



Regular Board Meeting Agenda

Tuesday, September 10, 2024 | 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 August 13, 2024 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, August 13, 2024**

Members present

Eldon Larsen, President; Dayton Flake, Clerk; Andrew Bushman, Karsten Flake

Administrators present

Bryan Fields, Superintendent; Eric Miller, Principal; Darrel Mosier, Principal

Others present

6 community members

1. OPENING ITEMS

1.A. Call to Order

Eldon Larsen called the meeting to order at 6:00 p.m.

Final Resolution: Motion Passed

Yes: Eldon Larsen, Andrew Bushman, Dayton Flake, Karsten Flake

1.B. Roll Call

1.C. Pledge of Allegiance

1.D. Invocation

1.E. Adoption of Agenda

Motion to adopt the agenda by Eldon Larsen, second by Karsten Flake

Final Resolution: Motion Passed

Yes: Eldon Larsen, Andrew Bushman, Dayton Flake, Karsten Flake

1.F. Approve Minutes of the July 9, 2024 Regular Board Meeting

Motion to approve the minutes by Dayton Flake with correction of 6.C, second Karsten Flake

Final Resolution: Motion Passed

Yes: Eldon Larsen, Andrew Bushman, Dayton Flake, Karsten Flake

1.G. Superintendent's Report

Current Events and Updates

2. CALL TO THE PUBLIC

Jennie Miller presented her concern and support for repairing the Jr/Sr High School track.

3. CONSENT AGENDA

Motion to approve all items on the Consent Agenda by Eldon Larsen; Second by Karsten Flake

Final Resolution: Motion Passed

Yes: Eldon Larsen, Andrew Bushman, Dayton Flake, Karsten Flake

3.A. Approve Expense Vouchers

Action to ratify district vouchers for the period 7/1/24 through 7/31/24.

General and Special Funds: #30 \$30,593.93 (encumbered); #1048 \$37,262.43 (encumbered); #1049

\$15,689.10 (encumbered); #1050 \$5,096.76 (encumbered); #1051 \$2,413.78 (encumbered); #1 \$53,811.16;

#2 \$73,087.86; #1000 \$20,431.91; #1001 \$84,968.86; #1002 \$94,846.08; #1003 \$59,555.07
Auxiliary Operations Funds: #1094 \$1,631.57 (encumbered); #1001 \$400.00; #10045 \$2,854.99; #1005 \$967.20
Student Activities Fund: #1092 \$5,749.74 (encumbered); #1093 \$563.50 (encumbered); #1006 \$95.78

3.B. Student Activities Fund Report

Revenues, expenditures and charges in the Student Activities Fund Report; period of 7/1/2024 through 7/31/2024.

3.C. Approve Qualified Evaluators for Certified Staff

3.D. Approve Memorandum of Agreement with Winslow Indian Health Care Center, Inc.

4. POSSIBLE EXECUTIVE SESSION

None

5. ACTION ITEMS

5.A. Personnel Requests

Name	Assignment	Action
Birk, Kate	Instructional Aide II	Appointment
Bowler, Laurie	Tutor	Assignment
Brawley, Lyndzi	Swimming Pool Manager	Resignation (effective 12/31/24)
Buckley, Shealyn	Event Worker	Renewal
Burgess, Abigail	Lifeguard	Appointment
Bushman, Adriane	Hospitality Coordinator	Renewal
Bushman, Ashlee	Seasonal Worker	Appointment
Bushman, Dan	Volunteer (JH Football)	Approval
Case, Sam	Accompanist	Appointment
Castillo, Christina	Bus Driver	Appointment
Davis, Kylie	Substitute Teacher	Renewal
Deiparine, Sheryl-ann	Event Worker	Renewal
Fischer, Jennifer	Substitute Teacher	Renewal
Fischer, Joseph	Student Worker	Renewal
Frost, Brooke	Event Worker	Renewal
Frost, Katherine	Event Worker	Renewal
Frost, Katherine	JH Softball Coach 7th Grade	Renewal (Ratification)
Gayer, Lisa	Event Worker	Renewal
Hansen, Marijoe	Substitute Teacher	Appointment
Hendricks, T.J.	Volunteer (JH Football)	Approval
Howerton, Jeffrey	Student Worker	Renewal
Hutchens, Jorja	Student Worker	Renewal
Jacket, LaDonna	Volunteer (Elementary)	Approval
Johnstun, Aaron	Assistant Cross Country Coach	Appointment

Name	Assignment	Action
Johnstun, Aaron	Tutor	Assignment
Johnstun, Dana	Event Worker	Renewal
Johnstun, Sam	Event Worker	Renewal
Juarez, Breana	Substitute Teacher	Renewal
Kelley, Dayna	Substitute Teacher	Renewal
Kinlicheenie, Jaydiana	Student Worker	Renewal
Lampsa, Kamryn	Event Worker	Renewal
Leonard, Tysen`	Athletic Volunteer	Appointment
Lucero, Barbara	Event Worker	Renewal
Lucero, Barbara	Substitute Teacher	Renewal
Miller, Cody	Volunteer (Wrestling)	Renewal
Miller, Luke	Student Worker	Renewal
Miller, Mariah	Student Worker	Appointment
Miller, Zach	Volunteer (HS Basketball)	Renewal
Morris, Patrick	Bus Driver	Appointment
Nelson, Veronica	Substitute Teacher	Renewal
Paddock, Darlene	Bus Driver	Resignation
Petersen, Wiley	Seasonal Worker	Appointment
Powers, Megan	Event Worker	Renewal
Powers, Megan	Substitute Teacher	Renewal
Randles, Chalene	Event Worker	Renewal
Randles, Chalene	Substitute Teacher	Appointment
Rodriguez, Donovan	Volunteer (HS Football)	Approval
Salley, Holli	Event Worker	Renewal
Schoby, Sahzira	Student Worker	Appointment
Smith, Gayla	Event Worker	Renewal
Smith, Gayla	Substitute Teacher	Renewal
Smith, Jim	Event Worker	Renewal
Spurlock, Elizabeth Ann	Student Worker	Renewal
Spurlock, Mary	JH Softball Coach 8th Grade	Renewal (Ratification)
Spurlock, Sharon	Substitute Teacher	Renewal
Westover, Jennifer	Cheerleading Coach	Renewal
Westover, Jennifer	Event Worker	Renewal
Westover, Jennifer	Student Council Sponsor	Appointment
Young, Claire	Substitute Teacher	Renewal

Motion to approve the Personnel Requests by Karsten Flake; second by Dayton Flake

Final Resolution: Motion passed.

Yes: Eldon Larsen, Karsten Flake, Andrew Bushman, Dayton Flake

5.B. Approve Changes in First Grade Standards-Based Report Card

Motion by Eldon Larsen to Approve Changes in First Grade Standards-Based Report Card; second by Karsten Flake

Final Resolution: Motion passed

Yes: Eldon Larsen, Dayton Flake, Karsten Flake, Andrew Bushman

6. INFORMATION ITEMS

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

See the attached Policy Advisory for policy changes to be considered. See the Link section of this agenda item to view the current policy manual. No policy changes will be adopted at this meeting. Policies affected:

- ACA - Sexual Harassment
- ACAA - Title IX Sex Discrimination
- ACAA-R - Title IX Sex Discrimination
- GBK - Staff Grievances
- JII - Student Concerns, Complaints, and Grievances
- BBBA - Board Member Qualifications
- GCF - Professional Staff Hiring
- GDF - Support Staff Hiring
- IHA - Basic Instructional Program
- IKF - Graduation Requirements
- JFABC - Admission of Transfer Students
- JFB - Open Enrollment
- JFB-R - Open Enrollment
- JHD - Exclusions and Exemptions from School Attendance
- JHD-R - Exclusions and Exemptions from School Attendance
- JHD-EA - Exclusions and Exemptions from School Attendance
- JHD-EB - Exclusions and Exemptions from School Attendance
- JLCD-R - Medicines / Administering Medicines To Students

1.A. Requests for Future Agenda Items

1.B. Upcoming Meetings and Events Calendar

- Next Regular Board Meeting - September 10, 2024; 6:00 p.m.
- Arizona School Boards Association Law Conference - September 4-6, 2024; Scottsdale, AZ

2. ADJOURNMENT

Motion to adjourn by Eldon Larsen; second by Karsten Flake

Final Resolution: Motion passed

Yes: Eldon Larsen, Karsten Flake, Dayton Flake, Andrew Bushman

Time: 6:50 p.m.

APPROVED:

Board Clerk or President

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

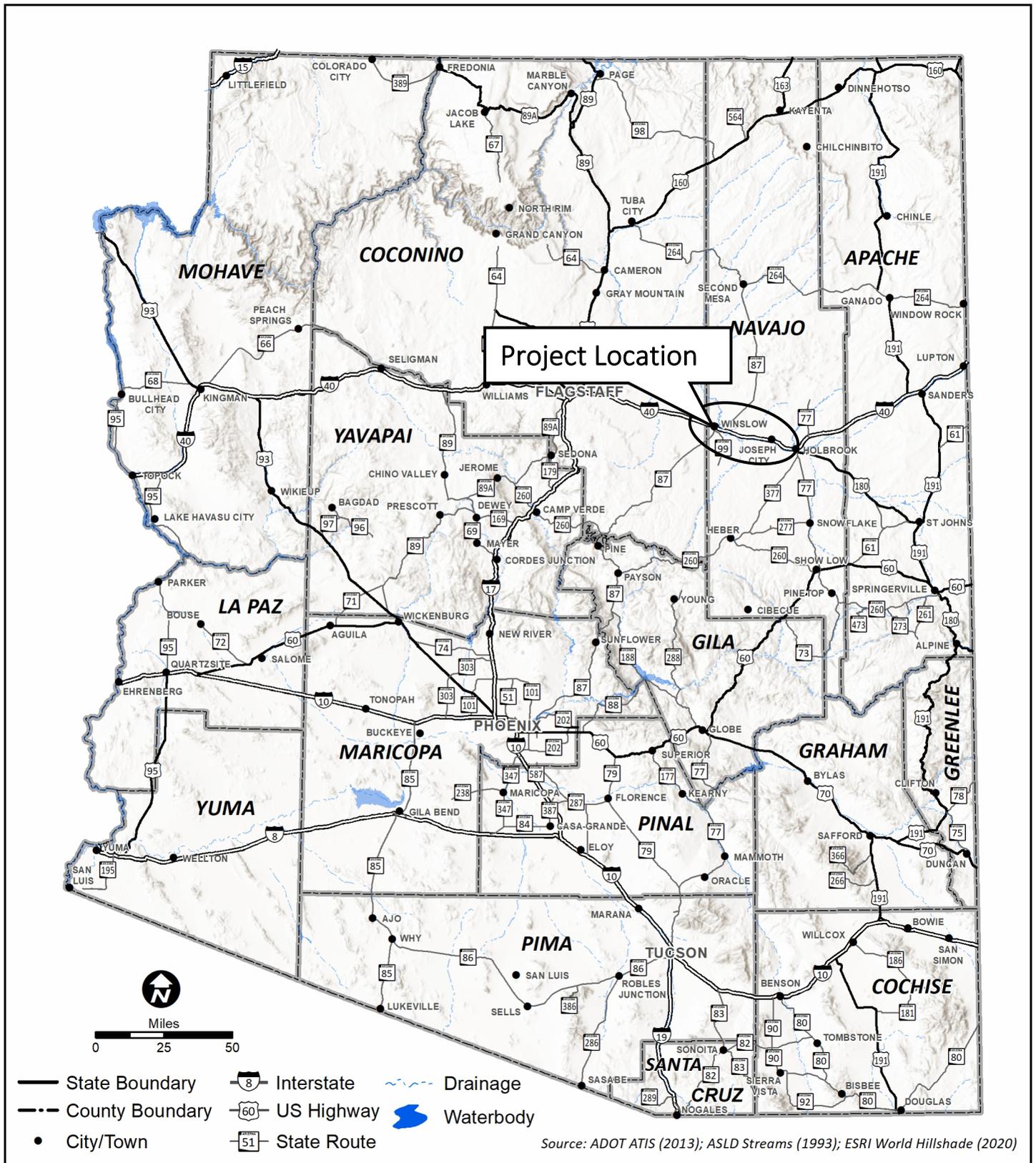
JCUSD Governing Board Meeting Report

September 10, 2024

Prepared by: B. Fields

Current Events and Updates

- Community Pedestrian Improvement Presentation by Will Flake (Navajo County).
- The 2024 Joseph City High School Softball Team will be in attendance to be recognize as the State Champions from the season.
- We are in the process of organizing and removing the manure in the agricultural corner lot at the high school campus. We have been in contact with the homeowner who voiced their concerns in a letter to the Board last month telling them that we will do what we can to accommodate their concerns.
- The schools have a new AI program (Brisk) that teachers are receiving training on that will be beneficial in helping us prepare lessons, make adjustments and modifications, as well as checking for student understanding.
- The District and Elementary school have been working on making some adjustments to the bus loading and parental pick-up area. The goal is to separate the two areas to keep congestion down and make it safer and easier for students and parents.
- Grandparents Day is coming up on September 13th, 2024. This is an enrichment day and is usually a popular event for our elementary school.
- I would like to change some of the procedures for teams and groups who are traveling and need meals. Currently, the first meal out is the responsibility of the student and the next meals would be covered by the District only for trips during state tournament competitions. The change that I would like to make is to have our food services provide estimates on what it would cost us to prepare and provide the first meal out for all teams that are traveling. Feel free to provide input as you would like.
- I am in the process of applying for state funds to replace all of our smoke detectors at both campuses. I will keep you posted.
- Attached to my Board Report, in your backup, is some proposed Interstate Road work that the state is currently accepting public comment on. Comments are being accepted through September.



Apparently we no longer have to include the route to the title

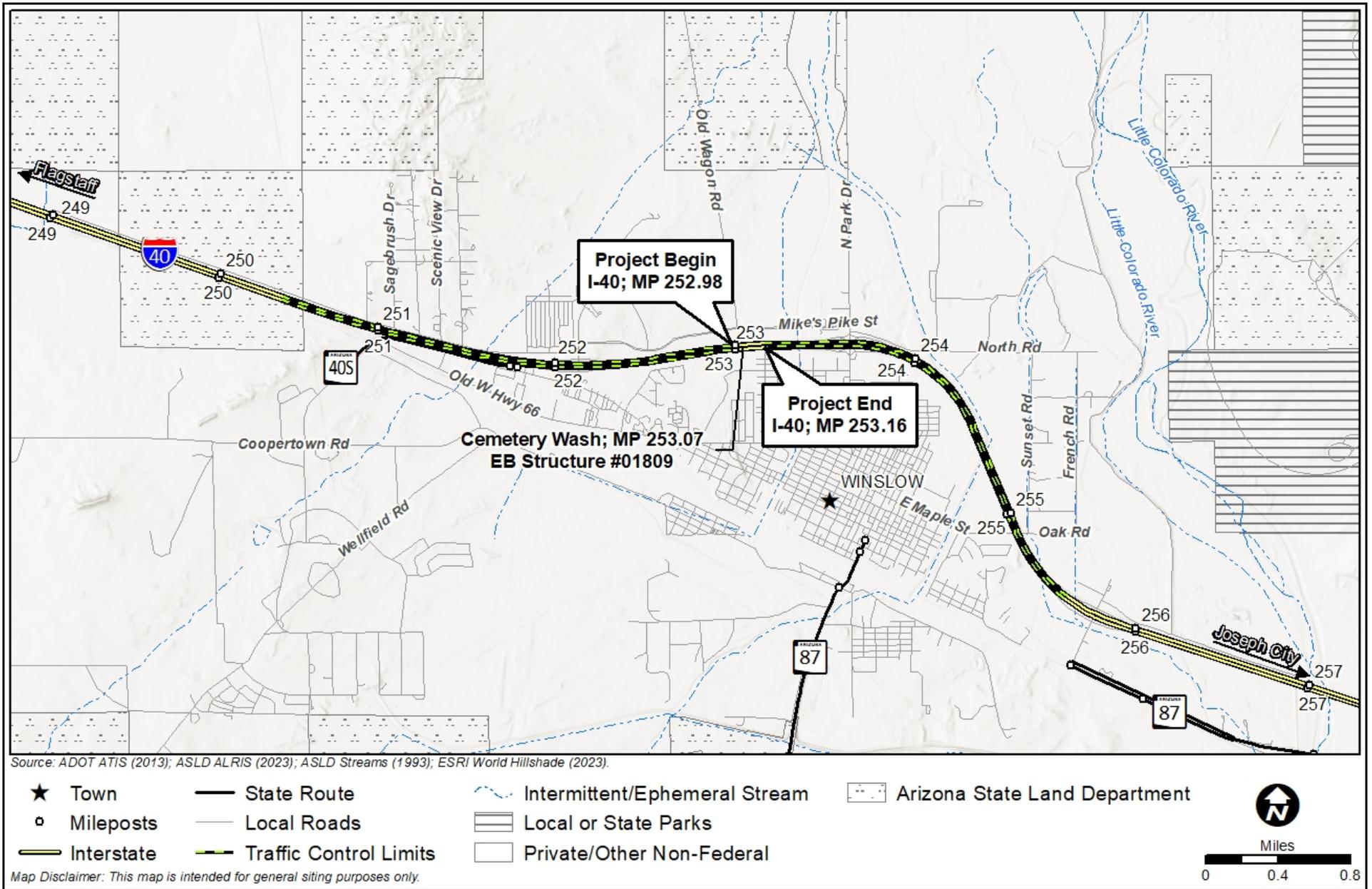


Figure 2. Project Vicinity Map – Cemetery Wash EB #1809
 040-D(205)T
 040 NA 253 F0689 01C
 I-40; Cemetery Wash EB #1809 & Jackrabbit TI OP EB & WB #849/850

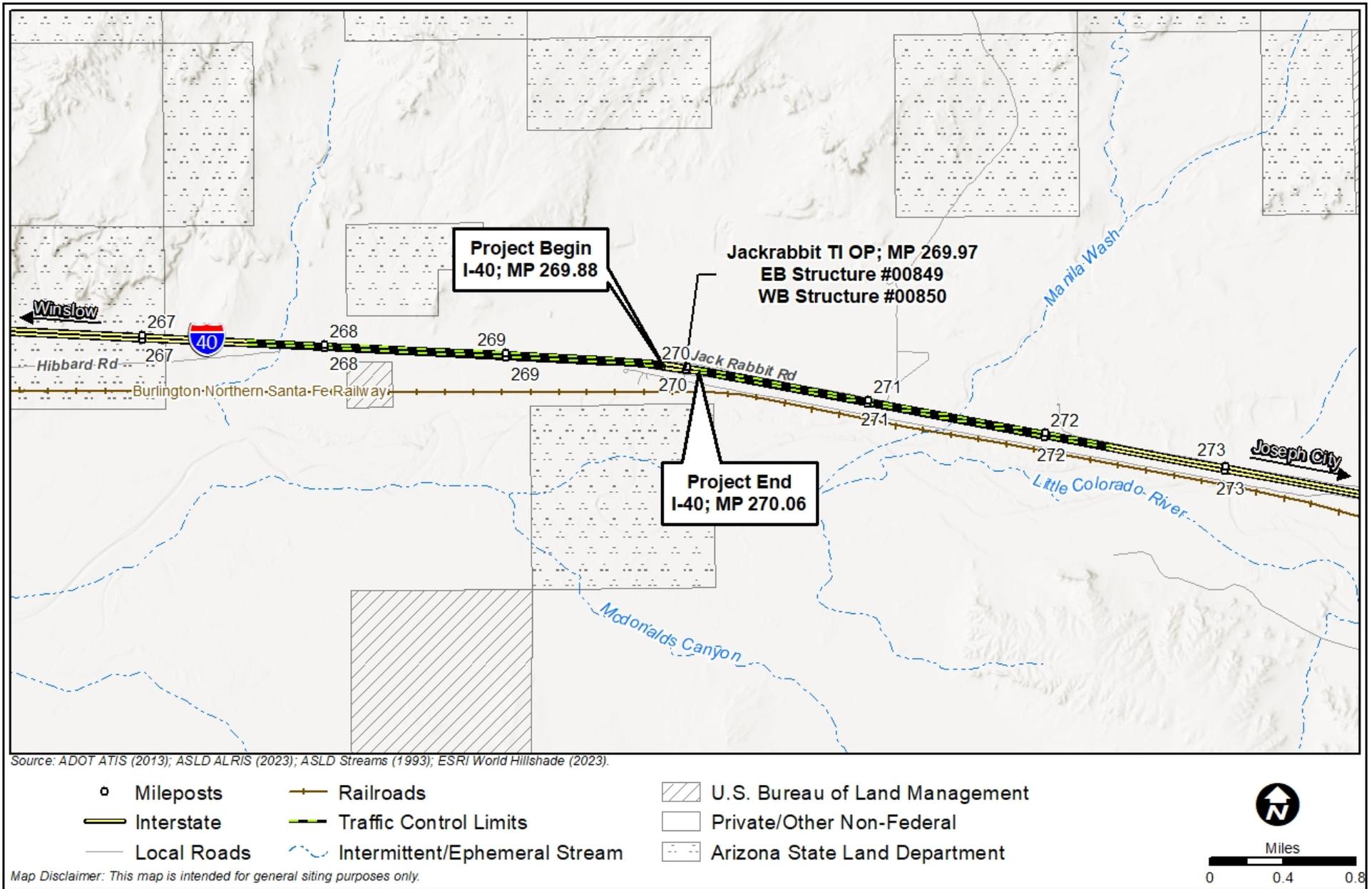


Figure 2. Project Vicinity Map – Jackrabbit TI OP EB & WB #849/850
 040-D(205)T
 040 NA 253 F0689 01C
 I-40; Cemetery Wash EB #1809 & Jackrabbit TI OP EB & WB #849/850

August 30, 2024

Mr. Bryan Fields
School Superintendent
Joseph City School District
P.O. Box 8
Joseph City, AZ 86032

Subject: Scoping Letter

Re: 040-D(250)T; 040 NA 253 F0689 01C; Cemetery Wash EB #1809 & Jackrabbit TI OP EB & WB #849/850

Dear Mr. Fields:

The Arizona Department of Transportation (ADOT) is planning to rehabilitate three bridges, Cemetery Wash Bridge eastbound (EB) (Str. #01809), and Jackrabbit Traffic Interchange (TI) Overpass (OP) EB & Westbound (WB) (Str. #00849 and Str. #00850), along Interstate 40 (I-40). The Cemetery Wash Bridge is located on I-40 EB at MP 253.07 in the City of Winslow, Navajo County, Arizona. The Jackrabbit TI OP bridges are located on I-40 EB & WB at MP 269.97 near Joseph City, Navajo County, Arizona (see enclosed Figures 1 and 2). Temporary traffic control signs on embedded posts will extend approximately 2.5 miles beyond the construction limits in either direction (Cemetery Wash, MP 250.36 to MP 255.56; Jackrabbit TI, MP 267.58 to MP 272.36).

I-40 is an east-west four-lane divided interstate on the National Highway System (NHS). Currently, the existing Cemetery Wash Bridge EB and Jackrabbit TI OP EB & WB bridges are exhibiting deterioration to the bridge deck and approach slabs, and surface cracking. The purpose of the project is to repair the damage to the bridge deck and approach slabs in order to extend the serviceable life of the bridges and maintain their structural integrity.

The scope of work for the project consists of:

Cemetery Wash Bridge EB # 01809

- Mill the deck and approach slabs
- Remove concrete from deck and approach slabs by hydro demolition
- Overlay deck and approach slabs with Silica Fume Concrete (SFC)
- Construct temporary crossover to divert traffic from EB to WB lanes. Crossover will be removed once construction is complete.
- Restripe pavement
- Remove and replace delineators, object markers and milepost markers, as needed
- Remove and replace spillways
- Remove and replace guardrails to current ADOT standards
- Staging and stockpiling within the project limits

Jackrabbit TI OP EB # 00849 & Jackrabbit TI OP WB # 00850

- Mill the deck and approach slabs
- Overlay deck and approach slabs with Polyester Polymer Concrete (PPC)
- Restripe pavement
- Remove and replace delineators, object markers and milepost markers, as needed
- Remove and replace spillways
- Remove and replace guardrails to current ADOT standards
- Staging and stockpiling within the project limits

The project would occur within the existing ADOT right-of-way (ROW) through private lands. No new ROW, easement, or temporary construction easements are anticipated for this project. Construction is anticipated to begin in Spring 2027 and is expected to take approximately three months for each bridge.

Full closure of the Cemetery Wash Bridge EB is anticipated during construction. A temporary crossover detour will be constructed to direct eastbound traffic to the Cemetery Wash Bridge WB during construction. Construction will be completed in one phase. One lane traffic on I-40 will be maintained in each direction during construction.

Construction on Jackrabbit TI OP bridges will be completed in two phases. Lane closures will be required for both EB and WB structures; however, one lane of traffic will be maintained in each direction during construction.

This letter serves as your agency's invitation to review the proposed project based upon the scope of work outlined above. If you or others in your agency have any specific concerns, suggestions or recommendations pertaining to this specific proposed project, please let us know. This may include information on future development, general plans, or capital improvement projects that would be affected, to name a few.

Please submit your comments or concerns by **September 30, 2024** to ADOT c/o Mrs. Brynne Taylor via mail at AZTEC, 501 N. 44th Street, Phoenix, AZ 85008; via email at btaylor@aztec.us; via phone at 812.369.9744 or via fax at 602.454.0403. Thank you for your time and continued assistance.

Sincerely,

Cindy Robles Trejo

Cindy Robles Trejo
Environmental Planner
ADOT Environmental Planning

Enclosures: Figure 1 – State Location Map
Figure 2 – Project Vicinity Map

c: Michelle Medina, ADOT
Brynne Taylor, AZTEC

Mr. Fields, August 30, 2024
F0689 01C, Page 3

The environmental review, consultation, and other actions required by applicable Federal environmental laws for this project are being, or have been, carried out by the ADOT pursuant to 23 U.S.C. 326 and a Memorandum of Understanding dated December 20, 2023, and executed by the Federal Highway Administration (FHWA) and ADOT.

INFORMATIONAL PAMPHLET

**Joseph City Unified School District No. 2
of Navajo County, Arizona**

SPECIAL ELECTION
November 5, 2024

Compiled and issued by
Jalyn Gerlich
Navajo County School Superintendent of Schools



FOLLETO INFORMATIVO

**Distrito Escolar Unificado Núm. 2 de Joseph City
del Condado de Navajo, Arizona**

ELECCIÓN ESPECIAL
5 de noviembre de 2024

Recopilado y emitido por
Jalyn Gerlich
Superintendente de Escuelas del Condado de Navajo

TO THE VOTERS OF THE DISTRICT:

This informational report has been published by the Office of the County School Superintendent in conjunction with Joseph City Unified School District # 2 in order to provide voters with factual information regarding the Election.

On Tuesday, November 5, 2024, the registered voters of the Joseph City Unified School District # 2 of Navajo County, Arizona will be asked to vote on the 2025/2026 (Maintenance and Operations Fund) Budget Override.

Information in this pamphlet is provided to help you make an informed decision regarding the Maintenance and Operation Budget Override question. Please review this information carefully and exercise your right to vote.

Thanks to each of you for taking the time to study the issues and for taking the time to make your voice heard by voting in this election.

Sincerely,
Jalyn Gerlich
Navajo County Superintendent of Schools

**JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2
NOVEMBER 5, 2024**

15% MAINTENANCE AND OPERATION BUDGET OVERRIDE

**A STATEMENT AS TO WHY THE 15% MAINTENANCE
AND OPERATION BUDGET OVERRIDE ELECTION
HAS BEEN CALLED**

The Governing Board of the District has called a special budget override election to be held on November 5, 2024 to request voter authorization to exceed the Maintenance and Operation Budget Limit by 15% of the revenue control limit to fund existing programs, such budget override to be in effect for a period of seven years. The override authorized by this election shall be funded from a levy of taxes on the taxable property within the District. The proposed override is a continuation of the existing 15% override.

With voter approval to continue the override, it is estimated that the total amount of the override for fiscal year 2025/2026 will be \$697,596. If the override is not approved, the existing 15% override will phase out by reducing by one-third (\$232,532) in 2025/2026 and another one-third in fiscal year 2026/2027. Each one-third reduction would lower the secondary tax rate by approximately \$0.25. The estimated secondary tax rate needed to fund the full override is \$0.75 per \$100 of net assessed valuation for secondary tax purposes. The estimated secondary tax rate for the proposed override is approximately equal to the existing secondary tax rate for the current override, as this override will maintain programs that have been in place with prior year's override approvals.

The estimated cost to an owner of a home with a limited property value of \$96,120 (the average value of a home in the District) would be approximately \$72 per year.

The 15% Maintenance and Operation budget override would continue funding for programs currently serving District students. This override supports the District's efforts to help maintain present levels of service:

- Maintain smaller classes
- Continue to provide a variety of student programs
- Appropriately maintain school buildings / facilities
- Retain qualified staff according to student needs

**JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2
NOVEMBER 5, 2024**

15% MAINTENANCE AND OPERATION BUDGET OVERRIDE

**ASSESSED VALUATION AND ESTIMATED AMOUNTS OF
SECONDARY TAXES PER A.R.S. § 15-481(B)**

Total amount of the current year's (2024/2025) M&O budget	\$5,992,013
Total amount of the proposed 2025/2026 M&O budget with voter approval of override (1)	\$6,171,774
Total amount of alternate 2025/2026 M&O budget without voter approval of override (1)	\$5,939,242
Estimated revenues to fund 15% M&O budget override	\$697,596
District's Current Net Assessed Valuation used for Secondary Property Tax Purposes (2)	\$93,402,264
Estimated Tax Rate per \$100 of Net Assessed Valuation used for Secondary Property Tax Purposes to fund 15% M&O budget override	\$0.7469

Pursuant to A.R.S. § 15-481(B)(11): The net assessed valuation and the estimated amount of the secondary property taxes to fund the increase, if the proposed 2025/2026 budget is adopted, for each of the following will be:

	<u>Limited Property Value</u>	<u>Assessment Ratio</u>	<u>Estimated Net Assessed Valuation (3)</u>	<u>Estimated Override Tax Rate (4)</u>	<u>Estimated Annual Tax Amount</u>
(a) An owner-occupied residence whose assessed valuation is the average assessed valuation of property classified as class three for the current year in the school district.	\$96,120	10%	\$9,612	\$0.7469	\$71.79
(b) An owner-occupied residence whose assessed valuation is one-half of the assessed valuation of the residence set forth in paragraph (a) above.	\$48,060	10%	\$4,806	\$0.7469	\$35.90
(c) An owner-occupied residence whose assessed valuation is twice the assessed valuation of the residence set forth in paragraph (a) above.	\$192,240	10%	\$19,224	\$0.7469	\$143.58
(d) A business whose assessed valuation is the average of the assessed valuation of property classified as class one for the current year in the school district.	\$290,636	16.5%	\$47,955	\$0.7469	\$358.18

- (1) The 15% maintenance and operation override authorization is a continuation of the existing 15% maintenance and operation override authorized by the voters on November 5, 2019. If the override is not approved, the existing 15% maintenance and operation override will phase out by reducing one-third in fiscal year 2025/2026 and another one-third in fiscal year 2026/2027. The proposed and alternate 2025/2026 budgets represent the District's best estimate based on various assumptions relating to student growth and other factors affecting revenues and expenditures. In adopting such alternate budget, the Governing Board shall follow the procedures prescribed in A.R.S. Section 15-905 for adopting a budget that does not include any proposed increases not approved at an election, except for increases levied to meet a desegregation order, if applicable.
- (2) Current net assessed valuation for secondary property tax purposes is the 2024/2025 preliminary value provided by the Arizona Department of Revenue and includes Salt River Project valuation.
- (3) Estimated by Arizona Department of Revenue based on preliminary 2024/2025 net assessed valuation.
- (4) Per \$100 of net assessed valuation used for secondary property tax purposes.

JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2
NOVEMBER 5, 2024

15% MAINTENANCE AND OPERATION BUDGET OVERRIDE

ARGUMENTS FOR AND AGAINST THE
BUDGET OVERRIDE

ARGUMENTS FOR

We're asking voters to approve a continuation of the 15% Maintenance and Operations override. Approval will prevent a decline in funding of approximately \$700,000 annually.

This is a continuation of what you are already paying, not a new tax. We know that with the closure of portions of Cholla power plant, our District's property valuation will go down causing our tax rates to go up. What we don't know is how much the valuation will change in coming years. But the Governing Board has the right to reduce the amount of override tax if it becomes too burdensome.

Your "YES" vote will continue to provide:

- Smaller class sizes
- Full-day Kindergarten, Preschool
- Student programs such as physical education, performing arts, music, vocational programs, extracurricular activities, etc.
- Competitive wages to attract and retain staff
- Resources to maintain school facilities in good condition.

Failure of the override would result in a loss of revenue and the reduction or elimination of some programs and staff.

Please vote "YES" to protect our schools, the quality of life in our community and our children's futures.

Governing Board of Joseph City Unified School District No. 2

ARGUMENTS AGAINST

NONE SUBMITTED

JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2
NOVEMBER 5, 2024

15% MAINTENANCE AND OPERATION BUDGET OVERRIDE

SAMPLE BALLOT

Shall the Governing Board of Joseph City Unified School District No. 2 of Navajo County, Arizona (the "District"), adopt a General Maintenance and Operation Budget that includes an amount that exceeds the revenue control limit specified by statute by 15% for fiscal year 2025/2026 and for six subsequent years as described below? The fiscal year 2025/2026 budget override authority represents an extension of the existing budget override authority which is scheduled to phase down by one-third for fiscal year 2025/2026, by another one-third for fiscal year 2026/2027, and will terminate for fiscal year 2027/2028 if the voters do not approve the override.

The amount of the proposed continuation of the budget increase of the proposed budget over the alternate budget for fiscal year 2025/2026 is estimated to be \$232,532. In fiscal years 2025/2026 through 2029/2030 the amount of the proposed increase will be 15% of the District's revenue control limit in each of such years, as provided in Section 15-481(P) of the Arizona Revised Statutes. In fiscal years 2030/2031 and 2031/2032, the amount of the proposed increase will be 10% and 5%, respectively, of the District's revenue control limit in each of such years, as provided in Section 15-481(P) of the Arizona Revised Statutes.

Any budget increase continuation authorized by this election shall be entirely funded by a levy of taxes on the taxable property in this school district for the year for which adopted and for six (6) subsequent years, shall not be realized from monies furnished by the state and shall not be subject to the limitation on taxes specified in Article IX, Section 18, Constitution of Arizona. Based on the current net assessed valuation used for secondary property tax purposes, to fund the proposed continuation of the increase in the school district's budget would require an estimated continuation of a tax rate of \$0.75 per one hundred dollars of assessed valuation used for secondary property tax purposes and is in addition to the school district's tax rate that will be levied to fund the school district's revenue control limit allowed by law.

BUDGET OVERRIDE CONTINUATION, YES

BUDGET OVERRIDE CONTINUATION, NO

[At the discretion of the County elections department, the question set forth above may be presented on the actual ballot in summary form, reading substantially as follows:]

A "yes" vote shall authorize the Joseph City Unified School District Governing Board to continue the existing maintenance and operation budget override authority and resulting tax, which includes an amount that exceeds the District's revenue control limit.

A "no" vote shall not authorize the Joseph City Unified School District Governing Board to extend the existing maintenance and operation budget override authority and resulting tax.

ELECTION PROCESS

This election is consolidated with the federal, state, and county's fall election cycle and will be a traditional, polling place (walk-in) election. The last day to register to vote in the **November 5, 2024**, General Election is **October 8, 2024**.

Any registered voters of the *Joseph City USD* who wish to receive a ballot through the mail must contact Navajo County Voter Registration at (800) 668-3867 or (928) 524-4192 to request an "early ballot" or request being added to the Active Early Voting List. Early voting begins **October 8, 2024**. The last day to request an early ballot to be mailed is **October 25, 2024**.

For this election, (change for district) voters may vote at any of the following polling locations:

Joseph City Elementary School – 8176 N. Westover Ave., Joseph City, AZ

Polling places will be open from 6:00 a.m. to 7:00 p.m. on November 5, 2024.

In Navajo County, voters can vote at any location nearest them, to see a full list of voting locations please visit.

<https://www.navajocountyaz.gov/534/Polling-Places>

**Navajo County is pleased to announce a Ballot Tracking system. Voters will be able to sign up at <https://trackmyballot.azsos.gov/voter/> and get updates on where their ballot is via text message, email, or a phone call from the system. For more information, please call Navajo County Election at 928-524-4062.

A LOS ELECTORES DEL DISTRITO:

Este reporte informativo ha sido publicado por la oficina del Superintendente de Escuelas del Condado en conjunto con el Distrito Escolar Unificado Núm. 2 de Joseph City para proporcionarles a los electores información concreta sobre la Elección.

El martes 5 de noviembre de 2024, a los electores registrados del Distrito Escolar Unificado Núm. 2 de Joseph City del Condado de Navajo, Arizona, se les pedirá que voten por el Aumento al Presupuesto (Fondo de Mantenimiento y Operaciones) del año 2025/2026.

La información en este folleto se ofrece para ayudarlo a tomar una decisión informada con respecto a la pregunta sobre el Aumento al Presupuesto de Mantenimiento y Operaciones. Revise esta información detenidamente y ejerza su derecho a voto.

Gracias a cada uno de ustedes por darse el tiempo para estudiar las propuestas y por darse el tiempo para hacer que su voz sea escuchada al votar en esta elección.

Atentamente,
Jalyn Gerlich
Superintendente de Escuelas del Condado de Navajo

DISTRITO ESCOLAR UNIFICADO NÚM. 2 DE JOSEPH CITY 5 DE NOVIEMBRE DE 2024

15% DE AUMENTO AL PRESUPUESTO DE MANTENIMIENTO Y OPERACIONES

UNA DECLARACIÓN SOBRE POR QUÉ SE HA CONVOCADO A LA ELECCIÓN PARA UN 15% DE AUMENTO AL PRESUPUESTO DE MANTENIMIENTO Y OPERACIONES

La Junta Directiva del Distrito ha convocado a una elección especial de aumento al presupuesto que se celebrará el 5 de noviembre de 2024 para solicitar la autorización de los electores para exceder el límite del Presupuesto de Mantenimiento y Operaciones en un 15% del límite de control de ingresos con el fin de financiar los programas existentes; este aumento al presupuesto estará en vigor por un periodo de siete años. El aumento autorizado por esta elección será financiado por una recaudación de impuestos sobre la propiedad gravada dentro del Distrito. El aumento propuesto es una continuación del 15% de aumento existente.

Si los electores aprueban la continuación del aumento, se estima que el importe total del aumento para el año fiscal 2025/2026 será de \$697,596. Si el aumento no es aprobado, el aumento del 15% existente se eliminará gradualmente al reducirse en un tercio (\$232,532) en el año fiscal 2025/2026 y en otro tercio el año fiscal 2026/2027. Cada reducción de un tercio bajaría la tasa de impuestos secundaria en aproximadamente \$0.25. La tasa de impuestos secundaria estimada que se necesita para financiar el aumento total es de \$0.75 por \$100 de la valoración neta tasada para propósitos de impuestos secundarios. La tasa de impuestos secundaria estimada para el aumento propuesto es aproximadamente igual a la tasa de impuestos secundaria existente para el aumento actual, ya que este aumento mantendrá los programas que se han implementado con las aprobaciones de aumento del año anterior.

El costo estimado para un propietario de una casa con un valor limitado de la propiedad de \$96,120 (el valor promedio de una casa en el Distrito) sería aproximadamente de \$72 por año.

El aumento de un 15% al presupuesto de Mantenimiento y Operaciones continuaría la financiación de los programas que actualmente se les provee a los estudiantes del Distrito. Este aumento respalda los esfuerzos del Distrito para ayudar a mantener los niveles actuales de servicio para:

- Mantener las clases más pequeñas
- Seguir ofreciendo una variedad de programas estudiantiles
- Mantener debidamente los edificios o instalaciones escolares
- Retener a personal calificado de acuerdo a las necesidades de los estudiantes

**DISTRITO ESCOLAR UNIFICADO NÚM. 2 DE JOSEPH CITY
5 DE NOVIEMBRE DE 2024**

15% DE AUMENTO AL PRESUPUESTO DE MANTENIMIENTO Y OPERACIONES

**VALORACIÓN TASADA E IMPORTES ESTIMADOS DE
IMPUESTOS SECUNDARIOS SEGÚN LA SECCIÓN 15-481(B) DE LOS ESTATUTOS
REVISADOS DE ARIZONA**

Cantidad total del presupuesto de Mantenimiento y Operaciones del año actual (2024/2025)	\$5,992,013
Monto total del presupuesto 2025/2026 propuesto de Mant. y Op. con la aprobación del aumento de los electores (1)	\$6,171,774
Monto total del presupuesto 2025/2026 alterno de Mant. y Op. sin la aprobación del aumento de los electores (1)	\$5,939,242
Ingresos estimados para financiar el aumento de un 15% al presupuesto de Mant. y Op.	\$697,596
Valoración tasada neta actual del Distrito que se utiliza para propósitos de impuestos secundarios sobre la propiedad (2)	\$93,402,264
Tasa de impuestos estimada por \$100 de la valoración tasada neta que se utiliza para propósitos de impuestos secundarios sobre la propiedad para financiar el aumento de un 15% al presupuesto de Mant. y Op.	\$0.7469

De acuerdo con la sección 15-481(B)(11) de los Estatutos Revisados de Arizona: La valoración tasada neta y la cantidad estimada de los impuestos secundarios sobre la propiedad para financiar el aumento, si se adopta el presupuesto 2025/2026 propuesto, para cada uno de lo siguiente será:

	Valor limitado de la propiedad	Coeficiente de tasación	Valoración tasada neta estimada (3)	Tasa de impuesto de aumento estimada (4)	Monto del impuesto anual estimado
a) Una residencia ocupada por un propietario cuya valoración tasada es la valoración tasada promedio de las propiedades clasificadas como clase tres para el presente año en el distrito escolar.	\$96,120	10%	\$9,612	\$0.7469	\$71.79
(b) Una residencia ocupada por el propietario cuya valoración tasada es la mitad de la valoración tasada de la residencia indicada en el párrafo (a) anterior.	\$48,060	10%	\$4,806	\$0.7469	\$35.90
(c) Una residencia ocupada por el propietario cuya valoración tasada es dos veces la valoración tasada de la residencia indicada en el párrafo (a) anterior.	\$192,240	10%	\$19,224	\$0.7469	\$143.58
(d) Un negocio cuya valoración tasada es el promedio de la valoración tasada de las propiedades clasificadas como clase uno para el presente año en el distrito escolar.	\$290,636	16.5%	\$47,955	\$0.7469	\$358.18

(1) La autorización del 15% de aumento de mantenimiento y operaciones es una continuación del actual aumento de un 15% de mantenimiento y operaciones autorizado por los electores el 5 de noviembre de 2019. Si el aumento no es aprobado, el aumento del 15% existente de mantenimiento y operaciones continuará su eliminación gradual al reducirse en un tercio en el año fiscal 2025/2026 y en otro tercio más en el año fiscal 2026/2027. Los presupuestos propuesto y alterno del 2025/2026 representan la mejor estimación del Distrito basándose en varios supuestos relacionados con el crecimiento estudiantil y otros factores que afectan los ingresos y gastos. Al adoptar tal presupuesto alterno, la Junta Directiva seguirá los procedimientos establecidos en la sección 15-905 de los Estatutos Revisados de Arizona para adoptar un presupuesto que no incluya ningún aumento propuesto no aprobado en una elección, excepto por aumentos impuestos para cumplir con una orden de desegregación, si corresponde.

(2) La actual valoración tasada neta para propósitos de impuestos secundarios sobre la propiedad es el valor preliminar del 2024/2025 proporcionado por el Departamento de Recaudación de Impuestos de Arizona e incluye la tasación del Proyecto Salt River.

(3) Estimado por el Departamento de Recaudación de Impuestos de Arizona basándose en valoraciones tasadas netas preliminares del 2024/2025.

(4) Por cada \$100 de la valoración tasada neta que se usa para propósitos de impuestos secundarios sobre la propiedad.

DISTRITO ESCOLAR UNIFICADO NÚM. 2
DE JOSEPH CITY
5 DE NOVIEMBRE DE 2024

15% DE AUMENTO AL PRESUPUESTO DE MANTENIMIENTO
Y OPERACIONES

ARGUMENTOS A FAVOR Y EN CONTRA DEL AUMENTO
AL PRESUPUESTO

ARGUMENTOS A FAVOR

Le estamos solicitando a los electores que aprueben una continuación del 15% de aumento al presupuesto de Mantenimiento y Operaciones. Su aprobación evitará una disminución de fondos de aproximadamente \$700,000 anuales.

Esto es una continuación de lo que ustedes ya están pagando, no es un impuesto nuevo. Sabemos que con el cierre de partes de la planta eléctrica Cholla, el valor de las propiedades de nuestro Distrito disminuirán lo que hará que nuestros impuestos suban. Lo que no sabemos es cuánto cambiará el valor en los próximos años. Pero la Junta Directiva tiene el derecho a reducir el monto del impuesto del aumento si se convierte en una carga mayor.

Su voto "Sí" seguirá proporcionando:

- Tamaños reducidos de clases
- Kindergarten de jornada completa, educación preescolar
- Los programas estudiantiles como educación física, artes escénicas, música, programas vocacionales, actividades extracurriculares, etc.
- Salarios competitivos para atraer y retener personal
- Recursos para mantener las instalaciones escolares en buenas condiciones

Si el aumento al presupuesto no se aprueba, resultará en una pérdida de ingresos y la reducción o eliminación de algunos programas y personal.

Por favor voten "Sí" para proteger nuestras escuelas, la calidad de vida de nuestra comunidad y los futuros de nuestros niños.

Junta Directiva del Distrito Escolar Unificado Núm. 2 de Joseph City

ARGUMENTOS EN CONTRA

NO SE RECIBIERON ARGUMENTOS

DISTRITO ESCOLAR UNIFICADO NÚM. 2
DE JOSEPH CITY
5 DE NOVIEMBRE DE 2024

15% DE AUMENTO AL PRESUPUESTO DE MANTENIMIENTO
Y OPERACIONES

BOLETA DE MUESTRA

¿Debe la Junta Directiva del Distrito Escolar Unificado Núm. 2 de Joseph City del Condado de Navajo, Arizona (el "Distrito"), adoptar un Presupuesto General de Mantenimiento y Operaciones que incluye un importe que excede el límite de control de ingresos especificado por estatuto en un 15% para el año fiscal 2025/2026 y por los seis años subsiguientes, como se describe a continuación? La autorización de aumento al presupuesto del año fiscal 2025/2026 representa una extensión de la existente autorización de aumento al presupuesto, que está programado para ser reducido gradualmente en un tercio en el año fiscal 2025/2026, en otro tercio en el año fiscal 2026/2027 y terminar el año fiscal 2027/2028 si los electores no aprueban el aumento.

El monto de la continuación propuesta de aumento al presupuesto del presupuesto propuesto por sobre el presupuesto alterno para el año fiscal 2025/2026 se estima que será de \$232,532. En los años fiscales 2025/2026 al 2029/2030 el importe del aumento propuesto será 15% del límite de control de ingresos del Distrito en cada uno de esos años, como está dispuesto en la sección 15-481(P) de los Estatutos Revisados de Arizona. En los años fiscales 2030/2031 y 2031/2032 el importe del aumento propuesto será de 10% y 5%, respectivamente, del límite de control de ingresos del Distrito en cada uno de esos años, como está dispuesto en la sección 15-481(P) de los Estatutos Revisados de Arizona.

Cualquier continuación del aumento al presupuesto autorizado por esta elección será totalmente financiada por una imposición de impuestos sobre la propiedad gravada de este distrito escolar en el año en que se adopta y por los seis (6) años subsiguientes, no se realizará con dinero proporcionado por el estado, y no estará sujeta a las limitaciones de impuestos especificadas en la sección 18 del artículo IX de la Constitución de Arizona. Con base en la actual valoración tasada neta que se utiliza para propósitos de impuestos secundarios sobre la propiedad, para financiar la continuación propuesta del aumento en el presupuesto del distrito escolar se requerirá una continuación estimada de una tasa de impuesto de \$0.75 por cada cien dólares de la valoración tasada que se utiliza para propósitos de impuestos secundarios sobre la propiedad y es en adición a la tasa de impuestos del distrito escolar que será impuesta para financiar el límite del control de ingresos del distrito escolar permitido por la ley.

CONTINUACIÓN DEL AUMENTO AL PRESUPUESTO, SÍ

CONTINUACIÓN DEL AUMENTO AL PRESUPUESTO, NO

[A discreción del departamento de elecciones del Condado, la pregunta antes mencionada puede ser presentada en la boleta electoral en forma abreviada, y se leerá sustancialmente como sigue:]

Un voto "sí" autorizará a la Junta Directiva del Distrito Escolar Unificado de Joseph City a que continúe la autorización existente de aumento al presupuesto de mantenimiento y operación y el impuesto resultante, que incluye un monto que excede el límite de control de ingresos del Distrito.

Un voto "no" no autorizará a la Junta Directiva del Distrito Escolar Unificado de Joseph City a que extienda la autorización de aumento al presupuesto existente de mantenimiento y operación y el impuesto resultante.

PROCESO DE ELECCIÓN

Esta elección está consolidada con el ciclo electoral del otoño del condado, estado y federal y será una elección tradicional en centros de votación (en persona). El último día para inscribirse para sufragar en la Elección General del **5 de noviembre de 2024**, es el **8 de octubre de 2024**.

Todo elector inscrito del *Distrito Escolar Unificado de Joseph City* que desee recibir una boleta electoral por servicio postal, debe comunicarse con el Registro Electoral del Condado de Navajo al (800) 668-3867 o al (928) 524-4192 para solicitar una "boleta electoral anticipada" o ser incluido en la Lista activa de votación anticipada. La votación anticipada comienza el **8 de octubre de 2024**. El último día para solicitar el envío de una boleta electoral anticipada por correo es el **25 de octubre de 2024**.

Para esta elección, (cambio para el distrito), los electores pueden votar en cualquiera de los siguientes lugares de votación:

Joseph City Elementary School – 8176 N. Westover Ave., Joseph City, AZ

Los centros de votación estará abiertos desde las 6:00 a. m. hasta las 7:00 p. m. el 5 de noviembre de 2024.

En el condado de Navajo, los electores pueden votar en cualquier lugar más cercano a ellos. Para ver una lista completa de ubicaciones, visite: <https://www.navajocountyaz.gov/534/Polling-Places>

**El Condado de Navajo tiene el agrado de anunciar un sistema de rastreo de boletas electorales. Los electores pueden inscribirse en <https://trackmyballot.azsos.gov/voter/> y obtener información actualizada sobre adónde se encuentra su boleta electoral a través de un mensaje de texto, correo electrónico o una llamada telefónica del sistema. Para obtener más información, llame a la Oficina Electoral del Condado de Navajo al 928-524-4062.

Joseph City Unified School District
PO Box 8
Joseph City, Arizona 86032



PRSR STD
U.S. POSTAGE
PAID
PHOENIX, AZ
PERMIT #43

OFFICIAL VOTING MATERIALS - ONLY ONE PAMPHLET HAS BEEN MAILED TO EACH HOUSEHOLD CONTAINING A REGISTERED VOTER. PLEASE MAKE IT AVAILABLE TO ALL REGISTERED VOTERS IN THE HOUSEHOLD.

MATERIALES OFICIALES ELECTORALES - SOLAMENTE UN FOLLETO ³⁵ HA ENVIADO A CADA DOMICILIO EN EL CUAL RESIDE UN VOTANTE REGISTRADO. FAVOR DE UTILIZARLO PARA TODOS LOS VOTANTES REGISTRADOS EN SU DOMICILIO.

July 31, 2024

Joseph City School District #2

PO Box 8 Joseph City AZ 86032

Subject: Scoping letter

Re: NNA-0(206)T, 0000 NA T0538 01C, Joseph City Pedestrian Improvements

Navajo County, in cooperation with the Arizona Department of Transportation (ADOT), is planning a pedestrian improvement project in Joseph City, Navajo County, Arizona (see enclosed Figure 1). By means of this letter, we hereby invite you to review the proposed project and provide comments by [suspense date].

Joseph City lacks facilities for pedestrians, including school children, and this project will provide safe access to new ADA sidewalks, multi-use paths, and road crossings along the following roads:

- Westover Avenue; Main Street to 4th North
- Shelley Avenue; Main Street to 2nd North
- N Randall Avenue; 1st North to 4th North
- 1st North; Bushman Avenue to N Randall Avenue
- Bushman Avenue; Main Street to 2nd North
- 3rd North; Westover Avenue to 300 feet east of Randall Avenue
- 4th North; Westover Avenue to N Randall Avenue

The work would include the following activities:

- Removal and replacement of striping
- Relocation of existing signs
- Removal of concrete and asphalt
- Construction of sidewalk and multi-use paths and ADA improvements as necessary
- Replacement, addition, and minor trimming of vegetation
- Improvements to existing drainage features

The project is located within ADOT easements on private and Arizona State Land Department (ASLD) lands. No new right-of-way or temporary construction easements are required. Construction is anticipated to begin in spring 2025 and is expected to take approximately six months to complete.

The work may require temporary road closures in some locations during construction, but Navajo County will maintain access to all homes and businesses during construction.

This letter serves as your invitation to review the proposed project based upon the scope of work outlined above. Please let us know if you have any concerns, suggestions, or recommendations pertaining to this project.

Please submit your comments or concerns by [Date] to ADOT c/o:

Joseph City Pedestrian Improvements; July 30, 2024
0000 NA T0538 01C, Page 2

Alan Ferreira
Wilson & Company
410 North 44th Street, Suite 460
Phoenix, AZ 85008
602-283-2718
alan.ferreira@wilsonco.com

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Ferreira", with a long horizontal flourish extending to the right.

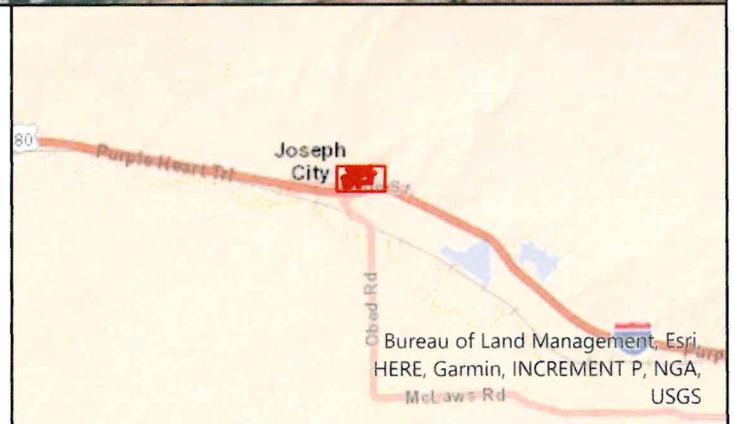
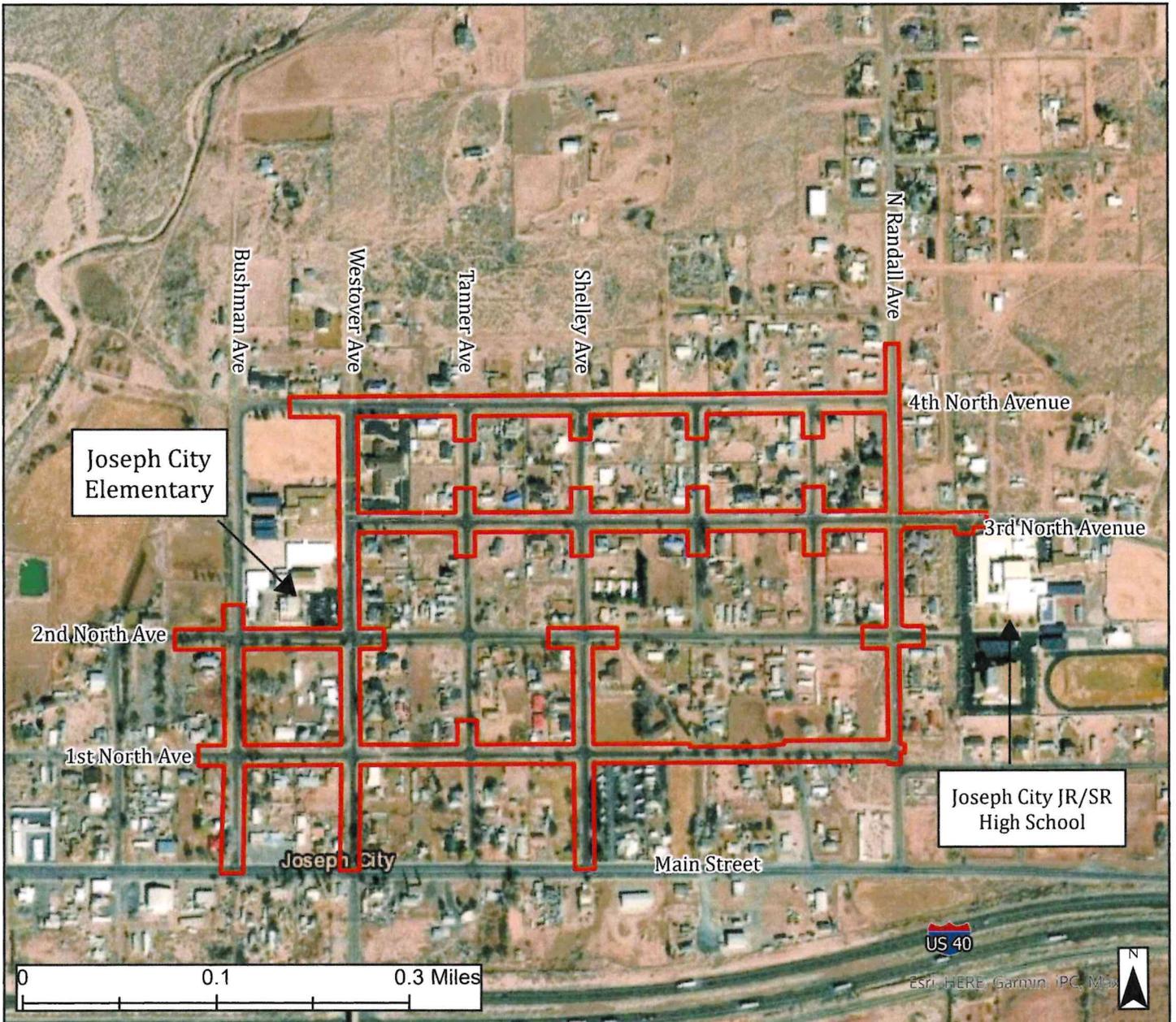
Tatum Wertin
Environmental Planner
ADOT Environmental Planning

Enclosures:

Figure 1 – Project Vicinity Map

c: Peter Steele, Wilson & Company

The environmental review, consultation, and other actions required by applicable Federal environmental laws for this project are being, or have been, carried out by ADOT pursuant to 23 USC 326 and a Memorandum of Understanding dated December 20, 2023 and executed by FHWA and ADOT.



Legend

 Project Vicinity

Figure 1. Project Vicinity Map
Joseph City Pedestrian Improvements

Federal Aid No. NNA-0(2060)T
Tracs No. 0000 NA T0538 01C
Joseph City
Navajo County, Arizona

WILSON & COMPANY

Created by: Tiffany Gentry
Reviewed by: Peter Steele
Date: 6/11/2024

IKA-R

REGULATION

GRADING / ASSESSMENT SYSTEMS

Subject Grade

The subject grade should be based upon pupil mastery of the content of the course. The teacher will establish a reasonable standard for average achievement in each of the subjects. If at any time the teacher is in doubt that this standard is either too high or too low, the teacher should discuss the matter with the principal.

The teacher will establish a uniform system of grading. This system is based upon attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages which are then transferred to letter equivalents. The following scale will serve as a guide for the distribution of grades but reasonable alternative letter grades may be approved at the District level:

90% - 100% equals A

80% - 89% equals B

70% - 79% equals C

60% - 69% equals D

Below 60% equals F

The Elementary School may implement a standards-based grading system for classes, where students' mastery level of curriculum standards is explicitly stated on the report card. This is an alternative to the traditional A - F grading system. 1= Minimally Proficient, 2= Partially Proficient, 3= Proficient, 4= Highly Proficient

The benefits of this Alternative Standard-Based Grading System shall be:

A. *To Provide Clarity and Specificity:* Parents receive detailed information on which specific skills or standards their child has mastered or needs to improve, rather than just a general grade.

B. *To Focus on Learning:* Emphasizes the student's learning and growth in specific areas rather than comparing them to their peers.

C. *Provide Targeted Support*: Helps teachers and parents identify areas where a child may need additional help, allowing for more focused interventions.

D. *Consistent Feedback*: Provides a clear framework for ongoing assessment and feedback, making it easier to track progress over time.

The following should be observed in implementing a grading system:

A. The grading system should be consistent within the class for the entire year.

B. The student should understand the system thoroughly, such as, the content on which the grade for the course depends, the weight attached to various phases of the material, the manner in which the letter grade is devised, and the meaning of the final letter grade which is sent home as a report to the parent.

C. If a teacher from year to year consistently promotes classes with predominantly high or low scores for the majority of the pupils in each class, then such practice causes parental and pupil difficulties for the succeeding teacher. If a teacher consistently finds the grades high or low for a large percent of the class, then the teacher should evaluate their established standards of average achievement on grading.

D. Work habits and conduct are two (2) areas that will be marked individually. Grades on basic subjects must not be awarded or upheld based upon disciplinary problems, work habits, or conduct.

Report Cards and Records

An average of two (2) grades per week should be kept in numerical values in the teacher's grade book for each subject. Average numerical values for the nine (9) weeks will also be recorded in the grade book.

Grade reports to the parents are made on a nine (9) week basis. Report cards include an explanation of the system of marks used. Before cards are distributed each nine (9) week period, the teacher should explain the marking system to the students.

Cards are sent home according to a schedule which is developed at the beginning of the school year.



Summary of Financial Operations (Unaudited)
August 31, 2024

Fund		Budget	YTD Expenses	Encumbrances	Budget Balance
001	Maintenance & Operation	\$5,240,521	\$ 738,542	\$3,238,436	\$1,263,543
010	Classroom Site Fund	\$1,414,369	\$ 14,477	\$ 190,638	\$1,209,254
020	Instructional Improvement	\$ 130,000	\$ -	\$ -	\$ 130,000
100-130	Title I	\$ 215,000	\$ 15,968	\$ 71,006	\$ 128,026
140-150	Title II - Profesional Development	\$ 73,000	\$ -	\$ -	\$ 73,000
200-209	Title VII - Indian Education	\$ 10,000	\$ -	\$ 9,600	\$ 400
220-229	IDEA/Special Education Grants	\$ 229,000	\$ 7,711	\$ 69,655	\$ 151,634
230	Johnson-O'Malley (JOM) - Indian Ed.	\$ 4,500	\$ -	\$ 5	\$ 4,495
260-270	Career & Technical Ed (CTE) - Federal	\$ 16,000	\$ 3,929	\$ 2,429	\$ 9,643
290-291	Medicare Reimbursement (Spec Ed services)	\$ 125,000	\$ -	\$ -	\$ 125,000
301	Az School Nurse Access Program	\$ 298	\$ 42	\$ 255	\$ -
326-346	ESSER	\$ 333,815	\$ 27,709	\$ 160,204	\$ 145,902
374	E-Rate	\$ 75,000	\$ -	\$ -	\$ 75,000
390	REAP (Federal rural assistance grant)	\$ 29,000	\$ 16,536	\$ -	\$ 12,464
400	Career & Technical Ed (CTE) - State	\$ 6,000	\$ 276	\$ 2,792	\$ 2,932
500	School Plant (Proceeds from surplus equip sales)	\$ 40,000	\$ -	\$ -	\$ 40,000
510	Food Service	\$ 300,000	\$ 406	\$ 1,895	\$ 297,699
515	Civic Center (Swimming pool community use)	\$ 80,000	\$ 307	\$ -	\$ 79,693
520	Preschool Tuition	\$ 35,000	\$ 335	\$ 4,142	\$ 30,524
525	Auxiliary Operations (Bookstore, athletics, fees)	\$ 100,000	\$ 8,678	\$ 16,626	\$ 74,696
526	Extracurricular Activities Tax Credit	\$ 50,000	\$ 717	\$ 2,175	\$ 47,108
530	Gifts & Donations	\$ 550,000	\$ -	\$ -	\$ 550,000
535-539	CTE & Vocational Education Projects	\$ 30,000	\$ 2,559	\$ 416	\$ 27,025
550	Insurance Proceeds (from claims)	\$ 75,000	\$ -	\$ -	\$ 75,000
565	Litigation Recovery	\$ 30,000	\$ -	\$ -	\$ 30,000
570	Indirect Costs (Grant administration costs)	\$ 90,000	\$ 1,154	\$ 5,237	\$ 83,609
585	Insurance Refunds (premium discounts)	\$ 10,000	\$ -	\$ -	\$ 10,000
596	NAVIT	\$ 200,000	\$ 1,700	\$ 7,444	\$ 190,856
610	Capital Outlay	\$ 285,298	\$ 160,190	\$ 59,858	\$ 65,251
620	Adjacent Ways	\$ 178,368	\$ 733	\$ 3,256	\$ 174,378
665	Energy and Water Savings	\$ 48,000	\$ -	\$ -	\$ 48,000
686	SFB Emergency Deficiency Correction	\$ 60,000	\$ -	\$ -	\$ 60,000
691	SFB Building Renewal Grant	\$2,000,000	\$ -	\$ -	\$2,000,000
850	Student Activities (clubs and classes)	\$ 60,000	\$ 559	\$ 5,447	\$ 53,994
TOTAL		\$ 12,123,169	\$ 1,002,527	\$ 3,851,517	\$ 7,269,125

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 8/1/24 through 8/31/24.

General and Special Funds: #1052 \$33,672.68 (encumbered); #1053 \$2,144.44 (encumbered); #1054 \$29,396.51 (encumbered); #3 \$144,451.68; #4 \$166,394.85; #1004 \$112,595.99; #1005 \$28,109.95; #1006 \$10,465.50; #1007 \$74,314.69; #1008 \$55,527.01

Auxiliary Operations Funds: #1008 \$1,029.28; #1012 \$4,129.04

Student Activities Fund: #1009 \$457.48

3.B. Student Activities Fund Report

Revenues, expenditures and charges in the Student Activities Fund Report; period of 8/1/24 through 8/31/24.

This report does not include beginning balances from prior year. These will be added once the FY24 general ledger is closed.

Joseph City USD External Funds

Student Activities Summary Report

Fiscal Year: 2024-2025

From: 8/1/2024

To: 8/31/2024

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
203.604 Joseph City High School Disc Golf Club	.00	.00	(457.48)	(457.48)	453.92	(3.56)
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	5.25	.00	.00	5.25	.00	5.25
203.609 Joseph City High School Girls Basketball	.00	.00	.00	.00	.00	.00
203.610 Joseph City High School Student Council	.00	.00	.00	.00	.00	.00
203.611 Joseph City High School National Honor Society	.00	.00	.00	.00	.00	.00

This report does not include beginning balances from prior year. These will be added once the FY24 general ledger is closed.

Joseph City USD External Funds

Student Activities Summary Report

Fiscal Year: 2024-2025

From: 8/1/2024

To: 8/31/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
203.612 Joseph City High School Softball	.00	.00	.00	.00	.00	.00
203.613 Joseph City High School Momentum Club/Audition Choir	.00	.00	.00	.00	.00	.00
203.614 Joseph City High School Wrestling	.00	.00	.00	.00	.00	.00
203.615 Joseph City High School Cheerleaders	104.22	300.00	.00	404.22	(375.41)	28.81
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	.00	.00	.00	.00	.00
203.619 Joseph City High School Volleyball	.00	.00	.00	.00	(1,390.76)	(1,390.76)
203.620 Joseph City High School FACS	.00	.00	.00	.00	.00	.00
203.621 Joseph City High School Hotrod Club	.00	.00	.00	.00	(112.97)	(112.97)
203.624 Joseph City High School Basketball Cheerleaders	.00	.00	.00	.00	.00	.00
203.625 Joseph City High School FFA	55.00	.00	.00	55.00	.00	55.00
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	.00	.00	.00	.00	.00	.00
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

This report does not include beginning balances from prior year. These will be added once the FY24 general ledger is closed.

Joseph City USD External Funds

Student Activities Summary Report

Fiscal Year: 2024-2025

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To: 8/31/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
203.636 Joseph City High School Class of 2023	.00	.00	.00	.00	.00	.00
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	450.00	.00	450.00	.00	450.00
203.639 Joseph City High School Class of 2026	.00	.00	.00	.00	.00	.00
203.640 Joseph City High School Class of 2027	.00	.00	.00	.00	.00	.00
203.641 Joseph City High School Class of 2028	.00	.00	.00	.00	.00	.00
500.300 Districtwide UNDESIGNATED	.00	.00	.00	.00	.00	.00
500.600 Districtwide UNDESIGNATED	(5.39)	.00	.00	(5.39)	.00	(5.39)
GRAND TOTALS	159.08	750.00	(457.48)	451.60	(1,425.22)	(973.62)

End of Report

3.C. Student Fundraisers

Organization	Description	Action
HS Volleyball	Serve-a-thon Donations	Ratification
HS Cross Country	Sell ad banners for Cross Country meet	Ratification

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
Ahlstrom, Mary	Certified Tutor	Assignment
Bowler, Laurie	Chess Club Sponsor	Assignment
Bowler, Laurie	Freshman Class Sponsor	Assignment
Bowler, Laurie	Sponsor, National Honor Society	Renewal
Bowler, Laurie	School Improvement Chairperson	Assignment
Brawley, Micah	Skills USA Sponsor	Renewal
Brawley, Micah	Sophomore Class Sponsor	Assignment
Bushman, Jess	7th Grade Class Sponsor	Assignment
Case, Greg	8th Grade Class Sponsor	Assignment
Castellano, Kory	Certified Tutor	Assignment
Edwards, Jeri	7th Grade Class Sponsor	Appointment
Fischer, Brad	Senior Class Sponsor	Assignment
Fischer, Brad	Wrestling Tournament Coordinator	Assignment
Gardner, Crystal	Substitute Teacher	Appointment
Gayer, Michael	6th Grade Class Sponsor	Assignment
Gayer, Michael	Chess Club Sponsor	Assignment
Grant, Ashley	Substitute Teacher	Appointment
Hancock, Roland	FBLA Sponsor	Renewal
Hancock, Roland	Freshman Class Sponsor	Assignment
Hansen, Ruth	Certified Tutor	Assignment
Hunt, Ericka	Certified Tutor	Assignment
Johnstun, Aaron	Senior Class Sponsor	Assignment
Larsen, Trina	Volunteer (FFA)	Acceptance
Metzger, Kelly	Certified Tutor	Assignment
Miller, Amy	Certified Tutor	Assignment
Miller, Kylie	Junior Class Sponsor	Assignment
Murdock, Staisha	Student Worker	Appointment
Murphy, Tyler	HS Football Assistant Coach	Ratify
Neill, April	Student Worker	Appointment
Peterson, Amy	Junior Class Sponsosr	Assignment
Peterson, Amy	Red Ribbon Coordinator	Renewal
Player, Laura	Event Worker	Appointment

Name	Assignment	Action
Rodrigues, Christina	8th Grade Class Sponsor	Assignment
Rodrigues, Christina	FFA Sponsor	Renewal
Rush, Kay	6th Grade Class Sponsor	Assignment
Rush, Kay	JH Student Council Sponsor	Assignment
Sander, Amanda	Certified Tutor	Assignment
Smith, Deidra	Certified Tutor	Assignment
Smith, Tyson	Hot Rod Club Sponsor	Renewal
Smith, Tyson	Senior Class Sponsor	Assignment
Smith, Tyson	Skills USA Sponsor	Renewal
Turley, Susie	Volunteer (Elementary)	Acceptance
Whetten, Anthony	Drama Asst Coach	Assignment
Whetten, Anthony	Sophomore Class Sponsor	Assignment
Whetten, Jason	Drama Coach	Renewal

5.B. Approval of 2024-25 Performance Pay Plans for Teachers and Certified Specialists and Classroom Site Fund Allocation

Annual performance plans for staff.

Joseph City Unified School District Performance Pay Plan

Joseph City Unified School District, in accordance with S.B. 1074, A.R.S. 15-920.01 and A.R.S. 15-977 participates in a Performance Based Compensation Plan. This annual plan provides some JCUSD staff with the opportunity to earn additional compensation each school year through their participation in site based, student academic achievement, professional development, or other approved activities.

2024 - 2025 Teacher Outline for 301 Performance Funds:

The amount that each staff member who completes and qualifies for performance pay will be \$2,500. This compensation will be divided into separate payments made to qualifying staff in December 2024 and June 2025.

Professional Development

- Each individual teacher will log a minimum of 15 clock hours of professional development which will include the following: Training and professional development, approved by the Principal, which aligns with the established site goals and are documented for the purpose of meeting the required hours of this performance plan.

Student Performance

- Teachers need to submit Student Learning Objectives (S.L.O.) forms to their Principal by October 31, 2024.
- At least 75% of a teacher's student learning objectives are met and verified by the building principal by May 9, 2025.

Meaningful Student Enrichment

- Teachers shall document two 'flex days' (16 hours) during the school year which will enrich students' educational experience. These days/hours are to be preapproved by the Principal and will occur outside of the regularly scheduled classroom instructional time.

Evaluation of Overall Performance

- A teacher's summative evaluation will be a rating of 'Effective' or 'Highly Effective' to qualify for performance pay funds. The 4 ratings are 'Ineffective', 'Developing', 'Effective', and 'Highly Effective'. A teacher in their first year of teaching may receive a rating of 'Developing' or higher and still qualify for the entire performance plan compensation. A teacher in their second year teaching at Joseph City Schools will need to have a rating of 'Effective' or higher to qualify for the performance pay funds.

Professional Development Log

Teacher: _____ **School Year:** _____ - _____

Professional development activities should represent a cross-section of the Professional Teaching Standards. Following, are a number of limited examples; other activities may qualify so you should discuss options with your Principal if doubts arise: Learning Environment or Professionalism—Staff meetings, mandatory in-service, district committee work, tutoring (non-paid); Knowledge, Delivery, Planning-workshops, trainings, conferences, seminars, College courses for graduate credit. This sheet may be duplicated if more room is needed.

Professional Standard & Development Activity	Date	Location and Hours	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other

Student Learning Objective Progress Form

Directions: This form is a tool to assist teachers in setting an objective that results in measurable learner progress. NOTE: When applicable, learner progress should be the focus of the objective. Enter information electronically into the cells (the boxes will expand to fit the text).

Teacher's Name: _____

Position: _____ **School Year:** _____

Initial Objective Submission Date: _____

I. Setting (Describe the population and special learning circumstances)	
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)	
III. What is Being Used for Baseline Data:	
IV. What Is Being Identified from The Data:	

V. Objectives (Describe what you want learners/program to accomplish)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

<i>VI. Means for Attaining Objective (Strategies used to accomplish the objective)</i>	
Strategy	Evidence

<p><i>VII. Mid-Year Review (Describe objective progress and other relevant data)</i></p>	<p>Mid-year review conducted on _____</p> <p>Initials: _____ (teacher) _____ (evaluator)</p> <p><input type="checkbox"/> Data attached</p>
---	--

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

End-of-Year Review

Academic Goals Were Met: *Yes* *No*

Professional Development Completed: *Yes* *No*

Flex Days Completed: *Yes* *No*

Evaluation: *Yes* *No*

Evaluator's Signature _____ Date _____

JH-HS Site Goals

College/Career/Life Skills Goal:

In coordination with teachers and Grow AZ, the guidance counseling department will help students plan for life after high school by using MyFutureAZ in classes on early release days along with providing students opportunities for career, college, and personal finance fairs throughout the school year.

AI Goal:

Staff will incorporate new classroom strategies aimed at helping students understand the proper uses of AI coupled with the inclusion of AI in our teacher preparation for classes using Brisk and other AI teacher resources.

AR Reading Goal:

Staff will work to increase reading comprehension by incorporating Accelerated Reader (AR) more effectively in the classroom, promoting reading for enjoyment, and providing students AR reading time during their free time rather than this time being utilized for computer games or other time-wasting activities.

Elementary Site Goals

DATA ANALYSIS:

Teachers will continue regularly analyzing data collected from several sources – IXL, Renaissance, NoRedink, STAR, Lililo, Freckle, DMS, BT Formative Assessments, writing samples, Amplify, or Ruth's Title I Report—in each of the grade levels to know where the students are and what they need to focus on. Accurate and up-to-date student records will support effective teaching and guide learning. 8:00am to 8:30 am on Enrichment Days will be set aside to analyze, interpret, and use the data to adjust instruction and plan lessons.

Implement Social Studies Weekly (Grades 3, 4, 5):

At least 30 minutes a week, teachers in 3rd, 4th, and 5th grades will implement a standards based Social Studies curriculum using *Beyond Textbooks* and *Studies Weekly* which provides print visuals in the form of a newspaper and captivating online media which inspires students to foster critical thinking skills and become responsible decision makers

Implement CKLA Amplify (Grades K, 1, 2, 3):

Teachers (K-3) will be expedient in implementing the CKLA Curriculum with fidelity to their students, creating a high interest and engaging environment for student growth with reasonable expectations for themselves and their students.

PreSchool is Implementing a new curriculum, Creative Learning.

Keyboarding:

Teachers will expose all students to keyboarding instruction for a minimum of 30 minutes a week with words per minute = 5g where g = grade level.

JCES Newsletter:

Teachers will submit to the JCES Newsletter that is published on the school's website a brief summary of what has happened in their classroom over the past month.

2024 - 2025 JCUSD Guidance Counselor Performance Pay Plan

- The amount of the stipend associated with this plan will be the same amount that certified teachers receive during the 2024 – 2025 school year
- This plan is designed for JCUSD Guidance Counselor and Testing Coordinator, Dan Bushman

To qualify for the compensation associated with this plan the following must be performed to an adequate extent under the supervision of the building Principal.

- 1) Complete the Professional Development requirements outlined in the certified teacher performance pay plan.
- 2) Complete on a monthly basis, or as requested, the form that documents hours worked on items in this plan (Time and Effort Log Sheet)
- 3) Assist CTE teachers to improve students' end of course assessments.
- 4) Work with all students to complete the ECAP forms and communicate these with the parents.
- 5) Work in concert with staff to administer standardized assessments and provide data and reports to all stakeholders.

Specialist (School Nurse) Performance Pay Plan 2024-2025

- The amount of the stipend associated with this plan will be the same amount (estimated to be \$2,500) that qualifying certified teachers will receive.
- This plan is designed specifically for Joseph City Schools' Nurse, Shelley Mills, for the 2024 - 2025 school year.

To qualify for the compensation associated with this plan the following must be performed to an adequate extent under the supervision of the Superintendent, Bryan Fields.

- 1) Receive a rating of 'Effective', 'Satisfactory', or better on the Nurse Summative Evaluation scale.
- 2) Complete at least 15 hours of professional development, that has been approved in advance by the Superintendent, during the school year.
- 3) Organize at least 2 immunization clinics for students and families.
- 4) Attend county health meetings as a representative of Joseph City Schools.
- 5) Maintain documentation of the above listed items.
- 6) 10 CEUs continuing certification shall be earned during the year as a professional development requirement.
- 7) Receive a 'Satisfactory' or better rating on the employee performance evaluation.

The evaluation of the progress towards completion of this plan will be documented and awarded at the end of each semester.

Specialist (Speech Pathologist) Performance Pay Plan 2024-2025

- The amount of the stipend associated with this plan will be the same amount (estimated to be \$2,500) that qualifying certified teachers will receive.
- This plan is designed specifically for JCUSD Specialist and Speech Pathologist, Natalie Hancock, for the 2024 – 2025 school year.

To qualify for the compensation associated with this plan the following must be performed to an adequate extent under the supervision of the Superintendent.

- 1) As requested by the Superintendent or by the Special Education Director, serve as a Point of Contact for parents of special needs students at the Elementary school.
- 2) Assist the preschool teacher(s) with completing all IEP paperwork and maintaining procedural and legal compliance.
- 3) Attend additional IEP meetings by request as a special education liaison to assist students, guardians, and staff with communication and solutions that promote student growth and success.
- 4) 10 CEUs continuing certification shall be earned during the year as a professional development requirement.
- 5) Maintain a documentation log of the above listed items.
- 6) Obtain membership to a professional organization of School Speech Pathologists or Special Education Leaders. Fees associated with this membership may be paid by the District.
- 7) A summative evaluation rating of 'Effective' or better is received.

The evaluation of the progress towards completion of this plan will be documented and awarded at the end of each semester.

5.C. 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. See the attached Policy Advisory for policy changes to be considered. See the Link section of this agenda item to view the current policy manual. Policies affected:

ACA - Sexual Harassment
ACAA - Title IX Sex Discrimination
ACAA-R - Title IX Sex Discrimination
GBK - Staff Grievances
JII - Student Concerns, Complaints, and Grievances
BBBA - Board Member Qualifications
GCF - Professional Staff Hiring
GDF - Support Staff Hiring
IHA - Basic Instructional Program
IKF - Graduation Requirements
JFABC - Admission of Transfer Students
JFB - Open Enrollment
JFB-R - Open Enrollment
JHD - Exclusions and Exemptions from School Attendance
JHD-R - Exclusions and Exemptions from School Attendance
JHD-EA - Exclusions and Exemptions from School Attendance
JHD-EB - Exclusions and Exemptions from School Attendance
JLCD-R - Medicines / Administering Medicines To Students

POLICY SERVICES ADVISORY

Volume 36, Number 3

July 2024

Policy Advisory No. 788 Policy ACA — Sexual Harassment

Policy Advisory No. 789 Policy ACAA — Title IX Sex Discrimination
~~Sexual Harassment~~
Regulation ACAA-R — Title IX Sex Discrimination
~~Sexual Harassment~~

Policy Advisory No. 790 Policy GBK — Staff Grievances

Policy Advisory No. 791 Policy JII — Student Concerns, Complaints,
and Grievances

POLICY ADVISORY DISCUSSION

Summary

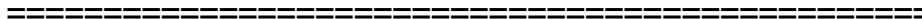
The following policy advisories are derived from the Department of Education’s (DOE) Final Rule under Title IX, to ensure that, under Title IX, no person experiences sex discrimination or harassment in federally funded education. Effective August 1, 2024, the Final Rule protects against all sex-based harassment and discrimination for all persons, including students and employees; promotes accountability and fairness; and empowers and supports students and families.

The Final Rule requires schools to take prompt and effective action when appropriate, reaffirms the DOE’s commitment to fairness for all parties, including parents and guardians, and demonstrates its respect for complainants’ autonomy and privacy. It clarifies definitions, the scope of sex discrimination, and schools’ obligations, including but not limited to taking prompt and effective action, providing supportive measures, and communicating its nondiscrimination policies. It also provides schools with the flexibility needed to implement Title IX in differing educational communities and settings, protects students, employees and applicants from discrimination based on pregnancy or related conditions, and protects students and employees from retaliation.

Because of the extensive nature of this final rule, districts may want to consider consulting with their legal counsel regarding specific policy revisions for their unique communities.

Note: The DOE’s process is still ongoing for a Title IX regulation related to athletics.

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



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

ACA ©
SEXUAL HARASSMENT

All individuals associated with this District, including, but not necessarily limited to, the Governing Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

The Equal Employment Opportunity Commission defines "sexual harassment" as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment; or
- B. Submission to or rejection of such conduct is used as a basis for employment decisions affecting such individual; or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include, but is not limited to:

- A. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
- B. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- C. Implying or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed.
- D. Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee.
- E. Offering or granting favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, et cetera, in exchange for sexual favors.

Anyone who is subject to sexual harassment, or who knows of the occurrence of such conduct, should inform the compliance officer, as provided in ACA-R.

A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action.

All matters involving sexual harassment complaints will remain confidential to the extent practicable and allowable by law possible.

Adopted: _____

LEGAL REF.:

A.R.S.

41-1461 *et seq.*

20 U.S.C. 1681, Education Amendments of 1972, Title IX,
as amended in 2024, Title IX

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

42 U.S.C. 2000, Civil Rights Act of 1964 as amended, Title VII

CROSS REF.:

AC - Nondiscrimination/Equal Opportunity

GBA - Equal Employment Opportunity

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

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

KED - Public Concerns/Complaints about Facilities or Services

KFA - Public Conduct on School Property

ACAA ©
TITLE IX SEX DISCRIMINATION
SEXUAL HARASSMENT

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The District does not discriminate on the basis of sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sex discrimination, to include unlawful sexual harassment.

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, or pervasive, ~~and objectively offensive~~ that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

D. Hostile Environment Harassment.

The District also accepts and shall employ the definition of a complainant as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and a respondent as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

The District shall designate and authorize an employee as the "Title IX Coordinator" to comply with its responsibilities pertaining to sexual harassment under Title IX. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator.

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or

electronic mail address, or by mail to the office address listed for the Title IX Coordinator. The District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

The District will respond promptly when any school employee has notice of sex discrimination, including sexual harassment. Upon receipt of notice of sexual harassment, the District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a ~~formal~~ complaint of sexual harassment, and how the District shall respond. The District is committed to investigating each ~~formal~~ complaint submitted and to taking appropriate action on all confirmed violations of policy. The District shall follow grievance procedures that provide for the prompt and equitable resolution of complaints from students and employees alleging sexual harassment.

The District ~~shall, to the extent reasonably feasible,~~ will make reasonable efforts to keep confidential the identity of any individual who has made a report or filed a ~~formal~~ complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as is necessary to carry out the grievance process and as may otherwise be permitted by law.

Title IX sex discrimination complaints, including sexual harassment complaints, may include violations covered by Arizona's mandatory reporting statute, A.R.S. §13-3620. Any abuses classified by statute as "reportable offenses" must be reported as such to the authorities because not reporting a reportable offense is classified as a Class 6 Felony.

Retaliation Prohibited

Neither the District nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has in good faith made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination or a ~~report or formal complaint~~ of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Adopted: _____

LEGAL REF.:

A.R.S.

13-3620

20 U.S.C. 1092

20 U.S.C. 1681, Education Amendments of 1972, Title IX, as amended in 2024,
Title IX

34 U.S.C. 12291

CROSS REF.:

AC - Nondiscrimination/Equal Opportunity

JB - Equal Educational Opportunities

ACAA-R ©

REGULATION

**TITLE IX SEX DISCRIMINATION
~~/SEXUAL HARASSMENT~~**

Title IX Coordinator

The Superintendent shall appoint an employee as the "Title IX Coordinator." If the Title IX Coordinator is the respondent, the complaint shall be filed with the Superintendent.

Title IX Coordinator:

Name/Title: _____

Address: _____

E-mail: _____

Telephone: _____

**Response to Sex Discrimination
~~Sexual Harassment~~**

~~When the District has A recipient with knowledge of conduct that reasonably may constitute sex discrimination actual knowledge of sexual harassment in an its education program or activity must respond promptly and effectively of the District against a person in the United States, it shall respond promptly in a manner that is not deliberately indifferent.~~

~~An "education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sex discrimination occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the District.~~

~~A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a District's Title IX Coordinator or to any employee.~~

~~B. An "education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the District.~~

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

~~C. A District is "deliberately indifferent" only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.~~

The District's initial response to any report of sex discrimination sexual harassment must treat complainants and respondents equally by offering supportive measures to both and must follow the established grievance process before disciplining a respondent.

~~Even if no formal complaint has been filed,~~ The Title IX Coordinator shall promptly:

- A. Contact the complainant to discuss the availability of supportive measures;
- B. Consider the complainant's wishes with respect to supportive measures;
- C. Inform the complainant of the availability of supportive measures; ~~with or without the filing of a formal complaint;~~ and
- D. Explain to the complainant the process for filing a ~~formal~~ complaint.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a ~~formal~~ complaint ~~or where no formal complaint has been filed~~. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sex discrimination sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The District may remove a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sex discrimination sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

~~**Response to a Formal
Complaint**~~

**Response to a Notification
of Conduct**

The Title IX Coordinator must take the following actions upon being notified of conduct that reasonably may constitute sex discrimination:

~~"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed above, and by any additional method designated by the District that results in the Title IX Coordinator receiving the complaint.~~

~~The District may place a non-student employee respondent on administrative leave during the pendency of a grievance process in response to a formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.~~

~~For the purpose of addressing formal complaints of sexual harassment, this grievance process shall comply with the following basic elements:~~

~~A. Provide written notice to all parties upon receipt of complaint, which must include:~~

- ~~1. Notice of the District's formal grievance process, including any informal resolution process;~~
- ~~2. Notice of the allegations, including sufficient details to allow respondent to prepare a response (such as the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);~~
- ~~3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;~~
- ~~4. Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and~~

~~5. Notice of any provision in the District's code of conduct that prohibits knowingly making false statements or providing false information in the grievance process.~~

~~B. Treat complainants and respondents equitably;~~

~~C. Require an objective evaluation of all relevant evidence;~~

~~D. Require that the Title IX Coordinator, investigator, decision maker, or any person designated by the District to facilitate an informal resolution process, be properly trained and not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent;~~

~~E. Include a presumption that the respondent is not responsible for the alleged conduct until a determination has been made at the conclusion of the grievance process;~~

~~F. Include reasonably prompt timeframes for the conclusion of the grievance process;~~

~~G. Describe or list the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility;~~

~~H. State that the District uses a preponderance of evidence standard to determine responsibility;~~

~~I. Include the procedures and permissible reasons for appeal by a respondent or a complainant;~~

~~J. Describe the range of supportive measures available to complainants and respondents; and~~

~~K. Not require, allow, or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.~~

A. Treat the complainant and respondent equitably. (§ 106.44(f)(1)(i)).

B. Offer and coordinate supportive measures, as appropriate, for the complainant. If the recipient has initiated grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures as appropriate, for the respondent. (§ 106.44(f)(1)(ii)).

C. Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and the informal resolution process, if available and appropriate. (§ 106.44(f)(1)(iii)(A)).

D. If a complaint is made, notify the respondent of the grievance procedures and the informal resolution process, if available and appropriate. (§ 106.44(f)(1)(iii)(B)).

E. In response to a complaint, initiate the recipient's grievance procedures or informal resolution process, if available and appropriate. (§ 106.44(f)(1)(iv)).

F. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, make a fact-specific determination by considering, at a minimum, eight (8) listed factors, and determining whether the conduct as alleged presents an imminent and serious threat to the health or safety of a complainant or other person or prevents the recipient from ensuring equal access based on sex to its education program or activity such that the Title IX Coordinator may initiate a complaint. (§ 106.44(f)(1)(v)).

G. If the Title IX Coordinator initiates a complaint, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others. (§ 106.44(f)(1)(vi)).

H. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the recipient's education program or activity, in addition to providing remedies to an individual complainant. (§ 106.44(f)(1)(vii)).

If the conduct alleged ~~in a formal complaint~~ does not meet the Title IX definition of sex discrimination ~~sexual harassment~~ as established in Governing Board policy, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District shall dismiss the allegations for purposes of Title IX but may still address the allegations in any manner the District deems appropriate under other District policies.

The District may dismiss a ~~formal~~ complaint or any allegations therein, if at any time:

- A. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the ~~formal~~ complaint or any allegations therein;
- B. The respondent is no longer enrolled or employed by the District; or
- C. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the ~~formal~~ complaint or allegations therein.

Upon dismissal of a ~~formal~~ complaint or any allegations therein, the District shall promptly send written notice of the dismissal, including the reasons for the dismissal, simultaneously to the parties.

When investigating a ~~formal~~ complaint and throughout the grievance process, the District shall:

- A. Ensure that the burden of proof and the burden of gathering evidence rests on the District and not on the parties, except that certain treatment records cannot be obtained without voluntary, written consent of a party;
- B. Provide an equal opportunity for the parties to present witnesses and evidence;
- C. Not restrict the ability of either party to discuss the allegations or to gather and present evidence;
- D. Provide the parties with the same opportunities to have others present during any meeting or grievance proceeding;
- E. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any meeting or grievance proceeding, with sufficient time for the party to prepare to participate;
- F. Provide both parties an equal opportunity to inspect and review any evidence so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation (prior to completion of the investigative report, the investigator will send to each party and the party's advisor, if any, a copy of all evidence gathered during the investigation and will allow the parties at least ten (10) days to submit a written response to any of the evidence); and
- G. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to a determination of responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response.

After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) shall afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence are offered to prove consent.

Decision-maker(s) must not have bias or conflict of interest. A decision-maker may be the Title IX Coordinator or investigator as long as there is no bias or conflict or interest.

The decision-maker(s), ~~who cannot be the same person(s) as the Title IX Coordinator or the investigator(s)~~, shall apply the District's established standard of evidence and shall issue a written determination regarding responsibility that includes:

- A. Identification of the allegations potentially constituting sex discrimination ~~sexual harassment~~;
- B. A description of the procedural steps taken from the receipt of the ~~formal~~ complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- C. Findings of fact supporting the determination;
- D. Conclusions regarding the application of the District's code of conduct to the facts;
- E. A statement of and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity shall be provided by the District to the complainant; and
- F. The District's procedures and permissible bases for the complainant and respondent to appeal.

The District shall provide the written determination to the parties simultaneously. The Title IX Coordinator is responsible for effective implementation of any remedies.

The District shall offer both parties the right to appeal from a determination regarding responsibility and from a dismissal of a ~~formal~~ complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter;
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, investigator(s), or decision-makers(s) had a conflict of interest or bias ~~for or against complainants or respondents generally or the individual complainant or respondent that affect the outcome of the matter.~~

As to all appeals, the District shall:

- A. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

- B. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- C. Ensure that the decision-maker(s) for the appeal does not have a conflict of interest or bias ~~for or against complainants or respondents generally or an individual complainant or respondent~~;
- D. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- E. Issue a written decision describing the result of the appeal and the rationale for the result; and
- F. Provide the written decision simultaneously to both parties.

The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of ~~formal~~ complaints of sex discrimination ~~sexual harassment~~. ~~Similarly, the District may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.~~ However, at any time prior to reaching a determination regarding responsibility during a ~~formal~~ complaint process, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:

- A. Provides to the parties a written notice disclosing:
 - 1. The allegations;
 - 2. The requirements of the informal resolution process, ~~including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations~~, provided, ~~however~~, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process ~~and resume the grievance process with respect to the formal complaint~~; and
 - 3. Any consequences resulting from participating in the informal resolution process, including the records that shall be maintained or could be shared;
- B. Obtains the parties' voluntary, written consent to the informal resolution process; and
- C. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

The District shall maintain for a period of seven (7) years records of:

- A. Each sex discrimination ~~sexual harassment~~ investigation including:
 - 1. Any determination regarding responsibility;
 - 2. Any disciplinary sanctions imposed on the respondent; and
 - 3. Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity.
- B. Any appeal and the result therefrom;
- C. Any informal resolution and the result therefrom; and
- D. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website, or if the District does not maintain a website the District shall make these materials available upon request for inspection by members of the public.

The District shall create and maintain for a period of seven (7) years, records of any actions, including supportive measures taken in response to a report or ~~formal~~ complaint of sex discrimination ~~sexual harassment~~. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If a District does not provide a complainant with supportive measures, then the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

**GBK ©
STAFF GRIEVANCES**

Effective communication between District employees, the administrative staff, and the Board is essential for proper operation of the schools. The Governing Board, therefore, authorizes the Superintendent to establish a grievance procedure for employees as the prescribed means of resolving grievances at the earliest date and the lowest possible administrative level. In cases of alleged sex discrimination, this grievance procedure should provide supportive measures to complainants and respondents affected by the alleged sex discrimination conduct, must require adequate notice, must provide an equal opportunity to present and access evidence, and provide a reasonable opportunity for response by each party.

Such procedure shall provide for an appeal to the Board for review of any grievance that cannot be resolved at the administrative level. In such instances, ~~the affected individual may request that the Governing Board review the situation. Such~~ request shall be in writing and shall contain the basis for the appeal, including the act or acts out of which the grievance arose, identification of the Board policies and/or administrative regulations involved, and the remedy sought. Within five (5) working days following notification of the Superintendent's decision, any written request for appeal shall be submitted to the Superintendent for transmittal to the Board. The Governing Board, at a time of its choosing, shall review the grievance and issue a response within fifteen (15) working days following such review.

The decision of the Governing Board is final.

Adopted: _____

LEGAL REF.:

A.R.S.

38-532

20 U.S.C. 1681, Education Amendments of 1972, Title IX,

as amended in 2024, Title IX

**JII ©
STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES**

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding any one (1) or more of the following:

- A. Violation of the student's constitutional rights.
- B. Denial of an equal opportunity to participate in any program or activity for which the student qualifies, not related to the student's individual capabilities.
- C. Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.

In cases of alleged sex discrimination, this grievance procedure should provide supportive measures to complainants and respondents affected by the alleged sex discrimination conduct, must require adequate notice, must provide an equal opportunity to present and access evidence, and provide a reasonable opportunity for response by each party.

- D. Concern for the student's personal safety.

Refer to Board Policy JICK for procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The complaint or grievance accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using form JII-EA; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars of the accusation and complete form JII-EA immediately thereafter. The administrator shall especially note all student-provided particulars determined by the Superintendent to be necessary for the complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

If the receiving school administrator is included in the allegation, the complaint or grievance shall be transmitted to the next higher administrative supervisor. Failure by the staff member to timely inform a school administrator or next higher administrative supervisor of a student's allegation may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students, staff and parents or guardians in the school offices.

Disposition of all complaints or grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-341

20 U.S.C. 1681, Education Amendments of 1972, Title IX,
as amended in 2024, Title IX

CROSS REF.:

AC - Nondiscrimination/Equal Opportunity

ACA - Sexual Harassment

GBEB - Staff Conduct

JB - Equal Educational Opportunities

JIC - Student Conduct

JICFA - Hazing

JICK - Student Bullying/Harassment/Intimidation

JK - Student Discipline

JKD - Student Suspension

JKE - Expulsion of Students

KE - Public Concerns and Complaints

POLICY SERVICES ADVISORY

Volume 36, Number 4

July 2024

Policy Advisory No. 792 Policy BBBA — Board Member Qualifications

Policy Advisory No. 793 Policy GCF — Professional Staff Hiring

Policy Advisory No. 794 Policy GDF — Support Staff Hiring

Policy Advisory No. 795 Policy IHA — Basic Instructional Program

Policy Advisory No. 796 Policy IKF — Graduation Requirements

Policy Advisory No. 797 Policy JFABC — Admission of Transfer Students

Policy Advisory No. 798 Policy JFB — Open Enrollment
Regulation JFB-R — Open Enrollment

Policy Advisory No. 799 Policy JHD — Exclusions and Exemptions
from School Attendance
Regulation JHD-R — Exclusions and Exemptions
from School Attendance
Exhibit JHD-EA — Exclusions and Exemptions from
School Attendance
Exhibit JHD-EB — Exclusions and Exemptions
from School Attendance

Policy Advisory No. 800 Regulation JLCD-R — Medicines / Administering
Medicines To Students

POLICY ALERTS

The following Policy Alerts are *informational only*. There is no Board action required.

Policy Alert – Purple Star Schools

HB2246 added § 15-249.01, establishing the Purple Star School Program within the Arizona Department of Education (ADE). This program provides transition support to military students and their families, and the new section outlines program eligibility and reporting requirements. Any K-12 school can apply to ADE to participate in the program, which will adopt the policies and procedures needed for program implementation.

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 Alert – School Safety Zone

HB2064 amended A.R.S. § 13-709 to increase the sentence that may be imposed for a conviction of a felony offense that is committed in a School Safety Zone (A.R.S. § 13-709) by a person in a position of trust (A.R.S. § 13-1401). This would be applicable for a felony offense committed by a school employee, teacher, coach or volunteer in a School Safety Zone.

POLICY ADVISORY DISCUSSION

Summary

Most of the following policy advisories are derived from enactments of the 56th Legislature, Second Regular Session, 2024. These are indicated by references to the bills and/or statutes which have either been newly created or altered by the Legislature. JHD, JHD-R, JHD-EA, and JHD-EB were updated to align with language in statute.

Policy Advisory Discussion

Policy Advisory No. 792

Policy BBBA — Board Member Qualifications

SB1280 amended A.R.S. § 15-302 and § 15-421 by adding that a convicted sex offender is ineligible for membership on a school district governing board.

Policy Advisory No. 793

Policy GCF — Professional Staff Hiring

SB1558 added A.R.S. § 15-509 which requires any individual who applies for employment by a K-12 school to disclose if said individual has pled guilty, no contest, been convicted, or is awaiting trial for various offenses including dangerous crimes against children, sexual conduct with a minor, any crime requiring sex offender registration, and/or crimes in other states in similar categories. A knowing violation of this statute is a Class 6 Felony, unless failure to disclose was due to a good faith mistake of law.

Policy Advisory No. 794

Policy GDF — Support Staff Hiring

See discussion for Policy GCF, above.

Policy Advisory No. 795

Policy IHA — Basic Instructional Program

HB2779 amended A.R.S. § 15-701.02 to increase required instructional time on the Holocaust and other genocides.

Policy Advisory No. 796

Policy IKF — Graduation Requirements

See discussion for Policy IHA, above.

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. 797 Policy JFABC — Admission of Transfer Students

HB2645 added § 15-701.04 which delineates the role of the State Board of Education to develop guidelines for school districts and charter schools to consider in their policies that govern academic credit calculation, including partial credit, for foster students who transfer schools while enrolled in grades 9-12. A school district governing board or charter school governing body must also develop policies that address transfer credits for foster students who transfer into its school district or charter school and additionally, within ten days of receiving the foster student's educational records, a foster student must meet with a school official to discuss a graduation plan. In addition, a school district or charter school that enrolls a foster student can administer a local competency assessment in order to award full or partial credit for core competencies as applicable. Finally, a school district governing board or charter school governing body may not require an eleventh or twelfth grade transferring foster student to satisfy a course of study or competency requirement to graduate from high school that are in addition to or higher than the minimum course of study and competency requirements prescribed by the State Board of Education.

Policy Advisory No. 798

**Policy JFB — Open Enrollment
Regulation JFB-R — Open Enrollment**

HB2311 amended A.R.S. § 15-816.01 for school districts (A.R.S. § 15-184 for Charters) by adding an additional student category to whom a school district may give enrollment preference, specifically, children of a member of the armed forces of the United States who either is on active duty or was killed in the line of duty. The Regulation was also updated.

Policy Advisory No. 799

**Policy JHD — Exclusions and Exemptions
from School Attendance
Regulation JHD -R — Exclusions and Exemptions
from School Attendance
Exhibit JHD -EA — Exclusions and Exemptions
from School Attendance
Exhibit JHD -EB — Exclusions and Exemptions
from School Attendance**

Language was updated to align with § A.R.S. 15-346.

Policy Advisory No. 800

**Regulation JLCD-R — Medicines /
Administering Medicines To Students**

HB2174 amended A.R.S. § 15-344.01, § 32-1401, § 32-1854 and § 32-1901.01 regarding the ordering and emergency administration of glucagon for students with diabetes. A school district may now obtain a standing order for glucagon and store doses at individual schools where it can be administered by a specified individual to a student with diabetes in an emergency.

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

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If you have any questions, call Policy Services at (602) 254-1100. Ask for Dr. Charlotte Patterson, Policy Analyst; Lynne Bondi, Policy Analyst, OR Renae Watson, Policy Technician. Our e-mail addresses are, respectively, [cpatterson@azsba.org], [lbondi@azsba.org] and [rwatson@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.

BBBA ©
BOARD MEMBER QUALIFICATIONS
(Governing Board Membership)

A person who is a registered voter of this state, ~~and~~ has been a resident of the District for one (1) year immediately preceding the day of election, and is not subject to registration as a sex offender in this state or any other jurisdiction is eligible for election or appointment to the office of Governing Board member.

No employee of the District, including a person who directly provides certificated or support services to the District as an employee of a third-party contractor, or the spouse of such employee may hold membership on the Governing Board of this District.

A Governing Board member is ineligible to serve simultaneously as a member of any other school district governing board, except that a Governing Board member may be a candidate for nomination or election for any other governing board if serving in the last year of a term of office.

Five-Member Board Same Household Limitation

By legislative restriction applicable to five (5) member Boards, persons related as immediate family and having the same household within four (4) years:

- A. Shall not serve simultaneously on the Governing Board.
- B. Are ineligible to be a candidate for nomination or election to the Governing Board, except when a member is serving in the last year of a term of office.
- C. Are ineligible to be simultaneous candidates for nomination or election to the Governing Board.

A qualified elector residing in the District may bring an action in Superior Court to enforce these restrictions.

For purposes of this policy, the definitions of "immediate family" and "household of residence" set out in A.R.S. 15-421 shall apply.

Adopted: _____

LEGAL REF.:

A.R.S.

15-302

15-421

38-201

38-296.01

Arizona Constitution, Article VII, Section 15

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

**GCF ©
PROFESSIONAL STAFF HIRING**

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

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

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

- A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.
- B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant to A.R.S. 15-505.

Candidates shall disclose whether they have pled guilty, pled no contest, been convicted of or are awaiting trial pursuant to A.R.S. 15-509.

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

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

- A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.
- B. Candidates for professional positions shall be qualified for and have the training necessary to perform the instructional duties or functions for which they have applied.
- C. Each candidate shall provide evidence of meeting state requirements for certification.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: _____

LEGAL REF.:

A.R.S.

13-3716

15-153

15-502

15-503

15-505

15-509

15-512

15-536

15-538.01

15-539

15-550

23-211

23-212

23-1361

38-201

38-231

38-232

38-766.01

41-1750

41-1756

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

CROSS REF.:

GCB - Professional Staff Contracts and Compensation

GCFC - Professional Staff Certification and Credentialing Requirements
(fingerprinting requirements)

GCO - Evaluation of Professional Staff Members

**GDF ©
SUPPORT STAFF HIRING**

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

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

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

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

- A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.
- B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant to subsection b of this section.

Candidates shall disclose whether they have pled guilty, pled no contest, been convicted of or are awaiting trial pursuant to A.R.S. 15-509.

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

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

- A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.
- B. Candidates for all positions shall be physically and mentally able to perform the duties of the position job descriptions for which they have applied.
- C. Each candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: _____

LEGAL REF.:

- A.R.S.
- 13-3716
- 15-153
- 15-502
- 15-505
- 15-509
- 15-512
- 23-211
- 23-212
- 23-1361
- 38-201
- 38-481
- 41-1756

CROSS REF.:

GDFA - Support Staff Qualifications and Requirements
(fingerprinting requirements)

**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.

**Minimum Course of Study
for Students in the
Common Schools**

Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified, in the following required subject areas:

- A. English language arts (ELA);
- B. Mathematics;
- C. Social studies; including:

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

1. Civics; and
2. Instruction on the Holocaust and other genocides for at least three (3) class periods, or the equivalent, on at least two (2) separate occasions during any of grades seven through twelve (7-12). ~~at least once in either the seventh (7th) grade or the eighth (8th) grade.~~
3. Instruction in the Constitutions of the United States and Arizona, American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona for a total of one (1) year during kindergarten (K) through eighth (8th) grades.

D. Science;

E. Two (2) or more of the following:

1. Visual Arts
2. Dance
3. Theatre
4. Music
5. Media Arts

F. Health Physical education, including mental health. Mental health instruction may be included as part of other subject areas and shall comply with A.R.S. § 15-701.03.

Minimum Course of Study for Graduation from High School

See Policy IKF.

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

IKF - Graduation Requirements

**IKF ©
GRADUATION REQUIREMENTS**

Regular Education

A minimum number of units of credit are required for graduation by the Arizona State Board of Education. Listed below are the units that must be completed before a student may receive a high school diploma.

Graduation requirements may be met as follows:

- A. By successful completion of subject area course requirements.
- B. By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. R7-2-302.02 and rules established by the Superintendent.
- C. By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. 15-701.01.
- D. By the transfer of credits as described in Policy JFABC.
- E. An out-of-state transfer student is not required to pass the competency test to graduate if the student has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the State Board Adopted Academic Standards.

Graduation requirements as determined by the Arizona State Board of Education (R7-2-302.02) and the District Governing Board are as follows:

English	4.0 units
Math	4.0 units*
Science	3.0 units**
Social Studies	3.0 units***
American Government and Arizona Government	0.5 unit
American History - including Arizona History	1.0 unit
World History and Geography – <u>including instruction on the Holocaust and other genocides for at least three (3) class periods, or the equivalent, on at least two (2) separate occasions during any of grades seven through twelve (7-12).</u>	1.0 unit
Economics	0.5 unit****
Fine Arts or Career, Technical and Vocational Education	1.0 unit
Electives	<u>7.0 units</u>
Total	22.0 units

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

* In lieu of one (1) credit of Algebra II or its equivalent course content a student may request a personal curriculum in mathematics following R7-2-302.03.

* Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the Governing Board (Governing Body).

Pursuant to A.R.S. § 15-710, a total of one (1) year instruction in state and federal constitutions, American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona is required during grades nine (9) through twelve (12).

Pursuant to the prescribed graduation requirements adopted by the State Board of Education, the Governing Board may approve a rigorous computer science course that would fulfill a mathematics course required for graduation from high school. The Governing Board may only approve a rigorous computer science course if the rigorous computer science course includes significant mathematics content and the Governing Board determines the high school where the rigorous computer science course is offered has sufficient capacity, infrastructure and qualified staff, including competent teachers of computer science.

** Three (3) credits of science in preparation for proficiency at the high school level on a state required test.

*** Through the graduating class of 2025, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a pupil must correctly answer at least sixty (60) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship And Immigration Services.

Beginning with the graduating class of 2026, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a pupil must correctly answer at least seventy (70) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. The District school shall document on the pupil's transcript only a pass or fail designation that the pupil has passed or failed the test.

A pupil in grade seven (7) or eight (8) may take the test described in this paragraph, and if the pupil correctly answers at least seventy (70) of the one hundred (100) questions on the test:

- a) The district school or charter school shall document on the pupil's transcript only a pass or fail designation that the pupil has passed or failed the test required by this paragraph.

b) The pupil is not required to take the test required by this paragraph again in high school.

**** The State Board requirement for economics is at least one-half (.5) of a course credit, which shall include financial literacy and personal financial management.

The Governing Board may determine the method and manner in which to administer a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. A pupil who does not obtain a passing score on the test that is identical to the civics portion of the naturalization test may retake the test until the pupil obtains a passing score.

Each school district and charter school shall report to the department of education all of the following aggregate data, organized by grade level, relating to the test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services required by subsection A, paragraph 3 of §15-701.01:

1. The median score.
2. The percentage of pupils who passed by correctly answering the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of §15-701.01.
3. The percentage of pupils who failed by correctly answering fewer than the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of §15-701.01.
4. Any other data required by the department relating to the test.

A school district or charter school may not include the personally identifiable information of any pupil in the data reported to the department of education under subsection L of §15-701.01.

Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student. Graduation requirements established by the Governing Board may be met by a student as defined in A.R.S. 15-701.01 and A.A.C. R7-2-302.

Pupils who receive special education shall not be required to achieve passing scores on the test that is identical to the civics portion of the naturalization test under section 15-701.01 in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on the test that is identical to the civics portion of the naturalization test under section 15-701.01 is specifically required in a specific academic area by the pupil's individualized education program as mutually agreed on by the pupil's parents and the pupil's individualized education program team or the pupil, if the pupil is at least eighteen (18) years of age.

Competency requirements. Any student who is placed in special education classes, grades nine (9) through twelve (12), is eligible to receive a high school diploma without meeting state competency requirements.

State Seal of Biliteracy. The School District may voluntarily participate in the state seal of biliteracy program by notifying the Superintendent of Public Instruction of such intention. Schools will then identify the students who have met the requirements to be awarded the state seal of biliteracy, which shall be affixed to the diploma and noted on the transcript of each student who has met the requirements.

CPR Instruction and Training. School districts and charter schools shall provide public school pupils with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

Adopted: _____

LEGAL REF.:

A.R.S.

15-203

15-341

15-701.01

15-710

15-763

A.A.C.

R7-2-302.02

R7-2-302.03

CROSS REF.:

IGD - Curriculum Adoption

IGE - Curriculum Guides and Course Outlines

IHAMC - Instruction and Training in Cardiopulmonary Resuscitation

IHAMD - Instruction and Training in Suicide Prevention

IIE - Student Schedules and Course Loads

IKA - Grading/Assessment Systems

JFABC - Admission of Transfer Students

JFABC ©
ADMISSION OF TRANSFER STUDENTS

(Academic Credit Transfer)

Academic credit for students who transfer from private or public schools shall be determined on a uniform and consistent basis.

Elementary

Academic credit for placement in the common school subjects and grades shall be based upon teacher recommendations and previous grade level assignments subject to the determination that the student can meet the standards adopted by the State Board of Education for the grade level assignment.

Credit for Graduation Requirements

Core credit for purposes of this policy shall be the units of credit specifically named as required for graduation by the State Board of Education in R7-2-302.02.

The District may evaluate the transcripts of transfer students for the assignment of credits, pursuant to Section 15-701.01.

The School District shall provide to a pupil who transfers credit from a charter school, school district or Arizona online instruction a list that indicates which credits have been accepted as either elective or core credits by the School District.

Within ten (10) school days after receiving the list, a pupil may request to take an examination in each particular course in which core credit has been denied. The School District shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score on a test, aligned to the competency requirements adopted pursuant to A.R.S. 15-701.01 ~~this section~~, that is designed and evaluated by a teacher in the School District who teaches the subject matter on which the examination is based.

The School District may not charge a fee to a pupil who takes an examination in a particular course to obtain academic credit, pursuant to section 15-701.01, subsection (D) i, from the School District if the academic credit for a course was previously earned in an Arizona online instruction course or at any public school in this state. Any test administered pursuant to this subsection shall be an assessment that is aligned to the course relevant state academic standards.

If a pupil is enrolled in the School District and that pupil also participates in Arizona online instruction between May 1 and July 31, the School District shall not require proof of payment as a condition of the School District accepting credits earned from the online course provider.

All core credit courses must meet the standards adopted by the State Board of Education ~~where such standards exist. If the State Board of Education has not adopted~~ Where standards for an elective subject have not been adopted, the School District Governing Board is responsible for adopting competency requirements for the successful completion of the elective subject. ~~core credit courses must meet the standards established for the school to which the student has requested a transfer of credit.~~

School Districts Receiving Foster Students Who Transfer Pursuant to a Best Interest Educational Placement Determination in Grades Nine Through Twelve

Pursuant to 15-701.04, each school district governing board will specify the manner in which they will: calculate full and partial academic credits that were earned by the foster child at the school of origin, accept all academic credits earned by a foster child at the school of origin, including partial credits, and determine if these credits will be accepted as core credits or elective credits. Every possible attempt should be made to accept these credits as core credits.

The State Board of Education will develop guidelines for school districts to consider regarding the calculation of academic credits.

(Include District-specific language here for calculation of full and partial academic credits)

No later than ten (10) days after the School District receives the foster child's educational records from the school of origin, the School District must meet with the foster child to review and update the student's graduation plan, including participation in credit recovery programs, if necessary. A written copy of the graduation plan shall be provided to the student, parents who have maintained parental rights, and any guardian, custodian, caregiver or foster parent.

School Districts Transferring Educational Records for Foster Students Who Transfer Pursuant to a Best Interest Educational Placement Determination in Grades Nine Through Twelve

Each school district shall develop and adopt policies concerning the transfer of educational records by a school of origin for a foster child enrolled in grades nine (9) through twelve (12). These records must include: all earned academic credits,

including partial credits; documentation of competencies achieved in a course in which partial credit was not received. An enrolling school may administer a local competency assessment to award full or partial credit for core competencies identified in a foster child's educational records. A school district may not require that a foster child, enrolled in grades eleven (11) or twelve (12), satisfy graduation requirements that are in addition to or higher than those prescribed by the State Board of Education.

Adopted: _____

LEGAL REF.:

A.R.S.

1-701

15-189.03

15-701.01

15-701.04

15-745

15-808

A.A.C.

R7-2-302.02

CROSS REF.:

JG - Assignment of Students to Classes

**JFB ©
OPEN ENROLLMNT**

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

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

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

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

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

If a school has any other separate capacity by specialized program, the information required pursuant to A.R.S. 15-816.01 ~~this subsection~~ shall also be posted by specialized program.

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

Pupils shall be selected as seats become available.

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

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

- A. Resident pupils.
- B. Pupils returning to the school from the prior year.
- C. Siblings of pupils already enrolled.

A school district may give enrollment preference to children who:

- A. Are in foster care.
- B. Meet the definition of unaccompanied youth prescribed in the McKinney-Vento Homeless Assistance Act (P.L. 100-77; 101 Stat. 482; 42 United States Code Section 11434a).
- C. Attend a school that is closing.
- D. Are children of a member of the armed forces of the United States who either is on active duty or was killed in the line of duty.

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

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

- A. Pupils who are children of persons who are employed by or at a school in the School District.
- B. Resident transfer pupils and their siblings.
- C. Pupils who meet additional criteria established and published by the School District Governing Board.

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

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

- A. Ethnicity or race.
- B. National origin.
- C. Sex.
- D. Income level.
- E. Disability.
- F. Proficiency in the English language.
- G. Athletic ability.

Definitions

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

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

Enrollment Options

District resident pupils may enroll in another school district or in another school within this District. Resident transfer pupils and nonresident pupils may enroll in schools within this District, subject to the procedures that follow.

Information and Application

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

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

Capacity

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

- A. District resident pupils in assigned school attendance areas, including those issued certificates of educational convenience and those required to be admitted by statute.
- B. The enrollment of eligible children of persons who are employed by the District.
- C. Resident transfer pupils who were enrolled in the school the previous year.
- D. Nonresident pupils who were enrolled in the school the previous year.

The Governing Board shall make the final determination of excess capacity and may require resident transfer pupils and/or nonresident pupils to be subject to the enrollment priorities and procedures found below. The excess-capacity estimates shall be made available to the public in _____ of each year.

Enrollment Priorities

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

- A. Who have properly completed and submitted applications; and
- B. Who meet admission standards.

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

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

Admission Standards

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

Notification

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

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

Transportation of Students Admitted Through Open Enrollment

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

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

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

of not more than thirty (30) miles to and from:

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

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

of not more than thirty (30) miles to and from:

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

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

Exception

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

- A. Up to the determined capacity.
- B. On the basis of the order of the completed applications submitted after the notification date established in this policy.
- C. Without regard to enrollment preference.
- D. As long as admission standards are met.

Adopted: _____

LEGAL REF.:

A.R.S.

8-371

15-341

15-764

15-797

15-816 *et seq.*

15-816.01

15-823

15-824

15-825

15-841

15-922

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

CROSS REF.:

EEAA - Walkers and Riders

IIB - Class Size

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFABDA - Admission of Students in Foster Care

JG - Assignment of Students to Classes and Grade Levels

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

JFB-R ©

REGULATION

OPEN ENROLLMENT

Selection Process

All applicants will be accepted if there is sufficient capacity. If there is insufficient capacity, applicants will be selected from the submitted applications for enrollment in a school in accordance with a random selection process except where policy may indicate otherwise. After _____, pupils shall be selected for enrollment from the waiting list in the order in which the pupils were placed on the waiting list through the random selection process, or as otherwise provided by policy.

Procedure

There should be an equitable process in place, such as a randomized lottery, for applicant selection.

~~The procedure for selection shall be as follows:~~

~~The applicants will be divided by priority categories and have their names placed on separate pieces of paper and the papers placed in a container. Names will be drawn by priority categories and numbered in the order in which they are drawn. All applications properly submitted will be drawn and numbered for enrollment consideration. The applicants whose names are selected in order, up to the capacity limitations established, shall be permitted to enroll in the school. All others drawn will be placed on a waiting list with priority in accord with the lowest number. Parents are encouraged to be present at the drawing.~~

**JHD ©
EXCLUSIONS AND EXEMPTIONS
FROM SCHOOL ATTENDANCE**

(Chronic Health Conditions)

The District will provide appropriate educational opportunities for any student identified by a ~~certified~~ licensed medical, mental, or behavioral health professional such as a physician, podiatrist, chiropractor, naturopathic doctor, osteopathist, psychologist, physician assistant, or registered nurse practitioner as having a chronic health condition requiring management on a long-term basis that will affect regular school attendance. Homework will be made available in a timely manner to ensure that such students have the opportunity to successfully complete assignments and avoid losing credit because of their absence from school. The assigned teacher(s) shall have the responsibility to provide, in a timely manner, homework for students designated as having chronic health conditions. Further, students with chronic health conditions shall be provided flexibility in physical education activity requirements so that they may participate in the regular physical education program to the extent that their health permits. Staff members responsible for physical education activities programs shall develop and implement such guidelines.

Nothing in this policy shall be construed to obstruct, interfere with or override the rights of parents or guardians concerning the education and health care of pupils with chronic health problems.

Nothing in this policy shall be construed to authorize school personnel to either:

- A. Authorize absences from school for a student with a chronic health problem without the prior consent of the student's parent or guardian.
- B. Recommend, prescribe or provide medication to a student with a chronic health problem without the prior consent of the student's parent or guardian.

The Superintendent shall develop regulations for meeting the requirements of this policy.

Adopted: _____

LEGAL REF.:

A.R.S.

15-346

15-761

15-843

15-902

32-801 *et seq.*

32-900 *et seq.*
32-1401 *et seq.*
32-1501 *et seq.*
32-1601 *et seq.*
32-1800 *et seq.*
32-2501 *et seq.*

CROSS REF.:
IHBF - Homebound Instruction

JHD-R ©

REGULATION

**EXCLUSIONS AND EXEMPTIONS
FROM SCHOOL ATTENDANCE**

(Chronic Health Conditions)

Identification/Referral Process

Staff members shall be informed of procedures to follow in serving "students with chronic health conditions." Teachers will review registration data and make note of any students who were previously served as students with chronic health conditions.

Registration forms, enrollment data, and attendance registers will identify certified students with chronic health conditions who are eligible for modified instructional services.

The screening procedures used to screen kindergarten students and new enrollees for possible referral to special education or compensatory programs will provide an indication of whether students with high absenteeism have health conditions that may be considered chronic if they are due solely to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student. Students can be identified or referred at any time during the school year.

The person responsible for collection of attendance data shall be informed of these available services and should be given direction for noting whether a student's frequent absences are due to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student. Registration, enrollment, and attendance procedures shall indicate eligible students with chronic health conditions for documenting average daily membership (ADM) adjustments with the Arizona Department of Education, School Finance Section.

When a student is identified as possibly requiring services as a student with a chronic health condition (via registration, screening procedures, attendance data, or parent referral), a chronic health condition certification form with a letter of explanation shall be sent to the parents, to be returned within thirty (30) days. The teacher and parent shall meet within fifteen (15) days following return of the chronic health condition certification.

Upon referral of a student for chronic health condition certification, the school nurse, if applicable, shall be consulted to include any chronic health condition data in the nurse's records (i.e., the annual report that identifies types of chronic illnesses monitored). The nurse may provide information to assist teachers in dealing with chronic health conditions.

Eligibility Criteria

The parents shall submit a written chronic health condition certification to the District, which will include:

- A. ~~Certified~~ Licensed health professional or nurse practitioner diagnosis.
- B. ~~Certified~~ Licensed health professional or nurse practitioner prognosis.
- C. Physical limitations affecting physical education activities and requirements.
- D. Anticipated surgeries, treatment, or hospitalizations that, although not expected to cause sufficient absences to require homebound services, may interfere with regular school attendance.
- E. ~~Certified~~ Licensed health professional or nurse practitioner signature and date signed.

The appropriate instructional services needed are to be recommended by the teacher after consultation with the parent according to the following considerations:

- A. The nature of the health condition relevant to the student's anticipated activity level during absences (based on review of the chronic health condition certification).
- B. The student's academic capacity.
- C. The teacher's recommendations for service delivery based on course-work difficulty and the student's ability to learn independently.
- D. The amount of face-to-face instruction time required by the student for optimum continuous learning outside the regular classroom.
- E. The most appropriate service delivery in order to maintain integration in the regular education program as much as possible (i.e., regular physical education activities).

After the teacher and the parent have discussed the student's needs, an instructional agreement will be recommended by the parent and the teacher specifying the delivery and return of homework assignments and anticipated contact time with the teacher to assist the student in completing required course work *during absences*. This agreement, together with the teacher's recommendation for appropriate instructional services, will be forwarded to the administration for review and modification, if necessary, prior to signature by the parent, teacher, and Superintendent.

If the absences of a student who is classified and has served as a student with a chronic health condition amount to three (3) school months (or sixty [60] school days), another chronic health condition certification shall be obtained and reviewed by the teacher and the parent. They shall discuss the appropriate service delivery necessary for continuous learning. If homebound services are appropriate, the policies for referral shall be followed, which may entail:

- A. Obtaining parental consent to evaluate.
- B. Obtaining chronic health condition certification.

On a yearly basis, the District shall review instructional needs of any student with a chronic health condition. An updated chronic health condition certification shall be obtained for each school year to verify the need for continuing instructional modifications and ADM adjustments, if applicable. However, the student may be recertified at any time to reevaluate appropriate services needed.

Miscellaneous Provisions

Homework assignments will be provided *during absences* of students with chronic health conditions, and credit will be given for course work completed within established time lines.

Students with chronic health conditions will be given credit for completed course work if frequent absenteeism is due to chronic health conditions as certified by a ~~Certified~~ licensed health professional or nurse practitioner.

Physical education course-work requirements shall include the option for students with chronic health conditions to participate in regular program activities as much as their health permits. Such students shall be provided integrated educational programming as much as possible. Modification to requirements may be made with Board approval.

The counselors who schedule students with chronic health conditions will take into consideration the anticipated days of absence (noted on the medical certification form) and the feasibility of completing courses requiring laboratory work or vocational workshops.

JHD-EA ©

EXHIBIT

**EXCLUSIONS AND EXEMPTIONS
FROM SCHOOL ATTENDANCE**

Dear _____:

This letter is to inform you that the School District makes special arrangements for homework assignments for certain students who have "chronic (recurring) health conditions." As a result of frequent absences from school because of illness or an accident, _____ may be eligible to receive modified instructional services provided for "students with chronic health conditions."

A form is enclosed asking your family's ~~certified~~ licensed health professional or nurse practitioner to state how this health condition is affecting school attendance. If your ~~certified~~ licensed health professional or nurse practitioner believes the condition to be "chronic" and anticipates frequent absences for the school year (but fewer than sixty [60] school days, as for homebound services), please ask the ~~certified~~ licensed health professional or nurse practitioner to fill out the medical certification form and return it to the school.

If _____ is eligible as a "student with a chronic health condition," the school will make sure that you receive homework and contact with a teacher *during necessary absences*. The teacher will work out an agreement for homework assignments with you to assure receipt of credit for completed homework.

If you have any questions, please contact me at _____.

Sincerely,

JHD-EB ©

EXHIBIT

**EXCLUSIONS AND EXEMPTIONS
FROM SCHOOL ATTENDANCE**

**CERTIFICATION OF STUDENTS WITH
CHRONIC HEALTH CONDITIONS**

**(Obtained from a ~~certified~~ licensed health professional or nurse
practitioner)**

Acknowledgment of Disclosure of HIPAA protected information: The student, through their parent/guardian, is hereby requesting the below information for the benefit of the student's education. Disclosure is permitted by 45 C.F.R. §164.502(a).

Type or print Parent/Guardian Name

Date Signature of Parent/Guardian

Student's name Parent's name Address

District School Grade level

Date of birth Phone number Date of initial consultation

~~Certified~~ Licensed health professional or nurse practitioner diagnosis:

~~Certified~~ Licensed health professional or nurse practitioner prognosis:

Physical limitations affecting physical education activities:

Anticipated absences due solely to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student (include anticipated surgeries, treatments, or hospitalizations that may interfere with school attendance during the _____ year):

Example 1: _____'s physical condition may result in frequent absences in the school year that may exceed ten (10) consecutive school days per semester, but I do not anticipate that _____ will be absent enough days to require homebound services.

Example 2: _____ will require three (3) hospitalizations of approximately four (4) days duration each and three to five (3 - 5) treatments of one (1) day each during the school year.

Other relevant information:

Type or print ~~Certified~~ licensed health professional or nurse practitioner name and licensed title

Date

~~Certified~~ Licensed health professional or nurse practitioner signature and title

JLCD-R ©

REGULATION

**MEDICINES / ADMINISTERING
MEDICINES TO STUDENTS**

(Medication Procedures)

Prescription Drugs

For occasions when it is necessary for a student to receive a prescription drug during the school day, the following procedure has been established to ensure the protection of the school and the student and to assure compliance with existing rules and regulations:

Administration by school personnel:

- A. The medication must be prescribed by a physician.
- B. The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the school office.
- C. The medication must come to the school office in the prescription container as put up by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given.
- D. An administrator may designate a school employee to administer the medication.
- E. Any medication administration services specified in the child's diabetes medical management plan shall be provided.
- F. Two (2) or more school employees, subject to final approval by the student's parent or guardian, may volunteer to serve as diabetes care assistants. Voluntary diabetes care assistants are allowed to administer insulin, assist the student with self-administration of insulin, administer glucagon in an emergency situation to a student or perform any combination of these actions if all of the following conditions exist:
 - 1. A school nurse or another health professional who is licensed pursuant to statute or a nurse practitioner who is licensed pursuant to statute is not immediately available to attend to the student at the time of the emergency.
 - 2. If the voluntary diabetes care assistant is authorized to administer glucagon, either (a) the parent or guardian must provide to the school an unexpired glucagon kit prescribed for the student by an appropriately licensed health care professional or nurse practitioner; (b) the School District has obtained glucagon pursuant to a standing order.

3. The ~~volunteer~~ voluntary diabetes care assistant has provided to the school a written statement signed by an appropriately licensed health professional that the voluntary diabetes care assistant has received proper training in ~~the administration of~~ administering glucagon, including the training specified in A.R.S. 15-344.01.

4. If the voluntary diabetes care assistant is authorized to administer insulin, the parent or guardian of the student has provided insulin and all equipment and supplies that are necessary for insulin administration by voluntary diabetes care assistants.

5. The training provided by an appropriately licensed health professional ~~must include~~ includes all of the following:

- a. An overview of all types of diabetes.
- b. The symptoms and treatment of hyperglycemia and hypoglycemia.
- c. Techniques for determining the proper dose of insulin in a specific situation based on instructions provided in the orders submitted by the student's physician.
- d. Techniques for recognizing the symptoms that require the administration of glucagon.
- e. Techniques on administering glucagon.

6. A District employee shall not be subject to any penalty or disciplinary action for refusing to serve as a voluntary diabetes care assistant.

7. A school district may annually request a standing order for glucagon from an appropriately licensed health professional. If a standing order is obtained, a school may stock one (1) or more doses of glucagon for emergency administration to a student by an appropriately licensed medical professional or a voluntary diabetes care assistant. A school district may accept monetary donations, grants, or third-party programs to obtain glucagon.

8. Each employee or contractor of a school district that implements all or part of a Diabetes Medical Management Plan shall provide a written statement signed by an appropriately licensed health professional that the employee or contractor has received proper training in administering glucagon. This training must be renewed at regular intervals, as prescribed by the School District Governing Board.

7. 9. The District, employees of the District, and properly licensed health professionals, volunteer health professionals, physician assistants, and nurse practitioners are immune from civil liability for the consequences of the good faith adoption and implementation of policies and procedures pursuant to District policy and this regulation, including the training of voluntary diabetes care assistants.

G. Each administration of prescription drugs must be documented, making a record of the student having received the medication.

H. Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

A. When the physician feels it is necessary for the student to carry and self-administer the medication, the physician shall provide written recommendations, to be attached to the signed parent permission form except in the case of medication for diagnosed anaphylaxis and breathing disorders requiring handheld inhaler devices. In these cases the student's name on the prescription label is sufficient for the physician's recommendation.

B. The student's diabetes medical management plan provided by the parent or guardian shall be signed by the appropriately licensed health professional or nurse practitioner and shall state that the student is capable of self-monitoring blood glucose and shall list the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for that student. The student must be able to practice proper safety precautions for ~~the~~ handling and disposing disposal of the equipment and medications that the student is authorized to use under these provisions. The student's diabetes medical management plan shall specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the school.

C. The parent or guardian must provide written permission for the student to self-administer and carry the medication. Appropriate forms are available from the school office.

D. The medication must come in the prescription container as put up by the pharmacist.

Over-the-Counter Medication

When it is necessary for a student to receive a medicine that does not require a prescription order but is sold, offered, promoted, and advertised to the general public, the following procedure has been established to ensure the protection of the school and the student:

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

Administration by school personnel:

- A. Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs.
- B. Any over-the-counter drug or medicine sent by the parent to be administered to a student must come to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked.
- C. An administrator may designate a school employee to administer a specific over-the-counter drug.
- D. Each instance of administration of an over-the-counter drug must be documented in the daily log.
- E. Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

- A. Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs by the student.
- B. Over-the-counter drugs or medicine sent by the parent to be administered by the student must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.
- C. *Necessity* for self-administration of an over-the-counter drug or medicine shall be determined by the student's physician and must be verified by a signed physician's statement attached to the parent or guardian permission form, indicating the specific drug or medicine.

Protection of Students

Use or administration of medication on school premises may be disallowed or strictly limited if it is determined by the Superintendent, in consultation with medical personnel, that a threat of abuse or misuse of the medicine may pose a risk of harm to a member of the student population.

The student shall take extraordinary precautions to keep secure any medication or drug, and under no circumstances shall make available, provide, or give the item to another person. The student shall immediately report the loss or theft of any medication brought onto school campus. Violation of this regulation may subject the student to disciplinary action.

Inhalers

Administration by school personnel:

School personnel administering inhalers will do the following:

- A. Determine if symptoms indicate possible respiratory distress or emergency and determine if the use of an inhaler will properly address the respiratory distress or emergency.
- B. Administer the correct dose of inhaler medication, as directed by the prescription protocol, regardless of whether the individual who is believed to be experiencing respiratory distress has a prescription for an inhaler and spacer or holding chamber or has been previously diagnosed with a condition requiring an inhaler.
- C. Restrict physical activity, encourage slow breaths, and allow the individual to rest.
- D. Assure that trained personnel stay with the subject who has been administered inhaler medication until it is determined whether the medication alleviates symptoms.
- E. If applicable, instruct office staff to notify the school nurse if the inhaler is administered by a trained but non-licensed person.
- F. Instruct school staff to notify the parent or guardian.
- G. Call 911 if severe respiratory distress continues. Advise that inhaler medication was administered and stay with the person until emergency medical responders arrive.
- H. If the individual shows improvement, keep the individual under supervision until breathing returns to normal, with no more chest tightness or shortness of breath, and the individual can walk and talk easily.
- I. Allow a student to return to class if breathing has returned to normal and all symptoms have resolved.
- J. Notify a parent or guardian once the inhaler has been administered and the student has returned to class.
- K. Document the incident detailing who administered the inhaler, the approximate time of the incident, notifications made to the school administration, emergency responders, and parents/guardians.
- L. Retain the incident data on file at the school pursuant to the general records retention schedule regarding health records for school districts and charter schools established by the Arizona State Library, Archives and Public Records.
- M. Order replacement inhalers, spacers and holding chambers as needed.

Seizure Management Plans

The School District will verify and accept student seizure management plans as follows:

- A. Before or at the beginning of the school year, at enrollment, or as soon as practicable following diagnosis of the student's seizure disorder.
- B. The school will annually request up-to-date management plans from parents or guardians.

The District will not accept seizure management plans unless the plan includes the following:

- A. An outline of procedures recommended by the physician or registered nurse practitioner responsible for the student's seizure treatment plan.
- B. An outline of other health care services available at school that the student may receive to help manage the student's seizure disorder at school.
- C. A signature by the student's parent or guardian *AND* the physician or registered nurse practitioner responsible for the student's seizure treatment.

Seizure management plans must be provided to the school health office.

Individuals that Must be Trained

The following individuals must receive statutorily required training approved by the State Board of Education and available here: <https://azsbe.az.gov/resources/seizure-training>.

Nurses, under contract or employed by the school:

If they receive a seizure management and treatment plan, they must complete an online course of instruction for school nurses regarding managing students with seizure disorders.

Nurses and at least one (1) other school employee:

Training to administer or assist with the self-administration of both 1) as seizure rescue medication or a medication prescribed to treat seizure disorder symptoms; and 2), a manual dose of prescribed electrical stimulation using a Vagus Nerve Stimulator Magnet.

Principals, guidance counselors, teachers, bus drivers or classroom aides whose duties include regular contact with students who have submitted a seizure management and treatment plan:

An online course of instruction for school personnel regarding awareness of students with seizure disorders.

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

- Next Regular Board Meeting - October 8, 2024; 6:00 p.m.

7. ADJOURNMENT