

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Regular Meeting of the Governing Board

April 11, 2019 5:00 p.m.

Revised
April 9, 2019

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 in the District Office, 7301 North 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 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

3. Study Session

The Governing Board will conduct a study session with Administration for the following purposes:

a. Policy Manual Review

The Governing Board will review Board Policy Manual Section I-Instructional Program as part of the comprehensive policy manual review with Arizona School Boards Association.

4. Call to the Public

The public is invited to address the Board on any issue within its jurisdiction, 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 address the Board should complete a "Call to the Public" form and submit it to the Board Secretary prior to the start of the meeting. Each speaker will be provided three (3) minutes to address the Board, unless provided other direction by the Board. At the outset of the speaker's remarks, the speaker should state their name and the Board requests that the speaker provide his/her address.

5. Special Recognition

a. Student Performance

Third and Fourth Grade Choir student from Isaac E. Imes School will perform under the direction of Ms. Mary Bennett.

b. Student Recognition

The Governing Board will recognize students who placed first, second, third and fourth in the District's annual Spelling Bee.

Individuals can access copies of documentation provided to the Board to substantiate administrations' recommendations, i.e. reports, detailed information, agreement documents, etc., the Friday before the Board meeting in each school's office, the Superintendent's office, or on the Governing Board's page of the District's website. Persons with disabilities may request reasonable accommodations by contacting (623) 237-7136 at least two days prior to the meeting.

6. Consent Agenda

a. Minutes

It is recommended the Governing Board approve the minutes of the March 14, 2019 Regular Meeting, and April 4, 2019 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.

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.

f. Travel

 It is recommended the Governing Board approve the requests for employee out-of-county travel as presented.

g. Surplus Property Disposal

It is recommended the Governing Board approve the items listed as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

h. Student Activity Fund Balance Statement

It is recommended the Governing Board approve the Student Activity Fund Balance Statement for February, 2019 as presented.

i. Sale of Outdated Curriculum Resources

It is recommended the Governing Board approve the sale of outdated *Go Math* resources.

j. Classified Work Agreement and Contract Renewals

It is recommended the Governing Board approve the renewal of classified staff work agreements and contracts for the 2019-2020 school year as presented.

k. Medical Insurance Renewal

It is recommended the Governing Board approve the renewal of United Healthcare medical insurance as presented for 2019-2020.

l. Dental Insurance Renewal

It is recommended the Governing Board approve the renewal of Delta Dental benefits as presented for 2019-2020.

m. Vision Insurance

It is recommended the Governing Board approve Vision benefits through United Healthcare as presented for 2019-2020.

n. Supplemental Dental Insurance

It is recommended the Governing Board approve supplemental dental insurance through Cigna Dental Health Maintenance Organization (DHMO) benefits as presented for 2019-2020.

o. Flexible Spending Account Benefits

It is recommended the Governing Board approve Flexible Spending Account (FSA) benefits through Basic as presented for 2019-2020.

p. Life Insurance

It is recommended the Governing Board approve Life Insurance benefits through Sun Life Financial as presented for 2019-2020.

q. Mid-Term Disability Insurance

It is recommended the Governing Board approve Mid-Term Disability benefits through Unum as presented for 2019-2020.

r. Short-Term Disability Insurance

It is recommended the Governing Board approve Short-Term Disability benefits through Sun Life Financial as presented for 2019-2020.

s. Revised School Year Calendar

It is recommended the Governing Board approve the revised School Year Calendar for 2019-2020 as presented.

NEW

7. **Reports and Information Items**

None at this time.

8. **Action Items**

a. Policy Revision First Reading

It is recommended the Governing Board approve the first reading of revised policy manual section I-Instructional Program as presented.

b. Board Meeting Calendar

It is recommended the Governing Board approve the proposed meeting calendar for the 2019-2020 school year as presented.

c. Meet and Confer Recommendations

It is recommended the Governing Board approve the Meet and Confer Recommendations for employee salary and benefits for the 2019-2020 school year as presented.

d. Pay for Performance

It is recommended the Governing Board approve the Pay for Performance plan for the 2019-2020 school year as presented.

e. Administrative Salaries, Benefits, and Pay for Performance

It is recommended the Governing Board approve the Superintendent's recommendation for certified and classified administrative employee salaries, benefits, and pay for performance for the 2019-2020 school year as presented.

f. Employment of Director

It is recommended the Governing Board approve the appointment of Ms. Alejandrina Garcia as Director of Language Acquisition, salary and benefits commensurate with other Directors.

NEW

9. **Discussion Items**

a. ASBA Political Agenda Priorities and Proposals

The Governing Board will discuss its top five political agenda priorities and proposed issues to submit for consideration on Arizona School Boards Associations' 2020 Political Agenda.

b. NSBA Annual Conference

Governing Board members and administrators will share information and learning from the National School Boards Association's Annual Conference.

NEW

10. **Future Meetings and Events**

a. Future Meetings and Agenda Item Requests.

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.

11. Summary of Current Events

a. Superintendent Report

The Superintendent will present a brief summary of current events.

b. Governing Board Report

Governing Board Members will present brief summaries of current events, as necessary.

12. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT

STUDY SESSION

AGENDA NO: 3.A. TOPIC: Policy Manual Review

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED: April 11, 2019

The Governing Board will conduct a study session with Administration to review Board Policy Manual Section I-Instructional Program as part of the comprehensive policy manual review with Arizona School Boards Association.

Compare IA © INSTRUCTIONAL GOALS AND OBJECTIVES

first

(version 2 to 1)

last

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

IA © INSTRUCTIONAL GOALS AND OBJECTIVES

All parts of the curriculum are interrelated and important to the development of the student. The physical, emotional, social, aesthetic, and cognitive development of the student are all elements of importance within the school program.

The District will provide basic communication and computational skills, an experience-based curriculum, and exploration of different disciplines and decision-making techniques to enable the student to choose between alternatives.

Specifically, the District instructional program will be designed and implemented to provide for developing:

- ~~Skills~~-A. Skills in communication - to include reading, writing, speaking, listening, and composition.
- ~~Skills~~-B. Skills in computation.
- ~~Appreciation~~-C. Appreciation of the world of work.
- ~~Pride~~-D. Pride of workmanship and skills for economic survival.
- ~~Appreciation~~-E. Appreciation of the importance of physical fitness.
- ~~Research~~-F. Research and problem-solving skills.
- ~~Ability~~-G. Ability to think analytically, critically, and independently.
- ~~Skills~~-H. Skills in foreign or Native American language.
- ~~I~~. Ability leading to citizen responsibility.
- ~~J~~. Understanding and respect for our cultural heritage.
- ~~Appreciation~~-K. Appreciation for the intrinsic value of education.
- ~~Appreciation~~-L. Appreciation of the fine arts.
- ~~M~~. Skills in technology.

Adopted: date of ~~manual~~ Manual adoption

CROSS REF.:

[AD](#) - Educational Philosophy/School District Mission

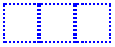


IB ©
ACADEMIC FREEDOM

A professional staff seeks to educate people in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of each individual's values. These democratic values can be transmitted best in an atmosphere free from censorship and artificial restraints on free inquiry and learning.

Within the confines of state law, Board policy gives teachers the opportunity to create in the classroom an atmosphere of freedom. This atmosphere permits students to raise questions dealing with critical issues of the time. An atmosphere of freedom produces an environment conducive to the study, investigation, presentation, and interpretation of facts. The teacher is responsible for exercising good judgment in selecting issues for discussion of value to the students involved. These issues selected for discussion must have demonstrated relevance in some significant way to the course of study that the instructor is to be addressing.

Adopted: date of manual adoption



IC © SCHOOL YEAR

The school year shall be not less than one hundred eighty (180) instructional days or an equivalent number of minutes of instruction per school year based on a different number of days of instruction approved by the Governing Board.

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

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

Adopted: May 3, 2018

LEGAL REF.:

A.R.S.

[15-341.01](#) (Laws 2000, 5th S.S., Ch 1 § 54)

[15-801](#)

[15-854](#)

[15-855](#)

[15-861](#)

[15-881](#)

[15-901](#)



ID © SCHOOL DAY

The normal school day for the instruction of the students of this District shall be in accordance with Arizona Revised Statutes.

The regular school session may be temporarily altered by the Board upon recommendation by the Superintendent when such alteration is in the best interest of the District.

The Superintendent may close the schools, delay the opening of schools, or dismiss school early for emergency reasons and to protect the health and safety of students and staff members, shall prepare rules for the proper and timely notification of concerned persons in the event of such emergency closing, and shall in all cases inform the Board President as soon as possible.

The Superintendent shall develop guidelines that allow students to enter schools and to leave schools under exceptional conditions so that variances with the normal school schedule may be accommodated. Such guidelines shall consider inclement weather, family illness, and other similar circumstances.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-801](#)

[15-861](#)

[15-901](#)

Compare IE © ORGANIZATION OF INSTRUCTION (version 3 to
1)

first

last

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

**IE ©
ORGANIZATION OF INSTRUCTION**

The ~~instructional program shall be divided into three (3) levels:~~

- ~~Elementary school, which shall include grades prekindergarten (PK) through six (6).~~
- ~~Junior high school, which shall include grades seven (7) and eight (8).~~
- ~~High school, which shall include grades nine (9) through twelve (12).~~

~~The~~ organizational plan shall be subject to change by the Governing Board whenever the needs of the students and/or District warrant such change. The District will coordinate and articulate a ~~PK-12~~ prekindergarten (PK) through grade eight (8) instructional program.

Adopted: date of

~~manual~~

Manual adoption



IGA © CURRICULUM DEVELOPMENT

The need and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators are recognized. It is essential that the school system continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent to develop the curriculum for the school system and to organize committees to review the curriculum. All curriculum changes shall be approved by the Governing Board.

It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that, in the opinion of the professional staff and consultants, are essential to the maintenance of a high-quality program of education from prekindergarten through grade twelve (12).

All certificated personnel have professional obligations to the school program beyond regular classroom duties, and these obligations will include work on curriculum committees.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-701](#)

[15-701.01](#)

[15-721](#)

[15-722](#)



IGC PILOT PROJECTS

The Governing Board is aware of the need for continuing change and innovation in educational programs and encourages the innovative and creative involvement of the teachers and administrative staff in meaningful and effective programs that will be beneficial to students, the school, the District, and the overall educational process.

All pilot programs must have prior approval from the assistant superintendent for instruction.

The Governing Board requires that all pilot programs be evaluated to measure the effectiveness of the programs. Pilot programs, projects, or courses will be discontinued, changed, or continued on the basis of such appropriate evaluation. Reports of pilot programs will be presented to the Board for information.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.
[15-341](#)

Compare IGD © CURRICULUM ADOPTION (version 2 to 1)

first

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

last

IGD © CURRICULUM ADOPTION

All new programs and courses of study will be subject to Board approval, as will elimination of programs and courses and extensive alteration in their content. Curricular proposals from the professional staff may be presented to the Superintendent, who will be responsible for making recommendations to the Board on such matters.

The Governing Board acknowledges the legislative affirmation that public school students should be taught to value each other as individuals and not be taught to resent or hate other races or classes of people.

No District school shall include in its program of instruction any courses or classes that:

- A. Promote the overthrow of the United States government.
- B. Promote resentment toward a race or class of people.
- C. Are designed primarily for students of a particular ethnic group.
- D. Advocate ethnic solidarity instead of treatment of students as individuals.

The above restrictions are not to be construed to restrict or prohibit:

- A. Courses or classes for Native American pupils that are required to comply with federal law.
- B. Grouping of students according to academic performance, including capability in the English language, that may result in a disparate impact by ethnicity.
- C. Courses or classes that include the history of any ethnic group and that are open to all students, unless the course or class is in violation of an above cited course or class restriction.
- D. Courses or classes that include the discussion of controversial aspects of history.
- E. Instruction about the Holocaust, any other instance of genocide, or the historical oppression of a particular group of people based on ethnicity, race, or class.

An alleged failure by the District to abide by the preceding conditions may subject the District to investigation by the State Board of Education (SBE) or the Superintendent of Public Instruction. Enforcement action may be instituted by the SBE or the Superintendent of Public Instruction as prescribed by A.R.S. [15-112](#).

Adopted: date of

manual

Manual adoption

LEGAL REF.:

A.R.S.

[15-111](#)

[15-112](#)

[15-721](#)

[15-722](#)



IGE ©
CURRICULUM GUIDES AND
COURSE OUTLINES

Curriculum guides shall be developed for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular courses.

In accordance with requirements of the state of Arizona, the District will develop its own curriculum guides to reflect local needs. The guides shall be designed to assist users in implementing the District philosophy regarding the teaching of a subject and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

The Superintendent will formulate procedures for the development and use of curriculum guides.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-701](#)

[15-701.01](#)



IGE-R ©

REGULATION

CURRICULUM GUIDES AND COURSE OUTLINES

Development of Curriculum Guides

Curriculum guides will be developed by the staff members and teachers who are to use them.

If participation of the entire staff is not feasible, representatives of the staff and/or departments concerned shall be appointed to committees for study, creation, and revision of any particular guide.

When work is completed on a guide, the committee responsible for its development shall present it to the Superintendent.

Use of Guides

Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.

The principal, department heads, or other supervisors shall see that optimum use is made of available curriculum guides. Teachers will adhere to the guides.

Compare IHA © BASIC INSTRUCTIONAL PROGRAM (version 3 to 2)

first

last

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

IHA © BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

The instructional program ~~will~~ may include planned sequences in:

- ~~Language~~ A. Language arts - reading, spelling, handwriting, English grammar, composition, literature, and study skills.
- ~~Mathematics~~ B. Mathematics experiences.
- ~~Social~~ C. Social studies - history including Native American history, geography, civics, economics, world cultures, ~~political~~ political science, and other social science disciplines.
- ~~Science~~ D. Science experiences.
- ~~Fine~~ E. Fine and practical arts experience - art education, vocal and instrumental music, and vocational/~~business education~~ business education.
- ~~Technology~~ F. Technology skills.
- ~~Health~~ G. Health and safety education. ● ~~Physical~~
- H. Physical education.
- ~~Foreign or Native American language.~~

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

~~Adopted: March 14, 2006~~ Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-701](#)

[15-701.01](#)

[15-704](#)

[15-710](#)

[15-718](#)

[15-741.01](#)

[15-802](#)

A.A.C.

[R7-2-301](#) et seq.

CROSS REF.:

[IJNDB](#) - Use of Technology Resources in Instruction



IHA-E ©

EXHIBIT

BASIC INSTRUCTIONAL PROGRAM

Reading

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

- A. select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including motivational assessments, as defined by the State Board of Education;
- B. conduct a curriculum evaluation;
- C. adopt a scientifically based reading curriculum including the essentials of reading instruction;
- D. provide ongoing teacher training based on scientifically based reading research;
- E. devote reasonable amounts of time to explicit instruction and independent reading;
- F. provide intensive reading instruction as defined by the State Board of Education to each student who does not meet or exceed the Arizona standards; and
- G. review its reading program and take corrective action as specified by the State Board of Education whenever more than twenty percent (20%) of the third grade students do not meet the Arizona standards.

IHAA ©
ENGLISH INSTRUCTION

Subject to the exceptions provided in A.R.S. section [15-753](#), all students in this School District shall be taught English by being taught in English.

Definitions

"Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the child's native language other than English. "English language classroom" means a classroom in which English is the language of instruction used by the teaching personnel, and in which such teaching personnel possess a good knowledge of the English language. English language classrooms encompass both English language mainstream classrooms and sheltered English immersion classrooms.

"English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

"English learner" or "limited English proficient student" means a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

"Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English" or "structured English" found in educational literature.

English Immersion

All students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one (1) year. Once English learners have acquired a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms.

The Superintendent shall develop procedures as necessary to implement this policy.

Adopted: September 11, 2008

LEGAL REF.:

A.R.S.

[15-751](#) through [15-756](#)

[15-756.02](#) through [15-756.06](#)

[15-756.08](#)

[15-756.10](#)

[15-756.11](#)

[15-756.12](#)

[15-756.13](#)

[15-757](#)

A.A.C.

[R7-2-306](#)

CROSS REF.:

[IHBE](#) - Bilingual Instruction/Native Language Instruction

[IL](#) - Evaluation of Instructional Programs (Testing Programs)

[ILB](#) - Test / Assessment Administration (State Mandated Testing)



IHAA-R ©

REGULATION

ENGLISH INSTRUCTION

Program

Each school shall use an English Language Learner (ELL) program developed from a state task force approved model. All ELLs are to be provided with appropriate daily English language development and instruction.

Student Identification

A home language survey form will be completed at the time of enrollment of new or transfer students. The form will explain how students are assessed for English language proficiency. If the primary home language (the language most often spoken in the home or the first acquired language) is a language other than English the student shall be considered to have a primary or home language other than English (PHLOTE).

All PHLOTE children shall be administered English language assessments upon initial entry and at the end of the year (after February 1). New and continuing ELLs may be assessed at midpoint of the academic year, but no student may be assessed more than three (3) times per year. The midyear assessment (not a wholesale assessment of all students) will provide those who warrant assessment an opportunity to enter a mainstream classroom as soon as possible.

The tests will be administered at the times indicated by trained personnel except when federal grants require different time lines or when an individualized education program (IEP) team for a qualified special education child finds the procedure inappropriate.

Student Progress and Reassessment for Reclassification

At least annually, parents shall receive a notice of student proficiency level and program placement.

ELLs not progressing as evidenced by failure to improve scores on the Arizona state standards tests or the nationally standardized test of A.R.S. [15-741](#) may be provided compensatory instruction to assist them in achieving those standards. A written individualized compensatory plan that documents the scope and type of instructional services provided to an ELL shall be kept in the student's file.

Reassessment of classification may take place following assessment testing but shall be considered at least once a year. If appropriate, parents shall receive a reclassification notice with a copy of the notice to be placed in the student ELL file.

When a student is reclassified as a fluent English proficient (FEP) student, the school shall monitor the student for two (2) years after the reclassification to determine if the student is performing satisfactorily. The two (2) year monitoring form shall be maintained in the student's file.

LEGAL REF.:
A.R.S.
[15-751](#) thru [15-757](#)

Compare IHAL © TEACHING ABOUT RELIGION (version 2 to 1)

first

last

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

~~IHAL ©~~

~~TEACHING ABOUT RELIGION~~

~~Standards pertaining to instruction on the historical study of biblical text may be found in the State Board of Education Standards in history or English arts, or both, as concepts that include the history and literature of the Old Testament era and the history and literature of the New Testament era.~~

~~The standards do not require that pupils who do not enroll in the elective course prescribed in this section receive instruction on the historical study of biblical text.~~

~~The instructional program of the District may include content in an elective course pertaining to how the Bible has influenced western culture for pupils in grades nine (9) through twelve (12). A school may offer this course as an online course. The School District may develop a new curriculum or use an existing curriculum that includes teacher's guides and that is currently in use in public schools in this state or in other states. An existing curriculum that is used by a school district shall meet the standards and guidelines prescribed in this section as indicated below:~~

- ~~● Before a school offers a course under this section, a legal review shall be conducted to ensure that the course complies with the First Amendment to the United States Constitution.~~
- ~~● A course offered under this section shall be designed to:~~
 - ~~■ Familiarize pupils with the contents, characters, poetry and narratives that are prerequisites to understanding society and culture, including literature, art, music, mores, oratory and public policy.~~
 - ~~■ Familiarize pupils with the following:~~
 - ~~⇒ The contents of the Old Testament and the New Testament.~~
 - ~~⇒ The history recorded by the Old Testament and the New Testament.~~
 - ~~⇒ The literary style and structure of the Old Testament and the New Testament.~~
 - ~~⇒ The influence of the Old Testament and the New Testament on laws, history, government, literature, art, music, customs, morals, values and culture.~~
- ~~● A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious or~~

~~nonreligious views, traditions and perspectives of pupils. This section is not intended to violate any provision of the United States Constitution, the constitution of Arizona or state law or any rules, guidelines or regulations adopted by the United States Department of Education, the State Board of Education or the Arizona Department of Education.~~

~~● A pupil shall not be required to use a specific translation as the sole text of the Old Testament or the New Testament and may use as the basic textbook a different translation of the Old Testament or the New Testament from that chosen by the School District Governing Board or the pupil's teacher.~~

~~● Personnel shall not be assigned to teach a course offered under this section based on a religious or nonreligious test, a profession of faith or lack of faith, or prior or current religious affiliation or a lack of religious affiliation.~~

~~● A teacher who instructs a course offered under this section in its appropriate historical context and in good faith shall be immune from civil liability and disciplinary action pursuant to section [15-535](#).~~

~~This program will conform to all applicable Arizona Revised Statutes and Arizona Administrative Codes. The program, materials used in the elective course, and the act of sectarian instruction as referenced in statute are not prohibited under A.R.S. [15-341\(a\)\(2\)](#), A.R.S. [15-362\(a\)\(2\)](#), or A.R.S. [15-535](#) as each are authorized under A.R.S. [15-717.01](#), Bible influence; elective course; requirements; immunity.~~

~~Adopted: October 3, 2012~~

~~LEGAL REF.:~~

~~A.R.S.~~

~~[15-341](#)~~

~~[15-362](#)~~

~~[15-535](#)~~

~~[15-717.01](#)~~

Compare IHAMA © TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO (version 2 to 1)

first

last

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

IHAMA © TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

The instructional program may include content on drugs, alcohol, and tobacco for the purpose of developing students' ability to make intelligent choices based on facts, and to develop courage to stand by their own convictions. Further, instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, and other dangerous drugs on the human system and instruction on the nonuse and prevention of use and abuse of alcohol, tobacco, narcotic drugs, marijuana, date rape drugs, and other dangerous drugs may be included in the courses of study, with emphasis on grades four (4) through ~~eight-nine~~ (89). Instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, date rape drugs, and other dangerous drugs on a human fetus may be included in the courses of study in grades six (6) through ~~eight-twelve~~ (812). The instruction may be integrated into existing health, science, citizenship, and similar studies and shall meet the criteria for chemical abuse prevention education programs. The program should also emphasize the therapeutic benefit derived from the use of drugs prescribed by a health professional. The program will conform to all applicable Arizona Revised Statutes and Arizona Administrative Codes.

~~Objectives of the substance abuse~~ **Objectives of the substance abuse program:**

- ~~To A.~~ **To** create an awareness of the total drug problem: prevention; education; treatment; rehabilitation; and ~~law enforcement~~ **law enforcement** on the local, state, national, and international levels.
- ~~To B.~~ **To** inform the students of the effect on the body of narcotics, sedatives, hallucinogens, and stimulants ~~through the~~ **through the** appropriate classes.
- ~~To C.~~ **To** relate the use of drugs and alcohol to physical, mental, social, and emotional consequences.
- ~~To D.~~ **To** encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
- ~~To E.~~ **To** understand the need for seeking professional advice in dealing with problems related to physical ~~and mental~~ **and mental** health.
- ~~To F.~~ **To** understand the personal, social, and economic problems caused by the misuse of drugs and alcohol.

Adopted: ~~September 22, 2011~~ **date of Manual adoption**

LEGAL REF.:
A.R.S.
[13-3401](#)

[15-345](#)

[15-712](#)

CROSS REF.:

[JICG](#) - Tobacco Use by Students

[JICH](#) - Drug and Alcohol Use by Students

Compare IHAMB © FAMILY LIFE EDUCATION (version 3 to 2)

first

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

last

IHAMB © FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K - 8:

~~● Instruction~~

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

~~● Prior~~

B. ~~Prior~~ to offering sex education, the Board shall establish

~~an~~

~~an ad~~

~~hoc~~

~~hoc~~ advisory committee with

~~membership representative~~

~~membership representative~~ of the District's size and the racial and ethnic composition of the community to assist in

~~the development~~

~~the development~~ of lessons and advise the Board on an ongoing basis.

~~● The~~

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

~~● The~~

D. ~~The~~ Board shall publicize and hold at least two (2) public hearings for the purpose of receiving public input

~~at least~~

~~at least~~ one (1) week prior to the Board meeting at which sex education lessons will be considered for approval.

~~● The~~

E. The Board shall maintain for viewing by the public the total instructional materials to be used in approved

~~sex education~~

sex education lessons within the District.

~~The~~

F. The Superintendent shall, before recommending the offering of instruction in sex education, develop

~~and implement~~

and implement regulations that meet the requirements of Arizona regulatory and statutory law.

~~If~~

G. If sex education is offered in grades seven (7) and eight (8) the curricula shall include instruction on the

~~laws relating~~

laws relating to sexual conduct with a minor.

Grades 9-12:

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

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

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

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

Certification of Compliance

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

Instruction on Acquired Immune

Deficiency Syndrome and Human

Immunodeficiency Virus

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

law.

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

Promotion of Childbirth

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

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

Adopted: ~~October 3, 2012~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-115](#)

[15-341](#)

[15-711](#)

[15-716](#)

A.A.C.

[R7-2-303](#)

Compare IHAMB-R (version 2 to 1)

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

IHAMB-~~R~~-R ©

REGULATION

FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K - 8:

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

1. Such supplement may be taken by the student only upon the written request of the student's parent or guardian.
2. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
3. Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-eighth (1/8th) of the school year for grades kindergarten (K) through four (4).
4. Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-quarter (1/4th) of the school year for grades five (5) through eight (8).

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

C. *Format of instruction:*

1. Lessons shall be taught to boys and girls separately.
2. Lessons shall be ungraded and shall require no homework; any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
3. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.
4. Lessons for grades seven (7) and eight (8) shall include instruction on the laws relating to sexual conduct with a minor.

Grades 9 - 12:

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

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

Content of instruction (Grades K - 12):

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

1. Emphasis upon the power of individuals to control their own personal behavior.
 - a. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.
2. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure.
 - a. Students shall be taught that it is wrong to take advantage of, or to exploit, another person.
3. Instruction on the laws relating to sexual conduct with a minor.

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

1. Stress that students should abstain from sexual intercourse until they are mature adults.
2. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is one hundred percent (100%) effective.
3. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem.
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy.
5. Promote honor and respect for monogamous heterosexual marriage.
6. Advise students of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

Instruction on Acquired Immune

Deficiency Syndrome and Human

Immunodeficiency Virus

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

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

- ~~Be~~-B. Be medically accurate.
- ~~Promote~~-C. Promote abstinence.
- ~~Discourage~~-D. Discourage drug abuse.
- ~~Dispel~~-E. Dispel myths regarding transmission of the human immunodeficiency virus.

Nothing shall be included in the course of study instruction that:

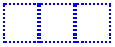
- ~~Promotes~~-A. Promotes a homosexual life-style.
- ~~Portrays~~-B. Portrays homosexuality as a positive alternative life-style.
- ~~Suggests~~-C. Suggests that some methods of sex are safe methods of homosexual sex.

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

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

- ~~A~~-A. A suggested course of study.
- ~~Teacher~~-B. Teacher training.
- ~~A~~-C. A list of available films and other teaching aids.

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



IHB © SPECIAL INSTRUCTIONAL PROGRAMS

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent shall ensure that procedures provide educational opportunities for individuals with disabilities and shall accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

A. The District will ensure that all children with disabilities, between the age of birth (0) through twenty-one (21) years, within the boundaries of the District, including children with disabilities who are homeless or wards of the state, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

B. A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).

C. A full and individual initial evaluation will be conducted by the public education agency before the initial provision of special education and related services to a child with a disability in accordance with 34 C.F.R. 300.300–300.311 of the IDEA regulations. A reevaluation of each child with a disability will be conducted by the public education agency in accordance with 34 C.F.R. 300.300–300.311 of the IDEA regulations.

D. Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules [R7-2-401](#).

E. The District shall ensure that an individualized education program (IEP) is developed and implemented for each eligible child served by the District and for each eligible child the District places in or referred to a private school or facility by the District in accordance with 34 C.F.R. 300.320 – 300.325 of the IDEA regulations. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.

F. To the maximum extent appropriate, opportunities for the least restrictive environment, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such

regular class education unsatisfactory in accordance with 34 C.F.R. 300.114 – 300.117 of the IDEA regulations.

G. The District shall establish, maintain, and implement procedural safeguards that meet the requirements of 34 C.F.R. 300.300 – 300.311 of the IDEA regulations. Parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.

H. The District will ensure that protection of the confidentiality of any personal identifiable data, information, and records collected or maintained by the District will be in accordance with 34 C.F.R. 300.611-300.627.

I. To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.

J. Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.

K. Not later than March 1 of each year conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.

L. The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of IDEA.

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative education setting, another setting, suspension, or expulsion in accordance with IDEA Regulations 34 C.F.R. 300.530 through 300.536.

For the purpose of this policy as it relates to a child with a disability, *home school district* means the school district in which the person resides who has legal custody of the child as provided in A.R.S. [15-824](#). If the child is a ward of the state and a specific person does not have legal custody of the child or is a ward of this state and the child is enrolled in an accommodation school pursuant to A.R.S. [15-913](#), the home school district is the district the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides.

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-761](#)

[15-761.01](#)

[15-763](#)

[15-763.01](#)

[15-764](#)

[15-765](#) to [15-769](#)

[15-771](#)

[15-773](#)

[15-881](#)

[15-1181](#) to [15-1185](#)

[15-1201](#) to [15-1205](#)

[36-555](#)

A.A.C.

[R7-2-401](#)

[R7-2-402](#)

[R7-2-403](#)

[R7-2-405](#)

[R7-2-601](#)

[R7-2-602](#)

[R7-2-603](#)

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

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

34 C.F.R. Part 300

CROSS REF.:

[IIB](#) - Class Size

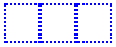
[IKE](#) - Promotion and Retention of Students

[IKF](#) - Graduation Requirements

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[JR](#) - Student Records



IHB-R ©

REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS

(Identification and Placement of Exceptional Students)

This detailed administrative regulation is issued to:

- A. Accomplish the requirements of the Governing Board set out in policy IHB - Special Instructional Programs.
- B. Assure District compliance with the requirements of applicable federal and state laws and the lawful regulations of the State Board of Education.
- C. Aid District personnel in fulfilling their duties relating to the topic by presenting the procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists.

Citations from the following sources are annotated to the material to assist in conducting research and for clarification:

- A. Arizona Revised Statutes (A.R.S.)
- B. Arizona Administrative Code (A.A.C.) Title 7, Chapter 2, State Board of Education Rules
- C. Regulations of the Family Educational Rights and Privacy Act as published in Part 99 of Title 34 of the Code of Federal Regulations (C.F.R.)
- D. Regulations to the Individuals with Disabilities Education Act (IDEA) as published in Title 34 of the C.F.R., Part 300.

Whenever the term "District" is used in this regulation, it is to be interpreted contextually to mean the School District, the respective local school site, a representative of the District or a representative of the local school site, as is applicable to the circumstance.

Applicability

To accommodate the necessity to present procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists, this generic regulation contains procedural requirements for covered individuals of all ages. However, any statement in this regulation that addresses a provision that is not applicable to the grade levels and age ranges included in the student membership of the District is to be considered for the purposes of compliance to be not applicable.

Child Find

Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education

rules [R7-2-401](#).

The District is responsible for child identification activities for children whose parents reside in the District unless:

- A. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;
- B. The student is enrolled in a nonprofit private school. In that event, the District within whose boundaries the private school is located is responsible for child identification activities.

The District will identify, locate, and evaluate all children with disabilities within its geographic boundaries who are in need of special education and related services including, but not limited to, children who are:

- A. Homeless;
- B. Highly mobile, including migrant children;
- C. Wards of the state; and,
- D. Attending private schools or who are homeschooled.

In its identification process the District will include children who are suspected of being children with a disability and in need of special education, even though:

- A. They are advancing from grade to grade; or
- B. They are highly mobile children, including those who are migrant children. [34 C.F.R. 300.111]

The District will maintain a record of children who are receiving special education and related services. [34 C.F.R. 300.111]

The District will inform the general public and all parents within its boundaries of the responsibility of the availability of special education services for students aged three (3) through twenty-one (21) years, and how those services may be accessed including information regarding early intervention services for children aged birth through two (2) years. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22). [A.A.C. [R7-2-401.C](#)]

The District shall establish, implement, and make available (either in writing or electronically) to its school-based personnel, and all parents, within District boundaries of responsibility for the identification and referral of all children with disabilities aged birth (0+) through 21 (twenty-one), including children with disabilities attending private schools and home schools, regardless of the severity of their disability. [A.A.C. [R7-2-401.D](#)]

The District shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The District shall maintain documentation of school-based personnel review. [A.A.C. [R7-2-401](#)] Identification screening for possible disabilities shall be completed within forty-five (45) calendar days after:

- A. Entry of each preschool or kindergarten student and any student enrolling without appropriate records or screening, evaluation, and progress in school; or

B. Notification to the District by parents of concerns regarding developmental or educational progress by their child (aged three [3] years through twenty-one [21] years). [A.A.C. [R7-2-401](#)].

Screening procedures shall include vision and hearing status and consideration of the following areas:

- A. Cognitive or academic;
- B. Communication;
- C. Motor;
- D. Social or behavioral; and
- E. Adaptive development. [A.A.C. [R7-2-401](#)]

Screening does not include detailed individualized comprehensive evaluation procedures. [A.A.C. [R7-2-401](#)]

For a student transferring into a school, the District shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. [A.A.C. [R7-2-401.D](#)]

If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within ten (10) school days and informed of the District's procedures to follow-up on the student's needs. [A.A.C. [R7-2-401.D](#)]

The District shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator, should the student be enrolled or not enrolled in the District. [A.A.C. [R7-2-401.D](#)]

If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student who has reached the age of majority may request an evaluation of the student. [A.A.C. [R7-2-401.D](#)]

If, after consultation with the parent, the District determines that a full and individual evaluation is not warranted, the District shall provide prior written notice and procedural safeguards notice to the parent in a timely manner. [A.A.C. [R7-2-401.D](#)]

Confidentiality

The District will permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the District under Individuals with Disabilities Education Act (IDEA). The District will comply with a request without unnecessary delay and in no case more than forty-five (45) calendar days after the request has been made, and before:

- A. Any individualized education program (IEP) meeting;
- B. Any hearing involving a due process complaint or disciplinary hearing;
- C. Any resolution session. [34 C.F.R. 300.613]

The right to inspect and review education records includes:

- A. The right to a response from the District to reasonable requests for explanations and interpretations of the records;
- B. The right to request that the District provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- C. The right to have a representative of the parent inspect and review the records. [34 C.F.R. 300.613]

The District may presume that the parent has authority to inspect and review records relating to his or her child unless the District has been advised to the contrary by legal proceeding involving guardianship, separation and divorce. [34 C.F.R. 300.613]

The District will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the District), including:

- A. The name of the party;
- B. The date access was given; and
- C. The purpose for which the party is authorized to use the records. [34 C.F.R 300.614]

If any education record includes information on more than one (1) child, the parents of those children have the right to inspect and review only the information relating to their child. [34 C.F.R 300.615]

The District will provide parents on request a list of the types and locations of education records collected, maintained or used by the District. [34 C.F.R 300.616]

The District may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records. [34 C.F.R 300.617]

The District will not charge a fee to search for or to retrieve information. [34 C.F.R 300.615]

A parent who believes that information in the education records collected, maintained or used by the District is inaccurate or misleading or violates the privacy or other rights of the child, may request the District to amend the information. [34 C.F.R 300.618]

The District will decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request. [34 C.F.R 300.618]

If the District refuses to amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing under 34 C.F.R 300.619. [34 C.F.R 300.618]

The District will, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. [34 C.F.R 300.619]

If, as a result of a hearing, the District decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will do so

accordingly and so inform the parent in writing. [34 C.F.R 300.620]

If, as a result of a hearing, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the District will inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the District's decision. [34 C.F.R 300.620]

Parental consent will be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under Family Educational Rights and Privacy Act (FERPA). [34 C.F.R 300.622]

Parental consent will be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321. [34 C.F.R 300.622]

If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence. [34 C.F.R 300.622]

Upon receiving a written request, the District shall forward special education records to any other public education agency in which a student has enrolled or is seeking to enroll. Records shall be forwarded within the time-frame specified in A.R.S. [15-828\(F\)](#). The District shall also forward records to any other person or agency for which the parents have signed consent. [A.A.C. [R7-2-401.J\(4\)](#)]

The District will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. [34 C.F.R 300.623]

One (1) official at the District will assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information will receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 C.F.R. part 99). [34 C.F.R 300.623]

The District will maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information. [34 C.F.R 300.623]

The District shall establish, implement, and make available to its personnel and parents written policies and procedures to ensure the confidentiality of records and information in accordance with IDEA and its regulations, the Family Educational Rights and Privacy Act (FERPA) and its regulations, and state statutes. [A.A.C. [R7-2-401.J\(1\)](#)]

The District will inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child. [34 C.F.R 300.624]

The information will be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. [34 C.F.R 300.624]

Parents shall be fully informed about the requirements of the IDEA and regulations, including an annual notice of the policies and procedures that the District shall follow regarding storage, disclosure to a third party, retention, and destruction of personally identifiable information. [A.A.C. [R7-2-401](#).J(2)]

The rights of the parents regarding educational records are transferred to the student at age eighteen (18) under FERPA unless the student has been declared legally incompetent, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. [15-773](#). [34 C.F.R 300.625]

If the rights of the parents regarding educational records are transferred to the student at age eighteen (18) under the IDEA, the District will provide any notice required under the procedural safeguards provisions. [34 C.F.R 300.625]

The rights of parents regarding education records are transferred to the student at age 18, unless the student has been adjudicated incapacitated, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. [15-773](#). [A.A.C. [R7-2-401](#).J(3)]

Discipline

On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the District will provide services to the extent required to:

- A. Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and
- B. Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. [34 C.F.R. 300.530]

The District is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for the (10) days or less in that school year, if it provides services to non-disabled children similarly removed. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her current placement for ten (10) school days, and the current removal is for not more than ten (10) consecutive school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the individualized education program (IEP) goals. [34 C.F.R. 300.530]

If the removal is a change in placement, the child's IEP team determines the appropriate services. [34 C.F.R. 300.530]

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the District, parent, and relevant members of the IEP team will review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:

- A. If the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
- B. If the conduct in question was the direct result of the District's failure to implement the IEP. [34 C.F.R. 300.530]

The conduct will be determined to be a manifestation of the disability if either of the above-named conditions occurred, and, if the IEP was not implemented, the District will take immediate steps to remedy that deficiency. [34 C.F.R. 300.530]

If the District, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child will be returned to the placement from which the child was removed, unless the parent and District agree to a change of placement. The IEP team will either:

- A. Conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or
- B. If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior. [34 C.F.R. 300.530]

School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to manifestation of disability if the child:

- A. Carries a weapon to or possesses a weapon at school, on school premises, to or at a school function under the jurisdiction of the state or the District;
- B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or the District; or
- C. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or the District. [34 C.F.R. 300.530]

The District will notify parents and provide notice of procedural safeguards on the day the District determines the student has violated the code of conduct, and the violation constitutes a change in placement (i.e., interim alternative education setting). [34 C.F.R. 300.530]

The District shall establish, implement, and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities. [A.A.C. [R7-2-401.P](#)]

The District shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. [A.A.C. [R7-2-401.P](#)]

The District shall maintain documentation of staff review. [A.A.C. [R7-2-401.P](#)]

Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its regulations, and state statutes. [A.A.C. [R7-2-401.P](#)]

The child's IEP team determines the interim alternative educational setting for services. [34 C.F.R. 300.531]

The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. [R7-2-405](#).I. [34 C.F.R. 300.532]

When the District believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others the District may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. [R7-2-405](#).I. [34 C.F.R. 300.532]

The student will remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and District agree otherwise. [34 C.F.R. 300.533]

A non-eligible student who engaged in a behavior that violated a code of student conduct may assert protections if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District will be deemed to have such knowledge if:

- A. The parent of the child expressed concern in writing to supervisory or administrative personnel of the District, or a teacher of the child, that the child is in need of special education and related services;
- B. The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or
- C. The teacher of the child, or other personnel of the District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the District. [34 C.F.R. 300.534]

The District will not be deemed to have knowledge if the parent of the child:

- A. Has not allowed an IDEA evaluation of the child;
- B. Has refused special education services for the child; or
- C. The child has been evaluated and determined to not be a child with a disability under IDEA. [34 C.F.R. 300.534]

When the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable behaviors.

If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation will be conducted in an expedited manner.

- A. Until the evaluation is completed, the child remains in the educational placement determined by the District, which can include suspension or expulsion without educational services.
- B. If the child is determined to be a child with a disability, the District will provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536. [34 C.F.R. 300.534]

The District may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities. 34 C.F.R. 300.535]

When reporting a crime committed by a child with a disability the District ensures that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the District reports the crime, but only to the extent permitted by FERPA. [34 C.F.R. 300.535]

A change of placement occurs if:

- A. The removal is for more than ten (10) consecutive school days; or
- B. The child has been subjected to a series of removals that constitute a pattern:
 - 1. because the series of removals total more than ten (10) school days in a school year;
 - 2. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and
 - 3. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. [34 C.F.R. 300.536]

The District will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings. [34 C.F.R. 300.536]

Evaluation and Eligibility

The District, when proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability, and after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.

- A. Parental consent for initial evaluation will not be construed as consent for initial provision of special education and related services.
- B. The District will make reasonable efforts to obtain the informed consent from the parent for an initial evaluation. [34 C.F.R. 300.300]

For initial evaluations only, if the child is a ward of the state, is not residing with the child's parent, the District is not required to obtain consent from the parent if:

- A. Despite reasonable efforts to do so, the District cannot discover the whereabouts of the parents of the child;
- B. The rights of the parents of the child have been terminated in accordance with state law;
- C. The rights of the parent to make educational decisions have been subrogated by a judge, in accordance with state law, and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. 300.300]

The District may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the District refuses, or fails to

respond to, a request to provide consent for an initial evaluation. [34 C.F.R. 300.300]

The District will obtain informed consent from the parent of the child before the initial provision of special education and related services to the child, and will make reasonable efforts to obtain that consent. [34 C.F.R. 300.300]

If a parent refuses consent for the initial provision of special education and related services, the District will not seek consent through due process hearing procedures. The District:

- A. Will not be considered to be in violation to provide a Free Appropriate Public Education (FAPE);
- B. Is not required to convene a IEP team meeting or develop an IEP for the child. [34 C.F.R. 300.300]

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the District:

- A. May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services;
- B. May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;
- C. Will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- D. Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services. If a parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the District is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

The District will obtain informed consent prior to conducting any reevaluation of a child with a disability.

- A. If the parent refuses consent, the District may utilize due process hearing procedures to seek consent, but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
- B. The informed parental consent for reevaluation need not be obtained if the District can demonstrate that:
 - 1. it made reasonable efforts to obtain such consent and has documented those attempts;
 - 2. the child's parent has failed to respond. [34 C.F.R. 300.300]

Parental consent is not required before:

- A. Reviewing existing data as part of an evaluation or reevaluation; or

B. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration. [34 C.F.R. 300.300]

The District will not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the District, except as required by this part. [34 C.F.R. 300.300]

If a parent of a child who is home-schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the District will not utilize due process hearing procedures to seek consent. [34 C.F.R. 300.300]

Consistent with consent requirements of §300.300, either a parent of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability. [34 C.F.R. 300.301]

If the parent requests the evaluation, the District must, within a reasonable amount of time not to exceed fifteen (15) school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data or provide prior written notice refusing to conduct the requested evaluation. The sixty (60)-day evaluation period shall commence upon the District's receipt of the parent's informed written consent. [A.A.C. [R7-2-401.E](#)]

The initial evaluation will:

A. Be conducted within sixty (60) calendar days of receiving informed written parental consent for the evaluation, unless: [34 C.F.R. 300.301] [A.A.C. [R7-2-401\(E\)](#)](3)

1. the parents and the District agree, in writing, that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) calendar days; or;
2. the child enrolls in the District following the child's departure from a previous district after the parent has provided consent and before the determination of eligibility by the child's previous district. In that event, the District ensures prompt completion of the evaluation.
3. the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.

B. Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child. [34 C.F.R. 300.301] [A.A.C. [R7-2-401.E](#)]

C. The initial evaluation of a child being considered for special education or re-evaluation shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility.

D. Neither the sixty (60)-day evaluation period nor any extension shall cause a re-evaluation to exceed the time-lines for a re-evaluation within three (3) years of the previous evaluation. [34 C.F.R. 300.301] [A.A.C. [R7-2-401.E](#)]

The District will conduct a reevaluation of a child with a disability if:

A. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or

B. If the child's parents or teacher requests a reevaluation; except

C. The District will not conduct a reevaluation more than once a year unless the parent and District agree otherwise. [34 C.F.R. 300.303]

The District will conduct a reevaluation at least once every three (3) years. The Multidisciplinary Evaluation Team shall determine, in accordance with IDEA and regulations, whether the requirements of subsections (E)(6)(a) through (i) are required for a student's reevaluation. [34 C.F.R. 300.303] [A.A.C. [R7-2-401](#).E]

The District will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the District proposes to conduct. [34 C.F.R. 300.304]

In conducting an evaluation or reevaluation, the District will:

A. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine;

1. whether the child is a child with a disability; and

2. if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

B. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

C. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. [34 C.F.R. 300.304]

For the following disabilities, the full and individual initial evaluation shall include:

A. *Emotional disability*: verification of a disorder by a qualified professional.

B. *Hearing impairment*:

1. An audiological evaluation by a qualified professional, and

2. An evaluation of communication/language proficiency.

C. *Other health impairment*: verification of a health impairment by a qualified professional.

D. *Specific learning disability*: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that meets the District's criteria through one of the following:

1. A discrepancy between achievement and ability;

2. The child's response to scientific, research-based interventions; or

3. Other alternative research-based procedures.

E. *Orthopedic impairment*: verification of the physical disability by a qualified professional.

F. *Speech/language impairment*: an evaluation by a qualified professional.

G. For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:

1. An audiometric screening within the past calendar year,
2. A review of academic history and classroom functioning,
3. An assessment of speech problems by a speech therapist, or,
4. An assessment of the student's functional communication skills.

H. The Department of Education shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in A.A.C. [R7-2-401](#).E.7.

The District ensures that evaluation materials and strategies:

A. Are selected and administered so as not to be discriminatory on a racial or cultural basis;

B. Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;

C. Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;

D. Are administered by trained and knowledgeable personnel;

E. Are administered in accordance with the instructions provided by the assessment publisher;

F. Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).

G. Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and

H. Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.

I. Provide relevant information that directly assists in determining the educational needs of the child. [34 C.F.R. 300.304]

Evaluations of children who transfer to or from another District in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation. [34 C.F.R. 300.304]

As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will:

A. Review existing evaluation data on the child including:

1. evaluations and information provided by the parents;
2. current classroom-based, local and state-wide assessments, and classroom-based observations;
3. observations by teachers, and related services providers.

B. On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:

1. the child is or continues to be a child with a disability, and, if so, the educational needs of the child;
2. the present levels of academic achievement and related developmental needs of the child;
3. whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.

C. The IEP team may conduct the review without a meeting. [34 C.F.R. 300.305]

D. The District may accept current information about the student from another state, public agency, public education agency, or through an independent education evaluation.

If additional data are needed, the District will administer the assessments required to obtain the additional data. [34 C.F.R. 300.305]

If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the District will notify the parents of:

A. The determination and the reasons for the determination; and

B. The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs. [34 C.F.R. 300.305]

The District will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or at the conclusion of the instructional year during which the child attained the age of twenty-two (22).

A. When the child's eligibility terminates because of graduation or at the conclusion of the instructional year during which the child attained the age of twenty-two (22), the District will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals. [34 C.F.R. 300.305]

Upon completion of the evaluation process, the District ensures that:

- A. A group of qualified professionals and the parent of the child determine:
 - 1. if the child is a child with a disability under the Individuals with Disabilities Education Act, Arizona State Statutes, and Arizona Administrative Code; and
 - 2. if so, the educational needs of the child.
- B. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination. [34 C.F.R. 300.306]

A child will not be determined to be a child with a disability if the primary factor for the determination is:

- A. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the Elementary and Secondary Education Act [ESEA]);
- B. Lack of appropriate instruction in math; or
- C. Limited English proficiency. [34 C.F.R. 300.306]

The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §300.320 through 300.324. [34 C.F.R. 300.306]

Additional procedures for identifying children with specific learning disabilities:

A. *Option 1:*

- 1. The District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

B. *Option 2:*

- 1. The District will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

C. *Option 3:*

- 1. The District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §300.307-311:
 - a. The state-adopted criteria based on a child's response to scientific, research-based intervention;
 - b. The identification of a severe discrepancy between intellectual ability and achievement. [34 C.F.R. 300.307]

The determination of whether a child suspected of having a specific learning disability is a child with a disability will be made by the child's parents and a team of qualified professionals which will include:

- A. The child's regular education teacher; or
- B. If the child does not have a regular education teacher, then a regular education teacher qualified to teach children of that age;
- C. For a child of less than school age, an individual qualified by the state to teach children of his/her age;
- D. At least one (1) person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. [34 C.F.R. 300.308]

A child may be determined to have a specific learning disability if:

- A. The child does not achieve adequately for the child's age or to meet state-approved grade level standards in one (1) or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet state-approved grade level standards:
 - 1. oral expression
 - 2. listening comprehension
 - 3. written expression
 - 4. basic reading skill
 - 5. reading fluency skills
 - 6. reading comprehension
 - 7. mathematics calculation
 - 8. mathematics problem solving
- B. The child does not make sufficient progress to meet age or state-approved grade level standards in one (1) or more of the areas in listed immediately above when using a process based on the child's response to scientific, research-based intervention; or
- C. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability using appropriate assessments. [34 C.F.R. 300.309]

The findings of this section are not primarily the result of:

- A. A visual, hearing or motor disability;
- B. Intellectual disability;
- C. Emotional disturbance;

- D. Cultural factors;
- E. Environmental or economic disadvantage; or
- F. Limited English proficiency. [34 C.F.R. 300.309]

The group ensures that the underachievement is not due to a lack of appropriate instruction in reading or math and consider:

- A. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- B. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents. [34 C.F.R. 300.309]

The District will promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in the two (2) immediately preceding bullets. [34 C.F.R. 300.309]

The District ensures that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. [34 C.F.R. 300.310]

In the case of a child less than school age or out of school, a group member will observe the child in an environment appropriate for a child that age. [34 C.F.R. 300.310]

For a child suspected of having a specific learning disability, the eligibility determination will contain a statement of:

- A. Whether the child has a specific learning disability;
- B. The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
- C. The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
- D. The educationally relevant medical findings, if any;
- E. Whether the child does not achieve adequately for his/her age or to meet state-approved grade level standards consistent with whether the child has a specific learning disability; and does not make sufficient progress to meet age or state-approved grade level standards consistent with the basis of a determination in accordance with IDEA; or
- F. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development consistent with the observation of relevant behavior.
- G. The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level. [34 C.F.R. 300.311]

If the child participated in a process that assessed the child's response to scientific, research-based intervention, the determination must include:

- A. The instructional strategies used and the student-centered data collected; and
- B. The documentation that the child's parents were notified about the state's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
- C. Strategies for increasing the rate of learning; and
- D. The parent's right to request an evaluation. [34 C.F.R. 300.311]

Each group member will certify in writing whether the report reflects the member's conclusion. If it does not, the group member will submit a separate statement presenting the member's conclusions. [34 C.F.R. 300.311]

The District shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education. [A.A.C. [R7-2-401.E](#)]

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. [R7-2-401.E](#)]

Free Appropriate Public Education

The determination that a child is eligible for special education and related services will be made on an individual basis by a properly constituted District team. [34 C.F.R. 300.306 and, if applicable, 300.308]

For preschool children (age three [3] to five [5]):

The District will:

1. Make FAPE available no later than the child's third birthday;
2. Ensure that an IEP or an Individualized Family Service Plan (IFSP) is in effect for each child by that date;
3. Ensure that a child's IEP team determines the date when services under the IEP or IFSP will begin if a child's third birthday occurs during the summer.

For school-aged children (age five [5] through twenty-one [21]):

The District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).

The District will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the District or county for provision of special education services. [A.R.S. [15-764.A\(5\)](#)]

The special education programs and services established pursuant to this section and section [15-765](#) shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education. [A.R.S. [15-764.B](#)]

The District ensures that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:

- A. special education;
- B. related services;
- C. supplementary aids and service. [34 C.F.R. 300.105]

On a case-by-case basis, the District ensures the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP team determines that the child needs access to those devices in order to receive FAPE. [34 C.F.R. 300.105]

The District will make extended school year services available as necessary to provide FAPE to children with disabilities.

- A. Extended school year (ESY) services will be provided only if a child's IEP team determines, in accordance with §§300.320-300.324, that the services are necessary for the provision of FAPE.
- B. Services will not be:
 - 1. limited to a particular category of disability; or,
 - 2. unilaterally limited to the type, amount, or duration of services. [34 C.F.R. 300.106]

The ESY services that are provided to a child with a disability will:

- A. Be provided beyond the normal school year of the District;
- B. Be provided in accordance with the child's IEP;
- C. Be provided at no cost to the parents of the child; and
- D. Meet the standards of the state. [34 C.F.R. 300.106]

The District will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services. [34 C.F.R. 300.107]

Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available. [34 C.F.R. 300.107]

The District will make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:

A. The child is enrolled full time in a separate facility; or

B. The child needs specially designed physical education as prescribed in the child's IEP. [34 C.F.R. 300.108]

If a child is enrolled in a separate facility, the District ensures that the child receives appropriate physical education services. [34 C.F.R. 300.108]

If special physical education is prescribed in a child's IEP, the District will provide for those services, either directly or through other public or private programs. [34 C.F.R. 300.108]

The District ensures that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education. [34 C.F.R. 300.110]

When serving children wearing hearing aids or surgically implanted medical devices, the District ensures that:

A. The hearing aids worn in school by children with hearing impairments are functioning properly; and

B. The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the District will not be responsible for any post-surgical maintenance, programming or replacement of any component, external or internal, of the medical device. [34 C.F.R. 300.113]

The District may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the District:

A. Will not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;

B. Will not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay;

C. Will not use a child's public benefit if that use would:

1. decrease lifetime benefits;

2. result in the family paying for non-school services that would otherwise be paid for by public benefits;

3. increase premiums or lead to discontinuation of benefits; or

4. risk loss of eligibility. [34 C.F.R. 300.154]

The District will notify parents that their refusal to allow access to their public benefits does not relieve the District of its responsibility to provide all required IDEA services. [34 C.F.R. 300.154]

The District will obtain a one (1)-time written consent from the parent, after providing written notification and prior to accessing a child's or parent's public benefits for the first time. The consent must specify:

- A. The personally identifiable information that may be disclosed;
- B. The purpose of the disclosure; and
- C. The agency to which the disclosure may be made.

The District will provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter.

The District responsible for serving preschool children with disabilities shall establish, implement, and make available to its personnel and parents, written procedures for:

- A. The operation of the preschool program, in accordance with federal statute and regulations and the state statutes, that provides a continuum of placements for students;
- B. The smooth and effective transition from the Arizona Early Intervention Program to a public school preschool program in accordance with the agreement between the Department of Economic Security and the Department; and
- C. The provision of a minimum of three hundred sixty (360) minutes per week of instruction in a program that meets at least two hundred sixteen (216) hours over the minimum. [A.A.C. [R7-2-401.K](#)]

The District shall establish, implement, and make available to its personnel and parents written procedures regarding the access to special education services to students enrolled in private schools by their parents as identified by the IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. [R7-2-401.F](#)]

Graduation

The District ensures that the Governing Board shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by District assessment. [A.R.S. [15-701\(B\)](#) and A.A.C. [R7-2-301\(D\)\(1\)](#)]

The District ensures that the Governing Board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with [R7-2-401 et seq.](#) [A.R.S. [15-701\(B\)](#) and A.A.C. [R7-2-301\(D\)\(1\)](#)]

The District will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma. [34 C.F.R. 300.102]

The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma. [34 C.F.R. 300.102]

Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503. [34 C.F.R. 300.102]

An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to conclusion of the instructional year during which the student attains the age of twenty-two (22). [34 C.F.R. 300.305]

For a child no longer eligible due to graduation or exceeding the age of eligibility, the District will provide the child with a summary of the child's academic achievement and functional

performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals. [34 C.F.R. 300.305]

Pupils with disabilities as defined in A.R.S. [15-761](#) or children who receive special education as defined in [15-763](#), shall not be required to achieve passing scores on competency tests in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or eighteen [18] year old student) and IEP team. [A.R.S. [15-701.01\(3\)](#)]

Individualized Education Program

Each individualized education program (IEP) of a student with a disability shall be developed in accordance with IDEA and its regulations, state statutes, and State Board of Education rules. If appropriate to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that certificated special education personnel are involved in the planning, progress monitoring, and when appropriate, the delivery of the specially designed instruction. [A.A.C. [R7-2-401.G](#)]

Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without accommodations or modifications as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessments as determined by the IEP team. [A.A.C. [R7-2-401.G](#)]

The contents of each individualized education program (IEP) will include a statement of:

- A. The child's present levels of academic achievement and functional performance, including:
 1. how the child's disability affects the child's involvement and progress in the general curriculum; or
 2. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- B. Measurable annual goals, including academic and functional goals designed to:
 1. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 2. meet each of the child's other educational needs that result from the child's disability;
 3. for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- C. How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
- D. The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided to enable the child:

1. to advance appropriately toward attaining the annual goals;
2. to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children.

E. The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;

F. Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on state and District-wide assessments;

G. If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or District-wide assessment of student achievement, a statement of why:

1. the child cannot participate in the regular assessment; and
2. the particular alternate assessment selected is appropriate for the child;

H. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. [34 C.F.R. 300.320]

Beginning not later than the first IEP to be in effect when the child turns sixteen (16), or younger if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of:

A. appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate independent living skills;

B. transition services (including courses of study) needed to assist the child in reaching those goals. [34 C.F.R. 300.320]

Beginning not later than one (1) year before a student reaches the age of eighteen (18), the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of eighteen (18). [34 C.F.R. 300.320]

The IEP team for each child with a disability will include:

A. The parents of the child;

B. Not less than one (1) regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

C. Not less than one (1) special education teacher of the child, or where appropriate, not less than one special education provider of the child;

D. A representative of the District who:

1. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

2. is knowledgeable about the general education curriculum; and
3. is knowledgeable about the availability of resources of the District;
4. may be a District team member described in the IEP team described above, with the exception of the parents, if the above criteria are met.

E. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in the IEP team described above.

F. At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

G. Whenever appropriate, the child with a disability.

1. A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals;

2. If the student does not attend the IEP meeting, the District will take other steps to ensure that the student's preferences and interests are considered.

H. To the extent appropriate and with consent of the parents or the adult child, the District will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

I. For a child who is transitioning from the Arizona Early Intervention Program (AzEIP), representatives from AzEIP must be invited to the initial IEP if the parent requests. [34 C.F.R. 300.321]

A member of the IEP team described above is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting. [34 C.F.R. 300.321]

A member of the District IEP team described above, and including a person who can interpret the results, may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing and the District consent to the excusal, and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting. [34 C.F.R. 300.321]

A parent or the District may request in writing a review of the IEP and shall identify the basis for requesting review. Such review shall take place within forty-five (45) school days of the receipt of the request at a mutually agreed upon date and time. [A.A.C. [R7-2-401.G](#)]

In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting will, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services. [34 C.F.R. 300.321]

The District will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:

- A. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

B. Scheduling the meeting at a mutually agreed on time and place. [34 C.F.R. 300.322]

The meeting notice will:

A. Indicate the purpose, time, and location of the meeting and who will be in attendance; and

B. Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP if the meeting is for an initial IEP of a child transitioning from AzEIP. [34 C.F.R. 300.322]

Beginning not later than the first IEP to be in effect when the child turns sixteen (16), the notice will also:

A. Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;

B. Indicate that the District will invite the student;

C. Identify any other agency that will be invited to send a representative. [34 C.F.R. 300.322]

If neither parent can attend, the District will use other methods to ensure parent participation, including individual or conference telephone calls. [34 C.F.R. 300.322]

A meeting may be conducted without a parent in attendance if the District is unable to convince the parents that they should attend. In this case, the District will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:

A. Detailed records of telephone calls made or attempted and the results of those calls;

B. Copies of correspondence sent to the parents and any responses received; and

C. Detailed records of visits made to the parent's home or place of employment and the results of those visits. [34 C.F.R. 300.322]

The District will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. [34 C.F.R. 300.322]

The District will give the parent a copy of the child's IEP at no cost to the parent. [34 C.F.R. 300.322]

At the beginning of each school year, the District will have in effect for each child with a disability in its jurisdiction, an IEP as defined in 300.320. [34 C.F.R. 300.323]

The District ensures that:

A. A meeting to develop an IEP for an eligible child is conducted within thirty (30) calendar days of a determination of eligibility for special education and related services.

B. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year. [34 C.F.R. 300.323]

For a child aged two (2) years nine (9) months to five (5) years previously served by AzEIP, the IEP team will consider the contents of the child's Individualized Family Service Plan (IFSP). An IFSP may serve as the IEP of the child if:

- A. The District has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;
- B. The parent and the District agree in writing to the use of an IFSP;
- C. The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language and numeric skills; and
- D. The IFSP is developed in accordance with IEP procedures. [34 C.F.R. 300.323]

The District ensures that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP.

- A. Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and
- B. The specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP. [34 C.F.R. 300.323]

For a child with an IEP who transfers into the District from another school system in Arizona, the District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:

- A. Reviews and adopts the child's IEP from the previous district, or
- B. Develops, adopts, and implements a new IEP. [34 C.F.R. 300.323]

For a child with an IEP who transfers into the District from another state, the District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:

- A. Conducts an evaluation for eligibility for special education in Arizona, or determines that such an evaluation is unnecessary; and
- B. Develops, adopts, and implements a new IEP, if appropriate. [34 C.F.R. 300.323]

To facilitate the transition of a child enrolling from another school system, either from within or from outside of Arizona, the District will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous school system in which the child was enrolled. [34 C.F.R. 300.323]

When a records request is received from another district, from either within or outside of Arizona, the District will promptly respond to the request. [34 C.F.R. 300.323]

In developing each child's IEP, the IEP team will consider:

- A. The strengths of the child and the concerns of the parents for enhancing the education of their child;
- B. The results of the initial or most recent evaluation of the child; and

C. The academic, developmental, and functional needs of the child. [34 C.F.R. 300.324]

In consideration of special factors, the IEP team will:

A. In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;

B. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

C. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;

D. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

E. Consider whether the child requires assistive technology devices and services. [34 C.F.R. 300.324]

The regular education teacher of a child with a disability, as a member of the IEP team, will, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:

A. Appropriate positive behavioral interventions and strategies for the child; and

B. Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4). [34 C.F.R. 300.324]

In making changes to the IEP after the annual IEP meeting, the parent and the District may agree to amend the IEP without a meeting for the purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The District will:

A. Inform all members of the child's IEP team of those changes, and

B. Upon request, provide the parents with the revised copy of the IEP. [34 C.F.R. 300.324]

To the extent possible, the District will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child. [34 C.F.R. 300.324]

The District ensures that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address:

A. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;

- B. the results of any reevaluation;
- C. information about the child provided to, or by the parents;
- D. the child's anticipated needs, or other matters. [34 C.F.R. 300.324]

If a participating agency other than the District fails to provide the transition services in an IEP, the District will reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes. [34 C.F.R. 300.324]

Before the District places a child with a disability in a private school or facility, the District will initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call. [34 C.F.R. 300.325]

Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the District. However, the District ensures that:

- A. The parents and District representative are involved in any decisions about the child's IEP; and
- B. They agree to any proposed changes in the IEP before those changes are implemented. [34 C.F.R. 300.325]

The District remains responsible to ensure FAPE to a child placed by the District in a private school or facility. [34 C.F.R. 300.325]

The District ensures that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.327]

The District shall establish, implement, and make available to its school-based personnel and parents written procedures for the development, implementation, review, and revision of IEPs. [A.A.C. [R7-2-401.G](#)]

Procedures for IEPs shall meet the requirements of the IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. [R7-2-401.G](#)]

Procedures shall include the incorporation of Arizona academic standards as adopted by the State Board of Education into the development of each IEP and address grade-level expectations and grade-level content instruction. [A.A.C. [R7-2-401.G](#)]

Least Restrictive Environment

The District ensures that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 C.F.R 300.114]

The District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. [34 C.F.R 300.115]

The continuum of alternative placements will include:

- A. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;

B. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

The placement decision for each child will be:

- A. Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
- B. In conformity with the least restrictive environment (LRE) provisions of the IDEA regulations;
- C. Determined at least annually;
- D. Based on the child's IEP; and,
- E. As close as possible to the child's home. [34 C.F.R 300.115]

Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled. [34 C.F.R 300.115]

In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that she/he needs. [34 C.F.R 300.115]

A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. [34 C.F.R 300.115]

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. [34 C.F.R 300.117]

The District ensures that the supplementary aides and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings. [34 C.F.R 300.115]

The District shall establish, implement, and make available to its school-based personnel and parents, written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. [R7-2-401](#).H]

A continuum of services and supports for students with disabilities shall be available through the District. [A.A.C. [R7-2-401](#).H]

Procedural Safeguards

The District ensures that the parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child. [34 C.F.R. 300.501]

The District ensures that the parents of a child with a disability shall:

- A. be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the child.

B. be provided notice consistent with §300.322 to ensure they have opportunity to participate in meetings.

C. be members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.501]

If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the District must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing. [34 C.F.R. 300.501]

A placement decision may be made by a group without the involvement of the parent, if the District is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement. [34 C.F.R. 300.501]

The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. The District must provide to parents, upon request for an independent educational evaluation:

A. Information about where an independent educational evaluation may be obtained; and

B. The District criteria applicable for independent educational evaluations. District criteria for the independent educational evaluation must be the same as the criteria the District uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation. [34 C.F.R. 300.502]

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District. If a parent requests an independent educational evaluation at public expense, the District must, without unnecessary delay, either:

A. File for a due process hearing to show that its evaluation is appropriate; or

B. Ensure that an independent educational evaluation is provided at public expense, unless the District demonstrates in a hearing that the evaluation obtained by the parent did not meet District criteria. [34 C.F.R. 300.502]

If a due process hearing decision is that the District's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. [34 C.F.R. 300.502]

If a parent requests an independent educational evaluation, the District may ask for the parent's reasons for the objections, but may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation. [34 C.F.R. 300.502]

A parent is entitled to only one (1) independent educational evaluation at public expense each time the District conducts an evaluation with which the parent disagrees. [34 C.F.R. 300.502]

The results of any independent educational evaluation which is obtained by or provided to the District:

A. Must be considered by the District, if it meets District criteria, in any decision with respect to the provision of FAPE to the child; and

B. May be presented by any party as evidence in a due process hearing. [34 C.F.R. 300.502]

If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

Written notice must be given to the parents of a child with a disability a reasonable time after the District:

- A. Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or
- B. Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child. [34 C.F.R. 300.503]

Such notice shall occur before the proposal or refusal action is implemented.

The notice must include:

- A. A description of the action proposed or refused by the District;
- B. An explanation of why the District proposes or refuses to take the action;
- C. A description of each evaluation procedure, assessment, record or report the District used as a basis for the proposed or refused action;
- D. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- E. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- F. A description of other options that the IEP team considered and the reasons why those options were rejected;
- G. A description of other factors that are relevant to the District's proposal or refusal. [34 C.F.R. 300.503]

The notice must be written in language understandable to the general public, provided in the native language or other mode of communication used by the parent. [34 C.F.R. 300.503]

If the native language or other mode of communication used by the parent is not a written language, the District ensures:

- A. the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- B. That the parent understands the content of the notice;
- C. That there is written evidence of these requirements. [34 C.F.R. 300.503]

A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one (1) time a school year, except that a copy also must be given to the parents:

- A. Upon initial referral or parent request for evaluation;

- B. Upon receipt of a first complaint to the state or first request for a due process hearing in a school year;
- C. When a disciplinary change of placement /removal has been initiated;
- D. Upon request by a parent. [34 C.F.R. 300.504]

The procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 536, and §§300.610 through 300.625 relating to:

- A. Independent educational evaluations;
- B. Prior written notice;
- C. Parental consent;
- D. Access to education records;
- E. Opportunity to present and resolve complaints through the due process hearing and state complaint procedures, including:
 - 1. The time period in which to file a complaint;
 - 2. The opportunity for the District to resolve the complaint;
 - 3. The difference between due process hearing and state complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.
- F. The availability of mediation;
- G. The child's placement during the due process hearing;
- H. Procedures for students subject to placement in an interim alternative educational setting;
- I. Requirements for unilateral placements by parents of children in private schools at public expense;
- J. Due process hearings including requirements for disclosure of evaluation results and recommendations;
- K. Civil actions, including timelines;
- L. Attorney fees. [34 C.F.R. 300.504]

This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503. [34 C.F.R. 300.504]

The parent of a child with a disability may elect to receive required notices by an electronic mail communication if the District makes that option available. [34 C.F.R. 300.505]

The District will establish procedures to allow parties to disputes, including those matters arising prior to a request for a due process hearing, to resolve disputes through mediation. Procedures will ensure that the mediation process:

- A. Is voluntary on the part of the parties;
- B. Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA;
- C. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques. [34 C.F.R. 300.506]

The District may establish procedures to offer to parents and schools that choose not to use mediation an opportunity to meet, at a time and location convenient to the parties, with a disinterested party:

- A. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center;
- B. Who would explain the benefits of, and encourage the mediation process to the parents. [34 C.F.R. 300.506]

A parent or District may file a request for a due process hearing relating to the identification, evaluation or educational placement of a child with a disability. [34 C.F.R. 300.507]

The request for a due process hearing must allege a violation that occurred not more than two (2) years before the date the parent or District knew or should have known about the alleged violation. [34 C.F.R. 300.507]

The District must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request. [34 C.F.R. 300.507]

The District will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint. [34 C.F.R. 300.508]

The party filing the notice for a hearing must forward a copy of the request to the state. [34 C.F.R. 300.508]

The due process hearing complaint must include the following in order for the complaint to be heard:

- A. The name of the child;
- B. The residential address of the child;
- C. The school of attendance;
- D. A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and
- E. A proposed resolution of the problem to the extent known and available to the party at the time. [34 C.F.R. 300.508]

The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within fifteen (15) days of receipt of the complaint, that it believes the complaint does not meet the content requirements. [34 C.F.R. 300.508]

Within five (5) days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination. [34

C.F.R. 300.508]

A party may amend its due process complaint only if:

- A. The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or
- B. The hearing officer grants permission, but in no case later than five (5) days before the due process hearing begins. [34 C.F.R. 300.508]

If a party files an amended complaint, the relevant timelines begin again. [34 C.F.R. 300.508]

If the District has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it must do so within ten (10) days of receiving the complaint. [34 C.F.R. 300.508]

Within ten (10) days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint. [34 C.F.R. 300.508]

Within fifteen (15) days of receiving the notice of the parent's due process complaint, and prior to the initiation of a due process hearing, the District must convene a meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the complaint that:

- A. Includes a representative of the District who has District decision-making authority;
- B. May not include an attorney of the District unless the parent is accompanied by an attorney. [34 C.F.R. 300.510]

The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the factual basis of the complaint, so the District has the opportunity to resolve the dispute. [34 C.F.R. 300.510]

The resolution meeting need not be held if:

- A. The parent and District agree in writing to waive the meeting; or
- B. The parent and District agree to use the mediation process. [34 C.F.R. 300.510]

The parent and the District determine the relevant IEP team members to attend the meeting. [34 C.F.R. 300.510]

If the District has not resolved the complaint to the satisfaction of the parent within thirty (30) days of the receipt of the complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the end of this thirty (30) day period. [34 C.F.R. 300.510]

The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived, will delay the timelines for the resolution process and due process hearing until the meeting is held. [34 C.F.R. 300.510]

If the District is unable to obtain the participation of the parent after reasonable efforts have been made and documented, the District may, at the conclusion of the thirty (30) day period, request the hearing officer dismiss the parent's due process complaint. [34 C.F.R. 300.510]

If the District fails to hold the resolution meeting within fifteen (15) days of receiving the complaint or fails to participate in the meeting, the parent may request that the hearing officer begin the hearing timeline. [34 C.F.R. 300.510]

The forty-five (45) day timeline for the due process hearing starts the day after:

- A. Both parties agree in writing to waive the resolution meeting; or
- B. After either the mediation or resolution meeting starts but before the end of the thirty (30) day resolution period, the parties agree in writing that no agreement is possible; or
- C. If both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, one (1) party withdraws from the mediation process. [34 C.F.R. 300.510]

If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is:

- A. Signed by both the parent and District representative who has authority to legally bind the District; and
- B. Enforceable in any state court of competent jurisdiction or in a district court of the United States. [34 C.F.R. 300.510]

Either party may void the agreement within three (3) business days of the agreement's execution. [34 C.F.R. 300.510]

The child involved in the due process hearing complaint must remain in his or her current educational placement:

- A. Unless a discipline appeal has been filed as provided in §300.533;
- B. During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or
- C. Unless the District and parents of the child agree otherwise. [34 C.F.R. 300.518]

If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings. [34 C.F.R. 300.518]

If the complaint involves an application for initial services for a child who has turned three (3) and transitioning from Part C to Part B, the District is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of services under §300.300(b), then the District must provide those services that are not in dispute. [34 C.F.R. 300.518]

If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the state and parent for the purposes of (1)(c) of this section. [34 C.F.R. 300.518]

The District ensures that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when:

- A. No parent can be identified;

- B. After reasonable efforts are made, no parent can be located;
- C. The child is a ward of the state (with no foster parent);
- D. The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act. [34 C.F.R. 300.519]

The District will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments. [34 C.F.R. 300.519]

The District ensures that a person selected as a surrogate parent:

- A. Is not an employee of the state, the District, or any other agency that is involved in the education or care of the child;
- B. Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
- C. Has knowledge and skills that ensure adequate representation of the child. [34 C.F.R. 300.519]

In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this section. [34 C.F.R. 300.519]

When a child with a disability reaches age eighteen (18), unless that child has been determined to be incompetent:

- A. The District will provide any notice required by the IDEA regulations to both the child and the parents; and
- B. All rights accorded to parents under Part B of the Act transfer to the child. [34 C.F.R. 300.520]

When the rights are transferred, the District will provide notice to the child and parent of the transfer of rights. [34 C.F.R. 300.520]

The District shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure children with disabilities and their parents are afforded the procedural safeguards required by federal statute and regulation and state statute. These procedures shall include dissemination of information to parents about the District's and the state's dispute resolution options. [A.A.C. [R7-2-401](#).I]



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EXHIBIT

SPECIAL INSTRUCTIONAL PROGRAMS

PROCEDURAL SAFEGUARDS NOTICE

A procedural safeguards notice is available on the Arizona Department of Education web-page under Exceptional Student Services, "Forms and Publications." The document is titled, "Procedural Safeguards Notice Parents' Rights under the Individuals with Disabilities Education Act IDEA 2004."

**[https://cms.azed.gov/home/GetDocumentFile?
id=54e3b6e7aadebe0f1845df44](https://cms.azed.gov/home/GetDocumentFile?id=54e3b6e7aadebe0f1845df44)**

Compare IHBA © SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

first

(version 2 to 1)

last

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IHBA © SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

(Section 504 of the Rehabilitation Act of 1973)

It is the responsibility of the District to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who:

- ~~Has-A.~~ Has a physical or mental impairment that substantially limits one (1) or more major life activities, ~~including learning~~ including learning; or
- ~~Has-B.~~ Has a record of such impairment; or
- ~~Is-C.~~ Is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities in Education Act (IDEA). Students who are identified as individuals with exceptional needs, according to IDEA criteria, are not addressed under this policy. The needs of such students are provided for under Policy IHB and its regulations and under state and federal laws and regulations.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-708](#)

29 U.S.C. 706

29 U.S.C. 794

CROSS REF.:

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[KED](#) - Public Concerns/Complaints about Facilities and Services

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through the modifications.

IHBA-RA ©

REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

(Section 504 of the Rehabilitation Act of 1973)

Each qualified student within the District who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive free appropriate education in the District.

Identification and referral procedures:

~~Any~~

A. ~~Any~~ student who needs or is believed to need special education or related services not available

~~through existing~~

~~through existing~~ programs in order to receive a free appropriate public education may be referred by a parent,

~~teacher~~

~~teacher~~, or other certificated school employee for identification and evaluation of the student's

~~individual education~~

~~individual education~~ needs.

~~The~~

B. ~~The~~ identification and evaluation will be completed by persons knowledgeable about the student, the student'

~~s-school~~

~~s school~~ history, the student's individual needs, the meaning of evaluation data, and the placement options.

~~The~~

The Superintendent will monitor the identification and evaluation to ensure that qualified personnel participate.

~~● The~~

C. The District will consider the referral and, based upon a review of the student's existing records,

~~including academic~~

including academic, social, and behavioral records, make a decision as to whether an evaluation under this

~~procedure is~~

procedure is appropriate. If a request for evaluation is denied, the District will inform the parents or guardian of

~~this decision~~

this decision and of their procedural rights.

Evaluation. Evaluation of the student and formulation of a plan of services will be carried out by the District according to the following procedures:

~~● The~~

A. The District will evaluate the nature of the student's disability and the impact of the disability upon the student's

~~s-education~~

s education. This evaluation will include consideration of any behaviors that interfere with regular

~~participation of~~

participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/

~~or activities~~

or activities.

~~● No~~

B. No final determination of whether the student will or will not be identified as a student with a disability

~~within the~~

within the meaning of Section 504 will be made by the District without first inviting the parent or guardian of

~~the student~~

the student to participate in a meeting concerning such determination.

~~• A~~

C. A final decision will be made by the District in writing, and the parents or guardian of the student shall

~~be notified~~

be notified of the Section 504 procedural safeguards available to them, including the right to an

~~impartial hearing and~~

impartial hearing and review.

Plan for services:

~~• For~~

A. For a student who has been identified as having a disability within the meaning of Section 504 and in need

~~of special~~

of special education or related aids and services, the District shall be responsible for determining what

~~special services~~

special services are needed.

~~• In~~

B. In making such determination, the District shall consider all available relevant information, drawing upon

~~a variety~~

a variety of sources, including, but not limited to, comprehensive assessments conducted by the District'

~~s professional~~

s professional staff.

~~• The~~

C. The parents or guardian shall be invited to participate in District meetings where services for the student

~~will be~~

will be determined, and shall be given an opportunity to examine all relevant records.

~~• The~~

D. The District will develop a written plan describing the disability and the special education or related

~~services needed~~

~~services needed~~. The plan will specify how the regular or special education and related aids and services will

~~be provided~~

~~be provided~~, and by whom.

● ~~The~~

E. ~~The~~ District may also determine that no special education or related services are appropriate. If so, the

~~record of~~

~~record of~~ the District proceedings will reflect the identification of the student as a person with a disability and will

~~state the~~

~~state the~~ basis for the decision that no special services are presently needed.

● ~~A~~

F. ~~A~~ student with a disability shall be placed in the regular educational environment of the District, with the

~~use of~~

~~use of~~ the supplementary aids and services, unless the District demonstrates that such placement cannot

~~be achieved~~

~~be achieved~~ satisfactorily. The student with a disability shall be educated with those who are not disabled

~~to the maximum~~

~~to the maximum~~ extent appropriate to the individual needs of the student.

● ~~The~~

G. ~~The~~ District shall notify the parents or guardian in writing of its final decision concerning the services to

~~be provided~~

~~be provided~~.

● ~~If~~

H. ~~If~~ a plan for providing related services is developed, all school personnel who work with the student shall

~~be informed~~

be informed of the plan.

Review of the student's progress. The District will monitor the progress of the student with a disability and the effectiveness of the student's education plan annually to determine whether special education or related services are appropriate and necessary, and that the student's needs are being met as adequately as the needs of a nondisabled student.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

Procedural safeguards:

~~● The~~

A. The parents or guardian shall be notified in writing of all District decisions concerning the identification,

~~evaluation~~

evaluation, or educational placement of students made under this policy.

~~● The~~

B. The parents or guardian shall be notified that they may examine relevant records.

~~● As~~

C. As to such decisions by the District, the parents or guardian shall have the right to an impartial

~~hearing~~

hearing ("Section 504 due process hearing"), with opportunity for participation by the parents or guardian

~~and their~~

and their counsel. In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:

~~■ A~~

1. A request for a Section 504 due process hearing should be made within thirty-five (35) days of notice

~~of right~~

of right to file (but not less than thirty [30] days).

~~■ The~~ 2. The request shall be made to:

~~Superintendent~~

~~Glendale Elementary School District No. 40~~

~~7301 N. 58th Avenue~~

~~Glendale, AZ 85301~~

~~(602) 842-8100~~

■ ~~The~~

Name: _____

Address: _____

Phone: _____

3. ~~The~~ hearing will be held in accord with Regulation IHBA-RB.— The decision may be appealed only to ~~a federal~~ a federal court of competent jurisdiction.

■ ~~Attorneys~~4. Attorneys' fees are available only as authorized by law.

If a state due process hearing has been or will be held under the IDEA concerning issues relevant to the Section 504 proceeding, a hearing officer qualified as to IDEA and Section 504 proceedings may preside in a joint hearing. The issues for either IDEA or Section 504 determination shall be clearly defined at the outset, and determinations by the hearing officer will be separate and distinct.

If both the parents or guardian and the District agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.

The hearing officer shall render a decision. The parents or guardian shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 hearing officer by a federal court of competent jurisdiction.

The parties shall abide by the decision of the Section 504 hearing officer unless the decision is appealed to a federal court of competent jurisdiction and the decision is stayed by the court.

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REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

(Section 504 of the Rehabilitation Act of 1973)

Section 504 Due Process Hearing Procedures

An impartial due process hearing will be utilized to resolve differences involving the identification, evaluation, or educational placement of a Section 504 qualified student with a disability when such differences cannot be resolved by means of a less formal procedure. In this instance, *due process* is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the committee regarding application of Section 504. A Section 504 due process hearing may be called at the request of the District or a parent, guardian, or surrogate of an affected student. The proceedings will be presided over and decided by an impartial hearing officer. *Impartial hearing officer* means a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties.

In all related hearing matters the following definitions shall apply:

- A. *Days* means calendar days.
- B. *Placement plan* means the program by which the decision concerning the educational placement of the student is decided.
- C. *Parents* means parents, guardian, or surrogate parent.

Parents or the District may initiate a due process hearing on a matter related to the identification, evaluation, or educational placement of a Section 504 qualified student with a disability.

Requests for a due process hearing must be submitted in writing to the Superintendent. Hearing notifications to the parents shall be given at least twenty (20) days prior to the date set for the hearing. The notice shall contain:

- A. A statement of time, place, and nature of the hearing.
- B. A statement of the legal authority and jurisdiction under which the hearing is being held.
- C. A reference to the particular section of the statutes and rules involved.

- D. A statement of the availability of relevant records for examination.
- E. A short and plain statement of the matters asserted.
- F. A statement of the right to be represented by counsel.

All written correspondence shall be provided in English and/or interpreted in the primary language.

Hearing Procedures

The hearing officer shall preside at the hearing and shall conduct the proceedings in an impartial manner to the end that all parties involved have an opportunity to:

- A. Present their evidence.
- B. Produce outside expert testimony and be represented by legal counsel and by individuals with knowledge or training with respect to problems of students with disabilities.

Parents involved in the hearing will be given the right to:

- A. Have the student present at the hearing.
- B. Open the hearing to the public.

In cases where there are language differences, an interpreter shall be provided.

The hearing officer shall review all relevant facts concerning the identification, evaluation, or educational placement of the Section 504 student.

- A. The hearing officer shall render a decision, subject to judicial review, that is binding on all parties, except that in all cases any action taken must comply with current Arizona Revised Statutes and federal court decisions.
- B. If the parents' primary language is other than English, then the hearing officer shall appoint an interpreter.

Decision of the Hearing Officer

A copy of the hearing officer's decision shall be delivered to the District and the parent, guardian, or surrogate within ten (10) days following completion of the hearing, which in no event shall be later than forty-five (45) days after receipt of the request for a hearing.

Notification will include a statement that either party may appeal the decision.

The decision of the hearing officer is binding on all parties concerned; it is subject only to judicial review.

Record of Hearing

A written or electronic verbatim recording of the Section 504 due process hearing shall be on file at the District office and will be available for review upon request to the parents and/or any of the involved parties. Parents may have a copy of the proceedings, in English and in the primary language of the home.



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EXHIBIT

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

(Section 504 of the Rehabilitation Act of 1973)

POLICY MEMORANDUM

TO: Staff

FROM:

RE: Responsibilities of the District to Students with Disabilities under
Section 504 of the Rehabilitation Act of 1973.

This memorandum is to clarify certain responsibilities of the District under Section 504 of the Rehabilitation Act of 1973.

Section 504 prohibits discrimination against persons with disabilities, including both students and staff members, by school districts receiving federal financial assistance. Included in the U.S. Department of Education regulations for Section 504 is the requirement that students with disabilities be provided with free appropriate public education (FAPE). The regulations pertaining to FAPE are published at 34 Code of Federal Regulations, Part 104, Subpart D.) These regulations require identification, evaluation, the provision of appropriate services, and procedural safeguards.

With respect to most students with disabilities, many aspects of the Section 504 regulations concerning FAPE parallel the requirements of the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act) and Arizona law. In those areas, by fulfilling our responsibilities under the IDEA and state law we are also meeting the standards of the Section 504 regulations.

However, in some other respects the requirements of the laws are different. There are some students who are not eligible for IDEA services but who nevertheless are eligible under Section 504, and to whom the District may therefore have responsibilities.

The IDEA defines as eligible only students who have certain specified types of impairments and who, because of one (1) of those conditions, need special education. Section 504, on the other hand, protects all students with disabilities, defined as those having any physical or mental impairment that substantially limits one (1) or more major life activities (including learning). Section 504 covers all students who meet this definition, even if they do not fall within the IDEA-enumerated categories and even if they do not need to be in a special education program.

An example of a student who is protected by Section 504 but who may not be covered by the IDEA is one who has juvenile arthritis but who has no mental impairments. Such a student has

a health impairment but may not be covered by the IDEA if the student does not need placement in a special education program. However, the student is disabled for purposes of Section 504. A similar example might be a student with acquired immune deficiency syndrome (AIDS). Students with attention deficit/hyperactivity (ADD/H) or emotional disorders are another example. Such students may not meet the criteria for IDEA categories such as learning disabled or severely emotionally disturbed. However, if their disorders or conditions substantially limit their ability to function at school, they are disabled within the meaning of Section 504.

If the District has reason to believe that, because of a disability as defined under Section 504, a student needs either special education and related services or related services in the regular setting in order to participate in the school program, the District must evaluate the student; if the student is determined to be disabled under Section 504, the District must develop and implement a plan for the delivery of any needed services. Again, these steps must be taken even though the student is not covered by IDEA special education provisions and procedures.

What is required for the Section 504 evaluation and placement process is determined by the type of disability believed to be present, and the type of services the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services. Evaluations more limited than a full special education evaluation may be adequate in some circumstances. For example, in the case of the student with juvenile arthritis, the evaluation might consist of the school nurse meeting with the parent and reviewing the student's current medical records. In the cases of ADD/H students, current psychoeducational evaluations may be used if such evaluations assessed the ADD/H issue. In other cases, additional testing may be necessary.

The determination of what services are needed must be made by a group of persons knowledgeable about the student. The group should review the nature of the disability, how it affects the student's education, whether special services are needed, and if so what those services are. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

For the juvenile arthritic student, Section 504 services might be the provision of a typing course and use of a typewriter/word processor to improve writing speed or to provide a less painful means of writing. For the AIDS student, Section 504 services might be the administration and monitoring of medication, or a class schedule modified to address the student's stamina. For an ADD/H student, services might include modifications in the regular classroom, special assistance from an aide, a behavior plan, counseling, and/or the monitoring of medication.

It should also be noted that, under Section 504, the parents or guardian must be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with District decisions in these areas. For disabilities covered only by Section 504 and not the IDEA, a Section 504 hearing will have to be made available that is separate from the IDEA hearing process. The District is exploring different frameworks for the adoption of procedures for conducting Section 504 hearings in the District, should the need arise.

In summary, it is important to keep in mind that some students who have physical or mental conditions that limit their ability to participate in the education program are entitled to rights under Section 504 even though they may not fall into IDEA categories and may not be covered by that law.

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IHBB © GIFTED AND TALENTED EDUCATION

The Board requires that expanded academic course offerings ~~or advanced~~, programs and supplemental services ~~, or both~~, be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes. ~~Procedures for the identification of gifted pupils and development of curriculum modifications for the receipt of gifted education~~ A program scope and sequence for gifted education including those requirements found in A.R.S. [15-779.02](#) shall be prepared and submitted in a form required by the Department of Education for approval by July 1 if any changes were made the previous year :

~~The framework for said programs shall encompass the following objectives:~~

- ~~● Expansion of academic attainments and intellectual skills.~~
- ~~● Stimulation of intellectual curiosity, independence, and responsibility.~~
- ~~● Development of originality and creativity.~~
- ~~● Development of positive attitude toward self and others.~~
- ~~● Development of desirable social and leadership skills.~~
- ~~● Career exploration and awareness.~~

~~Adopted: March 14, 2006~~ and by the same date at least every five (5) years if no changes were made.

Transfer students previously identified as gifted by another district or charter school shall, within a reasonable and timely period, have determined whether they are to receive gifted education in this District and if so have the program provided without unreasonable delay.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-779](#) et seq.

A.A.C.

[R7-2-406](#)



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PROGRAMS FOR PREGNANT /
PARENTING STUDENTS

Pregnant students should have the same educational opportunities as their peers. Such students may also need additional counseling and health services that are available through the public schools.

Pregnant students may elect to remain in the regular school program and shall not be involuntarily excluded from any part of the school program, provided, however, that reasonable safeguards are maintained both for the school's and the student's best interests.

The Superintendent will establish procedures as necessary to implement this policy.

Adopted: October 3, 2012

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[AD](#) - Educational Philosophy/School District Mission

[IHBF](#) - Homebound Instruction

[JHD](#) - Exclusions and Exemptions from School Attendance

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REGULATION

PROGRAMS FOR PREGNANT / PARENTING STUDENTS

The District affirms the right of a pregnant student to continue her participation in the public school program.

As soon as the pregnancy is medically confirmed, the student

~~shall~~

~~may~~ consult with a member of the counseling staff or the principal for the purpose of planning her educational program.

The student may be eligible for the following educational plans or may suggest alternatives:

~~• She~~

A. ~~She~~ may remain in her present school program, with modifications as necessary, until the birth of her baby

~~is imminent~~

~~is imminent~~ or until her physician states that continued participation would be detrimental to her health.

~~• If~~

B. ~~If~~ eligible for homebound or chronic illness status, in accord with A.R.S. [15-901](#), she may temporarily withdraw from school at the direction of her physician and may receive homebound instruction from the

~~date of her~~

~~date of her~~ withdrawal until her physician states that she is physically able to return to school.

Efforts will be made to see that the educational program of the student is disrupted as little as possible; that she receives information on available health and counseling services, as well as instruction; and that she is encouraged to return to school after delivery.

Compare IHBD COMPENSATORY EDUCATION (version 2 to 1)

first

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

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IHBD © COMPENSATORY EDUCATION

(Title I)

~~The Board authorizes support of parental involvement in accord with the requirements for Superintendent shall pursue funding under Title I. A plan for the operation of a program funded through Title I shall incorporate a written statement, developed with meaningful consultation with parents of participating children, that shall establish expectations for parent involvement and describe programs. The statement shall be distributed to all parents of participating children.~~

~~The Superintendent will establish procedures that provide for the involvement of the parents of children receiving services under Title I at each site served, describing the means for carrying out the requirements of policy involvement, shared responsibilities for high student performance, building capacity for involvement, and accessibility.~~

~~Adopted: date of manual~~, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Parents and pupils of private schools who are eligible for services as residents within the District shall be provided services on an equitable basis in accordance with 20 U.S.C. 6320 of the Elementary and Secondary Education Act.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact. The Superintendent shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain:

- A. The District's expectations for parental involvement;
- B. Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and

C. Other provisions as required by federal law.

The Superintendent shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact. Each school principal shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain:

A. A process for continually involving parents/guardians in its development and implementation;

B. How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;

C. The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and

D. Other provisions as required by federal law.

Each school principal shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

20 U.S.C. 6301 *et seq.*, Every Student Succeeds Act of 2015

Compare IHBD-R (version 3 to 2)

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

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REGULATION

COMPENSATORY EDUCATION

(Title I)

District-Level Parental

Involvement Compact

The District-level compact shall provide an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance.

To that end, the District provides opportunities for parents/guardians involvement at the District level and the District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. 6312), and the process of school review and improvement (20 U.S.C. 6316) by:

● ~~Establishing~~

A. ~~Establishing~~ a District-level committee with parents/guardians liaisons from each building as well

~~as representatives~~

~~as representatives~~ from other impacted programs, including Head Start.

● ~~Establishing~~

B. ~~Establishing~~ meaningful, ongoing two

~~(2)~~

~~(2)~~-way communication between the District, staff, and parents/guardians.

● ~~Developing~~

C. ~~Developing~~ a medium to communicate to parents/guardians about the plan and seek their input

~~and participation~~

~~and participation~~ and participation.

● ~~Training~~

D. ~~Training~~ personnel on how to collaborate effectively with families with diverse backgrounds that may

~~impede parents~~

~~impede parents~~/guardians participation (e.g., illiteracy or language difficulty).

The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:

● ~~Establishing~~

A. ~~Providing~~ ongoing District-level workshops to assist schools in planning and implementing improvement strategies.

B. ~~Establishing~~ training programs for school liaisons to bring the communication and facilitation skills to

~~the schools~~

~~the schools~~ they represent.

● ~~Providing~~

C. ~~Providing~~ information to parents/guardians about the various assessment tools and instruments that will

~~be developed~~

~~be developed~~ to monitor progress.

D. ~~Seeking input from parents/guardians in developing workshops.~~

The District builds the capacity of schools and parents/guardians for strong parental involvement by

~~providing~~

:

A. ~~Providing~~ ongoing communication about the District-wide committee through District newsletters or

~~other written~~

~~other written~~ or electronically communicated means.

B. ~~Engaging the school parent organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.~~

C. ~~Utilizing parent organizations to assist in identifying effective communication strategies based on their members' needs.~~

The District coordinates and integrates parents/guardians involvement strategies under this compact with parents/guardians involvement strategies under other programs, (such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs) by:

● ~~Involving~~

A. ~~Involving~~ District and building representatives from other programs to assist in identifying specific

~~population needs~~

~~population needs.~~

● ~~Sharing~~

B. ~~Sharing~~ data from other programs to assist in developing new initiatives to improve academic

~~achievement and~~

~~achievement and~~ school improvement.

The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:

● ~~Evaluating~~

A. ~~Evaluating~~ the effectiveness of the content and communication methods through a variety of methods,

~~including~~

~~including:~~ focus groups, surveys,

~~and~~

~~workshops,~~ ~~and informal coffees~~ with District and school

~~administrative staff~~

~~administrative staff,~~ parents/guardians, and teachers.

● ~~Identifying~~

B. ~~Identifying~~ barriers to effective evaluation by language support or other assistance as needed.

● ~~Identifying~~

C. **Identifying** potential policy and compact changes to revise and improve program(s).

The District involves parents/guardians in the activities of the schools served under Title I by:

● ~~Providing~~

A. **Providing** communication and calendar information to parents/guardians of upcoming meetings, discussions

~~or events~~

or events and encouraging their participation.

● ~~Providing~~

B. **Providing** school principal and parent organization coordination of events.

School-Level Parental

Involvement Compact

The school-level parent involvement compact provides an understanding of the joint responsibility of the school and parents/guardians for improving student academic achievement and school performance. The school provides opportunities for parent/guardian involvement by:

● ~~Convening~~

A. **Convening** an annual meeting, at a convenient time, to which all parents/guardians of participating

~~children are~~

children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title

~~I and~~

I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The

~~school principal~~

school principal shall:

■ ~~Invite~~

1. **Invite** all parents/guardians of participating children to the annual meeting at school.

■ ~~Explain~~

2. **Explain** the rights of parents/guardians to be involved in establishing this compact.

■ ~~Introduce~~

3. **Introduce** and involve the school representatives on the District-level committee.

■ ~~Provide~~

4. **Provide** an overview of Title I and give parents/guardians an opportunity to express questions

~~and concerns~~

and concerns.

■ ~~Seek the~~

5. Indicate the mechanisms by which the committee work will be communicated.

6. **Seek the** involvement and input of parents/guardians.

● ~~Offering~~

7. **Provide** child care so that all parents/guardians who would otherwise be unable to attend may attend.

B. **Offering** a flexible number of meetings, such as meetings in the morning or evening, and may provide,

~~with funds~~

with funds provided under this part, transportation, child care, or home visits, as such services relate to

~~parental involvement~~

parental involvement. The school principal shall:

■ ~~Provide~~

1. **Provide** parents/guardians with opportunities to ask questions and dialogue informally about

~~student academic~~

student academic achievement and school performance.

■ ~~Engage~~

2. **Engage** school-based parent organizations to assist with communication and implementation needs.

■ ~~Develop~~

3. **Develop** and use outreach programs to involve community groups and organizations.

● ~~Involving~~

C. **Involving** parents/guardians in an organized, ongoing, and timely way, in the planning, review,

~~and improvement~~

and improvement of programs under Title I, including the planning, review, and improvement of the

~~school parental~~

school parental involvement policy and the joint development of the school wide program plan (under 20 U.S.C.

~~1114~~

1114). The school principal shall

~~identify~~

:

1. Identify and establish a process by which an adequate representation of parents/guardians

~~of participating~~

of participating children can occur.

~~• The school~~

2. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the District parent involvement policy.

D. The school principal shall:

~~■ Provide~~

1. Provide parents/guardians of participating children timely information about programs.

~~■ Communicate~~

2. Communicate updates through use of school newsletters, the District web site, e-mail and

~~telephone contact~~

telephone contact, and home visits if needed.

The school principal will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

The school principal shall

~~provide~~

:

A. Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions

~~and to participate~~

and to participate, as appropriate, in decisions relating to the education of their children, and respond to

~~any suggestions~~

any suggestions as soon as practicably possible.

B. Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

If the school wide plan is not satisfactory to the parents/guardians of participating children, the school principal shall

~~submit~~

:

A. Submit any comments when the school makes the plan available to the Governing Board.

B. Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High

Student Academic Achievement

The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the state's student academic achievement standards.

Each parent/guardian is responsible for supporting their children's learning, by:

~~● Monitoring~~

A. Monitoring attendance, homework, and television viewing.

~~● Volunteering~~

B. Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children'

~~s-education~~

s education and extracurricular activities.

Communication between teachers and parents/guardians occurs on an ongoing basis through:

~~● Parent~~

A. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall

~~be discussed~~

be discussed as the compact relates to the individual child's achievements.

● ~~Frequent~~

B. **Frequent** reports to parents/guardians on their children's progress.

● ~~Reasonable~~

C. **Reasonable** access to staff, opportunities to volunteer and participate in their child's class, and observation

~~of classroom~~

of classroom activities.

Building Capacity

for

~~Involvement.~~

Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the

~~school's~~

schools involved, each school shall:

● ~~Provide~~

A. **Provide** assistance to parents/guardians of children served in understanding the state's academic

~~content standards~~

content standards and state student academic achievement standards, state and local assessments, monitoring

~~a child~~

a **child's** progress, and work with educators to improve the achievement of their children.

● ~~Provide~~

B. **Provide** materials and training (such as literacy, technology, et cetera) to help parents/guardians work

~~with their~~

with their children.

● ~~Educate~~

C. Educate teachers and other staff in the value and utility of contributions of parents/guardians and how

~~to effectively~~

to effectively communicate with and work with parents/guardians as equal partners.

● ~~Implement~~

D. Implement and coordinate parent/guardian programs that will build ties between

~~parents and the schools~~

them.

● ~~Coordinate~~

E. Coordinate and integrate parent involvement programs and activities with Head Start, Reading First,

~~Early Reading~~

Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents

~~as Teachers~~

as Teachers Program and public preschool and other programs and conduct other activities, such as parent/

~~guardian resource~~

guardian resource centers that encourage and support parents/guardians in more fully participating in

~~the education~~

the education of their children.

● ~~Ensure~~

F. Ensure that information is sent to the parents/guardians of participating children

~~to the extent feasible and practicable~~

in a format and language

~~that parents~~

that parents/guardians can understand.

● ~~Involve~~

G. Involve parents/guardians in the development of training for teachers, school principals, and other

~~educators to~~

educators to improve the effectiveness of such training.

● ~~Provide~~

H. **Provide** necessary literacy training from funds received under this part if the District has exhausted all

~~other reasonably~~

other reasonably available sources of funding for such training.

●

I. Pay reasonable and necessary expenses associated with local parental involvement activities,

~~including transportation~~

including transportation and child care costs to enable parents/guardians to participate in school-related

~~meetings and~~

meetings and training sessions.

●

J. Train parents/guardians to enhance the involvement of other parents/guardians.

● ~~Use~~

K. **Use** outreach programs to involve community groups and organizations.

● ~~Arrange~~

L. **Arrange** school meetings at a variety of times, or conduct in-home conferences between teachers and

~~other educators~~

other educators, in order to maximize parental involvement and participation.

● ~~Adopt~~

M. **Adopt** and implement model approaches to improving parental involvement.

● ~~Establish~~

N. **Establish** a District-wide parent advisory council to provide advice on all matters related to

~~parental involvement~~

parental involvement in supported programs.

● ~~Develop~~

O. **Develop** appropriate roles for community-based organizations and businesses in parent/guardian

~~involvement activities~~

involvement activities.

● ~~Provide~~

P. **Provide** such other reasonable support for parental involvement activities under this section

~~as parents~~

as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

EXHIBIT

COMPENSATORY EDUCATION

**CHECKLIST FOR DEVELOPMENT, IMPLEMENTATION,
AND MAINTENANCE OF PARENT INVOLVEMENT
COMPACTS FOR TITLE I PROGRAMS**

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. Check steps as completed.

- o Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- o Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - A. Always begin with "introducing where we are now" and end with "next steps."
 - B. Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - C. Agendas can be built around the federal compliance requirements as stated in the District- and school-level compacts as developed.
 - D. Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I's requirements regarding parent involvement, including the right of the parents/guardians to be involved.
 - E. Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - F. If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - G. Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school-wide program plan.
 - H. Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.

- o Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - o Parents/guardians of students participating in Title I programs
 - o Staff members
 - o Students participating in Title I programs
 - o School Board members
 - o Media
 - o Coordinators for other school programs, (e.g. Head Start and preschool programs)
 - o Officials of private schools
 - o Other
- o Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- o Make all Open Meetings Law notifications and postings for meetings to be held to discuss District and/or school compacts. (Notice and record keeping shall be in accord with the open meeting laws)
- o Appoint a recording secretary to keep meeting minutes.
- o Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- o Determine "success" indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- o Review the "success" indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- o Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- o If the school-wide program plan is not satisfactory to the parents/ guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Governing Board.
- o Provide status reports to the Governing Board and, periodically, request the Board's approval of the parental involvement compacts as they evolve.
- o Revise the applicable parental involvement compacts as necessary.

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EXHIBIT

COMPENSATORY EDUCATION

NOTICE TO PARENTS

Improving Basic Programs Operated
by Local Educational Agencies

At the beginning of each school year, a school or district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: [20 U.S.C 6311(h)(6)(A)]

- A. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- B. Whether the teacher is teaching under emergency or other provisional status.
- C. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
- D. Whether paraprofessionals provide services to the student and, if so, their qualifications.

A school must provide to parents information on the level of achievement of the parent's child in each of the state academic assessments. [20 U.S.C 6311(h)(6)(B)(i)]

A school must provide parents timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified. [20 U.S.C 6311(h)(6)(B)(ii)]

Academic Assessment and Local Education
Agency and School Improvement

A school or district shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement, corrective action or restructuring: [20 U.S.C 6316(b)(6)]

- A. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the state educational agency;
- B. The reasons for the identification;
- C. An explanation of what the school identified for school improvement is doing to address the problem;
- D. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
- E. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- F. An explanation of the parents' option to transfer their child to another public school (with transportation provided by the agency when required) or to obtain supplemental educational services for the child.

Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan. [20 U.S.C 6316(b)(8)(c)]

The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under 20 U.S.C. 6316(b)(1)(E)(i), for corrective action under 20 U.S.C. 6316(b)(7)(C)(i), or for restructuring under 20 U.S.C. 6316(b)(8)(A)(i).: [20 U.S.C. 6316(e)(2)(A)]

- A. The availability of supplemental education services;
- B. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
- C. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [20 U.S.C 6318(b)]

Each school shall: [20 U.S.C 6318(c)]

- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
- B. Offer a flexible number of meetings;
- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school-wide program plan under 20 U.S.C. 6314(b)(2);
- D. Provide parents of participating children:
 - 1. Timely information about programs under this part;
 - 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Voluntary Public School Choice Program

The school or district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of: [20 U.S.C. 7225d(a)(2)]

- A. The existence of the program;
- B. The program's availability; and

C. A clear explanation of how the program will operate.

Compare IHBE © BILINGUAL INSTRUCTION / NATIVE

first

LANGUAGE INSTRUCTION (version 3 to 2)

last

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

IHBE © BILINGUAL INSTRUCTION / NATIVE LANGUAGE INSTRUCTION

Individual schools in which twenty (20) or more students of a given grade level receive parental exception waivers in accord with A.R.S. [15-753](#) shall offer classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Where these programs are not available students receiving parental exception waivers shall be permitted to transfer to a public school in which such a class is offered.

Prerequisites for Waiver Requests

With prior written informed consent, provided on an annual basis, a student's parents or legal guardian may request a waiver from the application of A.R.S. [15-752](#) - being placed in an English language classroom. In order to apply for a waiver the parents or guardian must:

- ~~Visit~~ the school to apply for the waiver, and while at the school,
 - ~~Be-1.~~ Be provided a full description of the educational materials to be used in the different ~~educational program~~ educational program choices, and
 - ~~Be-2.~~ Be provided all the educational opportunities available to the child.

Parental Exception Waiver

A parental exception waiver may be applied for if the above prerequisites have been met and at least one (1) of the following applies:

- ~~The-A.~~ The student already possesses good English language skills, as measured by:
 - ~~Oral~~ evaluation or standardized tests of English vocabulary comprehension, reading, and writing, ~~in which~~ in which the student scores:
 - ⇒ ~~Approximately a.~~ Approximately at or above the state average for the student's grade level, or
 - ⇒ ~~At b.~~ At or above the fifth (5th) grade average, whichever is lower.
- ~~The-B.~~ The student is age ten (10) or older, and:
 - It is the informed belief of the school principal and educational staff that an alternate course ~~of educational~~ of educational study would be better suited to the student's overall educational progress ~~and rapid~~ and rapid acquisition of basic English language skills.

~~●—The C.~~ The student has special individual needs (physical and psychological needs above and beyond the lack of English of English proficiency).

■ ~~Any 1.~~ Any decision to issue a waiver based on special individual need is to be made subject to ~~the examination~~the examination, approval and authorizing signature of the Superintendent within, but not ~~limited to~~limited to, the following guidelines:

⇒ ~~The a.~~ The student has already been placed in an English language classroom for not less than thirty (30)~~calendar~~ calendar days during that school year.

⇒ ~~It b.~~ It is subsequently the informed belief of the school principal and educational staff that the child ~~has such~~has such special and individual physical or psychological needs, above and beyond the lack of ~~English proficiency~~English proficiency, and an alternate course of educational study would be better suited to the student's ~~overall~~s overall educational development and rapid acquisition of English.

◆ ~~A-I.~~ A written description of not less than two hundred fifty (250) words documenting ~~these special~~these special individual needs for the specific student must be provided and ~~permanently added~~permanently added to the student's official school record ~~after~~.

◆ ~~II.~~ A special needs review has been completed by persons knowledgeable about the student, the student's school history, the student's special individual needs, ~~the meaning of the~~meaning of evaluation data, and the placement options. The review shall be ~~based upon~~based upon the student's existing records, including academic, social, and behavioral records.

◆ ~~The III.~~ The waiver application must contain the original authorizing signature of the ~~school principal~~school principal.

⇒ ~~If c.~~ If the student has been determined to be a student with a disability under the Individuals ~~with Disabilities~~with Disabilities Education Act then all procedural safeguards including those relative to ~~evaluation and~~evaluation and the provision of free appropriate public education must be followed.

⇒ ~~If d.~~ If the student has been determined to be a student with a disability under Section 504 of ~~the Rehabilitation~~the Rehabilitation Act of 1973, evaluation and such accommodations as are necessary to ~~provide a~~provide a free appropriate public education shall be provided in accord with the act.

■ ~~Teachers 2.~~ Teachers and local school districts may reject waiver requests without explanation or legal consequence. ~~The~~ The existence of such special individual needs shall not compel issuance ~~of a~~of a waiver.

■ ~~The 3.~~ The parents shall be fully informed of their right to refuse to agree to a waiver for special ~~individual needs~~individual needs.

The Superintendent shall develop procedures as necessary for implementation of this policy.

Adopted: ~~October 3, 2012~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-744](#)

[15-751](#)

[15-752](#)

[15-753](#)

[15-754](#)

[15-755](#)

A.A.C.

[R7-2-310](#)

CROSS REF.:

[IHAA](#) - English Instruction

[IHB](#) - Special Instructional Programs

[IHBA](#) - Special Instructional Programs and Accommodations for Disabled Students

EXHIBIT

BILINGUAL INSTRUCTION / NATIVE
LANGUAGE INSTRUCTION

LIMITED ENGLISH PROFICIENT STUDENTS
REQUIRED NOTICE

Those eligible entities using funds provided under Chapter 70 - STRENGTHENING AND IMPROVEMENT OF ELEMENTARY AND SECONDARY SCHOOLS - Subchapter III - Language Instruction for Limited English Proficient and Immigrant Students shall provide the following notice.

A. As required by 20 U.S.C 7012(a): The school or district must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements or expected rate of transition, and information regarding parental rights.

B. As required by 20 U.S.C 7012(b): Each school or district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than thirty (30) days after such failure occurs.

C. As required by 20 U.S.C 7012(e): Each school or district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic achievement standards and state academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.



IHBF © HOMEBOUND INSTRUCTION

"Homebound" or "hospitalized" means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident or other health conditions, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for a period of not less than three (3) school months or a pupil who is capable of profiting from academic instruction but is unable to attend school regularly due to chronic or acute health problems, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for intermittent periods of time totaling three (3) school months during a school year. Homebound or hospitalized includes a student who is unable to attend school for a period of less than three (3) months due to a pregnancy if a competent medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health.

Requests for homebound instruction must be made to the Special Education Department and shall include medical certification stating the general medical condition, such as illness, disease or chronic health condition, that is the reason the student is unable to attend school. Homebound instruction must be provided a minimum of four (4) hours per week by teachers with the same certification as the regular classroom teacher. Full-time attendance may be counted for each day during a week in which the student receives at least four (4) hours of instruction. Classroom teachers are expected to work with the teachers of homebound students concerning materials to be covered in order that each homebound student may rejoin the class upon return to school.

Adopted: March 14, 2006

LEGAL REF.:

A.R.S.

[15-769](#)

[15-901](#)

A.A.C.

[R7-2-607](#)

CROSS REF.:

[JHD](#) - Exclusions and Exemptions from School Attendance



IHBH ALTERNATIVE SCHOOL PROGRAMS

Magnet Schools

The Board authorizes the establishment of the magnet-school concept. Magnet schools may be established as separate schools, or magnet programs may be housed within existing schools. Specialized alternative curriculum and/or teaching methodologies shall be offered that may attract students from throughout the Glendale Elementary School District.

Adopted: date of manual adoption

Compare IHBHD © ONLINE / CONCURRENT / CORRESPONDENCE COURSES (version 3 to 2)

first

last

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

IHBHD © ONLINE / CONCURRENT / CORRESPONDENCE COURSES

Arizona Online Instruction

Arizona online instruction (AOI) is a learning option for meeting the needs of students in the information age. The District Governing Board may authorize student enrollment in AOI courses for credit to fulfill the academic requirements of the Governing Board and the State Board of Education (SBE). The course(s) must be provided by an online course provider or an online school selected and approved by the SBE as defined by and in accordance with the criteria established in A.R.S. [15-808](#).

To satisfy District class and course standards, the course offerings and content must:

● ~~meet~~

A. ~~meet~~ District and SBE academic standards for the identified student population,

● ~~provide~~

B. ~~provide~~ at least the minimum course of study and competency requirements for graduation from high school,

● ~~based~~

~~based~~ on the current cohort year requirements, and

● ~~prepare~~

C. ~~prepare~~ students for post-secondary success in the world of work, technical school, or college.

To receive credit towards promotion or graduation, a student participating in Arizona online instruction shall:

● ~~satisfactorily~~

A. ~~satisfactorily~~ complete the course requirements,

● ~~participate~~

B. ~~participate~~ in the testing requirements prescribed by A.R.S. [15-741](#) *et seq.*, and

● ~~not~~

C. [not](#) be allowed to participate in AOI if the student fails to comply with the testing requirements and

~~the online~~

[the online](#) instruction provider fails to administer the tests to at least ninety-five percent (95%) of the

~~students participating~~

[students participating](#) in the provider school's AOI.

Upon the student's enrollment in AOI, the student's parents or guardians shall be notified of the state testing requirements.

The District shall coordinate with the AOI provider the gathering, recording, maintenance and reporting of applicable information to the student's parents or guardians, District officials, and the appropriate agencies.

If a student's academic achievement declines while the student is participating in AOI, the student's parents or guardians, teachers and instructors, and the school's administrator shall confer to evaluate whether the student's continued participation in AOI should be allowed.

A student may participate in AOI as either a part-time or full-time student for membership and attendance purposes as prescribed by A.R.S. [15-808](#). When the student is concurrently enrolled part-time in the District and participating part-time in AOI, daily attendance and membership of the student shall be recorded and reported for funding apportionment purposes as specified by A.R.S. [15-808](#) and the Uniform System of Financial Records (USFR).

Whenever a student becomes ineligible for continuation in an AOI course or program, for whatever reason, the student shall be enrolled in a District course or courses appropriate to the student's academic qualifications.

The District may make application to the Arizona State Board of Education to become a provider of Arizona Online Instruction.

Adopted: ~~October 3, 2012~~[date of Manual adoption](#)

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-701](#)

[15-701.01](#)

[15-741](#)

[15-802](#)

[15-808](#)

[15-901](#)

A.A.C.

[R7-2-301](#)

[R7-2-302](#)

[R7-2-302.01](#)

[R7-2-302.02](#)

[R7-2-302.03](#)

[R7-2-302.04](#)

USFR Memorandum No. 244

CROSS REF.:

[DI](#) - Fiscal Accounting and Reporting

[IHA](#) - Basic Instructional Program

[IHB](#) - Special Instructional Programs

[IJNDB](#) - Use of Technology Resources in Instruction

[IKE](#) - Promotion and Retention of Students

[IKF](#) - Graduation Requirements

[JE](#) - Student Attendance

[JR](#) - Student Records

REGULATION

ONLINE / CONCURRENT /
CORRESPONDENCE COURSES

Arizona Online Instruction

A student or the student's parents or guardians may apply to the student's school administrator for part-time concurrent or full-time enrollment in an Arizona online instruction (AOI) program.

The student's school administrator shall confer with the student and the student's parents or guardians to:

- A. explore the student's interest in and understanding of the AOI program,
- B. describe the AOI course or program provider's requirements of the student, and
- C. explain the state testing requirements for the student's participation in AOI, as well as the additional testing situations that might result in the student's loss of eligibility to continue in AOI.

The school's administrator, or a person designated by the administrator, shall monitor the student's performance and progress in the AOI course or program of study. Periodic reports to the student's parents or guardians shall be made at the same time and in the same manner as those for District students of like classification not participating in the AOI.

If a determination is made that the student's academic achievement has declined while the student is participating in AOI, the student's parents or guardians, teacher(s) and instructor(s), and the school's administrator shall confer to evaluate whether the student's continued participation in AOI should be allowed. When a student's decline in academic achievement, or for any other reasons, results in the student becoming ineligible to continue participation in AOI, the student shall be placed in a school class or course commensurate with the student's academic level and AOI program of study, or as nearly equivalent as is practical.

The school's administrator shall cooperate with the AOI provider as necessary to accommodate on-site assistance to special need students participating in AOI courses or programs.

The school's administrator shall ensure that the daily attendance and membership of each student participating in AOI is recorded, maintained, and reported as required by law.



**IHCA ©
SUMMER SCHOOL**

A summer session may be held if deemed necessary.

The Superintendent shall invite suggestions from staff members, students, and the school community to determine what areas of the curriculum shall be included in the summer session.

Remuneration for teaching during the summer session shall be established by the Board.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-881](#)

[15-1141](#)

[15-1142](#)

[15-1143](#)



IIB © CLASS SIZE

Regular Education

The teacher-student ratio for staffing in the District is the responsibility of the Board. Staffing patterns and student grouping shall be flexible so as to accommodate varied instructional delivery approaches, student needs, curriculum requirements, and fiscal resources. Each year the Superintendent will make staffing recommendations during the budget review and preparation process.

Efforts shall be made to maintain class size for grades kindergarten (K) through two (2) at a lower ratio than for grades three (3) through eight (8).

Special Education

It is the intent of the District to maintain a special education student-teacher ratio that will allow the teacher to work effectively and efficiently toward the IEP objectives of each student with a disability and to work with classroom teachers to prevent learning problems whenever possible.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

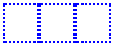
[15-341](#)

[15-342](#)

[15-764](#)

CROSS REF.:

[IHB](#) - Special Instructional Programs



IIB-R ©

REGULATION

CLASS SIZE

(Special Education)

Teacher-Student Ratios and Staff- Student Ratios

It is the intent of the District to maintain a special education teacher-student ratio that will allow the teacher to work effectively and efficiently toward the individualized education program (IEP) objectives of each student with a disability and to work with classroom teachers to prevent learning problems whenever possible.

The goals for teacher-student ratios shall be as follows:

CATEGORY

GOAL

Resource

1.0 FTE teacher

(average)

12 - 15 students with disabilities

Speech/language resource

1.0 FTE teacher

(average)

40 - 50 direct service students
(approximately 75% students with disabilities and 25% remedial)

Resource itinerant for sensory, hearing, and vision impaired students

(average)

5 - 12 students

Mild to moderate intellectual disability

1.0 FTE teacher and 1.0 fte aide

(average)

7 - 9 students

Severe intellectual disability

1.0 FTE teacher and 1.0 fte aide

(average)

2 - 4 students

If the number of students exceeds the goal for a class, acceptable alternatives may include, but are not limited to:

- A. Addition of a teacher's aide.
- B. Increasing an aide's hours.
- C. Reassigning students to a different teacher.
- D. Adding a teacher.
- E. Other adjustments acceptable to the Superintendent and the Board.

The administrator for special education shall make student assignments within the resources available, based upon the goals listed above.

CROSS REF.:

[IHB](#) - Special Instructional Programs



IJ © INSTRUCTIONAL RESOURCES AND MATERIALS

Supplies

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

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

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

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

Access to Instructional Material by Parents and Guardians

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

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

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

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

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-102](#)

[15-113](#)

[15-341](#)

[15-342](#)

[15-721](#) to [15-730](#)

CROSS REF.:

[ABA](#) - Community Involvement in Education

[IJND](#) - Technology Resources

[KB](#) - Parental Involvement in Education

Compare IJ-R © (version 2 to 1)

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

IJ-R ©

REGULATION

INSTRUCTIONAL RESOURCES AND MATERIALS

Availability of and Access to Instructional Materials by Parents or Guardians

Parents or guardians of students enrolled in the District shall have access in advance to instructional materials, learning materials and activities currently in use, or being considered for use, in the District. Such access shall be governed by the following:

~~● Requests~~

A. **Requests** must be in writing and must specify the materials that the parents or guardians want to review.

~~● Requests~~

B. **Requests** shall be submitted to the office of the

~~school principal.~~ ~~● At~~

_____.

C. **At** least one (1) copy of such instructional materials shall be available for parent or guardian review.

~~● Printed~~

D. **Printed** textbooks, supplementary books, and other printed subject matter may be checked out for

~~removal from~~

removal from District premises for up to forty-eight (48) hours. All other materials, including films, may be

~~reviewed only~~

reviewed only on District premises.

~~● School~~

E. **School** personnel involved in handling requests to review materials will notify the parents or guardians as

~~to when~~

to when and where such materials may be picked up or reviewed.

● ~~Materials~~

F. Materials will be available on a first-come, first-served basis.

Objections to Learning Materials

and Activities

A student whose parent or guardian objects to any learning material or activity may be withdrawn from the activity or from the class or program in which the material is used, providing:

● ~~The~~

A. The objection is in writing and is specific in its description of the activity or learning material to

~~which the parent~~

which the parent or guardian objects.

● ~~The~~

B. The objection includes a statement that the parent or guardian understands that the educational

~~information and~~

information and concepts covered in the activity or material may not be covered in any other manner or form and

~~that the parent~~

that the parent or guardian understands that the student may not be able to make up the material or activity

~~in any other~~

in any other way.

● ~~Although~~

C. Although the student may be unable to make up for the missed activity or material, no penalty will accrue

~~to the~~

to the student in grades or credit, with the exception that, if the objection removes a student from a

~~substantial portion~~

substantial portion of a class, promotion and credit decisions will be based on applicable District policies.

● ~~All~~

D. All such objections shall be directed to the principal of the school in which the student is enrolled, who

~~shall forward~~

shall forward a copy of the written objection to the Superintendent, indicating that the student has been

~~removed from~~

removed from the activity or stating the reason for nonremoval.

● ~~Upon~~

E. Upon receiving a principal's recommendation for removal or nonremoval, the Superintendent will review

~~the situation~~

the situation and make a decision regarding the matter and communicate that decision to the parent or

~~guardian and~~

guardian and the principal.

● ~~Within~~

F. Within ten (10) days after receiving notification of such decision from the Superintendent, the parent

~~or guardian~~

or guardian may request an appeal to the Board.

Compare IJJ © TEXTBOOK / SUPPLEMENTARY MATERIALS

first

SELECTION AND ADOPTION (version 2 to 1)

last

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

IJJ © TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

Objectives of Selection

It is the responsibility of the school textbook committees to:

● ~~Recommend~~

A. ~~Recommend~~ resources that will support and enrich the curriculum, taking into consideration the

~~varied interests~~

~~varied interests~~, abilities, learning styles, and maturity levels of students served.

● ~~Recommend~~

B. ~~Recommend~~ resources that will stimulate growth in factual knowledge, critical analysis of differing sides

~~of issues~~

~~of issues~~, literary appreciation, aesthetic values, and recognition of various societal values.

● ~~Place~~

C. ~~Place~~ principle above personal opinion and reason above prejudice in the recommendation of resources

~~of the highest~~

~~of the highest~~ quality in order to assure a comprehensive collection of resources appropriate for the

~~complete education~~

~~complete education~~ of all students.

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

Removal of Textbooks/Supplementary Materials

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

Disposal of Learning Materials

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

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-342](#)

[15-721](#)

[15-722](#)

[15-726](#)~~A.A.C.~~

~~R7-2-204~~

CROSS REF.:

[DN](#) - School Properties Disposition

[IJL](#) - Library Materials Selection and Adoption

[KEC](#) - Public Concerns/Complaints about Instructional Resources

Compare IJJ-R © (version 2 to 1)

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

IJJ-R ©

REGULATION

TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

(Criteria for Selection)

Textbook selection committees shall be guided by the following:

● ~~Resources~~

A. **Resources** shall be recommended to support and enrich the school curriculum and to meet the

~~personal needs~~

personal needs of the students.

● ~~Resources~~

B. **Resources** that are recommended shall be appropriate for the subject area and for the age,

~~emotional development~~

emotional development, ability level, learning styles, and social development of students for whom the

~~materials are~~

materials are selected.

● ~~Resources~~

C. **Resources** that are recommended shall provide a background of information that will motivate students

~~to examine~~

to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and

~~privileges as~~

privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.

● ~~Resources~~

D. **Resources** that are recommended shall provide information on differing sides of issues so that users

~~may develop~~

may develop the practice of critical analysis.

● ~~Resources~~

E. **Resources** shall be recommended for the atypical student as well as for the average student.

● ~~Resources~~

F. **Resources** shall be recommended for their strengths rather than rejected for their weaknesses, and shall

~~be judged~~

be judged as a whole.

● ~~Recommendations~~

G. **Recommendations** shall support and be consistent with general education goals of the District and goals

~~and objectives~~

and objectives of specific courses.

Compare IJL LIBRARY MATERIALS SELECTION AND

first

ADOPTION (version 2 to 1)

last

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

IJL © LIBRARY MATERIALS SELECTION AND ADOPTION

The Superintendent shall annually recommend to the Board an expenditure level for the purchase of library books, materials, and ~~materials~~electronic media. The Superintendent shall approve the purchase of library books, materials, and electronic media that:

● ~~Enrich~~

A. Enrich and support the curriculum

~~with emphasis on the Arizona Academic Standards and the District's responsibility to student achievement goals~~

, taking into consideration the varied interests, abilities, and maturity

~~levels of~~

levels of the students served.

● ~~Stimulate~~

B. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

● ~~Provide~~

C. Provide a background of information that will

~~enhance~~

enable students

~~abilities~~

to make intelligent judgments in their daily lives.

● ~~Provide~~

D. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions

~~to our~~

to our American heritage

~~within the guidelines established by other District policies~~

~~● Assure~~

E. **Assure** a comprehensive collection appropriate for the users of

~~an elementary or middle school library where~~

the

~~emphasis is on academics. Nothing in this or other policies should be construed as an attempt or effort to replicate a public~~

library

~~collection or service~~

~~● Provide~~

F. **Provide** a current, balanced collection of books, basic reference materials, texts, periodicals, and

~~audiovisual materials~~

audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of

~~American society. Annual review of the collection should be correlated with the academic emphasis of the school.~~

American society.

The Superintendent is authorized to establish a professional library for the use of the District staff.

The Superintendent will establish procedures for the removal of the following categories of books and other material from the library:

- ~~● Damaged~~ **A. Damaged** materials.
- ~~● Materials~~ **B. Materials** that no longer present current information.
- ~~● Materials~~ **C. Materials** that no longer support the goals of the District.
- ~~● Materials~~ **D. Materials** that have not been used frequently enough to justify the use of library space.

Adopted:

~~December 2, 2003~~

date of Manual adoption

LEGAL REF.:
A.R.S.

[15-362](#)

[15-721](#)

[15-722](#)

Compare IJL-R (version 2 to 1)

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

IJL-R-R ©

REGULATION

LIBRARY MATERIALS SELECTION AND ADOPTION

The following standards shall be used in the selection of library books, materials, and ~~materials~~electronic media:

~~● Materials that support the District's curriculum and the Arizona Academic Standards. The first responsibility of the library is to support the curriculum.~~

~~● Materials~~

A. Materials and media that widen the boundaries of the students' thinking, that enrich their lives and help

~~them fulfill~~

them fulfill their recreational and emotional needs.

~~● Materials~~

B. Materials and media that have imaginative appeal and a style that is interesting and free from monotony.

~~● Materials~~

C. Materials and media that stimulate the imagination, provide for mental growth, develop a taste for

~~good writing~~

good writing, and draw attention to the beautiful and artistic.

~~● Books~~

D. Books and media that provide pleasurable reading for the reader's sake.

~~● Books~~

E. Books and media that are illustrated in a manner that complements the text, have quality art, and are

~~suitable for~~

suitable for the intended readers.

● ~~Materials~~

F. **Materials and media** that adequately cover a wide range of reading ability.



IJM ©
SPECIAL - INTEREST MATERIALS
SELECTION AND ADOPTION

Commercial organizations offer a variety of materials for use by teachers in the classroom. Many of these materials are of high educational value, with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

In general, supplementary materials (printed materials, models, films, slides, pictures, charts, exhibits for educational purposes, et cetera) from nonschool sources should have approval by the principal. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials, are timely and up to date, and promote American democratic ideals and moral values.

Students may not be used as the agents for distributing nonschool materials to the homes. The Superintendent shall be the final judge of whether or not such materials shall be utilized with students and will establish necessary procedures for their evaluation, approval, and use.

Adopted: October 3, 2012

LEGAL REF.:

A.R.S.

[15-341](#)

[15-535](#)

Compare IJNC RESOURCE CENTERS / MEDIA CENTERS /
SCHOOL LIBRARIES (version 2 to 1)

first

last

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

IJNC ©
RESOURCE CENTERS / MEDIA
CENTERS / SCHOOL LIBRARIES

Library facilities are considered of the utmost importance to the students and should be designed, to the extent possible, to accommodate:

●—A. A comprehensive collection of instructional materials selected to meet the ~~academic and personal~~ needs of the students ~~within the resources of the District~~.

●—~~Maximum~~B. Maximum accessibility to these materials. ●—A

C. A place for materials that will support the curriculum, taking into consideration the individual student's

~~needs and~~

~~needs and~~ the varied interests, abilities, socioeconomic backgrounds, and maturity levels of all of the students.

●—A

D. A place for materials for teachers and students to encourage growth in knowledge, which will develop

~~academic;~~

literary,

~~cultural~~

~~cultural~~, and aesthetic appreciation and ethical standards.

●—~~Materials that reflect the ideals and beliefs of various religious, social, political, historical, and ethnic groups and their contributions to the American and world culture, thereby enabling students to develop intellectual integrity in making judgments.~~

●—~~The~~E. The allotment of space for an adequate professional library.

Adopted:

~~December 2, 2003~~

date of Manual adoption

LEGAL REF.:
A.R.S.

15-341

15-362~~41-1354~~



IJND ©
TECHNOLOGY RESOURCES
(Movies/Videos/Electronic Materials)

It is the policy of the District that there is educational value in utilizing movies and videos in classrooms only when such movies and videos extend and/or reinforce the concepts being taught and have been planned for in advance. Parents or guardians of students enrolled in the District shall have access in advance to instructional materials, learning materials and activities currently in use, or being considered for use, in the District.

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

The Superintendent shall develop regulations governing the use of movies/videos in the classroom.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-113](#)

[15-341](#)

CROSS REF.:

[IJ](#) - Instructional Resources and Materials

[KB](#) - Parental Involvement in Education

Compare IJND-R © (version 3 to 2)

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

IJND-R ©

REGULATION

TECHNOLOGY RESOURCES

(Movies/Videos/Electronic Materials)

Movies, videos and electronic materials with ratings other than for general audiences of all ages are not to be shown in classrooms or at any District facility (this includes buses and motels where students are present) except when:

~~• The~~

A. ~~The~~ movie, video or electronic material has been previewed by the teacher or other certificated staff member.

~~• The~~

B. ~~The~~ movie, video or electronic material has been determined to not contain material that is objectionable

~~or inappropriate~~

~~or inappropriate~~ for the age group to which it is intended to be shown.

~~• The~~

C. ~~The~~ responsible school administrator has approved the use of the movie, video or electronic material prior

~~to its~~

~~to its~~ showing.

~~• The~~

D. ~~The~~ teacher or other certificated staff member has provided advance notification to each student's parent(s),

~~or~~

~~or~~ other responsible adult, of the title of the movie, video or electronic material and the date on which it

~~will be~~

will be shown.

~~• When~~

E. ~~When~~ a movie, video or electronic material has a rating the above advance notification will include the

~~rating and~~

~~rating and~~ the source providing the rating.

~~• A~~

F. A student whose parent(s) or other responsible adult has provided notice of their disapproval will not

~~be permitted~~

~~be permitted~~ to view the movie, video or electronic material.

Parents or guardians have the right to have advance access to instructional materials, learning materials and activities currently in use, or being considered for use, in the District.

Parents have the right to request that their child not view any movie or video, regardless of its rating or the purpose for which it is to be shown.

A parent or guardian who objects to any learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion or, because of sexual content, violent content, or profane or vulgar language, may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

Compare IJNDB © USE OF TECHNOLOGY RESOURCES IN INSTRUCTION (version 4 to 3)

first

last

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

IJNDB © USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Appropriate use of Electronic

Information Services

The District may provide electronic information services (EIS) to qualified students, teachers, and other personnel who attend or who are employed by the District. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, and any computer-accessible source of information, ~~whether from hard drives, tapes, compact disks (CDs), floppy disks, or other electronic sources.~~ The use of the services shall be in support of education, research, and the educational goals of the District. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the EIS to follow its guidelines and procedures for appropriate use. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary and/or legal action.

The Superintendent shall determine steps, including the use of an Internet filtering ~~mechanisms~~ **system**, that must be taken to promote the safety and security of the use of the District's ~~online~~ computer network when using ~~electronic mail, chat rooms, instant messaging,~~ **email** and other forms ~~of direct electronic of~~ **electronic** communications. Technology protection measures shall protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to use of computers by minors, harmful to minors. Safety and security mechanisms shall include online monitoring activities.

As required by the Children's Internet Protection Act, the prevention of inappropriate network usage includes unauthorized access, including "hacking," and other unlawful activities; unauthorized disclosure, use and dissemination of personal identification information regarding minors.

It is the policy of the Board to:

- A. prevent user access over the District's computer network, or transmissions of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- B. prevent unauthorized access and other unlawful online activity;
- C. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. comply with the Children's Internet Protection Act [P.L. No. 106-554 and 47 U.S.C. 254(h)].

Each user will be required to sign an EIS user's agreement. The District may log the use of all systems and monitor all system utilization. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the electronic information services.

The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties.

Filtering and Internet Safety

As required by the Children's Internet Protection Act, the District shall provide for technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by students, harmful to students. The protective measures shall also include monitoring the online activities of students.

Limits, controls, and prohibitions shall be placed on student:

- A. Access to inappropriate matter.
- B. Safety and security in direct electronic communications.
- C. Unauthorized online access or activities.
- D. Unauthorized disclosure, use and dissemination of personal information.

Education, Supervision and

Monitoring

It shall be the responsibility of all District employees to be knowledgeable of the Board's policies and administrative guidelines and procedures. Further, it shall be the responsibility of all employees, to the extent prudent to an individual's assignment to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The Superintendent shall provide for appropriate training for District employees and for students who use the District's computer network and have access to the Internet. Training provided shall be designed to promote the District's commitment to:

- A. the standards and acceptable use of the District's network and Internet services as set forth in District policy;
- B. student safety in regards to use of the Internet, appropriate behavior while using, but not limited to, such things as social networking Web sites, online opportunities and chat rooms; and cyberbullying awareness and response; and compliance with E-rate requirements of the Children's Internet Protection Act.

While training will be subsequently provided to employees under this policy, the requirements of the policy are effective immediately. Employees will be held to strict compliance with the requirements of the policy and the accompanying regulation, regardless of whether training has been given.

The Superintendent is responsible for the implementation of this policy and for establishing and enforcing the District's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

Parent Notification

Parents will be notified of the policies regarding the use of technology and the Internet while at school. Parents will also be notified of their ability to prohibit the student from the use of technology and the Internet while at school in which covered information may be shared with an operator pursuant to A.R.S. [15-1046](#). This does not apply to software or technology that is used for the daily operations or administration of a local education agency or Arizona Online instruction programs authorized pursuant to A.R.S. [15-808](#).

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[13-2316](#)

[13-3506.01](#)

[13-3509](#)

[15-341](#)

[15-808](#)

[15-1046](#)

[34-501](#)

[34-502](#)

20 U.S.C. 9134, The Children's Internet Protection Act

47 U.S.C. 254, Communications Act of 1934 (The Children's Internet Protection Act)

Compare IJNDB-R © (version 2 to 1)

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

IJNDB-R ©

REGULATION

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

(Safety and use of Electronic Information Services)

Use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the District. Filtering, monitoring, and access controls shall be established to:

● ~~Limit~~

A. **Limit** access by minors to inappropriate matter on the Internet and World Wide Web.

● ~~Monitor~~

B. **Monitor** the safety and security of minors when using electronic mail, chat rooms, and other forms of

~~direct electronic~~

direct electronic communications.

● ~~Monitor~~

C. **Monitor** for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.

● ~~Restrict~~

D. **Restrict** access by minors to materials harmful to minors.

Content Filtering

A content filtering program or similar technology shall be used on the networked electronic information services (EIS) as well as on standalone computers capable of District authorized access to the Internet. The technology shall at a minimum limit access to obscene, profane, sexually oriented, harmful, or illegal materials. Should a District adult employee have a legitimate need to obtain information from an access-limited site, the Superintendent may authorize, on a limited basis, access for the necessary purpose specified by the employee's request to be granted access.

Education, Supervision, and

Monitoring

It is the responsibility of all District employees to be knowledgeable of the Board's policy and administrative regulations and procedures related to the use of technology resources. Employees are further responsible, to the extent prudent to an individual's assignment, to educate, supervise, and monitor student use of the District's online computer network use. District, department, and school administrators shall provide employees with appropriate in-servicing and assist employees with the implementation of Policy IJNDB.

As a means of providing safety and security in direct electronic communications and to prevent abuses to the appropriate use of electronic equipment, all computer access to the Internet through the District electronic information services (EIS) or standalone connection shall be monitored periodically or randomly through in-use monitoring or review of usage logs.

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff who have completed and returned an electronic information services user agreement. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

~~Use~~

A. ~~Use~~ the EIS to support personal educational objectives consistent with the educational goals and

~~objectives of the~~

~~objectives of the~~ School District.

~~Agree~~

B. ~~Agree~~ not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane,

~~sexually~~

~~sexually~~ oriented, threatening, racially offensive, or illegal material.

~~Abide~~

C. ~~Abide~~ by all copyright and trademark laws and regulations.

~~Not~~

D. ~~Not~~ reveal home addresses, personal phone numbers or personally identifiable data unless authorized

~~to do so~~

to do so by designated school authorities.

● ~~Understand~~

E. **Understand** that electronic mail or direct electronic communication is not private and may be read

~~and monitored~~

and monitored by school employed persons.

● ~~Not~~

F. **Not** use the network in any way that would disrupt the use of the network by others.

● ~~Not~~

G. **Not** use the EIS for commercial purposes.

● ~~Follow~~

H. **Follow** the District's code of conduct.

●

I. **Not** attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.

● ~~Understand~~

J. **Understand** that inappropriate use may result in cancellation of permission to use the electronic

~~information services~~

information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

● ~~Maintain~~

A. **Maintain** supervision of students using the EIS.

● ~~Agree~~

B. **Agree** to directly log on and supervise the account activity when allowing others to use District accounts.

● ~~Take~~

C. **Take** responsibility for assigned personal and District accounts, including password protection.

● ~~Take~~

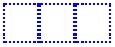
D. Take all responsible precautions, including password maintenance and file and directory protection measures,

to

to prevent the use of personal and District accounts and files by unauthorized persons.

Each user will be required to sign an EIS user agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources through school equipment.



IJNDB-E ©

EXHIBIT

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

ELECTRONIC INFORMATION SERVICES USER AGREEMENT

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use. Each user must:

- A. Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- B. Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- C. Abide by all copyright and trademark laws and regulations.
- D. Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- E. Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- F. Not use the network in any way that would disrupt the use of the network by others.
- G. Not use the EIS for commercial purposes.
- H. Follow the District's code of conduct.
- I. Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- J. Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- A. Maintain supervision of students using the EIS.
- B. Agree to directly log on and supervise the account activity when allowing others to use District accounts.

C. Take responsibility for assigned personal and District accounts, including password protection.

D. Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Personal responsibility. I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization.*

Network etiquette. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

A. *Be polite and use appropriate language.* I will not send, or encourage others to send, abusive messages.

B. *Respect privacy.* I will not reveal any home addresses or personal phone numbers or personally identifiable information.

C. *Avoid disruptions.* I will not use the network in any way that would disrupt use of the systems by others.

D. *Observe the following considerations:*

1. Be brief.

2. Strive to use correct spelling and make messages easy to understand.

3. Use short and descriptive titles for articles.

4. Post only to known groups or persons.

Services

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information services (EIS) is used and bears the risk of reliance on the information obtained.

I have read and agree to abide by the School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Name _____

Signature _____ Date _____
(Student or employee)

School _____ Grade (if a student) _____

Note that this agreement applies to both students and employees.

The user agreement of a student who is a minor must also have the signature of a parent or guardian who has read and will uphold this agreement.

Parent or Guardian Cosigner

As the parent or guardian of the above named student, I have read this agreement and understand it. I understand that it is impossible for the School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)

I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

Parent or Guardian Name (print) _____

Signature _____ Date _____

Compare IJNDBA © WEBSITE ACCESSIBILITY (version 2 to 1)

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

IJNDBA © WEBSITE ACCESSIBILITY

(W3C/WAI's Web Content Accessibility Guidelines)

The District is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the District's website will conform to the W3C/WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

<https://www.section508.gov/content/learn/laws-and-policies>

The Superintendent will establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third party vendors and open sources.

A Website Accessibility Concerns/Complaints form related to the accessibility of websites developed or maintained by the District is available at each school and at the District office.

The form includes identification information, date, description of the problem, location of the inaccessible site, and the solution suggested.

The concern or complaint may be made verbally, by e-mail, in writing or by completing the form provided by the District. All such communications will be forwarded to a staff member or consultant designated by the Superintendent.

Each concern or complaint will be processed and the person initiating the communication will receive a timely response, including the provision of access to the website information requested.

Adopted: ~~date of Manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504) (Section 508 as amended)

42 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII

42 U.S.C. 12101 et seq., Americans with Disabilities Act

CROSS REF.:

AC - Nondiscrimination/Equal Opportunity

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunities

KED - Public Concerns/Complaints about Facilities or Services

Compare IJOA FIELD TRIPS (version 2 to 1)

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

IJOA © FIELD TRIPS

~~The Governing Board believes that field trips are an effective learning experience when coordinated with the District instructional program. The Board authorizes, within the financial limitations of the budget, the inclusion of field trips in the instructional program when such field trips meet the criteria of a clearly defined educational purpose that reinforces an established District course of study and utilizes only District-provided transportation.~~

~~The Board recognizes that overnight field trips can be an effective learning experience when properly coordinated with District programs. The Board authorizes, within the financial limitations of the budget, such field trips provided the Board has been informed and the trip meets the following criteria:~~

- ~~• A clearly defined educational purpose.~~
- ~~• Reinforcement of established District courses of study.~~
- ~~• Must be conducted within the state of Arizona.~~
- ~~• The educational experience offered by such a trip cannot be obtained or accomplished during a regular school day.~~
- ~~• Utilization of District-approved transportation only.~~

~~Any exceptions to the above must have prior approval from the Superintendent~~Field trips must be planned within the context of the school program and must be appropriate for the age level, grade level, and curriculum. Due to limitations imposed by local conditions, field trips may be limited by the Superintendent. All field trips must be specifically approved by the Superintendent long enough in advance so that arrangements can be made prior to the trip. Before any student is taken from the school grounds on a field trip, written permission must be obtained from the parents or legal guardians.

In general, field trips shall be conducted within the normal school day and shall be limited to a distance of not more than ____ miles one way from the school. Longer trips or overnight trips must have Governing Board approval. The District will not sponsor, approve, support, or encourage field trips that do not meet the criteria outlined in this policy, unless the Board gives approval after a presentation justifying the specific need for the exception.

Adopted: date of

~~manual~~

Manual adoption

Compare IJOA-R © (version 3 to 1)

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

IJOA-R ©

REGULATION

FIELD TRIPS

Field trips ~~must be directly related to the students' instructional program and State Board standards, and are to be useful in encouraging~~ **are very useful to encourage** learning through exploration of the environment not immediately accessible to the classroom.— However, field trips are only one means of achieving an educational objective. Approval of field trips will be based on a number of items such as availability of transportation, budget, personnel, weather, risks, and distance, as well as educational objectives.

It will be the responsibility of the staff and the principal to organize field trips so that an experience is not repeated yearly for a student or group of students. There might be some justification for repeating an experience, but generally the same field trip will not be repeated for any one (1) student within a three (3) year cycle.

The cost of transportation for field trips must be included in budget planning. Each teacher who wishes to plan field trips should make tentative plans with the principal during budget planning. Such plans should include the place, time, and educational justification for each field trip. The District will attempt to have some capacity for scheduling field trips beyond those requested by the teachers as part of the budget process, but there can be no assurance that such unbudgeted trips can be accommodated.



IJOB ©
COMMUNITY RESOURCE
PERSONS / SPEAKERS

The District recognizes that one of the greatest resources of the school is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. Therefore, the use of community resources and citizens to serve in furthering the educational program is encouraged. Staff members should study the needs of their respective schools, survey the resources available in the school community, weigh their probable usefulness, and then present to the Superintendent for approval any staff-developed plans for using those community resources. The Superintendent will consider all such plans, on both their merit and their implications, as if they were to be carried out throughout the District. Use of outside personnel and resources would be under procedures authorized by the Superintendent.

Adopted: date of manual adoption

Compare IJOC © SCHOOL VOLUNTEERS (version 2 to 1)

first

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

last

IJOC © SCHOOL VOLUNTEERS

Volunteers can make many valuable contributions to the students and educational programs of the District. A volunteer program is approved subject to suitable rules, safeguards, and regulations as developed by the Superintendent. [Individuals will follow District BRAVO \(Building Relationships and Volunteer Opportunities\) program procedures in order to volunteer.](#)

The Superintendent shall promote appropriate annual recognition of volunteer services.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[13-3716](#)

[15-512](#)

[23-901.06](#)

CROSS REF.:

[GCFC](#) - Professional Staff Certification and Credentialing Requirements
(fingerprinting requirements)

[GDFA](#) - Support Staff Qualifications and Requirements (fingerprinting requirements)



IKA © GRADING / ASSESSMENT SYSTEMS

A District-developed grading system will be utilized.

Teachers will keep a careful record of the grades assigned to students.

Written reports to the parents concerning student achievement will be made every nine (9) weeks by the teacher, and additional written reports will be made when necessary.

Teachers will confer with parents when necessary concerning academic progress and discipline of students.

Teachers will report to parents on students' conduct, scholarship, attendance, or excessive tardiness.

Special Education

Grades reporting achievement of special education students not taking regular education classes shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates. The permanent record cards for such students shall indicate enrollment in special education for those classes.

Parents of special education students shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.

Adopted: date of manual adoption

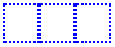
LEGAL REF.:

A.R.S.

[15-203](#)

[15-521](#)

[15-767](#)



IKAB © REPORT CARDS / PROGRESS REPORTS

School Report Cards

Each school must distribute copies of an annual report card, on the standard form provided by the State Department of Education, containing the descriptions and information required by statute.

The annual report cards will be distributed to parents of pupils enrolled in the school no later than the last day of school of each fiscal year, and a summary of the contents shall be presented at an annual public meeting held at the school. Notice shall be given at least two (2) weeks prior to the public meeting, clearly stating the purposes, time, and place.

Student Progress Reports

It is essential that students' progress in school be fully communicated to their parents.

Each school will report students' progress to the students and to their parents or guardians as appropriate. The reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual students. The Superintendent will develop progress report forms or cards in accordance with this policy.

The following specific requirements are established:

- A. Parents will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.
- B. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- C. Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- D. At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
- E. When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.
- F. When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.
- G. Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on each student's progress in achieving the goals stated in the student's individualized education program (IEP) by the end of the school year. Such progress reports shall be provided as directed in the IEP.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-709](#)

[15-746](#)

[15-767](#)



**IKACA ©
PARENT CONFERENCES**

Parent/teacher conferences will be conducted twice a year. The Superintendent or designee will establish procedures to allow parents of students to schedule conferences with teachers at other times during the year.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-901](#)

CROSS REF.:

[IKAB](#) - Report Cards/Progress Reports

Compare IKB © HOMEWORK (version 2 to 1)

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

IKB © HOMEWORK

The development of study skills and self-discipline are integral and indispensable elements of a quality educational process.

~~Homework~~ When homework is assigned, it should be ~~assigned~~ consistent with the maturity, special needs, potential, and achievement level of the individual student. It should not carry the stigma of punishment. Its assignment should be specifically addressed to the objectives of the instructional program, and, in addition, students should develop responsibility for actively pursuing knowledge without immediate supervision outside as well as within the classroom.

Students, regardless of their intellectual capacity, should understand that mastery of skills is not always possible within the time constraints of the classroom. Each student should leave the District with a firm foundation for pursuing knowledge and developing skills on an independent basis.

The Superintendent is responsible for procedures that will achieve objectives through homework, including, but not limited to, the following:

- ~~Intervention~~ A. Intervention that changes deficient performance to performance that meets acceptable standards.
- ~~Reinforcement~~ B. Reinforcement and mastery of critical skills and concepts. Special emphasis will be placed on the mastery ~~of basic~~ of basic skills.
- ~~Challenge~~ C. Challenge through exploration of concepts and skills that complement and elaborate those introduced in ~~the classroom~~ the classroom.
- ~~Feedback~~ D. Feedback from the teacher through correction and clarification of all outside assignments.

Adopted: date of

~~manual~~

Manual adoption



IKD © HONOR ROLLS

An honor roll system is an additional means for encouraging goal setting by students and for providing recognition of students who have achieved those goals.

Honor rolls will be used in grades kindergarten through eight. The Superintendent will establish the minimum achievement level for all honor rolls, and such determination may be subject to Board approval. Students will be informed of the honor roll system and instructed to ensure an understanding of the specific grades and methods used to compute the honor roll formula.

The District will promote public recognition of students who have attained honor roll status.

Adopted: date of Manual adoption

Compare IKE © PROMOTION AND RETENTION OF STUDENTS (version 3 to 1)

first

last

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

IKE © PROMOTION AND RETENTION OF STUDENTS

(Promotion or Retention of Elementary Students; High School Course Pass or Fail)

Regular Education

The District is dedicated to the continuous development of each student.

~~Promotion from year~~ Year to year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area as identified in the course of study. The District may conduct a ceremony to honor pupils who have been promoted from the eighth (8th) grade.

The District standards that students must achieve shall include accomplishment of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

The promotion of a student from grade three (3) shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S. [15-701](#) and depicted in Administrative Regulation IKE-RB.

In addition to these standards, test scores, grades, teacher ~~principal~~ recommendations, and other pertinent data will be used to determine promotion -

~~Retention of students is a process that is followed when the professional staff, in consultation with the parent, determines it to be in the best interests of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level.~~

~~When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.~~

and retention.

In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education ~~plan~~ program and in accordance with A.A.C. [R7-2-301](#) and [R7-2-401](#).

Special Education

Students who do not meet regular promotion requirements must meet the course of study and promotion requirements for special education under the guidance of A.A.C. [R7-2-401](#). The programs for such students ~~may~~ may include adaptations.

Any student unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an [individualized educational program \(IEP\)](#) team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual promotion plans and implemented through their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-342](#)

[15-521](#)

[15-701](#)

[15-701.01](#)

[15-715](#)

[15-802](#)

A.A.C.

[R7-2-301](#) ~~and~~

[R7-2-309](#)

[R7-2-401](#)

A.G.O.

184 - 016

CROSS REF.:

[IHA](#) - Basic Instructional Program

[IKEB](#) - Acceleration

[IKF](#) - Graduation Requirements



IKE-RA ©

REGULATION

PROMOTION AND RETENTION OF STUDENTS

Procedure for Retention of Elementary School Students

At the end of the first grading period, each teacher in a common school should send to the principal a list of the students who are experiencing difficulty in their classes. At the earliest parent conference this must be shared with the parents and recorded in the student's cumulative folder. The teacher and the parent will discuss ways to assist the student in attaining expected achievement levels.

At the end of the second and subsequent grading periods, students - including new students - who achieve below expected grade level standards will be reviewed by the principal and staff members to consider retention. Parent conferences will be held to inform parents of the concern and to involve them in this process.

No decision for retention shall be made without parent involvement and student counseling. Late entries should receive special consideration.

The final recommendation to retain should be made by the teacher. Consultation with the principal and other staff members, and involvement of parents in all steps of the retention process are vital.

Appeal of Teacher Decision to Promote, Retain, Pass or Fail a Pupil

Pursuant to Arizona Revised Statutes, a parent or student of majority may appeal to the Board for reconsideration on any placement decision. The student has the burden of proof to overturn the decision of a teacher to promote, retain, pass or fail the pupil. It must be demonstrated to the board that the student has or has not mastered the State Board adopted standards required for the placement recommended by the teacher. If the Governing Board overturns the decision of the teacher, a written finding of mastery or non-mastery of the State Board adopted standards must be adopted by the Governing Board.



IKE-RB ©

REGULATION

PROMOTION AND RETENTION OF STUDENTS

Competency Requirements for Promotion of Students from Third Grade

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

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

- A. A Description of the student's specific individual needs.
- B. A description of the current reading services provided to the student.
- C. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The District shall offer more than one (1) evidence-based intervention strategy and more than one (1) remedial strategy developed by the State Board of Education for pupils with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose, in consultation with the student's teacher, the most appropriate strategies that will be implemented for the student.
- D. Parental/guardian strategies to assist the student to attain reading proficiency.
- E. A statement that the pupil will not be promoted from the third grade if the pupil obtains a score on the reading portion of the state-wide assessment that demonstrates the pupil is reading far below the third-grade level does not demonstrate sufficient reading skills, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for an exemption.
- F. A description of the District policies on midyear promotion to a higher grade.

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

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

exempt from mandated retention or the pupil qualifies for an exemption as determined by the Governing Board.

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

1. is an English learner or a limited proficient student as defined in section [15-751](#) and has had fewer than two (2) years of English language instruction.
2. is in the process of a special education referral or evaluation for placement in special education or a pupil who has been diagnosed as having a significant reading impairment, including dyslexia or is a child with a disability as defined in section [15-761](#) if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program. "Dyslexia" as defined in section [15-701](#) means a brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.
3. has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third-grade reading standards as evidenced through a collection of reading assessments approved by the State Board of education, which includes an alternative standardized reading assessment approved by the State Board
4. receives intervention and remedial services during the summer or subsequent school year pursuant to those indicated below under "Intervention and Remedial Strategies Developed by the State Board of Education" and demonstrates sufficient progress based on guidelines issued pursuant to the description of the school district or charter school policies on midyear promotion to a higher grade.

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

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

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

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

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

B. Summer school reading instruction.

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

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

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

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

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

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



IKEA ©
MAKE UP OPPORTUNITIES

The Superintendent shall develop and implement standards that shall apply to requirements for student make up assignments during absence for pesticide application periods and for other appropriate reasons.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-152](#)

[15-803](#)

CROSS REF.:

[EBAA](#) - Reporting of Hazards/Warning Systems

Compare IKEA-R © (version 2 to 1)

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

IKEA-R ©

REGULATION

MAKE UP OPPORTUNITIES

When a student provides a written statement signed by a parent or guardian that the student will be or was absent because of the application of pesticides, each teacher will be notified and the following procedure will apply:

● ~~Each~~

A. ~~Each~~ teacher will provide the student's assignment(s) and any handouts or materials necessary

~~for accomplishment~~

~~for accomplishment~~ of such assignment(s)

~~for~~

, ~~allowing~~ a minimum ~~make up~~ period of one (1) day ~~for each day absent~~.

● ~~It~~

B. ~~It~~ will be the responsibility of any student who misses a laboratory assignment or test to arrange

~~with the teacher~~

~~with the teacher~~ a mutually convenient time to perform the laboratory assignment or to take the test.

The following standards shall apply in the District for make up work other than for absence due to pesticide application. Adjustments may be made when it is in the best interest of the student(s).

● ~~It~~

A. ~~It~~ will be the student's responsibility to ask for make up work and to arrange for a time to make up

~~tests when the~~

~~tests when the~~ student returns.

● ~~If~~

B. If the teacher is unable to supply the student with a make up assignment, the student will not be

~~held responsible~~

held responsible for that make up assignment.

● ~~The~~

C. The student has the responsibility to work with the teacher to develop a plan for making up

~~homework and~~

homework and tests.

● ~~If~~

D. If work is not turned in by the time the assignment is due, and the student fails to provide an

~~acceptable explanation~~

acceptable explanation of the extenuating circumstances that would merit an extension, the teacher may reduce

~~the grade~~

the grade on the assignment or withhold credit on the assignment.

● ~~When~~

E. When a student has been absent for illness, ample time will be given for make up work once the

~~student returns~~

student returns to school.

● ~~In~~

F. In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox,

~~measles~~

measles,

~~ete.~~

et cetera), or when the parent notifies the office that the student will be absent more than one (1)

~~week~~

week for other reasons (e.g., vacation), teachers may provide required assignments in advance or

~~send assignments~~

send assignments to the student.



IKEB © ACCELERATION

When circumstances indicate that acceleration in grade placement is in the best interest of the student, close cooperation between the parents and all school personnel involved is imperative. Each student will have individual consideration, and decisions will be made only after a careful study of facts relating to the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also determining factors. A decision should be based on sufficient data collected over a period of time and motivated by a desire to place the student in the school program where the greatest success will result.

The final decision to accelerate a student rests with the Superintendent. Parental involvement in all steps of the process is vital. Parental consent to the acceleration of a student should be in writing.

If parents do not approve of a decision regarding the acceleration of the student, they may appeal the decision to the Superintendent. Further appeal, if necessary, may be made to the Board.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-701.01](#)

CROSS REF.:

[IKE](#) - Promotion and Retention of Students



IKFB
PROMOTION EXERCISES
(Eighth Grade Promotion)

Promotion exercises for students completing the eighth grade are to be conducted at the end of the academic school year when attendance and academic requirements of the state of Arizona have been met. Only those students who have met all District requirements by the day of promotion may participate in the eighth-grade promotion exercises.

Adopted: date of manual adoption

Compare IL © EVALUATION OF INSTRUCTIONAL
PROGRAMS (version 4 to 3)

first

last

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

IL ©
EVALUATION OF INSTRUCTIONAL
PROGRAMS

(Testing Programs)

The use of tests is one indication of the success and quality of the educational program. In the case of an individual student, tests, in combination with other criteria, can provide an indication of student achievement.

The Board authorizes:

- A. A testing program as outlined in A.R.S. [15-741](#) and [15-755](#).
- B. A District testing program that will be subject to regular review and evaluation.
- C. In-service education of teachers and other staff members in the use of tests and interpretation of test results.

Test Participation

All Arizona students in grades ~~two-three~~ (23) through twelve (12) shall be administered, at least once each year, a standardized, nationally-normed written test of academic subject matter given in English except that students with disabilities will be included with appropriate accommodations and alternate assessments where necessary in accord with their respective Individual Education Program.

If the state-wide assessment results are available before the start of each school year, each school district and charter school shall provide notification no later than the first half of the second quarter of the school year to parents of pupils in grades six (6) through eight (8) who have not demonstrated proficiency in grade-level mathematics based on available local or statewide assessments. The notification shall include the following information:

- A. A description of the pupil's mathematics deficiencies as demonstrated by the statewide assessment.
- B. A description of the current mathematics services provided by the school district or charter school, including supplemental instructional services and supporting programs that are designed to remediate mathematics deficiencies.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-708](#)

[15-741](#)

[15-743](#)

[15-744](#)

[15-745](#)

[15-755](#)

CROSS REF.:

[IKF](#) - Graduation Requirements

[ILB](#) - Test/Assessment Administration (State Mandated Testing)

[JR](#) - Student Records

Compare ILB © TEST / ASSESSMENT ADMINISTRATION

first

(version 3 to 2)

last

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

ILB © TEST / ASSESSMENT ADMINISTRATION (State-Mandated Testing)

Security of Testing Materials

Employees designated by the Superintendent to administer the ~~nationally standardized norm-referenced~~ achievement test adopted by the Arizona State Board of Education shall:

- ~~Keep~~A. **Keep** all test materials in locked storage.
- ~~Not~~B. **Not** reproduce any test materials in any manner.
- ~~Not~~C. **Not** disclose any actual test items to students prior to testing.
- ~~Not~~D. **Not** provide answers of any test items to any students. ● ~~Administer~~

E. **Administer** only practice tests that are provided by the test publishers. Previous editions of the test

~~series being~~

series being used in the statewide testing program may not be used as practice tests.

● ~~Strictly~~

F. **Strictly** observe all timed subtests. The test publishers' suggested time limits for untimed subtests shall

~~be followed~~

be followed as closely as possible in order to maintain uniformity in test administration.

● ~~Follow~~

G. **Follow** directions for administering the test explicitly. No test item may be repeated unless otherwise

~~indicated in~~

indicated in the directions.

● ~~Not~~H. **Not** change a student's answer.

● ~~I.~~ **I.** Return all test materials to the Superintendent immediately upon completion of testing.

Failure to comply with these requirements or others as required by Arizona Revised Statutes or by other rules or regulations shall be considered cause for discipline, including but not limited to suspension or termination. All violations of this policy shall be reported to the State Superintendent of Public Instruction.

Standards Adopted by the

State Board of Education

The District shall establish specific objectives to accomplish the goals established by the State Board of Education. The Superintendent will make recommendations for such objectives based upon the data gathered annually.

The Superintendent will establish regulations and procedures for assessing student achievement of standards adopted by the State Board of Education and for reporting and utilizing test results and nontest indicator data.

Reporting results. The District will provide to the parent or guardian of each student who participates the associated grade equivalents, percentiles, and stanines from standardized norm-referenced testing. The District shall provide the parent or guardian of each student the resulting scores on the test of standards adopted by the State Board of Education and associated scores for the District, the county, and the state.

The District will provide the public, through a report card, scores for each school in the District and for the District as a whole, the county, the state, and the nation.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-741](#)

[15-741.01](#)

[15-742](#)

[15-743](#)

[15-744](#)

[15-745](#)

[15-755](#)

A.A.C.

[R7-2-301](#)

[R7-2-302.04](#)

[R7-2-306](#)

[R7-2-310](#)

CROSS REF.:

[IL](#) - Evaluation of Instructional Programs (Testing Programs)

~~[ILC](#) - Use and Dissemination of Test Results~~ [JR](#) - Student Records



**ILC ©
USE AND DISSEMINATION
OF TEST RESULTS**

Test scores may provide a record of each student's academic progress in comparison with national norms.

Test scores will be maintained as a part of the student's educational record. Such permanent record will be sent to another school system upon request of the school or the parent upon transfer of the student.

No individual or unauthorized agency outside the school system will be permitted to have access to a student's test record or permanent record without written permission from the parent, or from the student if eighteen (18) years of age.

The parent may have access to the test record of a student under age eighteen (18) by making an appointment with the principal's office.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-141](#)



**ILE ©
EVALUATION OF
INSTRUCTIONAL PROGRAMS**

The instructional programs of the District will be regularly evaluated, and periodic reports will be provided to the Board. The Board will rely on the Superintendent to provide regular evaluation of the educational program and instructional processes. The Superintendent may also arrange for evaluations to be conducted by outside agencies within the budgeted funds of the District.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

Compare IMA TEACHING METHODS (version 2 to 1)

first

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

last

IMA © TEACHING METHODS

(Lesson Plans)

The Board considers written lesson plans a useful tool to ensure continuity of instruction.

The Superintendent shall establish procedures that set forth the requirements for lesson plans and for their preparation and review. Such procedures shall reflect current standards of the profession and shall have as their primary objective the best possible educational program for the students of the District.

To facilitate more effective instruction, lesson plans should be prepared sufficiently in advance of the class presentation to allow plan books to be inspected and compared to the guidelines established by the Superintendent.

Teachers shall make thorough preparation for all daily lessons and shall prepare their plans to reflect such preparation.

Adopted: date of

manual

Manual adoption

Compare IMA-R © (version 2 to 1)

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

IMA-R ©

REGULATION

TEACHING METHODS

(Lesson Plans)

Guidelines for the implementation of this administrative regulation shall include:

~~● Lesson A.~~ Lesson plans shall be developed according to District-wide formats and shall reflect the scope and ~~sequence of~~ sequence of the courses of instruction. Acceptable alternatives may be approved by the principal. ~~● Lesson plans~~

B. Lesson plans shall demonstrate the correlation of the lesson with State Board standards when applicable.

C. Lesson plans should include information pertinent to the effective implementation of a lesson.

~~When commercially~~

When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects

~~of such~~

of such plans.

~~● While~~

D. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared

~~for each~~

for each lesson or on a long-term basis (i.e., unit of work), whichever is most appropriate. Material to be

~~used in~~

used in a lesson(s) - such as duplicated material, cassette tapes, films, filmstrips, transparencies - may serve

~~as an integral~~

as an integral part of the plan.

● ~~Lesson~~

E. Lesson plans for individualized programs should be consistent with the general overview and purpose

~~of the instructional~~

of the instructional program. The progress of individual student(s) must be a consideration in the plan.

● ~~Teachers~~

F. Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue,

~~if possible~~

if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that

~~relates to the~~

relates to the subject area.

● ~~The G.~~ The provision that copies of lesson plans must be available for substitute teachers.

Compare IMB TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES (version 2 to 1)

first

last

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

IMB © TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES

~~Preparing students for effective citizenship is accepted as one of the major goals of our public schools. The instructional program developed to achieve this purpose emphasizes our American heritage, rights and privileges of citizens, and citizenship responsibilities for maintaining our American way of life.~~

~~In preparing for effective citizenship, it is sometimes necessary for pupils to study issues that may be considered controversial. Controversial issues are those that generate or have the capability to generate adverse reactions by a portion of the community. Examples of such topics are sexuality, abortion, substance abuse, evolution, religious observances, and political philosophies. When such issues are studied, or when they arise, it shall be the purpose of our schools to recognize the pupils' rights and/or obligations:~~

- ~~● To study issues that have political, economic, or social significance and concerning which the student may develop a strong opinion.~~
- ~~● To have access to relevant information that enhances the educational merits of the topic being studied.~~
- ~~● To study under competent instruction in an atmosphere free of bias and prejudice.~~
- ~~● To form and express opinions on controversial issues without jeopardizing relationships with teachers.~~
- ~~● To recognize that having differences of opinion is important and being able to compromise is valued in American society.~~
- ~~● To respect minority opinion.~~

~~The Board recognizes these rights and approves for inclusion in the curriculum the fair and careful consideration of some of the unsolved problems of the social order. Study of controversial topics should be handled tactfully and honestly, in an impartial and unprejudiced manner, commensurate with the age and understanding of the student. The Board supports teachers and administrators who work within the framework of established policy from attacks by partisan groups or individuals.~~

~~Adopted: date of manual~~ Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education.

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

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

- A. Teachers should instruct students in the principles and techniques of the scientific method and provide opportunities for practice in applying established facts to specific problems.
- B. Teachers should seek to develop in students the ideals of truth and honesty.
- C. All personnel should seek to create an atmosphere in which difference of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints.
- D. Constitutional guarantees of due process and freedom of speech will continue to be observed as to students and teachers alike when they are involved in a controversial issue.
- E. Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.
- F. Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.
- G. Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

Adopted: date of Manual adoption

Compare IMB-R (version 3 to 2)

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

IMB-R

REGULATION

TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES

Guidelines

The school does not teach controversial issues; it provides an opportunity for their study.

When controversial issues are studied or arise, opportunity should be provided for various viewpoints to be presented.

All instructional issues are to be dealt with impartially and objectively without imposing the teacher's own biases or using this freedom as a license to propagandize.

Respect for the moral standards held by individual students must be maintained and defended.

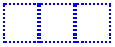
Controversial issues must be studied in a manner that is suitable to the knowledge, maturity, and competence of students.

Study of the issue must help students achieve District curriculum objectives.

Outside speakers or the use of instructional materials that have not been approved previously by the Governing Board will be approved by the school principal or District administration.

When a student or patron objects to any materials presented, the procedure and forms for review of instructional materials shall be used. When a student, parent, or citizen resident objects to a presentation not involving instructional materials, the same procedure and forms shall be used, with the word *material* replaced by *presentation*.

After going through the process as outlined, individual students will only be permitted, upon parents' prior written consent, to be included in the presentation. If a parent does not want his/her child to be included, the child will be excused, without penalty, to an alternate activity during the presentation of controversial issues (e.g., the District human growth and development films shown as part of the health curriculum). Parents must be given the opportunity to review the films and materials prior to them being shown to students.



**IMD ©
SCHOOL CEREMONIES
AND OBSERVANCES**

The following shall be adhered to regarding required opening exercises and school programs as they pertain to customs and holidays:

A. Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.

B. Each student in grades four (4) through six (6) shall recite the following passage from the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed..."

C. Each teacher in charge of a classroom for the first class of each day shall conduct a period of meditation, not to exceed one (1) minute in duration. No other activities will be allowed in the classroom at that time.

D. Students whose parents have informed the school that they are not to take part in the meditation period or patriotic observances will be expected to observe the courtesy of not disturbing others.

E. When special days or significant events are recognized, it is recommended that appropriate classroom and assembly programs be presented in keeping with the traditional and historical significance of the event or season.

A teacher or administrator in any school in this District may read or post in any school copies or excerpts of the following materials:

A. The national motto "In God We Trust."

B. The National Anthem.

C. The Pledge of Allegiance.

D. The Preamble to the Constitution of this state.

E. The Declaration of Independence.

F. The Mayflower Compact.

G. Writings, speeches, documents and proclamations of the founding fathers and the presidents of the United States.

H. Published decisions of the United States Supreme Court.

I. Acts of the United States Congress.

J. The state motto "Ditat Dues," which means "God Enriches."

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-203](#)

[15-342](#)

[15-506](#)

[15-717](#)

Compare IMG © ANIMALS IN SCHOOLS (version 2 to 1)

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

IMG © ANIMALS IN SCHOOLS

The Superintendent may establish procedures for appropriately and humanely bringing live animals into a classroom. Such procedures shall forbid the transporting of live animals that are not service animals on school buses unless the animal is present for an educational purpose by written approval from the Superintendent or ~~school~~ principal.

Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Service animal does not include other species of animals, whether wild or domestic or trained or untrained.

Any person or entity that operates a public place shall not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Adopted: ~~October 22, 2013~~ [date of Manual adoption](#)

LEGAL REF.:

A.R.S.

[11-1024](#)

A.A.C.

R17-9-102



IMG-R ©

REGULATION

ANIMALS IN SCHOOLS

Animals may be brought into the classroom for educational purposes. However, they must be appropriately and humanely cared for, and properly handled. Any person who wishes to bring an animal into the classroom must receive prior permission from the principal. The following guidelines shall apply to animals in the schools:

- Prior to granting permission, teachers should check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, parents must be contacted for further direction.
- Animals shall not be transported on school buses.
- Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.
- Only the teacher or students designated by the teacher are to handle the animals.
- If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
- Staff members or students who have been bitten by an animal shall report such incident to the principal and the nurse immediately. The principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in a serious injury must be impounded until authorization for release is granted by health authorities.

Compare IMH © CLASS INTERRUPTIONS (version 2 to 1)

first

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

last

IMH © CLASS INTERRUPTIONS

The Superintendent shall establish regulations limiting class interruptions, with particular emphasis on use of communication devices and interruptions by salespersons or visitors.

The classroom setting shall not be interrupted by the use of the interschool communication system unless authorized by the principal.

Adopted: date of manual adoption

Compare IMH-R © (version 2 to 1)

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

IMH-R ©

REGULATION

~~CLASS INTERRUPTIONS~~

~~Teachers should not be called out of their classrooms for telephone calls, salespersons, or visitors.~~

~~Exceptions may be made in emergencies. The classroom setting shall not be interrupted by the use of the interschool communication system unless authorized by the principal.~~

GLENDALE ELEMENTARY SCHOOL DISTRICT

SPECIAL RECOGNITION

AGENDA NO: 5.A. TOPIC: Student Performance

SUBMITTED BY: Ms. Mary Bennett, Isaac E. Imes Music Teacher

DATE ASSIGNED: April 11, 2019

Third and Fourth Grade Choir student from Isaac E. Imes School will perform under the direction of Ms. Mary Bennett.

GLENDALE ELEMENTARY SCHOOL DISTRICT

SPECIAL RECOGNITION

AGENDA NO: 5.B. TOPIC: Student Recognition

SUBMITTED BY: Dr. Gerry Petersen-Incorvaia, Assistant Superintendent for Educational Services

DATE ASSIGNED: April 11, 2019

The Governing Board will recognize students who placed first, second, third and fourth in the District's annual Spelling Bee.

The following students are recognized for moving on to the Region Four Spelling Bee:

Letom Kpea - Melvin E. Sine School, 7th Grade (1st Place)

Hien Nguyen, Challenger Middle School, 6th Grade (2nd Place)

Lilith Tanori, Melvin E. Sine School, 8th Grade (3rd Place)

Niraj Viju Sulaja, Challenger Middle School, 5th Grade (4th Place)

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.A. TOPIC: Minutes

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the minutes of March 14, 2019 Regular Meeting and April 4, 2019 Special Meeting as presented.

RATIONALE:

**MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
March 14, 2019**

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

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Ms. Smith at 5:00 p.m. She noted the presence of all five Board members, constituting a quorum.

OPENING EXERCISES

Ms. Wilson moved to adopt the meeting agenda and Ms. Bartels seconded the motion. Upon call to vote, Ms. Bartels, Ms. Pimentel, Ms. Wilson, Mr. Aldama and Ms. Smith voted 'aye', and the motion carried.

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

CALL TO THE PUBLIC

Ms. Monica Trejo from the National Association of Latino Elected Officials addressed the Governing Board to share information about the organization, specifically related to the 2020 Census. Thursday, March 24th at 2 p.m. NALEO will host an information session related to the census. She also invited the Board to attend the 2019 NALEO Annual Conference in Miami, Florida. She provided a folder with additional information for each Board member.

STUDY SESSION

Policy Manual Review The Governing Board reviewed Board Policy Manual Sections F-Facilities Development and L-Education Agency Relations as part of the comprehensive policy manual review with Arizona School Boards Association. Ms. Smith asked Board members to request any policies they wish to look at further to be brought back at a future meeting.

The Board reviewed each section and were given the opportunity to discuss questions or concerns.

There were no questions from Board members for either section.

SPECIAL RECOGNITION

None at this time.

CONSENT AGENDA

Ms. Wilson requested to pull item 6.G., Ms. Smith requested item 6.F. and Ms. Bartels requested item 6.H. be pulled for separate discussion. Ms. Bartels moved to approve the consent agenda as presented and Ms. Pimentel seconded the motion. Upon call to vote, Ms. Pimentel, Ms. Bartels, Ms. Wilson, Mr. Aldama and Ms. Smith voted 'aye', and the motion carried. The following items were approved:

Minutes The Governing Board approved the minutes of the February 7, 2019 Regular Meeting, February 9, 2019 Special Meeting, and February 21, 2019 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 or Estimated Value	Recipient
Kroger	Student Incentives	\$131.46	American
Box Tops for Education	Gift to School	\$253.20	Bicentennial North

Donor	Description	Cash Amount or Estimated Value	Recipient
Kona Ice	Supplies and Incentives	\$27.00	Burton
Joselli Carbajal-Mohn	Scholastic Books	\$699.00	Challenger
Papa Ed's Ice Cream	One scoop, cup or cone, of ice cream for all 30 spelling bee contestants	\$120.00	Curriculum and Instruction
Desert Botanical Garden	Field Trip	\$1,254.50	Desert Garden
Kona Ice	Teacher Incentives	\$40.00	Desert Garden
American Express Employee Giving Program	Supervisor Discretion	\$33.34	District Wide
Brenda Bartels	4 tickets to the Waste Management Phoenix Open	\$240.00	District Wide
Donors Choose	"3D Printing to Expand Young Creative Minds" Project	\$388.98	Horizon
Knights of Columbus	Items for Autism Program	\$492.38	Horizon
Alex Akers, AXA	Gift Card	\$15.00	Human Resources Wellness
Arizona Digestive Health	Gift Card	\$10.00	Human Resources Wellness
Arizona Skin Institute	Medical grade sunscreen	\$26.00	Human Resources Wellness
Carissa Gordon	Carry all caddy with bath products	\$65.00	Human Resources Wellness
Cheryl Belluono	Ruby ribbon mesh lingerie bag	\$15.00	Human Resources Wellness
Delta Dental of AZ	Teeth bleaching kit	\$50.00	Human Resources Wellness
FastMed Urgent Care	Gift Card	\$10.00	Human Resources Wellness
Living Well Now	Young living products samples	\$10.00	Human Resources Wellness
Ottawa University	Fun decorations for office or room	\$20.00	Human Resources Wellness
Profile by Sanford	Shaker bottle, shakes, pen, notepad	\$50.00	Human Resources Wellness
Sam's Club	Nonstick I Point orbit electric pencil	\$20.00	Human Resources Wellness
Skeens & Jarnagin	Gift Card	\$15.00	Human Resources Wellness
Sole Foot and Ankle Specialists	Full size bio freeze	\$25.00	Human Resources Wellness
Topgolf Glendale	2 pint glasses and \$10 off voucher	\$20.00	Human Resources Wellness
Tracy Preston, Home Smart	Amazon gift card	\$25.00	Human Resources Wellness
United Healthcare	Radio	\$10.00	Human Resources Wellness
United Pet Care	2 movie tickets, popcorn, t-shirt	\$30.00	Human Resources Wellness
Valic	Cooler Tote	\$25.00	Human Resources Wellness
Box Tops for Education	Student supplies	\$33.70	Imes
Kroger	Student supplies	\$28.04	Imes
Charlotte Montanus	Band instruments	\$1,000.00	Landmark
Dorian Studios	Student Incentives	\$6.10	Sine
Kroger	Student Incentives	\$43.38	Sine
Southwest Skating Partners LLC	Student Incentives	\$378.00	Sine
Donors Choose	"Flexible Seating" Project	\$143.76	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.

Resignation

1. Bassham, Tamara	Teacher	Personal Reasons	05/24/19
2. Bills, Margaret	Teacher	Personal Reasons	05/24/19
3. Diffley, Jennifer	Teacher	Other Employment	05/24/19
4. Fierros, Mark	Teacher	Personal Reasons	05/24/19
5. Fuller, Sydni	Teacher	Personal Reasons	05/24/19
6. Giunta, Gail	Teacher	Personal Reasons	02/12/19
7. Hardy, Laura	Teacher	Personal Reasons	05/24/19
8. Hargadine, Jessica	Teacher	Moving	05/24/19
9. Johnson, Stacey L.	Teacher	Other Employment	05/24/19
10. McDonell, Kathleen	Teacher	Personal Reasons	05/24/19
11. McDonald, Lacey	Teacher	Moving	05/24/19
12. Sanchez, Ana	Teacher	Moving	05/24/19
13. Sanchez Vasquez, Jair	Teacher	Personal Reasons	05/24/19
14. Vasilescu, Liliana	Teacher	Personal Reasons	05/24/19
15. Vick, Susan*	Teacher	Personal Reasons	02/12/19

*Recommend liquidated fee applied per contract

Rescinded Resignation

1. Butler, Ajouli*	Teacher		02/06/19
2. Creagh, Molly*	Teacher		02/26/19
3. Moyer, Samantha*	Teacher		02/22/19
4. Turnage, Sherri*	Teacher		02/14/19

*Contract Renewal for 19-20 SY

Position Change

1. Bassham, Tamara	From Teacher to Substitute		02/01/19
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Non-Administrative Contract Renewal

1. Amaechi, Chukwuma	Teacher
2. Carmichael, Gerrard	Teacher
3. Darony Suarez, Gwendolyne	Teacher
4. Gallmeyer, William	Teacher
5. Glazier, Nancy	Teacher
6. Gray, Brandi	Teacher
7. Hamilton, Cori	Teacher
8. Henderson, Reggie	Teacher
9. Sproat, James	Teacher
10. Wilson, Kane	Teacher

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. Aleman, Angelina	Food Service Worker	\$11.00	02/20/19
2. Harp, R'Mand	Ed. Assist. Resource	\$11.00	02/11/19
3. Jimenez, Nancy	School Bus Driver	\$15.15	02/20/19
4. Lowe, Mark	Warehouse Specialist Delivery Driver	\$14.07	02/20/19
5. Ramirez, Gabriela	Ed. Assist. CC-SE	\$12.49	02/20/19
6. Ramirez, Sandra	Food Service Worker	\$11.00	02/13/19
7. Turley, Richelle	Campus Monitor	\$11.00	02/20/19
8. Walker, Asia	Trainee School Bus Driver	\$12.07	02/13/19

Rehire

1. Topete, Angelica	Sub-Cleaner	\$11.00	02/25/19
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Position Change

1. Canez, Fernanda	From EA Resource to EA Ortho Impaired	\$11.08	02/11/19
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Resignation

1. Harper, Kevin	Ed. Assist. CC-SE	Personal Reasons	02/22/19
2. Perez, Sonny	Unit Manager	Personal Reasons	02/05/19
3. Sanchez, Emilio	Ed. Assist. SE-CD	Personal Reasons	02/14/19
4. Torres, Carmen	Cleaner II	Personal Reasons	02/04/19
5. Walker, Asia	Trainee School Bus Driver	Personal Reasons	02/22/19
6. Zamora, Liliana	Campus Monitor	Personal Reasons	05/23/19

Decrease in Hours

1. Kadhim, Nada	Food Service Worker	\$11.55	02/18/19
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Increase in Hours

1. Parker, Reshika	Campus Monitor	\$11.55	02/18/19
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New Hire Substitutes

1. Adams, Bryan	Sub-Bus Monitor	\$11.00	02/20/19
2. Cervantes, Isela	Sub-Cleaner	\$11.00	02/21/19
3. Cisneros, Martha	Sub-Cleaner	\$11.00	02/13/19
4. Madrid, Adrian	Sub-Cleaner	\$11.00	02/14/19

Correction to Position Retirement Date

1. Peralta, Ramon	Lead Custodian		02/14/19
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Administrative Contract

Renewals The Governing Board approved the renewal of administrative employment contracts for the 2019-2020 school year.

The following items were pulled for separate discussion:

Travel Ms. Smith asked for explanation regarding how the District is able to pay for this travel when we are also in a budget shortfall situation. Ms. Segotta-Jones reviewed the funding sources for each of the travel requests.

Ms. Bartels moved to approve the item as requested and Mr. Aldama seconded the motion. Upon call to vote, the motion passed with votes in favor from Mr. Aldama, Ms. Smith, Ms. Pimentel, Ms. Wilson, and Ms. Bartels. The Governing Board approved the requests for employee out-of-county travel as presented.

Out-of-County Field Trip

Ms. Wilson asked how the students receive the information related to the trip. Ms. Deneault explained that information about the trip goes out to students through related arts teachers, as well as through morning announcements. Ms. Bartels inquired if there was capacity for all seventh and eighth grade students to attend the trip. Dr. Petersen-Incorvaia confirmed there is capacity through tax credit funds for all students to attend, even if unable to pay. Ms. Smith asked if younger siblings would be attending. Ms. Deneault explained younger students must be taken by their parents, but can take advantage of the group rate for tickets. Mr. Aldama inquired if other schools had this trip. Ms. Segotta-Jones explained each site determines their own trips. Ms. Smith encouraged Ms. Deneault to send the letter home to parents so they are aware of the opportunity.

Ms. Wilson moved to approve the item as requested and Ms. Bartels seconded the motion. Upon call to vote, the motion passed with votes in favor from Mr. Aldama, Ms. Smith, Ms. Pimentel, Ms. Wilson, and Ms. Bartels. The Governing Board approved the out-of-county field trip request for seventh and eighth grade students from Horizon School to travel to Disneyland in Anaheim, California May 26-28, 2019.

Invitation for Bids

Ms. Bartels stated she pulled the item to provide additional explanation regarding the process the District goes through in order to maintain buildings, given current funding circumstances. Mr. Barragan provided an overview of the process the District went through in order to move forward with the roofing project at Discovery. He noted that although the project has been approved by the School Facilities Board; however, the

funding has not been secured. He noted that the item cover sheet currently states the funding for the project will be provided by the School Facilities Board. He requested the Board consider changing that wording to add, “/school district funds” in order to allow the District to complete the project and continue to seek the funds from the SFB through the administrative process. The District would utilize bond funds in order to cover the cost of the project. There is a strong possibility the SFB will not reimburse the costs, but the District will have recourse to challenge that decision. Delaying the project further will increase damages and the costs for repairs.

Ms. Bartels asked what the alternates listed on the item cover sheet refer to. Mr. Gilliam explained the components of the bid. The alternates include repairs to the building as a result of the roofing condition. Alternate two refers to a portable building. These were broken out in order to provide the lowest cost possible.

Mr. Aldama moved to approve the item as requested, with the amended language as suggested by Mr. Barragan, and Ms. Pimentel seconded the motion. Upon call to vote, the motion passed with votes in favor from Mr. Aldama, Ms. Smith, Ms. Pimentel, Ms. Wilson, and Ms. Bartels. The Governing Board approved the award of Invitation for Bids 19.06.23 for Discovery Elementary School Roof Rehabilitation to Progressive Services, Inc.

REPORTS AND INFORMATION ITEMS

None at this time.

ACTION ITEMS

Policy Revision
First Reading

Ms. Segotta-Jones recommended the Governing Board approve the first reading of revised policy manual sections F-Facilities Development and L-Education Agency Relations as presented. Ms. Bartels moved to approve the item as stated and Ms. Pimentel seconded the motion. Upon call to vote, the motion carried with five votes in favor from Mr. Aldama, Ms. Wilson, Ms. Pimentel, Ms. Smith and Ms. Bartels.

Resolution for Sale
Of Bonds

Ms. Segotta-Jones recommended the Governing Board consider and, if deemed advisable, approve the adoption of a resolution authorizing the issuance and sale of school improvement bonds of the District and adoption of certain post-issuance continuing disclosure procedures and issuance and post-issuance tax compliance procedures.

Mr. Barragan provided an overview of the process that will take place in order to move forward with the sale of bonds as approved by voters in November.

Mr. Aldama expressed concerns regarding language stating that dollars would be used to build a new school, given the declining enrollment of the District. Mr. Barragan explained several schools in the District have exceeded their useful life and are at a point that they need to be replaced. This language would allow the District to use bond funds to build new schools to replace aging sites. Mr. Aldama wanted to clarify the District is not looking to expand campuses, but rather, seeks to replace sites. He added the State’s School Facilities Board is failing our schools, and hopes the Governor will address this issue.

Ms. Smith asked questions about the amount of the bond sale listed on the cover sheet. Mr. Barragan clarified the total bond amount is \$35 million. At this time, the District intends to sell \$9 million in bonds.

Ms. Smith inquired about the interest rate. Mr. Bill Davis, legal counsel, provided additional details related to the sale of the bonds and expected interest rates. He anticipates an interest rate in the ballpark of 3%. The sale is scheduled for April in order to achieve the most favorable market circumstances. The maximum interest rate is 5%; anything higher will require new approval from the Board.

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

FUTURE MEETINGS

Future Meetings and
Agenda Item Request

A list of upcoming meetings was reviewed. The next meeting will be a Special Meeting April 4th at 4:00 p.m., followed by the Regular Meeting on April 11th. Study sessions regarding policy manual review will continue. Ms. Smith noted the study sessions scheduled for April 25th.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones provided information about current events:

- She congratulated Ms. Shannon Gleave for being selected as the National Director of the School Nutrition Association.
- The District will be launching its rebrand upon the return from Spring Break. A new logo has been selected. Window clings for business partners and car clings are being made up to begin rolling out. The District will also have advertisements running in movie theaters over the Spring Break. Tee-shirts are being made up for all students. The District is working with the City to begin putting up banners on light poles downtown.

Ms. Pimentel wished everyone a good Spring Break.

Mr. Aldama thanked administration for getting the communities input on the new logo.

Ms. Wilson thanked Jack school for having her as a guest reader. She also thanked the music teachers for last week's Music in our Schools performance. She noted she and other Board members would like to see more performances and asked music teachers to invite the Board when these take place.

Ms. Bartels also enjoyed her experience reading to students at Jack.

Ms. Smith complimented the Music in our Schools concert as well. She announced a Representative will be here tomorrow.

ADJOURNMENT

Ms. Pimentel moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to vote, Ms. Bartels, Ms. Wilson, Ms. Pimentel, Mr. Aldama and Ms. Smith voted 'aye', the motion carried and the regular meeting adjourned at 5:51 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Brenda Bartels, Clerk of the Board

Date: April 11, 2019

MINUTES OF THE SPECIAL MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
April 4, 2019

Present: Ms. Sara Smith, President
Ms. Brenda Bartels, Clerk
Ms. Monica Pimentel, Member
Ms. Mary Ann Wilson, Member
Mr. Jamie Aldama, Member *by telephone*

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Ms. Smith at 4:00 p.m. She noted the presence of all five Board members, with Mr. Aldama participating by telephone, constituting a quorum.

OPENING EXERCISES

Ms. Smith welcomed everyone and thanked them for coming.

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

STUDENT HEARING

Ms. Smith noted the parents had requested that the student hearing not take place in executive session, but be held in public instead. The parent confirmed this is her wish.

Ms. Pimentel moved to hold the hearing in public as requested by the parent. Ms. Wilson seconded the motion. Upon call to vote, the motion carried with votes in favor from Mr. Aldama, Ms. Wilson, Ms. Pimentel, Ms. Bartels and Ms. Smith.

The parent identified herself as Mrs. Angela Hughes, her representative Ms. Mary Ann Higley, and the student for the record and the hearing proceeded as follows. Ms. Higley explained Ms. Hughes had strep throat and/or surgery which prevented her from speaking, and that Ms. Higley would be speaking on her behalf. Ms. Hughes affirmed this in writing and through non-verbal gestures.

The Governing Board conducted a student hearing for discussion and consideration of the hearing officer's recommendation regarding the District administration's proposed long term suspension of Student No. 2022704.

Ms. Smith noted the proceeding is for the purpose of considering an appeal of the recommendation from hearing officer Harold Merkow regarding the long-term suspension of Student No. 2022704 pursuant to District Policies and Arizona Revised Statute §15-843. It is April 4, 2019, and the time is 4:08 p.m..

Ms. Smith also noted the hearing is being tape recorded. In order to obtain an accurate transcript it will be necessary for everyone to speak clearly and fairly loudly. Questions must be answered verbally rather than by nodding or shaking your head. As noted, Ms. Hughes is unable to speak and will be writing her responses, to be read by her representative Ms. Higley.

Ms. Smith asked Ms. Hughes if she received a letter that describes the basis for the School Administration's recommendation that the Student be suspended for the remainder of this school year. Ms. Hughes confirmed she received the letter.

Ms. Smith informed Ms. Hughes of the following rights relating to this proceeding:

- The right to have the Administration bear the burden of proof in this matter.
- The right to be present in this hearing.
- The right to be represented by counsel.
- The right to present a statement.
- The right to obtain the record that is kept of the hearing.

Ms. Smith inquired if there were any questions, which there were not.

Ms. Smith explained the process the hearing would follow. The District administration will have 10 minutes to present their position with respect to the recommendation to long-term suspend. The parent will then have 10 minutes. The Board will then ask any questions, deliberate and make a decision. Each party may have multiple persons speak during their allotted time but the party will only have 10 minutes in total.

Administration was asked to make a statement.

Ms. Jody Gallimore provided a summary of the student disciplinary proceedings which occurred following the incident which led to the student suspension. The District conducted a hearing which the parent did not attend. The District was later notified the parent was unable to attend the hearing due to a personal emergency. Another hearing was held in which the parent was allowed to attend.

Ms. Gallimore described the events which led to the student being recommended for long-term suspension. She also explained the investigative procedures which were followed in order to gather information about the incident and to be used by the hearing officer to consider in determining the disciplinary action recommended for this student. She reported that based upon the evidence presented, the hearing officer recommended a long term suspension of the student. The parent was notified of the findings and the hearing and of the procedures for appealing the decision.

The parent, Ms. Hughes was asked to make a statement. Her representative, Ms. Higley spoke on her behalf. She noted there were discrepancies in the investigation which were not addressed. There were statements made contrary to what was found in the investigation. She claims a statement was made that the teacher told a student to stop him before he (the teacher) hurt him (the student). The student also claimed to have been referred to as "boy", which was taken as a racial slur. Ms. Higley questioned why students were the ones called upon to restrain the student and why staff did not initiate restraint procedures. She also noted that emergency medical services were not called upon in response to the student hitting his head after fainting, and that the report claimed the student did not hit his head when he fell. Ms. Higley claimed the school has a no tattle tale policy that prohibits students from reporting bullying behavior. She also stated the teacher said something under his breath to the student, which is what caused the student to snap. Ms. Higley reported the student did not receive homework until three months after the incident. Ms. Higley also called into question whether or not the teacher left the classroom. She called into question the process for the student and parent having to go through the District Office to make their statements and report on the incident.

Ms. MacLennan noted the Governing Board has received all information referred to by the representative.

Board Members were given the opportunity to ask specific questions of either party. No questions were presented.

ACTION ITEM

Student Long Term Suspension

The Governing Board considered possible action regarding the hearing officer's recommendation pertaining to the proposed long term suspension of Student No. 2022704.

Ms. Smith moved the Governing Board find Student 2022704 is guilty of the charges made against him by the Administration, received appropriate due process, and the appropriate consequence for misconduct is a long-term suspension from the Glendale Elementary School District for the remainder of the 2018-2019 school year. Ms. Wilson seconded the motion.

Ms. Pimentel noted in the packet that the parent and student both signed the student handbook and understood the expectations for behavior.

Ms. Powell read comments from Mr. Aldama regarding the incident.

Ms. Wilson stated that a student should not have struck the teacher.

Ms. Bartels inquired about how educational services would be provided for the student with the long-term suspension enacted. The student will be provided with work to complete in order to be promoted. The student will not be able to participate in any promotion activities at the school.

Ms. MacLennan noted the district does not have an obligation to provide an alternative educational program when a long-term suspension has been enacted.

Upon call to vote, the motion carried with votes in favor from Mr. Aldama, Ms. Smith, Ms. Pimentel, Ms. Bartels, and Ms. Wilson.

ADJOURNMENT

Ms. Smith moved to adjourn the meeting and Ms. Pimentel seconded the motion. Upon call to a vote, Ms. Wilson, Ms. Bartels, Ms. Pimentel, Ms. Smith and Mr. Aldama voted 'aye', and the motion carried and the regular meeting adjourned at 4:40 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Brenda Bartels, Clerk of the Board

Date: April 11, 2019

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.B. TOPIC: Ratification of Vouchers

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

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION April 11, 2019

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
2/21/2019	2080	\$170,470.61
2/21/2019	2081	\$103,695.92
2/21/2019	2082	\$1,457.07
2/28/2019	2083	\$321,764.41
3/7/2019	2084	\$264,991.56
3/7/2019	2085	\$433,849.77
3/7/2019	2086	\$1,457.07
3/14/2019	2087	\$867,847.76
3/14/2019	2088	\$103,565.21
3/14/2019	2089	\$13,507.05
3/21/2019	2090	\$300,644.27
3/21/2019	2091	\$1,211.22
3/21/2019	2092	\$79,724.49
	Total:	\$2,664,186.41

Payroll Vouchers		
Date	Voucher	Amount
2/20/2019	1029	\$1,790.93
2/22/2019	35	\$2,270.35
2/27/2019	1030	\$2,857,943.90
3/5/2019	36	\$132,935.99
	Total:	\$2,994,941.17

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.C. TOPIC: Acceptance of Gifts

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

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

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

RATIONALE:

Donor	Description	Cash Amount or Estimated Value	Recipient
Donors Choose	"Clean and Organized" Project	\$295.00	Challenger
Donors Choose	"Using Technology to Engage" Project	\$566.00	Challenger
Donors Choose	"The Future is Now 1:1 Ration of Chromebooks to Kids!" Project	\$1,103.96	Challenger
Donors Choose	"Keep Art Alive" Project	\$230.00	Coyote Ridge
Donor Choose	"Choose Your Seat Part 2" Project	\$802.00	Desert Spirit
Gabriel and Frances Zinsli	Drum set/drum method books In memory of Jonathan Zinsli	\$500.00	Desert Spirit
Discovery PTSA	Sound Equipment	\$3,800.00	Discovery
Pi Beta Phi Fraternity	700 books	\$3,500.00	District Wide
American Express Foundation Employee Matching	Supervisor Discretion	\$100.02	District Wide
American Express Foundation Employee Matching	Supervisor Discretion	\$33.26	District Wide
Anonymous	4 Walmart gift cards	\$100.00	Human Resources Wellness
Mobile Onsite Mammography	Chick Fil-A gift card	\$10.00	Human Resources Wellness
Liberty Mutual	Sprouts gift card	\$50.00	Human Resources Wellness
Bridgepoint Education	12 outdoor trash cans	\$3,092.64	Imes
Suntec Concrete	Supplies for classrooms	\$3,384.23	Imes
Jack PTO	Field Trips	\$221.25	Jack
Travis Hough	Supplies for Students	\$500.00	Landmark
Brenda Bartels	Trophies for Lego League	\$60.00	Landmark
Peter Piper Inc.	Gift to School	\$151.78	Sine
Jennifer Wolter CPI	Amazon Gift Card	\$50.00	Transportation

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

Revised
April 9, 2019

AGENDA NO: 6.D. TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Cathey Mayes, Director of Human Resources

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

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

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. Dawson, Susan	Speech/Language Pathologist	\$11,456.44	04/08/19
2. Morrow, Angela	Teacher	\$12,309.64	03/11/19

Resignations

1. Allen, Jonathon	Teacher	CNR	05/24/19
2. Avila, Vanessa Rae	Teacher	CNA	05/24/19
3. Baker, Elizabeth	Teacher	CNR	05/24/19
4. Balmir, Brigitte	Teacher	Personal Reasons	05/24/19
5. Buckley, Timothy	Teacher	CNA	05/24/19
6. Cherry, Madison	Teacher	CNA	05/24/19
7. Dukarm, Jennifer	Teacher	CNR	05/24/19
8. Durtsche, Steven	Teacher	Moving	05/24/19
9. Edelman, Paul	Teacher	CNR	05/24/19
10. Ford, Derrick	Teacher	CNA	05/24/19
11. Garduno, Helen	Speech Language Pathologist	CNA	05/27/19
12. Gruenberg, Kara	Teacher	CNA	05/24/19
13. Herrera, Lizeth	Teacher	Personal Reasons	05/24/19
14. Hinton-Venniuro, Karen	Teacher	CNR	05/24/19
15. Hurlbut, Rebecca	Teacher	CNR	05/24/19
16. Jones, Sabreena	Teacher	Personal Reasons	05/24/19
17. Kolojeski, Joshua	Teacher	CNA	05/24/19
18. Koernig, Katie	Teacher	CNR	05/24/19
19. Langston, Gina Louise	Teacher	CNA	05/24/19
20. Laplant, Quentin	Teacher	CNA	05/24/19
21. Lavery, Kara	Teacher	CNR	05/24/19
22. Linn, Jennifer	Teacher	CNA	05/24/19
23. Lozano, Breanna	Teacher	Personal Reasons	05/24/19
24. Macklin, Diana	Teacher	CNR	05/24/19
25. Matrachisia, Jordan	Teacher	Other Employment	05/24/19
26. McCormick, Jason	Teacher	CNR	05/24/19
27. McDonald, Jeannine	Teacher	CNA	05/24/19
28. Miller, Taylor	Teacher	Other Employment	05/24/19
29. Mitchell, Cara	Teacher	CNA	05/24/19
30. Moxley, Jordan	Teacher	CNA	05/24/19
31. Nelsen, Alexandra	Teacher	Personal Reasons	05/24/19
32. Newell, Tiffany*	Achievement Advisor	Other Employment	04/05/19

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.E. TOPIC: Classified Personnel Report

SUBMITTED BY: Ms. Jacqueline Horine, Coordinator for Classified Human Resources

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

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

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. Cramer, Justina	Ed. Assist. Autism	\$12.07	03/11/19
2. Garza, Crystal	Ed. Assist. Ortho Impaired	\$11.00	03/25/19
3. Hadley, Kimberly	Buyer/Contract Specialist	\$18.55	04/01/19
4. Lyons, Sandra	Ed. Assist. Ortho Impaired	\$11.00	03/25/19
5. Nguyen, Judy	Nurse-LPN	\$19.39	03/25/19
6. Nunez, Roberto	Lead Custodian	\$14.07	03/25/19
7. Ortega, Monica	Ed. Assist. Autism	\$12.07	02/27/19
8. Zubia, Oscar	Campus Monitor	\$11.07	03/27/19

Terminations

1. Esparza, Teresa	Food Service Worker	Job Abandonment	04/11/19
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Position Change

1. Inzunza, Paulina	Sub Ed. Assist. to Ed. Assist. Standard CEP	\$11.00	02/27/19
2. Monge, Yadira	Cleaner II to Sub-Cleaner	\$11.00	02/27/19
3. Palomino, Jesus	Lead Custodian to Unit Operations Manager	\$14.02	03/11/19
4. Rodriguez, Jose	Cleaner II to Cleaner I	\$11.00	04/01/19
5. Sahhar, Carol	Attendance Secretary to School Secretary	\$17.52	03/05/19

Retirement

1. Sigala, Alicia	Cleaner I		04/26/19
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Resignations

1. Gutierrez, Sergio	Unit Operations Manager	Personal Reasons	04/05/19
2. Hernandez, Sofia	Ed. Assist. Resource	Personal Reasons	03/15/19
3. Idso, Rod	School Bus Driver	Personal Reasons	03/05/19
4. Jauregui, Mayra	Food Service Specialist	Personal Reasons	04/02/19
5. Pampa, Tanya	Campus Monitor	Personal Reasons	02/04/19
6. Parker, Reshika	Campus Monitor	Personal Reasons	02/21/19
7. Rodriguez, Paul	Campus Monitor	Personal Reasons	01/29/19
8. Ryan, Thomas	Campus Monitor	Personal Reasons	03/15/19
9. Sonnenberg, Megan	Ed. Assist. Resource	Personal Reasons	03/15/19
10. Talley, Erykah	Campus Monitor	Personal Reasons	03/15/19
11. Vandenhoeck, Heather	Nurse	Personal Reasons	03/15/19

Increase in Hours

1. Echeveriel, Melissa	Food Service Worker	\$11.55	03/13/2019
2. Heagy, Tabetha	Food Service Worker	\$11.55	03/11/2019

New Hire Substitutes

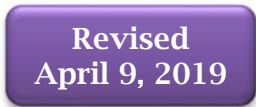
1. Alvarez, Maria	Sub EA	Varies	03/27/19
2. Cisneros, Stephanie	Sub Cleaner	\$11.00	03/06/19

Rehire - Substitutes

1. Van Den Hoek, Heather	Sub Nurse RN	\$90/Day	03/25/19
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Correction to Position Separation Date

1. Pappas, Sheryl	Payroll Technician		06/28/19
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ACTION AGENDA ITEM

AGENDA NO: 6.F. TOPIC: Approval of Travel

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the requests for employee out-of-county travel as presented.

Traveler	Purpose/Location	Dates	Cost
Shannon Gleave	National Dairy Council Meeting Washington, D.C.	April 16-17	No Cost
Regina Logan Kim Shriro Ruth Hernandez Shannon Gleave	School Nutrition Industry Conference Tucson, AZ	April 26-27	\$1,100 <i>Food Services</i>
Tom Clark Alfredo Barrantes Tiffany Molina DeAnza Baker	Verizon Innovative Learning Schools Digital Promise Lexington, KY	May 6-9	\$3,580 <i>Digital Promise Grant</i>
Shannon Gleave	School Nutrition Association National Leadership Conference Sarasota, FL	May 8-11	No Cost
Amy Troutt Angelique Saiz Shamolee Madril Amy Rybinski Marisa Howell Erin Weir Jacky Sanchez Rachel Crosley Peyton Orcutt	Solution Tree PLC 2019 Las Vegas, NV	June 2-5	\$16,823 <i>Title I</i>
Sarah Balder Shannan Bernal Emma Lancaster Barbara Winch Tracy Regan Lee Sneddon Nicole Rider Chad Blowers	Leading Change Teacher Institute Tucson, AZ	June 3-5	\$5,560 <i>Title I</i>

Sarah Balder Shannan Bernal Emma Lancaster Barbara Winch	Leading Change Conference Tucson, AZ	June 6-7	\$2,460 <i>Title I</i>
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Bryan Richman Jennise Conley	Leading Change Conference Tucson, AZ	June 6-7	\$1,400 <i>Title I</i>
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<u>Norma Jauregui</u> <u>Katie Salch</u>	<u>Leading Change Conference</u> <u>Tucson, AZ</u>	<u>June 6-7</u>	<u>\$1,556 Title I</u>
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Amy Rodriguez Tamera Nicol Angela Smith Megan Smith	Leading Change Conference Tucson, AZ	June 5-8	\$3,620 <i>Title I</i>
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Christian Miranda Avery Sponsler Glenda Bowman	Transportation Administrators of Arizona Summer Conference Flagstaff, AZ	June 17-20	\$3,291 <i>M&O</i>
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<u>Santina Carrillo</u> <u>Qiana Harris</u> <u>Maria Politis</u> <u>Ewelina Kornak</u> <u>Priscilla Gonzales</u>	<u>SDE iTeach Conference</u> <u>Las Vegas, NV</u>	<u>July 8-11</u>	<u>\$6.395 Title I</u>
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TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Shannon Gleave

Working at School/Department: Food and Nutrition

Reason for Travel: National Dairy Council Health and Wellness Advisory Council Meeting

Traveling to: Washington, DC

Dates of Travel: 4/16-17/2019

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	<u>None required</u>	<u>\$ 0</u>	<u></u>
Charge Registration to:	<u></u>	<u>\$ 0</u>	<u></u>
Charge Airline/Bus to:	<u></u>	<u>\$ 0</u>	<u></u>
Charge Meal/Lodging to:	<u></u>	<u>\$ 0</u>	<u></u>
Charge Auto Mileage to:	<u></u>	<u>\$ 0</u>	<u></u>
	Total Cost of Travel	<u>\$ 0</u>	<u></u>

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____
Date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Shannon Gleave

Conference/Workshop Title: Health and Wellness Advisory Council Meeting
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:
It will bring together various Food and Nutrition Advisory Council members to collaborate on a number of nutrition related topics that affect youth wellness

2. How will employee(s) share information with colleagues?

Through meetings, district website and employee Professional Development trainings

3. How is the conference/workshop related to district, school or department goals and or objectives?

This meeting will introduce topics of fundamental importance to supporting the whole child. Nutrition and physical activity, adequate sleep is vital to students' health and well-being, and essential to learning. The committee will also identify opportunities for future research, communication and collaboration to advance healthy, high achieving youth

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Regina Logan, Kim Shriro, Ruth Hernandez, Shannon Gleave

Conference/Workshop Title: SNIC Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Will provide topics related to USDA's Federal Regulations. Topics include: Operations, communications, marketing, and nutrition. This conference will provide guidance to the implementation of the second wave of regulations from Healthy, Hunger-Free Kids Act of 2010 beginning July 1, 2016

2. How will employee(s) share information with colleagues?

Through meetings, district website and implementation of federal regulations

3. How is the conference/workshop related to district, school or department goals and or objectives?

This conference will have Robert Bies Ph.D from the Executive Master's in Leadership Program at the McDonough school of Business at Georgetown University presenting topics that include conflict management and job performance.

USDA will be presenting on the current changes to Child Nutrition Programs and what to changes are expected for the 2019-2020 school year.

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Tom Clark, Alfredo Barrantes Santamaria, Tiffany Molina, DeAnza Baker

Conference/Workshop Title: Verizon Innovative Learning Schools-Digital Promise

1. Relevance of conference/workshop to employee(s) work responsibilities:
Challenger and Sine received the Verizon Innovative Learning Schools Digital Promise Grant. This grant requires the district and site leaders to attend conference sessions to learn from past successful programs and have time to collaborate to create multi-year implementation plans.

2. How will employee(s) share information with colleagues?
Once the implementation plan is created, site and district leaders will share with the respective stakeholders.

3. How is the conference/workshop related to district, school or department goals and or objectives?
The Digital Promise grant aligns with the district's work to ensure we are providing our students access to technology and innovative learning. It also supports Sine and Challenger in becoming Innovative Learning Schools within our Specialty School initiative.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Shannon Gleave

Working at School/Department: Food and Nutrition

Reason for Travel: School Nutrition Association National Leadership Conference

Traveling to: Sarasota Florida

Dates of Travel: 5/8-11/2019

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	<u>None required</u>	<u>\$ 0</u>	<u></u>
Charge Registration to:	<u></u>	<u>\$ 0</u>	<u></u>
Charge Airline/Bus to:	<u></u>	<u>\$ 0</u>	<u></u>
Charge Meal/Lodging to:	<u></u>	<u>\$ 0</u>	<u></u>
Charge Auto Mileage to:	<u></u>	<u>\$ 0</u>	<u></u>
	Total Cost of Travel	<u>\$ 0</u>	<u></u>

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____
Date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Shannon Gleave

Conference/Workshop Title: School Nutrition Association National Leadership Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Will provide topics related to work responsibilities. Topics include: Operations, communications, marketing, and nutrition. This conference will allow the Food and Nutrition department to network with schools around the nation to discuss best practices in all areas of the National School Lunch Program. I will be meeting with The board of directors along with the Nutrition & Research Committee to discuss and plan strategies to help schools implement the new nutrition regulations for school year 2019-2020

2. How will employee(s) share information with colleagues?

Through meetings, district website and implementation of federal regulations

3. How is the conference/workshop related to district, school or department goals and or objectives?

This conference provides professional growth in the areas of leadership, operations, communications via social media, and fiscal management.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Amy Troutt, Angelique Saiz, Shamolee Madril, Amy Rybinski, Marisa Howell, Erin Weir, Jacky Sanchez, Rachel Crosley, Peyton Orcutt

Working at School/Department: Glendale American

Reason for Travel: Solution Tree, PLC 2019

Traveling to: Las Vegas, Nevada

Dates of Travel: June 2nd-5th

Substitute Needed/Dates: N/A

	Code	Cost	Requisition Number
Charge Sub to:	<u>N/A</u>	<u>\$0.00</u>	<u> </u>
Charge Teacher Registration to:	<u>100.100.2213.6360.108.0000</u>	<u>\$ 4683.00</u>	<u> </u>
Charge Admin Registration to:	<u>100.100.2570.6360.108.0000</u>	<u>\$ 1338.00</u>	<u> </u>
Charge Teacher Airline/Bus to:	<u>100.100.2213.6580.108.0000</u>	<u>\$ 1400.00</u>	<u> </u>
Charge Admin Airline/Bus to:	<u>100.100.2570.6580.108.0000</u>	<u>\$ 400.00</u>	<u> </u>
Charge Teacher Meal/Lodging to:	<u>100.100.2213.6580.108.0000</u>	<u>\$ 6,846.00</u>	<u> </u>
Charge Admin Meal/Lodging to:	<u>100.100.2570.6580.108.0000</u>	<u>\$ 1956.00</u>	<u> </u>
Charge Teacher Auto Mileage to:	<u>100.100.2213.6580.108.0000</u>	<u>\$ 100.00</u>	<u> </u>
Charge Admin Auto Mileage to:	<u>100.100.2570.6580.108.0000</u>	<u>\$ 100.00</u>	<u> </u>
Total Cost of Travel		<u>\$ 16,823.00</u>	<u> </u>

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Amy Troutt, Angelique Saiz, Shamolee Madril, Amy Rybinski, Marisa Howell, Erin Weir, Jacky Sanchez, Rachel Crosley, Peyton Orcutt

Conference/Workshop Title: Solution Tree, PLC 2019
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Glendale American has been working to improve Professional Learning Communities to coincide with the district goals. We would like to take a group of our leaders from the School Learning Team to the institute to refine their skills and lead their teams in continuous improvement. This conference also majoring impacts mindset and will impact the Guiding Coalition Team as all of the teachers listed will continue to serve on our School Learning Team.

2. How will employee(s) share information with colleagues?

We attempted to bring the team lead from each grade level, there were some schedule conflicts. Thus, we have K-2, 3-5, 6-8, SPED and leadership team represented. Together we will bring the information to the rest of the School Learning Team, who will then bring it to their individual teams. The learning from this conference will be used to lead grade level teams in weekly collaborative time.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The GESD Overarching Goals are to increase student achievement and to eliminate the achievement gap. Research continues to show that the more effective administration is at leading a school, the higher achievement climbs. In addition to that, having a strong leadership team to implement the vision of the school is imperative. This conference will help teachers become better leaders, leading their teams to impact learning of students.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Sarah Balder, Shannan Bernal, Emma Lancaster, Barb Winch
Tracy Regan, Lee Sneddon, Nicole Rider, Chad Blowers

Working at School/Department: Horizon

Reason for Travel: 2019 Arizona Teacher Institute

Traveling to: Tucson, Arizona

Dates of Travel: June 3-5

Substitute Needed/Dates: None needed

	Code	Cost	Requisition Number
Charge Sub to:	<u>100.100.2213.6360.110.0000</u>	<u>\$1770</u>	<u></u>
Charge Registration to:	<u>100.100.2570.6360.110.0000</u>	<u>\$590</u>	<u></u>
Charge Airline/Bus to:	<u>100.100.2213.6580.110.0000</u>	<u>\$1620</u>	<u></u>
Charge Meal/Lodging to:	<u>100.100.2570.6580.110.0000</u>	<u>\$980</u>	<u></u>
	<u>100.100.2213.6580.110.0000</u>	<u>\$400</u>	<u></u>
Charge Auto Mileage to:	<u>100.100.2570.6580.110.0000</u>	<u>\$200</u>	<u></u>
	Total Cost of Travel	<u>\$5560</u>	<u></u>

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Tracy Regan, Lee Sneddon, Nicole Rider, Chad Blowers, Sarah Balder, Shannan Bernal, Emma Lancaster, Barb Winch

Conference/Workshop Title: 2019 Arizona Leading Change Teacher Institute
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Conference Overview: The 2019 Teacher's Institute is part of ADE's annual conference on leading change. The Teacher's Institute begins the conference with a special two-day event, June 4 & 5, designed for teachers and instructional coaches. During these two days, teachers will hear from national and local presenters and learn new techniques enliven and enrich classrooms. The Teacher's Institute will provide opportunities for participants to work together and learn new techniques and information which will help enhance our schools' instructional approaches. Horizon has been working on the Targeted Support Plan for our specialized student populations as well as the school's Integrated Action Plan for the 2019-2020 school year. The conference sessions will allow our team to learn from keynote speakers about assessing students while creating relevant common formative assessments in order to improve student learning. The teachers selected to attend are grade level leaders in their grade band and are respected and listened to by their peers

2. How will employee(s) share information with colleagues?

Our plan is to take our learning and new practices from the conference and implement these practices, strategies and learnings into our 2019-2020 Professional Development Plan. After every new learning from the professional development, we will examine these implemented practices during classroom walk-throughs, and then discuss in CTTs, and then bring back to the next professional development time an opportunity for all staff to reflect and grow in the practice.

We will share the practices and strategies in the first back to work week and throughout August PDs, then allow teachers to practice their knowledge in their classrooms. Leadership will then inspect the new learning practices and strategies during classroom walk-throughs and give feedback on the practices implemented. This follow up will then be discussed in the next CTT and PD times. This cycle will continue until the practices are refined and done with fidelity.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The GESD overarching goals are to increase student achievement and to eliminate the achievement gap in our district. As part of our work on our targeted support plan for '19-'20 SY, Horizon teachers and staff are requesting learning opportunities to learn from experts in the field of education to help us close our students' achievement gaps. This ADE conference will allow leadership team to learn from experienced educators as well as collaborate with colleagues from various Arizona school to learn what is working throughout our state. Horizon leadership and teacher leaders understand the importance of working and learning collaboratively with staff so we can work on the needs facing our campus and improve our students' learning.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Sarah Balder, Shannan Bernal, Emma Lancaster, Barb Winch

Working at School/Department: Horizon

Reason for Travel: 2019 Arizona Leading Change Conference

Traveling to: Tucson, Arizona

Dates of Travel: June 6-7

Substitute Needed/Dates: None needed

	Code	Cost	Requisition Number
Charge Sub to:	<u>100.100.2213.6360.110.0000</u>	<u>\$599</u>	<u> </u>
Charge Registration to:	<u>100.100.2570.6360.110.0000</u>	<u>\$590</u>	<u> </u>
Charge Airline/Bus to:	<u>100.100.2213.6580.110.0000</u>	<u>\$540</u>	<u> </u>
Charge Meal/Lodging to:	<u>100.100.2570.6580.110.0000</u>	<u>\$540</u>	<u> </u>
Charge Auto Mileage to:	<u> </u>	<u>\$200</u>	<u> </u>
	Total Cost of Travel	<u>\$ 2460</u>	<u> </u>

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Sarah Balder, Shannan Bernal, Emma Lancaster, Barb Winch

Conference/Workshop Title: 2019 Arizona Leading Change
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Conference Overview: A conference designed to meet the specific needs of local and district administrators as they improve teacher and student outcomes. This conference schedule allows time for leadership teams to learn about topics such as instructional coaching from Jim Knight and education-based reform methods from Alisa Simeral. Horizon has been working on the Targeted Support Plan for our specialized student populations as well as the school's Integrated Action Plan for the 2019-2020 school year. The conference sessions will allow our team to learn about first best instruction, intervention strategies and how to grow and enhance collaborative teams.

2. How will employee(s) share information with colleagues?

Our plan is to take our learning and new practices from the conference and implement these practices, strategies and learnings into our 2019-2020 Professional Development Plan. After every new learning from the professional development, we will examine these implemented practices during classroom walk-throughs, and then discuss in CTTs, and then bring back to the next professional development time an opportunity for all staff to reflect and grow in the practice.

We will share the practices and strategies in the first back to work week and throughout August PDs, then allow teachers to practice their knowledge in their classrooms. Leadership will then inspect the new learning practices and strategies during classroom walk-throughs and give feedback on the practices implemented. This follow up will then be discussed in the next CTT and PD times. This cycle will continue until the practices are refined and done with fidelity.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The GESD overarching goals are to increase student achievement and to eliminate the achievement gap in our district. As part of our work on our targeted support plan for '19-'20 SY, Horizon teachers and staff are requesting learning opportunities to learn from experts in the field of education to help us close our students' achievement gaps. This ADE conference will allow leadership team to learn from experienced educators as well as collaborate with colleagues from various Arizona school to learn what is working throughout our state. Horizon leadership understands the importance of working and learning collaboratively with staff so we can work on the needs facing our campus and improve our students' learning.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Bryan Richman and Jennise Conley

Working at School/Department: 117

Reason for Travel: To attend ADE Leading Change Conferece

Traveling to: Tucson, AZ

Dates of Travel: June 6th and 7th

Substitute Needed/Dates: None

	Code	Cost	Requisition Number
Charge Sub to:	_____	<u>\$NA</u>	_____
Charge Registration to:	<u>100.100.2570.6360.117.000</u>	<u>\$590.00</u>	_____
Charge Airline/Bus to:	_____	<u>\$NA</u>	_____
Charge Meal/Lodging to:	<u>100.100.2570.6580.117.0000</u>	<u>\$850.00</u>	_____
Charge Auto Mileage to:	<u>100.100.2570.6580.117.0000</u>	<u>\$230.00</u>	_____
	Total Cost of Travel	<u>\$ 1400.00</u>	_____

APPROVED BY:

DATE

Approved

Not Approved

By the Governing Board on

date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Bryan Richman and Jennise Conley

Conference/Workshop Title: Leading Change
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

The conference keynotes includes two speakers new to me. I look forward to broadening my exposure to what they bring. One has expertise in coaching coaches and building capacity and the other has the same expertise from the research side. I'd like to learn from the one doing the research and the one translating it into action.

We're looking for more adaptable leadership strategies in order to meet current challenges effectively. We'd like to learn ways and means of better communicating what we do, how we do it, what we do it for, and the ultimate successes the students experience. Furthermore with the addition of a program new to Sunset Vista, the communication and the coaching will be essential.

2. How will employee(s) share information with colleagues?

As Sunset Vista goes through expansion and contraction, we are looking to hone ongoing effective practices and see what innovations may be appropriate. We're looking to build a better community involvement system at Sunset Vista such that those doing the work, and those living with the children are able to effectively and productively communicate. We look forward to developing additional skills on coaching teams of teachers. We will share this information through professional development and community outreach (coffee talks and school wide evening events).

3. How is the conference/workshop related to district, school or department goals and or objectives?

We will use what we learn from the conference to support the Governing Board Priority of Academic Growth for All Students and Community Engagement.

TRAVEL REQUEST FORM

Added April 9, 2019

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Norma Jauregui, Katie Salch
Working at School/Department: Educational Services
Reason for Travel: 2019 Arizona Leading Change Conference
Traveling to: Tucson, Arizona
Dates of Travel: June 6-7
Substitute Needed/Dates: None Needed

Table with 4 columns: Description, Code, Cost, Requisition Number. Rows include Charge Sub to, Charge Registration to, Charge Airline/Bus to, Charge Meal/Lodging to, Charge Auto Mileage to, and Total Cost of Travel.

APPROVED BY: _____ DATE _____

____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Norma Jauregui, Katie Salch

Conference/Workshop Title: 2019 Arizona Leading Change
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

LEADING CHANGE - A conference designed to meet the specific needs of local and clinic administrators as they improve teacher and student outcomes. Both conference schedules have been built around time with your team. The conference sessions will allow our team to learn about topics such as First Best Instruction, RTI Intervention strategies, and Collaborative Teams. There are many opportunities and collaborative think-tank sessions will provide us with an opportunity to learn what is working with students in similar populations from across Arizona.

2. How will employee(s) share information with colleagues?

The Curriculum and Instruction department would use any and all information learned in our training sessions and professional development with Achievement Advisors and with administrators as appropriate.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The Curriculum and Instruction department works with and provides professional development for all Achievement Advisors. Our goal is to facilitate a guaranteed and viable curriculum through collaborative teams by providing resources, materials, training, assessment supports and professional development to impact student achievement for all. This program information and learning aligns closely with with focus of professional development that has been happening with our coaches in order to support collaborative teams with RTI interventions and first best instruction. The keynote speaker, Jim Knight, Senior Partner of ICG, is a research associate at the University of Kansas Center for Research on Learning. He has spent more than a decade studying instructional coaching, writing several books on the topic. Jim's articles on instructional coaching have been included in publications such as The Journal of Staff Development, Principal Leadership, The School Administrator, and Teachers Teaching Teachers. Our Curriculum and Instruction department will benefit from this speakers knowledge in how instructional coaches can impact learning for students. This information and all sessions will support the work that the C &I department does in supporting the coaches to support teachers in order to impact learning and academic gins to close the achievement gap.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Amy Rodriguez, Tamera Nicol, Angela Smith and Megan Smith

Working at School/Department: Bicentennial North

Reason for Travel: Leading Change Conference

Traveling to: Tucson, AZ

Dates of Travel: June 5th – June 8th

Substitute Needed/Dates: NA

	Code		Cost		Requisition Number
Charge Sub to:					
Charge Registration to:	100.100.2570.6360.109.0000 100.100.2213.6360.109.0000		\$790(Admin) \$790(AAs)		
Charge Airline/Bus to:					
Charge Meal/Lodging to:	100.100.2570.6580.109.0000 100.100.2213.6580.109.0000		\$920(Admin) \$920(AAs)		
Charge Auto Mileage to:	100.100.2570.6580.109.0000 100.100.2213.6580.109.0000		\$100 \$100		
	Total Cost of Travel		\$3,620		

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST

JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Amy Rodriguez, Tamera Nicol, Angela Smith and Megan Smith

Conference/Workshop Title: Leading Change Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

One of the goals for the conference is for participants better understanding the six principles that identify strength and needs to increase student achievement and strengthen school systems leading to sustainable improvement.

2. How will employee(s) share information with colleagues?

We will use and develop training for staff in-service classes based on the workshops and sessions we will be attending at the conference.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The conference will provide information and ideas to help Bicentennial North grow and improve academic achievement through the implementation of innovative practices.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Christian Miranda, Avery Sponsler and Glenda Bowman

Working at School/Department: Transportation

Reason for Travel: Transportation Administrators of Arizona Conference

Traveling to: Flagstaff, Arizona

Dates of Travel: 6/17-20/2019

Substitute Needed/Dates: None

	Code	Cost	Requisition Number
Charge Sub to:	<u>n/a</u>	<u>\$ 0.00</u>	<u></u>
Charge Registration to:	<u>001.400.2570.6360.585.0000</u>	<u>\$ 1050.00</u>	<u>TBD</u>
Charge Airline/Bus to:	<u>n/a</u>	<u>\$ 0.00</u>	<u></u>
Charge Meal/Lodging to:	<u>001.400.2570.6580.585.0000</u>	<u>\$2241.00</u>	<u>TBD</u>
Charge Auto Mileage to:	<u>n/a</u>	<u></u>	<u>TBD</u>
	Total Cost of Travel	<u>\$ 3291.00</u>	<u></u>

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Christian Miranda, Avery Sponsler and Glenda Bowman

Conference/Workshop Title: Transportation Administrators of Arizona 2019 Summer Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

- The course on communication skills for transportation professionals will help staff look at how positive communication can help during difficult conversations.
- Overseeing a fleet maintenance program – will gain information on inspections and ways to prevent vehicle breakdowns.
- Internal Training Programs – Successful learning style will ensure your employees understand the DPS Minimum Standards and other material. Learning creative and effective lesson plans for our training program.
- Transportation - Learn information from others who operate transportation departments. There will be three different topics to choose from.
- Measuring Performance – Building accountability and providing data on what is most important about your operation. What gets measured gets done.
- State Agencies Round Table – Where Department of Public Safety goes over the new laws and changes for the upcoming year. This is where all districts bring in the Q & A for DPS and get answers.
- ADE 100th Day Report – Most efficient way to report all ridership. Regular education, special needs, outside placement and McKinney Vento. Mileage reporting and how important it is for your District to get the best reporting done.
- Bus Routing and Scheduling – Workshop will include and examine theories and strategies for successful routing. Route types, stop choice, and multi-trip options will be discussed as well as the development of policy and procedures and their implications for economy and safety. Computer aided and manual routing strategies will be evaluated and compared.

2. How will employee(s) share information with colleagues?

Yes, we will share, use and develop training for staff in-service classes based on the workshops and sessions we will be attending at the Transportation Administrators of Arizona conference.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The Transportation Administrators of Arizona conference, workshops and sessions are all related to the school bus industry. The conference will provide information and ideas to help transportation grow and become a better service provider for all of our customers.

TRAVEL REQUEST FORM

Added
April 9, 2019

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Santina Carrillo, Qiana Harris, Maria Politis, Ewelina Kornak, Priscilla Gonzales

Working at School/Department: Isaac E. Imes

Reason for Travel: SDE iTeach Conference

Traveling to: Las Vegas, NV

Dates of Travel: July 8-11, 2019

Substitute Needed/Dates: _____

	Code	Cost	Requisition Number
Charge Sub to:	_____	\$ _____	_____
	100.100.2213.6360.102.0000	\$ 2,516.00	
Charge Registration to:	100.100.2570.6360.102.0000	\$ 629.00	_____
	100.100.2213.6580.102.0000	\$ 1,140.00	
Charge Lodging to	100.100.2570.6580.102.0000	\$ 570.00	_____
	100.100.2213.6580.102.0000	\$ 832.00	
Charge Meal to:	100.100.2570.6580.102.0000	\$ 208.00	_____
Driving 2 vehicles	100.100.2213.6580.102.0000	\$ 250.00	
Charge Auto Mileage to:	100.100.2570.6580.102.0000	\$ 250.00	_____
	Total Cost of Travel	\$ 6,395.00	_____

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Santina Carrillo, Qiana Harris, Maria Politis, Ewelina Kornak, Priscilla Gonzales

Conference/Workshop Title: SDE iTeach Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

To build capacity, leadership, and content knowledge of our 1st grade team with the primary focus on small group instruction, differentiation and intervention strategies. This conference will build capacity of the team in how to optimize resources we already have here on campus. It also will support them in organizing their time and space to be more efficient and effective.

2. How will employee(s) share information with colleagues?

This conference will build capacity of the team in how to optimize resources we already have here on campus. It also will support them in organizing their time and space to be more efficient and effective. The team we have selected is a strong team that has shown amazing collaboration and a true commitment to improving.

Our 1st grade team is ready to go, they have had great success with small groups this year and we are looking to them to help lead this movement in our K-2 classrooms specifically. With their leadership, we can build a solid foundation for our primary students to close the achievement gap. We are looking to implement vertical team meetings or opportunities at least once a quarter. In addition, one of the members of our 1st grade team is on the our school Lead Learning team, as well as our Literacy AA and they can share the information with the Learning Team. We are truly looking to build the capacity of our leaders on our campus.

3. How is the conference/workshop related to district, school or department goals and or objectives?

This year we have had a focus on implementing small group instruction for all students every day. We will continue this focus into next year and are looking to refine and improve our strategies and structures to appropriately meet the needs of all our students.

The feedback we had this year was initially teachers struggled with time management of getting to every student every day. The second obstacle they shared was knowing what to do once they did have the groups and what to do within the groups to meet the individual needs. This need was also identified in our CNA for our targeted support and for our 2020 school year.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.G. TOPIC: Surplus Property Disposal

SUBMITTED BY: Mr. Wyatt Bender, Fixed Assets Specialist

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the items listed as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

RATIONALE:

The District is currently using Arizona Auctioneers, Sierra Auction or Public Surplus for disposal of surplus equipment. The following is a list of equipment that is outdated, broken, or non-repairable.

** See Attached*

Board Agenda Items For Disposal 4.11.19			
GESD ID#	DESCRIPTION OF EQUIPMENT	GESD ID#	DESCRIPTION OF EQUIPMENT
N/A	Hardware - Storage	N/A	ROPER Dryer
334456	Hardware - Storage	321859	Hot Chocolate Dispenser
334457	Hardware - Storage	335396	Responders
N/A	Hardware - Other (18 Units)	336577	Projector
331399	Hardware - Laptop	333953	Document Camera
333608	Hardware - Document Camera	336355	Desktop PC
326491	Hardware - Printer	335327	Document Camera
N/A	Hardware - Monitor (80 Units)	335008	Desktop PC
N/A	Hardware - Responders	328673	Laptop Cart
331403	Hardware - Laptop	334941	Desktop PC
332122	Hardware - Laptop	333481	Responders
334104	Hardware - Laptop	333900	Responders
334695	Hardware - Document Camera	333490	Responders
333896	Hardware - Document Camera	333982	Responders
332115	Hardware - Laptop	334418	Responders
331406	Hardware - Laptop	333362	Responders
333052	Hardware - Laptop	333356	Responders
332120	Hardware - Laptop	333359	Responders
332123	Hardware - Laptop	333358	Responders
332112	Hardware - Laptop	333357	Responders
N/A	Hardware - Power Supply (15 Units)	329779	Responders
338154	Hardware - Power Supply	333361	Responders
338369	Hardware - Power Supply	334496	Responders
338699	Hardware - Desktop PC	328621	Responders
N/A	Hardware - Fax	329070	Laptop Cart
N/A	Hardware - Laptop - Chromebook (21 Units)	335103	Responders
N/A	Hardware - Laptop (2 Units)	335103	Desktop PC
321859	Hot Chocolate Dispenser	334717	Document Camera
335396	Responders	334910	Desktop PC
336577	Projector	334888	Desktop PC
333953	Document Camera	328620	Responders

336355	Desktop PC	330423	Translator
335327	Document Camera	333023	Responders
N/A	Smart School Headset	328637	Responders
335350	Responders	335374	Responders
335361	Responders	335360	Responders
324395	Laminator	N/A	Califone Cassette Recorder (3 Units)
328890	Laptop Cart	N/A	Leap Frog Materials (13 Units)
328889	Laptop Cart	N/A	3M Overhead Projectors (2 units)
328892	Laptop Cart	N/A	Califone Headsets (9 Units)
328033	Laptop Cart	N/A	Lakeshore Headset (12 Units)
328891	Laptop Cart	N/A	Cassette VCR (1 Units)
N/A	Laptop Cart (9 Units)	N/A	AV Cart
328676	Laptop Cart	N/A	Keyboards
330427	Translator	N/A	Metal Shelves
N/A	Television (3 Units)	328491	Laptop Cart
N/A	CD Player (20 Units)	328673	Laptop Cart
N/A	Visioneer Scanner	328675	Laptop Cart
N/A	Epson Scanner	N/A	Various Obsolete Automotive Parts & Restraints
N/A	Amana Washer	N/A	Zonar Paddles (17 Units)
327750	Vehicle GPS Unit	327766	Vehicle GPS Unit
N/A	Vehicle GPS Unit (3 Units)	336706	Projector
333364	Document Camera	334719	Document Camera
336286	Laptop	337076	Tablet
335670	Responders	324177	Laptop
332064	Laptop Cart	331095	Laptop Cart
331397	Laptop Cart	333373	Document Camera
328964	Hardware	327976	Hardware
336706	Projector	336698	Projector
336705	Projector	330637	Laptop Cart
336444	Laptop	335125	Laptop Cart
332063	Laptop Cart	333050	Laptop Cart
328490	Laptop Cart	338739	Responders
338740	Responders	338741	Responders

338865	Responders	338864	Responders
336281	Laptop	328620	Responders
329779	Responders	334314	Responders
333357	Responders	334741	Responders
334418	Responders	333359	Responders
333355	Responders	333356	Responders
333362	Responders	333358	Responders
328637	Responders	334417	Responders
333360	Responders	333023	Responders
333361	Responders	333483	Responders
328621	Responders	333489	Responders
333491	Responders	333482	Responders
334737	Responders	333982	Responders
333481	Responders	334735	Responders
333490	Responders	332351	Responders
335367	Responders	335360	Responders
335371	Responders	335350	Responders
335339	Responders	335368	Responders
335386	Responders	335391	Responders
335361	Responders	338865	Responders
335544	Responders	335541	Responders
338864	Responders	335543	Responders
335538	Responders	335538	Responders
333950	Hardware - Document Camera	338009	Hardware - Other
N/A	Hardware - Network Edge Switches	335506	Hardware - Document Camera
334705	Hardware - Document Camera	336414	Hardware - Other
N/A	Hardware - Power Supply	338171	Hardware - Power Supply
333891	Hardware - Document Camera	N/A	Hardware - Power Supply (Lot 46 Of Units)
333211	Hardware - Document Camera	338299	Hardware - Power Supply
331916	Hardware - Desktop PC	N/A	Hardware - Smart Board
331856	Hardware - Desktop PC	N/A	Responders
331778	Hardware - Desktop PC	N/A	Responders
331779	Hardware - Desktop PC	335539	Power Edge R710 Receiver

331781	Hardware - Desktop PC	335540	Power Edge R710 Receiver
333177	Hardware - Desktop PC	335438	Power Edge 1850 Receiver
331912	Hardware - Desktop PC	N/A	CP135 Document Camera
331976	Hardware - Desktop PC	329476	Laser Printer
331830	Hardware - Desktop PC	334724	Document Camera
331977	Hardware - Desktop PC	N/A	Hardware - Document Camera
328151	Hardware - Smart Board	338247	Hardware - Power Supply
333960	Hardware - Document Camera	338353	Hardware - Power Supply
N/A	Hardware - Document Camera	338269	Hardware - Power Supply
336489	Hardware - Tablet	335542	Responders
336969	Hardware - Document Camera	335545	Responders
333940	Hardware - Document Camera	330432	Audio Receiver
N/A	Hardware - Projector	334750	Power Edge R710 Receiver
336452	Hardware - Responders	334751	Power Edge R710 Receiver
N/A	Hardware - Laptop	336470	Aver Vision F30
336271	Hardware - Laptop	N/A	Monitors Lot Of (77 Units)
N/A	Hardware - Document Camera		

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.H. TOPIC: Student Activity Fund Balance Statement

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the Student Activity Fund Balance Statements for February, 2019 as presented.

RATIONALE:

Balance statement attached.



**STUDENT ACTIVITY FUND
MONTH END REPORT 2018-2019
FEBRUARY 28, 2019**

SCHOOL		BEGINNING CASH BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	\$13,711.70	\$4,110.28	\$1,973.08	\$15,848.90
102	ISAAC IMES	\$10,832.10	\$3,523.52	\$624.52	\$13,731.10
103	HAROLD W. SMITH	\$2,945.01	\$1,307.56	\$731.59	\$3,520.98
104	MELVIN E. SINE	\$7,025.37	\$5,149.50	\$1,768.05	\$10,406.82
105	WILLIAM C. JACK	\$4,228.31	\$1,695.00	\$1,002.00	\$4,921.31
106	DON MENSENDICK	\$3,698.65	\$1,263.95	\$0.00	\$4,962.60
107	GLENN F. BURTON	\$5,212.55	\$4,240.05	\$2,583.06	\$6,869.54
108	GLENDALE AMERICAN	\$1,456.32	\$717.75	\$214.28	\$1,959.79
109	BICENTENNIAL NORTH	\$428.65	\$3,912.27	\$2,823.70	\$1,517.22
110	HORIZON	\$2,040.06	\$1,157.50	\$1,368.43	\$1,829.13
111	CHALLENGER	\$1,631.28	\$9,739.50	\$6,622.43	\$4,748.35
112	BICENTENNIAL SOUTH	\$1,601.25	\$0.00	\$348.91	\$1,252.34
113	DISCOVERY	\$1,765.20	\$1,530.47	\$1,254.14	\$2,041.53
114	DESERT GARDEN	\$4,858.34	\$295.70	\$127.92	\$5,026.12
115	COYOTE RIDGE	\$3,494.68	\$340.00	\$0.00	\$3,834.68
116	DESERT SPIRIT	\$4,439.65	\$4,215.00	\$4,339.11	\$4,315.54
117	SUNSET VISTA	\$993.08	\$0.00	\$0.00	\$993.08
TOTAL:		\$70,362.20	\$43,198.05	\$25,781.22	\$87,779.03

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.I TOPIC: Sale of Outdated Curriculum Resources

SUBMITTED BY: Ms. Norma Jauregui, Director of Curriculum and Instruction

RECOMMENDED BY: Dr. Gerry Petersen-Incorvaia, Assistant Superintendent for Educational Services

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:
It is recommended the Governing Board approve the sale of outdated *Go Math* resource.

RATIONALE:

Due to the copyright year of our adopted Kindergarten through fifth grade math program and the extension of the adoption contract, the District now has updated *Go Math* teacher materials. These teacher resources fully support the recently adopted 2016 Arizona Math Standards. During the 2019-2020 school year, all teachers of Kindergarten through fifth grade math will be using the newest edition of the *Go Math* resources with fidelity and will no longer need the outdated resources.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.J. TOPIC: Classified Work Agreement and Contract Renewals

SUBMITTED BY: Ms. Jacque Horine, Coordinator for Classified Human Resources

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

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the renewal of classified staff work agreements and contracts for the 2019-2020 school year.

RATIONALE:

Administration recommends renewal of the work agreements and contracts for classified staff identified on the attached list for the 2019-2020 school year.

Once work agreements and contracts are distributed, staff will have 10 days as specified within their contract to sign and return.

Abdulmaseh Dbag, Nawal Najeb
Abril, Estrella M
Abril, Yolanda
Acejo, Michelle
Acord, Andy Gene
Acosta, Margarita
Acuna, Angelina A
Acuna, Carlos X
Acuna, Theresa
Adams, Deanna Sue
Adams, Julia
Adams, Stacy M
Aguayo, Gloria Ybarra
Aguayo, Rachael V
Aguayo, Verenise
Aguilar Alvarez, Yudith Hernandez
Aguilar, Monica C
Agundez, Jesusa A
Alas, Edda Gracibel
Alathary, Ruwaida F
Alderette, Alexis M
Aleman, Angelina
Alfahel, Faten
Alvarado, Elena I
Alvarez, Angie
Alvarez, Fernando M
Alvarez-Hernandez, Janett Yadira
Amarillas, Christee M
Amaya, Blanca A
Amaya, Eugenia
Ansell, Mary E
Anchondo, Brenda
Ancira, Alicia A
Anders, Daniel D
Anderson, Delia J
Anderson, Mary E
Andrade, Anthony J
Angel, Maria G
Apodaca-Hernandez, Jenny
Appenauer, Sherry
Archila, Delia J
Arita, Laura I
Arvizo, Elida
Aspeitia, John
Atilano, Concepcion
Avalos, Priscilia
Azpeitia, Vannessa D
Baker, Marsha
Baker, Tara M
Baldenegro, Leandro

Baldenegro, Michelle Ruth
Banuelos, Sandra Angelica
Barajas, Ana K
Barajas, Sandra E
Baransaka, Deogratias
Barraza, Liliana
Barron, David L
Barron, Veronica
Basave, Juan G
Bean, Doris Jean
Bebbe, Deborah J
Begay, Tasheena
Bejarano, Christina
Bejarano, Suzanne
Bell, Silvia A
Beltran, Alma D
Beltran, Nancy J
Benavides, Araceli
Bender, Wyatt
Benitez, Javier Gonzalez
Benney, Kristina M
Benson, James W
Berger, Melissa Gay
Bermudez-Lopez, Veronica B
Betts, Rosa
Bhakta, Anjali D
Bidwell, Cecilia L
Billings, Lois M
Blossom, Erika Lucinda
Bodrie, Gyna K
Bohn, Monique
Bojorquez, Amalia
Bonilla, Maria L
Boore, Catherine M
Bowdry, LaShane Shereen
Bowman, Glenda M
Bradley, Kealohilani C
Branaman, Toni
Braun, Michaela Marie
Bridges, Andrea
Brown, Alfred L
Brown, Loretta A
Bruner, Carolyn B
Bryant, Della S
Bueno, Rebecca Marie
Burciaga, Rosario Gonzales
Bushong, Peggy
Bushong, Susanne K
Bustamante, Carlos
Bustamante, Maria R.

Bustillos, Josefina S
Caban, Doris
Caldwell, Logan J
Camacho, Maria L
Cameron, Daniel L
Campa, Leticia
Campos, Celina D
Campos, Rosa
Canales, Monica S
Canela, John D
Canez, Jesus Fernanda
Cangas, Rosaura
Canizales, Nancy
Canjura Campos, Roxana A
Cano, Maria E
Carballo, Petra Osuna
Carlos, Lazaro V
Carrasco, Jillia A
Carrillo, Alicia Ortiz
Carson, Odessa
Casas, Maria Guadalupe
Casillas, Martha G
Castaneda, Irma L
Castanon, Cristina
Castillo Jr, Richard
Castillo, Federico L
Castillo, Juana
Castillo, Petra Camberos
Castro, Aileen E
Castro, Patricia A
Celaya, Consuelo
Cervantes, Gabriela A
Chaparro, Erick H
Chavez Apodaca, Griselda
Chavez, Ronald J
Chavez, Sylvia
Clarke, Cynthia J
Clay-smith, Willie J
Coe, Denise
Cole, Rick M
Collins, Eloise
Combs, Bonnie E
Comeau, Ayodele
Contreras, Maria E
Cordero, Raymond J
Cordova De La Cruz, Guadalupe
Coronado, Beatriz
Coronado, Oscar A
Correa, Zoraida I
Cortes, Emelia S.

Cota, Lareina L
Cramer, Justina R
Cruz, Carol G
Curry, Ozie Carl III
Dakey Acopa, Elba R
Daniels, Charlene
Davis, Shirley Veronica
Dazey, Trisha Ruth
De La Cruz Zapata, Lorena
De La Rocha, Leonor
De La Rosa-Ortiz, Claudia
De Leon, Gloria
De Marquez, Ester D
Deaton, Susan K
Debernardis, Kristin
Delgado, Andrea H
Delgado, Elisa D
Delgado, Maria Elisa
Delgado, Tammy L
Delponte, Melissa Ann
Deneault, Russell D
Diaz, Virginia
Dippold, Jennifer C
Dominguez, Guadalupe
Dropp, Douglas Allen
Dropp, Douglas Allen Jr.
Dropp, Kenneth James
Drouse, Shane C
Duarte, Jacquelyn P
Dunn, Suzanne M
Dunnavant, Sean C
Dupre, Tonya Maree
Dzubay, Patricia K
Echerivel, Melissa A
Edwards, Karen A
Edwards-Rose, Katherine K
Elder, Maria L
Ellis, Renee
Encizo, Leticia A
Enriquez Mendoza, Laura
Enriquez, Ana L
Entorf, Mary J
Escobedo, Guadalupe
Espinoza De Vasquez, Esperanza
Espinoza, Juan Manuel
Estrada, Ana E
Estrada, Carmen H
Estrada, Emeterio
Evans Jr, Theodore
Evants, Brenda K

Ewing, Billie
Fait, Tricia
Fajardo, Debra Maria
Farley, Michelle Marie
Favela, Mary Cruz
Felix, Maria Leticia
Ferrara, Maria Elena
Filippone, Vali Maria
Finch, Richard B
Finnesy, Jodi
Fish, Vanessa M
Floerke, Sarah Doty
Flores, Alicia
Flores, Dan H
Flores, Rachel D
Flores, Sergio
Foley, Heather Ann
Foulks, Polly M
Frederickson, Wendy B
Freemore, Faelyn
Friedman, Dave W
Frystak, Anne Marie
Galaviz, Alex G
Gallegos, Griselda
Galvez Carillo, Carismeldi
Gamez, Blanca I
Garcia De Ramirez, Guadalupe
Garcia Romero, Francisca J
Garcia, Alvaro
Garcia, Estefany Z
Garcia, Irene
Garcia, Lorena
Garcia, Monique Angelica
Garcia, Patricia
Garcia, Rosemary
Garcia, Ruby M
Garcia, Yolanda
Gardner, Robyn
Garner, Contina Ann
Garza, Crystal M
Gastelum, Natalia
George, Stephen M
George, Theresa
Gillespie, Cameron M
Gillespie, Maryann C
Gomez, Maria
Gomez, Roberto R
Gomez, Virginia
Gonzalez, Argentina M
Gonzalez, Jessica M

Gonzalez, Maria C
Gonzalez, Oglia Y
Gonzalez, Ruth Ann
Gonzalez, Victoria S.
Goodwin, Debra S
Grageda, Martha A
Greuel, Richard G
Griego, Nicole Rosanne
Grimes, Margaret A
Guerrero, Ana C
Guerrero, Norma
Guillen, Irene
Gutierrez, Mayra L
Gutierrez, Ramon
Gutierrez, Rita C.
Gutierrez, Tomas
Guzman Duran, Nereida
Guzman, Julieta
Guzman, Richard Salvador
Hadley, Kimberly L
Hall, Raisa M
Hanson, Yolanda
Hardy, Deborah Jean
Harp, R'mand R
Harper, Angela N
Hasslen, Christin L
Hatin, Heather Lyn
Heagy, Tabetha L
Hebner, Alice S
Heles, Emilie L
Henninger, Billie JO
Hernandez Camacho, Jaquelyne
Hernandez Chavez, Jonathan
Hernandez Jr., John P
Hernandez, Celia A
Hernandez, Danny M
Hernandez, John P
Hernandez, Juana
Hernandez, Kathleen M
Hernandez, Lenira A
Hernandez, Maria
Hernandez, Maria Elena D
Hernandez, Maria L
Hernandez, Nancy L
Hernandez, Ricardo C
Hernandez, Ruben Q
Hernandez, Ruth Ismary
Hernandez-Guevara, Selina R
Hernandez-john, Sonia
Herrera Rodriguez, Mayra

Herrera, Luz E
Hess, Debra Len
Higgins, Kathleen T
Higuera, Miguel
Hinojosa, Maria Refujio Amaya De
Hoepelman, Ethan P
Hoepelman, Stephanie A
Hoffman, Lorna G
Hood, Sheryl J
Howard, Katherine E
Huaracha, Veronica E
Hunter, Vonshillia S
Huntley, Judy Lean
Hutchinson, David L
Hutson, April D
Huza, Rosa-Hilda
Ibanez, Maria O
Ibrahim, Suhaila
Infurna, Beverly V
Inzunza, Paulina E
Ival, Alma
James, Kelly J
Jimenez, Nancy S
Johnson, Betty J
Johnson, Cheryl E
Johnson, Phillip D
Jones, Leslie F
Juarez, Antonia
Juarez, Maria M
Kadhim, Nada Hashem
Keleti, Keleti S
Kemme, Laura
Kemme, Roger L
Kemsley, Jacqueline M
Kinlicheenie, Ralphine
Kinney, Cody B
Krell, Karen K
Kurowski, F Robert
Lacey, Amber S
Lamb, Karol
Lancina, Monica
Land, Julie G
Landeros, Amalia
Landeros, Maria G
Langer, Rosanne M
Leasure, Jessica Anne
Ledezma, Citlaly
Lee, Irene A.
Lee-Brown, Patricia Jean
Leiva, Alida

Leiva, Claudia M
Leon, Steven M
Lewis, Ramona
Leyba, Geneva M
Limon Rodriguez, Rosa Elena
Linton, Robin M
Lira De Zavala, Martina Olivia
Litwiller, Diane R
Livingstone, Allison J
Lizarraga Villa, Kimberly G
Lizarraga, Brittanie A
Logan, Regina
Long, Brenda Lee
Longoria, Irene C
Longoria, May N
Lopez, Alejandra
Lopez, Diane
Lopez, Martin L
Lopez, Rosalina
Lopez, Teresa
Lowe, Mark G
Lozano, Dario Griego
Lozano, Debra G
Luevano Hernandez, Xochitl A
Lyons, Samantha L
Maciel, Dora L
Macklin, Danita L
Macnab, Paige C
Maddux, Rosa Elena
Madrid, Joann
Madrid, Tommy
Madrigal, Emeli
Magann, Nicholas N
Magno, Vicente T
Maitner, Larry B
Makhol, Anthony R
Makowski Bockting, Marlaine F
Manginelli, Monica L
Marquez, Enrique H
Marruffo, Blanca Leon
Marshall, Shaniqua T
Martinez, Casey Danele
Martinez, Donna L
Martinez, Jessica Rose
Martinez, Juan M
Martinez, Nancy Ann
Masferrer, Jonathan
Matthies, Margaret B
Mckinney, Nicole M
Mckinney, Peggy Jo

McReynolds, Aliyia E
Mendez, Antonio
Mendez, Cynthia E
Mendez, Joelein
Mendez, Maria C
Mendoza, Aura L.
Mendoza, Ferni Lynn
Mendoza, Juanita A
Mendoza, Mercedes
Mendoza, Yolanda
Meraz, Irma E
Michels, Lorile M
Miera, Jennifer N
Miller, Shanta R
Mills, Jessica D
Milonas, Colleen T
Molina, Rocio S
Monarrez, Grimilda V
Moniz, Kevin
Montes, Gerardo U
Montes, Veronica
Montez, Veronica E
Moore, Jeffrey J
Mora, Josefina
Mora, Rosa I
Morales, Susan A
Morales, Xochith
Moreno, Azucena A
Moreno, Jose A
Moreno, Maria D
Morse, Joanna M
Moscayra, Fidelia
Mota De Favela, Maria L.
Munoz, Angelica
Munoz, Danielle Monique
Munoz, Johnnie V
Munoz, Nancy
Munoz, Sandra Luz
Murchison, Lona M
Murillo, Denecia Y
Murillo, Monica
Murphy, Elizabeth
Myers, Jay E
Navarro, Maria G
Navarro, Rosalba
Neagu, Kathleen M
Nehs, Debra L
Nevarez Magallanes, Martha B
Nevarez, Beatriz A
Nevarez, Maria

Nguyen, Judy N
Niblick, Judy E
Nicholson, Laura E
Nicholson, Rodney J
Nieto Valdez, Sanjuana
Nieto, Aide
Nolasco, Michael A
Norberto, Julia
Nosov, Tatiana Danilovna
Nunez Salaices, Crystal Rocio
Nunez, Joe A
Nunez, Maria A
Nunez, Priscilla Yvette
Nunez, Roberto
Nunziata, Bonnie
Ojeda Sanchez, Maria Angelica
Olfert, Emma M
Oliver, Ernestine Picon
O'Neal, Esther
Orquiz, Maria C
Orr, Tanja
Ortega, Monica K
Ortega, Ruth
Ortez Mendoza, Paula
Ortiz, Francisca C
Pacheco, Anna
Pacheco, Monica
Padilla, Carmen
Padilla, Helen A
Padilla, Maria I.
Palmer, Cathi L
Palomino, Jesus Manuel
Panerio, Heather A
Parra, Alexis Q
Parra, Julian
Pasos, Sabrina Jonel
Pate, Sandra L
Payan, Gladis
Peace, Lemuel R
Peltz, Amy J
Pena Nunez, Maria De La Luz
Pence, Pamela
Peraza, Mirna I
Perez Martinez, Hilda I
Perez, Aleida
Perez, Alma Araceli
Perez, Martha E.
Perez, Nery Orlando
Perez, Victor M
Perez, Zurisaday

Pfieffer, Kathleen A
Pfieffer, William E
Pina, Courtney M
Ponce, Sandra M
Powell, Elizabeth Lillian
Powers, Esmeralda San Jo
Powers, Pamela Jean
Prado, Teresa
Price, Tracy Leigh
Puckhaber, David Louis
Quijada, Roxanna A
Quintero, Patricia
Quinteros, Marissa N
Rafael, Ponciana M
Ramirez Ramirez, Sandra A
Ramirez, Alejandrina
Ramirez, Angela Nicole
Ramirez, Anna R
Ramirez, Arelia
Ramirez, Chelsy A
Ramirez, Claudia A
Ramirez, Gabriela S
Ramirez, Maria Cristina
Ramirez, Martha Mendoza
Ramirez, Peggy Sue
Ramirez, Terry L
Ramos, Angelica
Ramos, Micaela
Rayas, Manuel Jesus
Recinos, Elia D
Rekart, Alyssa
Reyes Orozco, Elva
Reyes, Claudia
Reyes, Marina
Reyes, Norma L
Reyes, Tracy J
Richardson, Shemeka N
Richman, Katherine H
Riley, Janice E
Rita, Gerald J
Rivas Mora, Fernando
Rivera, Ralph
Robertson, Serena Marie
Robinson, Toni Lou
Robles Amaya, Maria Elena
Robles, Juana
Robles, Tina M
Rocha, Lina
Rodgers, Cheryl Lynne
Rodriguez Salazar, Jose A

Rodriguez, Diane N
Rodriguez, Idalia
Rodriguez, Margarita
Rodriguez, Petra Peraza
Rodriguez, Veronica
Rojas, Mirna G
Rojo, Laura A
Rojo, Sarah M
Roldan, Nancy
Romero, Joeanna R
Romero, Sharmane D
Romerorobles, Vanessa
Rosales De Cardoza, Rosa Delia
Rosas, Sally V
Ruelas Carrasco, Fidel Orlando
Ruggiero, Steve William
Ruiz, Adriana M
Ruiz, Ana L
Ruiz, Brandi Lynn
Ruiz, Maria G
Ruiz, Norma A
Ruiz, Susan
Ruiz, William R
Rutledge, Andrea K
Rytter, Ramona Louise
Sahhar, Carol A
Salas, Ofelia
Salaz, Kelly J
Salazar, Olga L
Salih, Pary
San Miguel, Fernando
Sanchez, Elizabeth
Sanchez, Hector
Sanchez, Lucia
Sanchez, Marisol
Sanchez, Sandra Marie
Sandoval, Carolina
Sandoval, Serafin
Santos, Aligda Harmida
Schmalenbach, Reno R
Sebring, Silvia D
Sharkey, Kaetlin
Sharp, Silvia Angelica
Shriro, Kimberly M
Sieber, Randal R
Sifford, Lisa E
Sigala, Carminia Fabiola
Sills, Christina
Silva, Violeta
Simonson, Kim L

Simuangco, Lori A
Sinclair, Chanel R
Siordia, Joel Anthony
Sloan, Felicia
Smith, Bobby
Smith, Destiny H
Smith, Extella
Smith, Keeley S
Smith, Mary K
Smith, Robert L
Solter, Davita
Sosa, Ana L
Sosa, Jonathan
Sotelo, Orfilia E
Soto, David
Soto, Maria
Soto, Ruben
Soto, Sonia
Soza, Manuel M
Spears, Wrenches L
Sponsler, Avery Joseph
Staats, Sierra
Staszak, Melissa A
Stearns, Theresa Marie
Strous, Wayne
Swenson, Rosalie Katherine
Taylor, Dawn M
Tellez, Veronica Adelia
Teran, Ramona A.
Thornton, Cynthia Susan
Thraikill-Simmons, Patricia A
Titus, April F
Tom, Thomas
Totman, Sherri A
Trejo, Norma E
Turley, Richelle
Ulen, Alyssa Nicole
Ulen, Cassidy M
Ulen, Stephanie A.
Urias, Ana L
Urrutia, Maria G
Valdez, Jessica
Valdez, Noellie
Valencia, Maria D
Valencia, Patricia A
Valenzuela De Monge, Miriam
Valenzuela, Cassandra M
Valenzuela, Judith
Valenzuela, Yolanda
Valera, Maria R

Vandever, Dora Ann
Vargas, Nancy
Vasquez, Josephine
Velarde, Alfonso Martinez
Veleta, Maria Y
Vera, Judith
Vigil, Jamie R
Villalpando, Mary
Villanueva, Leonarda Aguilera
Villanueva, Marcelina
Villanueva, Raymond V
Vining, Laina Marie
Vinson, Linda S
Virgil, Veronica
Wagner, Curtis L
Walczewski, Kristina Noel
Wallace, Dean W
Wallace, Nickolaus Dean
Waltosz, Tia M
Washington, Georgette
Watson, Lori A
Webb, Donna Lois
Wences, Cynthia
Whelan, Michael
Wilcox, Paul S
Williams, Alike Helen
Williams, Vicky L
Willis, Thomas Leroy
Wilson, Dana
Winn, Mary E
Wirtanen, Sandra G.
Wong, Teresa Nemesia B
Wood, Dina Marie
Wood, Teresa M
Woodruff, Connie M.
Worley, Tammy L
Wright, Carla R
Yuhasz, Nadine R
Zacapala, Nallely
Zambrano, Isabel
Zamora, Lucinda A
Zaragoza, Emma
Zatarain, Agueda
Zazueta Garcia, Veronica
Zimmerman, Joseph A

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.K. TOPIC: Medical Insurance Renewal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve medical insurance benefits through United Healthcare as presented for FY 2019-2020.

In an attempt to reduce the cost of medical insurance, the following is being proposed in a three year phase:

Fiscal Year 2019-2020

Traditional PPO

1. Increase maximum out-of-pocket for individual from \$4,000 to \$6,500
2. Increase maximum out-of-pocket for family from \$8,000 to \$13,000
3. No out of network providers
4. Increase the pharmacy offering to include specialty medication, \$100 co-payment

HDHP Base

1. No out-of-network providers

Navigate

1. No changes

Implementation of Real Appeal

No change in premium(s)

By implementing the recommendation(s) above, GESD could save approximately \$566,328.61 in claims and the projected cost for June 30, 2020 is estimated at \$7,880,523.39.

If the recommendation(s) is not implemented, the claims are estimated at \$8,446,852. Current claims are estimated at \$6,870,600 by June 30, 2019 or an increase of \$1,576,252 (\$8,446,852 - \$6,870,600).

Please be aware the projected \$8,446,852 for next year is normalized while this year's estimated claims of \$6,870,600 is not.

*Reducing the number of items required for the second half of the HSA contribution from three to one. Administration will work with consultants to determine what the required tasks will be.

Fiscal Year 2020-2021

Traditional PPO

1. No changes

HDHP Base

1. Increase maximum out-of-pocket for individual from \$4,500 to \$6,500
2. Increase maximum out-of-pocket for family from \$9,000 to \$13,000

Navigate

2. Eliminated

By implementing the recommendation(s) above, GESD could save approximately \$707,709.13 (\$613,333.89 + \$94,375.24) in claims and a projected cost of \$8,440,231.87 by June 30, 2020.

If the recommendation(s) is not implemented, the claims are projected at \$9,147,941 by June 30, 2021. Projected claims are estimated \$8,446,852 by June 30, 2020 or an increase of \$701,089.00 (\$9,147,941 - \$8,446,852).

Fiscal Year 2021-2022

Traditional PPO

1. Traditional PPO to be re-named Traditional PPO Navigate
2. Eliminates Banner and Mayo Clinic

HDHP Base

1. No changes

By implementing the recommendations above, GESD could save approximately \$1,024,403.95 (\$664,240.60 + \$102,208.38 + \$257,954.97) in claims and a projected cost of \$8,882,816.05 by June 30, 2022.

If the recommendation(s) is not implemented, the claims are projected at \$9,907,220 by June 30, 2022. Projected claims are estimated \$9,147,941 by June 30, 2021 or an increase of \$759,279 (\$9,907,220 - \$9,147,941).

FY20 UHC: Traditional PPO Plan

Tier	District Contribution	Employee Contribution	Total Premium (Annual) Cost	# of Participants	FY20 District's Premium (Annual) Cost	FY20 Employee's Premium (Annual) Cost	FY20 Total Premium (Annual) Cost
Employee Only	\$ 6,234.96	\$ 720.00	\$ 6,954.96	386	\$ 2,406,694.56	\$ 277,920.00	\$ 2,684,614.56
Employee + Spouse	\$ 9,950.04	\$ 4,594.20	\$ 14,544.24	29	\$ 288,551.16	\$ 133,231.80	\$ 421,782.96
Employee + Child(ren)	\$ 9,950.04	\$ 3,456.60	\$ 13,406.64	59	\$ 587,052.36	\$ 203,939.40	\$ 790,991.76
Employee + Family	\$ 9,950.04	\$ 8,576.04	\$ 18,526.08	15	\$ 149,250.60	\$ 128,640.60	\$ 277,891.20
Total				489	\$ 3,431,548.68	\$ 743,731.80	\$ 4,175,280.48

FY20 UHC: HSA/ HDHP

Tier	District Contribution	Employee Contribution	Annual Premium Cost	Health Savings Account Contribution*	# of Participants	FY20 District's Annual Cost	FY20 Total GESD HSA	FY20 Employee's Annual Cost	FY20 Total Annual Cost
Employee Only	\$ 6,234.96	\$ -	\$ 6,234.96	\$ 1,000.00	396	\$ 2,469,044.16	\$ 396,000.00	\$ -	\$ 2,865,044.16
Employee + Spouse	\$ 9,950.04	\$ 2,341.68	\$ 12,291.72	\$ 1,000.00	19	\$ 189,050.76	\$ 19,000.00	\$ 44,491.92	\$ 252,542.68
Employee + Child(ren)	\$ 9,950.04	\$ 1,408.80	\$ 11,358.84	\$ 1,000.00	71	\$ 706,452.84	\$ 71,000.00	\$ 100,024.80	\$ 877,477.64
Employee + Family	\$ 9,950.04	\$ 5,606.76	\$ 15,556.80	\$ 1,000.00	14	\$ 139,300.56	\$ 14,000.00	\$ 78,494.64	\$ 231,795.20
Total					500	\$ 3,503,848.32	\$ 500,000.00	\$ 223,011.36	\$ 4,226,859.68

FY20 UHC: HSA/ HDHP Navigate

Tier	District Contribution	Employee Contribution	Annual Premium Cost	Health Savings Account Contribution*	# of Participants	FY20 District's Annual Cost	FY20 Total GESD HSA	FY20 Employee's Annual Cost	FY20 Total Annual Cost
Employee Only	\$ 5,533.92	\$ -	\$ 5,533.92	\$ 1,000.00	19	\$ 105,144.48	\$ 19,000.00	\$ -	\$ 124,144.48
Employee + Spouse	\$ 9,950.04	\$ 1,838.16	\$ 11,788.20	\$ 1,000.00	4	\$ 39,800.16	\$ 4,000.00	\$ 7,352.64	\$ 51,152.80
Employee + Child(ren)	\$ 9,950.04	\$ 989.16	\$ 10,939.20	\$ 1,000.00	15	\$ 149,250.60	\$ 15,000.00	\$ 14,837.40	\$ 179,088.00
Employee + Family	\$ 9,950.04	\$ 4,809.36	\$ 14,759.40	\$ 1,000.00	4	\$ 39,800.16	\$ 4,000.00	\$ 19,237.44	\$ 63,037.60
Total					42	\$ 333,995.40	\$ 42,000.00	\$ 41,427.48	\$ 417,422.88

FY20 District's Total Premium Cost	FY20 District Total HSA Cost	FY20 Employee's Total Premium Cost	FY20 Total Medical Cost	District's Total Premium Cost + District's HSA Contribution	FY20 District's Total Premium Cost	FY20 Employee's Total Premium Cost	FY20 Total Medical Cost
\$ 7,269,392.40	\$ 542,000.00	\$ 1,008,743.16	\$ 8,820,135.56	\$ 7,811,392.40	\$ 7,269,392.40	\$ 1,008,743.16	\$ 8,278,135.56

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.L TOPIC: Dental Insurance Renewal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve Delta Dental benefits as presented for fiscal year 2019-2020.

There are no rate increases for Delta Dental or plan design changes for FY 2019 - 2020.

FY20 Base Plan							
Tier	District Contribution	Employee Contribution	Total Annual Cost	# of Employees Participating	FY20 District's Annual Cost	FY20 Employee's Annual Cost	FY20 Total Annual Cost
Employee	\$ 313.32	\$ -	\$ 313.32	587	\$ 183,918.84	\$ -	\$183,918.84
Employee + Spouse	\$ 335.00	\$ 291.64	\$ 626.64	48	\$ 16,080.00	\$ 13,998.72	\$ 30,078.72
Employee + Child(ren)	\$ 335.00	\$ 322.96	\$ 657.96	72	\$ 24,120.00	\$ 23,253.12	\$ 47,373.12
Family	\$ 335.00	\$ 604.84	\$ 939.84	38	\$ 12,730.00	\$ 22,983.92	\$ 35,713.92
Total				745	\$ 236,848.84	\$ 60,235.76	\$297,084.60

FY20 Buy-Up Plan							
Tier	District Contribution	Employee Contribution	Total Annual Cost	# of Employees Participating	FY20 District's Annual Cost	FY20 Employee's Annual Cost	FY20 Total Annual Cost
Employee	\$ 335.00	\$ 205.12	\$ 540.12	159	\$ 53,265.00	\$ 32,614.08	\$ 85,879.08
Employee + Spouse	\$ 335.00	\$ 745.36	\$ 1,080.36	36	\$ 12,060.00	\$ 26,832.96	\$ 38,892.96
Employee + Child(ren)	\$ 335.00	\$ 799.36	\$ 1,134.36	44	\$ 14,740.00	\$ 35,171.84	\$ 49,911.84
Family	\$ 335.00	\$ 1,285.48	\$ 1,620.48	33	\$ 11,055.00	\$ 42,420.84	\$ 53,475.84
Total				272	\$ 91,120.00	\$ 137,039.72	\$228,159.72

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.M. TOPIC: Vision Insurance Renewal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve vision benefits through United HealthCare as presented for fiscal year 2019-2020.

There is no rate increase for vision insurance benefits provided through United HealthCare.

	<u>Current</u>	<u>Renewal</u>
Employee	\$ 4.14	\$ 4.14
Emp. + Spouse	\$ 7.40	\$ 7.40
Emp. + Child(ren)	\$ 7.74	\$ 7.74
Family	\$ 9.72	\$ 9.75

Below you will find the cost for vision insurance for the following years:

- FY 2015 - \$72,464.22
- FY 2016 - \$70,131.68
- FY 2017 - \$69,688.96
- FY 2018 - \$67,106.48

From July 1, 2018 through December 31, 2018, GESD has incurred \$31,845.58 in vision insurance. Staff estimates vision insurance to cost \$63,691.16 by June 30, 2019.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.N. TOPIC: Dental Health Maintenance Organization Renewal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve Cigna DHMO as presented for fiscal year 2019-2020.

There is no rate increase from Cigna for FY 2019-2020.

	<u>Current</u>	<u>Renewal</u>
Employee	\$ 9.95	\$ 9.95
Emp. + Spouse	\$ 19.68	\$ 19.68
Emp. + Child(ren)	\$ 22.06	\$ 22.06
Family	\$ 24.21	\$ 24.21

Cigna is an alternative dental insurance option to Delta Dental. Their rates are lower and is a narrower network.

FY20 Cigna Dental								
Tier	Total Annual Cost	District Contribution	Employee Cost	# of Employees Participating	FY20 District's Annual Cost	FY20 Employee's Annual Cost	FY20 Total Annual Cost	
Employee	\$ 119.40	\$ 119.40	\$ -	8	\$ 955.20	\$ -	\$ 955.20	
Employee + Spouse	\$ 236.16	\$ 236.16	\$ -	12	\$ 2,833.92	\$ -	\$ 2,833.92	
Employee + Child(ren)	\$ 264.72	\$ 264.72	\$ -	16	\$ 4,235.52	\$ -	\$ 4,235.52	
Family	\$ 290.52	\$ 290.52	\$ -	21	\$ 6,100.92	\$ -	\$ 6,100.92	
Total				57	\$ 14,125.56	\$ -	\$ 14,125.56	

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.O. TOPIC: Flex Spending Account

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve Flexible Spending Account benefits through Basic as presented for fiscal year 2019-2020.

The cost of administering the FSA is absorbed by Valley Schools and there is no rate increase for FY 2019-2020.

	<u>Current</u>	<u>Renewal</u>
Employee	\$ 3.50	\$ 3.50

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.P. TOPIC: Life Insurance

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve life insurance benefits through Sun Life Financial as presented for fiscal year 2019-2020.

Currently Voya Financial has provided GESD and its employees with life insurance however, for FY 2019-2020, Sun Life Insurance will be the preferred provider for Valley Schools. GESD provides basic group life, accidental death and disability (AD&D) insurance at no cost to the employee(s).

In addition, employees have an option to increase and supplement their life insurance at their own expense. The rate sheet is attached.

Below you will find the cost for life insurance for the following years:

- FY 2015 - \$123,496.14
- FY 2016 - \$176,585.22
- FY 2017 - \$152,891.14
- FY 2018 - \$148,887.06

From July 1, 2018 through December 31, 2018, GESD has incurred \$81,365.26 on life insurance. Staff estimates life insurance to cost \$162,730.52 by June 30, 2019.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.Q. TOPIC: Mid-Term Disability Insurance Renewal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve mid-term disability benefits through Unum as presented for fiscal year 2019-2020.

There is no rate increase for mid-term disability.

<u>Current Rate</u>	<u>Renewal Rate</u>
\$0.14/\$100	\$0.14/\$100

Below you will find the cost for mid-term disability for the following years:

- FY 2015 - \$31,842.31
- FY 2016 - \$62,745.91
- FY 2017 - \$61,684.37
- FY 2018 - \$45,795.15

From July 1, 2018 through December 31, 2018, GESD has incurred \$35,708.58 on mid-term disability insurance. Staff estimates mid-term disability insurance to cost \$71,417.16 by June 30, 2019.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.R. TOPIC: Short-Term Disability Insurance Renewal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Trust Board approve short-term disability benefits through Sun Life Financial as presented for fiscal year 2019-2020.

There is no rate increase for employee-paid short-term disability.

Below you will find the cost for mid-term disability for the following years:

- FY 2015 - \$97,413.38
- FY 2016 - \$99,893.82
- FY 2017 - \$91,671.53
- FY 2018 - \$88,449.23

From July 1, 2018 through December 31, 2018, GESD has incurred \$43,720.97 in short-term disability insurance. Staff estimates short-term disability insurance to cost \$87,441.94 by June 30, 2019.

ACTION AGENDA ITEM



AGENDA NO: 6.S. TOPIC: Revised School Year Calendar

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the revised School Year Calendar for 2019-2020 as presented.

RATIONALE:

The 2019-2020 School Year Calendar was originally approved by the Board in February 2018. The calendar approved by the Board contained an error, which is corrected in the revised calendar presented: March 4th is now designated as an Early Release Day.

Glendale Elementary School District

2019-2020 School Year

July 2019 1						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019 2						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019 3						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019 4						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019 5						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019 6						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020 7						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020 8						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020 9						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020 10						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020 11						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020 12						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- July 4 — Independence Day
- July 22 — New Teachers Report
- Aug. 5 — School Starts
- Sept. 2— Labor Day
- Aug. 30 — Professional Growth Day
- Oct. 3-4 — Parent/Teacher conferences / Early Release
- Oct. 7-11 — Fall Break
- Nov. 11 — Veteran's Day
- Nov. 27-29 — Thanksgiving Break
- Dec. 23-Jan.3 — Winter Break
- Jan. 6 - Professional Growth Day
- Jan. 20 — Martin Luther King Jr. Day Holiday
- Feb. 17 – Presidents Day
- March 12-13 – Parent/Teacher Conferences / Early Release
- March 16-20 — Spring Break
- May 21 — Last Day of School/Early Release for students
- May 25 — Memorial Day

LEGEND

Faculty Day
National Holidays
School Breaks
Full Day Professional Growth
Early Release
School Starts/Ends
Parent/Teacher Conferences

Instructional Grading Periods

Period 1-	Oct. 4
Period 2-	Dec. 20
Period 3-	March 6
Period 4-	May 21

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 8.A. TOPIC: Policy Revision First Reading

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the first reading of revised policy manual section I-Instructional Program as presented.

RATIONALE:

Administration is in the process of completing a comprehensive policy manual review and update through the Arizona School Boards Association. Prior to rescinding the current manual and adopting the new one, the Board must complete a first reading of the revised manual. After each study session, the Board will approve the first reading of the sections of the manual reviewed. Once all sections have had a first reading conducted, the entire manual will be rescinded, then adopted again as a whole.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 8.B. TOPIC: 2019-2020 Board Meeting Calendar

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the proposed meeting calendar for the 2019-2020 school year as presented.

RATIONALE:

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
GOVERNING BOARD MEETING DATES
2019-2020 School Year

Unless otherwise posted, all meetings are held in the District Office Board Room located at 7301 N. 58th Avenue, Glendale, AZ 85301. Meetings will conclude by 9:00 p.m. unless the majority of Board members present vote to extend the meeting beyond that time. Special meetings may be called for study sessions and for in-depth review and discussion of specific topics and information related to the operations of the school district. Workshops may be scheduled for the purpose of conducting Board Member training and development.

2019

4:00 p.m. Thursday, July 11, 2019
4:00 p.m. Thursday, July 25, 2019 - *Special Meeting*
5:30 p.m. Thursday, August 8, 2019
5:30 p.m. Thursday, August 22, 2019 - *Special Meeting*
5:30 p.m. Thursday, September 12, 2019
5:30 p.m. Thursday, September 26, 2019 - *Special Meeting*
5:30 p.m. Thursday, October 17, 2019*
5:30 p.m. Thursday, November 7, 2019**
5:30 p.m. Thursday, November 21, 2019**
5:30 p.m. Thursday, December 12, 2019***

2020

5:30 p.m. Thursday, January 9, 2020
5:30 p.m. Thursday, January 23, 2020 - *Special Meeting*
5:30 p.m. Thursday, February 6, 2020****
5:30 p.m. Thursday, February 20, 2020**** - *Special Meeting*
5:30 p.m. Thursday, March 5, 2020****
5:30 p.m. Thursday, March 26, 2020 - *Special Meeting*
5:30 p.m. Thursday, April 9, 2020
5:30 p.m. Thursday, April 23, 2020 - *Special Meeting*
5:30 p.m. Thursday, May 14, 2020
4:00 p.m. Thursday, May 28, 2020 - *Special Meeting*
4:00 p.m. Thursday, June 11, 2020
4:00 p.m. Thursday, June 25, 2020 - *Special Meeting*

NOTE: All meeting dates are subject to change. Please verify dates and times by calling (623) 237-7135.

Exceptions to second Thursday Regular Meetings and fourth Thursday Special Meetings

* **October:** Regular Meeting October 17th due to Fall Break. No Special Meeting

** **November:** Regular Meeting the **first** Thursday and Special Meeting the **third** Thursday due to ASBA Legislative Workshop and Thanksgiving Break

*** **December:** No Special Meeting due to Winter Break and ASBA Conference

**** **February:** Regular Meeting the **first** Thursday and Special Meeting the **third** Thursday due to ASBA Equity Event

***** **March:** Regular Meeting on the **first** Thursday due to Parent Teacher Conferences.

ACTION AGENDA ITEM

AGENDA NO: 8.C. TOPIC: Meet and Confer Recommendations

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the Meet and Confer Recommendations for employee salary and benefits for the 2019-2020 school year as presented.

RATIONALE:

It is recommended the Governing Board approved the following recommendations from the Meet and Confer Team for the 2019-2020 school year effective July 1, 2019, including:

Recommendations

These recommendations have consolidated recommendations previously approved by the Governing Board with additional recommendations. Previously approved recommendations are in orange. The Meet and Confer Team, comprised of teachers, classified employees, and administrators used the Interest Based Negotiations Process to reach consensus on the recommendations. The Team intends to continue to work closely with the District throughout the academic year to assist in the implementation of approved recommendations, problem solve, and communicate progress.

General/Communications

- Continue the implementation and progress monitoring of past Meet and Confer recommendations.
- The Meet and Confer Team or task force develop an employee “handbook” that contains approved Meet and Confer recommendations and other related salary, benefits, and working conditions.
 - Include behavior matrix and related student behavior and discipline information
 - Include class size guidelines and related staffing information
- Continue with weekly District update to all staff including Meet and Confer monthly meeting information.

Salary

- Increase certified and classified employee salaries by 5% across the board
 - Study and consider possible resolution to compression and the possibility of future differentiated compensation increases.
 - If additional funding is provided by the state that is available to be applied to compensation, the Meet and Confer Team will reconvene to discuss.
- If additional funds are available within the current budget, increase the base teacher salary to \$39,000.

- ❑ Accelerate the distribution of available performance pay funds at a higher rate in a sustainable manner.
 - For 2019-2020, create three payment tiers based upon years of service with the GESD.
 - 0-4 years of GESD service \$3,000
 - 5-9 years of GESD service \$4,000
 - 10 plus years of GESD service \$5,000

Benefits

- ❑ The team recommends the acceptance of the Benefits Trust recommendations.
 - No premium increase for employees for the 2019-20 academic year.
 - For Traditional PPO, increase the maximum out-of-pocket for the individual from \$4,000 to \$6500 and increase maximum out-of-pocket for family from \$8,000 to \$13,000.
 - HDHP Navigate remains in place.
 - Out-of-network option is eliminated except in special cases.
 - Fourth tier created for specialized prescriptions with a less expensive co-pay of \$100.
 - Optional weight management plan added.
- ❑ The team recommends that the Benefits Trust:
 - Reduce from three to one the number of activities required to receive the full annual HSA amount.
- ❑ The team will study increasing District HSA contribution for consideration during next year's Meet and Confer Process and make recommendations to the Trust Board for the 2020-2021 school year.
- ❑ Another benefit is pet insurance available at employee cost.

Professional Development

- ❑ Education Services design and implement a District survey that can be disaggregated by site and employee group assessing professional development needs that, used with student and other data, can inform the development and scheduling of professional development for the 2019-20 academic year.
- ❑ Provide professional development to staff about communicating effectively with parents, especially about student behavior issues and other issues where the potential for conflict exists.

Student Behavior and Discipline

- ❑ Under the direction of Educational Services, the District MTSS Team seeks improvements to the MTSS and related processes
 - Review, revise and provide relevant professional development with the Behavior Matrix
 - Identify and communicate process for placing and changing student tier levels
 - Evaluate the MTSS program on a quarterly basis
 - Review current disciplinary referral forms and create a standard District referral form for use by all schools
 - Identify structures to be in place to support classrooms experiencing student disruptions (e.g., Buddy classes where students can go for **brief** "timeouts" prior to a formal disciplinary referral or other "timeout" plan that may remove a student from the class for a **brief** period).
- ❑ Educational Services, through district and site MTSS committees, coordinate the streamlining and communication of student crisis protocols for each site
 - Identify who is the lead in the event of a student crisis
 - Clarify and communicate the student crisis protocol at each site
 - Identify any professional development needs for faculty and staff related to managing a student crisis

Respect, Workload, Hours

- ❑ **Increase planning time** for teachers on Wednesdays
 - Regularly build in time during professional development early-release days for processing, planning, and implementation.
- ❑ Schedule data “digs” and professional development time to maximize time to meet with parents by using CTT/PLC time and one hour PD time on Fridays instead of Wednesdays of conference weeks.
- ❑ **Communicate consistent expectations for non-contract hours.**

Maintenance, Operations, and Facilities

- ❑ The capital improvement plan is available to stakeholders
 - **Capital Plan communicated to stakeholders.**
- ❑ Maintenance work order protocols are available to stakeholders
 - **Communicate protocols for maintenance work orders**
 - Annual update will be published in September regarding plan.
 - **Communicate pest control schedule**

Classroom Resources

- ❑ **Each site identifies site committee** which could be the school learning team, council, or other group responsible for site budget monitoring and adjusting
 - Identify and communicate membership of committee
 - Quarterly review of school budget for alignment with goals
- ❑ Update and understand availability of classroom resources at staff meetings
- ❑ **Create, communicate and distribute standard district-wide equipment, educational resources, and supply inventory**

Cultural Commitments

- ❑ It is the goal of GESD to create a culture in which staff demonstrate personal accountability and ownership for the welfare of our students and staff. We will accomplish this by:
 - Bringing concerns partnered with solutions to the table
 - Committing to being actively involved in working towards a solutions-based process
 - Recognizing, formally and/or informally, one another for our efforts
- ❑ It is our collective responsibility to effectively communicate. We will accomplish this by:
 - Collecting and disseminating factual information (i.e. committees, staff meetings, PAC, school newsletters)
 - Taking responsibility for accessing the information
 - Actively seeking clarification
 - Participating in open dialogue
- ❑ It is a goal to promote a culture of work/life balance. We will accomplish this by:
 - Limiting required meetings
 - Prioritizing responsibilities
 - Organizing resources to increase productivity
 - Promoting the wellness program

ACTION AGENDA ITEM

AGENDA NO: 8.D. TOPIC: Pay for Performance Plan

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the Pay for Performance Plan for the 2019-2020 school year as presented.

RATIONALE:

What is performance pay? Proposition 301 allocates a certain amount of money available for teachers based on their performance each year. This money is given as two separate payments, one in June and one in October.

The Plan

- 50% Individual teacher evaluation
 - Employees receive all of the 50% if they are highly effective/effective
 - Employees receive three quarters of the 50% if they are developing and it is their first or second year in the district.
 - Employees receive half of the 50% if they are developing and have been in the district three or more years.
 - Employees with a final classification of ineffective do not get this portion of the pay.

- 25% School Data
 - Everyone gets this money if 75% of the schools in the district receive rating of C or above. OR Positive gains (Math AzMERIT, or ELA AzMERIT or DIBELs)

- 25% Professional Development
 - Complete 10 hours of professional development from a list of options as well as one Professional responsibility between April 16, 2019 - April 14, 2020.
 - Professional Development examples: teaching PD afterschool, college course, endorsement in a new area/content, board certification, others mutually agreed to by administration.
 - Professional Responsibility Examples: Attending two board meetings, observing a colleague, district committee, mentors, grant preparation, leadership position, others mutually agreed to by administration.

Guidelines

- Employee must fulfill their contract.
- Employee must have a final performance classification.
- Employees hired after the start of the school year will have a prorated amount.
- Teachers participating in FMLA are eligible as long as they complete a teacher evaluation.
- A teacher who has been determined as ineligible for performance pay may appeal the decision in writing.

ACTION AGENDA ITEM

AGENDA NO: 8.E. TOPIC: Administrative Salaries, Benefits, and Pay for Performance

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the Superintendent's recommendation for certified and classified administrative employee salaries, benefits, and pay for performance for the 2019-2020 school year as presented.

RATIONALE:

The Superintendent's recommendations for certified and classified administrative salaries, benefits, and pay for performance are as follows:

Salary:

- Increase certified and classified administrative employee salaries by five percent across the board.

Benefits:

- Acceptance of the Benefits Trust recommendations:
 - No premium increase for employees for the 2019-20 academic year.
 - For Traditional PPO, increase the maximum out-of-pocket for the individual from \$4,000 to \$6500 and increase maximum out-of-pocket for family from \$8,000 to \$13,000.
 - HDHP Navigate remains in place.
 - Out-of-network option is eliminated except in special cases.
 - Fourth tier created for specialized prescriptions with a less expensive co-pay of \$100.
 - Optional weight management plan added.
- Reduce the number of activities required to receive the full annual HSA amount from three to one.
- Pet insurance benefits are now available at employee expense.

Pay for Performance:

- Increase certified and classified administrator performance pay plan for 2019-2020:
 - Coordinators and Assistant Principals increase from \$2,500 to \$3,000
 - Directors, Principals, and Assistant Superintendents increase from \$5,000 to \$5,500

ACTION AGENDA ITEM

AGENDA NO: 8.F. TOPIC: Employment of Director

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the appointment of Ms. Alejandrina Garcia as Director of Language Acquisition, salary and benefits commensurate with other Directors.

RATIONALE:

A committee was formed to screen and interview candidates for the Director of Language Acquisition. Eight applicants were invited to be interviewed and two finalists were forwarded to the Assistant Superintendent for Educational Services. The finalists participated in one additional interview which included the Assistant Superintendent for Educational Services and the Director of Curriculum and Instruction.

As a result, it is recommended Ms. Alejandrina Garcia be promoted to the Director of Language Acquisition. Ms. Garcia has been in the field of education for over twenty years and has most recently been employed as the District's Coordinator for Language Acquisition. She also served as an ELD Content Specialist and ELD Teacher. She currently serves on multiple state committees regarding language acquisition. Alejandrina has a Bachelor of Arts Degree in Elementary Education, a Master of Arts Degree in Administration and Leadership and a Master of Arts Degree in Adult Education and Training from Grand Canyon University and University of Phoenix. Ms. Garcia has extensive training in Professional Learning Communities and Dual Language Programs.

We are honored to recommend Ms. Alejandrina Garcia to the position of Director of Language Acquisition.

Alejandrina Garcia

OBJECTIVE: I am an experienced educator with excellent leadership skills interested in working in a leadership administrative role.

QUALIFICATIONS

- Knowledgeable of ELD and stages of language acquisition
- Knowledge of state and federal mandates for SEI education
- Experienced in Dual Language Immersion Program models
- Well-versed in providing professional development for colleagues
- Skilled in data collection and analysis
- Committed as a lifelong learner
- Capable of managing and overseeing a department team
- Ethical and true to confidentiality
- Able to communicate precisely in oral and written form
- Great organizational skills
- Flexible and possesses the ability to improvise and problem solve
- Great rapport with teachers and community
- Bilingual in English and Spanish

EDUCATION

Master of Arts in Adult Education and Training 4.0 GPA
University of Phoenix
Phoenix, AZ, 2018

Master of Arts in Administration and Leadership 4.0 GPA
Grand Canyon University
Phoenix, AZ, 2009

Bachelor of Arts in Elementary Education 4.0 GPA
Arizona State University
Glendale, AZ, 2004

Associate in Transfer Partnership Degree in Elem. Ed. 3.97 GPA
Estella Mountain Community College
Avondale, AZ, 2003

CERTIFICATIONS

Principal Certificate
Arizona Department of Education, October 2010

Elementary Education Certificate
Arizona Department of Education, December 2004

ESL Endorsement
Arizona Department of Education, December 2004

Bilingual Endorsement
Arizona Department of Education, December 2004

PROFESSIONAL DEVELOPMENT AND CONFERENCES

- La Cosecha Dual Language Conference
- PLC at Work Summit by Solution Tree
- OELAS Conference
- Florida Educational Technology Conference
- Kagan Dynamic Trainer PD
- ELD Coaches Institute
- Thinking Maps Trainer of Trainers

LEADERSHIP EXPERIENCE

Coordinator for Language Acquisition Dept., Glendale Elementary School District, 2016 - Present

- Skilled in teacher observation and feedback.
- Experienced in the arrival process and needs of newcomer students.
- Proficient in ILLP development, delivery, and compliance.
- Skilled in building capacity and managing staff.
- Skillful in providing targeted professional development to teachers.
- Proficient in AZELLA training, administration, and data analysis.
- Involved in overseeing a variety of EL programs, including Dual-Language, SEI, and ILLP.
- Assisted in the planning and implementation of the Hybrid SEI 45 Course

ELD Content Specialist, Cartwright Elementary School District, 2012 - 2016

- Skilled in maintaining teacher observation and communication records.
- Professionally communicates with colleagues and supervisor.
- Skilled in data collection and analysis.
- Experienced in using technology to increase communication and organization.

Language Support Specialist, Heatherbrae School, Cartwright Elementary School Dist. 2011 - 2012

- Experienced in providing professional development for colleagues.
- Knowledgeable of ELD strategies and stages of language acquisition.
- Experienced in ELP Standards, AZ State Standards and Common Core Standards.
- Up to date of state and federal mandates for SEI education.

SES Coordinator, G. Frank Davidson School, Cartwright Elementary School Dist. 2009 - 2011

- Coordinate after school tutoring schedule.
- Perform formal and informal tutor observations.
- Collaborate with school administrator and district office personnel.
- Maintain open communication with parents.

Cartwright Academic Technology Specialist, G. Frank Davidson School, Cartwright Elementary School Dist. 2009 - 2011

- Attended several Technology professional developments.
- Trainer of Trainers for Promethean Interactive Whiteboards.
- Provided technology professional development to colleagues.
- Provided school-wide technology support for teachers.

TEACHING EXPERIENCE

Fourth Grade SEI Teacher, G. Frank Davidson School, Cartwright Elementary School Dist. 2005 - 2011

- Integrate a variety of teaching methods for ELL students based on their language levels
- Attended two years of SEI Lab School Professional Development
- Maintained positive relationship with students while holding high levels of expectations
- Applied and received Target Fieldtrip Grant

REFERENCES

References will be provided upon request.

GLENDALE ELEMENTARY SCHOOL DISTRICT

DISCUSSION ITEM

AGENDA NO: 9.A. TOPIC: ASBA Political Agenda Priorities and Proposals

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

The Governing Board will discuss its top five political agenda priorities and proposed issues to submit for consideration on Arizona School Boards Associations' 2020 Political Agenda.

RATIONALE:

Arizona School Boards' Association's Legislative Committee seeks your input in the development of the 2020 Political Agenda. The committee requests that Governing Boards review the current 2019 Political Agenda and reaffirm your top five priorities. Furthermore, you may submit two additional priorities for the Legislative Committee to consider. Once submitted, these proposals will be compiled by staff and provided to the ASBA Legislative Committee for consideration. The Committee will then create a draft document that will be circulated to all governing boards and superintendents. This draft agenda will be the basis for discussion and final approval at the official Delegate Assembly on Saturday, September 7th. The timeline is as follows:

- Friday, May 24th - Proposed Items Due
- Friday June 14th - Legislative Committee meets
- Week of June 17th - Legislative Committee recommendations sent to all governing board members and superintendents
- Saturday, September 7th - Delegate Assembly (Saturday morning following the Law Conference)

The current 2019 Political Agenda is attached for your reference.

Adequately and Equitably Fund District Schools to at Least the National Median per Pupil Funding.

- Provide additional state funding for nationally competitive salaries to attract, recruit, and retain talented teachers and staff.
- Revise the School Finance formula to:
 - Provide a stable, dedicated revenue source less reliant on the general fund or annual legislative appropriation.
 - Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural schools.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Advocate to preserve and protect the voters’ original intent of Prop 301.
- Provide adequate ongoing resources to ensure district equipment and facilities are maintained and comply with at least minimum school facility standards.
- Accelerate full restoration of district additional assistance (DAA) funding.
- Provide new school construction funding for site acquisition, design, and construction before existing schools exceed their maximum capacity and become overcrowded.

- Eliminate unfunded mandates and administrative burdens.
- Return desegregation funding to a primary tax levy.
- Conduct an exceptional student services cost study to provide greater equity in funding and access for exceptional student services within the public-school system.
- Adequately fund the cost of student transportation.
- Provide funding for preschool programs.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.
- Prorate funding over the entire school year among all schools that a student has attended during the year for any student that changes enrollment during the year but has not moved.
- Provide funding to individual districts to implement locally directed school safety initiatives.

Preserve and Strengthen Local Control

- Maximize local control and flexibility in managing funds and programs.
- Maintain board control of all secondary property tax levies for district schools.
- Change “override/budget increase” language to better reflect what voters are being asked to support.
- Allow school districts greater flexibility in the divestiture or use of taxpayer-funded assets.

- Preserve elected governing boards as the final authority in selecting qualified vendors to provide products or services to school districts.
- Allow districts the option to operate individual schools for 200-day years and increase accompanying funding.
- Oppose legislative intrusion on school site budgeting decisions.
- Maintain exclusive local authority over any measure that would propose to consolidate and/or unify any number of school districts into a larger school district.

Improve Outcomes for All Students

- Increase the compulsory attendance age from 16 to 18 years.
- Enact research-based reform of the English Language Learner model of instruction to improve student achievement that does not segregate English Language Learners from English speaking peers; integrates reading, writing and oral language instruction; and incorporates multiple assessment measures to demonstrate English proficiency.
- Fully restore 9th grade CTE/JTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow JTEDs to serve students through age 21 regardless of graduation status.

- Support policy that recognizes and respects teaching as a profession.
- State standardized testing shall not be used for any purpose other than a year over year measurement of student growth in the tested subject.
- Support policy that protects school district employees and students from discrimination based on sexual orientation and gender identity.

Require Public Accountability for Taxpayer Dollars Spent on Education

- Establish financial and academic transparency for all institutions that accept public funds.
- Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (Student Tuition Organizations) and prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define “classroom spending” as both instructional spending and student support spending.
- Require consistency in the recusal of a board member from a decision in which the member or the member’s employer stands to benefit financially.
- Enforce financial requirements and seek recovery of improperly received and/or expended public funds by charter and private schools and organizations.

Arizona School Boards Association 2019 Political Agenda

Adequately and Equitably Fund District Schools to at
Least the National Median per Pupil Funding.

Preserve and Strengthen Local Control

Improve Outcomes for All Students

Require Public Accountability for Taxpayer Dollars Spent on Education

ASBA leadership and members of the association's
Governmental Relations and Legal Services staff
guide the political agenda process.



DR. TIMOTHY L. OGLE
Executive Director



LAWRENCE ROBINSON
2019 President



CHRIS KOTTERMAN
Director of Governmental
Relations and Public Affairs



LEIGH JENSEN
Governmental Relations
Associate



CHRIS THOMAS
General Counsel / Associate
Executive Director of Legal
and Policy Services



ISSUES FOR LEGISLATIVE COMMITTEE CONSIDERATION –
2020 POLITICAL AGENDA

The Governing Board of _____ School District presents the following issue(s) to the ASBA Legislative Committee as adopted by the Governing Board on _____.

Top Five Priorities

Rationale

1. _____
2. _____
3. _____
4. _____
5. _____

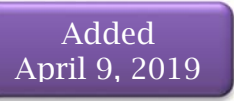
Additional items for consideration

Rationale

1. _____
2. _____

Please include the rationale for each proposed item. This will help provide context during the Legislative Committee discussion.

PLEASE RETURN BY: MAY 24, 2019
ASBA FAX #: 602.254.1177 OR EMAIL: gmooss@azsba.org
Prefer to complete this form online? [Click here.](#)



DISCUSSION ITEM

AGENDA NO: 9.B. TOPIC: NSBA Annual Conference

SUBMITTED BY: Ms. Sara Smith, Governing Board President

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

RECOMMENDATION:

Governing Board members and administrators will share information and learning from the National School Boards Association's Annual Conference.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 10.A. TOPIC: Future Meetings

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: April 11, 2019

Board Meetings dates for the 2018-2019 school year 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.

April 25	Study Session - Policy Manual Review Study Session - Student Safety, Wellness and Discipline
May 9	Retiree Recognition/Reception Authorized Signatories Renewal of Sole Source, Cooperative, and Purchasing Contracts Final Revised Budget
May 23	Study Session - Policy Manual Review
June 13	Study Session - Policy Manual Review Study Session - Board Self-Evaluation
June 27	Special Meeting

Agenda Item Requests Tracking:

Agenda Item	Date of Board Request	Board Member Making Request	Date Placed on Agenda	Action Taken	Completion Date
Census Community Forum	11/8/18	Monica Pimentel		Information in Nov. 30 Board Update	
Demographics Study Session	12/5/18	Brenda Bartels	1/24/19	Study Session Held	
Student Discipline Study Session	1/10/18	Brenda Bartels		Information in Board Update	