

NOTICE OF REGULAR BOARD MEETING KINGMAN UNIFIED SCHOOL DISTRICT #20 GOVERNING BOARD

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Governing Board of Kingman Unified School District #20 and to the general public that the Governing Board of Kingman Unified School District #20 will hold a meeting open to the public at **4:30 PM, Tuesday, August 12, 2025**. The meeting will be held in the **Kingman Unified School District Office, 3033 MacDonald Avenue, Kingman, AZ 86401**. Agenda is subject to revision 24 hours prior to meeting. A copy of the agenda background material provided to KUSD Board members (with exception of material relating to possible executive sessions) is available for public inspection 24 hours before the meeting at our district office, 3033 MacDonald Avenue, Kingman, AZ. When necessary, the Board may vote to go into Executive Session, which will not be open to the public, for discussion and consultation for legal advice regarding any of the agenda items (A.R.S. § 38-431.03 (A)(3)), to discuss personnel matters (A.R.S. § 38-431.03 (A)(1)), records exempt by law from public inspection (A.R.S. § 38-431.03 (A)(2)), or for legal advice and consultation regarding pending or contemplated litigation (A.R.S. § 38-431.03 (A)(4)).

The agenda for the meeting, posted on August 7, 2025. Revised agenda posted on August 11, 2025 , is as follows:, is as follows.

Agenda of the Governing Board; Dr. Gretchen Dorner, Superintendent

Members of the Kingman School District Governing Board will attend in person, by telephone, video or internet conferencing. Agenda is subject to revision 24 hours prior to meeting.

To watch the School Board meeting via computer or a smartphone with a data plan:

<https://www.youtube.com/c/KUSD20>

Regular Board Meeting

Tuesday, August 12, 2025

4:30 PM

Kingman Unified School District Office, 3033 MacDonald Avenue, Kingman, AZ 86401

1. Call to Order
Agenda Item Type: Procedural
2. Pledge of Allegiance
Agenda Item Type: Procedural
3. Roll Call
Agenda Item Type: Procedural
4. Call to the Audience (The Board will listen to any comment from the public but will not respond except as permitted by A.R.S. § 38-431.01 (G). The Board may refer the item to the administration or request to have it placed on a future agenda.)
Agenda Item Type: Procedural
5. Reports:

Superintendent: FBLA Nationals Presentation and Summit Academy/HOP/Block Schedule Update

Board Reports:
Agenda Item Type: Informational
6. Consent Agenda
Approval of Routine Orders of Business. Documentation concerning the matters on the Consent Agenda may be reviewed at the Kingman Unified District Office, 3033 MacDonald Ave. Any Board member may request an item be pulled off the agenda for further discussion.
Agenda Item Type: Discussion/Action
 - A. Approve Minutes: July 8, 2025 - Regular Board Meeting

- B. Approve Vouchers:
 - 1. Payroll Vouchers: 1-2, 39, 1000-1001, 1045-1047
 - 2. KUSD Vouchers: 2001-2006, 2070-2075
- C. Approve Personnel Hire Ratification List:
- D. Approve Personnel Term/Leave Ratification List
- E. Approve or ratify the requests for employee contract/work agreement adjustments for changes in position
- F. Approve or Ratify Current Substitutes:
 - Christy, Robert
 - Robbins, Rebecca
- G. Approve July 2025 Financials
- H. Approve School Fundraisers
- I. Approve Purchasing Cooperatives for 2025-2026
- J. Approve Jennifer Russell as a qualified evaluator for the 2025-2026 school year

- 7. Approve District Representatives who will participate in Special Education Individualized Plans for the 2025-2026 school year:

Agenda Item Type: Discussion/Action
Vicki Trujillo

- 8. Possible action to Approve Enome, Inc. (Goalbook) as Sole Source vendor for assisting in developing Individualized Education Programs and specially designed instruction

Agenda Item Type: Discussion/Action
Vicki Trujillo

- 9. Possible action to appoint a board member to represent Kingman Unified School District as the district delegate to the ASBA delegate assembly to be held on September 6, 2025

Agenda Item Type: Discussion/Action

- 10. Governing Board to discuss and may consider action to approve in whole or in part the draft 2026 Political Agenda of the Arizona School Boards Association (ASBA) and direct the District's delegate to the ASBA delegate assembly to represent the Board's determined position

Agenda Item Type: Discussion/Action

- 11. First reading of changes in policy as recommended by ASBA:

Agenda Item Type: Discussion

Policy Advisory No. 909 Policy EB — Environmental and Safety Program
 Policy Advisory No. 910 Policy GCQF — Discipline, Suspension and Dismissal of Professional Staff Members
 Policy Advisory No. 911 Policy IKF — Graduation Requirements
 Policy Advisory No. 912 Policy JLC — Student Health Services and Requirements
 Policy Advisory No. 913 Policy JLCD — Medicines/Administering Medicines to Students
 Policy Advisory No. 914Policy JLF — Reporting Child Abuse/ Child Protection

Dr. Gretchen Dorner

- 12. Possible action to approve all KUSD District and School Mission Statements

Agenda Item Type: Discussion/Action
Liz Albin

- 13. Approve New Course for High School Level:

Agenda Item Type: Discussion/Action

ENGD 136 Technical/Professional Writing

- Instructional Program: English

- Course Credit: English, 0.5 credit
- Target Grade Level(s): 11th & 12th
- Prerequisites: None

14.

Course Description:

ENG 136 at Mohave Community College is a Technical/Professional Writing course.

One Semester long course, worth .5 credits, covers the Writing/Rhetorical standards GR 11 & 12, which focuses on developing writing skills for professional and technical contexts. The course covers principles of audience and purpose analysis, syntax, document design, and the job search process, including resumes and cover letters. Students will learn to write clearly, concisely, and accurately in professional settings.

Liz Albin

15. Approve Listed Donations:

Agenda Item Type: Discussion/Action

16. Possible motion to move into Executive Session per A.R.S. §38-431.03(A)(1) to discuss a request to be released from employment contract by Jason Apodaca, Jean Davis and Elizabeth Coloma

Agenda Item Type: Discussion/Action

Dr. Wendy Reisinger

17. Possible motion to reconvene into Regular Session for any actions resulting from Executive Session

Agenda Item Type: Discussion/Action

18. Possible action on a request by Jason Apodaca, Teacher, to be released from his FY 2025-26 employment contract, effective July 17th, 2025

Agenda Item Type: Discussion/Action

19. Possible action on a request by Jean Davis, Teacher, to be released from her FY 2025-26 employment contract, effective July 7th 2025

Agenda Item Type: Discussion/Action

20. Possible action on a request by Elizabeth Coloma, Teacher, to be released from her FY 2025-26 employment contract, effective August 1, 2025

Agenda Item Type: Discussion/Action

21. Board Comments:

Agenda Item Type: Discussion

22. Adjourn

Agenda Item Type: Action

Pursuant to the Americans with Disabilities Act (ADA), Kingman Unified School District #20 endeavors to ensure the accessibility of all its programs, facilities and services to all persons with disabilities. If you need an accommodation for this meeting, please contact the Kingman Unified School District Office at (928) 753-5678 or email vportillo@kUSD.org.

Requests should be made as early as possible to allow time to arrange accommodation.

C. Approve Personnel Hire Ratification list:

LAST NAME	FIRST NAME	SITE	POSITION	DATE
Abarquez	Christina	White Cliffs Middle School	Paraeducator II	07/22/2025
Arana	Ramon	Little Explorers	Paraeducator IV/V	07/15/2025
Browne	Halie	Kingman High School	Paraeducator IV/V	07/14/2025
Bryson	Angela	Little Explorers	Paraeducator IV/V	07/28/2025
Castillo	Natalie	Desert Willow	Paraeducator II	07/23/2025
Childers	Cindy	Desert Willow	Paraeducator IV/V	07/28/2025
Cortes	Magda	Little Explorers	Paraeducator IV/V	07/14/2025
Dedmon	Caitlyn	Cerbat	Paraeducator I	07/14/2025
Depoy	Rebecca	District Office	Substitute Teacher	07/16/2025
Garcia	Celeste	Little Explorers	CDC Caregiver	07/21/2025
Gerhow	Ashley	Kingman Middle School	Paraeducator IV/V	07/28/2025
Goldberg	Desiree	District Office	Substitute Teacher	07/14/2025
Greenmun	Brianna	Manzanita	Paraeducator I	07/14/2025
Jackson	Hailey	District Office	Substitute Teacher	07/28/2025
Jameson	Kayelynn	Little Explorers	Paraeducator IV/V	07/17/2025
Jones	Daniella	District Office	Substitute Teacher	07/16/2025
Jurrius	Marthina	Lee Williams High School	Teacher	07/09/2025
Keim Pinard	Cheyenne	District Office	Substitute Teacher	07/09/2025
Labrum	Rachel	Cerbat	Teacher	07/17/2025
Ledesma	Angela	Transportation	Bus Driver	07/07/2025
Lambert	Matthew	Lee Williams High School	Teacher	07/09/2025
Martinez	Brooke	Little Explorers	Specialist	07/17/2025
McCord	Annette	Kingman Middle School	Instructional Coach	07/17/2025
Mull	Reegan	District Office	Substitute Teacher	07/09/2025
Obrien	Kaitlyne	Manzanita	Paraeducator II	07/28/2025
Omang	Alreen Mar	District Office	Substitute Teacher	07/28/2025
Owens	Jacqueline	District Office	Substitute Teacher	07/16/2025
Phillips	Johnathan	Manzanita	Teacher	07/10/2025
Plourde	Christina	District Office	Substitute Teacher	07/28/2025
Proudfoot	Katherine	Manzanita	Clerk	07/21/2025
Messerly				
Ramos	Anna Meliza	Hualapai	Teacher	07/09/2025
Reaves	Robert	District Office	Substitute Teacher	07/16/2025
Reinhardt	Kremer	District Office	Substitute Teacher	07/16/2025
Rhodes	Lelia	Manzanita	Specialist	07/14/2025
Robbins	Rebecca	District Office	Substitute Teacher	07/16/2025
Rose	William	Desert Willow	Paraeducator Specialist	07/14/2025
Sansonetti	Robin	Little Explorers	Paraeducator IV/V	07/21/2025
Spoon	Allyson	District Office	Substitute Teacher	07/09/2025
Stephenson	Paula	Manzanita	Paraeducator I	07/28/2025
Stowe	Shannon	Cerbat	Teacher	07/09/2025
Taylor	Seth	Transportation	Bus Driver	07/11/2025
Wagner	Matthew	District Office	Substitute Teacher	07/16/2025

Weeks	Jamie	Mt. Tipton	Coordinator Classified	07/07/2025
White	Andrea	District Office	Substitute Teacher	07/16/2025
Zirker	Miriam	Little Explorers	Paraeducator IV/V	07/14/2025
Zlomke	Chelsea	District Office	Substitute Teacher	07/16/2025

D. Approve Personnel Term/Leave Ratification List:

LAST NAME	FIRST NAME	SITE	POSITION	DATE
Akers	Tambra	Desert Willow	Paraeducator Specialist	07/17/2025
Basta	Joseph	Kingman Middle School	Opportunity Room Intervener	08/07/2025
Castillo	Natalie	Desert Willow	Paraeducator II	07/24/2025
Huffer	Brooke	Hualapai	Success Coach	08/26/2025
Labrum	Rachel	District Office	Substitute Teacher	07/16/2025
McCauley	Tracey	Kingman Middle School	Paraeducator IV/V	07/14/2025
Morgan	John	Transportation	Bus Driver	08/15/2025
Routier	Alan	Transportation	Mechanic	08/14/2025
Sanford	Kaitlyn	Manzanita	Paraeducator I	07/31/2025
Tuday	Gabriella	Manzanita	Paraeducator II	07/31/2025

Approve or ratify the requests for employee contract/work agreement adjustments for changes in position:

LAST NAME	FIRST NAME	SITE FROM	POSITION FROM	SITE TO	POSITION TO	DATE
Kufleitner	Wendy	District Office	Classified Coordinator – Federal Grants	Black Mountain	Clerk	07/28/2025
Riggs	Michael Nicole	Transportation	Bus Monitor	Little Explorers	Paraeducator IV/V	07/14/2025
Wilson	Stacy	Kingman High School	Secretary- Guidance	District Office	District Coordinator	08/11/2025

1

[illegible]

School Fundraisers

School Name: Lee Williams High School

For Board Agenda Month: August 2025

Group Name <i>NO acronyms only- Spell Out name of group!</i>	Fundraiser Type:	Date(s) of Fundraiser	Location of Fundraiser	Purpose of fundraiser
LWHS Spiritline	Kids Cheer Clinic	Currently we plan to do this the week August 25th and perform at the home game on August 29th. This may change August 2025 - September 2025	LWHS	To raise funds for spirit line needs
LWHS Band & Choir Club	CFA Fundraising - Coffee & Popcorn	September 2025	LWHS & Online	To purchase sheet music, instruments, equipment, and event fees.
LWHS Volleyball	Cookie dough sales	AUGUST AND SEPTEMBER 2025	LWHS & Online	Sell cookie dough to raise money for uniforms, equipment, travel, tournaments, etc.
LWHS S Club	Half court Shot at Varsity basketball games	11/19/25-3/7/26 Through the Winter Season	LWHS Main Gym	We would use the funds to help pay for Homecoming closet, Prom fair, Mr. & Miss Volunteer and teacher appreciation.
LWHS S Club	Teacher Talent show	4/16/26	Auditorium	To raise funds for homecoming closet, prom fair, Mr. & Miss Volunteer and such
LWHS Wrestling	Golf Tournament	October or November 2025	Cerbat Cliffs Golf Course	To pay for tournaments, transportation, lodging and such for our season.
LWHS Band Club	First Fridays	August 2025 - May 2026	Beale Street	Music Equipment
LWHS Student Council	Talent Show	February 5th, 2026	LWHS Auditorium	Raise money for LWHS STUCO, LWHS, and STUCO sponsored charities.
LWHS Senior Cohort, Junior Cohort, Sophomore Cohort, Freshmen Cohort & LWHS Student Council	Monthly Movies	September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, & April 2026	LWHS Auditorium	Raise money for the LWHS Senior Cohort, Junior Cohort, Sophomore Cohort, Freshmen Cohort & LWHS Student Council
LWHS Senior Cohort, Junior Cohort, Sophomore Cohort, Freshmen Cohort & LWHS Student Council	First Fridays Booth	September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026 & May 2026	Downtown Kingman	To promote community awareness and raise funds for the LWHS Senior Cohort
LWHS Senior Cohort	Soak a Senior	August 18th - August 21st, 2025	LWHS Commons	Raise money for the Senior Cohort, and raise spirit for the entire school.

LWHS Student Council	LWHS Community Bowling Tournament	November 2025, December 2025, January 2026, or February 2026	Cerbat Lanes	Raise money for charity. The Student Council Senior Cohort will vote on who the funds will be donated to, we plan to host this event every year and rotate the funds to spread the wealth.
LWHS Senior Cohort	Drive In Movie	October 2025 and November 2025	LWHS	To raise money for the Senior Cohort and provide an opportunity to help support community involvement.
LWHS Senior Cohort, Junior Cohort, Sophomore Cohort, Freshmen Cohort & LWHS Student Council	Bake Sale	September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026.	LWHS & Community	To raise money of the Senior Cohort
LWHS Student Council LWHS Senior Cohort, Junior Cohort, Sophomore Cohort, & Freshmen Cohort	LWHS Merchandise	August 2025 - May 2026	LWHS & Community	To raise money for LWHS STUCO and LWHS.
LWHS Hispanic Student Union	Agua Frescas and Traditional snacks	July 2025-May 2026 All week due to block schedule	LWHS & Community	To raise money for HSU.
LWHS Hispanic Student Union	Taco Tuesday	August 2025-May 2026 All week due to block Schedule	LWHS	To raise money for HSU
LWHS Hispanic Student Union	Cocoa Thursdays	November 2025-February 2026 All week due to block Schedule	LWHS	To raise money for HSU
LWHS National Honor Society	Varsity Signs	August 2025 - September 2025	Online	To raise money for the National Honor Society.

School Fundraisers

School Name: White Cliffs Middle School

For Board Agenda Month: August

Group Name <i>NO acronyms only- Spell Out name of group!</i>	Fundraiser Type:	Date(s) of Fundraiser	Location of Fundraiser	Purpose of fundraiser
Cambridge Club	<i>Candy Dance</i>	Sept. 25, 2025	WCMS	<i>Raise funds for candy for Desert Willow trick or treaters</i>
Student Council	Concessions for Dance	Sept. 25, 2025	WCMS	Raise money for Student Council
Spiritline	Market in the Park	Aug. 16, 2025	Lewis Kingman Park	Raise money for new Poms
Student Council	Concessions for Dance	Aug. 14, 2025	WCMS	Raise money for Student Council
Student Council	Back to School Dance	Aug. 14, 2025	WCMS	Raise money for Student Council

School Fundraisers

School Name: Black Mountain School

For Board Agenda Month: August 2025

Group Name
*NO acronyms only-
Spell Out name of group!*

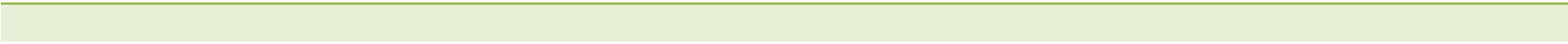
Fundraiser Type:

Date(s)
of Fundraiser

Location
of Fundraiser

Purpose of fundraiser

Yearbook Club	Sell Yearbooks	2025-2026 SY	BMS	Raise Funds for Yearbook
AUX. School Dis.	Kid's Korner Gift Shop	December 2025	BMS	Raise Funds for Aux.Sch.
AUX. School Dis.	Lifetouch Pictures	2025-2026 SY	BMS	Raise funds for Aux. Sch.
AUX. School Dis.	Banner Advertisement Sales	2025-2026 SY	BMS	Raise funds for Aux. Sch.
AUX. School Dis.	Ticket Sales	2025-2026 SY	BMS	Raise funds for Aux. Sch.
Student Council	Sonic Fast Food Nights	2025-2026 SY	Sonic in Golden Valley	Raise funds for Student Council
Student Council	Movie Nights	2025-2026 SY	BMS	Raise funds for Student Council
Student Council	Suckers and Smencils	2025-2026 SY	BMS	Raise funds for Student Council
Student Council	Sticker Contest	2025-2026 SY	BMS	Raise funds for Student Council



School Fundraisers

2025 - 2026

School Name: Kingman High School

For Board Agenda Month: August 2025

Group Name <i>NO acronyms only</i>	Fundraiser Type:	Date(s) of Fundraiser	Location of Fundraiser	Purpose of fundraiser
Girls' Volleyball	Sweet Treats	August 13-30, 2025	Popcorn & Cookie online sales	Raise funds for equipment, tournaments, shirts, trips
Baseball	Donations through Victory Fundraising	Aug 19-30, 2025	Online	Raise funds for equipment
Spiritline	Little Bulldogs Cheer Camp	September 2025	KHS	Raise funds for team.
Spiritline	Cheer sponsorship Packages	Aug. 15 – December 2025	Community	Raise funds for season
Chef's Club	Prepare & Sell food	Aug 13 – October 2025	KHS Home football games	Experience for culinary students to raise funds for food.
Student Council	Homecoming Dance Tickets	Sept – Oct. 2025	KHS & Online	Raise funds for trips and activities
Student Council	Homecoming Concessions	Oct. 12 – 20, 2025	KHS	Raise funds for trips and activities
Chef's Club	Beat the Heat – smoothies, Ice cream & pastry sales	Aug 13- Aug 31, 2025	KHS	Experience for culinary students
Future Business Leaders of America	La Tea Da % of sales Donation	Sept. 6, 2025	La Tea Da	Raise funds for National Fall Leadership Conference
Future Business Leaders of America	Coffee & Hot Cocoa sales	Nov & Dec (Mondays) 2025	KHS	Raise funds for National Fall Leadership Conference
Future Business Leaders of America	Crush Grams	February 2026	KHS	Raise funds for State Leadership Conference
Future Business Leaders of America	Otter Pops & Capri Sun sales	Aug. 13 – 31, 2025	KHS	Raise funds for Fall Leadership Conference
Future Business Leaders of America	Chipotle % of sales Donation	March 2026	Chipotle	Raise funds for Nationals

Future Business Leaders of America	Panda Express % of sales Donation	April 2026	Panda Express	Raise funds for Nationals

School Fundraisers

School Name: Kingman Middle School

For Board Agenda Month: August 2025

[illegible]

School Fundraisers

School Name: Mt. Tipton Elementary

For Board Agenda Month: August 2025

[illegible]

To: KUSD Governing Board
From: Donette Piccinetti, Finance Manager
RE: Purchasing Cooperatives

FOR AGENDA

Approve Purchasing Cooperatives for 2025-2026

FOR PACKET

Recommended that the Governing Board approve annual renewals with the Strategic Alliance for Volume Expenditures (SAVE), Mohave Educational Services Cooperative (Mohave), 1 Government Procurement Alliance (1GPA), State of Arizona, Omnia Partners (Omnia), and Sourcewell for the 2025-2026 school year.

Contracts have all been solicited by the cooperative member school district or public entity on behalf of the cooperative. Being a member of the cooperative allows the District to utilize the contracts. Eliminates the \$10k purchasing limit for quotes set by the state when a contract is selected.

Also, knowing these cooperatives meet policies and procedures from the Arizona State Board of Education School District Procurement Rules, the Arizona Procurement Code and other sections of the Arizona Revised Statutes (excluding Omnia and Sourcewell – National Cooperatives).

Nick Juby	Cory Cobanovich	Jennifer Rose	Donna Allsman
Stephanie Hoyt	Stephanie McKowan	Ayesha Marie Faye Sacol	Trish Hunter
Charissa Gelsinger	Amanda Van Auken	Megan Brown	Morgan Lang
Kristy Wicks	Isabella Couch	Emily Baker	Cheryl Quinn
Laura Skubal	Roxanne Ritter	Connie Fitzsimmons	Frida Batt
Tanya Allen	Baldwin Gutierrez	Matt O'Neill	Cerelina Llerin
Dawn Dickson	Irish Cabalida	Celine Reyes Cruz	Anne Casson
Korina Kruse	Maria Estela Omang	Mary Faith Jacalan	



Determination – Sole Source Procurement

Kingman Unified School District
3033 MacDonald Ave.
Kingman, AZ 86401

Description: **Enome, Inc. (Goalbook) – Develop Individual Education Program & Specially Designed Instruction**

In accordance with A.A.C. R7-2-1053:

Kingman Unified School District would like to continue utilizing Goalbook in the Special Education Department to meet district instructional, documentation, and compliance needs.

1. Goalbook is a comprehensive digital platform specifically designed to support educators in developing Individualized Education Programs (IEPs) and delivering specially designed instruction. This tool enables educators to accurately assess students' current levels of academic and functional performance, providing a structured framework for planning, targeting, and delivering instruction tailored to individual student needs. Goalbook enhances inclusive practices, reduces teacher workload, and improves student outcomes by fostering collaboration and communication among educational teams. Its data-driven approach provides actionable insights into student strengths and areas of need, allowing for more effective and personalized instruction. Due to its unique capabilities and integrated features, Goalbook is the only known platform that meets our district's instructional, documentation, and compliance needs for special education services.
2. The proposed supplier is Goalbook. The Goalbook Toolkit is a comprehensive solution specifically designed to support special educators in developing and implementing high-quality Individualized Education Programs (IEPs). The platform enables staff to deliver more effective, specially designed instruction, aligned to student needs, and grounded in standards-based practices. Goalbook supports educators in creating data-driven goals, tracking progress, and improving instructional outcomes for students with disabilities.
3. This is an annual procurement for Goalbook services for \$42,245.00, covering the period from August 15, 2024, through June 30, 2025. The cost covers licensing for 71 users at a rate of \$595 per user. This fee also includes two days of professional training, ongoing access to technical support, real-time assistance for user questions, and usage reports to support program accountability and fidelity. The platform is actively utilized by our school psychologists, learning support teams, and special education teachers to support the development and implementation of specially designed instruction aligned with student IEP goals.
4. We explored several alternative vendors to determine if comparable services were available. While some platforms offered components of what we needed, none provided a solution identical to Goalbook. For example, Fast IEP quoted a cost of \$67,600 based on a student-based pricing model for 1,300 students. Given the fluctuations in our special education enrollment, this pricing model would result in increasing costs as our student population grows. We also considered platforms such as Parallel Learning and EasyIEP; however, neither met the same caliber of service nor offered the comprehensive tools and features provided by Goalbook. Ultimately, Goalbook is

the only solution that enables our educators to deliver specially designed instruction aligned with IEP goals, supported by real-time data and progress monitoring. This system is essential to ensuring we meet our obligation to provide all students with a Free and Appropriate Public Education (FAPE).

5. We reached out to other school districts to determine whether comparable platforms were being used. Both Bullhead City School District and Lake Havasu Unified School District currently utilize Goalbook. We also explored alternative vendors, including Parallel Learning and FastIEP; however, these platforms did not offer the same level of specially designed instruction, data-driven assessments, or the ability to collect and analyze evidence of student progress. Based on our review, Goalbook is the only platform that provides this comprehensive level of support for individualized instruction

A copy of this determination, along with any/all cost or pricing data, shall be retained in the procurement file, pursuant to R7-2-1086.

Date of Governing Board Approval _____ (Copy of approved motion attached)



Determination – Sole Source Procurement

Kingman Unified School District
3033 MacDonald Ave.
Kingman, AZ 86401

Description: **Enome, Inc. (Goalbook) – Develop Individual Education Program & Specially Designed Instruction**

In accordance with A.A.C. R7-2-1053:

Kingman Unified School District would like to continue utilizing Goalbook in the Special Education Department to meet district instructional, documentation, and compliance needs.

1. Goalbook is a comprehensive digital platform specifically designed to support educators in developing Individualized Education Programs (IEPs) and delivering specially designed instruction. This tool enables educators to accurately assess students' current levels of academic and functional performance, providing a structured framework for planning, targeting, and delivering instruction tailored to individual student needs. Goalbook enhances inclusive practices, reduces teacher workload, and improves student outcomes by fostering collaboration and communication among educational teams. Its data-driven approach provides actionable insights into student strengths and areas of need, allowing for more effective and personalized instruction. Due to its unique capabilities and integrated features, Goalbook is the only known platform that meets our district's instructional, documentation, and compliance needs for special education services.
2. The proposed supplier is Goalbook. The Goalbook Toolkit is a comprehensive solution specifically designed to support special educators in developing and implementing high-quality Individualized Education Programs (IEPs). The platform enables staff to deliver more effective, specially designed instruction, aligned to student needs, and grounded in standards-based practices. Goalbook supports educators in creating data-driven goals, tracking progress, and improving instructional outcomes for students with disabilities.
3. This is an annual procurement for Goalbook services for \$42,245.00, covering the period from August 13, 2025, through June 30, 2026. The cost covers licensing for 71 users at a rate of \$595 per user. This fee also includes two days of professional training, ongoing access to technical support, real-time assistance for user questions, and usage reports to support program accountability and fidelity. The platform is actively utilized by our school psychologists, learning support teams, and special education teachers to support the development and implementation of specially designed instruction aligned with student IEP goals.
4. We explored several alternative vendors to determine if comparable services were available. While some platforms offered components of what we needed, none provided a solution identical to Goalbook. For example, Fast IEP quoted a cost of \$67,600 based on a student-based pricing model for 1,300 students. Given the fluctuations in our special education enrollment, this pricing model would result in increasing costs as our student population grows. We also considered platforms such as Parallel Learning and EasyIEP; however, neither met the same caliber of service nor offered the comprehensive tools and features provided by Goalbook. Ultimately, Goalbook is

the only solution that enables our educators to deliver specially designed instruction aligned with IEP goals, supported by real-time data and progress monitoring. This system is essential to ensuring we meet our obligation to provide all students with a Free and Appropriate Public Education (FAPE).

5. We reached out to other school districts to determine whether comparable platforms were being used. Both Bullhead City School District and Lake Havasu Unified School District currently utilize Goalbook. We also explored alternative vendors, including Parallel Learning and FastIEP; however, these platforms did not offer the same level of specially designed instruction, data-driven assessments, or the ability to collect and analyze evidence of student progress. Based on our review, Goalbook is the only platform that provides this comprehensive level of support for individualized instruction

A copy of this determination, along with any/all cost or pricing data, shall be retained in the procurement file, pursuant to R7-2-1086.

District Representative Printed Name: _____

District Representative Signature: _____

Date: _____

Date of Governing Board Approval _____ (Copy of approved motion attached)



MEMORANDUM

MEMO TO: GOVERNING BOARD MEMBERS AND SUPERINTENDENTS

FROM: LUPE CASTRO, Governmental Relations Associate

DATE: July 10, 2025

SUBJECT: PROPOSED 2026 POLITICAL AGENDA AND DELEGATE ASSEMBLY PROCESS

Thank you for lending your voice to every public-school student in Arizona. Enclosed you will find ASBA's Vision, Mission, and Core Beliefs; and the proposed 2026 Political Agenda.

The Legislative Committee reviewed and discussed every submitted proposal at its meeting in June. Most boards indicated support for items included in the 2025 Political Agenda, and the committee appreciates your overwhelming support of ASBA's agenda to advance public education statewide.

This year, as was the case last year, we have presented the proposed Political Agenda as a marked-up version of the prior year's agenda. During the Delegate Assembly, rather than discussing every item, Delegates will be able to focus on just the changes, additions, and deletions to streamline the process. Amendments and new items can still be proposed during the Delegate Assembly.

The Delegate Assembly determines the positions of the Arizona School Boards Association. Registration for Delegate Assembly is now open. You may register via the [registration page](#). **We look forward to seeing you at the Delegate Assembly on September 6th.**

The Delegate Assembly will be held at the JW Marriot Scottsdale Camelback Inn immediately following the ASBA Law Conference. Like last year, **we are offering delegates the chance to participate remotely**. We encourage districts to send an in-person delegate but wish to offer all district delegates the opportunity to participate in this important process regardless of travel ability.

Please copy and distribute this ENTIRE packet to all board members and place the proposed 2026 Political Agenda on your next board agenda for discussion and to provide any instruction to your district delegate as to your board's position on proposed agenda items. A sample board agenda item has been included for your reference. While all board members and superintendents are welcome to attend the Delegate Assembly, each member district has only one official delegate.

Delegate registration can be completed [online at this link](#).

Please see model agenda items for consideration on the next page if necessary.

The following model agenda items may be used if desired:

Model agenda item for selection of district delegate (may be consent if no discussion required)

Consideration and possible action to appoint [NAME] to represent [DISTRICT NAME] as the district delegate to the Arizona School Boards Association delegate assembly to be held on September 6, 2025.

Model agenda item for board consideration of the draft political agenda in general session

Governing Board to discuss and may consider action to approve in whole or in part the draft 2026 Political Agenda of the Arizona School Boards Association (ASBA) and direct the District's delegate to the ASBA delegate assembly to represent the Board's determined position.

As a reminder, while your board reviews the draft 2026 Political Agenda, you may also consider working with your designated delegate to develop any amendment proposals for the 2025 Delegate Assembly.

**Core Purpose (Mission):**

We cultivate excellence in locally-governed school districts.

Core Beliefs:

- The basic life needs of children must be met for them to succeed.
- Meeting the unique educational needs of all students must be the foundation of our school systems.
- The governance of publicly-funded schools must lie with locally-elected and publicly-accountable governing boards.
- The responsibility for student success is shared by students, parents, governing board, district staff and the community.
- Public education funding must be broad-based, stable and at a level that assures all students are successful.
- Knowledgeable and professionally trained governing board members are fundamental for ensuring student success.
- Closing the opportunity and achievement gap is a moral and economic imperative that must be addressed to ensure all Arizona's students are successful.

2026 Draft Political Agenda

Approved by 2025 Legislative Committee

Presented for consideration at the 2025 Delegate Assembly

I) Adequately and Equitably Fund District Schools to the National Median per Pupil Funding

1. Maximize state funding to:
 - a. Provide competitive salaries to attract, recruit, and retain talented teachers and staff;
 - b. increase the pipeline of certified teachers;
 - c. increase the diversity of the teaching workforce, and fill difficult positions, including CTED instructors
2. Provide consistent, dedicated sources of base funding **BASED ON MOST RECENT STATEWIDE COST STUDY** that equips all Arizona public schools with adequate support to address the academic, social and emotional needs of its students including:
 - a. Up to date curriculum, technology, and classroom support to enrich academic success and engagement.
 - b. Student support staff dedicated to enhancing safe and effective learning environments;
 - c. Exceptional student services, gifted students, and early intervention programs;
 - d. Before and after school programs;
 - e. Fine arts education;
 - f. Career and technical education;
 - g. Transportation, **INCLUDING MAINTENANCE AND INCREASED COSTS FOR CTEDS AND RURAL SCHOOLS;**
 - h. Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural and remote schools;
 - i. Fund distance learning at 100%;
 - j. JROTC.
3. Repeal the constitutional aggregate expenditure limit via legislative referral to the voters.
4. Fully fund full-day kindergarten and include kindergarten students in the override calculations.
5. Preserve and protect the voters' original intent for Propositions 123 and 301. Protect voters' intent in funding K-12 education and oppose legislation that attempts to supplant or divert additional voter-approved funding streams.
6. Index district additional assistance (DAA) funding for inflation.

7. Provide funding for new space before existing schools become overcrowded; advocate for the SFOB to set a standard for replacement of buildings that have exceeded their useful life; advocate for the SFOB to use a professional demographer firm in determining school construction; advocate for capacity standards that reflect the design of instructional space; **INCLUDE FUNDING FOR CAPITAL REPAIRS.**
8. Provide consistent, dedicated and flexible sources of ongoing state capital funding to Arizona public schools to fully maintain and renew physical assets that were built with either local or state taxpayer dollars.
9. Eliminate unfunded mandates and administrative burdens.
10. Protect desegregation funding and return it to a primary tax levy.
- ~~11. Increase funding for exceptional student services based on the cost study, including for rural or remote areas, gifted students, and early intervention programs.~~
- ~~12. Fully fund the cost of student transportation for school bus services and maintenance supporting for CTEDs and rural schools.~~
13. Fully fund preschool programs in the K-12 funding formula for districts that offer preschool.
14. Replace current year funding with a transparent, reliable system that provides districts stable annual budgeting ability and technical reliability.
15. Prorate funding over the entire school year among all schools that a student has attended during the year.
16. Give districts the authority to provide affordable housing options to faculty and staff **BASED ON THE LOCAL HOUSING MARKET.**

II) Preserve, Respect, and Strengthen Local Control

1. Ensure local control and flexibility in managing funds and programs, within the Arizona constitutional requirements of a general and uniform public school system.
2. Change “override/budget increase” language to better reflect what voters are being asked to support. Update requirements associated with school district voter-approved bonds and overrides to improve efficiency and permit more accurate presentations of estimated property tax rates.
3. Allow school districts full flexibility in the divestiture or use of taxpayer-funded assets.
4. Oppose legislative intrusion on school site budgeting decisions.
5. Maintain exclusive local authority over any measure that would propose to consolidate, unify, or restructure school districts.
6. Support local board authority **REGARDING for student suspensions and open enrollment policies based on capacity.**
7. Amend current statute to allow school board members to use the e-equal system in addition to in-person signatures to appear on the ballot.

8. Oppose any legislation that intends to lessen or curtail the legal authority of locally elected school boards, including their authority to approve curriculum.
9. Oppose legislative efforts to ban educational and supplemental materials that provide an inclusive and historically accurate, well-rounded education.
10. Oppose any legislation that seeks to make school board elections partisan.
11. Modify the number of signatures required for CTED board candidates to align with similar school board candidates.

III) Improve Opportunities and Outcomes for All Students

1. Increase the compulsory attendance age from 16 to 18 years or the attainment of a high school diploma or GED before the age of 18.
2. Repeal and replace Prop. 203 with research-based bilingual education. Reform English Language Learner models of instruction to increase integration of English Learners and give schools flexibility and resources to administer them.
3. Fully restore 9th and 12th grade CTED funding and allow them to serve students through age 21 regardless of graduation status to expand the window of opportunity students have to complete industry-recognized CTE programs.
4. Support policy that recognizes, respects, and promotes teaching as a profession.
5. Defend against efforts to limit the free speech rights of school employees.
6. Oppose regulations, policies, and restrictions that overburden or unreasonably penalize educators and support staff as they educate and care for students.
7. Redefine the role and purpose of standardized testing and develop meaningful assessments and other measurable outcomes.
8. Support policy that protects school district employees and students from ALL TYPES OF discrimination ~~including on the basis of sexual orientation and gender identity.~~
9. Support legislation and access to funding that would allow school districts to offer school meals to all students free of charge.

IV) Require Public Accountability And Transparency for Taxpayer Dollars Spent on Education

1. Establish financial and academic transparency for all institutions and individuals who accept public funds. Enforce financial audit requirements and seek recovery of improperly received and/or expended funds by individuals, charter and public schools, private schools, and organizations.
2. Repeal any program that gives funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (School Tuition Organizations) and prevent any future expansion.

3. 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.

~~4. Support policy that encourages all eligible voters to exercise their right to participate in elections.~~

5. INCREASE PUBLIC SCHOOL TAX CREDIT DONATION LIMITS TO MATCH THOSE ALLOWED FOR PRIVATE SCHOOLS.

V) Arizona’s Rural and Remote Schools

1. Ensure that students in Arizona’s small, rural and remote schools are considered by policymakers alongside students in large metropolitan schools.
2. Equitably invest in technology modernization, reliable internet broadband access, technology support capability and professional development.
3. Protect rural and remote school districts from inequitable impact due to formula adjustments, including transportation.

VI) School Safety and Security

1. Provide funding to individual districts to implement locally directed research-based school safety programs and mental health and wellbeing initiatives.
2. Support policy that promotes social-emotional wellness as a critical component of improving social climate, safety and learning for all students and staff.
3. Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased self-harm and violence **at K-12 schools IN OUR SCHOOL COMMUNITIES.**
- ~~4. Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased gun violence directed at K-12 schools.~~
5. Fund programming to engage and support families and caregivers in culturally relevant and appropriate ways.
6. Develop a more comprehensive harassment/bullying definition and system to better enhance the clarity of understanding and the protection of our youth.

VII) Federal Advocacy

1. Advocate for maintenance and improvement of bus routes on tribal and federal land.
2. Fully fund Individuals with Disabilities Education Act (IDEA).
3. ~~Oppose efforts that would reduce or interrupt~~ **PROTECT** Impact Aid funding and the Secure Rural Schools Program for Arizona school districts that receive it.

POLICY SERVICES

ADVISORY

Volume 37, Number 7

July 2025

Policy Advisory No. 909	Policy EB — Environmental and Safety Program
Policy Advisory No. 910	Policy GCQF — Discipline, Suspension and Dismissal of Professional Staff Members
Policy Advisory No. 911	Policy IKF — Graduation Requirements
Policy Advisory No. 912	Policy JLC — Student Health Services and Requirements
Policy Advisory No. 913	Policy JLCD — Medicines/Administering Medicines to Students
Policy Advisory No. 914	Policy JLF — Reporting Child Abuse/ Child Protection

POLICY ADVISORY DISCUSSION

Summary

The following policy advisories are derived from enactments of the 57th Legislature, First Regular Session, 2025. These are indicated by references to the bills and/or statutes that have either been newly created or altered by the Legislature. All applicable policies have been revised to align with these enactments.

Policy Advisory No. 909

Policy EB — Environmental and Safety Program

HB 2074 amended A.R.S. 15-154 regarding expansion of purchasing options for school safety programs; expansion of program proposals supporting school officers; expansion of definition for School Resource Officer; and inclusion of a new term, “School Safety Officer” as defined therein. HB 2074 also added A.R.S. 15-154.02 to include requirements for school districts to develop an Emergency Response Plan and conduct a safety assessment every five years.

Policy Advisory No. 910

Policy GCQF — Discipline, Suspension and Dismissal of Professional Staff Members

SB 1659 amended A.R.S. 15-350 to include new guidelines for a school or school district requesting information from the Department of Education about allegations of misconduct by an employee who resigned or otherwise separated from employment with the district.

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

Policy Advisory No. 911

Policy IKF — Graduation Requirements

HB 2540 amended A.R.S. 15-741 to include requirements regarding high school assessments conducted by a source outside of the school district or charter school and allowances for a written assessment.

Policy Advisory No. 912

**Policy JLC — Student Health Services
and Requirements**

SB 1383 amended A.R.S. Title 15, Chapter 1, Article 5 by adding A.R.S. 15-160.03 which requires districts or charter schools that provide routine health care services to students to provide health care credentials, and districts or charter schools to provide emergency response training information upon request of a parent or guardian. A.R.S. 15-160.03 does not require the school or district to release personally identifiable information of school employees or health care providers.

Policy Advisory No. 913

**Policy JLCD — Medicines/Administering
Medicines to Students**

SB 1440 amended A.R.S. 15-157, 15-189.04, 15-203, 15-341, 32-1706, 32-1854, 32-1901.01, 36-2201, 36-2226.01 and 36-2226.02 to replace the term “epinephrine auto injectors” with “epinephrine delivery systems” and provides a definition for this new term.

Policy Advisory No. 914

**Policy JLF — Reporting Child Abuse/
Child Protection**

SB 1493 amended A.R.S. Title 8, Chapter 4 by adding A.R.S. 8-520.08 and amended A.R.S. Title 15, Chapter 1, Article 5 by adding A.R.S. 15-160.03 to provide guidelines on required identification from a Department of Child Safety caseworker at a school visit.

=====

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

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

ADVISORY 909

EB ©
ENVIRONMENTAL AND
SAFETY PROGRAM

The Superintendent will establish procedures to protect the safety of all students, employees, visitors, and others present on District property or at school-sponsored events.

The practice of safety shall also be considered a facet of the instructional plan of the District schools' ~~by virtue of educational programs in~~ (including but not limited to: sex offender awareness, traffic and pedestrian safety, driver education, fire prevention, indoor air quality (IAQ), and emergency procedures), appropriate for students at different grade levels. General areas of emphasis shall include, but not be limited to: in-service training; accident record keeping; plant inspection; driver and vehicle safety programs; fire prevention; indoor air quality (IAQ); school site selection; and emergency procedures and traffic safety problems relevant to students, employees, and the community.

School Safety Programs

School safety programs may purchase safety technology, training and infrastructure improvements for school campuses and may submit program proposals to support the costs of placing school resource officers, juvenile probation officers or school safety officers, or any combination of these officers, as long as all requirements are met per A.R.S. 15-154.

School Safety Personnel

A school resource officer can be a peace officer, a full-authority reserve peace officer who is certified by the Arizona Peace Officer Standards and Training Board, or an individual who as previously employed as a peace officer in Arizona, who retired in good standing and who is assigned to participate in the school safety program by a law enforcement agency pursuant to A.R.S. 15-155.

A school safety officer is a school resource officer who is working in an off-duty capacity.

Emergency Response Plan and Safety Assessment

Each school district and charter school that receives monies pursuant to A.R.S. 15-154 for an approved school safety program shall 1) develop an emergency response plan pursuant to A.R.S. 15-341 or A.R.S. 15-183, as applicable; and 2) every five (5) years, complete a school safety assessment using an approved school safety assessment provider from a list maintained by the Department of Education.

Adopted: _____

LEGAL REF.:

A.R.S.

13-2911

15-151

15-154

15-154.02

15-155

15-341

15-507

23-403

23-408

CROSS REF.:

EBAA - Reporting of Hazards/Warning Systems

ECB - Building and Grounds Maintenance

JLIF - Sex Offender Notification

ADVISORY 910

**GCQF ©
DISCIPLINE, SUSPENSION, AND
DISMISSAL OF
PROFESSIONAL STAFF MEMBERS**

Categories of Misconduct

Certificated staff members may be disciplined for infractions that include, but are not limited to, the following categories:

- A. Engaging in unprofessional conduct.
- B. Committing fraud in securing appointment.
- C. Exhibiting incompetency in their work.
- D. Exhibiting inefficiency in their work.
- E. Exhibiting improper attitudes.
- F. Neglecting their duties.
- G. Engaging in acts of insubordination.
- H. Engaging in acts of child abuse or child molestation.
- I. Engaging in acts of dishonesty.
- J. Being under the influence of alcohol while on duty.
- K. Engaging in the illicit use of narcotics or habit-forming drugs.
- L. Being absent without authorized leave.
- M. Engaging in discourteous treatment of the public.
- N. Engaging in improper political activity.
- O. Engaging in willful disobedience.
- P. Being involved in misuse or unauthorized use of school property.
- Q. Being involved in excessive absenteeism.
- R. Carrying or possessing a weapon on school grounds unless they are peace officers or have obtained specific authorization from the appropriate school administrator.

Statutory Requirements

Certificated staff members disciplined under A.R.S. 15-341, A.R.S. 15-539, or other applicable statutes:

- A. May not be suspended with or without pay for a period exceeding ten (10) school days under A.R.S. 15-341.
- B. May be suspended without pay for a period of time greater than ten (10) school days or dismissed under A.R.S. 15-539.
- C. Shall be disciplined under procedures that provide for notice, hearing, and appeal, subject to the requirements of A.R.S. 15-341 or A.R.S. 15-539, whichever is appropriate.
- D. Shall, if disciplined under A.R.S. 15-539 or other applicable statutes, excluding A.R.S. 15-341, receive notice in writing served upon the certificated staff member personally or by United States registered or certified mail addressed to the employee's last-known address. A copy of charges specifying instances of behavior and the acts of omissions constituting the charge(s), together with a copy of all applicable statutes, shall be attached to the notice.
- E. Shall have the right to a hearing in accordance with the following:
 - 1. *Suspension under A.R.S. 15-341.* The supervising administrator will schedule a meeting not less than two (2) days nor more than ten (10) days after the date the certificated staff member receives the notice.
 - 2. *Dismissal or dismissal with suspension included under A.R.S. 15-539.* A certificated staff member's written request for a hearing shall be filed with the Board within ten (10) days after service of notice. The filing of a timely request shall suspend the imposition of a suspension without pay or a dismissal pending completion of the hearing.

General Provisions for Discipline Under A.R.S. 15-341

General provisions for discipline are as follows:

- A. *Informal consultation.* Nothing contained herein will limit a supervising administrator's prerogative to engage in informal consultation with a certificated employee to discuss matters of concern related to the employee's performance, conduct, et cetera; however, when it is apparent that disciplinary action toward a certificated employee is likely to become a part of the certificated staff member's personnel record as permitted by A.R.S. 15-341, the procedures outlined herein shall be followed.

B. *Persons authorized to impose discipline.* Any supervising administrator who is the immediate or primary supervisor of a certificated staff member is authorized to impose a penalty or penalties, short of dismissal. Only the Board may dismiss a certificated staff member.

C. *Notice.* Any person who is required by this policy to give written notice to any other person affected by this policy may do so by any means reasonably calculated to give the recipient actual knowledge of the notice within a reasonable amount of time. When time is calculated from the date a notice is received, the notice is deemed to be received on the date it is hand delivered or three (3) calendar days after it is placed in the mail.

D. *Administrative discretion.* In adopting these policies and procedures, it is the intention of the District that they be interpreted and applied in a reasonable fashion. The policies and regulations are not intended to restrict or eliminate the discretion traditionally afforded to supervising administrators to determine whether discipline is appropriate. Supervising administrators are therefore directed to continue to use reasonable discretion in determining whether a particular alleged violation merits discipline.

E. *Right not to impose discipline.* The District reserves the right not to discipline a certificated staff member for conduct that violates this policy.

F. *Definition of work days.* For the purposes of this policy, a *work day* is any day that the District's central administrative office is open for business.

G. *Additional reasons for discipline.* A certificated staff member may be disciplined for conduct that has occurred but that, at or near the time of misconduct, was not the subject of or identified as a reason for a specific proceeding under this policy.

Procedure for Discipline Under A.R.S. 15-341

The following procedures will be used to impose any discipline that 1) shall become a part of the certificated staff member's personnel record and 2) is permitted under A.R.S. 15-341:

Step 1 - Notice:

A. Upon the supervising administrator's determination of the existence of cause to impose discipline, the supervising administrator shall notify the certificated staff member of intent to impose discipline. The notice shall be in writing and shall be delivered in person or by first-class mail. The notice shall include the following:

1. The conduct or omission on the part of the certificated staff member that constitutes the reason for discipline.

2. A scheduled meeting time between the supervising administrator and the certificated staff member. Such meeting shall be scheduled not more than ten (10) working days after the date the certificated staff member receives the notice.
3. A statement of the disciplinary action the supervising administrator intends to impose, including, if applicable, the number of days of suspension with or without pay.
4. Copies of any available relevant documentation, at the discretion of the supervising administrator.

Step 2 - Discipline Hearing:

- A. At the hearing, the supervising administrator shall discuss with the certificated staff member the conduct that warrants disciplinary action and shall provide the certificated staff member with any appropriate evidence and a copy of relevant documentation if not previously provided.
- B. The supervising administrator shall conduct the hearing in an informal manner, without adherence to the rules of evidence and procedure required in judicial proceedings.

Step 3 - Decision (in writing):

At the hearing, or within ten (10) working days following the hearing, the supervising administrator shall, in writing, inform the certificated staff member of the decision. If the decision is to impose discipline, written notice of the discipline shall be enclosed. The written notice of the decision shall state that a copy of the notice, decision, and a record of the disciplinary action shall be placed in the certificated staff member's personnel file and shall specify the date the discipline shall be imposed unless the certificated staff member files a written request for appeal within five (5) working days after the decision is delivered to the certificated staff member. If the certificated staff member requests an appeal of the decision, the imposition of any discipline shall be suspended pending the outcome of the appeal.

Step 4 - Appeal:

Discipline imposed may be appealed at the next organizational level, in writing, to the appropriate assistant superintendent or the Superintendent. Only when the discipline is determined by the Superintendent shall the appeal be to the Board, which, at its discretion, may appoint a hearing officer. The appeal shall contain a brief statement of the reasons why the certificated staff member believes the administrator's decision is incorrect. Appeal is limited to one (1) organizational level above the level of the supervising administrator who imposed the discipline.

The appeal shall specifically describe the part of the determination with which the certificated staff member disagrees:

- A. Determination was founded upon error of construction or application of any pertinent regulations or policies.
- B. Determination was unsupported by any evidence as disclosed by the entire record.
- C. Determination was materially affected by unlawful procedure.
- D. Determination was based on violation of any statutory or constitutional right.
- E. Determination was arbitrary and capricious.
- F. The penalty was excessive.

The supervising administrator, the Superintendent, or, when appropriate, the Board or the Board-appointed hearing officer may, at the conclusion of the appeal, uphold the discipline, modify the decision, or refer the matter back to the level from which it was appealed for rehearing and additional information. Such decision, along with specific direction as to the effective date of any discipline, shall be communicated to the certificated staff member within a reasonable amount of time following the appeal, not to exceed seven (7) working days.

The assigned hearing officer shall, by use of a mechanical device, make a record of the appeal hearing.

This policy, under A.R.S. 15-341, does not apply to dismissal of a certificated staff member except to the extent that the Board may find, subsequent to dismissal proceedings, that a lesser form of discipline as set forth in this policy should be imposed.

Not all administrative actions regarding a certificated staff member are considered "discipline," even though they may involve alleged or possible violations by the certificated staff member. This policy addresses only discipline and has no application to any of the following:

- A. The certificated staff member evaluation procedure or the resulting evaluations as they pertain to the adequacy of the certificated staff member's classroom performance.
- B. Letters or memorandums directed to a certificated staff member containing directives or instructions for future conduct.
- C. Counseling of a certificated staff member concerning expectations of future conduct.

D. Nonrenewal of a contract of a certificated staff member employed by the District for less than the major portion of three (3) consecutive school years (noncontinuing certificated staff member).

**General Provisions for Suspension
Without Pay or Dismissal Under
A.R.S. 15-539**

Step 1 - Notice:

A. The Governing Board, except as otherwise provided by A.R.S. 15-539, shall upon receipt of a written statement of charges from the Superintendent that cause exists for the suspension of a certificated teacher without pay for a period longer than ten (10) school days or dismissal, shall give notice to the teacher of the Board's intention to suspend without pay or dismiss the teacher at the expiration of ten (10) days from the date of service of the notice.

1. If charges presented to the Board for dismissal of a certificated person allege immoral conduct, the charge or a resignation involving such charges shall be reported to the Department of Education.

2. Whenever the statement of charges by the Superintendent allege immoral or unprofessional conduct as the cause for dismissal, the Board may adopt a resolution to file a complaint with the State Department of Education. Pending disciplinary action by the State Board, the certificated teacher may be reassigned by the Superintendent or the Governing Board may place the teacher on administrative leave and give notice to the teacher of the administrative leave of absence pursuant to A.R.S. 15-540.

3. As used in this policy, immoral conduct means any conduct that is contrary to the moral standards of the community and that reflects an unfitness to perform the duties assigned to the certificated staff member.

B. The Governing Board, upon adoption of a written statement charging a certificated teacher with cause for suspension without pay or dismissal, may immediately place the teacher on administrative leave of absence and give the teacher notice of the administrative leave of absence.

C. Written notice of the administrative leave of absence shall be served on the teacher personally or by United States registered mail addressed to the teacher at the teacher's last known address.

Step 2 – Hearing for Suspension Without Pay or Dismissal:

A. The Governing Board shall decide whether to hold a hearing on the dismissal or suspension of a certificated teacher without pay for a period of time longer than ten (10) days as provided in A.R.S. 15-541.

PLEASE CHOOSE OPTION - The Governing Board may provide, **(A)** *by policy* or **(B)** *vote* at its annual organizational meeting, that all hearings conducted pursuant to ~~this section~~ A.R.S. 15-541 shall be conducted before a hearing officer.

B. If the Governing Board decides not to hold a hearing, the Board shall designate a hearing officer to:

1. hold the hearing,
2. hear the evidence,
3. prepare a record of the hearing, and
4. issue a recommendation to the Board for action.

C. If the parties cannot mutually agree on a hearing officer, a hearing officer shall be selected by the Governing Board from a list provided by the State Department of Education or the American Arbitration Association.

D. A hearing held pursuant to A.R.S. 15-541 may not be conducted by any hearing officer having a personal interest which would conflict with the hearing officer's objectivity in the hearing.

E. The hearing shall be held:

1. not less than fifteen (15) days, nor
2. not more than thirty (30) days.
3. after the request is filed, unless all parties to the hearing mutually agree to a different hearing date.

F. Notice of the time and place of the hearing shall be given to the teacher not less than three (3) days before the date of the hearing.

G. The teacher may request that the hearing be conducted in public or private.

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

I. At the hearing the teacher may appear in person and by counsel, if desired, and may present any testimony, evidence or statements, either oral or in writing, in the teacher's behalf.

J. An official record of the hearing, including all testimony recorded manually or by mechanical device, and exhibits shall be prepared by the Governing Board or the hearing officer.

K. The teacher who is the subject of the hearing may not request that the testimony be transcribed unless the teacher agrees in writing to pay the actual cost of the transcription.

L. Within ten (10) days after a hearing conducted by the Governing Board the Board shall:

1. determine whether there existed good and just cause for the notice of dismissal or suspension, and
2. affirm or withdraw the notice of dismissal or suspension.

M. Within ten (10) days after a hearing conducted by a hearing officer, the hearing officer shall:

deliver a written recommendation to the Governing Board that includes findings of fact and conclusions.

N. Parties to the hearing have the right to object to the findings of the hearing officer and present oral and written arguments to the Governing Board.

O. The Governing Board has an additional ten (10) days to determine whether good and just cause existed for the notice of dismissal or suspension and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal.

Good and just cause does not include religious or political beliefs or affiliations unless they are in violation of the oath of the teacher.

Additional Provisions and Conditions

During the pendency of a hearing, neither the certificated staff member nor the supervising administrator shall contact the Superintendent or a Board member to discuss the merits of the supervising administrator's recommendation or charges and proposed discipline except as provided by this policy. No attempt shall be made during such period to discuss the merits of the charges with the person designated to act as hearing officer.

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

The Governing Board shall keep confidential the name of a student involved in a hearing for dismissal, discipline, or action on a teacher's certificate, with exceptions as noted in A.R.S. 15-551.

State Board of Education

The highest ranking official of a school or school district (that employs the person or to whom the person has applied for employment) may request from the State Board of Education information relating to allegations that a certificated or noncertificated person engaged in conduct that, if true, constitutes grounds for disciplinary action if the certificated or noncertificated person resigned or otherwise separated from employment with a school before the State Board of Education either investigates the allegations or determines whether to take disciplinary action against the person.

The State Board of Education, after verifying the official's identity, shall provide the requested information, if available, to the official or designee. If providing the requested information might impede the State Board of Education's investigation of the allegations, the State Board of Education may deny the official's request or provide the information to the official or administrator after the State Board of Education completes the investigation.

Amendments. The District reserves the right to amend this policy in any way at any time. Any amendment shall have prospective application only.

Severability. If any provision of this policy is held to be invalid for any reason, such action shall not invalidate the remainder of this policy. If any provision of this policy conflicts with any provisions in any other policies adopted by the District, the provisions of this policy shall prevail.

Teachers Working Under a Short-Term Certification

A teacher who holds a teaching intern certificate, an emergency teaching certificate or another type of nonstandard certificate, that is valid for one (1) year or less, may be dismissed by the Board effective ten (10) days after delivery of the notice of dismissal to the teacher without complying with the requirements of A.R.S. conditions found in 15-537, 15-538, or 15-541. Notice of the Board's authority to dismiss pursuant to this shall be included in each teacher's contract.

Adopted: _____

LEGAL REF.:

A.R.S.

13-2911

15-153

15-203

15-341

15-342

15-350

15-503

15-507

15-508

15-514

15-536

15-538

15-538.01

15-538.02

15-539

15-540

15-541

15-542

15-543

15-549

15-551

41-770

CROSS REF.:

DKA - Payroll Procedures/Schedules

GCJ - Professional Staff Noncontinuing and Continuing Status

GCO - Evaluation of Professional Staff Members

ADVISORY 911

IKF © GRADUATION REQUIREMENTS

Regular Education

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

Graduation requirements may be met as follows:

- A. By successful completion of subject area course requirements.
- B. By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. R7-2-302 and rules established by the Superintendent.
- C. By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. 15-701.01.
- D. By the transfer of credits as described in Policy JFABC.
- E. An out-of-state transfer student is not required to pass the competency test to graduate if the student has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the State Board Adopted Academic Standards.

Graduation requirements as determined by the Arizona State Board of Education (A.A.C. R7-2-302) and the District Governing Board are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessments

If a high school student who is enrolled in a school district or charter school participates in a nationally recognized assessment that is both adopted by the State Board of Education and administered by a person other than the school district or charter school, the student or student's parent or guardian may submit the student's official score report for the assessment to the school district or charter school. On receiving an official score report, the school district or charter school shall do all of the following:

1. record the score in the student's file.
2. report the score to the State Board of Education and the Department of Education.
3. If the student or student's parent or guardian submits an official score report to the school district or charter school before the date on which the school administers the tests, allow the student to opt out of participation in the assessment that is administered by the school district or charter school. If a student opts out of an assessment, the school district or charter school shall use the data from the student's official score report for the student's achievement test data. "Nationally recognized" has the same meaning as provided in A.R.S. 15-741.02.

A school district or charter school is not required to allow a student to opt out of the collection of non-test indicator data or other information that is collected about students who participate in the assessment that is administered by the school district or charter school.

Written Assessment

A school district or charter school may administer the statewide assessment in the form of a written test if any of the following applies:

1. a written test is required pursuant to an individualized education program or a section 504 plan.
2. to accommodate special circumstances.
3. for religious purposes.
4. on request by a student's parent or guardian.

Special Education

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

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

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

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

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

Adopted: _____

LEGAL REF.:

A.R.S.

15-203

15-341

15-701.01

15-710

15-741

15-763

A.A.C.

R7-2-302

R7-2-302.03

CROSS REF.:

IGD - Curriculum Adoption

IGE - Curriculum Guides and Course Outlines

IHAMC - Instruction and Training in Cardiopulmonary Resuscitation

IHAMD - Instruction and Training in Suicide Prevention

IIE - Student Schedules and Course Loads

IKA - Grading/Assessment Systems

JFABC - Admission of Transfer Students

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

ADVISORY 912

**JLC ©
STUDENT HEALTH SERVICES
AND REQUIREMENTS**

The Superintendent shall establish procedures for the student health services program in the District. Such procedures will provide for:

- A. Administration of patent or proprietary medications (over-the-counter [OTC] medications) in compliance with Arizona Revised Statutes and District policies.
- B. Administration of prescription medications in compliance with Arizona Revised Statutes and District policies.
- C. Administration of immunizations in conjunction with the County Health Department and in compliance with Arizona Revised Statutes.
- D. Providing preventive health information.
- E. The treatment of school-related injuries/illnesses, and recommendation for follow-up care.
- F. Screening clinics for selected physical impairments.
- G. On request by a student's parent or guardian, each school district or charter school shall provide health care credentials of each individual who provides routine health care to students in the school's health office.
- H. On request by a student's parent or guardian, each school district or charter school shall provide information describing the types of emergency response training, including cardiopulmonary resuscitation training, that the school district or charter school requires school employees to complete.
- I. A school district or charter school is not required to release the personally identifiable information of a school employee or an individual who provides routine health care services to students, including the employee's or individual's address, salary, social security number or telephone number.

Adopted: _____

LEGAL REF.:

A.R.S.

15-160.03

15-344

ADVISORY 913

**JLCD ©
MEDICINES / ADMINISTERING
MEDICINES TO STUDENTS**

**Staff Administration of Medication
to Students – In General**

When it is necessary for a student to take medicine during school hours, the District will cooperate with the health care practitioner and the parents if the following requirements are met:

- A. There must be a written order from the prescribing health care practitioner stating the name of the medicine, the dosage, and the time it is to be given.
- B. There must be written permission from the parent, or written authorization from the student if eighteen (18) years old, to allow the school or the student to administer the medicine. See JLCD-EA.
- C. The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

**Self – Administration of Medication by
Students – Limited Circumstances**

Students are entitled to possess and self-administer medications under the following limited circumstances:

- A. ***Emergency Epinephrine*** – Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including ~~auto-injectable epinephrine~~ epinephrine delivery systems provided the student's name is on the prescription label, on the medication container or device and annual written documentation from the student's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office secretary as soon as practicable following the use of the medication;
- B. ***Handheld Inhalers*** – Students may possess and self-administer prescription medication for breathing disorders in handheld inhaler devices if prescribed by a health care professional. The student's name must be on the prescription label, on the medication container, or on the handheld inhaler device and annual written documentation from the student's parent must be provided to the school health office that authorizes possession and self-administration.

C. ***Diabetes Management*** – Students with diabetes who have a diabetes medical management plan provided by the student's parent, signed by a licensed health professional or nurse practitioner as specified by A.R.S. 15-344.01, may carry appropriate medications and monitoring equipment and self-administer the medication. Specific requirements of this policy are listed in Regulation JLCD-R.

Emergency Administration of Medicines by Trained Employees

Auto-Injectable Epinephrine Delivery Systems

If the Governing Board elects to stock ~~auto-injectable epinephrine~~ epinephrine delivery systems, the Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of ~~auto-injectable epinephrine~~ epinephrine delivery systems by a trained employee of the School District pursuant to ~~section~~ A.R.S. 15-157 and A.A.C. R7-2-809.

If ~~auto-injectable epinephrine~~ epinephrine delivery systems is in stock, the Superintendent shall designate at least two (2) school personnel for each school site who shall be required to receive annual training in the proper administration of ~~auto-injectable epinephrine~~ epinephrine delivery systems pursuant to A.A.C. R7-2-809. The Superintendent shall maintain and make available upon request a list of those school personnel authorized and trained to administer ~~auto-injectable epinephrine~~ epinephrine delivery systems.

Inhalers

A trained school employee, or trained nurse under contract, may administer, or assist in the administration of, an inhaler to a student or an adult whom the individual believes in good faith to be exhibiting symptoms of respiratory distress while at school or a school-sponsored activity.

Naloxone Hydrochloride (NARCAN)

The Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of naloxone hydrochloride or any other opioid antagonist approved by the United States Food and Drug Administration by an employee of a school district pursuant to ~~Section~~ A.R.S. 36-2267.

Seizure Management Plans

The Superintendent shall create procedures to administer seizure management plans for students diagnosed with a seizure disorder. The procedures shall comply with A.R.S. 15-160.02. The District shall:

- A. Verify and accept student seizure management plans developed by student's parents and physicians or nurse practitioners.

- B. Assign a nurse, employed or under contract, to review the plan. If no nurse is available, the Superintendent shall designate an employee to be responsible for reviewing seizure management and treatment plans.
- C. Confirm that nurses and non-nurse staff required by statute, are trained as according to law.
- D. Require at least one (1) school official, in addition to the nurse, to meet the training requirements listed in 15-160.02(H).
- E. Seizure management plans shall be submitted to the school health office or District office for review; a template for health plans can be found in Exhibit JLCD-EB.

Required Trainings

Training on Anaphylactic Shock

If the Governing Board elects to stock ~~auto-injectable epinephrine~~ epinephrine delivery systems, the Superintendent shall require all school site personnel to receive an annual training on the recognition of anaphylactic shock symptoms and procedures to follow when anaphylactic shock occurs.

Training on Recognition of Symptoms of Respiratory Distress and Administration of Inhalers

If the Governing Board elects to administer inhalers, the Superintendent must designate at least two (2) personnel at each school site who shall be trained in the recognition of respiratory distress symptoms, the procedures to follow when respiratory distress occurs, and the administration of inhalers, as directed on the prescription protocol, A.A.C. R7-2-810. The Superintendent must maintain and make available upon request a list of school personnel authorized to administer inhalers. The Superintendent will review and implement all the regulatory items listed in A.A.C. R7-2-810, if applicable, as set forth in Regulation JLCD-R.

Training on Seizure Management Plans

The Superintendent will require that nurses, non-nurse staff listed in A.R.S. 15-160.02, and at least one (1) additional employee, be trained in the awareness of seizure disorders and/or the ability to administer or assist with the self-administration, where applicable, as implemented by the State Board of Education. Specific training requirements listed in JLCD-R.

Termination of Medication Administration Policy

The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

Adopted: _____

LEGAL REF.:

A.R.S.

15-157

15-158

15-160.02

15-203

15-341

15-344

15-344.01

32-1601

32-1901

A.A.C.

R7-2-809

R7-2-810

R7-2-811

ADVISORY 914

JLF ©
REPORTING CHILD ABUSE /
CHILD PROTECTION

School personnel, including substitute teachers and any member of a school district governing board or charter school governing body, or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. 36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Department of Child Safety (DCS) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone. A report to a school resource officer or a school safety officer does not satisfy the reporting requirements of A.R.S. 13-3620.

When a report is received by a school resource officer or school safety officer, the officer shall immediately notify a law enforcement agency in the appropriate jurisdiction and shall submit to the local law enforcement agency all information relating to the report for the purposes of the law enforcement agency investigating the reported conduct.

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports twenty-four (24) hours a day without wait times.

All reports made via the online website will *require the person making the report (reporting source) to provide contact information*. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All *emergency situations* where a child faces an immediate risk of abuse or neglect that could result in serious harm *must* still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or

not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, *must be reported*, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting *non-emergency* concerns via the Online Reporting Service at <https://dcs.az.gov/about/contacts>.

Pursuant to A.R.S. 13-3620, such reports shall contain, if known:

- A. The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.
- B. The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.
- C. Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

Interviewing Requirements

A student who is identified as a potential victim of a reportable offense may be interviewed only as provided by the local county protocol that is adopted pursuant to A.R.S. 8-817. This does not prevent a school safety officer or a school resource officer from either:

- A. receiving a voluntary report of a reportable offense from a student who is an alleged victim.
- B. asking a student minimal follow-up questions that are necessary and authorized by the county protocol.

Department of Child Safety Caseworker Visits

When a Department of Child Safety caseworker visits a child at the child's school for the purpose of an interview, the caseworker shall present the caseworker's department of child safety identification. The caseworker may be asked to show the caseworker's valid driver license or valid nonoperating identification license. The school may not keep a digital or physical record of the

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

caseworker's personal identifying information. The school may keep a digital or physical record of the caseworker's Department of Child Safety identification.

If a caseworker declines or is unable to provide one of these forms of identification, the caseworker shall provide the child's school with the contact information for the department office where the caseworker is employed. The school shall contact the department office and verify the caseworker's identification and employment.

Reporting Not Required

A report is not required under A.R.S. 13-3620 for conduct prescribed by A.R.S. 13-1404 and 13-1405 if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

Failure to Report

A person who fails to report abuse as provided in A.R.S. 13-3620 is guilty of a Class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a Class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. 13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any person who is employed as the immediate or next higher-level supervisor to or administrator of a person who is statutorily required to report is not required to report if the supervisor or administrator reasonably believes that the report has been made by the person who is required to report.

Any school employee who has orally reported to DCS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

Posting Requirements

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

Each school that is operated by a school district and each charter school shall post in a clearly visible location in a public area of the school that is readily accessible to students a sign that contains all of the following:

- A. In boldfaced type, the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children that is established pursuant to A.R.S. 8-455.
- B. Instructions to call 911 for emergencies.
- C. Directions for accessing the website of the Department of Child Safety for more information on reporting child abuse, child neglect and the exploitation of children.

Definitions

School Safety Officer: a peace officer who is working in an off-duty capacity at a school. [A.R.S. 15-514]

School Resource Officer: A peace officer or a full-authority reserve peace officer who is certified by the Arizona Peace Officer Standards and Training Board (AZPOST). [A.R.S. 15-154]

Peace Officer: "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 (AZPOST). [A.R.S. 1-215]

Adopted: _____

LEGAL REF.:

A.R.S.

1-215

8-201

8-530.08

13-1404 *et seq.*

13-1410

13-3019

13-3212

13-3506

13-3506.01

13-3552

13-3553

13-3608

13-3619

13-3620

13-3623

15-154

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

15-160.01

15-160.03

15-514

46-451

46-454

CROSS REF.:

GBEB - Staff Conduct

GBEBB - Staff Conduct With Students

JKA - Corporal Punishment

Follow-Up: Instructions for Updating Mission Statements with ADE's School Finance Unit

1 message

Accountability and Research <achieve@accountability.azed.gov>

Wed, Aug 6, 2025 at 1:49 PM

Reply-To: achieve@azed.gov

To: Liz Albin <ealbin@kUSD.org>

Hello Arizona Educators,

Thank you for your attention to our previous communication regarding an update to your FY26 Alternative School Status Application. We appreciate your timely response and commitment to meeting ADE's required qualitative criteria.

You can see the mission statement that is currently on record with the School Finance unit at ADE by visiting the [Arizona School Report Cards Website](#), navigating to the school's page, and looking under School Details. If you are receiving this email, it means this mission statement did not match the mission statement included in your FY26 Alternative School Status application.

How to update a mission statement with School Finance:

Entity Profile Change requests are submitted through the [Help Desk ticketing system](#). When creating a new ticket, use the School Finance "Account Analyst Support Request" template. From there, select the Subcategory "Entity Profile" and select the "Modify Entity" item from the list of options (Add CTED Member Dist., Close Entity, Create New Entity, **Modify Entity**, Remove CTED Member Dist., Reopen Entity).

It is also important to attach the following to the ticket:

For District Schools: Approval from the local School Board or School Board minutes approving the requested changes.

For Charter Schools: Approval from the Arizona State Board for Charter Schools.

Once you have taken actions to align the mission statement between School Finance and your Alternative School Status application, and have verified doing so with ADE's Accountability and Research team, your application will be in good standing.

Please reach out to achieve@azed.gov with questions or to schedule a call to discuss this process in more detail.

Respectfully,



ARIZONA DEPARTMENT OF EDUCATION

Accountability & Research

Arizona Department of Education

www.azed.gov/accountability-research

Accountability and Research

1535 W. Jefferson, Phoenix, AZ 85007

[Unsubscribe](#)

Memorandum

To: KUSD Governing Board

From: Liz Albin, Director of Curriculum & Assessment

RE: School Mission Statements

FOR AGENDA

Possible action to approve all KUSD District & School Mission Statements.

FOR PACKET

Kingman Unified School District: KUSD welcomes ALL students on a learning pathway to informed and engaged citizenship.

Cerbat: To provide the academic and social skills required for success in all communities.

Desert Willow: We focus on nurturing our students' intellectual qualities to promote engaged and responsible citizenship while inspiring a love for learning.

Hualapai: To provide students with the educational tools to become effective citizens and leaders.

Manzanita: To provide a safe, nurturing environment for happy, healthy children to grow academically, physically, and emotionally.

Mt. Tipton: Where collaboration builds enthusiastic learners who become confident adults.

Black Mountain: All students will successfully develop the knowledge, skills, and behaviors essential to become lifelong learners and responsible decision makers.

La Senita: To provide a safe, structured environment that promotes student growth in the areas of communication, cognitive, academic, social, self-help, and physical skills.

Kingman Middle School: Your child is our priority.

White Cliffs Middle School: To develop citizens who positively impact the world.

KOLA Middle School: For students to achieve personal empowerment through alternative academic pathways to become confident, caring, and involved citizens.

KOLA High School: For students to achieve personal empowerment through alternative academic pathways to become confident, caring, and involved citizens.

Kingman High School: To provide a quality education and inspire students to achieve life-long success through creative and relevant experiences.

Lee Williams High School: To educate students by providing engaging experiences that build skills for a successful future.

Approve listed Donations:

District Office:

For SPED Appreciation Week:

- Bare Root – Emilie Sparks donated a facial and gift basket
- Cerbat Cliffs Golf Course donated 5 hats
- Kenava Quilts and Crafts donated a quilt and painted rock plant
- A Beauty Collection donated a gift basket
- Honeycomb Salon donated a hairdryer and shampoo basket
- Dreams and Rainbows donated a gift basket
- Asian Star Restaurant donated 200 - \$5 gift certificates
- Dr. Bokhari donated \$60
- Aquarius Hotel and Casino donated a 2-night stay
- Floyds donated a \$25 gift card
- Frozen Yogurt Island donated 2 - \$15 gift certificates
- MCC Art donated a ceramic bowl
- Cheryl Quinn donated 2 – 1 night stays at their VRBO
- Anderson Auto Group donated \$1500

For the New Teacher Academy:

- Sam's Club - Donated chips and water for NTA lunch
- Carl's Jr. Beale Street, Kingman - Donated coupons
- Desert de Oro Foods, Inc. - Donated coupons for free buffet at Pizza Hut
- Desert de Oro Foods, Inc. - Donated coupons for free combo meal at Taco Bell
- McKee Foods - Donated boxes of Little Debbie snacks
- Staples - Donated care packages of school supplies
- Starbucks, Stockton Hill - Donated coffee and pastries
- Frozen Yogurt Island - Donated \$5 gift certificates

For the SPED Back to School BBQ:

- Journey Church donated 100 sandwiches
- Kitty Rohler donated 100 cookies

Hualapai Elementary School:

- Hope City Church donated 80 starter bags to staff filled with snacks, pens, notepads, Chapstick, etc.
- An anonymous donor donated 9-24 packs of pencils and 5-24 packs of crayons
- Hannah from Abrio Health donated 127 binders in various sizes

Little Explorers:

- Hope City Church donated 100 boxes filled with school supplies

KOLA/PASS:

- McKee Foods donated 6 cases of treats for the students

Desert Willow Elementary School:

- Hope City Church donated 40 gift bags for staff
- Troubled Sons MC donated \$150 towards the school

Black Mountain School:

- Call Griggs donated notebooks, pencils, and markers, class set of each
- Hope City Church donated 4 class sets of pencil boxes filled with pencils, markers, and rulers
- Star Nursery donated a \$100 gift card towards the school
- Dave Gossage donated a camera to the schools Yearbook club

Manzanita Elementary School:

- Kingman FedEx donated 3 boxes of school supplies

- Kingman Elks Lodge donated 3 boxes of school supplies

Cerbat Elementary School:

- Coca Cola donated 3 ice chests
- Starbucks donated 5 gallon coffee carafes
- Fraternal Order of Eagles donated pencils, erasers, paper, crayons, backpacks, headphones, glue, colored pencils, spiral notebooks, composition notebooks and 3-ring binders

Lee Williams High School:

- Cerbat Dental donated \$500 to the LWHS Band
- Bill and Toni Bigelow donated percussion instruments valued at \$200 to LWHS Band

Kingman High School:

- AZ Desert Dermatology donated \$250 to the KHS Football Club
- Foothills Bank donated \$200 to the KHS Band

Mount Tipton Elementary School:

- The VFW #9833 donated \$200 towards the Panther Store
- The American Legion #88 donated \$200 towards the Panther Store
- Chantal Bullock and Linda Leduc with The Checkers Real Estate Group & ROGMD, Elise Harron with Dirt Road Real Estate, Carmen Jimenez with Realty ONE Group Mountain Desert, Sean Harron with Lost Horizon LLC & owner of Turquoise Estates in Dolan Springs, and Tommy Bullock with Fast House Funding Powered By Go Rascal Inc. donated together 2 pallets of water bottles and contributed between \$500 - \$1,000 worth of school supplies