

SECTION C GENERAL SCHOOL ADMINISTRATION
C-0050 AUSD10 CA ADMINISTRATION GOALS / PRIORITY OBJECTIVES

The Board will evaluate programs and personnel on the basis of appropriate performance indicators.

The Board will encourage an articulated, evaluated total program.

The Board approves the following administration objectives as a guide to policy development and the monitoring of their consequences:

- Clear boundaries for Board and administration operation.
- Development, when needed, of a plan for locating and employing a chief school executive.
- Employment, upon recommendation by the chief school executive, of an administrative staff.
- Provision for administrator on-the-job growth.
- An organizational and administrative structure supportive of the ~~school system~~ District's philosophy, goals, and objectives.
- Operational arrangements in harmony with the ~~school-system~~ District's philosophy, goals, objectives, and values.
- Guidelines for regular use in estimating the relationship of actual to anticipated administrator performance.

The Board will expect an annual report from the Superintendent on the extent of attainment of the above objectives. Following its review of the Superintendent's report, the Board will make its estimate for each of the objectives individually and for the total administration effort, using a rating scale.

Planning

The Board expects the Superintendent to be concerned with long-term planning to guide the Board in policy development and effective decision making. The Board recognizes that planning must be supported by research and the evaluation of its findings.

Accordingly, the Board directs and authorizes the Superintendent to make budgetary requests annually for the maintenance of the planning function, with attendant provisions for needed research and evaluation. The Superintendent's

best judgment may be used to elect to initiate and conduct the research in one or a combination of several ways:

- With current staff personnel.
- With additional permanent staff members to be recommended.
- With part-time staff personnel.
- With aid from an outside agency under contract.
- With aid from graduate students or other volunteers who possess the required technical knowledge and skill.

The Superintendent shall establish safeguards to prevent the research function from hampering the educational process and from trespassing upon each student's and each employee's time and right to privacy.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-321

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SUPERINTENDENT

The Board shall employ a Superintendent, who shall enforce the statutes and rules of the state of Arizona and the federal government, and the policies of the Governing Board of the District.

The administration of the District in all aspects is the responsibility of the Superintendent, whose functions shall be carried out in accordance with the policies of the Board.

The Superintendent may establish regulations for the administration of the District that are in compliance with applicable statutes or regulations of the Arizona Administrative Code and the policies of the Governing Board. These regulations are binding on the employees of this District and students in the schools.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-503

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QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT
(Performance Responsibilities)

The Superintendent shall have appropriate qualifications as determined by the Governing Board through action taken at a public meeting.

The Superintendent shall supervise, either directly or through delegation, all activities and all personnel of the District according to the laws of the state of Arizona, rules of the Arizona State Board of Education, and adopted policies of the Governing Board.

The Superintendent is the District's chief executive officer and the administrative head of all divisions and departments of the District. It is the Superintendent's duty to administer the policies of the Board and to provide leadership for the entire District. The Superintendent is the professional consultant to the Board and, in this capacity, makes recommendations to the Board for changes in Board policies and the educational program.

The Superintendent provides the initiative and the technical guidance for the improvement of the total program of the District. The delegation of authority for the operation of the various functions of the District is one of the Superintendent's duties. The Superintendent is, however, responsible to the Board for all functions of the District, including those listed below.

Education:

- Administers the development, coordination, maintenance, and evaluation of the educational program, including the special education program.
- Supervises methods of teaching, supervision, and administration in effect in the schools.
- Keeps informed of modern educational thought and practices by advanced study, by visiting Districts elsewhere, by attending educational conferences, and by other appropriate means.
- Keeps the public informed about modern education practices, educational trends, and the policies, practices, and problems in the District schools.

Management:

- Ensures that all activities of the District are conducted in accordance with the laws of the state of Arizona, the regulations of the Arizona Board of Education, and the policies of the Governing Board.

- Assumes responsibility for the overall financial planning of the District and for the preparation of the annual budget, and submits it to the Board for review and approval.
- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.
- Maintains or has maintained adequate records for the schools, including financial accounts; business and property records; and personnel, school population, and scholastic records.
- Provides suitable instructions and regulations to govern the maintenance of District properties.
- Provides suitable instructions and regulations to govern the safety and transportation of students.
- Assumes responsibility for the use of buildings and grounds.
- Recommends the locations and sizes of new school sites and of additions to existing sites; the locations and sizes of new buildings; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the District.
- Oversees the processing and submission of required reports.
- Interprets the budget and finances to the community.
- Remains current on new legislation and implements laws to the best advantage of the District.

Governing Board:

- Attends and participates in all meetings of the Board and its committees, except when excused by the Board.
- Takes prompt action to implement all directives of the Board.
- Advises the Board on the need for new and/or revised policies.
- Provides timely advice to the Board on the implication of changes in statutes or regulations affecting education.

- Informs and advises the Board about programs, practices, and problems of the schools, and keeps the Board informed of the activities operating under the Board's authority.
- Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such facts, objective information, and reports as are needed to ensure the making of informed decisions.
- Develops and implements rules and regulations in keeping with Board policy.
- Acts as chief public relations agent for the District.
- Acts on own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy guidance in the future.

Personnel:

- Recommends to the Board the appointment or dismissal of all employees of the District.
- Ensures that all employees are evaluated in accordance with the schedule established by the Board.
- Determines assignments, defines the duties, and coordinates and directs the work of all employees of the District.
- Recommends all promotions, demotions, and salary changes to the Board.
- Communicates to all employees all actions of the Board relating to personnel matters, and receives from employees all communications to be made to the Board.

The Superintendent shall have a valid fingerprint card issued pursuant to A.R.S. 41-1758.03.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-503

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41-1758

A.A.C. R7-2-603

CROSS REF.: CBI - Evaluation of Superintendent

C-0300 © CBC
DELEGATED AUTHORITY

The Governing Board delegates to the Superintendent, among other powers, the authority to perform the following acts:

- To give notice to teachers, pursuant to A.R.S. 15-536, of the Board's intention not to offer a teaching contract.
- To give notice to teachers, pursuant to A.R.S. 15-538.01, of the Board's intention not to offer a teaching contract and to dismiss the teacher.
- To give notice to an administrator or certificated school psychologist, pursuant to A.R.S. 15-503, of the Board's intention not to offer a new contract.
- To issue to teachers, pursuant to A.R.S. 15-536, 15-538, and 15-539, written preliminary notices of inadequacy of classroom performance, reporting such issuance to the Governing Board within five (5) school days.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-503

15-536

15-538

15-538.01

15-539

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EVALUATION OF SUPERINTENDENT

The Governing Board shall evaluate the Superintendent at least once each year.

The evaluation(s) shall relate to the Superintendent's duties, responsibilities, and progress toward established goals.

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than May 31. The Board President shall schedule a meeting not later than May 30, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present). If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters.

Additional first-year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will be that which occurs in the Superintendent's second year.

Any meetings of the Board to compile evaluations, or meetings to discuss the evaluations with the Superintendent, shall be held in executive session unless the Superintendent requests that any such meeting be held in open session. Board members shall have the opportunity to discuss with the Superintendent any item(s) on which the Board member fails to achieve consensus.

A copy of any written evaluation shall be given to the Superintendent. If in disagreement with such evaluation, the Superintendent may respond in writing to the Governing Board.

Upon the conclusion of the evaluation, the Governing Board may determine whether any changes in the compensation and benefits or contract term of the Superintendent are warranted, subject to the following:

If the Superintendent's contract with the School District is for multiple years, the School District shall offer to extend or renegotiate the contract no earlier than May of the year preceding the final year of the contract.

If the Superintendent's contract with the School District is for more than one (1) year, but not exceeding three (3) years, on or before May 15 of the last year of the contract, the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the

Superintendent of the Board's intention not to offer a new administrative contract.

If the Superintendent's contract with the School District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract.

The evaluation and any comments by the Superintendent shall become a part of the Superintendent's personnel file.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-503

CROSS REF.: CBA - Qualifications and Duties of Superintendent

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ADMINISTRATIVE ORGANIZATION

The Board requires the Superintendent to organize the staff to secure clear understanding of the individual functions of all officials and of the relationships between and among them; to establish clear lines of communication, both vertically and horizontally; and to establish the necessary councils, cabinets, and committees to provide for efficient operation of the schools. To engage in this process in an orderly fashion, each group shall be given particular responsibilities, and channels shall be established so that the recommendations or decisions of each group can be heard and reviewed by the administrative officer concerned and, when appropriate, by the Board.

In the organization and administration of the schools, the Superintendent shall balance responsibility with commensurate authority subject to the reserve and legal powers of the Board. This means that a member of the staff, when assigned a responsibility or a position, shall be given the authority to make the decisions necessary to perform the tasks.

Organizational Units and Structural Relationships

The administrative organization of the District shall be considered as an orderly means of achieving the District's primary objective: an effective program of instruction for pupils.

The general administrative organization of the District shall be known as the single-executive type of school administration, with the Board as the governing body and with all activities under the direction of the Superintendent.

An organization chart for the District shall be prepared by the Superintendent and approved by the Board to designate clearly the relationships of all employees within the District organization.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-328

C-0900 © CCB
LINE AND STAFF RELATIONS

Unless otherwise specifically limited by statute or Board action, any of the powers and duties specifically assigned to the Superintendent may be delegated to others serving under the Superintendent. However, the Superintendent shall continue to be responsible to the Board for the satisfactory execution of the delegated power and duties.

Lines of authority shall be clearly outlined by the Superintendent by means of organization charts, job descriptions, and administrative regulations and directives.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-353

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LINE AND STAFF RELATIONS
(School Administration)

The primary duty of a principal is to administer and supervise the instructional program. A principal, as the educational leader of the school, will administer and supervise the school in accordance with policies and administrative regulations of the District.

A principal will be directly responsible to and will report only to the Superintendent and will keep the Superintendent informed of the conditions and needs of the school. All duties, authority, and responsibilities of the principal will be delegated only by the Superintendent. These duties include, but are not limited to, the following:

- A principal is responsible for the operation of the educational program of the school.
- A principal is responsible for the supervision and evaluation of the building staff members.
- A principal will maintain discipline on the part of personnel and students.
- A principal will care for and protect the building, the equipment, the grounds, and other school property.
- A principal will maintain school records and prepare reports.
- A principal will take reasonable precautions to safeguard the health and welfare of students and staff members, will report accidents, will formulate plans for emergencies, and will conduct evacuation drills each school month and keep written records of such drills.
- A principal will be responsible for maintaining a close relationship with the community and should interpret the educational program to the citizens of the District.
- A principal will, by advanced study, by visits to District in other areas, by attendance at educational conferences, and by other means remain well informed relative to modern educational thought and practice.
- A principal will distribute a parental satisfaction survey to the parent of every child enrolled at the school, pursuant to A.R.S. 15-353.

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MANAGEMENT TEAM / SENIOR STAFF

The central office administrative staff is responsible for overall District-wide educational leadership and for coordinating the educational program within policy established by the Board. All District -wide services emanate from the central office. All official District-wide committees, councils, and coordinating groups shall be based in the central office.

The line of authority from the central office to the schools is through the Superintendent and the principals.

Adopted: date of manual adoption

C-1100 © CE
ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Board authorizes the Superintendent to establish advisory councils, cabinets, and committees when deemed necessary for proper administration of Board policies and for the improvement of the total educational program. All cabinets, councils, and committees created by the Superintendent shall be for the purpose of obtaining to a maximum degree the advice and counsel of the personnel, clients, and patrons of the District.

The number, composition, and work to be done by such cabinets, councils, and committees shall be defined by the Superintendent.

Adopted: date of Manual adoption

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ADMINISTRATIVE COUNCILS, CABINETS, AND
COMMITTEES
(Career Ladder Governance Council)

Members

A career ladder governance council is hereby established; the council shall be composed of three (3) career-ladder teachers, one (1) central administrative representative, one (1) non-career-ladder teacher, one (1) community representative, one (1) Amphitheater Education Association representative, and one (1) building administrator, for a total of eight (8) representatives. Terms of membership on the council will be two (2) years and will be staggered to provide continuity. The governance council can expand the number of members. The career ladder manager will act as chairperson of and shall have the discretion of vetoing decisions made by the governance council. Ad hoc committees may be appointed by the governance council as needed.

Function

The Amphitheater career ladder program shall operate in accordance with state law. The career ladder governance council shall develop, monitor, and recommend to the Amphitheater School District Governing Board for approval all policies related to compensation, evaluation criteria, procedures, and participation requirements in the career ladder program. Additionally, the council shall be responsible for developing, implementing, and monitoring a strategic plan, all subject to the approval by the Governing Board.

Selection of Members

A four (4)-member selection committee, composed of one (1) administrator, two (2) teachers, and the Amphitheater Education Association representative to the governance council (said members to be appointed by the governance council) will select members to serve on the following year's governance council. The selection committee will ask teachers to express an interest in serving or to nominate others to serve and will consider gender, ethnicity, District geographic region, and subject/grade areas when selecting governance council members to provide a balanced team. Approximately fifty percent (50%) of the governance council must be new members each year and will be proportionate in each category as determined by the council.

Meetings

A minimum of three (3) meetings of the career ladder governance council, excluding mandatory strategic planning session meetings, will be held each year. Minutes of the meetings will be kept and will be available for review by any interested party.

Compensation

Participation on the career ladder governance council is voluntary, and members will not receive compensation for such participation. Career ladder may, however, provide release time for District employees if any meetings occur during regularly scheduled work hours.

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SCHOOL-BASED MANAGEMENT
(School Councils)

The Board authorizes the establishment of a school council at each school site. The school council shall follow regulations promulgated by the Board. The school council shall provide input for the creation of curricular and instructional strategies/designs that meet the unique learning needs of the students served at each school.

A shared "vision" for curricular and instructional strategies/designs and the involvement of a variety of the members of the school and community who will be most affected by the results are essential.

Curricular and instructional strategies/designs that result from such shared decision making are limited only by the requirements that they be consistent with and fulfill the mission/goal statements, beliefs, and adopted Board policies of the District and comply with the laws and regulations of the state of Arizona and the United States.

This shared decision making shall not supersede Board/Superintendent decision-making responsibilities unless waived by the Board.

Membership

The school council at each school shall take into consideration the ethnic composition of the local community and initially shall be composed of:

- Three (3) parents or guardians of students enrolled in the school who are not employed by the District in the school of proposed membership.
- Three (3) teachers.
- One (1) noncertificated employee.
- One (1) community member if the school is a high school or two (2) community members if the school is not a high school.
- One (1) student if the school is a high school.
- The principal of the school.

Initially, each of the above school council members shall be selected in the manner and by the procedure specified in A.R.S. 15-351. The school council shall then adopt written guidelines that specify the number of school council members and the methods for the selection of school council members. Thereafter,

representatives shall be selected by their groups in the manner determined. There must be an equal number of teachers and parents of pupils enrolled in the school on the council and they shall constitute a majority of the council members. The principal will serve as chairperson of the school council unless another person is elected by a majority of the school council members.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-351

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A.G.O. I99-018

CROSS REF.: BDD - Board-Superintendent Relationship

CCB - Line and Staff Relations

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SCHOOL - BASED MANAGEMENT
(School Councils)

The District endorses shared decision making contingent upon a school council fulfilling the following elements:

- Curricular and instructional implementation strategies/designs must fulfill the mission statement and adopted beliefs of the District.
- The school council should carefully follow the processes, including brainstorming, consensus building, and pyramiding. This is "vision" creation, as opposed to a problem-solving process.
- The school council must fully analyze and explore current resources and assess options for reaching their vision of excellence.
- The school council, with approval by the principal, will, at scheduled intervals, monitor and evaluate implementation based on a written evaluation plan. The evaluation plan must include some demonstrably valid, quantifiable measures of progress.

Role and Responsibility of the School Council

The council:

- Is advisory to the school administrative staff.
- Is a representative group that solicits input from parents, community, and staff members.
- Reviews literature and data.
- Makes recommendations for school improvement.
- Monitors implementation structure for new instructional designs.
- Provides local leadership and representation in the school decision-making structure.

There may be a tendency for a school council to lose its understanding of extended ownership to groups affected by its decisions, and, in effect, become a new local bureaucracy. To avoid this result, employees must be aware and remind one another that the movement to shared decision making at the school level is not for the purpose of creating new, smaller bureaucracies to replace a

larger bureaucracy, but, rather, a movement to involve all constituencies in fulfilling the mission and beliefs of the District.

Proposal Outline

Shared-decision-making proposals are for the purpose of creating new and effective curricular and instructional strategies/designs and increasing student learning. All proposals shall be submitted to the principal and shall, as nearly as possible, follow the outline identified below.

Shared decision making - curricular and/or instructional strategy/design plan process - proposal requirements:

- Documentation that the new curricular and instructional design was developed in conjunction with parents, students, teachers, and support personnel.
- Documentation of parent, student, teacher, and support staff support of the program.
- Proposal development:
 - Needs assessment.
 - Goals.
 - Measurable performance objectives.
 - Proposal implementation (activities):
 - ▲ Staffing.
 - ▲ Materials, supplies, equipment.
 - ▲ Facilities.
 - ▲ Staff training.
 - ▲ Support services.
 - Time line (calendar of events).
 - Evaluation design.
 - Budget.

- Statement(s) of assurances that the proposal is:
 - To increase the efficiency and effectiveness of the school.
 - To increase academic achievement for "all" students.
- Provision of a dissemination plan.
- Provision of a monitoring plan.

Conflict Resolution

If a school council's curricular and/or instructional strategy/design plan conflicts with an existing Board-approved program or policy, the following steps can be taken:

- The school council shall attempt to design an alternative plan that arrives at the same intended outcomes without violation or conflict with the Board-approved program or policy.
- If this cannot be accomplished, the school council may request a waiver for a strategy/design plan that conflicts with existing Board-approved programs or policies.
- If a plan requires waivers, it must be approved by the principal and brought to the Superintendent for approval and possible submission to the Board.
- Waivers may be granted for temporary and specific periods of time and will be evaluated in light of the plan's ability to better implement the mission statement and adopted beliefs of the District.

Requests for Additional Authority

Additional responsibilities and authority may be delegated to a school council if deemed necessary by the Board. The school council may request additional authority to accomplish delegated responsibilities by submitting a written proposal to the Superintendent, which must contain the elements identified below.

- The principal's statement of support.
- Motion of the council to request additional authority and vote count.
- Specific authority requested and reason for request, analyzing how the request will improve the program for all children.

- Possible impact of additional authority on personnel use and cost of programs to be improved.
- Suggested date of termination of authority unless reapproved by the Governing Board.

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SCHOOL - BASED MANAGEMENT
SCHOOL COUNCILS

Research has identified characteristics of effective schools. Such research makes it clear that the most influential unit of effective school change or improvement is the individual school demonstrating the following characteristics:

- Consensus on explicit instructional goals and beliefs (mission statement).
- District-level support for school improvement; Governing Board, administration, and staff commitment to current research and the District-adopted mission statement.
- Ongoing staff development and training.
- High level of parental involvement and support.
- Individual school autonomy and flexibility in the development of new curricular and instructional designs.
- Collaborative, collegial instructional planning.
- A focus on basic skills acquisition.
- An emphasis upon higher-order cognitive skills.
- Teacher responsibility for effective instructional and classroom management decisions and practices.
- Teacher/parent accountability and acceptance of responsibility for student performances.
- A safe, orderly, and disciplined school climate.
- Strong instructional leadership.
- Frequent monitoring of student progress.
- Measurable student performance outcomes.

C-1950 © CH
POLICY IMPLEMENTATION

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board. The administrative regulations shall specify required actions and reflect the detailed arrangement under which the District will be operated.

The policies adopted by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient District. All employees and students shall comply with Board policies and administrative regulations.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-341

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POLICY IMPLEMENTATION

Principals, directors, and others designated by the Superintendent shall establish procedures for conducting activities within their individual units that are consistent with administrative regulations and Board policies.

C-2150 © CHCA
HANDBOOKS AND DIRECTIVES

Curriculum guides, manuals, handbooks, pamphlets, and similar publications will be presented to the Superintendent for approval prior to publication. The Superintendent shall ensure that all such publications are consistent with Board policies and administrative regulations.

Copies of all such publications shall be provided to the Board.

Adopted: date of Manual adoption

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HANDBOOKS AND DIRECTIVES

All curriculum guides, manuals, handbooks, pamphlets, and similar publications shall be reviewed by the principal or supervisor, and shall be forwarded to the Superintendent for approval prior to printing and distribution.

C-2200 © CHD
ADMINISTRATION IN THE ABSENCE OF POLICY

The Superintendent shall have the authority to implement action if a situation should develop that is not covered by established Board policy. It is the Superintendent's duty to inform the Board of any such action and of the need to develop an official policy.

The Board encourages the Superintendent to seek the counsel of affected individuals and groups with respect to needed decisions when the subject is controversial or emotion laden. Whenever action in such sensitive matters must be taken before consulting the Board, the Superintendent is invited to discuss with it the basis for the decision in order to help the Board give support whenever criticisms or objections are voiced.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-321

C-2350 © CK
ADMINISTRATIVE CONSULTANTS

Professional consultants from the Arizona School Boards Association, the Arizona Department of Education, universities, and colleges, as well as other resource persons, may be used when such consultive services will be helpful in the improvement of the instructional program. All consultants shall be approved by the Superintendent prior to the invitation and arrangement for such visitation.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-343

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SCHOOL DISTRICT ANNUAL REPORT

The Board shall make an annual report to the County School Superintendent on or before October 1 each year in the manner and form and on the forms prescribed by the Superintendent of Public Instruction or County School Superintendent. The Board shall also make reports directly to the County School Superintendent or the Superintendent of Public Instruction whenever required.

Guaranteed Energy Cost Saving Contract Annual Reports

The District shall report to the School Facilities Board annually, not later than October 15, actual energy and cost savings pursuant to a guaranteed energy cost savings contract.

The District shall also report for any guaranteed energy cost savings contract to the Department of Commerce Energy Office and the School Facilities Board:

- The name of the project
- The qualified provider
- The total cost of the project
- The expected energy and cost savings

The District shall retain savings achieved by a guaranteed energy cost saving contract, which may be used to pay for contract and project implementation.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-213.01
15-341
15-904

CROSS REF.: DBF - Budget Hearings and Reviews/Adoption Process
DIC - Financial Reports and Statements