



NOTICE OF PUBLIC MEETING

TOLLESON UNION HIGH SCHOOL DISTRICT #214 GOVERNING BOARD AGENDA FOR REGULAR MEETING

Pursuant to A.R.S. §38-431.02, notice is hereby given to the members of the Tolleson Union High School District Governing Board and the general public that the Governing Board will hold a public meeting open to the public as follows:

DATE: Wednesday, April 11, 2018

TIME: 6:00 p.m.

PLACE: District Administrative Center, Board Room, 9801 West Van Buren Street,
Tolleson, AZ 85353

The agenda for this meeting is provided below. However, the Governing Board reserves the right to change the order of items on the Agenda with the exception of public hearings set for a specific time. One or more members of the Governing Board may participate in the meeting by telephonic communication.

Pursuant to A.R.S. §38-431.03 A.3, the Governing Board may vote to convene an executive session, which will not be open to the public, for discussion or consultation for legal advice with the Governing Board's attorney on any matter listed on the Agenda.

A copy of background material for an agenda item provided to Governing Board members (with the exception of materials relating to executive sessions) is available for public inspection at the District Administrative Center, 9801 W. Van Buren Street, Tolleson, AZ 85353, at least twenty-four (24) hours prior to the Governing Board meeting. Please contact Mrs. Judith Jameson, the Governing Board's Executive Assistant, at 623-478-4001 for more information.

Persons with a disability may request reasonable accommodations by contacting Mrs. Jameson. Accommodations should be requested at least two (2) working days prior to a public meeting to allow time for the District to arrange for the accommodation.

Posted: April 6, 2018

By: Judith Jameson, Executive Assistant to the Governing Board

A complete copy of the meeting agenda can be found on the TUHSD website: www.tuhsd.org

REGULAR MEETING

1. Call to Order and Roll Call

The meeting was called to order by _____ at _____ p.m.

Mr. Del Palacio Mr. Chapman Dr. Flores Mr. Villalon Ms. Madruga

2. Pledge of Allegiance

3. Approval of the Regular Agenda

Recommendation: It is recommended that the Governing Board approve the Regular Agenda.

Motion made by _____; seconded by _____

Mr. Del Palacio Mr. Chapman Dr. Flores Mr. Villalon Ms. Madruga

4. Information Item

A. Superintendent Student Representative Council District-Wide Update

Copper Canyon High School students Karina Audon and Kevin Rosas, representing the Superintendent Student Representative Council, will provide an update for each of the TUHSD schools.

5. Celebration/Recognitions

A. Copper Canyon High School

Copper Canyon High School will be celebrated with a presentation highlighting academic achievement and recognition of staff and students of the year.

6. Summary of Current Events

The Superintendent and/or Governing Board members may present a brief summary of current events. The Governing Board will not propose, discuss, deliberate, or take legal action at the meeting on any matter in the summary unless the specific matter is properly noticed for legal action.

7. Public Participation

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

- A. Any individual desiring to address the Board shall complete a form (*Request to Address Board*) and give this form to Judith Jameson, the Governing Board's Executive Assistant, prior to the start of the Board meeting.
- B. The Board President shall be responsible for recognizing speakers, maintaining proper order, and adhering to any time limit set. Questions requiring investigation shall be referred to the Superintendent for later report to the Board. Questions or comments on matters that are currently under legal review will not receive a response.
- C. If considered necessary, the President shall set a time limit on the length of the comment period. In order to ensure that each individual has an opportunity to address the Board, the President may also set a time limit for individual speakers.
- D. Personal attacks upon Board members, staff personnel, or other persons in attendance or absent by individuals who address the Board are discouraged. Presenters are cautioned that statements or representations concerning others that convey an unjustly unfavorable impression may subject the presenter to civil action for defamation. Policies KE, KEB, KEC, and KED are provided for disposition of legitimate complaints, including those involving individuals. Upon conclusion of the open call to the public, individual members of the Board may respond to any criticism made by an individual who has addressed the Board.

Governing Board members are not permitted to discuss or take legal action on matters raised during the open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Governing Board members to do the following at the conclusion of the open call to the public: (a) respond to criticism made by those who have addressed the Governing Board; (b) ask staff to review a matter; or (c) ask that a matter be put on a future agenda.

8. Approval of the Consent Agenda

It is recommended that the Governing Board approve the Consent Agenda.

Motion made by _____; seconded by _____

Mr. Del Palacio Mr. Chapman Dr. Flores Mr. Villalon Ms. Madruga

9. Discussion/Action of Item(s) _____ Previously Removed From the Consent Agenda

Motion made by _____; seconded by _____

Mr. Del Palacio Mr. Chapman Dr. Flores Mr. Villalon Ms. Madruga

CONSENT AGENDA* ITEMS

Items marked with an asterisk (*) are designated as Consent Agenda Items. These items will be considered without discussion. Consent Agenda items may be removed for discussion by any member of the Governing Board by notifying the Governing Board President or the Superintendent twenty-four hours before the regular Governing Board meeting or by a majority of the Governing Board members present at the Governing Board meeting.

	<u>PDF</u>
	<u>PAGE #</u>
*1 Human Resources	
A. Personnel Items	14-17
Personnel items include recommendations and ratifications for various actions including employment, contract assignments and revisions, stipends, extra duty assignments, position changes, leaves of absence, retirements, resignations, and terminations.	
*2 Business Services	
A. Gifts and Donations	18-19
The following donation was received by the District:	
<ul style="list-style-type: none"> • Circle K - \$1,000.00 – Principal miscellaneous supplies for WHS Gas-A-Thon • Westview Track & Field - \$1,116.00 – Equipment to be used for track meets and to train athletes for WHS Track and Field Team 	
B. Annual Contract Extension and Renewal of RFP #15-022-20, Job Order Contracting Services, with GCON, Inc., Sun Valley Builders, LLC., Caliente Construction, Inc. and Core Construction, Inc.	20
Administration seeks approval of the annual contract extension and renewal through April 13, 2019 of RFP #15-022-20, Job Order Contracting Services, to GCON, Inc., Sun Valley Builders, LLC., Caliente Construction, Inc. and Core Construction, Inc.	

- C. Private Roadway and Bus Drop-off Agreement**
Administration seeks Governing Board approval of the Agreement to partner with the City of Tolleson on joint use of the new private roadway. A portion of the roadway is on city property and they will be adopting a similar resolution.
- *3 Superintendent's Office**
- A. Travel Requests** **43-51**
Travel requests have been received from District Office, CCHS, TUHS and WHS as listed on the attachment.
- B. Second/Final Reading – Multiple Policies: DKA, GBEAA-E, GCCH, IHA-E, IHBJ-R, IIB-R, IKAB, JFAA, JFABD, JFABDA, JFABDA-R, JFABD-EA, JFABD-EB, JK-EA, JKD** **52-120**
Administration seeks Governing Board approval of the second/final reading of multiple policy revisions based upon recommendations proposed by the Arizona School Boards Association (ASBA) Policy Services Advisories No. 602, 603, 605, and 607-615.
- C. Second/Final Reading – Policy GCQC - Resignation of Professional Staff Members** **121-123**
Administration seeks Governing Board approval of the second/final reading of Policy GCQC – Resignation of Professional Staff Members.
- D. Minutes – March 28, 2018 Regular Meeting** **124-134**
Administration seeks Governing Board approval of the March 28, 2018 Regular Meeting Minutes.

INFORMATION/DISCUSSION ITEM

- 10. Information/Discussion of Arizona School Boards Association (ASBA) Submission of Proposed Issues for Consideration for the 2019 Political Agenda; Appointment of Delegate and Alternate Delegate to Delegate Assembly** **135-140**
Administration seeks Governing Board consideration of proposed action agenda items for the Arizona School Board Association's (ASBA) 2019 Political Agenda. Additionally, the Governing Board is asked to appoint a Delegate and Alternate Delegate to the September 8, 2018 Delegate Assembly.

AGENDA ITEMS FOR FUTURE MEETING(S)

- April 14, 2018 – Work Study Session
- April 25, 2018 – Regular Meeting
- May 9, 2018 – Regular Meeting
- May 30, 2018 – Regular Meeting

ADJOURNMENT OF REGULAR MEETING

Motion made by _____; seconded by _____

The meeting was adjourned at _____.

SUMMARY OF AGENDA ITEM

DATE: April 11, 2018

SUBJECT: Superintendent Student Representative Council District-Wide Update

PURPOSE:

Copper Canyon High School students Karina Audon, 12th grade, and Kevin Rosas, 11th grade, representing the Superintendent Student Representative Council, will provide an update for each of the TUHSD schools.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Superintendent Student Representatives:

- The goal is for two students from each school to share celebrations, recognitions and concerns as representatives for the entire student body from their site, with a focus on academic achievement.
- Together they discuss and process solutions for concerns.
- Student Representatives report to the Governing Board monthly and share district-wide celebrations and concerns from a student's perspective.
- Superintendent Gutierrez and Mrs. Jameson teach student representatives the processes and procedures at a formal governing board meeting.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

This update will benefit the students, staff and community with timely information taking place across the District from a student's perspective.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

Information only. Governing Board action is not required.

Submitted by: Judith Jameson
Executive Assistant Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018

SUMMARY OF AGENDA ITEM

DATE: April 11, 2018

SUBJECT: Celebration – Copper Canyon High School

PURPOSE:

Mrs. Nora Gutierrez, Superintendent, will celebrate Copper Canyon High School. Mrs. Mindy Westover, Principal, will introduce a presentation highlighting academic achievement at Copper Canyon High School and recognize staff and students of the year.

Female Student of the Year:	Karen Peraza, 12 th Grade
Male Student of the Year:	Johnathen Koon, 12 th Grade
Classified Employee of the Year:	Anna Bloxton Administrative Assistant to the Principal
Certified Employee of the Year:	Frederick Miller Department Chair, Social Studies

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

BEDB – Agenda (Celebrations/Recognitions)

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Celebrating student achievement at our schools and honoring staff and students of the year.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

Information only. Governing Board action is not required.

Submitted by: Judith Jameson
Executive Assistant Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018

Copper Canyon



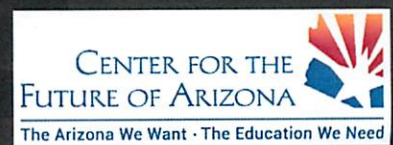
AZTECS

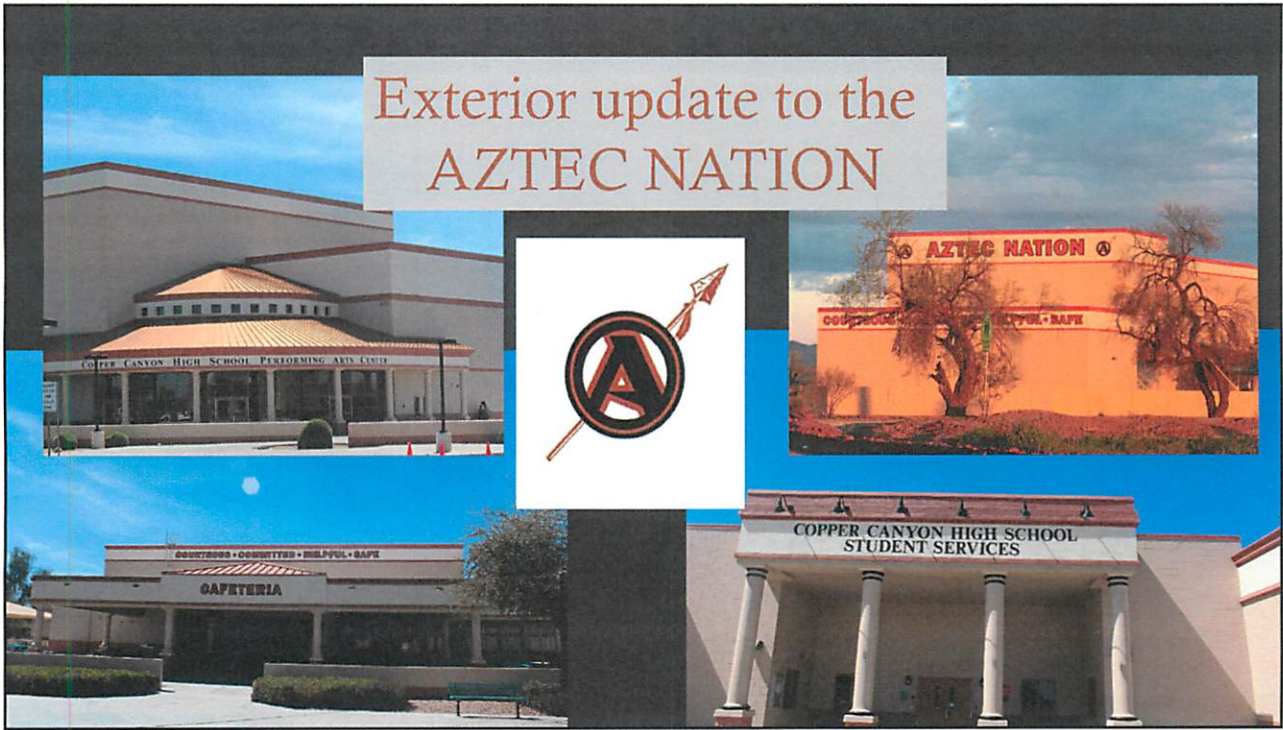
Courteous • Committed • Helpful • Safe

Beat The Odds Gold Award

Do
iT
AZTEC

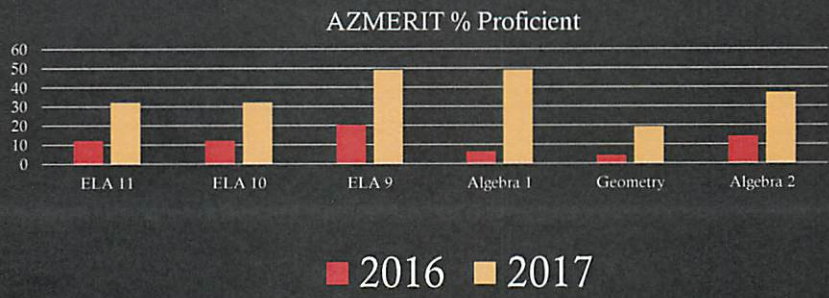
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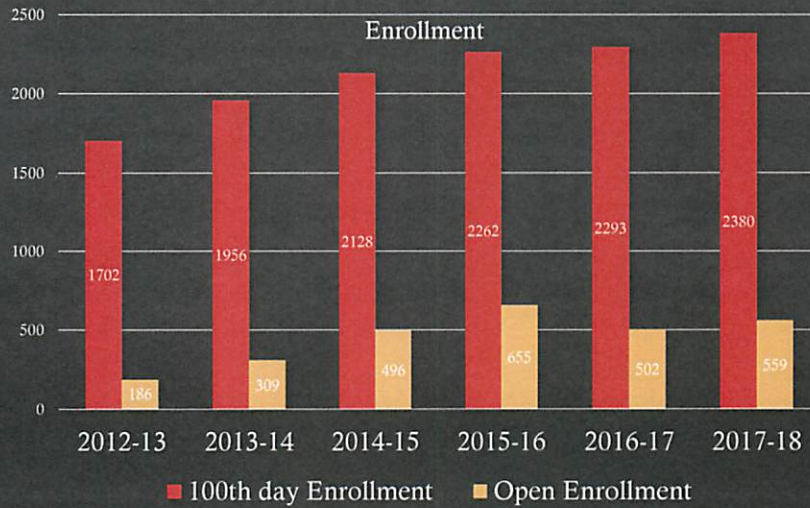


State Label Highlights

- ◊ Growth Points Our School Received the full 10 points on the SGP growth indicator.
- ◊ 23% of math students and 25% of our English students were in the top percentile of growth as compared with other students across the state.
- ◊ Graduation Rate 88.89% last year



Copper Canyon School Growth



AP and Advanced Program Growth

- 2017 over 225 students took AP Exams with over 400 exams taken.
- 2018-19 we will add AP Physics and AP Psychology
- 7 students were identified as AP Scholars, we have never had more than 3 in any given year.

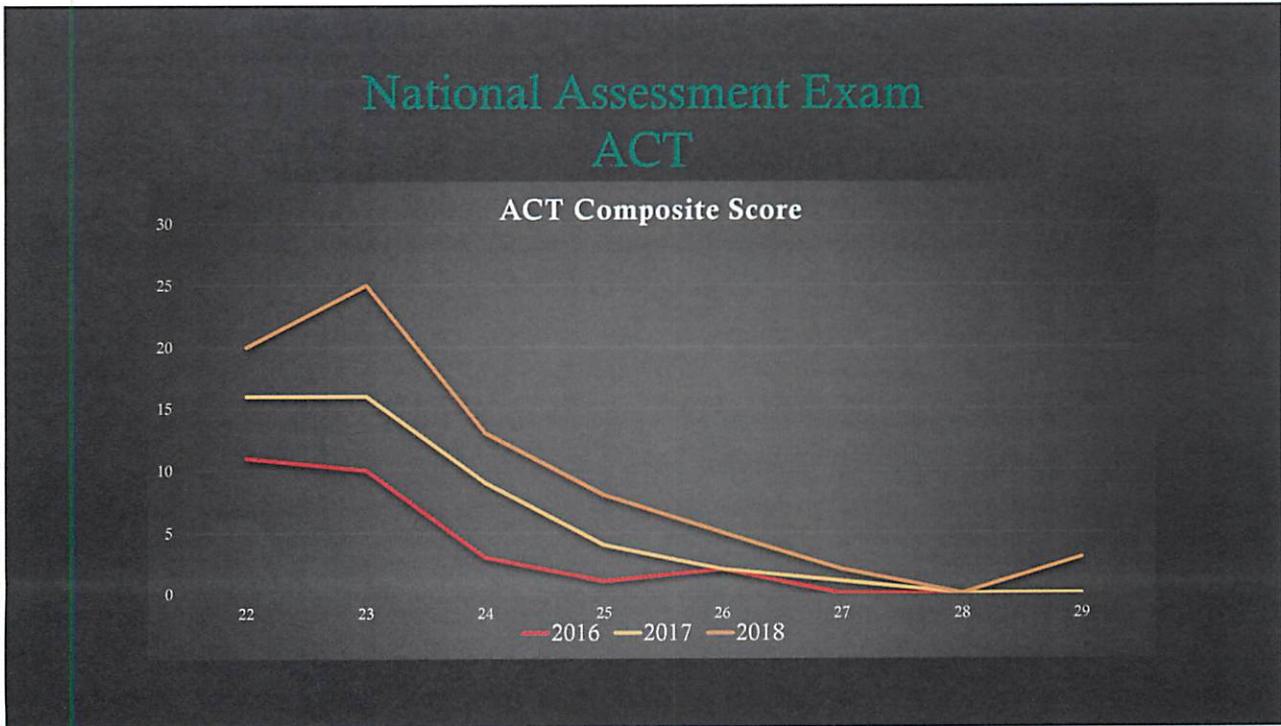
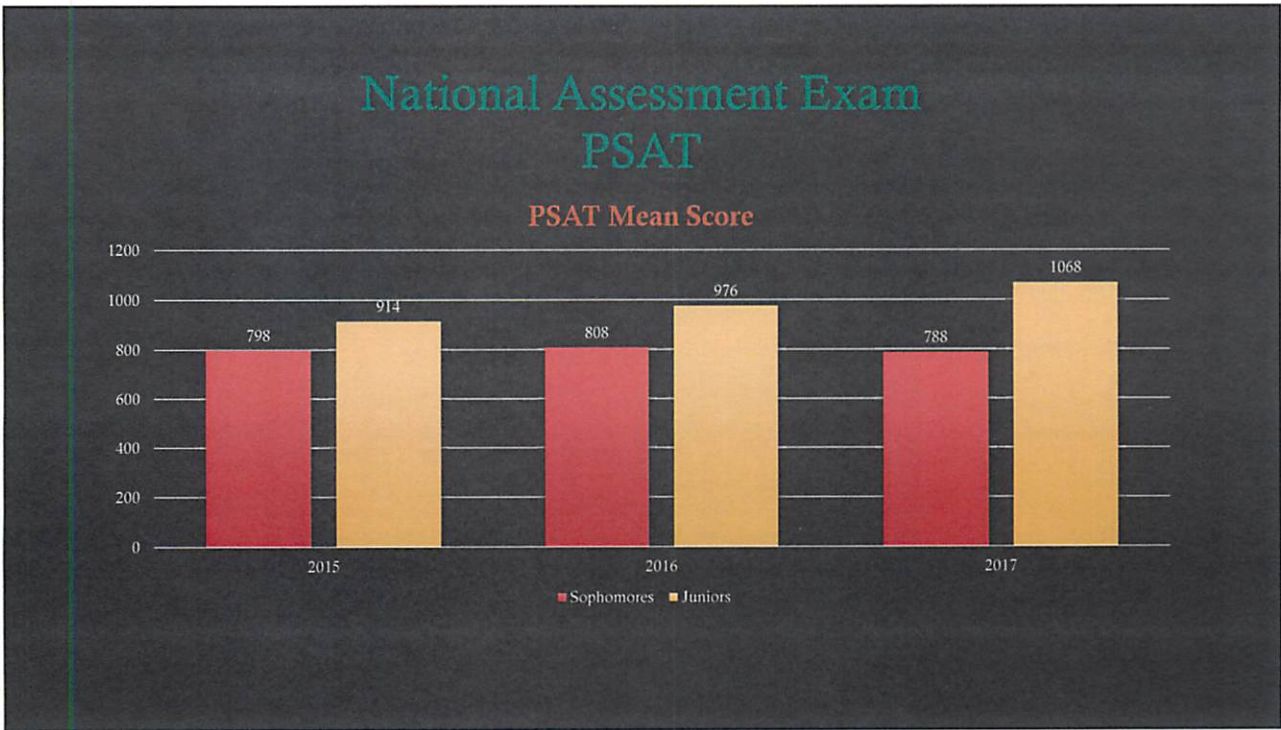


AP AZTECS



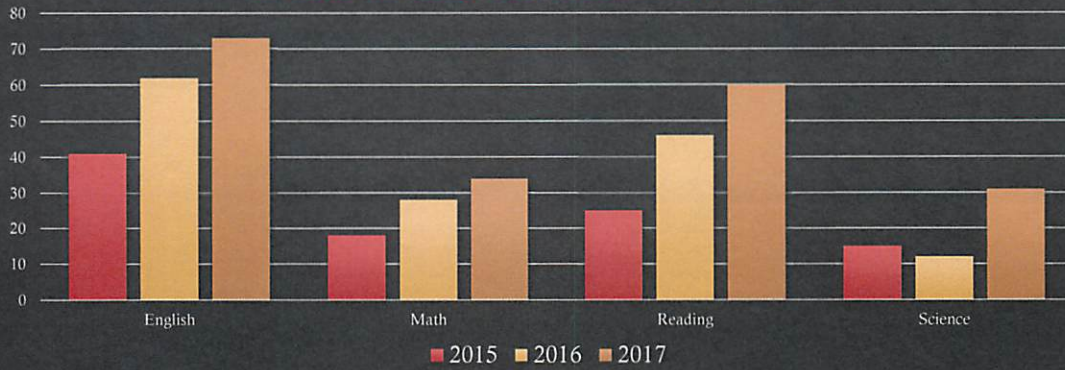
Current AP Course Offerings 2017-18

- ◇ AP Language
- ◇ AP Literature
- ◇ AP Calculus
- ◇ AP Chemistry
- ◇ AP Biology
- ◇ AP World History
- ◇ AP US History
- ◇ AP Government
- ◇ AP Studio Art
- ◇ AP Spanish Language
- ◇ AP Spanish Literature



National Assessment Exam ACT

Students Meeting ACT Benchmark by Content



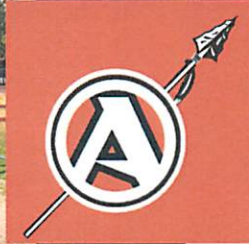
Additional CCR Opportunities at CCHS

- ◆ **FASFA Completion**
 - ◆ FASFA Fiesta
 - ◆ Increase in completion rates up 46%
- ◆ **CTE Program Expansion**
 - ◆ Medical Foundations
 - ◆ Internship
 - ◆ IT/Coding
- ◆ **West-Mec**
 - ◆ 52 credits earned for first semester this year
 - ◆ 39 were accepted for 2018-19
- ◆ **ACE Program**
 - ◆ 19 accepted for 2017-18
 - ◆ 33 accepted for 2018-19!



AZTEC Sports Coming Alive

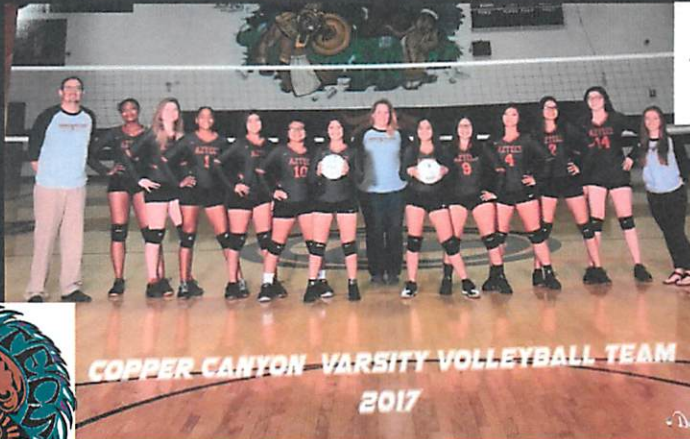
◆ 3 Programs qualified for state playoffs this year!

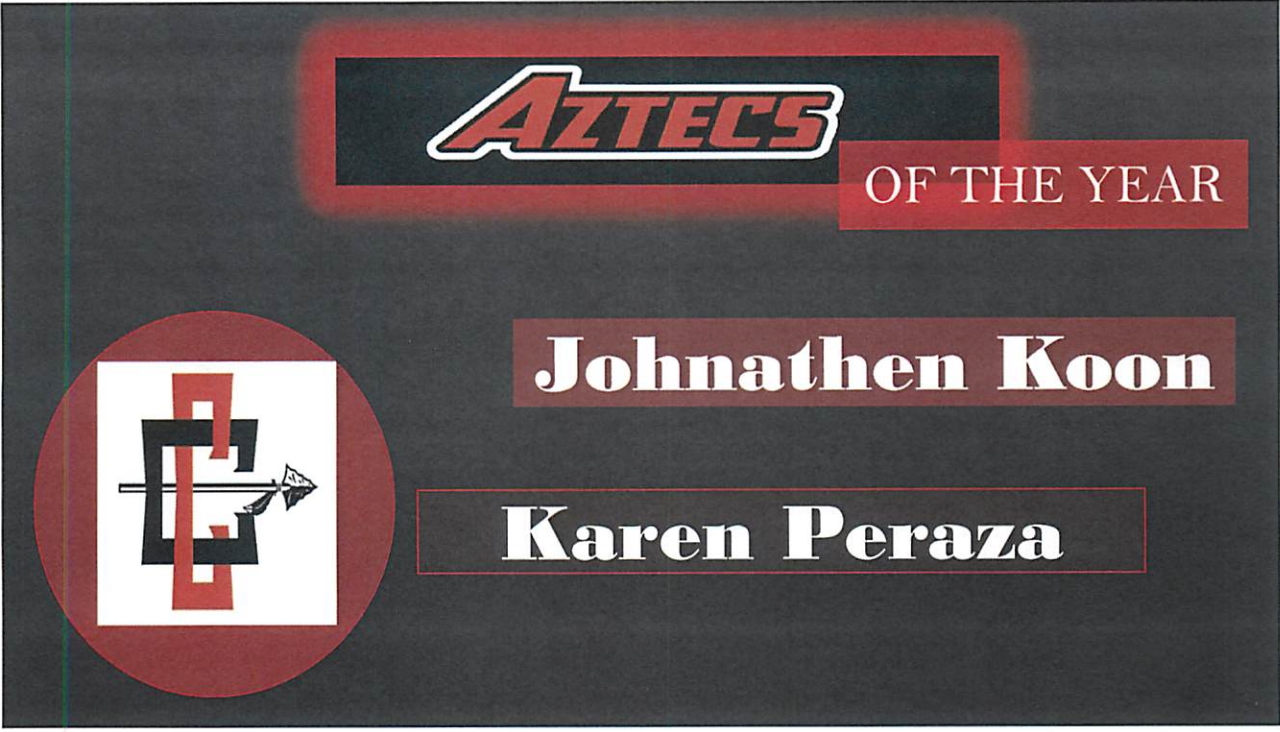


CCHS Dr. Voie Stuart Chase Coy Team Award


For Showing Excellence in Academics

Whole Team has a GPA higher then 3.5!!!



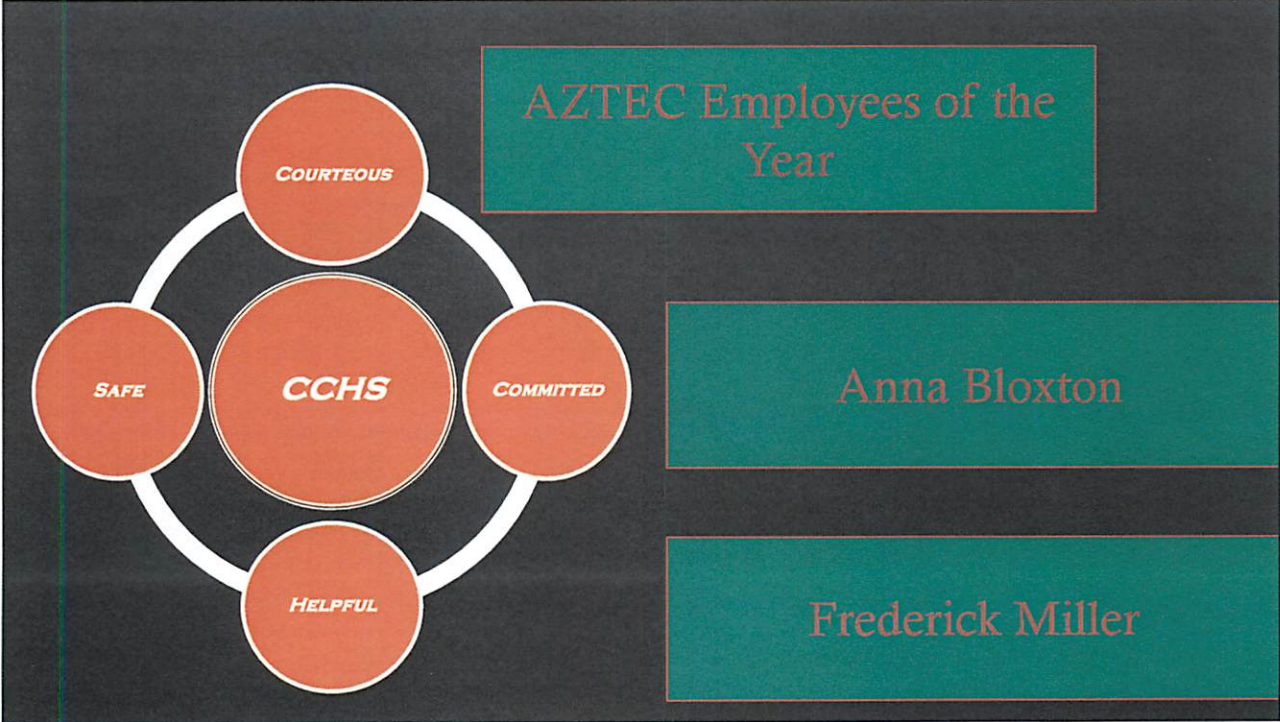


AZTECS
OF THE YEAR

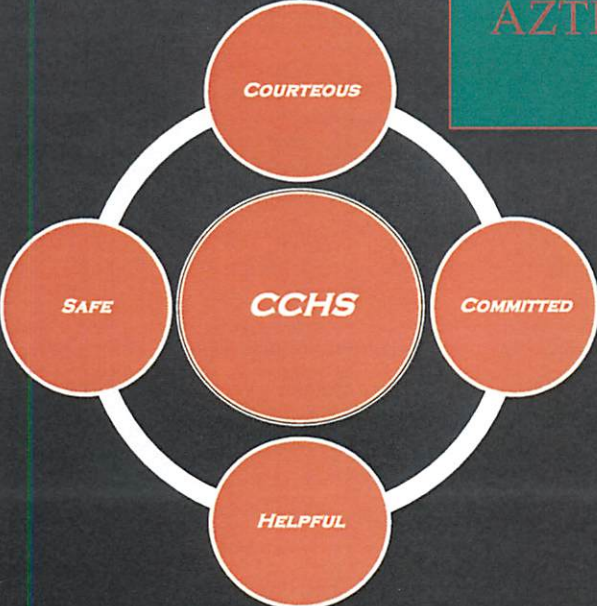


Johnathen Koon

Karen Peraza



AZTEC Employees of the Year



COURTEOUS

SAFE

CCHS

COMMITTED

HELPFUL

Anna Bloxton

Frederick Miller

SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Personnel Items

PURPOSE:

Administration seeks Governing Board approval/ratification of personnel actions.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Governing Board has sole responsibility for personnel actions including new hires, re-employment, resignations, retirements, and terminations.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The personnel action recommendations are in the best interest of the District and those that it serves.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve/ratify the personnel action recommendations.

Submitted by: James Piper
Director of Human Resources Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018

TUHSD HUMAN RESOURCES

To: Judith Jameson, Executive Assistant to the Superintendent and Governing Board
From: James Piper, Human Resources Director
Date: March 29, 2018
Re: Personnel Items, Governing Board Meeting, **04/11/2018**

Please submit the following recommendations and ratifications for Governing Board approval.

ADMINISTRATIVE STAFF

Employment of Personnel for the 2017-2018 School Year

Ceja, Juan	DO	Assistant Superintendent for Human Resources
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Position Changes

Valone, Peter	CCHS	Plant Manager from SLHS to CCHS
Moya, Martin	SLHS	Plant Manager from CCHS to SLHS

CERTIFIED STAFF

Employment of Personnel for the 2018-2019 School Year

Jensen, Glenna	CCHS	English
Varela Jr., Luis	CCHS	Science (Integrated)
Cardenas, Natalie	LJCHS	English
Rasey, Daniel	LJCHS	History
Sharp, Brianna	LJCHS	Science (Anatomy)
Kellas, Kayla	SLHS	Mathematics
Nguyen, Danh	TUHS	Science (Biology)
Shadle, Alyssa	TUHS	Mathematics
Torres, Adrian	TUHS	PVA- Art/Ceramics
Killian, Vanessa	WHS	Physical Education
McKenna, Janice	WHS	Science (Biology/Anatomy)
Swiers, Brandon	WHS	Special Services

Resignation

Cosgrove, Nicholas	CCHS	Science (05/25/2018)
Khoo, Li Pei	CCHS	Dance (05/25/2018)
Latten II, Aedee	LHA	Credit Recovery (5/25/18)
Addison, Christopher	LJCHS	Mathematics (5/25/18)
Baker, James	LJCHS	Special Services (5/25/18)
Hurtado, Abel	LJCHS	Mathematics (5/25/18)
Kreil, Cybill	LJCHS	Mathematics (5/25/18)
Maloy, Randi	LJCHS	English (5/25/18)
Martiny, Zachary	LJCHS	Social Studies (5/25/18)
Sciacchitano, Andrew	LJCHS	Mathematics (5/25/18)
Snapp, Emilee	LJCHS	Special Services (5/25/18)
Wallace, Missy	LJCHS	Special Services (5/25/18)
Beanland-Kirk, Lacy	TUHS	CTE – Info Technology/Marketing (5/25/18)
Fayson, Shirleeah	TUHS	CTE – Medical Foundations (5/25/18)
Kindell, Robyn	TUHS	Mathematics (5/25/18)
Lumumba, Bhoke	TUHS	Mathematics (5/25/18)
Maestas, Daisy	TUHS	English (5/25/18)
McCartney, Donette	TUHS	ELL Teacher (5/25/18)
Palma Jr., Victor Carlos	UHS	Mathematics (5/25/18)

Resignation Pending Liquidated Damages

Reynoso, David	TUHS	Mathematics
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Retirement

Stier, Nancy	TUHS	English (5/25/18)
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Coaching Resignations

Soto, Steve	WHS	Varsity Cross Country Coach
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CLASSIFIED STAFF

Employment of Personnel for the 2017-2018 School Year

Faulkner, Staci	CCHS	Security Guard
Schad, Timothy	DO	Substitute Bus Driver
Mora, Rosa	DO	Instructional Assistant II
Owen, Alaina	SLHS	Instructional Assistant I- SPED

Position Changes

Duenas, Nancy	DO	From Substitute Bus Driver to Bus Driver
Rodriguez Jr., Carlos	DO	From Lead Security Guard to Warehouse Clerk
Wimberly, Anita	DO	From Substitute Bus Driver to Bus Driver

Serrata, Elisa	LJCHS	From Instructional Assistant II to Behavior Specialist
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Resignations

Otero, Victoria	CCHS	Clerical Support II- Attendance Clerk
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Bailey, Laura	DO	Substitute Bus Driver
Wilson, Sherita	DO	Substitute Bus Driver

Francis, Bianca	DO	Instructional Assistant II
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Spring Coaches

Gomez, Sianna	SLHS	JV Softball Coach
Macias, Jose	SLHS	Assistant Baseball Coach

Wimmer, Mary	WHS	Assistant Girls Track Coach
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SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Gifts and Donations

PURPOSE:

Administration seeks Governing Board acceptance of donations.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Various donations are presented to the Governing Board for review and official acceptance throughout the school year.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Donations assist the schools in providing services and incentives to its teachers and students.

BUDGET IMPACT AND COSTS:

Donations totaling \$2,116.00

RECOMMENDATION:

It is recommended that the Governing Board accept the donation from Circle K and Westview Track and Field.

Submitted by: Jeremy Calles
Chief Financial Officer Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018



GIFT AND DONATIONS

As of April 11, 2018

DONOR	SCHOOL/PROGRAM	DONATION	VALUE (\$)
Circle K	WHS/Gas-A-Thon	Principal Misc. Supplies	\$1,000.00
Westview Track and Field	WHS/Track and Field Team	Equipment to be used for track meets and to train athletes.	\$1,116.00
		TOTAL	\$2,116.00

SUMMARY OF AGENDA ITEM

DATE: April 11, 2018

SUBJECT: Annual Contract Extension and Renewal of RFP #15-022-20, Job Order Contracting Services, with GCON, Inc., Sun Valley Builders, LLC., Caliente Construction, Inc. and Core Construction, Inc.

PURPOSE:

Administration seeks approval of the annual contract extension and renewal through April 13, 2019 of RFP #15-022-20, Job Order Contracting Services, to GCON, Inc., Sun Valley Builders, LLC., Caliente Construction, Inc. and Core Construction, Inc.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

As a member of the Greater Phoenix Purchasing Consortium of Schools, "GPPCS", Tolleson Union High School District was the lead entity in developing and awarding a Job Order Contract (JOC) to two "small" and two "large" General Contractors. GCON, Inc. and Sun Valley Builders, LLC. were awarded under the "small" firms classification and Caliente Construction, Inc. and Core Construction, Inc. were awarded under the "large" firms classification.

The estimated requirements cover the period of the contracts and are reasonable and continuing. A multi-term contract encourages effective competition and promotes economies in school district procurement.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Under this contract, the District and other members of GPPCS have access to highly qualified and cost effective contractors. The students, employees, and community enjoy facilities built, maintained, repaired, and renovated by the highest quality firms, while the District and taxpayers realize the low cost benefits of the competitive firms awarded under this contract.

The following districts have expressed an interest in the renewal of this contract: Alhambra Elementary, Buckeye Elementary, Cave Creek Unified, Chandler Unified, Higley Unified, Pendergast Elementary, Riverside Elementary, Phoenix Union, and West-Mec.

BUDGET IMPACT AND COSTS:

Current year expenditures under the contract have been \$479,891.00. Future expenditures are unknown at this time.

RECOMMENDATION:

It is recommended that the Governing Board approve the annual contract extension and renewal through April 13, 2019 of RFP #15-022-20, Job Order Contracting Services, to GCON, Inc., Sun Valley Builders, LLC., Caliente Construction, Inc. and Core Construction, Inc.

Submitted by: Mr. Jeremy Calles
Chief Financial Officer Date: April 6, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 6, 2018

SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Private Roadway and Bus Drop-off Agreement

PURPOSE:

Administration seeks Governing Board approval of the Agreement to partner with the City of Tolleson on joint use of the new private roadway. A portion of the roadway is on city property and they will be adopting a similar resolution.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The current use of Van Buren as the sole source of access to the District Office and Tolleson Union High School creates inefficiencies and more importantly is a safety concern for our students, staff and community.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The new road will allow the entire transportation fleet to deploy onto 99th avenue and reduce the unsafe congestion that currently occurs on Van Buren. Additionally, this road will allow for a new bus lane for Tolleson Union High School that will be safer and more efficient.

BUDGET IMPACT AND COSTS:

This project will primarily be funded by Adjacent Ways but portions of the project will need to be covered by Bond funding. The total cost for the project is \$2,294,629.00.

RECOMMENDATION:

It is recommended that the Governing Board approve the attached Agreement granting an easement to the City of Tolleson over the new roadway.

Submitted by: Jeremy Calles
Chief Financial Officer Date: April 2, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 2, 2018

When Recorded, Return To:

Tolleson Union High School District #214
9801 West Van Buren
Tolleson, Arizona 85353

PUBLIC ACCESS EASEMENT

GRANTOR:

Tolleson Union High School District #214
an Arizona school district
9801 West Van Buren Street
Tolleson, Arizona 85353

GRANTEE:

City of Tolleson
9555 West Van Buren Street
Tolleson, Arizona 85353

For the consideration of One Dollar (\$1.00), and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Grantor, Tolleson Union High School District #214, an Arizona school district ("District"), hereby grants and conveys to Grantee, City of Tolleson, an Arizona municipality, its successors and assigns, a perpetual access easement described herein ("Access Easement") on, over, across, and through the real property described in Exhibits A and B situated within Maricopa County, Arizona:

AGREEMENT:

1. Grant of Access Easement. District hereby grants and dedicates to Grantee a perpetual, non-exclusive Access Easement over and across the Easement Property for Grantee use and public access use purposes. This Easement is granted "as-is" without any representations or warranties of District as to the condition of the Easement Property.

2. Use of Easement Area. The Easement Property may be used by Grantee for public access purposes, including, but not limited to, the right of Grantee to construct, operate and maintain roadway improvements on the Easement Property and the right of the general public to use the Access Easement for vehicular, pedestrian, bicycle and other purposes. Grantee shall maintain any improvements it constructs on the Easement Property in good condition and shall be solely responsible for the cost of maintaining any such improvements. District shall have full use of the Access Easement except for the purposes for which the same is herein conveyed to the Grantee, and except for uses which interfere with the enjoyment by Grantee of the rights and servitude herein conveyed to it, and provided always that no building or structure of any nature or kind whatsoever, including without limitation fences, nor any part of same, shall be constructed, installed or placed on or over the Easement Property or any part thereof by District.

3. No Liability. District shall not be liable to Grantee or members of the public for any personal injury or property damage which occurs during the use of the Easement Property by Grantee or members of the public. District makes no representations or warranties as to the condition of the Easement Property.

4. Covenants Running with the Land. The Access Easement constitutes a perpetual covenant running with the land for the benefit of the Grantee, its successors and assigns

IN WITNESS WHEREOF, District has executed this Easement this ____ day of _____, 2018.

GRANTOR
TOLLESON UNION HIGH SCHOOL
DISTRICT #214, an Arizona school district

By _____

Its: _____

STATE OF ARIZONA)
) ss
County of Maricopa)

The foregoing Public Access Easement was executed before me, the undersigned Notary Public, this ____ day of _____, 2018 by _____, the _____ of the Tolleson Union High School District #214, an Arizona school district.

Notary Public

My Commission Expires:

ACCEPTED BY:
GRANTEE
CITY OF TOLLESON, an Arizona municipality

By: _____

Reyes E. Medrano, Jr., City Manager

Date: _____

EXHIBIT A

Legal Description of Easement Property

EXHIBIT A

LEGAL DESCRIPTION:

AN ACCESS AND USE EASEMENT LOCATED WITHIN A PORTION OF THE NORTHWEST QUARTER OF SECTION 9, TOWNSHIP 1 NORTH, RANGE 1 EAST, OF THE GILA AND SALT RIVER MERIDIAN, MARICOPA COUNTY, ARIZONA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

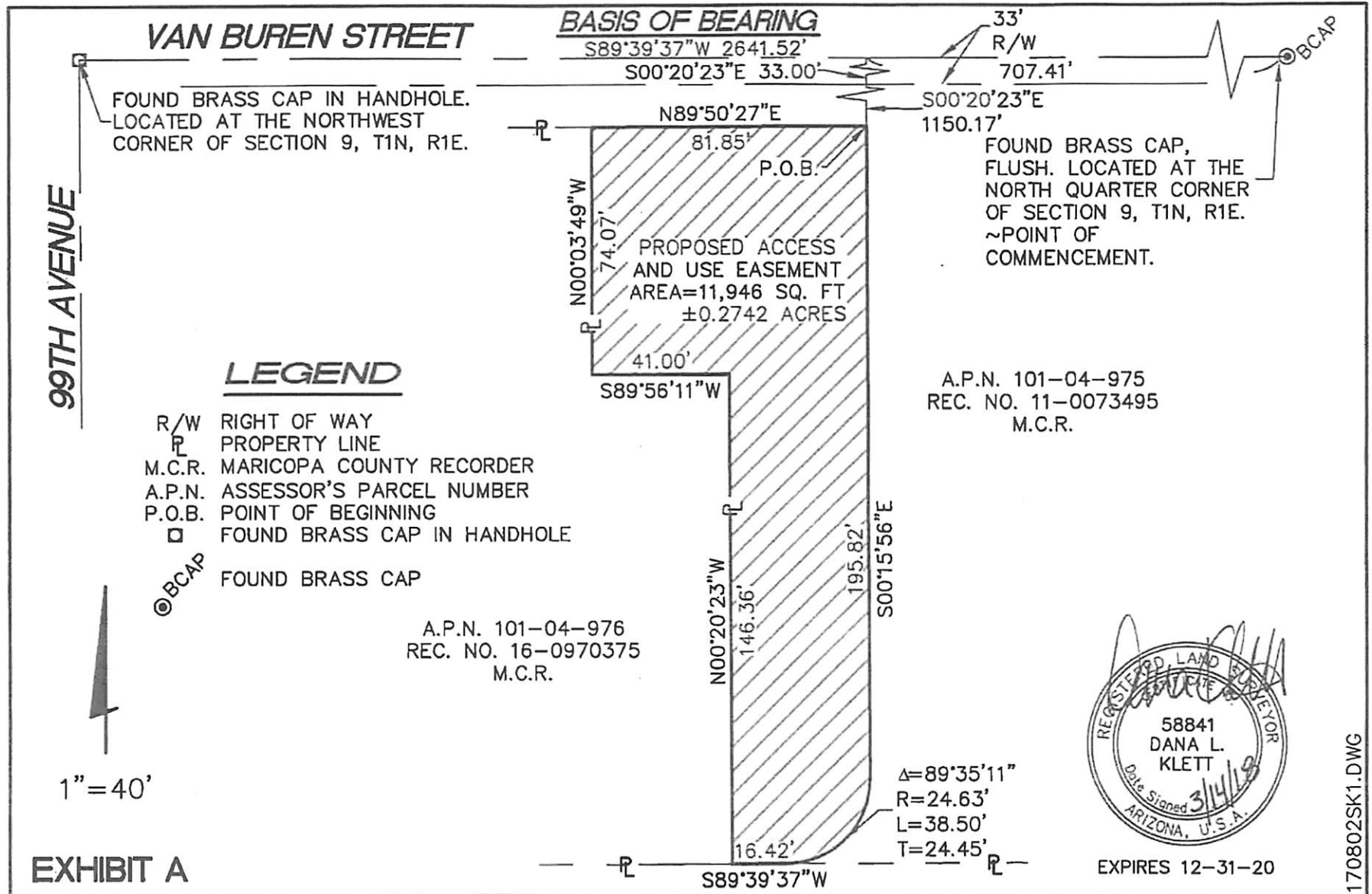
COMMENCING AT THE NORTH QUARTER CORNER OF SAID SECTION 9, MONUMENTED BY A BRASS CAP, FLUSH, FROM WHICH THE NORTHWEST CORNER OF SAID SECTION 9, MONUMENTED BY A BRASS CAP IN HANDHOLE, BEARS SOUTH 89°39'37" WEST (BASIS OF BEARING), A DISTANCE OF 2641.52 FEET THEREFROM;
THENCE SOUTH 89°39'37" WEST ALONG SAID SECTION LINE, A DISTANCE OF 707.41 FEET;
THENCE SOUTH 00°20'23" EAST PERPENDICULAR TO SAID SECTION LINE, A DISTANCE OF 33.00 FEET TO THE SOUTH RIGHT OF WAY OF VAN BUREN STREET;
THENCE CONTINUING SOUTH 00°20'23" EAST, A DISTANCE OF 1150.17 FEET TO THE POINT OF BEGINNING;
THENCE SOUTH 00°15'56" EAST, A DISTANCE OF 195.82 FEET TO THE BEGINNING OF A CIRCULAR CURVE CONCAVED NORTHWESTERLY, FROM WHICH THE CENTER BEARS SOUTH 89°51'20" WEST, A DISTANCE OF 24.63 FEET THEREFROM;
THENCE SOUTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 89°35'11", A DISTANCE OF 38.50 FEET;
THENCE SOUTH 89°39'37" WEST, A DISTANCE OF 16.42 FEET;
THENCE NORTH 00°20'23" WEST, A DISTANCE OF 146.36 FEET;
THENCE SOUTH 89°56'11" WEST, A DISTANCE OF 41.00 FEET;
THENCE NORTH 00°03'49" WEST, A DISTANCE OF 74.07 FEET;
THENCE NORTH 89°50'27" EAST, A DISTANCE OF 81.85 FEET TO THE POINT OF BEGINNING.

SAID PARCEL CONTAINING 11,946 SQ. FT. OR 0.2742 ACRES, MORE OR LESS.

PREPARED BY OR UNDER THE DIRECTION



DANA KLETT R.L.S.
ARIZ. REG. NO. 58841
HESS-ROUNTREE INC.
9831 S. 51ST ST., SUITE C110
PHOENIX, AZ 85044
DANAB@HESSROUNTREE.COM



TITLE:
 AN ACCESS AND USE EASEMENT LOCATED IN A PORTION OF THE NORTHWEST QUARTER OF SECTION 9, TOWNSHIP 1 NORTH, RANGE 1 EAST, OF THE GILA AND SALT RIVER BASE AND MERIDIAN, MARICOPA COUNTY, ARIZONA.

DES.	DRN.	CKD.	JOB NO.
DLK	DLK	DLK	1708-02

HR

HESS - ROUNTREE, INC.
 CONSULTING ENGINEERS & LAND SURVEYORS
 9831 SOUTH 51ST STREET, SUITE C110
 PHOENIX, ARIZONA 85044 (480)496-0244

REGISTRED LAND SURVEYOR
 58841
 DANA L. KLETT
 Date Signed 3/14/18
 ARIZONA, U.S.A.
 EXPIRES 12-31-20

Parcel Map Check Report

Date: 3/13/2018 1:42:43 PM

Parcel Name: ACCESS AND USE EASEMENT APN 101-04-975
Description: TOLLESON DO

North: 890,355.7538'

East: 593,408.7274'

Segment# 1: Line

Course: S0° 15' 56.30"E

Length: 195.822'

North: 890,159.9339'

East: 593,409.6353'

Segment# 2: Curve

Length: 38.505'

Radius: 24.626'

Delta: 89.5863 (d)

Tangent: 24.449'

Chord: 34.700'

Course: S44° 38' 55.02"W

Course In: S89° 51' 19.68"W

Course Out: S0° 33' 29.63"E

RP North: 890,159.8718'

East: 593,385.0094'

End North: 890,135.2470'

East: 593,385.2493'

Segment# 3: Line

Course: S89° 39' 36.63"W

Length: 16.417'

North: 890,135.1496'

East: 593,368.8326'

Segment# 4: Line

Course: N0° 20' 23.37"W

Length: 146.360'

North: 890,281.5070'

East: 593,367.9645'

Segment# 5: Line

Course: S89° 56' 10.63"W

Length: 41.000'

North: 890,281.4614'

East: 593,326.9646'

Segment# 6: Line

Course: N0° 03' 49.37"W

Length: 74.065'

North: 890,355.5264'

East: 593,326.8822'

Segment# 7: Line

Course: N89° 50' 27.10"E

North: 890,355.7537'

Length: 81.846'

East: 593,408.7279'

Perimeter: 594.014'

Error Closure: 0.0005

Error North : -0.00010

Area: 11,945.85Sq.Ft.

Course: S77° 15' 18.71"E

East: 0.00046

Precision 1: 1,188,030.000



EXHIBIT B

Legal Description of Easement Property

EXHIBIT B

LEGAL DESCRIPTION:

AN ACCESS EASEMENT LOCATED WITHIN A PORTION OF THE NORTHWEST QUARTER OF SECTION 9, TOWNSHIP 1 NORTH, RANGE 1 EAST, OF THE GILA AND SALT RIVER MERIDIAN, MARICOPA COUNTY, ARIZONA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTH QUARTER CORNER OF SAID SECTION 9, MONUMENTED BY A BRASS CAP, FLUSH, FROM WHICH THE NORTHWEST CORNER OF SAID SECTION 9, MONUMENTED BY A BRASS CAP IN HANDHOLE, BEARS SOUTH 89°39'37" WEST (BASIS OF BEARING), A DISTANCE OF 2641.52 FEET THEREFROM;
THENCE SOUTH 89°39'37" WEST ALONG SAID SECTION LINE, A DISTANCE OF 872.71 FEET;
THENCE SOUTH 00°20'23" EAST PERPENDICULAR TO SAID SECTION LINE, A DISTANCE OF 33.00 FEET TO THE SOUTH RIGHT OF WAY OF VAN BUREN STREET;
THENCE CONTINUING SOUTH 00°20'23" EAST, A DISTANCE OF 1244.59 FEET TO THE POINT OF BEGINNING;
THENCE SOUTH 00°03'49" EAST, A DISTANCE OF 64.42 FEET;
THENCE SOUTH 89°39'37" WEST, A DISTANCE OF 23.14 FEET;
THENCE SOUTH 00°03'49" EAST, A DISTANCE OF 61.47 FEET;
THENCE SOUTH 89°40'22" WEST, A DISTANCE OF 63.66 FEET TO THE BEGINNING OF A CIRCULAR CURVE CONCAVED NORTHWESTERLY, FROM WHICH THE CENTER BEARS NORTH 83°49'45" WEST, A DISTANCE OF 49,830.72 FEET THEREFROM;
THENCE NORTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 00°00'47", A DISTANCE OF 11.40 FEET TO THE BEGINNING OF A COMPOUND CURVE CONCAVED SOUTHWESTERLY, FROM WHICH THE CENTER BEARS NORTH 88°41'31" WEST, A DISTANCE OF 24.50 FEET THEREFROM;
THENCE NORTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 80°05'19", A DISTANCE OF 34.25 FEET TO THE BEGINNING OF A COMPOUND CURVE CONCAVED SOUTHWESTERLY, FROM WHICH THE CENTER BEARS SOUTH 11°13'10" WEST, A DISTANCE OF 445.50 FEET THEREFROM;
THENCE NORTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 11°29'06", A DISTANCE OF 89.30 FEET;
THENCE SOUTH 89°44'04" WEST, A DISTANCE OF 282.15 FEET TO THE BEGINNING OF A CIRCULAR CURVE CONCAVED NORTHEASTERLY, FROM WHICH THE CENTER BEARS NORTH 00°15'58" WEST, A DISTANCE OF 474.50 FEET THEREFROM;
THENCE NORTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 13°22'48", A DISTANCE OF 110.81 FEET;
THENCE NORTH 76°53'08" WEST, A DISTANCE OF 20.60 FEET TO THE BEGINNING OF A CIRCULAR CURVE CONCAVED NORTHEASTERLY, FROM WHICH THE CENTER BEARS NORTH 13°06'52" EAST, A DISTANCE OF 474.50 FEET THEREFROM;
THENCE NORTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 13°40'55", A DISTANCE OF 113.31 FEET;
THENCE NORTH 63°12'13" WEST, A DISTANCE OF 57.09 FEET TO THE BEGINNING OF A CIRCULAR CURVE CONCAVED SOUTHWESTERLY, FROM WHICH THE CENTER BEARS SOUTH 26°47'47" WEST, A DISTANCE OF 445.50 FEET THEREFROM;
THENCE NORTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 27°03'43", A DISTANCE OF 210.42 FEET;

THEENCE SOUTH 89°44'04" WEST, A DISTANCE OF 178.30 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED SOUTHEASTERLY, FROM WHICH THE CENTER BEARS SOUTH
00°15'36" EAST, A DISTANCE OF 445.50 FEET THEREFROM;
THEENCE SOUTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 16°27'22", A
DISTANCE OF 127.95 FEET;
THEENCE SOUTH 73°17'02" WEST, A DISTANCE OF 99.80 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED NORTHWESTERLY, FROM WHICH THE CENTER BEARS NORTH
16°42'58" WEST, A DISTANCE OF 460.50 FEET THEREFROM;
THEENCE SOUTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 16°27'20",
A DISTANCE OF 132.26 FEET;
THEENCE SOUTH 89°44'22" WEST, A DISTANCE OF 78.62 FEET;
THEENCE SOUTH 88°35'37" WEST, A DISTANCE OF 100.01 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED SOUTHEASTERLY, FROM WHICH THE CENTER BEARS SOUTH
00°25'40" EAST, A DISTANCE OF 34.50 FEET THEREFROM;
THEENCE SOUTHWESTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 89°55'23",
A DISTANCE OF 54.15 FEET;
THEENCE SOUTH 89°45'31" WEST, A DISTANCE OF 6.49 FEET TO A POINT ON THE EAST RIGHT
OF WAY LINE OF 98TH AVENUE;
THEENCE NORTH 00°14'29" WEST ALONG SAID RIGHT OF WAY, A DISTANCE OF 110.00 FEET;
THEENCE NORTH 89°45'31" EAST, A DISTANCE OF 6.28 FEET TO THE BEGINNING OF A CIRCULAR
CURVE CONCAVED NORTHWESTERLY, FROM WHICH THE CENTER BEARS NORTH 89°38'57"
EAST, A DISTANCE OF 34.50 FEET THEREFROM;
THEENCE SOUTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 89°54'34",
A DISTANCE OF 54.14 FEET;
THEENCE NORTH 89°44'22" EAST, A DISTANCE OF 178.34 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED NORTHWESTERLY, FROM WHICH THE CENTER BEARS NORTH
00°15'38" WEST, A DISTANCE OF 421.50 FEET THEREFROM;
THEENCE NORTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 10°23'15", A
DISTANCE OF 76.42 FEET;
THEENCE NORTH 81°56'39" EAST, A DISTANCE OF 82.73 FEET;
THEENCE NORTH 73°17'02" EAST, A DISTANCE OF 62.89 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED SOUTHEASTERLY, FROM WHICH THE CENTER BEARS SOUTH
16°42'58" EAST, A DISTANCE OF 474.50 FEET THEREFROM;
THEENCE NORTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 16°27'20", A
DISTANCE OF 136.28 FEET;
THEENCE NORTH 89°44'04" EAST, A DISTANCE OF 178.30 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED SOUTHWESTERLY, FROM WHICH THE CENTER BEARS SOUTH
00°15'56" EAST, A DISTANCE OF 474.50 FEET THEREFROM;
THEENCE SOUTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 27°03'43", A
DISTANCE OF 224.12 FEET;
THEENCE SOUTH 63°12'13" EAST, A DISTANCE OF 57.09 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED NORTHEASTERLY, FROM WHICH THE CENTER BEARS NORTH
26°47'47" EAST, A DISTANCE OF 445.50 FEET THEREFROM;
THEENCE SOUTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 13°40'55", A
DISTANCE OF 108.38 FEET;
THEENCE SOUTH 76°53'08" EAST, A DISTANCE OF 20.60 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED NORTHEASTERLY, FROM WHICH THE CENTER BEARS NORTH
13°06'52" EAST, A DISTANCE OF 445.50 FEET THEREFROM;
THEENCE SOUTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 13°22'48", A
DISTANCE OF 104.04 FEET;
THEENCE NORTH 89°44'04" EAST, A DISTANCE OF 282.15 FEET TO THE BEGINNING OF A
CIRCULAR CURVE CONCAVED SOUTHWESTERLY, FROM WHICH THE CENTER BEARS SOUTH
00°15'56" EAST, A DISTANCE OF 474.50 FEET THEREFROM;
THEENCE SOUTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 11°53'08", A
DISTANCE OF 98.43 FEET TO THE BEGINNING OF A REVERSE CURVE CONCAVED

NORTHWESTERLY, FROM WHICH THE CENTER BEARS NORTH 11°37'12" EAST, A DISTANCE OF 34.50 FEET THEREFROM;
THENCE NORTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 65°03'22", A DISTANCE OF 39.17 FEET TO THE BEGINNING OF A REVERSE CURVE CONCAVED SOUTHEASTERLY, FROM WHICH THE CENTER BEARS SOUTH 53°26'10" EAST, A DISTANCE OF 89.50 FEET THEREFROM;
THENCE NORTHTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 11°11'06", A DISTANCE OF 17.47 FEET;
THENCE NORTH 47°44'58" EAST, A DISTANCE OF 41.91 FEET TO THE BEGINNING OF A CIRCULAR CURVE CONCAVED SOUTHEASTERLY, FROM WHICH THE CENTER BEARS SOUTH 42°13'08" EAST, A DISTANCE OF 32.61 FEET THEREFROM;
THENCE NORTHEASTERLY ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 36°52'15", A DISTANCE OF 20.99 FEET TO THE POINT OF BEGINNING.

SAID PARCEL CONTAINING 59,578 SQ. FT. OR 1.3677 ACRES, MORE OR LESS.

PREPARED BY OR UNDER THE DIRECTION



DANA KLETT R.L.S.
ARIZ. REG. NO. 58841
HESS-ROUNTREE INC.
9831 S. 51ST ST., SUITE C110
PHOENIX, AZ 85044
DANAB@HESSROUNTREE.COM

VAN BUREN STREET

BASIS OF BEARING

S89°39'37"W 2641.52'

FOUND BRASS CAP IN HANDHOLE.
LOCATED AT THE NORTHWEST
CORNER OF SECTION 9, T1N, R1E.

S00°20'23"E 33.00'

872.71'

FOUND BRASS CAP, FLUSH.
LOCATED AT THE NORTH
QUARTER CORNER OF
SECTION 9, T1N, R1E.
~POINT OF COMMENCEMENT.

99TH AVENUE

LEGEND

- R/W RIGHT OF WAY
- P PROPERTY LINE
- M.C.R. MARICOPA COUNTY RECORDER
- A.P.N. ASSESSOR'S PARCEL NUMBER
- P.O.B. POINT OF BEGINNING
- FOUND BRASS CAP IN HANDHOLE
- BCAP FOUND BRASS CAP



1216.74'
55' R/W

A.P.N. 101-04-973H
REC. NO. 04-1288585
M.C.R.

A.P.N. 101-04-972
REC. NO. 05-0083303
M.C.R.

PROPOSED ACCESS
EASEMENT
AREA=59,578 SQ. FT
±1.3677 ACRES

A.P.N. 101-04-005A
REC. NO. 15-3520004
M.C.R.

1244.59'
S00°20'23"E

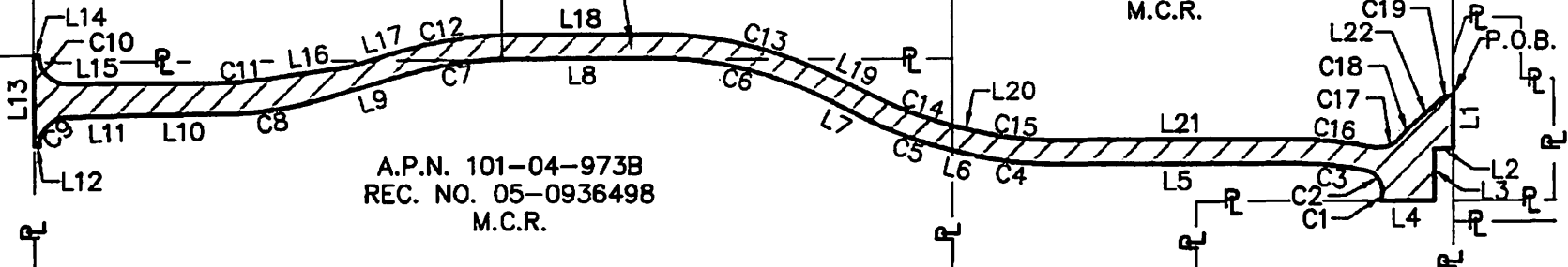


EXHIBIT B

SHEET 1 OF 3

TITLE:

AN ACCESS EASEMENT LOCATED WITHIN A PORTION OF THE NORTHWEST
QUARTER OF SECTION 9, TOWNSHIP 1 NORTH, RANGE 1 EAST, OF THE
GILA AND SALT RIVER BASE AND MERIDIAN, MARICOPA COUNTY, ARIZONA.



HESS - ROUNTREE, INC.
CONSULTING ENGINEERS & LAND SURVEYORS
9831 SOUTH 61ST STREET, SUITE C110
PHOENIX, ARIZONA 85044 (480)496-0244

DES. DLK	DRN. DLK	CKD. DLK	JOB NO. 1708-02
-------------	-------------	-------------	--------------------

170802SK4.DWG

DES. DLK

DRN. DLK

CKD. DLK

JOB NO. 1708-02

AN ACCESS EASEMENT LOCATED WITHIN A PORTION OF THE NORTHWEST QUARTER OF SECTION 9, TOWNSHIP 1 NORTH, RANGE 1 EAST, OF THE GILA AND SALT RIVER BASE AND MERIDIAN, MARICOPA COUNTY, ARIZONA.

TITLE:

EXHIBIT B

HESS - ROUNTREE, INC.
CONSULTING ENGINEERS & LAND SURVEYORS
8981 SOUTH 61ST STREET, SUITE C110
PHOENIX, ARIZONA 85044 (480)486-0244



SHEET 2 OF 3

EXPIRES 12-31-20

170802SK4.DWG



LINE TABLE			LINE TABLE		
LINE #	LENGTH	DIRECTION	LINE #	LENGTH	DIRECTION
L1	64.42'	S00°03'49"E	L12	6.49'	S89°45'31"W
L2	23.14'	S89°39'37"W	L13	110.00'	N00°14'29"W
L3	61.47'	S00°03'49"E	L14	6.28'	N89°45'31"E
L4	63.66'	S89°40'22"W	L15	178.34'	N89°44'22"E
L5	282.15'	S89°44'04"W	L16	82.73'	N81°56'39"E
L6	20.60'	N76°53'08"W	L17	62.89'	N73°17'02"E
L7	57.09'	N63°12'13"W	L18	178.30'	N89°44'04"E
L8	178.30'	S89°44'04"W	L19	57.09'	S63°12'13"E
L9	99.80'	S73°17'02"W	L20	20.60'	S76°53'08"E
L10	78.62'	S89°44'22"W	L21	282.15'	N89°44'04"E
L11	100.01'	S88°35'37"W	L22	41.91'	N47°44'56"E

CURVE TABLE					CURVE TABLE				
CURVE #	DELTA	RADIUS	LENGTH	TANGENT	CURVE #	DELTA	RADIUS	LENGTH	TANGENT
C1	0°00'47"	49830.72'	11.40'	5.70'	C11	10°23'15"	421.50'	76.42'	38.31'
C2	80°05'19"	24.50'	34.25'	20.59'	C12	16°27'20"	474.50'	136.28'	68.61'
C3	11°29'06"	445.50'	89.30'	44.80'	C13	27°03'43"	474.50'	224.12'	114.19'
C4	13°22'48"	474.50'	110.81'	55.66'	C14	13°40'55"	445.50'	106.38'	53.45'
C5	13°40'55"	474.50'	113.31'	56.92'	C15	13°22'48"	445.50'	104.04'	52.26'
C6	27°03'43"	445.50'	210.42'	107.21'	C16	11°53'08"	474.50'	98.43'	49.39'
C7	16°27'22"	445.50'	127.95'	64.42'	C17	65°03'22"	34.50'	39.17'	22.00'
C8	16°27'20"	460.50'	132.26'	66.59'	C18	11°11'06"	89.50'	17.47'	8.76'
C9	89°55'23"	34.50'	54.15'	34.45'	C19	36°52'15"	32.61'	20.99'	10.87'
C10	89°54'34"	34.50'	54.14'	34.45'					



EXPIRES 12-31-20

EXHIBIT B

SHEET 3 OF 3

TITLE:

AN ACCESS EASEMENT LOCATED WITHIN A PORTION OF THE NORTHWEST QUARTER OF SECTION 9, TOWNSHIP 1 NORTH, RANGE 1 EAST, OF THE GILA AND SALT RIVER BASE AND MERIDIAN, MARICOPA COUNTY, ARIZONA.



HESS - ROUNTREE, INC.
 CONSULTING ENGINEERS & LAND SURVEYORS
 9831 SOUTH 61ST STREET, SUITE C110
 PHOENIX, ARIZONA 85044 (480)496-0244

DES.	DRN.	CKD.	JOB NO.
DLK	DLK	DLK	1708-02

170802SK4.DWG

Parcel Map Check Report

Date: 3/14/2018 10:02:03 AM

Parcel Name: ACCESS EASEMENT APN 101-04-975, 101-04-973B, 101-04-972,
101-04-973H

Description: TOLLESON DO

North: 889,345.4976'

East: 595,392.2671'

Segment# 1: Line

Course: S0° 03' 49.37"E

Length: 64.416'

North: 889,281.0817'

East: 595,392.3388'

Segment# 2: Line

Course: S89° 39' 36.63"W

Length: 23.140'

North: 889,280.9444'

East: 595,369.1992'

Segment# 3: Line

Course: S0° 03' 49.37"E

Length: 61.470'

North: 889,219.4744'

East: 595,369.2675'

Segment# 4: Line

Course: S89° 40' 21.63"W

Length: 63.656'

North: 889,219.1108'

East: 595,305.6126'

Segment# 5: Curve

Length: 11.401'

Radius: 49,830.716'

Delta: 0.0131 (d)

Tangent: 5.701'

Chord: 11.401'

Course: N6° 09' 50.95"E

Course In: N83° 49' 45.46"W

Course Out: S83° 50' 32.65"E

RP North: 894,575.4667'

East: 545,763.6131'

End North: 889,230.4453'

East: 595,306.8367'

Segment# 6: Curve

Length: 34.246'

Radius: 24.500'

Delta: 80.0887 (d)

Tangent: 20.590'

Chord: 31.526'

Course: N38° 44' 10.33"W

Course In: N88° 41' 30.68"W
RP North: 889,231.0046'
End North: 889,255.0364'

Course Out: N11° 13' 10.01"E
East: 595,282.3431'
East: 595,287.1100'

Segment# 7: Curve

Length: 89.302'
Delta: 11.4851 (d)
Chord: 89.152'
Course In: S11° 13' 10.06"W
RP North: 888,818.0513'
End North: 889,263.5455'

Radius: 445.499'
Tangent: 44.801'
Course: N84° 31' 23.14"W
Course Out: N0° 15' 56.34"W
East: 595,200.4304'
East: 595,198.3648'

Segment# 8: Line

Course: S89° 44' 03.70"W
North: 889,262.2374'

Length: 282.149'
East: 594,916.2189'

Segment# 9: Curve

Length: 110.808'
Delta: 13.3801 (d)
Chord: 110.556'
Course In: N0° 15' 56.30"W
RP North: 889,736.7323'
End North: 889,274.6078'

Radius: 474.500'
Tangent: 55.657'
Course: N83° 34' 32.20"W
Course Out: S13° 06' 51.90"W
East: 594,914.0190'
East: 594,806.3566'

Segment# 10: Line

Course: N76° 53' 08.10"W
North: 889,279.2816'

Length: 20.599'
East: 594,786.2949'

Segment# 11: Curve

Length: 113.307'
Delta: 13.6818 (d)
Chord: 113.038'
Course In: N13° 06' 51.90"E
RP North: 889,741.4061'
End North: 889,317.8602'

Radius: 474.500'
Tangent: 56.924'
Course: N70° 02' 40.79"W
Course Out: S26° 47' 46.52"W
East: 594,893.9572'
East: 594,680.0435'

Segment# 12: Line

Course: N63° 12' 13.48"W

Length: 57.094'

North: 889,343.5993'

East: 594,629.0805'

Segment# 13: Curve

Length: 210.418'

Radius: 445.500'

Delta: 27.0619 (d)

Tangent: 107.210'

Chord: 208.468'

Course: N76° 44' 04.89"W

Course In: S26° 47' 46.52"W

Course Out: N0° 15' 56.30"W

RP North: 888,945.9392'

East: 594,428.2405'

End North: 889,391.4344'

East: 594,426.1751'

Segment# 14: Line

Course: S89° 44' 03.70"W

Length: 178.299'

North: 889,390.6077'

East: 594,247.8780'

Segment# 15: Curve

Length: 127.954'

Radius: 445.500'

Delta: 16.4561 (d)

Tangent: 64.420'

Chord: 127.514'

Course: S81° 30' 43.36"W

Course In: S0° 15' 35.60"E

Course Out: N16° 42' 57.67"W

RP North: 888,945.1123'

East: 594,249.8988'

End North: 889,371.7864'

East: 594,121.7603'

Segment# 16: Line

Course: S73° 17' 02.31"W

Length: 99.798'

North: 889,343.0817'

East: 594,026.1796'

Segment# 17: Curve

Length: 132.258'

Radius: 460.500'

Delta: 16.4556 (d)

Tangent: 66.587'

Chord: 131.804'

Course: S81° 30' 42.39"W

Course In: N16° 42' 57.69"W

Course Out: S0° 15' 37.53"E

RP North: 889,784.1219'

East: 593,893.7267'

End North: 889,323.6267'

East: 593,895.8198'

Segment# 18: Line

Course: S89° 44' 22.47"W

Length: 78.621'

North: 889,323.2693'

East: 593,817.1996'

Segment# 19: Line
Course: S88° 35' 37.43"W
North: 889,320.8150'

Length: 100.007'
East: 593,717.2227'

Segment# 20: Curve
Length: 54.146'
Delta: 89.9230 (d)
Chord: 48.758'
Course In: S0° 25' 39.81"E
RP North: 889,286.3160'
End North: 889,286.1048'

Radius: 34.500'
Tangent: 34.454'
Course: S44° 36' 38.82"W
Course Out: S89° 38' 57.45"W
East: 593,717.4803'
East: 593,682.9809'

Segment# 21: Line
Course: S89° 45' 30.87"W
North: 889,286.0775'

Length: 6.485'
East: 593,676.4960'

Segment# 22: Line
Course: N0° 14' 29.13"W
North: 889,396.0765'

Length: 110.000'
East: 593,676.0325'

Segment# 23: Line
Course: N89° 45' 30.87"E
North: 889,396.1029'

Length: 6.275'
East: 593,682.3074'

Segment# 24: Curve
Length: 54.138'
Delta: 89.9095 (d)
Chord: 48.752'
Course In: N89° 38' 56.74"E
RP North: 889,396.3142'
End North: 889,361.8146'

Radius: 34.500'
Tangent: 34.446'
Course: S45° 18' 20.40"E
Course Out: S0° 15' 37.53"E
East: 593,716.8068'
East: 593,716.9636'

Segment# 25: Line
Course: N89° 44' 22.47"E
North: 889,362.6252'

Length: 178.344'
East: 593,895.3058'

Segment# 26: Curve
Length: 76.416'

Radius: 421.500'

Delta: 10.3874 (d)
Chord: 76.311'
Course In: N0° 15' 37.53"W
RP North: 889,784.1208'
End North: 889,369.8784'

Tangent: 38.313'
Course: N84° 32' 45.16"E
Course Out: S10° 38' 52.15"E
East: 593,893.3899'
East: 593,971.2712'

Segment# 27: Line
Course: N81° 56' 39.24"E
North: 889,381.4722'

Length: 82.732'
East: 594,053.1868'

Segment# 28: Line
Course: N73° 17' 02.31"E
North: 889,399.5615'

Length: 62.891'
East: 594,113.4202'

Segment# 29: Curve
Length: 136.277'
Delta: 16.4554 (d)
Chord: 135.809'
Course In: S16° 42' 57.69"E
RP North: 888,945.1129'
End North: 889,419.6079'

Radius: 474.500'
Tangent: 68.611'
Course: N81° 30' 42.04"E
Course Out: N0° 15' 38.24"W
East: 594,249.8998'
East: 594,247.7415'

Segment# 30: Line
Course: N89° 44' 03.70"E
North: 889,420.4346'

Length: 178.303'
East: 594,426.0426'

Segment# 31: Curve
Length: 224.115'
Delta: 27.0619 (d)
Chord: 222.038'
Course In: S0° 15' 56.30"E
RP North: 888,945.9397'
End North: 889,369.4857'

Radius: 474.500'
Tangent: 114.188'
Course: S76° 44' 04.89"E
Course Out: N26° 47' 46.52"E
East: 594,428.2425'
East: 594,642.1562'

Segment# 32: Line
Course: S63° 12' 13.48"E
North: 889,343.7466'

Length: 57.094'
East: 594,693.1192'

Segment# 33: Curve

Length: 106.382'

Delta: 13.6818 (d)

Chord: 106.130'

Course In: N26° 47' 46.52"E

RP North: 889,741.4067'

End North: 889,307.5258'

Radius: 445.500'

Tangent: 53.445'

Course: S70° 02' 40.79"E

Course Out: S13° 06' 51.90"W

East: 594,893.9591'

East: 594,792.8768'

Segment# 34: Line

Course: S76° 53' 08.10"E

North: 889,302.8520'

Length: 20.599'

East: 594,812.9385'

Segment# 35: Curve

Length: 104.036'

Delta: 13.3801 (d)

Chord: 103.800'

Course In: N13° 06' 51.90"E

RP North: 889,736.7329'

End North: 889,291.2376'

Radius: 445.500'

Tangent: 52.256'

Course: S83° 34' 32.20"E

Course Out: S0° 15' 56.30"E

East: 594,914.0209'

East: 594,916.0863'

Segment# 36: Line

Course: N89° 44' 03.70"E

North: 889,292.5458'

Length: 282.150'

East: 595,198.2333'

Segment# 37: Curve

Length: 98.431'

Delta: 11.8855 (d)

Chord: 98.255'

Course In: S0° 15' 56.10"E

RP North: 888,818.0509'

End North: 889,282.8261'

Radius: 474.500'

Tangent: 49.393'

Course: S84° 19' 22.15"E

Course Out: N11° 37' 11.81"E

East: 595,200.4327'

East: 595,296.0060'

Segment# 38: Curve

Length: 39.173'

Delta: 65.0560 (d)

Chord: 37.102'

Course In: N11° 37' 11.81"E

RP North: 889,316.6190'

Radius: 34.500'

Tangent: 22.003'

Course: N69° 05' 31.05"E

Course Out: S53° 26' 09.71"E

East: 595,302.9550'

End North: 889,296.0667'

East: 595,330.6651'

Segment# 39: Curve

Length: 17.472'

Radius: 89.500'

Delta: 11.1850 (d)

Tangent: 8.764'

Chord: 17.444'

Course: N42° 09' 23.28"E

Course In: S53° 26' 09.71"E

Course Out: N42° 15' 03.73"W

RP North: 889,242.7497'

East: 595,402.5508'

End North: 889,308.9982'

East: 595,342.3728'

Segment# 40: Line

Course: N47° 44' 56.27"E

Length: 41.912'

North: 889,337.1790'

East: 595,373.3963'

Segment# 41: Curve

Length: 20.986'

Radius: 32.611'

Delta: 36.8708 (d)

Tangent: 10.870'

Chord: 20.625'

Course: N66° 12' 59.62"E

Course In: S42° 13' 07.76"E

Course Out: N5° 20' 53.00"W

RP North: 889,313.0278'

East: 595,395.3097'

End North: 889,345.4968'

East: 595,392.2702'

Perimeter: 3,817.299'

Area: 59,578.27Sq.Ft.

Error Closure: 0.0031

Course: S75° 28' 50.96"E

Error North : -0.00079

East: 0.00305

Precision 1: 1,231,387.097



SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Travel Requests

PURPOSE:

Administration seeks Governing Board approval of travel requests.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Staff and students travel throughout the school year for professional development (staff) and educational enrichment (students) opportunities.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

As described on attachment.

BUDGET IMPACT AND COSTS:

As described on attachment.

RECOMMENDATION:

It is recommended that the Governing Board approve the travel requests from District Office, CCHS, TUHS and WHS as listed on the attachment.

Submitted by: Judith Jameson
Executive Assistant Date: March 21, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: March 21, 2018

TRAVEL REQUEST SUMMARY

April 11, 2018

LOCATION	WHO	WHAT/WHEN/WHERE	PURPOSE
District Office	Jeremy Calles Chief Financial Officer	AASBO Spring Conference April 4-6, 2018 Aquarius Casino Resort Laughlin, NV and Mohave Community College Bullhead City, AZ	Employee Training/Professional Development – the training at this event will be focused on current events and recently enacted legislation.
District Office	Gabriel Martinez Director of Facilities Management	AASBO Spring Conference April 4-6, 2018 Aquarius Casino Resort Laughlin, NV and Mohave Community College Bullhead City, AZ	Employee Training/Professional Development – the training at this event will be focused on current events and recently enacted legislation.
CCHS	Track & Field Coaches: Larry Thomas, Kendrick Felix, Maurice Peoples, Melissa Tracy and approximately thirteen (13) student athletes	Mount Sac Relays April 18-22, 2018 Murdock Stadium on the Campus of El Camino College 16007 Crenshaw Blvd. Torrance, California	Opportunity for student athletes to compete at an elite level while enjoying the track and field sport. Student athletes will be able to visit a college campus and watch college athletes compete.
TUHS	Coaches: Jason Wilke, Dan Hopper, Randy Babchuk, Dennis Rekedal, Chris Stanford, James Carver, John Alessi and approximately sixty (60) 10 th -12 th grade football players	Camp of Champions July 18-22, 2018 Winslow High School 600 E. Cherry Street Winslow, Arizona	Preseason football camp to prepare for 1082 season working on teamwork and team chemistry, along with football skills and scheme work.

TRAVEL REQUEST SUMMARY

April 11, 2018

LOCATION	WHO	WHAT/WHEN/WHERE	PURPOSE
WHS	Tonya Lee, Athletic Director and Football Coaches: Nick Gehrts, George Burgess, William Chaffee, Rudy Pacheco, Stan Larochelle, Daniel White, Matt Schock, Jordan Champion, Jason Fitch, David Maldonado and JV and Varsity football players	California Football Camp L.L.C. July 24-28, 2018 Vanguard University 55 Fair Drive Costa Mesa, CA 92626	Cal camp is a fundamental part of the football program that brings TUHSD positive recognition and increases student pride in WHS.



TRAVEL REQUEST FORM

Must be submitted for in-state/out of county overnight travel and all out-of-state travel.

TRAVELER/S: (List names of all staff, including title and location)	Jeremy Calles, Chief Financial Officer
DATE/S: (Beginning and ending date including travel days)	04/04/2018 – 04/06/2018
LOCATION:	Aquarius Casino Resort – Laughlin, NV & Mohave Community College – Bullhead City, AZ
NAME OF CONFERENCE/ WORKSHOP: (Attached copy of brochure/registration form)	AASBO Spring Conference
PURPOSE/RATIONAL FOR ATTENDING: (Be specific; how will this help you in your position/ what can be shared with other staff)	Employee Training/Professional Development – The training at this event will be focused on current events and recently enacted legislation. It will help me be a more effective leader by increasing my awareness of current practices around the state.
TOTAL COST ESTIMATE: (Registration/ travel/ meals/mileage, etc.)	Registration Fee: \$245 Hotel: Is included in registration fee Meals Reimbursed: \$49 x 3 Days \$147 Mileage Reimbursed: 528 Miles (round trip) X 44.5¢=\$234.07
FUNDING: (Account number or name; e.g., 001.100.2320.6580.500 or Indirect Costs, M&O, etc.)	001.100.2570.6360.504.000.0000


Approved:



 Principal/Director

3/27/18

 Date



 Mrs. Nora Gutierrez, Superintendent

3/27/18

 Date



TRAVEL REQUEST FORM

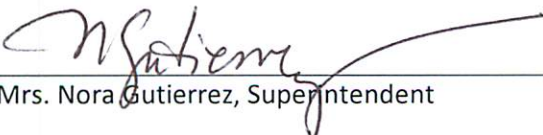
Must be submitted for in-state/out of county overnight travel and all out-of-state travel.

TRAVELER/S: (List names of all staff, including title and location)	Gabriel Martinez, Director of Facilities Management
DATE/S: (Beginning and ending date including travel days)	04/04/2018 – 04/06/2018
LOCATION:	Aquarius Casino Resort 1900 S Casino Dr Laughlin, Nevada 89029 Mohave Community College 3400 Highway 95 Bullhead City, AZ 86442
NAME OF CONFERENCE/ WORKSHOP: (Attached copy of brochure/registration form)	AASBO Spring Conference
PURPOSE/RATIONAL FOR ATTENDING: (Be specific; how will this help you in your position/ what can be shared with other staff)	Employee Training/Professional Development – The training at this event will be focused on current events and recently enacted legislation. It will help me be a more effective leader by increasing my awareness of current practices around the state.
TOTAL COST ESTIMATE: (Registration/ travel/ meals/mileage, etc.)	Registration Fee: \$345 Hotel: Is included in registration fee Meals Reimbursed: \$49 x 3 Days = \$147 Mileage Reimbursed: 528 Miles (round trip) X 44.5¢ = \$234.07
FUNDING: (Account number or name; e.g., 001.100.2320.6580.500 or Indirect Costs, M&O, etc.)	001.100.2570.6360.509.000.0000

Approved:


 Principal/Director

4.2.18
 Date


 Mrs. Nora Gutierrez, Superintendent

4/2/18
 Date



TRAVEL REQUEST FORM

Must be submitted for in-state/out of county overnight travel and all out-of-state travel.

TRAVELER/S: (List names of all staff, including title and location and number of students)	Track & Field Coaches: Larry Thomas, Kendrick Felix, Maurice Peoples, Melissa Tracy, and Student Athletes (3)
DATE/S: (Beginning and ending date including travel days)	April 18-22, 2018
LOCATION:	MURDOCK STADIUM ON THE CAMPUS OF EL CAMINO COLLEGE 16007 CRENSHAW BLVD. / TORRANCE, CA 90506
NAME OF CONFERENCE/ WORKSHOP: (Attached copy of brochure/registration form)	Mount Sac Relays
PURPOSE/RATIONAL FOR ATTENDING: (Be specific; how will this help you in your position/ what can be shared with other staff)	This is a good opportunity for our kids to compete at an elite level while enjoying the track and field sport. Our kids will have a chance to visit a college campus and watch college athletes compete.
TOTAL COST ESTIMATE: (Registration/ travel/ meals/mileage, etc.)	\$5,000 Registration-\$220 Hotels-\$2,000 Transportation-\$1,000 Food-\$1,500
FUNDING: (Account number or name; e.g., 001.100.2320.6580.500 or Indirect Costs, M&O, etc.)	Track & Field Booster Club, Track & field account: 850.100.1000.6610.204.0000.0122

Approved:

Mindy Westover
 Principal/Director

4-2-18
 Date

Nora Gutierrez
 Mrs. Nora Gutierrez, Superintendent

Date



TRAVEL REQUEST FORM

Must be submitted for in-state/out of county overnight travel and all out-of-state travel.

TRAVELER/S: (List names of all staff, including title and location)	Jason Wilke, Dan Hopper, Randy Babchuk, Dennis Rekedal, Chris Stanford, James Carver, John Alessi – Coaches. 60 10 th -12 th grade football players.
DATE/S: (Beginning and ending date including travel days)	July 18-22, 2018
LOCATION:	Winslow High School 600 E Cherry Street Winslow, AZ 86047
NAME OF CONFERENCE/ WORKSHOP: (Attached copy of brochure/registration form)	Camp of Champions
PURPOSE/RATIONAL FOR ATTENDING: (Be specific; how will this help you in your position/ what can be shared with other staff)	Preseason football camp to prepare for 2018 season working on teamwork and team chemistry along with football skills and scheme work.
TOTAL COST ESTIMATE: (Registration/ travel/ meals/mileage, etc.)	\$240 per player. Travel, Meals and room is included in per player cost.
FUNDING: (Account number or name; e.g., 001.100.2320.6580.500 or Indirect Costs, M&O, etc.)	Students will fundraise this spring to help reduce cost per player. The camp will be paid through the Wolverine Football booster account and the football student club account at TUHSD.

Approved:


Principal/Director

3/30/18
Date


Mrs. Nora Gutierrez, Superintendent

4/3/18
Date




ADMINISTRATIVE/PROFESSIONAL SERVICES TRAVEL REQUEST FORM

Must be submitted for in-state (out of county) overnight travel and all out-of-state travel.

TRAVELER/S: (List names of all staff, including title and location)	Tonya Lee – Athletic Director WHS <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 50%;">Nick Gehrts</td><td style="width: 30%;">Football</td><td style="width: 20%;">Varsity</td></tr> <tr><td>George Burgess</td><td>Football</td><td>Varsity</td></tr> <tr><td>William Chaffee</td><td>Football</td><td>Varsity</td></tr> <tr><td>Rudy Pacheco</td><td>Football</td><td>Varsity</td></tr> <tr><td>Stan Larochelle</td><td>Football</td><td>Varsity</td></tr> <tr><td>Daniel White</td><td>Football</td><td>Varsity</td></tr> <tr><td>Matt Schock</td><td>Football</td><td>Varsity</td></tr> <tr><td>Jordan Champion</td><td>Football</td><td>Varsity</td></tr> <tr><td>Jason Fitch</td><td>Football</td><td>JV</td></tr> <tr><td>David Maldonado</td><td>Football</td><td>JV</td></tr> </table>	Nick Gehrts	Football	Varsity	George Burgess	Football	Varsity	William Chaffee	Football	Varsity	Rudy Pacheco	Football	Varsity	Stan Larochelle	Football	Varsity	Daniel White	Football	Varsity	Matt Schock	Football	Varsity	Jordan Champion	Football	Varsity	Jason Fitch	Football	JV	David Maldonado	Football	JV
Nick Gehrts	Football	Varsity																													
George Burgess	Football	Varsity																													
William Chaffee	Football	Varsity																													
Rudy Pacheco	Football	Varsity																													
Stan Larochelle	Football	Varsity																													
Daniel White	Football	Varsity																													
Matt Schock	Football	Varsity																													
Jordan Champion	Football	Varsity																													
Jason Fitch	Football	JV																													
David Maldonado	Football	JV																													
DATE/S: (Beginning and ending date including travel days)	July 24 th – July 28 th 2018																														
LOCATION:	Vanguard University - 55 Fair Dr, Costa Mesa, CA 92626																														
NAME OF CONFERENCE/ WORKSHOP: (Attached copy of brochure/registration form)	California Football Camp L.L.C																														
PURPOSE/RATIONAL FOR ATTENDING: (Be specific; how will this help you in your position/ what can be shared with other staff)	<p>Attending Preseason football camp in California has been a longstanding Westview football tradition since 2003. It is an integral part of the preparation that has led to Westview football program being region champions the past 7 years running. Cal camp is a fundamental part of the football program that brings TUHSD positive recognition and increases students pride in Westview. Traveling to an out of state college allows students to experience life on a college campus and exposes many of our student athletes to a college setting for the 1st time in their academic careers. While at camp these student athletes experience college life by living in a dorm, eating at the cafeteria managing their time with practice schedules. This one-week experience has allowed many of our former student's athletes to attend college after graduation because they have been exposed to the college experience through Cal Camp. Westview traditionally has a 0-week game because of its high profile in football. Which means that official football practice begins in July when AZ temps are normally 110 degrees or more. Cal Camp provides cooler climate to ensure the safety of our student-athletes and prevent any heat related illness with our student athletes. Lastly, Cal Camp lets our student-athletes experience another part of the U.S. that they otherwise might not be able to experience. We are able to do this at a price that is similar to attending one in state, but the ones in state do not provide the experiences of seeing the beach or attending an amusement park.</p>																														
TOTAL COST ESTIMATE: (Registration/ travel/ meals/mileage, etc.)	\$395.00 per camper includes Travel, meals and rooms are included in total camper cost. Approx. 100 students and coaches for a total of \$39,500.00																														
FUNDING: (Account number or name; e.g., 001.100.2320.6580.500 or Indirect Costs, M&O, etc.)	850.100.1000.6890.202.000.0110 students and chaperones will deposit money into club account and the club will pay for camp.																														

Approved:


Principal/Director

2/22/18
Date


Nora Gutierrez, Superintendent

3/30/18
Date

SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Second/Final Reading – Multiple Policies: DKA, GBEAA-E, GCCH, IHA-E, IHBJ-R, IIB-R, IKAB, JFAA, JFABD, JFABDA, JFABDA-R, JFABD-EA, JFABD-EB, JK-EA, JKD

PURPOSE:

Administration seeks Governing Board approval of the second/final reading of multiple policy revisions based upon recommendations proposed by the Arizona School Boards Association (ASBA) Policy Services Advisories No. 602, 603, 605, and 607-615.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Governing Board has sole responsibility for adopting related Governing Board policies and charging administrative employees with implementing them.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

As presented at the March 28, 2018 board meeting with no requested revisions, the attached Policy Services Advisories No. 602, 603, 605, and 607-615 provide rationale for the recommended changes. Proposed revisions are on white paper with mark-ups and the current policy is on yellow paper.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the second/final reading of multiple policies: DKA (Payroll Procedures/Schedules), GBEAA-E (Staff Conflict of Interest), GCCH (Professional/Support Staff Bereavement Leave), IHA-E, Basic Instructional Program), IHBJ-R (Native American/Indian Education), IIB-R (Class Size Special Education), IKAB (Report Cards/Progress Reports), JFAA (Admission of Resident Students), JFABD (Admission of Homeless Students), New Policy JFABDA, JFABDA-R, JFABD-EA, JFABD-EB (Admission of Students in Foster Care), JK-EA (Student Discipline, and JKD (Student Suspension).

Submitted by: Judith Jameson
Executive Assistant Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018

POLICY SERVICES ADVISORY

Volume 30, Number 1

February 2018

Policy Advisory No. 602	Policy DKA — Payroll Procedures/Schedules
Policy Advisory No. 603	Exhibit GBEEA-E— Staff Conflict of Interest <u>(CONFLICT OF INTEREST DISCLOSURE PURSUANT TO A.R.S. §§ 38-501 to -511)</u>
Policy Advisory No. 604 <i>N/A</i>	Regulations GCCG-RA, RB — Professional Staff Voluntary Transfer of Accrued Sick Leave
Policy Advisory No. 605	Policy GCCH— Professional /Support Staff Bereavement Leave
Policy Advisory No. 606 <i>N/A</i>	Regulation GDCG-R — Support Staff Voluntary Transfer of Accrued Sick Leave
Policy Advisory No. 607	Exhibit — IHA-E, Basic Instructional Program
Policy Advisory No. 608	Regulation — IHBJ-R, Indian Education (Native American / Indian Education)
Policy Advisory No. 609	Regulation — IIB-R, Class Size (Special Education)
Policy Advisory No. 610	Policy — IKAB, Report Cards/Progress Reports
Policy Advisory No. 611	Policy JFAA— Admission of Resident Students
Policy Advisory No. 612	Policy JFABD— Admission of Homeless Students
Policy Advisory No. 613	New Policy JFABDA— Admission of Students in Foster Care JFABDA-R, JFABD-EA, JFABD-EB
Policy Advisory No. 614	Exhibit JK-EA— Student Discipline
Policy Advisory No. 615	Policy JKD— Student Suspension

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

Manual Updates - The following updates are being made to Policy Manual documents. Districts may add the language, citations, etc., as necessary.

Legal References/Cross References

Policy DJE, Bidding / Purchasing Procedures, add legal reference 35-393.01, which states the following:

35-393.01. Contracting; procurement; investment; prohibitions

A. A public entity may not enter into a contract with a company to acquire or dispose of services, supplies, information technology or construction unless the contract includes a written certification that the company is not currently engaged in, and agrees for the duration of the contract to not engage in, a boycott of Israel.

B. A public entity may not adopt a procurement, investment or other policy that has the effect of inducing or requiring a person or company to boycott Israel.

Policy GBEEA, Staff Conflict of Interest, add legal reference Attorney General Arizona Agency Handbook, Appendix 8.1, Conflict of Interest Disclosure Memorandum.

Policy GCMF, Professional Staff Duties and Responsibilities, add legal reference 15-342. Remove legal reference 15-521.

Policy IHA, Basic Instructional Program, remove legal reference 15-718.

Policy IHB, Indian Education, the regulation, and exhibits will include the following subtitle, centered in parentheses:

(Native American / Indian Education)

Policy IIB, Class Size, add legal reference 15-901.

Policy JIH, Student Interrogations, Searches, and Arrests, add legal reference 1-215.

Policy JLIB, Student Dismissal Precautions, add legal reference 1-215.

Policy Services is deleting Legal Reference 15-521 and replacing this with 15-341 where appropriate.

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

Alerts – Information

ICE Agents/Police Officers - The following information is in response to questions pertaining to whether or not Immigration and Customs Enforcement (ICE) Agents are police officers.

A.R.S. 1-215, Definitions, includes the following:

"Peace officers" means sheriffs of counties, constables, marshals, policemen of cities and towns, commissioned personnel of the department of public safety, personnel who are employed by the state department of corrections and the department of juvenile corrections and who have received a certificate from the Arizona peace officer standards and training board, peace officers who are appointed by a multicounty water conservation district and who have received a certificate from the Arizona peace officer standards and training board, police officers who are appointed by community college district governing boards and who have received a certificate from the Arizona peace officer standards and training board, police officers who are appointed by the Arizona board of regents and who have received a certificate from the Arizona peace officer standards and training board, police officers who are appointed by the governing body of a public airport pursuant to section 28-8426 and who have received a certificate from the Arizona peace officer standards and training board, peace officers who are appointed by a private postsecondary institution pursuant to section 15-1897 and who have received a certificate from the Arizona peace officer standards and training board and special agents from the office of the attorney general, or of a county attorney, and who have received a certificate from the Arizona peace officer standards and training board.

ICE agents are not included as peace officers in the statutory definition; therefore, specific questions pertaining to ICE Agents on campus and responses to their requests should be referred to the school district legal counsel.

Student Dismissal – We've recently been asked questions pertaining to whether or not a student may be released to a transportation provider or a similar service based on a note or phone call from a parent.

Follow your policy – JLIB, Student Dismissal Precautions. Consider - How would you verify who is calling, who signed the note, etc.? Plan for this type of situation at the district level before it happens.

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

POLICY ADVISORY DISCUSSION

Policy Advisory No. 602 Policy DKA — Payroll Procedures/Schedules

Policy DKA has been updated to reflect current statutory language pertaining to paydays of employees and payment of wages due to discharged employees.

**Policy Advisory No. 603 Exhibit GBEEA-E— Staff Conflict of Interest
(CONFLICT OF INTEREST DISCLOSURE
PURSUANT TO A.R.S. §§ 38-501 to -511)**

Language has been added to GBEEA-E, Staff Conflict of Interest, to more closely reflect the Conflict of Interest Disclosure Memorandum in Appendix 8.1 of the Attorney General Arizona Agency Handbook

N/A ~~**Policy Advisory No. 604 Regulation GCCG-RA, -RB — Professional Staff
Voluntary Transfer of Accrued Sick Leave**~~

~~Both PA 604 and PA 606 have modified language as A.R.S. 23-373(I) states *an employer may not require that documentation under subsection G explain the nature of the health condition or the details of the domestic violence, sexual violence, abuse or stalking.*~~

**Policy Advisory No. 605 Regulation GCCH — Professional / Support Staff
Bereavement Leave**

The term “family member” is substituted for “family” to maintain consistency with changes made last year in Policy GCCA, Professional/Support Staff Sick Leave.

N/A ~~**Policy Advisory No. 606 Regulation GDCG-R — Support Staff
Voluntary Transfer of Accrued Sick Leave**~~

~~Both PA 604 and PA 606 have modified language as A.R.S. 23-373(I) states *an employer may not require that documentation under subsection G explain the nature of the health condition or the details of the domestic violence, sexual violence, abuse or stalking.*~~

Policy Advisory No. 607 Exhibit IHA-E — Basic Instructional Program

A.R.S. 15-718 relating to skin cancer prevention instruction was repealed by the state legislature. Related language has been removed from this exhibit.

**Policy Advisory No. 608 Regulation — IHBJ-R, Indian Education
(Native American / Indian Education)**

Language has been closely replicated from the Indians Policies & Procedures Toolkit to replace IHBJ-R in its entirety. The “Examples” provided after each “procedure” in the IPP Toolkit have been removed.

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

The current ASBA regulation is a patchwork of the information contained in the IPP Toolkit. The district may wish to compare the new IHBJ-R document with the current IHBJ-R:

- Section A in the new document corresponds to paragraph 3 of the current IHBJ-R.
- Section B in the new document corresponds to paragraph 1 of the current IHBJ-R.
- Section C in the new document corresponds to paragraph 2 of the current IHBJ-R.
- Section D in the new document corresponds to paragraph 4 of the current IHBJ-R.
- Section E in the new document corresponds to paragraph 5 of the current IHBJ-R. Added with PA 575.
- Section F in the new document corresponds to paragraph 6 of the current IHBJ-R.

Policy Advisory No. 609

Regulation IIB -R — Class Size (Special Education)

The word retardation in two headings has been replaced by intellectual disability to conform to the wording used in A.R.S. 15-901 for Group A and Group B students.

Policy Advisory No. 610

Policy IKAB — Report Cards/Progress Reports

This policy has been modified to place emphasis on each student's progress in achieving goals as stated in the student's individualized education program (IEP) for students qualified for services under the Individuals with Disabilities Education Act (IDEA).

Policy Advisory No. 611

Policy JFAA — Admission of Resident Students

Statutory language is added to JFAA to clarify that when a student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order enrolls in a District, a parent shall provide proof of residence to the local education agency within ten days after the arrival date provided on official documentation.

Policy Advisory No. 612

Policy JFABD — Admission of Homeless Students

Policy JFABD, Admission of Homeless Students, add cross reference to JFABDA, Admission of Students in Foster Care. Districts may delete the last sentence, *Enrollment preference may be given to children who are in foster care*, as this is covered in Policy JFABDA.

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. 613 Policy JFABDA — Admission of Students in
Foster Care
JFABDA-R, JFABD-EA, JFABD-EB**

The Every Student Succeeds Act (ESSA) amended section 725 of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), removing children “awaiting foster care placement” from the definition of “homeless children and youths” for purposes of the Education for Homeless Children and Youths (EHCY) program.

This new policy reflects these statutory changes and an additional provision that each year, when an LEA (local education agency) applies for the ESEA Consolidated Grant (which includes Title I funds), the LEA must upload a document of assurances which includes the foster care provisions laid out in ESSA.

Policy Advisory No. 614 Exhibit JK-EA — Student Discipline

The wording “placement in workroom” has been deleted as this accounting should be covered in the following:

F. Confinement with implementation of mandatory provisions.

Policy Advisory No. 615 Policy JKD — Student Suspension

Statutory language has been added (A.R.S. 15-843) as indicated.

If you have any questions, call Policy Services at (602) 254-1100. Ask for Chris Thomas, General Counsel/Director of Legal and Policy Services; Dr. Terry Rowles, Assistant Director; Steve Highlen, Senior Policy Consultant; or David DeCabooter, Policy Consultant. Our e-mail addresses are, respectively, [cthomas@azsba.org], [trowles@azsba.org], [shighlen@azsba.org] and [ddecabooter@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.

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**DKA ©
PAYROLL PROCEDURES / SCHEDULES**

The District will establish two (2) or more days in each month, not more than sixteen (16) days apart, as fixed paydays for payment of wages in accord with Arizona Statute. Employees may choose to have their salaries paid in full upon the last pay date following completion of their assignments or may annualize their pay. Employees who choose to receive payment of wages beyond the period in which the wages were earned (deferred payment) will be subject to Internal Revenue Service (IRS) penalties unless they provide a written election of such deferral prior to the first duty day of the year of deferral. Forms for such deferral shall be made available. Any change to the election must be made prior to the first duty day of the fiscal year of the deferment.

An employee who quits the service of the District shall be paid all wages due on the regular payday for the pay period during which termination occurs. Such wages may be paid by mail if requested.

An employee who is discharged from service of the District shall be paid all wages due within ten (10) calendar days from the date of discharge.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.
15-502
23-351
23-353

CROSS REF.:

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

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Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-502
23-351
23-353

CROSS REF.: GCQF - Discipline, Suspension, and Dismissal of
Professional Staff Members
GDQD - Discipline, Suspension, and Dismissal of
Support Staff Members

GBEAA-E ©

EXHIBIT

**STAFF CONFLICT OF INTEREST
(CONFLICT OF INTEREST DISCLOSURE
PURSUANT TO A.R.S. §§ 38-501 to -511)**

I, _____, do hereby indicate:

1. That I am presently an officer/employee of the _____
_____ School District;

2. That I (or my relative[s]: _____
_____) have a substantial
interest in the contract, sale, purchase, or service to or decision by the
_____ Governing Board as described below.

Identify the decision, investigation, or other matter in which you or your relative
may have a "substantial interest" under A.R.S. §§ 38-501 to -511. (Use as much
space as necessary)

Describe the "substantial interest" referred to above. (Use as much space as
necessary)

3. That I shall refrain from participating in any manner in my capacity as an
employee or officer of _____

School District in such contract, sale, purchase, service to, or decision by the
Governing Board unless specifically permitted to do so by law.

To avoid any possible conflict of interest under A.R.S. §§ 38-501 to -511, I will
refrain from participating in any manner in the matter identified above.

Date

Signature

~~Description of Conflict:~~

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

EXHIBIT

EXHIBIT

STAFF CONFLICT OF INTEREST

I, _____, do hereby indicate:

1. That I am presently an officer/employee of the Tolleson Union High School District;

2. That I (or my relative[s]: _____) have a substantial interest in the contract, sale, purchase, or service to or decision by the Tolleson Union High School District No. 214 Governing Board as described below.

3. That I shall refrain from participating in any manner in my capacity as an employee or officer of Tolleson Union High School District in such contract, sale, purchase, service to, or decision by the Governing Board unless specifically permitted to do so by law.

_____ Date

_____ Signature

Description of Conflict:

**GCCH ©
PROFESSIONAL / SUPPORT STAFF
BEREAVEMENT LEAVE**

An employee may be granted, upon request to the Superintendent, up to five (5) days of leave per year, with pay, to be used in the event of death of an ~~in the~~ employee's family member as defined in Policy GCCA.

Extensions of bereavement leave may be granted upon personal request to the Superintendent. If approved, all such extensions of bereavement leave shall be deducted from the employee's accrued sick leave.

In the absence of any accumulated sick leave, and upon request, the Superintendent may approve an unpaid leave of absence for each day of extended bereavement leave used.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-502

**GCCH
PROFESSIONAL / SUPPORT STAFF
BEREAVEMENT LEAVE**

Whenever an employee shall be absent from duty because of the death of a member of the immediate family (father, father-in-law, stepfather, mother, mother-in law, stepmother, brother, brother-in-law, stepbrother, sister, sister-in-law, stepsister, wife, husband, son, daughter, stepson, stepdaughter, son-in-law, daughter-in-law, grandfather, grandfather-in-law, step-grandfather, grandmother, grandmother-in-law, step-grandmother, grandson, step-grandson, granddaughter, step-granddaughter), the employee may take up to three (3) bereavement days. These days will not be subtracted from the current year's accrued personal leave days. If more time is needed to recover from the loss, accrued personal leave days may be used.

Employees are required to provide verification, or proof, for the bereavement leave (e.g., obituary, funeral card, or death certificate, et cetera).

In the absence of any accrued personal leave, and upon request, the Superintendent may approve an unpaid leave of absence for each day of extended bereavement leave used.

Adopted: April 26, 2016

LEGAL REF.:
A.R.S.
15-502

IHA-E ©

EXHIBIT

BASIC INSTRUCTIONAL PROGRAM

Reading

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

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

~~Skin Cancer Prevention~~

~~For students in the grades kindergarten (K) through eight (8) a comprehensive skin cancer prevention program shall be provided.~~

~~Instruction shall be in an age appropriate manner and include the following components:~~

- ~~A. Basic facts about skin cancer;~~
- ~~B. The negative impact of human exposure to ultraviolet radiation obtained through sunburns and tanning;~~
- ~~C. Strategies and behaviors to reduce the risk of contracting skin cancer.~~

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

BASIC INSTRUCTIONAL PROGRAM

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

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- conduct a curriculum evaluation;
- adopt a scientifically based reading curriculum including the essentials of reading instruction;
- provide ongoing teacher training based on scientifically based reading research;
- devote reasonable amounts of time to explicit instruction and independent reading;
- provide intensive reading instruction as defined by the State Board of Education to each student who does not meet or exceed the Arizona Instrument to Measure Standards (AIMS) test; and
- review its reading program and take corrective action as specified by the State Board of Education whenever more than twenty percent (20%) of the third grade students do not meet the AIMS standards.

Skin Cancer Prevention

For students in the grades kindergarten (K) through eight (8) a comprehensive skin cancer prevention program shall be provided.

Instruction shall be in an age appropriate manner and include the following components:

- Basic facts about skin cancer;
- The negative impact of human exposure to ultraviolet radiation obtained through sunburns and tanning;
- Strategies and behaviors to reduce the risk of contracting skin cancer.

IHBJ-R ©

REGULATION

INDIAN EDUCATION

~~Tribal officials and parents of Indian students shall have the opportunity to comment on the participation of Indian students pursuant to Policies ABA, AC, AD, BEDBA, and BEDH. Further, the District will schedule at least three (3) meetings each year for the specific purpose of receiving input on issues relating to provisions of the Special Impact Aid Act, in order to better serve the needs of the students affected by this act. The meetings will be held in one (1) of the schools or the central administration building, normally beginning at 7:00 7:30 p.m. Minutes will be taken and assessed in order to modify policies and procedures as appropriate, based on input received at these meetings, such that the students are better served.~~

~~The District will also assess the extent to which Indian students participate on an equal basis in the District and will, if needed, modify its educational program to allow Indian students to participate on an equal basis.~~

~~The District will disseminate evaluations of educational programs assisted with funds provided under the act, including any program plans that the District intends to initiate or eliminate.~~

~~The District will annually review Policy IHBJ to ensure that it meets all minimum standards and continues to provide for an adequate level of Indian participation. If needed, the District will amend or modify policies and procedures to conform with appropriate requirements.~~

~~The District will respond annually in writing to comments and recommendations made by tribal officials and parents of Indian children, and disseminate the response prior to the submission of Indian Policies and Procedures.~~

~~Any amended policies or procedures shall be provided to the secretary and to the affected tribe(s).~~

IHBJ-R ©

REGULATION

INDIAN EDUCATION

(Native American/Indian Education)

It is the intent of the _____ School District that all Indian children of school age have equal access to all programs, services and activities offered within the School District. To this end, the _____ School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within ninety (90) days of the determination that requirements are not being adequately met.

The _____ School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY _____ Impact Aid application.

The _____ School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY _____ Impact Aid application.

- A. The District will disseminate relevant applications, evaluations, program plans and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34 C.F.R. 222.94(a)(1)]
- B. The District will provide an opportunity for the _____ Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34 C.F.R. 222 .94(a)(2)]
 - 1. Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
 - 2. Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

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. The District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34 C.F.R. 222.94(a)(3)]
1. Share relevant information related to Indian children's participation in the local education agencies (LEA's) education program and activities with tribes and parents of Indian children; and
 2. Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.
- D. The District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34 C.F.R. 222.94(a)(4)]
- E. The District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34 C.F.R. 222.94(a)(5)]
- F. The District will provide a copy of the IPPs annually to the affected tribe or tribes. [34 C.F.R. 222.94 (a)(6)]

IHBJ-R ©

REGULATION

INDIAN EDUCATION

Tribal officials and parents of Indian students shall have the opportunity to comment on the participation of Indian students pursuant to Policies ABA, AC, AD, BEDBA, and BEDH. Further, the District will schedule at least three (3) meetings each year for the specific purpose of receiving input on issues relating to provisions of the Special Impact Aid Act, in order to better serve the needs of the students affected by this act. The meetings will be held in one (1) of the schools or the central administration building, normally beginning at 7:00 - 7:30 p.m. Minutes will be taken and assessed in order to modify policies and procedures as appropriate, based on input received at these meetings, such that the students are better served.

The District will also assess the extent to which Indian students participate on an equal basis in the District and will, if needed, modify its educational program to allow Indian students to participate on an equal basis.

The District will disseminate evaluations of educational programs assisted with funds provided under the act, including any program plans that the District intends to initiate or eliminate.

The District will annually review Policy IHBJ to ensure that it meets all minimum standards and continues to provide for an adequate level of Indian participation. If needed, the District will amend or modify policies and procedures to conform with appropriate requirements.

The District will respond annually in writing to comments and recommendations made by tribal officials and parents of Indian children, and disseminate the response prior to the submission of Indian Policies and Procedures.

Any amended policies or procedures shall be provided to the secretary and to the affected tribe(s).

IIB-R ©

REGULATION

CLASS SIZE

(Special Education)

**Teacher-Student Ratios and
Staff- Student Ratios**

It is the intent of the District to maintain a special education teacher-student ratio that will allow the teacher to work effectively and efficiently toward the individualized education program (IEP) objectives of each student with a disability and to work with classroom teachers to prevent learning problems whenever possible.

The goals for teacher-student ratios shall be as follows:

CATEGORY

GOAL

Resource

1.0 FTE teacher
(average)

12 - 15 students with disabilities

Speech / language resource

1.0 FTE teacher
(average)

40 - 50 direct service students
(approximately 75% students with
disabilities and 25% remedial)

*Resource itinerant for
sensory, hearing, and
vision impaired students*

(average)

5 - 12 students

~~*Mild to moderate retardation*~~ Mild intellectual disability

1.0 FTE teacher and 1.0 fte aide
(average)

7 - 9 students

~~*Severe mental retardation*~~ Severe intellectual disability

1.0 FTE teacher and 1.0 fte aide
(average)

2 - 4 students

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 the number of students exceeds the goal for a class, acceptable alternatives may include, but are not limited to:

- A. Addition of a teacher's aide.
- B. Increasing an aide's hours.
- C. Reassigning students to a different teacher.
- D. Adding a teacher.
- E. Other adjustments acceptable to the Superintendent and the Board.

The administrator for special education shall make student assignments within the resources available, based upon the goals listed above.

CROSS REF.:

IHB - Special Instructional Programs

REGULATION**REGULATION****CLASS SIZE****(Special Education)****Teacher-Student Ratios and
Staff- Student Ratios**

It is the intent of the District to maintain a special education teacher-student ratio that will allow the teacher to work effectively and efficiently toward the individualized education program (IEP) objectives of each student with a disability and to work with classroom teachers to prevent learning problems whenever possible.

The goals for teacher-student ratios shall be as follows:

<u>CATEGORY</u>	<u>GOAL</u>
<i>Resource</i>	
1.0 FTE teacher (average)	12 - 15 students with disabilities
<i>Speech / language resource</i>	
1.0 FTE teacher (average)	40 - 50 direct service students (approximately 75% students with disabilities and 25% remedial)
<i>Resource itinerant for sensory, hearing, and vision impaired students</i>	
(average)	5 - 12 students
<i>Mild to moderate retardation</i>	
1.0 FTE teacher and 1.0 fte aide (average)	7 - 9 students
<i>Severe mental retardation</i>	
1.0 FTE teacher and 1.0 fte aide (average)	2 - 4 students

REGULATION**REGULATION**

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- Increasing an aide's hours.
- Reassigning students to a different teacher.
- Adding a teacher.
- Other adjustments acceptable to the Superintendent and the Board.

The administrator for special education shall make student assignments within the resources available, based upon the goals listed above.

CROSS REF.: IHB - Special Instructional Programs

IKAB ©
REPORT CARDS / PROGRESS REPORTS

School Report Cards

Each school must distribute copies of an annual report card, on the standard form provided by the State Department of Education, containing the descriptions and information required by statute.

The annual report cards will be distributed to parents of pupils enrolled in the school no later than the last day of school of each fiscal year, and a summary of the contents shall be presented at an annual public meeting held at the school. Notice shall be given at least two (2) weeks prior to the public meeting, clearly stating the purposes, time, and place.

Student Progress Reports

It is essential that students' progress in school be fully communicated to their parents.

Each school will report students' progress to the students and to their parents or guardians as appropriate. The reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual students. The Superintendent will develop progress report forms or cards in accordance with this policy.

The following specific requirements are established:

- A. Parents will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.
- B. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- C. Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- D. At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
- E. When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.

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

F. When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.

G. Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on ~~their each student's progress in the general curriculum and shall address whether the progress is sufficient to enable the student to achieve~~ achieving the goals stated in the student's individualized education program (IEP) by the end of the school year. Such progress reports shall be provided as directed in the individualized education program (IEP).

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-709

15-746

15-767

REPORT CARDS / PROGRESS REPORTS

School Report Cards

Each school must distribute copies of an annual report card, on the standard form provided by the State Department of Education, containing the descriptions and information required by statute.

The annual report cards will be distributed to parents of pupils enrolled in the school no later than the last day of school of each fiscal year, and a summary of the contents shall be presented at an annual public meeting held at the school. Notice shall be given at least two (2) weeks prior to the public meeting, clearly stating the purposes, time, and place.

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- Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
- When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.

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- Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on their progress in the general curriculum and shall address whether the progress is sufficient to enable the student to achieve the goals stated in the student's individualized education program (IEP) by the end of the school year.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-709
15-746
15-767

**JFAA ©
ADMISSION OF
RESIDENT STUDENTS**

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

The following students are residents of the District:

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

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

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

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

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

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

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

Verifiable Documentation

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

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

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

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

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid United States passport
- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement)
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

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

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

Use of and Retention of Documents by Schools

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-802

15-816 *et seq.*

15-821

15-823

15-823.01

15-824

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

CROSS REF.:

IKEB - Acceleration

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

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

**JFAA ©
ADMISSION OF
RESIDENT STUDENTS**

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

The following students are residents of the District:

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

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

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

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

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

F. A student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order.

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

Verifiable Documentation

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

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

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

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

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid United States passport
- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement)
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her

name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of Documents by Schools

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

Adopted: September 20, 2017

LEGAL REF.:

A.R.S.

[15-802](#)

[15-816](#) *et seq.*

[15-821](#)

[15-823](#)

[15-823.01](#)

[15-824](#)

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

CROSS REF.:

[IKEB](#) - Acceleration

[JFAB](#) - Admission of Nonresident Students

[JFABD](#) - Admission of Homeless Students

[JFB](#) - Open Enrollment

[JG](#) - Assignment of Students to Classes and Grade Levels

[JLCB](#) - Immunizations of Students

[JLH](#) - Missing Students

[JR](#) - Student Records

[JRCA](#) - Request for Transfer of Records

**JFABD ©
ADMISSION OF HOMELESS STUDENTS**

This policy is intended to direct compliance with Arizona State Laws and Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015, and should be read as consistent with those documents.

The implementation of this policy shall assure that:

- A. homeless students are not stigmatized or segregated on the basis of their status as homeless;
- B. homeless students are immediately enrolled in their school of origin or school of residence;
- C. transportation is provided to and from the school of origin for the homeless student as applicable and found in the law and Policy JFAA.

Definitions

The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- A. students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- B. students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- C. students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- D. migratory students who qualify as homeless because the children are living in circumstances described above.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled, including preschool.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

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

Liaison for Homeless Students

The Superintendent will designate an appropriate staff person of authority as liaison for homeless students who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include, but not be limited to, establishment of procedures to:

- A. continue the student's education in the school of origin for the duration of homelessness:
 - 1. in any case in which a family becomes homeless between academic years or during an academic year; or
 - 2. for the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- B. Enroll the student in any public school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.

Best Interest of the Homeless Student

In determining the best interest of the homeless student, the school shall:

- A. To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
- B. Provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and
- C. In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.

Other Relevant Policies and Procedures

Implementation of the McKinney-Vento Act requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

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

Adopted: date of Manual adoption

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

LEGAL REF.:

A.R.S.

15-816 through 15-816.07

15-821

15-823 through 15-825

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

CROSS REF.:

EEAA - Walkers and Riders

IKEB - Acceleration

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFABDA - Admission of Students in Foster Care

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

JFABD ©
ADMISSION OF HOMELESS STUDENTS

This policy is intended to direct compliance with Arizona State Laws and Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015, and should be read as consistent with those documents.

The implementation of this policy shall assure that:

- A. homeless students are not stigmatized or segregated on the basis of their status as homeless;
- B. homeless students are immediately enrolled in their school of origin or school of residence;
- C. transportation is provided to and from the school of origin for the homeless student as applicable and found in the law and Policy JFAA.

Definitions

The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- A. students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- B. students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- C. students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- D. migratory students who qualify as homeless because the children are living in circumstances described above.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled, including preschool.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

Liaison for Homeless Students

The Superintendent will designate an appropriate staff person of authority as liaison for homeless students who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include, but not be limited to, establishment of procedures to:

A. continue the student's education in the school of origin for the duration of homelessness:

1. in any case in which a family becomes homeless between academic years or during an academic year; or
2. for the remainder of the academic year, if the student becomes permanently housed during an academic year; or

B. Enroll the student in any public school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.

Best Interest of the Homeless Student

In determining the best interest of the homeless student, the school shall:

A. To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;

B. Provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and

C. In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.

Other Relevant Policies and Procedures

Implementation of the McKinney-Vento Act requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

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

Adopted: April 11, 2017

LEGAL REF.:
A.R.S.

15-816 through 15-816.07

15-821

15-823 through 15-825

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

CROSS REF.:

EEAA - Walkers and Riders

IKEB - Acceleration

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

JFABDA ©
ADMISSION OF STUDENTS
IN FOSTER CARE

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

The implementation of this policy shall assure that:

A. children in foster care are not stigmatized or segregated on the basis of their status as foster children;

B. children in foster care are immediately enrolled in their school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;

C. when a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;

D. the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records;

E. transportation is provided to and from the school of origin or school of placement for the foster child as applicable and found in the law and Policy JFAA; and

F. the school/District (LEA) will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children are implemented.

Definitions

The term "children in foster care " means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (DCS or tribal) has placement and care responsibility.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled, including preschool.

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

**Liaison or Point of Contact (POC)
for Children in Foster Care**

The Superintendent will designate an appropriate staff person of authority as Liaison or Point of Contact (POC) for children in foster care who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of foster children that will include, but not be limited to, establishment of procedures to:

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

**Other Relevant Policies
and Procedures**

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

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-816 through 15-816.07

15-821

15-823 through 15-825

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

CROSS REF.:

EEAA - Walkers and Riders

IKEB - Acceleration

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFABD – Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

JFABDA-R ©

REGULATION

**ADMISSION OF STUDENTS
IN FOSTER CARE**

Admission

The school selected by the child in foster care shall immediately admit the child, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the Child Welfare Agency Point of Contact to the District Liaison/Point of Contact (POC) for children in foster care, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Admission Disputes

If a dispute arises over school selection or enrollment in a school:

A. The student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;

B. the Child Welfare Agency Point of Contact shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of appeal;

C. the Child Welfare Agency Point of Contact and student shall be referred to the liaison for children in foster care, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; an

Enrollment Decision

The decision regarding enrollment shall be made regardless of whether the student lives with the foster parents or has been temporarily placed elsewhere.

JFABDA-EA ©

EXHIBIT

**ADMISSION OF STUDENTS
IN FOSTER CARE**

Liaison Position

The District shall designate a Liaison/Point of Contact (POC) for children in foster care and, in conjunction with the state coordinator, shall inform school personnel, service providers, and advocates working with foster families of the duties of the District liaison.

The District liaison for children in foster care shall ensure that:

A. children in foster care are identified by school personnel and through coordination activities with other entities and agencies;

B. children in foster care enroll in, and have full and equal opportunity to succeed in, the District's schools;

C. foster families and children in foster care receive educational services for which such families and children are eligible, including:

1. Head Start and Even Start programs and preschool programs administered by the District, and

2. referrals to health care and immunization services, dental services, mental health services, and other appropriate services;

D. the Child Welfare Agency and parents or guardians of children in foster care are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

E. public notice of the educational rights of children in foster care is disseminated where such students receive services;

F. disputes over school selection or enrollment in a school are mediated in a manner that

1. immediately admits the student to the school in which enrollment is sought, pending resolution of the dispute,

2. provides the child welfare agency and parent or guardian of the student with a written explanation of the school's decision regarding the school selection or enrollment, and informs the child welfare agency, parent, guardian, and student of the rights to appeal the decision.

3. expeditiously carries out the dispute resolution process after receiving notice of the dispute, and

G. the Child Welfare Agency and parent or guardian of a foster child are fully informed of all transportation services, including arrangements for transportation to the school of origin;

H. the Child Welfare Agency and parent or guardian of a foster child are assisted in accessing transportation to the selected school.

As a part of the duties, the District liaison for children in foster care will coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to children in foster care.

JFABDA-EB ©

EXHIBIT

**ADMISSION OF STUDENTS
IN FOSTER CARE**

NOTICE

In accordance with the McKinney-Vento Homeless Assistance Act of 2001, 722 (e)(3)(C), as amended by the Every Student Succeeds Act (ESSA) of 2015 (Foster Care provisions), the Child Welfare Agency and parent or guardian of the student is to receive and acknowledge notice of the rights set forth below.

The parent or guardian of a child in foster care has the right to:

A. Continue the student's education in the school of origin for the duration of placement

B. Enroll the student in any public school that students who live in the attendance area in which the student is actually living are eligible to attend.

C. Appeal if the child in foster care is sent to a school other than the school of origin or a school requested by the parent or guardian;

D. Enroll in, and have full and equal opportunity to succeed in school without being segregated from the general student population;

E. Receive educational services for which such families and students are eligible, including:

1. Transportation services;

2. Meals programs;

3. Head Start and Even Start programs and preschool programs administered by the School; and

4. Referrals to health care and immunization services, dental services, mental health services, and other appropriate services.

F. Identification or service without being stigmatized as foster by school personnel;

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

A parent or guardian (student if unaccompanied) may contact the State Coordinator for Education of Foster Children and Youths at:

The Arizona Department of Education
1535 W Jefferson
Phoenix, AZ 85007
Telephone: (602) 542-4963

A parent or guardian may contact the District Liaison/Point of Contact (POC) for Foster Children and Youths at:

Hilda Ortega-Rosales
9801 W. Van Buren Street
Tolleson, AZ 85353
Telephone: 623-478-4054
Email: hilda.ortega-rosales@tuhsd.org

The District Liaison/Point of Contact (POC) for children in foster care shall ensure that the parent or guardian of a child in foster care, is:

- A. assisted in accessing transportation to the selected school;
- B. provided assistance in exercise of the right to attend the school of choice and other necessary services; and
- C. provided the above information in a manner and form understandable to the recipient and if necessary and to the extent feasible, in the native language of the recipient.

The signature below indicates that the signatory has received and understands this information on rights.

Signature of Parent, Legal Guardian
(or unaccompanied student)

Date

One (1) copy to signatory and one (1) to the liaison officer file.

JK-EA ©

EXHIBIT

STUDENT DISCIPLINE

Each principal shall establish and retain complete records of student disciplinary actions and procedures. Records regarding student disciplinary actions shall be retained for at least two (2) years after last attendance date.

The accounting for students subject to disciplinary action on discipline record card shall contain an entry of:

- A. The full name of the student.
- B. The racial/ethnic and sex designations of the student.
- C. The time, place, and date of the offense or offenses, or observed behavior.
- D. Descriptions and dates of other offenses or observed behaviors if not previously reported.
- E. The names of witnesses or others involved.
- F. Specific measures taken by person or persons reporting the offense or offenses to affect an adjustment, including the specialized help secured before referral, such as conferences with parents, conferences with the principal, and conferences with other school personnel.
- G. The name and title of the person or persons reporting the offense or offenses.
- H. The alternatives, if any, that were considered prior to the imposition of the disciplinary action taken by the principal.
- I. The final disposition of the case.
- J. The name and title of the person or persons imposing the action or actions.

The kinds of disciplinary actions for which an accounting should be kept shall include, but not be limited to:

- A. Suspensions and/or expulsion.
- B. Corporal punishment.
- C. ~~Placement in work room or d~~ Detention (for disciplinary reasons).

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

- D. Transfer to another class (for disciplinary reasons).
- E. Transfer to another school (for disciplinary reasons).
- F. Confinement with implementation of mandatory provisions.
- G. Referrals of cases to police and juvenile authorities.
- H. Others as required.

The school principal shall have the responsibility of maintaining the necessary discipline records to include:

- A. Discipline record card (each reported incident). Student discipline list (cumulative).
- B. Log of corporal punishments (each incident).
- C. Summary of corporal punishments: monthly report, retained by the principal; yearly summary, copy to the District office.
- D. Log of suspensions (cumulative).
- E. Summary of suspensions: monthly report, retained by the principal; yearly summary, copy to the District office.
- F. Log of confinement with implementation of mandatory provisions.
- G. Summary of confinement with implementation of mandatory provisions: monthly report, retained by the principal; yearly summary, copy to the District office.
- H. Log of expulsions and referrals to courts (cumulative).
- I. Log of Governing Board expulsions (each incident).
- J. Summary of expulsions: monthly report, retained by the principal; yearly summary, copy to the District office.
- K. Log of student withdrawals (cumulative).
- L. Summary of withdrawals: monthly report, retained by the principal; yearly summary, copy to the District office.
- M. Log of dropouts (cumulative): use only W5's as dropouts; use of this form is optional.

All monthly summary forms shall be completed at the close of each attendance month.

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

EXHIBIT**EXHIBIT**

STUDENT DISCIPLINE

Each principal shall establish and retain complete records of student disciplinary actions and procedures. Records regarding student disciplinary actions shall be retained for at least two (2) years after last attendance date.

The accounting for students subject to disciplinary action on discipline record card shall contain an entry of:

- The full name of the student.
- The racial/ethnic and sex designations of the student.
- The time, place, and date of the offense or offenses, or observed behavior.
- Descriptions and dates of other offenses or observed behaviors if not previously reported.
- The names of witnesses or others involved.
- Specific measures taken by person or persons reporting the offense or offenses to effect an adjustment, including the specialized help secured before referral, such as conferences with parents, conferences with the principal, and conferences with other school personnel.
- The name and title of the person or persons reporting the offense or offenses.
- The alternatives, if any, that were considered prior to the imposition of the disciplinary action taken by the principal.
- The final disposition of the case.
- The name and title of the person or persons imposing the action or actions.

The kinds of disciplinary actions for which an accounting should be kept shall include, but not be limited to:

- Suspensions and/or expulsion.
- Placement in work room or detention (for disciplinary reasons).
- Transfer to another class (for disciplinary reasons).
- Transfer to another school (for disciplinary reasons).

EXHIBIT**EXHIBIT**

- Confinement with implementation of mandatory provisions.
- Referrals of cases to police and juvenile authorities.
- Others as required.

The school principal shall have the responsibility of maintaining the necessary discipline records to include:

- Discipline record card (each reported incident). Student discipline list (cumulative).
- Log of suspensions (cumulative).
- Summary of suspensions: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of confinement with implementation of mandatory provisions.
- Summary of confinement with implementation of mandatory provisions: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of expulsions and referrals to courts (cumulative).
- Log of Governing Board expulsions (each incident).
- Summary of expulsions: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of student withdrawals (cumulative).
- Summary of withdrawals: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of dropouts (cumulative): use only W5's as dropouts; use of this form is optional.

All monthly summary forms shall be completed at the close of each attendance month.

**JKD ©
STUDENT SUSPENSION**

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

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

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

The Superintendent may designate a hearing officer for suspension hearings.

Regular Education Students

Suspension for ten days or less:

A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a. Suspend the student for up to ten (10) days.
 - b. Choose other disciplinary alternatives.
 - c. Exonerate the student.

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

d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.

2. When suspension is involved:

a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days:

A. *Step 3:* If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

B. *Step 4:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

1. The charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at student's expense.
7. If a hearing officer has been designated, the name of the hearing officer.

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. Step 5: A formal hearing will be held, during which the student will be informed of the following:

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

D. Step 6: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
3. The decision of the Board is final.

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

Special Education Students

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

A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

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

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

Suspension for over ten days

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

A. *Step 3:* A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

B. *Step 4:* If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

C. *Step 5:* If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

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

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

Alternative to Suspension

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

A. Suspension from school has been determined as the punishment for an offense and any appeal has been denied.

B. The immediate suspension was not due to:

1. Fighting or engaging in violent behavior
2. Threatening an educational institution
3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
4. Making a bomb threat
5. Engaging in arson

C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety, should the student violate the conditions or requirements of the Alternative to Suspension Program. (*Note: Follow appropriate dismissal procedures.*)

F. Parent(s) or guardian(s) shall agree to participate by:

1. Providing transportation as necessary to and from the program location.
2. Furnishing meals prepackaged or purchasing same for the student.
3. Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

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

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

A. Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.

B. Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.

C. Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.

D. Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.

E. Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.

F. Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

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

Early readmission procedures

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

A. A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.

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

B. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)

C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.

D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

E. The determination to allow readmission may be based on, but not limited to, the following elements:

1. The age of the student.
2. The frequency, type, and relative magnitude of previous misbehavior by the student.
3. The relative severity of the event(s).
4. Whether the student's behavior violated civil or criminal laws.
5. The degree to which the incident(s) interfered with the educational process.
6. The extent to which the event created endangerment to the student, others or property.
7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
8. The student's attitude concerning the event(s).
9. The expressed intent concerning the student's future behavior.

F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

1. Regular attendance—no unexcused absences.
2. No violation of school rules or policies.

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

3. Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
4. Completion of all class tasks in timely fashion, as directed.
5. Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.

G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-342

15-766

15-767

15-841

15-842

15-843

A.A.C.

R7-2-401

R7-2-405

A.G.O.

I78-103

I78-218

I80-055

I84-036

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

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

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

CROSS REF.:

IHB - Special Instructional Programs

JR - Student Records

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

STUDENT SUSPENSION

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

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

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

The Superintendent may designate a hearing officer for suspension hearings.

A short-term suspension may be imposed as a final disciplinary action for misconduct or as a preliminary removal from school pending a recommendation that a long-term suspension be imposed and/or pending the outcome of a disciplinary hearing.

Regular Education Students

Suspension for ten days or less:

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

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

Suspension for over ten days:

- *Step 3:* If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.
- *Step 4:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:
 - The charges and the rule or regulation violated.
 - The extent of the punishment to be considered.
 - The date, time, and place of the formal hearing.
 - A designation of the District's witnesses.
 - That the student may present witnesses.
 - That the student may be represented by counsel at student's expense.
 - If a hearing officer has been designated, the name of the hearing officer.
- *Step 5:* A formal hearing will be held, during which the student will be informed of the following:

- Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
 - The student is entitled to a statement of the charges and the rule or regulation violated.
 - The student may be represented by counsel, without bias to the student.
 - The student may present witnesses.
 - The student or counsel may cross-examine witnesses presented by the District.
 - The burden of proof of the offense lies with the District.
 - Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
 - The District has the right to cross-examine witnesses, and may be represented by an attorney.
- *Step 6:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:
 - Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within ten (10) days following the date of the long-term suspension hearing. The letter must describe in detail any objections to the hearing or the decision rendered.
 - The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
 - The decision of the Board is final.

Special Education Students

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

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

Suspension for over ten days.

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

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

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

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

Alternative to Suspension

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

- Suspension from school has been determined as the punishment for an offense and any appeal has been denied.
- The immediate suspension was not due to:
 - Fighting or engaging in violent behavior
 - Threatening an educational institution
 - Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
 - Making a bomb threat
 - Engaging in arson
- The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.
- The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.
- The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. *(Note: Follow appropriate dismissal procedures.)*
- Parent(s) or guardian(s) shall agree to participate by:
 - Providing transportation as necessary to and from the program location.
 - Furnishing meals prepackaged or purchasing same for the student.
 - Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

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

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

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

Early readmission procedures.

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

- A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.

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

SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Second/Final Reading – Policy GCQC
Resignation of Professional Staff Members

PURPOSE:

Administration seeks Governing Board approval of the second/final reading of Policy GCQC – Resignation of Professional Staff Members.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Governing Board has sole responsibility for adopting related Governing Board policies and charging administrative employees with implementing them.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

As presented at the March 28, 2018 board meeting, it is common knowledge that there is a teacher shortage in Arizona. When a professional staff member signs a binding employment contract and subsequently breaks their contract that action, in and of itself, is considered unprofessional conduct under the Arizona Revised Statutes. When a professional staff member leaves the District, and the reason does not fall into one of the allowable exceptions, the effect on the District is considerable when it comes to trying to replace that staff member. Administration recommends reinstating liquidated damages in the amount of \$1,000 as part of Governing Board Policy GCQC. Proposed revisions are on white paper with mark-ups and the current policy is on yellow paper.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the second/final reading of Policy GCQC – Resignation of Professional Staff Members.

Submitted by: Judith Jameson
Executive Assistant Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018

GCQC
RESIGNATION OF PROFESSIONAL
STAFF MEMBERS

All resignations or requests to be released from contract shall be presented in writing to the Board for approval. A release from an uncompleted contract may be granted contingent upon the availability of a well-qualified, certificated teacher as a replacement. Employees wishing to leave before the completion of their contract will be subject to the liquidated damages clause contained within the contract in the amount of \$1,000.00, unless they meet one (1) of the following exceptions:

- Retirement into the Arizona State Retirement System (ASRS) with prior advance notice (during annual issuance of contracts) and with the agreement that the employee will complete the semester or year during which they are eligible to retire;
- Internal or external promotion to a position that involves supervision or advancement in title and movement to a new contract template;
- Verified medical reasons; or
- Move out of county, state, or country beyond the employee's control.

Any exceptions are at the Superintendent's discretion.

A teacher who resigns contrary to this policy shall be deemed to have committed an unprofessional act and shall be subject to the penalty as provided under Arizona statutes and State Board of Education regulations.

First Read: March 28, 2018

LEGAL REF.:

A.R.S. 15-545

23-353

A.A.C. R7-2-205

GCQC ©
RESIGNATION OF PROFESSIONAL
STAFF MEMBERS

All resignations or requests to be released from contract shall be presented in writing to the Board for approval. A release from an uncompleted contract may be granted contingent upon the availability of a well-qualified, certificated teacher as a replacement.

A teacher who resigns contrary to this policy shall be deemed to have committed an unprofessional act and shall be subject to the penalty as provided under Arizona statutes and State Board of Education regulations.

Adopted: April 11, 2017

LEGAL REF.:

A.R.S.

15-545

23-353

A.A.C.

R7-2-205

SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Minutes – March 28, 2018 Regular Meeting

PURPOSE:

Administration seeks Governing Board approval of the March 28, 2018 Governing Board Regular Meeting minutes.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Governing Board Policy BEDG states that the “Board will take action at a subsequent meeting to amend and/or approve ...” minutes.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

In accordance with open meeting laws, Governing Board meetings are recorded and transcribed for the benefit of the public who have an interest in the discussions and actions taken by Governing Board members at scheduled Governing Board meetings.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the March 28, 2018 Governing Board Regular Meeting minutes.

Submitted by: Judith Jameson
Executive Assistant Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018



TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214

**GOVERNING BOARD MINUTES
REGULAR MEETING
WEDNESDAY, MARCH 28, 2018**

DISTRICT ADMINISTRATIVE CENTER
9801 W. VAN BUREN STREET
TOLLESON, ARIZONA

The Tolleson Union High School District No. 214 Governing Board meeting was called to order at 6:00 p.m. by Governing Board President Ms. Corina Madruga with the following members present: Mr. Devin Del Palacio, Vice President, Mr. Steven Chapman, Mr. Freddie Villalon (telephonically) and Dr. Kino Flores, Members.

1. Pledge of Allegiance

President Madruga led the Pledge of Allegiance.

2. Approval of the Regular Agenda

Mr. Del Palacio moved to approve the Regular Agenda; seconded by Mr. Chapman. In a roll call vote, the motion carried 5-0.

3. Celebrations/Recognitions

A. James A. Green Continuing Education Academy and Lighthouse Academy

Mr. Travis Johnson, Director of Alternative Education, shared a presentation that included a video highlighting academic achievement, and recognition of staff and students of the year.

Female Student of the Year:	Ruby Henley CCHS/Lighthouse Academy
Male Student of the Year:	Michael Blanacad WHS/CEA
Classified Employee of the Year:	Rocio Vasquez Behavior Specialists at CEA
Certified Employee of the Year:	James Eavey Special Services Teacher at CEA

4. Summary of Current Events

Superintendent – Mrs. Nora Gutierrez

- I am pleased to share with you that we have two state Arizona Family, Career and Community Leaders of America (FCCLA) awards that were presented today at the closing ceremony for the State Leadership Conference.

2018 FCCLA Spirit of Advising Award to Mrs. Sonia Saenz. This award is presented to a Family and Consumer Science teacher & FCCLA advisor who exemplifies the highest level of achievement in the development of their local chapter with regard to membership, leadership,

dedication, service, and flat out love. Mrs. Saenz was selected by State FCCLA Advisor/Arizona Department of Education, Andrew Kuntz. Mrs. Saenz is a Culinary Arts teacher/FCCLA advisor at Sierra Linda and serves Arizona FCCLA as a Region 4 board member.

2018 Arizona FCCLA Administrator of the Year to Mr. Tim Madrid. This is an annual award given out through a nomination process. In this case Mr. Madrid was nominated by Mrs. Sonia Saenz. A committee of AzFCCLA board members and industry partners review the numerous nominations that are submitted. In being recognized as AzFCCLA Administrator of the year for 2018, Mr. Madrid joins a distinguished group of CTE Directors, as well as district administrators and superintendents across the state of Arizona that have no doubt or reservation about the value added impact CTE and FCCLA has for Family and Consumer Science programs and the student leaders across our state who are enrolled in them.

Congratulations Mrs. Saenz and Mr. Madrid for your exceptional work!

- Ashely Haines, a University High alumni from the class of 2010, came back to speak to the seniors about her journalism success story. She currently works for Sean “P-Diddy” Combs’ promotion company. Moderated by student Irene Franco, the conversation consisted of what steps to take in transitioning from high school to college; becoming a well-rounded student; and the importance of networking.
- Mr. Jesse Delgado, District Mentor for Special Services, is being recognized this year by the Arizona K12 Center. Before break, Mr. Delgado participated in an interview for Arizona K12’s “3 P’s in a Pod” podcast. Congratulations Mr. Delgado and thank you for representing the Tolleson Union High School District and for "Doing iT With Pride!"
- The Tolleson Union High School District recently had an annual cultural event for parents and students in our district who are in our Native American program. Attendees enjoyed a wonderful potluck with great entertainment provided by a Native American Dance group that performed Native American dances for the appreciative crowd. It was an outstanding cultural event, thanks to Mrs. Hilda Ortega-Rosales, Director of Grants & Federal Programs, and her team. Great job!
- Schools across the district are hosting Future Freshman Nights at their campuses. Many families of incoming freshmen, visit our schools to get more information on the academic programs, clubs and extra-curricular activities available for their students. This is a great opportunity for our schools to shine and show the community everything we have to offer. We’ve grown by over 400 students this year. Thank you Principals for opening your schools to all students and coordinating these events on your sites showcasing our hidden gems!
- The District has been getting some great publicity for its recent bonds rating upgrade. Chief Financial Officer, Mr. Jeremy Calles, was interviewed by the West Valley View recently and the coverage dominated almost two full pages. Mr. Calles spoke about our bond rating upgrade by Moody’s and Standard & Poors, as well as touching on the new high school that is being built in our district.
- I would like to show this Know 99 video on the Special Education Program at Sierra Linda.
<https://www.youtube.com/watch?v=mw-hU74FTjc&feature=youtu.be>

Those are just some of the highlights of our district since we last met. Thank you.

Governing Board Comments

Mr. Villalon thanked everyone for working hard to give our children an excellent education. He is proud of Mr. Johnson and his staff for serving our kids.

Dr. Flores congratulated the leadership team for doing a great job for our district.

Mr. Chapman said that he had a good visit at WHS. He also shared that the ASBA Equity Event was fun and engaging, with a lot of great conversations and presenters. Mr. Chapman attended the March for Lives event and shared that it was good to see young people active and voicing their opinions in a positive way. Mr. Chapman thanked everyone who worked on the AdvancED visit. He enjoyed the opportunity to discuss TUHSD during his interview with the AdvancED team.

Mr. Del Palacio also attended the ASBA Equity Event. He was proud to have the TUHS Dance team perform at the event. As President of the Black Caucus, he had the opportunity to meet and present Mr. Lloyd Hopkins, Executive Director/Founder of Million Dollar Teacher Project. He attended the American Dream Academy at TUHS and was impressed to see 79 parents graduating. He thanked Mrs. Hilda Ortega-Rosales and her staff for bringing this program to our families. He shared that he was proud to see so many students at the March for Lives event. Mr. Del Palacio thanked Mr. Calles for his efforts to have TUHSD as the first West Valley school district to receive an A+ rating.

President Madruga thanked everyone involved with AdvancED for their hard work. She is looking forward to hearing the results.

5. Public Participation

There were no public participation requests.

6. Approval of the Consent Agenda

Mr. Chapman moved to approve the Consent Agenda; seconded by President Madruga. In a roll call vote, the motion carried 4-0.

CONSENT AGENDA * ITEMS

***1. Human Resources**

A. Personnel Items

CERTIFIED STAFF

Resignation

Parker, Adrienne	CEA	Credit Recovery (5/25/18)
Barwick, Alan	CCHS	Social Studies (5/25/18)
Bozo, Raoul	CCHS	French (5/25/18)
Brown, Cynthia	CCHS	Piano/Choir (5/25/18)
Davis, Patrick	CCHS	English (5/25/18)
Donovan, Ted	CCHS	Mathematics (5/25/18)
Hughes, Alexander	CCHS	Music (5/25/18)
Leininger, Rebecca	CCHS	English (5/25/18)
Latten, Aedee	LHA	Credit Recovery (5/25/18)

Martinez, Rachel	LJCHS	Science (5/25/18)
Carranza, Desirae	SLHS	Physical Education (5/25/18)
Clark, Stephanie	SLHS	Mathematics (5/25/18)
Emelander, Tanya	SLHS	Mathematics (5/25/18)
Gunn, Kevin	SLHS	English (3/9/18)
Klem, Ryan	SLHS	English (5/25/18)
Lozano, Antonio	SLHS	Music (5/25/18)
Saenz, Sonia	SLHS	CTE – Culinary (5/25/18)
Sale, Dean	SLHS	Special Services (5/25/18)
Schuur, Nicole	SLHS	CTE – Early Childhood (5/25/18)
Fimbres-Bastidos, Veronica	TUHS	JAG (4/5/18)
Smythe, Delvin	TUHS	MCJROTC (5/9/18)
Geshell, Sarah	UHS	Science (5/25/18)
Mason, Danielle	UHS	Mathematics (5/25/18)
Cleverly, Lori	WHS	Physical Education (5/25/18)
Van de Wille, Philip	WHS	Science (5/25/18)
<u>Retirement</u>		
McLendon, Linda	CCHS	Ceramics (5/25/18)
Padilla, John	UHS	Social Studies (5/25/18)
Burd, Joni	WHS	Special Services (5/25/18)
<u>Spring Coaches</u>		
Abrams, Richard	CCHS	Varsity Boys Tennis Coach
Axman, Reid	CCHS	Assistant Boys Track Coach
Baca, Chelsey	CCHS	Athletic Trainer
Hemsley, John	CCHS	Varsity Baseball Coach
Languell, Cory	CCHS	Assistant Baseball Coach
Lehman, Derick	CCHS	Athletic Trainer
MacCall, Kaitlin	CCHS	Varsity Girls Tennis Coach
Melde, Laura	CCHS	Varsity Softball Coach
Peoples, Maurice	CCHS	Weightroom Coordinator
Ray, Benjamin	CCHS	Assistant Softball Coach
Simons, Crystal	CCHS	Assistant Softball Coach
Stevanov, Alex	CCHS	Assistant Baseball Coach
Thomas, Larry	CCHS	Varsity Boys Track Coach
Tracy, Melissa	CCHS	Varsity Girls Track Coach
Beverly, Jordan	LJCHS	Varsity Boys Track Coach
Brungardt, Richard	LJCHS	Varsity Softball Coach
DeLeon, Molly	LJCHS	Frosh Softball Coach
Dourisseau, Devin	LJCHS	Varsity Baseball Coach
Fontes, Jonathan	LJCHS	Weightroom Coordinator
Gill, Nathaniel	LJCHS	Varsity Girls Track Coach
Lefebvre, Roger	LJCHS	Varsity Boys Tennis Coach
Maloy, Randi	LJCHS	Assistant Softball Coach
Morris, Katherine	LJCHS	Varsity Girls Track Coach
Recio, Vanessa	LJCHS	Athletic Trainer
St. John, Patricia	LJCHS	Varsity Girls Tennis Coach

Arviso, Christopher	SLHS	Varsity Boys Tennis Coach
Ciesielczyk, Jacob	SLHS	Varsity Boys Baseball Coach
Emelander, Tanya	SLHS	Varsity Girls Track Coach
Fontes, Deanna	SLHS	Varsity Softball Coach
Gibson, Elizabeth	SLHS	Assistant Girls Track Coach
Gordon, Samantha	SLHS	Varsity Girls Tennis Coach
Gordon, Samantha	SLHS	Athletic Trainer
Osorio, Raenna	SLHS	Athletic Trainer
Outcalt, Chadrick	SLHS	Assistant Girls Track Coach
Palange, Alfred	SLHS	Assistant Baseball Coach
Sale, Dean	SLHS	Varsity Boys Track Coach
Tipton, Enrico	SLHS	Weightroom Coordinator
Baker, Jimmy	TUHS	Assistant Boys Track Coach
Carlson, Aaron	TUHS	Varsity Boys Tennis Coach
Figueroa, Nancy	TUHS	Assistant Softball Coach
Fleming, Jason	TUHS	Varsity Boys Track Coach
Friederich, Ashley	TUHS	Assistant Softball Coach
Medrano, Mark	TUHS	Assistant Baseball Coach
Ramirez, Fred	TUHS	Varsity Softball Coach
Richardson, Scott	TUHS	Varsity Baseball Coach
Soto, Portia	TUHS	Varsity Girls Track Coach
Westby, Jessica	TUHS	Varsity Girls Tennis Coach
Wilke, Jason	TUHS	Weightroom Coordinator
Bridgeman, Jessica	WHS	Athletic Trainer
Casey, Michael	WHS	Varsity Girls Tennis Coach
Chaffee, William	WHS	Varsity Boys Track Coach
Degerman, Trevor	WHS	Assistant Softball Coach
Gatti, Melissa	WHS	Athletic Trainer
Harris, Benjamin	WHS	Assistant Boys Track Coach
Hysong, Anna Sue	WHS	Varsity Girls Track Coach
Iribe, Xavier	WHS	Weightroom Coordinator
Irish, Robert John	WHS	Varsity Baseball Coach
Valkingburg, Paul	WHS	Varsity Boys Tennis Coach
Wiley, Emily	WHS	Assistant Softball Coach
Wonner, Larry	WHS	Varsity Softball Coach

Coaching Resignations

Soto, Steve	WHS	Varsity Cross Country Coach
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CLASSIFIED STAFF

Employment of Personnel for the 2017-2018 School Year

Chavez, Esperanza	CCHS	Cafeteria Cashier
Parra, Alejandrina	CCHS	Cafeteria Cashier
Ramos, Krystal	CCHS	Administrative Assistant IV- Athletics
Balderas, Miriam	DO	Substitute Bus Driver
Monge, Mario	DO	Substitute Bus Driver
Nguyen, Khoa	DO	Substitute Bus Driver
Rivas, Patricia	DO	Substitute Bus Driver
Wilson, Sherita	DO	Substitute Bus Driver
Angel, Tomasa	LJCHS	Cafeteria Cashier
Booth, Brandon	LJCHS	Equipment Manager

Rosas, Rene	LJCHS	Groundskeeper
Perez, Lorena	TUHS	Instructional Assistant II (1:1)
Prieto Osorio, Mayra	TUHS	Custodian I
Baubie, Lisa	WHS	Instructional Assistant I- Math- Title I

Position Changes

Arias, Pedro	DO	From Substitute Bus Driver to Bus Driver
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Resignations

Chacon, Krystal	DO	Grants Budget Analyst
Cruz, Maria	DO	Substitute Bus Driver
Harbison, Shelby	DO	Bus Monitor
Johnson, Irene	DO	Bus Monitor
Goodwin, Martha	WHS	Instructional Assistant I- SPED

Job Abandonment

Chavez, Esperanza	CCHS	Cafeteria Cashier
Gualajara, Carlos	DO	Substitute Bus Driver

Spring Coaches

Felix, Kendrick	CCHS	Assistant Girls Track Coach
Beverly, Dionna	LJCHS	Assistant Boys Track Coach
Brock, Michael	LJCHS	Assistant Baseball Coach
Jones, Dion	LJCHS	Assistant Baseball Coach
Gomez, Sianna	SLHS	Assistant Softball Coach
Macias, Jose Ruben	SLHS	Assistant Baseball Coach
Rivas, Jesse	SLHS	Assistant Softball Coach
Jones, Marcus	TUHS	Assistant Girls Track Coach
Larranaga, Xavier	TUHS	Assistant Baseball Coach
Kersey, Charles	WHS	Assistant Baseball Coach

VOLUNTEERS

Spring Coaches

Wright, Randi	LJCHS	Assistant Softball Coach
Herrera, Aaron	TUHS	Assistant Baseball Coach
Lara, John	TUHS	Assistant Baseball Coach
Palomino, Gerardo	TUHS	Assistant Softball Coach
Viscaina, Marcus	TUHS	Assistant Baseball Coach
Farrington, Steve	WHS	Assistant Baseball Coach
Hysong, Charles	WHS	Assistnt Girls Track Coach
Kirby, Brian	WHS	Assistant Boys Tennis Coach
Neighbors, Ralph	WHS	Assistant Girls Track Coach

Classroom Volunteers

Parker, Cherish	WHS	Choir Chaperone
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STUDENT WORKERS

Student Workers

Garcia, Ivan	TUHS	Student Worker
Gonzalez, Sandra	TUHS	Student Worker
Martinez, Elizabet	TUHS	Student Worker

***2. Business Services**

A. Vouchers

Prior to ratification at the Governing Board meeting, Governing Board President, or his designee, reviews and signs vouchers. Vouchers represent orders for payment of material, equipment, salaries, and services.

Payroll Vouchers:	\$2,246,231.48	33, 1043
Expense Vouchers:	\$1,622,529.59	2126-2132, 2134, 2135

B. Gifts and Donations

The District received the following donations, totaling \$21,500.00:

- California Latino Superintendent Association - \$500.00 – Student Scholarship to be chosen by the Superintendent for DO/Student Scholarship
- Minneapolis Foundation - \$20,000.00 – To be used for general operating support for UHS
- SLHS Dance Club - \$1,000.00 – Costumes to be used by future dancers for SLHS Dance

***3. Superintendent's Office**

A. Travel Requests – Staff and Students

The following travel requests were approved:

LOCATION	WHO	WHAT/WHEN/WHERE
WHS	Scott Sanchez, TOSA (additional chaperone)	Arizona FCCLA State Leadership Conference March 25-28, 2018 Tucson, Arizona
District Office & SLHS	Tim Madrid, SLHS Principal Debbie McKintosh, CTE Director	Family, Career and Community Leaders of America (FCCLA) 2018 Sate Leadership Conference March 27-28, 2018 Tucson, Arizona
District Office	James Piper, Director of Human Resources and one additional person TBA	Staff Recruiting Trips: April 20, 2018 - University of Texas at El Paso April 23, 2018 – New Mexico State at Las Cruces April 25, 2018 – University of New Mexico at Albuquerque
TUHS	TUHS Students: Josue Lopez, Eliezer Rodriguez, Jr., Ricardo Tavizon	American Legion and American Legion Arizona Boys State June 3-9, 2018 NAU, Flagstaff, Arizona

District Office & Schools	Director of Career & Technical Education (CTE) and all CTE Teachers and Guidance Counselors from district schools, pending contract status for 2018-2019	July 11-18, 2018 43 rd Annual ACTEAz Summer Conference Tucson, Arizona
LJCHS	Football Coaches: Josh Mitchell, John Fontes, Deion James, Dan Rasey, Devin Dourisseau, Sean Nelson, Tyreese Palmer, Bill Schwyhart, Adam Haller and student athletes.	July 16-19, 2018 2018 Summer La Joya Community Football Camp Mogollon Junior/Senior High School Heber, Arizona

B. Minutes – February 28, 2018 Regular Meeting

Approval of February 28, 2018 Governing Board Regular Meeting minutes.

INFORMATION/DISCUSSION ITEM

9. Update on New School #7

Mr. Jeremy Calles, Chief Financial Officer, provided an update to the current progress of designing and building the new high school.

Governing Board members requested to have a separate Work Study Session to receive additional information and discuss the new school. Superintendent Gutierrez will work with the Board on a date in the near future.

10. First Reading – Multiple Policies: DKA, GBEAA-E, GCCH, IHA-E, IHBJ-R, IIB-R, IKAB, JFAA, JFABD, JFABDA, JFABDA-R, JFABD-EA, JFABD-EB, JK-EA, JKD

Information/Discussion only. Governing Board action is not required for the first reading of policy revisions. After Governing Board review, discussion and input, multiple policies: DKA (Payroll Procedures/Schedules), GBEAA-E (Staff Conflict of Interest), GCCH (Professional/Support Staff Bereavement Leave), IHA-E, Basic Instructional Program), IHBJ-R (Native American/Indian Education), IIB-R (Class Size Special Education), IKAB (Report Cards/Progress Reports), JFAA (Admission of Resident Students), JFABD (Admission of Homeless Students), New Policy JFABDA, JFABDA-R, JFABD-EA, JFABD-EB (Admission of Students in Foster Care), JK-EA (Student Discipline, and JKD (Student Suspension) will be on the next meeting Consent Agenda for second reading/final approval.

11. First Reading – Policy GCQC - Resignation of Professional Staff Members

Information/Discussion only. Governing Board action is not required for the first reading of policy revisions. After Governing Board review, discussion and input, Policy GCQC – Resignation of Professional Staff Members will be on the next meeting Consent Agenda for second reading/final approval.

ACTION/DISCUSSION ITEM

12. Governing Board School Safety Resolution

Administration seeks Governing Board consideration and approval of the Governing Board School Safety Resolution. President Madruga asked Mr. Chapman to read the Resolution aloud.

Mr. Chapman moved that the Governing Board approve the Governing Board School Safety Resolution; seconded by Mr. Villalon. In a roll call vote, the motion carried 5-0.

13. Private Roadway and Bus Drop off

Administration seeks Governing Board approval to contract with Rytan Construction utilizing the 1GPA cooperative contract for the purposes of building a road connecting 99th Avenue to the new Tolleson High School bus drop off area.

Mr. Chapman moved that the Governing Board approve to contract with Rytan Construction utilizing the 1GPA cooperative contract for the purposes of building a road connecting 99th Avenue to the new Tolleson High School bus drop off area; seconded by Mr. Del Palacio. In a roll call vote, the motion carried 5-0.

14. Resolution Agreement committing additional funding to a project being partially funded by a Building Renewal Grant from the Arizona School Facilities Board's Renewal Grant Fund, and ratifying all actions taken or to be taken to further this Resolution

Administration seeks Governing Board authorization of a Resolution Agreement accepting \$206,130 as final payment from the School Facilities Board for the EMS Controls Building Renewal Grant at Westview High School. This Resolution Agreement will release all further claims for this project and withdraw the appeal currently filed with the Office of Administrative Hearings.

Mr. Chapman moved that the Governing Board authorize the Resolution Agreement committing additional funding to a project being partially funded by a Building Renewal Grant from the Arizona School Facilities Board's Building Renewal Grant Fund, and ratifying all actions taken or to be taken to further this resolution.; seconded by President Madruga. In a roll call vote, the motion carried 5-0.

15. CALL FOR EXECUTIVE SESSION

Pursuant to A.R.S. § 38-431.03 and A.R.S. § 15-843

The Governing Board may convene an executive session pursuant to A.R.S. §38-431.03 and A.R.S. §15-843, for discussion or consideration of records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law.

Mr. Chapman moved that the Governing Board move into Executive Session; seconded by President Madruga. In a roll call vote, the motion carried 5-0.

Recess of Regular Meeting for Executive Session

The Regular Meeting recessed at 7:47 p.m.

Executive Session

The Executive Session was called to order by President Madruga at 7:55 p.m.

1. Call to Order and Roll Call of Governing Board Members

2. Reading of Confidentiality Statement

3. Discussion – Student Expulsion

Pursuant to A.R.S. §38-431.03 and A.R.S. §15-843 - Discussion or consideration of records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law.

4. Adjournment of Executive Session

Mr. Chapman moved to adjourn the Executive Session; seconded by President Madruga. President Madruga adjourned the Executive Session at 8:09 p.m.

Reconvening of Regular Meeting

The Regular Meeting reconvened at 8:09 p.m.

ACTION/DISCUSSION ITEM

- 16. Recommendation to Act on Discussion in Executive Session – Student Expulsion of SD2018-001**
Administration seeks Governing Board approval to accept the Hearing Officer's recommendation, reject the recommendation, or modify the recommendation for the expulsion of a student for misconduct in violation of Board policies JIC and JICI, following discussion in Executive Session..

Mr. Chapman moved that the Governing Board approve the expulsion of student SD2018-001 for misconduct in violation of Board policies JIC and JICI; seconded by President Madruga. In a roll call vote, the motion carried 5-0.

AGENDA ITEMS FOR FUTURE MEETING(S)

- The Governing Board requested a Work Study Session on the new high school
- April 11, 2018 – Regular Meeting
- April 25, 2018 – Regular Meeting
- May 9, 2018 – Regular Meeting
- May 30, 2018 – Regular Meeting

FORMAL ADJOURNMENT OF REGULAR MEETING

Mr. Chapman moved to adjourn the Regular Meeting; seconded by President Madruga. President Madruga called the Regular Meeting of the Tolleson Union High School District Governing Board adjourned at 8:11 p.m.

Corina Madruga, Governing Board President

SUMMARY OF AGENDA ITEM

MEETING DATE: April 11, 2018

AGENDA SUBJECT: Submission of Arizona School Boards Association (ASBA) Proposed Issues for Consideration for the 2019 Political Agenda; Appointment of Delegate and Alternate Delegate to Delegate Assembly

PURPOSE:

Administration seeks Governing Board consideration of proposed action agenda items for the Arizona School Board Association's (ASBA) 2019 Political Agenda. Additionally, the Governing Board is asked to appoint a Delegate and Alternate Delegate to the September 8, 2018 Delegate Assembly.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Each year, governing boards are asked to submit action agenda items to the ASBA Legislative Committee for consideration at the Delegate Assembly.

Proposed items are due to ASBA by Friday, May 11, 2018. The ASBA Legislative Committee will meet on Friday, June 1, 2018, and recommendations will be sent to Governing Board members and the District during the week of June 18, 2018. On Saturday, September 8, 2018, the Delegate Assembly will meet.

Proposed Political Agenda items are to be listed as the top five priorities with rationale and additional items for consideration with rationale. Once submitted, the proposals will be compiled by ASBA staff and provided to the ASBA Legislative Committee for consideration. The Committee will then create a draft document that will be circulated to all Governing Boards and Superintendents. The draft document will be the basis for discussion at the official Delegate Assembly.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The 2018 ASBA Delegate Assembly will determine the positions of the Arizona School Boards Association for any future Special Sessions of the current legislature and for the Regular Session of the Fifty-Forth Legislature. In addition to submitting proposals, the Governing Board has the opportunity to help craft ASBA's advocacy stances by registering our district's delegate. The appointed Delegate (or Alternate Delegate should the Delegate be unable to fulfill his/her duties) will represent the District at the Delegate Assembly, a critical policy-determining meeting where the views of the district can be represented and discussed.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board adopt Issues for Legislative Committee Consideration – 2019 Political Agenda, if desired, for ASBA action. In addition, it is recommended that the Governing Board appoint _____ as Delegate and _____ as Alternate Delegate to the September 8, 2018 Delegate Assembly.

Submitted by: Judith Jameson
Executive Assistant Date: April 5, 2018

Reviewed by: Mrs. Nora Gutierrez
Superintendent Date: April 5, 2018



MEMORANDUM

MEMO TO: GOVERNING BOARD MEMBERS AND SUPERINTENDENTS
FROM: TORRI ANDERSON, Legislative Committee Chair
DATE: April 5, 2018
SUBJECT: SUBMISSION OF PROPOSED ISSUES FOR CONSIDERATION FOR THE
2019 POLITICAL AGENDA

I look forward to serving as your Legislative Committee Chair as we prepare for the Delegate Assembly and work to create a Political Agenda for the upcoming legislative session. I'm honored to be a part of this important process and look forward to hearing your proposals.

As you know, your input to the Legislative Committee is critical. This year we ask that you take a moment to review the current [2018 Political Agenda](#) and reaffirm your top five priorities. Furthermore, you may submit two additional priorities you would like the Legislative Committee to consider. [Click here](#) to submit the form online or [here](#) to download the pdf version. Once submitted, these proposals will be compiled by staff and provided to the ASBA Legislative Committee for consideration. The Committee will then create a draft document that will be circulated to all governing boards and superintendents. This draft agenda will be the basis for discussion and final approval at the official Delegate Assembly on Saturday, September 8th. The timeline is as follows:

- Friday, May 11 – Proposed Items Due
- May 17 & 18 Internal strategy meeting
- Friday, June 1 – Legislative Committee meets
- Week of June 18 – Legislative Committee recommendations sent to all governing board members and superintendents
- Saturday, September 8 – Delegate Assembly (Saturday morning following the Law Conference)
- Friday, November 16 – ASBA/AASBO/ASA Legislative Workshop

As a reminder, you should schedule this item on an upcoming Board agenda for discussion. Please remember, only one submission per District and it must reflect the collective will of the Board. These proposals are due by the close of business on Friday, May 11, 2018.

Please plan to have your District Delegate register and attend the 2018 Delegate Assembly on September 8, 2018. This meeting will vote/approve our Arizona School Boards Association legislative agenda for the First Regular Session of the 54th Legislature (and any special meetings).

Arizona's students need your voice! Don't forget to register one of your board members to serve as the Delegate for voting on this 2019 Legislative Agenda Action process.

Thank you for your active participation in ASBA. If you have any questions, please call Chris Kotterman, Director of Governmental Relations at 602-254-1100 or 800-238-4701. You can also reach him by email at ckotterman@azsba.org; he is happy to help answer any questions you may have. **Once again, all proposals are due by May 11, 2018.**

www.azsba.org

Quality leadership and advocacy for children in public schools

ISSUES FOR LEGISLATIVE COMMITTEE CONSIDERATION –
2019 POLITICAL AGENDA

The Governing Board of _____ School District presents the following issue(s) to the ASBA Legislative Committee as adopted by the Governing Board on _____

Top Five Priorities

Rationale

1. _____
2. _____
3. _____
4. _____
5. _____

Additional items for consideration

Rationale

1. _____
2. _____

Please include the rationale for each proposed item. This will help provide context during the Legislative Committee discussion.

PLEASE RETURN BY: MAY 11, 2018

ASBA FAX #: 602.254.1177 OR EMAIL: gmooss@azsba.org

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Quality leadership and advocacy for children in public schools

GOVERNMENTAL RELATIONS 2018 Political Agenda



Adequately and Equitably Fund Public Schools

- Provide additional state funding for nationally competitive salaries to attract, recruit and retain talented teachers.
- Revise the School Finance formula to:
 - Provide a stable revenue source less reliant on the general fund or annual legislative appropriation;
 - Fund the implementation and ongoing costs of AZ standards, assessments and technology;
 - Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement;
 - Establish statewide poverty weights within the school funding formula.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Renew, expand and improve Prop 301.
- Sufficiently fund market competitive salaries for all non-teaching staff.
- Provide adequate ongoing resources to comply with at least minimum school facility standards to ensure school district equipment and facilities are adequately maintained.
- Restore district additional assistance (DAA) reductions.
- Enact policy that does not unduly discourage local investment in school facilities.
- Eliminate unfunded mandates and administrative burdens.
- Fully fund JTEDs.
- Protect desegregation funding from any cuts or modifications.
- Provide greater equity in funding and access for exceptional student services within the public-school system.
- Adequately fund the cost of student transportation.
- Provide funding for preschool programs.

Uphold, Preserve, and Strengthen Local Control

- Maximize local control and flexibility in managing funds and programs.
- Allow school districts greater flexibility in the divestiture of property to address population and course needs.
- Change "override/budget increase" language to better reflect what voters are being asked to support
- Oppose legislative intrusion on school site budgeting decisions.

Improving Student Outcomes

- Support policy that recognizes and respects teaching as a profession.
- Increase the compulsory attendance age from 16 to 18 years.
- Enact research-based reform of the English Language Learner model of instruction to improve student achievement that does not segregate English Language Learners from English speaking peers, integrates reading, writing and oral language instruction and incorporates multiple assessment measures to demonstrate English proficiency.
- Fully restore 9th grade CTE/JTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow JTEDs to service students through the age of 21.

Accountability to Taxpayers

- Establish financial and academic transparency for all institutions that accept public funds.
- Repeal any program that gives public funds for private schools, ESAs & STOs or prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds, and define "classroom spending" as both instructional spending and student support spending.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.

ASBA leadership and members of the association's Governmental Relations and Legal Services staff guide the political agenda process.



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OUR MISSION IS TO CULTIVATE EXCELLENCE IN LOCALLY-GOVERNED SCHOOL DISTRICTS.