



## **Regular Board Meeting Agenda**

**Tuesday, November 14, 2023 | 6:00 PM | District Office Board Room, 8176 N. Westover, Joseph City, AZ 86032**

*Items on the regular meeting agenda may be discussed in executive session related to employment matters, for the purpose of obtaining legal advice thereon or other matters pursuant to A.R.S. 38-431.03(A). The Governing Board may change the order of agenda items, pursuant to Governing Board Policy BEDB. The meeting room will be open to the public fifteen minutes prior to the beginning of the meeting.*

### **1. OPENING ITEMS**

**1.A. Call to Order**

**1.B. Roll Call**

**1.C. Pledge of Allegiance**

**1.D. Invocation**

**1.E. Adoption of Agenda**

**1.F. Approve Minutes of the October 10, 2023 Regular Board Meeting**



**Minutes of Regular Board Meeting of the Governing Board  
Joseph City Unified School District  
District Office Board Room, 8176 N. Westover, Joseph City, AZ 86032  
Tuesday, October 10, 2023**

**Members present**

Karsten Flake, Clerk; Cat Hansen, Dayton Flake, Andrew Bushman

**Administrators present**

Bryan Fields, Superintendent; Steven Mills, Business Manager; Darrel Mosier, Principal

**Others present**

4 community members

**1. OPENING ITEMS**

**1.A. Call to Order**

Karsten Flake called the meeting to order at 6:00 p.m.

**1.B. Roll Call**

**1.C. Pledge of Allegiance**

**1.D. Invocation**

**1.E. Adoption of Agenda**

Motion by Karsten Flake to adopt the agenda as presented; second by Dayton Flake

Final Resolution: Motion passed.

Yes: Karsten Flake, Andrew Bushman, Dayton Flake, Cat Hansen

**1.F. Approve Minutes of the September 12, 2023 Regular Board Meeting**

Motion by Karsten Flake to approve the September 12, 2023 board meeting minutes; second by Dayton Flake

Final Resolution: Motion passed.

Yes: Karsten Flake, Dayton Flake, Cat Hansen

Abstained: Andrew Bushman

**1.G. Superintendent's Report**

**2. CALL TO THE PUBLIC**

Community member Cheyenne Smith addressed the board with a concern regarding a library book.

**3. CONSENT AGENDA**

Motion to approve the Consent Agenda by Karsten Flake; second by Dayton Flake

Final Resolution: Motion passed.

Yes: Karsten Flake, Andrew Bushman, Dayton Flake, Cat Hansen

**3.A. Approve Expense Vouchers**

Action to ratify district vouchers for period 9/1/2023 through 9/30/2023.

**General and Special Funds:** #5 \$174,802.84; #6 \$175,867.08; #1010 \$70,045.52; #1011 \$254,888.53; #1012 \$42,178.24; #1013 \$33,808.43; #1014 \$40,850.77

**Auxiliary Operations Funds:** #1013 \$4,022.26; #1016 \$981.00; #1017 \$775.18

**Student Activities Fund:** #1015 \$2,597.39; #1018 \$698.57

**3.B. Student Activities Fund Report**

Revenues, expenditures and charges in the Student Activities Fund Report; period of 9/19/2023 through 9/30/2023.

**3.C. Approve Sole Source Vendor**

*Sole Source Vendor:* Aptegey

*Purpose:* Application to manage secure and monitored communications between staff, students and parents.

*Basis for Sole Source:* This is the only provider that unifies staff/student/parent communications, calendars, announcements, menus, news, etc. all under a single app that integrates with our website, Google Classroom and Infinite Campus student information system. This app is an add-on to our current website that is maintained by Aptegey.

**3.D. Gifts & Donations**

Donor	Item	School/Program	Purpose	Amount
National FFA Foundation, Inc.	Cash	Agribusiness	Support agriculture program	\$5,000.00
APS	Cash	Amy Peterson-Banford JH/HS classroom	Fund classroom supplies	\$500.00
APS	Cash	Jeri Edwards JH/HS classroom	Fund classroom supplies	\$500.00

**3.E. Student Fundraisers**

Organization	Description	Action
Cheerleading	Mini Cheer Camp	Principal Approved
Hot Rod Club	\$1 for handprint on Car	Principal Approved
HS Boys Basketball	Discount Cards	Approve
HS Boys Basketball	VB Tourney Sell T-Shirts	Principal Approved
FFA	First Friday Market	Approve
Wrestling	Shirt Sales at Wrestling Invitational	Approve

**3.F. Disposal of Surplus Property**

Approve the disposal of unused surplus furniture, equipment, and other items in compliance with Arizona statutes and administrative code via our online auction web service.

**3.G. Approve the Payment of Prior Year Expenditures**

Daktronics (scoreboard repairs) \$1,587.50

Navajo County Education Service Agency (Occupational Therapist) \$2,582.52

Navajo County Education Service Agency (Occupational Therapist) \$2,807.10

**3.H. Approve Award of Arizona School Facilities Board Building Renewal Grants**

Approve Joseph City Elementary School gym floor resurfacing

Approve Joseph City Elementary School intercom system replacement

**4. POSSIBLE EXECUTIVE SESSION**

None.

**5. ACTION ITEMS**

**5.A. Personnel Requests**

Name	Assignment	Action
Brawley, Micah	HS JV Girls Basketball Coach	Re-assigned from JH Girls Basketball Coach

Name	Assignment	Action
Frost, Katherine	Event Worker	Appointment
Frost, Katherine	Substitute Teacher	Appointment
Fussell, Joshua	Bus Driver	Ratification
Gayer, Lisa	Athletic Volunteer	Assignment
Johnstun, Steven	8th Grade Girls Basketball Coach	Appointment
Johnstun, Steven	Maintenance Tech (Part-time)	Ratification
Kinlicheenie, Jaydiana	Concession Stand Student Worker	Appointment
Lee, Gabriella	Concession Stand Student Worker	Appointment
Neill, Audrey	Concession Stand Student Worker	Appointment
Peterson, Amy	Red Ribbon Coordinator	Assignment; Replacing Julie Randall.
Powers, Madyson	Event Worker	Ratification
Randles, Chalene	Event Worker	Appointment
Ramat, Aubrie	Concession Stand Student Worker	Appointment
Saline, Brady	Maintenance Tech	Ratification

Motion by Karsten Flake to approve the personnel requests as presented; second by Andrew Bushman  
Final Resolution: Motion passes.

Yes: Karsten Flake, Andrew Bushman, Dayton Flake, Cat Hansen

**5.B. Approve the Joseph City Schools Annual Financial Report for 2022-23**

Motion by Karsten Flake to approve the Annual Financial Report as presented; second by Dayton Flake  
Final Resolution: Motion passed.

Yes: Karsten Flake, Andrew Bushman, Dayton Flake, Cat Hansen

**5.C. Discussion and Possible Approval of Increase in Pay for Non-AIA Junior High School Athletic Game Referees**

Increase by \$5.00 from \$35 to \$40 per game

Motion by Karsten Flak to approve the pay increase to \$40 per game as presented; second by Dayton Flake  
Final Resolution: Motion passed.

Yes: Karsten Flake, Andrew Bushman, Dayton Flake, Cat Hansen

**5.D. Discussion and Possible Action Regarding the Superintendent's Performance Pay**

This is 2.5% of the amount of the Superintendent's contract withheld until the Governing Board approves payment as required in Arizona statute.

Motion by Karsten Flake to approve the payment of the Superintendent's performance pay as presented; second by Dayton Flake

Final Resolution: Motion passed.

Yes: Karsten Flake, Andrew Bushman, Dayton Flake, Cat Hansen

**6. INFORMATION ITEMS**

**6.A. Report and Public Comment on the Use of Maintenance and Operations Override Monies for 2022-23**

The school district is required by statute to report annually in a public meeting on the use of Maintenance and Operations override monies and to provide an opportunity for the public to comment. The information was presented. There were no comments from the public.

**6.B. Review of Possible Policy Changes to be Considered for Adoption at a Future Meeting**

No policy changes will be adopted at this meeting. Policies affected:

BCB - Board Member Conflict of Interest

BDA - Board Organizational Meeting  
BE - School Board Meetings  
BEDA - Notification of Board Meetings  
BEDB - Agenda  
CBI, CBI-EB - Evaluation of Superintendent  
EBC - Emergencies  
GCG - Part-Time Staff Employment  
IHA, IHA-E - Basic Instructional Program  
JFABDA - Admission of Students in Foster Care  
JK - Student Discipline  
JKD - Student Suspension  
JKE - Expulsion of Students  
JLH - Missing Students  
JRCA-R - Request of Transfer of Records

**6.C. Minimum Wage Increase**

The Arizona minimum wage will increase by \$.50 per hour from \$13.85 to \$14.35 effective January 1, 2024

**6.D. Requests for Future Agenda Items**

None.

**6.E. Upcoming Meetings and Events Calendar**

Next Regular Board Meeting - November 14, 2023; 6:00 p.m.

**7. ADJOURNMENT**

Motion by Karsten Flake to adjourn the meeting; second by Dayton Flake

Final Resolution: Motion passed.

Yes: Karsten Flake, Andrew Bushman, Dayton Flake, Cat Hansen

Meeting adjourned at 7:06 p.m.

APPROVED:

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Board Clerk or President

**1.G. Superintendent's Report**  
Current Events and Updates

November 14, 2023

Governing Board Report

Update and Current Events

B. Fields, Superintendent

- I will defer to Matt Weber at the start of the meeting. Mr. Weber is the NAVIT Superintendent. He will be here providing a NAVIT report to the Board. This is the report that he presents to us once each year.
- We've received the engineering design report for the roof projects at the Auditorium and the Vocational Buildings. We are now ready to go through the bidding process and hopefully start roofing in the spring. The new boiler at the high school campus has also been installed. We also have started the repair to the Elementary Intercom/PA system. It is definitely an upgrade to what we've had and should make are school safer and improve communication. This new system will be digital and we are hoping to have it operational for the return of students following winter break.
- There is an ESSER Funds summary report attached with my report for your reference.
- At the last meeting we had some discussion about library books and some board members requested that I follow up with some information. The specific book that was referenced at the last meeting by a parent has been reviewed and is now unavailable for her children to check out. The process that we have for concerns and questions about instructional materials includes completing a form from our policy manual, which I will attach to your board packet with my report, and meeting with the building principal.  
The process that we have for ordering Library books is to keep a "wish list" based on things such as new releases, student, and teacher requests. The following items are things that we do to watch for inappropriate content. This has usually been done at the high school campus, but we are finding that these things will need to be followed at the elementary campus as well.
  - Watch for content warnings, and scan internet review websites for signs of inappropriate content.
  - Send requisition and quote/cart to principals for their review. Include abstract for the principal's benefit.
  - Scan/Review any "borderline" and "high-low" books upon receipt of shipment, and remove them from our collection if necessary.
- We turned the swimming pool heat off on November 10<sup>th</sup>. There is a cover that we are trying to use in order to save heating cost. Unfortunately, I don't have an estimate at this time on how much energy savings we can expect from the pool cover.
- The District and School Letter Grades for the state have been released. Like we anticipated, our schools had a significant increase in scores. I will attach information with my report for you to review. Here is the basic summary of information: Our High School received and 'A' letter grade, the Junior High School received a 'B', and the Elementary received a 'B'. We are thrilled about the improvements following the low scores we had following the COVID pandemic. Our high school is the only high school in the county to receive an 'A' rating. The District Letter

Grade is an average of the schools and is a 'B'. Overall, the largest area of improvement came from individual student growth, compared to other students in the state growth. The target area which needs our attention will be this years' 6<sup>th</sup> and 7<sup>th</sup> grade levels. On average, they are low across the board but lower in the area of Math. I credit the teachers and principals hard work and focused efforts in helping the students grow and score better on these tests.

- The ACC rate case is coming to a close. Currently the closing arguments are being heard. We really don't know what will happen yet with potential transition funding or help at this point. We will probably know within 1 -2 months, which will help us in planning.
- I am applying for some funds to help us with some things. One project is a '9<sup>th</sup> grade Student Success Grant' from the state that we are eligible to apply for that can help purchase instructional materials, supplies, and personnel. Another project that I am working on is an electric bus rebate program. This program is an EPA funded school bus rebate that pays for a significant portion of alternative energy (electric) buses for a school district fleet. We may have up to 6 buses that qualify to be replaced but I doubt that we will include all of them. It will probably make more sense for us to try for funding for 2 or 3 electric buses at this time for various reasons. Once we get into that part of the application that decision will need to be met.

**PUBLIC CONCERNS / COMPLAINTS  
ABOUT INSTRUCTIONAL RESOURCES**

**CITIZEN'S REQUEST FOR RECONSIDERATION  
OF INSTRUCTIONAL MATERIAL**

Author \_\_\_\_\_ Hardcover \_\_\_\_\_ Paperback \_\_\_\_\_ Other media \_\_\_\_\_

Title \_\_\_\_\_ Copyright date \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Request initiated by \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

Complainant's E-mail address \_\_\_\_\_

Complainant

represents:  himself or herself

(name organization): \_\_\_\_\_

(identify other group): \_\_\_\_\_

To what in the material do you object? (Please be specific; cite pages.)

What do you feel might be the result of the use of this material?

For what age group would you recommend this material?

What do you feel is good about this material?

Did you review the entire material? \_\_\_\_\_ What parts?

Are you aware of the judgment of this material by literary critics?

What do you believe is the theme of this material?

Are you aware of the instructional purpose in using this work?

What would you like the District to do about this material?

- Do not assign or recommend it to my child (children).
- Do not assign it to students.
- Withdraw it from all patrons of the library.
- Refer it to an official committee for reevaluation.

In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective?



# ARIZONA DEPARTMENT OF EDUCATION

## State Accountability

Welcome Bryan Fields!

Bryan Fields

[Home \(/FY2023/\)](#) / [A-F Summary](#)

**Joseph City High School (5606)**  
**FY 2023**  
**PRELIMINARY DATA FOR REVIEW**



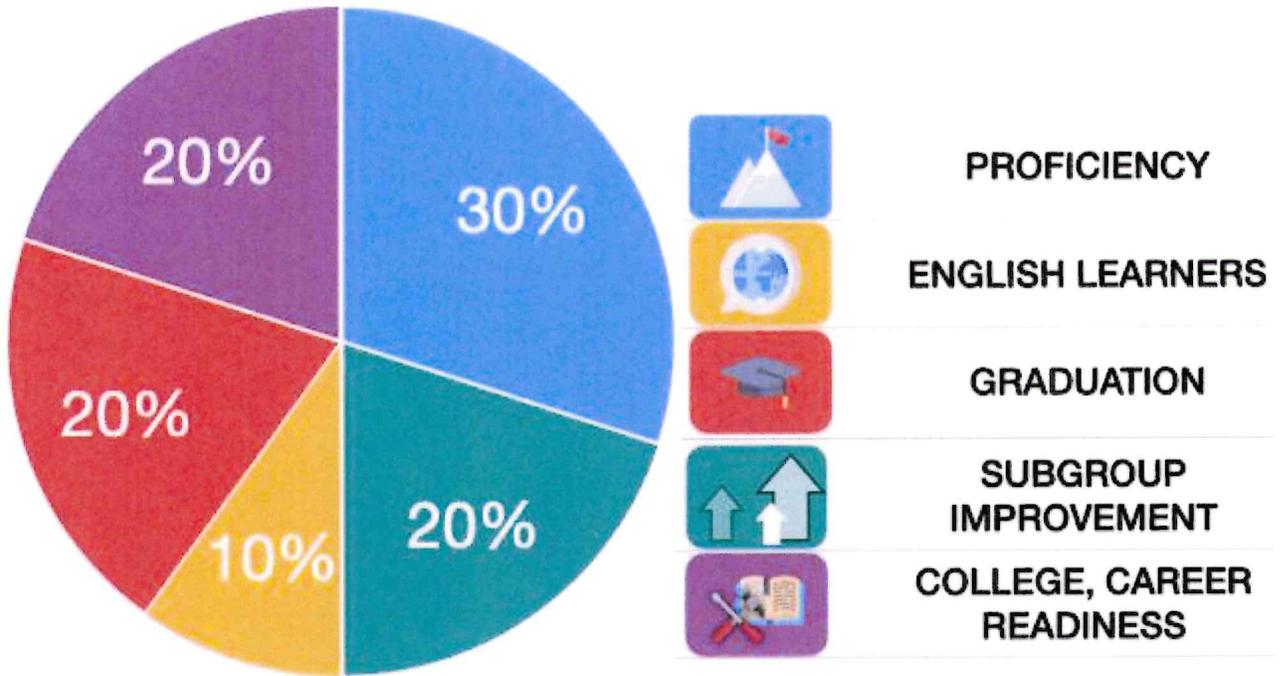
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pagekey=158&page=NineThru12Summary)

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Category		Weight	Points
Proficiency		30%	21.31
Subgroup Proficiency Improvement		10%	10.0
Subgroup Graduation Rate Improvement		5%	5.0
Subgroup Dropout Rate Improvement		5%	3.33
EL Proficiency and Growth		10%	
Graduation Rate	4-, 5-, 6-, 7-year Graduation Rate <sup>†</sup>	10%	10.0
	4- year Graduation Rate Improvement	10%	10.0
College and Career Ready - Self-Report Score		20%	19.3
Total Point Sum			78.94
Total Points Eligible			90.0
Percentage Earned			87.71

Total Bonus Points	4.0
Total Points Earned	91.71
Percent Tested	84.62
A-F Letter Grade	A



## 9-12

Proficiency	30%	<a href="#">View Data (/FY2023/Home/Proficiency)</a>
Test		%
ACT ELA		90.0
ACT Math		69.52
MSAA ELA		
MSAA Math		
Percent Proficient All Students		71.04
Total Proficiency Points		21.31

Subgroup Improvement	20%	<a href="#">View Data (/FY2023/Home/Growth)</a>
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	Number of Eligible Subgroups	Number of Subgroups that Maintained or Improved	Points Earned
Subgroup Proficiency Improvement	2.0	2.0	10.0
Subgroup Graduation Rate Improvement	1.0	1.0	5.0
Subgroup Dropout Rate Improvement	6.0	4.0	3.33

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

4-, 5-, 6-, 7-year Graduation Rate			10%
Current Year	%	Weight	Points Earned
4	96.97	5	4.85
5	90.32	4	3.61
6	88.89	2.5	2.22
7	86.21	.50	0.43
4-, 5-, 6-, 7-year Graduation Rate Points			10.0

4-year Graduation Rate Improvement		10%
Prior Year	%	Points Earned
4	77.42	10.0
4-year Graduation Rate Points		10.0

College and Career Ready - Self-Report Score		20%
Metric	Weight	Points Earned
Self-Report CCR Points	20	19.3
College and Career Ready - Self-Report Total Points		19.3

College and Career Ready data was self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of

the letter grade.

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
<b>Special Education Bonus Points</b>	13.01	9.97	11.63	13.29	16.61	1.5
<b>Science Assessment Bonus Points</b>	28.57				25.43	
<b>ACT Aspire Bonus Points</b>	90.91					1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

<b>Total Score</b>				
A	B	C	D	F
100 - 82%	81.99 - 65%	64.99 - 48%	47.99 - 31%	30.99 - 0%

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

<b>A-F Letter Grade</b>	<b>A</b>
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# ARIZONA DEPARTMENT OF EDUCATION

## State Accountability

Welcome Bryan Fields!

Bryan Fields

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Joseph City Junior High School (87530)

FY 2023

PRELIMINARY DATA FOR REVIEW

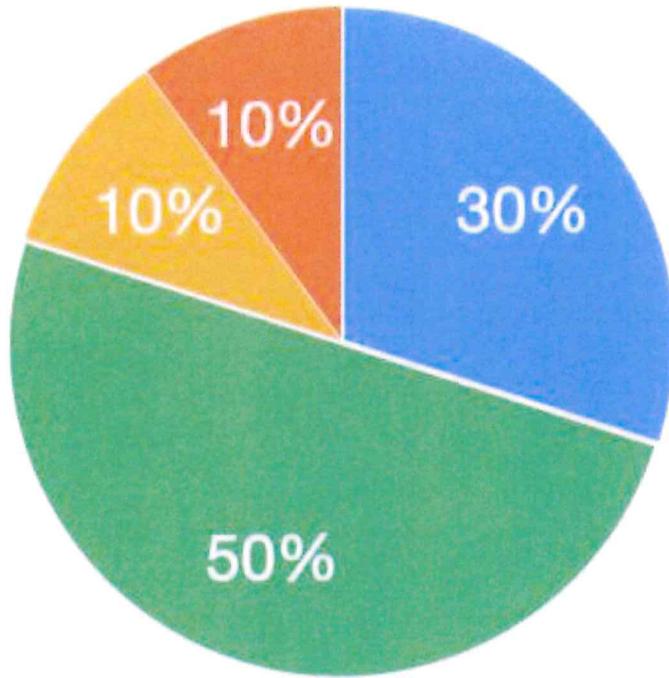


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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	13.0
Growth	50%	40.9
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	10.0
Total Point Sum		63.9
Total Points Eligible		90.0
Percentage Earned		71.0
Total Bonus Points		3.5
Total Points Earned		74.5
15	Percent Tested	97.08
A-F Letter Grade		<b>B</b>



**PROFICIENCY**



**ENGLISH LEARNERS**



**ACCELERATION,  
READINESS**



**GROWTH**

## K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
6	26.07	22.76
7	51.36	42.79
8	46.47	45.14
Percent Proficient All Students		41.5
Total Proficiency Points		12.45

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	40.65	37.42	39.03	15.0
2-Year FAY	58.0	48.89	53.38	10.0
1-Year FAY	32.0	29.0	30.5	5.0
Total Stability Proficiency Points				13.0

Growth	16	50%	View Data (/FY2023/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.06	1.06	2.13
Prior Year Proficient	5.32	10.64	12.77
Prior Year Partially Proficient	12.77	2.13	2.13
Prior Year Minimally Proficient	20.21	21.28	8.51
<b>SGP ELA Points</b>			<b>18.35</b>

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.02	2.04	1.02
Prior Year Proficient	9.18	8.16	4.08
Prior Year Partially Proficient	6.12	11.22	2.04
Prior Year Minimally Proficient	19.39	12.24	23.47
<b>SGP Math Points</b>			<b>22.55</b>

<b>Total Growth Points</b>	<b>40.9</b>
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<b>EL Proficiency and Growth</b>	<b>10%</b>	<b>View Data (/FY2023/Home/EL)</b>
<b>Total EL Proficiency Points</b>		
<b>Total EL Growth Points</b>		
<b>EL Proficiency and Growth Points</b>		

<b>Acceleration / Readiness</b>	<b>10%</b>	<b>View Data (/FY2023/Home/AccelerationReadiness)</b>
<b>Metric</b>		<b>Points Earned</b>
<b>Grade 8 Performance</b>		17 5.0

<b>Grade 3 ELA Minimally Proficient</b>	
<b>Chronic Absenteeism</b>	2.0
<b>Subgroup Improvement</b>	6.0
<b>Special Education Inclusion</b>	2.0
<b>Total Acceleration/Readiness Points</b>	<b>10.0</b>

	<b>School %</b>	<b>60% of State Average</b>	<b>70% of State Average</b>	<b>80% of State Average</b>	<b>State Average</b>	<b>Points</b>
<b>Special Education Bonus Points</b>	20.18	9.57	11.16	12.76	15.95	2.0
<b>Science Assessment Bonus Points</b>	35.29				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

<b>Total Score</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
100 - 84%	83.99 - 72%	71.99 - 60%	59.99 - 47%	46.99 - 0%

<b>A-F Letter Grade</b>	<b>B</b>
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\* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

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# ARIZONA DEPARTMENT OF EDUCATION

## State Accountability

Welcome Bryan Fields!

Bryan Fields

Home (/FY2023/) / A-F Summary

Joseph City Elementary School (5605)

FY 2023

PRELIMINARY DATA FOR REVIEW

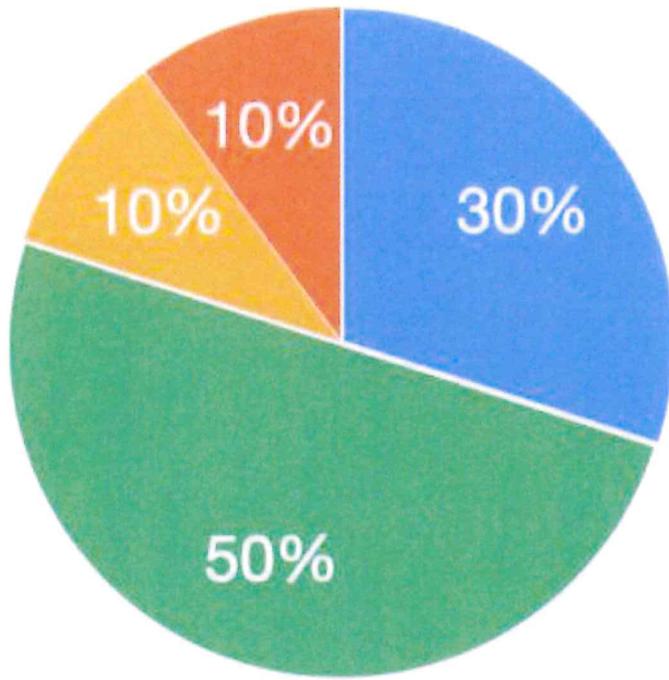


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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.02
Growth	50%	39.43
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	10.0
Total Point Sum		69.45
Total Points Eligible		90.0
Percentage Earned		77.17
Total Bonus Points		3.5
Total Points Earned		80.67
19	Percent Tested	99.51
A-F Letter Grade		<b>B</b>



**PROFICIENCY**



**ENGLISH LEARNERS**



**ACCELERATION,  
READINESS**



**GROWTH**

## K-8

Proficiency	30%*	<a href="#">View Data (/FY2023/Home/Proficiency)</a>
<b>Grade</b>	<b>ELA</b>	<b>Math</b>
3	54.74	68.97
4	73.67	73.23
5	39.63	42.96
<b>Percent Proficient All Students</b>		62.63
<b>Total Proficiency Points</b>		18.79

Stability Proficiency			30%*	<a href="#">View Data (/FY2023/Home/Proficiency)</a>
Stability	ELA	Math	All	Weight
3-Year FAY	58.28	63.73	61.03	15.0
2-Year FAY	75.33	78.67	77.0	10.0
1-Year FAY	38.64	51.3	45.11	5.0
<b>Total Stability Proficiency Points</b>				<b>20.02</b>

<b>Growth</b>	20	<b>50%</b>	<a href="#">View Data (/FY2023/Home/Growth)</a>
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<b>SGP ELA Growth (25%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>
<b>Prior Year Highly Proficient</b>	5.66	1.89	7.55
<b>Prior Year Proficient</b>	16.98	9.43	3.77
<b>Prior Year Partially Proficient</b>	5.66	7.55	3.77
<b>Prior Year Minimally Proficient</b>	16.98	11.32	9.43
<b>SGP ELA Points</b>			<b>16.98</b>

<b>SGP Math Growth (25%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>
<b>Prior Year Highly Proficient</b>	7.55	3.77	1.89
<b>Prior Year Proficient</b>	16.98	11.32	3.77
<b>Prior Year Partially Proficient</b>	5.66	11.32	7.55
<b>Prior Year Minimally Proficient</b>	0.0	16.98	13.21
<b>SGP Math Points</b>			<b>22.45</b>

<b>Total Growth Points</b>	<b>39.43</b>
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<b>EL Proficiency and Growth</b>	<b>10%</b>	<b>View Data (/FY2023/Home/EL)</b>
<b>Total EL Proficiency Points</b>		
<b>Total EL Growth Points</b>		
<b>EL Proficiency and Growth Points</b>		

<b>Acceleration / Readiness</b>	<b>10%</b>	<b>View Data (/FY2023/Home/AccelerationReadiness)</b>
<b>Metric</b>		<b>Points Earned</b>
<b>Grade 8 Performance</b>		21

<b>Grade 3 ELA Minimally Proficient</b>	0.0
<b>Chronic Absenteeism</b>	2.0
<b>Subgroup Improvement</b>	6.0
<b>Special Education Inclusion</b>	2.0
<b>Total Acceleration/Readiness Points</b>	<b>10.0</b>

	<b>School %</b>	<b>60% of State Average</b>	<b>70% of State Average</b>	<b>80% of State Average</b>	<b>State Average</b>	<b>Points</b>
<b>Special Education Bonus Points</b>	15.34	9.57	11.16	12.76	15.95	2.0
<b>Science Assessment Bonus Points</b>	33.33				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

<b>Total Score</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
100 - 84%	83.99 - 72%	71.99 - 60%	59.99 - 47%	46.99 - 0%

<b>A-F Letter Grade</b>	<b>B</b>
-------------------------	----------

\* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

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**Summary of Financial Operations (Unaudited)**  
**October 31, 2023**

Fund		Budget	YTD Expenses	Encumbrances	Budget Balance
001	Maintenance & Operation	\$5,610,600	\$1,764,579	\$3,265,473	\$ 580,548
010-013	Classroom Site Funds	\$1,251,538	\$ 42,270	\$ 144,015	\$1,065,252
100-130	Title I	\$ 180,000	\$ 40,062	\$ 88,128	\$ 51,810
140-150	Title II - Profesional Development	\$ 40,000	\$ 388	\$ 1,451	\$ 38,161
200-209	Title VII - Indian Education	\$ 15,000	\$ 1,157	\$ 8,443	\$ 5,400
220-229	IDEA/Special Education Grants	\$ 230,000	\$ 31,303	\$ 102,677	\$ 127,310
230	Johnson-O'Malley (JOM)	\$ 4,500	\$ 13	\$ 434	\$ 4,052
260-270	Career & Technical Ed (CTE) - Federal	\$ 16,000	\$ 9,648	\$ 4,194	\$ 2,158
290-291	Medicare Reimbursement	\$ 60,000	\$ 13	\$ 487	\$ 59,500
301	Az School Nurse Access Program	\$ 76,000	\$ 20,173	\$ 54,613	\$ 1,215
326-346	ESSER / CARES / ESG	\$ 988,459	\$ 2,766	\$ 1,268	\$ 984,425
374	E-Rate	\$ 75,000	\$ 10,385	\$ 42,115	\$ 22,500
390-396	REAP (Federal Rural Assistance)	\$ 45,000	\$ -	\$ 5,375	\$ 39,625
400	Career & Technical Ed (CTE) - State	\$ 5,000	\$ 1,529	\$ 2,520	\$ 950
467	DES Childcare Stabilization Grant	\$ 14,406	\$ 9,130	\$ 5,276	\$ -
500	School Plant (Sale)	\$ 40,000	\$ -	\$ 17,192	\$ 22,808
510	Food Service	\$ 300,000	\$ 34,229	\$ 260,571	\$ 5,200
515	Civic Center	\$ 60,000	\$ 235	\$ 448	\$ 59,318
520	Preschool Tuition	\$ 15,000	\$ 1,464	\$ 5,268	\$ 8,268
525	Auxiliary Operations	\$ 125,000	\$ 50,817	\$ 23,138	\$ 51,045
526	Extracurricular Activities Tax Credit	\$ 50,000	\$ 1,507	\$ 430	\$ 48,064
530	Gifts & Donations	\$ 550,000	\$ -	\$ -	\$ 550,000
535-539	CTE & Vocational Education Projects	\$ 15,000	\$ 5,394	\$ 322	\$ 9,284
550	Insurance Proceeds	\$ 60,000	\$ 1,132	\$ -	\$ 58,868
565	Litigation Recovery	\$ 35,000	\$ -	\$ -	\$ 35,000
570	Indirect Costs	\$ 75,000	\$ 2,227	\$ 9,292	\$ 63,481
585	Insurance Refunds	\$ 10,000	\$ 500	\$ -	\$ 9,500
596	NAVIT	\$ 45,000	\$ 3,822	\$ 10,170	\$ 31,008
597	CTE Credentials	\$ 1,149	\$ -	\$ -	\$ 1,149
610	Capital Outlay	\$ 353,911	\$ 310,922	\$ 24,697	\$ 18,291
620	Adjacent Ways	\$ 50,000	\$ 20,225	\$ 2,618	\$ 27,157
665	Energy and Water Savings	\$ 48,000	\$ -	\$ -	\$ 48,000
686	SFB Emergency Deficiency Correction	\$ 90,000	\$ -	\$ -	\$ 90,000
691	SFB Building Renewal Grant	\$2,000,000	\$ 23,492	\$ 224,215	\$1,752,293
850	Student Activities	\$ 60,000	\$ 6,883	\$ 3,540	\$ 49,576
<b>TOTAL</b>		<b>\$ 12,594,563</b>	<b>\$ 2,396,267</b>	<b>\$ 4,308,371</b>	<b>\$ 5,921,215</b>

## 2. CALL TO THE PUBLIC

The procedure for addressing the Board in a public meeting may be viewed here: <https://josephcityaz.sites.thrillshare.com/page/public-comments>

## 3. CONSENT AGENDA

Vote on Consent Agenda. All items listed will be considered as a group and will be approved with one motion unless a Board Member requests an item be removed from the consent agenda and considered as a separate item.

### 3.A. Approve Expense Vouchers

Action to ratify district vouchers for the period 10/1/2023 through 10/31/2023.

**General and Special Funds:** #7 \$175,585.21; #8 \$173,217.84; #1015 \$43,497.40; #1016 \$72,706.17; #1017 \$52,829.55

**Auxiliary Operations Funds:** #1019 \$475.63; #1020 \$3,656.20; #1021 \$150.00; #1022 \$3,780.74; #1026 \$3,367.91; #1028 \$5,629.44

**Student Activities Fund:** #1023 \$1,381.63; #1025 \$188.80

### 3.B. Student Activities Fund Report

Revenues, expenditures and charges in the Student Activities Fund Report; period of 10/1/2023 through 10/31/2023.

Beginning Balances have not yet been rolled over from prior year

## Joseph City USD External Funds

### Student Activities Summary Report

Fiscal Year: 2023-2024

From: 10/1/2023 To: 10/31/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
000.000 Undesignated DO NOT USE	.00	.00	.00	.00	.00	.00
102.610 Joseph City Jr High School Student Council	.00	.00	.00	.00	.00	.00
102.612 Joseph City Jr High School Softball	.00	.00	.00	.00	.00	.00
102.619 Joseph City Jr High School Volleyball	.00	.00	.00	.00	.00	.00
102.629 Joseph City Jr High School Track	.00	.00	.00	.00	.00	.00
102.637 Joseph City Jr High School Class of 2024	.00	.00	.00	.00	.00	.00
102.638 Joseph City Jr High School Class of 2025	.00	.00	.00	.00	.00	.00
102.639 Joseph City Jr High School Class of 2026	.00	.00	.00	.00	.00	.00
102.640 Joseph City Jr High School Class of 2027	.00	.00	.00	.00	.00	.00
102.641 Joseph City Jr High School Class of 2028	.00	.00	.00	.00	.00	.00
102.642 Joseph City Jr High School Class of 2029	.00	.00	.00	.00	.00	.00
102.643 Joseph City Jr High School Class of 2030	.00	.00	.00	.00	.00	.00
102.644 Joseph City Jr High School Class of 2031	.00	.00	.00	.00	.00	.00
203.601 Joseph City High School Band	.00	.00	.00	.00	.00	.00
203.602 Joseph City High School Baseball	.00	.00	.00	.00	.00	.00
203.605 Joseph City High School Chess Club	.00	.00	.00	.00	.00	.00
203.606 Joseph City High School Card and Game Club	.00	.00	.00	.00	.00	.00
203.607 Joseph City High School Drama	.00	.00	.00	.00	.00	.00
203.608 Joseph City High School Future Business Leaders of America	8.68	.00	.00	8.68	.00	8.68
203.609 Joseph City High School Girls Basketball	.00	.00	.00	.00	(1,548.62)	(1,548.62)
203.610 Joseph City High School Student Council	436.43	.00	(466.46)	(30.03)	504.44	474.41
203.611 Joseph City High School National Honor Society	.00	.00	.00	.00	.00	.00
203.612 Joseph City High School Softball	.00	.00	.00	.00	.00	.00

Beginning Balances have not yet been rolled over from prior year

## Joseph City USD External Funds

### Student Activities Summary Report

Fiscal Year: 2023-2024

From: 10/1/2023 To: 10/31/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
203.613 Joseph City High School Momentum Club/Audition Choir	.00	.00	.00	.00	.00	.00
203.614 Joseph City High School Wrestling	105.00	561.00	.00	666.00	.00	666.00
203.615 Joseph City High School Cheerleaders	(2,986.64)	1,065.00	(248.52)	(2,170.16)	(143.20)	(2,313.36)
203.616 Joseph City High School Welding	.00	.00	.00	.00	.00	.00
203.617 Joseph City High School Woods	.00	.00	.00	.00	.00	.00
203.618 Joseph City High School Boys Basketball	.00	446.55	.00	446.55	(1,548.62)	(1,102.07)
203.619 Joseph City High School Volleyball	(332.40)	3,888.50	(855.45)	2,700.65	2,000.00	4,700.65
203.620 Joseph City High School FACS	.00	.00	.00	.00	.00	.00
203.621 Joseph City High School Hotrod Club	24.00	.00	.00	24.00	.00	24.00
203.624 Joseph City High School Basketball Cheerleaders	.00	.00	.00	.00	.00	.00
203.625 Joseph City High School FFA	.00	477.00	.00	477.00	.00	477.00
203.626 Joseph City High School Happy Club	.00	.00	.00	.00	.00	.00
203.627 Joseph City High School Robotics	.00	.00	.00	.00	.00	.00
203.628 Joseph City High School Cross Country	.00	.00	.00	.00	.00	.00
203.629 Joseph City High School Track	.00	.00	.00	.00	.00	.00
203.630 Joseph City High School Football	(313.82)	.00	.00	(313.82)	.00	(313.82)
203.631 Joseph City High School Technology Club	.00	.00	.00	.00	.00	.00
203.632 Joseph City High School Class of 2019	.00	.00	.00	.00	.00	.00
203.633 Joseph City High School Class of 2020	.00	.00	.00	.00	.00	.00
203.634 Joseph City High School Class of 2021	.00	.00	.00	.00	.00	.00
203.635 Joseph City High School Class of 2022	.00	.00	.00	.00	.00	.00
203.636 Joseph City High School Class of 2023	.00	.00	.00	.00	.00	.00

Beginning Balances have not yet been rolled over from prior year

### Joseph City USD External Funds

## Student Activities Summary Report

Fiscal Year: 2023-2024

From: 10/1/2023 To: 10/31/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
203.637 Joseph City High School Class of 2024	.00	.00	.00	.00	.00	.00
203.638 Joseph City High School Class of 2025	.00	.00	.00	.00	.00	.00
203.641 Joseph City High School Class of 2028	.00	.00	.00	.00	.00	.00
203.642 Joseph City High School Class of 2029	.00	.00	.00	.00	.00	.00
203.643 Joseph City High School Class of 2030	.00	.00	.00	.00	.00	.00
203.644 Joseph City High School Class of 2031	.00	.00	.00	.00	.00	.00
500.300 Districtwide UNDESIGNATED	.00	.00	.00	.00	.00	.00
500.600 Districtwide UNDESIGNATED	.00	.00	.00	.00	.00	.00
<b>GRAND TOTALS</b>	(3,058.75)	6,438.05	(1,570.43)	1,808.87	(736.00)	1,072.87

End of Report

**Joseph City USD External Funds**

**Student Activities Summary Report**

Fiscal Year: 2022-2023

From: 7/1/2022 To: 10/31/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
000.000 Undesignated DO NOT USE	.00	.00	.00	.00	.00	.00
102.610 Joseph City Jr High School Student Council	608.63	1,502.25	(1,553.77)	557.11	.00	557.11
102.612 Joseph City Jr High School Softball	(11.39)	.00	.00	(11.39)	.00	(11.39)
102.619 Joseph City Jr High School Volleyball	507.27	.00	.00	507.27	.00	507.27
102.629 Joseph City Jr High School Track	260.11	.00	.00	260.11	.00	260.11
102.637 Joseph City Jr High School Class of 2024	.00	.00	.00	.00	.00	.00
102.638 Joseph City Jr High School Class of 2025	.00	339.69	.00	339.69	.00	339.69
102.639 Joseph City Jr High School Class of 2026	188.93	113.86	.00	302.79	.00	302.79
102.640 Joseph City Jr High School Class of 2027	1,160.99	128.89	.00	1,289.88	.00	1,289.88
102.641 Joseph City Jr High School Class of 2028	132.00	.00	.00	132.00	.00	132.00
102.642 Joseph City Jr High School Class of 2029	.00	110.10	.00	110.10	.00	110.10
102.643 Joseph City Jr High School Class of 2030	.00	.00	.00	.00	.00	.00
102.644 Joseph City Jr High School Class of 2031	.00	.00	.00	.00	.00	.00
203.601 Joseph City High School Band	218.26	.00	.00	218.26	.00	218.26
203.602 Joseph City High School Baseball	155.40	.00	.00	155.40	.00	155.40
203.605 Joseph City High School Chess Club	.00	.00	.00	.00	.00	.00
203.606 Joseph City High School Card and Game Club	146.14	.00	.00	146.14	.00	146.14
203.607 Joseph City High School Drama	725.11	.00	.00	725.11	.00	725.11
203.608 Joseph City High School Future Business Leaders of America	12.59	.00	.00	12.59	.00	12.59
203.609 Joseph City High School Girls Basketball	3,494.01	2,664.35	(4,065.25)	2,093.11	.00	2,093.11
203.610 Joseph City High School Student Council	4,311.06	1,706.00	(1,444.86)	4,572.20	.00	4,572.20
203.611 Joseph City High School National Honor Society	549.96	150.00	(108.28)	591.68	.00	591.68
203.612 Joseph City High School Softball	4,142.78	250.00	(1,895.34)	2,497.44	.00	2,497.44

Joseph City USD External Funds

Student Activities Summary Report

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From: 7/1/2022 To: 10/31/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
203.613 Joseph City High School Momentum Club/Audition Choir	409.15	.00	.00	409.15	.00	409.15
203.614 Joseph City High School Wrestling	2,675.13	2,484.73	(4,029.78)	1,130.08	.00	1,130.08
203.615 Joseph City High School Cheerleaders	341.51	8,647.00	(4,573.41)	4,415.10	.00	4,415.10
203.616 Joseph City High School Welding	106.33	.00	.00	106.33	.00	106.33
203.617 Joseph City High School Woods	104.72	.00	.00	104.72	.00	104.72
203.618 Joseph City High School Boys Basketball	699.58	3,185.50	(2,576.40)	1,308.68	.00	1,308.68
203.619 Joseph City High School Volleyball	6,921.73	6,831.00	(7,868.10)	5,884.63	.00	5,884.63
203.620 Joseph City High School FACS	35.74	.00	.00	35.74	.00	35.74
203.624 Joseph City High School Basketball Cheerleaders	.00	.00	.00	.00	.00	.00
203.625 Joseph City High School FFA	(292.52)	2,919.87	(1,683.73)	943.62	.00	943.62
203.626 Joseph City High School Happy Club	880.07	.00	.00	880.07	.00	880.07
203.627 Joseph City High School Robotics	359.85	.00	.00	359.85	.00	359.85
203.628 Joseph City High School Cross Country	220.60	.00	.00	220.60	.00	220.60
203.629 Joseph City High School Track	191.04	130.00	.00	321.04	.00	321.04
203.630 Joseph City High School Football	1,400.26	3,375.00	(3,537.06)	1,238.20	.00	1,238.20
203.631 Joseph City High School Technology Club	109.95	.00	.00	109.95	.00	109.95
203.632 Joseph City High School Class of 2019	.00	.00	.00	.00	.00	.00
203.633 Joseph City High School Class of 2020	.00	.00	.00	.00	.00	.00
203.634 Joseph City High School Class of 2021	.00	.00	.00	.00	.00	.00
203.635 Joseph City High School Class of 2022	137.03	.00	.00	137.03	.00	137.03
203.636 Joseph City High School Class of 2023	7,566.20	1,243.54	(8,029.26)	780.48	.00	780.48
203.637 Joseph City High School Class of 2024	388.76	2,131.71	(452.07)	2,068.40	.00	2,068.40

Joseph City USD External Funds

Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 10/31/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
203.638 Joseph City High School Class of 2025	326.32	.00	.00	326.32	.00	326.32
203.639 Joseph City High School Class of 2026	.00	935.00	.00	935.00	.00	935.00
500.300 Districtwide UNDESIGNATED	.00	.00	(.06)	(.06)	.00	(.06)
500.600 Districtwide UNDESIGNATED	(301.75)	4.25	301.75	4.25	.00	4.25
<b>GRAND TOTALS</b>	38,881.55	38,852.74	(41,515.62)	36,218.67	.00	36,218.67

End of Report

**3.C. Student Fundraisers**

<b>Organization</b>	<b>Description</b>	<b>Action</b>
HS Girls Basketball	Sell tickets for dinner	Principal Approved
HS Student Council	Halloween Carnival	Principal Approved

**3.D. Approve Sponsorship by Winslow Ford of the Joseph City Jr/Sr High School Girls Basketball Program**

**3.E. Intergovernmental Agreement with Navajo County Community College District (Northland Pioneer College) for Dual Enrollment**

Approve Amendment to Exhibits A and B

**3.F. Disposal of Surplus Property**

Approve the disposal of unused surplus furniture, equipment and other items in compliance with Arizona statutes and administrative code via our online auction web service.

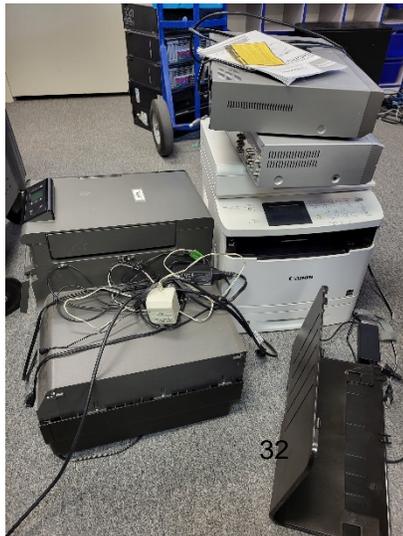
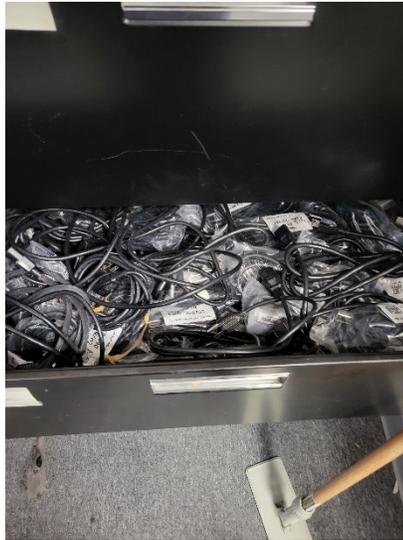
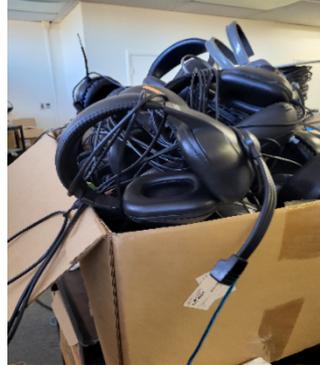
Board approval for November Auction:

Chairs/Atomic Clocks (no longer use due to hand changing time zones for each clock)

Coat racks/wrestling mat

IT Department

Cords/Keyboards/Lap tops/tablets/wires/phones/Switch's /servers with drive removed/Misc. IT items/  
Smart board/projectors/printers/TV/large cash boxes/wire/head phones/speakers/microphone/computer storage  
centers/dvd players. ECT....





**3.G. Accept the Arizona School Facilities Oversight Board Grant Award**

Building Renewal Grant awarded to Joseph City Schools for Elementary School HVAC System Replacement

**4. POSSIBLE EXECUTIVE SESSION (\*)**

For any agenda item indicated with an asterisk (\*), the Board may vote to convene in Executive Session pursuant to A.R.S. 38-431.03 (A) (1) for personnel matters when notified; (2) discussion or consideration of records exempt by law from public inspection; (3) for consultation with attorney; (4) for consultation with attorney when in pending or contemplated litigation. Discussion or consideration of personnel matters may include employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining or resignation of a public officer, appointee or employee.

**5. ACTION ITEMS**

**5.A. Personnel Requests (\*)**

Name	Assignment	Action
Deets, Trenton	Student Worker, Auditorium	Ratification
Gayer, Lisa	HS Assistant Wrestling Coach	Ratification
Gayer, Lisa	JH Assistant Wrestling Coach	Ratification
Kinlicheenie, Latrell	Coach	Termination
Larsen, Karen (Trina)	HS Math Teacher	Resignation

**5.B. Discussion and Possible Approval of Changes to Governing Board Policies**

These policies and possible changes were presented for public and board review at the previous regular board meeting and on the District website. Policies affected:

- BCB - Board Member Conflict of Interest
- BDA - Board Organizational Meeting
- BE - School Board Meetings
- BEDA - Notification of Board Meetings
- BEDB - Agenda
- CBI, CBI-EB - Evaluation of Superintendent
- EBC - Emergencies
- GCG - Part-Time Staff Employment
- IHA, IHA-E - Basic Instructional Program
- JFABDA - Admission of Students in Foster Care
- JK - Student Discipline
- JKD - Student Suspension
- JKE - Expulsion of Students
- JLH - Missing Students
- JRCA-R - Request of Transfer of Records

# POLICY SERVICES ADVISORY

Volume 35, Number 3

September 2023

Policy Advisory No. 748 .....Policy BCB — Board Member Conflict of Interest

Policy Advisory No. 749 .....Policy BDA — Board Organizational Meeting

Policy Advisory No. 750 .....Policy BE — School Board Meetings

Policy Advisory No. 751 ..... Policy BEDA — Notification of Board Meetings

Policy Advisory No. 752 .....Policy BEDB — Agenda

Policy Advisory No. 753 .....Policy CBI — Evaluation of Superintendent  
**NEW** - Exhibit CBI-EB — Evaluation of Superintendent

Policy Advisory No. 754 ..... Policy EBC — Emergencies

Policy Advisory No. 755 .....Policy GCG — Part-Time and Substitute  
Professional Staff Employment

Policy Advisory No. 756 ..... Policy IHA — Basic Instructional Program  
Exhibit IHA-E — Basic Instructional Program

Policy Advisory No. 757 .....Policy JFABDA — Admission of Students in  
Foster Care

Policy Advisory No. 758 ..... Policy JK — Student Discipline

Policy Advisory No. 759 ..... Policy JKD — Student Suspension

Policy Advisory No. 760 ..... Policy JKE — Expulsion of Students

Policy Advisory No. 761 .....Policy JLH — Missing Students

Policy Advisory No. 762 .....Regulation JRCA-R — Request for Transfer  
of Records

## POLICY ADVISORY DISCUSSION

### Summary

Most of the following policy advisories are derived from enactments of the 56th Legislature, First Regular Session, 2023. These are indicated by references to the bills and/or statutes which have either been newly created or altered by the Legislature.

Exhibit CBI-EB; Evaluation of Superintendent, has been added to provide Districts with two (2) options for use.

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

**Policy Advisory Discussion**

**Policy Advisory No. 748**

**Policy BCB — Board Member Conflict of Interest**

A school district is allowed to employ, including through a third-party contractor that provides services to the school district, any person who served as a member of the school district governing board during the preceding two years only in a position in which the person will provide services directly to students. School districts are authorized to increase the time period for this restriction to be more than two years.

**Policy Advisory No. 749**

**Policy BDA — Board Organizational Meeting**

A school district governing board is required to meet in January following an election, instead of between January 1 and January 15 following the election.

**Policy Advisory No. 750**

**Policy BE — School Board Meetings**

Schools, school boards, executive boards, and municipalities are required to provide for an amount of seating sufficient to accommodate the reasonably anticipated attendance of all persons desiring to attend the deliberations and proceedings, when feasible. Does not require a public body to relocate a meeting outside of the largest regular meeting room. Except for a meeting through technological devices, the agenda for a public meeting is required to include notice of the time that the public will have physical access to the meeting place.

**Policy Advisory No. 751**

**Policy BEDA — Notification of Board Meetings**

**Policy Advisory No. 752**

**Policy BEDB — Agenda**

Schools, school boards, executive boards, and municipalities are required to provide for an amount of seating sufficient to accommodate the reasonably anticipated attendance of all persons desiring to attend the deliberations and proceedings, when feasible. Does not require a public body to relocate a meeting outside of the largest regular meeting room. Except for a meeting through technological devices, the agenda for a public meeting is required to include notice of the time that the public will have physical access to the meeting place.

**Policy Advisory No. 753**

**Policy CBI — Evaluation of Superintendent**

***NEW* - Exhibit CBI-EB — Evaluation of Superintendent**

Policy CBI was revised updating the timelines associated with the evaluation.

ASBA and ASA, in collaboration with superintendents and board members from across Arizona, developed and piloted this evaluation tool (CBI-EB) which is reflective of the collective, diverse voice of superintendents and board members. Once an evaluation instrument is chosen, it will be recodified as CBI-E.

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

**Policy Advisory No. 754**

**Policy EBC — Emergencies**

Emergency response plans developed by school district governing boards are required to address how the school and emergency responders will communicate with and provide assistance to students with disabilities.

**Policy Advisory No. 755..... Policy GCG — Part-Time and Substitute Professional Staff Employment**

A "small school district" (defined in A.R.S. 15-901) is allowed to employ a substitute teacher who is related to a member of the governing board as the member's spouse or immediate family and who has had the same household of residence within the preceding four years. If a small school district employs a substitute teacher in these circumstances, the member of the governing board who is related to the substitute teacher must be recused from voting on any matter relating to substitute teachers.

**Policy Advisory No. 756..... Policy IHA — Basic Instructional Program Exhibit IHA-E — Basic Instructional Program**

Per HB2060, A.R.S. 15-211(C) adds a literacy coach or literacy specialist at each school to the list of employees that may satisfy the dyslexia training requirements at each K-3 school in a district.

**Policy Advisory No. 757 Policy JFABDA — Admission of Students in Foster Care**

Within five days after a child enters foster care or if a child's placement changes, the child (if appropriate), the child's caseworker, the child's parent, guardian, custodian, caregiver, or foster parent, and representatives from the child's school of origin are required to determine if it is in the child's best interest to remain in the child's school of origin. The Department of Child Safety (DCS) and educational agency are required to jointly ensure that a child receives transportation to the educational institution determined to be in the child's best interest, including a charter school or educational institution located outside of the child's current school district. DCS is authorized to coordinate with the Arizona Department of Education (ADE) and local education agencies and enter into necessary information sharing and financial agreements to ensure the child receives transportation, and school districts are authorized to cross district boundaries when transporting a student in these circumstances. DCS and ADE are required to adopt a clear, written arbitration process for resolution of disputes between DCS, local educational agencies, and ADE regarding the arrangement for and funding of a child's transportation. The DCS semiannual report is required to include specified information regarding the educational placement of foster children.

**Policy Advisory No. 758**

**Policy Advisory No. 759**

**Policy Advisory No. 760**

**Policy JK — Student Discipline**

**Policy JKD — Student Suspension**

**Policy JKE — Expulsion of Students**

Statutory requirements that must be met in order to suspend or expel a student in kindergarten through fourth grade do not apply to an expulsion required due to a student bringing a firearm to school or to a suspension for two or fewer days when the aggregate suspensions for that student do not exceed ten days within the school year.

**Policy Advisory No. 761**

**Policy JLH — Missing Students**

**Policy Advisory No. 762      Regulation JRCA-R — Request for Transfer of Records**

Per HB2060, A.R.S. 15-828 increases the window to request records from a transferring pupil’s prior school from five to ten days.

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If you have any questions, call Policy Services at (602) 254-1100. Ask for Renae Watson, Director of Policy Services; Dr. Charlotte Patterson, Policy Analyst; or Lynne Bondi, Policy Analyst. Our e-mail addresses are, respectively, [rwatson@azsba.org], [cpatterson@azsba.org], and [lbondi@azsba.org]. You may also fax information to (602) 254-1177.

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

**BCB ©  
BOARD MEMBER CONFLICT  
OF INTEREST**

**Voting Restrictions**

Notwithstanding any other provision of law, a Governing Board member shall be eligible to vote on any budgetary, personnel, or other question that comes before the Board, except that it shall be unlawful for a member to vote on a specific item that concerns the appointment, employment, or remuneration of such member or any person related to such member as a dependent as defined in A.R.S. 43-1001. [LEGAL REF.: A.R.S. 15-323]

**Employment Limitation**

No dependent, as defined in Section 43-1001, of a Governing Board member may be employed in the District, except by consent of the Board. [LEGAL REF.: A.R.S. 15-502]

No employee of the District or the spouse of such employee may hold membership on the Governing Board of the District. [LEGAL REF.: A.R.S. 15-421]

The District is allowed to employ, including through a third (3rd)-party contractor that provides services to the District, any person who served as a member of the School District Governing Board during the preceding two (2) years only in a position in which the person will provide services directly to students. Pursuant to A.R. S. 15-421, the District is authorized to increase the time period for this restriction to be more than two (2) years.

**Conflict of Interest**

Any Board member or employee of the District who has, or whose relative has, a substantial interest in any contract, sale, purchase, or service to the District shall make known that interest in the official records of the District and shall refrain from voting upon or otherwise participating in any manner as a Board member or employee in such contract, sale, or purchase. [LEGAL REF.: A.R.S. 38-503]

Any Board member or employee who has, or whose relative has, a substantial interest in any decision of the District shall make known such interest in the official records of the District and shall refrain from participating in any manner as a Board member or employee in such a decision. [LEGAL REF.: A.R.S. 38-503]

"Refrain from participating in any manner" means more than just refraining from making a final decision. It means participating in any way in the process leading up to a decision. An employee with a conflict of interest must not make recommendations, give advice, or otherwise communicate in any manner with anyone involved in the decision-making process.

**Purchases from Governing Board  
Members for Districts with  
3,000 or More Students**

School district procurement rules are required for all purchases of service from Governing Board members, regardless of the dollar amount. Purchases for services may only be made after public competitive bidding. Purchases of supplies, materials, and equipment from Board members are subject to the following:

- A. Purchases for supplies, materials, and equipment are limited to three hundred dollars (\$300) per transaction;
- B. Total purchases within any twelve (12) month period are limited to one thousand dollars (\$1,000);
- C. The purchases comply with the Uniform System of Financial Records (USFR) guidelines for oral and written quotations.
- D. The Board has, by majority vote, adopted or reconfirmed a policy authorizing such purchases within the preceding twelve (12) month period.

[LEGAL REF.: A.R.S. 38-503; 15-323; A.G.O. I84-012; I06-002]

**Purchases from Governing Board  
Members for Districts with  
Fewer than 3,000 Students**

School district procurement rules are required for all purchases of service from Governing Board members, regardless of the dollar amount. Purchases for services may only be made after public competitive bidding. Purchases of supplies, materials, and equipment from Board members are subject to the following:

- A. Purchases less than one hundred thousand dollars (\$100,000) comply with the Uniform System of Financial Records (USFR) guidelines for oral and written quotations;
- B. Purchases of one hundred thousand dollars (\$100,000) and above comply with the school district procurement rules for public competitive bidding;
- C. Each purchase is approved by the Governing Board;
- D. The amount of the purchase is included in the Board's meeting minutes.

[LEGAL REF.: A.R.S. 15-323; A.G.O. I06-002]

## Filing of Disclosures

The District shall maintain for public inspection in a special file all documents necessary to memorialize all disclosures of substantial interest made known pursuant to the statutory conflict-of-interest provisions. [LEGAL REF.: A.R.S. 38-509]

Adopted: \_\_\_\_\_

### LEGAL REF.:

A.R.S.

15-213

15-323

15-421

15-502

38-481

38-503

38-509

43-1001

A.G.O.

I84-012

I87-035

I88-013

I06-002

### CROSS REF.:

BBBA - Board Member Qualifications

DJE - Bidding/Purchasing Procedures

**BDA ©  
BOARD ORGANIZATIONAL MEETING**

For the purpose of organizing ~~organization~~ of the Governing Board, the Board ~~shall must~~ meet in January following the election at the most convenient public facility in the District. (If a public facility is not available within the District, the Board may meet at any available public facility convenient to all Board members, regardless of the county or school district in which the facility is located.) ~~Such meeting shall be held between January 1 and January 15 next following the election.~~

The meeting ~~shall~~ must be called to order by the President of the Board ~~for~~ from the ~~preceding~~ prior year. If that person is ~~not~~ no longer a member of the Board, a temporary president ~~shall~~ must be elected and to call the meeting shall be called to order and preside until a successor is chosen ~~by the temporary president. The person calling the meeting to order shall preside until a successor is chosen.~~

The new President of the Board shall take office upon election.

~~Whenever~~ If there is a vacancy in the office of President, the Board shall elect a new officer to fill the vacancy ~~during the unexpired term of office.~~ However In addition to the organizational meeting described in this policy, the Board may elect a Board President at any time, for any reason, providing that the matter has been properly placed and noticed on the Board agenda is handled in a way that is consistent with the open meeting law and adopted by the Board.

Adopted: \_\_\_\_\_

LEGAL REF.:

A.R.S.

15-321

38-431 et seq.

CROSS REF.:

BDB - Board Officers

BE - School Board Meetings

BEC - Executive Sessions/Open Meetings

BEDA - Notification of Board Meetings

**BE ©  
SCHOOL BOARD MEETINGS**

The Board shall transact all business at official meetings of the Board. These may be either regular or special meetings, defined as follows:

- A. Regular meeting - the usual official legal-action meeting, scheduled and held regularly.
- B. Special meeting - an official legal-action meeting called between scheduled regular meetings to consider only specifically identified topics.

Every meeting of the Board, regular or special, shall be open to the public except for an executive session that is held in accordance with state law. A "meeting" is defined as the gathering, in person or through technological devices, of a quorum of members of a public body to discuss, propose or take legal action, including any deliberations with respect to such action, that has been properly noticed, pursuant to Arizona Revised Statutes.

The Board must provide sufficient seating to accommodate the reasonably anticipated number of desiring attendees when feasible. However, this does not require a public body to relocate a meeting outside of the largest regular meeting room.

A meeting includes a one-way electronic communication by one member of a public body that is sent to a quorum of the members of a public body and that proposes legal action.

A meeting also includes an exchange of electronic communications among a quorum of the members of a public body that involves a discussion, deliberation or the taking of legal action by the public body concerning a matter likely to come before the public body for action.

Notice of all Governing Board meetings, regular and special, shall be posted in compliance with the requirements prescribed by A.R.S. 38-431.02 and described in Board Policy BEDA.

Notice must include an agenda of the matters to be discussed or decided at the meeting or information on how the public may obtain a copy of such agenda. Except for a meeting through technological devices, the agenda shall also include notice of the time that the public will have physical access to the meeting place.

**Regular Board Meetings**

The Governing Board shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called. If action has been taken and documents approved at a meeting, they may be signed subsequently by individual Board members.

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

***Choose this:***

The \_\_\_\_\_ and \_\_\_\_\_ of each month during the regular school year are designated as the regular Board meeting dates. The Board may hold other meetings as often as called.

***Or choose this:***

The \_\_\_\_\_ of each month during the regular school year is designated as the regular Board meeting date. The Board may hold other meetings as often as called.

A regular meeting may be rescheduled or canceled:

- A. By majority vote of the Board when noticed as a meeting agenda item.
- B. By declaration of the Board President, or if the President is unavailable another member of the Board, in consultation with the Superintendent, when a significant event beyond the Board's control renders attendance at the meeting unsafe or unreasonable in light of the circumstance, such as:
  - 1. Significantly inclement weather conditions, or
  - 2. A local, state, or national emergency of a magnitude it intervenes to the extent that convening of the meeting is inadvisable.
- C. When the absence of a quorum of the Board will render the meeting impermissible.

Every regular meeting of the Board shall be open to the public, and the Board shall meet at the most convenient public facility in the District. If a public facility is not available within the District, the Board may meet at any available public facility convenient to all Board members, regardless of the county or school district in which the facility is located.

**Special Board Meetings**

Special meetings may be called whenever deemed necessary. Written or telephoned notice of all special meetings shall be given to the members of the Board at least twenty-four (24) hours prior to the time stated for the meeting to convene. Said notice shall indicate the purpose of the special meeting. No business other than the matters specified in the notice shall be transacted at such meeting.

Adopted: \_\_\_\_\_

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

LEGAL REF.:

A.R.S.

15-321

15-843

38-431 et seq.

38-431.01

38-431.02

A.G.O.

I79-45

CROSS REF.:

BEC - Executive Sessions/Open Meetings

BEDA - Notification of Board Meetings

BEDB - Agenda

BEDC - Quorum

BEDF - Voting Method

BEDG – Minutes

**BEDA ©**  
**NOTIFICATION OF BOARD MEETINGS**

A statement shall be conspicuously posted on the District's website specifying where all notices of the Governing Board meetings are posted, including the physical and electronic locations, and give additional public notice as is reasonable and practicable as to all meetings. Except for a meeting through technological devices, the agenda and notice shall also include the time that the public will have physical access to the meeting place.

The District shall post all Governing Board public meeting notices on its website and give additional public notice as is reasonable and practicable as to all meetings. When the District has complied with all other public notice requirements of A.R.S. 38-431.02, the Board is not precluded from holding a meeting for which notice was posted when a technological problem or failure either:

- A. prevents the posting of public notice on the District website, or
- B. temporarily or permanently prevents use of all or part of the District's website.

When an executive session of the Board is scheduled a notice of the executive session stating the provision of law authorizing the executive session and including a general description of the matters to be considered shall be provided to:

- A. the members of the Governing Board, and
- B. the general public.

At least twenty-four (24) hours prior to the meeting notice shall be given to the members of the Governing Board and to the general public by posting in the designated public place(s) the time and place, and the meeting agenda or any change in the meeting agenda. The notice shall include an agenda of the matters to be discussed, considered or decided at the meeting, or include information on how the public may obtain a copy of the agenda.

The twenty-four (24) hour notice period:

- A. May include Saturday when, in addition to any website posting, the public has twenty-four (24) hour access to the physical posting location.
- B. Does not include Sundays and other holidays prescribed in A.R.S. 1-301.

A twenty-four (24) hour meeting notice is not required in the case of an actual emergency, however, notice shall be given and procedures followed in accordance with the requirements of 38-431.02 as are appropriate to the circumstances.

The Governing Board shall provide any officer, appointee, or employee to be considered or discussed at a meeting with written notice of the executive session as is appropriate but not less than twenty-four (24) hours for the officer, appointee, or employee to determine whether the discussion or consideration should occur at a public meeting.

A meeting may be recessed and resumed with less than twenty-four (24) hours notice when proper initial meeting notice was given and, before recessing, public notice is given specifying the time and place the meeting will be resumed or identifying the method by which such notice shall be publicly given.

When the Governing Board intends to meet at a regular place and time on a regular day, date or event for a specified calendar period, the District may post notice of the beginning of the applicable calendar period and the period for which the notification is valid.

Adopted: \_\_\_\_\_

LEGAL REF.:

A.R.S.

1-301

15-321

15-341

38-431.01

38-431.02

A.G.O.

I79-45

CROSS REF.:

BE - School Board Meetings

BEC - Executive Sessions/Open Meetings

BEDB – Agenda

**BEDB ©  
AGENDA**

The agenda shall list the specific matters to be discussed, considered or decided at the meeting. Except for a meeting through technological devices, the agenda and notice shall also include the time that the public will have physical access to the meeting place. The Governing Board may discuss, consider or make decisions only on matters listed on the agenda and other matters related thereto. (*Subject to A.R.S. 38-431.02*)

Unless changed by a majority vote of Board members present at a meeting, the order of business shall be as follows:

***Regular meetings:***

- A. Call to order
- B. Adoption of the agenda (*Discussion of items is not in order.*)
- C. Pledge of allegiance
- D. Board Meeting minutes not previously approved
- E. Information only items (*Items to be heard only; the Board will not propose, discuss, or take legal action during the meeting unless the specific matter is properly noticed for legal action.*)
  1. Summary of current events
    - a. Superintendent  
Celebrations and recognitions
    - b. Governing Board members
  2. Reports (*Notice must be specific as to type of report that will be given, subject matter and whom will be making the report.*)
- F. Public comments (*Members of the Governing Board shall not discuss or take legal action on matters raised during an open call to the public unless the matters are properly noticed for discussion and legal action.*)
- G. Action items (*Matters on which the Governing Board may take legal action during the meeting.*)
  1. Consent agenda items (*When so presented, should fully describe the matters on the agenda and inform the public where more information can be obtained.*)

2. Specific items of District business (*As listed for consideration, may include various categorical areas as the business of the District necessitates Board discussion, deliberation, and action.*)

H. Information and Discussion items (*Matters about which the Board may engage in discussion but will take no action during the meeting.*)

I. Information items (*The Board will not propose, discuss, or take legal action during the meeting.*)

Requests for future agenda items

J. Adjournment

***Special meetings:***

A. Call to order

B. Items for which the special meeting was called (*May include timely action, discussion, and information items as conditioned for regular meetings.*)

C. Announcements

D. Adjournment

***Executive sessions:***

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

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

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

***Emergency meetings***

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

## Accommodations for the Disabled

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

Adopted: \_\_\_\_\_

### LEGAL REF.:

A.R.S.

38-431

38-431.01

38-431.02

38-431.03

### CROSS REF.:

BDB - Board Officers

BEC - Executive Sessions/Open Meeting

**CBI ©  
EVALUATION OF SUPERINTENDENT**

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

Prior to the academic year, the Board and Superintendent will meet to agree on an evaluation instrument. The evaluation(s) shall relate to the Superintendent's duties, responsibilities, and progress toward established goals. The Superintendent shall provide each member of the Board a copy of the agreed upon evaluation instrument not later than September 1 ~~November 10~~.

The Board President shall schedule a meeting not later than March 30 ~~December 18~~, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present). ~~If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters. Additional first year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will be that which occurs in November of the Superintendent's second year.~~

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

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

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

If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or renegotiate the contract until no earlier than fifteen (15) months before the expiration of the contract.

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

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

Adopted: \_\_\_\_\_

LEGAL REF.:

A.R.S.

15-503

15-341

CROSS REF.:

CBA - Qualifications and Duties of the Superintendent

**CBI-EB ©**

**EXHIBIT**

**EVALUATION OF SUPERINTENDENT**

To view/access the District's Superintendent Evaluation Tool created by ASA/ASBA, [click here](#).

**EBC ©  
EMERGENCIES**

The Superintendent will develop and maintain District emergency plans for each school, department, and other facilities in the District and will coordinate such plans with the local law enforcement, fire, medical and hospital authorities as necessary. Training components for staff and students shall be included in the Superintendent's emergency plans.

Emergency response plans are confidential and exempt from public disclosure. The District shall not release emergency response plans to the public as part of a public records request. [A.R.S. 41-1803(G)]

The plans will be in accordance with minimum standards developed jointly by the Department of Education and the Division of Emergency Management within the Department of Emergency and Military Affairs. The plans will designate specific emergency drills to be conducted. Local responders shall periodically be invited to review the plan(s).

Emergency response plans developed by the Governing Board are required to address how the school and emergency responders will communicate with and provide assistance to students with disabilities.

Emergency plans developed by the Superintendent will be presented annually to the Board.

Adopted: \_\_\_\_\_

LEGAL REF.:

A.R.S.

15-341

41-1803

**GCG ©  
PART - TIME AND SUBSTITUTE  
PROFESSIONAL STAFF EMPLOYMENT**

**Substitute Teachers**

The Board will establish the daily pay rate for substitute teachers.

The Superintendent will screen all applicants for substitute positions and recommend substitute teachers to the Board for approval. The Superintendent will establish regulations to ensure that all substitutes used in the schools are on the Board-approved substitute list.

**Substitute Professional Staff Members**

The Superintendent may employ, when conditions warrant, temporary or part-time personnel on a per diem or time card basis. This authority is subject to the following conditions:

- A. Continued employment of any such person shall be subject to confirmation and approval by the Board at its next official meeting.
- B. The employee shall be hired on a per diem basis and shall be compensated in accordance with the requirements and limitations of existing contracts that cover similar positions or employees.
- C. In addition to the conditions set forth above, the temporary assignment of a person to a supervisory or administrative position shall be preceded by notification to the Board. The Superintendent will detail the circumstances that created the need for the part-time employment.

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***Optional language:*** The following outlined item (to the next double line) is available for inclusion in whole or in part at the discretion of school districts having only one (1) school or fewer than 600 students as determined by the local Governing Board.

**Small School Districts; Substitute Teachers**

A small school district, as defined in A.R.S. 15-901, is allowed to employ a substitute teacher who is related to a member of the Governing Board as the member's spouse or immediate family and who has had the same household of residence within the preceding four (4) years. If a small school district employs a substitute teacher in these circumstances, the member of the Governing Board who is related to the substitute teacher must recuse themselves from voting on any matter relating to substitute teachers.

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Adopted: \_\_\_\_\_

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

LEGAL REF.:

A.R.S.

15-421

15-502

15-503

A.A.C.

R7-2-603

**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.

The instructional program will ensure that on or before July 1, 2022, at least one (1) kindergarten through third (K-3) grade teacher, literacy coach or literacy specialist in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15-219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.

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

The instructional program will include planned sequences in:

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

H. Physical education.

I. Foreign or Native American language.

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

### **Observance Days**

September 11, in each year shall be observed as 9/11 Education Day. On 9/11 Education Day, each public school shall dedicate a portion of the school day to age-appropriate education on the terrorist attacks of September 11, 2001.

September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day. On Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

If Sandra Day O'Connor Civics Celebration Day or 9/11 Education Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday.

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

Adopted: \_\_\_\_\_

#### **LEGAL REF.:**

A.R.S.

1-319

1-321

15-203

15-211

15-219

15-341

15-501.01

15-701

15-701.01

15-704

15-710

15-710.02

15-741.01

15-802

A.A.C.

R7-2-301 *et seq.*

#### **CROSS REF.:**

IJNDB - Use of Technology Resources in Instruction

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

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 (3rd) grade students do not meet the Arizona standards.
- H. ensure that on or before July 1, 2022, at least one (1) kindergarten through third (K-3) grade teacher, literacy coach or literacy specialist in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15-219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.
- I. ensure that, within forty-five (45) calendar days after the beginning of each school year or within forty-five (45) calendar days after a student enrollment occurs after the first (1st) day of school, every student who is enrolled in a kindergarten program or grade one in a public school in this state is screened for indicators of dyslexia, using the Department of Education (D.O.E.) dyslexia screening plan (the screening for indicators of dyslexia may be integrated with reading proficiency screenings as prescribed by the D.O.E.);

- J. provide notifications to parents of students who are identified as having indicators of dyslexia based on a screening for indicators; and
- K. ensure that screening for indicators of dyslexia includes phonological and phonemic awareness, rapid naming skills, correspondence between sounds and letters, nonsense word repetition, and sound symbol recognition.

**JFABDA ©  
ADMISSION OF STUDENTS  
IN FOSTER CARE**

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

**Purpose Statement**

The implementation of this policy shall assure that:

- A. ~~Within five (5) days after a child enters foster care or if a child's placement changes, the child, if appropriate, the child's caseworker, the child's parent, guardian, custodian, caregiver, or foster parent and representative from the local education agency or the child's school of origin shall determine if it is in the child's best interest to remain in the child's school of origin;~~
- B. ~~A.~~ Children in foster care remain enrolled in their school of origin for the duration of their time in care, unless a determination is made that it is not in such child's best interest to remain in their school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement, among other factors listed in law (See list in JFABDA-R);
- C. ~~B.~~ ~~If a determination is made that it is not in such child's best interest to remain in the school of origin the child, the child is shall be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment or owes any outstanding fines or fees to the school of origin;~~ however, the student may be required to provide their Notice to Providers document;
- D. ~~C.~~ The enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records; Upon request for records for any such child from another school, every effort shall be made to provide records within two (2) business days.
- E. ~~D.~~ In collaboration with the state or local Child Welfare Agency transportation is provided to and from the school of origin or school of placement for the foster child as applicable and found in the law and Policy JFAA; and—In ensuring a child receives transportation to the educational institution determined to be in the child's best interest, the Department of Child Safety may coordinate with the Department of Education and local education agencies and enter into necessary information sharing, data sharing and financial agreements.
- F. ~~E.~~ The District will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children are implemented, including assigning a District employee to serve as a Point of Contact (POC) to work in collaboration with the applicable child welfare agency and notify the Arizona Department of Education of the assigned POC.

## Definitions

The term "children in foster care" means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (Department of Child Safety [DCS] or tribal) has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)) In Arizona, if DCS has received placement care and responsibility, then the child is in "foster care" even if the parent or guardian is permitted to live in the home of placement, such as a kinship home.

The term "school of origin" means the school in which a child is enrolled at the time of placement in foster care, including preschool. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

## Point of Contact (POC) for Children in Foster Care - Responsibilities

The Superintendent will designate an appropriate staff person of authority as Point of Contact (POC) for children in foster care who will carry out duties as assigned and notify Arizona Department of Education's (ADE's) Statewide Foster Care Education Coordinator of the designated POC. Among those duties will be the responsibility to coordinate activities and programs to work in collaboration with the respective child welfare agency (either DCS or tribal), in the best interest of foster children that will include procedures to:

- A. Continue the student's education in the school of origin or placement;
- B. Collaborate with the Child Welfare Agency to implement the educational stability plan;
- C. Ensure the best interest is determined regarding school enrollment;
- D. Ensure necessary transportation is provided, funded, and arranged in collaboration with the Child Welfare Agency;
- E. Ensure immediate enrollment and transfer of records occurs when the student moves schools; and
- F. Ensure school staff are trained on the provisions and educational needs of children in foster care.

## **Other Relevant Policies and Procedures**

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross references and are incorporated in this policy and these procedures by such reference.

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

Adopted: \_\_\_\_\_

### **LEGAL REF.:**

A.R.S.

8-530.04

15-816 through 15-816.07

15-821

15-823 through 15-825

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,  
as amended by the Every Student Succeeds Act (ESSA) of 2015  
(Foster Care Provisions)

### **CROSS REF.:**

EEAA - Walkers and Riders

IKEB - Acceleration

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

**JK ©  
STUDENT DISCIPLINE**

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

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

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
  1. Involves the possession of a dangerous weapon without authorization from the school.
  2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.
  3. Immediately endangers the health or safety of others.
  4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:
    - a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.
    - b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

- c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.
  - d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.
- C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."
- D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.
- E. The School District or Charter School, by policy, provides for both:
- 1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.
  - 2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

A school district or charter school is exempt from having to meet the prescribed criteria for the suspension of a student in kindergarten (K) or the first through fourth (1st – 4th) grades if either:

- A. Expulsion is required pursuant to A.R.S. 15-841(G) due to a student's possession of a firearm at school.
- B. The suspension does not exceed two (2) days and the aggregate suspensions for the pupil do not exceed ten (10) days within a school year.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

- A. Has been documented by the school.

- B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.
- C. Is unresponsive to targeted interventions as documented through an established intervention process.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

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

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

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

### **Temporary Removal**

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

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

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

### **Confinement**

If confinement is authorized by the Governing Board, in accordance with A.R.S. 15-843, the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

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

### **Threatened an Educational Institution**

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

### **Regulating Off-Campus Speech**

While the District may regulate certain types of off-campus student speech, it must be mindful of student rights of expression under the First Amendment.

Circumstances that may implicate the District's off-campus regulatory interests include, but are not limited to:

- A. Serious or severe bullying or harassment targeting particular individuals.
- B. Threats aimed at teachers or other students.
- C. The failure to follow rules concerning:
  1. Lessons.
  2. The writing of papers.
  3. The use of computers.
  4. Participation in other online school activities.
- D. Breaches of school security devices.

The District may take affirmative steps to work with the student, short of discipline, to engage in future respectful and accountable digital citizenship.

Adopted: \_\_\_\_\_

LEGAL REF.:

A.R.S.

13-403 *et seq.*

13-2911

13-3401

13-3411

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Students

JLDB - Restraint and Seclusion

**JKD ©  
STUDENT SUSPENSION**

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

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

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

Suspension of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. 15-843(K), as follows:

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
  1. Involves the possession of a dangerous weapon without authorization from the school.
  2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.
  3. Immediately endangers the health or safety of others.
  4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:
    - a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

- b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.
  - c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.
  - d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.
- C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."
- D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.
- E. The School District or Charter School, by policy, provides for both:
- 1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.
  - 2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

A school district or charter school is exempt from having to meet the prescribed criteria for the suspension of a student in kindergarten (K) or the first through fourth (1st – 4th) grades if either:

- A. Expulsion is required pursuant to A.R.S. 15-841(G) due to a student's possession of a firearm at school.
- B. The suspension does not exceed two (2) days and the aggregate suspensions for the pupil do not exceed ten (10) days within a school year.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

- A. Has been documented by the school.
- B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.
- C. Is unresponsive to targeted interventions as documented through an established intervention process.

The Superintendent may designate a hearing officer for suspension hearings.

### **Regular Education Students**

#### ***Suspension for ten days or less:***

- A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.
  1. After having received notice, the student will be asked for an explanation of the situation.
  2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.
- B. *Step 2:* Following Step 1:
  1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
    - a. Suspend the student for up to ten (10) days.
    - b. Choose other disciplinary alternatives.
    - c. Exonerate the student.
    - d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
  2. When suspension is involved:
    - a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
    - b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
  3. No appeal is available from a short-term suspension.

***Suspension for over ten days:***

- A. *Step 3:* If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.
  
- B. *Step 4:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:
  - 1. The charges and the rule or regulation violated.
  - 2. The extent of the punishment to be considered.
  - 3. The date, time, and place of the formal hearing.
  - 4. A designation of the District's witnesses.
  - 5. That the student may present witnesses.
  - 6. That the student may be represented by counsel at student's expense.
  - 7. If a hearing officer has been designated, the name of the hearing officer.
  
- C. *Step 5:* A formal hearing will be held, during which the student will be informed of the following:
  - 1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
  - 2. The student is entitled to a statement of the charges and the rule or regulation violated.
  - 3. The student may be represented by counsel, without bias to the student.
  - 4. The student may present witnesses.
  - 5. The student or counsel may cross-examine witnesses presented by the District.
  - 6. The burden of proof of the offense lies with the District.

7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
  8. The District has the right to cross-examine witnesses, and may be represented by an attorney.
- D. *Step 6:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:
1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
  2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
  3. The decision of the Board is final.

### **Special Education Students**

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

- A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.
1. After having received notice, the student will be asked for an explanation of the situation.
  2. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.
- B. *Step 2:* Following Step 1:
1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
    - a. Suspend the student for up to ten (10) days.

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

### ***Suspension for over ten days***

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

- A. *Step 3:* A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.
- B. *Step 4:* If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.
- C. *Step 5:* If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

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

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

### **Alternative to Suspension**

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

- A. Suspension from school has been determined as the punishment for an offense and any appeal has been denied.
- B. The immediate suspension was not due to:
  - 1. Fighting or engaging in violent behavior
  - 2. Threatening an educational institution
  - 3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
  - 4. Making a bomb threat
  - 5. Engaging in arson
- C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.
- D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.
- E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (*Note:* Follow appropriate dismissal procedures.)

- F. Parent(s) or guardian(s) shall agree to participate by:
1. Providing transportation as necessary to and from the program location.
  2. Furnishing meals prepackaged or purchasing same for the student.
  3. Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

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

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

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

#### ***Early readmission procedures***

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

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

- A. A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.
- B. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)
- C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.
- D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.
- E. The determination to allow readmission may be based on, but not limited to, the following elements:
  - 1. The age of the student.
  - 2. The frequency, type, and relative magnitude of previous misbehavior by the student.
  - 3. The relative severity of the event(s).
  - 4. Whether the student's behavior violated civil or criminal laws.
  - 5. The degree to which the incident(s) interfered with the educational process.
  - 6. The extent to which the event created endangerment to the student, others or property.
  - 7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
  - 8. The student's attitude concerning the event(s).
  - 9. The expressed intent concerning the student's future behavior.
- F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:
  - 1. Regular attendance—no unexcused absences.
  - 2. No violation of school rules or policies.

- 3 Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
  4. Completion of all class tasks in timely fashion, as directed.
  5. Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.
- G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Adopted: \_\_\_\_\_

LEGAL REF.:

A.R.S.

13-3401

13-3411

15-342

15-766

15-767

15-841

15-842

15-843

A.A.C.

R7-2-401

R7-2-405

A.G.O.

I78-103

I78-218

I80-055

I84-036

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

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

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

CROSS REF.:

IHB - Special Instructional Programs

JK - Student Discipline

JR - Student Records

**JKE ©  
EXPULSION OF STUDENTS**

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

Expulsion of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. 15-843(K), as follows:

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
  - 1. Involves the possession of a dangerous weapon without authorization from the school.
  - 2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.
  - 3. Immediately endangers the health or safety of others.
  - 4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:
    - a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.
    - b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.
    - c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

- d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.
- C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as “aggravating circumstances.”
- D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil’s parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.
- E. The School District or Charter School, by policy, provides for both:
  - 1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.
  - 2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

A school district or charter school is exempt from having to meet the prescribed criteria for the suspension of a student in kindergarten (K) or the first through fourth (1st – 4th) grades if either:

- A. Expulsion is required pursuant to A.R.S. 15-841(G) due to a student’s possession of a firearm at school.
- B. The suspension does not exceed two (2) days and the aggregate suspensions for the pupil do not exceed ten (10) days within a school year.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

- A. has been documented by the school.
- B. prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.
- C. is unresponsive to targeted interventions as documented through an established intervention process.

The Governing Board (**Option A:** will decide in executive session whether the Board will conduct an expulsion hearing or designate one (1) or more hearing officers to hear the evidence) **OR (Option B:** directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board).

## **Expulsion**

### ***Regular Education Students***

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

- A. *Step 1:* Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.
- B. *Step 2:* If the Superintendent concurs with the recommendation, the Superintendent shall (**Option A:** present the recommendation to the Governing Board) **OR (Option B:** present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board).
- C. *Step 3:* In each case in which a recommendation for expulsion receives approval by the Superintendent, (*and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer*), the Governing Board will meet in executive session:
  1. to determine whether the nature of the accusations against the student justify an expulsion hearing,
  2. to determine whether the hearing will be held before the Governing Board or before a hearing officer,
  3. to designate a hearing officer if one will be used, and
  4. if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session.
- D. *Step 4:* The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension.

E. *Step 5:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:

1. A statement of the charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at the student's expense.
7. If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
8. Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.

F. *Step 6:* The parent, guardian or emancipated student shall be informed of the following:

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

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

G. *Step 7*: A formal hearing will be held:

When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:

- a. If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
- b. If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

H. *Step 8*: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:
  - a. The time and place of the Board meeting at which the recommendation will be made.

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

### **Special Education Students**

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

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

***Readmittance procedure:***

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

***Readmittance conditions***

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

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

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

Adopted: \_\_\_\_\_

**LEGAL REF.:**

A.R.S.

13-3401

13-3411

15-342

15-766

15-767

15-841

15-842

15-843

A.A.C.

R7-2-401

R7-2-405

A.G.O.

I78-103

I78-218

I80-055

I84-036

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

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

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

**CROSS REF.:**

IHB - Special Instructional Programs

JK - Student Discipline

JR - Student Records

**JLH ©**  
**MISSING STUDENTS**

Following proper notification, the records of each missing child will be flagged with a red sticker in the upper-right-hand corner of the cumulative folder. When records are requested for missing children, the local law enforcement agency will be notified, and no records will be sent.

The parent or surrogate of each new enrollee in the school, except homeless students, will be asked to produce one (1) of the following proofs:

- A. A certified copy of the child's birth certificate.
- B. Other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
- C. A letter from the authorized representative of an agency having custody of the student (pursuant to statute) certifying that the student has been placed in the custody of the agency as prescribed by law.

The parent or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a second (2nd) letter will be sent to notify the parent or guardian that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified.

Nothing contained in this policy shall authorize the school to disclose to any person a student's educational record without prior parental consent unless the school makes a determination that disclosure of such records is necessary to protect the health and safety of the student.

Within ~~five (5)~~ ten (10) days after enrolling a transfer student from a public school or from a private school, the school will request, directly from the previous school, a certified copy of the student's record. When records are requested by another school, within ten (10) days the school will comply with the request unless the record has been flagged pursuant to A.R.S. 15-829 or the request does not conform to the requirements related to proper release of records by an emancipated student or a parent or guardian.

For purposes of this policy:

- A. *Flag* means to mark or identify as pertaining to a missing child, or an indication identifying an item as pertaining to a missing child.

- B. *Missing child* means a person who is under the age of eighteen (18) years, whose temporary or permanent residence is in this state or is believed to be in this state, whose location has not been determined, and who has been reported as missing to a law enforcement agency.

Adopted: \_\_\_\_\_

LEGAL REF.:

A.R.S.

13-3620

15-824

15-828

15-829

32-1472

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,  
as amended by the Every Student Succeeds Act (ESSA) of 2015

CROSS REF.:

JF - Student Admissions

JFAB - Admission of Nonresident Students

JR - Student Records

JRCA - Request for Transfer of Records

**JRCA-R ©**

REGULATION

**REQUEST FOR TRANSFER  
OF RECORDS**

**Requesting Records of  
Transfer Students**

Upon enrollment of a transfer student from a private school or from another public school, the principal shall request that the student's parent or guardian (or an emancipated student) authorize consent for the request for the student's education records on form JR-ED.

Within ~~five (5)~~ ten (10) school days after enrolling a transfer student from a private school or from another public school, the principal shall request, directly from the student's previous school, a certified copy of the student's record.

**Responding to Requests  
for Student Records**

Upon receiving a request for the records of a student who has withdrawn from school, the principal shall comply and forward the record within ten (10) days after receipt of the request, unless:

- A. The record has been flagged pursuant to A.R.S. 15-829, in which case the record shall not be forwarded and law enforcement officials shall be notified.
- B. The request does not conform to the requirements related to proper release of records by an emancipated student or parent.

**5.C. Approval of New Support Staff Positions**  
Indian Education/JOM Project Coordinator  
Lead Cashier

## Lead Cashier

### Job Description

**Reports To:** Athletic/Activities Director

**Classification:** Support Staff

**Status:** Part Time

**FLSA:** Exempt

*Revised 9/13/23*

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#### General Description:

Under general supervision, plays a crucial role in managing financial transactions, maintaining accurate records, and providing exceptional customer service to students, staff, and the community. This position is responsible for overseeing cashiering operations for athletic, performing arts and extra-curricular events and ensuring the efficient and secure handling of funds.

#### Essential Job Elements:

1. Cash Handling:
  - a. Receive and count cash, checks, and electronic payments from various sources, including students, parents, and staff.
  - b. Maintain a balanced cash drawer and prepare cash, checks and supporting documents for deposit to the bank.
  - c. Reconcile revenue receipts against gate admissions, tallies, items sold, etc. to help prevent fraud.
2. Record Keeping:
  - a. Maintain accurate financial records of all transactions.
  - b. Prepare and reconcile daily financial and end-of-period reports.
  - c. Ensure compliance with district accounting and auditing standards.
3. Supervision:
  - a. Train and supervise cashiering staff, ensuring they follow proper procedures.
  - b. Provide guidance and support to team members to improve performance.
  - c. Monitor and delegate tasks as needed.
4. Customer Service:
  - a. Assist students, parents, and staff with inquiries related to payments and accounts.
  - b. Address and resolve payment discrepancies or issues promptly and professionally.
  - c. Maintain a friendly and approachable demeanor.
5. Cashiering Procedures:

- a. Develop and update cashiering procedures to improve efficiency and security.
- b. Implement best practices for cash handling and financial accountability.
- c. Set up and troubleshoot registers and point of sale equipment as needed.
6. Compliance:
  - a. Ensure compliance with District policies, state regulations, and federal guidelines related to financial transactions.
  - b. Assist with internal and external audits as necessary.
  - c. Assure compliance with appropriate safety practices and procedures and with applicable federal, state and local codes, regulations and requirements.
7. Other:
  - a. Coordinate and work cooperatively with other departments and staff as needed.
  - b. Provide appropriate care for the safekeeping and protection of District equipment, facilities and other assets.
  - c. Maintain confidentiality regarding student, staff and management related information.
  - d. Supports with integrity the mission, vision, goals and positive culture of Joseph City Schools.
  - e. Performs other duties as assigned.

**Qualifications:**

1. Mathematical and analytical skills sufficient to effectively perform assigned duties.
2. Proficiency in using software and computer applications.
3. Prior experience in cashiering, accounting, or finance preferred.
4. Ability to calmly handle stressful situations involving parents, students, etc.
5. Leadership and communication skills sufficient to effectively perform assigned duties.

**Physical Requirements:**

Ability to stand, sit, and move for extended periods. Lifting and carrying registers and point of sale equipment as required. Ability to handle stressful situations which require calm and reasonable responses.

**Working Conditions:**

Works in cash-handling areas both indoors and outdoors. Noise level in the work environment may be moderate to high. The employee must be able to meet deadlines with time constraints and interact effectively with students, parents, other employees, and public.

**Contacts:**

Staff, students, parents, general public.

**5.D. Approve Changing the March 2024 Enrichment Day from March 22 to March 29**

**6. INFORMATION ITEMS**

**6.A. Requests for Future Agenda Items**

This agenda item is for the Governing Board to have a running record of potential items to be placed on future agendas. There will be no discussion on the substance, merits, or issues relating to the proposed agenda item.

**6.B. Upcoming Meetings and Events Calendar**

- ASBA/ASA Annual Conference - December 6-8, 2023
- Next Regular Board Meeting - December 12, 2023; 6:00 p.m.

**7. ADJOURNMENT**