 26
employees who are employed this year and will remain employed next year. That pay supplement can range from .1 to 2%. Employees recommended the one time supplement be paid through a tiered structure based on the number of years a person is employed in the district. Employees have not received a raise on their salary scales for 5 years. For the past two years, a one-time pay out was provided to all groups, but that amount was not applied to the pay scales nor was it reflected in the compensation offered in contracts or notices of employment for the 2012-2013 year. Language was included in the certified and administrative contracts to allow a pay increase and pay supplement for the 2013-2014 school year. The district’s attorney will advise on how to distribute such funds if the Board approves the supplement payment.

This recommended salary increase and payment budget monies are available after the district shifts some of the CORAL monies that had been moved from capital to M&O back to capital. The district had shifted 100% of the allowable CORAL to M&O during the years of cuts to sustain the budget during the times of tremendous cuts. The district will also carry over the maximum amount allowable from this year’s budget to next year which is 4% of the budget. That insures we have a reserve in M&O.

It is also recommended a new salary structure for all groups be adopted.

Non-budget items were discussed outside the group meet and confer process that dealt with things like professional development, mentoring programs, staff development days and related topics. The Board will not need to take action on these items, except for any that impact language in the MOU or possible policy language that may come to your way.