

SCOTTSDALE UNIFIED SCHOOL DISTRICT

Regular Meeting of the Governing Board

June 25, 2019

3:00 PM

Coronado High School

7501 E. Virginia Avenue

Scottsdale, AZ 85257

480-484-6800

www.susd.org



AGENDA



BOARD MEMBERS

2019 Governing Board

**Patty Beckman, President
Allyson Beckham, Vice President
Jann-Michael Greenburg
Sandy Kravetz
Barbara Perleberg**

**Superintendent
Dr. John Kriekard**

CORE PURPOSE

Ensuring all individual learners reach their full potential

CORE VALUES

- **Humble**
- **Responsive**
- **Growth-Minded**
- **Student-Focused**

THEMATIC GOAL

Enhancing a Culture of Learning

PUBLIC COMMENT - REGULAR MEETINGS

On Non-Agenda Matters

Those wishing to address the Governing Board on non-Agenda matters need not request permission in advance. However, you must complete a BLUE card (available at the table at the back of the room) indicating your desire to speak, and submit it to the Board Secretary before the public comment portion of the agenda begins. There is a three-minute speaking limit.

(ACTION TAKEN AS A RESULT OF THIS KIND OF PUBLIC COMMENT WILL BE LIMITED TO RESPONDING TO ANY CRITICISM MADE BY THOSE WHO HAVE ADDRESSED THE GOVERNING BOARD, DIRECTING STAFF TO LOOK INTO THE MATTER, OR ASKING THAT THE MATTER BE PUT ON A FUTURE AGENDA. NO OTHER DISCUSSION OR LEGAL ACTION IS ALLOWED. A.R.S. §38-431.01g.)

On-Agenda Items

Those wishing to address the Governing Board on Agenda items need not request permission in advance. However, you must complete a WHITE card (available at the table at the back of the room) indicating your desire to speak and listing the item number, and submit it to the Board Secretary before the meeting begins. There is a three-minute speaking limit.

Limitations

If the numbers of those wishing to comment, whether on non-Agenda matters or on any/all Agenda items, jeopardizes the Board's ability to conclude the meeting at a reasonable hour, the President/Board may limit or eliminate public comment. Public comment is subject to reasonable time, place and manner restrictions by the President/Board.

**GOVERNING BOARD MEETING
SCOTTSDALE UNIFIED SCHOOL DISTRICT NO. 48
Coronado High School Board Room, 7501 E. Virginia Avenue, Scottsdale, AZ 85257**

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Regular Board Meeting June 25, 2019 3:00 PM**

Ensuring all individual learners reach their full potential

I. Call to Order	
II. Pledge of Allegiance	
III. Roll Call- <i>Members of the SUSD Governing Board will attend either in person or by telephone, video or internet conferencing</i>	
IV. Public Hearing on Adoption of the Proposed FY2019-2020 Expenditure Budget Pursuant to A.R.S. §38-431.02 and A.R.S. §15-905(D)(E), notice is hereby given to the members of the Governing Board and to the general public that the Governing Board will conduct a Public Hearing on Tuesday, June 25, 2019, at 3:00 PM, in the Board Room at Coronado High School, 7501 E. Virginia Avenue, Scottsdale, regarding the Adoption of the Proposed Fiscal Year 2019-2020 Expenditure Budget.	
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Please Note: The Board may change the order of items listed in the Agenda prior to the meeting or during the meeting. ALSO, THE BOARD MAY VOTE TO CONVENE IN EXECUTIVE SESSION ON ANY ITEM THAT IS LISTED ON THIS AGENDA FOR DISCUSSION/CONSULTATION WITH LEGAL COUNSEL TO OBTAIN LEGAL ADVICE, PURSUANT TO A.R.S. §38-431.03(A)(3).

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Elizabeth Husak at 480-484-6113. Requests should be made as early as possible to enable the District to arrange for the requested accommodation and at least one (1) working day prior to the Governing Board meeting.

Action Item:**Adoption of Proposed Fiscal Year 2019-2020 Expenditure Budget****Submitted by:**

Jeff Gadd, Interim CFO

Funding:

Various

RECOMMENDATION:

It is recommended that the Governing Board adopt the proposed Fiscal Year 2019-2020 Expenditures Budget as submitted.

BACKGROUND:

In accordance with A.R.S. 15-905, the governing board of each district shall prepare and furnish to the superintendent of public instruction and the county school superintendent a proposed budget no later than July 5 of each year and public hearing for adoption, no later than July 15. Finance developed the fiscal year 2019-2020 budget, considering Arizona's 2020 commitment and information provided to the Governing Board throughout the year. The proposed budget reflects the tentative approval granted by the Board on March 7, 2019. The Maintenance and Operations Budget Limit has increased by \$207,810 due to an increase in for teacher salary increases. This increase has been designated as M&O Unallocated. The District Additional Assistance or Capital Outlay was also increased by \$809,000 due to a reduction in State DAA cuts, state restoration of capital reductions. The increase has been designated as Capital Unallocated. The call for a public hearing and publication of the proposed budget was approved at the June 11, 2019 Governing Board meeting. The proposed 2019-2020 Expenditure Budget will be presented for adoption.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to improved fiscal stability and external communication.

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☒ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Information/Discussion Item:**First Read of Revisions to Policy BEDH, Public Participation in Board Meetings****Submitted by:**

Michelle G. Marshall, General Counsel

Funding:

N/A

BACKGROUND:

The Governing Board will review and consider revisions to the following policy:

BEDH – Public Participation at Board Meetings. The Governing Board last updated this policy on January 14, 2002. According to Governing Board minutes from that meeting, the updates were made to align with ASBA-recommended changes. General Counsel and Administration are recommending changes in accordance with current ASBA Model Policy as well as an ASBA recommendation that has not yet been published.

The current SUSD policy has one difference from the current ASBA recommendation: SUSD's current policy states that personal attacks are "not acceptable." Instead, ASBA recommends "personal attacks . . . are discouraged."

Further, ASBA has indicated it intends to recommend an additional revision to this policy, which is to delete the reference to the possibility of a civil action for defamation in response to personal attacks. General Counsel and Administration are recommending deleting this sentence.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to increased external communication.

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☒ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Information/Discussion:**Summary Legislative Report****Submitted by:**

Jeff Gadd, Interim Chief Financial Officer

Funding:

N/A

BACKGROUND:

Jeff Gadd, Interim Chief Financial Officer, will present information regarding the Legislative Report including Selected Bills.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:**Acceptance of Gifts \$108,263.86****Submitted by:**

Jeff Gadd, Interim CFO

Funding:

N/A

RECOMMENDATION:

It is recommended that the Governing Board accept the following donations.

BACKGROUND:

	School	Gift Value
Sequoia APT-Funds for Salaries	Sequoia ES	\$24,000.00
Sequoia APT-Funds for General Gift Account	Sequoia ES	\$22,000.00
Seth Korey-Funds for General Gift Account	Chaparral HS	\$17,000.00
CRPTO-Funds for Salaries	Copper Ridge ES	\$13,000.00
Anasazi PTO-Funds for General Gift Account	Anasazi ES	\$4,500.00
Mountainside PTO-Funds for General Gift Account	Mountainside MS	\$4,000.00
Mountainside PTO-Funds for General Gift Account	Mountainside MS	\$3,270.00
Mountainside PTO-Funds for General Gift Account	Mountainside MS	\$3,200.00
Hopi PTA-Funds for General Gift Account	Hopi ES	\$3,200.00
Laguna PTO-Funds for Reading	Laguna ES	\$3,050.00
Salt River Grants-Funds for General Gift Account	Hopi ES	\$2,500.00
Mountainside PTO-Funds for General Gift Account	Mountainside MS	\$1,000.00
Jeff & Sally Kalpakoff-Funds for General Gift Account	Kiva ES	\$500.00
Be A Gift Foundation-Funds for General Gift Account	Saguaro HS	\$370.00
Be A Gift Foundation-Funds for General Gift Account	Saguaro HS	\$370.00
	Subtotal Cash	\$101,960.00
Cheyenne PTO-Repairs to Cafeteria Bathrooms	Cheyenne ES	49,939.67
Arcadia Little League-Shade Tarp Covers for Dugouts	Echo Canyon ES	\$3,410.36
DCES PTO-Five Trash Cans	Desert Canyon ES	\$1,679.80
	Subtotal Non-Cash	\$5,090.16
Gifts Valued Under \$300.00 Donated to the District 06/25/19	All Schools	\$1,213.70
Donations to the District since July 1, 2018-\$1,950,443.39	Total	\$108,263.86

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Gifts are used to help support the instructional process through additional supplies, instructional materials, tutoring and equipment.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:**Accounts Payable Vouchers (AASBO) Processed from June 12, 2019****Submitted by:**

Dr. Jed Bowman, Asst. Supt. Human Resources

Funding:

Various

RECOMMENDATION:

It is recommended that the Governing Board approve payment of accounts payable vouchers processed June 12, 2019.

Funding

001-Regular Education/AASBO	\$1,385.00
570-Indirect Costs/AASBO	\$605.00
Total	\$1,990.00

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Processing payables allows the sites and teachers to purchase the supplies and outside services needed to assist in the instructional process

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:**Accounts Payable Vouchers (630 Bond Fund) Processed from June 5 through June 12, 2019****Submitted by:**

Jeff Gadd, Interim CFO

Funding:

Bond

RECOMMENDATION:

It is recommended that the Governing Board approve payment of accounts payable vouchers processed June 5 through June 12, 2019.

Funding

630-BOND	\$662,290.18
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BACKGROUND:

A&H Painting	\$90,000.00
City of Scottsdale	\$101,967.00
Pueblo Mechanical & Controls	\$6,862.40
Wayne B. Taylor Corporation	\$463,460.78
Total	\$662,290.18

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Processing payables allows the sites and teachers to purchase the supplies and outside services needed to assist in the instructional process.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:**Accounts Payable Vouchers Processed from June 5 through June 12, 2019****Submitted by:**

Jeff Gadd, Interim CFO

Funding:

Various

RECOMMENDATION:

It is recommended that the Governing Board approve payment of accounts payable vouchers processed June 5 through June 12, 2019.

Funding

001-Regular Education	\$564,213.23
101-Title I LEA FY19	50,349.40
133-Education Homeless Children & Youth	555.62
141-Title II Improving Teacher Quality FY19	8,466.81
161-Title IV-A STDNT. Support Academic Enrichment FY19	5,000.00
164-21 st Century Community	6,258.13
200-Title VII Indian Education Federal Direct	15.00
220-Idea Basic-Ent	44,587.58
260-CTE Federal Perkins Grant FY19	44.98
290-Medicaid Reimbursement	99,566.20
302-HSHW-High School Health & Wellness FY19	4,330.00
400-CTE State Priority Grant	5,949.74
457-Results Based Funding-AZ	21,926.03
510-Nutritional Services	36,521.08
515-Civic Center	2,259.44
520-Community Schools	41,521.98
525-AUX OPS-Bookstore/ATH	135,394.61
526-AUX OPS-Extra Tax Credit	59,793.64
530-Gifts and Donations	16,992.70
540-Fingerprint	9,658.18
555-Lost Damaged Books	2,514.27
596-Joint Tech Education Fund	185.00
610-Capital Outlay	244,535.29
611-Capital Outlay Override	658,187.04
665-Energy and Water Savings	20,328.62
850-Student Activities	48,705.11
951-Print Shop	212.38
952-IGA-ADES Transition from School to Work	17,484.75
953-Property-Insurance/Casualty/WC	17,156.59
955-IGA-Dual Enrollment	3,292.13
Total	\$2,126,005.53

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Processing payables allows the sites and teachers to purchase the supplies and outside services needed to assist in the instructional process.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:**Payroll Vouchers Processed from June 6 through June 13, 2019****Submitted by:**

Jeff Gadd, Interim CFO

Funding:

Various

RECOMMENDATION:

It is recommended that the Governing Board approve payment of payroll vouchers processed June 6 through June 13, 2019.

Funding

001-Regular Education	\$14,199,782.59
011-Classroom Site-Base Salary	312,103.65
013-Classroom Site-Other	652,397.41
020-INSTR Improv Indian GMNG	146,383.78
101-Title I LEA FY19	242,650.28
141-Title II Improving Teacher Quality FY19	57,799.20
164-21st Century Community L.C.	14,509.56
190-Title II LEP Programs	56.54
200-Title VII Indian Education Federal Direct	1,697.36
220-IDEA Basic-Ent	178,655.60
221-IDEA Preschool Grant	14,400.11
290-Medicaid Reimbursement	10,102.07
302-HSHW-High School Health & wellness FY19	36,957.87
457-Results Based Funding-AZ	6,525.60
510-Nutritional Services	142,772.73
515-Civic Center	12,013.94
520-Community School	250,990.19
525-Aux OPS - Bookstore/ATH	12,025.39
526-Aux OPS/Extra Tax Credit	14,596.16
530-Gifts & Donation	33,515.64
570-Indirect Costs	16,791.99
596-Joint Tech Education Fund	184,394.18
610-Capital Outlay	345.46
850-Student Activities	260.43
951-Print Shop(Internal Service Fund)	1,511.68
952-IGA-ADES Transition from School to Work	45,736.03
953-Property-Insurance/Casualty/WC	1,863.63
955-IGA-Dual Enrollment	167.82
957-IGA-Ball Field Maint	3,919.68
958-IGA-Tobacco Prevention	111.13
Total	\$16,595,037.70

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Processing payroll provides the staff necessary for instruction and instructional support.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☐ 4 Organizational Health
- ☒ 5 School Safety

Consent Item:**Personnel Action Items, 6/05/19 – 6/24/19****Submitted by:**

Jed Bowman, Ph.D., Assistant Superintendent of Human Resources

Funding:

Various

RECOMMENDATION:

It is recommended that the Governing Board approve Personnel Actions which include:
32 New Employments, 1 Leave of Absence, 11 Transfers and 30 Separations.

BACKGROUND:**NEW EMPLOYMENTS: (LA=Limited Appointment, TC=Terminating Contract):**

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>VACANCY DATE</u>	<u>FUNDING</u>	<u>EFFECTIVE</u>
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Administrative/Administrative Support/Support-Exempt - Department:

Lawrence Rieger	SpEd/Psychologist	New	M&O (001)	07/29/19
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Administrative/Administrative Support/Support-Exempt - School:

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>FUNDING</u>	<u>EFFECTIVE</u>
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Timothy Eyerman	Copper Ridge/Principal	M&O (001)	07/01/19
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<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>VACANCY DATE</u>	<u>FUNDING</u>	<u>EFFECTIVE</u>
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Certified – Department:

Jordan Cox	SpEd/Adapt Phys Ed	05/31/19	M&O (001)	07/26/19
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<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>FUNDING</u>	<u>EFFECTIVE</u>
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Certified – School:

Dawndy Bendet	Anasazi/PreK	ComEd (520)	07/26/19
Sara Cain	Coronado/History	M&O (001)	07/26/19
Jeannine Champion	Copper Ridge/Science	M&O (001)	07/26/19
Emily Chapman	Mohave/Choir	M&O (001)	07/26/19
Marcus D'Andrea	DCMS/Spanish	M&O (001)	07/26/19
Brittany Davault	Redfield/Per Care Nurse	M&O (001)	07/26/19
Jennifer Dwosh	Tonalea/Mathematics	M&O (001)	07/26/19
Jennifer Emig	Anasazi/4th Grade	M&O (001)	07/26/19
Emma Goetz	DCES/PreK	M&O (001)	07/26/19
Esther Gonsales	Tonalea/Nurse	M&O (001)	07/26/19
Kim Hewson	Echo Canyon/Soc Studies	M&O (001)	07/26/19
Timothy Kahl	Mountainside/Soc Studies	M&O (001)	07/26/19
Charles Ottino	DMHS/Mathematics	M&O (001)	07/26/19
Allison Pollack	Ingleside/Lang Arts	M&O (001)	07/26/19
Gina Prokop	Copper Ridge/Guidance	M&O (001)	07/24/19
Maria Pulver	Tonalea/Science	M&O (001)	07/26/19
Danielle Rice	Mountainside/Science	M&O (001)	07/26/19
Carleen Slon	DCES/SpEd SUCCESS	M&O (001)	07/26/19
Abigail Swartz	Kiva/PreK	M&O (001)	07/26/19

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>VACANCY DATE</u>	<u>FUNDING</u>	<u>EFFECTIVE</u>
<u>Classified – Departmental:</u>				
Joseph Bux	Bldg Srvs/Sr Fac Srvs Tech	04/20/19	M&O (001)	06/19/19
Tina Davis	Trans/Bus Aide	03/31/19	M&O (001)	07/31/19
Whitney McConchie	Nutr Srvs/Sr Nutr Srvs Wrkr	02/05/19	Nutr (510)	08/05/19
Laura Valenzuela	ComEd/Admin Supp Coord	05/12/19	ComEd (520)	06/19/19

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>FUNDING</u>	<u>EFFECTIVE</u>
<u>Classified - School:</u>			
Sue Buss	DCES/Instr Rsrc Assist	M&O (001)	08/05/19
Mary MacPhee	Copper Ridge/Instr Supp Para	M&O (001)	08/02/19
Nathan McWhortor	Coronado/Sec Officer	M&O (001)	08/05/19
Charmaine Salas	Copper Ridge/Instr Supp Para LA	Gift (530)	08/05/19
Yusra Salim	DCES/Instr Supp Para	M&O (001)	08/05/19
Dorene Young	Pima/Nutr Srvs Wrkr	Nutr (510)	08/05/19

LEAVES OF ABSENCE:

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>EFFECTIVE</u>
<u>Classified:</u>		
Kayleen Urbach	Bldg Srvs/Fac Srvs Wrkr	07/01/19 - 07/05/19

TRANSFERS:

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>TRANSFER TO</u>	<u>EFFECTIVE</u>
<u>Administrative/Administrative Support/Support-Exempt - School:</u>			
Robert Akhbari	Cheyenne/AP	DCMS/Principal	07/01/19

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>TRANSFER TO</u>	<u>EFFECTIVE</u>
<u>Certified – School:</u>			
Wendy Allen	Mohave/AP	Coronado/Librarian	07/31/19
Christopher Lauher	HR/Permanent Sub	Kiva/SpEd PANDA	07/26/19

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>TRANSFER TO</u>	<u>VACANCY DATE</u>	<u>FUNDING</u>	<u>EFFECTIVE</u>
<u>Classified – Departmental:</u>					
Debra Anderson	Ingleside/Sr Nutr Wrkr	Nutr Srvs/Nutr Srvs Mgr Float	New	Nutr (510)	07/22/19
Dominick Ruth	Finance/Fisc Supp LA	Finance/Fisc Supp Coord	08/21/17	Indirect (570)	06/30/19

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>TRANSFER TO</u>	<u>EFFECTIVE</u>
<u>Classified – School:</u>			
Shannon Altiveros	Copper Ridge/Instr Asst	Copper Ridge/Instr Rsrc Assist	08/05/19
Melody Armstrong	Nutr Srvs/Nutr Srvs Float	Pueblo/Nutr Srvs Mgr	07/22/19
Erin Korhorn	Anasazi/Sub Sch Aide	Anasazi/Noon Aide	08/05/19
France Kostas	Cocopah/Adm Supp Tech	Chaparral/Admin Supp Assist	06/24/19
Elizabeth McClees	Yavapai/Instr Rsrc Assist	Copper Ridge/Instr Supp Para	08/02/19
Marycruz Molina	Yavapai/Nutr Srvs Wrkr	Hopi/Nutr Srvs Mgr	07/22/19

SEPARATIONS:

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>	<u>DAMAGES</u>
<u>Administrative/Administrative Support/Support-Exempt:</u>				
<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>	
Richard Dwyer	SpEd/Psychologist	Resignation	05/31/19	N/A
Tylyn Hull	SpEd/Psychologist	Resignation	05/31/19	N/A
Samuel Messina	Chaparral/AP	Resignation	06/28/19	\$500.00

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>	<u>DAMAGES</u>
<u>Certified:</u>				
Lorena Abbott	Mohave/Choir	Resignation	05/31/19	N/A
Mary Kay Berry	Ingleside/Lang Arts	Resignation	05/31/19	N/A
Julia Covert	Anasazi/Kinder	Resignation	06/09/19	\$500.00
Anita DeRobles	Mountainside/Spanish	Resignation	05/31/19	N/A
Vanessa Engel	Hopi/Fourth Grade	Non-Renewal	05/31/19	N/A
David Harrell	Chaparral/SpEd SCA	Resignation	06/30/19	N/A
Erik Hedrick	DCES/Dean	Resignation	06/07/19	N/A
Paramdeep Kaur	Mountainside/Science	Resignation	05/31/19	N/A
Shelby Larson	SpEd/SLP	Resignation	05/31/19	\$500.00
Abbie Merrick	Tonalea/Art	Resignation	06/27/19	\$500.00
Donna Musser	Cherokee/Nurse	Deceased	05/31/19	N/A
Laural Onstott	Hopi/SpEd LRC	Resignation	05/31/19	N/A
Stephanie Rogan	Saguaro/Lang Arts	Resignation	06/14/19	N/A
Denise Rose	Chaparral/SpEd LSC	Resignation	05/31/19	N/A
Robert Scavetta	Saguaro/Science	Resignation	05/31/19	N/A
Lindsey Skomro	Arcadia/Dance	Resignation	05/31/19	N/A
Carol Test	DCMS/Gifted	Resignation	06/10/19	N/A

<u>NAME</u>	<u>UNIT/ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
<u>Classified:</u>			
Miranda Beck	Tavan/Instr Supp Para	Resignation	05/30/19
Lauren Duda	Nutr Srvs/Nutr Srvs Spec	Resignation	08/09/19
Carl Ercolani	Navajo/Instr Supp Para	Resignation	05/30/19
Virginia Higgins	Tonalea/Comm Specialist	Resignation	05/30/19
Emily Jaynes	DMHS/Instr Supp Para	Resignation	05/30/19
Bertrand Maldonado	Mountainside/Instr Supp Para	Resignation	05/30/19
Sherri Smith	Cochise/Noon Aide	Resignation	05/29/19
Terri Strittenberger	Tavan/Cross Guard	Resignation	05/30/19
Alissa Wahl	ComEd/Childcare Prov	Resignation	05/30/19
Jeri Ward	Cherokee/Instr Supp Para	Resignation	05/30/19

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Hiring and retention of a qualified and diverse workforce leads to increased student achievement.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☐ 5 School Safety

BACKGROUND:

Administrative/Administrative Support/Support-Exempt – Departmental:

NAME

NAME

UNIT/ASSIGNMENT

Timothy Eyerman

Copper Ridge/Principal

Education:

Undergrad – Allegheny College – B.A. History

Graduate – Arizona State University – M.A. Secondary Education

Graduate – University of Phoenix – M.A. Administration and Supervision

Work Experience:

Most Recent Senior Director of Charter School Advisory – BASIS.ed

Past Head of School (Phoenix and Washington D.C.) – BASIS.ed

Teacher (History, Math, Lang. Arts) – Phoenix Collegiate Academy, Isaac Middle School

Certificates:

Standard Professional Principal preK - 12

Consent Item:

Approval of Minutes of June 6, 2019 Special Governing Board Meeting and Executive Session

Submitted by:

Dr. John Kriekard, Superintendent

Funding:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the Minutes of the June 6, 2019 Special Governing Board Meeting and Executive Session.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to academic achievement and organizational health.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:

Approval of Minutes of June 11, 2019 Special Governing Board Meeting and Executive Session

Submitted by:

Dr. John Kriekard, Superintendent

Funding:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the Minutes of the June 11, 2019 Special Governing Board Meeting and Executive Session.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to academic achievement and organizational health.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:**Approval of Minutes of June 11, 2019 Regular Governing Board Meeting****Submitted by:**

Dr. John Kriekard, Superintendent

Funding:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the Minutes of the June 11, 2019 Regular Governing Board Meeting.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to academic achievement and organizational health.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:

Approval of Revisions to Policies: DICA - Budget Format; DKA - Payroll Procedures & Schedules; JK - Student Discipline; JKD - Student Suspension; JKE - Expulsion of Students; and JLDB - Restraint & Seclusion

Submitted by:

Michelle G. Marshall, General Counsel

Funding:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the following policies:

- DICA – Budget Format (NEW Policy)
- DKA – Payroll Procedures & Schedules
- JK – Student Discipline
- JKD – Student Suspension
- JKE – Expulsion of Students
- JLDB – Restraint & Seclusion (NEW Policy)

BACKGROUND:

The Governing Board previously discussed policies DICA Budget Format and DKA Payroll Procedures & Schedules at the June 6, 2019 meeting. The Board also discussed policies JK, Student Discipline, JKD Student Suspension, JKE Expulsion of Students and JLDB Restraint & Seclusion at the June 11, 2019 meeting and has approved all the policies to be placed on Consent at the next regular Governing Board meeting.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to fiscal stability, organizational health and school safety.

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☒ 5 School Safety

NEW POLICY

DICA © BUDGET FORMAT

The District shall utilize the budget format prepared and prescribed by the Superintendent of Public Instruction in conjunction with the auditor general. The budget format is designed to allow school districts to plan and provide in detail for the use of available funds.

The District shall prominently post on its website home page a copy of its profile pages that displays the percentage of every dollar spent in the classroom by that school district from the most recent status report issued by the auditor general.

The District may want to include the additional categories of Instructional Support and Student Support alongside the dollars in the classroom number as the intention of the report is to give a more accurate picture of the percentage of district dollars spent that directly impact teaching and student learning.

The budget format, in addition to other requirements specified in statute, shall also contain the following information. The School District shall prominently post on its website home page, separately from its budget, Items A through F below:

A. A statement identifying proposed pupil-teacher ratios and pupil-staff ratios relating to the provision of special education services for the budget year.

B. A statement identifying the number of full-time equivalent certificated employees.

C. The prominent display of the average salary of all teachers employed by the School District for the current year.

D. The prominent display of the average salary of all teachers employed by the School District for the previous year.

E. The prominent display of the dollar increase in the average salary of all teachers employed by the School District for the current year.

F. The prominent display of the percentage increase in the average salary of all teachers employed by the School District for the current year.

Adopted:

LEGAL REF.:

A.R.S.

15-271

15-302

15-903

15-977

15-991

41-1279.03

CROSS REF.:

CM - School District Annual Report

DBC-R - Budget Planning, Preparation and Schedules

DIC - Financial Reports and Statements

DIE – Audits/Financial Monitoring

DKA ©
PAYROLL PROCEDURES / SCHEDULES

The District will establish two (2) or more days in each month, not more than sixteen (16) days apart, as fixed paydays for payment of wages in accord with Arizona Statute. Employees may choose to have their salaries paid in full upon the last pay date following completion of their assignments or may annualize their pay. Employees who choose to receive payment of wages beyond the period in which the wages were earned (deferred payment) will be subject to Internal Revenue Service (IRS) penalties unless they provide a written election of such deferral prior to the first duty day of the year of deferral. Forms for such deferral shall be made available. Any change to the election must be made prior to the first duty day of the fiscal year of the deferment.

An employee who quits the service of the District shall be paid all wages due on the regular payday for the pay period during which termination occurs. Such wages may be paid by mail if requested.

An employee who is discharged from service of the District shall be paid all wages due within ten (10) calendar days from the date of discharge.

Adopted:

LEGAL REF.:

A.R.S.

15-502

23-351

23-353

CROSS REF.:

GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members

GDQD - Discipline, Suspension, and Dismissal of Support Staff Members

JK STUDENT DISCIPLINE

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. [15-843](#). These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity, or in any other situation in which the District may lawfully exercise its authority to discipline a student. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason may subject the District to the loss of funds imposed by A.R.S. 15-843.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are available online at the school site, and shall provide a hard copy upon request by parents of pupils enrolled in school.

The principal of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- A. Rules established for the referral of students.
- B. The conditions of A.R.S. [15-841](#), when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. [15-841](#) and [13-2911](#). A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

Adopted:

LEGAL REF.:

A.R.S.

13-403 *et seq.*

13-2911

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Students

JLDB - Restraint and Seclusion

JKD © STUDENT SUSPENSION

A student may be removed from contact with other students as a temporary measure.

The authority to suspend a student for up to ten (10) days, after an informal hearing is held, rests with the Superintendent, principal, or other school officials granted this power by the Governing Board of the School District. If a danger to students or staff members is present, the Superintendent may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it. [A.R.S. [15-843](#)]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In *no* instance shall students be released early from school unless parents have been notified.

The Superintendent may designate a hearing officer for suspension hearings.

Regular Education Students

Suspension for ten days or less:

A. *Step 1:* The student will receive notice, written or oral, of the potential reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:

- a. Suspend the student for up to ten (10) days.
 - b. Choose other disciplinary alternatives.
 - c. Exonerate the student.
 - d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
2. When suspension is involved:
 - a. A parent must be notified before the student is allowed to leave campus. If no parent can be made, the student may be isolated until dismissal time and then given a written message to the parents.
 - b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
 3. No appeal is available from a short-term suspension.

Suspension for over ten days:

- A. *Step 3:* If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.
- B. *Step 4:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:
 1. The charges and the rule or regulation violated.
 2. The extent of the punishment to be considered.
 3. The date, time, and place of the formal hearing.

4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at student's expense.
7. If a hearing officer has been designated, the name of the hearing officer.

C. *Step 5*: A formal hearing will be held, during which the student will be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of ~~such~~ of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.

D. *Step 6:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
3. The decision of the Board is final.

Special Education Students

Suspension for ten days or less. Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

A. *Step 1:*– The student will receive notice, written or oral, of the potential reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:

- a. Suspend the student for up to ten (10) days.
- b. Choose other disciplinary alternatives.
- c. Exonerate the student.
- d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.

2. When suspension is involved:

- a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days-

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

A. *Step 3:* A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

B. *Step 4:* If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, as revised in 2004, may be long-term suspended or expelled from school, and educational services may be ceased, if the conduct is not a manifestation of the student's disability, and if nondisabled students in similar circumstances do not continue to receive educational services.

C. *Step 5:* If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. (Caution: refer to IDEA statutes and regulations before implementing the exception.)

Alternative to Suspension

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

A. Suspension from school has been determined as the punishment for an offense and any appeal has been denied.

B. The immediate suspension was not due to:

1. Fighting or engaging in violent behavior
2. Threatening an educational institution
3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
4. Making a bomb threat
5. Engaging in arson

C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (Note: Follow appropriate dismissal procedures.)

F. Parent(s) or guardian(s) shall agree to participate by:

1. Providing transportation as necessary to and from the program location.
2. Furnishing meals prepackaged or purchasing same for the student.
3. Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, groundskeeping, and litter control. Parents will participate by providing support and supervision.

- A. Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.
- B. Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.
- C. Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.
- D. Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.
- E. Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.
- F. Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

**Procedures and Conditions for
Readmission of Students Suspended
for More Than Ten Days**

Early readmission procedures:

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary). The following conditions must be met:

- A. A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.
- B. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension

period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)

C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.

D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

E. The determination to allow readmission may be based on, but not limited to, the following elements:

1. The age of the student.
2. The frequency, type, and relative magnitude of previous misbehavior by the student.
3. The relative severity of the event(s).
4. Whether the student's behavior violated civil or criminal laws.
5. The degree to which the incident(s) interfered with the educational process.
6. The extent to which the event created endangerment to the student, others or property.
7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
8. The student's attitude concerning the event(s).
9. The expressed intent concerning the student's future behavior.

F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

1. Regular attendance—no unexcused absences.

2. No violation of school rules or policies.
3. Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
4. Completion of all class tasks in timely fashion, as directed.
5. Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.

G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Adopted:-

LEGAL REF.:

A.R.S.

15-342

15-766

15-767

15-841

15-842

15-843

A.A.C.

R7-2-401

R7-2-405

A.G.O.

I78-103

I78-218

I80-055

I84-036

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

20 U.S.C. 7151 *et seq.*, The Gun-Free School Act of 1990

29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS

IHB

-

Special

Instructional

REF.:

Programs

JR - Student Records

JKE

EXPULSION OF STUDENTS

A recommendation to expel shall be by the Superintendent or his/her designee. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

The Governing Board directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board).

Expulsion

Regular Education Students

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

- ☐ *Step 1:* Each recommendation for expulsion shall be delivered to the Superintendent or his/her designee. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.
- ☐ *Step 2:* If the Superintendent or his/her designee concurs with the recommendation, the Superintendent or his/her designee shall present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board).
 - ☐ to determine whether the nature of the accusations against the student justify an expulsion hearing,
 - ☐ to determine whether the hearing will be held before the Governing Board or before a hearing officer,
 - ☐ to designate a hearing officer if one will be used, and
 - ☐ if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session.
- ☐ *Step 3:* The expulsion hearing should be scheduled so it may be resolved if reasonably possible, during the period of any suspension.
- ☐ *Step 4:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present)

at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:

- ☐ A statement of the charges and the rule or regulation violated.
 - ☐ The extent of the punishment to be considered.
 - ☐ The date, time, and place of the formal hearing.
 - ☐ A designation of the District's witnesses.
 - ☐ That the student may present witnesses.
 - ☐ That the student may be represented by counsel at the student's expense.
 - ☐ If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
 - ☐ Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.
- ☐ *Step 5:* The parent, guardian or emancipated student shall be informed of the following:
- ☐ Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
 - ☐ The student is entitled to a statement of the charges and the rule or regulation violated.
 - ☐ The student may be represented by counsel at the student's expense. without bias to the student.
 - ☐ The student may present witnesses.
 - ☐ The student or counsel may cross-examine witnesses presented by the District.
 - ☐ The burden of proof of the offense lies with the District.
 - ☐ Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
 - ☐ The District has the right to cross-examine witnesses, and may be represented by an attorney.

- ☐ If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

- ☐ *Step 6:* A formal hearing will be held:
 - ☐ When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:
 - ☐ If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
 - ☐ If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

- ☐ *Step 7:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:
 - ☐ Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand, (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:
 - ☐ The time and place of the Board meeting at which the recommendation will be made.
 - ☐ That the recommendation may be appealed at the time the recommendation is made to the Board.
 - ☐ That the appeal shall be in writing delivered to the Superintendent or his/her designee prior to the time of the Board meeting.

- ☐ That the written appeal shall indicate a spokesperson on behalf of the student.
- ☐ That the spokesperson will be given time to speak to the Board; on appeal.
- ☐ The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board's decision.. The decision of the Board is final.
- ☐ Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

Special Education Students

A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 2004 may not be expelled from school, unless as a result of a manifestation determination it has been determined that the student's behavior is unrelated to the child's disability. The manifestation determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct. In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's individualized education programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in 2004, may be long-term suspended or expelled from school and education services may be ceased, if the conduct is not a manifestation of the student's disability, and if nondisabled students in similar circumstances do not continue to receive education services.

Readmittance procedure:

- ☐ A student expelled from the District may request readmittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:
 - ☐ Be written and be directed to the attention of the Governing Board.
 - ☐ Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:
 - ☐ An appreciation by the student of the severity and inappropriateness of the student's prior.
 - ☐ That such misconduct or similar misconduct will not be repeated.
 - ☐ A description of the student's activities since the expulsion.
 - ☐ Support of the student's application for readmission.
 - ☐ Be filed in the Superintendent's or his/her designee's office.
- ☐ The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board's decision is final.
- ☐ A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider

the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

Readmittance conditions

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

- ☐ Regular attendance – no unexcused absence.
- ☐ No violation of school rules or policies.
- ☐ Completion of all classroom tasks in a timely fashion, as directed.
- ☐ Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Adopted:

LEGAL REF.:	A.R.S. 15-342	15-841
	15-766	15-842
	15-767	15-843
	A.G.O. I78-103	I80-055
	I78-218	I84-036
	A.A.C. R7-2-401	R7-2-405
	20 U.S.C. 1400 <i>et seq.</i> , Individuals with Disabilities Education Act	
	20 U.S.C. 7151 <i>et seq.</i> , The Gun-Free School Act of 1990	
	29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)	

CROSS REF.: IHB - Special Instructional Programs
JR - Student Records

NEW POLICY

JLDB © RESTRAINT AND SECLUSION

Restraint and seclusion are not to be used as disciplinary consequences.

A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:

- A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.
- B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a pupil:

- A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use.
- B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.
- C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.
- D. The restraint technique employed may not impede the pupil's ability to breathe.
- E. The restraint technique may not be out of proportion to the pupil's age or physical condition.

Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.

Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:

- A. School personnel shall provide the pupil's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.

B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.

C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment.

If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843, subsection b, paragraph 3.)

The District authorizes the use of these definitions which are included in A.R.S. 15-105:

A. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.
3. The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.
4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and the Blind and a private school.

C. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.

Adopted:

LEGAL REF.:

A.R.S.

13-403 *et seq.*

13-2911

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JK - Student Discipline

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Student s

Consent Item:**Approval of Annual Renewal of Intergovernmental Agreement (“IGA”) between SUSD and East Valley Institute of Technology (“EVIT”) Provision of Joint Technical Education District Courses (“JTED”)****Submitted by:**

Michelle G. Marshall, General Counsel

Funding:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the renewal of the IGA between SUSD and EVIT JTED for the 2019-2020, 2020-2021 and 2021-2022 school years.

BACKGROUND:

Each year the Governing Board has approved renewal of the IGA between EVIT and SUSD to all participating EVIT school districts to provide joint technological education district courses (“JTED Courses”) at Home District (EVIT) locations at one or more of the high schools within a Home District and to operate under an EVIT model with EVIT providing the instruction and facilities for such courses for the 2019-2020, 2020-2021 and 2021-2022 school years. The document has been reviewed by all representatives including our in-house counsel, Michelle Marshall and requested modifications have been incorporated into the agreement document.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to academic achievement.

This aligns to District Goal:

- ☒ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☐ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Consent Item:**Approval of Renewal of Five Year Tenant Leases and Approval of Second Amendment to Lease with DMB Sports****Submitted by:**

Jeff Gadd, Interim CFO

Funding:

NA

RECOMMENDATION:

It is recommended that the Governing Board approve the renewal of five-year leases with the following tenants:

TENANT	LOCATION	SQ. FEET	NEW \$ AMOUNT	NEW LEASE
David Lancette	Apache	2240	\$24,696/yr.	7/1/19-6/30/24
Madeline Lazarus	Apache	528	\$5820/yr.	7/1/19-6/30/24
Miracle League (1,2)	Cholla	1500	\$3,336/yr.	7/1/19-6/30/24
NOAH Clinic	Cholla	6000	\$66,150/yr.	7/1/19-6/30/24
STARS (1,2)	Cholla	30,103	\$51,475/yr.	7/1/19-6/30/24
Lexis Prep (1)	Cholla	27,762	\$324,828/yr.	7/1/19-6/30/24

1. Lease terms are still being negotiated
2. Pay utilities only/Potential services to District students and families
Goal – Approximately \$11/Sq. Ft.

Further, it is recommended that the Governing Board approve the Second Addendum to Lease (Tennis Facility) with DMB Sports. The original lease was entered into between SUSD and DMB on December 5, 2012. The First Amendment to the Lease was approved by the Governing Board on March 19, 2015. The current proposal is to add three (3) lighted tennis courts and twenty (20) parking spots to the property, at DMB's expense. This has been a positive partnership with the community and our students.

BACKGROUND:

A master lease agreement is generally used for each tenant with some modifications for individual tenants based upon their previous lease arrangements. This approval will help immensely to eliminate inconsistencies between tenant charges. All tenants have expressed an intent to renew.

- Apache – 1201 N. 85th Place, Scottsdale
- Cholla – 11130 E. Cholla Street, Scottsdale

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to fiscal stability.

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☒ 3 External Communication
- ☒ 4 Organizational Health
- ☐ 5 School Safety

Action Item:**Approval of Construction Manager @ Risk Contract Form for Hohokam Elementary School Project****Submitted by:**

Jeff Gadd, CFO

Funding:

630 Bond

RECOMMENDATION:

It is recommended that the Governing Board Approve the Construction Manager @ Risk (CMAR) Contract form with Chasse Building Team for the rebuild/remodel project at Hohokam Elementary School.

BACKGROUND:

On June 13, 2019, the District entered into verbal negotiations with the highest ranked firm, Chasse Building Team, for the design and pre-construction services at Hohokam Elementary School. A preconstruction fee of .6% of the estimated construction costs of \$20 Million was negotiated with Chase Building Team.

Project Estimated Value: \$ 20,000,000
Percentage of Construction Costs 0.60%
Preconstruction Services \$ 120,000

The preconstruction services agreement created by the offices of Gust Rosenfeld, and used with CORE Construction for the Cherokee project, is the same contract that will be executed with Chasse Building Team for the Hohokam project after Governing Board approval. The contract also addresses construction services if and only if the Board approves a Guaranteed Maximum Price submitted by Chasse Building Team.

This procurement was done in accordance with A.R.S. 41-2578 & A.R.S. 41-2579 Article 5, Procurement of Construction and Specified Services, and Arizona School District Procurement Rules, et al. The complete procurement file is available for your review in the purchasing department.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☒ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

Action Item:**Approval of Award of RFQ #20000 — Construction Manager at Risk (CMAR) for Hohokam Elementary School to Chasse Building Team****Submitted by:**

Jeff Gadd, Interim CFO

Funding:

630 Bond

RECOMMENDATION:

It is recommended that the Governing Board approve the award of Request for Qualifications (RFQ) No. 20000 for Construction Manager at Risk (CMAR) for the rebuild/remodel project at Hohokam Elementary School to Chasse Building Team.

BACKGROUND:

In compliance with Procurement Rule R7-2-1106, the District made a determination to solicit a Construction Manager at Risk (CMAR) as the alternative project delivery method for Hohokam Elementary School. The following factors were considered for determination: Cost and cost control method; Value engineering; Market conditions; Schedule; Required specialized expertise; Technical complexity of the project; and Project management.

On May 16, 2019, the District issued Request for Qualifications No. 20000 to all registered bidders on AZPurchasing.org. A total of four (4) submittal packages were received in a timely manner on June 3rd, 2019. The name of the companies who submitted are CORE Construction, Chasse Building Team, Concord General Contracting, and McCarthy Construction. Responses were evaluated according to the evaluation criteria outlined in the original solicitation and ranked in order of preference by the District Evaluation Committee. The Committee consisted of Charles Rantala, Hohokam School Principal; Wade Woodruff, Licensed Contractor; Mark Davenport, SPS+ Licensed Architect; Jeff Gadd, District Interim CFO; and Dennis Roehler, District Director of Facilities. The selection committee invited all four (4) firms for interviews held on June 12, 2019. Each firm had the opportunity to address a list of questions and scored. After careful review and deliberation of each presentation, the Committee submitted a final score for the final ranking of the firms.

It is the unanimous recommendation of the Evaluation Committee to award Chasse Building Team the Construction Manager at Risk Contract for Hohokam Elementary School.

This procurement was done in accordance with A.R.S. 41-2578 & A.R.S. 41-2579 Article 5, Procurement of Construction and Specified Services, and Arizona School District Procurement Rules, et al. The complete procurement file is available for your review in the purchasing department.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☒ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☒ 5 School Safety

Action Item:**Second Read: Approval of Revisions to Policy BEDB Agenda****Submitted by:**

Michelle G. Marshall, General Counsel

Funding:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the revisions to the following policy:

- BEDB – Agenda. General Counsel and Administration are proposing changes to reflect the Governing Board's June 6, 2019 discussion of possibly providing two opportunities for public comment: one for non-agenda items, and another for agenda items.

BACKGROUND:

The SUSD Governing Board previously discussed revisions to this policy on December 7, 2017 (discussion of moving public comment to occur after Information/Discussion items); December 12, 2017 (action on the placement of public comment); May 10, 2018 (discussion re placement of public comment) and June 12, 2018 (action to maintain the current order of agenda items). The Board again discussed possible changes to this policy on June 6, 2019.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to increased external communication.

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☒ 3 External Communication
- ☐ 4 Organizational Health
- ☐ 5 School Safety

BEDB AGENDA

Unless changed by the Governing Board at any meeting, the order of business shall be as follows:

Regular meetings:

- Call to order
- Pledge of ~~a~~Allegiance
- Roll call
- Approval of agenda
- ~~Students and staff recognition and celebrations~~
- ~~Superintendent's comments~~
- ~~Information/discussion item(s)~~
- ~~Public Comment~~ Call to the Public – Non Agenda Items (items not listed on the agenda may be brought to the Governing Board's attention under this section of the agenda. (Due to the Arizona Open Meeting Law, the Governing Board cannot discuss or take any action on items not listed on the agenda. Comments are limited to three (3) minutes, and one person cannot give his/her time to another to increase the number of minutes an individual may speak).

For items listed on the agenda, the public will be afforded an opportunity to comment on agenda items as those items come up for discussion.

- ~~Consent agenda~~
- ~~Action item(s)~~
- ~~Future items for consideration~~ Board members may propose topics for future consideration
- ~~Governing Board reports~~ Dates of upcoming Board meetings and District events
- ~~Dates of upcoming Board meetings and District events~~ Governing Board reports

⇒ Requests for future agenda items

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••Adjournment

Special meetings:

- Call to order

• Pledge of Allegiance

• Roll Call

• Approval of Agenda

- Items for which special meeting was called

• Announcements

- Adjournment

Executive sessions:

- An executive session may be scheduled, as necessary, during either a regular or special meeting. (See Arizona Attorney General Agency Handbook Section 7.6.7)

- When an executive session is to be held, the notice must state the specific provision of law authorizing the executive session.

- The Board may vote to hold an executive session for the purpose of obtaining legal advice from the Board's attorney on any matter listed on the agenda pursuant to A.R.S. [38-431.03\(A\)\(3\)](#).

Emergency meetings

In the case of an actual emergency, the Governing Board, after giving such notice as is appropriate to the circumstances, may act on an emergency matter or call an emergency meeting in accordance with the requirements set out in A.R.S. [38-431.02](#). The emergency meeting shall follow the order of business for a special meeting. An emergency meeting shall be subsequently followed by the posting of a public notice within twenty-four (24) hours declaring that an emergency session has been held and setting forth the information specified by [38-431.02](#). Chapter 7 of the Arizona Agency Handbook shall be consulted for guidance when an emergency action or meeting is being considered.

Accommodations for the Disabled

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Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [*name of designated agency contact person*] at [*telephone number and TDD telephone number*]. Requests should be made as early as possible to allow time to arrange the accommodation.

Adopted: [June 12, 2018](#)

LEGAL REF.:

A.R.S.

[38-431](#)

[38-431.01](#)

[38-431.02](#)

[38-431.03](#)

CROSS REF.:

[BDB](#) - Board Officers

[BEC](#) - Executive Sessions/Open Meetings

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Action Item:**Approval of Superintendent's 2019-2020 Performance-Based Compensation Goals****Submitted by:**

Michelle Marshall, General Counsel

Funding:M&O

RECOMMENDATION:

It is recommended the Governing Board approve the Superintendent's 2019-2020 performance-based compensation goals.

BACKGROUND:

This item was tabled from the June 6, 2019 Special Governing Board Meeting.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to improved organizational health.

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☐ 5 School Safety

Action Item:**Approval of Superintendent's Expectations/Priorities for Quarterly Meetings
Pursuant to his 2019-2020 Contract****Submitted by:**

Michelle Marshall, General Counsel

Funding:M&O

RECOMMENDATION:

It is recommended the Governing Board approve expectations/priorities for quarterly meetings with Superintendent and Governing Board, pursuant to his 2019-2020 contract, as discussed at the Governing Board meeting on June 6, 2019. The Board may vote to approve the priorities/expectations for the first quarter.

BACKGROUND:

This item was tabled from the June 6, 2019 Special Governing Board Meeting.

IMPACT ON STUDENTS AND DISTRICT GOAL ALIGNMENT

Positive governance leads to improved organizational health.

This aligns to District Goal:

- ☐ 1 Academic Achievement
- ☐ 2 Fiscal Stability
- ☐ 3 External Communication
- ☒ 4 Organizational Health
- ☐ 5 School Safety