GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
Regular Meeting of the Governing Board
July 9, 2020 4:00 p.m.

Public Notice - Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02.
The meeting's location is the Board Room of the District Office, 7301 N. 58th Avenue, Glendale.

The Board reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. At the chair's discretion, the Board may carry over consideration of any business not concluded by 9:00 p.m. to the next regular meeting's agenda. Governing Board members may participate via telephone conference call if necessary. The Governing Board reserves the right to convene to executive session for the purpose of obtaining legal advice from its attorney for any item listed on the agenda, in person or by telephone, pursuant to A.R.S. §38-431.03(A)(3).

GOVERNING BOARD COVID-19 MEETING PROCEDURES

Until further notice, the Glendale Elementary School District Governing Board will be enforcing the Center for Disease Control's health precautionary recommendation limiting all public gatherings to ten people. *Reference: Arizona Attorney General's Opinion dated March 13, 2020 Re: Concerns Relating to Arizona's Open Meeting Law and COVID-19).*

Members of the public can view the meeting livestream via the Glendale Elementary School District's YouTube Channel: **https://www.youtube.com/user/glendaleelementary;** or can call in to listen to the meeting by telephone at the numbers listed below. Please note members of the public will not be able to participate in the meeting, only to listen in or view the livestream. Community members may email in comments for Call to the Public to calltopublic@gesd40.org up until Noon on the day of the meeting, and the comments will be read into the record during the Call to the Public agenda item.

To listen to the Board meeting by telephone, call one of the following numbers:
>   1 (602) 666-0783 or 1 (408) 418-9388
>   Access Code: 960 622 628

Access to call in for the meeting will begin at 3:45 p.m. Callers will not hear anything until the meeting begins.

GOVERNING BOARD GOALS
1. Increase Student Achievement
2. Ensure the District's Financial Solvency
3. Attract and Retain Highly Qualified Staff

DISTRICT GOALS
Increase Student Achievement   Eliminate the Achievement Gap

1. **Call to Order and Roll Call**

2. **Opening Exercises**
   a. Adoption of Agenda
   b. Approval of Acting Clerk (if necessary)
   c. Offer of Spanish Interpretation
   d. Moment of Silence
   e. Pledge of Allegiance

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Public Hearing – 4:00 p.m.

At 4:00 p.m., the meeting will recess for the purpose of holding a public hearing on the proposed expenditure budget and truth in taxation for the 2020-2021 school year in accordance with A.R.S. § 15-905.01. Members of the public are invited to make comments and ask questions during the public hearing. Due to COVID-19 meetings are not open for the public to attend in person. Individuals wishing to participate in Item 3 Questions and Comments from the Public can do so via conference call: (602) 666-0783 or (408) 418-9388, Access Code: 960 622 628.

1. Presentation Regarding Proposed Budget
2. Questions and Comments from Board Members
3. Questions and Comments from Public via Conference Call
4. Adjourn Public Hearing and Reconvene Regular Meeting

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3. **Call to the Public**
   The public is invited to submit comments on any issue within its jurisdiction via email to be read to the Board during Call to the Public, subject to reasonable time, place and manner restrictions. Governing Board members are not permitted to discuss or take legal action on matters raised during open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Board members to do the following at the conclusion of the open call to the public: (a) Respond to criticism made by those who have addressed the Board; (b) Ask staff to review a matter; or (c) Ask that a matter be put on a future agenda.

   Those wishing to submit comments for Call to the Public may email their comments to calltopublic@gesd40.org up to Noon on the meeting date. The email will be read into the meeting record during the Call to the Public agenda item.

4. **Consent Agenda**
   a. Minutes
      It is recommended the Governing Board approve the minutes of the June 11, 2020 Regular Meeting, and June 25, 2020 Special Meeting as presented.

   b. Ratification of Vouchers
      It is recommended the Governing Board approve the expense and payroll vouchers as presented.

   c. Acceptance of Gifts
      It is recommended the Governing Board ratify and approve acceptance of gifts offered to the District as presented.

   d. Certified Personnel Report
      It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel as presented.

   e. Classified Personnel Report
      It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel as presented.

   f. Student Activity Fund Balance Statement
      It is recommended the Governing Board approve the Student Activity Fund Balance Statement for May, 2020 as presented.

   g. Department of Emergency and Military Affairs Applicant Agent
      It is recommended the Governing Board approve the Director of Finance and Purchasing as the Applicant Agent as required by Department of Emergency and Military Affairs, as presented.

5. **Reports and Information Items**
   a. Healthy Return Back to School Plan
      Administration will present report on the Healthy Return Back to School Plan.

6. **Action Items**
   a. 2020-2021 Expenditure Budget
      It is recommended the Governing Board approve the 2020-2021 Expenditure Budget as presented.

   b. Policy Revision Second Reading
      It is recommended the Governing Board approve the second reading and adoption of revised policy GBEB-Staff Conduct as presented.

   c. Arizona Online Instruction Application
      It is recommended the Governing Board approve the Arizona Online Instruction (AOI) Application to the Arizona State Board of Education as presented.

7. **Future Meetings and Events**
   a. <u>Future Meetings and Agenda Item Requests.</u>
      The Governing Board will review the list of upcoming Board meetings and potential agenda topics. Governing Board Members will have the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

8. **Summary of Current Events**
   a. <u>Superintendent Report</u>
      The Superintendent will present a brief summary of current events.

   b. <u>Governing Board Report</u>
      Governing Board Members will present brief summaries of current events, as necessary.

9. **Adjournment**

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.A.   TOPIC: Minutes

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: July 9, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the minutes of June 11, 2020 Regular Meeting and June 25, 2020 Special Meeting as presented.

RATIONALE:

Present: Ms. Monica Pimentel, President
                          Ms. Mary Ann Wilson, Clerk
                          Ms. Brenda Bartels, Member
                          Mr. Mike Martinez, Member
                          Ms. Sara Smith, Member

CALL TO ORDER AND ROLL CALL
The meeting was called to order by Ms. Pimentel at 4:00 p.m. She noted the presence of all five Board members, constituting a quorum.

OPENING EXERCISES
Ms. Smith moved to adopt the meeting agenda with this correction and Ms. Bartels seconded the motion. Upon call to vote, Mr. Martinez, Ms. Bartels, Ms. Wilson, Ms. Pimentel, and Ms. Smith voted 'aye', and the motion carried.

Ms. Pimentel called for a moment of silence followed by the Pledge of Allegiance.

CALL TO PUBLIC
None at this time.

CONSENT AGENDA
Ms. Wilson moved to approve the consent agenda with the exception of item 6.H., as presented and Ms. Bartels seconded the motion. Upon call to vote, Ms. Wilson, Ms. Bartels, Ms. Pimentel, Mr. Martinez and Ms. Smith voted 'aye', and the motion carried. The following items were approved:

Minutes   The Governing Board approved the minutes of the May 14, 2020 Regular Meeting, and May 28, 2020 Special Meeting as presented.

Ratification of
Vouchers   The Governing Board approved the expense and payroll vouchers as presented.

Acceptance of Gifts The Governing Board ratified and approved acceptance of the following gifts offered to the District:

Donor	Description	Cash Amount/ Est. Value	Recipient
Kroger	Check to School	$58.73	Burton
Box Tops for Education	Check to School	$2.30	Coyote Ridge
Salt River Project	Check to School	$1,000.00	Coyote Ridge
American Express Foundation	Check to School	$150.00	Desert Garden
American Express Foundation	Check to School	$150.00	Desert Garden
Kroger	Check to School	$118.01	Discovery
Box Tops for Education	Check to School	$8.00	Discovery
Box Tops for Education	Check to School	$56.10	GSA
Kroger	Check to School	$28.85	Imes
Dorian Studios	Check to School	$500.00	Sunset Vista

Certified Personnel The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

New Employment
1. Campa, Tanya	Teacher	$40,000	08/03/2020
2. Durana, Edgar	Teacher	$48,250	08/03/2020
3. Hofland, Ashley	Teacher	$40,000	08/03/2020
4. Mathieu, Cassandra	Teacher	$40,000	08/03/2020
5. O'Regan, Amber	Teacher	$40,000	08/03/2020

6. Ramirez, Jennifer	Psychologist	$55,728	07/27/2020
7. Richardson, Jacki	Counselor	$42,678.93	07/30/2020
8. Scott, Daniel	Teacher	$43,000	08/03/2020
9. Simmons, Johnna	Teacher	$40,000	08/03/2020
10. Willson, Ceaja	SELS	$42,678.93	08/03/2020

Resignation

1. Newberry, Jennifer	Teacher	Other Employment	05/22/2020

Classified Personnel   The Governing Board approved the following employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel:

New Employment

1. Edmiston, Berta	Ed. Assist-Ortho Impaired	$12.36	08/06/2020
2. Fore, Amanda	Social Worker	$48,875	07/13/2020
3. Miller, Timothy	Lead Help Desk Specialist	$17.50	06/01/2020
4. Souza, Albert	Ed. Assist Special Ed. Resource	$12.36	08/06/2020

Position Change

1. Dominguez Duarte Angela	from Trainee School Bus Driver to School Bus Driver	$15.19	05/15/2020
2. Montague, Terry	from Trainee School Bus Driver to School Bus Driver	$16.39	05/13/2020
3. Montes, Gerardo	from Att. Secretary to Receptionist/HR Assistant	$13.68	06/04/2020

Resignation

1. Bhakta, Anjali	Extended Day Activity Leader	Personal Reasons	05/21/2020
2. Floerke, Sara	Ed. Assist.	Personal Reasons	05/21/2020
3. Huaracha, Veronica	Family Services Advocate Liaison	Personal Reasons	05/21/2020
4. McCune, Paul	Warehouse Delivery Driver	Personal Reasons	05/21/2020
5. Rosas, Mathew	Ed Assist.	Personal Reasons	05/21/2020
6. Serrano, Raul	Diesel Mechanic	Personal Reasons	05/29/2020

Termination

1. Combs, Bonnie	Bus Monitor	05/21/2020

Correction to Resignation

1. Aguilar, Monica	School Secretary	05/15/2020

Student Activity Fund
Balance Statement   The Governing Board approved the Student Activity Fund Balance Statement for April, 2020 as presented.

Student Activities
Treasurer and
Assistant Treasurer   The Governing Board appointed the District Accounting Budget Supervisor as Student Activities Treasurer, and the Director of Finance and the Assistant Superintendent for Financial and Auxiliary Services as Student Activities Assistant Treasurers for the 2020-2021 fiscal year as presented.

Execution of
Vouchers   The Governing Board approved the annual, routine resolution authorizing the signing of vouchers between Board meetings, with ratification at the next meeting pursuant to A.R.S. §15-321.

Request for
Proposals   The Governing Board approved the award of Request for Proposals 21.03.25 for Afterschool Enrichment to Arizona Kids Think Too, The Be Kind People Project, Beginners Edge Sports Training, Eileen Morgan, Everyday Heroes CPR, In Motion, Mad Science, Gary Alpert-The Fly Guy, Tonto Creek Camp, Young Rembrandts, The Center for Proper Protocol and Etiquette, and Valley of the Sun YMCA, as presented.

Facility Use Fee
Schedule and
Agreement   The Governing Board approved the Facility Use Fee Schedule and Agreement as presented.

Travel   The Governing Board approved and ratified the requests for employee out-of-county
                         travel as presented.

The following item was pulled for separate action:

Chief Disbursing
Officer for Employee
Garnishments   Ms. Wilson moved to approve the Resolution appointing the Maricopa County Education
                         Service Agency (MCESA), Superintendent of Schools Office as the statutory agent for all
                         garnishment of wages made upon any employee of this District for the 2020-2021 Fiscal
                         Year. Ms. Bartels seconded the motion. Upon call to vote, the motion carried with votes
                         in favor from Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel. Mr. Martinez abstained
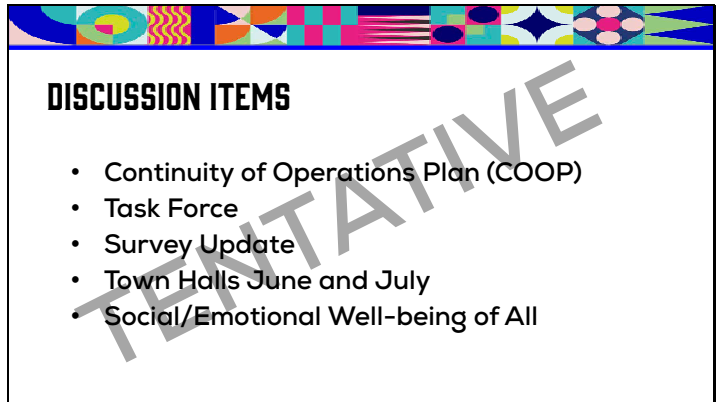   from voting.

REPORTS AND INFORMATION ITEMS
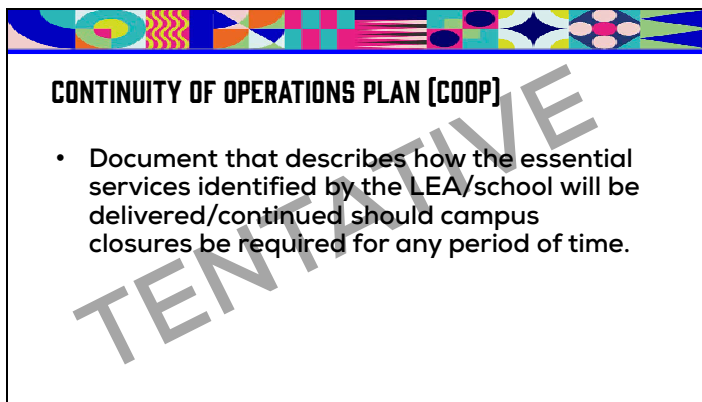Update on Roadmap
for Reopening Schools: Ms. Segotta-Jones presented an update on the Roadmap for Reopening Schools:
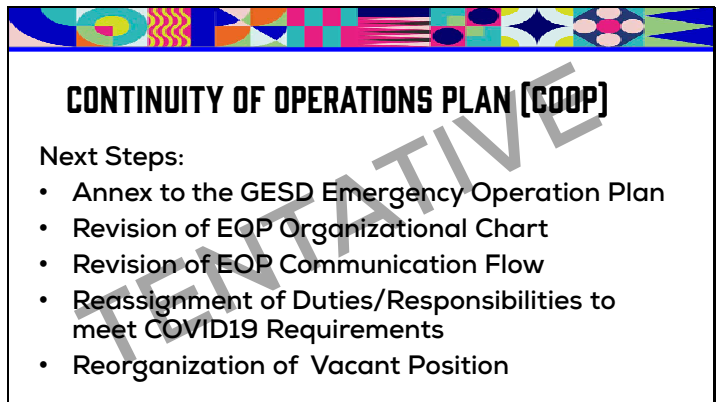

GLENDALE ELEMENTARY SCHOOL DISTRICT

JUNE 11, 2020

GESD ROADMAP TO REOPENING AUGUST 2020

TENTATIVE

DISCUSSION ITEMS

- Continuity of Operations Plan (COOP)
- Task Force
- Survey Update
- Town Halls June and July
- Social/Emotional Well–being of All

TENTATIVE

CONTINUITY OF OPERATIONS PLAN (COOP)

- Document that describes how the essential services identified by the LEA/school will be delivered/continued should campus closures be required for any period of time.

TENTATIVE

CONTINUITY OF OPERATIONS PLAN (COOP)

Next Steps:
- Annex to the GESD Emergency Operation Plan
- Revision of EOP Organizational Chart
- Revision of EOP Communication Flow
- Reassignment of Duties/Responsibilities to meet COVID19 Requirements
- Reorganization of Vacant Position

TENTATIVE

TASK FORCE

- District Leadership
- District Safety Committee
- 17 School Site Safety Committees
- 17 School Site Teacher/Student Committees
- Parent Advisory Group
- Student Advisory Group
- Teacher Advisory Group

TASK FORCE WORK

Reporting Document for School Safety Committee
1. Transportation Considerations
Focus: Social Distancing when onboarding at school site
2. Classroom Environment Considerations
Focus: Communal Spaces
3. Food Services
Focus: Breakfast in the classroom. Lunch cannot be served in the same manner as breakfast, it would be served as it is on early release days. How does this impact staff?

TASK FORCE WORK

4. Promoting Behaviors that Reduce Spread
Focus: Immunocompromised/Higher Risk for Severe Illness from COVID19
Focus: Hand Hygiene and Respiratory Etiquette
Focus: Cloth Face Coverings
Focus: Shared Objects
Focus: Adequate Supplies
Focus: Signs and Messages

TASK FORCE WORK

5. Maintaining Healthy Operations
Focus: Gatherings, Visitors, Field Trips
Focus: Cohorting
Focus: Clean and Disinfect: Sanitizing Classroom Throughout the Day *(All staff will have spray bottle of disinfectant and cloth)*
Focus: Cleaning and Disenfection Reporting Document *(You will provide a narrative or bullet point summary of your work for each committee)*
Focus: Shared Objects
Focus: Ventilation
Focus: Water Systems
Focus: Fire Drills
Focus: School Entry/Exit Points

TASK FORCE WORK

Reporting Document for Teacher /Student Committee
1. Classroom Instruction Delivery Model
Focus: All Schools in Physical Building
Focus: Some Students in Physical Building and Some Students in Distance Learning
Focus: Related Arts
Focus: Special Education Self-Contained Programs
Focus: Social Emotional Learning in the classroom

TASK FORCE WORK

Reporting Document for Teacher /Student Committee
2. Classroom Environment Considerations
Focus: Modified Layout
Focus: Create Smaller Class Size When Possible
Focus: Staggered Scheduling
Focus: Communal Spaces

TASK FORCE WORK

Reporting Document for Teacher /Student Committee
3. Food Services
Focus: Breakfast in the classroom. Lunch cannot be served in the same manner as breakfast, it would be served as it is on early release days. How does this impact staff?
4. Promoting Behaviors that Reduce Spread
Focus: Immunocompromised/Higher Risk for Severe Illness from COVID19
Focus: Hand Hygiene and Respiratory Etiquette
Focus: Cloth Face Coverings
Focus: Shared Objects

TASK FORCE WORK

Reporting Document for Teacher /Student Committee
5. Maintaining Healthy Operations
Focus: Gatherings, Visitors, Field Trips
Focus: Cohorting
Focus: Sanitizing Classroom Throughout the Day *(All staff will have spray bottle of disinfectant and cloth)*
Focus: Recess
6. Trauma-Sensitive Practices and Social Emotional Learning
Focus: Training

TASK FORCE WORK

Reporting Document for Teacher /Student Committee

7. Transportation Considerations
Focus: Social Distancing when onboarding at school site
Two need

SURVEYS

STAFF
- Email Notification
- Robo Call

FAMILIES
- Email Notification
- SMS Text Message
- Radio Announcement
- Robo Call

STAFF SURVEY

This is a summary of GESD staff responding to a survey of concerns about the opening of the 2020-2021 school year. The purpose is to get a sense as to the thoughts of the staff as being comfortable with starting the next school year. The subsequent questions for those who responded with "No" provides more insight as to the primary concerns. There were 313 staff members responding as not feeling comfortable with the opening of school in August. The breakdown of that group is reflected in the summaries of questions 2, 3 and 4.

STAFF SURVEY

Q1. Public health and elected officials have deemed it appropriate to return to school. Do you feel comfortable returning to the work site?

Yes	No	Total	Yes	No
468	313	781	60%	40%

STAFF SURVEY

Q2. If you answered "No" above, please identify which of the following areas of concern you have about returning.	Number of Responses	Percentage of Staff Selecting "No" (% of 313)
Getting exposed to the coronavirus at work	268	86%
Leaving family members at home who need assistance	34	11%
Potentially spreading coronavirus to my coworkers	107	34%
Arranging childcare	39	12%

STAFF SURVEY

Q3. Which of the following would make you feel more comfortable returning to work onsite?	Number of Responses	Percentage of Staff Selecting "No" (% of 313)
Staggering hours/shifts	170	54%
Wearing masks in the office	178	57%
Nightly deep cleans/sanitation	213	68%
Limiting the number of employees in the building	157	50%
Closing any communal spaces (e.g. gym)	108	35%
Hand sanitizer stations	217	69%
Temperature checks before entering into the building	190	61%
Having secured care/support for children or other family members	64	20%
Installing partitions in between desks	112	36%
Staggering lunchtimes	137	44%
Boxed lunches instead of buffet-style lunches	140	45%
Limiting outside visitors to the office	186	59%
Nothing would make me feel more comfortable returning to work	56	18%
No Selection	38	12%

VIRTUAL TOWN HALLS

- 6:00 p.m. on June 30th and July 27th

SOCIAL EMOTIONAL WELL-BEING OF ALL

- During unprecedented times, humanity is fundamentally tested. As an organization we must be reflective, persevere and contribute to the health and well-being of those around us.

- A person's risk for this virus is not dependent on race, ethnicity or culture. As a community we should respond with knowledge, compassion, and justice while protecting ourselves and one another.
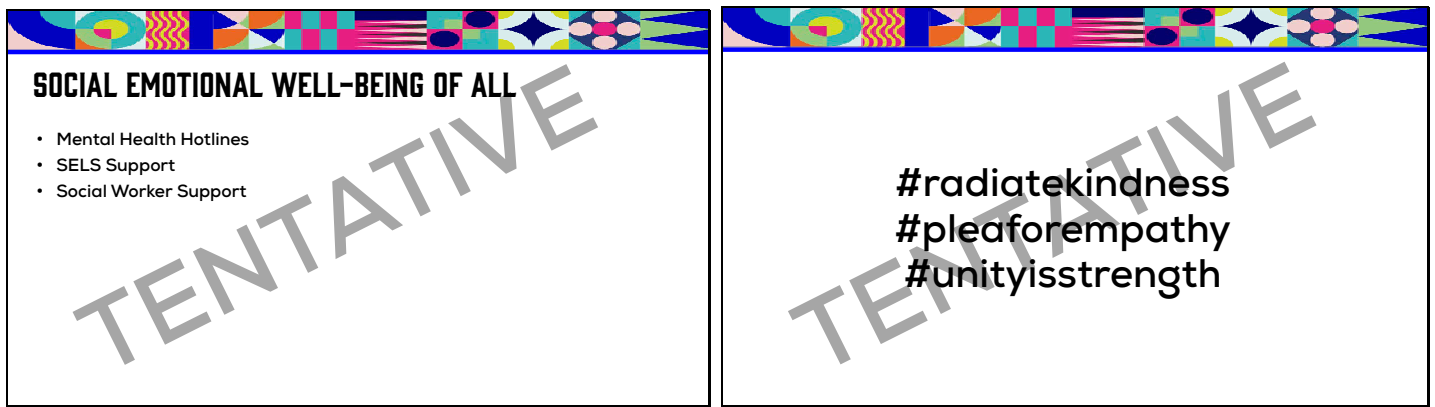
Ms. Segotta-Jones stated administration will provide additional updates at the June 25th meeting and recommended having a study session regarding this topic at this time.

Ms. Wilson asked about the availability of sanitation/cleaning and Personal Protective Equipment (PPE) supplies and whether the State is taking any steps to ensure schools have access to the necessary supplies.

Ms. Bartels asked if the survey includes questions about the grades and types of schools of respondents.

Mr. Barragan added that he is working with the Arizona School Risk Retention Trust to provide training for staff on cleaning and disinfecting practices. Ms. Bartels suggested posting videos of this nature on the District's social media. Ms. Segotta-Jones noted the District's website has links to CDC information for families and staff.

Ms. Smith commented on the bullet point listed in the presentation related to smaller class sizes when possible. She reminded everyone that all plans will have to be made 'when possible.'

Ms. Pimentel asked if there are plans being made for teaching students about hygiene and health precautions.

Ms. Smith asked if the Board would be part of the Town Hall meetings. Ms. Segotta-Jones asked that Board members be here for those to be part of the team addressing the community.

ACTION ITEMS
Evaluation
Handbooks   Ms. Segotta-Jones recommended the Governing Board approve the Performance Evaluation Handbooks for Teachers, Social Emotional Learning Specialists, Achievement Advisors, Psychologists, Occupational Therapists, Physical Therapists, Speech Therapists, Classified Staff, Site Administrators and District Leadership as presented. Ms. Wilson moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Martinez, Ms. Bartels, Ms. Smith, Ms. Wilson and Ms. Pimentel.

FUTURE MEETINGS
Future Meetings and
Agenda Item Request A list of upcoming meetings was reviewed. The next meeting is scheduled for June 25 at 4 p.m. Ms. Segotta-Jones requested to include a study session regarding plans for reopening school at that time. She recommended the superintendent's evaluation instrument and performance pay criteria be moved to the next meeting. The study session will take place after the special meeting.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. Ms. Smith asked to have information provided from school data digs related to setting goals. Ms. Smith

would like the Board to have the opportunity to provide input regarding the district's goals. This will be added to the June 25ᵗʰ study session.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones announced Amanda Nottingham of William C. Jack School is a semifinalist for the Recording Academy music teacher of the year. She commented on the social justice issues that have been brought to light through protests over recent weeks, and the need for public schools to address areas of social justice and racial inequities that exist within the school system.

Ms. Smith thanked Task Force members for their work to plan for the reopening of schools.

Mr. Martinez expressed gratitude for the diverse community we serve and the strength that comes from our shared experiences.

Ms. Bartels encouraged everyone to listen and learn to come to better understanding.

Ms. Wilson stated her support for continued focus on equity and equality, and the need to celebrate diversity.

Ms. Pimentel thanked everyone for their comments and commitment to examining and tackling inequity together.

ADJOURNMENT

Ms. Bartels moved to adjourn the meeting and Ms. Smith seconded the motion. Upon call to vote, Ms. Wilson, Ms. Bartels, Ms. Pimentel, Mr. Martinez and Ms. Smith voted 'aye', the motion carried and the regular meeting adjourned at 4:50 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Mary Ann Wilson, Clerk of the Board

Date:_____July 9, 2020_____

MINUTES OF THE SPECIAL MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
June 25, 2020

Present:
Ms. Monica Pimentel, President
Ms. Mary Ann Wilson, Clerk
Ms. Brenda Bartels, Member
Mr. Mike Martinez, Member
Ms. Sara Smith, Member

CALL TO ORDER AND ROLL CALL
The meeting was called to order by Ms. Pimentel at 4:00 p.m. She noted the presence of all five Board members, constituting a quorum.

OPENING EXERCISES
Ms. Pimentel welcomed everyone and thanked them for coming.

Ms. Smith moved to adopt the meeting agenda and Mr. Bartels seconded the motion. Upon call to vote, the motion carried with votes in favor from Mr. Martinez, Ms. Wilson, Ms. Smith, Ms. Bartels, and Ms. Pimentel.

Ms. Pimentel called for a moment of silence, followed by the Pledge of Allegiance.

CALL TO THE PUBLIC
None at this time.

STUDY SESSION
The Governing Board and Administration conducted the following study sessions:

Planning for 2020-2021
School Year with
COVID-19   The Governing Board conducted a study session regarding planning for the 2020-2021 school year with COVID-19.

FOCUS OF DISCUSSION: Reopening of GESD
1) Health and Safety of All Students, Staff and Community
  • COVID19 Cases in 85301, 85302, 85303

  The Board was provided with COVID19 case data for the 85301, 85302, and 85303 zip codes.

2) City of Glendale Proclamation
  • Legal Interpretation
  • GESD Response

  The Mayor has issued a proclamation that requires masks to be worn within the City of Glendale. Legal counsel has advised that this proclamation does not apply to schools, only to members of the public coming into school or district offices.

3) Governor's Executive Order
  • Legal Interpretation
  • GESD Financial Responsibility
  • GESD Instructional Responsibility

  The Governor issues an executive order related to school funding. The information is still being reviewed and analyzed by legal counsel. The order provides for flexibility in funding for online and hybrid learning platforms. The District has submitted a proposal for the Arizona Online Instruction (AOI) program. Pursuant to the order, we will receive 100% of our average daily membership (ADM) for students enrolled in the AOI program. We are currently looking into distance learning without the use of technology for those families who wish students to stay at home, but do not have the necessary technology access for the online learning program.

  Dr. Petersen-Incorvaia provided an overview of the development of the AOI proposal. This would be very different from the distance learning that took place at the end of the school year. The plan is much more

comprehensive and meets more students' special needs. The online learning will still require students to complete benchmark assessments within the first six weeks of school.

4) GESD Continuity of Operations Plan (COOP)
- Roles and Responsibilities

The Board was provided with a draft of the COOP Table of Contents, which Dr. Laffitte has been working to develop and get into place per the State's guidance. The COOP plan will include the reorganization of the Behavioral Health and Student Safety department into its own division with Dr. Laffitte's position transitioning to an Assistant Superintendent from Executive Director. Dr. Laffitte provided an overview of how the COOP lays of various areas' roles and responsibilities in different circumstances.

5) GESD Staff Survey Results

6) GESD Family Survey Results

The results of the family survey were reviewed. This questions did not include the most recent directive from the Governor. We will need to go back out to our community with the new information taken into account.

8) GESD Task Force Work

Task Force work was provided for the Board to review.

Ms. Wilson asked when parents will need to tell the District which learning module they will be using for the District to be able to plan accordingly. A timeline will be shared, though some details still need to be worked out. Parents will be surveyed again with more specific questions for each child in the family.

Ms. Smith asked how instructional minutes are calculated for online learning. Dr. Petersen-Incorvaia explained how instructional minutes are calculated in different ways for distance learning.

Ms. Bartels asked if employees who are immunocompromised will be the ones who are utilized for the distance learning programs.

Ms. Bartels asked what the high school district is planning to do. It is known they will be offering online instruction; however, their plans are not concrete yet.

Mr. Martinez asked if the school site task force work will be condensed into a districtwide task force's recommendations. He also asked if there would come a point when students would be required to be in online classes in order to meet social distancing guidelines. Ms. Segotta-Jones noted that social distancing guidelines are called for when masks are not worn.

9) Roadmap to Reopening
- Social and Emotional Support
- Sensitivity to Family Needs
- COVID-19 Training for Staff
- PPE Preparedness District and Site Levels
- Instructional Day Considerations

Schools with uniforms have been asked to relax their restrictions to allow families to have flexibility.

There will be three mandatory trainings for all staff prior to the start of school, related to COVID19 expectations. Additional optional trainings will also be available. Information will be sent out to staff on July 1 with instructions related to reporting exposure/infection.

The District has purchased hand sanitizer, face shields for staff and students, infrared digital thermometers, sanitizing wipes, spray bottles and disinfectant, cloth masks, disposable masks, gaitor masks, floor decals, free standing sanitizing stations, safety glasses, plexiglass shields, disposable gloves, reusable water bottles for students, etc. in preparation for what needs may arise.   The District is also looking to provide each student with their own classroom supplies rather than having them share with other students.

Ms. Smith asked if funding was available through the CARES Act for these expenses. Mr. Barragan reported staff is working to follow the process of applying for the available funds.

Dr. Petersen-Incorvaia discussed the considerations for the instructional day with the start of school and minimizing exposure for staff and students. Ms. Segotta-Jones noted decisions have not been made at this time. Mr. Martinez asked if a five hour school day would allow wiggle room in the event of another incident later in the school year. The possible plan is for the modified schedule to run through January, with adjustments made at that time as needed.

Administrators will meet next week to discuss plans taking into account the new information from the state, to take back to the task forces for review.

The District is looking into the possibility of contracting with a janitorial service to help meet the increased needs for cleaning and disinfecting. The service would be a supplement to the District's current custodial staff, and would not replace them. The District will be doing deep cleaning every day, not every few days like some school districts are planning.

10) Timeline for Reopening
   • Postcard
   • Town Hall

Once the options are finalized a postcard will go out to families to gather feedback districtwide in order to plan accordingly.

Ms. Segotta-Jones recommended the June 30th Town Hall be postponed at this time as options are not finalized yet.

Ms. Pimentel asked if the plan is still tentatively to begin school on August 10th. Ms. Segotta-Jones confirmed this is still the plan, but this can be changed by the state.

11) Board Actions
   • Policy Change
   • Resolution

Based on the Governor's order some policy changes may be necessary, as well as a resolution.

District Goals   The Governing Board conducted a study session regarding District Goals.

                        The Board was provided with the updated Strategic Plan and District Goals, along with instructional strategies from Educational Services.

                        Ms. Smith noted the mission, vision and core values on the Strategic Plan. She would like to see these promoted more by the District to ensure all stakeholders know what these are.

                        Ms. Segotta-Jones pointed out that the goals may change given the COVID-19 pandemic. Student achievement, mental health/wellbeing, and financial solvency will be impacted by the changes that will be necessary for student and staff safety.

                        Ms. Smith commented on the need for the Board to have input on the goals, and her preference for the District to have SMART goals. Ms. Segotta-Jones noted that schools make SMART goals based off of the District and Educational Services instructional goals.

                        Mr. Martinez asked how the strategic plan is communicated to parents and the community. He suggested that when information is posted on social media, it could be more descriptive about what work is actually being done at schools. Ms. Wilson added this type of information can be posted on the District and school websites.

CONSENT AGENDA
Ms. Bartels moved to approve the Consent Agenda with item 5.D. set aside, as presented and Ms. Smith seconded the motion. Upon call to vote, Mr. Martinez, Ms. Smith, Ms. Wilson, Ms. Bartels, and Ms. Pimentel voted 'aye', and the following items were approved:

Certified Personnel
Report   The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

New Employment

1.	Ashby, Kurtis	Achievement Advisor	$47,500	08/03/2020
2.	Begay, Robyn	Teacher	$40,000	08/03/2020
3.	Breger, Chloe	Teacher	$40,000	08/03/2020
4.	Cervantes, Martha	Teacher	$40,000	08/03/2020
5.	Debolt, Eva	Teacher	$50,500	08/03/2020
6.	Elizarraraz, Reyna	Teacher	$40,000	05/03/2020
7.	Hoover, Tracy	Teacher	$50,500	08/03/2020
8.	Johnson, Brittnee	Teacher	$42,250	08/03/2020
9.	Leister, Carolyn	Teacher	$50,500	08/03/2020
10.	Moore, Xaviera	Teacher	$40,000	08/03/2020
11.	Osterday, Kaycie	SELS	$42,678.93	07/30/2020
12.	Sanchez Cheshire, Adriana	Counselor	$42,678.93	07/30/2020
13.	Thomson, Katie	Teacher	$48,250	08/03/2020
14.	Wilkins, Taylor	Teacher	$40,000	08/03/2020

Resignation

1.	Medole, Amanda	SELS	Other Employment	05/22/2020

Classified Personnel
Report   The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

New Employment

1.	Harris, Michael	Trainee School Bus Driver	$12.07	06/02/2020
2.	Kirk, Toran	Trainee School Bus Driver	$12.07	06/04/2020
3.	Manzo-Melero, Thomas	Campus Monitor	$12.00	08/10/2020

Position Change

1.	Lemus, Hector	From Cleaner II to Sub-Cleaner	$12.00	06/01/2020

Resignation

1.	Comeau, Ayodele	Campus Monitor	Other employment	05/21/2020
2.	Comeau, Ayodele	Ed. Assist. Special Ed. CC-LS	Other employment	05/21/2020
3.	Pena, Sandy Guadalupe	School Secretary	Personal Reasons	08/12/2019
4.	Rodriguez, Israel	Food Service Worker	Personal Reasons	05/21/2020
5.	Vandenhoek, Heather	Substitute Nurse RN	Personal Reasons	05/21/2020

New Hire Substitutes

1.	Tapia Martinez, Denise	Sub-Cleaner	$12.00	06/08/2020

Memorandum of
Understanding   The Governing Board approved the Memorandum of Understanding with Teach for America for the 2020-2021 and 2021-2022 school year as presented.

Agreement to Provide
Child Nutrition
Programs   The Governing Board approved the Child Care Food Program agreement to provide meals to the Children's Center for Neurodevelopmental Studies effective August 1, 2020 through July 31, 2021.

Workers' Compensation
Insurance   The Governing Board approved the renewal of Tristar Risk Management for Fiscal Year 2020-2021 as presented.

Excess Workers'
Compensation
Insurance   The Governing Board approved the excess insurance for workers' compensation with
                         Safety National Casualty Company for fiscal year 2020-2021 as presented.

Self-Insurer Workers'
Compensation
Guaranty Bond   The Governing Board approved the excess insurance for workers' compensation with
                         Travelers Casualty and Surety Company for fiscal year 2020-2021 as presented.

The following item was discussed and acted upon separately.

Extracurricular Fee
Schedule   Ms. Wilson asked if students are turned away if unable to pay fees. Mr. Barragan
                         confirmed they are not. Ms. Smith asked to have this made more clear and promoted as
                         an equity issue.

                         Ms. Wilson moved to approve the item as presented and Ms. Bartels seconded the motion.
                         Upon call to vote the motion carried with votes in favor from Ms. Smith, Mr. Martinez, Ms.
                         Bartels and Ms. Pimentel. The Governing Board approved the fee schedule for
                         extracurricular activities for the 2020-2021 fiscal year as presented.

REPORTS AND INFORMATION ITEMS
Principal and Teacher
Evaluation Ratings   Administration presented a report of the aggregate performance evaluation ratings for
                         principals and teachers for Board consideration and discussion, pursuant to Board Policy
                         GCO-Evaluation of Professional Staff Members. Ms. Valadez reviewed the following
                         presentation.
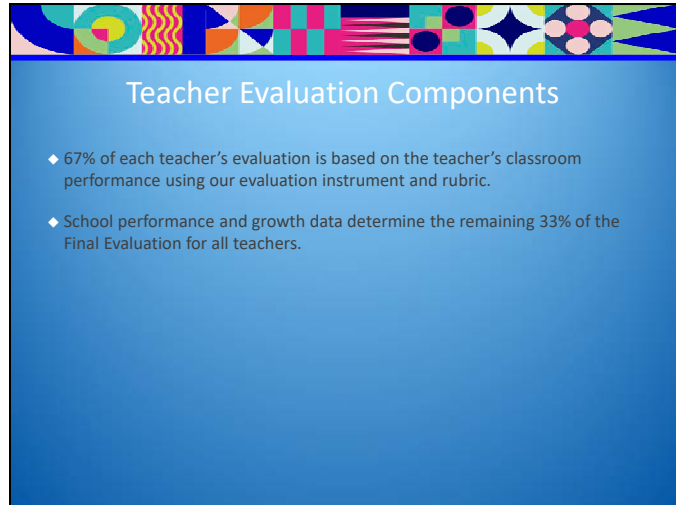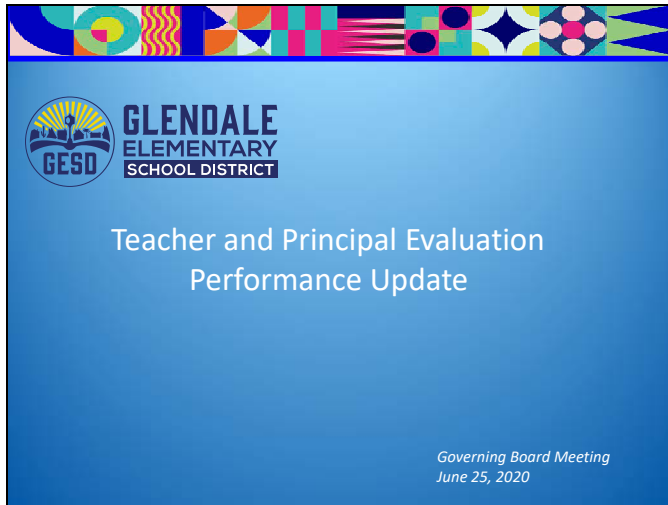
Teacher Classroom Performance Domains

◆ Facilitation

◆ Engagement

◆ Environment

◆ Planning

◆ Professionalism

School Performance and Growth Data

◆ School Letter Grade

◆ Parent Survey

◆ ELL Reclassification

◆ AzMERIT Percent Tested

◆ Classroom or School AzMERIT Growth and/or Proficiency

GESD Aggregate Performance Classifications for Teachers 2019-2020

◆ Highly Effective	318	52%
◆ Effective	268	44%
◆ Developing	22	3.5%
◆ Ineffective	4	.5%

Principal Evaluation Components

◆ 67% of each Principal's evaluation is based on the principal's performance using our evaluation instrument aligned to the PSEL Standards (Professional Standards for Educational Leaders).

◆ School performance and growth data determine the remaining 33% of the Final Evaluation for all principals.

GESD Principal Evaluation Standards

• School Vision, Mission, Core Values and School Improvement

• Equity and Cultural Responsiveness in a Community of Care and Support for Students

• Curriculum, Instruction, and Assessment

• Professional Capacity of School Personnel

• Meaningful Engagement of Families and Community

• Managerial Leadership and Maintenance and Operations

School Performance and Growth Data

◆ School Letter Grade

◆ Parent Survey

◆ ELL Reclassification

◆ AzMERIT Percent Tested

◆ School AzMERIT Growth and/or Proficiency

GESD Aggregate Performance Categories
For Principals
2019-2020

◆ Highly Effective	12	71%
◆ Effective	5	29%
◆ Developing	0	0%
◆ Ineffective	0	0%

Deby Valadez

Assistant Superintendent for Human Resources

(623)-237-7169

dvaladez@gesd40.org

Ms. Pimentel inquired about the teachers who were evaluated as developing. Ms. Valadez explained how ratings are calculated. Ms. Pimentel asked when teachers who are developing are reassessed to bring that rating up. The evaluations are conducted annually.

ACTION ITEMS
Proposed 2020-2021
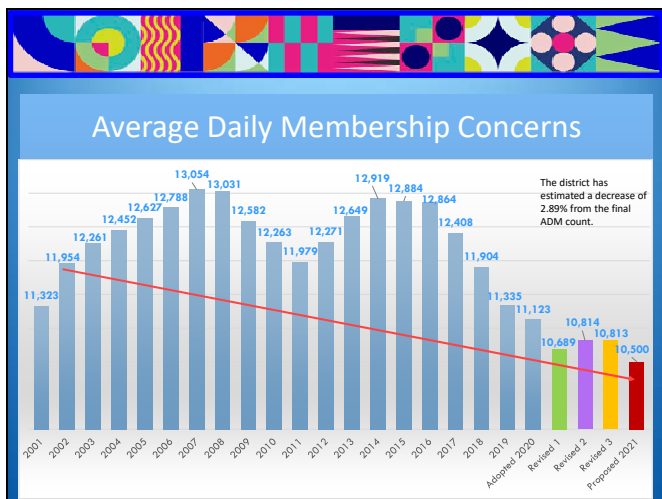Expenditure Budget   Ms. Segotta-Jones recommended the Governing Board approve the proposed expenditure budget for fiscal year 2020-2021 as presented. Mr. Barragan provided the following presentation regarding the proposed budget:

GLENDALE
ELEMENTARY
SCHOOL DISTRICT

FY2021 PROPOSED BUDGET

June 25, 2020

GBL Budget Comparison

	FY 20 ADOPTED	FY20 REVISED #1	FY20 REVISED #2	FY20 REVISED #3	FY21 PROPOSED
RCL	$61,216,970	$58,304,885	$59,558,123	$59,558,123	$60,234,399
DAA	$0	$0	$0	$0	$707,482
Override	$9,502,681	$9,065,869	$9,253,854	$9,502,681	$9,360,217
BBCF	$1,843,012	$2,744,423	$2,744,423	$2,744,423	$2,290,618
Prop 123	$0	$0	$0	$0	$240,727
Adjustments	-$489,963	-$489,963	-$489,963	-$489,963	-$498,395
Total	$72,072,700	$69,625,214	$71,066,437	$71,315,264	$72,335,048

Average Daily Membership Concerns

The district has estimated a decrease of 2.89% from the final ADM count.

Year	ADM
2001	11,323
2002	11,954
2003	12,261
2004	12,452
2005	12,627
2006	12,788
2007	13,054
2008	13,031
2009	12,582
2010	12,263
2011	11,979
2012	12,271
2013	12,649
2014	12,919
2015	12,884
2016	12,864
2017	12,408
2018	11,904
2019	11,335
Adopted 2020	11,123
Revised 1	10,689
Revised 2	10,814
Revised 3	10,813
Proposed 2021	10,500

Unrestricted Capital Budget Comparison

FY20 Revised # 3		FY21 Proposed Budget	
BBCF	$2,605,813	BBCF	$1,465,016
Interest	-$ 64,081	Interest	-$ 65,000
Adjustments	$	Adjustment	$
RCL/DAA	$5,618,333	RCL/DAA	$5,553,851
Prop. 123	$ 483,154	Prop. 123	$ 481,448
	$ 6,399,258		$6,035,299

Additional Assistance / Capital Cuts

- District Additional Assistance (DAA) was calculated at $4,874,147
  - $779,864 Estimated legislative reduction of 16%
    - Previously reductions were 32%
    - DAA available $4,094,283
- Legislative Reductions 2009-2020
  - **Approximately $ 41.9 million**
    - $38.9 million specific to capital funding (or 93%)

Truth in Taxation (TNT) Notice will be published in in the June 27th edition of the Glendale Star.

Truth in Taxation Hearing
Notice of Tax Increase

In compliance with §15-905.01, Arizona Revised Statutes, Glendale Elementary School District is notifying its property taxpayers of Glendale Elementary School District's intention to raise its primary property taxes over the current level to pay for increased expenditures in those areas where the Governing Board has the authority to increase property taxes for the fiscal year beginning July 1, 2019. The Glendale Elementary School District is proposing an increase in its primary property tax levy of $55,353.

The amount proposed above will cause Glendale Elementary School District's primary property taxes on a $100,000 home to be $38.24. Without the tax increase, the total taxes that would be owed would have been $36.48.

These amounts proposed are above the qualifying tax levies as prescribed by state law, if applicable. The increase is also exclusive of any changes that may occur from property tax levies for voter approved bonded indebtedness or budget and tax overrides.

All interested citizens are invited to attend the public hearing on the proposed tax increase scheduled to be held July 11, 2019 at 4.00 p.m. at the Glendale Elementary School District Office Boardroom, 7301 N. 58th Avenue, Glendale AZ 85301.

Truth in Taxation Hearing
Notice of Tax Increase

In compliance with §15-905.01, Arizona Revised Statutes, Glendale Elementary School District is notifying its property taxpayers of Glendale Elementary School District's intention to raise its primary property taxes over the current level to pay for increased expenditures in those areas where the Governing Board has the authority to increase property taxes for the fiscal year beginning July 1, 2020. The Glendale Elementary School District is proposing an increase in its primary property tax levy of $55,353.

The amount proposed above will cause Glendale Elementary School District's primary property taxes on a $100,000 home to be $36.18. Without the tax increase, the total taxes that would be owed would have been $34.49.

These amounts proposed are above the qualifying tax levies as prescribed by state law, if applicable. The increase is also exclusive of any changes that may occur from property tax levies for voter approved bonded indebtedness or budget and tax overrides.

All interested citizens are invited to attend the public hearing on the proposed tax increase scheduled to be held July 9, 2020 at 4:00 p.m. at the Glendale Elementary School District Office Boardroom, 7301 N. 58th Avenue, Glendale AZ 85301.

Final thoughts

- FY21 – Budgetary Information
  - Current budget reflects traditional instruction
    - Does not reflect alternative methods of instruction
    - Budget will change throughout the year to reflect alternative methods of instruction(s)
  - Executive Order 2020-41
    - Provides some level of financial safeguards
    - Criteria/Condition(s) must be met
- Capital Funding
  - Restoration of District Additional Assistance (but no acceleration)
- Reduction in grant funds
- Increase enrollment – must be a priority
  - Marketing/Advertising Campaign
  - Competition
- Demographic study - ongoing

Final thoughts continued

Classroom Dollars Report
- Prop. 206 = increase non-classroom spending while decreasing classroom dollars
- Decrease in enrollment = increase non-classroom spending
- Inefficient in its operations
- Jan. 1 , 2021 (from $12 to ?)
- Salaries/Wages compressed - ongoing

Final thoughts continued

We must understand the various competing interest and the impact of those decisions in order to be competitive.
- Reduction in operating expenses
- Capital Needs
- Self-Insurance Solvency
- Declining Enrollment combined with COVID 19
- Rating agencies and the impact to our taxpayers

Ms. Pimentel asked how much of a buffer the District has. Mr. Barragan explained that medical insurance is being paid partially up front this year rather than completely up front, giving about a $3 million buffer to work with if needed. The district has also set aside $1.3 million in capital, not allocating it out to schools or departments, to allow flexibility to use in what way it might be needed.

Mr. Martinez moved to approve the recommendation as stated and Ms. Wilson seconded the motion. Upon call to vote, the motion carried with votes in favor from Ms. Smith, Mr. Martinez, Ms. Bartels, Ms. Wilson and Ms. Pimentel.

Revised Job
Description and
Appointment of
Assistant
Superintendent   Ms. Segotta-Jones recommended the Governing Board approve the recommendation to change the Executive Director of Behavioral Health and Student Safety to Assistant Superintendent for Behavioral Health and Student Safety, and to add the Assistant Superintendent Administrative Salary Schedule and benefits, salary and benefits commensurate with other Assistant Superintendents.

Ms. Wilson moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote, the motion carried with votes in favor from Ms. Smith, Mr. Martinez, Ms. Bartels, Ms. Wilson and Ms. Pimentel.

Policy Revision
First Reading   Ms. Segotta-Jones recommended the Governing Board approve the first reading of revised policy GBEB-Staff Conduct, as presented. Dr. Laffitte provided an explanation of the proposed change. Ms. Smith moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote, the motion carried with votes in favor from Ms. Smith, Mr. Martinez, Ms. Bartels, Ms. Wilson and Ms. Pimentel.

Superintendent
Salary   Ms. Segotta-Jones recommended the Governing Board approve the payment of the Superintendent's 5% salary increase in pay for the 2020-2021 school year to be paid as a one-time stipend to be donated to the Glendale Uniting Students, Teachers and Others educational foundation. Ms. Smith moved to approve the recommendation as stated and Ms. Wilson seconded the motion. Upon call to vote, the motion carried with votes in favor from Ms. Smith, Ms. Bartels, Ms. Wilson and Ms. Pimentel. Mr. Martinez abstained from the vote.

DISCUSSION ITEMS
Governing Board Goals,
Norms, Commitments The Governing Board discussed the Governing Board Goals, Norms and Commitments. Ms. Bartels requested the item to be discussed in light of the new Board member. Ms. Pimentel read the Norms and Commitments aloud. Ms. Wilson asked to have the plaques with the norms and commitments in front of the Board in the new seating arrangements.

Arizona School Boards
Association Summer
Leadership Institute The Governing Board and Administration shared learning gained from attending the ASBA Summer Leadership Institute. Ms. Smith and Ms. Bartels shared insights from their participation. Ms. Smith would like to see more advocacy by the Board on behalf of the District, possibly with an advocacy committee.

FUTURE MEETINGS
Future Meetings and
Agenda Item Request A list of upcoming meetings was reviewed. The next meeting is scheduled for July 9th at 4:00 p.m. The June 30th Town Hall will be postponed to a later date.   Ms. Segotta-Jones asked to have the performance pay criteria and evaluation instrument postponed to the July 23 special meeting.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. Ms. Smith asked to have a discussion in January about the Board's advocacy focus. Ms. Bartels suggested having an onboarding process for the newly elected Board member.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS
Ms. Segotta-Jones shared the team has been devoting all of its time to planning for the return to school.

Ms. Smith thanked the administrative team and staff for all their work on plans for returning to school.

Mr. Martinez congratulated Discovery for their PLC recognition. He also thanked the people involved in the task forces and the work they did. He encouraged everyone to wear a mask.

Ms. Bartels reminded everyone to wash hands, social distance and wear masks.

Ms. Wilson thanked the team for all the work they have done to prepare for the start of school, and expressed her appreciation for the slow and careful manner the District is approaching our plans.

Ms. Pimentel also thanked the team for the work put into preparing for the study session.

ADJOURNMENT
Ms. Bartels moved to adjourn the meeting and Ms. Smith seconded the motion. Upon call to a vote Mr. Martinez, Ms. Bartels, Ms. Wilson, Ms. Smith, and Ms. Pimentel voted 'aye', and the motion carried and the regular meeting adjourned at 6:33 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Mary Ann Wilson, Clerk of the Board

Date:_____July 9, 2020_____

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.B.   TOPIC: Ratification of Vouchers

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

DATE ASSIGNED FOR CONSIDERATION: July 9, 2020

RECOMMENDATION:

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

RATIONALE:

In accordance with A.R.S. § 15-321G, the expense and payroll vouchers must be approved and ratified by the Governing Board. The attached vouchers summarize expense and payroll warrants that were issued by Glendale Elementary School District and reviewed by the Clerk of the Governing Board.

Expense Vouchers		
Date	**Voucher #**	**Amount**
5/14/2020	2101	$ 624,561.43
5/14/2020	2102	$ 36,873.91
5/14/2020	2103	$ 710.00
5/21/2020	2104	$ 380,816.66
5/21/2020	2105	$ 18,422.04
5/28/2020	2107	$ 185,029.32
5/28/2020	2108	$ 16,808.94
6/4/2020	2109	$ 143,822.98
6/4/2020	2110	$ 780,871.67
6/4/2020	2111	$ 55,955.93
	Total:	$ 2,243,872.88

Payroll Vouchers		
Date	**Voucher**	**Amount**
5/21/2020	1027	$ 3,151,386.06
5/26/2020	39	$ 121,509.76
5/26/2020	1028	$ 5,257.75
5/27/2020	40	$ 3,593.95
6/4/2020	1029	$ 5,167,907.51
6/9/2020	41	$ 179,251.70
	Total:	$ 8,628,906.73

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.C.   TOPIC: Acceptance of Gifts

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

DATE ASSIGNED FOR CONSIDERATION: July 9, 2020

RECOMMENDATION:

It is recommended the Governing Board approve acceptance of gifts offered to the District as presented.

Donor	Description	Cash Amount or Estimated Value	Recipient
Kroger	Check to school	$109.53	American
Apollo Baptist Church	Check to school	$302.99	American
Special Olympics of AZ	Check to school	$231.85	Desert Garden
Box Tops for Education	Check to school	$12.80	Desert Spirit
Arizona Puppet Theater	Check to school	$111.06	Desert Spirit
Verizon Digital Promise	Grant check	$74,000.00	Desert Spirit/Sunset Vista
Box Tops for Education	Check to school	$2.50	Imes
Box Tops for Education	Check to school	$4.70	Sine
Kroger	Check to school	$3,757.00	Sine
Wigwam Resort	(2) One night stays	$350.00	Smith

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

AGENDA NO: 4.D.   TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Jacque Horine, Director for Human Resources

RECOMMENDED BY: Ms. Deby Valadez Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: July 9, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations, and/or contract renewals of certified personnel.

New Employment

1.	Callister, Kevin	Teacher	$44,500	08/03/2020
2.	Graziano, Veronica	Teacher	$45,250	08/03/2020
3.	Green, Caitlin	Teacher	$45,250	08/03/2020
4.	Hill, Christine	Teacher	$48,250	08/03/2020
5.	LaConte, Annmarie	SELS	$51,012.69	07/30/2020
6.	Rodriguez, Christine	Teacher	$54,250	08/03/2020
7.	Toolson, Michelle	Teacher	$44,500	08/03/2020

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

AGENDA NO:___4.E.___ TOPIC:___Classified Personnel Report___

SUBMITTED BY:__Mr. Brian Duguid, Coordinator for Human Resources__

RECOMMENDED BY:__Ms. Deby Valadez, Assistant Superintendent for Human Resources__

DATE ASSIGNED FOR CONSIDERATION:__July 9, 2020__

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

New Employment
1.	Goodman, Daniel	Warehouse Specialist Delivery Driver	$13.59	06/16/2020
2.	Toran, Kirk	Trainee School Bus Driver	$12.43	08/03/2020

Position Change
1.	Wayda, Nikolas	from Campus Monitor to Sped Assist.	$14.04	8/6/2020

Resignation
1.	Barreto, Cynthia	Sub Cleaner	Temporary Position Ended	01/14/2020
2.	Bender, Lorri	Sub Educational Assist	Temporary Position Ended	08/23/2018
3.	Blossom, Erika	Administrative Secretary	Other employment	06/26/2020
4.	Canuas, Luisana	Sub Cleaner	Temporary Position Ended	12/20/2019
5.	Castro, Claudia	Sub Cleaner	Temporary Position Ended	03/03/2020
6.	Cisneros, Martha	Sub Cleaner	Temporary Position Ended	07/02/2019
7.	Cisneros, Stephanie	Sub Cleaner	Temporary Position Ended	07/23/2019
8.	Cortes, Maria	Sub Cleaner	Temporary Position Ended	03/13/2020
9.	Cruz, Maria	Sub Cleaner	Temporary Position Ended	08/23/2020
10.	Gamez, William	Sub Cleaner	Temporary Position Ended	08/13/2019
11.	Hernandez, Olivia G	Sub Educational Assist	Temporary Position Ended	10/25/2019
12.	Marin, Flor	Sub Cleaner	Temporary Position Ended	08/22/2019
13.	Marrufo, Norberta	Sub Cleaner	Temporary Position Ended	03/30/2020
14.	Martinez, Norma	Sub Educational Assist.	Temporary Position Ended	11/26/2019
15.	Mercado Valenzuela, Denisse	Sub Educational Assist.	Temporary Position Ended	02/07/2020
16.	Misbeek, Marjorie	Sub Educational Assist.	Temporary Position Ended	10/28/2019
17.	Mora, Josefina	Sub Cleaner	Temporary Position Ended	04/29/2019
18.	Perez, Victor	Senior Groundskeeper	Personal Reasons	06/25/2020
19.	Peterson, Susan	Sub Educational Assist.	Temporary Position Ended	03/18/2019
20.	Pompa, Tanya	Educational Assist.	Personal Reasons	05/21/2020
21.	Powell, Julie	Payroll Technician	Personal Reasons	06/22/2020
22.	Ramos Inda, Arturo	Sub Cleaner	Temporary Position Ended	04/03/2020
23.	Recinos, Elia	Ed. Assist Special Ed	Other Employment	05/21/2020
24.	Villela, Jesus	Sub Cleaner	Temporary Position Ended	03/13/2020
25.	Williams, Theresa	Sub Extended Day	Temporary Position Ended	09/03/2019

Correction - Retirement
1.	Parra, Julian*	Journey-Locksmith	07/01/2020

Phased Retirement for 20-21

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.F.   TOPIC: Student Activity Fund Balance Statement

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Ms. Valerie Caraveo, Director of Finance and Purchasing

DATE ASSIGNED FOR CONSIDERATION: July 9, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Student Activity Fund Balance Statement for May, 2020 as presented.

RATIONALE:

SCHOOL		BEGINNING CASH BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	$ 12,539.21	$ 2,292.96	$ 1,425.22	$ 13,406.95
102	ISAAC IMES	$ 11,773.40	$ 3,212.77	$ 4,221.36	$ 10,764.81
103	HAROLD W. SMITH	$ 1,485.40	$ 1,710.25	$ 171.59	$ 3,024.06
104	MELVIN E. SINE	$ 6,724.69	$ 4,990.40	$ 3,742.44	$ 7,972.65
105	WILLIAM C. JACK	$ 3,174.21	$ 1,857.54	$ 579.92	$ 4,451.83
106	DON MENSENDICK	$ 4,785.69	$ -	$ -	$ 4,785.69
107	GLENN F. BURTON	$ 4,850.57	$ 9,322.88	$ 7,150.61	$ 7,022.84
108	GLENDALE AMERICAN	$ 2,270.78	$ 719.71	$ -	$ 2,990.49
109	BICENTENNIAL NORTH	$ 652.18	$ -	$ -	$ 652.18
110	HORIZON	$ 1,935.53	$ 1,376.25	$ 346.53	$ 2,965.25
111	CHALLENGER	$ 1,980.70	$ 9,954.00	$ 5,958.80	$ 5,975.90
112	BICENTENNIAL SOUTH	$ 1,363.33	$ 769.37	$ 701.65	$ 1,431.05
113	DISCOVERY	$ 2,442.35	$ 3,753.84	$ 1,315.46	$ 4,880.73
114	DESERT GARDEN	$ 1,560.61	$ 4,392.45	$ 2,780.40	$ 3,172.66
115	COYOTE RIDGE	$ 3,310.67	$ 3,257.21	$ 2,613.17	$ 3,954.71
116	DESERT SPIRIT	$ 4,333.66	$ 2,333.25	$ 2,901.92	$ 3,764.99
117	SUNSET VISTA	$ 1,000.30	$ -	$ -	$ 1,000.30
	TOTAL:	$ 66,183.28	$ 49,942.88	$ 33,909.07	$ 82,217.09

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 4.G.   TOPIC: Department of Emergency and Military Affairs Applicant Agent

SUBMITTED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

RECOMMENDED BY: Mrs. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: July 9, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Director of Finance and Purchasing as the Applicant Agent as required by Department of Emergency and Military Affairs, as presented.

RATIONALE:

Glendale Elementary School District's (GESD) response to COVID-19 will have a financial impact as the staff works to create a safe environment for students, staff and the community. GESD will be applying for grants in order to supplement district funds. The Arizona Department of Emergency and Military Affairs (DEMA) may provide additional funding for COVID-19 related expenditures.

The district is required to select an applicant agent in order to complete all forms required by DEMA. The district's agent, the Director of Finance and Purchasing, will be responsible for providing supporting documentation for all COVID-19 related expenses submitted for reimbursement. The district's agent will also submit quarterly reports to DEMA and maintain all supporting documents.

ARIZONA DEPARTMENT OF EMERGENCY AND MILITARY AFFAIRS
DESIGNATION OF APPLICANT'S AGENT FORM

The intent of this **DESIGNATION** is to appoint an **APPLICANT'S AGENT** for the following:

Select program(s) [✔] Public Assistance   [ ] HMA Mitigation Program   [ ] SEC Mitigation

Select duration [✔] Until further notice   [ ] Only Event _____   [ ] From _____ to _____

Applicant: __Glendale Elementary School District__

CERTIFICATION

I, __Cynthia Segotta-Jones__ , duly appointed and __Superintendent__ of
(Authorizing Official's Name)   (Title)

__Glendale Elementary School District__ , do hereby certify that the information below is true and correct,
(Applicant)

based on a resolution passed and approved **(attached)** by the __Governing Board__
(Governing Body)

of __Glendale Elementary School District__ on the __9th__ day of __July__ , __2020__ .
(Applicant)   (day)   (month)   (year)

__Valerie Caraveo__ has been designated as the Applicant's Agent
(Name of Designated Applicant's Agent)

to act on behalf of __Glendale Elementary School District__ .
(Applicant)

_____   __Superintendent__   _____
(Authorizing Official's Signature)   (Title)   (Date)

This document MUST be accompanied by a copy of the Resolution or Meeting
Minutes by your governing board which designated the Applicant's Agent.

Designated Applicant's Agent

Name __Valerie Caraveo__

Title/Official Position __Director of Finance and Purchasing__

Full Mailing Address __7301 N. 58th Avenue Glendale, AZ 85301__

Email Address __vcaraveo@gesd40.org__

Daytime Telephone Number __(623) 237-7108__   Cell __(623) 205-2144__
(Please include area code and extension if not a direct number)

For DEMA Use Only		
Received By: _____	March 2020	Form #AZ PA 204-4
(Initials & Date)		

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board
as information and do not require action.

AGENDA NO: 5.A.   TOPIC: Healthy Return Back to School Plan

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: July 9, 2020

Report on:

Administration will provide a report on the Healthy Return Back to School Plan.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: __6.A.__   TOPIC: <u>2020-2021 Expenditure Budget</u>

SUBMITTED BY: <u>Ms. Valerie Caraveo, Director of Finance and Purchasing</u>

RECOMMENDED BY: <u>Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services</u>

DATE ASSIGNED FOR CONSIDERATION: <u>July 9, 2020</u>

RECOMMENDATION:

<u>It is recommended the Governing Board approve the Expenditure Budget for Fiscal Year 2021 as presented.</u>

RATIONALE:

Pursuant to A.R.S. §15-905, the Governing Board must adopt an Annual Expenditure Budget no later than July 15 each year.

In April, the Administration projected its General Budget Limit (GBL) to be $72,134,309 for fiscal year 2021 using an average daily membership (ADM) of 10,500. The proposed GBL for fiscal year 2021 has been recalculated to $72,335,048, an increase of $200,739.

Similarly, the Unrestricted Capital Budget Limit projected to be $7,943,132 however, the proposed budget has been recalculated to $7,375,733, a decrease of $567,399. The difference is a result of a lower budget balance from fiscal year 2020 into 2021.

DISTRICT NAME Glendale Elementary School District   **COUNTY** Maricopa   **CTD NUMBER** 070440000

FY 2021
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Adopted
Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2021 was

	Date
Proposed	June 25, 2020
Adopted	July 9, 2020
Revised	

_____ _____

_____ _____

_____ _____

_____ _____

SIGNED   SIGNED

The FY 2021 budget file for the version described above will be uploaded via

the Common Logon on ADE's website by   July 14, 2020 .

Type the Date as MM/DD/YYYY

_____ _____
Superintendent Signature   Business Manager Signature

Cynthia Segotta-Jones   Valerie Caraveo
Superintendent Name (Typed Name)   Business Manager Name (Typed Name)

District Contact Employee: Valerie Caraveo

Telephone: (623) 237-7108   Email: vcaraveo@gesd40.org

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2020 $ 92,649,346

2. Estimated Revenues by Source for Fiscal Year 2021 (excluding property taxes)

Local	1000	$	1,839,947
Intermediate	2000	$	5,295,986
State	3000	$	46,045,063
Federal	4000	$	10,155,397
TOTAL		$	63,336,393

3. District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)

	Prior FY 2020	Est. Budget FY 2021
Primary Tax Rate:	2.0188	1.9487
Secondary Tax Rates:		
M&O Override	2.9985	2.7969
Special Program Override		
Capital Override		
Class A Bonds		
Class B Bonds	1.7493	2.0072
CTED		
Desegregation		
Total Secondary Tax Rate	4.7478	4.8041

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	$ 72,335,048	$ 72,335,048
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	$ 7,375,733	$ 7,375,733
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		$ 14,689,177
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		$ 94,399,958

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E)

1. Average salary of all teachers employed in FY 2021 (budget year)	$ 47,141
2. Average salary of all teachers employed in FY 2020 (prior year)	$ 46,862
3. Increase in average teacher salary from the prior year	$ 279
4. Percentage increase	1%

Comments on average salary calculation (Optional):

5. Average salary of all teachers employed in FY 2018	$ 40,492
6. Total percentage increase in average teacher salary since FY 2018	$ 16%

DISTRICT CONTACT INFORMATION

	Prefix	First Name	Last Name	Email Address	Telephone Number	Extension
Superintendent	Mrs.	Cynthia	**Segotta-Jones**	csegottajones@gesd40.org	623-237-7136	
Executive Assistant to Superintendent	Ms.	Elizabeth	Powell	epowell@gesd40.org	623-237-7136	
Chief Financial Officer	Mr.	Mike	Barragan	mbarragan@gesd40.org	623-237-7110	
Business Manager 1	Mrs.	Valerie	Caraveo	vcaraveo@gesd40.org	623-237-7108	
Business Manager 2						
Business Consultant						
School District Employee Report (SDER) Coordinator	Mrs.	Teresa	Wong	twong@gesd40.org	623-237-7106	
SPED Data Reporting Coordinator	Mrs.	Carol	Lettieri	clettieri@gesd40.org	623-237-7141	
AzEDS/ADM Data Coordinator	Mrs.	Katherine	Richman	krichman@gesd40.org	623-237-7129	
Transportation Data Reporting Coordinator	Mr.	Christian	Miranda	cmiranda@gesd40.org	623-237-6266	
CTE Coordinator						
Poverty Coordinator						
Assessments Coordinator						
Curriculum Coordinator						
Information Technology (IT) Director	Mr.	Tom	Clark	tclark@gesd40.org	623-237-7116	
Bookstore Manager						
Governing Board Member	Mrs.	Monica	Pimentel	mpimentel@gesd40.org		
Governing Board Member	Mrs.	Mary Ann	Wilson	mwilson@gesd40.org		
Governing Board Member	Mrs.	Sara	Smith	sasmith@gesd40.org		
Governing Board Member	Mrs.	Brenda	Bartels	bbartels@gesd40.org		
Governing Board Member	Mr.	Mike	Martinez	mikmartinez@gesd40.org		
Governing Board Member						
Governing Board Member						
Governing Board Member						
Governing Board Member						

SELECT from Dropdown

Student Information Systems (SIS) Vendor	Edupoint (Synergy)
Accounting Information System	Infinite Visions
Bookstore Cash Receipting System	
District's website home page address	www.gesd40.org

FUND 001 (M&O) — **MAINTENANCE AND OPERATION (M&O) FUND**

Expenditures		FTE Prior FY	FTE Budget FY	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals Prior FY 2020	Totals Budget FY 2021	% Increase/ Decrease	
100 Regular Education												
1000 Instruction	1.	404.50	465.50	23,212,561	7,022,567	979,658	500,000	2,500	26,289,676	31,717,286	20.6%	1.
2000 Support Services												
2100 Students	2.	40.30	40.30	1,091,702	327,511	279,602	8,125	400	1,875,075	1,707,340	-8.9%	2.
2200 Instructional Staff	3.	33.25	33.25	1,102,618	501,531	42,270	53,746	3,000	1,946,890	1,703,165	-12.5%	3.
2300 General Administration	4.	8.50	8.50	917,075	572,027	45,000	24,800	30,597	1,529,181	1,589,499	3.9%	4.
2400 School Administration	5.	60.00	68.00	4,525,040	1,350,308	1,500	20,018	2,895	5,403,479	5,899,761	9.2%	5.
2500 Central Services	6.	32.50	31.00	1,814,356	926,355	307,925	307,362	89,885	8,103,595	3,445,883	-57.5%	6.
2600 Operation & Maintenance of Plant	7.	143.50	143.50	4,463,263	1,338,978	2,186,735	1,898,898	4,967	10,236,456	9,892,841	-3.4%	7.
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	11.25	10.17	186,719	29,813	1,230	0	0	164,654	217,762	32.3%	9.
610 School-Sponsored Cocurricular Activities	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%	10.
620 School-Sponsored Athletics	11.	0.00	0.00	73,590	15,306	50,000	13,740	0	189,650	152,636	-19.5%	11.
630 Other Instructional Programs	12.	0.00	0.00	35,877	7,620	0	0	0	34,376	43,497	26.5%	12.
700, 800, 900 Other Programs	13.	0.00	0.00	0	0	0	0	0	0	0	0.0%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	733.80	800.22	37,422,801	12,092,016	3,893,920	2,826,689	134,244	55,773,032	56,369,670	1.1%	14.
200 and 300 Special Education												
1000 Instruction	15.	150.55	150.55	4,931,545	1,912,443	1,333,617	1,000	0	7,933,458	8,178,605	3.1%	15.
2000 Support Services												
2100 Students	16.	24.80	24.80	1,683,138	554,788	1,793,235	0	0	3,948,867	4,031,161	2.1%	16.
2200 Instructional Staff	17.	2.00	2.00	180,130	65,026	12,093	1,500	1,050	205,904	259,799	26.2%	17.
2300 General Administration	18.	0.00	0.00	0	0	0	0	0	0	0	0.0%	18.
2400 School Administration	19.	0.00	0.00	0	0	0	0	0	0	0	0.0%	19.
2500 Central Services	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%	20.
2600 Operation & Maintenance of Plant	21.	0.00	0.00	0	0	0	0	0	0	0	0.0%	21.
2900 Other	22.	0.00	0.00	0	0	0	0	0	0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%	23.
Subtotal (lines 15-23)	24.	177.35	177.35	6,794,813	2,532,257	3,138,945	2,500	1,050	12,088,229	12,469,565	3.2%	24.
400 Pupil Transportation	25.	70.56	72.94	1,550,282	636,611	293,355	318,650	2,600	2,786,530	2,801,498	0.5%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	0.00	0.00	0	0	0	0	0	0	0	0.0%	26.
530 Dropout Prevention Programs	27.	0.00	0.00	0	0	0	0	0	0	0	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading Program	29.	13.00	12.00	517,608	176,707	0	0	0	667,473	694,315	4.0%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	994.71	1,062.51	46,285,504	15,437,591	7,326,220	3,147,839	137,894	71,315,264	72,335,048	1.4%	30.

The district has budgeted an amount in the M&O Fund equal to the General Budget Limit as calculated on page 7 of 8.

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

		Prior FY	Budget FY	
1.	Total All Disability Classifications	11,384,571	11,831,560	1.
2.	Gifted Education	130,503	130,503	2.
3.	Remedial Education	0	0	3.
4.	ELL Incremental Costs	480,571	507,502	4.
5.	ELL Compensatory Instruction	92,584		5.
6.	Vocational and Technical Education (non-CTED)	0		6.
7.	Career Education (non-CTED)	0		7.
8.	Career Technical Education (CTED)	0		8.
9.	Total (lines 1 through 8. Must equal total of line 24, page 1)	12,088,229	12,469,565	9.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 18
Staff-Pupil 1 to 6

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

	Prior FY	Budget FY
Number of FTE - Certified Employees	693.50	686.50
Number of FTE - Certfied Purchased Services Personnel		3.00

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	**6350**	51350
All Funds - Federal	*6330*	4,100

FY 2021 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) $ 233,537

(This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals Prior FY 2020	Totals Budget FY 2021	% Increase/ Decrease	
Classroom Site Fund 011 - Base Salary										
100 Regular Education										
1000 Instruction	1.	933,760	97,822				2,249,337	1,031,582	-54.1%	1.
2100 Support Services - Students	2.	0	0				0	0	0.0%	2.
2200 Support Services - Instructional Staff	3.	0	0				0	0	0.0%	3.
Program 100 Subtotal (lines 1-3)	4.	933,760	97,822				2,249,337	1,031,582	-54.1%	4.
200 and 300 Special Education										
1000 Instruction	5.	77,464	27,940				98,902	105,404	6.6%	5.
2100 Support Services - Students	6.						0	0	0.0%	6.
2200 Support Services - Instructional Staff	7.						0	0	0.0%	7.
Program 200 and 300 Subtotal (lines 5-7)	8.	77,464	27,940				98,902	105,404	6.6%	8.
Other Programs (Specify) _____										
1000 Instruction	9.	358,816					353,528	358,816	1.5%	9.
2100 Support Services - Students	10.						0	0	0.0%	10.
2200 Support Services - Instructional Staff	11.						0	0	0.0%	11.
3300 Community Services Operations	12.							0	0.0%	12.
Other Programs Subtotal (lines 9-12)	13.	358,816	0				353,528	358,816	1.5%	13.
Total Expenditures (lines 4, 8, and 13)	14.	1,370,040	125,762				2,701,767	1,495,802	-44.6%	14.
Classroom Site Fund 012 - Performance Pay										
100 Regular Education										
1000 Instruction	15.	4,796,293	963,326				6,632,114	5,759,619	-13.2%	15.
2100 Support Services - Students	16.	2,293	458				3,169	2,751	-13.2%	16.
2200 Support Services - Instructional Staff	17.	45,872	1,840				54,935	47,712	-13.1%	17.
Program 100 Subtotal (lines 15-17)	18.	4,844,458	965,624				6,690,218	5,810,082	-13.2%	18.
200 and 300 Special Education										
1000 Instruction	19.	688,090	128,806				940,645	816,896	-13.2%	19.
2100 Support Services - Students	20.						0	0	0.0%	20.
2200 Support Services - Instructional Staff	21.	4,588	918				6,340	5,506	-13.2%	21.
Program 200 and 300 Subtotal (lines 19-21)	22.	692,678	129,724				946,985	822,402	-13.2%	22.
Other Programs (Specify) _____										
1000 Instruction	23.	32,111	6,422				44,370	38,533	-13.2%	23.
2100 Support Services - Students	24.						0	0	0.0%	24.
2200 Support Services - Instructional Staff	25.						0	0	0.0%	25.
3300 Community Services Operations	26.							0	0.0%	26.
Other Programs Subtotal (lines 23-26)	27.	32,111	6,422				44,370	38,533	-13.2%	27.
Total Expenditures (lines 18, 22, and 27)	28.	5,569,247	1,101,770				7,681,573	6,671,017	-13.2%	28.
Classroom Site Fund 013 - Other										
100 Regular Education										
1000 Instruction	29.	1,756,235	465,152	5,000	5,000		1,469,983	2,231,387	51.8%	29.
2100 Support Services - Students	30.						0	0	0.0%	30.
2200 Support Services - Instructional Staff	31.	291,261	162,925				152,324	454,186	198.2%	31.
2310 Support Services - Governing Board	32.							0	0.0%	32.
Program 100 Subtotal (lines 29-32)	33.	2,047,496	628,077	5,000	5,000		1,622,307	2,685,573	65.5%	33.
200 and 300 Special Education										
1000 Instruction	34.	268,733	42,722				192,876	311,455	61.5%	34.
2100 Support Services - Students	35.						0	0	0.0%	35.
2200 Support Services - Instructional Staff	36.						0	0	0.0%	36.
2310 Support Services - Governing Board	37.							0	0.0%	37.
Program 200 and 300 Subtotal (lines 34-37)	38.	268,733	42,722	0	0		192,876	311,455	61.5%	38.
530 Dropout Prevention Programs										
1000 Instruction	39.						0	0	0.0%	39.
Other Programs (Specify) _____										
1000 Instruction	40.						2,315,823	0	-100.0%	40.
2100, 2200 Support Serv. Students & Instructional Staff	41.						0	0	0.0%	41.
2310 Support Services - Governing Board	42.							0	0.0%	42.
3300 Community Services Operations	43.							0	0.0%	43.
Other Programs Subtotal (lines 40-43)	44.	0	0	0	0		2,315,823	0	-100.0%	44.
Total Expenditures (lines 33, 38, 39, and 44)	45.	2,316,229	670,799	5,000	5,000		4,131,006	2,997,028	-27.5%	45.
Total Classroom Site Funds (lines 14, 28, and 45)	46.	9,255,516	1,898,331	5,000	5,000	0	14,514,346	11,163,847	-23.1%	46.

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

FUND 610   **UNRESTRICTED CAPITAL OUTLAY (UCO) FUND**

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals Prior FY 2020	Budget FY 2021	% Increase/ Decrease	
Unrestricted Capital Outlay Override (1)	1.	0	0	0	0	0	0	0	0	0.0%	1.
Unrestricted Capital Outlay Fund 610 (6)											
1000 Instruction	2.		60,000	760,000				1,020,446	820,000	-19.6%	2.
2000 Support Services											
2100, 2200 Students and Instructional Staff	3.		250,000	195,000				253,767	445,000	75.4%	3.
2300, 2400, 2500, 2900 Administration	4.			3,190,000				4,256,501	3,190,000	-25.1%	4.
2600 Operation & Maintenance of Plant	5.			550,000				432,975	550,000	27.0%	5.
2700 Student Transportation	6.			250,000				200,000	250,000	25.0%	6.
3000 Operation of Noninstructional Services (5)	7.			3,500				3,500	3,500	0.0%	7.
4000 Facilities Acquisition and Construction	8.			2,117,233				2,476,030	2,117,233	-14.5%	8.
5000 Debt Service	9.							0	0	0.0%	9.
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	310,000	7,065,733	0	0	0	8,643,219	7,375,733	-14.7%	10.

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(1)   Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

(2)   Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	$ 52,500
6642 Textbooks	60,000
6643 Instructional Aids	250,000
673X Furniture and Equipment	745,000
673X Vehicles	250,000
673X Tech Hardware & Software	4,000,000

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

(3)   Includes principal on Capital Equity Fund loans of _____, principal on capital leases of _____, and principal on bonds of _____.

(4)   Includes interest on Capital Equity Fund loans of _____, interest on capital leases of _____, and interest on bonds of _____.

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B)]

Expenditures		UNRESTRICTED CAPITAL OUTLAY Fund 610		BOND BUILDING Fund 630		NEW SCHOOL FACILITIES Fund 695		ADJACENT WAYS Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
Total Fund Expenditures	1.	8,643,219	7,375,733	9,656,174		0	0	558,000		1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0	0	0	0	0	0	0		2.
6200 Employee Benefits	3.	0	0	0	0	0	0	0		3.
6450 Construction Services	4.	1,210,688		7,061,174	4,570,726	0	0	558,000	603,353	4.
6710 Land and Improvements	5.	0		0		0	0	0		5.
6720 Buildings and Improvements	6.	2,476,030		0		0	0	0		6.
673X Furniture and Equipment	7.	4,306,865	745,000	1,550,000	550,000	0	0	0		7.
673X Vehicles	8.	200,000	250,000	0		0	0	0		8.
673X Technology Hardware & Software	9.	500,000	4,000,000	1,045,000	1,045,000	0	0	0		9.
6831, 6832 Redemption of Principal	10.	0		0		0	0	0		10.
6841, 6842, 6850 Interest	11.	0		0		0	0	0		11.
Total (lines 2-11)	12.	8,693,583	4,995,000	9,656,174	6,165,726	0	0	558,000	603,353	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	2,476,030	4,000,000	7,061,174	4,570,726			558,000	603,353	13.
New Construction	14.	0	0	0	0	0		0		14.
Other	15.	6,217,553	995,000	2,595,000	1,595,000	0		0		15.
Total (lines 13-15, must equal line 12)	16.	8,693,583	4,995,000	9,656,174	6,165,726	0	0	558,000	603,353	16.

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2021 $ 55,353

SPECIAL PROJECTS

			FTE		TOTAL ALL FUNCTIONS		
			Prior FY	Budget FY	Prior FY	Budget FY	
FEDERAL PROJECTS							
1.	100-130 ESEA Title I - Helping Disadvantaged Children	6000	57.35	57.35	7,454,722	5,802,468	1.
2.	140-150 ESEA Title II - Prof. Dev. and Technology	6000	4.00	4.00	863,927	622,967	2.
3.	160 ESEA Title IV - 21st Century Schools	6000	0.16	0.16	708,305	357,457	3.
4.	170-180 ESEA Title V - Promote Informed Parent Choice	6000	0.00	0.00	0	0	4.
5.	190 ESEA Title III - Limited Eng. & Immigrant Students	6000	2.60	2.60	505,052	272,483	5.
6.	200 ESEA Title VII - Indian Education	6000	0.00	0.00	0	0	6.
7.	210 ESEA Title VI - Flexibility and Accountability	6000	0.00	0.00	0	0	7.
8.	220 IDEA Part B	6000	67.31	67.31	2,990,134	2,070,854	8.
9.	230 Johnson-O'Malley	6000	0.00	0.00	0	0	9.
10.	240 Workforce Investment Act	6000	0.00	0.00	0	0	10.
11.	250 AEA - Adult Education	6000	0.00	0.00	0	0	11.
12.	260-270 Vocational Education - Basic Grants	6000	0.00	0.00	0	0	12.
13.	280 ESEA Title X - Homeless Education	6000	0.00	0.00	0	0	13.
14.	290 Medicaid Reimbursement	6000	3.50	3.50	650,000	650,000	14.
15.	374 E-Rate	6000	0.00	0.00	600,000	237,551	15.
16.	378 Impact Aid	6000	0.00	0.00	0		16.
17.	300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	6000	5.25	5.25	256,706	4,675,397	17.
18.	Total Federal Project Funds (lines 1-17)		140.17	140.17	14,028,846	14,689,177	18.
STATE PROJECTS							
19.	400 Vocational Education	6000	0.00		0		19.
20.	410 Early Childhood Block Grant	6000	0.00		0		20.
21.	420 Ext. School Yr. - Pupils with Disabilities	6000	0.00		0		21.
22.	425 Adult Basic Education	6000	0.00		0		22.
23.	430 Chemical Abuse Prevention Programs	6000	0.00		0		23.
24.	435 Academic Contests	6000	0.00		0		24.
25.	450 Gifted Education	6000	0.00		0		25.
26.	456 College Credit Exam Incentives	6000	0.00		0		26.
27.	457 Results-based Funding	6000	0.00		0		27.
28.	460 Environmental Special Plate	6000	0.00		0		28.
29.	465-499 Other State Projects	6000	4.70	4.70	380,553	300,000	29.
30.	Total State Project Funds (lines 19-29)		4.70	4.70	380,553	300,000	30.
31.	Total Special Projects (lines 18 and 30)		144.87	144.87	14,409,399	14,989,177	31.

INSTRUCTIONAL IMPROVEMENT FUND (020)

			Prior FY	Budget FY	
1.	Teacher Compensation Increases	6000	0	0	1.
2.	Class Size Reduction	6000	234,830	234,830	2.
3.	Dropout Prevention Programs (M&O purposes)	6000	0	0	3.
4.	Instructional Improvement Programs (M&O purposes)	6000	234,830	234,830	4.
5.	Total Instructional Improvement Fund (lines 1-4)		469,660	469,660	5.

OTHER FUNDS

			Prior FY	Budget FY	
1.	050 County, City, and Town Grants	6000	0	0	1.
2.	071 English Language Learner (1)	6000	0	0	2.
3.	072 Compensatory Instruction (1)	6000	0	0	3.
4.	500 School Plant (2)	6000	70,000	70,000	4.
5.	510 Food Service	6000	8,280,000	8,694,000	5.
6.	515 Civic Center	6000	35,000	32,000	6.
7.	520 Community School	6000	402,000	390,000	7.
8.	525 Auxiliary Operations	6000	25,000	25,000	8.
9.	526 Extracurricular Activities Fees Tax Credit	6000	200,000	200,000	9.
10.	530 Gifts and Donations	6000	80,000	80,000	10.
11.	535 Career & Tech. Ed. & Voc. Ed. Projects	6000	0	0	11.
12.	540 Fingerprint	6000	5,000	4,000	12.
13.	545 School Opening	6000	0	0	13.
14.	550 Insurance Proceeds	6000	0	0	14.
15.	555 Textbooks	6000	5,000	4,000	15.
16.	565 Litigation Recovery	6000	0	0	16.
17.	570 Indirect Costs	6000	1,300,000	1,300,000	17.
18.	575 Unemployment Insurance	6000	0	0	18.
19.	580 Teacherage	6000	0	0	19.
20.	585 Insurance Refund	6000	0	0	20.
21.	590 Grants and Gifts to Teachers	6000	0	0	21.
22.	595 Advertisement	6000	0	0	22.
23.	596 Career Technical Education	6000	0	0	23.
24.	597 Arizona Industry Credentials Incentive	6000		0	24
25.	639 Impact Aid Revenue Bond Building	6000	0	0	25.
26.	650 Gifts and Donations-Capital	6000	0	0	26.
27.	660 Condemnation	6000	0	0	27.
28.	665 Energy and Water Savings	6000	489,963	498,395	28.
29.	686 Emergency Deficiencies Correction	6000	0	0	29.
30.	691 Building Renewal Grant	6000	200,000	200,000	30.
31.	700 Debt Service	6000	2,170,000	3,601,500	31.
32.	720 Impact Aid Revenue Bond Debt Service	6000	0	0	32.
33.	850 Student Activities	6000		49,967	33.
34.	Other _____	6000	0	0	34.
	INTERNAL SERVICE FUNDS 950-989				
1.	950-952 Self-Insurance	6000	11,475,000	11,046,511	1.
2.	955 Intergovernmental Agreements	6000	0	0	2.
3.	9__ OPEB	6000	0	0	3.
4.	901 Extended Day	6000	120,000	120,000	4.

(1) From Supplement, line 10 and line 20, respectively.

CALCULATION OF FY 2021 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)

			A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1.	FY 2021 Revenue Control Limit (RCL) (from APOR55 tab, page 4)	$ 62,401,449	$ 60,234,399	$ 2,167,050
*2. (a)	FY 2021 District Additional Assistance (DAA) (from APOR55 tab, page 5)	$ 4,874,147		
(b)	DAA Reduction for State Budget Adjustments (from APOR55 tab, page 5)	779,864		
(c)	Total DAA (line 2.a minus 2.b)	$ 4,094,283	707,482	3,386,801
*3.	FY 2021 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)			
(a)	Maintenance and Operation		9,360,217	
(b)	Unrestricted Capital Outlay			
(c)	Special Program			
*4.	Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to $50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)			
*5.	Tuition Revenue (A.R.S. §§15-823 and 15-824) Local (Do **not** include full-day kindergarten or summer school tuition)			
(a)	Individuals and Other Private Sources			
(b)	Other Arizona Districts			
(c)	Out-of-State Districts and Other Governments			
	State			
(d)	Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6.	State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7.	Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)			
8.	Budget Increase for:			
(a)	Desegregation Expenditures (A.R.S. §15-910.G-K)			
* (b)	Tuition Out Debt Service (from Calculations page, Calculation of Tuition Out for High School Students, line 5) (A.R.S. §15-910.M)		0	
* (c)	Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)		2,290,618	
(d)	Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)			
(e)	Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2019 (A.R.S. §15-910.N)			
* (f)	Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g)	FY 2020 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)		0	
(h)	Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (i)	Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9.	Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.			
(a)	Prior Year Over Expenditures/Resolutions:			
(b)	Decrease for Transfer from M&O to Energy and Water Savings Fund		(498,395)	
(c)	Increase for Energy and Water Savings Fund Transfer to M&O			
(d)	Noncompliance Adjustment			
(e)	ADM/Transportation Audit Adjustment			
(f)	Other:			
*10.	Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		240,727	481,448
11.	FY 2021 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		$ 72,335,048	
12.	Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line A.11)			$ 6,035,299

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

CALCULATION OF FY 2021 UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT
(A.R.S. §15-947.D and A.R.S. §15-978)

UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2020 Unrestricted Capital Budget Limit (UCBL)
     (from FY 2020 latest revised Budget, page 8, line A.12) ... $ 8,643,219
   2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget
      adoption, use zero.) ... $ 0
   3. Adjusted Amount Available for FY 2020 Capital Expenditures (line A.1 + A.2) ... $ 8,643,219
   4. Amount Budgeted in Fund 610 in FY 2020
      (from FY 2020 latest revised Budget, page 4, line 10) ... $ 8,643,219
   5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2 ... $ 8,643,219
   6. FY 2020 Fund 610 Actual Expenditures (For budget adoption use actual expenditures
      to date plus estimated expenditures through fiscal year-end.) ... $ 7,237,785
   7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in
      calculation, but show negative amount here in parentheses. -- ... $ 1,405,434
   8. Interest Earned in Fund 610 in FY 2020 ... $ (65,000)
   9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F) ... $ 0
   10. Adjustment to UCBL for FY 2021 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable.
       (a) Prior Year Over Expenditures/Resolutions:
       ... $ 0
       (b) ADM/Transportation Audit Adjustment ... $ 0
       (c) Other: ... $ 0
   11. Amount to be Used for Capital Expenditures (from page 7, line 12) ... $ 6,035,299
   12. FY 2021 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1) ... $ 7,375,733

CLASSROOM SITE FUND BUDGET LIMIT

		Fund 011	Fund 012	Fund 013	Total Fund 010
B. 1.	FY 2020 Classroom Site Fund Budget Limit (from FY 2020 latest revised Budget, page 8, line B.7)	2,696,683	7,506,664	4,116,977	14,320,324
2.	FY 2020 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	2,337,867	3,109,618	3,393,920	8,841,405
3.	Unexpended Budget Balance (line B.1 minus B.2)	358,816	4,397,046	723,057	5,478,919
4.	Interest Earned in the Classroom Site Fund in FY 2020				0
5.	FY 2021 Classroom Site Fund Allocation (provided by ADE, based on $425) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	1,136,985.13	2,273,970.26	2,273,970.26	5,684,925.64
6.	Adjustments to FY 2021 Classroom Site Fund Budget Limit (2)				0
7.	FY 2021 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	1,495,802	6,671,017	2,997,028	11,163,845

(1) The amount budgeted on page 4, line 10 cannot exceed this amount.

(2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

(3) The amounts budgeted on page 3, lines 13, 26, 39, and 40 cannot exceed the respective amounts on this line.

SUPPLEMENT TO SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET FOR DISTRICTS THAT BUDGET FOR ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)

English Language Learners Supplement		FTE		Salaries	Employee Benefits	Purchased Services 6300, 6400,	Supplies	Property	Other	Totals		%
		Prior FY	Budget FY							Prior FY 2020	Budget FY 2021	Increase/
Expenditures		FY	FY	6100	6200	6500	6600	6700	6800	2020	2021	Decrease
English Language Learner Fund 071 (A.R.S. §15-756.04)												
1000 Instruction	1.	0.00								0	0	0.0% 1.
2000 Support Services												
2100 Students	2.	0.00								0	0	0.0% 2.
2200 Instructional Staff	3.	0.00								0	0	0.0% 3.
2300 General Administration	4.	0.00								0	0	0.0% 4.
2400 School Administration	5.	0.00								0	0	0.0% 5.
2500 Central Services	6.	0.00								0	0	0.0% 6.
2600 Operation & Maintenance of Plant	7.	0.00								0	0	0.0% 7.
2700 Student Transportation	8.	0.00								0	0	0.0% 8.
2900 Other	9.	0.00								0	0	0.0% 9.
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0.00	0	0	0	0		0	0	0	0.0% 10.
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)												
1000 Instruction	11.	0.00								0	0	0.0% 11.
2000 Support Services												
2100 Students	12.	0.00								0	0	0.0% 12.
2200 Instructional Staff	13.	0.00								0	0	0.0% 13.
2300 General Administration	14.	0.00								0	0	0.0% 14.
2400 School Administration	15.	0.00								0	0	0.0% 15.
2500 Central Services	16.	0.00								0	0	0.0% 16.
2600 Operation & Maintenance of Plant	17.	0.00								0	0	0.0% 17.
2700 Student Transportation	18.	0.00								0	0	0.0% 18.
2900 Other	19.	0.00								0	0	0.0% 19.
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0.00	0	0	0	0		0	0	0	0.0% 20.

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET

CTD NUMBER	070440000
VERSION	Adopted

I certify that the Budget of **Glendale Elementary School** District, **Maricopa** County for fiscal year 2021 was officially proposed by the Governing Board on **June 25**, 2020, and that the complete Proposed Expenditure Budget may be reviewed by contacting **Valerie Caraveo** at the District Office, telephone **6232377108** during normal business hours.

_____
President of the Governing Board

1. Average Daily Membership:	Prior Year 2020 ADM	Budget Year 2021 ADM
2019 ADM		
Attending 11,335.257	10,813.176	10,500.000

2. Tax Rates:	Prior FY	Est. Budget FY
Primary Rate (equalization formula funding and budget add-ons not required to be in secondary rate)	2.0188	1.9487
Secondary Rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)	4.7478	4.8041

3. Budgeted Expenditures and Budget Limits:	Budgeted Expenditures	Budget Limit
Maintenance & Operation Fund	72,335,048	72,335,048
Classroom Site Fund	11,163,847	11,163,845
Unrestricted Capital Outlay Fund	7,375,733	7,375,733

4. Average Teacher Salaries (A.R.S. §15-903.E)	
1. Average salary of all teachers employed in FY 2021 (budget year	47,141
2. Average salary of all teachers employed in FY 2020 (prior year	46,862
3. Increase in average teacher salary from the prior year	279
4. Percentage increase	1%

Comments on average salary calculation (Optional):

5. Average salary of all teachers employed in FY 2018	40,492
6. Total percentage increase in average teacher salary since FY 2018	16%

MAINTENANCE AND OPERATION EXPENDITURES

	Salaries and Benefits		Other		TOTAL		% Inc./(Decr.) from
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY
100 Regular Education							
1000 Instruction	24,559,502	30,235,128	1,730,174	1,482,158	26,289,676	31,717,286	20.6%
2000 Support Services							
2100 Students	1,516,746	1,419,213	358,329	288,127	1,875,075	1,707,340	-8.9%
2200 Instructional Staff	1,554,341	1,604,149	392,549	99,016	1,946,890	1,703,165	-12.5%
2300, 2400, 2500 Administration	10,145,716	10,105,161	4,890,539	829,982	15,036,255	10,935,143	-27.3%
2600 Oper./Maint. of Plant	5,410,791	5,802,241	4,825,665	4,090,600	10,236,456	9,892,841	-3.4%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	164,154	216,532	500	1,230	164,654	217,762	32.3%
610 School-Sponsored Cocurric. Activities	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	114,568	88,896	75,082	63,740	189,650	152,636	-19.5%
630, 700, 800, 900 Other Programs	34,376	43,497	0	0	34,376	43,497	26.5%
Regular Education Subsection Subtotal	43,500,194	49,514,817	12,272,838	6,854,853	55,773,032	56,369,670	1.1%
200 and 300 Special Education							
1000 Instruction	6,515,237	6,843,988	1,418,221	1,334,617	7,933,458	8,178,605	3.1%
2000 Support Services							
2100 Students	1,987,414	2,237,926	1,961,453	1,793,235	3,948,867	4,031,161	2.1%
2200 Instructional Staff	191,836	245,156	14,068	14,643	205,904	259,799	26.2%
2300, 2400, 2500 Administration	0	0	0	0	0	0	0.0%
2600 Oper./Maint. of Plant	0	0	0	0	0	0	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	8,694,487	9,327,070	3,393,742	3,142,495	12,088,229	12,469,565	3.2%
400 Pupil Transportation	2,249,184	2,186,893	537,346	614,605	2,786,530	2,801,498	0.5%
510 Desegregation	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	667,473	694,315	0	0	667,473	694,315	4.0%
TOTAL EXPENDITURES	55,111,338	61,723,095	16,203,926	10,611,953	71,315,264	72,335,048	1.4%

TOTAL EXPENDITURES BY FUND

Fund	Budgeted Expenditures		$ Increase/(Decrease) from Prior FY	% Increase/(Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	71,315,264	72,335,048	1,019,784	1.4%
Instructional Improvement	469,660	469,660	0	0.0%
English Language Learner	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	14,514,346	11,163,847	(3,350,499)	-23.1%
Federal Projects	14,028,846	14,689,177	660,331	4.7%
State Projects	380,553	300,000	(80,553)	-21.2%
Unrestricted Capital Outlay	8,643,219	7,375,733	(1,267,486)	-14.7%
New School Facilities	0	0	0	0.0%
Adjacent Ways	558,000	0	(558,000)	-100.0%
Debt Service	2,170,000	3,601,500	1,431,500	66.0%
School Plant Fund	70,000	70,000	0	0.0%
Auxiliary Operations	25,000	25,000	0	0.0%
Bond Building	9,656,174	0	(9,656,174)	-100.0%
Food Service	8,280,000	8,694,000	414,000	5.0%
Other	14,311,963	13,924,873	(387,090)	-2.7%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE

Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Total All Disability Classifications	11,384,571	11,831,560
Gifted Education	130,503	130,503
Remedial Education	0	0
ELL Incremental Costs	480,571	507,502
ELL Compensatory Instruction	92,584	0
Vocational and Technical Education (non-CTED)	0	0
Career Education (non-CTED)	0	0
Career Technical Education (CTED)	0	0
TOTAL	12,088,229	12,469,565

PROPOSED STAFFING SUMMARY

Staff Type	Purchased Services Personnel FTE	Employee FTE	Total FTE	Staff-Pupil Ratio	
Certified --					
Superintendent, Principals, Other Administrators		55	55	1 to	190.9
Teachers		640	640	1 to	16.4
Other		95	95	1 to	110.5
Subtotal	0	790	790	1 to	13.3
Classified --					
Managers, Supervisors, Directors		14	14	1 to	750.0
Teachers Aides		133	133	1 to	78.9
Other		246	246	1 to	42.7
Subtotal	0	393	393	1 to	26.7
TOTAL	0	1,183	1,183	1 to	8.9
Special Education --					
Teacher		161	161	1 to	18.0
Staff		25	25	1 to	6.0

DISTRICT NAME   Glendale Elementary School District

CTD NUMBER   070440000

VERSION   Adopted

FY 2021 Truth in Taxation Work Sheet (A.R.S. §15-905.01)

1.	FY 2021 Truth in Taxation Base Limit (from FY 2020 TNT work sheet, line 3 + line 11)	$	1,131,000
2.	Deduction for discontinued programs	**No budget on lines 4 -**	
3.	Adjusted FY 2021 TNT Base Limit	**7 below. Click here** $	1,131,000
		for Instructions	

Primary Property Tax Rate Related to Budgeted Expenditures

FY 2021 Budgeted Expenditures

4.	Desegregation (no longer a primary levy, must be zero)	$ 0	0.0000
5.	Dropout Prevention (from page 1, line 27)	0	0.0000
6.	Joint Career and Technical Education and Vocational Education Center	0	0.0000
7.	Small School Adjustment (from page 7, line 4, columns A and B)	$ 0	0.0000

Adjustments for FY 2020 Expenditures

8. Desegregation, Dropout Prevention, and Joint Career and Technical Education and Vocational Education Center

   a. FY 2020 Total Actual Expenditures for programs above $ _____

   b. Sum of FY 2020 original budget amounts for programs above (from FY 2020 TNT work sheet, sum of lines 4, 5, and 6)   0

   c. Expenditures over/(under) original budget (line 8.a minus line 8.b) $ 0

9. Small School Adjustment

   a. FY 2020 final budget for Small School Adjustment $ _____

   b. FY 2020 original budget for Small School Adjustment (from FY 2020 TNT work sheet, line 7) $ 0

   c. Amount over/(under) budget for Small School Adjustment (line 9.a minus line 9.b) $ 0

10. Total (add lines 4 through 7 and line 8.c. and line 9.c.) $ 0

11. Excess over Truth in Taxation Limit (1)
(Line 10 minus line 3. If negative, enter zero.) $ 0

12. Amount to be Levied in FY 2021 for Adjacent Ways pursuant to A.R.S. §15-995 (from page 5, footnote 2) (1) $ 55,353   0.0002

13. Amount to be Levied in FY 2021 for Liabilities in Excess of the Budget pursuant to A.R.S. §15-907 (1) $ 0   0.0000

Calculations for Truth in Taxation Notice

A.	Sum of lines 11, 12, and 13	$	55,353
B.1.	Current Assessed Value	$	327,903,091
B.2.	(Line 3 divided by line B.1) x $10,000	$	34.4919 (2)
C.1.	Sum of lines 3, 11, 12, and 13	$	1,186,353
C.2.	(Line C.1 divided by line B.1) x $10,000	$	36.1800 (2)

(1) If an amount on line 11, 12, or 13 is greater than zero, the district must publish a Truth in Taxation Hearing Notice as described in A.R.S. §15-905.01.

(2) $10,000 is used in these calculations to determine the amounts to include on the truth in taxation hearing notice for a $100,000 home, as property taxes on residential properties are levied at 10% of the assessed valuation per A.R.S. §42-15003.

DATA ENTRY SHEET

FY 2021 LEGISLATIVE AMOUNTS

Base Level Amount (A.R.S. §15-901, as amended by Laws 2020, Ch. 49, §2)	$ 4,305.73
State Support Level per Route Mile (A.R.S. §15-945, as amended by Laws 2020, Ch. 49, §3)	
0.5 mile or less **OR** more than 1.0 mile	$ 2.74
More than 0.5 mile through 1.0 mile	$ 2.24
Qualifying Tax Rate for elementary or secondary (CTEDs use 0.05)	1.8371

UNWEIGHTED STUDENT COUNT

All districts must complete lines 1 through 6 below.

Prior years ADM amounts (lines 1 and 2) are used to calculate district additional assistance (DAA), including DAA growth factor if applicable, in accordance with A.R.S. §15-961. Estimated current year ADM (lines 3 through 6) is used to calculate the Group A weighted student count included in the Base Support Level calculation on the APOR55 tab, page 4.

Prior Years ADM (A.R.S. §§15-901 and 15-961)	PSD	K-8	9-12	Total
1. FY 2019 100th-Day ADM				11,335.257
2. FY 2020 100th-Day ADM	79.324	10,733.852		10,813.176
Current Year ADM (A.R.S. §§15-943 and 15-808)				
3. FY 2021 Estimated Non-AOI Student Count	77.027	10,422.973		10,500.000
4. FY 2021 Estimated AOI Full-Time Student Count				0.000
5. FY 2021 Estimated AOI Part-Time Student Count				0.000
6. Total FY 2021 Estimated Student Count	77.027	10,422.973	0.000	10,500.000

STUDENT COUNT BY CATEGORY

Student counts used to calculate the Group B weighted add-on count used in calculating the Base Support Level.

		Non-AOI Student Count	AOI Full-Time Student Count	AOI Part-Time Student Count
7.	K-3 Reading	4,145.829		
8.	K-3	4,145.829		
9.	ELL	1,751.685		
10.	HI	0.170		
11.	MD-R, A-R, and SID-R	47.632		
12.	MD-SC, A-SC, and SID-SC	105.379		
13.	MD-SSI	2.000		
14.	OI-R	5.000		
15.	OI-SC	16.257		
16.	P-SD	19.649		
17.	DD*, ED, MIID, SLD, SLI*, and OHI	1,176.070		
18.	ED-P	7.940		
19.	MOID	14.820		
20.	VI	0.110		
21.	Total Add-on Count (lines 7 through 20)	11,438.371	0.000	0.000

*School aged students only

ADJUSTMENTS TO BASE SUPPORT LEVEL/BASE REVENUE CONTROL LIMIT (A.R.S. §15-944.E)

K-8 9-12

1. ☐ ☐ Check box(es) if the district's schools are designated as small isolated by the State Board of Education. (A.R.S. §15-901)

2. ☒ Check box if the district has been approved for additional monies for teacher compensation by the State Board of Education. (A.R.S. §15-952)

3. ☐ Check box if the district has been approved to provide 200 days of instruction by ADE. (A.R.S. §15-902.04)

4.	Adjusted FY 2021 Base Level Amount	$4,359.55
5.	Actual Teacher Experience Index (TEI) from FY 2020 Teacher Experience Report (if actual TEI is less than 1.0000 use 1.0000) (A.R.S. §15-941)	1.0000
6.	FY 2019 actual **non-federal** audit expenditures from all funds (A.R.S. §15-914.F)	$51,005.00
7.	FY 2019 actual **federal** audit expenditures from all funds	$4,200.00
8.	FY 2019 actual **total** audit expenditures from all funds (line 6 plus line 7)	$55,205.00

TRANSPORTATION (A.R.S. §§15-816.01, 15-945, as amended by Laws 2020, Ch. 49, §3, and 15-946)

1.	FY 2020 Approved Daily Route Miles	1,844.00
2.	Number of Eligible Students Transported in FY 2020	2,038.00
3.	FY 2020 Annual Expenditure for Bus Tokens	$0.00
4.	FY 2020 Annual Expenditure for Bus Passes	$0.00
5.	Actual Route Miles traveled in July and August 2019 to Transport Pupils w/Disabilities for Extended School Year	2,906.00
6.	Estimated Route Miles Traveled in June 2020 to Transport Pupils w/Disabilities for Extended School Year	0.00

Pursuant to Law whose FY 2020 than their FY 20 the FY 2020 sta should use the of the calculation of using the FY 20

OTHER INFORMATION

1.	Capital Transportation Adjustment (A.R.S. §15-963.B)	
a.	PSD	
b.	K-8	
c.	9-12	
2.	Actual DAA State Budget Reduction Amount calculated by ADE (leave blank for budget adoption)	
a.	PSD and K-8	
b.	9-12	
3.	Consolidation/Unification Increase for Transitional Costs incurred in first year (A.R.S. §§15-912 and 15-912.01)	

ASSESSED PROPERTY VALUATIONS

4.	2020 Primary Assessed Valuation (AV)	$327,903,091
5.	2020 Primary Assessed Valuation (AV2)	
6.	2020 Salt River Project (SRP) Valuation	$6,760,000
7.	2020 Government Property Lease Excise Tax Assessed Valuation	

BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01)

8.	Adjustments to the General Budget Limit (from FY 2020 BUDG75, leave blank for budget adoption)	
9.	FY 2020 M&O Fund actual expenditures (from FY 2020 AFR, amount will be estimated for budget adoption)	
10.	FY 2020 M&O Fund Actual Expenditures (if any) for:	
a.	Special Program Override	
b.	Desegregation (A.R.S. §15-910)	
c.	Tuition Out Debt Service	
d.	Dropout Prevention Programs	
e.	Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)	
f.	Performance Pay (A.R.S. §15-920)	
11.	Budget Balance Carryforward transferred to the School Opening Fund (if any)	

DATA ENTRY SHEET

DISTRICTS RECEIVING FEDERAL IMPACT AID REVENUES (A.R.S. §15-905.R):

12.	FY 2021 Impact Aid Revenue	
13.	Impact Aid revenue deposited in FY 2021 to the Impact Aid Revenue Bond Debt Service Fund for principal and interest payments	
14.	Impact Aid revenue transferred in FY 2021 to the M&O Fund to provide cash for the TRCL/TSL difference	
15.	Impact Aid revenue transferred in FY 2021 to the M&O Fund to reduce or eliminate taxes	
16.	FY 2020 Ending Cash Balance in the Impact Aid Fund	

DISTRICTS OPERATING UNDER THE PROVISIONS OF THE SMALL SCHOOL ADJUSTMENT (A.R.S. §15-949):

17. ☐ Check box if the district previously operated under a small school adjustment and no longer qualifies based on current year ADM. The phase down limit for an override election pursuant to A.R.S. §15-481 is shown in the appropriate section of the Calculations page. If this box is checked, the district **must** complete line 18 below.

18.	Enter the fiscal year that the district exceeded the allowable student counts for the first time. (A.R.S. §15-949.C and .E)	FY	1990
19.	For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).		

DISTRICTS NEEDING BSL ADJUSTMENT DUE TO TUITION LOSS (A.R.S. §§15-954 and 15-902.01):

Only complete this section if the district receives less tuition from a district which is inside or outside of this state because the district of residence began to offer instruction in one or more high school grade levels not previously offered.

20.	Base year - the fiscal year before the other district began to offer instruction	FY	
21.	Base year Attending ADM Grades 9-12		
22.	Number of tuitioned students lost in the year after the base year due to district of residence offering instruction in Grades 9-12 not offered previously		
23.	Tuition received in base year		
24.	Tuition received in fiscal year after base year		

25. ☐ Check box if the district lost student count resulting from the formation of a joint unified school district pursuant to A.R.S. §15-450

26.	Additional number of tuitioned students lost in the second year after the base year (Type 05 districts only)	
27.	Additional number of tuitioned students lost in the third year after the base year (Type 05 districts only)	

TYPE 03 DISTRICT INFORMATION

1.	High School Student Count Transported by District of Residence to District of Attendance (A.R.S. §15-951.C)	

2. Tuition Out for High School Students (A.R.S. §§15-448.J, 15-842, 15-910.M, and 15-951):

Attending District Name	Attending District CTD Number	Tuition Out High School Count	Debt Service Per Pupil Tuition	M&O & UCO, Per Pupil Tuition

Use lines 2.a through 2.e for budget **adoption** (as necessary)

a.					
b.					
c.					
d.					
e.					

Use lines 2.f through 2.j for budget **revision** (as necessary)

f.	0		0		
g.	0		0		
h.	0		0		
i.	0		0		
j.	0		0		

3. ☐ Check box for Type 03 districts no longer within a high school district due to the unification of the high school district. (A.R.S. §15-448.J)

ACCOMMODATION DISTRICT (TYPE 01) INFORMATION (A.R.S. §15-974)

1. ☐ Check box if the district offers instruction in grades 9-12. **Accommodation districts only.**

Only accommodation districts with a student count of **more** than 125 in grades K-8 **or** accommodation districts that offer instruction in grades 9-12 and have a student count of **more** than 100 in grades 9-12, should complete lines 2 through 4.

2.	Maintenance & Operation (M&O) Fund FY 2020 ending cash balance	
3.	10% of the FY 2021 RCL calculated using the district's 2020 ADM	
4.	Up to 5% of the FY 2021 RCL calculated pursuant to A.R.S. §15-482.B	$

CALCULATIONS

CALCULATION OF SUPPORT LEVEL WEIGHTS (GROUP A WEIGHTS)

		DESIGNATED AS ISOLATED		NOT DESIGNATED AS ISOLATED	
		K-8	9-12	K-8	9-12
Student Count 0.001-99.999					
Support Level Weight		1.559	1.669	1.399	1.559
Student Count 100.000-499.999					
Student Count Constant		500.000	500.000	500.000	500.000
Student Count	-	0.000	0.000	0.000	0.000
Difference	=	0.000	0.000	0.000	0.000
Weight Adjustment Factor	x	0.0005	0.0005	0.0003	0.0004
Support Level Weight Increase	=	0.000	0.000	0.000	0.000
Support Level Weight	+	1.358	1.468	1.278	1.398
Adjusted Support Level Weight	=	0.000	0.000	0.000	0.000
Student Count 500.000-599.999					
Student Count Constant		600.000	600.000	600.000	600.000
Student Count	-	0.000	0.000	0.000	0.000
Difference	=	0.000	0.000	0.000	0.000
Weight Adjustment Factor	x	0.0020	0.0020	0.0012	0.0013
Support Level Weight Increase	=	0.000	0.000	0.000	0.000
Support Level Weight	+	1.158	1.268	1.158	1.268
Adjusted Support Level Weight	=	0.000	0.000	0.000	0.000
Student Count 600.000 or More					
Support Level Weight				1.158	1.268
Career Technical Education District					
Support Level Weight (A.R.S. §15-943.02)					1.339

OTHER CALCULATIONS

1. Portion of BSL/BRCL from total K-3 and total K-3 Reading weighted student counts:

    K-3 $ 1,084,438.06
    K-3 Reading $ 722,957.26

2. Additional Tax in Districts Ineligible for Equalization Assistance, Amount to be Levied and Paid to the State (A.R.S. §15-992) $ 0.00

CALCULATION OF DISTRICT ADDITIONAL ASSISTANCE (DAA) PER STUDENT COUNT AMOUNTS (A.R.S. §§15-951.C and 15-962.01)

TABLE TO CALCULATE DAA PER STUDENT COUNT

	K-8	9-12
1. FY 2021 Student Count (2020 ADM): .001 - 99.999		
DAA per Student Count	$ 544.58	$ 601.24
2. FY 2021 Student Count (2020 ADM): 100.000 - 499.999		
a. Student Count Constant	500.000	500.000
b. Student Count -	0.000 -	0.000
c. Difference =	0.000 =	0.000
d. Weight Adjustment Factor x	0.0003 x	0.0004
e. Support Level Weight Increase =	0.000 =	0.000
f. Support Level Weight +	1.278 +	1.398
g. Adjusted Support Level Weight =	0.000 =	0.000
h. Support Level Amount x	$ 389.25 x	$ 405.59
i. DAA per Student Count =	$ 0.00 =	$ 0.00
3. FY 2021 Student Count (2020 ADM): 500.000 - 599.999		
a. Student Count Constant	600.000	600.000
b. Student Count -	0.000 -	0.000
c. Difference =	0.000 =	0.000
d. Weight Adjustment Factor x	0.0012 x	0.0013
e. Support Level Weight Increase =	0.000 =	0.000
f. Support Level Weight +	1.158 +	1.268
g. Adjusted Support Level Weight =	0.000 =	0.000
h. Support Level Amount x	$ 389.25 x	$ 405.59
i. DAA per Student Count =	$ 0.00 =	$ 0.00
4. FY 2021 Student Count (2020 ADM): 600.000 or More & Career Technical Education Districts		
DAA per Student Count	$ 450.76	$ 492.94

CALCULATION OF MAINTENANCE AND OPERATION (M&O) FUND BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01)

1. General Budget Limit (GBL) (from FY 2020 latest revised Budget, page 7, line 11) $ 71,315,264.00
2. Adjustments to the GBL (from FY 2020 BUDG75, amount will be zero for budget adoption) $ 0.00
3. Adjusted GBL $ 71,315,264.00
4. Budgeted M&O expenditures (from FY 2020 latest revised Budget, page 1, line 30, Total Budget Year Column) $ 71,315,264.00
5. Adjustments to the GBL (from line 2) $ 0.00
6. Adjusted Budgeted Expenditures $ 71,315,264.00
7. Lesser of the Adjusted GBL (line 3) or the Adjusted Budgeted Expenditures (line 6) $ 71,315,264.00
8. FY 2020 M&O Fund actual expenditures (from FY 2020 AFR, amount will be estimated for budget adoption) $ 0.00
9. Budget Balance (line 7 minus line 8) (If negative, zero is shown. Any negative amount is shown here in parentheses.) $ $ 71,315,264.00

Note: For lines 10.a through 10.f the FY 2020 actual expenditures are deducted from the budget amount. If the result is negative, zero is shown.

10. FY 2020 Actual Expenditures:

	FY 2020 Budget		Actual		Unexpended Budget
a. Special Program Override	$ 0.00	- $	0.00	= $	0.00
b. Desegregation	$ 0.00	- $	0.00	= $	0.00
c. Tuition Out Debt Service	$ 0.00	- $	0.00	= $	0.00
d. Dropout Prevention Programs	$ 0.00	- $	0.00	= $	0.00
e. Joint Career and Technical Education and Vocational Education Center	$ 0.00	- $	0.00	= $	0.00
f. Performance Pay	$ 0.00	- $	0.00	= $	0.00
g. Total Budget Balance Deductions (lines 10.a through 10.f)				= $	0.00

11. Budget Balance after Deductions (If negative, the district does not have any budget balance to carry forward.) $ 71,315,264.00
12. Budget Balance Carryforward transferred to the School Opening Fund (not to exceed the lesser of line 11 or the FY 2020 M&O Fund ending cash balance)   - $ 0.00
13. Actual Budget Balance Carryforward to be used in M&O Fund (for GBL calculation on page 7, line 8.c)   = $ 71,315,264.00

14. Accommodation District Cash Balance Carryforward
  a. M&O Fund cash balance as of June 30, 2020 $ 0.00
  b. Actual Budget Balance Carryforward   - $ 0.00
  c. Remaining M&O Cash Balance   = $ 0.00
15. Accommodation District Maximum RCL Addition that may be authorized by County School Superintendent:
  a. The amount on line 14.c **or** $ 0.00
  b. 10% of the FY 2021 RCL calculated using the district's 2020 ADM $ 0.00
  c. Up to 5% of the FY 2021 RCL calculated pursuant to A.R.S. §15-482.B   + $ 0.00
  d. Result (line 15.b plus line 15.c)   = $ 0.00
  e. The lesser of line 15.a or 15.d $ 0.00

CALCULATIONS

CALCULATION OF THE AMOUNT AVAILABLE TO BE SPENT IN THE IMPACT AID FUND (A.R.S. §15-905.R)

1.	FY 2021 Impact Aid Revenue	$ 0.00
2.	Impact Aid revenue deposited in FY 2021 to the Impact Aid Revenue Bond Debt Service Fund for principal and interest payments	- $ 0.00
3.	TRCL/TSL Difference	$ 0.00
4.	Impact Aid revenue transferred in FY 2021 to the M&O Fund to provide cash for the TRCL/TSL difference calculated on line	- $ 0.00
5.	Impact Aid revenue transferred in FY 2021 to the M&O Fund to reduce or eliminate taxes	- $ 0.00
6.	FY 2020 Ending Cash Balance in the Impact Aid Fund	+ $ 0.00
7.	FY 2021 Amount Available to be Spent in the Impact Aid Fund (on page 6, Federal Projects line 16)	= $ 0.00

CALCULATION OF SMALL SCHOOL ADJUSTMENT PHASE DOWN LIMIT

Applies to any district that operated under the provisions of the small school adjustment (A.R.S. §15-949.A), and exceeded the allowable student counts for the first time before FY 2000. Districts that operated under the provisions of a small school adjustment and exceeded the allowable student counts for the first time after FY 1999, should refer to the next section to calculate their maximum override.

If in FY 2021, the K-8 student count is greater than 125 but less than 154, or the 9-12 student count is greater than 100 but less than 176, the district may continue to adopt a budget using a small school adjustment on page 7, line 4 of up to $50,000 without an election. **OR** If the district holds an override election as provided in A.R.S. §15-481, the district may include up to the amount calculated below on page 7, line 3(a). **For purposes of small school adjustment, the FY 2021 student count is the 2020 ADM.**

1. A district whose student count K-8 has exceeded 125 but is less than 154 may determine the small school adjustment phase down as follows:

a.	Phase down base		$ 150,000.00
b.	FY 2021 K-8 student count	0.000	
c.	Small school student count limit	- 125.000	
d.	Student count above the small school limit	= 0.000	
e.	Adjusted Support Level Weight (See Table I at right for calculation)	x 0.000	
f.	Weighted student count above small school limit	= 0.000	
g.	Base Level Amount	x 0.00	
h.	Phase down reduction factor		- $ 0.00
i.	Grades K-8 small school adjustment phase down limit		$ 0.00

2. A unified or union high school district whose student count in grades 9-12 has exceeded 100 but is less than 176 may determine the small school adjustment phase down as follows:

a.	Phase down base		$ 350,000.00
b.	FY 2021 9-12 student count	0.000	
c.	Small school student count limit	- 100.000	
d.	Student count above the small school limit	= 0.000	
e.	Adjusted Support Level Weight (See Table II at right for calculation)	x 0.000	
f.	Weighted student count above small school limit	= 0.000	
g.	Base Level Amount	x 0.00	
h.	Phase down reduction factor		- $ 0.00
i.	Grades 9-12 small school adjustment phase down limit		$ 0.00

3.	For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).	$ 0.00
4.	Allowable Small School Adjustment, subject to an election	$ 0.00
5.	10% of the District's Total RCL	$ 0.00
6.	Maximum override, subject to an election (Greater of line 4 or line 5)	$ 0.00

ADJUSTMENT

Applies to any district that operated under the provisions of a small school adjustment (A.R.S. §15-949.A) and exceeded the allowable student counts for the first time after FY 1999. Districts that operated under the provisions of the small school adjustment and exceeded the allowable student counts for the first time before FY 2000, should refer to the section above.

If in FY 2021, the K-8 student count is greater than 125 but less than 181, or the 9-12 student count is greater than 100 but less than 185, the district may hold an override election as provided in A.R.S. §15-481. The maximum amount the district may budget on Budget, page 7, line 3(a), subject to an override election, is the amount calculated below. **For purposes of small school adjustment, the FY 2021 student count is the 2020 ADM.**

1. A district whose K-8 student count has exceeded 125, but is less than 181 may determine the maximum small school adjustment override as follows:

a.	FY 2021 K-8 student count	0.000	
b.	Small school student count limit	- 125.000	
c.	Student count above the small school limit	= 0.000	
d.	Phase-down factor	x 0.0045	
e.	Result	= 0.0000	
f.	Maximum Percent Increase to apply to RCL (.35 minus line 1.e)	0.0000	
g.	K-8 Revenue Control Limit	x 0.00	
h.	K-8 small school budget override limit (line 1.f x line 1.g) (If less than zero, zero is entered)		$ 0.00

2. A district whose 9-12 student count has exceeded 100, but is less than 185 may determine the maximum small school adjustment override as follows:

a.	FY 2021 9-12 student count	0.000	
b.	Small school student count limit	- 100.000	
c.	Student count above the small school limit	= 0.000	
d.	Phase-down factor	x 0.0065	
e.	Result	= 0.0000	
f.	Maximum Percent Increase to apply to RCL (.65 minus line 2.e)	0.0000	
g.	9-12 Revenue Control Limit	x 0.00	
h.	9-12 small school budget override limit (line 2.f x line 2.g) (If less than zero, zero is entered)		$ 0.00

3.	For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).	$ 0.00
4.	Allowable Small School Adjustment, subject to an election (line 1.h plus line 2.h plus line 3)	$ 0.00
5.	10% of the District's Total RCL	$ 0.00
6.	Maximum override, subject to an election (Greater of line 4 or line 5)	$ 0.00

CALCULATIONS

CALCULATION OF TUITION OUT FOR HIGH SCHOOL STUDENTS (A.R.S. §§15-448.J, 15-824, 15-910.M, and 15-951)
For Common School Districts NOT within a High School District (Type 03)

LINES 1 AND 2 ARE FOR BUDGET ADOPTION
1. Increase to the GBL for Debt Service Tuition Outside the RCL

	Attending District Name	Attending District CTD Number	A Tuition Out High School Count	B Debt Service Per Pupil Tuition	C Debt Service Tuition Limit	D Per Pupil Tuition in Excess of Debt Service Limit (B-C)	Increase to GBL (A x D)
a.	0	0	0.000	0.00	0.00	0.00	0.00
b.	0	0	0.000	0.00	0.00	0.00	0.00
c.	0	0	0.000	0.00	0.00	0.00	0.00
d.	0	0	0.000	0.00	0.00	0.00	0.00
e.	0	0	0.000	0.00	0.00	0.00	0.00
f.	Total High School Count:		0.000				
g.	Increase to GBL for Debt Service Tuition Outside the RCL (to line 5):						0.00

2. Increase to DSL and RCL for Tuition

	Attending District Name	E M&O & UCO, Per Pupil Tuition	F Per Pupil Tuition Incl. Limited Debt Service (E + lesser of B or C)	Increase to DSL and RCL (A x F)
a.	0	0.00	0.00	0.00
b.	0	0.00	0.00	0.00
c.	0	0.00	0.00	0.00
d.	0	0.00	0.00	0.00
e.	0	0.00	0.00	0.00
f.	Increase to DSL and RCL for Tuition:			0.00

LINES 3 AND 4 ARE FOR BUDGET REVISION
3. Increase to the GBL for Debt Service Tuition Outside the RCL

	Attending District Name	Attending District CTD Number	A Tuition Out High School Count	B Debt Service Per Pupil Tuition	C Debt Service Tuition Limit	D Per Pupil Tuition in Excess of Debt Service Limit (B-C)	Increase to GBL (A x D)
a.	0	0	0.000	0.00	0.00	0.00	0.00
b.	0	0	0.000	0.00	0.00	0.00	0.00
c.	0	0	0.000	0.00	0.00	0.00	0.00
d.	0	0	0.000	0.00	0.00	0.00	0.00
e.	0	0	0.000	0.00	0.00	0.00	0.00
f.	Total High School Count:		0.000				
g.	Revised Total Increase to GBL for Debt Service Tuition Outside the RCL (to line 5):						0.00

4. Increase to DSL and RCL for Tuition

	Attending District Name	E M&O & UCO, Per Pupil Tuition	F Per Pupil Tuition Incl. Limited Debt Service (E + lesser of B or C)	Increase to DSL and RCL (A x F)
a.	0	0.00	0.00	0.00
b.	0	0.00	0.00	0.00
c.	0	0.00	0.00	0.00
d.	0	0.00	0.00	0.00
e.	0	0.00	0.00	0.00
f.	Revised Increase to DSL and RCL for Tuition (to line 6):			0.00

5. Adopted or Revised Increase to GBL for Debt Service Tuition Outside the RCL — 0.00

6. Total Adjustment for Increase/(Decrease) in Tuition Out for High School Students after budget revision (line 4.f minus line 2.f) — 0.00

CALCULATION OF ADJUSTMENT FOR TUITION LOSS AND STUDENT REVENUE LOSS PHASE-DOWN (A.R.S. §§15-954 and 15-902.01)

NOTE 1: This section is completed only if the district has indicated that it receives less tuition from a district which is inside or outside of this state because the district of residence began to offer instruction in one or more high school grade levels not previously offered.

1. Base Year Attending ADM Grades 9-12		0.00
2. Factor of 5%	x	0.05
3. ADM loss required to qualify	=	0.000
4. Number of tuitioned students lost in the year after the base year due to district of residence offering instruction in grades 9-12 not offered previously		0.000

NOTE 2: If line 3 is greater than line 4, do not complete the rest of this section. District does not qualify for an increase in the base support level (BSL).

5. Tuition received in base year			0.00
6. Tuition received in fiscal year after base year		-	0.00
7. Tuition loss (If result is less than zero, zero is entered)		=	0.00
8. BSL Adjustment for the first year after the base year	first year factor x 0.75	=	0.00
9. BSL Adjustment for the second year after the base year	second year factor x 0.50	=	0.00
10. BSL Adjustment for the third year after the base year	third year factor x 0.25	=	0.00
11. Increase in BSL for Tuition Loss Adjustment (line 8 + line 9 + line 10)			0.00

NOTE 3: In addition to any adjustment for tuition loss received pursuant to A.R.S. §15-954, a district which loses students from its student count resulting from the formation of a joint unified school district (pursuant to A.R.S. §15-450) and does not receive tuition for those students for the budget year, may increase its BSL (A.R.S. §15-902.01).

12. A district which loses at least 500 students may increase the BSL:
    a. By $650,000 for the first year of the loss. — $ 0.00
    b. By $600,000 for the second year following the loss. — $ 0.00
    c. By $500,000 for the third year following the loss. — $ 0.00
    d. By $300,000 for the fourth year following the loss. — $ 0.00
    e. By $100,000 for the fifth year following the loss. — $ 0.00
13. A union high school district may increase the BSL:
    a. By $100,000 if it loses at least 50 students in the first year. — $ 0.00
    b. By $200,000 if it loses an additional 50 students in the second year. — $ 0.00
    c. By $325,000 if it loses an additional 50 students in the third year. — $ 0.00
    d. By $200,000 in the fourth year if it was eligible for the third year loss. — $ 0.00
    e. By $100,000 in the fifth year if it was eligible for the fourth year loss. — $ 0.00

ADDITIONAL STATE AID TO EDUCATION (ASAE) INFORMATION FOR DEPARTMENT OF REVENUE (A.R.S. §15-992)

1. Dropout Prevention Program (from page 1, line 27) — $ 0.00
2. Tuition-Out Debt Services (from Calculation of Tuition Out for High School Students section, lines 1.a through 1.e, column A x column B) — $ 0.00
3. Adjustment for Tuition Loss (from APOR55 tab, page 4, BSL Adjustments section) — $ 0.00
4. Liabilities in Excess of School Budget (from TNT Work Sheet, line 13) — $ 0.00
5. Vocational M&O Expenses (from page 1, line 28) — $ 0.00
6. Adjacent Ways (from TNT Work Sheet, line 12) — $ 55,353.00
7. Phase Down Small School Budget Limit Exemption (based on Calculation of Small School Adjustment Phase Down Limit — $ 0.00

Basic Calculations For Equalization Assistance FY 2020-21

Non-AOI Student Counts

Student Count	PSD	K-8	9-12	Total	Student Count	PSD	K-8	9-12	Total
FY 2020-21 ADM	77.027	10,422.973	0.000	10,500.000	FY 2019-20 ADM	79.324	10,733.852	0.000	10,813.176

Weighted Student Counts	Student Count		Support Level Weight		Weighted Student Count
FY 2020-21 ADM: District PSD	77.027	x	1.450	=	111.689
District K-8	10,422.973	x	1.158	=	12,069.803
District 9-12	0.000	x	0.000	=	0.000
SubTotal	**10,500.000**				**12,181.492**

Add-Ons (FY 2020-21 ADM)	Student Count		Support Level Weight		Weighted Add-on Count
K-3 Reading	4,145.829	x	0.040	=	165.833
K-3	4,145.829	x	0.060	=	248.750
ELL	1,751.685	x	0.115	=	201.444
HI	0.170	x	4.771	=	0.811
MD-R, A-R, SID-R	47.632	x	6.024	=	286.935
MD-SC, A-SC, SID-SC	105.379	x	5.833	=	614.676
MD-SSI	2.000	x	7.947	=	15.894
OI-R	5.000	x	3.158	=	15.790
OI-SC	16.257	x	6.773	=	110.109
P-SD	19.649	x	3.595	=	70.638
DD*, ED, MIID, SLD, SLI*, OHI	1,176.071	x	0.003	=	3.528
ED-P	7.940	x	4.822	=	38.287
MOID	14.820	x	4.421	=	65.519
VI	0.110	x	4.806	=	0.529
Total Weighted Student Count Add-Ons					**1,838.743**

School aged students only

Basic Calculations For Equalization Assistance FY 2020-21

AOI Full Time Student Counts

Student Count	PSD	K-8	9-12	Total		Student Count	
FY 2020-21 ADM		0.000	0.000	0.000		FY 2019-20 ADM	Prior year AOI Full-Time Student Counts are shown on the APOR 55-1, p. 2

Weighted Student Counts	Student Count		Support Level Weight		Weighted Student Count
FY 2020-21 ADM: District PSD	0.000	x	1.450	=	0.000
District K-8	0.000	x	1.158	=	0.000
District 9-12	0.000	x	0.000	=	0.000
SubTotal	**0.000**				**0.000**

Add-Ons (FY 2020-21 ADM)	Student Count		Support Level Weight		Weighted Add-on Count
K-3 Reading	0.000	x	0.040	=	0.000
K-3	0.000	x	0.060	=	0.000
ELL	0.000	x	0.115	=	0.000
HI	0.000	x	4.771	=	0.000
MD-R, A-R, SID-R	0.000	x	6.024	=	0.000
MD-SC, A-SC, SID-SC	0.000	x	5.833	=	0.000
MD-SSI	0.000	x	7.947	=	0.000
OI-R	0.000	x	3.158	=	0.000
OI-SC	0.000	x	6.773	=	0.000
P-SD	0.000	x	3.595	=	0.000
DD*, ED, MIID, SLD, SLI*, OHI	0.000	x	0.003	=	0.000
ED-P	0.000	x	4.822	=	0.000
MOID	0.000	x	4.421	=	0.000
VI	0.000	x	4.806	=	0.000
Total Weighted Student Count Add-Ons					**0.000**

School aged students only

Basic Calculations For Equalization Assistance FY 2020-21

AOI Part Time Student Counts

Student Count	PSD	K-8	9-12	Total		Student Count	
FY 2020-21 ADM		0.000	0.000	0.000		FY 2019-20 ADM	Prior year AOI Part-Time Student Counts are shown on the APOR 55-1, p. 2

Weighted Student Counts	Student Count		Support Level Weight		Weighted Student Count
FY 2020-21 ADM: District PSD	0.000	x	1.450	=	0.000
District K-8	0.000	x	1.158	=	0.000
District 9-12	0.000	x	0.000	=	0.000
SubTotal	**0.000**				**0.000**

Add-Ons (FY 2020-21 ADM)	Student Count		Support Level Weight		Weighted Add-on Count
K-3 Reading	0.000	x	0.040	=	0.000
K-3	0.000	x	0.060	=	0.000
ELL	0.000	x	0.115	=	0.000
HI	0.000	x	4.771	=	0.000
MD-R, A-R, SID-R	0.000	x	6.024	=	0.000
MD-SC, A-SC, SID-SC	0.000	x	5.833	=	0.000
MD-SSI	0.000	x	7.947	=	0.000
OI-R	0.000	x	3.158	=	0.000
OI-SC	0.000	x	6.773	=	0.000
P-SD	0.000	x	3.595	=	0.000
DD*, ED, MIID, SLD, SLI*, OHI	0.000	x	0.003	=	0.000
ED-P	0.000	x	4.822	=	0.000
MOID	0.000	x	4.421	=	0.000
VI	0.000	x	4.806	=	0.000
Total Weighted Student Count Add-Ons					**0.000**

*School aged students only

District Name	Glendale Elementary School District	County	Maricopa		CTD Number	070440000
					Version	Adopted

Basic Calculations For Equalization Assistance FY 2020-21

District Page: 4 of 6

Base Support Level

	Non-AOI	AOI FT	AOI PT
Extended BSL Amount	$61,121,915.49	$0.00	$0.00
Teacher Experience Index	1.0000	1.0000	1.0000
	$61,121,915.49	$0.00	$0.00

Extended BSL Amount Total	$	61,121,915.49
Base Support Level Adjustments Total	$	51,005.00
Base Support Level/Base Revenue Control Limit	$	**61,172,920.49**

Calculation For TSL

Approved Daily Route Miles		
Total Approved Daily Route Miles		2,038
Eligible Students Transported		2,038
Unadjusted Route Miles Per Eligible Student		1.000
State Support Level Per Route Mile		2.24
Daily Route Miles x 180 Days		366,840.00
To and From School Support Level	$	821,721.60

Activity Trip Level Factor		0.10
Activity Trip Support Level	$	82,172.16
Handicapped Extended School Year Mileage		2,906.000
Handicapped Extended School Year Support Level	$	6,509.44

Annual Expenditures For:	Bus Passes	Bus Tokens		
Districts	$0.00	$0.00	$	0.00
2020-21 Transportation Support Level (TSL)			**$**	**910,403.20**

Calculation For TRCL

2019-20 Transportation Revenue Control Limit (TRCL)	$	1,228,528.19

Change:	2020-21 TSL	$	910,403.20
	2019-20 TSL	$	892,766.60
	Difference:	$	17,636.60

Preliminary FY2020-21 TRCL	$	1,246,164.79
120% of FY2020-21 TSL	$	1,092,483.84
Adjusted FY2020-21 TRCL	$	1,228,528.19
2020-21 Transportation Revenue Control Limit	$	**1,228,528.19**

Base Support Level

	Non-AOI	AOI FT	AOI PT
Weighted Student	12,181.492	0.000	0.000
Weighted Add-On +	1,838.743	0.000	0.000
Total Weighted =	14,020.235	0.000	0.000
AOI Funding x		0.95	0.85
Base Level Amount x	$4,359.55	$4,359.55	$4,359.55
Extended Amount =	$61,121,915.49	$0.00	$0.00

Base Support Level Adjustments

Audit Service Expense	$	51,005.00
Increase for Tuition Loss Adjustment	$	0.00
Increase for Student Revenue Loss Phase-Down	$	0.00
Base Support Level Adjustments Total	$	51,005.00

Calculation for DSL

2020-21 Base Support Level (BSL)/BRCL	$	61,172,920.49
2020-21 Consolidation	$	0.00
Tuition Out For High School Students (Type 03)	$	0.00
2020-21 Transportation Support Level (TSL)	$	910,403.20
2020-21 District Support Level (DSL)	**$**	**62,083,323.69**

Calculation For RCL

2020-21 Base Support Level (BSL)/BRCL	$	61,172,920.49
2020-21 Consolidation	$	0.00
Tuition Out For High School Students (Type 03)	$	0.00
2020-21 Trans. Revenue Control Limit (TRCL)	$	1,228,528.19
2020-21 Revenue Control Limit (RCL)	**$**	**62,401,448.68**

2020-21 DSL	**$**	**62,083,323.69**
2020-21 RCL	**$**	**62,401,448.68**

Rev. 5/20 Arizona Department of Education and Auditor General

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District Name	Glendale Elementary School District	County	Maricopa		CTD Number	070440000
					Version	Adopted

Basic Calculations For Equalization Assistance FY 2020-21

District Additional Assistance (DAA) Calculations		PSD		K-8		9-12	Total
FY 2020-21 District Student Count		79.324		10,733.852		0.000	
Type 03 District Tuition Out Trans. Count *(Type 03 High School Only, Per Student Count Factor at 50%)*						0.000	
DAA Per Student Count	x	$450.76	x	$450.76	x	$0.00	
Preliminary DAA	=	$35,756.09	=	$4,838,391.13	=	$0.00	$4,874,147.22

DAA Growth Factor

FY 2020-21 Actual Student Count		10,813.176					
FY 2019-20 Actual Student Count	/	11,335.257					
FY 2020-21 DAA Growth Factor*	=	0.9539	x	1.0000 *	x	1.0000 *	x
If less than or equal to 1.05, use 1. If greater than 1.05%, use 1 plus 50% of growth.							
District DAA		**$35,756.09**		**$4,838,391.13**		**$0.00**	**$4,874,147.22**

DAA For High School Textbooks

FY 2020-21 Actual 9-12 Student Count						0.000	
Support Level Amount For Textbooks					x	$69.68	
DAA For Textbooks							$0.00
							$4,874,147.22
DAA Adjustment		($779,863.56)				$0.00	($779,863.56)
Total FY 2020-21 DAA Base		**$4,094,283.66**				**$0.00**	**$4,094,283.66**

District Name	Glendale Elementary School District	County	Maricopa	CTD Number	070440000
				Version	Adopted

Basic Calculations For Equalization Assistance FY 2020-21

Equalization Base for Lesser of DSL/RCL

	Weighted Student Count	Percentage		Lesser of DSL or RCL		RCL/DSL Allocation
PSD-8	12,181.492	1.0000		$62,083,323.69		$62,083,323.69
9-12	0.000	0.0000		$62,083,323.69		$0.00
Tuition Out For High School Student (Type 03)						$0.00
Total	**12,181.492**					**$62,083,323.69**

			Qualifying Tax Rate			Qualifying Levy
Primary Assessed Valuation (AV)	$327,903,091.00		K-8	$1.8371		
Primary Assessed Valuation 2 (AV2)	$0.00		9-12	$1.8371		
SRP Assessed Valuation	$6,760,000.00					
GPLET Assessed Valuation	$0.00					
Equalization Assessed Valuation	**$334,663,091.00** (/100)	X		$1.8371	=	$6,148,095.64

Calculation of Equalization Assistance	PSD-8	9-12	Total
RCL/DSL Allocation	$62,083,323.69	$0.00	$62,083,323.69
DAA Allocation	$4,094,283.66	$0.00	$4,094,283.66
District Type 03 Tuition Out Charge		$0.00	$0.00
FY 2020-21 Equalization Base	**$66,177,607.35**	**$0.00**	**$66,177,607.35**
Qualifying Levy	$6,148,095.64	$6,148,095.64	$12,296,191.28
Total Equalization Assistance	**$60,029,511.71**	**$0.00**	**$60,029,511.71**

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.B.   TOPIC: Policy Revision Second Reading

SUBMITTED BY: Dr. Louis Laffitte, Executive Director for Behavioral Health and School Safety

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: July 9, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the second reading and adoption of revised policy GBEB-Staff Conduct as presented.

RATIONALE:

Revisions are recommended to align the District's policy with Arizona State Statute.

Compare GBEB © STAFF CONDUCT (version 6 to 5)

◀ first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* last ▶

GBEB ©
STAFF CONDUCT

All employees of the District are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and District property. No employee shall, by action or inaction, interfere with or disrupt any District activity or encourage any such disruption. No employee, other than one who has obtained authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds. All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of the District, and carry out all applicable orders issued by the Superintendent.

Potential consequences to employees of the District who violate these rules may include, but are not limited to:

    A. Removal from school grounds.

    B. Both civil and criminal sanctions, which may include, but are not limited to, criminal proceedings under Title 13, Chapter 29, Arizona Revised Statutes.

    C. Warning.

    D. Reprimand.

    E. Suspension.

    F. Dismissal.

    G. Having consideration given to any such violations in the determination of or establishment of any pay or salary in later contracts or employment, if any.

**Reporting Suspected
Crimes or Incidents**

Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Superintendent who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Policy JICK as required in A.R.S. 15-341(A)(36).

The school district or charter school is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

On or before January 1, 2020, the District shall post the policies and procedures pertaining to "Reporting Suspected Crimes or Incidents" on its website as the Department of Education shall

develop a process to verify that each school district has adopted the required policies and procedures by this date.

 If the District maintains an online Manual of policies and procedures, the District may post a link to that manual with a reference to the appropriate policies and procedures.

A person who violates the reporting requirements may be disciplined for violating the policies of the School District Governing Board pursuant to A.R.S. 15-341 and notwithstanding A.R.S. 15-341, may be subject to dismissal. Each school district governing board shall prescribe and enforce policies and procedures that require the School District to maintain a record on any person who is disciplined pursuant to this policy and, on request, shall make that record available to any public school, school district governing board or charter school governing body that is considering hiring that person.

A person who is employed by the School District or is an applicant for employment with the School District, who is arrested for or charged with any nonappealable offense listed in section 41-1758.03, subsection B and who does not immediately report the arrest or charge to the person's supervisor or potential employer is guilty of unprofessional conduct and the person shall be immediately dismissed from employment with the School District or immediately excluded from potential employment with the School District. A person dismissed from employment for failure to report being arrested for or charged with a nonappealable offense has no right to appeal under the provisions of A.R.S. 15-539, subsection F. Prior to an action to terminate for failure to report, an employee will be given the opportunity to provide a written explanation of circumstances or events which they believe mitigate the failure to report.

Use of Physical Force by
Supervisory Personnel

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical ~~force upon the minor to the extent reasonably necessary and appropriate to maintain order. Similar physical force will be appropriate in self-defense, in the defense of other students and school personnel, and to prevent or terminate the commission of theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.~~restraint techniques on any pupil if the pupil's behavior presents an imminent danger of bodily harm to the pupil or others and less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

The threat or use of physical force is not justified as a response to verbal provocation alone, nor when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others ~~or to preserve property at risk~~.

Adopted: date of Manual adoption

LEGAL REF.:
A.R.S.
13-2911
13-3102
13-3111
13-3411
15-153
15-341
15-342

15-105

15-507
15-509
15-511
15-512
15-514
15-539
15-550
38-531
38-532
41-770
41-1758.03
A.A.C.
R7-2-205

CROSS REF.:
GCF - Professional Staff Hiring
GCMF - Professional Staff Duties and Responsibilities

JLDB- Restraint and Seclusion

GCO - Evaluation of Professional Staff Members
JIC - Student Conduct
JK - Student Discipline
KFA - Public Conduct on School Property

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: ___6.C.___ TOPIC: ___Arizona Online Instruction (AOI) Application___

SUBMITTED BY: _Dr. Gerry Petersen-Incorvaia, Assistant Superintendent for Educational Services_

RECOMMENDED BY: _Dr. Gerry Petersen-Incorvaia, Assistant Superintendent for Educational Services_

DATE ASSIGNED FOR CONSIDERATION: _July 9, 2020_

RECOMMENDATION:

It is recommended the Governing Board approve the Arizona Online Instruction (AOI) Application to the Arizona State Board of Education as presented.

RATIONALE:

Given the fluid nature of school settings and experiences due to the COVID-19 pandemic and the need to be ready to provide multiple opportunities for students to access an education, an online learning management system environment is neccesary. In order to provide an educational experience through an online learning management system in Arizona, school districts must apply to the Arizona State Board of Education for approval. This document is the application submitted.

Arizona State Board of Education

Application for Arizona Online Instruction (AOI) Schools and Programs
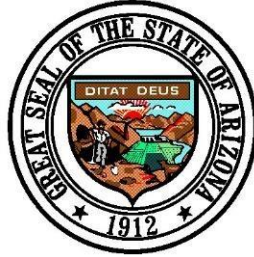
Application for 2020-2021 School Year

School District Application for

Arizona Online Instruction (AOI) Schools and Programs

ABRIDGED PROCESS

Application Package Deadline:

Close of business on **July 1, 2020.**

Applications should be sent to:
Arizona State Board of Education
1700 W. Washington St.
Executive Tower, Suite 300
Phoenix, Arizona 85007
(602)542-5057
(602)542-3046 inbox@azsbe.az.gov

State Board Website: https://azsbe.az.gov/resources/arizona-online-instruction

Who is eligible to apply: Any school district

Application Package:

- Single original paper submission of Application Package, including Appendix and Statement of Assurances mailed to Board offices
- Electronic copy of entire submission send to inbox@azsbe.az.gov

Evaluation Process:

The Board will develop an evaluation team that will meet and score the application.

Consideration:

After each application has been scored on the established criteria, the Board will be provided with a copy of the application package, the results of the scoring, and the current fiscal and academic compliance of the applicant.

Please view the abridged AOI application process found on the State Board Website: https://azsbe.az.gov/resources/arizona-online-instruction

1.

Cover Page

Name of District applying to add a school or program   Other:

Glendale Elementary School District

LEA CTD (County, Type, District code)

070440000

Name of proposed AOI school or program

Glendale Elementary Online (G.E.O.) Learning

Proposed grade levels of AOI school or program (may not be grade levels outside of current authority)

Kindergarten-8th grade

Name of District Contact, including mailing address, phone number and email address

Gerry Petersen-Incorvaia, Assistant Superintendent, Glendale Elementary School District, 7301 North 58th Avenue, Glendale, Arizona 85301, 623-237-7166, gpetersen@gesd40.org

Name of AOI school or program administrator, including mailing address, phone number and email address

Gerry Petersen-Incorvaia, Assistant Superintendent, Glendale Elementary School District, 7301 North 58th Avenue, Glendale, Arizona 85301, 623-237-7166, gpetersen@gesd40.org

Mission of the District

Glendale Elementary School District: We establish pillars of academic excellence through innovative learning and build tomorrow's socially responsible leaders. We are the future.

Mission of the proposed AOI school or program

Glendale Elementary School District: We establish pillars of academic excellence through innovative learning and build tomorrow's socially responsible leaders. We are the future.

State Board Website: https://azsbe.az.gov/resources/arizona-online-instruction

2.

Introduction (4 page maximum):

The Introduction must be specific, concise, and provide the reader with a sense of the educational intent of the school/program and a rationale for that intent. The following elements must be included in the narrative:

<u>Needs Analysis</u>**: Provide an explanation of the need or interest for the proposed school's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the school.**

Glendale Elementary School District (GESD) is a pre-K-8th grade district in the heart of Glendale, Arizona. GESD has a student population at 10,800 students of which 72 percent are Hispanic, 10% is African American, 10% is White, 3% is Asian, 2% is American Indian or Alaskan Native and 3% is two or more ethnicities. Nineteen percent of our students are English Language Learners, 12 percent of our students partake in Special Education services and about 5 percent of our students are identified as Gifted. GESD is a districtwide Title I program while more than 91 percent of students are considered to be living in poverty while qualifying for the federal Free and Reduced Meal Program.

Using evidence-based online best practices, G.E.O. Learning will provide the opportunity for students who are in need to access of another mode of learning through rigorous coursework that has been developed using quality assurance standards. Four GESD schools have been identified as Verizon Innovative Learning programs and with this, stakeholders have realized the need for more online opportunities for students to complete their coursework whether through entirely online, blended learning, or flipped classroom strategies. During the COVID-19 pandemic, it has also shown the need for flexible learning environments for all students to continue to have access to standardized curriculum, rigorous instruction and balanced assessment. G.E.O. Learning will provide a comprehensive approach to ensuring all students have access to continue their learning.

<u>Educational Philosophy</u>**: Identify the principles or concepts fundamental to the proposed school's instructional strategies.**

The GESD G.E.O. Learning has been built based off of the six elements of a professional learning community to ensure equity of access for all students to a standardized curriculum, rigorous instruction, balanced assessment and the result of collaborative professional learning. The six elements are:

1. A Focus on Learning
2. A Collaborative Culture with a Focus on Learning for All
3. A Collective Inquiry into Best Practice and Current Reality

4. An Action Orientation: Learning by Doing
5. A Commitment to Continuous Improvement
6. A Results Orientation

Using the above six elements, are fundamental to the instructional strategies implemented at G.E.O. Learning. Using these and the four essential questions of a professional learning community, collaborative teams of teachers ensure to develop curriculum, instruction, assessment, intervention and enrichment based on: What do students need to learn? How will we know the learned it? What will we do if they don't learn it? What will we do if they already know it? To ensure this intense and focused collaboration, teachers use Google Meets at least one hour weekly to ensure the standardization of curriculum is built, evidence-based rigorous instruction is applied, and a balanced assessment system is implemented.

<u>Summary of Instructional Program</u>: Describe the design of courses, delivery methods, and inclusion of course offerings beyond core requirements (based on Arizona K-12 Teaching Standards) and course offerings beyond those that are required. (e.g.: matrix, not a course catalog).

The courses with the G.E.O. Learning are aligned with and utilize the Arizona K-12 Content Standards and include the delivery methods of best practice based on the Arizona K-12 Teaching Standards. Courses are below:

Required	Required	Enrichment 2020-2021
Introduction to GESD Online Academy-K-8th Grade	Math-Kinder	Movie Development
ELA -Kinder	Math -1st Grade	Rock and American Pop Music History
ELA -1st Grade	Math -2nd Grade	Theatre Appreciation
ELA -2nd Grade	Math -3rd Grade	Digital Photography
ELA -3rd Grade	Math -4th Grade	Musical Composition
ELA -4th Grade	Math -5th Grade	Yoga
ELA -5th Grade	Math -6th Grade	
ELA -6th Grade	Math -7th Grade	
ELA -7th Grade	Math -8th Grade	
ELA -8th Grade	Science -Kinder	
Social Studies -Kinder	Science -1st Grade	
Social Studies -1st Grade	Science -2nd Grade	
Social Studies -2nd Grade	Science -3rd Grade	
Social Studies -3rd Grade	Science -4th Grade	
Social Studies -4th Grade	Science -5th Grade	

Social Studies -5th Grade	Science -6th Grade	
Social Studies -6th Grade	Science -7th Grade	
Social Studies -7th Grade	Science -8th Grade	
Social Studies -8th Grade	Visual Art -Kinder	
PE and Health -Kinder	Visual Art -1st Grade	
PE and Health -1st Grade	Visual Art -2nd Grade	
PE and Health -2nd Grade	Visual Art -3rd Grade	
PE and Health -3rd Grade	Visual Art -4th Grade	
PE and Health -4th Grade	Visual Art -5th Grade	
PE and Health -5th Grade	Visual Art -6th Grade	
PE and Health -6th Grade	Visual Art -7th Grade	
PE and Health -7th Grade	Visual Art -8th Grade	
PE and Health -8th Grade		
Music -Kinder	Media Literacy -Kinder	
Music -1st Grade	Media Literacy -1st Grade	
Music -2nd Grade	Media Literacy -2nd Grade	
Music -3rd Grade	Media Literacy -3rd Grade	
Music -4th Grade	Media Literacy -4th Grade	
Music -5th Grade	Media Literacy -5th Grade	
Music -6th Grade	Media Literacy -6th Grade	
Music -7th Grade	Media Literacy -7th Grade	
Music -8th Grade	Media Literacy -8th Grade	

Implementation: Describes how the AOI School/Program will be integrated within the current school system. (Physically and through course offerings).

Courses at G.E.O. Learning will be through an entirely online environment, GESD's Learning Management System, Canvas. Lessons will be implemented with an appropriately certified teacher. Within the content block of time, whole class, small group and individual support will be given to all students while online. Online coursework will allow for the parts of the curriculum that will be self-paced along with certain assignments to be submitted on a flexible timeline.

Governance and Leadership: Identify specifically, those in a leadership role, within the AOI school/program. Describe their experience in education, and their specific leadership role. Explain how they oversee the development, implementation, assessment, and accountability of the program.

The following staff members will oversee the governance and leadership of G.E.O. Learning:

Cindy Segotta-Jones, Superintendent: has served as a teacher, director, principal, assistant superintendent and superintendent. Being the Superintendent of GESD, Ms. Segotta-Jones will also be the Superintendent of the G.E.O. Learning.

Gerry Petersen-Incorvaia, PhD, Assistant Superintendent: has served as a teacher, director, principal, and assistant superintendent. As the Assistant Superintendent for Educational Services, Dr. Petersen-Incorvaia will be the direct supervisor for the G.E.O. Learning leadership.

Deby Valadez, Assistant Superintendent: has served as a teacher, assistant director, principal, and assistant superintendent. As the Assistant Superintendent for Human Resources, Ms. Valadez will oversee the hiring and evaluation of the staff for G.E.O Learning.

Alfredo Barrantes Santamaria, EdD, Principal Data Coach: has served as a teacher, director and principal coach. Dr. Barrantes Santamaria will be a support for teachers in ensuring effective teaching and learning is occurring in the online classroom environment.

Monica Silva, Coordinator for Assessment: has served as a teacher, instructional coach, assistant principal and coordinator. Ms. Silva will be a support for teachers and students in ensuring effective teaching and learning is occurring in the online classroom environment.

Norma Jauregui, Director for Curriculum and Instruction: has served as a teacher, assistant principal, principal, principal coach and director. Along with her Curriculum and Instruction Department, Ms. Jauregui will oversee the curriculum and instruction implementation of the online classroom environment.

David Jordan, Director for Research and Evaluation: has served as a teacher, coach and director. Mr. Jordan will oversee the summative assessment implementation of the online classroom environment.

Accessibility: Describes the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements students will need to access the AOI program.

The technology requirements necessary to access the G.E.O. Learning, include using devices that are accessible with the district's SMS system, Synergy and the district's LMS system, Canvas. Devices require the latest version of Google Chrome, IOS 12.4 and OS 10.2. to use Pearson's EasyBridge and to use GoMath's Thinkcentral.

Enrollment: Describes what measures will be taken to ensure all enrolled students reside in Arizona. Explain the current or projected system for ensuring a shared apportionment of no more than 1.0. (Include who is or who will be responsible for monitoring student enrollment.)

Traditional enrollment procedures that are already in place throughout the GESD will continue to be implemented and are in accordance with Arizona State Statute and GESD Policy. Students participating in the G.E.O. Learning will already be enrolled in GESD. GESD's Student Management

System department under the Instructional Technology Department will monitor student enrollement. Tom Clark, GESD's IT Department Director will oversee this process.

3.

Describe the depth and breadth of curriculum choices.

A list of course offering with descriptions must be included as an appendix.

Evaluation Criteria:

The extent to which:

> **The AOI High School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements. (e.g.: Course Catalog)**
>
> Not Applicable
>
> **The AOI School/Program offers a variety of comprehensive courses to meet State Board of Education Academic Standards for the identified student population.**
>
> Please see Appendix A and B for Course Catalog and Sample Syllabi
>
> **The AOI School/Program offer concurrent, dual, Honors, or AP credit. (Secondary Schools only)**
>
> Not Applicable
>
> **The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. (Secondary Schools only)**
>
> Not Applicable

4.

Describe the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.

Evaluation Criteria:

The extent to which:

The AOI program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.

G.E.O. Learning will utilize Google Classroom, Google Suite for Education, Canvas, Pearson EasyBridge And GoMath Thinkcentral in an asynchronous and synchronous environment, teachers will be able to meet students' flexible learning needs. A discussion link allows for colleague dialogue, chat room link for teacher-student interactions and feedback. Teachers and students needing online help desk support will have easy access that is within the LMS and by telephone.

Various learning styles are addressed in the delivery methods.

All course content, instructional and assessment practices utilize diverse learning styles and online tools. Student learning is at the center of the GESD Online Academy.

Modifications to content delivery by course or by lesson can be made.

Teachers and students with the G.E.O. Learning have the ability to modify instructional methods to ensure delivery is appropriate for each student. This can occur within all content areas within the G.E.O. Learning.

Methods provide synchronous and asynchronous support to AOI students.

The GESD LMS, Canvas, Pearson EasyBridge, GoMath Thinkcentral and Google Suite for Education, allow for synchronous and asynchronous instruction, feedback, and support for students and teachers.

Learner support systems with methods of communication are included.

Google Suite for Education and Canvas within the G.E.O. Learning provides a communication platform that allows for support from colleagues, teachers and technical support. Differentiated instruction can happen synchronously or asynchronously.

Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.

G.E.O. Learning's curriculum content is aligned with online learning best practices. Course content has engaging lessons and videos are integrated throughout those platforms. Real work connections are integrated throughout the learning environment for all content areas. Given that students are provided with multiple and diverse communication platforms for discussion, dialogue, feedback and content submission, G.E.O. Learning offers synchronous and asynchronous learning.

5.

Describe the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.

Evaluation Criteria:

The extent to which:

The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.

Secure protected access to students is provided through the use of a designated district computing device. Current staff and students with an Active Directory (AD) account are provided access to designated electronic resources to Canvas (LMS) and designated CDS. Active Directory account data is housed in a locally hosted, secure on-premise database. Student account access to designated applications is managed through a secure identity management system and single-sign-on (SSO) access that integrate with the District Active Directory system. The status of students and employees Active Directory accounts are based on the student and employee systems of records status respectively, based on enrollment and hire status. This ensures that student access to CDS's are managed in a secure environment.

The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection. (Include specific criteria for evaluating external links and/or content.)

Students will have access to the following external links:
- Google G Suite, including Google Classroom
- Authorized websites/applications are available through the GESD Single Sign on Application. Student SSO applications include:
  - ABCya.com
  - gesd40.org and association/hosted subdomains (Destiny/library,)
  - Code.org
  - Dance Mat Typing
  - Digital Literacy, learning.com
  - ESGI
  - Galileo
  - GSuite: Google Drive, Docs, Calendar, etc.
  - Khan Academy
  - Lexia Core5

- Math Playground
- Moby Max
- mySciLEARN
- Pearson EasyBridge
- Pixlr Express
- Prodigy Math
- Reading Counts
- Reflex Math
- Rosetta Stone
- Scratch
- Sketchup
- Springboard
- STMath
- Starfall
- Thinkcentral
- Tinkercad
- Waterford
- WeVideo
- World Book Online
- AzCIS

A means for students to identify and report problems with external links.

Students can first notify the course instructor if there is an issue with an external link through a Google form. The request Detail contains the description of the issue as documented by the student. The District's IT Help Desk staff will receive a notification and create an IT ticket. The course instructor will receive an automated email notification of the support request. When the issue is resolved and IT ticket is closed, the course instructor will receive an email notification of the ticket status.

6.

Describe the availability of filtered research access to the Internet.

Evaluation Criteria:

The extent to which:

The AOI school/program identifies safe research practices for the student.

The District's remote web filtering system, GoGuardian, is used to help ensure the District addresses the requirements of the Children's Internet Protection Act (CIPA).

Prior to participating in AOI instruction, students and parents will complete digital citizenship/literacy curriculum prior to participating in an AOI course using age/grade level appropriate lessons published

by CommonSenseMedia.org). An introductory Moodle-based course in digital citizenship will be required annually prior to participating in online instruction and prior to receiving a District issued computer for remote learning purposes.

7.

Describe the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.

Evaluation Criteria:

The extent to which:

The AOI school/program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student. Canvas LMS includes messaging features for communication between students and teachers.

Teachers communicate with students within the Canvas LMS and through Google G Suite for class assignment feedback. Communication tools such as Hangouts, Meet, and Email are not enabled for students. Parent communication using the student information system (Synergy) parent portal (ParentVUE) provides secure communication between teachers and parents/guardians. This includes access to grades, course assignments or other related information. Additionally, the District uses School Messenger which is a program for mass communication to parents and staff. Messages can be delivered by administrators at the District or school level or at the classroom level by teachers. This may include automated phone, email and text messaging.

Any communications between staff, student, and parents is logged and secure.

Canvas, G Suite and Synergy ParentVUE provide secure communication that is logged and archived.

8.

Describe the selection and training for online teachers.

Evaluation Criteria:

The extent to which:

The AOI School/Program has established, or plans to establish a system of *initial* and *ongoing* professional development and monitoring for teachers in an online environment.

The G.E.O. Learning task force has created a professional learning plan that not only aligns with online professional learning best practices, aligns with in-person best practices as well. The professional learning plan identifies the timeline and content for training of teachers, administration, students and families. See Appendix D for the Professional Learning Plan.

Faculty members are, or will be required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.

Faculty members will be required to showcase competency by passing a two-part assessment that assesses knowledge about navigating the LMS platform and physical navigation within the classroom environment. Moreover, these assessments will ensure faculty members can navigate synchronous and asynchronous environments, the communication platforms, and the grade book.

The extent to which instructors will be appropriately certified as defined by Arizona certification rules.

G.E.O. Learning will follow GESD procedures and policies and Arizona State Statute when ensuring instructors are appropriately certified.

9.

Describe the school's current partnerships with universities, community colleges and private businesses.

Evaluation Criteria:

The extent to which:

Community partnerships that encompass the goals of post-secondary transition (e.g.: partnerships with universities, community colleges, and vocational/technical schools.) (Secondary Schools only).

Not Applicable

Community partnerships that enhance the school experience for AOI students. (e.g.: private business, career track organizations, community organizations, etc.)

Glendale Elementary School District has numerous diverse partnerships with businesses and community organizations. G.E.O Learning students will have access to these partnerships while online and at their school site. More poignant partnerships for G.E.O. Learning students include:

> -Touchstone, Southwest Behavioral Support, La Frantera, and A New Leaf for clinical mental health and social emotional support
> -Glendale Kiwanis - online reading of books for students, financial support
> -United Way - online reading of books for students

Partnerships do or will enhance the school experience for AOI students.
The above partnerships enhance the school experience for G.E.O. Learning students by providing social emotional support, enrichment opportunities, and other means of learning academic content. Online students will need similar support as face-to-face students, and these partnerships will help with those needs. Ensuring online students are also part of school clubs and activities will enhance their school experience.

10.

Describe the services offered to developmentally disabled populations.

Evaluation Criteria:

The extent to which:

The AOI School/Program will identify students with exceptionalities accordance with the requirements of IDEA - 2004.

G.E.O. Learning will identify students with exceptionalities in accordance with the requirements of IDEA-2004 as GESD does. When a new student enrolls in school, the school secretary will identify the exceptionality from the enrollment form. The form goes to the school psychologist. Records are requested from the prior district. The psychologist verify the IEP services and the student begins to receive services.

The content and the content delivery system can be adapted to meet the accommodation and modification requirements for students with exceptionalities.

The ELA and Math LMS Platforms integrate opportunities for accommodations and modifications for students with exceptionalities. Moreover, students will also receive accommodations and modifications in-person through classroom teachers or teachers of special education resource. The devices the students use for the online platforms incorporate assistive technologies that allow for universal and targeted accommodations.

Students with exceptionalities will receive onsite/in-person support when the need is identified. (e.g.: related services, tutoring, testing accommodations, etc.)

Just as GESD implements, G.E.O. Learning will implement in-person and virtual support for students with exceptionalities that are in need of related service providers, in-person tutoring, and testing accommodations. Teachers and program administration will ensure the program is in compliance with all regulations outlined in IDEA-2004.

11.

Describe the policies and procedures to ensure the academic integrity of the AOI School/Program.

Evaluation Criteria:

The extent to which:

A process is in place for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI school/program.

The process G.E.O. Learning will utilize to evaluate whether a pupil with declining academic achievement should be allowed to continue to participate in the program is aligned to GESD's Teacher Assistant Team (TAT) process. This process is made up of a committee of diverse stakeholders who come together to review, evaluate, and intervene for students who are in need of intense intervention and conferencing. Comprehensive data is collected, evaluated and utilized to determine next steps throughout the three-tiered process. If a student is not accelerating academically in the online program after continuous, intensive, and targeted virtual and online intervention, conversations will continue to take place with all stakeholders, including the parents to evaluate best learning environment.

Team Members: Classroom teacher(s), Program Administration, Instructional Coach, TAT Lead Teacher, Parent(s) when applicable, Nurse when applicable, Socio-Emotional Learning Specialist when applicable.

Step 1: Classroom teacher goes to TAT Lead Teacher with name of student and concerns, should be a result of on-going communication between teaching staff during collaborative meetings.

Step 2: TAT Lead Teacher schedule Meeting #1 to create a plan for intervention – Plan should have Tier I, II and III interventions identified and mapped out.

Step 3: All classroom teachers implement the plan for intervention and collect data to monitor for progress.

Step 4: TAT Lead Teacher continues to check-in with classroom teachers to offer guidance, support, and feedback.

Step 5: After 3-4 weeks of intensive intervention and sufficient data is collected and discussion in collaborative teams, TAT Lead Teacher schedules Meeting #2.

Step 6: TAT Team discusses data provided and ensures parents are also at the meeting to discuss next steps. Next steps may include a longer intervention period or removal from the program.

(Include a step-by-step process, with person(s) responsible for implementing the process.)

The extent to which the AOI school/program will ensure/monitor student progress for at least one year's growth annually. (Include a step-by-step process, with person(s) responsible for implementing the process.)

All students at G.E.O. Learning as well as all students in GESD, partake in a balanced assessment system of formative and summative assessments. Formative assessments include daily end of class assessments, common formative assessments by content area and in-the-moment assessments. Summative assessments include unit assessments and three benchmark assessments. This balanced assessment system monitors student progress for at least one year's growth annually. The instructor of each course is responsible for their students' growth. To monitor this, David Jordan, Director for Research and Evaluation and that department will evaluate every student's academic growth through progress reports of formative data and benchmark reports of summative data.

Courses offered exhibit a variety of formative and summative assessments of student competency.

As explained above, G.E.O. Learning will implement the same balanced assessment system as GESD. Every student will receive formative and summative assessments and feedback to ensure competency of the course content.

The AOI School/Program will ensure that course/grade outcomes are monitored for academic integrity. (e.g.: testing issues, plagiarism, etc.)

As with GESD courses, G.E.O. Learning will ensure that outcomes are monitored for academy integrity. To ensure students understand digital citizenship, each student will take multiple hours worth of coursework to ensure understanding as well as academic integrity will be built into each content course.

12.

Describe the goals of the AOI School/Program.

Pursuant to ARS § 15-808 (B), each new school that provides online instruction shall provide online instruction on a probationary basis. After a new school that provides online instruction has clearly demonstrated the academic integrity of its instruction through the actual

improvement of the academic performance of its students, the school may apply to be removed from probationary status.

The State Board of Education shall remove authorization of an Arizona online instruction probationary school that fails to clearly demonstrate improvement in academic performance within three years, measured against goals in the approved application and the state's accountability system.

Evaluation Criteria:

The extent to which:

Goals are set forth by the AOI School/Program to monitor the school/program's success. These goals should be set in accordance with the state's accountability system, the school/program's mission, course outcomes, industry certification requirements and/or graduation requirements.

G.E.O. Learning goals are aligned with GESD's strategic plan.

Goal 1: G.E.O. Learning will ensure all students have equity of access to a guaranteed and viable curriculum, rigorous instruction, and a balanced assessment system of learning.

Goal 2: G.E.O. Learning will provide students with another programmatic setting that meets the individualized needs of students to ensure each student makes at least one year's academic growth in one year's time.

13.

Statement of Assurances:

See Appendix C.

Course Catalog

Introduction to GEO Learning-K-8th Grade
The focus of this course is to introduce the student to the GESD Online Learning Platform (Canvas), district provided online programs, and online learning etiquette. The online learning platform includes accessing learning modules, turning in assignments, participating in discussions, and integration of district provided programs. The district provided online programs include Google applications, SAVVAS realize (ELA), and ThinkCentral (Math). Online learning etiquette includes online safety, privacy, and kindness. By the end of this course, students will be ready to participate in their grade level courses.

English Language Arts - Kindergarten
Kindergarten students will focus on the development of early literacy skills including basic features of print, phonemic awareness, phonics, irregular words, and letter formation. Kindergarten students will also focus on exploring literature and informational texts to ask and answer questions and identify characters, settings, and major events. These skills will support the students in developing original writing pieces. The course builds students' knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal choice projects and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 1
Grade 1 students will focus on the continued development of early literacy skills including basic features of print, phonemic awareness, phonics, irregular words, and letter formation. Grade 1 students will also focus on asking and answering questions, summarizing, and retelling character, setting, and major events in literature and informational texts to determine the main topic. These skills will support the students in developing original writing pieces. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal choice projects and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 2
Grade 2 students will focus on continuing the development of reading foundational skills within the six syllable types, irregular words, and prefixes/suffixes. Grade 2 students will also focus on asking and answering questions, recounting, and summarizing fables, folktales, literature, and informational texts to determine facts to support understanding the main topic and use of text features. These skills will support the students in developing original writing pieces. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal choice projects and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 3
Grade 3 students will focus on asking and answering questions about fables, folktales, myths, literature, and informational texts to determine facts to support understanding of the main idea, sequence of events, and cause/effect. These skills will support the students in developing claims for argumentative and opinion writing, presentations, and debates. Grade 3 students will also focus on continuing the development of reading foundational skills within the six syllable types and Lagin suffixes. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal choice projects and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 4
Grade 4 students will focus on key details about character, setting, and events in dramas, poems, literature, and informational texts to determine facts to support understanding the main idea and author's purpose. These skills will support the students in developing claims for argumentative and opinion writing, presentations, and debates. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal choice projects and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 5
Grade 5 students will focus on key details about character, setting, and events in dramas, poems, literature, and informational texts to determine facts to support comparing characters, settings, events, and the main idea. These skills will support the students in developing claims for argumentative and opinion writing, presentations, and debates. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal choice projects and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 6
Grade 6 students will focus on summarizing for meaning and determining themes in multiple texts to develop a claim for argumentative and opinion writing, presentations, and debates. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal discovery and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 7
Grade 7 students will focus on analyzing vocabulary, the author's point of view, story elements, inferences, and central ideas from texts to help develop claims for argumentative and opinion writing, presentations, and debates. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal discovery and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

English Language Arts - 8

Grade 8 students will focus on textual evidence, theme/central message, and author's point of view to analyze multiple texts to help develop personal claims for argumentative and opinion writing, presentations, and debates. The course builds upon students' prior knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal discovery and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

Mathematics - Kindergarten
Kindergarten mathematics will focus on grade-specific standards including counting, one-to-one correspondence, understanding the idea of addition and subtraction, and place value. By the end of the course, students will fluently add and subtract within 5. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 1
Grade 1 mathematics will focus on grade-specific standards including developing understanding and strategies for additional and subtraction, the relationship between whole numbers, and linear measurement. By the end of the course, students will fluently add and subtract within 10. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 2
Grade 2 mathematics will focus on grade-specific standards including understanding of place value, standard units of measure, and compute sums and differences of whole numbers. By the end of the course, students will fluently add and subtract within 100 and through 20 by memory. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 3
Grade 3 mathematics will focus on grade-specific standards including understanding of place value of multi-digit numbers to 1000, developing multiplication and division strategies, and unit fractions. By the end of the course, students will fluently add and subtract within 1000, multiply and divide within 100, and, from memory, multiply and divide through 10x10. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 4
Grade 4 mathematics will focus on grade-specific standards including extending understanding of place value, multi-digit multiplication, multi-digit dividing, fraction equivalency and adding and subtracting fractions with like denominators. By the end of the course, students will fluently add and subtract multi-digit numbers. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 5
Grade 5 mathematics will focus on grade-specific standards including rounding, multiplication and, division of decimals and fractions. By the end of the course, students will fluently multiply whole numbers using the standard algorithm. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 6
Grade 6 mathematics will focus on grade-specific standards including extending understanding of fractions with division, ratios and rates, expressions, equations, and inequalities. By the end of the course, students will fluently divide multi-digit numbers, decimals, and evaluate algebraic expressions.

Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 7
Grade 7 mathematics will focus on grade-specific standards including proportional relationships, and the operations within rational numbers including expressions, inequalities, and linear equations. By the end of the course, students will fluently apply properties of operations to add, subtract, multiply, and divide rational numbers. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Mathematics - 8
Grade 8 mathematics will focus on grade-specific standards including understanding irrational numbers, expressions and equations to solve linear equations, linear inequalities, and systems of linear equations, and functions to describe quantitative relationships. By the end of the course, students will fluently solve linear equations and inequalities. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Science - Kindergarten
Kindergarten students will focus on learning to use their senses to help them make observations and predictions about the world around them. In this grade level, students will investigate how the senses detect light and sound, observe weather patterns and their influences on plants and animals, and differentiate between systems and structures of living and non-living things. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practice. Instruction focuses on helping students understand phenomena through the crosscutting concepts of patterns and structure and function.

Science - 1
Grade 1 students will make observations to understand the connections between earth materials and the ability for Earth to sustain a variety of organisms. Students learn how objects can impact other objects from a distance or by contact with each other, how organisms interact with earth materials for survival, and how life systems have cycles. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena through cause and effect and stability and change.

Science - 2
Grade 2 students will understand the basic concept that energy can change the phase of matter and is necessary for life. Students begin to understand energy and matter, the formation of Earth's surface features, water cycles and energy flow, changes in the environment, patterns in the sky, and the conditions necessary for life on Earth. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena through systems and system models and energy and matter.

Science - 3
Grade 3 students will focus on gaining an understanding of how the Sun provides energy for life on Earth. Students apply their understanding of light and sound waves, how they travel, are detected, and transfer energy. Students learn that organisms have different structures and functions which increase their chances of survival. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena through systems and system models and structure and function

Science - 4
Grade 4 students will focus on expanding on the idea that energy from the Sun interacts with Earth systems and explore other forms of energy we use in everyday life. Students apply their understanding of the various Earth systems (geosphere, hydrosphere, atmosphere, biosphere) and how they interact with each other and heat from the Sun. Students understand how geological systems change and shape the planet and provide resources. Students also develop an understanding of how Earth processes and human interactions positively and negatively that can change environments impacting the ability for organisms to survive. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena through systems and system models, energy and matter, and stability and change.

Science - 5
Grade 5 students will focus on applying their understanding of scale at macro (time and space) and micro (particles of matter) levels to understand patterns and scale across life, earth and space, and physical sciences. Students will develop an understanding of forces, conservation of matter, and that genetic information can be passed down from parent to offspring. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena through patterns and scale, proportion and quantity.

Science - 6
Grade 6 students will focus on applying their understanding of how matter and energy relate to atoms, the solar system, and ecosystems. Students will develop an understanding of the nature of matter and the role of energy transformation. Students will also deepen their understanding of scales, patterns, and properties of matter, the solar system, and ecosystems. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena through patterns; scale, proportion, and quantity; systems and system models; and energy and matter.

Science - 7
Grade 7 students will focus on exploring how forces cause changes in motion and how energy is transferred in geologic, atmospheric, and environmental processes. Students investigate force and motion in a wide variety of systems, model how heat energy drives cycles in weather and climate and explain the structure and function of cells. Student investigations focus on collecting and making sense

of observational data and measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena though patterns, cause and effect, and structure and function.

Science - 8
Grade 8 students will focus on describing how stability and change and the process of cause and effect influence changes in the natural world. Students will apply energy principles to chemical reactions, explore changes within Earth, and understand how genetic information is passed down to produce variation among the populations. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices. Instruction focuses on helping students understand phenomena through cause and effect, energy and matter, and stability and change.

History and Social Sciences - Kindergarten
Kindergarten students will understand their roles and responsibilities as citizens through an introduction to civics, geography, economics, and history. Students will also learn about their own culture and how it impacts understanding of oneself and others as well as be introduced to aspects of our National culture. Students will focus on the importance of rules and responsibilities, individual roles in a community, personal decision-making, familiarity with geographic models and American symbols, holidays, and traditions.

History and Social Sciences - 1
Grade 1 students will understand how a community functions and how each member contributes to the community for the common good through the study of civics, geography, economics, and history. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Students will focus on democratic principles and school and community functions of government. Students will also learn about earning, spending, and saving money, using geographic models, effects of human movement and American symbols and traditions.

History and Social Sciences - 2
Grade 2 students will learn how their world is interconnected globally through the study of geography and economics. Students will develop a spatial understanding of the world around them, so they can understand how other cultures and civilizations are interconnected and have influenced who we are as a community, state, and Nation.   Students will focus on working together to solve problems, individual and leadership roles, earning, spending, and saving money in a global community, identifying regions using geographic models and the influence of weather and climate.

History and Social Sciences - 3
Grade 3 students will focus on examining primary and secondary sources including written and oral histories, images, current events, and artifacts to study prehistoric to present-day Arizona. Students will focus on the contributions of various cultural and ethnic groups, the state's economic, political, and geographic elements, and the structure of the state and local governments. Students will learn about their roles and responsibilities as citizens of Arizona.

History and Social Sciences - 4
Grade 4 students will focus on examining primary and secondary sources including written and oral histories, images, current events, and artifacts to study the regions and cultures of Pre-contact Americas to European settlements up to 1763. Students study of the Americas will include the development of Mesoamerican and South American civilizations, American Indian life in the Americas prior to European exploration, and causes and consequences of European exploration and colonization. Students will also understand the impact of the regional settlement patterns, significant developments, and life in New England colonies.

History and Social Sciences - 5
Grade 5 students will focus on examining primary and secondary sources including written and oral histories, images and artifacts to understand the history of the United States through the study of historic and economic events from American Revolution to Industrialism (1763 to 1900s) and their economic, political and geographic elements. Students will study the development and structure of the national government, and their roles and responsibilities as citizens of the United States.

History and Social Sciences - 6
Grade 6 students will focus on global studies, world regions and cultures of the eastern hemisphere from early civilization through the Renaissance and Reformation. The content focus will be viewed through geographic and historical lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. Regions in the Eastern Hemisphere include the Middle East and North Africa, sub-Saharan Africa, Europe, Asia (east, south, and southeast), and Oceania.

History and Social Sciences - 7
Grade 7 students will focus on integrated global studies from the Scientific Revolution and Enlightenment to present. The content focus will be viewed through historical and geographic lenses. Seventh-grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues.

History and Social Sciences - 8
Grade 8 students will focus on citizenship and civic engagement in today's society. The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth-grade students will make connections between historical and current/contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.

Physical Education - Kindergarten
Kindergarten students will focus on developing the knowledge and skills to achieve and maintain a healthy level of fitness by identifying active play opportunities that increase breath and heart rate, and recognizing that food provides energy. Students will learn responsible behavior that respects self and

others by participating safely and properly using equipment or materials. Students will learn the value of physical activity by understanding that physical activity is important for good health, can sometimes be challenging, and by identifying physical activities that are enjoyable.

Physical Education - 1
Grade 1 students will focus on developing the knowledge and skills to achieve and maintain a healthy level of fitness by discussing the benefits of being active, identifying the heart as a muscle that gets stronger with exercise, and differentiating between healthy and unhealthy food. Students will learn responsible behavior that respects self and others by participating safely and following rules. Students will learn the value of physical activity by understanding that physical activity is important for good health, can sometimes be challenging, and identifying positive feelings that result from participating in physical activities or describing personal reasons for enjoying physical activities.

Physical Education - 2
Grade 2 students will focus on developing the knowledge and skills to achieve and maintain a healthy level of fitness by describing large motor and/or manipulative physical activities, identifying the heart as a muscle that gets stronger with exercise, and recognizing the good health balance of nutrition and physical activity . Students will learn responsible behavior that respects self and others by participating safely and following rules. Students will learn the value of physical activity by recognizing the value of good health balance, comparing physical activities that build confidence and provide challenge, and identifying/discussing physical activities that provide enjoyment and/or self-expression.

Physical Education - 3
Grade 3 students will focus on developing the knowledge and skills to achieve and maintain a healthy level of fitness by charting participation in physical activities, engaging in and describing examples of heart rate evaluation methods, and identifying foods that are beneficial for before and after physical activity. Students will learn responsible behavior that respects self and others by participating safely and following rules. Students will learn the value of physical activity by discussing the relationship between physical activity and good health, discussing the challenge that comes from learning a new physical activity, and reflects on reasons for participating in physical activities that provide enjoyment and/or social interaction.

Physical Education - 4
Grade 4 students will focus on developing the knowledge and skills to achieve and maintain a healthy level of fitness by analyzing opportunities for participating in physical activity, identifying the components of health-related fitness, identifying the six components of skill related fitness and discussing the importance of hydration. Students will learn responsible behavior that respects self and others by participating safely and following rules. Students will learn the value of physical activity by examining the health benefits of participating in physical activity, rates and ranks the enjoyment of participating in challenging physical activities, and describes and compares the positive social interactions when engaged in partner, small group and large group physical activities.

Physical Education - 5
Grade 5 students will focus on developing the knowledge and skills to achieve and maintain a healthy level of fitness by charting and analyzing physical activity for fitness benefits, evaluating heart rate during exercise, identifying the six components of skill related fitness and analyzing the impact of food choices. Students will learn responsible behavior that respects self and others by participating safely and following rules. Students will learn the value of physical activity by comparing health benefits as well as analyzing personal benefits of participation in selected physical activities, analyzing the personal benefits to participating in an activity that is enjoyable, and the positive impact of verbal and non-verbal encouragement in physical activity.

Physical Education - 6
Grade 6 students demonstrate the knowledge and skills to achieve and maintain a healthy level of fitness by setting and monitoring a self-selected physical-activity goal for cardiovascular and/or muscle- and bone-strengthening activity, employing correct methods of stretching, warm up and cool down, and identifying foods within each of the basic food groups and selecting appropriate servings and portions. Students will exhibit responsibility and respect for self and others by exhibiting safe behaviors and following rules and etiquette. Students will recognize the value of physical activity by describing how being physically active leads to a healthy body, reduces stress and provides social interaction, and demonstrating respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

Physical Education - 7
Grade 7 students demonstrate the knowledge and skills to achieve and maintain a healthy level of fitness by adjusting physical activity based on quantity of exercise need for a minimal health standard, describing and demonstrating the difference between a dynamic and static stretching and warm up/cool down routine, and developing strategies for balancing healthy food, snacks and water intake, along with daily physical activity. Students will exhibit responsibility and respect for self and others by exhibiting safe behaviors and following rules and etiquette. Students will recognize the value of physical activity by identifying and describing how different activities exerts a positive impact on health, identifying positive mental and emotional aspects of participating in a variety of physical activities, and demonstrating the importance of social interaction by helping and encouraging others.

Physical Education - 8
Grade 8 students demonstrate the knowledge and skills to achieve and maintain a healthy level of fitness by monitoring quantity of physical activity needed for a minimal health standard and/or optimal functioning based on current fitness level, describing, demonstrating employing a variety of stretching and warm up/cool down routines, and describing the relationship between poor nutrition and health risk factors. Students will exhibit responsibility and respect for self and others by exhibiting safe behaviors and following rules and etiquette. Students will recognize the value of physical activity by identifying the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explain the connections between fitness and overall physical and mental health, analyzing the empowering consequences of being physically active, and demonstrating respect for self and others by asking for help and helping others.

Visual Art - Kindergarten
Kindergarten students will focus on how to explore and imaginatively play with materials to generate artistic ideas and build skills through experimentation. They will be able to explain the process, subject matter, and reasons for saving personal artwork and having a portfolio. Students will study various types of art and their subject matter and purpose, and will be able to explain reasons for selecting a preferred artwork. Students will create art that represents a natural or constructed environment, and/or tells a story about a life experience.

Visual Art - 1
Grade 1 students will focus on how to explore and imaginatively play with materials, tools and approaches to generate artistic ideas and build skills. They will learn how to interpret art by categorizing subject matter, comparing images that represent the same subject matter, and identify the elements and principles. Students will be able to provide reasons for preserving artwork. They will be able to identify times, places and reasons students, as well as people from different places and times, make art.

Visual Art - 2
Grade 2 students will focus on how to experiment with various materials, tools and approaches to make art or design to explore personal interests, questions, and curiosity and/or works of art about events in home, school or community life. They will learn how to brainstorm collaboratively and discuss and reflect with peers about choices made in creating artwork. They will learn how to categorize artworks based on a theme or concept for an exhibit and distinguish between different materials or techniques for preparing for presentation and preservation. They will also compare images based on expressive properties and identify the mood, relevant subject matter, and elements and principles of a work of art. Students will compare cultural uses of art and analyze how art exhibited inside and outside of school contributes to communities.

Visual Art - 3
Grade 3 students will focus on creating imaginative artworks, elaborating visual information with details, and investigating personal ideas and/or observations of surroundings using a variety of artistic processes, materials and approaches. They will learn how to investigate spaces for exhibiting artwork and how to write an artist's statement. They will speculate about the processes an artist uses to to create a work of art, and the messages communicated by an image. Students will interpret art by referring to contextual information and analyzing relevant subject matter, elements and principles, and uses of media. They will learn to distinguish between one's preference of an artwork from its evaluation.

Visual Art - 4
Grade 4 students will focus on creating artwork that is personally meaningful and/or reflects community, regional constructed environments or cultural traditions. They will analyze how past, present, and emerging technologies have impacted the presentation of artwork and the various considerations for presenting and protecting art. Students will analyze and interpret components in imagery that convey messages by analyzing relevant subject matter, use of media, and elements and principles or artistic norms of the culture within which the artwork is made. Students will observe and evaluate an artwork

based on given criteria, and infer information about time, place, and culture in which a work of art was created.

Visual Art - 5
Grade 5 students will develop skills in multiple techniques and experiment with diverse methods of artistic investigation to generate innovative ideas to describe and visually document places and/or objects of personal significance. Students will learn about the roles and responsibilities of museum professionals and explain the skills and knowledge needed in maintaining and presenting objects, artifacts and artwork; and can cite evidence about how an exhibition presents ideas and provides information about a specific concept or topic. They will also identify and analyze cultural associations suggested by visual imagery, and how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Visual Art - 6
Grade 6 students will demonstrate openness in trying new ideas in order to combine concepts to generate innovative ideas for creating art that reflects personally relevant content and/or current interests and concerns. They will also design or redesign objects or places that meet identified needs of diverse users. Students will develop a visual plan for displaying works of art.
Students will analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions and will interpret art by analyzing elements and principles in modern art or visual characteristics of diverse cultures to identify ideas and mood conveyed. Analyze how art reflects changing times, traditions, resources, and cultural uses.

Visual Art - 7
Grade 7 students will apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas that may be inspired by community art and/or by art made by local artists. They will apply strategies to overcome creative blocks and persist in developing skills with various materials, methods, and approaches. Students will compare how technologies have changed the way artwork is presented and experienced and analyze how preservation and security measures can affect viewing and experiencing art. Students will learn to compare and explain the difference between an evaluation of an artwork based on articulated personal criteria versus a set of criteria established by art specialists. They will analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Visual Art - 8
Grade 8 students will use tools, materials, and processes purposefully and demonstrate awareness of copyright as they apply to creating works of art and design while creating art collaboratively to reflect on and reinforce positive aspects of group identity. They will collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design and will document early stages of the creative process with images or words in traditional or new media. Students will develop and apply criteria for evaluating a collection of artwork for presentation and collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Students will create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources, as well as evidence visible in the artwork and published verbal information about the artwork or about the artist who made it.

Media - Kindergarten
Kindergarten students will explore the features of the mouse to perform computer functions and accessing computer applications. They will locate letters and numbers on the keyboard and use other applications to brainstorm and develop ideas. Students will recognize safe and responsible use of technology resources so that they can become model digital citizens. They will participate in class investigations using technology to problem solve, explore solutions and interact with others.

Media - 1
Grade 1 students will build on foundational skills while using software to draw, type, and format text, and create presentations to support academic skills. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior. They will participate in class investigations using technology to research, problem solve, explore solutions and collaborate with others.

Media - 2
Grade 2 students will use appropriate technology tools and resources to complete projects, and solve problems. Students use software to draw, write, organize, and present information and data. Students use digital tools to create original works. Students become responsible users of technology as they learn about Internet safety, digital citizenship and appropriate online behavior. They will participate in class investigations using technology to research, problem solve, explore solutions and collaborate and communicate with others.

Media - 3
Grade 3 students will use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students use digital tools to create original works, both independent and collaboratively. Students become responsible users of technology as they learn about Internet safety, digital citizenship and appropriate online behavior. They will participate in class and individual investigations using technology to research, problem solve, explore solutions and collaborate and communicate with others.

Media - 4
Grade 4 students will use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students use digital tools to create original works, both independent and collaboratively. Students become responsible users of technology as they learn about internet safety, appropriate online behavior, and effective search and website evaluation strategies. They will participate in class and individual investigations using technology to research, problem solve, explore solutions and collaborate and communicate with others.

Media - 5
Grade 5 students will use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students become responsible communicators and users of technology as they learn about intellectual property, Internet safety, and effective search and evaluation strategies. They will participate in investigations using technology to research, problem solve, explore solutions and collaborate and communicate with others.

Media - 6
Grade 6 students will progress to more sophisticated technology tools and resources to complete projects, manage information, and solve problems. They will incorporate the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects and presentations. Students produce presentations on Internet safety, online predators, and cyberbullying. Students integrate and rely on the content from other core subject areas to effectively communicate and collaborate as they plan, evaluate and synthesize research.

Media - 7
Grade 7 students will progress to more sophisticated technology tools and resources to complete projects, manage information, and solve problems. They will incorporate the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyber bullying. Students integrate and rely on the content from other core subject areas to effectively communicate and collaborate as they plan, evaluate and synthesize research.

Media - 8
Grade 8 students will progress to more sophisticated technology tools and resources to complete projects, manage information, and solve problems. They will utilize electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyberbullying. Students integrate and rely on the content from other core subject areas to effectively communicate and collaborate as they plan, evaluate and synthesize research.

General Music - Kindergarten
Kinder students are introduced to musical concepts. With guidance students explore, generate and conceptualize musical skills within music ideas and work. Students select, perceive and analyze artistic work for performance. Students learn and practice and perform music with expression and guided musical techniques. Students relate knowledge and personal experience to make artistic choices.

General Music - 1
1st grade students explore musical concepts. With guidance, students interpret, generate and conceptualize musical skills within music ideas and work. Students select, perceive, analyze and interpret artistic work for performance. Students learn and practice and perform music with expression

and guided musical techniques. Students relate knowledge and personal experience to understand artist intent and make artistic choices.

General Music - 2
2nd grade students explore music through beginning performance. Students work to reinforce the basics of musical concepts. Students express personal preferences in music, generate and conceptualize musical skills within music ideas and work. Students select, perceive, analyze and interpret artistic work for performance. Students learn, practice and perform music with appropriate expression and musical techniques. Students relate knowledge and personal experience to apply artistic criteria and intent to inform individual artistic choices.

General Music - 3
3rd grade students strengthen musical concepts through exploration and performance. Students study how personal interest influences music listening and describe musical context as they generate and conceptualize musical skills within music ideas and work. Students work to refine musical techniques. Students select, perceive, analyze and interpret artistic work for performance. Students learn, practice and perform music with appropriate expression and musical techniques. Students relate knowledge and personal experience to evaluate musical works and performances and inform individual artistic choices.

General Music - 4
4th grade students develop a greater awareness of music in context and experience the dynamics of performance. Students study how personal interest influences music listening. Describe musical context as they generate and conceptualize musical skills within music ideas and work. Students read and perform using notation and work to refine musical techniques, expressive intent and interpretation. Students select, perceive, analyze and interpret artistic work for performance. Students relate knowledge and personal experience to make artistic choices.

General Music - 5
5th grade students explore properties of sound and musical concepts and various musical techniques as they relate to the composition of music. Students study how personal interest influences music listening. Describe musical context as they generate and conceptualize musical skills within music ideas and work. Students read and perform using notation and work to refine musical techniques, expressive intent and interpretation. Students select, perceive, analyze and interpret artistic work for performance. Students relate knowledge and personal experience to make artistic choices.

General Music - 6
6th grade students explore properties of sound and musical concepts and various musical techniques as they relate to the composition and performance of music. Students compare and contrast how personal interest influences music listening. Describe musical context as they generate and conceptualize musical skills within music ideas and work. Students will relate musical context to creator intent. Students select music in context, read and perform using notation and work to refine musical techniques and expressive intent. Students select, perceive, analyze and interpret artistic work for performance. Students will perform music with appropriate expression, technique, and interpretation. Students relate knowledge and personal experience to make artistic choices.

General Music - 7

7th grade students explore properties of sound, musical concepts and various musical techniques as they relate to the composition, performance and evaluation of music. Students compare and contrast how personal interest influences music listening. Describe musical context as they generate and conceptualize musical skills within music ideas and work. Students will relate musical context to creator intent. Students select music in context, read and perform using notation and work to refine musical techniques and expressive intent. Students select, perceive, analyze and interpret artistic work for performance. Students will perform music with appropriate expression, technique, and interpretation. Students relate knowledge and personal experience to make artistic choices.

General Music - 8

8th grade students explore properties of sound, musical concepts and various musical techniques as they relate to the composition, performance and evaluation of music. Students compare and contrast how personal interest influences music listening. Describe musical context as they generate and conceptualize musical skills within music ideas and work. Students will relate musical context to creator intent. Students select music in context, read and perform using notation and work to refine musical techniques and expressive intent. Students select, perceive, analyze and interpret artistic work for performance. Students will perform music with appropriate expression, technique, and interpretation. Students relate knowledge and personal experience to make artistic choices.

Appendix B

Sample Syllabi for Kindergarten ELA and 7th Grade Math

Kindergarten - English Language Arts
Glendale Elementary School District
Semester 1 ~ 2020-2021 School Year

Dates of classes: Daily from 8/10/2020 – 12/18/2020
Sections: XXXX

Instructor Information:
Instructor: Name, Email, office number for messages and Background Information

Office Hours and Communication Protocols:
Distance Office Hours: *These are the times that the teacher is available for phone calls with parents or students. Please email the teacher to set up a time for dialogue.*
Mondays and Fridays 1-2 PM and
Wednesdays from 4:00-5:30 PM
NOTE: Instructors will offer 2, 1 hour times during the week and 1 late afternoon for 1.5 hr window

Emails and Messages: Monday through Friday, expect a response from the teacher within 48 business hours.

Course Description
Kindergarten students will focus on the development of early literacy skills including basic features of print, phonemic awareness, phonics, irregular words, and letter formation. Kindergarten students will also focus on exploring literature and informational texts to ask and answer questions and identify characters, settings, and major events. These skills will support the students in developing original writing pieces. The course builds students' knowledge of literature, informational text, vocabulary, and the mechanics of writing supported by speaking and listening expectations. Through personal choice projects and collaboration, students will focus on reading dynamic grade-level text that connects to real-life situations.

Course Format
This course is designed into weekly modules within the [CANVAS learning management platform](#). This platform uses a variety of robust tools for accessible and engaging course design. The weekly modules are constructed as an experience that can be followed sequentially or can be accessed throughout the module time frame. It's a directed learning process, comprised of blended learning opportunities, cognitive models of learning and social models of learning.

Blended Learning Opportunities: transmitting information about concepts, skills, and procedures via demonstrations, lectures, screencasts, videos, or online presentations.

Cognitive models of learning: structured activities that don't just put information in students' heads but get knowledge out—inductive reasoning, open-ended questioning, experiments, metacognitive strategies, and problem-solving.

Social models of learning: collaborative instructional methods for online learning—jigsaw approaches, reciprocal teaching, and discussions.

Foundational skills routines: weekly routines that include the five areas of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.

Required Resources
1   School chrome book
2   Home-based internet
3   District Supplied Consumables and Manipulatives

Weekly Module Flow:
●   Unit Overview Video - Introduction to what is being taught and learned this week by Homeroom teacher
●   Foundational Skills Routine - Weekly routine to build the foundational skills required for reading
●   Required Instruction - Instructional opportunities for students to learn new topics and review past concepts. May include videos, interactions on Google platforms, online games, graphic organizers, required reading and writing activities.
●   Learning Opportunities - Interactive application of learning for students to master grade-level content. May include discussion boards, recording of reading, uploading of work, graphic organizers, required reading and writing activities, interactions on Google platforms, online games.
●   Assessment of Learning - Embedded in the learning opportunities, students will be assessed on their path to mastery of the standards. This may also include quizzes, teacher-led assessments, benchmarks, online assessments, recording of reading, formal writing samples.

Course Assignments
Students will participate in a variety of virtual assignments during their online course modules. See the following list of examples.

1   Participation in synchronous (live) or asynchronous (recorded) virtual online lessons.
2   Self-paced adaptive assignments
3   Assigned set of content based online instructional videos and resources
4   Discussion Boards – Students will participate in a discussion forum, responding to a prompt and peers as part of class discussions and discourse around the content.
5   Submission of content based assignments or projects
6   Formative and Summative Assessments– There will be formative assessments associated with many of the modules.

Course Objectives:
Students will master the grade level ready ELA standards for Kindergarten. They can be referenced at
https://www.azed.gov/standards-practices/.

Course Calendar with Topics
Topics may vary slightly according to time needed to cover each topic. The activities and requirements are not detailed here. Details, such as assignment expectations and rubrics, will be provided through Canvas.

	Foundational Skills	Reading Skills	Writing Skills
Week 1 Module 1:	Introduction to Online Learning		
Week 2 Module 2:	Phonemic Awareness, Letter Recognition of Aa, Bb, Cc, Dd, Ee Sight Word: I, am, the, a, my	Understand organization of basic features of print: follow words left to right, top to bottom, page by page.	Pencil Grip, Drawing to represent feelings.

Week 3 Module 3:	Phonemic Awareness, Letter Recognition of Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn Sight Word: little, go , and, his, at	Understand organization of basic features of print: follow words left to right, top to bottom, page by page, front/back/spine of a book, author/illustrator on front cover of book.	Lines and Circles, Drawings to represent print concepts.
Week 4 Module 4:	Phonemic Awareness, Letter Recognition of Oo, Pp, Qq, Rr, Ss Sight Word: of, to, have, as	Identify a letter/word/sentence, identify the beginning and the end of a sentence, read word to word, find the author/illustrator on the cover of a book.	Lines and Circles, Drawings to represent print concepts.
Week 5 Module 5:	Phonemic Awareness, Letter Recognition of Tt, Uu, Vv, Ww, Xx, Yy, Zz Sight Word: like, you, in, is	I can identify the characters in the story.	Lines and Circles, Drawings to represent characters.
Week 6 Module 6:	Phonemic Awareness, Letter/Sound connection and Handwriting of m, t, short a Sight Word: for, an, he, was, are	I can identify the setting of a story.	Write the letter to match the sound, Drawing to represent the setting.
Week 7 Module 7:	Phonemic Awareness, Letter/Sound connection and Handwriting of s, p. Sight Word: be, on, up, it, we	I can identify the setting and characters of a story.	Write the letter to match the sound, Draw pictures to tell a story.
Week 8 Module 8:	Phonemic Awareness, Letter/Sound connection and Handwriting of c, short i. Sight Word: Review	Review of book features, character, and setting.	Write the letter to match the sound, Draw pictures to tell a story.
Week 9 Module 9:	Phonemic Awareness, Letter/Sound connection and Handwriting of n, b, r. Sight Word: or, had, not, what, all	Retell a story.	Write the letter to match the sound, Drawing to represent retelling
Week 10 Module 10:	Phonemic Awareness, Letter/Sound connection and Handwriting of d, k. Sight Word: by, she, but with, were	Retell a story with details about the character.	Write the letter to match the sound, Draw pictures to tell a story.
Week 11 Module 11:	Phonemic Awareness, Letter/Sound connection and Handwriting of f, short o. Sight Word: so, me, did, when, our	Retell a story with details about the setting.	Write the letter to match the sound, Draw pictures to tell a story.

Week 12 Module 12:	Phonemic Awareness, Letter/Sound connection and Handwriting of h, l. Sight Word: has, see, look, can, do	Identify the main events in a story.	Write the letter to match the sound, Drawing to represent main events.
Week 13 Module 13:	Phonemic Awareness, Letter/Sound connection and Handwriting of g, short e. Sight Word: said, how, they	Identify key details in a story and ask/answer questions about them.	Write the letter to match the sound, Drawing to represent key details.
Week 14 Module 14:	Phonemic Awareness, Letter/Sound connection and Handwriting of j, w, x. Sight Word: review	Identify key details in a story and ask/answer questions about them.	Write the letter to match the sound, Draw pictures to tell a story.
Week 15 Module 15:	Phonemic Awareness, Letter/Sound connection and Handwriting of short u, v, z. Sight Word: review	Identify key details in the story to help retell the story.	Write the letter to match the sound, Draw pictures to tell a story.
Week 16 Module 16:	Phonemic Awareness, Letter/Sound connection and Handwriting of y, q. Sight Word: review	Identify characters in a story and compare/contrast between two familiar stories.	Share writing experiences.
Week 17 Module 17:	Phonemic Awareness, Letter/Sound connection with blending. Sight Word: review	Identify the characters and setting of a story and compare/contrast between two stories.	Share writing experiences.
Week 18 Module 18:	Phonemic Awareness, Letter/Sound connection with blending. Sight Word: review	Identify the main events in a story with support from the setting and characters.	Share writing experiences.

Topics may vary slightly according to time needed to cover each topic. The activities and requirements are not detailed here. Details, such as assignment expectations and rubrics, will be provided on Canvas..

Grading Scale
Students are graded on a scale that replicates the state guide for assessing student progress. The following scale is used to indicate student progress on meeting the Arizona grade level standards. A grade of "4" is the highest. Grades are reported to the 10 th place to communicate how near the child's student achievement is to the next level of proficiency.

4	Highly Proficient	The student is working independently on and consistently understands grade-level standards in a more advanced, complex and rigorous manner.
3	Proficient	The students is demonstrating a fundamental understanding, mastery and independent application of grade-level skills and concepts.
2	Partially Proficient	The student has not yet mastered the standards but is approaching

		mastery and application of grade-level skills and concepts
1	Minimally Proficient	The student has not yet demonstrated an understanding on the skills and concepts expected at the grade level.

Tentative Course Schedule Dates, Assignments and Points

Date	Module	Evidence of Attendance Assignment requirement Assessment for Mastery*

Weeks 1:	Module 1
	● Learning Objectives:
	  ○ Intro to canvas and Online class structure
	  ○ Weekly video welcome message
	● Required Instruction:
	  ○ Introduction to Learning Weekly Video
	  ○ Welcome to Canvas Course
	  ○ Web etiquette Course
	  ○ Book Read-aloud
	● Learning Activities:
	  ○ Drawing of Web etiquette
		❑ Weekly Message (Time stamp)
		❑ Canvas Course Completion Certificate uploaded
		❑ Web Etiquette Course Completion Certificate Uploaded
		❑ Upload Web Etiquette Drawing

Weeks 2:	Module 2 –
	● Learning Objectives:
	  o Foundational Skill: Letter Recognition Aa, Bb, Cc, Dd, Ee, Sight Word: I, am, the, a, my
	  o Reading: Understanding Basic Feature of Print
	  o Writing: Weekly Journal, Pencil Grip
	● Foundational Skills and Routines:
	  o Phonemic Awareness Lesson Video
	  o Letter Recognition Routine/Song for Aa, Bb, Cc, Dd, Ee
	  o Sight Word: I, am, the, a, my
	  o Handwriting: Pencil grip
	● Required Instruction:
	  o Introduction to Learning Weekly Video
	  o Video/PPT: How Books are Organized
	  o SAVVAS Realize: Story Assigned *Where Is Home, LIttle Pip?*
	  o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc.
	● Learning Activities:
	  o Color parts of a book
	  o Reader/Writer Journal Pages
	  o Journal Prompt: Feelings about Pip
		❑ Watch Required Instruction
		❑ Read assigned book
		❑ Upload Handwriting Practice*
		❑ Upload Letter Recognition practice*
		❑ Upload Sight Word practice*
		❑ Parts of a Book Coloring/labeling*
		❑ Journal Prompt

Weeks 3:	Module 3 – ● Learning Objectives: o Foundational Skill: Letter Recognition Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Sight Words: little, go, and, his, at	❑ Watch Required Instruction ❑ Read assigned book ❑ Upload Handwriting Practice*

		o Reading: Understanding Basic Feature of a Book o Writing: Weekly Journal, drawing circles and lines ● Foundational Skills and Routines: o Phonemic Awareness Lesson Video o Letter Recognition Routine/Song for Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn o Sight Words: little, go, and, his, at o Handwriting: Pencil grip, drawing circles and lines ● Required Instruction: o Introduction to Learning Weekly Video o Video/PPT: Parts of a book o Video/PPT: Author/Illustrator of a book o SAVVAS Realize: Story Assigned *A House for Hermit Crab* o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: o Label your favorite book o Reader/Writer Journal Pages o Journal Prompt: Favorite part of a book	❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Picture of labels on book* ❏ Journal Prompt in Notebook ❏ Complete i-Ready Assessment
	Weeks 4: No school Friday	Module 4 – ● Learning Objectives: o Foundational Skill: Letter Recognition Oo, Pp, Qq Rr, Ss, Sight Words: little, go, and, his, at o Reading: Understanding Basic Feature of a Book o Writing: Weekly Journal, drawing circles and lines ● Foundational Skills and Routines: o Phonemic Awareness Lesson Video o Letter Recognition Routine/Song for Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn o Sight Words: little, go, and, his, at o Handwriting: Pencil grip, drawing circles and lines ● Required Instruction: o Introduction to Learning Weekly Video o Video/PPT: Parts of a book o Video/PPT: Author/Illustrator of a book o Online book:*Chicka Chicka Boom Boom* o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: o Label your favorite book o Reader/Writer Journal Pages o Journal Prompt: Favorite part of a book drawing	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Picture of labels on book* ❏ Journal Prompt in Notebook
	Weeks 5 No School	Module 5 – ● Learning Objectives: o Foundational Skill: Letter Recognition Tt, Uu, Vv, Ww, Xx, Yy, Zz, Sight Words: of, to, have, as o Reading: Identify the Characters in a Story	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice*

Mond ay:	o Writing: Weekly Journal, drawing circles and lines ● Foundational Skills and Routines: 　o Phonemic Awareness Lesson Video 　o Letter Recognition Routine/Song for Tt, Uu, Vv, Ww, Xx, Yy, Zz 　o Sight Words: of, to, have, as 　o Handwriting: Drawing to represent characters ● Required Instruction: 　o Introduction to Learning Weekly Video 　o Video/PPT: Characters in Stories 　o SAVVAS Realized: Story assigned *A House for Hermit Crab* (revisited) 　o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: 　o Identify Characters 　o Reader/Writer Journal Pages 　o Journal Prompt: Drawing to represent the character	❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Character identification from Story response ❏ Journal Prompt in Notebook ❏ Character Online Game
Weeks 6:	Module 6 – ● Learning Objectives: 　o Foundational Skill: Letter/Sound Connection m, t, short a; Sight Words: for, an, he, was, are 　o Reading: Identify the Setting in a Story 　o Writing: Handwriting m, t, a, Drawing representing setting ● Foundational Skills and Routines: 　o Phonemic Awareness Lesson Video 　o Foundational Skill: Letter/Sound Connection m, t, short a 　o Sight Words: for, an, he, was, are 　o Handwriting: letter formation m, t, a ● Required Instruction: 　o Introduction to Learning Weekly Video 　o Video/PPT: Settings in Stories 　o SAVVAS Realized: Story assigned *Make Way for Duckling* 　o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: 　o Highlight word, sentence, letter on practice page 　o Reader/Writer Journal Pages 　o Journal Prompt: Drawing to represent the setting	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Setting Online Game ❏ Setting identification from Story response ❏ Journal Prompt in Notebook
Weeks 7:	Module 7 – ● Learning Objectives: 　o Foundational Skill: Letter/Sound Connection s, p; Sight Words: be, on, up, it, we 　o Reading: Setting and Characters in Stories	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice*

	o Writing: Handwriting s, p; drawing to tell a story ● Foundational Skills and Routines: o Phonemic Awareness Lesson Video o Foundational Skill: Letter/Sound Connection s, p o Sight Words: be, on, up, it, we o Handwriting: letter formation s, p o Dictation: m, t, a ● Required Instruction: o Introduction to Learning Weekly Video o Video/PPT: How setting and characters add to a story o Online story: to be determined o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: o Character and setting drawing from assigned story o Reader/Writer Journal Pages o Journal Prompt: Drawing from imagination	❏ Upload Sight Word practice* ❏ Setting Online Game ❏ Character Online Game ❏ Character and Setting identification* ❏ Journal Prompt in Notebook
Weeks 8:	Module 8 – ● Learning Objectives: o Foundational Skill: Letter/Sound Connection c, short i; Sight Words: review o Reading: Review and Assessments o Writing: Handwriting c, i; drawing to tell a story ● Foundational Skills and Routines: o Phonemic Awareness Lesson Video o Foundational Skill: Letter/Sound Connection c, short i o Sight Words: review o Handwriting: letter formation c, i o Dictation: m, t, a, s, p ● Required Instruction: o Introduction to Learning Weekly Video o Video/PPT: Review as Needed o SAVVAS Realize: any story assigned o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: o Review of identifying character and setting o Reader/Writer Journal Pages o Journal Prompt: Drawing to add to a story	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Setting Online Game ❏ Character Online Game ❏ Character and Setting identification* ❏ Journal Prompt in Notebook
Weeks 9: Parent /Teacher Conference Week	Module 9 – ● Learning Objectives: o Foundational Skill: Letter/Sound Connection n, b, r; Sight Words: or, had, not, what, all o Reading: Retelling a story o Writing: Handwriting n, b, r; drawing to represent retelling a story ● Foundational Skills and Routines: o Phonemic Awareness Lesson Video	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Upload Identification practice to support retell*

		o Foundational Skill: Letter/Sound Connection n, b, r
		o Sight Words: or, had, not, what, all
		o Handwriting: letter formation n, b, r
		o Dictation: m, t, a, s, p, c, i
		● Required Instruction:
		  o Introduction to Learning Weekly Video
		  o Video/PPT: Retelling a story
		  o Online story: *Boom Chicka Boom Book*
		  o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc.
		● Learning Activities:
		  o Identify what happened in the story
		  o Reader/Writer Journal Pages
		  o Journal Prompt: Drawing to represent retelling
			❏ Journal Prompt in Notebook

Fall Break

Weeks 10:		Module 10 –
		● Learning Objectives:
		  o Foundational Skill: Letter/Sound Connection d, k; Sight Words: by, she, but, with, were
		  o Reading: Retelling a story with details about characters
		  o Writing: Handwriting d, k; drawing to tell a story
		● Foundational Skills and Routines:
		  o Phonemic Awareness Lesson Video
		  o Foundational Skill: Letter/Sound Connection d, k
		  o Sight Words: by, she, but, with, were
		  o Handwriting: letter formation d, k
		  o Dictation: m, t, a, s, p, c, i, n, b, r
		● Required Instruction:
		  o Introduction to Learning Weekly Video
		  o Video/PPT: Retelling a story with details about characters
		  o SAVVAS Realize: assigned story *Life in a Pond*
		  o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc.
		● Learning Activities:
		  o Identify details in the story around the character
		  o Reader/Writer Journal Pages
		  o Journal Prompt: Drawing to represent a story, use beginning sounds to write a sentence.
			❏ Watch Required Instruction
			❏ Read assigned book
			❏ Upload Handwriting Practice*
			❏ Upload Letter Recognition practice*
			❏ Upload Sight Word practice*
			❏ Upload Identification practice to support details in a story*
			❏ Journal Prompt in Notebook

Weeks 11:		Module 11 –
		● Learning Objectives:
		  o Foundational Skill: Letter/Sound Connection f, short o; Sight Words: so, me, did, when, our
		  o Reading: Retelling a story with details about setting
		  o Writing: Handwriting f, o; Connect drawing to sounds
		● Foundational Skills and Routines:
		  o Phonemic Awareness Lesson Video
			❏ Watch Required Instruction
			❏ Read assigned book
			❏ Upload Handwriting Practice*
			❏ Upload Letter Recognition practice*
			❏ Upload Sight Word practice*
			❏ Upload Identification practice to support details in a story*

	- o Foundational Skill: Letter/Sound Connection f, o; Sight Words: so, me, did, when, our - o Handwriting: letter formation f, o - o Dictation: m, t, a, s, p, c, i, n, b, r, d, k - Required Instruction: - o Introduction to Learning Weekly Video - o Video/PPT: Retelling a story with details about setting - o SAVVAS Realize: assigned story *Century Farm* - o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. - Learning Activities: - o Identify details in the story around the setting - o Reader/Writer Journal Pages - o Journal Prompt: Drawing to represent a story, use beginning sounds to write a sentence.	❏ Journal Prompt in Notebook
Weeks 12:	Module 12 – - Learning Objectives: - o Foundational Skill: Letter/Sound Connection h, l; Sight Words: has, see, look, can, do - o Reading: Identity the main events of the story - o Writing: Handwriting h, l; introduction to sentences - Foundational Skills and Routines: - o Phonemic Awareness Lesson Video - o Foundational Skill: Letter/Sound Connection h, l; Sight Words: has, see, look, can, do - o Handwriting: letter formation h, l - o Dictation: m, t, a, s, p, c, i, n, b, r, d, k, f, o - Required Instruction: - o Introduction to Learning Weekly Video - o Video/PPT: Identity the main events of the story - o SAVVAS Realize: assigned story *A Bed for the Winter* - o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. - Learning Activities: - o Identity the main events of the story - o Reader/Writer Journal Pages - o Journal Prompt: Drawing to represent the main idea, use beginning sounds to write a sentence.	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Upload Main event practice* ❏ Journal Prompt in Notebook
Weeks 13: No School Wednesday	Module 13 – - Learning Objectives: - o Foundational Skill: Letter/Sound Connection g, short e; Sight Words: said, how, they - o Reading: Ask and Answer questions around the key details of the story - o Writing: Handwriting g, e; drawing to represent key details - Foundational Skills and Routines: - o Phonemic Awareness Lesson Video	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Upload Ask and Answer questions around the key details of the story practice*

		o Foundational Skill: Letter/Sound Connection g, e; Sight Words: said, how, they
		o Handwriting: letter formation g, e
		o Dictation: m, t, a, s, p, c, i, n, b, r, d, k, f, o, h, l
		● Required Instruction:
		  o Introduction to Learning Weekly Video
		  o Video/PPT: Identity the main events of the story
		  o SAVVAS Realize: assigned story *Farming: Now & Then*
		  o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc.
		● Learning Activities:
		  o Ask and Answer questions around the key details of the story
		  o Reader/Writer Journal Pages
		  o Journal Prompt: Drawing to represent key details, use beginning sounds to write a sentence.
			❏ Journal Prompt in Notebook

Weeks 14:
This week includes the two days before Thanksgiving and the following week (7 day week)
	Module 14 –
	● Learning Objectives:
	  o Foundational Skill: Letter/Sound Connection j, w, x; Sight Words: review all/needed
	  o Reading: Ask and Answer questions around the key details of the story
	  o Writing: Handwriting j, w, x; retelling a story
	● Foundational Skills and Routines:
	  o Phonemic Awareness Lesson Video
	  o Foundational Skill: Letter/Sound Connection j, w, x; Sight Words: review all/needed
	  o Handwriting: letter formation j, w, x
	  o Dictation: m, t, a, s, p, c, i, n, b, r, d, k, f, o, h, l, g, e
	● Required Instruction:
	  o Introduction to Learning Weekly Video
	  o Video/PPT: Identity the main events of the story
	  o SAVVAS Realize: assigned story *A Bed for the Winter* and *Life in a Pond*
	  o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc.
	● Learning Activities:
	  o Ask and Answer questions around the key details of the story
	  o Reader/Writer Journal Pages
	  o Journal Prompt: Drawing to represent retelling a story with character, setting, main event.
		❏ Watch Required Instruction
		❏ Read assigned book
		❏ Upload Handwriting Practice*
		❏ Upload Letter Recognition practice*
		❏ Upload Sight Word practice*
		❏ Upload Ask and Answer questions around the key details of the story practice*
		❏ Journal Prompt in Notebook

Weeks 15:	Module 15 –
	● Learning Objectives:
	  o Foundational Skill: Letter/Sound Connection short u, v, z; Sight Words: review all/needed
	  o Reading: Using key details to retell a story
	  o Writing: Handwriting u, v, z; retelling a story
		❏ Watch Required Instruction
		❏ Read assigned book
		❏ Upload Handwriting Practice*
		❏ Upload Letter Recognition practice*

	● Foundational Skills and Routines: 　○ Phonemic Awareness Lesson Video 　○ Foundational Skill: Letter/Sound Connection u, v, z; Sight Words: review all/needed 　○ Handwriting: letter formation u, v, z 　○ Dictation: m, t, a, s, p, c, i, n, b, r, d, k, f, o, h, l, g, e, j, w, x ● Required Instruction: 　○ Introduction to Learning Weekly Video 　○ Video/PPT: Using key details to retell a story 　○ SAVVAS Realize: assigned story *A Bed for the Winter* and *Life in a Pond* 　○ Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: 　○ Using key details to retell a story 　○ Reader/Writer Journal Pages 　○ Journal Prompt: Drawing to represent retelling a story with character, setting, main event.	❏ Upload Sight Word practice* ❏ Upload Using key details to retell a story practice* ❏ Journal Prompt in Notebook
Weeks 16:	Module 16 – ● Learning Objectives: 　○ Foundational Skill: Letter/Sound Connection y, q; Sight Words: review all/needed 　○ Reading: Compare and contrast characters between texts 　○ Writing: Handwriting y, q; finalizing a story ● Foundational Skills and Routines: 　○ Phonemic Awareness Lesson Video 　○ Foundational Skill: Letter/Sound Connection y, q; Sight Words: review all/needed 　○ Handwriting: letter formation y, q 　○ Dictation: m, t, a, s, p, c, i, n, b, r, d, k, f, o, h, l, g, e, j, w, x, u, v, z ● Required Instruction: 　○ Introduction to Learning Weekly Video 　○ Video/PPT: Compare and contrast characters between texts 　○ SAVVAS Realize: assigned story *Century Farm* & *Farming: Then & Now* 　○ Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc. ● Learning Activities: 　○ Compare and contrast characters between texts 　○ Reader/Writer Journal Pages 　○ Journal Prompt: Pick a prompt to finalize to share with the class	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice* ❏ Upload Letter Recognition practice* ❏ Upload Sight Word practice* ❏ Upload Compare and contrast characters between texts practice* ❏ Journal Prompt in Notebook Updated
Weeks 17:	Module 17 – ● Learning Objectives:	❏ Watch Required Instruction ❏ Read assigned book ❏ Upload Handwriting Practice*

		o Foundational Skill: Letter/Sound Connection review; Sight Words: review all/needed
		o Reading: Compare and contrast characters and setting between texts
		o Writing: Handwriting review; finalizing a story
		● Foundational Skills and Routines:
		  o Phonemic Awareness Lesson Video
		  o Foundational Skill: Letter/Sound Connection review; Sight Words: review all/needed
		  o Handwriting: letter formation review
		  o Dictation: m, t, a, s, p, c, i, n, b, r, d, k, f, o, h, l, g, e, j, w, x, u, v, z, y, q
		● Required Instruction:
		  o Introduction to Learning Weekly Video
		  o Video/PPT: Compare and contrast characters and setting between texts
		  o SAVVAS Realize: assigned story *Century Farm & Farming: Then & Now*
		  o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc.
		● Learning Activities:
		  o Compare and contrast characters and setting between texts
		  o Reader/Writer Journal Pages
		  o Journal Prompt: Pick a prompt to finalize to share with the class
			❏ Upload Letter Recognition practice*
			❏ Upload Sight Word practice*
			❏ Upload Compare and contrast characters and setting between texts practice*
			❏ Journal Prompt in Notebook Updated
			❏ Complete i-Ready Assessment

Weeks 18:	Module 18 –
	● Learning Objectives:
	  o Foundational Skill: Letter/Sound Connection review; Sight Words: review all/needed
	  o Reading: Identify the main events in a story with support from the setting and characters
	  o Writing: Handwriting review; finalizing a story
	● Foundational Skills and Routines:
	  o Phonemic Awareness Lesson Video
	  o Foundational Skill: Letter/Sound Connection review; Sight Words: review all/needed
	  o Handwriting: letter formation review
	  o Dictation: m, t, a, s, p, c, i, n, b, r, d, k, f, o, h, l, g, e, j, w, x, u, v, z, y, q
	● Required Instruction:
	  o Introduction to Learning Weekly Video
	  o Video/PPT: Identify the main events in a story with support from the setting and characters
	  o SAVVAS Realize: all previously assigned stories
	  o Linked learning opportunities including Videos, Google Slides, Learning Maps, Anchor Charts, etc.
	● Learning Activities:
		❏ Watch Required Instruction
		❏ Read assigned book
		❏ Upload Handwriting Practice*
		❏ Upload Letter Recognition practice*
		❏ Upload Sight Word practice*
		❏ Upload Identify the main events in a story with support from the setting and characters practice*
		❏ Journal Prompt in Notebook Updated

| | | o Identify the main events in a story with support from the setting and characters
o Reader/Writer Journal Pages
o Journal Prompt: Pick a prompt to finalize to share with the class | |

Unless indicated otherwise:
- Modules open at <u>12:00 am on the Monday of start week</u> and close at <u>11:59 pm on the Sunday of the end of the second week</u>. No module can be reopened once it is closed.
- The due date for each assignment is <u>11:59 pm on the Sunday of the start week</u>.
- All assignments must be completed and submitted otherwise the student will receive an incomplete grade, which is worth ZERO towards mastery.
- Late assignments will only be accepted up to one week after the scheduled due date. Assignment grades would be based on the student's ability to show progress towards mastery.
- There will be at least two to three modules open at any given time.

COURSE POLICIES

Parental Involvement
Parents that choose online instruction as an option should review the expectations for parents and will be asked to sign this K-3 Parent/Student/District Contract. Students in grades k-3rd grade often-times need the guide of a parent (or older individual) that can function as a learning coach. Please consider who your child's learning coach can be. Weekly reports on online use will be collected to reflect on participation and supports needed for each child. Parents are integral partners in the online school process.

Parents will receive a weekly google form soliciting an Online Learning Reflection around time on task in online learning and a weekly report of the students work. Parents should take time to review progress and motivation and participation in online instruction.

Assignment Due Dates
Project assignments must be completed within the weeks module, unless otherwise worked out with the instructor.

Assignment Grading
Submitted discussion posts, assignments and projects will have rubrics that will be posted with assignments and content will be graded based on the grading scale noted above.

Attendance and Participation
Attendance will be taken based on the following criteria:
 Live or time stamped participation in course
 Participation or time stamped viewing of posted learning opportunities
 Participation in the noted weekly discussion and response
 Submission of weekly written assignments or projects, as assigned
If students are ill and unable to participate in the class, please call the attendance line for your child's school and send a communication to the teacher at <mark>(ENTER EMAIL OF STAFF HERE).</mark>

District and School Policies
Students must adhere to the Glendale Elementary School District Student Handbook, as it applies to online learning circumstances. Please also see the Family Guide for Online Courses that are attached to this document for further direction on behavioral expectations as it pertains to online activities.

FAMILY GUIDE FOR ONLINE COURSES

Letter to Parents and Guardians,

As we do our best to support the students of Glendale Elementary School District with online instructional opportunities we need to inform you about the tools we use and some cautions.

We are, whenever possible, using many of the same online tools we employed in face to face schooling. However, we will also need to utilize these tools in new ways and add tools we had not needed prior. Please be aware of the following:

Our use of video conferencing is new. We are using Google Hangouts/Meet and GoToMeeting). We need your help to ensure these tools are being used appropriately by students:

- Parents/guardians should be mindful about what family activities would potentially be heard/seen during the students' use of video conferencing. This is a great tool to keep students connected, but please have your students use these tools somewhere near enough you can monitor, yet private enough to concentrate on their work.
- Please have students dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.
- Recording conference sessions: We encourage teachers to record non-confidential video conferencing sessions and post them for students who cannot attend the live session. There may be some sessions a faculty member may want to record about specific instructional group activities. We want and need our faculty to be efficient and effective when covering material or providing reinforcement. Therefore, here are some guidelines about recordings:
- These recordings will not be publicly available, only shared within the Google Classroom, a similar section of the same class, or within the GESD Google domain or Canvas platform that requires a network account.
- Faculty will announce their intention to record the session giving students/parents/guardians the opportunity to turn off their camera and/or microphone if privacy is of concern.
- Students/parents/guardians, should not take photos, screenshots, record any video, or audio, from these conference sessions. You do not have permissions to do so and it is a violation of GESD Handbook.
- Please have social media and video conferencing devices charged and secured somewhere safe during sleeping hours.
- Lastly, the same rules of conduct and behavior will apply as apply in the classroom. The GESD Handbook, specifically the technology portion, will continue to apply to this remote learning.

If you have questions or concerns about your student's use of online tools, please contact the administrator.

We appreciate your support as your students take on this exciting online learning experience. We are partners in this work. Thank you, and please review some additional guidelines for students below:

Dear Student,

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone .
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

GENERAL GUIDELINES

When communicating online, you should always:
- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr., Mr. Mrs. or Ms.
- Use clear and concise language.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ⍰.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via discussions or e-mail.
- Choose kindness.

MESSAGE BOARD NETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:
- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.

- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

7th Grade Mathematics
Glendale Elementary School District

2020-2021 School Year

Dates of classes: Daily from 8/10/2020 – 5/20/2020
Sections: XXXX

Instructor Information:
Instructor: Name, Email, office number for messages and Background Information

Office Hours and Communication Protocols:
Distance Office Hours: *These are the times that the teacher is available for phone calls with parents or students. Please email the teacher to set up a time for dialogue.*
> *Mondays and Fridays 1-2 PM and*
> *Wednesdays from 4:00-5:30 PM*
> *NOTE: Instructors will offer 2, 1 hour times during the week and 1 late afternoon for 1.5 hr window*

Emails and Messages: Monday through Friday, expect a response from the teacher within 48 business hours.

Course Description
Grade 7 mathematics will focus on grade-specific standards including proportional relationships, and the operations within rational numbers including expressions, inequalities, and linear equations. By the end of the course, students will fluently apply properties of operations to add, subtract, multiply, and divide rational numbers. Through collaboration and personal-choice projects, students will utilize math to solve real-world problems.

Course Format
This course is designed into weekly modules within the CANVAS learning management platform. This platform uses a variety of robust tools for accessible and engaging course design. The weekly modules are constructed as an experience that can be followed sequentially or can be accessed throughout the module time frame. It's a directed learning process, comprised of blended learning opportunities, cognitive models of learning and social models of learning.

Blended Learning Opportunities: transmitting information about concepts, skills, and procedures via demonstrations, lectures, screencasts, videos, or online presentations.

Cognitive models of learning: structured activities that don't just put information in students' heads but get knowledge out—inductive reasoning, open-ended questioning, experiments, metacognitive strategies, and problem-solving.

Social models of learning: collaborative instructional methods for online learning—jigsaw approaches, reciprocal teaching, and discussions.

Required Resources
1   School chrome book
2   Home-based internet
3   District Supplied Consumables

Weekly Module Flow:
- UNIT OVERVIEW: Weekly objectives and preferably a captioned weekly video welcome message.

- CONTENT PAGE(S): Weekly content created using the Pages (or Assignments) tools in CANVAS. Individual PowerPoints and URLs need to be incorporated into pages with text explaining their purpose.
- INTERACTIVE ACTIVITY: Weekly discussion assignment; pair/group work; collaboration.
- PROJECT WORK: A short page, discussion or assignment meant to scaffold – support any larger projects you are doing.
- WEEKLY WRITING ASSIGNMENT: Additional short summary writing or reflections; can also be used to support larger projects.
- CONTENT REVIEW AND LOOKING AHEAD: A review of weekly objectives, list of resources and description of upcoming week's content.

Course Assignments

Students will participate in a variety of virtual assignments during their online course modules. See the following list of examples.

1 Participation in synchronous (live) or asynchronous (recorded) virtual online lessons.
2 Self-paced adaptive assignments
3 Assigned set of content based online instructional videos and resources
4 Discussion Boards – Students will participate in a discussion forum, responding to a prompt and peers as part of class discussions and discourse around the content.
5 Submission of content based assignments or projects
6 Formative and Summative Assessments– There will be quizzes associated with many of the modules. You will have the opportunity to take the quiz once – you may open the quiz in another window and use your resources to take the quiz, but you will only be able to take the quiz once. Typically, quizzes are true/false, matching and multiple choice.

Course Objectives:

Students will master the grade level ready Math standards for 7th grade. They can be found at https://www.azed.gov/standards-practices/k-12standards/mathematics-standards/.

TENTATIVE Course Calendar with Topics

Topics may vary slightly according to time needed to cover each topic. The activities and requirements are not detailed here. Details, such as assignment expectations and rubrics, will be provided through Canvas.

Week 1-3   Number System - add and subtract rational numbers
Week 4-6   Number System - multiply and divide rational numbers
Week 7   Expressions, Equations- add, subtract, factor, and expand linear expressions
Week 8   Expressions, Equations -construct simple equations and inequalities to solve problems
Week 9   Number System - solve problems involving the four operations with rational numbers
Week 10   Ratios and Proportions - compute unit rates associated with ratios of fractions
Week 11   Ratios and Proportions - decide whether two quantities are in a proportional relationship
Week 12-13   Ratios and Proportions - Identify the constant of proportionality (unit rate)
Week 14   Ratios and Proportions - Represent proportional relationships by equations
Week 15   Ratios and Proportions - Determine proportional relationship of a point (x, y) on a graph
Week 16   Geometry - write and solve simple equations for an unknown angle in a figure
Week 17   Geometry - problems involving area, volume and surface area of 2- and 3-dimensional objects
Week 18   Expressions, Equations -construct simple equations and inequalities to solve problems

Grading Scale

Students are graded on a scale that replicates the state guide for assessing student progress. The following scale is used to indicate student progress on meeting the Arizona grade level standards. A grade of "4" is the highest. Grades are reported to the 10 th place to communicate how near the child's student achievement is to the next level of proficiency.

4	Highly Proficient	The student is working independently on and consistently understands grade-level standards in a more advanced, complex and rigorous manner.
3	Proficient	The student is demonstrating a fundamental understanding, mastery and independent application of grade-level skills and concepts.
2	Partially Proficient	The student has not yet mastered the standards but is approaching mastery and application of grade-level skills and concepts
1	Minimally Proficient	The student has not yet demonstrated an understanding of the skills and concepts expected at the grade level.

Tentative Course Schedule Dates, Assignments and Points

Date	Module	Evidence of Attendance Assignment requirement Assessment for Mastery*
Week 1	Module 1 Learning Objective Course Introduction / *Number System - add & subtract rational numbers (7.NS.A1a,b)* **The Teacher will provide the following instructional components (pace one component each day of the week)**: Course Introduction ● IIntroduction to Learning Weekly Video ● Welcome to Canvas Course ● Web etiquette Course ● Math Universal Screener Conceptual Understanding ● Video lesson *for each skill* for this week's topic 　○ Describe situations in which opposite quantities combine to make 0 　○ Adding negative numbers on the number line 　○ Interpret negative number addition and subtraction expressions 　○ Number equations and number lines 　○ Interpreting negative number statements ● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) ● Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving ● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work)	Student Responsibilities for assessment and attendance: Course Introduction ❏ Canvas Course Completion Certificate uploaded ❏ Web Etiquette Course Completion Certificate Uploaded ❏ Discussion Post on Canvas Course* ❏ Discussion Post on Web Etiquette* ❏ Upload Web Etiquette Poster* ❏ Complete Math Universal Screener Conceptual Understanding ❏ Students will watch instructional videos ❏ Students will practice the strategies and skills and self-check Problem Solving ❏ Students will complete independent work Small Group instruction ❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) ❏ Students will watch the video ❏ Students *may* independently respond to the project based learning prompt ❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work ❏ Students complete an End-of-Lesson Assessment *

		● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, discussion board, chat, or additional screencasts) Cognitive Closure ● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity ● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, discussion board, chat, or additional screencasts) End of Lesson Assessment ● Summative assessment via Galileo	

	W e e k 2	**Module 2 Learning Objectives:**
		Number System - add and subtract rational numbers (7.NS.A.1c)
		The Teacher will provide the following instructional components (pace one component each day of the week):
		Fluency
		● Instructional video explicitly teaching/modeling mathematical strategies and formulas
		● Practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		Conceptual Understanding
		● Video lesson *for each skill* for this week's topic
		    o Adding negative numbers on the number line
		    o Interpret negative number additions and subtraction expressions
		    o Number equations and number lines
		    o Interpreting negative number statements
		    o Signs of sums
		● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		● Opportunity for students to ask questions (via chat, email or Flipgrid)
		Problem Solving
		● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		Small Group Instruction (based on independent work)
		● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, discussion board, chat, or additional screencasts)
		Cognitive Closure
		● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
		● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, discussion board, chat, or additional screencasts)
		End of Lesson Assessment
			Student Responsibilities for assessment and attendance:
			Fluency
			❏ Students will watch instruction video
			❏ Students will respond to the practice material to show what they know
			Conceptual Understanding
			❏ Students will watch instructional videos
			❏ Students will practice the strategies and skills and self-check
			Problem Solving
			❏ Students will complete independent work
			Small Group instruction
			❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
			Cognitive Closure (Independent Practice)
			❏ Students will watch the video
			❏ Students *may* independently respond to the project based learning prompt
			❏ Students *may b*e required to participate in small group instruction based on assessment of problem solving work
			❏ Students complete an End-of-Lesson Assessment*	

		● Summative assessment via Galileo	

W e e k 3		**Module 3 Learning Objectives:**
		Number System - add and subtract rational numbers (7.NS.A.1d)
		The Teacher will provide the following instructional components (pace one component each day of the week):
		Fluency
		● Instructional video explicitly teaching/modeling mathematical strategies and formulas
		● Practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		Conceptual Understanding
		● Video lesson *for each skill* for this week's topic
		   ○ Adding & Subtracting rational numbers
		   ○ Ordering negative number expressions
		   ○ Equivalent expressions with negative numbers
		   ○ Adding & Subtracting negative numbers
		   ○ Substitution with negative numbers
		● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		● Opportunity for students to ask questions (via chat, email or Flipgrid)
		Problem Solving
		● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		Small Group Instruction (based on independent work)
		● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
		Cognitive Closure
		● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
		● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
		End of Lesson Assessment
		● Summative assessment via Galileo
				Student Responsibilities for assessment and attendance:
				Fluency
				❏ Students will watch instruction video
				❏ Students will respond to the practice material to show what they know
				Conceptual Understanding
				❏ Students will watch instructional videos
				❏ Students will practice the strategies and skills and self-check
				Problem Solving
				❏ Students will complete independent work
				Small Group instruction
				❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
				Cognitive Closure (Independent Practice)
				❏ Students will watch the video
				❏ Students *may* independently respond to the project based learning prompt
				❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
				❏ Students complete an End-of-Lesson Assessment*

W e e k 4		**Module 4 Learning Objectives:** *Number System - multiply & divide rational numbers (7.NS.A2a)* **The Teacher will provide the following instructional components (pace one component each day of the week):** Fluency ● instructional video explicitly teaching/modeling mathematical strategies and formulas ● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding ● Video lesson *for each skill* for this week's topic ○ Signs of expressions		Student Responsibilities for assessment and attendance: Fluency ❏ Students will watch instruction video ❏ Students will respond to the practice material to show what they know Conceptual Understanding ❏ Students will watch instructional videos ❏ Students will practice the strategies and skills and self-check Problem Solving ❏ Students will complete independent work Small Group instruction

	- Multiplying and dividing negative numbers word problems - Multiplying positive and negative fractions - Multiplying negative numbers - Exponents with negative fractions bases - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work) - Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure - Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity - Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment - Summative assessment via Galileo	❑ Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) ❑ Students will watch the video ❑ Students *may* independently respond to the project based learning prompt ❑ Students *may b*e required to participate in small group instruction based on assessment of problem solving work ❑ Students complete an End-of-Lesson Assessment*
W e e k 5	**Module 5 Learning Objectives:** *Number System - multiply & divide rational numbers (7.NS.A.2b)* **The Teacher will provide the following instructional components (pace one component each day of the week)**: Fluency - instructional video explicitly teaching/modeling mathematical strategies and formulas - practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding - Video lesson *for each skill* for this week's topic - Dividing positive and negative fractions - Dividing by zero - Signs of expressions - Multiplying & dividing negative number prob;elms - Negative signs in fractions - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work)	Student Responsibilities for assessment and attendance: Fluency ❑ Students will watch instruction video ❑ Students will respond to the practice material to show what they know Conceptual Understanding ❑ Students will watch instructional videos ❑ Students will practice the strategies and skills and self-check Problem Solving ❑ Students will complete independent work Small Group instruction ❑ Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) ❑ Students will watch the video ❑ Students *may* independently respond to the project based learning prompt ❑ Students *may b*e required to participate in small group instruction based on assessment of problem solving work ❑ Students complete an End-of-Lesson Assessment*

	● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure ● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity ● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment ● Summative assessment via Galileo	

Weeks 6:	**Module 6 Learning Objectives:**
	Number System - multiply & divide rational numbers 7.NS.A2cd)
	The Teacher will provide the following instructional components (pace one component each day of the week):
	Fluency
	● instructional video explicitly teaching/modeling mathematical strategies and formulas
	● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Conceptual Understanding
	● Video lesson *for each skill* for this week's topic
	   ○ Equivalent expressions with negative numbers
	   ○ Converting Fractions to decimals
	   ○ Order rational numbers
	   ○ Negative number addition and subtraction word problems
	   ○ Simplify complex fractions
	● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	● Opportunity for students to ask questions (via chat, email or Flipgrid)
	Problem Solving
	● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Small Group Instruction (based on independent work)
	● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	Cognitive Closure
	● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
	● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	End of Lesson Assessment
	● Summative assessment via Galileo
		Student Responsibilities for assessment and attendance:
		Fluency
		❏ Students will watch instruction video
		❏ Students will respond to the practice material to show what they know
		Conceptual Understanding
		❏ Students will watch instructional videos
		❏ Students will practice the strategies and skills and self-check
		Problem Solving
		❏ Students will complete independent work
		Small Group instruction
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		Cognitive Closure (Independent Practice)
		❏ Students will watch the video
		❏ Students *may* independently respond to the project based learning prompt
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		❏ Students complete an End-of-Lesson Assessment*

We	**Module 7 Learning Objectives:**	Student Responsibilities for assessment and attendance:

e k 7	*Expressions, Equations- add, subtract, factor, and expand linear expressions (7.EE.A.1 and 2)*
	 The Teacher will provide the following instructional components (pace one component each day of the week):
	 Fluency
	 ● instructional video explicitly teaching/modeling mathematical strategies and formulas
	 ● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	 Conceptual Understanding
	 ● Video lesson *for each skill* for this week's topic
	      o Equivalent expressions: negative numbers and distribution
	      o Distributive property with variables
	      o Combining like terms with negative coefficients
	      o Combining like terms with rational coefficients
	      o Interpreting linear expressions
	 ● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	 ● Opportunity for students to ask questions (via chat, email or Flipgrid)
	 Problem Solving
	 ● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	 Small Group Instruction (based on independent work)
	 ● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	 Cognitive Closure
	 ● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
	 ● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	 End of Lesson Assessment
	 ● Summative assessment via Galileo
		Fluency
		 ❏ Students will watch instruction video
		 ❏ Students will respond to the practice material to show what they know
		 Conceptual Understanding
		 ❏ Students will watch instructional videos
		 ❏ Students will practice the strategies and skills and self-check
		 Problem Solving
		 ❏ Students will complete independent work
		 Small Group instruction
		 ❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		 Cognitive Closure (Independent Practice)
		 ❏ Students will watch the video
		 ❏ Students *may* independently respond to the project based learning prompt
		 ❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		 ❏ Students complete an End-of-Lesson Assessment*

W e e k 8	**Module 8 Learning Objectives:** *Expressions, Equations -construct simple equations and inequalities to solve problems (7.EE.B4ab)* **The Teacher will provide the following instructional components (pace one component each day of the week)**: Fluency ● instructional video explicitly teaching/modeling mathematical strategies and formulas ● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding ● Video lesson *for each skill* for this week's topic	Student Responsibilities for assessment and attendance: Fluency ❏ Students will watch instruction video ❏ Students will respond to the practice material to show what they know Conceptual Understanding ❏ Students will watch instructional videos ❏ Students will practice the strategies and skills and self-check Problem Solving ❏ Students will complete independent work Small Group instruction

	◦ Two-step equation word problems ◦ Two-step equations ◦ Two-step equations with decimals and fractions ◦ Two-step inequality word problems ◦ One-step inequalities - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work) - Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure - Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity - Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment - Summative assessment via Galileo	❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) ❏ Students will watch the video ❏ Students *may* independently respond to the project based learning prompt ❏ Students *may b*e required to participate in small group instruction based on assessment of problem solving work ❏ Students complete an End-of-Lesson Assessment*
W e e k 9	**Module 9 Learning Objectives:** *Number System - solve problems involving the four operations with rational numbers (7.NS.A.3)* **The Teacher will provide the following instructional components (pace one component each day of the week):** Fluency - instructional video explicitly teaching/modeling mathematical strategies and formulas - practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding - Video lesson *for each skill* for this week's topic ◦ Negative number addition and subtraction word problems ◦ Simplify complex fractions ◦ Interpreting negative number statements - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work)	Student Responsibilities for assessment and attendance: Fluency ❏ Students will watch instruction video ❏ Students will respond to the practice material to show what they know Conceptual Understanding ❏ Students will watch instructional videos ❏ Students will practice the strategies and skills and self-check Problem Solving ❏ Students will complete independent work Small Group instruction ❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) ❏ Students will watch the video ❏ Students *may* independently respond to the project based learning prompt ❏ Students *may b*e required to participate in small group instruction based on assessment of problem solving work ❏ Students complete an End-of-Lesson Assessment

	- Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure - Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity - Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment - Summative assessment via Galileo	
W e e k 1 0	**Module 10 Learning Objectives:** Ratios and Proportions - compute unit rates associated with ratios of fractions (7.RP.A.1 and 2a) **The Teacher will provide the following instructional components (pace one component each day of the week):** Fluency - instructional video explicitly teaching/modeling mathematical strategies and formulas - practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding - Video lesson *for each skill* for this week's topic - Rates with Fractions - Identify proportional relationships - Proportional relationships - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work) - Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure - Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity - Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment - Summative assessment via Galileo	Student Responsibilities for assessment and attendance: Fluency - Students will watch instruction video - Students will respond to the practice material to show what they know Conceptual Understanding - Students will watch instructional videos - Students will practice the strategies and skills and self-check Problem Solving - Students will complete independent work Small Group instruction - Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) - Students will watch the video - Students *may* independently respond to the project based learning prompt - Students *may be* required to participate in small group instruction based on assessment of problem solving work - Students complete an End-of-Lesson Assessment
W e e k	**Module 11 Learning Objectives:** *Ratios and Proportions - decide whether two quantities are in a proportional relationship (7.NP.A.2a and 7.G.A.1)* **The Teacher will provide the following instructional components (pace one component each day of the week):**	Student Responsibilities for assessment and attendance: Fluency Students will watch instruction video

1 1	Fluency
	● instructional video explicitly teaching/modeling mathematical strategies and formulas
	● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Conceptual Understanding
	● Video lesson *for each skill* for this week's topic
	   ○ Rates with Fractions
	   ○ Identify proportional relationships
	   ○ Proportional relationships
	   ○ Scale drawings
	   ○ Explore scale copies
	● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	● Opportunity for students to ask questions (via chat, email or Flipgrid)
	Problem Solving
	● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Small Group Instruction (based on independent work)
	● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	Cognitive Closure
	● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
	● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	End of Lesson Assessment
	● Summative assessment via Galileo
		❏ Students will respond to the practice material to show what they know
		Conceptual Understanding
		❏ Students will watch instructional videos
		❏ Students will practice the strategies and skills and self-check
		Problem Solving
		❏ Students will complete independent work
		Small Group instruction
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		Cognitive Closure (Independent Practice)
		❏ Students will watch the video
		❏ Students *may* independently respond to the project based learning prompt
		❏ Students *may b*e required to participate in small group instruction based on assessment of problem solving work
		❏ Students complete an End-of-Lesson Assessment

W e e k 1 2	**Module 12 Learning Objectives:**
	Ratios and Proportions - Identify the constant of proportionality (unit rate) (7.RP.A.2b and 7.G.A.1)
	The Teacher will provide the following instructional components (pace one component each day of the week):
	Fluency
	● instructional video explicitly teaching/modeling mathematical strategies and formulas
	● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Conceptual Understanding
	● Video lesson *for each skill* for this week's topic
	   ○ Constant of proportionality from tables
	   ○ Interpreting graphs of proportional relationships
	   ○ Compare constants of proportionality
	   ○ Construct scale drawings
	   ○ Corresponding sides and points
		Student Responsibilities for assessment and attendance:
		Fluency
		❏ Students will watch instruction video
		❏ Students will respond to the practice material to show what they know
		Conceptual Understanding
		❏ Students will watch instructional videos
		❏ Students will practice the strategies and skills and self-check
		Problem Solving
		❏ Students will complete independent work
		Small Group instruction
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		Cognitive Closure (Independent Practice)
		❏ Students will watch the video

	- Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work) - Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure - Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity - Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment - Summative assessment via Galileo	❏ Students *may* independently respond to the project based learning prompt ❏ Students *may b*e required to participate in small group instruction based on assessment of problem solving work ❏ Students complete an End-of-Lesson Assessment*
W e e k 1 3	**Module 13 Learning Objectives:** *Ratios and Proportions - Identify the constant of proportionality (unit rate) (7.RP.A.2b and 7.G.A.1)* **The Teacher will provide the following instructional components (pace one component each day of the week)**: Fluency - instructional video explicitly teaching/modeling mathematical strategies and formulas - practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding - Video lesson *for each skill* for this week's topic - Writing proportional equations - Constant of proportionality from equations - Relate scale drawing to area - Identify scale factor in scale drawings - identify scale copies - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work) - Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure	Student Responsibilities for assessment and attendance: Fluency ❏ Students will watch instruction video ❏ Students will respond to the practice material to show what they know Conceptual Understanding ❏ Students will watch instructional videos ❏ Students will practice the strategies and skills and self-check Problem Solving ❏ Students will complete independent work Small Group instruction ❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) ❏ Students will watch the video ❏ Students *may* independently respond to the project based learning prompt ❏ Students *may b*e required to participate in small group instruction based on assessment of problem solving work ❏ Students complete an End-of-Lesson Assessment *

	● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity ● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment ● Summative assessment via Galileo	

Week 14	**Module 14 Learning Objectives:**
	Ratios and Proportions - Represent proportional relationships by equations *(7.RP.A.2c and 7.G.A.1)*
	The Teacher will provide the following instructional components (pace one component each day of the week):
	Fluency
	● instructional video explicitly teaching/modeling mathematical strategies and formulas
	● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Conceptual Understanding
	● Video lesson *for each skill* for this week's topic
	   o Solving proportions
	   o Writing proportions
	   o Writing proportion equations
	   o Scale drawings
	   o Construct scale drawings
	● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	● Opportunity for students to ask questions (via chat, email or Flipgrid)
	Problem Solving
	● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Small Group Instruction (based on independent work)
	● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	Cognitive Closure
	● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
	● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	End of Lesson Assessment
	● Summative assessment via Galileo
		Student Responsibilities for assessment and attendance:
		Fluency
		❏ Students will watch instruction video
		❏ Students will respond to the practice material to show what they know
		Conceptual Understanding
		❏ Students will watch instructional videos
		❏ Students will practice the strategies and skills and self-check
		Problem Solving
		❏ Students will complete independent work
		Small Group instruction
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		Cognitive Closure (Independent Practice)
		❏ Students will watch the video
		❏ Students *may* independently respond to the project based learning prompt
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		❏ Students complete an End-of-Lesson Assessment*

Week 15	**Module 15 Learning Objectives:** Ratios and Proportions - Determine proportional relationship of a point (x, y) on a graph *(7.RP.A.2d and 7.G.A.1)* **The Teacher will provide the following instructional components (pace one component each day of the week)**: Fluency	Student Responsibilities for assessment and attendance: Fluency ❏ Students will watch instruction video ❏ Students will respond to the practice material to show what they know

	- instructional video explicitly teaching/modeling mathematical strategies and formulas - practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding - Video lesson *for each skill* for this week's topic - Interpreting graphs of proportional relationships - Corresponding sides and points - Relate Scale drawings to area - Identify scale faction in scale drawings - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum) - Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving - Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work) - Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure - Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity - Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment - Summative assessment via Galileo	Conceptual Understanding - Students will watch instructional videos - Students will practice the strategies and skills and self-check Problem Solving - Students will complete independent work Small Group instruction - Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) - Students will watch the video - Students *may* independently respond to the project based learning prompt - Students *may be* required to participate in small group instruction based on assessment of problem solving work - Students complete an End-of-Lesson Assessment
Week 16	**Module 16 Learning Objectives:** *Geometry - write and solve simple equations for an unknown angle in a figure (7.EE.B.4 and 7.G.B.5)* **The Teacher will provide the following instructional components (pace one component each day of the week):** Fluency - instructional video explicitly teaching/modeling mathematical strategies and formulas - practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Conceptual Understanding - Video lesson *for each skill* for this week's topic - Vertical Angles - Complementary and supplementary angles - Unknown angle problems - Quadrilateral angles - Find missing angles - Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)	Student Responsibilities for assessment and attendance: Fluency - Students will watch instruction video - Students will respond to the practice material to show what they know Conceptual Understanding - Students will watch instructional videos - Students will practice the strategies and skills and self-check Problem Solving - Students will complete independent work Small Group instruction - Students *may be* required to participate in small group instruction based on assessment of problem solving work Cognitive Closure (Independent Practice) - Students will watch the video - Students *may* independently respond to the project based learning prompt

		• Opportunity for students to ask questions (via chat, email or Flipgrid) Problem Solving • Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum) Small Group Instruction (based on independent work) • Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) Cognitive Closure • Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity • Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment • Summative assessment via Galileo	❑ Students *may be* required to participate in small group instruction based on assessment of problem solving work ❑ Students complete an End-of-Lesson Assessment*

	Week 17	**Module 17 Learning Objectives:**
		Geometry - problems involving area, volume and surface area of 2- and 3-dimensional objects (7.NS.A.3 and 7.G.B.6)
		The Teacher will provide the following instructional components (pace one component each day of the week):
		Fluency
		• instructional video explicitly teaching/modeling mathematical strategies and formulas
		• practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		Conceptual Understanding
		• Video lesson *for each skill* for this week's topic
		    o Shaded areas
		    o Volume and surface area world problems
		    o Negative number addition and subtraction
		    o Simplify complex fractions
		    o Interpreting negative number statements
		• Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		• Opportunity for students to ask questions (via chat, email or Flipgrid)
		Problem Solving
		• Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
		Small Group Instruction (based on independent work)
		• Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
		Cognitive Closure
		• Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
			Student Responsibilities for assessment and attendance:
			Fluency
			❑ Students will watch instruction video
			❑ Students will respond to the practice material to show what they know
			Conceptual Understanding
			❑ Students will watch instructional videos
			❑ Students will practice the strategies and skills and self-check
			Problem Solving
			❑ Students will complete independent work
			Small Group instruction
			❑ Students *may be* required to participate in small group instruction based on assessment of problem solving work
			Cognitive Closure (Independent Practice)
			❑ Students will watch the video
			❑ Students *may* independently respond to the project based learning prompt
			❑ Students *may be* required to participate in small group instruction based on assessment of problem solving work
			❑ Students complete an End-of-Lesson Assessment*

	● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts) End of Lesson Assessment ● Summative assessment via Galileo	

W e e k 1 8	**Module 18 Learning Objectives:**
	Expressions, Equations -construct simple equations and inequalities to solve problems (7.EE.B.4ab)
	The Teacher will provide the following instructional components (pace one component each day of the week):
	Fluency
	● instructional video explicitly teaching/modeling mathematical strategies and formulas
	● practice work for students to apply the strategy (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Conceptual Understanding
	● Video lesson *for each skill* for this week's topic
	    o Two-step equations
	    o Two-step equations with decimals and fractions
	    o Two-step inequality word problems
	    o One-step inequalities
	    o Two-step inequalities
	● Practice material where students can self assess (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	● Opportunity for students to ask questions (via chat, email or Flipgrid)
	Problem Solving
	● Independent practice of each skill (via Internet, FlipGrid, Google Suite, or Holt Curriculum)
	Small Group Instruction (based on independent work)
	● Provide Tier 2 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	Cognitive Closure
	● Video that relate the weekly concept to a real-life connection and invite the students to participate in an optional project based learning opportunity
	● Provide Tier 3 intervention to groups by Skill, Concept, or Strategy (via Google Hangout, chat, or additional screencasts)
	End of Lesson Assessment
	● Summative assessment via Galileo
		Student Responsibilities for assessment and attendance:
		Fluency
		❏ Students will watch instruction video
		❏ Students will respond to the practice material to show what they know
		Conceptual Understanding
		❏ Students will watch instructional videos
		❏ Students will practice the strategies and skills and self-check
		Problem Solving
		❏ Students will complete independent work
		Small Group instruction
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		Cognitive Closure (Independent Practice)
		❏ Students will watch the video
		❏ Students *may* independently respond to the project based learning prompt
		❏ Students *may be* required to participate in small group instruction based on assessment of problem solving work
		❏ Students complete an End-of-Lesson Assessment*

S a m p l e	**Sample Full Module Description**
	
	Learning Objectives:
	● Number System - add and subtract rational numbers
	Instructional Components:
	Fluency (Lesson via Video)
	● Teacher will provide a 5 minute video explicitly teaching appropriate mathematical strategies and formulas and will demonstrate one of the following:
		Student Responsibilities for assessment and attendance:
		Fluency
		❏ Students will watch video and respond to the google doc to show what they know regarding one of the following:
		    ❏ Utilize mental math strategies
		    ❏ Write out strategies to show procedural knowledge

- o Model mental math strategies
- o Think aloud math strategies
- o Question using a variety of DOK levels

Conceptual Understanding (Lesson via video)
- Teacher will provide a video lesson for each skill for this week's topic that explicitly teaches academic vocabulary and models the thinking, labels the strategy used and guides students through practicing the use of the strategy
  - o [Adding negative numbers on the number line](#)
  - o [Interpret negative number additions and subtraction expressions](#)
  - o [Number equations and number lines](#)
  - o [Interpreting negative number statements](#)
  - o [Signs of sums](#)

Problem Solving (Independent Practice)
- Teacher will Pose problem or situation and/or assign independent practice from the textbook or online materials
  - o Holt: 1-1, 1-2, 1-3,2-1, Lab Pg. 50, 2-2,

Small Group Instruction (intervention Tier 2) Teacher will assess students skill using ongoing assessments and completion of student's independent work to create groups by Skill, Concept, or Strategy. Additional instruction will take place either by video chat, or additional screencasts that will
- Address learning deficits or enrichment
- Prompt and reinforce mathematical behaviors
- Model math strategies and the flexibility to choose between strategies
- Provide related practice

Cognitive Closure is the closing video or screencast the teacher will:
- Relate the concept to a real-life connection and invite the students to participate in related project based learning
- Summarize and synthesize the learning process and skills obtained
- Connect the concepts, skills, or strategies to a real world application
- Connect the concepts, skills, or strategies to other learning through transfer

End of Lesson Assessment
- Teacher will prepare a standard assessment through Galileo to summatively assess student understanding and develop groups for Tier 3 intervention

- ❑ Answer a variety of DOK 1-4 questions
- ❑ Share mathematical strategies and thinking

Conceptual Understanding
- ❑ Students will watch videos and practice the strategies and skills using the appropriate tools on scaffolded materials where they can self-check for
  - ❑ use of strategies to learn the academic vocabulary
  - ❑ utilization of the appropriate strategy to solve a variety problem with DOK 1-4
- ❑ [Adding negative numbers on the number line](#)
- ❑ [Interpret negative number additions and subtraction expressions](#)
- ❑ [Number equations and number lines](#)
- ❑ [Interpreting negative number statements](#)
- ❑ [Signs of sums](#)
- ❑ Students will have an opportunity to request additional help if needed

Problem Solving
- ❑ Students will complete independent work and demonstrate:
  - ❑ understanding of the problem/situation
  - ❑ Utilization of knowledge of appropriate strategies and skills to determine next steps
  - ❑ Labeling of strategies used
  - ❑ Utilization of strategies to check for reasonableness of solution

Small Group instruction will provided to some students following independent practice to provide an opportunity to:
- Practice foundational math skills
- Monitor comprehension and select strategies to increase understanding
- Extend grade level understanding and link to upcoming standards

Cognitive Closure (Independent Practice)
- ❑ Students will watch the video and independently respond to the project based learning prompt to summarize and synthesize the learning process and skills obtained and reflect on the learning process and connect the learning to a real world application
- ❑ Complete an End-of-Lesson Assessment

Unless indicated otherwise:

- Modules open at <u>12:00 am on the Monday of start week</u> and close at <u>11:59 pm on the Sunday of the end of the second week</u>. No module can be reopened once it is closed.
- The due date for each assignment is <u>11:59 pm on the Sunday of the start week</u>.
- All assignments must be completed and submitted otherwise the student will receive an incomplete grade, which is worth ZERO points towards mastery.
- Late assignments will only be accepted up to one week after the scheduled due date. Assignment grades would be based on the students ability to show progress towards mastery.
- There will be at least two to three modules open at any given time.

COURSE POLICIES

Parental Involvement
Parents that choose online instruction as an option should review the expectations for parents and will be asked to sign this Parent/Student/District Contract. Weekly reports on online use will be collected to reflect on participation and supports needed for each child. Parents are integral partners in the online school process.

Parents will receive a weekly google form soliciting an Online Learning Reflection around time on task in online learning and a weekly report of the students work. Parents should take time to review progress and motivation and participation in online instruction.

Assignment Due Dates
Project Assignments must be completed within the weeks module, unless otherwise worked out with the instructor.

Assignment Grading
Submitted discussion posts, assignments and projects will have rubrics that will be posted with assignments and content will be graded based on the grading scale noted above.

Attendance and Participation
Attendance will be taken based on the following criteria:
 Live or time stamped participation in course
 Participation or time stamped viewing of posted learning opportunities
 Participation in the noted weekly discussion and response
 Submission of weekly written assignments or projects, as assigned
If students are ill and unable to participate in the class, please call the attendance line for your child's school and send a communication to the teacher at <mark>(ENTER EMAIL OF STAFF HERE).</mark>

District and School Policies
Students must adhere to the Glendale Elementary School District Student Handbook, as it applies to online learning circumstances. Please also see the Family Guide for Online Courses that are attached to this document for further direction on behavioral expectations as it pertains to online activities.

FAMILY GUIDE FOR ONLINE COURSES

Letter to Parents and Guardians,

As we do our best to support the students of Glendale Elementary School District with online instructional opportunities we need to inform you about the tools we use and some cautions..

We are, whenever possible, using many of the same online tools we employed in face to face schooling. However, we will also need to utilize these tools in new ways and add tools we had not needed prior. Please be aware of the following:

- Our use of video conferencing is new. We are using Google Hangouts/Meet and GoToMeeting). We need your help to ensure these tools are being used appropriately by students:
- Parents/guardians should be mindful about what family activities would potentially be heard/seen during the students' use of video conferencing. This is a great tool to keep students connected, but please have your students use these tools somewhere near enough you can monitor, yet private enough to concentrate on their work.
- Please have students dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.
- Recording conference sessions: We encourage teachers to record non-confidential video conferencing sessions and post them for students who cannot attend the live session. There may be some sessions a faculty member may want to record about specific instructional group activities. We want and need our faculty to be efficient and effective when covering material or providing reinforcement. Therefore, here are some guidelines about recordings:
- Recordings will not be publicly available, only shared within the Google Classroom, a similar section of the same class, or within the GESD Google domain or Canvas platform that requires a network account.
- Faculty will announce their intention to record the session giving students/parents/guardians the opportunity to turn off their camera and/or microphone if privacy is of concern.
- Students/parents/guardians, should not take photos, screenshots, record any video, or audio, from these conference sessions. You do not have permissions to do so and it is a violation of GESD Handbook.
- Please have social media and video conferencing devices charged and secured somewhere safe during sleeping hours.
- Lastly, the same rules of conduct and behavior will apply as apply in the classroom. The GESD Handbook, specifically the technology portion, will continue to apply to this remote learning.

If you have questions or concerns about your student's use of online tools, please contact the administrator.

We appreciate your support as your students take on this exciting online learning experience. We are partners in this work. Thank you, and please review some additional guidelines for students below:

Dear Student,

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr., Mr. Mrs. or Ms.
- Use clear and concise language.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ⬚.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via discussions or e-mail.
- Choose kindness.

MESSAGE BOARD NETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Appendix C

Statement of Assurances

Arizona Online Instruction
Statement of Assurances

District/Charter Holder Name: Glendale Elementary School District

CTD Number: 070440000

ASSURANCES

Consistent with A.R.S. 15-808, the district/charter holder assures, if approved to operate an Arizona Online Instruction School/Program:

1. A pupil is not eligible to participate in the program unless the pupil is a resident of Arizona.

2. Pupils who participate in the program are subject to the testing requirements prescribed in Chapter 7, Article 3 of Title 15.

3. Upon enrollment the school shall notify the parents or guardians of the pupil of the state testing requirements.

4. If a pupil fails to comply with the testing requirements and the school administers the tests pursuant to section 15-808 to less than 95% of the pupils in the program, the pupil shall not be allowed to participate in the program.

5. Each school shall submit an annual report to the Arizona Department of Education at a time prescribed by the Arizona Department of Education and shall include all of the information as prescribed by the State Board of Education and the State Board for Charter Schools.

6. Each school shall ensure that a daily log is maintained for each pupil who participates in the program. The daily log shall describe the amount of time spent by each pupil participating in the program pursuant to section 15-808 on academic tasks. The daily log shall be used by the school to qualify the pupils who participate in the program in the school's average daily attendance calculations pursuant to section 15-901.

7. That it provides for a comprehensive program of instruction that is aligned to the Arizona State Academic Standards.

Authorized Representative (Print): Cindy Segotta-Jones

Authorized Representative Signature:

Date: 6-10-2020

Glendale Elementary School District
Glendale Elementary Online (G.E.O.) Learning

Professional Learning for Online Instruction Plan

State Board Website: https://azsbe.az.gov/resources/arizona-online-instruction

The *Standards for Professional Learning* (p. 15) from Learning Forward are used as best, effective practice for professional learning. The standards are:

- Learning Communities
  - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Leadership
  - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- Resources
  - Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- Data
  - Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- Learning Design
  - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- Implementation
  - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- Outcomes
  - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Learning Forward. (2013). *Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning*. Oxford, OH: Author.

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Preparing for Online Instruction			
Course Title	**Course Description**	**Course Delivery**	**Dates**
Onboarding: What does it take to be an effective online instructor	Online instructing takes a specific skill set to ensure effectiveness. This session provides an overview of what quality online instruction looks like and the skills necessary for teachers to navigate the online platform.	Online Course	By July 31, 2020 Ongoing
Digital Citizenship	This course ensures our teachers are responsibly using technology.	Online Course	By July 31, 2020 Ongoing
Using Moodle	This course showcases the basics of Moodle as a learning platform.	Online Course	By July 31st, 2020 Ongoing
Using Gradebook	This course provides instruction on how to align your Moodle gradebook with the district gradebook.	Online Course	By July 31st, 2020 Ongoing
Using Google Suite in Moodle	This course will support the instructor in maximizing these tools to meet the needs of every learner.	Online Course	By July 31st, 2020 Ongoing

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Accommodations with Online Learning Tools	This course will provide strategies for ensuring the content is accessible to students.	Online Course	By July 31st, 2020 Ongoing
Best Practices with Online Instruction			
Course Overview and Introduction	This course will review the essential standards addressed in the course, the learning and engagement expectations, and formative and summative assessments.	Online Course	By August 7th, 2020 Ongoing
Learning Targets	This course will provide a step-by-step approach to creating learning targets that align standards, instruction and assessment.	Online Course	By August 7th, 2020 Ongoing
Instructional Materials	This course will give an overview of the instructional materials and resources available for the instructor.	Online Course	By August 7th, 2020 Ongoing
Student Engagement	This course will give practical strategies to ensure students are engaged in the online learning environment.	Online Course	By August 7th, 2020 Ongoing

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Learner Support	This course will give an overview of the technical support provided to the students.	Online Course	By August 7th, 2020 Ongoing

Coaching Support			
Coach	**The Work**	**Delivery**	**Date**
Technology Liaison	Provides training and professional learning with technical aspects of online instruction.	Google Meets Mtgs	Quarterly and as needed
Online Instruction Coach	Provides training and professional learning on instructional strategies, supports online classroom instructional implementation, "walkthroughs" of the online learning environment.	Moodle Google Meets Mtgs	Quarterly and as needed
Peer Coaching	Provides support through problem solving and collective inquiry.	Google Meets Mtgs	Weekly

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Collaborative Teams Support			
Collaborative Team	**Purpose of the Work**	**Delivery**	**Date**
Online Instructor Collaborative Team	Work collaboratively to focus on student learning and be results driven.	Google Meets	Weekly
Content Area Collaborative Team	Work collaboratively to focus on student learning of the content area and be results driven.	Google Meets	Weekly

Content Professional Learning: Vendor Provided	
Pearson ReadyGen and MyPerspectives	ReadyGEN and MyPerspectives are the adopted ELA resources used for ELA teaching and learning.
GoMath	GoMath is the adopted Math resource used for Math teaching and learning.
FOSS	FOSSweb is the website for the FOSS kits.
Waterford	Waterford is the K-2 early literacy program that intervenes for reading learning.
Galileo	Galileo is the assessment platform GESD uses for common formative assessments and benchmark assessments.
iReady	iReady is the diagnostic reading tool for K-8 students.

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GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: __7.A.__ TOPIC: __Future Meetings__

SUBMITTED BY: __Ms. Cindy Segotta-Jones, Superintendent__

RECOMMENDED BY: __Ms. Cindy Segotta-Jones, Superintendent__

DATE ASSIGNED FOR CONSIDERATION: __July 9, 2020__

Future Board Meetings dates are listed below with the agenda topics anticipated for each meeting. Routine items, i.e., vouchers, personnel reports, travel, etc., are not included in the list.

July 23	Special Meeting Superintendent's 2020-2021 Performance Pay Criteria Superintendent Evaluation Instrument
July 27	Town Hall 6 p.m.
August 13	Report on Opening of School ASBA Political Agenda Direction ASBA Delegate Assembly Representative Fundraiser Activity Requests Recruitment Trips Superintendent Goal Progress Report
August TBD	Board Retreat: Class Sizes Board Self Evaluation Instrument Program Evaluation/Sustainability Board Goals Discipline Reports
August 27	Special Meeting Strategic Plan Update Board Discussion on Strategic Planning Priorities Executive Session for Superintendent's Evaluation.
September 10	Peer Observers Qualified Evaluators Phased Retirement Plan
September 24	Special Meeting
October 8	Annual Financial Report ASBA Bylaw Changes
October 22	Special Meeting Board Self Evaluation *Annual Board Self-Evaluation deadline October 30*
November 12	A-F Letter Grade Presentation *Superintendent Summative Performance Evaluation Deadline November 30*
December 10	Revised Budget
January 14	Organizational Meeting *Organizational Meeting deadline January 15* Employee and Student Discipline Hearing Procedures Hearing Officer List Board Advocacy Discussion
January 28	Employment Contracts and Agreements
February 11	Certified Contract Renewals
February 25	Special Meeting
March 11	Meet and Confer/Salary Recommendations Administrative Contract Renewals

March 25	Special Meeting
April 15	Board Meeting Schedule Classified Employment Renewals Medical, Dental, Vision, Life, Mid-Term and Short-Term Disability Insurance Pay for Performance Plan ASBA Political Agenda Submissions
April 29	Special Meeting
May 13	Authorized Signatories Budget Revision Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts Facsimile Signatures Salary Tables, Fringe Benefits and Extra Duty Stipends
May 27	Special Meeting
June 3	Board Retreat
June 10	Strategic Plan Update/Discussion Employee Garnishments Student Activity Treasurer Execution of Vouchers Workers Compensation, Property, Casualty and Liability Insurance Claims Service Agreement Authorization to Settle Claims Evaluation Handbooks
June 24	Principal and Teacher Evaluation Ratings Proposed Expenditure Budget State Assessment Data Extracurricular Fee Schedule SFB Capital Plan Facility Use Fee Schedule and Agreement

Agenda Item Requests Tracking:

Agenda Item	Date of Board Request	Board Member Making Request	Date Placed on Agenda	Action Taken
Sick Leave Buy Back Policy Study Session	8/22/19	Mary Ann Wilson		Information provided in Board Update 9.20.19
SmartSchools Detailed Report on Costs/Savings	9/12/19	Jamie Aldama		Information provided in Board Update 9.20.19
Census Resolution	9/12/19	Brenda Bartels	10/14/19	Resolution Adopted
Superintendent's Evaluation Instrument	10/14/19	Sara Smith		Added to June 25 upcoming agenda items list
Staff Resignation Data	1/9/20	Monica Pimentel		Information provided in the Board Update 2.14.20
Add Strategic Plan Review to Calendar	2/6/20	Sara Smith		Added to June 25 upcoming agenda items list
Add Board Retreat to Calendar	2/6/20	Sara Smith	2/13/20	