OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
August 17, 2021

Regular Meeting – 5:00 P.M.
CONSISTENT WITH THE REQUIREMENT OF A.R.S. §38-431.02, NOTICE OF THIS MEETING HAS BEEN POSTED. LOCATION OF THE MEETING IS:

THE OSBORN DISTRICT OFFICE
1226 WEST OSBORN ROAD
PHOENIX, AZ 85013

The Governing Board finds that it is in the best interests of the District and its community to conduct its public meeting both in person with socially distanced seating and through technological access in order to serve the public purpose of assisting with the minimization of the potential spread of COVID19. Members of the public may attend in person or by calling the following number (US)+1 402-789-6288 PIN: 600 081 101# ***or viewing in a Google Meets Hangout*** meet.google.com/vvj-vvnj-fma ***if you have an Osborn Google account. The Governing Board hereby authorizes this action to serve its goal of protecting students and staff and in the interests of safety.***

This month's Call to the Public will be modified to comply with CDC guidelines on social distancing due to COVID-19. The public will be able to listen to the meeting live through teleconference. An Osborn employee will read the Call to the Public comments. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public on the Google Meets Hangout. An individual wishing to address the Governing Board must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on Tuesday, August 17, 2021.

Agendas are available at least 24 hours prior to each meeting in the District Office at 1226 West Osborn Road*, Monday through Friday between the hours of 7:30 a.m. and 4:30 p.m. One or more Board members may attend telephonically. Board members attending telephonically will be announced at the meeting. The board may vote to recess into 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). Accommodations for individuals with disabilities, including alternative format materials, sign language interpretation, assistive listening devices, or assistance with Calls to the Public are available upon 72 hours' advance notice through the Office of the Superintendent 602-707-2002. To the extent possible, additional reasonable accommodations will be made available within the time constraints of the request.*

I. Call to Order

II. Pledge of Allegiance

III. District Celebrations and Announcements

The district celebrates the new teachers hired to join each of our Osborn schools. Tonight we welcome and celebrate them all!

IV. Consent Agenda

A. Ratification of Accounts Payable Vouchers
B. Ratification of Payroll Vouchers
C. Board Minutes
1. Special Meeting of June 24, 2021

2. Amended Public Hearing Minutes of June 22, 2021
3. Regular meeting of July 13, 2021
4. Public Hearing of July 13, 2021
5. Special Meeting of August 3, 2021
6. Public Hearing of August 3, 2021

D. Approval of Personnel Items
1. New Employees
2. Employment Changes/Additions
3. Resignations
4. Terminations
5. Retirements
6. Leaves of Absence
7. Extra Duty Contracts

E. Donations
F. Expenditure and Revenue Report
G. Student Activities Statement of Revenue and Expenditures
H. Disposal
I. Sole Source

V. Call to the Public

This month's Call to the Public will be modified to comply with CDC guidelines on social distancing due to COVID-19. The public will be able to listen to the meeting live through teleconference. An Osborn employee will read the Call to the Public comments. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public on the Google Meets Hangout. An individual wishing to address the Governing Board must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on Tuesday, August 17, 2021.

VI. Board Presentation

Summer School Update

VII. Administrative Reports

A. Administrative Reports—Principals and district office administrators submit progress reports on work completed in their school/department as well as upcoming events. Principal reports are also sent to parents to improve communication. Board members may comment.

VIII. Action Items

ACTION/APPROVAL

A. Approval of First Reading of ASBA Policy Revisions:

BDF	Advisory Committees
BEDD	Rules of Order
BEDH	Public Participation at Board Meetings
BIB	Board Member Development
BIB-R	Board member Development
DIE	Audits/Financial Monitoring
DJ	Purchasing (Purchasing Ethics Policy)
EEAEA	Bus Driver Requirements, Training and Responsibilities
GBGB-R	Staff Personal Security and Safety
GCB	Professional Staff Contracts and Compensation

GCF	Professional Staff Hiring
GCH	Professional/Support staff Orientation and Training
GDB	Support Staff Contracts and Compensation
GDF	Support Staff Hiring
IC	School Year
IHA	Basic Instructional Program
IHE-E	Basic Instructional Program
IHAMB	Family Life Education
IHAMB-R	Family Life Education
IHAMD	Instruction Resources and Materials
IJ	Instructional Resources and Materials
IJJ	Textbook/ Supplementary Materials Selection Adoption
IKE-RB	Promotion and Retention of Students
IMB	Teaching about Controversial/Sensitive Issues
JFAA	Admission of Resident Students
JFAA-EA	Admission of Resident Students.
JFAA-EB	Admission of Resident Students
JFAB	Tuition/Admission of Nonresident Students
JFAB-EA	Tuition/Admission of Nonresident Students
JFAB-EB	Tuition/Admission of Nonresident Students
JFB	Open Enrollment
JICA-RB	Student Dress (Cloth Face Coverings)
JK	Student Discipline
JKD	Students Suspension
JKE	Student Expulsion
JLCB	Immunization of Students
JLCB-R	Immunization of Students
JLCB-E	Immunization of Students
JLF	Reporting Child Abuse/Child Protection
KB	Parental Involvement in Education
KI-RB	Visitors to Schools (cloth face Coverings)

B. Approval of Delegate and Alternate as Discussed to Represent Osborn School District at the Arizona School Boards Association Delegate Assembly on September 11, 2021.
C. Approval of Arizona School Boards Association's (ASBA) draft 2022 Political Agenda, and, Direct the District's Delegate to the ASBA Delegate Assembly to Represent the Board's Determined Position.
D. Approval of Paid Sick Leave Entitlement Benefits due to COVID-19 as a benefit of employment for the time period of July 1, 2021 to December 31, 2021.
E. Suspension of a Portion of Governing Board Policy GCCA and Approval of Front Loading of Annual Leave Days

Information/Discussion Items

F. 2021-2022 School Year Tax Rates

IX. Board Development

A. ASBA Law Conference September 8-10, 2021 (in person)
B. ASBA Delegate Assembly September 11, 2021 (in person

X. Reflections/Feedback on Meeting

Reflections on the business of this meeting. Governing Board members may wish to comment on how reflections align to Board goals.

XI. Future Agenda Items

XII. Adjournment

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – I/II

Agenda Item
Call to Order **Pledge of Allegiance**

For Board: ☐ Action ☐ Discussion ☒ Information

Background –

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

Information Only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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Agenda Item Number – III

Agenda Item
District Celebrations and Announcements

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
The district celebrates the new teachers hired to join each of our Osborn schools. Tonight we welcome and celebrate them all!

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
Information Only

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
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Agenda Item Number – IV-A

Agenda Item
Ratification of Accounts Payable Vouchers

For Board: [X] Action [ ] Discussion [ ] Information

Background –
The following worksheets reflects Accounts Payable warrants processed through the County Treasurer for district liabilities.

A.R.S. §15-321.G requires that, "An order on a county school superintendent for a salary or other expense shall be signed by a majority of the governing board. An order for salary or other expense may be signed between board meetings if a resolution to that effect has been passed prior to the signing at a regular or special meeting of the governing board and the board ratifies the order at the next regular or special meeting of the governing board."

Legal
A.R.S. §15-321.G

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board ratify payment of 2020/21 Accounts Payable Vouchers from July 1 through July 31, 2021.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of FY20 and FY21 Accounts Payable Vouchers Processed

07/01/21 through 07/31/21

Fund Title	Fund	Total
M & O	001	369,953.14
P301 Base Pay	011	-
P301 Performance Payout	012	-
Instructional Improvement fund	020	-
Title I	100	-
Title I	101	1,701.77
Title I Targeted Support & Improvement	115	13,500.00
Title IIA - Improving Teacher Quality	140	-
Title IIA - Improving Teacher Quality	141	104.00
Title IV- Safe & Drug free basic	161	7,422.47
21st Century	163	10,448.09
Title III	190	-
Title III	191	-
Emergency Immigrant Funding	196	-
Title VII - Indian Ed	200	-
Idea - Basic	220	3,699.00
ARRA - IDEA BASIC	221	3,787.31
Idea - Preschool Grant	222	-
Idea Edisa	223	-
Idea Edisa-1 Implementation	224	-
JOHNSON-O'MALLEY	230	-
JOHNSON-O'MALLEY	231	894.89
Education for Homeless Children	280	-
Education for Homeless Children	281	-
Education for Homeless Children	281	10,615.00
Medicaid Reimb	290	698.86
PRE School Dev GRANT	320	-
Pre School Dev - Start - Up	322	-
ESSER CARES	326	470.88
Acceleration Academy Grant	327	1,188.87
ENROLLMENT STABILIZATION GRANT	328	
TIF GRANT - ASU	352	-
Scoppes - Counseling Grant	376	-
Arts in Education	377	-
Race To The Top	396	-
GIFTED	450	-
RESULT BASED FUNDING	457	-
VW BUS SETTLEMENT	476	-
Safe Schools	480	-
EARLY LITERACY GRANT	472	-
School Emergency Readiness	485	-
Sch Pl-Sales/Leas Over 1 YR	500	-
School Plant 1 Year/Less	505	-
Food Service	510	-
Civic Center	515	-
Community School	520	20.00

Community School Montessori	521	396.87
Auxiliary Operations	525	-
Extra Curr Tax Fees CR	526	1,357.50
Gift and Donations	530	1,256.95
Fingerprint	540	-
Insurance Proceeds	550	-
Textbooks	555	-
Indirect Costs	570	4,470.19
Unemployment Insurance	575	-
Insurance Refund	585	-
Unrestrict Capital Outlay	610	115,109.07
Bond Building funds	630	207,380.76
Energy & Water Savings	665	-
SFB BUILDING RENEWAL	691	-
Student Activities	850	-
Employee Insurance Fund	855	235,261.95
		989,737.57

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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Agenda Item Number – IV-B

Agenda Item
Ratification of Payroll Vouchers

For Board: [X] Action [ ] Discussion [ ] Information

Background –
The following worksheets reflects payroll warrants processed through the County Treasurer for employee salaries and payroll liabilities.

A.R.S. §15-321.G requires that, "An order on a county school superintendent for a salary or other expense shall be signed by a majority of the governing board. An order for salary or other expense may be signed between board meetings if a resolution to that effect has been passed prior to the signing at a regular or special meeting of the governing board and the board ratifies the order at the next regular or special meeting of the governing board."

Legal
A.R.S. §15-321.G

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board ratify payment of 2020/21 Payroll Vouchers processed from July 1 through July 31, 2021.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 07/1/21 thru 07/31/21

Fund Title	Fund	Total
Maintenance & Operation	001	248,172.00
Proposition 301	011	-
Proposition 301	012	-
Instructional Improvement Fund	020	-
	71	-
Title I Disadvantaged Grant	100	-
	101	11,566.19
	115	13,503.84
Title I Focus School	117	-
Title IIA	140	-
	141	14,682.94
	160	-
	161	
21st CCLC Grant	163	147,339.65
Title III	190	-
Title III	191	2,783.70
Title VII-Indian Ed	200	-
IDEA - General Entitlement Grant	220	-
	221	-
IDEA-Preschol Grant	222	-
AZ Tech Assistive Technology	227	-
Johnson O'Malley	230	-
	231	-
McKinney Vento	280	-
	281	-
Medicaid Reimbursement Fund	290	4,023.97
Preschool Developmental Year 1	320	-
	326	10,783.79
	327	
	336	
	346	
ASU - TIF Grant	352	-
SCOPPES-Counseling Grant	376	-
Arts in Education Grant	377	-
	457	-
	472	-
	480	-
Plant Fund	505	-
Food Service Fund	510	14,811.94
Civic Center	515	332.07
Community Schools	520	-

	521	-
Auxiliary Operations	525	-
Extra Curr Tax Fees	526	-
Gifts & Donations	530	-
Indirect Costs Fund	570	26,741.92
Intergovernmental Agreement	955	-
	610	-
	630	-
		$ 494,742.01

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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Agenda Item Number – IV-C-1-6

Agenda Item
Approval of Governing Board Minutes

For Board: [X] Action [ ] Discussion [ ] Information

Background –
Approval is requested for the minutes of the following meetings:

1. Special Meeting of June 24, 2021
2. Amended Public Hearing Minutes of June 22, 2021
3. Regular meeting of July 13, 2021
4. Public Hearing of July 13, 2021
5. Special Meeting of August 3, 2021
6. Public Hearing of August 3, 2021

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve the Governing Board minutes as presented.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
Governing Board Special Meeting
June 24, 2021

The Special Meeting of the Osborn School District Governing Board was called to order at 5:15 p.m. by Board President Aguilar.

Present:
Ylenia Aguilar, Board President
Sue Corbin, Board Clerk absent
Juan Carlos Flamand, Board Member
Edward Hermes, Board Member
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

ACTION/APPROVAL
Approval of conference fees and out-of-state travel for Ylenia Aguilar to attend the NSPRA 2021 National Seminar in New Orleans, LA on July 11-14, 2021
Dr. Robert explained the request was to cover President Aguilar's travel expenses only that registration fees were not being requested.

Mr. Hermes moved to approve. Mr. Peralta seconded the motion. Motion carried 5-0

Ms. Aguilar aye
Ms. Corbin aye
Mr. Flamand aye
Mr. Hermes aye
Mr. Peralta aye

Mr. Hermes motioned to move to Executive Session. Mr. Flamand seconded. Motion carried 5-0.

Ms. Aguilar aye
Ms. Corbin aye
Mr. Flamand aye
Mr. Hermes aye
Mr. Peralta aye

Members moved into Executive Session at 5:19 p.m.

Members reconvened into the regular meeting at 7:14 p.m.

Adjournment

President Aguilar declared the meeting adjourned at 7:15 pm.

Minutes submitted by:

_____
Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

_____
Sue Corbin, Board Clerk

The Osborn School District's Revision of the Fiscal Year 2021 Expenditure Budget Public Hearing began at 5:00 p.m.

All five members of the Governing Board were present.

Present:
Ylenia Aguilar, Board President
Sue Corbin, Board Clerk
Juan Carlos Flamand, Board Member
Edward Hermes, Board Member
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

2021-22 Budget and Approval to Spend Insurance Proceeds
Dr. Robert stated that the public hearing to discuss the budget will be held in July.

The public hearing to discuss time models in accordance with HB 2862 began at 5:01

Instructional Time Models in accordance with HB 2862
Mrs. Crossley explained that the bill allows the district to deliver required instructional time to students using a combination of in person or distance learning. This will allow the district to offer online instruction without operating as an AOI and receive full funding rather than reduced funding appropriated for AOI programs.

There were no questions or comments.

The meeting ended at 5:04 pm.

Minutes submitted by:

_____
Lisa Nye, Executive Administrative Assistant
to the Superintendent and Governing Board

_____
Sue Corbin, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8
Governing Board Regular Meeting
July 13, 2021

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:00 p.m. by Board President Aguilar.

Present:
Ylenia Aguilar, Board President
Sue Corbin, Board Clerk
Juan Carlos Flamand, Board Member
Edward Hermes, Board Member
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

Mr. Flamand attended the meeting virtually.

The regular meeting resumed at 5:05 p.m.

Pledge of Allegiance
President Aguilar led the pledge.

District Celebrations and Announcements
OMS Promotion: Congratulations to Jeffry Martin, the newly selected principal for Clarendon School!
Dr. Robert congratulated Mr. Martin on his new position as principal at Clarendon Elementary and provided an overview of previous positions held by Mr. Martin during his time with the district; most recently as Assistant Principal at OMS.

Vaccination Event
Dr. Robert expressed his appreciation for the work of Native Health and Phoenix Union High School District with the vaccination events at OMS and throughout the community.

Consent Agenda – Approval of Items Since April Meeting

A. Ratification of Accounts Payable Vouchers
B. Ratification of Payroll Vouchers
C. Board Minutes
    1. Work Study of June 11, 2021
    2. Regular meeting of June 22, 2021
    3. Public Hearing of June 22, 2021
D. Approval of Personnel Items
    1. New Employees
    2. Extra Duty Contracts
    3. Employment Changes/Additions
    4. Resignations
    5. Terminations
    6. Retirements
    7. Leaves of Absence
E. Donations
F. Disposal
G. Approval of 2021/22 Student Fees
H. MOUs/Agreements with Partner Organizations:
    1 Approval of IGA renewal with Greater Phoenix Educational Management Council (GPEMC)

2. Approval renewal of MOU with Southwest Human Development Headstart Program for Preschool Special Education Services 2021-2022
3. Approval of renewal of MOU for Head Start Services and Space Agreement with Southwest Human Development Headstart for 2021-2022
4. Renewal of IGA with the Arizona School for the Deaf and Blind
5. Approval of renewal of MOU with Native Health

I. Approval of Bond and Override Projects

Mr. Flamand requested removing item IV-I for further discussion.

Mr. Hermes moved for approval of the consent agenda with the exception of IV-I. Mr. Peralta seconded. Motion carried 5-0

Ms. Aguilar aye
Ms. Corbin aye
Mr. Flamand aye
Mr. Hermes aye
Mr. Peralta aye

Mr. Flamand expressed concern with a previous proposal submitted by Midsate Energy. Providing clarification, Dr. Robert explained that the proposal Mr. Flamand is referring to was for a bipolar ionization project the district has not proceeded with and has not been brought to the Board for approval. Mr. Flamand became familiar with the proposal while serving on an oversight committee. Mr. Flamand's concerns are specifically related to language in the proposal that says bipolar ionization is endorsed by the CDC and ASRAE.

Discussion regarding the statement and the high quality of work and leadership the district has experienced in working with Midstate Energy took place.

Members Peralta, Hermes and Aguilar agreed that although there are concerns with the proposal, that it was a separate matter and they were comfortable with the item on the agenda for this meeting.

Mr. Hermes move to approve item IV-I. Mr. Peralta seconded. Motion carried 4-1.

Ms. Aguilar aye
Ms. Corbin aye
Mr. Flamand nay
Mr. Hermes aye
Mr. Peralta aye

Call to the Public
No requests received.

Board Presentation
Dr. Robert stated that as the start of school nears, the district continues its work on mitigation strategies. Latest recommendations from the CDC refer to layering strategies. Masks will be a choice for both students and staff, distancing, now at 3 feet, and directionality of seats is now being considered by task forces. Students, parents and staff have been surveyed and

responses are being looked at in regards to temperature checks, plexiglass, directionality, cohorting and visitors on school sites. Dr. Robert shared that the district is considering pooled testing which has received favorable results with as little as 10 percent participation. Mr. Flamand questioned what the district could legally require and consequences. Dr. Robert noted that after reconvening with task forces and there is a document in place, it can be shared with district counsel.

Administrative Reports
There were no comments.

Action/Approval

Adoption of the 2021/22 Budget and Approval to Spend Insurance Proceeds
Mr. Hermes moved to adopt the 2021/22 Budget and approve the use of Insurance Proceeds monies as may be needed during the year. Ms. Corbin seconded. Motion carried 5-0.

Ms. Aguilar aye
Ms. Corbin aye
Mr. Flamand aye
Mr. Hermes aye
Mr. Peralta aye

Approval of the Job Description for an Educational Assistant – Montessori, part-time (18.5 hours/week)
Dr. Robert explained this position is a new position that will allow for after school care for the Montessori program.

Mr. Hermes moved to approve. Mr. Peralta seconded. Motion carried 5-0.

Ms. Aguilar aye
Ms. Corbin aye
Mr. Flamand aye
Mr. Hermes aye
Mr. Peralta aye

Board Development
ASBA Law Conference September 8-10, 2021 (in person)
Mr. Hermes and Ms. Corbin expressed interest in attending, other members will notify Ms. Nye if they would like to be registered for the event.

ASBA Delegate Assembly September 11, 2021 (in person)
President Aguilar shared that she and former member Mrs. Radtke have previously served at the delegate assembly. The item will be brought back in August for a vote.

Reflections/Feedback on Meeting
Mr. Flamand said that in looking back at last year, there will be many challenges the first half of the new year but looks forward to in person learning.

Mr. Peralta stated his appreciation for the continued work with mitigation and is glad to see the work being done.

Mr. Hermes acknowledged that there is a lot of anxiety in the community and recognizes the responsibility to continue to keep kids safe and appreciates the hard work being done.

Ms. Corbin said she is grateful that the Board is working together and able to share thoughts with open minds.

Dr. Robert said he looks forward to being able to hold vaccination events for ages 2- 11 and holds hope that this will happen by late September.

President Aguilar said she was grateful for the hard work of Osborn teams and partnerships.

Future

Mr. Flamand

- Hopes to find a solution to the audio difficulties experienced with virtual meetings.

Mr. Hermes

- Update on the new school year
- How the district is doing with the updated mitigation strategies
- Enrollment update

Ms. Corbin

- Admin Retreat

President Aguilar

- Update on site tour and enrollment processes

Adjournment

President Aguilar declared the meeting adjourned at 6:03 pm.

Minutes submitted by:

_____
Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

_____
Sue Corbin, Board Clerk

The Osborn School District's Revision of the Fiscal Year 2021 Expenditure Budget Public Hearing began at 5:00 p.m.

All five members of the Governing Board were present.

Present:
Ylenia Aguilar, Board President
Sue Corbin, Board Clerk
Juan Carlos Flamand, Board Member
Ed Hermes, Board Member
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

2021-22 Budget and Approval to Spend Insurance Proceeds
Mrs. Toscano stated that there were no changes since the proposed budget was presented in June.

Providing an overview Mrs. Toscano explained that the budget represents budget and revenue m and O funds proposed for adoption. The total budget is just over $19.9 million dollars and reflects an increase of approximately of $900,000 dollars.

The hearing ended at 5:04 p.m.

Minutes submitted by:

_____
Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

_____
Sue Corbin, Board Clerk

The Special Meeting (held virtually) of the Osborn School District Governing Board was called to order at 5:02 p.m. by Board President Aguilar.

Present:
Ylenia Aguilar, Board President
Sue Corbin, Board Clerk absent
Juan Carlos Flamand, Board Member
Edward Hermes, Board Member
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

ACTION/APPROVAL
Adoption of Instructional Time Models for Encanto, Clarendon, Longview, Solano and Osborn Middle School
Mrs. Potter-Davis recommended approval of adoption of the Time Models presented. These time models will apply to all schools.

Mr. Hermes moved to approve.

Mr. Flamand called a point of order asking if there was something separate needed for iSchool. Mrs. Potter-Davis stated that virtual programs were included in the instructional models as presented.

Mr. Peralta seconded the motion. Motion carried 4-0

Ms. Aguilar aye
Mr. Flamand aye
Mr. Hermes aye
Mr. Peralta aye

Mr. Hermes motioned to move to Executive Session. Mr. Flamand seconded. Motion carried 4-0.

Ms. Aguilar aye
Mr. Flamand aye
Mr. Hermes aye
Mr. Peralta aye

Members moved into Executive Session at 5:06 p.m.

The regular meeting resumed at 6:24 p.m.

Information/Updates
Dr. Robert Will Share Mitigation Strategies for the 21/22 School Year Including Use of Facial Coverings for Students Return to In-Person Learning.
Dr. Robert reviewed the district's mitigation strategies explaining that in addition to maintaining plexiglass on desks in classrooms, health checks conducted at home, and student seating facing the same direction in the cafeteria and no community events will be held until after fall break.

Referring to the new state law that speaks to face coverings and the CDC recommendation that unvaccinated individuals use face coverings, Dr. Robert said the Governing Board enacted a regulation that required face coverings, and the district has stated over the past month that face coverings are strongly recommended.

President Aguilar asked Dr. Robert to continue with the active mask mandate currently in place for the district and explore a limited opt out option. Members expressed their appreciation for all the work related to this issue. Dr. Robert stated that masks will be required in school and said he will work with district counsel on an opt out option.

Adjournment

President Aguilar declared the meeting adjourned at 6:35 pm.

Minutes submitted by:

_____
Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

_____
Sue Corbin, Board Clerk

The Osborn School District's public hearing for the purpose of discussion of Instructional Time Models in accordance with HB 2862 began at 5:03 p.m.

All five members of the Governing Board were present.

Present:
Ylenia Aguilar, Board President
Sue Corbin, Board Clerk
Juan Carlos Flamand, Board Member
Ed Hermes, Board Member
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

Discussion of Instructional Time Models
Mrs. Potter-Davis shared that according to HB 2862 the district has created attendance procedures for both online and in person classrooms.

The discussion was opened for comment and there were no comments made.

The hearing ended at 5:04 p.m.

Minutes submitted by:

_____
Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

_____
Sue Corbin, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-D-1-7

Agenda Item
Approval of Personnel Items

For Board: [X] Action [ ] Discussion [ ] Information

Background –
Per attached list.

Note: Due to HIPPA laws (Health Insurance Portability & Accountability Act) regarding privacy of health information, we do not include letters from individuals requesting FMLA because their medical conditions are mentioned in their letters. This information must be held confidential. Board members will simply know from the usual monthly listings that it is an FMLA request and understand that such requests are made due to one's own personal illness or injury or a close family members' illness or injury or the birth or adoption of a child, etc.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve the Resignations/Terminations/Retirements and Employment/Changes/Additions as presented.

Moved _____ Seconded _____ P/F

NEW EMPLOYEES: CERTIFIED				
NAME	POSITION	LOCATION	DATE HIRED	RATE OF PAY
Ahl, Allison	Assistant Principal	OMS	7/21/2021	$77,718.00
Balderrama, Nick	7th grade Teacher	OMS	7/27/2021	$41,055.00
Barge, Amber	Teacher- SPED	SOL	7/27/2021	$47,678.00
Barton, Charles	Teacher-5th grade Math	LV	7/27/2021	$47,749.00
Borghaus, Sara	Teacher- Floater Sub	ENC	7/27/2021	$175/DAY
Butts, Michael	Behavior Intervention Teacher	LV	5/27/2021	$47,749.00
Grant, Erica	7/8th Science Teacher	OMS	7/27/2021	$46,678.00
Gunderson, Megan	7th Grade Self Contained SPED	OMS	7/27/2021	$41,055.00
Holderman, Melissa	MTSS Specialist	DO/CURR	8/2/2021	$43,867.00
Jones, Jeanna	Teacher-Kinder	ENC	7/30/2021	$43,733.00
Kowalczyk, Tyus	Teacher	CL	8/2/2021	$40,242.00
Krouse, Amy	Teacher- iSchool	OCiS	8/2/2021	$42,867.00
Millea, Joseph	Teacher- Music, Parttime	CL	7/27/2021	$20,691.00
Murray, Anthony	Long Term Sub	LV	7/27/2021	$175/DAY
Pacheco, Edna	Teacher- Kinder	SOL	7/27/2021	$49,284.00
Perez, Katerina	MTSS	SOL	7/27/2021	$47,749.00
Prather, Tyler	6th grade teacher ELA	LV	7/27/2021	$41,055.00
Ramirez Garcia, Rocio	Dual Language Kinder Teacher	LV	7/27/2021	$50,355.00
Roberts, Mae	Sped Teacher	LV	7/27/2021	$43,126.00
Steans-Snyder, CiCi	Teacher	SOL	7/27/2021	$41,055.00
Tenijieth, Mia	Teacher-6th	SOL	7/27/2021	$41,055.00

NEW EMPLOYEES: CLASSIFIED				
NAME	POSITION	LOCATION	DATE HIRED	RATE OF PAY
Baber, Kimberly	Behavior Technician	LV	8/4/2021	$16.31
Frye, Michelle	Educational Assistant	SOL	8/9/2021	$15.46
Hallock, Karin	Educational Assistant - sped Self. Cont	LV	8/9/2021	$15.46
Jauregui, Mae Anne	Educational Assistant	LV	8/9/2021	$13.36
Kong, Lillian	Educational Assistant	CL	7/1/2021	$14.21
Lindsey, Jaclyn	Educational Assistant	OMS	8/9/2021	$14.21
Murray, Miriam	Educational Assistant	OMS	8/9/2021	$13.76
Ontiveros, Saturnino	Administrative Assistant	SOL	7/9/2021	$19.07
Peak, Heidi	Nurse	LV	8/3/2021	$14.31
Rael, Lenda	Educational Assistant	MCS	8/5/2021	$15.46
Renteria, Diana	Behavior Technician	MCS	5/26/2021	$14.84
Rodriguez, Christina	School Psychologist Intern	MCS	7/29/2021	$16.33
Smiley, Caroleem	Human Resources Coordinator	DO	7/19/2021	$51,968.00
Smith, Kevin	Computer Technician	DO	8/9/2021	$18.82
Soto Soltero, Sonia	Educational Assistant	SOL	8/9/2021	$13.76
Stacey, Emily	Educational Assistant	CL	8/9/2021	$16.77
Walker, Kameel	Boys Town Training	MCS	7/19/2021	$15.33
Williams, Jeffery	Assistant Engineer	DO	7/12/2021	$54,473.00

Revised 8/9/2021

RATIFY ADDENDUM TO CONTRACT		
NAME	PROGRAM	AMOUNT

PRE-APPROVAL ADDENDUM TO CONTRACT		
NAME	PROGRAM	AMOUNT
Rose, Primativa	SPED Teacher EDP 7/19-7/23/21	$625.00
Feria, Anna	Teacher - Alternative Education EDP 7/19-7/23/21	$625.00
Scilley, Theresa	SPED Teacher- EDP 7/19-7/23/21	$625.00
Sabbath, Carrlee	SPED Teacher EDP 7/19-7/23/21	$625.00

ADDITIONAL ASSIGNMENTS

NAME	POSITION	LOCATION	DATE	RATE OF PAY
Aguayo, Angie	Educational Assistant	LV	8/6/2021	$ 12.87
Flaherty, Connor	Summer Tech Intern	DO	7/1/2021	$ 14.33
Flaherty, Connor	Temp Tech	DO	8/2/2021	$ 14.33
Gardner, Luz	Preschool Summer Evaluations	DO	7/1/2021	$ 16.33
Garner, Luz	Preschool Summer Evaluations	DO	5/24/2021	$ 16.01
Gerlock, Storm	Temp Tech	DO	7/1/2021	$ 14.31
Mendizabal, Olga	Extra Custodial	M/T	7/1/2019	
Menedez, Alex	21st coordinator	LV	7/1/2021	$ 20.00
Morris, Annette	Educational Assistant	LV	8/6/2021	$ 16.33
Ontiveros, Saturnino	Administrative Assistant	SOL	7/9/2021	$ 19.07
Romero, Nellie	School Clerk	ENC	6/2/2021	$ 14.97
Smith, Alexis	Boys Town Training	MCS	7/19/2021	$ 14.84
Thomas, Aisha	Boys Town Training	MCS	7/19/2021	$ 14.84
Walker, Kameel	Behavior Tech	MCS	7/1/2021	$ 15.33
Watson, Kevin	Boys Town Training	MCS	7/21/2021	$ 16.83

CHANGE OF ASSIGNMENT

NAME	FROM POSITION	TO POSITION	LOCATION	DATE	RATE OF PAY
Campos, Sabrina	Educational Assistant	Receptionist/HR Clerk	DO	8/2/2021	$14.82
Segura, Claudia	Accounting Tech-Payroll	Payroll Coordinator	DO	7/12/2021	$21.37
Orona, Jessika	Receptionist	Human Resources Technician	DO	8/2/2021	$18.52
Martin, Jeffery	Assistant Principal	Principal	CL	7/1/2021	$90,550.00
Kelly, Mariah	Administrator	Director of Student Services	DO	7/1/2021	$90,550.00
Villacorta, Raquel	Secretary	Administrative Assistant	ENC	7/1/2021	$19.07
Yancy, Federicka	CDL Training	Bus Driver	M/T	6/30/2021	$17.61
Murillo,Debbie	Dispatcher/Secretary	Transportation Supervisor	M/T	7/10/2021	$59,473.00
Betancourt, Rebecca		6th Grade Dual Language Teacher	CL	5/27/2021	$40,250.00
Adams, Peyton	4th grade teacher	5ht grade teacher	CL	7/27/2021	$41,055.00
Stubbs, Juanita	Educational Assistant	ELL Parapro	DO	8/2/2021	$16.62

NEW YEAR CLASSIFIED ASSIGNMENTS

NAME	POSITION	LOCATION	DATE	RATE OF PAY

Revised 8/9/2021

RESIGNATIONS			
NAME	POSITION	LOCATION	DATE
Corral, Marthaelena	Resignation	OMS	7/29/2021
Ducharme, Laura	Resignation	CL	7/20/2021
Dunn, Carrie	Resignation	DO	7/7/2021
Garner, Luz	Resignation	DO	7/14/2021
Grant, Donelle	Resignation	LV	7/8/2021
Irazoqui, Marysol	Resignation	M/T	7/7/2021
Sanchez, Arlene	Resignation	SOL	5/21/2021
Walker, Kameel	Resignation	MCS	8/3/2021

TERMINATIONS			
NAME	POSITION	LOCATION	DATE

RETIREMENTS			
NAME	REASON	LOCATION	DATE
Gentry, Gray	Retirement	M/T	7/1/2021

LEAVE OF ABSENCES:			
NAME	REASON	LOCATION	DATE

MILITARY LEAVE:			
NAME	REASON	LOCATION	DATE

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-E

Agenda Item
Donations

For Board: [X] Action [ ] Discussion [ ] Information

Background –

Donor	Donation	Location	Estimated Value
Changing Hands Bookstore	Books	Clarendon	$817.67

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve the list of Donations as presented.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT #8

REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: Emmy Wolener
(PLEASE PRINT)

REPRESENTING (FIRM, CORPORATION): Changing Hands Bookstore

SIGNATURE _____

ADDRESS 300 W. Camelback Rd

CITY Phoenix STATE AZ ZIP 85013

PHONE NUMBER (HOME) (602) 274-0067 (OFFICE) _____

SCHOOL REQUESTING ACCEPTANCE Clarendon

PRINCIPAL SIGNATURE _____ DATE _____

DONATED ITEM:

DESCRIPTION List attached

SERIAL # _____

ESTIMATED VALUE $ 817.67

ROOM #/LOCATION OF ITEM _____

BUSINESS OFFICE/PROPERTY CONTROL

ASSIGNED ASSET # _____

DATE OF BOARD APPROVAL _____

ORIG. — PROP. CONTROL YELLOW — BSN. MGR. PINK — SCHOOL/DEPT. HEAD

6/90

Changing Hands Donation to Clarendon July 2021

A Wish in the Dark
Wings of Fire graphic novel (1)
Red, White, and WholeOkay Witch
Merci Suarez Changes Gears
Real FriendsMerci Suarez Can't Dance
Phoebe and her Unicorn (4)
You Go First (Kelly)
Phoebe and her Unicorn (6)
Prarie Lotus
Phoebe and her Unicorn (8)
Skysong
Phoebe and her Unicorn (9)
Disappearance of Aiden S.
Phoebe and her Unicorn (10)
Silver Arrow
Phoebe and her Unicorn (12)
They Threw Us Away
Brightly Woven graphic novel
A Wolf for a Spell
The Sun is Also a Star
Lousiana's Way Home
The Maze Runner
Beverly, Right Here
One of Us is Lying
To Night Owl from Dogfish
The Queen of Nothing
The Apprentice Witch

The Iron KingThe Shape of Thunder
A Tree Grows in Brooklyn
War and Millie McGonigle
An Abundance of Katherines
Cathedral of Bones
The Fault in Our Stars
HatchPaper TownsSpidlefish and StarsThe Serpent's Secret (hc)
School of Good and Evil #2 (hc)
Star Wars The Force
KOTLC
Minecraft books (selection pb)
KOTLCNick of TimeA Tale of MagicBombPaxScott Collins
The Strangers: Greystone Secrets 1
WWII You Choose
24 Hours in Nowhere
The Lady is a Spy

Brown Girl Dreaming
Chasing King's Killer
Nikki on the Line
D-Day (Hopkinson)
The Elephant in the RoomCity of Gold
Amari and the Night Brothers
On a Good Horse
King and the Dragonflies
History Smashers: The Mayflower
The Red Pyramind (pb) X2Kid InnovatorsIcefall (pb) X3
What Color is My World
The Dark Prophecy
Five Things About Ava Andrews
Our Castle by the Sea
A Swiftly Tilting Planet
Lety Out Loud
An Acceptable Time
Closer to Nowhere
Jedi Academy: The Principal Strikes Back
Reckless, Glorious Girl
Smek for President
When You Trap a Tiger
The Wonder of Wildflowers
Here in the Real World
A Thousand Questions
The Miraculous
The Girl Who Drank the Moon
Princess Academy: Palace of Stone

Estimated Value $817.67

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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Agenda Item Number – IV-F

Agenda Item
Expenditure and Revenue Report

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
Attached is a summary fund status for all current district funds in accordance with Board Policy DBI that states, "*In order to determine if budgeted expenditures are in keeping with the adopted budget, a monthly report of expenditures and revenues shall be presented to the Board.*

Any over expenditure in a major subsection of the maintenance and operation budget shall require Board approval."

Legal
A.R.S. 15-905

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

For information only

Moved _____ Seconded _____ P/F

Osborn School District

Board Exp & Revenue Report

From Date: 7/1/2021 To Date: 7/31/2021

Fiscal Year: 2020-2021

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
001.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($12,202,963.04)	$12,202,963.04	$0.00	$12,202,963.04	0.00%
001.000.0000.2000.000.000.0000	REVENUE FROM COUNTY	$0.00	$0.00	($512,706.57)	$512,706.57	$0.00	$512,706.57	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($4,119,428.00)	$4,119,428.00	$0.00	$4,119,428.00	0.00%
001.000.0000.6000.000.000.0000	EXPENDITURES	$19,725,437.00	$287,633.79	$17,513,096.78	$2,212,340.22	$1,052,337.37	$1,160,002.85	5.88%
	FUND: MAINTENANCE AND OPERATION - 001	$19,725,437.00	$287,633.79	$677,999.17	$19,047,437.83	$1,052,337.37	$17,995,100.46	91.23%
011.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($8,613.03)	$8,613.03	$0.00	$8,613.03	0.00%
011.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($259,392.00)	$259,392.00	$0.00	$259,392.00	0.00%
011.000.0000.6000.000.000.0000	EXPENDITURES	$423,870.00	$0.00	$865,724.37	($441,854.37)	$0.00	($441,854.37)	-104.24%
	FUND: P301 BASE PAY - 011	$423,870.00	$0.00	$597,719.34	($173,849.34)	$0.00	($173,849.34)	-41.01%
012.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($518,784.13)	$518,784.13	$0.00	$518,784.13	0.00%
012.000.0000.6000.000.000.0000	EXPENDITURES	$1,174,953.00	$0.00	$536,487.81	$638,465.19	$0.00	$638,465.19	54.34%
	FUND: P301 PERFORMANCE PAY - 012	$1,174,953.00	$0.00	$17,703.68	$1,157,249.32	$0.00	$1,157,249.32	98.49%
013.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($518,784.13)	$518,784.13	$0.00	$518,784.13	0.00%
013.000.0000.6000.000.000.0000	EXPENDITURES	$2,442,228.00	$0.00	$0.00	$2,442,228.00	$0.00	$2,442,228.00	100.00%
	FUND: P301 CLASSROOM IMPROVMENT - 013	$2,442,228.00	$0.00	($518,784.13)	$2,961,012.13	$0.00	$2,961,012.13	121.24%
020.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($7,623.89)	$7,623.89	$0.00	$7,623.89	0.00%
020.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($113,046.03)	$113,046.03	$0.00	$113,046.03	0.00%
020.000.0000.6000.000.000.0000	EXPENDITURES	$500,000.00	$0.00	$166,648.74	$333,351.26	$0.00	$333,351.26	66.67%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	$500,000.00	$0.00	$45,978.82	$454,021.18	$0.00	$454,021.18	90.80%
100.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($1,390,748.74)	$1,390,748.74	$0.00	$1,390,748.74	0.00%
100.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$1,939.46	($1,939.46)	$0.00	($1,939.46)	0.00%
	FUND: TITLE I - 100	$0.00	$0.00	($1,388,809.28)	$1,388,809.28	$0.00	$1,388,809.28	0.00%
101.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($1,400,894.05)	$1,400,894.05	$0.00	$1,400,894.05	0.00%
101.000.0000.6000.000.000.0000	EXPENDITURES	$1,377,594.10	$37,558.30	$1,456,930.70	($79,336.60)	$500.33	($79,836.93)	-5.80%
	FUND: TITLE I - 101	$1,377,594.10	$37,558.30	$56,036.65	$1,321,557.45	$500.33	$1,321,057.12	95.90%
115.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($13,500.00)	$13,500.00	$0.00	$13,500.00	0.00%
115.000.0000.6000.000.000.0000	EXPENDITURES	$51,165.77	$20,251.92	$33,751.92	$17,413.85	$14,861.96	$2,551.89	4.99%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	$51,165.77	$20,251.92	$20,251.92	$30,913.85	$14,861.96	$16,051.89	31.37%
116.000.0000.6000.000.000.0000	EXPENDITURES	$24,250.00	$0.00	$0.00	$24,250.00	$0.00	$24,250.00	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	$24,250.00	$0.00	$0.00	$24,250.00	$0.00	$24,250.00	100.00%
140.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($105,496.50)	$105,496.50	$0.00	$105,496.50	0.00%
140.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$500.00	($500.00)	$0.00	($500.00)	0.00%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	$0.00	$0.00	($104,996.50)	$104,996.50	$0.00	$104,996.50	0.00%
141.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($14,418.42)	$14,418.42	$0.00	$14,418.42	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	$188,882.69	$7,585.62	$94,228.64	$94,654.05	$16,210.84	$78,443.21	41.53%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	$188,882.69	$7,585.62	$79,810.22	$109,072.47	$16,210.84	$92,861.63	49.16%
160.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($98,553.45)	$98,553.45	$0.00	$98,553.45	0.00%
160.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$16,079.92	($16,079.92)	$0.00	($16,079.92)	0.00%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	$0.00	$0.00	($82,473.53)	$82,473.53	$0.00	$82,473.53	0.00%
161.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($48,138.24)	$48,138.24	$0.00	$48,138.24	0.00%

Board Exp & Revenue Report

From Date: 7/1/2021 To Date: 7/31/2021

Fiscal Year: 2020-2021 ☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
161.000.0000.6000.000.000.0000	EXPENDITURES	$97,234.36	$25,672.93	$93,729.62	$3,504.74	$7,744.93	($4,240.19)	-4.36%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	$97,234.36	$25,672.93	$45,591.38	$51,642.98	$7,744.93	$43,898.05	45.15%
163.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($58,497.06)	$58,497.06	$0.00	$58,497.06	0.00%
163.000.0000.6000.000.000.0000	EXPENDITURES	$486,000.00	$93,117.01	$229,344.34	$256,655.66	$3,907.21	$252,748.45	52.01%
	FUND: 21ST CENTURY - 163	$486,000.00	$93,117.01	$170,847.28	$315,152.72	$3,907.21	$311,245.51	64.04%
190.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($1,647.00)	$1,647.00	$0.00	$1,647.00	0.00%
190.000.0000.6000.000.000.0000	EXPENDITURES	$56,236.50	$0.00	$0.00	$56,236.50	$0.00	$56,236.50	100.00%
	FUND: TITLE III - 190	$56,236.50	$0.00	($1,647.00)	$57,883.50	$0.00	$57,883.50	102.93%
191.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($49,115.33)	$49,115.33	$0.00	$49,115.33	0.00%
191.000.0000.6000.000.000.0000	EXPENDITURES	$89,268.38	$3,209.26	$45,950.95	$43,317.43	$0.00	$43,317.43	48.52%
	FUND: TITLE III - 191	$89,268.38	$3,209.26	($3,164.38)	$92,432.76	$0.00	$92,432.76	103.54%
200.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$45,322.90	($45,322.90)	$0.00	($45,322.90)	0.00%
	FUND: TITLE VII - INDIAN ED - 200	$0.00	$0.00	$45,322.90	($45,322.90)	$0.00	($45,322.90)	0.00%
220.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($364,732.61)	$364,732.61	$0.00	$364,732.61	0.00%
220.000.0000.6000.000.000.0000	EXPENDITURES	$663,704.38	$0.00	$0.00	$663,704.38	$0.00	$663,704.38	100.00%
	FUND: IDEA - BASIC - 220	$663,704.38	$0.00	($364,732.61)	$1,028,436.99	$0.00	$1,028,436.99	154.95%
221.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($632,946.80)	$632,946.80	$0.00	$632,946.80	0.00%
221.000.0000.6000.000.000.0000	EXPENDITURES	$649,589.42	$38.41	$742,709.61	($93,120.19)	$29,247.81	($122,368.00)	-18.84%
	FUND: IDEA BASIC - 221	$649,589.42	$38.41	$109,762.81	$539,826.61	$29,247.81	$510,578.80	78.60%
222.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($12,892.20)	$12,892.20	$0.00	$12,892.20	0.00%
222.000.0000.6000.000.000.0000	EXPENDITURES	$25,527.56	$0.00	$0.00	$25,527.56	$0.00	$25,527.56	100.00%
	FUND: IDEA - PRESCHOOL GRANT - 222	$25,527.56	$0.00	($12,892.20)	$38,419.76	$0.00	$38,419.76	150.50%
223.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($19,820.16)	$19,820.16	$0.00	$19,820.16	0.00%
223.000.0000.6000.000.000.0000	EXPENDITURES	$31,226.44	$0.00	$23,447.27	$7,779.17	$0.00	$7,779.17	24.91%
	FUND: IDEA PREK - 223	$31,226.44	$0.00	$3,627.11	$27,599.33	$0.00	$27,599.33	88.38%
230.000.0000.6000.000.000.0000	EXPENDITURES	$19,894.80	$0.00	$2,262.09	$17,632.71	$0.00	$17,632.71	88.63%
	FUND: JOHNSON-O'MALLEY - 230	$19,894.80	$0.00	$2,262.09	$17,632.71	$0.00	$17,632.71	88.63%
231.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($25,977.77)	$25,977.77	$0.00	$25,977.77	0.00%
231.000.0000.6000.000.000.0000	EXPENDITURES	$69,449.54	$2,070.58	$48,982.21	$20,467.33	$792.09	$19,675.24	28.33%
	FUND: JOHNSON-O'MALLEY - 231	$69,449.54	$2,070.58	$23,004.44	$46,445.10	$792.09	$45,653.01	65.74%
280.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($7,708.92)	$7,708.92	$0.00	$7,708.92	0.00%
280.000.0000.6000.000.000.0000	EXPENDITURES	$25,000.00	$0.00	$7,142.92	$17,857.08	$0.00	$17,857.08	71.43%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	$25,000.00	$0.00	($566.00)	$25,566.00	$0.00	$25,566.00	102.26%
281.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($19,958.69)	$19,958.69	$0.00	$19,958.69	0.00%
281.000.0000.6000.000.000.0000	EXPENDITURES	$25,000.00	$10,615.00	$28,169.09	($3,169.09)	$0.00	($3,169.09)	-12.68%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 281	$25,000.00	$10,615.00	$8,210.40	$16,789.60	$0.00	$16,789.60	67.16%
290.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	$12,180.86	($12,180.86)	$0.00	($12,180.86)	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($174,073.23)	$174,073.23	$0.00	$174,073.23	0.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$5,797.19	$382,310.61	($382,310.61)	$0.00	($382,310.61)	0.00%

Board Exp & Revenue Report

From Date: 7/1/2021 To Date: 7/31/2021

Fiscal Year: 2020-2021 ☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: MEDICAID REIMB - 290	$0.00	$5,797.19	$220,418.24	($220,418.24)	$0.00	($220,418.24)	0.00%
326.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$9,748.05	$324,483.96	($324,483.96)	$31,677.59	($356,161.55)	0.00%
	FUND: ESSER CARES - 326	$0.00	$9,748.05	$324,483.96	($324,483.96)	$31,677.59	($356,161.55)	0.00%
327.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$15,548.77	$18,672.44	($18,672.44)	$2,036.42	($20,708.86)	0.00%
	FUND: ACCELERATION ACADEMY GRANT - 327	$0.00	$15,548.77	$18,672.44	($18,672.44)	$2,036.42	($20,708.86)	0.00%
328.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($1,205,137.60)	$1,205,137.60	$0.00	$1,205,137.60	0.00%
328.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$1,153,527.14	($1,153,527.14)	$0.00	($1,153,527.14)	0.00%
	FUND: ENROLLMENT STABILIZATION GRANT - 328	$0.00	$0.00	($51,610.46)	$51,610.46	$0.00	$51,610.46	0.00%
336.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$330,193.88	($330,193.88)	$0.00	($330,193.88)	0.00%
	FUND: ESSER / CARES ROUND II - 336	$0.00	$0.00	$330,193.88	($330,193.88)	$0.00	($330,193.88)	0.00%
346.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$325,725.53	$353,205.93	($353,205.93)	$0.00	($353,205.93)	0.00%
	FUND: ESSER ROUND III - 346	$0.00	$325,725.53	$353,205.93	($353,205.93)	$0.00	($353,205.93)	0.00%
374.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($56.82)	$56.82	$0.00	$56.82	0.00%
	FUND: E-RATE - 374	$0.00	$0.00	($56.82)	$56.82	$0.00	$56.82	0.00%
400.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($2,980.07)	$2,980.07	$0.00	$2,980.07	0.00%
	FUND: State projects- Interest - 400	$0.00	$0.00	($2,980.07)	$2,980.07	$0.00	$2,980.07	0.00%
450.000.0000.6000.000.000.0000	EXPENDITURES	$2,064.28	$0.00	$0.00	$2,064.28	$0.00	$2,064.28	100.00%
	FUND: GIFTED - 450	$2,064.28	$0.00	$0.00	$2,064.28	$0.00	$2,064.28	100.00%
457.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($443.20)	$443.20	$0.00	$443.20	0.00%
457.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($330,839.28)	$330,839.28	$0.00	$330,839.28	0.00%
457.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$185,809.41	($185,809.41)	$0.00	($185,809.41)	0.00%
	FUND: RESULTS BASED FUNDING - 457	$0.00	$0.00	($145,473.07)	$145,473.07	$0.00	$145,473.07	0.00%
462.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($250,566.35)	$250,566.35	$0.00	$250,566.35	0.00%
462.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$174,033.46	($174,033.46)	$0.00	($174,033.46)	0.00%
	FUND: UNDERGROUND STORAGE TANK - 462	$0.00	$0.00	($76,532.89)	$76,532.89	$0.00	$76,532.89	0.00%
472.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($189,706.19)	$189,706.19	$0.00	$189,706.19	0.00%
472.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$81,150.97	($81,150.97)	$0.00	($81,150.97)	0.00%
	FUND: EARLY LITERACY GRANT - 472	$0.00	$0.00	($108,555.22)	$108,555.22	$0.00	$108,555.22	0.00%
482.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($294,135.57)	$294,135.57	$0.00	$294,135.57	0.00%
482.000.0000.6000.000.000.0000	EXPENDITURES	$360,140.00	$0.00	$294,135.57	$66,004.43	$0.00	$66,004.43	18.33%
	FUND: SCHOOL SAFETY EXPANSION - 482	$360,140.00	$0.00	$0.00	$360,140.00	$0.00	$360,140.00	100.00%
500.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($69,450.18)	$69,450.18	$0.00	$69,450.18	0.00%
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	$0.00	$0.00	($514.24)	$514.24	$0.00	$514.24	0.00%
500.000.0000.6000.000.000.0000	EXPENDITURES	$576,000.00	$0.00	$0.00	$576,000.00	$0.00	$576,000.00	100.00%
	FUND: SCH PL-SALE/LEAS OVR 1 YR - 500	$576,000.00	$0.00	($69,964.42)	$645,964.42	$0.00	$645,964.42	112.15%
510.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($11,515.93)	$11,515.93	$0.00	$11,515.93	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($1,708,995.11)	$1,708,995.11	$0.00	$1,708,995.11	0.00%
510.000.0000.6000.000.000.0000	EXPENDITURES	$2,750,000.00	$25,897.59	$1,535,867.58	$1,214,132.42	$201,968.17	$1,012,164.25	36.81%

Board Exp & Revenue Report

From Date: 7/1/2021 To Date: 7/31/2021

Fiscal Year: 2020-2021

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: FOOD SERVICE - 510	$2,750,000.00	$25,897.59	($184,643.46)	$2,934,643.46	$201,968.17	$2,732,675.29	99.37%
515.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($20,165.04)	$20,165.04	$0.00	$20,165.04	0.00%
515.000.0000.6000.000.000.0000	EXPENDITURES	$204,000.00	$0.00	$83,161.46	$120,838.54	$0.00	$120,838.54	59.23%
	FUND: CIVIC CENTER - 515	$204,000.00	$0.00	$62,996.42	$141,003.58	$0.00	$141,003.58	69.12%
520.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($19,106.09)	$19,106.09	$0.00	$19,106.09	0.00%
520.000.0000.6000.000.000.0000	EXPENDITURES	$15,000.00	$0.00	$10,803.38	$4,196.62	$0.00	$4,196.62	27.98%
	FUND: COMMUNITY SCHOOL - 520	$15,000.00	$0.00	($8,302.71)	$23,302.71	$0.00	$23,302.71	155.35%
521.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($522.30)	$522.30	$0.00	$522.30	0.00%
521.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$396.87	$42,299.42	($42,299.42)	$0.00	($42,299.42)	0.00%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	$0.00	$396.87	$41,777.12	($41,777.12)	$0.00	($41,777.12)	0.00%
525.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($898.12)	$898.12	$0.00	$898.12	0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES	$31,000.00	$0.00	$3,211.10	$27,788.90	$0.00	$27,788.90	89.64%
	FUND: AUXILIARY OPERATIONS - 525	$31,000.00	$0.00	$2,312.98	$28,687.02	$0.00	$28,687.02	92.54%
526.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($71,279.17)	$71,279.17	$0.00	$71,279.17	0.00%
526.000.0000.6000.000.000.0000	EXPENDITURES	$290,000.00	$0.00	$2,133.66	$287,866.34	$0.00	$287,866.34	99.26%
	FUND: EXTRA CURR TAX FEES CR - 526	$290,000.00	$0.00	($69,145.51)	$359,145.51	$0.00	$359,145.51	123.84%
530.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$1,127.00	($125,704.77)	$125,704.77	$54.88	$125,649.89	0.00%
530.000.0000.6000.000.000.0000	EXPENDITURES	$105,000.00	$0.00	$77,725.21	$27,274.79	$1,189.23	$26,085.56	24.84%
	FUND: GIFTS AND DONATIONS - 530	$105,000.00	$1,127.00	($47,979.56)	$152,979.56	$1,244.11	$151,735.45	144.51%
540.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($1,978.53)	$1,978.53	$0.00	$1,978.53	0.00%
540.000.0000.6000.000.000.0000	EXPENDITURES	$14,000.00	$0.00	$242.00	$13,758.00	$1,736.00	$12,022.00	85.87%
	FUND: FINGERPRINT - 540	$14,000.00	$0.00	($1,736.53)	$15,736.53	$1,736.00	$14,000.53	100.00%
550.000.0000.6000.000.000.0000	EXPENDITURES	$29,000.00	$0.00	$0.00	$29,000.00	$0.00	$29,000.00	100.00%
	FUND: INSURANCE PROCEEDS - 550	$29,000.00	$0.00	$0.00	$29,000.00	$0.00	$29,000.00	100.00%
555.000.0000.6000.000.000.0000	EXPENDITURES	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	100.00%
	FUND: TEXTBOOKS - 555	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	100.00%
565.000.0000.6000.000.000.0000	EXPENDITURES	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00	100.00%
	FUND: LITIGATION RECOVERY - 565	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00	100.00%
570.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	$0.00	$0.00	($22,082.57)	$22,082.57	$0.00	$22,082.57	0.00%
570.000.0000.6000.000.000.0000	EXPENDITURES	$322,000.00	$32,351.96	$282,011.93	$39,988.07	$5,744.69	$34,243.38	10.63%
	FUND: INDIRECT COSTS - 570	$322,000.00	$32,351.96	$259,929.36	$62,070.64	$5,744.69	$56,325.95	17.49%
575.000.0000.6000.000.000.0000	EXPENDITURES	$86,000.00	$0.00	$29,868.81	$56,131.19	$2,348.00	$53,783.19	62.54%
	FUND: UNEMPLOYMENT INSURANCE - 575	$86,000.00	$0.00	$29,868.81	$56,131.19	$2,348.00	$53,783.19	62.54%
585.000.0000.6000.000.000.0000	EXPENDITURES	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00	100.00%
	FUND: INSURANCE REFUND - 585	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00	100.00%
610.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($1,479,998.20)	$1,479,998.20	$0.00	$1,479,998.20	0.00%
610.000.0000.2000.000.000.0000	REVENUE FROM COUNTY	$0.00	$0.00	($70,520.46)	$70,520.46	$0.00	$70,520.46	0.00%
610.000.0000.6000.000.000.0000	EXPENDITURES	$95,644.61	$76,863.47	$1,317,633.52	($1,221,988.91)	$102,641.83	($1,324,630.74)	-1384.95%

Board Exp & Revenue Report

From Date: 7/1/2021 To Date: 7/31/2021

Fiscal Year: 2020-2021

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	$95,644.61	$76,863.47	($232,885.14)	$328,529.75	$102,641.83	$225,887.92	236.17%
630.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	$0.00	$0.00	($3,042,870.00)	$3,042,870.00	$0.00	$3,042,870.00	0.00%
630.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$195,451.26	$2,153,736.91	($2,153,736.91)	$368,655.30	($2,522,392.21)	0.00%
	FUND: BOND BUILDING - 630	$0.00	$195,451.26	($889,133.09)	$889,133.09	$368,655.30	$520,477.79	0.00%
665.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($8,664.40)	$8,664.40	$0.00	$8,664.40	0.00%
	FUND: ENERGY & WATER SAVINGS - 665	$0.00	$0.00	($8,664.40)	$8,664.40	$0.00	$8,664.40	0.00%
685.000.0000.6000.000.000.0000	EXPENDITURES	$42,000.00	$0.00	$0.00	$42,000.00	$0.00	$42,000.00	100.00%
	FUND: DEFICIENCIES CORRECTION - 685	$42,000.00	$0.00	$0.00	$42,000.00	$0.00	$42,000.00	100.00%
691.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	$2,601.94	($2,601.94)	$0.00	($2,601.94)	0.00%
691.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($948,059.72)	$948,059.72	$0.00	$948,059.72	0.00%
691.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$1,224,404.92	($1,224,404.92)	$0.00	($1,224,404.92)	0.00%
	FUND: SFB BUILDING RENEWAL - 691	$0.00	$0.00	$278,947.14	($278,947.14)	$0.00	($278,947.14)	0.00%
700.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($6,823,566.97)	$6,823,566.97	$0.00	$6,823,566.97	0.00%
700.000.0000.6000.000.000.0000	EXPENDITURES	$6,800,297.00	$0.00	$1,000.00	$6,799,297.00	$0.00	$6,799,297.00	99.99%
	FUND: DEBT SERVICE - 700	$6,800,297.00	$0.00	($6,822,566.97)	$13,622,863.97	$0.00	$13,622,863.97	200.33%
850.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$0.00	($6,772.17)	$6,772.17	$0.00	$6,772.17	0.00%
850.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$0.00	$2,270.10	($2,270.10)	$616.74	($2,886.84)	0.00%
	FUND: STUDENT ACTIVITIES - 850	$0.00	$0.00	($4,502.07)	$4,502.07	$616.74	$3,885.33	0.00%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	$0.00	$150.00	($2,291,871.84)	$2,291,871.84	$0.00	$2,291,871.84	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	$0.00	$164,114.97	$2,213,635.97	($2,213,635.97)	$1,754.32	($2,215,390.29)	0.00%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	$0.00	$164,264.97	($78,235.87)	$78,235.87	$1,754.32	$76,481.55	0.00%
	Grand Total:	$39,890,657.83	$1,340,925.48	($7,454,099.40)	$47,344,757.23	$1,846,025.71	$45,498,731.52	114.06%

End of Report

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-G

Agenda Item
Student Activities Statement of Revenue and Expenditures

For Board: [X] Action [ ] Discussion [ ] Information

Background –
A.R.S. §15-1123.A requires that, "The student activities treasurer or assistant student activities treasurer shall maintain an accurate detailed record of all revenues and expenditures of the student activities fund. The record shall be made in such form as the governing board of the school district prescribes. Copies of the record shall be presented to the governing board of the school district not less than once during each calendar month."

This agenda item and the attached Student Activities Statement of Revenues and Expenditures shall serve to bring the district up-to-date with the requirements of §15-1123.A. Each month this statement will be presented for the Governing Board's ratification. This fund is used to account for the funds deposited and expended in connection with the activities of student organizations, clubs, and other similar functions. The school district serves only as a fiduciary custodian for these funds.

Legal
A.R.S. §15-1123.A

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board ratify the 2019/20 Statement of Revenues and Expenditures for the Student Activities Fund from June 1 through June 30, 2020.

.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from July 1, 2021 to July 31,2021

School	Beginning Balance	Revenues	Expenditures	Ending Balance
Clarendon	3,762.37			3,762.37
OMS	14,335.52			14,335.52
Solano	10,506.33			10,506.33
Longview	7,850.81			7,850.81
	$ 36,455.03	$ -	$ -	36,455.03

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
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This is our mission.

Agenda Item Number – IV-H

Agenda Item
Disposal of Equipment-

For Board: [X] Action [ ] Discussion [ ] Information

Background –
See attached.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

Recommend approval of disposal of equipment as listed.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT #8

REQUEST FOR AUTHORIZATION TO DISPOSE OF EQUIPMENT

SCHOOL Osborn Middle School DATE 8/2/21

DEPARTMENT Library Media Room

EQUIPMENT: SONY

ASSET # 2 DVD Players, 4 compact disk players

DESCRIPTION Multiple VHS Video's, cassette tapes

SERIAL #

REASON FOR DISPOSITION Outdated and no longer being used.

SIGNATURE [signature] DATE 8/2/21
PRINCIPAL/DEPT. HEAD

MAINTENANCE

PICKED UP BY DATE

BUSINESS OFFICE

DATE ACQUIRED

RECORDED VALUE

PRESENT ESTIMATED VALUE

DATE OF BOARD APPROVAL

SIGNATURE TO AUTHORIZE DISPOSAL
BUSINESS MANAGER

UPON COMPLETION: ORIGINAL — PROPERTY CONTROL YELLOW — BUSINESS OFFICE
PINK — MAINTENANCE GOLD — DEPARTMENT HEAD

6/90

OSBORN SCHOOL DISTRICT #8

REQUEST FOR AUTHORIZATION TO DISPOSE OF EQUIPMENT

SCHOOL Osborn Middle School DATE 8/2/21

DEPARTMENT

EQUIPMENT: ① Readers Handbook ② "Glencoe Literature Text Books"

ASSET #

DESCRIPTION ③ 10 boxes of random math, ELA & Social Studies textbooks

SERIAL #

REASON FOR DISPOSITION Outdated Textbooks, SStudies, Math,

SIGNATURE [signature] DATE 8/2/21
PRINCIPAL/DEPT. HEAD

MAINTENANCE

PICKED UP BY DATE

BUSINESS OFFICE

DATE ACQUIRED

RECORDED VALUE

PRESENT ESTIMATED VALUE

DATE OF BOARD APPROVAL

SIGNATURE TO AUTHORIZE DISPOSAL
BUSINESS MANAGER

UPON COMPLETION: ORIGINAL — PROPERTY CONTROL YELLOW — BUSINESS OFFICE
PINK — MAINTENANCE GOLD — DEPARTMENT HEAD

6/90

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Copy of LNV Request For Disposal Form 8/2021

Updated automatically every 5 minutes

Request For Disposal Form

School: Longview Elementary School

Date: August /2021

Department: Library

Reason For Disposal: Unused/old items and/or materials

Disposal Description: Books, technology- vcr, cassette player, camcorders, tv, misc. items

Principal Signature:

Fixed Asset Items (Over $1000)

Asset #:

Description:

Serial #:

Recorded Value:

Present Value:

Board Approval:

Signature:

Share this form with:
Lisa Nye lnye@osbornsd.org, John Bachler jbachler@osbornsd.org, Jennifer Page jpage@osbornsd.org

List of Items to Dispose:

13 Boxes of books (library, dictionaries, encyclopedias)
7 Camcorders 8 Cameras
Cassettes Vhs dvd's
2Vcr 1 dvd player
6 flip cams
2 cassette/cd players with headphones

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-I

Agenda Item
Sole Source Listing

For Board: [X] Action [ ] Discussion [ ] Information

Background–
A contract may be awarded for a material, service or construction item without competition if the governing board determines in writing that there is only one source for the required material, service or construction item. The school district may require the submission of cost or pricing data in connection with an award under this Section. Sole source procurement shall be avoided, except when no reasonable alternative source exists.

Curriculum products–
The District is recommending the following list of sole source products/vendors.

Legal
R7-2-1053. Sole source procurements

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
Per Board discussion/decision.

Moved _____ Seconded _____ P/F

DocuSign Envelope ID: DBBF10D0-1F6B-417D-BAB7-C194F22C5624

Teachers Pay Teachers

TPT School Access™

TpT Sole Source Certification

Teacher Synergy LLC d/b/a Teachers Pay Teachers ("TpT"), through its School Access subscription service, provides school district customers with access to a unique catalog of over 3 million printable, educator-created instructional materials, for students pre-K - 12. Educators using the TpT School Access product receive login credentials to the service and, using an online viewer, are able to immediately print and use the instructional materials in TpT's diverse catalog with their students. TpT resources are consistently cited by the educator community as engaging and impactful.

TpT certifies there is no other like service available for purchase that offers the same or similar access to a catalog of instructional materials with this particular collection of works, volume, and convenience. TpT further certifies that it is the sole distributor of this catalog, and that accordingly TpT is the only source of pricing for the above named subscription services and catalog access.

DocuSigned by:
Edward Urban
48BA887F9D3F4DD...

Authorized Signature

Edward Urban, CFO

Name and Title

3/16/2021

Date

Sole Source List
2020-2021

Product Type	Product Name (Vendor)	Sole Source Letter	Other Notes	Anticipated Amount
Online teacher support materials	Teachers Pay Teachers	3/16/2021	TPT Sole Source Letter, School Access Subscription service	$11,500

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
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This is our mission.

Agenda Item Number – V

Agenda Item
Call to the Public

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
We welcome citizen input; however, items brought to the Board's attention cannot be discussed unless they are listed as an agenda item. Issues will be referred to the superintendent or appropriate administrator for follow through.

This month's Call to the Public will be modified to comply with CDC guidelines on social distancing due to COVID-19. The public will be able to listen to the meeting live through teleconference. An Osborn employee will read the Call to the Public comments. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public on the Google Meets Hangout. An individual wishing to address the Governing Board must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on Tuesday, August 17, 2021.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

For Information Only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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This is our mission.

Agenda Item Number –VI

Agenda Item
Board Presentation- Summer School Update

For Board: ☐ Action ☒ Discussion ☒ Information

Background –
This presentation will provide a summary of the 2021 Osborn Summer Academy. A brief overview of the programs will be provided, and then each Coordinator will share highlights from their specific site. The coordinators are as follows: Megan Jones (Solano), Amelia Hubbell (Encanto), Tyler Bachler (OMS), Alyssa Chapman (Clarendon) and Alicia Pierson (Longview).

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

For update and information only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
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This is our mission.

Agenda Item Number –VII-A

Agenda Item
Administrative Reports

For Board: [ ] Action [X] Discussion [X] Information

Background –
Included are administrative reports summarizing past and upcoming events for schools and departments. As determined previously, principals are using their reports for the dual purpose of informing board members and also sending these newsletters home to parents.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

For update and information only

Moved _____ Seconded _____ P/F

COUGAR CONNECT

August 2021

Message from Mr. Martin

Hello Cougar Families,

I am proud to serve as the principal of Clarendon Elementary School. I am honored to have the opportunity to lead a school with such amazing students, an extremely dedicated staff, and a supportive school community. Our School is most certainly a unique and special place - a true academic community made better by all those who have gone before us. I am humbled to be part of this school and to support our students and families.

It is important to me that your child has a valuable educational experience at Clarendon. I believe that communication, positivity, and teamwork form the foundation of a successful school. If you have any questions, please do not hesitate to reach out.

In Partnership,

Jeff Martin

jmartin@osbornsd.org

Important Dates

Meet the Teacher Night
(In Person)

Thursday, Aug. 5
from 4:00 – 5:30pm

Meet the Teacher Night
(Virtual)

Friday, Aug. 6
from 3:30 – 4:00pm

First Day of School

Monday, Aug. 9

New Faces on Campus

We are extremely excited for our newest additions to the Cougar Family!

Mr. Jose Perez, 4th Grade

Ms. Peyton Adams, 5th Grade

Ms. Martha Clark, 5th Grade Dual

Mr. Frank Villarreal, 6th Grade

Mr. Tyus Kowalcyzk, P.E. Teacher

Mr. Nic Wiesinger, Art Teacher

Mr. Joe Millea, Music Teacher

Ms. Cecilia Chevalier, MTSS Specialist

Follow Clarendon on ClassDojo, Facebook, and Instagram

Roadrunner Reporter

Encanto *A School of Excellence*

1879 est

An Osborn Education

Updates From Principal Carranza - August 2021

Monthly Calendar
August

August 5 2021
Meet the Teacher Night
4-4:30 Preschool
4:30-5 Kinder
5-5:30 1st Grade
5:30-6:00 2nd Grade
6:00-6:30 3rd Grade

August 6, 2021
Virtual meet the teacher for those who could not attend Thursday

August 9
First Day of School

August 17
Governing Board Regular Meeting
5:00 PM

Encanto Families

Welcome back to another amazing year. At Encanto we will be accelerating learning through social emotional learning and academic excellence. We are excited to have our students back in person but need to adhere to our medication strategies to keep our community safe. Mask will now be mandated.

"Osborn Elementary School District will continue to uphold the mask mandate within Osborn schools. Facial coverings will be required of all individuals indoors in group settings. The Governing Board has requested the superintendent work with district counsel to develop an opt-out option for parents. Be on the lookout for a video message later this week reviewing all mitigation strategies."

Please call us with any questions regarding enrollment. Our friendly office staff will be happy to assist you! (602) 614-8894

ATTENDANCE MATTERS
every student, every day

Like our Facebook page for more

Our Mission
Encanto school is accelerating learning through social emotional learning and academic excellence.

AUG 2021

LONGVIEW LINK

Longview Elementary School

IMPORTANT DATES/INFO

Uniforms will be optional for the 21-22 School Year

August 5th Meet the Teacher 3PM-6PM
August 9th First Day of School

Nurse Notes

Parents, if your child has any health issues such as asthma, diabetes or ADHD and needs medication during school hours, please contact the nurse if you have not done so already. Every year, it is my goal to keep our students as healthy as possible. If your child becomes ill at school, it is expected that your child is picked up within 1 hour of notification. Please make sure your contact information is updated. Cheers to staying healthy!

Notes from Dr. G

Welcome Back Lancers!

This year we LAUNCH into Learning We are so happy to welcome you back to campus. if you are new to Longview we are excited you have chosen Longview for your student. We are looking forward to an amazing year filled with learning , laughter and memories.

First few weeks...

The first few weeks of school are filled with routines and procedures and practice, practice, practice. We will be doing some baseline assessments and screeners so we can assess our students and begin to provide targeted support and services.

JULY/AUG 2021

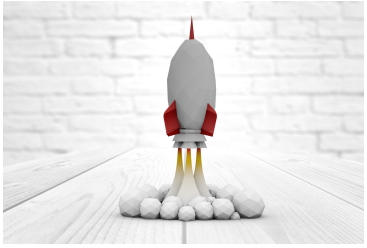
LONGVIEW LINK

Social Emotional Learning

One way that we stay healthy, active, and focused on learning at Longview is through the use of Brain Breaks.

Brain breaks are 1-5 minute activities that reset the students' energy levels and improve their ability to focus, retain information, and stay on task.

Some of our favorite brain breaks include: dance parties, Simon says, this or that, and exercise! Ask your student to share about their Favorite Brain Break.



21st Century News

We had a SUPER Summer program with 21st Century and the learning will continue this year. We will be offering STEM classes, Health and Wellness,Coding and more. If you are interested in enrolling your student contact the front office.

August

August is National Back to School month. But it is also a time to catch up on some outdoor activities. It is National Family Fun Month, National Golf Month and National Motorsports Awareness Month.

"KEEP YOUR FEET ON THE GROUND AND KEEP REACHING FOR STARS."- CASEY KASEM

Montecito Community School

The Mountain Lion Message

Issue No. 1 |August 2021

Letter from the Principal

Montecito Community School Families,

Our teachers and staff are excited to begin the 2021-2022 school year with you and your student. Our theme this school year is "GROWING TOGETHER." We are looking forward to working with each of you as we grow our school community, grow our knowledge as educators, and help your child grow into a lifelong learner.

This year, Montecito Community School is opening Osborn School District's first Montessori Pre-Primary classroom for students ages 3-5 yrs old. Please join me in welcoming Ms. Tere Obrochta to our school community. Joining Ms. Tere in the classroom will be her assistant, Lenda Rael. Both of these ladies have years of experience working in early childhood.

Our SEAS and Changemakers programs would like to welcome new Behavior Technician, Diana Renteria. Diana is a former Osborn student. We are excited to welcome her back to the Osborn Community.

I'm looking forward to getting to know, and working with all of you over the course of the school year.

Alicia Pierson

Enjoy a sneak peek inside Ms. Tere's room before school starts on August 9th.

Important Dates

August 9-First Day of School
September 6- Labor Day, No School

Building Information

Hours: 7:30am-4:00pm
Phone Number: 602-707-2500
Address: 715 E Montecito Ave
Phoenix, AZ 85014

Conscious Discipline

Conscious Discipline is an evidence-based, trauma informed approach to behavior management and classroom structure. Conscious Discipline pairs nicely with other programs used here at Montecito, such as Boys Town and The Zones of Regulation. The goal in utilizing all of these programs is to provide your child enrichment and support beyond academics. The ultimate goal is to support your child's growth beyond the classroom. Montecito Community School staff will have monthly professional development focused around Conscious Discipline. During the month of August, our focus will be on The Power of Perception. The idea behind this adult-centered power is, no one can make you angry without your permission.

Schoolwide Expectations

Over the summer, some members from our staff gathered for some professional development. During this time, we agreed on four schoolwide expectations for all members of our school community to follow. These expectations will be taught and reinforced throughout the school year.

Be Respectful
Be Responsible
Be Safe
Be Kind

Student Learning

The first few weeks of school are spent teaching and implementing classroom routines, proceedures, and expectations. Once students have "settled in", teachers will begin assessing each student. The information gathered from the assessments will help the teachers tailor the instruction to best fit each student's need.

Food Services

Breakfast and lunch are available daily to all students at no charge. Breakfast is served at 8:00am and lunch will be served between 11:30am-12:30pm.

Osborn Middle School

Providing an unrivaled education by creating multiple pathways for all students to achieve academic equity and excellence.

1879 est

An Osborn Education

AUGUST 2021

Welcome to the 2021-22 school year! For those of you who have chosen in person learning, we are thrilled to be able to welcome you back to campus on Monday, August 9. For those of you who have chosen virtual learning, we are excited to have you back in your online classes which also begin Monday, August 9. We have some familiar faces in new positions and some brand new teachers joining us this school year. I'm thrilled to announce Ms. Allison Ahl as our new assistant principal. Ms. Ahl comes to us from Agua Fria High School where she taught math. Ms. Liza Heath, who served as our 8th grade math and geometry teacher for the past six years is now our MTSS Specialist for the upcoming school year. Mr. Gerstner, who previously served as our SEI and 8th grade ELA teacher is now serving as our Master Teacher in charge of leading our ELA and social studies content teams.

Please also help me in welcoming our new staff members to OMS:

Ms. Tatiana Torres, Social Worker
Ms. Maude Dabney, 8th grade math
Ms. Megan Gunderson, Special Education- Self Contained
Ms. Erica Grant, 7th science
Ms. Audrey Ruiz, girls' P.E
Mr. Nick Balderrama, 7th ELA
Ms. Miriam Murray, Educational Assistant
Ms. Jaclyn Lindsey, Educational Assistant

OSBORN MIDDLE SCHOOL

Value of the Month: The Big 3

Osborn Middle School will focus on a value each month to support our students in succeeding both academically and socially. This month we will be on the look-out for students demonstrating the BIG 3!

Curriculum Department
Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: 8-17-21

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	We are thrilled to start the new year with our new team members! Our Teaching & Learning team is comprised of: ● Jennifer Page, Admin Assistant Extraordinaire ● Cathy Gentry, Director of Curriculum ● Monica Artea, Curriculum Specialist for Language Acquisition & Biliteracy ● Melissa Robinson, Curriculum Specialist for Data & Assessment ● Emerald Woodland, Federal Grants Specialist ● Romina Salgado, 21st Century Coordinator ● Abby Potter-Davis, Chief Officer for Learning & Equity Our team has identified these Teaching & Learning Focus Points to guide our professional development, support and focus this year.
Impact on Quality of Instruction or Student Achievement:	Guided by our Focus Points, our team is dedicated to supporting schools as they accelerate student learning and support students' emotional intelligence and well being.

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	For 7 amazing days in July, 43 Osborn staff members attended the Conscious Discipline Summer Institute in Litchfield. Each school and the district office was represented with a team, and we were thrilled to be joined by Dr. Robert. The intensive institute covered all aspects of Conscious Discipline, including the brain state model, the 7 Powers for Conscious Adults (Perception, Unity, Attention, Free Will, Acceptance, Love, Intention), the 7 Skills of Discipline (Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent, Consequences), and School Family Structures. Each school team also had time to plan how and what they would roll out to their colleagues during Welcome Back PD. As a district we have committed to providing monthly professional development on Conscious Discipline for all staff.

Director: Abby Potter-Davis Board Meeting Date: 8-17-21

Impact on Quality of Instruction or Student Achievement:	Conscious Discipline is an adult-first, trauma-informed, evidenced-based approach to social-emotional learning, community building and behavior management. We are committed to implementing Conscious Discipline in all classrooms because we know that students (and adults) who are regulated and cared for will achieve at high levels.

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Professional Development
Update:	On Tuesday, August 3 we were thrilled to welcome over 50 new teachers at our New Teacher Orientation at Longview Elementary. On the first day together we focused on three main topics--Conscious Discipline, TAP and Curriculum Programs/Resources--and also built in plenty of community building and school team time. The Teaching & Learning team worked closely with our wonderful Master Teachers to develop and deliver the professional development. The day ended with each school sharing a cheer they had created earlier in the day. On Wednesday, August 4 Dr. Robert welcomed the new teachers by reviewing our mission, vision and core values, and Human

	Resources, Business Services and IT provided important information. We concluded the second day by hopping on two buses and visiting each of our schools. New teachers spent the rest of the week working with leadership at their schools and in their classrooms.
Impact on Quality of Instruction or Student Achievement:	Our goal for this year's New Teacher Orientation was to provide new teachers with key knowledge and information so that they are well prepared to welcome their students on day one.

Department Focus: Data and Assessment: Evidence-based Teaching and Learning	
Focus of Update:	Professional Development
Update:	In Osborn, the 2021-2022 school year is bringing positive changes to how we provide equitable access and opportunities for all students to achieve. The Teaching and Learning Department is excited to launch a new approach to developing and implementing strong Multi-Tiered Systems of Support (MTSS) district-wide. To lead this work, each site has welcomed a MTSS Specialist who is tasked with leading the charge. Cutting edge experts Djabrayan Hannigan and Hannigan, define MTSS it as follows: "A systematic framework that requires the alignment and coordination of all the structures, conditions, and supports in place for designing levels or tiers of prevention (all), intervention (some), and remediation (few) for both academics and

	social well-being based on student data. The goal of implementing MTSS in this fashion is to create a school designed to serve the whole child.” With this definition in mind, we brought the MTSS specialists together for three meetings in July. To start off with a sense of purpose, we began by grounding ourselves in the why, what, and how of effective MTSS implementation. As this work is central to our purpose, it is our ongoing commitment to explore and unpack research-based implementation strategies regularly. The next phase of professional development launched our work with FastBridge: Osborn’s new assessment system. Early adopters/users of FastBridge, including Master Teachers and summer school staff, came together with the Teaching and Learning Department to provide an introduction and in-depth look at FastBridge for MTSS Specialists and administrators. Before taking the lead on our first district-wide FastBridge professional development, the MTSS team came together one last time to plan grade-level sessions to introduce FastBridge to teachers. We also used the meeting as an opportunity to develop quarterly goals for district-wide MTSS implementation, which will continue to evolve and strengthen throughout the school year.
Impact on Quality of Instruction or Student Achievement:	Last year's unprecedented events have left us all wondering about the academic and social-emotional impact on student learning. Osborn's commitment to developing and implementing Multi-Tiered Systems of Support sets us up to reject the idea of "learning loss" and to simply assess and respond to student needs, all while using research-based practices and data to drive our decisions about student learning.

Department Focus: Data and Assessment: Evidence-based Teaching and Learning	
Focus of Update:	Professional Development
Update:	On August 2, teachers gathered in grade level bands for district-wide professional development on our new assessment system: FastBridge. The MTSS specialists, supported by Master Teachers, developed and delivered the training to prepare staff members for the administration of universal screeners in the fall. The presentations were designed to provide context about the change from NWEA Map Testing to FastBridge, while also guiding

	teachers to understand screening, reporting, and navigating the new system. FastBridge also requires each test administrator to complete a short module within its system, ending with a certification quiz, to ensure standardization and to offer opportunities for practice with administering the screeners. Teachers were given time, with support as needed, to explore the modules and will be fully certified in the screeners required for their grade level before fall testing begins on August 16th.
Impact on Quality of Instruction or Student Achievement:	It is an exciting time to implement the FastBridge assessment system as it provides the data needed to develop, implement, and evaluate our Multi-Tiered Systems of Support across the district. The reporting features give us criterion and norm referenced results to understand student performance in math and reading. FastBridge also populates plans for intervention and progress monitoring. Our MTSS Specialists will be working with teachers to use the data and features from FastBridge so that each student receives the right type, and the right amount, of the supports needed to achieve.

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	On July 16th, members of the Teaching & Learning team kicked off the year with nine Master Teachers by facilitating a day of collaboration, information sharing, and planning for the New Teacher Orientation. The planning meeting included reviewing the role and responsibilities of Master Teacher, unpacking sections of the NIET Teacher Advancement Program, and discussing what will make an exemplary first Cluster cycle. Additionally, the Master Teachers developed three presentations for the first day of New Teacher Training on July 27th. Presentations were designed to introduce new teachers to the TAP rubric, Conscious Discipline overview, and Osborn curriculum offerings.
Impact on Quality of Instruction or Student Achievement:	This day of planning was geared toward continual improvement of teaching practices for both new and returning teachers. The focus was on making clear what is being taught and how we will monitor and measure the effectiveness of instruction.

Curriculum Department
Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: 8-17-21

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	One of the main outcomes of the July 16th meeting with members of the Teaching & Learning team and Master Teacher was related to our curriculum pacing documents. Master Teachers expressed a desire to have all of the Pacing Guides for the 20-21SY in one easy to access location. A Google Site was developed by Curriculum staff to house pacing guides by grade level and (Language Arts, Math, and Science) content areas.
Impact on Quality of Instruction or Student Achievement:	The creation of Teaching & Learning 21-22SY Google Site allows teachers to access the pacing guides for the content they are responsible for delivering as well as content that is offered in other grade levels. Arizona grade level standards and other supporting documents are linked within the website. The Site will support teachers with lesson planning and aid collaborative conversations amongst teams.

STUDENTSERVICES

DEPARTMENT HIGHLIGHTS

New moves

We are excited to announce some new changes within the Student Services department. One of the best measures of a school district is when its own students come back to serve as staff members and that is just what happened with both **Ms. Daniela Mendoza** and **Ms. Cristina Delgado!**

As an employee, **Ms. Mendoza** has served in different roles supporting our students and staff throughout the Osborn School District. Most recently, she served as the Human Resources Technician, helping staff navigate different processes of employment. While she will be missed around the HR office, we are excited to announce that Ms. Mendoza is transitioning to the role of **Special Services Administrative Assistant**. Ms. Mendoza will work closely with our special education team and with all of the teams that bring important services to our students!

Ms. Delgado returned to Osborn as a school social worker in the 2019-2021 school year at Encanto Elementary. Ms. Delgado has continued to bring organization and innovation to the social work team throughout her time here. Between her dedication, leadership, and new ideas, Ms. Delgado is the perfect fit for the new role of **Lead Social Worker** for the Osborn School District. In addition to serving the students of Encanto, Ms. Delgado will be leading the social work team across the district and ensuring equitable experiences for all of Osborn's families.

We look forward to seeing you shine in your new roles, Ms. Mendoza and Ms. Delgado!

Open Positions

Student Services positions we are still seeking qualified candidates to fill:

- Resource Teacher
- Autism Teacher
- Social Worker
- Aftercare Assistants
- Preschool Assistants
- Special Education Instructional Assistants
- Behavior Technicians

STUDENT SERVICES STRATEGIC PLANNING

Through the audit results from the Arizona Department of Education, we were provided with information to strengthen our Special Education structures and strategies across the District. In order to assist us in this work, we enlisted the help of WestEd's Special Education and Practice Team.

WestEd began with surveying our Osborn community and holding face to face interviews with parents, teachers, students, and other stakeholders. Through these personalized information sharing sessions, WestEd's team then created a comprehensive Special Education report as well as recommended action steps to create a strong program for our students with special needs.

Beginning in May, a District team began meeting with WestEd consultants to begin planning and implementing the suggested action steps. The team consists of Special Education District leadership, our Language Acquisition Specialist, our Curriculum Director, and our Chief Officer of Equity and Learning. This consulting relationship will continue into the beginning of fall as we roll out initiatives which are organized into five different themes -- Structure, Student Enrollment, and Comparison Analysis; Systems Alignment and Systems of Support; Policy and Process; Access and Achievement; and Building Capacity, Improving Culture and Communication.

We are so excited to see how our collaboration with WestEd will create transformative experiences for our students and families based on the community feedback and intentional action!

Technology Department Report

August 2021 - Jamal Dana

- **Operation Checking Back Devices:** We collected about 2500 student devices back. ***<u>We disinfect, test, wire, label, update, inventory, case and put them in mobile carts</u>***. All classrooms are ready to start using them. We added forms for teachers to help track devices and assign to specific students. Plus a *Chromebook Damaged Form* that teachers will fill out if the student damaged a device.

- **After Summer School Planning:** Summer school went well and we took back the mobile carts and got them ready for the new school year.

- **Librarians**: Met many times with librarians and discussed the Chromebook guide procedures to make sure students go to the libraries to swap damaged devices with consent of the teachers. During this summer, Storm and Dorinda helped us a lot especially that I had few techs resign and hired new techs. Thanks to Storm and Dorinda.

- **Dell laptops for staff:** We got 50 new Dell laptops for the Admin Team and district employees. We free up many laptops for about 50 new teachers.

- **New technology staff:** We hired Gerardo Batalla (Tech) and Jeff Williams (Assistant Engineer) they are of great help so far.

- **Sharp Copiers & Printers:** The copiers and printers project went well. Software to track activities was installed. We are getting badges to all users so they can be used as a logging method to the copiers.

- **SmartTvs:** We moved a couple Smart TVs to the newly opened classrooms at Encanto room 39 and 40. We fixed about six under warranty TVs during July.

- **New Web Filters:** We are getting a new web filter called Cisco Umbrella that will have more powerful features against Malware/Spyware websites.

- **ECF Emergency Connectivity Fund:** We are applying to the ECF grant to get 1100 devices and 200 hotspots for students that do not have devices at home or do not have internet access at home too.

- **E-rate:** Our E-rate applications got funded for this year.
  During November/December, I will be planning for next year's application.

- **Bandwidth upgrade**: Cox mounted new equipment at the district office awaiting the new firewall to arrive. We are looking to get our internet speed from 1000GB to 5000GB

Teach Department Team: Jamal, Derek, Zach, Gerardo (new) and Jeff (new)

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – VIII- A

Agenda Item
Approval of First Reading of ASBA Policy Revisions:

For Board: [X] Action [ ] Discussion [ ] Information

Background

BDF	Advisory Committees
BEDD	Rules of Order
BEDH	Public Participation at Board Meetings
BIB	Board Member Development
BIB-R	Board member Development
DIE	Audits/Financial Monitoring
DJ	Purchasing (Purchasing Ethics Policy)
EEAEA	Bus Driver Requirements, Training and Responsibilities
GBGB-R	Staff Personal Security and Safety
GCB	Professional Staff Contracts and Compensation
GCF	Professional Staff Hiring
GCH	Professional/Support staff Orientation and Training
GDB	Support Staff Contracts and Compensation
GDF	Support Staff Hiring
IC	School Year
IHA	Basic Instructional Program
IHE-E	Basic Instructional Program
IHAMB	Family Life Education
IHAMB-R	Family Life Education
IHAMD	Instruction Resources and Materials
IJ	Instructional Resources and Materials
IJJ	Textbook/ Supplementary Materials Selection Adoption
IKE-RB	Promotion and Retention of Students
IMB	Teaching about Controversial/Sensitive Issues
JFAA	Admission of Resident Students
JFAA-EA	Admission of Resident Students.
JFAA-EB	Admission of Resident Students
JFAB	Tuition/Admission of Nonresident Students
JFAB-EA	Tuition/Admission of Nonresident Students
JFAB-EB	Tuition/Admission of Nonresident Students
JFB	Open Enrollment
JICA-RB	Student Dress (Cloth Face Coverings)
JK	Student Discipline
JKD	Students Suspension
JKE	Student Expulsion
JLCB	Immunization of Students
JLCB-R	Immunization of Students
JLCB-E	Immunization of Students
JLF	Reporting Child Abuse/Child Protection
KB	Parental Involvement in Education
KI-RB	Visitors to Schools (cloth face Coverings)

Children want knowledge, challenge and recognition.
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This is our mission.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the first reading of ASBA policy revisions as recommended.

Moved _____ Seconded _____ P/F

Alph Code	Policy Name	Superintendent Notes	Recommendation
BDF	Advisory Committees	Policy BDF, Advisory Committees, is amended to make it clear that if a board creates an advisory committee or directs that the committee be created or appoints members to a committee, and that committee has the authority to act for the board or make recommendations to the board, the committee is covered as an advisory committee or subcommittee of the public body under the Open Meeting Law.	**Approval**
BEDD	Rules of Order	This change makes it clear that the Governing Board President has the authority to recess a meeting without a vote of the Governing Board to maintain decorum and Governing Board meeting rules of order.	**Approval**
BEDH	Public Participation at Board Meetings	Policy BEDH, Public Participation at Board Meetings, is amended to prohibit unsolicited commercial messages during Call to the Public	**Approval**
BIB, BIB-R	Board Member Development	House Bill 2906 has added statute A.R.S. 41-1494 which states, in part, that a political subdivision, including school districts and charter schools, may not expend public monies for board members for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity, or sex. This does not preclude any training on sexual harassment. Blame or judgment on the basis of race, ethnicity or sex is defined in the statute by seven (7) concepts which are listed in the regulation	**Approve with consideration of ADE Guidance for ARS 15-717.02.**
DIE	Audits / Financial Monitoring	HB 2018 pertaining to audits and financial records prescribes a requirement for school district governing boards or charter school governing bodies to publicly accept all audits and compliance questionnaires by roll call vote. This language has been added to A.R.S. 15-914 and to Policy DIE.	**Approval**
DJ	Purchasing (Purchasing Ethics Policy)	House Bill 2210 amended section 15-342, Arizona Revised Statutes, relating to school district governing boards by adding that the Governing Board may provide food and beverages at school district events, including official school functions and trainings, as allowed by the Arizona Constitution and policies of the Department of Education.	**Approval**

EEAEA	Bus Driver Requirements, Training, and Responsibilities	House Bill 2159 amended A.R.S. 28-3228, relating to driver licenses for school bus driver applicants, requiring school bus driver applicants to possess a commercial driver license issued by the Department of Public Safety or an acceptable alternate as described in the statute.	**Approval**
GBGB-R	Staff Personal Security and Safety	House Bill 2898 enacted a new statute, A.R.S. 15-342.05, which prohibits school districts and charter schools from requiring face coverings for students and staff during school hours and on school property. Additionally, the statute provides that a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction. GBGB-R, JICA-RB and KI-RB, PAs 687, 704, and 711, respectively, are regulations which may be revised/deleted by the Superintendent and communicated to the Governing Board. These regulations were first changed and added in Policy Advisory Volume 32, Number 2, released in July 2020 in response to the Governor's Executive Order on July 23, 2020 (EO 2020-51). PA 672, GBGB-R, was a revision. PAs 674 and 676, JICA-RB and KI-RB, were new documents and should be deleted. Take care revising GBGB-R, as this document has other necessary language that should be retained	**Not to be approved at this time**
GCB	Professional Staff Contracts and Compensation	House Bill 2268 added statutes A.R.S. 15-189 for Charter Schools and A.R.S. 15-341(45) for Traditional Public Schools requiring the School/District to provide each employee a total compensation statement categorized by benefit or payment that includes specific categories.	**Approval**
GCF	Professional Staff Hiring	Per House Bill 2023, before employing a certificated or noncertificated person, school districts and charter schools are required to conduct a search of the educator information system that is maintained by ADE on the prospective employee. School districts and charter schools are prohibited from employing in a position that requires a valid fingerprint clearance card either a certificated person whose certificate has been suspended, surrendered, or revoked and not subsequently reinstated, or a noncertificated person who has been prohibited from employment at a school district or charter school. The additions to Policies GCF and GDF are included in the newly enacted A.R.S. 15-505.	**Approval**

GCH	Professional/Support Staff Orientation and Training	House Bill 2906 has added statute A.R.S. 41-1494 which states, in part, that a political subdivision, including school districts and charter schools, may not require an employee to engage in and shall not use public monies for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity, or sex. This does not preclude any training on sexual harassment. Blame or judgment on the basis of race, ethnicity or sex is defined in the statute by seven (7) concepts.	
GDB	Support Staff Contracts and Compensation	See Discussion from policy GCB	**Approval**
GDF	Support Staff Hiring	See Discussion from policy GCF	**Approval**
IC	School Year	House Bill 2862 consisted of extensive amending of statutes 15-801, 15-901, and 15-1021, repealing section 15-861, and the addition of a new statute, 15-901.08, focusing on school instructional time. The primary directives are included in Policy IC, School Year, with emphasis on districts referring to the more specific information included in A.R.S. 15-901.08. Note that for the purposes of meeting the instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901, a school district governing board, after at least two public hearings in the school district, or a charter school governing body for one or more schools may adopt any instructional time models as prescribed in A.R.S. 15-901 to meet the minimum annual instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901 for all of the purposes described in A.R.S. 15-901.08. The two public hearings may be held as part of regular board meetings or as separate meetings and shall include public comment. The specifics of the new requirements are in the Arizona Department of Education School Finance release from July 12, 2021: HB 2862 FINAL Guidance (7-12).pdf (azed.gov)	**Approval**
IHA, IHE-E	Basic Instructional Program	SB1572 changed A.R.S. 15-211 and moved the deadline by which a District must have at least one (1) kindergarten through third (K-3) grade teacher in each school who has received training related to dyslexia. The new date is July 1, 2022.	**Approval**

IHAMB, IHAMB-R	Family Life Education	House Bill 2035 modified A.R.S. 15-113, Rights of Parents, and A.R.S.15-711, Sex Education Instruction. Arizona Administrative Code R7-2-303 was also updated. The salient portions of these changes have been placed in Policy IHAMB and in Regulation IHAMB-R, Family Life Education.	**Approval**
IHAMD	Instruction and Training in Suicide Prevention	An ASBA Policy Alert for Policy IHAMD, Instruction and Training in Suicide Prevention, was released in July 2020 to make districts aware of requirements from Senate Bill 1446 (Fifty-fourth Legislature, Second Regular Session) due to be met by July 1, 2021. School district governing boards and charter school governing bodies that issue identification cards to students in grades nine through twelve shall include on each new identification card at least one of the items described in A.R.S. 15-160 that are now included in Policy IHAMD. This language should be adopted by districts that issue identification cards to students in grades nine through twelve	**Approval**
IJ	Instructional Resources and Materials	Policy IJ, Instructional Resources and Materials, has been updated with additional language from A.R.S. 15-721 and A.R.S. 15-722 regarding the definition of “textbook.” As more districts move away from using physical copies of textbooks in favor of electronic options, the language clarifies that “textbook” includes printed instructional materials and digital content.	**Approval**
IJJ	Textbook / Supplementary Materials Selection Adoption	Policy IJJ, Textbook / Supplementary Materials Selection and Adoption, has been updated with additional language from A.R.S. 15-721 and A.R.S. 15-722 regarding the definition of “textbook.” As more districts move away from using physical copies of textbooks in favor of electronic options, the language clarifies that “textbook” includes printed instructional materials and digital content	**Approval**
IKE-RB	Promotion and Retention of Students	Senate Bill 1572 added language pertaining to promotion of students from the third grade regarding parent written notification, updates, and information to parents or guardians on the pupil’s progress. It adds a timeframe for when the District shall provide written notification of the pupil’s reading deficiency to the parent or guardian and adds more information to what the notification must include.	**Approval**

IMB	Teaching About Controversial /Sensitive Issues	House Bill 2898 added A.R.S. 15-717.02, which states that a teacher, administrator or other employee of a school district, charter school or state agency who is involved with students and teachers in grades preschool through twelve may not use public monies for instruction that presents any form of blame or judgment on the basis of race, ethnicity or sex. This language is added to Policy IMB. The Arizona Department of Education issued a release on "Understanding A.R.S. 15-717.02 regarding 'prohibited instruction' and its impact on teaching the History and Social Studies Standards" in July 2021. This may be accessed at the following site: https://www.azed.gov/sites/default/files/2021/07/Teacher%20Guidance%20for%20ARS%2015-717.02%20-%207.22.21%20.pdf	**Approve with consideration of ADE Guidance for ARS 15-717.02.**
JFAA, JFAA-EA, JFAA-EB **JFAB, JFAB-EA, JFAB-EB**	Admission of Resident Students Tuition / Admission of Nonresident Students	Senate Bill 1420 requires the state or any political subdivision of this state, including school districts and charter schools, to accept a consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques in issuing the consular identification card. Policies JFAA and JFAB and the related exhibits include the necessary language for schools. Biometric identification techniques include fingerprint identification and retina scans.	**Approval**
JFB	Open Enrollment	Substantive changes were made to A.R.S. 15-816.01 in House Bill 2898 pertaining to open enrollment. The required information is included in Policy JFB to clarify the statutory requirements set forth for open enrollment programs.	
JICA-RB	Student Dress (Cloth Face Coverings)	Delete See discussion on GBGB-R	**Not to be approved at this time**

JK	Student Discipline	The three policy advisories (JK, JKD and JKE) are based on changes to statute contained in House Bill 2123 pertaining to suspension and expulsion of students in kindergarten and grades one through four. Language regarding district regulation of off-campus student speech is added to Policy JK in response to the recent Supreme Court decision in Mahanoy Area School District v. B.L., 594 U.S. ___ (2021). In Tinker v. Des Moines School Dist., 393 U.S. 503 (1969), the Court ruled that districts may regulate on-campus speech that "materially disrupts classwork or involves substantial disorder or invasion of the rights of others." In Mahanoy, the Court writes that district "regulatory interests remain significant in some off-campus circumstances." Districts should confer with their attorney for guidance when questions arise about specific situations.	**Approval**
JKD	Student Suspension		**Approval**
JKE	Student Expulsion		**Approval**
JLCB **JLCB-R** **JLCB-E**	Immunization of Students	House Bill 2898 enacted a new statute, A.R.S. 15-342.05, which prohibits school districts and charter schools from requiring face coverings for students and staff during school hours and on school property and provides that a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction. Appropriate changes have been made in Policy JLCB and Regulation JLCB-R. Exhibit JLCB-E has been updated to include the 2021-2022 requirements.	**Not to be approved at this time**
JLF	Reporting Child Abuse/Child Protection	Senate Bill 1114 has added A.R.S. 15-160.01, describing the required posting related to suspected abuse and neglect of children, instructions to call 911, and directions for accessing the website of the Department of Child Safety for information on reporting child abuse, child neglect and the exploitation of children	**Approval**

KB	Parental Involvement in Education	Language was altered in A.R.S. 15-102, Parental involvement in the school, by House Bill 2035 which modifies the language pertaining to instruction, learning materials or presentations regarding sexuality, in courses other than formal sex education curricula. Policy KB includes this language which requires parents to opt their children in to any such instruction, learning materials, or presentations. It also reiterates language added to A.R.S. 15-113 requiring parental consent before providing sex education instruction to the student.	**Approval**
KI-RB	Visitors to Schools (Cloth Face Coverings)	Delete See discussion on GBGB-R	**Not to be approved at this time**

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ADVISORY COMMITTEES

The Board may, by majority vote, appoint ad hoc committees when deemed advisable. Recommendations of such committees cannot be binding on the Board; they may be advisory only. These committees will be responsible for presenting to the Board recommendations for action based on research and facts. Any such committee shall automatically be dissolved upon completion of its assignment.

If the Board creates an advisory committee or directs that an advisory committee be created or appoints members to an advisory committee, and that advisory committee has the specific purpose of making a recommendation concerning a decision to be made or considered or a course of conduct to be taken or considered by the public body, that committee is considered a subcommittee of the public body and is subject to the conditions of Arizona's Open Meeting Law.

The Governing Board President shall develop guidelines for each committee. These guidelines shall be approved by the Board prior to the first meeting of each committee and will include, but not necessarily be limited to, the following:

A. A written, specific statement of the purpose of the committee.

B. The dates on which interim and final reports of the committee are to be rendered.

C. The date or event upon which the committee will be terminated.

D. The extent to which facilities, supplies, equipment, and clerical support will be provided to each committee.

The Superintendent will ensure that the following actions are taken for each committee established by the Board:

A. Each committee member will be briefed on the requirements of the Arizona Open Meeting Law (A.R.S. 38-431) as it applies to committees of the Board.

B. Notices and agendas of all meetings of the committee will be posted.

C. All meetings will be open for public attendance.

D. If an executive session is authorized, all applicable requirements as presented in Policy BEC, Executive Sessions/Open Meetings will be followed.

E. Minutes will be taken and made available for public inspection three (3) working days after the meeting.

A representative of the Board and the Superintendent will serve as ex-officio members of all advisory committees.

Adopted: <-- z2AdoptionDate -->

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LEGAL REF.:
A.R.S.
38-431 *et seq*.

CROSS REF.:
BEC - Executive Sessions/Open Meetings

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RULES OF ORDER

The Board prescribes rules for its meetings as follows:

A. It shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called.

B. Each action item shall require a motion, and all motions shall require seconding.

C. The President may make or second motions and may vote on all motions.

D. A motion to adjourn is in order at any time. Such a motion shall require a second and a majority vote. No discussion is in order.

E. A motion to table is in order at any time. Such a motion requires a second and is limited to being considered only once on any given agenda item. No discussion is in order.

F. Rules of order may be subject to suspension only upon a majority vote of the members of the Board present at a meeting.

G. The Governing Board President may recess the meeting without a vote of the Governing Board in order to maintain decorum and Governing Board meeting rules of order.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-321
15-341

CROSS REF.:
BED - Meeting Procedures/Bylaws
BEDA - Notification of Board Meetings
BEDB - Agenda
BEDBA - Agenda Preparation and Dissemination
BEDC - Quorum
BEDF - Voting Method
BEDG - Minutes
BEDH - Public Participation at Board Meetings
BGF - Suspension/Repeal of Policy

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PUBLIC PARTICIPATION AT BOARD MEETINGS

All regular and special meetings of the Board shall be open to the public.

The Board invites the viewpoints of citizens throughout the District and considers the responsible presentation of these viewpoints vital to the efficient operation of the District. The Board also recognizes its responsibility for the proper governance of the schools and therefore the need to conduct its business in an orderly and efficient manner. The Board therefore establishes the following procedures to receive input from citizens of the District:

A. Any individual desiring to address the Board shall complete a form (Request to Address Board) and give this form to the Superintendent prior to the start of the Board meeting.

B. The Board President shall be responsible for recognizing speakers, maintaining proper order, and adhering to any time limit set. Questions requiring investigation shall be referred to the Superintendent for later report to the Board. Questions or comments on matters that are currently under legal review will not receive a response.

C. If considered necessary, the President shall set a time limit on the length of the comment period. In order to ensure that each individual has an opportunity to address the Board, the President may also set a time limit for individual speakers.

D. Personal attacks upon Board members, staff personnel, or other persons in attendance or absent by individuals who address the Board are discouraged. Policies KE, KEB, KEC, and KED are provided by the Board for disposition of legitimate complaints, including those involving individuals. Upon conclusion of the open call to the public, individual members of the Board may respond to any criticism made by an individual who has addressed the Board.

E. Presentations for unsolicited services will not be permitted. Companies or businesses offering services of possible interest to the District should send information to the District Office for distribution to appropriate School District Officials.

The Superintendent shall ensure that a copy of this policy is posted at the entrance to the Board meeting room, and that an adequate supply of forms is available.

Adopted: <-- z2AdoptionDate -->

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BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Governing Board members are encouraged to attend workshops presented by the county, state, and national school boards associations. Professional journals and books in the school libraries shall be available to every Board member.

No public monies can be used for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity or sex. This does not include any training on sexual harassment.

Blame or judgment on the basis of race, ethnicity or sex is defined in the statute by seven (7) concepts.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-342
41-1494

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REGULATION

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

"Blame or judgment on the basis of race, ethnicity or sex" is defined in statute by the following concepts:

1. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.

2. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.

3. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.

4. An individual's moral character is determined by the individual's race, ethnicity or sex.

5. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.

6. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.

7. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

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AUDITS / FINANCIAL MONITORING

The Governing Board directs the Superintendent to implement procedures that assure District compliance with all state and federal requirements for financial monitoring and audits. Contingent upon prescribed qualifying criteria, such requirements may include, but are not limited to, procedural reviews by the Office of the Auditor General and the federal Single Audit Act Amendments and Office of Management and Budget (OMB) Compliance Supplement June 2016.

The procurement of the necessary services shall be consistent with the District's policy on bidding and purchasing procedures. Any allocation of costs for the services shall conform to the requirements of the Uniform System of Financial Records (USFR).

A final report of each separate fiscal management review shall be presented to the Board for examination and discussion. After a report has been presented to the Board, it will become a matter of public record, and its distribution will not be limited. Copies of a final report shall be filed with appropriate state and other authorities.

<u>The Governing Board shall publicly accept all audits and compliance questionnaires by roll call vote.</u>

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.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-213
15-239
15-914
15-2111
41-1279.03
41-1279.04
41-1279.05
41-1279.07
41-1279.21
41-1279.22
A.A.C.
R7-2-902
USFR – Audit Requirements
2 CFR Part 200 Appendix XI, Compliance Supplement

CROSS REF.:
DICA - Budget Format

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PURCHASING

(Purchasing Ethics Policy)

The District's Governing Board members and employees shall not use their offices or positions to receive any valuable things or benefits that would not ordinarily accrue to them in the performance of duties if the things or benefits are of such value or character as to manifest a substantial and improper influence upon the performance of their duties.

The Governing Board may provide food and beverages at School District events, including official school functions and trainings, as allowed by the Arizona Constitution and policies of the Department of Education.

A person who supervises or participates in contracts, purchases, payments, claims or other financial transactions, or a person who supervises or participates in the planning, recommending, selecting or contracting for materials, services, goods, construction, or construction services of a school district or school purchasing cooperative is guilty of a Class 6 felony if the person solicits, accepts or agrees to accept any personal gift or benefit with a value of three hundred dollars ($300) or more from a person or vendor that has secured or has taken steps to secure a contract, purchase, payment, claim or financial transaction with the school district or school purchasing cooperative. Soliciting, accepting or agreeing to accept any personal gift or benefit with a value of less than three hundred dollars ($300) is a Class 1 misdemeanor.

Any person or vendor that has secured or has taken steps to secure a contract, purchase, payment, claim or financial transaction with a school district or school purchasing cooperative that offers, confers or agrees to confer any personal gift or benefit with a value of three hundred dollars ($300) or more on a person who supervises or participates in contracts, purchases, payments, claims or other financial transactions, or on a person who supervises or participates in planning, recommending, selecting or contracting for materials, services, goods, construction or construction services of a school district or school purchasing cooperative, is guilty of a Class 6 felony. Offering, conferring or agreeing to confer any personal gift or benefit with a value of less than three hundred dollars ($300) is a Class 1 misdemeanor.

For the purpose of this policy a *gift or benefit* means a payment, distribution, expenditure, advance, deposit or monies, any intangible personal property, or any kind of tangible personal or real property. A *gift or benefit* does not include food or beverage, expenses or sponsorships related to a special event or function related to individuals identified in this policy, nor does this include an item of nominal value such as a greeting card, T-shirt, mug or pen.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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A District employee who has control over personnel actions may not take reprisal against a District employee or that employee's disclosure of information that is a matter of public concern, including a violation of District policy or laws/regulations governing the District.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-213
15-323
38-503
38-504
Article IX, section 7, Constitution of Arizona (laws pertaining to travel and subsistence, gifts, grants, including federal grants, or devises)
Policies adopted by the Department of Education

CROSS REF.:
DJE - Bidding/Purchasing Procedures
GBEAA - Staff Conflict of Interest

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BUS DRIVER REQUIREMENTS, TRAINING, AND RESPONSIBILITIES

Bus drivers employed by the District or employed by contractors who provide transportation services to the District shall comply with applicable provisions of the Commercial Motor Vehicle Safety Act of 1986 and all applicable requirements of the state of Arizona.

Bus drivers shall submit an Identity Verified Fingerprint Card as described in A.R.S. 15-106 that the Department of Public Safety shall use to process the fingerprint clearance card as outlined in A.R.S. 15-106. A person who is issued a school bus driver certificate shall maintain a valid Identity Verified Fingerprint Clearance Card for the duration of any school bus driver certification period.

Bus driver applicants are required to possess a commercial driver license issued by the Department of Public Safety except that the applicant may possess a commercial driver license issued by another state if the applicant will be driving a school bus for a school district that is adjacent to that state.

The District will assume the cost of required physical examinations, and the drivers will assume the cost of obtaining valid commercial driver's licenses as required by law.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-106
28-857
28-3228
A.A.C.
R17-4-508 *et seq*.

CROSS REF.:
GBEFA - Staff Use of Digital Wireless Communications or Electronic Devices While Operating a Motor Vehicle
GDFA - Support Staff Qualifications and Requirements (fingerprinting requirements)

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REGULATION

STAFF PERSONAL SECURITY AND SAFETY

Threats

Any employee who is threatened with harm by an individual or a group while carrying out assigned duties shall immediately notify the school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office of the threat and together they shall take immediate steps in cooperation with the employee to provide every reasonable precaution for the employee's safety. Precautionary steps, including any advisable legal action, shall be reported to the Superintendent's office at the earliest possible time.

Eye Protective Devices

Every student, teacher, and visitor in public schools shall wear appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to:

A. Molten metals or other molten materials.

B. Cutting, shaping, and grinding of materials.

C. Heat treatment, tempering, or kiln firing of any metal or other materials.

D. Welding fabrication processes.

E. Explosive materials.

F. Caustic solutions.

G. Radiation materials.

The Board shall equip the schools with eye protective ware.

Schools may receive and expend federal, state, and local monies to provide eye protective devices.

For purposes of this procedure, *eye protective ware* means devices meeting the standards of the U.S.A. Standard Safety Code for head, eye, and respiratory protection, Z21-1959, and subsequent revisions thereof, approved by the United States of America Standards Institute, Inc.

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Cloth Face Coverings / Covid-19 Vaccine

As stipulated in A.R.S. 15-342.05, a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.

~~All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District buses or vehicles rented or leased by the District.~~

~~Cloth face coverings should not be worn by:~~

~~A. Children under the age of two (2);~~

~~B. Anyone who has trouble breathing;~~

~~C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.~~

~~The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.~~

~~Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.~~

~~A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.~~

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PROFESSIONAL STAFF
CONTRACTS AND COMPENSATION

Salaries in the District will be differentiated in relationship to duties and responsibilities.

The Superintendent will provide recommendations on salaries and fringe benefits to the Board.

The Board at any time may establish, within the budgetary constraints of the District, the salaries and benefits for all employees necessary for the succeeding year.

Every fiscal year, each School District employee will be provided a total compensation statement that is broken down by category of benefit or payment and that includes, for that employee, at least all of the following:

A. Base salary and any additional pay.

B. Medical benefits and the value of any employer-paid portions of insurance plan premiums.

C. Retirement benefit plans, including social security.

D. Legally required benefits.

E. Any paid leave.

F. Any other payment made to or on behalf of the employee.

G. Any other benefit provided to the employee.

Subject to the terms of employment contracts, the Governing Board at any time may reduce salaries or eliminate certificated teachers in the District in order to effectuate economies in the operation of the District or to improve the efficient conduct and administration of the District's schools. Notice of a general salary reduction shall be given each certificated teacher affected. These provisions do not apply to salary reductions from classroom site fund money.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-341
15-502
15-503
15-544
15-952
15-977

CROSS REF.:
GCF - Professional Staff Hiring
GCO - Evaluation of Professional Staff Members

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GCF ©
PROFESSIONAL STAFF HIRING

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by considering qualifications and by providing competitive salary schedules within the financial capability of the District, adequate facilities, and good working conditions.

Before employing a certificated or noncertificated person, school districts and charter schools shall conduct a search of the prospective employee on the educator information system that is maintained by the Department of Education.

A school district or charter school may not employ either of the following in a position that requires a valid fingerprint clearance card:

A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.

B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant A.R.S. 15-505.

Each school district and charter school shall annually submit to the Department of Education a list of certificated and noncertificated persons who are employed at the school district or charter school. The department shall issue guidance to school districts and charter schools regarding this requirement.

The Board has the legal responsibility of approving the employment of all employees. While this responsibility cannot be waived, the Board assigns to the Superintendent the process of recruiting staff members. In carrying out this responsibility, the Superintendent may involve other staff members as needed. All personnel selected for employment must be recommended by the Superintendent and approved by the Board. The Board adopts the following general criteria, which shall be utilized in the selection process for initial employment:

A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.

B. Candidates for professional positions shall be qualified for and have the training necessary to perform the instructional duties or functions for which they have applied.

C. Each candidate shall provide evidence of meeting state requirements for certification.

D. Each candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.

E. A "background investigation" - consisting of communication with the applicant's (or employee's) former employer that concerns education, training, experience, qualifications, and job performance for the purpose of evaluation for employment - shall be conducted on each individual to be considered for a recommendation of employment. Forms developed for this purpose are to be used.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that district and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

Before employment, schools or school districts shall verify the certification and fingerprint status of applicants who apply for school or school district positions that require certification.

Should the need arise to employ a teacher who meets the requirements for a conditional certificate before an applicant has obtained the appropriate valid fingerprint clearance card, the District may assist in obtaining the conditional certificate, and employ the teacher, by meeting all of the following conditions:

A. The District verifies in writing on a form provided by the Arizona Department of Education (ADE) the necessity for hiring and placing the applicant into service before a fingerprinting check is completed.

B. The District obtains from the Department of Public Safety a state-wide criminal record check on the applicant. Subsequent criminal records checks must be completed every one hundred twenty (120) days until a permanent certificate is received.

C. The District searches the criminal records of all local jurisdictions outside Arizona where the applicant has lived in the previous five (5) years.

D. The District obtains references from the applicant's current employer and two (2) most recent previous employers, except that for applicants who have been employed for at least five (5) years by the most recent employer, only references from that employer are required.

E. The District provides general supervision of the applicant until permanent certification is issued by ADE.

Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

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The Superintendent of Public Instruction may also impose any additional conditions or restrictions deemed necessary.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. 41-1750 is guilty of a class 6 felony.

A professional candidate's acceptance of a contract offer must be indicated within _____ (_____) days from the date of the written contract or the offer is revoked. Written notice of the deadline date for acceptance shall be included in the contract offer or an attachment to the contract offer. The candidate accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the candidate fails to accept the contract.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
13-3716
15-153
15-502
15-503
15-505
15-512
15-536
15-538.01
15-539
15-550
23-211
23-212
23-1361
38-201
38-231
38-232
38-766.01
41-1750
41-1756

CROSS REF.:
GCB - Professional Staff Contracts and Compensation
GCFC - Professional Staff Certification and Credentialing Requirements
(fingerprinting requirements)
GCO - Evaluation of Professional Staff Members

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PROFESSIONAL / SUPPORT STAFF ORIENTATION AND TRAINING

The Superintendent will establish a program to provide orientation for all new District employees. At a minimum, this program will cover the following items:

A. Goals, objectives, and programs of the District.

B. Personnel policies.

C. Sexual harassment.

D. Terms of employment.

E. General disciplinary rules and procedures.

F. Salary and fringe-benefit plans.

G. Self-improvement opportunities.

H. The evaluation program and name(s) of evaluator(s).

I. Handling of body fluids.

J. Child abuse reporting responsibilities.

School districts and charter schools may not require an employee to engage in and shall not use public monies for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity, or sex. This does not preclude any training on sexual harassment or lessons on recognizing and reporting abuse.

"Blame or judgment on the basis of race, ethnicity or sex" is defined in A.R.S.15-717.02 by seven (7) concepts.

For each violation of A.R.S.15-717.02, including subsequent or continued violations, a court may impose a civil penalty not to exceed five thousand dollars ($5,000) per school district, charter school or state agency where the violation occurs.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-153
15-341
41-1494

CROSS REF.:
IHAMD - Instruction and Training in Suicide Prevention

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SUPPORT STAFF CONTRACTS AND COMPENSATION

Support staff members are all employees of the District who are not required by state law or by a District policy, regulation, or job description to possess *teaching certificates* from the Arizona Department of Education for the purpose of performing their jobs, unless they are expressly designated as professional staff members in notices of employment or contracts executed by the Governing Board.

Employment Status

All support personnel are either term employees or at-will employees of the District.

Term employee. A term employee is a support staff member who is employed by the District pursuant to a written contract that specifies the duration of the employment contract, which shall not exceed one (1) year. All support staff members who are not term employees are at-will employees.

At-will employee. An at-will employee is a support staff member who is employed by the District for no specific term and who has no right of continued employment. The employment of an at-will employee may be terminated by action of the Governing Board without advance notice. No employee or Governing Board member shall have the authority to make any agreement or contract to the contrary or any agreement with an at-will employee for any specified period of time. No District policy or regulation or item within the District's handbook is intended to - and shall not operate to - create any property or contract rights inconsistent with the at-will employment status of support staff members.

Compensation

The Board will determine salaries and benefits of support staff employees, differentiated on the basis of duties and responsibilities.

Every fiscal year, each School District employee will be provided a total compensation statement that is broken down by category of benefit or payment and that includes, for that employee, at least all of the following:

A. Base salary and any additional pay.

B. Medical benefits and the value of any employer-paid portions of insurance plan premiums.

C. Retirement benefit plans, including social security.

D. Legally required benefits.

E. Any paid leave.

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F. Any other payment made to or on behalf of the employee.

G. Any other benefit provided to the employee.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-341
15-502
A.A.C.
R7-2-601 *et seq*.

CROSS REF.:
GDQB - Resignation of Support Staff Members

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SUPPORT STAFF HIRING

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by considering qualifications and by providing competitive wages within the financial capabilities of the District, adequate facilities, and good working conditions.

Recruitment of support staff personnel is the responsibility of the Superintendent. Other members of the administration and supervisory staff will assist as responsibilities are delegated by the Superintendent.

Before employing a certificated or noncertificated person, school districts and charter schools shall conduct a search of the prospective employee on the educator information system that is maintained by the department of education.

A school district or charter school may not employ either of the following in a position that requires a valid fingerprint clearance card:

A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.

B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant to subsection b of this section.

Each school district and charter school shall annually submit to the Department of Education a list of certificated and noncertificated persons who are employed at the school district or charter school. The department shall issue guidance to school districts and charter schools regarding this requirement.

The Board adopts the following general criteria and procedures, which shall be utilized in the selection process for initial employment:

A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.

B. Candidates for all positions shall be physically and mentally able to perform the duties of the position job descriptions for which they have applied.

C. Each candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.

D. A "background investigation" - consisting of communication with the applicant's (or employee's) former employer that concerns education, training, experience, qualifications, and job performance for the purpose of evaluation for employment - shall be conducted on each individual to be considered for a recommendation of employment. Forms developed for this purpose are to be used.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that District and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

A district may hire and place a noncertificated employee into service before receiving the results of the mandatory fingerprint check or a fingerprint clearance card has been issued or denied. However, until fingerprint clearance has been received, an applicant who is required or allowed to have unsupervised contact with pupils cannot be hired and placed into service until:

A. The District documents in the applicant's file the necessity for hiring and placing the applicant into service before a fingerprint check can be completed or a fingerprint clearance card is issued or denied.

B. The District obtains from the Department of Public Safety a statewide criminal records information check on the applicant. Subsequent criminal records checks are also required every one hundred twenty (120) days until the date that the fingerprint check is completed or the fingerprint clearance card is issued or denied.

C. The District obtains references from the applicant's current employer and two (2) most recent previous employers, except that for applicants who have been employed for at least five (5) years by the most recent employer, only references from that employer are required.

D. The District provides general supervision of the applicant until the date the fingerprint check is completed or the fingerprint clearance card is issued or denied.

Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

The District reports to the Superintendent of Public Instruction on June 30 and December 31 the number of applicants hired prior to the completion of a fingerprint check or the issuance of a fingerprint clearance card and the number of applicants for whom fingerprint checks or fingerprint clearance cards have not been received after one hundred twenty (120) days and after one hundred seventy-five (175) days of hire.

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The District may provide information received as a result of a fingerprint check required by section 15-512 to any other school district if requested to do so by the person who was the subject of the fingerprint check or communicate to any school district if requested to do so by the person who applied for a fingerprint clearance card whether the person has been issued or denied a fingerprint clearance card. A copy of any written communication regarding employment must be sent by the employer providing the information to the former employee's last known address.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. 41-1750 is guilty of a class 6 felony.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
13-3716
15-153
15-502
15-505
15-512
23-211
23-212
23-1361
38-201
38-481
41-1756

CROSS REF.:
GDFA - Support Staff Qualifications and Requirements
(fingerprinting requirements)

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SCHOOL YEAR

The school year shall be not less than one hundred eighty (180) instructional days.

Each instructional day shall consist of not less than the minimum amount of time prescribed in A.R.S. 15-901 for each respective program level. ~~Variance from this requirement may be sought under A.R.S. 15-861~~

The school district or charter school may satisfy any of the time and hours requirements prescribed in statute in any manner prescribed in the district's or charter school's instructional time model adopted under section 15-901.08.

Except as may be otherwise authorized by the Superintendent of Public Instruction to accommodate a year-round school operation or as otherwise prescribed under an instructional time model adopted pursuant to A.R.S. 15-901.08, the school year begins July 1 and ends June 30, and a school month is twenty (20) school days or four (4) weeks of five (5) days each.

Notwithstanding any other law, for the purposes of meeting the instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901, a school district governing board, after at least two (2) public hearings in the school district, or a charter school governing body for one (1) or more schools may adopt any instructional time models (ITM) as prescribed in A.R.S. 15-901 to meet the minimum annual instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901 for all of the purposes described in A.R.S. 15-901.08.

The Board shall establish the school calendar each year after recommendations from the Superintendent.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-341.01 (Laws 2000, 5th S.S., Ch 1 § 54)
15-801
15-854
15-855
~~15-861~~
15-881
15-901
15-901.08

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BASIC INSTRUCTIONAL PROGRAM

The various instructional programs will be developed to maintain a balanced, integrated, and sequential curriculum that will serve the educational needs of all school-aged children in the District. The curriculum will be broad in scope and provide for a wide range in rate, readiness, and potential for learning.

The instructional program shall reflect the importance of language acquisition/reading-skill development as the basic element in each student's education. The first priority of the instructional program will be language acquisition through a planned sequence of reading skills and language experiences beginning in the kindergarten program. The improvement of specific reading skills of students should be continuous throughout their education. Each school educating students in kindergarten and grades one (1) through three (3) shall have a reading program as required by A.R.S. 15-704 and applicable State Board of Education rules.

The second priority of the instructional program will be mastery of the fundamentals of mathematics, beginning in the kindergarten program.

The instructional program will ensure that on or before July 1, 202~~1~~2, at least one (1) kindergarten through third (K-3) grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15-219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.

Attention to the above-listed priorities shall not result in neglect of other areas of the curriculum.

The instructional program will include planned sequences in:

A. Language arts - reading, spelling, handwriting, English grammar, composition, literature, and study skills.

B. Mathematics experiences.

C. Social studies - history including Native American history, geography, civics, economics, world cultures, political science, and other social science disciplines.

D. Science experiences.

E. Fine and practical arts experience - art education, vocal and instrumental music, and vocational/business education.

F. Technology skills.

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G. Health and safety education.

H. Physical education.

I. Foreign or Native American language.

The planned program for all students shall also include library instruction, individual study, guidance, other appropriate instructional activities, and all instruction required under state law and State Board of Education regulations.

September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day, which is not a legal holiday. On Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

If Sandra Day O'Connor Civics Celebration Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday

The Superintendent is directed to emphasize the use of the resources developed by the State Board of Education relating to civics education which align with the academic standards in social studies pursuant to A.R.S. 15-701 and 15-701.01.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
1-319
15-203
15-211
15-219
15-341
15-501.01
15-701
15-701.01
15-704
15-710
15-741.01
15-802
A.A.C.
R7-2-301 *et seq*.

CROSS REF.:
IJNDB - Use of Technology Resources in Instruction

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EXHIBIT

BASIC INSTRUCTIONAL PROGRAM

Reading

For students in kindergarten (K) and grades one (1) through three (3), the District shall:

A. select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including motivational assessments, as defined by the State Board of Education;

B. conduct a curriculum evaluation;

C. adopt a scientifically based reading curriculum including the essentials of reading instruction;

D. provide ongoing teacher training based on scientifically based reading research;

E. devote reasonable amounts of time to explicit instruction and independent reading;

F. provide intensive reading instruction as defined by the State Board of Education to each student who does not meet or exceed the Arizona standards; and

G. review its reading program and take corrective action as specified by the State Board of Education whenever more than twenty percent (20%) of the third (3rd) grade students do not meet the Arizona standards.

H. ensure that on or before July 1, 202~~1~~2, at least one (1) kindergarten through third (K-3) grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15-219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.

I. ensure that, within forty-five (45) calendar days after the beginning of each school year or within forty-five (45) calendar days after a student enrollment occurs after the first (1st) day of school, every student who is enrolled in a kindergarten program or grade one in a public school in this state is screened for indicators of dyslexia, using the Department of Education (D.O.E.) dyslexia screening plan (the screening for indicators of dyslexia may be integrated with reading proficiency screenings as prescribed by the D.O.E.);

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J. provide notifications to parents of students who are identified as having indicators of dyslexia based on a screening for indicators; and

K. ensure that screening for indicators of dyslexia includes phonological and phonemic awareness, rapid naming skills, correspondence between sounds and letters, nonsense word repetition, and sound symbol recognition.

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Instruction in Sex Education

Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.

The school shall obtain signed, written consent from a student's parent or guardian before doing either of the following:

A. Using video, audio or electronic materials that may be inappropriate for the age of the student.

B. Providing sex education instruction to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

School districts and charter schools may not provide sex education instruction before grade five (5).

Before a parent provides written permission for the parent's child to participate in any sex education curricula, the school district or charter school shall make the sex education curricula available for the parent's review online and in person pursuant to A.R.S. 15-102(A)(2). The school district or charter school shall notify parents where the sex education curricula are available for review at least two (2) weeks before any instruction is offered pursuant to A.R.S. 15-711.

A school districts or charter school with existing sex education curricula shall include instruction on the laws relating to sexual conduct with a minor for pupils in grades seven (7) through twelve (12).

Each school district or charter school may develop its own sex education course of study or adopt an existing sex education course of study.

Before a school district or charter school offers sex education instruction, the school district governing board or charter school governing body shall review and approve the sex education course of study that is developed, adopted, revised, or updated.

The governing board or governing body:

A. Shall provide parents with a meaningful opportunity to participate in, review and provide input on any proposed sex education course of study before it is adopted.

B. May not approve a course of study unless it complies with A.R.S. 15-711.

Before approving any sex education course of study developed, adopted, revised, or updated pursuant to A.R.S. 15-711, the school district governing board or charter school governing body shall do all of the following:

A. Require that all meetings of committees that are authorized for the purposes of reviewing and selecting the sex education course of study be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Title 38, Chapter 3, Article 3.1.

B. Make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the governing board or governing body decides whether to approve that course of study.

C. Conduct at least two (2) public hearings within the sixty (60)-day period before the governing board or governing body decides whether to approve any course of study. Public comment may include written comments, oral comments and comments submitted through e-mail.

A school district or charter school is not required to provide sex education instruction to pupils. If a school district or charter school decides to provide sex education instruction after school hours, A.R.S. 15-711 and A.R.S. 15-102 apply.

Statute does not prohibit age and grade appropriate classroom instruction regarding child assault awareness and abuse prevention.

~~***Grades K - 8:***~~

~~A. Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.~~

~~B. Prior to offering sex education, the Board shall establish an *ad hoc* advisory committee with membership representative of the District's size and the racial and ethnic composition of the community to assist in the development of lessons and advise the Board on an ongoing basis.~~

~~C. The Board shall review the total instructional materials for lessons presented for approval.~~

~~D. The Board shall publicize and hold at least two (2) public hearings for the purpose of receiving public input at least one (1) week prior to the Board meeting at which sex education lessons will be considered for approval.~~

~~E. The Board shall maintain for viewing by the public the total instructional materials to be used in approved sex education lessons within the District.~~

~~F. The Superintendent shall, before recommending the offering of instruction in sex education, develop and implement regulations that meet the requirements of Arizona regulatory and statutory law.~~

~~G. If sex education is offered in grades seven (7) and eight (8) the curricula shall include instruction on the laws relating to sexual conduct with a minor.~~

~~***Grades 9-12:***~~

~~A. Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.~~

~~B. The Governing Board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.~~

~~C. The Board shall maintain for viewing by the public the total instructional materials to be used in all high school sex education courses to be offered.~~

~~D. If sex education is offered, the curricula shall include instruction on the laws relating to sexual conduct with a minor.~~

Certification of Compliance

The District shall certify, under the notarized signatures of both the Governing Board President and the Superintendent, compliance with A.A.C. R7-2-303. Acknowledgment of receipt of the compliance certification from the State Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District may provide instruction in kindergarten (K) through grade twelve (12) on acquired immune deficiency syndrome and the human immunodeficiency virus as authorized by Arizona law.

If instruction is to be offered at one (1) or more grade levels, the Superintendent shall develop and implement regulations on such instruction that conform to Arizona law.

Promotion of Childbirth

The District shall not endorse or provide financial or instructional program support to any program that does not present childbirth and adoption as preferred options to elective abortion.

The District shall not allow any presentation during instructional time or furnish any materials to pupils as part of any instruction that does not give preference, encouragement and support to childbirth and adoption as preferred options to elective abortion.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-115
15-341
15-711
15-716
A.A.C.
R7-2-303

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REGULATION

FAMILY LIFE EDUCATION

Instruction in Sex Education

Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law. Nothing in this regulation shall be construed to require a school district or charter school provide sex education instruction to pupils.

The school shall obtain signed, written consent from a student's parent or guardian before doing either of the following:

A. Using video, audio or electronic materials that may be inappropriate for the age of the student.

B. Providing sex education instruction to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities

School districts and charter schools may not provide sex education instruction before grade five (5).

Grades ~~K~~5 - 8:

A. *Elective lessons*. The District may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.

1. Such supplement may be taken by the student only upon the written request of the student's parent or guardian.

2. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.

~~3. Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-eighth (1/8th) of the school year for grades kindergarten (K) through four (4).~~

~~4.~~ Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-quarter (1/4th) of the school year for grades five (5) through eight (8).

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B. *Governing Board approval*. All elective sex education lessons to be offered must have prior approval from the Governing Board.

1. The Governing Board shall establish an advisory committee with membership representative of District size and the racial and ethnic composition of the community to assist in the development of lessons and advise the Board on an ongoing basis. All meetings of committees that are authorized for the purposes of reviewing and selecting the sex education course of study shall be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Arizona Revised Statutes Title 38, Chapter 3, Article 3.1.

2. The Governing Board shall review the total instructional materials and approve all lessons and curricula in the course of study to be offered in sex education.

3. The Governing Board shall make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the Board decides whether to approve that course of study. The Board shall publicize and hold at least two (2) public hearings within the sixty (60)-day period for the purpose of receiving public input at least one (1) week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval. Public input may include written comments, oral comments and comments submitted electronically.

4. The Governing Board shall maintain for viewing by the public, both online and in-person pursuant to A.R.S. 15-102(A)(2), the total instructional materials to be used in approved elective sex education lessons within the school district or charter school at least two (2) weeks before any instruction is offered.

C. *Format of instruction*:

1. Lessons shall be taught to boys and girls separately.

2. Lessons shall be ungraded and shall require no homework; any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.

3. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.

4. Lessons for grades seven (7) and eight (8) shall include instruction on the laws relating to sexual conduct with a minor.

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Grades 9 - 12:

A. A course in sex education may be provided in the high schools of Arizona.

B. This course may only be taken by the student at the written request of the student's parent or guardian.

C. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.

D. All meeting of committees that are authorized for the purposes of reviewing and selecting the sex education course of study shall be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Arizona Revised Statutes Title 38, Chapter 3, Article 3.1.

E. The Governing Board shall review the total instructional materials and approve all lessons and curricula in the course of study to be offered in sex education.

F. The Governing Board shall make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the Board decides whether to approve that course of study. The Board shall publicize and hold at least two (2) public hearings within the sixty (60)-day period for the purpose of receiving public input at least one (1) week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval. Public input may include written comments, oral comments and comments submitted electronically.

G. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.

H. The Governing Board shall maintain for viewing by the public, both online and in-person pursuant to A.R.S. 15-102(A)(2), the total instructional materials to be used in approved elective sex education lessons within the school district or charter school at least two (2) weeks before any instruction is offered.

Content of instruction (Grades ~~K~~5 - 12):

A. All sex education materials and instruction shall be age appropriate, shall recognize the needs of exceptional students, shall meet the needs of the District, shall recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

1. Emphasis upon the power of individuals to control their own personal behavior.

   Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.

2. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure.

Students shall be taught that it is wrong to take advantage of, or to exploit, another person.

3. Instruction on the laws relating to sexual conduct with a minor.

B. All sex education materials and instruction that discuss sexual intercourse shall:

1. Stress that students should abstain from sexual intercourse until they are mature adults.

2. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is one hundred percent (100%) effective.

3. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem.

4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy.

5. Advise students of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

School districts and charter schools shall make any existing sex education course of study available and accessible for review both online and in person.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District will develop its own course of study for each grade. At a minimum, instruction shall:

A. Be appropriate to the grade level in which it is offered.

B. Be medically accurate.

C. Promote abstinence.

D. Discourage drug abuse.

E. Dispel myths regarding transmission of the human immunodeficiency virus.

The District may request that the Department of Health Services, in conjunction with the Department of Education, review instruction materials to determine their medical accuracy.

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The District may request that the Department of Education provide the following assistance:

A. A suggested course of study.

B. Teacher training.

C. A list of available films and other teaching aids.

At the request of a parent, a student shall be excused from the instruction on acquired immune deficiency syndrome and the human immunodeficiency virus. The District shall notify all parents of their ability to withdraw their children from the instruction.

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INSTRUCTION AND TRAINING IN SUICIDE PREVENTION

School districts shall provide training in suicide awareness and prevention for school guidance counselors, teachers, principals and other school personnel who work with pupils in grades six through twelve (6-12). Each person who is required to obtain training shall complete that training at least once every three (3) years. The training must include the following:

A. Training in suicide prevention.

B. Training to identify the warning signs of suicidal behavior in adolescents and teens.

C. Appropriate intervention and referral techniques.

The training prescribed above must use evidence-based training materials and may be provided within the framework of existing in-service training programs offered by the School District or as part of professional development activities.

School personnel, entities or any other persons are not civilly liable for any actions taken in good faith pursuant to this requirement except in cases of gross negligence, willful misconduct or intentional wrongdoing.

Student Identification Cards

The District shall include at least one (1) of the following on each new identification card issued to a student in grades nine (9) through twelve (12).

A. The telephone number for a national suicide prevention lifeline.

B. The telephone number for a national network of local crisis centers.

C. A statement describing how to access a text-based emotional support service.

D. The telephone number for a local suicide prevention hotline.

The District may include the information described by printing the information on, or by affixing a sticker that contains the information to, the identification cards.

Adopted: <-- z2AdoptionDate -->

LEGAL REF:
A.R.S.
15-120
15-160
15-341
15-701.01

CROSS REF.:
IKF - Graduation Requirements

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Supplies

All students in the elementary (K-8) schools will have required textbooks and supplies furnished by the District.

The Governing Board shall furnish free required textbooks and related printed subject matter materials for high school students in grades nine (9) through twelve (12).

"Textbook" means printed instructional materials or digital content, or both, and related printed or nonprinted instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

A student or parent may purchase, at the price paid for the books, such books as are necessary for high school students. Students and their parents shall be held responsible for proper care of books and school property. Books must be kept clean and unmarked. Parents may be required to pay for any damage to school property.

The Superintendent is authorized to establish a replacement-fee schedule and make it available to students, staff members, and parents. Students and parents will be advised of this replacement-cost policy upon enrollment or at the beginning of each school year.

The District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

Access to Instructional Material by Parents and Guardians

The Superintendent shall establish procedures that permit parents or guardians of students enrolled in the District to have advance access to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District in accordance with the terms of this policy. A parent who objects to any learning material or activity on the basis that the material or activity is harmful, because of sexual content, violent content, or profane or vulgar language, may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

The request by the parent or guardian must be in writing and must specify the materials that the parent or guardian wishes to review.

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Such procedures shall make available at least one (1) copy of the materials for review by the parents or guardians. Printed textbooks, printed supplementary books, and printed subject-matter materials may be checked out from the District premises by parents or guardians for periods not to exceed forty-eight (48) hours. All other materials, including films, may be reviewed only on the District premises.

Parents or guardians will be notified when and where the instructional materials may be picked up or reviewed. Materials will be made available on a first-come, first-served basis.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-102
15-113
15-341
15-342
15-721 to 15-730

CROSS REF.:
ABA - Community Involvement in Education
IJND - Technology Resources
KB - Parental Involvement in Education

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TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The Board will approve and adopt all new textbooks and supplementary books. The Superintendent shall establish textbook selection procedures that shall provide for the appropriate involvement of staff members, students, and community members. These procedures may provide for the establishment of textbook selection committees. Recommendations from textbook selection committees will be forwarded to the Superintendent.

Textbooks and supplementary books for common schools recommended by textbook selection committees will be placed on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption.

Textbooks for high schools recommended by textbook selection committees will be place on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption. Information related to high school textbooks, which are proposed for approval, shall be placed on the District website.

In recommending books, the committees will strive for continuity of textbooks throughout the different grades and use the same book series in all classes of the same grade.

"Textbook" means printed instructional materials or digital content, or both, and related printed or nonprinted instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

Objectives of Selection

It is the responsibility of the school textbook committees to:

A. Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students served.

B. Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.

C. Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

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The Superintendent will establish procedures for the purchase and distribution of all necessary textbooks, supplemental books, and other related instructional materials from the adopted list free of cost to students.

Removal of Textbooks/Supplementary Materials

Textbook selection committees may recommend to the Superintendent that certain previously adopted textbooks or supplementary materials be deleted from the Board-approved list. Textbooks and supplementary materials will not be deleted without the approval of the Board.

Disposal of Learning Materials

The Board authorizes the Superintendent to establish regulations for the disposal of surplus or outdated learning materials when it has been determined that the cost of selling such materials equals or exceeds estimated market value of the learning materials.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-203
15-342
15-721
15-722
15-726

CROSS REF.:
DN - School Properties Disposition
IJL - Library Materials Selection and Adoption
KEC - Public Concerns/Complaints about Instructional Resources

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REGULATION

PROMOTION AND RETENTION OF STUDENTS

Competency Requirements for Promotion of Students from Third Grade

The District shall identify each student who is at risk of reading below grade level in kindergarten and grades one (1), two (2), and three (3). The District shall provide an annual specific written notification to parents or guardians of students in kindergarten programs and first (1st), second (2nd) and third (3rd) grades that a student who obtains a score on the reading portion of the state-wide assessment that does not demonstrate sufficient reading skills as established by the Board will not be promoted from the third (3rd) grade.

If the student's school has determined that the student is substantially deficient in reading before the end of grade three (3), the District shall provide to the parent or guardian of that student a specific written notification of the reading deficiency ~~that includes~~ within three (3) weeks after identifying the reading deficiency. That notification shall include the following information:

A. A Description of the student's specific individual needs.

B. A description of the current reading services provided to the student.

C. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The District shall offer more than one (1) evidence-based intervention strategy and more than one (1) remedial strategy developed by the State Board of Education for pupils with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose, in consultation with the student's teacher, the most appropriate strategies that will be implemented for the student.

D. Parental/guardian strategies to assist the student to attain reading proficiency.

E. The frequency with which the school district or charter school will provide timely updates and information to the parent on the pupil's progress toward reading proficiency.

F. A statement that the pupil will not be promoted from the third grade if the pupil obtains a score on the reading portion of the state-wide assessment that demonstrates the pupil is reading far below the third-grade level does not demonstrate sufficient reading skills, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for an exemption.

~~F~~G. A description of the District policies on midyear promotion to a higher grade.

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Competency requirements for the promotion of a student from the third (3rd) grade shall include the following:

A. The student shall not be promoted from the third (3rd) grade if the pupil obtains a score on the reading portion of the state-wide assessment required test that does not demonstrate sufficient reading skills as established by the Board, unless the student is exempt from mandated retention or the pupil qualifies for an exemption as determined by the Governing Board.

B. The Governing Board may promote from the third (3rd) grade a pupil who does not demonstrate sufficient reading skills if the pupil:

1. is an English learner or a limited proficient student as defined in section 15-751 and has had fewer than two (2) years of English language instruction.

2. is in the process of a special education referral or evaluation for placement in special education or a pupil who has been diagnosed as having a significant reading impairment, including dyslexia or is a child with a disability as defined in section 15-761 if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program. "Dyslexia" as defined in section 15-701 means a brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.

3. has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third-grade reading standards as evidenced through a collection of reading assessments approved by the State Board of Education, which includes an alternative standardized reading assessment approved by the State Board

4. receives intervention and remedial services during the summer or subsequent school year pursuant to those indicated below under "Intervention and Remedial Strategies Developed by the State Board of Education" and demonstrates sufficient progress based on guidelines issued pursuant to the description of the school district or charter school policies on midyear promotion to a higher grade.

C. The student has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).

A pupil may not be retained if data regarding the pupil's performance on the state-wide assessment is not available before the end of the current academic year. A pupil who is not retained due to the unavailability of test data must receive evidence-based intervention and remedial strategies as in the section immediately below if the third-grade assessment data subsequently does not demonstrate sufficient reading skills.

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Intervention and Remedial Strategies Developed by the State Board of Education (SBE) for Students Who Are Not Promoted from the Third Grade

The Governing Board shall offer more than one (1) of the intervention and remedial strategies developed by the SBE. The parent or guardian of a student not promoted from the third (3rd) grade and the student's teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies developed by the SBE shall include:

A. A requirement the student be assigned for evidence-based reading instruction by a different teacher who was designated in that teacher's most recent performance evaluation in one (1) of the top two (2) performance classifications pursuant to section 15-203.

B. Summer school reading instruction.

C. Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during and after the regular school day.

D. Small group and teacher-led evidence-based reading instruction, which may include computer-based or online reading instruction.

E. A requirement that a school district governing board or charter school governing body that promotes a pupil pursuant to the above provide annual reporting to the Department of Education on or before October 1 that includes information on the total number of pupils subject to the retention provisions of Policy IKE and this regulation, the total number of students promoted pursuant to Policy IKE and this regulation, the total number of pupils retained in grade three (3) and the interventions administered.

The intervention and remedial strategies developed by the SBE shall also:

A. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.

B. Develop interventions and remedial strategies for pupils in kindergarten programs and grades one (1) through three (3) who are identified as having reading deficiencies pursuant to section 15-704.

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TEACHING ABOUT
CONTROVERSIAL / SENSITIVE ISSUES

Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education.

The teacher holds a position of authority and respect in the classroom and community, and by virtue of that position has great influence in the formation of the values of all students. It must be clear that personal views are not a part of the instructional program and must be tempered by the responsibility to maintain professionalism.

To ensure that controversial issues are dealt with fairly and objectively, and with instruction as their goal, such issues may be a part of the curriculum as long as the following policies are observed:

A. Teachers should instruct students in the principles and techniques of the scientific method and provide opportunities for practice in applying established facts to specific problems.

B. Teachers should seek to develop in students the ideals of truth and honesty.

C. All personnel should seek to create an atmosphere in which difference of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints.

D. Constitutional guarantees of due process and freedom of speech will continue to be observed as to students and teachers alike when they are involved in a controversial issue.

E. Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.

F. Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.

G. Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

<u>A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not use public monies for instruction that presents any form of blame or judgment on the basis of race, ethnicity, or sex.</u>

<u>A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not allow instruction or make part of a course the following concepts:</u>

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A. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.

B. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.

C. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.

D. An individual's moral character is determined by the individual's race, ethnicity or sex.

E. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.

F. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.

G. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

Adopted: <-- z2AdoptionDate -->

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ADMISSION OF RESIDENT STUDENTS

A student who is a resident of the District and who meets the applicable age requirements established by state law shall be admitted without payment of tuition to the school in the attendance area in which the student resides and may be admitted as a resident transfer student to another school in the District in accordance with the District's open enrollment policy.

The following students are residents of the District:

A. A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the District.

B. A student who is an emancipated minor and whose place of residence is in the District. When determining whether a minor is emancipated, the Superintendent will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.

C. A student who is eighteen (18) years of age or older and whose place of residence is in the District.

D. A student who is homeless, and who attended a school in the District at the time of becoming homeless.

E. A student who resides with a family member living in the District while awaiting the outcome of a legal guardianship or custody proceeding if the family provides written documentary proof in accord with 15-821(D).

F. A student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order. The parent shall provide proof of residency in the District to the local education agency within ten (10) days after the arrival date provided on official documentation.

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the District. Such evidence of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. 15-802 *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule. PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS*.

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

A. Valid Arizona driver's license, Arizona identification card

B. Valid Arizona motor vehicle registration

C. Valid Arizona Address Confidentiality Program (ACP) authorization card.

A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.

D. Property deed

E. Mortgage documents

F. Property tax bill

G. Rental agreement or lease (including Section 8 agreement or off-base military housing)

H. Utility bill (water, electric, gas, cable, phone)

I. Bank or credit card statement

J. W-2 wage statement

K. Payroll stub

L. Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe located in Arizona

M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

N. A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

O. Temporary on-base billeting facility (for military families)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must have an *affidavit of shared residency* form completed indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. (JFAA-EB)

Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
15-802
15-816 *et seq*.
15-821
15-823
15-823.01
15-824
41-166
41-5001
42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015
42 U.S.C. 11432

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CROSS REF.:
IKEB - Acceleration
JFAB - Admission of Nonresident Students
JFABD - Admission of Homeless Students
JFB - Open Enrollment
JG - Assignment of Students to Classes and Grade Levels
JLCB - Immunizations of Students
JLH - Missing Students
JR - Student Records
JRCA - Request for Transfer of Records

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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EXHIBIT

ADMISSION OF RESIDENT STUDENTS

ARIZONA RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

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_____ Temporary on-base billeting facility (for military families)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit. (JFAA-EB)

_____ _____

Signature of Parent/Legal Guardian Date

Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019

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EXHIBIT

ADMISSION OF RESIDENT STUDENTS

STATE OF ARIZONA AFFIDAVIT OF SHARED RESIDENCE

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

_____

Location of my residence: _____

_____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

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_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20_____,

By _____.

My Commission Expires

_____ _____
Notary Public

Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019

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JFAB ©
TUITION / ADMISSION OF NONRESIDENT STUDENTS

For purposes of open enrollment a "nonresident pupil" means a student who resides in this state and who is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides. A student who is not a resident of the District but is a resident of Arizona who meets the age and other requirements for open enrollment established by state law and District policy shall be admitted to a school without payment of tuition.

A student shall also be admitted to a school *without tuition* payment, if:

A. The student is the child of a United States resident who is not a resident of Arizona, if this is in the best interest of the student and the student is placed with a relative per A.R.S. 15-823 and the placement is not to avoid tuition payment.

B. The student is a resident of the United States and evidence indicates that because the parents are homeless or the child is abandoned, as defined in A.R.S. 8-201, the child's physical, mental, moral or emotional health is best served by placement with a person who does not have legal custody of the child and who is a resident within the school district, unless it is determined that the placement is solely for the purpose of obtaining an education in this state without payment of tuition. *PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS*.

C. The student presents a certificate of educational convenience issued by the County School Superintendent pursuant to A.R.S. 15-825.

D. The student is a child of a nonresident teaching or research faculty member of a community college district or state university or a nonresident graduate or undergraduate student of a community college district or state university whose parent's presence at the district or university is of international, national, state, or local benefit.

The District shall admit the following students, *charging tuition* as prescribed in statute:

A. The child of an Arizona resident who is not a resident of the District, if the District provides a high school and the student is a resident of an Arizona common school district that is not in a high school district and that does not offer instruction in the student's grade. Special circumstances may apply in accordance with A.R.S. 15-2041 after three hundred fifty (350) students have been admitted.

B. For an Arizona resident who is not a resident of the District, if the district of residence provides only financing for students who are instructed by another school district and for students from a unified district that does not offer instruction in the student's grade.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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C. A pupil who is issued a certificate of educational convenience to attend school in the School District or adjoining the school district to that in which the pupil is placed by an agency of this state or a state or federal court of competent jurisdiction, as provided in A.R.S. 15-825.

The District shall admit a pupil who is the resident of a school district that has entered into a voluntary agreement with the District, charging tuition as agreed to in accordance with A.R.S. 15-824(E)(3).

The Governing Board may admit children who are residents of the United States, but who are nonresidents of this state, without payment of tuition if all of the following conditions exist:

A. The child is enrolled in a year-round residential boarding academy located in this state specializing in intensive instruction and skill development in sports, music or acting.

B. The child's parents have executed a current notarized guardianship agreement covering the child while enrolled at the academy, which is a condition of enrollment at the academy and authorizes academy representatives to act on the child's parent's or legal guardian's behalf in making all decisions on a daily basis as to the child's activities and needs for medical, educational and other personal issues.

The District may admit nonresident foreign exchange students without payment of tuition, or as it may otherwise prescribe.

The District shall not include in its student membership count students who are not Arizona residents. Unless authorized by statute, the District is prohibited from obtaining state funding for any student who is not a resident of the state.

"Residence" Defined

The residence of a student is the residence of the person having legal custody of the student, except as provided in A.R.S. 15-823 through A.R.S. 15-825.

Residency of the parent/guardian or surrogate may be determined by showing the individual's presence and intent to remain in the District. Documentation of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. 15-802 *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule*.

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi- generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must have an *affidavit of shared residency* form completed indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

A. Valid Arizona driver's license, Arizona identification card

B. Valid Arizona motor vehicle registration

C. Valid Arizona Address Confidentiality Program (ACP) authorization card.

A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.

D. Property deed

E. Mortgage documents

F. Property tax bill

G. Rental agreement or lease (including Section 8 agreement or off-base military housing)

H. Utility bill (water, electric, gas, cable, phone)

I. Bank or credit card statement

J. W-2 wage statement

K. Payroll stub

L. Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe

M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

N. A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

O. Temporary on-base billeting facility (for military families)

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Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
8-201
15-802
15-816 through 15-816.07
15-821
15-823 through 15-825
41-166
41-5001
42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015

CROSS REF.:
IKEB - Acceleration
JFABD - Admission of Homeless Students
JFB - Open Enrollment
JG - Assignment of Students to Classes and Grade Levels
JLCB - Immunizations of Students
JLH - Missing Students
JR - Student Records
JRCA - Request for Transfer of Records

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EXHIBIT

TUITION / ADMISSION OF NONRESIDENT STUDENTS

ARIZONA RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

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_____ Temporary on-base billeting facility (for military families)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit. (JFAB-EB)

_____ _____

Signature of Parent/Legal Guardian Date

Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019

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EXHIBIT

TUITION / ADMISSION OF NONRESIDENT STUDENTS

STATE OF ARIZONA AFFIDAVIT OF SHARED RESIDENCE

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

_____

Location of my residence: _____

_____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

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_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20_____,

By _____.

My Commission Expires

_____ _____
Notary Public

Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019

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JFB ©
OPEN ENROLLMENT

The District has an open-enrollment program as set forth in A.R.S. 15-816 and A.R.S.15-816.01 *et seq*. The open enrollment program described in this policy shall be placed on the District website and made available to the public on request.

No tuition shall be charged for open enrollment, except as authorized by applicable provisions of A.R.S. 15-764, 15-797, 15-823, 15-824, and 15-825.

School District policies shall include the information required by A.R.S. 15-816.01 (I) that is needed to request enrollment and that is consistent with guidance and state and federal law regarding pupil privacy and civil rights, and information regarding the provision of transportation or resources for transportation.

The policies must be easily accessible from the home page on each school's website and be available in English and in Spanish or in any other language used by a majority of the populations served by the school or School District.

A school district shall update on each school's website the school's capacity and whether the school is currently accepting open enrollment students, by grade level, at least once every twelve (12) weeks unless there are no changes to report for the individual school.

If a school has any other separate capacity by specialized program, the information required pursuant to this subsection shall also be posted by specialized program.

Schools shall accept pupils throughout the school year as capacity allows. Pupils who are denied access due to capacity shall be informed that they are on a wait list and of the details regarding the process prescribed in A.R.S. 15-816.01(E).

Pupils shall be selected as seats become available.

A school district shall enroll at any time any resident pupil who applies for enrollment to the school district.

A school district shall give enrollment preference to and reserve capacity for all of the following:

A. Resident pupils.

B. Pupils returning to the school from the prior year.

C. Siblings of pupils already enrolled.

A school district may give enrollment preference to children who:

A. Are in foster care.

B. Meet the definition of unaccompanied youth prescribed in the McKinney-Vento Homeless Assistance Act (P.L. 100-77; 101 Stat. 482; 42 United States Code Section 11434a).

C. Attend a school that is closing.

If a school remains open as part of a boundary change and capacity is available, students assigned to a new attendance area may stay enrolled in their current school.

A school district may give enrollment preference to and reserve capacity for all of the following:

A. Pupils who are children of persons who are employed by or at a school in the School District.

B. Resident transfer pupils and their siblings.

C. Pupils who meet additional criteria established and published by the School District Governing Board.

If remaining capacity at a school, as determined by the School District Governing Board, is insufficient to enroll all pupils who submit a timely request, the school or School District shall select pupils through an equitable selection process such as a lottery (but not limited to a lottery), except that preference shall be given to the siblings of a pupil selected through an equitable selection process such as a lottery.

Except as provided in A.R.S. 15-816.01, a school that is operated by a school district may not limit admission based on any of the following:

A. Ethnicity or race.

B. National origin.

C. Sex.

D. Income level.

E. Disability.

F. Proficiency in the English language.

G. Athletic ability.

Definition

Resident transfer pupil means a resident pupil who is enrolled in or seeking enrollment in a school that is within the school district - but outside the attendance area - of the pupil's residence.

Nonresident pupil means a pupil who resides in this state and who is seeking enrollment in a school district other than the school district in which the pupil resides.

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Enrollment Options

District resident pupils may enroll in another school district. Nonresident pupils may enroll in schools within this District, subject to the procedures that follow.

Information and Application

The Superintendent shall prepare a written information packet concerning the District's application process, standards for acceptance or rejection, and policies, regulations, and procedures for open enrollment. The packet will be made available to everyone who requests it.

The information packet shall include the enrollment application form and shall advise applicants that they must submit enrollment applications on or before _____ of each year to be considered for enrollment during the following school year.

Capacity

The Superintendent shall annually estimate how much excess capacity may exist to accept transfer pupils. The estimate of excess capacity shall be made for each school and grade level and shall take into consideration:

A. District resident pupils, including those issued certificates of educational convenience and those required to be admitted by statute.

B. The enrollment of eligible children of persons who are employed by the District.

C. Resident transfer pupils who were enrolled in the school the previous year.

D. Nonresident pupils who were enrolled in the school the previous year.

The Governing Board shall make the final determination of excess capacity. The excess-capacity estimates shall be made available to the public in _____ of each year.

Enrollment Priorities

If the Governing Board has determined that there is excess capacity to enroll additional pupils, such pupils shall be selected on the basis of designated priority categories from the pool of pupils:

A. Who have properly completed and submitted applications; and

B. Who meet admission standards.

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Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

A. Enrollment preference shall be given to resident transfer pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

B. Enrollment preference shall be given to nonresident pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

C. Enrollment preference shall be given to resident transfer pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

D. Enrollment preference shall be given to nonresident pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

~~Enrollment preference may be given to children who are in foster care.~~

Admission Standards

A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Notification

The District shall notify the emancipated pupil, parent, or legal guardian in writing by _____ whether the applicant has been accepted, placed on a waiting list pending the availability of capacity, or rejected. The District shall also notify the resident school district of an applicant's acceptance or placement on a waiting list. If the applicant is placed on a waiting list, the notification shall inform the emancipated pupil, parent, or legal guardian of the date when it will be determined whether there is capacity for additional enrollment in a school. If the pupil's application is rejected, the reason for the rejection shall be stated in the notification.

As provided by A.R.S. 15-816.07, the District and its employees are immune from civil liability for decisions relative to the acceptance or rejection of the enrollment of a nonresident student when the decisions are based on good faith application of this policy and the applicable statutory requirements and standards.

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Transportation of Students Admitted Through Open Enrollment

A resident transfer student is eligible for District transportation on routes within the attendance boundaries of the school to which the student has been accepted for open enrollment transfer. It is the responsibility of the parents or guardians of the resident transfer student to have the student at a designated pickup point within the receiving school's transportation area.

Nonresident open enrollment students are eligible for District transportation from a designated pickup point on a bus route serving the attendance area of the school to which the student has been admitted, or as may be otherwise determined by the District.

The District *may* provide transportation for open enrollment nonresident students who meet the economic eligibility requirements established under the national school lunch and child nutrition acts for free or reduced price lunches:

A. of not more than ~~twenty (20)~~ thirty (30) miles to and from:

1. the school of attendance, or
2. a pickup point on a regular District transportation route, or
3. for the total miles traveled each day to an adjacent district.

The District *shall* provide transportation for nonresident transfer students with disabilities whose individualized education program (IEP) specifies that transportation is necessary for fulfillment of the program:

A. of not more than ~~twenty (20)~~ thirty (30) miles to and from:

1. the school of attendance, or
2. a pickup point on a regular District transportation route, or
3. for the total miles traveled each day to an adjacent district.

Exception

Should there be excess capacity remaining for which no applications were submitted by the date established, the Superintendent, upon approval by the Board, shall authorize additional enrollment of nonresident pupils:

A. Up to the determined capacity.

B. On the basis of the order of the completed applications submitted after the notification date established in this policy.

C. Without regard to enrollment preference.

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D. As long as admission standards are met.

~~E. Whose applications are submitted by _____.~~

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
8-371
15-341
15-764
15-797
15-816 *et seq*.
15-823
15-824
15-825
15-841
15-922
42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015

CROSS REF.:
EEAA - Walkers and Riders
IIB - Class Size
JF - Student Admissions
JFAA - Admission of Resident Students
JFAB - Admission of Nonresident Students
JFABD - Admission of Homeless Students
JFABDA - Admission of Students in Foster Care
JG - Assignment of Students to Classes and Grade Levels

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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~~REGULATION~~

~~**STUDENT DRESS**~~

~~**(Cloth Face Coverings)**~~

~~All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District buses or vehicles rented or leased by the District.~~

~~Cloth face coverings should not be worn by:~~

~~A. Children under the age of two (2);~~

~~B. Anyone who has trouble breathing;~~

~~C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.~~

~~The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.~~

~~Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.~~

~~A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.~~

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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.

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

A. The pupil is seven (7) years of age or older.

B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:

1. Involves the possession of a dangerous weapon without authorization from the school.

2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.

3. Immediately endangers the health or safety of others.

4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:

a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

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c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. Has been documented by the school.

B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. Is unresponsive to targeted interventions as documented through an established intervention process.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

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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.

Confinement

If confinement is authorized by the Governing Board, in accordance with A.R.S. 15-843, the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.

B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

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(B)(3)).

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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.

Regulating Off-Campus Speech

While the District may regulate certain types of off-campus student speech, it must be mindful of student rights of expression under the First Amendment.

Circumstances that may implicate the District's off-campus regulatory interests include, but are not limited to:

A. Serious or severe bullying or harassment targeting particular individuals.

B. Threats aimed at teachers or other students.

C. The failure to follow rules concerning:

1. Lessons.

2. The writing of papers.

3. The use of computers.

4. Participation in other online school activities.

D. Breaches of school security devices.

The District may take affirmative steps to work with the student, short of discipline, to engage in future respectful and accountable digital citizenship.

Adopted: <-- z2AdoptionDate -->

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LEGAL REF.:
A.R.S.
13-403 *et seq*.
13-2911
13-3401
13-3411
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

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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.

Suspension of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. 15-843(K), as follows:

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

A. The pupil is seven (7) years of age or older.

B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:

1. Involves the possession of a dangerous weapon without authorization from the school.

2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401, or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.

3. Immediately endangers the health or safety of others.

4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:

a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

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b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. Has been documented by the school.

B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. Is unresponsive to targeted interventions as documented through an established intervention process.

The Superintendent may designate a hearing officer for suspension hearings.

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Regular Education Students

Suspension for ten days or less:

A. *Step 1*: The student will receive notice, written or oral, of the 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 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:

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 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.

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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 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.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

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, may be suspended or expelled from school, and educational services may be ceased, 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.

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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: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
13-3401
13-3411
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 REF.:
IHB - Special Instructional Programs
JK - Student Discipline
JR - Student Records

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EXPULSION OF STUDENTS

A recommendation to expel shall be by the Superintendent. 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.

Expulsion of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. 15-843(K), as follows:

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

A. The pupil is seven (7) years of age or older.

B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:

1. Involves the possession of a dangerous weapon without authorization from the school.

2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401, or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.

3. Immediately endangers the health or safety of others.

4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:

a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

b. The pupil’s ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

c. The pupil’s parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. has been documented by the school.

B. prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. is unresponsive to targeted interventions as documented through an established intervention process.

The Governing Board (**Option A**: will decide in executive session whether the Board will conduct an expulsion hearing or designate one (1) or more hearing officers to hear the evidence) **OR** (**Option B**: directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board).

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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.

A. *Step 1*: Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.

B. *Step 2*: If the Superintendent concurs with the recommendation, the Superintendent shall (**Option A**: present the recommendation to the Governing Board) **OR** (**Option B**: present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board).

C. *Step 3*: In each case in which a recommendation for expulsion receives approval by the Superintendent, (*and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer*), the Governing Board will meet in executive session:

1. to determine whether the nature of the accusations against the student justify an expulsion hearing,

2. to determine whether the hearing will be held before the Governing Board or before a hearing officer,

3. to designate a hearing officer if one will be used, and

4. 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.

D. *Step 4*: The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension.

E. *Step 5*: 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:

1. A statement of the charges and the rule or regulation violated.

2. The extent of the punishment to be considered.

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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 the student's expense.

7. 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.

8. Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.

F. *Step 6*: The parent, guardian or emancipated student shall 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 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.

9. 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.

10. If the hearing is held before the Governing Board the Board will conduct the hearing in executive session 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.

G. *Step 7*: 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:

a. 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.

b. 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.

H. *Step 8*: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. 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:

a. The time and place of the Board meeting at which the recommendation will be made.

b. That the recommendation may be appealed at the time the recommendation is made to the Board.

c. That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.

d. That the written appeal shall indicate a spokesperson on behalf of the student.

e. That the spokesperson will be given time to speak to the Board on appeal.

f. 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.

2. 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 suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

Readmittance procedure:

A. 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:

1. Be written and be directed to the attention of the Governing Board.

2. 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:

a. An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.

b. That such misconduct or similar misconduct will not be repeated.

c. A description of the student's activities since the expulsion.

d. Support of the student's application for readmission.

3. Be filed in the Superintendent's office.

B. 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.

C. 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:

A. Regular attendance – no unexcused absence.

B. No violation of school rules or policies.

C. Completion of all classroom tasks in a timely fashion, as directed.

D. 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.

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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: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
13-3401
13-3411
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 REF.:
IHB - Special Instructional Programs
JK - Student Discipline
JR - Student Records

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IMMUNIZATIONS OF STUDENTS

Subject to the exemptions as provided by law, immunization against diphtheria, tetanus, pertussis, poliomyelitis, rubeola (measles), mumps, rubella (German measles), hepatitis B, haemophilus influenzae b (Hib), and varicella is required for attendance of a student in a District school. A student's immunization record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of the required immunizations. The school administrator shall review the school immunization record at least twice each school year until the pupil receives all of the required immunizations. A student shall not be allowed to attend school without submitting documentary proof of compliance to the school administrator unless the student is exempted from immunization. On enrollment, the school administrator shall suspend that student if the administrator does not have documentary proof of compliance and the student is not exempted from immunization. A student who fails to comply with the immunization schedule shall be suspended from school attendance until documentary proof of compliance is provided to the school administrator, except that a homeless student shall not be suspended from attendance until the fifth (5th) calendar day after enrollment.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school.

<u>As stipulated in A.R.S. 15-342.05, a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.</u>

The District will cooperate with county and state health departments in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
<u>15-342.05</u>
15-871
15-872
15-873
15-874
A.A.C.
R9-6-203
R9-6-313
R9-6-350
R9-6-353

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R9-6-356
R9-6-365
R9-6-368
R9-6-372
R9-6-388
R9-6-701 through 707

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REGULATION

IMMUNIZATIONS OF STUDENTS

Subject to the exemptions in A.R.S. 15-873, immunization against each of the following diseases is required for attendance of a child in any school:

A. Diphtheria;

B. Tetanus;

C. Hepatitis B;

D. Pertussis;

E. Poliomyelitis;

F. Measles (rubeola);

G. Mumps;

H. Rubella (German measles);

I. *Haemophilus influenzae* type b (Hib);

J. Varicella; and

K. Meningococcal.

L. Hepatitis A, for a child one (1) through five (5) years of age in a day care program in Maricopa County.

Unless exempt in accord with R9-6-706, the schedule for compliance with the requirement for immunization against varicella is:

Grade student entering	as of September 1,
Kindergarten (K) through grade four (4) and grades seven (7) through ten (10)	2008
Kindergarten (K) through grade five (5) and grades seven (7) through eleven (11)	2009
Kindergarten (K) through grade twelve (12)	2010

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Unless exempt in accord with R9-6-706, the schedule for compliance for a student eleven (11) years or older who has not previously received the meningococcal vaccine is:

Grade student entering	as of September 1,
Grade six (6)	2008
Grades six (6) and seven (7)	2009
Grades six (6) through eight (8)	2010
Grades six (6) through nine (9)	2011
Grades six (6) through ten (10)	2012
Grades six (6) through eleven (11)	2013
Grades six (6) through twelve (12)	2014

The preceding schedules will remain in effect unless the school is notified by the Arizona Department of Health Services of a modification to one (1) or both of the schedules.

A child is in compliance with the requirements if the child has met the criteria of the appropriate immunization schedule as recommended by the Department of Health Services or is actively in the process of meeting such criteria as evidenced by having received one (1) dose of each of the required immunizations and has established a schedule for completion of the required immunizations.

A child shall not be allowed to attend school without submitting documentary proof to the school administrator unless the child is exempted from immunization pursuant to section 15-873. Upon enrollment, schools shall forbid attendance or (suspend) a student not meeting the requirements for immunization or exemption from immunization. Homeless students shall be referred to the liaison for homeless students and shall not be required to comply with the immunization requirements until the fifth (5th) calendar day after enrollment.

The admitting official shall deem the student to be in compliance with the requirements of this regulation if:

A. The student's immunization record complies with the documentary proof required pursuant to A.A.C. R9-6-704, and the student has received or is in the process of receiving all required age-specific vaccine doses according to Exhibit JLCB-E; or

B. An exemption from immunization is submitted in accordance with the procedures set forth in R9-6-706.

When the student's immunization record is not available at the time of enrollment, the school shall provide the responsible person with the following:

A. Notification of the lack of compliance with the immunization requirements;

B. A written notice that specifies when the required doses shall be completed, notes the availability of exemptions to immunization, and refers the student to a physician or local health department for review of the student's immunization history and provision of immunizations as needed; and

C. Notification that the student is suspended in accordance with 15-872 until an acceptable immunization record that meets the standards of documentary proof is presented to the school.

When immunization records are presented that do not comply with the standards for documentary proof, the school shall:

A. Notify the responsible person of the lack of compliance with the immunization requirements; and

B. Obtain a review and verification of the student's immunization record by or in consultation with a certificated school nurse, a public health nurse, a licensed physician, or an authorized representative of a local health department.

If the admitting official is unable to verify the accuracy of the student's immunization record pursuant to the preceding paragraph, the school shall provide to the responsible person:

A. A written referral to a physician or local health department for further review of the student's immunization history and provision of immunizations as needed; and

B. Notification that the student is suspended until an immunization record that meets the standards of documentary proof is presented to the school.

Each school shall maintain a current list of students without evidence of immunization or immunity to the diseases listed in R9-6-702, which shall include the names of all students with incomplete immunization histories or exemptions for personal or medical reasons where evidence of immunity has not been provided.

Schools shall forbid attendance by a student lacking proof of immunization or immunity against any of the immunization-preventable diseases as determined by the State Department of Health Services or local health department during periods of outbreaks of the diseases for which immunity is lacking. The announcement of an outbreak of disease and the length of the period of communicability shall be as declared by the state or local health department.

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Standards for Documentary Proof

Proof of immunity to the diseases listed in R9-6-702 shall be documented in accordance with R9-6-704.

Immunization records or statements of immunity shall be signed by a physician or authorized representative of a health agency.

Exemptions to Immunizations

As stipulated in A.R.S. 15-342.05, a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.

Students who have reached their fifth (5th) birthday shall be exempt from the Hib immunization requirement.

Students who have reached their seventh (7th) birthday shall be exempt from the pertussis immunization requirement.

Any student with laboratory evidence of immunity shall not be subject to immunization against that disease as a condition for attending school, provided that such evidence is submitted to the school.

In accordance with A.R.S. 15-873, documentary proof is not required for a student to be admitted to school if one (1) of the following occurs:

A. The parent or guardian of the student submits a signed statement to the school administrator stating that the parent or guardian has received information about immunizations provided by the Department of Health Services, understands the risks and benefits of immunizations and the potential risks of nonimmunization, and that, due to personal beliefs, the parent or guardian does not consent to the immunization of the student.

B. The school administrator receives written certification, signed by the parent or guardian and by a physician, that states that one (1) or more of the required immunizations may be detrimental to the student's health and indicates the specific nature and probable duration of the medical condition or circumstance that precludes immunization.

An exemption pursuant to the preceding subparagraph is valid only during the duration of the circumstance or condition that precludes immunization.

If a medical exemption is granted in accordance with A.R.S. 15-873, it shall be defined by the grantor as either permanent or temporary.

A. A permanent medical exemption may be provided for one (1) or more vaccines.

B. A temporary medical exemption shall specify the date of its termination. A student with a temporary medical exemption shall be allowed to attend school on the condition that the required immunizations are obtained at the termination of the exemption. The responsible person shall be notified of the date by which the student shall complete all required immunizations.

Any exemption granted in accordance with A.R.S. 15-873 shall be recorded on the school immunization record in the student's permanent file.

Students who lack documentary proof of immunization shall not attend school during outbreak periods of communicable immunization-preventable diseases as determined by the Department of Health Services or local health department. The Department of Health Services or local health department shall transmit notice of this determination to the school administrator responsible for the exclusion of the students.

Reporting Communicable Diseases

The administrator of a school shall submit by telephone a report to the local health department any case, suspected case, or outbreak of a communicable disease as follows:

A. Within twenty-four (24) hours after detecting a case or suspected case of:

1. Cryptosporidiosis
2. Enterohemorrhagic Escherichia coli
3. Haemophilus influenzae: invasive disease
4. Hepatitis A
5. Measles
6. Meningococcal invasive disease
7. Mumps
8. Pertussis (whooping cough)
9. Rubella (German measles)
10. Salmonellosis
11. Shigellosis

B. Within twenty-four (24) hours after detecting an outbreak of:

1. Conjunctivitis: acute
2. Diarrhea, nausea, or vomiting
3. Scabies
4. Streptococcal Group A infection

C. Within five (5) working days after detecting a case or a suspected case of:

1. Campylobacteriosis

2. Varicella (chicken pox)

The report shall include:

A. The name and address of the school

B. The number of individuals having the disease, infestation, or symptoms

C. The date and time the disease or infestation was detected, or the symptoms began

D. The number of rooms, grades, or classes affected and the name of each

E. Information about each affected individual to include:

1. Name,

2. Date of birth or age,

3. Residential address and telephone number,

4. Whether the individual is a staff member, student, child in care, or a resident,

F. The number of individuals attending or residing in the school, and

G. The name, address, and telephone number of the person making the report.

Other Required Reports

By November 15 of each year, the Superintendent shall submit a report on the immunization status of students to the state or local health department on a form provided by the Department.

Each Superintendent of a school whose nurses are authorized to administer vaccines or immunizing agents shall submit monthly reports to the county health department in accordance with the procedures set forth in R9-6-707. Reports are due by the fifth (5th) day of the following month.

An immunization record shall be maintained for each student in the school. Each immunization record shall include the following information:

A. Name of the student;

B. Date of birth;

C. The date of the student's admission to the school;

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D. The month and year in which each vaccine was received, except for measles, mumps, and rubella, for which the day, month, and year are required;

E. The type of immunizing agents administered to the student;

F. The date each dose of immunizing agent is administered to the student; and

G. The established schedule for completion of immunizations if the student is admitted to or allowed to continue to attend a school pursuant to section 15-872, subsection E.

By November 15 of each year, each administrator of a public-school-based day care program or preschool shall submit a report to the state or local health department on a form provided by the Department.

A school shall transfer an immunization record and signed requests for provision of immunizations, including any revocations thereof, with the mandatory permanent student record and provide at no charge, on request, a copy of the immunization record to the parent or guardian of the pupil.

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EXHIBIT

IMMUNIZATION OF STUDENTS

~~2018~~20-2019~~20~~21 ARIZONA SCHOOL IMMUNIZATION REQUIREMENTS

Arizona Guide to Immunizations
Required for Entry

Requirements are shown below as stated in Arizona Administrative Code, R9-6-702, Table 7.1 (B) and Table 7.2

Please review the Arizona Immunization Handbook for Schools and Child Care Programs along with the Vaccine Flowchart Resource ~~requirements by age and grade for school attendance.~~ for further information and details about school immunization requirements and exemptions.

Vaccines must follow *Advisory Committee on Immunization Practices* (ACIP) minimum intervals and ages to be valid.

~~A~~ The four (4)-day grace period ~~applies in most situations.~~ only applies to vaccine-administration minimum age and intervals. Refer to the Handbook for questions.

Vaccine	4 - 6 Years Old and attendance in Kindergarten or 1st grade	7 - 10 Years Old	11 Years and Older
HepB Hepatitis B ~~(Hep B or HBV)~~	3 doses The final dose of HepB must be given at 24 weeks of age or older. Only 3 doses ~~acceptable if dose #3 was received at or after 24 weeks of age; otherwise 4 doses~~ are required ~~with the final dose~~ if the 3rd dose was received at or after 24 weeks of age; otherwise 4 doses are required.		
Polio Poliomyelitis (IPV) Oral polio vaccine OPV)	4 doses The final dose of polio must be received at/after 4 years of age and at least six (6) months after the previous dose. Only 3 doses ~~acceptable if dose #3~~ are required if the 3rd dose was received on/after ~~4 years of age. Students who received 3 or 4 doses (with 4 weeks minimum intervals between doses) PRIOR to August 7, 2009 have met the requirement. The final dose of polio administered ON or AFTER August 7, 2009 must be given at a minimum of 4 years of age AND a minimum interval of 6 months following the previous dose~~ the child's 4th birthday and at least six (6) months after the 2nd dose. Additional doses may be needed to meet requirements.		

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MMR Measles, Mumps and Rubella ~~(MMR or MMR-V)~~	2 doses Minimum recommended age for dose #1 is 12 months. A 3rd dose will be required if dose #1 was given more than 4 days before 1st birthday. MMR and Varicella must be given on the same day or at least 28 days apart.		
VAR Varicella (chickenpox) ~~(VAR or MMR-V)~~	1 dose Minimum recommended age for dose #1 is 12 months. 2 doses, at least 4 weeks apart, are required if the 1st dose was given at 13 years of age or older. ~~MMR and Varicella must be given on the same day or at least 28 days apart.~~		
DTaP, Tdap, Td Diphtheria, Tetanus, and Pertussis	5 doses of DTaP~~, DTP or DT~~ The final dose of tetanus-diphtheria containing vaccine must be received at/after four (4) years of age and at least six (6) months after the previous dose. Only 4 doses are required if the 4th dose was received on/after ~~on or after~~ 4 years of age; in certain situations an additional dose may be required, up to a maximum of six (6) doses (before age seven [7]).	4 doses ~~of DTaP, DTP, DT, Tdap or Td~~ tetanus-diphtheria-containing vaccine (or combination of DTaP, Td or Tdap doses). At least one (1) dose at/after four (4) years of age and at least six (6) months from previous dose. 3 doses (with 1 at/after 4 years) is acceptable if the first dose was given on/after 1st birthday; otherwise refer for an additional dose. ~~Tdap given at ages 7-10 will meet the 11-year-old+ Tdap requirement.~~	1 dose of Tdap is required If the student does not have a Tdap but received a dose of tetanus-diphtheria-containing vaccine within the past five (5) years, refer for the adolescent Tdap dose when five (5) years has passed since that dose. If a student has received 1 valid dose of adolescent Tdap (age ten [10] years or older), no further doses are needed. Students must have ~~a~~ minimum series of four (4) doses of tetanus-diphtheria-containing vaccine; 3 doses ~~of tetanus/ diphtheria vaccine which may~~

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			~~include 1 Tdap.~~ ~~If Tdap has not been previously given, 1 dose of Tdap is required when at least 5 years has passed since the last dose of tetanus-containing vaccine~~ acceptable if the 1st dose was given on/ after 1st birthday.
MenACWY or MCV4 Quadrivalent Meningococcal ~~(MenACWY or MCV4)~~			1 dose of ~~quadrivalent meningococcal~~ MenACWY is required. A dose administered at 10 years of age will meet the requirement.

Arizona Immunization Program Office • 150 North 18th Avenue, Suite 120
Phoenix, AZ 85007 • (602) 364-3630
Last reviewed/revised June 2021

Exceptions and Additions to the Rules

The laws and rules governing school immunization requirements are Arizona Revised Statutes §15-871 - 15-874; and Arizona Administrative Code, R9-6-701 - 708. Please review the school requirements in Table 7.1 and "catch-up" schedule in Table 7.2, located in R9-6-701 - 708.

Students must have proof of all required immunizations in order to attend school. Parental recall or verbal history of any disease is not accepted; therefore these students must submit an ADHS medical exemption form. Specifically, with varicella (chickenpox), measles, or rubella disease a medical exemption with attached laboratory evidence of immunity is required. Arizona law allows K-12 immunization exemptions for medical reasons, lab evidence of immunity, and personal beliefs.

Homeless students and children in foster care are allowed a five (5)-day grace period to submit proof of immunization records (assuming that all other students have their immunization records submitted prior to attendance at school).

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For further information and guidance please review the Arizona Immunization Handbook for Schools and Child Care Programs along with Frequently Asked Questions.

Quick-Look Vaccine Exceptions and Conditions:

- Hepatitis B – A child has received the required number of doses of hepatitis B virus (HBV) vaccine to qualify for Arizona school and child care/preschool attendance if all of the following apply:

  There are at least 4 weeks between the 1st and 2nd dose of HBV vaccine;

  There are at least 8 weeks between the 2nd and final dose of HBV vaccine;

  There are at least 16 weeks (4 months) between the 1st and final dose of HBV vaccine; AND

  The child received the final dose of HBV vaccine when they were at least 24 weeks of age.

- Hepatitis B for students aged 11-15 years – 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage (10mcg/1.0mL) and type of vaccine must be clearly documented. If Recombivax was not the vaccine used, a 3-dose series is required.

- Meningococcal Vaccine – Only quadrivalent meningococcal ACWY vaccine doses will be accepted. The only quadrivalent meningococcal vaccines given currently in the U.S. are Menactra and Menveo. The Meningococcal Polysaccharide vaccine (Menomune) was a quadrivalent vaccine so is acceptable; however, production of this vaccine was discontinued in February 2017. Students who received this polysaccharide vaccine are considered acceptable for school requirements. No monovalent or bivalent meningococcal vaccinations will be accepted (MenA, MenB, MenC, or MenC/Y).

- Poliomyelitis (Polio) – The U.S. currently does not give anything other than IPV (inactivated polio vaccine) whereas some foreign countries still give the OPV (oral polio vaccine). OPV given prior to April 1, 2016 will be presumed to be trivalent and therefore acceptable, regardless of country of administration. Any OPV doses administered after April 1, 2016 are presumed to be bivalent and therefore unacceptable.

- Td Booster – A Td booster is required 10 years after the last dose of a tetanus-containing vaccine if student is still enrolled in school.

Source: Arizona Immunization Program Office

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REPORTING CHILD ABUSE / CHILD PROTECTION

Any school personnel or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. 36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Department of Child Safety (DCS) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone.

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports twenty-four (24) hours a day without wait times.

All reports made via the online website will *require the person making the report (reporting source) to provide contact information*. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All *emergency situations* where a child faces an immediate risk of abuse or neglect that could result in serious harm *must* still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, *must be reported*, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting *non-emergency* concerns via the Online Reporting Service at https://dcs.az.gov/about/contacts.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

Pursuant to A.R.S. 13-3620, such reports shall contain, if known:

A. The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.

B. The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.

C. Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

A report is not required under A.R.S. 13-3620 for conduct prescribed by A.R.S. 13-1404 and 13-1405 if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

A person who fails to report abuse as provided in A.R.S. 13-3620 is guilty of a class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. 13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any person who is employed as the immediate or next higher-level supervisor to or administrator of a person who is statutorily required to report is not required to report if the supervisor or administrator reasonably believes that the report has been made by the person who is required to report.

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Any school employee who has orally reported to DCS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

Each school that is operated by a school district and each charter school shall post in a clearly visible location in a public area of the school that is readily accessible to students a sign that contains all of the following:

A. In boldfaced type, the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children that is established pursuant to A.R.S. 8-455.

B. Instructions to call 911 for emergencies.

C. Directions for accessing the website of the Department of Child Safety for more information on reporting child abuse, child neglect and the exploitation of children.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
8-201
13-1404 *et seq*.
13-1410
13-3019
13-3212
13-3506
13-3506.01
13-3552
13-3553
13-3608
13-3619
13-3620
13-3623
15-160.01
15-514
46-451
46-454

CROSS REF.:
GBEB - Staff Conduct
GBEBB - Staff Conduct With Students
JKA - Corporal Punishment

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KB ©
PARENTAL INVOLVEMENT IN EDUCATION

The Superintendent, in consultation with parents, teachers, and administrators, shall develop procedures for parental involvement in the school(s). These shall include:

A. A plan for parent participation in the school designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline. The plan shall provide for the administration of a parent-teacher satisfaction survey.

B. A method by which parents may learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.

C. A procedure by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used and request an alternative assignment. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion or, because of sexual content, violent content, or profane or vulgar language.

D. A procedure by which parents or guardians of students enrolled in the District shall have access in advance to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District.

E. A procedure by which the District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

F. Procedures to prohibit the School District from providing sex education instruction to a student unless the student's parent provides written permission for the student to participate in the sex education curricula if the School District offers any sex education curricula pursuant to A.R.S. 15-711 on the requirement to include instruction to students in grades seven (7) through twelve (12) on laws relating to sexual conduct with a minor or 15-716 concerning instruction on immune deficiency syndrome, or pursuant to any rules adopted by the State Board of Education.

G. <u>A procedure by which the District shall obtain signed, written consent from a student's parent or guardian before providing sex education to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.</u>

~~G~~H. Procedures by which parents will be notified in advance of and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

~~H~~I. Procedures by which parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, extracurricular clubs, and activities that have been approved by the school.

~~I~~J. Procedures by which parents will be notified in advance of and given the opportunity to opt their children into any instruction, learning materials or presentations regarding sexuality, in courses other than formal sex education curricula.

~~J~~K. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

1. The right to opt into a sex education curriculum if one is provided by the District.

2. Open enrollment rights pursuant to A.R.S. 15-816.01, relating to the District policies on open enrollment.

3. The right to opt out of assignments pursuant to A.R.S. 1-601, Parents Bill of Rights. [See Exhibit KB-EB]

4. The right to opt a child out of immunizations as authorized by A.R.S. 15-873, relating to an outbreak of a communicable disease.

5. The promotion requirements prescribed in A.R.S. 15-701 for students in grades one (1) through eight (8).

6. The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. 15-701.01.

7. The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. 15-716.

8. The right to review their child's standardized norm-referenced test results pursuant to A.R.S. 15-743.

9. The right to participate in gifted programs pursuant as prescribed by A.R.S. 15-779.01.

10. The right to access instructional materials as directed by A.R.S. 15-730.

11. The right to receive the school's annual report card pursuant to A.R.S. 15-746.

12. The school attendance and age requirements for children prescribed in A.R.S. 15-802, 15-803 and 15-821.

13. The right to public review of courses of study and textbooks in the common schools (preschool programs through grade eight [8]), as prescribed in A.R.S. 15-721, and in high schools, prescribed in A.R.S. 15-722.

14. The right to be excused from school attendance for religious purposes as described by A.R.S. 15-806.

15. Policies related to parental involvement pursuant to A.R.S. 15-102 and set out herein.

16. The right to seek membership on school councils pursuant to A.R.S. 15-351, describing the purpose, duties, and membership of a school council. [Subject to the exemption of certain school districts exempted as described in A.R.S. 15-352.]

17. Information about the student accountability information system (SAIS) as prescribed in section 15-1042.

18. The right to access the failing schools tutoring fund pursuant to A.R.S. 15-241.

19. Access to the Arizona Department of Education (DOE) statutory handbook of parental rights, which is posted on the DOE website and is prominently posted on a publicly accessible portion of the District website with a link to the statutory handbook of parental rights with the title and sections as listed below.

a. Title 1, chapter 6.

b. Section 15-102.

c. Section 15-110.

d. Section 15-113.

e. Section 15-117.

f. Section 15-351.

g. Section 15-721.

h. Section 15-722.

i. Section 15-730.

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Optional language: **The following outlined items (to next double line) setting out the manner in which parents may be made aware of the District's Parental Involvement Policy are optional in whole or in part as determined by the local Governing Board.**

The District plan under this policy may also include:

A. Making parents aware of this District parental involvement policy, including:

1. Rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as revised (20 U.S.C. 1232g) relating to access to children's official records.

2. The parent's right to inspect the District policies and curriculum.

B. Efforts to encourage the development of parenting skills.

C. The communication to parents of techniques designed to assist the student's learning experience in the home.

D. Efforts to encourage access to community and support services for children and families.

E. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.

F. Identifying opportunities for parents to participate in and support classroom instruction at the school.

G. Efforts to support, with appropriate training, parents as shared decision makers and to encourage membership on school councils.

H. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.

I. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.

J. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.

K. Provide to parents the information in this policy in an electronic form.

==========

Resumés of all current and former instructional personnel shall be maintained and available for inspection by parents and guardians of pupils enrolled. The resumé shall include individual educational and teaching background and experience in a particular academic content subject area.

For the purposes of this policy *parent* means the natural or adoptive parent or legal guardian of a minor child.

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When a parent submits a written request for information to the Superintendent or a school principal during regular business hours:

A. The Superintendent or principal shall:

1. Deliver the requested information to the parent within ten (10) calendar days, or

2. Provide to the parent a written explanation for denial of the requested information.

B. If the requested information is denied or is not received by the parent within fifteen (15) calendar days:

1. The parent may submit to the Governing Board a request for the requested information, and

2. The Governing Board shall consider the request at the next scheduled meeting of the Board on which the request can be properly noticed. If the request cannot be properly noticed on the next scheduled meeting agenda, the Governing Board shall formally consider the request at the next subsequent public meeting of the Governing Board.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
1-601
1-602
15-101
15-102
15-110
15-113
15-117
15-249
15-341
15-351
15-721
15-722
15-730

CROSS REF.:
ABA - Community Involvement in Education
IHBD - Compensatory Education
IJ - Instructional Resources and Materials
IJND - Technology Resources
JHD - Exclusions and Exemptions from School Attendance
KDB - Public's Right to Know/Freedom of Information

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~~REGULATION~~

~~VISITORS TO SCHOOLS~~

~~(Cloth Face Coverings)~~

~~All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District buses or vehicles rented or leased by the District.~~

~~Cloth face coverings should not be worn by:~~

~~A. Children under the age of two (2);~~

~~B. Anyone who has trouble breathing;~~

~~C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.~~

~~The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.~~

~~Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.~~

~~A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.~~

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OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – VIII- B

Agenda Item
Approval of Delegate and Alternate as Discussed to Represent Osborn School District at the Arizona School Boards Association Delegate Assembly on September 11, 2021.

For Board: [X] Action [ ] Discussion [ ] Information

Background –
Selection of Delegate and Alternate Board Representative to ASBA Virtual Delegate Assembly, September 11, 2021.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve the delegate and alternate as discussed to represent Osborn School District at the Arizona School Boards Association Delegate Assembly on September 11, 2021.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – VIII- C

Agenda Item
Approval of Arizona School Boards Association's (ASBA) draft 2022 Political Agenda, and, direct the District's Delegate to the ASBA Delegate Assembly to Represent the Board's Determined Position

For Board: [X] Action [ ] Discussion [ ] Information

Background –
ASBA's Legislative Committee reviewed and discussed every submitted proposal at its meeting on June 4th. Most boards indicated support for items included in the 2021 Political Agenda, and the committee appreciated the support of ASBA's agenda to advance public education statewide.

This year, ASBA staff decided to present the proposed Political Agenda as a marked-up version of the prior year's agenda. During the Delegate Assembly, rather than discussing every item, Delegates will be able to focus on just the changes, additions, and deletions to streamline the process. Amendments and new items can still be proposed during the Delegate Assembly using the same process as years past.

This item will provide direction to the delegate and alternate of the Board's determined position on items listed on ASBA's draft 2022 Political Agenda.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve the direction of the District's delegate to the ASBA delegate assembly to represent the Board's determined position

Moved _____ Seconded _____ P/F

Arizona School Boards Association

TO: GOVERNING BOARD PRESIDENTS AND SUPERINTENDENTS

FROM: John Sparks, Legislative Committee Chair

DATE: July 6, 2021

SUBJECT: PROPOSED 2022 POLITICAL AGENDA AND DELEGATE ASSEMBLY PROCESS

Thank you for lending your voice to every public-school student in Arizona. Enclosed you will find ASBA's Vision, Mission, and Core Beliefs; and the proposed 2022 Political Agenda.

The Legislative Committee reviewed and discussed every submitted proposal at its meeting on June 4th. Most boards indicated support for items included in the 2021 Political Agenda, and the committee appreciates your overwhelming support of ASBA's agenda to advance public education statewide.

This year, staff has decided to present the proposed Political Agenda as a marked-up version of the prior year's agenda. During the Delegate Assembly, rather than discussing every item, Delegates will be able to focus on just the changes, additions, and deletions to streamline the process. Amendments and new items can still be proposed during the Delegate Assembly using the same process as years past.

The Delegate Assembly determines the positions of the Arizona School Boards Association. Registration for Delegate Assembly is now open. You may register via the registration page. **We look forward to seeing you at the Delegate Assembly on September 11th.**

The Delegate Assembly will be held in person again this year, at the JW Marriot Scottsdale Camelback Inn.

Please copy and distribute this ENTIRE packet to all board members and place the proposed 2022 Political Agenda on your next board agenda for discussion and to provide any instruction to your district delegate as to your board's position on proposed agenda items. A sample board agenda item has been included for your reference. While all board members and superintendents are welcome to attend the Delegate Assembly, each member district has only one official delegate.

Delegate registration can be completed online at this link..

Report of the ASBA Legislative Committee Draft 2022 Political Agenda

Adequately and Equitably Fund District Schools to at least the National Median per Pupil Funding

- Maximize state funding for nationally and locally competitive salaries to attract, recruit, and retain talented teachers and staff, including SUPPORT FOR THE AZ TEACHER'S ACADEMY AND EFFORTS TO INCREASE THE DIVERSITY OF THE TEACHING WORKFORCE, AND incentives for difficult to fill positions.
- Revise the School Finance formula to:
    - Provide a stable, dedicated revenue source less reliant on the general fund or annual legislative appropriation.
    - Provide dedicated school capital funding consistent with the constitutional requirement of a general and uniform public school system.
    - Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural & remote schools.
    - ~~Revise the funding formula to add funding for student mental health and well-being initiatives.~~ FUND DISTANCE LEARNING AT 100%
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Advocate to ~~preserve and protect the voters' original intent of Prop 301.~~ PROTECT VOTERS' INTENT IN FUNDING K-12 EDUCATION AND OPPOSE LEGISLATION THAT ATTEMPTS TO SUPPLANT OR DIVERT ADDITIONAL VOTER-APPROVED FUNDING STREAMS, SUCH AS PROP. 301 AND PROP. 208
- Index district additional assistance (DAA) funding for inflation
- Provide funding for new space before existing schools exceed their maximum capacity and become overcrowded, and provide dedicated and flexible ongoing maintenance funding, including ~~building replacement~~ REPLACEMENT OF BUILDINGS THAT HAVE EXCEEDED THEIR USEFUL LIFE. Advocate for capacity standards that reflect the design of instructional space.
- Eliminate unfunded mandates and administrative burdens.
- Return desegregation funding to a primary tax levy.
- Conduct an exceptional student services cost study to ensure students, including in rural or remote areas, ~~are being funded at the actual cost of their~~

~~services.~~ RECEIVE ADEQUATE FUNDING FOR THE ACTUAL COST OF THEIR SERVICES.

- Adequately fund the cost of student transportation.
- Provide funding for preschool programs IN THE K-12 FUNDING FORMULA.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.
- Prorate funding over the entire school year among all public schools that a student has attended during the year.
- Provide funding to individual districts to implement locally directed school safety programs as well as student mental health and wellbeing initiatives.
- Equitably invest in technology and reliable internet access for all students.
- ~~Adequately fund programs under exceptional student services.~~
- Provide funding for districts to improve student achievement by addressing social-emotional learning needs and create training programs for school staff in cultural proficiency and responsiveness.
- GIVE ALL DISTRICTS THE AUTHORITY TO PROVIDE AFFORDABLE HOUSING OPTIONS TO TEACHERS.

Preserve and Strengthen Local Control

- Ensure local control and flexibility in managing funds and programs when possible, given the Arizona constitutional requirements of a general and uniform public school system.
- Change “override/budget increase” language to better reflect what voters are being asked to support.
- Allow school districts greater flexibility in the divestiture or use of taxpayer-funded assets.
- Oppose legislative intrusion on school site budgeting decisions.
- Maintain exclusive local authority over any measure that would propose to consolidate and/or unify any number of school districts into a larger district.
- Support local board authority for student suspensions and TO ADOPT open enrollment POLICIES BASED ON CAPACITY.
- Support policy that eliminates the use of corporal punishment in Arizona schools.
- Amend current statute to allow school board members to use the E-Qual system in addition to in-person signatures to appear on the ballot.
- OPPOSE ANY LEGISLATION THAT HAS AS ITS INTENT TO LESSEN OR CURTAIL THE LEGAL AUTHORITY OF LOCAL SCHOOL BOARDS INCLUDING THEIR AUTHORITY TO APPROVE OR PRESENT CURRICULUM.

Improve Outcomes for All Students

- Increase the compulsory attendance age from 16 to 18 years OR THE ATTAINMENT OF A HIGH SCHOOL DIPLOMA OR GED.
- ~~Enact research-based reform of the English Language Learner model of instruction that may include primary language literacy to improve student achievement that does not segregate English Language Learners from English speaking peers; integrates reading, writing and oral language instruction; and incorporates multiple assessment measures to demonstrate English proficiency.~~ CONTINUE REFORMING ENGLISH LANGUAGE LEARNER MODELS OF INSTRUCTION TO INCREASE INTEGRATION OF ENGLISH LEARNERS AND GIVE SCHOOLS FLEXIBILITY AND RESOURCES TO ADMINISTER THEM.
- Fully restore 9th grade CTE/CTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow CTEDs to serve students through age 21 regardless of graduation status.
- Support policy that recognizes, respects, and promotes teaching as a profession.
- Defend against efforts to chill the free speech rights of school employees.
- State standardized testing shall not be used for any purpose other than a year over year measurement of student growth in the tested subject. RETHINK AND REDEFINE THE ROLE AND PURPOSE OF STANDARDIZED TESTING AND DEVELOP MEANINGFUL ASSESSMENTS.
- Support policy that protects school district employees and students from discrimination based on sexual orientation and gender identity.

Require Public Accountability for Taxpayer Dollars Spent on Education

- Establish financial and academic transparency for all institutions and individuals that accept public funds.
- Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (Student Tuition Organizations) and prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define “classroom spending” as both instructional spending and student support spending.
- Enforce financial requirements and seek recovery of improperly received and/or expended public funds by charter and private schools and organizations.

- OPPOSE ANY MEASURE THAT WOULD RESULT IN FEWER QUALIFIED VOTERS FROM BEING EASILY ABLE TO VOTE OR REGISTER TO VOTE.

~~Manage the Impact of COVID-19 on Public Schools~~

- ~~Hold school districts harmless for significant enrollment losses for school year 2020-2021.~~
- ~~Provide flexibility in seat time and attendance requirements for school districts for the 2020-2021 school year.~~
- ~~Suspend state standardized testing requirements for school year 2020-2021.~~
- ~~Enact a moratorium on school letter grades for school year 2020-2021.~~
- ~~Provide districts flexibility in teacher evaluation requirements and procedures.~~
- ~~Regulatory relief in the event the pandemic continues to (or does so at a future date) interrupt the academic year.~~
- ~~A state-funded program designed to bulk purchase sanitation supplies (i.e. PPE, cleaning supplies, etc.) for distribution to school districts & schools.~~
- ~~Funding for increased expenses incurred due to COVID-19, including costs to meet the social/emotional needs of students.~~
- ~~Technology modernization and accessibility to ensure students have the technology and equipment to use during times like these with the current COVID-19 pandemic.~~
- ~~Unless a public emergency is declared, maintain the right of school districts to close for safety concerns related to COVID-19 outbreak in the community.~~
- ~~Protect public schools from liability if a community member contracts COVID-19 while engaged in school-sponsored activities.~~

Model Governing Board Agenda Items

Model agenda item for selection of district delegate (may be consent if no discussion required)

1. Consideration and possible action to appoint [NAME] to represent [DISTRICT NAME] as the district delegate to the Arizona School Boards Association delegate assembly on September 11, 2021.

Model agenda item for board consideration of the draft political agenda in general session

1. Governing Board to discuss and may consider action to approve the Arizona School Boards Association's (ASBA) draft 2022 Political Agenda, and, direct the District's delegate to the ASBA delegate assembly to represent the Board's determined position.

Core Purpose (Mission):

We cultivate excellence in locally-governed school districts.

Core Beliefs:

- The basic life needs of children must be met for them to succeed.
- Meeting the unique educational needs of all students must be the foundation of ourschool systems.
- The governance of publicly-funded schools must lie with locally-elected andpublicly-accountable governing boards.
- The responsibility for student success is shared by students, parents, governingboard, district staff and the community.
- Public education funding must be broad-based, stable and at a level that assures allstudents are successful.
- Knowledgeable and professionally trained governing board members arefundamental for ensuring student success.
- Closing the opportunity and achievement gap is a moral and economic imperative that must be addressed to ensure all Arizona's students are successful.

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – VIII-D

Agenda Item
Approval of Paid Sick Leave Entitlement Benefits due to COVID-19 as a benefit of employment for the time period of July 1, 2021 to December 31, 2021.

For Board: [X] Action [ ] Discussion [ ] Information

Background –
The District administration is recommending that the Board approve paid sick leave benefits due to the COVID-19 pandemic. The Administration is recommending that the Board consider this benefit because federal benefits under the Families First Coronavirus Recovery Act have expired as of December 31, 2020. Approval of the benefit will provide the District with increased ability to manage outbreaks and will assist in maintaining the District's workforce to meet student needs.

The following conditions would apply:

- District will pay for up to 80 hours of paid leave provided the employee has not already exhausted emergency paid sick or expanded family and medical leave under the Families First Coronavirus Recovery Act (FFCRA) during 2020.
- This 80 hour paid leave benefit is available only to District employees upon their own individual confirmed diagnosis of COVID-19.
- The District will reinstate any personal or sick days that an employee has used if a COVID-19 positive test is provided, up to 80 hours.
- District will pay 2/3 pay up to $200 daily and $2,000 total for qualifying reasons including caring for an individual subject to a Federal, State or local quarantine or isolation order related to COVID-19.
- If a state or federal authority enacts legislation extending the benefits granted under the FFCRA, the District's proposed paid leave entitlement benefit is void.
- This benefit of employment will apply from July 1 through December 31, 2021.

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve extending Paid Leave Entitlement benefits as outlined above for the time period of July 1, 2021 to December 31, 2021.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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Agenda Item Number – VIII-E

Agenda Item
Suspension of a Portion of Governing Board Policy GCCA and Approval of Front Loading of Annual Leave Days

For Board: [X] Action [ ] Discussion [ ] Information

Background –
The District administration is recommending that the District frontload all annual leave hours for all employees at the end of the first pay period due to the COVID-19 pandemic. Providing the employees with additional flexibility with respect to their use of leave as a one-time benefit of employment will assist in retention and processing of the need for the use of leave.

To accomplish this recommendation, the District administration asks that the Board suspend a portion of Governing Board Policy GCCA - the first paragraph states as follows: "advancing two days annual leave to certificated teachers at the end of the first pay period of the school year with the rest accrued on a prorata basis". A recommended motion is below.

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve suspending the first paragraph of Governing Board Policy GCCA's to remove the sentence "advances two days annual leave to certificated teachers" for the 2021-2022 school year and approve advancing all annual leave hours for all employees at the end of the first pay period of the school year 2021/22 due to the COVID-19 pandemic.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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This is our mission.

Agenda Item Number – VIII- F

Agenda Item
2021-2022 School Year Tax Rates

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
In accordance with Arizona Revised Statutes, the Maricopa County Board of Supervisors will adopt a tax rate for your school district the third Monday in August and County School Superintendents must submit the tax information to the Property Tax Oversight Committee by July 24th for FY 2022 taxes.

Per A.R.S 15-991, the County School Superintendent will recalculate equalization and provide you with the tax forms as they are completed.

If you have a cash shortage issue and are planning to adjust your tax rate to generate the dollars, there is a statutory requirement A.R.S. 15-992.10. that the information and request must be submitted in writing to the School Superintendent's office

Legal
A.R.S. §15-991

Financial

FY2021 Rate	**FY2022 Rate**
Primary = $2.2064	Primary = $2.2138
Secondary= $2.2656	Secondary= $2.1729
Total = $4.4720	Total = $4.3867

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
Information item

Moved _____ Seconded _____ P/F

Office of the Maricopa County
School Superintendent
Steve Watson

Equalization & Property Tax Report

Prepared for:

OSBORN ELEMENTARY #8

Colleen Toscano
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For assistance or questions please contact:

Maricopa County School Superintendent,
Economic Management and Consulting
EMCTeam@maricopa.gov

Office of the Maricopa County
School Superintendent
Steve Watson

OSBORN ELEMENTARY # 8

EQUALIZATION BASE AND ASSISTANCE

	Weighted	Unweighted
PSD Student Count	19.6980	13.5850
K-8 Student Count	2,766.3330	2,388.8890
Total Elementary Student Count	**2,786.0310**	**2,402.47**
9-12 Student Count	0.0000	0.0000
Total Weighted Student Count	**2,786.0310**	**2,402.47**

	PSD - 8	9 - 12
Factor to be Used	1.0000	0.0000
Lessor of DSL or RCL	x $14,748,646	x $14,748,646
Equalization Base	$14,748,646	$0
Tuition Out High School *(TYPE 3 DISTRICTS ONLY)*	- $0	- $0
DAA Adjustment	$1,060,401	$0
Total Equalization Base	**$15,809,047**	**$0**

Primary Assessed Valuation		$510,095,484	
SRP Assessed Valuation		$1,185,000	
Gov't Property Lease Excise Tax		$0	
Total Valuation		**$511,280,484**	
		/ 100	
		$5,112,805	
Qualifying Tax Rate		x 1.7694	
Qualifying Levy		**$9,046,597**	
Equalization Assistance	*(PSD - 8)*	$6,762,450	*(Equalization Base - Qualifying Levy)*
	(9 - 12)	$0	

Total Equalization	**$6,762,450**

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OSBORN ELEMENTARY # 8

FINAL PRIMARY SCHOOL TAX RATES FOR FISCAL YEAR 2021-2022

	PSD - 8	9 - 12	TAX RATE
Equalization Base	$15,809,047.00	$0.00	
Equalization Base Tax Rate	3.0920	0.0000	
Lessor of QTR/EBTR	1.7694	0.0000	**1.7694**

A.R.S. §15-992(F)(1)

Trans RCL	$705,740.57			
Trans Support Level	$39,003.00			
	$666,737.57	TRCL less TSL Rate	0.1304	**0.1304**

A.R.S. §15-992(F)(2 through 9)

Other Costs in §15-910		$0.00	Tax Rate	0.0000	
Tuition Loss Adj		$0.00	Tax Rate	0.0000	
Small Schools Adj		$0.00	Tax Rate	0.0000	
Liabilities in Excess of Budget		$0.00	Tax Rate	0.0000	
Adjacent Ways Levy		$0.00	Tax Rate	0.0000	
Dropout Prevention		$0.00	Tax Rate	0.0000	
Deseg Costs		$0.00	Tax Rate	0.0000	
GPLET	$0.00 x QTR	$0.00			
Less GPLET Revenue		$0.00			
GPLET Rate		$0.00	Tax Rate	0.0000	
Tax Resolutions & Judgments	$255,496.00		Tax Rate	0.0500	
Correct Outstanding Cash Deficit	$1,350,000.00		Tax Rate	0.2640	
			Subtotal	0.3140	**0.3140**

Primary Net Assessed Values	$510,095,484.00
SRP Assessed Values	$1,185,000.00
Net Primary Tax Levy	$11,292,494.00
Net Primary Tax Rate	**2.2138**
MaximumAllowableTaxRate *(if applicable)*	N/A

Final Primary Tax Rate	**2.2138**

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OSBORN ELEMENTARY # 8

SECONDARY TAX RATE FISCAL YEAR 2021-2022

Bonds	CLASS A	CLASS B	BOND TOTAL	TAX RATE
Payment due July 2021	$0	$6,049,350	$6,049,350	
Payment due January 2022	$0	$1,002,333	$1,002,333	
Payment due July 2022	$0	$6,209,600	$6,209,600	
Auth Future Bond Payments	$0	$0	$0	
Fees and Defeasance	$0	$0	$0	
Delinquency Allowance (3% Delinquency Rate)	$0	$212,535	$212,535	
Total Required	**$0**	**$13,473,818**	**$13,473,818**	
Treasurer's Cash	$0	$6,176,791	$6,176,791	
SRP Contribution	$0	($16,912)	($16,912)	
Bond Levy	**$0**	**$7,280,115**	**$7,280,115**	
Bond Tax Rate	**0.0000**	**1.4272**	**1.4272**	**1.4272**

Overrides	MO	CAP OUTLAY	OVERRIDE TOTAL	
Override	$2,312,308	$1,500,000	$3,812,308	
SRP Contribution	($5,359)	($3,477)	($8,836)	
Override Levy	**$2,306,949**	**$1,496,523**	**$3,803,472**	
Override Tax Rate	**0.4523**	**0.2934**	**0.7457**	**0.7457**

Final Secondary Tax Rate	**2.1729**

Office of the Maricopa County
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OSBORN ELEMENTARY # 8

The Fiscal Year 2021-2022 Primary and Secondary Property Tax Rate calculations are attached for your review. The assessed valuations sent in February were used to calculate this year's rates. Please review the tax rates and information as this will be the recommendation to the Board of Supervisors to adopt on August 16, 2021. If you have concerns or possible changes that need to be addressed, please contact our office as soon as possible. Once your review is complete, please finalize the affidavit below and return via e-mail. This form must be returned no later than July 21, 2021.

AFFIDAVIT OF REVIEW AND CONCURRENCE
PRIMARY & SECONDARY TAX RATE COMPUTATIONS FOR FISCAL YEAR 2021-2022

OSBORN ELEMENTARY #8

I have reviewed the Fiscal Year 2021-2022 Property Tax Rate calculations as prepared by the Maricopa County Education Service Agency and concur with the resultant rates.

_____ _____
SIGNATURE ***DATE***

_____
TITLE

Primary Tax Rate:	**2.2138**
Secondary Tax Rate:	**2.1729**
Total Tax Rate:	**4.3867**

Please respond to ensure the information has been received.

MCESA Economic Management And Consulting
EMC_Team@maricopa.gov

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IX

Agenda Item
Board Development

For Board: [ ] Action [X] Discussion [X] Information

Background –

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Future Board Professional Development

A. ASBA Law Conference September 8-10, 2021 (in person)
B. ASBA Delegate Assembly September 11, 2021 (in person)

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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Agenda Item Number –X

Agenda Item
Reflections/Feedback on Meeting

For Board: ☐ Action ☒ Discussion ☒ Information

Background –
Reflect on the business of tonight's meeting. You may comment on how it aligns to our goals.

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
August 17, 2021
Board Meeting

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Agenda Item Number – XI

Agenda Item
Future Agenda Items

For Board: [ ] Action [X] Discussion [X] Information

Mr. Flamand

- Audio difficulties experienced with virtual meetings **(Michael Nilsson meeting with partnering district on set-up of YouTube channel livestream)**

Mr. Hermes

- Update on the new school year **(provided in regular Updates)**
- How the district is doing with the updated mitigation strategies **(presented at August 3 meeting)**
- Enrollment update **(to be provided to the Board during the first 2 weeks of school and at the 10th day; follow-up in regular updates in the monthly Board packet)**

Ms. Corbin

- Admin Retreat **(proposed date in early September, still awaiting approval from members)**

President Aguilar

- Update on site tour and enrollment processes **(tour to be in 2nd half of Board/Supt./Admin retreat)**

Agenda Item Number – XII

Adjournment

Moved _____ Seconded _____ P/F