

Policy/Reg & No.		Changes or Added language
Policy Advisory No. 672	Regulation GBGB-R — Staff Personal Security and Safety	Policy GBGB-R, These regulations are updated or created in response to the State of Arizona Executive Order 2020-51, Arizona: Open for Learning ... The Executive Order requires the use of face coverings until the Arizona Department of Health Services (ADHS) determines that face coverings are no longer necessary or recommended to contain the spread of the coronavirus.
Policy Advisory No. 673	Policy IHA — Basic Instructional Program	Policy IHA, A.R.S. 1-319 specifies that September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day, which is not a legal holiday ... On Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.
Policy Advisory No. 674 NEW	Regulation JICA-RB — Student Dress	Policy JICA-RB, These regulations are updated or created in response to the State of Arizona Executive Order 2020-51, Arizona: Open for Learning ... The Executive Order requires the use of face coverings until the Arizona Department of Health Services (ADHS) determines that face coverings are no longer necessary or recommended to contain the spread of the coronavirus.
Policy Advisory No. 675	Policy KB — Parent Involvement in Education	Policy KB, Each school district and charter school in this state shall prominently post on a publicly accessible portion of its website a link to the statutory handbook of parental rights. The appropriate language has been added to Policy KB, Parent Involvement in Education.
Policy Advisory No. 676	Regulation KI-RB — Visitors to Schools	Policy KI-RB, These regulations are updated or created in response to the State of Arizona Executive Order 2020-51, Arizona: Open for Learning ... The Executive Order requires the use of face coverings until the Arizona Department of Health Services (ADHS) determines that face coverings are no longer necessary or recommended to contain the spread of the coronavirus.

Wilson School District # 7

Board Meeting Report

August 2020

Function Code	Function Description	FY 21 Budget	Expended YTD	Encumbered YTD	Exp & Enc YTD	Uncommitted Balance	% Committed
MAINTENANCE AND OPERATIONS FUND 001							
001- 100/ 600 Regular Education/ Other Programs							
1000	Instruction	\$ 2,654,862	\$ 146,575	\$ 2,905,163	\$ 3,051,738	\$ (396,876)	115%
2100	Support Svcs Student	507,655	30,736	367,100	397,836	109,819	78%
2200	Support Svcs Instr. Staff	462,737	60,882	310,528	371,410	91,327	80%
2300	Support Svcs Gen Admin	293,137	27,539	252,567	280,105	13,032	96%
2400	Support Svcs School Admin	398,114	37,332	340,732	378,064	20,050	95%
2500	Business & Technology	491,135	66,904	395,332	462,236	28,898	94%
2600	O & M Plant Svcs	1,328,921	162,106	1,286,081	1,448,186	(119,265)	109%
2800		-	26,795	-	26,795	(26,795)	#DIV/0!
3100	Food Service Operations	24,568	898	16,792	17,690	6,878	72%
550-2200	K-3 Reading Program	78,527	3,789	63,007	66,796	11,731	85%
610-1000	Cocurricular Band/Choir	2,000	-	-	-	2,000	0%
620-1000	Athletic Programs	500	-	1,500	1,500	(1,000)	300%
900-3300	Community Services	910	-	375	375	535	41%
	Subtotal	\$ 6,243,066	\$ 563,555	\$ 5,939,176	\$ 6,502,731	\$ (259,665)	104%
001 - 200 Special Education							
1000	Instruction	\$ 736,350	\$ 26,450	\$ 735,870	762,320	\$ (25,970)	104%
2100	Support Svcs Student	305,023	4,956	164,094	169,050	135,973	55%
2200	Support Svcs/ Omstr/ Staff	4,000	388	3,227	3,615	385	90%
2400	Support Svcs School Admin	-	9,009	129,369	138,378	(138,378)	#DIV/0!
2500	Business & Technology	1,500	-	-	-	1,500	0%
	Subtotal	\$ 1,046,873	\$ 40,802	\$ 1,032,560	\$ 1,073,362	\$ (26,489)	103%
001 - 400 Transportation							
2600	District Trans. Svcs	\$ 11,500	\$ 553	\$ 7,270	\$ 7,823	\$ 3,677	68%
2700	Student Trans. Svcs	\$ 342,631	\$ 8,264	\$ 299,315	\$ 307,579	\$ 35,052	90%
	Subtotal	\$ 354,131	\$ 8,817	\$ 306,585	\$ 315,402	\$ 38,729	89%
511 - Desegregation Regular/Special Education							
1000	Instruction	\$ 1,829,180	\$ 64,141	\$ 1,283,575	\$ 1,347,715	\$ 481,465	74%
2100	Support Svcs Student	23,912	98	2,304	2,402	21,510	10%
2200	Support Svcs Instr. Staff	9,708	2,126	32,525	34,651	(24,943)	357%
2400	School Administration	3,500	129	1,074	1,203	2,297	34%
	Subtotal	\$ 1,866,300	\$ 66,494	\$ 1,319,477	\$ 1,385,971	\$ 480,329	74%
TOTAL M & O		\$ 9,510,370	\$ 679,668	\$ 8,597,798	\$ 9,277,466	\$ 232,904	98%

Wilson School District # 7

Board Meeting Report

August 2020

Function Code	Function Description	FY 21 Budget	Expended YTD	Encumbered YTD	Exp & Enc YTD	Uncommitted Balance	% Committed
CLASSROOM SITE FUNDS 011, 012 AND 013							
011- 100 Regular Education - Base							
1000	Instruction	\$ 350,000	\$ 3,348	\$ 57,637	\$ 60,985	\$ 289,015	17%
	Subtotal	\$ 350,000	\$ 3,348	\$ 57,637	\$ 60,985	\$ 289,015	17%
011- 200 Special Education - Base							
1000	Instruction	\$ 62,782	\$ 266	\$ 4,571	\$ 4,838	\$ 57,944	8%
	Subtotal	\$ 62,782	\$ 266	\$ 4,571	\$ 4,838	\$ 57,944	8%
	Total CSF- Base	\$ 412,782	\$ 3,614	\$ 62,209	\$ 65,823	\$ 346,959	16%
012- 100 Regular Education - Performance							
1000	Instruction	\$ 789,663	\$ -	\$ 25,397	\$ 25,397	\$ 764,266	3%
2000	Support Services & Interest	15,000	-	1,687	1,687	13,313	11%
	Subtotal	\$ 804,663	\$ -	\$ 27,084	\$ 27,084	\$ 777,579	0%
012- 200 Special Education - Performance							
1000	Instruction	\$ 170,000	\$ -	\$ -	\$ -	\$ 170,000	0%
	Subtotal	\$ 170,000	\$ -	\$ -	\$ -	\$ 170,000	0%
	Total CSF - Performance	\$ 974,663	\$ -	\$ 27,084	\$ 27,084	\$ 947,579	3%
013- 100 Regular Education - Menu							
1000	Instruction	\$ 512,752	56,454	150,544	21,805	\$ 490,947	4%
2000	Support Services & Interest	2,000	1,446	-	1,446	554	72%
	Subtotal	\$ 514,752	\$ 57,900	\$ 150,544	\$ 23,251	\$ 491,501	5%
013- 200 Special Education - Menu							
1000	Instruction	\$ 86,755	\$ 695	\$ 11,939	\$ 10,954	\$ 75,802	13%
	Subtotal	\$ 86,755	\$ 695	\$ 11,939	\$ 10,954	\$ 75,802	13%
	TOTAL CSF - MENU	\$ 601,507	\$ 58,595	\$ 162,484	\$ 34,205	\$ 567,302	6%
TOTAL CLASSROOM SITE FUND (CSF)		\$ 1,988,952	\$ 62,209	\$ 251,776	\$ 127,111	\$ 1,861,841	6%

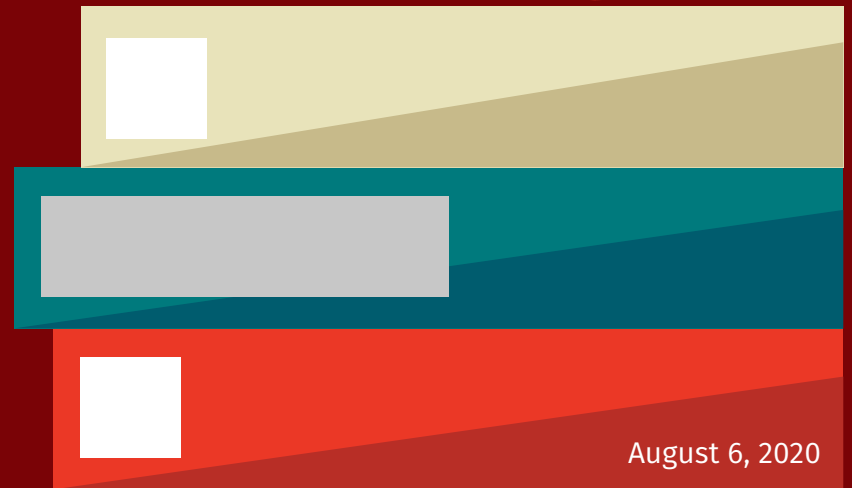
Wilson School District # 7

Board Meeting Report

August 2020

Function Code	Function Description	FY 21 Budget	Expended YTD	Encumbered YTD	Exp & Enc YTD	Uncommitted Balance	% Committed
UNRESTRICTED CAPITAL OUTLAY FUND 610							
1000	Instruction	\$ 740,387	\$ 375,837	\$ 239,455	\$ 615,292	\$ 125,095	83%
2100	Support Svcs Student	11,000	-	9,292	\$ 9,292	1,708	118%
2200	Media/ Library	167,250	18,711	66,510	\$ 85,220	82,030	51%
2300	Support Svcs Gen Admin *	10,000	-	-	\$ -	10,000	0%
2400	Support Svcs School Admin*	100,000	-	-	\$ -	100,000	0%
2500	Business & Technology	26,500	13,847	72,563	\$ 86,410	(59,910)	326%
2600	O & M Plant Svcs	112,000	-	19,516	\$ 19,516	92,484	17%
2700	Student Trans. Svcs	-	-	-	\$ -	-	N/A
3100	Food Service Operations	-	-	-	\$ -	-	N/A
3300	Community	-	-	-	\$ -	-	N/A
4500	Building Acquisition	-	-	-	\$ -	-	N/A
4600	Site Improvements	40,000	-	-	\$ -	40,000	0%
4700	Building Improvement	120,000	189,912	1,544	\$ 191,456	(71,456)	160%
200-1000	Special Ed Instruction	-	-	-	\$ -	-	N/A
200-21/2200	Special Ed Student Support	6,000	-	862	\$ 862	5,138	14%
610-1000	Cocurricular Bank/Choir	-	-	-	\$ -	-	N/A
511-1000	Desegregation - Instruction	-	-	-	\$ -	-	N/A
511-2000	Desegregation - Support Svcs	20,000	-	-	\$ -	20,000	0%
511-4000	Desegregation - Bldg Improv	-	-	-	\$ -	-	N/A
TOTALS		\$ 1,353,137	\$ 598,306	\$ 409,742	\$ 1,008,048	\$ 345,089	74%

Safely Returning to In-Person Instruction



ARIZONA DEPARTMENT
OF HEALTH SERVICES

August 6, 2020

Introduction

Aside from a child's home, no other setting has more influence on a child's health and well-being than their school. The school environment helps with the following:

- Provides education instruction;
- Supports the development of social and emotional skills;
- Creates a safe environment for learning;
- Addresses nutrition needs;
- And facilitates physical activity.

After the early closure of schools during the 2019-2020 school year in response to the COVID-19 pandemic, local education agencies (LEAs), schools, and universities have been preparing to reopen schools for in-person instruction. The Arizona Department of Education (ADE) and Arizona Department of Health Services (ADHS) have partnered in the development of guidance to support the safe reopening of school buildings. The [Roadmap for Reopening Schools](#), released in June 2020, provides LEAs and schools the guidance necessary to create plans to reopen schools while reducing the risk of transmission among students and staff. This document, Benchmarks for Safely Returning to In-Person Instruction, is designed to be used in conjunction with the Roadmap for Reopening Schools.

The level of COVID-19 transmission in the community is an important factor in determining when it is safe to begin in-person instruction. The experiences of other countries have indicated that reopening schools may be low risk in communities with low transmission rates. Despite children having similar viral loads in their upper airways as adults, there appears to be a lower risk that children under 10 with COVID-19 will transmit to household members, compared to children 10 or older and adults. Both large-scale epidemiological surveys and smaller analyses of household clusters suggest that younger children are less likely to infect the adults in their household with COVID than vice versa. Based on contact-tracing studies performed early in the epidemic, little evidence has been found of efficient transmission in school settings. While children, particularly those under 10, may not amplify transmission within the school setting, special attention should be given to prevent staff-to-staff transmission.

Schools are required to begin distance learning at the beginning of their academic calendar. Developed at the request of the education community, the benchmarks included herein should be used as a guide, in consultation with [Local Health Departments](#), to determine when it is safe to return to in-person instruction. As communities begin meeting benchmarks, school districts should follow the health protocols set forth in the [Roadmap for Reopening Schools](#). Reopening schools is complicated, as is providing helpful guidance for a virus we are still learning about. What each school decides must be specific to its needs and circumstances. Guidance to schools may change as our understanding of the virus evolves, and more scientific evidence becomes available.

Benchmarks

There are two key components to reopening school buildings for in-person instruction. First is the quality of the school’s mitigation plan, or the “how”. This plan outlines strategies the school will implement to reduce the spread of COVID-19 among students and staff upon reopening school buildings regardless of the building is open for [onsite support services](#) or in-person instruction. This plan must be adopted, implemented, and posted on the LEA’s website before onsite support services may begin. The second is the level of spread occurring within the community, or the “when”. Both the school’s individual mitigation plan as well as degree of community spread are equally important in determining when it is safe to reopen a school building.

The CDC defines community spread as follows:

Minimal community spread: Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal setting

Moderate Community Spread: Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases

Substantial Community Spread: Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)

The ADHS further defines community spread levels with the thresholds outlined below. These thresholds are consistent with the national standards set by the Coronavirus Task Force.

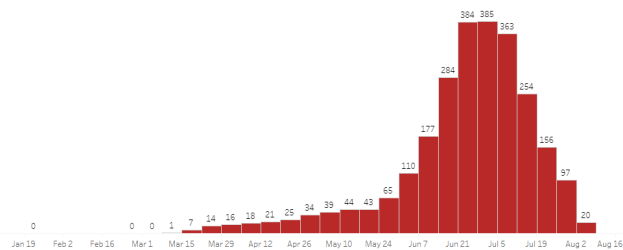
Benchmarks	Minimal	Moderate	Substantial
Cases	<10 cases/100,000	10-100 cases/100,000	>100 cases/100,000
Percent Positivity	<5%	5-10%	>10%
COVID-like Illness	<5%	5-10%	>10%

Understanding the Benchmarks

Cases

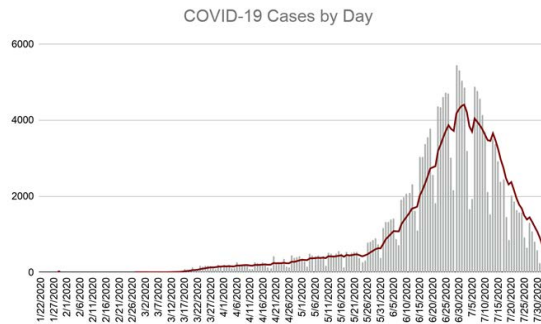
Benchmark: Two weeks below 100 cases per 100,000 (not including the current week)

Rate of COVID-19 cases per 100,000 population by week



OR

A decline in weekly average cases for two consecutive weeks (not including the current week)

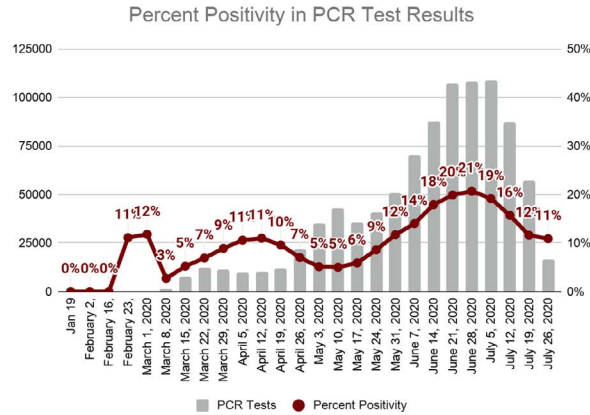


Data Source: ADHS MEDSIS Confirmed and Probable Cases

Available by: County

Percent Positivity

Benchmark: Two weeks with percent positivity below 7% (not including the current week)



Data Source: ADHS Electronic Laboratory Data

Available by: County

COVID-like Illness

Benchmark: Two weeks with hospital visits due to COVID-like illness below 10%







Data Source: BioSense Syndromic Surveillance Platform

Available by: BioSense Region

- **Northern:** Apache, Coconino, Navajo, Yavapai Counties
- **Central:** Gila, Maricopa, Pinal Counties
- **Southeastern:** Cochise, Graham, Greenlee, Pima, Santa Cruz Counties
- **Western:** La Paz, Mohave, Yuma Counties

Additional Considerations for Offering In-Person Instruction

The ADHS recommends county-specific public health benchmarks fall within the moderate or minimal spread category in all three benchmarks for two weeks in order to provide Hybrid learning (some students in physical buildings and some students distance learning). Specifically, ADHS recommends the following benchmarks be met prior to offering any in-person learning:

-  Cases: a two week decline in the number of cases or two weeks with new case rates below 100 per 100,000
-  Percent positivity: two weeks with less than 7% positivity
-  COVID-like Illness Syndromic Surveillance: two weeks with hospital visits due to COVID-like illness below 10%
-  In addition, the Local Health Department may modify a specific benchmark.



Community Spread Levels & Schools

School reopening plans should encompass four scenarios:

- Traditional - All students in physical buildings
- Hybrid - Some students in physical buildings and some students distance learning
- Virtual - All students distance learning with onsite support services
- Intermittent - Intermittent distance learning based on emergency closures as defined by state and local health departments

The following table combines levels of community spread with the mitigation strategies outlined in the [Roadmap to Reopen Schools](#). This is not a comprehensive list and LEAs should consult the roadmap to ensure their plans include the strategies that will best protect the students, staff, and teachers within their school(s).

Community Spread Level	Delivery Model	Hand Hygiene & Respiratory Etiquette	Enhanced Cleaning	Proper Ventilation (buildings and Buses)	Monitor Absenteeism	Symptom Screening	Physical Distancing (6 feet)	Masks	Cohorting	Field Trips & Large Gatherings Canceled	Communal Spaces Closed
No to Minimal	Traditional	X	X	X	X						
Minimal to Moderate	Hybrid	X	X	X	X	X	X	X	X	X	X
Substantial	Virtual w/ onsite support services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Using the Benchmarks to Inform Reopening

LEAs may use the following checklist when considering to reopen school buildings. As outlined with this document as well as the Roadmap for Reopening Schools, ADHS encourages LEAs to meet all criteria listed below:

Initial Reopening Checklist

- Reopening buildings for on site services or in-person instruction is consistent with applicable state and local orders
- Consulted the local health department to confirm all three benchmarks are within the **minimal** or **moderate** spread category for two weeks. LEAs and local health departments may use additional considerations for initial reopening as outlined above.
 - Cases: <100 cases/100,000 or a two week decline in number of cases
 - Percent Positivity: <7%
 - COVID Like Illness: <10%
- The adopted mitigation plan includes strategies for traditional, hybrid, virtual, and intermittent models
- The adopted mitigation plan has been posted on the LEA's website

The ADHS recommends schools work with their local health department. Schools should start preparing for virtual learning when one or more of the benchmarks are in the **substantial** spread category.

Using the Data Dashboard

The ADHS dashboard will be updated every Thursday for the data covering the two-week period ending 12 days earlier. The table below provides examples using the August and September dashboard updates with the data time period. Dashboard updates will continue beyond the dates in the table.

Dashboard Update	Date Time Period
August 6, 2020	07/12 - 07/18 07/19 - 07/25
August 13, 2020	07/19 - 07/25 07/26 - 08/01
August 20, 2020	07/26 - 08/01 08/02 - 08/08
August 27, 2020	08/02 - 08/08 08/09 - 08/15
September 3, 2020	08/09 - 08/15 08/16 - 8/22
September 10, 2020	08/16 - 08/22 08/23 - 08/29
September 17, 2020	08/23 - 08/29 08/30 - 09/05
September 24, 2020	08/30 - 09/05 09/06 - 09/12

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Reading the Dashboard

The County-Level School Benchmarks page on the ADHS dashboard (shown below) is used to determine the level of community spread of COVID-19 in Arizona and assist with the decision making for the types of delivery model schools may consider. Users may select a county to filter the data. The [dashboard](#) includes easy to read, color coded indicators.

Select a county to filter the data.



Showing data for **All Counties**

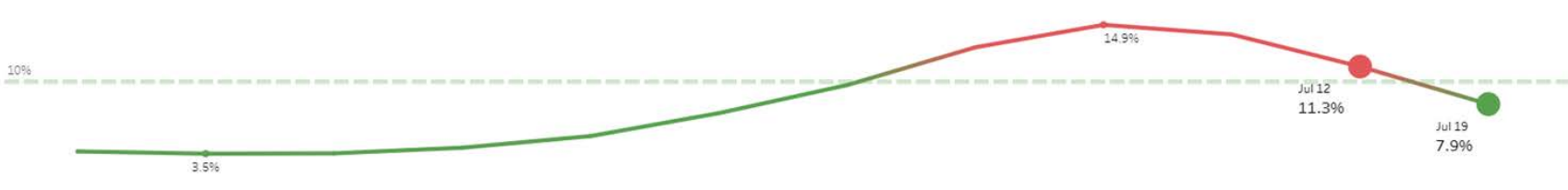
1) Decline in cases or less than 100 cases per 100,000 individuals for two consecutive weeks: **Benchmark Met**



2) Two consecutive weeks with percent positivity below 7%: **Benchmark Not Met**



3) Two consecutive weeks with hospital visits for COVID-like illnesses in the region below 10%: **Benchmark Not Met**



What is this dashboard?

ADHS County-Level School Benchmarks
This dashboard is used to determine the level of community spread of COVID-19 in Arizona and assist with decision making for the types of delivery model schools may consider.

Time Frame
This dashboard does not look at the past two weeks due to potential lags in data.

Hover over the icon to get more information on the data in this dashboard.



Responding to COVID-19 in Schools

The importance of staying home when sick cannot be emphasized enough. Schools should encourage all students/parents, staff, and teachers to self monitor for symptoms at home prior to leaving for school. Symptoms include:

- Fever (greater than or equal to 100.4 F or 38 C)
- Subjective chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

COVID-19 symptoms may present differently in children than in adults. For example, children are less likely than adults to have fever with COVID-19 and more likely to present with non-respiratory symptoms such as nausea and diarrhea. It is important to recognize many common illnesses have similar symptoms. In an abundance of caution, any person experiencing symptoms should remain home.

What to do When Someone on Site has COVID-19 Symptoms

Schools should set a low threshold for sending students or staff members home if illness is suspected and encourage the collection of backup emergency contacts. Any of the symptoms listed above that are not related to an already diagnosed condition or illness (as known by the school healthcare personnel) could be COVID-19. The student or staff member should not physically attend school until clearance from [isolation criteria](#) have been met or an alternative diagnosis is made.

As with other infectious diseases, if a student or staff member develops any symptoms at school, they should be immediately removed from any group setting. They should be placed in a separate room with a mask on, as tolerated. If a separate room is not available, place the sick student or staff member in a location where they can be at least 6 feet away from others.

Staff tending to the care of the sick individual should use appropriate personal protective equipment (PPE) including surgical mask, gloves and eye protection (goggles or face shield). If they are in direct contact with the sick individual they should wear a gown. Contact the emergency contact for the individual to be picked up from school as soon as possible, ideally within 1 hour. Call 911 if the individual is exhibiting any serious symptoms, including difficulty getting enough air, change in alertness or responsiveness, bluish lips or face.

What to do When Someone on Site has COVID-19 Symptoms *continued*

All household members of someone confirmed or suspected to have COVID-19 should not physically attend school and quarantine at home for 14 days. Keep in mind, siblings may be at the same school or at another school (age dependent). Should a student become sick, families should notify the schools of any household contact. If a sick student's household contact is in school, the contact's school should be notified and they should be removed from the classroom and sent home as soon as possible, even if not displaying symptoms. If the household contact is also sick, follow steps as above.

It is important to note that release from isolation DOES NOT require a provider's note and DOES NOT require repeat testing or a negative test. Verifying that a student or staff member meets criteria for release from isolation will be up to the school medical staff or administration. The following dates should be collected for verification:

- Date of test collection (if tested);
- Date of onset of symptoms; and
- Date of resolution of fever.

Quarantining Classes or Closing School Buildings

Schools must report any outbreaks of COVID-19 to their local health department. Having more than one case within a school does not constitute an outbreak. An outbreak is defined as two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14 day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

Similar to determining when to reopen school buildings, the decision to quarantine a class, close a portion of the school, or close the school entirely should be made in close coordination with your [local health department](#). Both the context of local spread as well as the school's mitigation practices should be considered. Schools should begin preparing for virtual learning when one or more benchmark categories fall within the **substantial** spread category.

CLASSROOM DISTANCING



Supplemental Materials

How to Wear a Mask

How to Wash Your Hands

Symptoms of COVID-19

Physical Distancing

COVID-19 Continuum of School
Learning Scenarios

A New School Day

Masks

Opening Arizona Schools:
Benchmarks



How to Wear a Mask

Who should wear a mask?

Everyone over the age of 2 should wear a mask in public. It is one of the best tools you have to protect yourself, your family, and others from COVID-19.

✓ DO'S



Wash or sanitize your hands before and after touching your mask.



Wear the mask snugly but comfortably over your nose and mouth. If it hurts your ears, try one that ties behind your head instead of looping over your ears.



Keep it on over your mouth and nose when speaking with others or when on the phone.



Wear the mask in public until you need to eat or drink, then make sure to keep it clean and uncontaminated.

✗ DON'TS



Don't let the mask sit under your nose. If it gapes open, it's not doing its job.

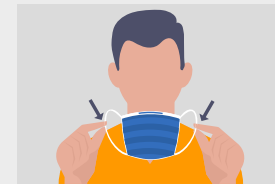


Don't touch your mask when wearing it.



Don't adjust your mask too much, and refrain from pulling on or touching the front of your mask.

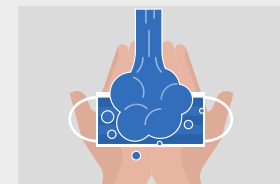
REMOVING AND STORING A MASK



1. Make sure you are more than 6 feet from others and then remove the mask by touching the ear loops or ties only.



2. Place your mask in a clean paper bag, container, or on a designated surface.

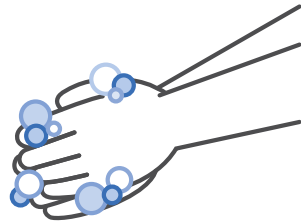


3. Wash your mask after each day's use and store it in a clean bag or container.

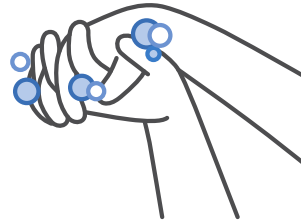
How Nurses and Doctors Wash Their Hands



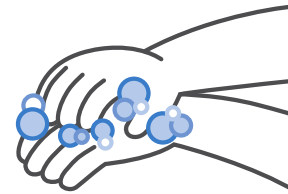
1. Wet & Soap



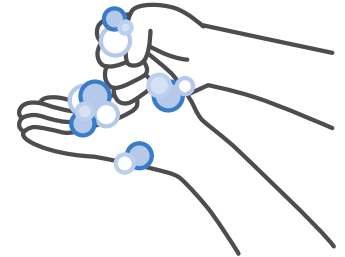
2. Palms



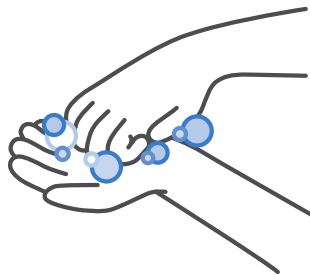
3. Between Fingers



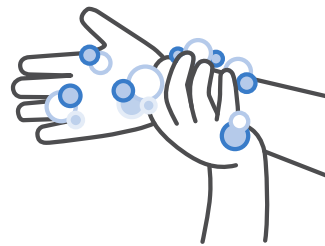
4. Back of Fingers



5. Thumbs



6. Fingernails



7. Wrists



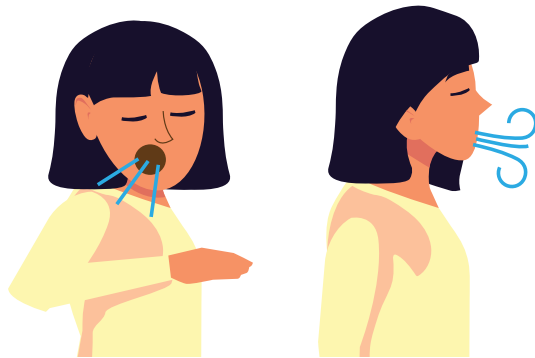
8. Rinse & Dry



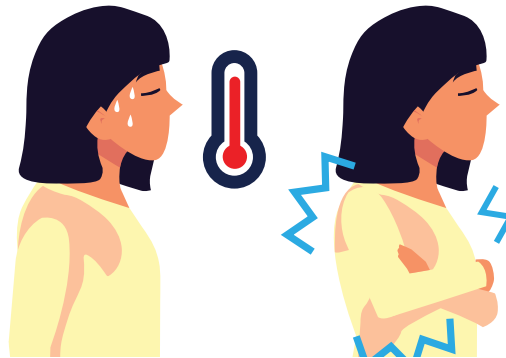
9. Use Towel to Turn Off Faucet & Open Door

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Cough, shortness of breath or difficulty breathing



Fever or chills



Muscle or body aches



Vomiting or diarrhea



New loss of taste or smell

Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

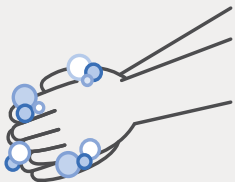
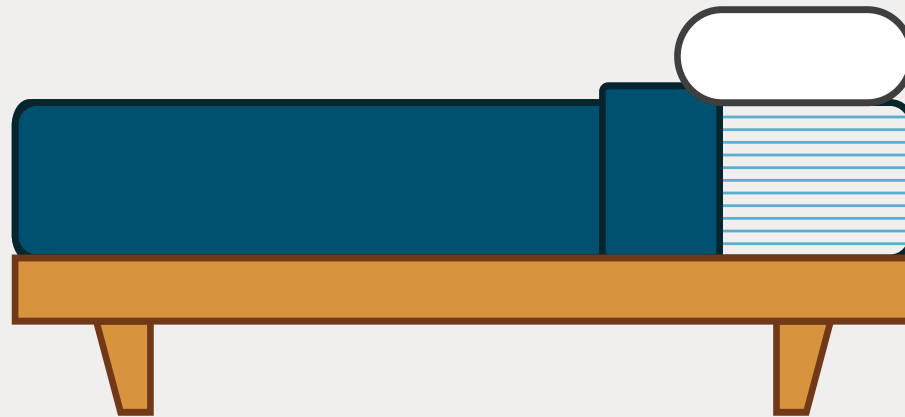
Seek medical care immediately if someone has **emergency warning signs of COVID-19.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.

Physical Distancing

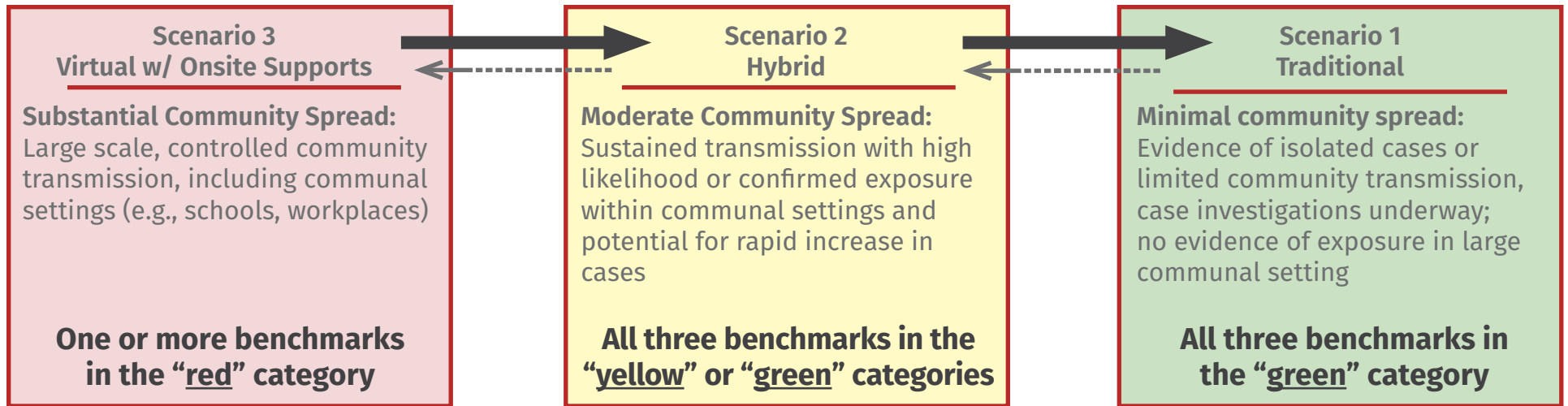
Physical distancing helps to slow down or stop the spread of COVID-19. You can help by keeping 6-feet of space between you and others.



Remember to wash your hands for 20 seconds with soap and water and try not to touch your face.

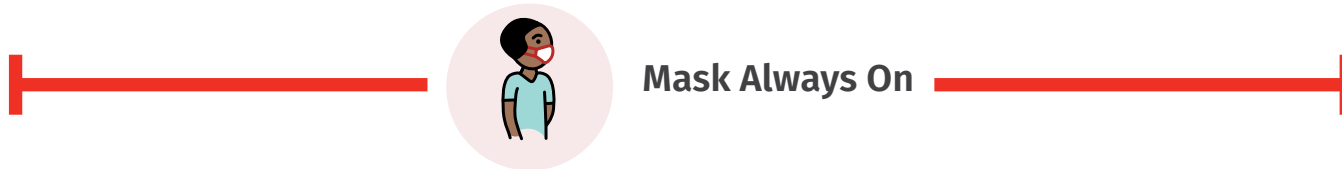
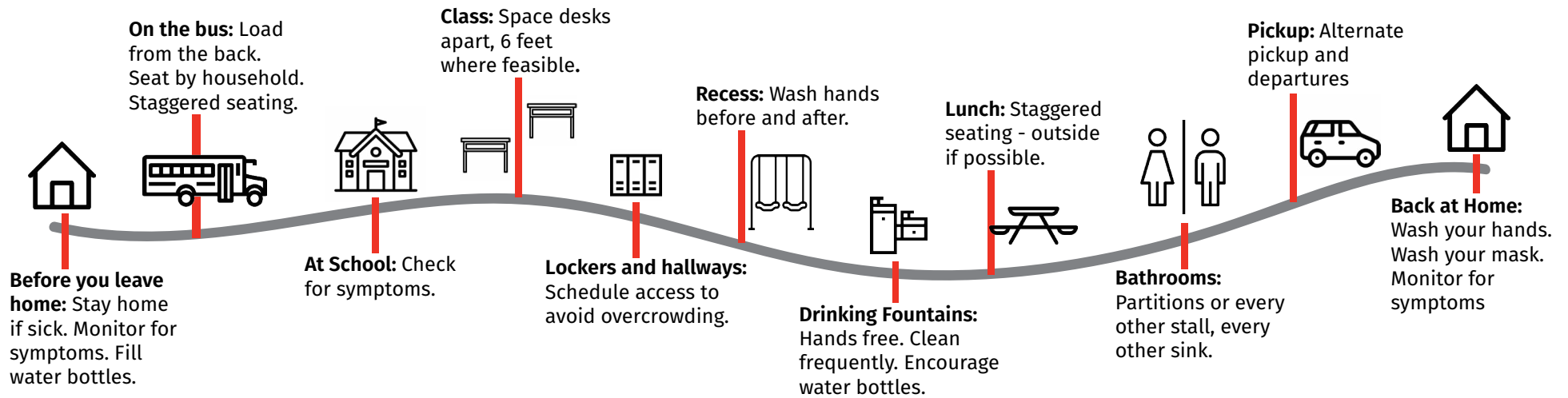
COVID-19 Continuum of School Learning Scenarios

LEA's and schools reopening plans include information for operating within all scenarios outlined in Arizona's [Roadmap for Reopening Schools](#).



Benchmarks	Minimal	Moderate	Substantial
Cases	<10 cases/100,000	10-100 cases/100,000	>100 cases/100,000
Percent Positivity	<5%	5-10%	>10%
COVID Like Illness	<5%	5-10%	>10%

A New School Day



Free Masks

ADHS, in partnership with ADOA and other state agencies, has created a program to provide free masks to vulnerable populations across the State of Arizona. This program is being expanded to allow Arizona parents and school staff to order reusable masks.

Order masks on our [online request form](#) or by phone at 602-542-8664.

These masks will be shipped directly to residential addresses in Arizona. Five (5) masks will be shipped per order, free of charge.

Please visit our [FAQs website](#) for more information or call Hanes 1-800-503-6698 Monday through Friday from 6:00 am - 2:00 pm Arizona time for questions regarding the mask itself or shipping.

Mask Usage Information

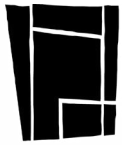
- Masks should be utilized when in public settings and when around people who don't live in your household. The CDC recognizes that there are specific instances when wearing a mask may not be feasible. In these instances, adaptations and alternatives should be considered whenever possible.
- Masks should not be placed on children younger than two years old, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or unable to remove the mask without assistance, or students with certain disabilities or health conditions.
- Masks should fit snugly on the face. The masks provided as part of this program are not recommended for use by elementary school-aged children, as the mask may not fit small children snugly enough. Parents are responsible for determining the fit and suitability of the mask for their child, based on considerations specific to each child.
- The masks provided are not recommended for use in a surgical or clinical setting where significant exposure to liquid, bodily or other hazardous fluids may be expected or infection risk level through inhalation exposure is high.
- Do not use in the presence of a high-intensity heat source or flammable gas.
- These masks should not be used in a clinical setting where the infection risk level through inhalation exposure is high.
- The fabric over the breathable area of the mask is manufactured with 100% cotton.
- Mask may contain silver and/or copper. If irritation develops, discontinue use.
- The following washing instructions are recommended: Machine wash warm. Do not use fabric softener. Use only non-chlorine bleach if needed. Tumble dry high.
- This product has not been FDA cleared or approved.



- This product has been authorized by the US Food and Drug Administration (FDA) under an Emergency Use Authorization (EUA) for use by healthcare professionals as a source control to help prevent the spread of infection or illness in healthcare settings and by the general public to help slow the spread of the virus during the COVID-19 pandemic.
- This product is authorized only for the duration of the declaration that circumstances exist justifying the authorization of the emergency use of medical devices, including alternative products used as medical devices, during the COVID-19 outbreak, under section 564(b)(1) of the Act, 21 U.S.C. Section 360bbb-3(b)(1) unless the authorization is terminated or revoked sooner.

No Warranties or Assurances

- According to the CDC, a face-covering may not protect the wearer, but it may help prevent a wearer who has COVID-19, including wearers who are asymptomatic or pre-symptomatic, from spreading the virus to others. Additionally, the CDC states that wearing a face-covering may help protect people around you.
- The CDC guidelines do not claim that wearing face-coverings may protect the wearer from contracting the virus. Additionally, the State of Arizona does not make any express or implied warranties regarding the face-coverings.



ARIZONA DEPARTMENT OF HEALTH SERVICES

Safely Returning to In-Person Instruction



Cases

New cases per 100,000 population

Minimal: less than 10

Moderate: 10 - 100

Substantial: greater than 100



Percent Positivity

Percent of positive COVID-19 tests

Minimal: less than 5%

Moderate: 5 - 10 %

Substantial: greater than 10%



COVID-Like Illness

COVID-19 ER visits & hospitalizations

Minimal: less than 5%

Moderate: 5 - 10%

Substantial: greater than 10%



Initial Opening

ADHS recommends schools or school districts meet all 3 benchmarks at the county level in moderate or minimal transmission category for two weeks in order to begin hybrid learning.

Are new cases in minimal or moderate transmission category for two weeks?

or

Is there a two-week decline in the number of new cases?

↓ YES

Is the percent of positive COVID-19 tests less than 7% for two weeks?

↓ YES

Are ER visits and hospitalizations for COVID-19 in minimal or moderate transmission for two weeks?

↓ YES



**Opening benchmarks met
Consider Hybrid learning model**

NO ↗



Substantial transmission:
Maintain virtual learning

NO ↗



Substantial transmission:
Maintain virtual learning

NO ↗



Substantial transmission:
Maintain virtual learning



Monitoring Benchmarks

ADHS recommends schools work with their local health departments. After transitioning to a hybrid model, schools should consider resuming virtual learning when one or more benchmark categories are in substantial transmission.



Career & Technical Education Internship Guidelines 2020-2021



What is a CTE Internship?

The CTE Internship provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The CTE Internship **must be directly related to the CTE program** where the credits were earned and offers both paid and unpaid work experience.

Who is eligible to participate in the CTE Internship?

Students who are classified as seniors (12th grade) and at least 16 years of age are eligible to participate. Students must have completed at least one Carnegie unit of coherent sequence in a CTE program prior to enrolling in a CTE Internship. Students in internships must have completed the second year course of the coherent sequence or be concurrently enrolled in the second year course prior to enrolling in a CTE Internship.

What are the responsibilities of the teachers assigned to supervise the CTE Intern?

- Maintain any valid CTE teaching certificate
- Comply with all labor laws
- Educate employers/supervisors about program technical standards and the student learning objectives
- Identify, research, contact and develop safe industry-based student work sites
- Develop each student's Training Plan and Training Agreement and secure signatures
- Evaluate students in cooperation with employers/supervisors
- Maintain appropriate work hours documentation
- Work collaboratively with CTE Program teachers
- Verify that student placements are in compliance with the program technical standards
- Ensure that all "registered" Internship students have placement within 4 weeks (2 weeks for block classes) of the start of the school year (semester for block classes)

What are the responsibilities of the Program Teacher?

- To develop a selection process to identify internship participants
- Work collaboratively with teacher assigned to supervise interns, if other than program teacher
- Verifies that all student placements are in compliance with the program technical standards

What information is required in the CTE Internship Training Plan?

Teachers must include the following items in the Training Plan prior to the student starting the CTE Internship:

- Documentation of prior CTE course (s) taken
- CTE Program standards and learner outcomes to be assessed at the work site identified
- Appropriate signatures from employer/supervisor, student, parent/guardian and teacher

What information is required in the CTE Internship Training Agreement?

- Teachers must include the following items in the Training Agreement prior to the student starting the CTE Internship:
- Name of student, birth date, address and telephone number
- Responsibilities of and contact information for workplace employer/supervisor student, and parent/guardian
- Conditions of employment such as wages, hours, duration of employment, etc.
- Appropriate signatures from employer/supervisor, student, parent/guardian and teacher

What records are required for each student?

Internship coordinator must have the following on file:

- Training Plan
- Training Agreement
- Supervisor/Internship Coordinator evaluation reports
- Monthly hour reports
- Placement contacts

ACTION ITEM

DATE: September 15, 2020

ITEM: Approve acceptance of gifts.

SUBMITTED BY: _____
Beth Strickler, Director of Business Services & Technology

RECOMMENDED: _____
Mr. Antonio Sanchez, Superintendent

DISCUSSION:

DONOR	GIFT	PURPOSE
Mr. Bryan S. Kuban	\$600	Used; Yamaha 24-channel Audio Mixing Board
Valley of the Sun United Way	\$10,000	United for the Valley COVID-19 Expenses
City of Phoenix	Personal protective equipment Sanitizers, gowns, cloth masks, clear masks	Students/Staff

RECOMMENDED: It is recommended that the Governing Board approve acceptance of the presented gifts offered to the District.

INFORMATION ITEM

DATE: September 15, 2020

ITEM: Board Financial Report as of August 31, 2020

SUBMITTED BY: _____
Beth Strickler, Director of Business Services & Technology

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

INFORMATION: All funds are within legal budget limits and are expected to remain so.

ACTION ITEM

DATE: September 15, 2020

ITEM: Minutes for August 11, 2020

Minutes following

ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of extra duty and stipends as of 8/31/20.

SUBMITTED BY: _____
Beth Strickler, Director of Business Services & Technology

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDATION:

It is recommended that the Governing Board approve of the extra duty and stipends as of 8/31/20.

DISCUSSION/ACTION ITEM

DATE: September 15, 2020

ITEM: Second Reading – Approval of Policies:
GBGB-R – Staff Personal Security and Safety
IHA – Basic Instructional Program
JICA-RB – Student Dress
KB – Parent Involvement in Education
KI-RB – Visitors to Schools

SUBMITTED BY: _____
Alex Dumas, Human Resource Director

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

DISCUSSION:

Second Reading – It is recommended that the Governing Board approve the following policies:
GBGB-R – Staff Personal Security and Safety
IHA – Basic Instructional Program
JICA-RB – Student Dress
KB – Parent Involvement in Education
KI-RB – Visitors to Schools

DISCUSSION ITEM

DATE: September 15, 2020

ITEM: First Reading – Policies:
ACA & ACA-R – Sexual Harassment
ACAA & ACAA-R – Title IX Sexual Harassment

SUBMITTED BY: _____
Alex Dumas, Human Resource Director

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

DISCUSSION:
First Reading – Policies:
ACA & ACA-R – Sexual Harassment
ACAA & ACAA-R – Title IX Sexual Harassment

DISCUSSION/ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of the utilization of the Maricopa County Health Department (MCHD) benchmarks to determine the reopening of schools.

SUBMITTED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

DISCUSSION:

The district will use 2 weeks of benchmarks falling within the minimal risk threshold as defined by Maricopa County Health Department for the Wilson School District boundaries to determine the reopening of schools.

RECOMMENDATION:

It is recommended that the Governing Board approve the utilization of the Maricopa County Health Department (MCHD) benchmarks to determine the reopening of schools.

ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of the change to the Mitigation Plan.

SUBMITTED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDATION:

It is recommended that the Governing Board approve the change to the Mitigation Plan.

ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of the Agreement between the Arizona Department of Education and Wilson Elementary School District – Positive Behavior Intervention and Support (PBIS)

SUBMITTED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDATION:

It is recommended that the Governing Board approve the Agreement between the Arizona Department of Education and Wilson Elementary School District – Positive Behavior Intervention and Support (PBIS)

ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of the participation in the Phoenix Union Career and Technical Education Internship Program.

SUBMITTED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDATION:

It is recommended that the Governing Board approve the participation in the Phoenix Union Career and Technical Education Internship Program.

ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of the Child Car COVID-19 grant in the amount of \$39,500.

SUBMITTED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDED BY: _____
Antonio Sanchez, Superintendent

RECOMMENDATION:

It is recommended that the Governing Board approve the Child Care COVID-19 grant in the amount of \$39,500.

ACTION ITEM**DATE:** September 15, 2020**ITEM:** Approval of New Employment**SUBMITTED BY:** _____
Alex Dumas, Human Resources Director**RECOMMENDED BY:** _____
Antonio Sanchez, Superintendent

ADMIN	CLASS. ADMIN	CERTIFIED	CLASSIFIED	Name	FTE	Assignment	Effective Date	Contract Amount
			X	Leydy Amador Barrios	.94	Spec Ed IA (Elementary)	08-10-2020	\$13.55 phr
			X	Kenneth McKenzie	1.0	Budget Accounting Specialist (District Office)	08-31-2020	\$19.25 phr
		X		Keybahir Tiruneh	1.0	Certified Teacher (Jr. High Math – Elem.)	08-31-2020	\$39,126.42 (pro-rated)

RECOMMENDATION:

It is recommended that the Governing Board approve the following individual contracts.

ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of Transfer of Employment

SUBMITTED BY: _____
 Alex Dumas, Human Resources Director

RECOMMENDED BY: _____
 Antonio Sanchez, Superintendent

ADMIN	CLASS. ADMIN	CERTIFIED	CLASSIFIED	Name	FT E	Assignment	Effective Date	Contract Amount Adjustment
			X	Hannah Solomon	.94	From: Reg. Ed. I.A. (Elem) – To: Reach Associate I.A. (Primary)	8-10-2020	No change

RECOMMENDATION:

It is recommended that the Governing Board approve the following transfer of employment and individual contracts.

ACTION ITEM

DATE: September 15, 2020

ITEM: Approval of Discontinuance of Employment

SUBMITTED BY: _____
 Alex Dumas, Human Resources Director

RECOMMENDED BY: _____
 Antonio Sanchez, Superintendent

ADMIN	CLASS. ADMIN	CERTIFIED	CLASSIFIED	Name	FTE	Assignment	Effective Date	RESIGNATION	NONRENEWAL	DECEASED	RETIREMENT	TERMINATION	LEAVE OF ABSENCE
			X	Marina Castro	.94	Spec Ed IA (Elementary)	09-01-2020	X					

RECOMMENDATION:

It is recommended that the Governing Board approve the following Discontinuance of Employment.

WILSON ELEMENTARY SCHOOL DISTRICT NO. 7

Governing Board Meeting Minutes for Tuesday, August 11, 2020

Webex – Regular Meeting – 5:00 p.m.

WEBEX – REGULAR MEETING

1.0 GENERAL FUNCTIONS

Call to Order - Meeting began at 5:05 p.m.

Pledge of Allegiance – Ms. Mendoza, Board President, led the Pledge of Allegiance.

Roll Call – Board called roll.

Ms. Virginia Mendoza-Present

Mr. Mario Martinez-online at 5:08

Mrs. Anna Martinez-Present

1.0 Adoption of board agenda.

ACTION

It was moved by Mr. Martinez and seconded by Ms. Mendoza to adopt the board agenda.

Vote passed, 2/0, unanimously.

2.0 PUBLIC PARTICIPATION

None

DISCUSSION

3.0 SUPERINTENDENT REPORT

3.04 Superintendent and Curriculum Report – Mr. Sanchez, Superintendent and Mrs. Willey, Curriculum Director, reported on:

DISCUSSION

- **First week online instruction** – Mrs. Willey gave a presentation on the first week of online instruction, she showed a kindergarten and a 7th grade classroom teacher interacting with students online.

4.0 APPROVAL OF CONSENT - ACTION

4.01 Ratifying of expense vouchers:

1001 dated July 14, 2020 in the amount of \$18,094.85

1003 dated July 21, 2020 in the amount of \$22,992.55

1005 dated July 28, 2020 in the amount of \$73,813.24

1007 dated July 30, 2020 in the amount of \$185,332.61

1009 dated August 4, 2020 in the amount of \$73,359.12

1010 dated August 6, 2020 in the amount of \$260,039.03

1103 dated July 14, 2020 in the amount of \$5,745.76

1104 dated July 21, 2020 in the amount of \$10,047.63

1105 dated July 28, 2020 in the amount of \$6,553.82

1106 dated August 6, 2020 in the amount of \$2,466.35

- 4.02 Ratifying of payroll vouchers:**
 1002 dated July 21, 2020 in the amount of \$48,938.26
 1004 dated July 27, 2020 in the amount of \$49,159.92
 1006 dated August 4, 2020 in the amount of \$82,581.87
 1008 dated August 6, 2020 in the amount of \$68,083.81

4.03 Minutes for July 14 and July 30, 2020

4.04 Board Financial Report as of July 31, 2020

- 4.05 Approval of New Employment:**
 Nadezda Allen, Certified Teacher (Jr. High Language Arts), effective 7/28/20
 Isabella Barrera, Temp School Counselor (Primary), effective 7/28/20
 Alex Pina Viguera, Data/Attendance Clerk (4-8), effective 7/31/20

- 4.06 Approval of Discontinuance of Employment:**
 Mary Patton, Instructional Assistant, effective 7/17/20
 Leslie Munoz, Instructional Assistant, effective 8/12/20

- 4.07 Approval of Leave of Absence:**
 Angelica Moreno, Instructional Assistant, effective 7/29/20 – 10/21/20

It was moved by Mrs. Martinez and seconded by Ms. Mendoza to approve the consent items.

Vote passed, 3/0, unanimously.

5.0 SCHOOL BUSINESS

- 5.01 Approval of Wilson Elementary School District fundraising activities for 2020-2021 school year: ACTION**
- | | |
|---|--|
| School store | Before /after school snack/food sales |
| After school candy sales | T-shirt/sweatshirt sales |
| Buck a bottom/dress down days | Funny dress days |
| Fall Festival | Uniform store |
| School Supplies (pencil machine, etc.) | Cookie Dough sale |
| Dances/Dance marathons | Board game marathons |
| Penny drives | Coupon books catalog sales |
| Car washes | Book Fair |
| Game Nights | Crazy Olympics |
| Smencils and other “fun” supplies | Tape and/or Silly String the Principal |
| Merchant Fundraising Card | Little Caesars Pizza |
| Restaurant Fundraisers | Silent Auction at PTO Meeting |
| Laser Tag | Game room fundraisers |
| Food-Grahams/Candy Grahams | Photo Booth |
| Coupon Cards | Santa Store |
| Haunted Hallway | Field Trips |
| Vending Machine (propel) | |
| AVID/Wilson supplies (such as lanyards, note paper, etc.) | |
| Food Trucks and company fundraisers (such as the taco truck, ice cream truck, | |

Peter Piper, Jamba Juice etc.)

Fundraising will be done at the school level – These are possible fundraising activities.

It was moved by Mrs. Martinez and seconded by Ms. Mendoza to approve item as listed on the agenda.

Vote passed, 3/0, unanimously.

5.02 Approval of the list of teacher evaluators for 2020-2021 school year: ACTION

Antonio Sanchez,	Maki Wojcicki,
Cindy Campton,	Darrin Johnson,
Rebecca Willey,	Theresa Hulihan,
Nancy Feiring,	Leslie Beauchamp
Christianne Nutt,	Tracie Price
Kendra Moreno.	

It was moved by Mrs. Martinez and seconded by Ms. Mendoza to approve the list of teacher evaluators for 2020-2021 as listed on agenda.

Vote passed, 3/0, unanimously.

5.03 Approval of the Implementation Plan for Education Services, Inc. (ESI) to provide Substitute leasing program. ACTION

It was moved by Mrs. Martinez and seconded by Ms. Mendoza to approve the Implementation Plan for Education Services, Inc. (ESI) to provide Substitute leasing program. Discussion followed with Mr. Sanchez, Superintendent, explaining the reason for the Implementation Plan.

Vote passed, 3/0 unanimously.

5.04 Approval of the Wilson Elementary School Resolution. ACTION

It was moved by Mrs. Martinez and seconded by Ms. Mendoza to approve the Wilson Elementary School Resolution. Discussion followed with Mr. Sanchez, Superintendent, explaining the reason for the resolution.

Vote passed, 3/0, unanimously.

6.0 BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

6.01 First Reading – Policies:

DISCUSSION

GBGB-R – Staff Personal Security and Safety

IHA – Basic Instructional Program

JICA-RB – Student Dress

KB – Parent Involvement in Education

KI-RB – Visitors to Schools

7.0 ADJOURNMENT

It was moved by Mrs. Martinez and seconded by Ms. Mendoza to adjourn the meeting. Vote passed, 3/0, unanimously. Meeting adjourned at 5:41 p.m. Next meeting will be held on Tuesday, September 8, 2020 at 5:00 p.m.

ACTION

Virginia Mendoza, Board President

Anna Martinez, Member

Mario Martinez, Member



Career & Technical Education
Plan for Success
2020-2021



_____ High School

Teacher: _____

One Semester

Total Credits: 1

Grade level: 12

Course cannot be repeated for additional credit

COURSE DESCRIPTION

The PUHSD CTE Professional Internship Program is an in-depth, work based learning program which provides students authentic work experience in a career area of interest. This course will allow the students to participate in a structured work environment that involves the application of skills gained in previous CTE courses.

CTE Internship is a one-semester course and the student may earn 1 credit. The course requires a minimum of 120 hours of documented work experience.

This course is an organized internship, arranged between the school district, the student, the student’s parent, and the local business partner. The workplace is the student’s classroom. Each student will receive workplace experiences to improve their technical skills for that career. In addition, the student will receive worksite evaluations once each term which will be included in their portfolio at the end of the semester. Credit will be issued upon completion of the 120 hours, the weekly reflections and the course portfolio.

COURSE GOALS AND OBJECTIVES

By the completion of this course:

- Student will have actively participated in work-based learning experiences.
- Student will be able to reflect and discuss their work-based learning experiences.
- Student will be able to relate their work based experiences to the future.
- Student will actively communicate with their teacher for deadlines and evaluations.

STUDENT EXPECTATIONS

Students will report to their internship site as scheduled, work diligently on projects and assignments and actively participate in the work experience. Students will report to their campus supervising teacher as required. Students will turn in all work experience reports to their teacher for grading. Students will notify teacher and employer in advance of days that will be missed due to other commitments, extracurricular activities, or circumstances. Students will actively participate in an internship learning experience the entire semester to meet the 120-

hour requirement. If the student meets the requirements before the end of the semester, they are still required to participate at the worksite.

Students agree that once a position is accepted, a commitment has been made to the Business Partner. It is expected that the student-learner will be at the Business Partner Company for the length of the Work Based Learning Commitment. Only for compelling reasons may this partnership be altered. The student must confer with the teacher prior to altering their internship agreement. A current training agreement and training plan must be established for student work experience to be valid for internship credit.

Students will actively participate in acquiring the appropriate internship placement. Placement should be placed within the first 2 weeks of the semester to allow the student adequate time to work the approximately 8 hours a week required to earn 120 hours for the semester. The student must be placed in a company that is directly related to their CTE course of study.

Consistent participation in the internship program is required throughout the semester. Students must be prepared to complete weekly assignments coordinated with the internship program. Failure to complete hour reports or weekly portfolio assignments may result in removal from the program or no credit earned for the course.

MAJOR ACTIVITIES TO ACCOMPLISH GOALS/OBJECTIVES

- Work Experience/Independent Study
- Weekly Reflections
- Portfolio

MATERIALS NEEDED

All required materials for the course will be provided. Students must have access to the Internet for course requirements. Students must have an email address to communicate with their instructor.

GRADING

If a student does not meet the required 120 hours of documented work hours, they will not receive a passing grade but they MAY be issued an incomplete. Accommodations and modifications will be provided per students' IEPs and 504 Plans.

<p>Grading will be done on a point system using the following scale:</p> <ul style="list-style-type: none">90 – 100% = A80 – 89% = B70 – 79% = C60 – 69% = D0 – 59% = F	<p>The weighting of assignments and assessment are:</p> <ul style="list-style-type: none">Weekly Reflections 50%Portfolio: 50%
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ATTENDANCE/TARDY POLICY

Absent is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PXU Governing Board Policy J-1561 JHR). “Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PXU Governing Board Policy J-1561 JHR) Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted (Student Procedures Handbook) If a student is absent from school—they are not allowed to work that day.

MAKE-UP POLICY

The CTE Professional Internship program is activity-based, and the grade is dependent upon students’ participation in the work experience. A minimum of 120 clock-hours per semester must be verified for students to earn credit. The hours must occur within the semester that the credit is being earned. There is no “make-up” for this time, even if the student has a valid excused absence.

At the end of grading periods, all work must be turned in by the teacher assigned deadline. Special situations may arise and the time allowed for making up work may be extended at the teacher’s discretion.

Time to make up work is available for students during the school advisory period. This time is also available for students who need extra help. Please make arrangements with your instructor if you plan to attend.

TRANSPORTATION

Transportation to and from the internship site will be the sole responsibility of the student. Please note and initial the Vehicle Transportation Parental Consent Form.

TITLE I PROGRAMS

Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested contact the Principal or Assistant Principal for Instruction.

GENERAL INFORMATION

The workplace is the student’s classroom. Students are expected to follow the workplace rules and procedures, as well as all school handbook rules and policies. Students are responsible for their own behavior, their own work and their own actions. Students may lose credit in the class for absences during the semester, regardless of whether or not the absences are verified.

PUHSD CTE INTERNSHIP PARENT CONSENT FORM

Please Note: Parent and Student Intern must initial each of the following:

I understand and agree that transportation to and from the internship site will be the sole responsibility of the student.

_____ and _____
Parent initials Student initials

I give permission for my student to utilize private transportation from the high school.

_____ and _____
Parent initials Student initials

Release/Flextime: Please note that during the student’s internship experience, he/she will not be in class. Some students will complete their internship hours during their scheduled class time and others will complete their hours after school and/or on weekends. This flextime schedule means the student will be released and should not be on campus.

_____ and _____
Parent initials Student initials

Plan for Success: Please initial that you have received and reviewed the Plan for Success.

_____ and _____
Parent initials Student initials

I would like to be contacted about my student’s involvement in the CTE Internship Program. I can be contacted by:

Home Phone: _____ Cell Phone: _____

I hereby acknowledge that I understand all of the stipulations and requirements of the CTE/Professional Internship Program.

Intern’s Name – Printed Intern Signature date

Parent/Guardian’s Name – Printed Parent Signature date

POLICY SERVICES

ADVISORY

Volume 32, Number 2

July 2020

Policy Advisory No. 672	Regulation GBGB-R — Staff Personal Security and Safety
Policy Advisory No. 673	Policy IHA — Basic Instructional Program
Policy Advisory No. 674 NEW	Regulation JICA-RB — Student Dress
Policy Advisory No. 675	Policy KB — Parent Involvement in Education
Policy Advisory No. 676 NEW	Regulation KI-RB — Visitors to Schools

POLICY ADVISORY DISCUSSION

The following policy advisories are the result of the Governor’s Executive Order on July 23, 2020 and the result of actions taken by the 54th Legislature, Second Regular Session which convened in January 13, 2020 and adjourned sine die on May 26, 2020.

The General Effective Date of these bills, unless passed as emergency legislation, is August 25, 2020.

Policy Advisory No. 672	Regulation GBGB-R — Staff Personal Security and Safety
<u>NEW</u> Policy Advisory No. 674	Regulation JICA-RB — Student Dress
<u>NEW</u> Policy Advisory No. 676	Regulation KI-RB — Visitors to Schools

These regulations are updated or created in response to the State of Arizona Executive Order 2020-51, *Arizona: Open for Learning*, see <https://azgovernor.gov/executive-orders>. The Executive Order requires the use of face coverings until the Arizona Department of Health Services (ADHS) determines that face coverings are no longer necessary or recommended to contain the spread of the coronavirus.

Guidance in the regulation also comes from the Centers for Disease Control and Prevention (CDC), see <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>, and ADHS, see <https://www.azdhs.gov/preparedness/emergency-preparedness/index.php#school-resources>.

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

The new language is identical in each of the three regulations to address that face coverings are to be worn by staff, students, and visitors. Districts should review the recommended guidelines to ensure that the needs of their schools and community are adequately met.

Policy Advisory No. 673

Policy IHA — Basic Instructional Program

House Bill 2625 has added A.R.S. 1-319; amended A.R.S. 15-203; and added A.R.S. 15-710.01 relating to civics.

A.R.S. 1-319 specifies that September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day, which is not a legal holiday. If Sandra Day O'Connor Civics Celebration Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday

A.R.S. 15-203 states that the State Board of Education shall, for the purposes of Sandra Day O'Connor Civics Celebration Day instruction under section A.R.S. 15-710.01, develop a list of recommended resources relating to civics education that align with the academic standards prescribed by the State Board Of Education in social studies pursuant to sections 15-701 and 15-701.01. The state board shall establish a process that allows public schools to recommend resources for addition to the list.

A.R.S. 15-710.01 adds that on Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

Policy Advisory No. 675

Policy KB — Parent Involvement in Education

Senate Bill 1061 has added section 15-249 to the statutes, relating to the department of education, which states that the DOE shall establish and post on its website a statutory handbook of parental rights that consists of the text of the following statutes:

1. Title 1, chapter 6.
2. Section 15-102.
3. Section 15-110.
4. Section 15-113.
5. Section 15-117.
6. Section 15-351.
7. Section 15-721.

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

- 8. Section 15-722.
- 9. Section 15-730.

Each school district and charter school in this state shall prominently post on a publicly accessible portion of its website a link to the statutory handbook of parental rights.

The appropriate language has been added to Policy KB, Parent Involvement in Education.



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

GBGB-R ©

REGULATION

**STAFF PERSONAL SECURITY
AND SAFETY**

Threats

Any employee who is threatened with harm by an individual or a group while carrying out assigned duties shall immediately notify the school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office of the threat and together they shall take immediate steps in cooperation with the employee to provide every reasonable precaution for the employee's safety. Precautionary steps, including any advisable legal action, shall be reported to the Superintendent's office at the earliest possible time.

Eye Protective Devices

Every student, teacher, and visitor in public schools shall wear appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to:

- A. Molten metals or other molten materials.
- B. Cutting, shaping, and grinding of materials.
- C. Heat treatment, tempering, or kiln firing of any metal or other materials.
- D. Welding fabrication processes.
- E. Explosive materials.
- F. Caustic solutions.
- G. Radiation materials.

The Board shall equip the schools with eye protective ware.

Schools may receive and expend federal, state, and local monies to provide eye protective devices.

For purposes of this procedure, *eye protective ware* means devices meeting the standards of the U.S.A. Standard Safety Code for head, eye, and respiratory protection, Z21-1959, and subsequent revisions thereof, approved by the United States of America Standards Institute, Inc.

Cloth Face Coverings

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District busses or vehicles rented or leased by the District.

Cloth face coverings should not be worn by:

- A. Children under the age of 2;
- B. Anyone who has trouble breathing;
- C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.

Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.

A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.

**IHA ©
BASIC INSTRUCTIONAL PROGRAM**

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

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

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

The instructional program will ensure that on or before July 1, 2021, at least one (1) kindergarten through third (K-3) grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15- 219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.

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

The instructional program will include planned sequences in:

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

- F. Technology skills.
- G. Health and safety education.
- H. Physical education.
- I. Foreign or Native American language.

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

September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day, which is not a legal holiday. On Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

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

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

Adopted:

LEGAL REF.:

A.R.S.

1-139

15-203

15-211

15-219

15-341

15-501.01

15-701

15-701.01

15-704

15-710

15-741.01

15-802

A.A.C.

R7-2-301 *et seq.*

CROSS REF.:

IJNDB - Use of Technology Resources in Instruction

JICA-RB ©

REGULATION

STUDENT DRESS

(Cloth Face Coverings)

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District busses or vehicles rented or leased by the District.

Cloth face coverings should not be worn by:

- A. Children under the age of 2;
- B. Anyone who has trouble breathing;
- C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.

Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.

A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.

**KB ©
PARENTAL INVOLVEMENT
IN EDUCATION**

The Superintendent, in consultation with parents, teachers, and administrators, shall develop procedures for parental involvement in the school(s). These shall include:

- A. A plan for parent participation in the school designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline. The plan shall provide for the administration of a parent-teacher satisfaction survey.
- B. A method by which parents may learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.
- C. A procedure by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used and request an alternative assignment. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion or, because of sexual content, violent content, or profane or vulgar language.
- D. A procedure by which parents or guardians of students enrolled in the District shall have access in advance to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District.
- E. A procedure by which the District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.
- F. Procedures to prohibit the School District from providing sex education instruction to a student unless the student's parent provides written permission for the student to participate in the sex education curricula if the School District offers any sex education curricula pursuant to A.R.S. 15-711 on the requirement to include instruction to students in grades seven (7) through twelve (12) on laws relating to sexual conduct with a minor or 15-716 concerning instruction on immune deficiency syndrome, or pursuant to any rules adopted by the State Board of Education.
- G. Procedures by which parents will be notified in advance of and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

H. Procedures by which parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, extracurricular clubs, and activities that have been approved by the school.

I. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

1. The right to opt into a sex education curriculum if one is provided by the District.
2. Open enrollment rights pursuant to A.R.S. 15-816.01, relating to the District policies on open enrollment.
3. The right to opt out of assignments pursuant to A.R.S. 1-601, Parents Bill of Rights. [See Exhibit KB-EB]
4. The right to opt a child out of immunizations as authorized by A.R.S. 15-873, relating to an outbreak of a communicable disease.
5. The promotion requirements prescribed in A.R.S. 15-701 for students in grades one (1) through eight (8).
6. The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. 15-701.01.
7. The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. 15-716.
8. The right to review their child's standardized norm-referenced test results pursuant to A.R.S. 15-743.
9. The right to participate in gifted programs pursuant as prescribed by A.R.S. 15-779.01.
10. The right to access instructional materials as directed by A.R.S. 15-730.
11. The right to receive the school's annual report card pursuant to A.R.S. 15-746.
12. The school attendance and age requirements for children prescribed in A.R.S. 15-802, 15-803 and 15-821.
13. The right to public review of courses of study and textbooks in the common schools (preschool programs through grade eight [8]), as prescribed in A.R.S. 15-721, and in high schools, prescribed in A.R.S. 15-722.
14. The right to be excused from school attendance for religious purposes as described by A.R.S. 15-806.

15. Policies related to parental involvement pursuant to A.R.S. 15- 102 and set out herein.

16. The right to seek membership on school councils pursuant to A.R.S. 15-351, describing the purpose, duties, and membership of a school council. [Subject to the exemption of certain school districts exempted as described in A.R.S. 15-352.]

17. Information about the student accountability information system (SAIS) as prescribed in section 15-1042.

18. The right to access the failing schools tutoring fund pursuant to A.R.S. 15-241.

19. Access to the Arizona Department of Education (DOE) statutory handbook of parental rights, which is posted on the DOE website and is prominently posted on a publicly accessible portion of the District website with a link to the statutory handbook of parental rights with the title and sections as listed below:

a. Title 1, chapter 6.

b. Section 15-102.

c. Section 15-110.

d. Section 15-113.

e. Section 15-117.

f. Section 15-351.

g. Section 15-721.

h. Section 15-722.

i. Section 15-730.

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Optional language: The following outlined items (to next double line) setting out the manner in which parents may be made aware of the District's Parental Involvement Policy are optional in whole or in part as determined by the local Governing Board.

The District plan under this policy may also include:

A. Making parents aware of this District parental involvement policy, including:

1. Rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as revised (20 U.S.C. 1232g) relating to access to children's official records.

2. The parent's right to inspect the District policies and curriculum.

- B. Efforts to encourage the development of parenting skills.
- C. The communication to parents of techniques designed to assist the student's learning experience in the home.
- D. Efforts to encourage access to community and support services for children and families.
- E. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
- F. Identifying opportunities for parents to participate in and support classroom instruction at the school.
- G. Efforts to support, with appropriate training, parents as shared decision makers and to encourage membership on school councils.
- H. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
- I. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
- J. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.
- K. Provide to parents the information in this policy in an electronic form.

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Resumés of all current and former instructional personnel shall be maintained and available for inspection by parents and guardians of pupils enrolled. The resumé shall include individual educational and teaching background and experience in a particular academic content subject area.

For the purposes of this policy *parent* means the natural or adoptive parent or legal guardian of a minor child.

When a parent submits a written request for information to the Superintendent or a school principal during regular business hours:

- A. The Superintendent or principal shall:
 - 1. Deliver the requested information to the parent within ten (10) calendar days, or
 - 2. Provide to the parent a written explanation for denial of the requested information.

B. If the requested information is denied or is not received by the parent within fifteen (15) calendar days:

1. The parent may submit to the Governing Board a request for the requested information, and
2. The Governing Board shall consider the request at the next scheduled meeting of the Board on which the request can be properly noticed. If the request cannot be properly noticed on the next scheduled meeting agenda, the Governing Board shall formally consider the request at the next subsequent public meeting of the Governing Board.

Adopted:

LEGAL REF.:

A.R.S.

1-601

1-602

15-101

15-102

15-110

15-113

15-117

15-249

15-341

15-351

15-721

15-722

15-730

CROSS REF.:

ABA - Community Involvement in Education

IHBD - Compensatory Education

IJ - Instructional Resources and Materials

IJND - Technology Resources

JHD - Exclusions and Exemptions from School Attendance

KDB - Public's Right to Know/Freedom of Information

KI-RB ©

REGULATION

VISITORS TO SCHOOLS

(Cloth Face Coverings)

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District busses or vehicles rented or leased by the District.

Cloth face coverings should not be worn by:

- A. Children under the age of 2;
- B. Anyone who has trouble breathing;
- C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.

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A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.

POLICY SERVICES

ADVISORY

Volume 32, Number 3

August 2020

Policy Advisory No. 677Policy ACA — Sexual Harassment Regulation ACA-R

Policy Advisory No. 678 NEW..... Policy ACAA — Title IX Sexual Harassment Regulation ACAA-R

CLARIFICATIONS

Policy Alert – Policy BEC – Executive Sessions / Open Meetings

SB 1012, which was cited in the Policy Alert for Policy BEC in July 2020 with Policy Advisories 672-676, had an emergency clause to go into effect immediately. SB 1042 goes into effect August 25, 2020 and replaces the language added to A.R.S. 38-431.03 by SB 1012. The language in SB 1042 is as follows:

Discussions or consultations with designated representatives of the public body in order to discuss security plans, procedures, assessments, measures or systems relating to, or having an impact on, the security or safety of buildings, facilities, operations, critical infrastructure information and information technology maintained by the public body. Records, documentation, notes, or other materials made by, or provided to, the representatives pursuant to this paragraph are confidential and exempt from public disclosure under this chapter and 6 title 39, chapter 1.

There is no change to policy language. Governing Boards should be aware of the addition to A.R.S. 38-431.03, identifying the purposes for which a public body may hold an executive session.

Policy Advisory No. 672 Regulation GBGB-R — Staff Personal Security and Safety

Policy Advisory No. 674 NEW..... Regulation JICA-RB — Student Dress

Policy Advisory No. 676 NEW..... Regulation KI-RB — Visitors to Schools

There have been inquiries regarding the discrepancy between Executive Order 2020-51 and the recommended directives added in the regulations regarding face coverings. The Executive Order requires “face coverings, such as face masks or face shields, for all staff and students over the age of five.” Policy Services includes language calling for cloth face coverings to be worn by all persons age 2 and older. This language was decided upon after careful consideration of the guidelines provided by the Centers for Disease Control and Prevention and in direct consultation with the Arizona Department of Health Services.

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

Breaks from wearing cloth face coverings may be granted when physical distancing of six (6) feet or more can be maintained.

Policy Advisory No. 673 Policy IHA — Basic Instructional Program

The new legal reference under Policy IHA regarding the Sandra Day O'Connor Civics Celebration Day was erroneously listed as 1-139 rather than 1-319. This typo was corrected in the version of the document released via PolicyBridge.

POLICY MANUAL UPDATES

Add cross reference “ACAA — Title IX Sexual Harassment” to Policy AC – Nondiscrimination/Equal Opportunity and Policy JB – Equal Educational Opportunities.

POLICY ADVISORY DISCUSSION

The following policy advisories are the result of the final rule amending Title IX regulations 34 C.F.R. Part 106, released by the United States Department of Education, Office of Civil Rights, on May 6, 2020.

The effective date of the final rule is August 14, 2020. ASBA recommends that boards consider adopting the Policy Advisories at a single meeting as provided in Policy BGB and that superintendents approve the changes in regulations to accompany the policies. Additionally, it is important that districts implement the following as soon as possible:

1. Designate and train a Title IX Coordinator;
2. Train all employees as to the reporting requirement of Title IX Sexual Harassment;
3. Train all personnel involved in ordinary disciplinary processes as to the prohibition of any disciplinary sanction relative to Title IX Sexual Harassment without a “determination of responsibility” following the Title IX Grievance Process.

Policy Advisory No. 677

Policy ACA — Sexual Harassment Regulation — ACA-R

Changes are made in the existing policy and regulation on Sexual Harassment to clarify that sexual harassment in the workplace is being addressed for the purpose of an employee complaint to the Equal Employment Opportunity Commission. Districts should note that the definition and standard of sexual harassment is different under this circumstance than under Title IX.

NEW Policy Advisory No. 678

Policy ACAA — Title IX Sexual Harassment Regulation — ACAA-R

Title IX is a federal civil rights law that was passed as part of the Education Amendments of 1972. It mandates that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

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

Prior to the May 6, 2020 rule, Title IX did not refer to sexual harassment. However, the final rule regulations now define sexual harassment and establish detailed procedures for how school districts, subject to Title IX, must respond to allegations of sexual harassment. The conditions of the final rule are narrow in focus, and ASBA Policy Services recommends that member districts retain current policy documents that are related to nondiscrimination and harassment and add the new policy and regulation, ACAA and ACAA-R (Title IX Sexual Harassment), that are specific to the conditions of the final rule regulations.

The new policy documents are intended to guide districts in the appropriate actions to take per the Title IX regulations in response to any notice of sexual harassment or allegations of sexual harassment and in response to a formal complaint being filed. They also inform districts of documentation requirements included in the Title IX regulations, the need for confidentiality, and the prohibition on retaliation. Districts should review the procedures and specify “reasonably prompt timeframes” where necessary.

As directed in the final rule, each district must publish a notice of nondiscrimination on the district website and in any handbooks provided to students, parents, legal guardians, staff, classroom teacher associations, or other organizations associated with the district. Each district must prominently display the contact information for the Title IX Coordinator in a similar manner, as well as its grievance procedures, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

Title IX training is necessary and should be mandatory for all staff members, especially those who are involved in the response and documentation processes. Specific training components were not provided in the final rule but rather left to districts to implement training in response to the conditions prescribed therein.

Finally, the new rule amending Title IX was challenged in court almost immediately upon its release in May, and legal arguments are still taking place. The Department of Education is in receipt of requests to further clarify the rule and to delay the implementation date. Policy Services will update member districts about any clarifications.

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If you have any questions, call Policy Services at (602) 254-1100. Ask for Chris Thomas, General Counsel/Associate Executive Director; Dr. Terry Rowles, Assistant Director; Steve Highlen, Senior Policy Consultant; or David DeCabooter, Policy Consultant/Staff Attorney. Our e-mail addresses are, respectively, [cthomas@azsba.org], [trowles@azsba.org], [shighlen@azsba.org] and [ddecabooter@azsba.org]. You may also fax information to (602) 254-1177.

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

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

ACA ©

SEXUAL HARASSMENT

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

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

The Equal Employment Opportunity Commission defines “sexual harassment” as ~~Sexual harassment includes~~ unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when ~~made by a member of the school staff to a student or to another staff member, or when made by a student to another student~~ where:

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

Sexual harassment may include, but is not limited to:

- A. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
- B. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)

C. Implying or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed; ~~implying or actually withholding grades earned or deserved; or suggesting that a scholarship recommendation or college application will be denied.~~

D. Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee; ~~or engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.~~

E. Offering or granting favors or ~~educational or~~ employment benefits, such as ~~grades or~~ promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, et cetera, in exchange for sexual favors.

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

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

~~A substantiated charge against a student in the District shall subject that student to disciplinary action, which may include suspension or expulsion.~~

All matters involving sexual harassment complaints will remain confidential to the extent possible.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

41-1461 *et seq.*

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

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

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

CROSS REF.:

AC - Nondiscrimination/Equal Opportunity

GBA - Equal Employment Opportunity

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

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

~~IHBA - Special Instructional Programs and Accommodations for
----- Disabled Students~~

~~JB - Equal Educational Opportunities~~

~~JII - Student Concerns, Complaints and Grievances~~

~~JK - Student Discipline~~

~~JKD - Student Suspension~~

KED - Public Concerns/Complaints about Facilities or Services

KFA - Public Conduct on School Property

ACA-R ©

REGULATION

SEXUAL HARASSMENT

Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or who has been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate, and document complaints filed pursuant to this regulation as soon as reasonable, within the established timelines. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. 15-539 *et seq.*, may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

~~If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with Policies JK, JKD and JKE.~~

If the Superintendent's investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

ACAA ©

TITLE IX SEXUAL HARASSMENT

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

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

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

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

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

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. The District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

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

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

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

Retaliation Prohibited

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

Adopted:

LEGAL REF.:

A.R.S.

§13-3620

20 U.S.C. 1092

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

34 U.S.C. 12291

CROSS REF.:

AC – Nondiscrimination / Equal Opportunity

JB – Equal Educational Opportunities

ACAA-R ©

REGULATION

TITLE IX SEXUAL HARASSMENT

Title IX Coordinator

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

Title IX Coordinator:

<u>Name/Title:</u>
<u>Address:</u>
<u>E-mail:</u>
<u>Telephone:</u>

Response to Sexual Harassment

When the District has actual knowledge of sexual harassment in an education program or activity of the District against a person in the United States, it shall respond promptly in a manner that is not deliberately indifferent.

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to a District’s Title IX Coordinator or to any employee.
- B. An “education program or activity” includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the District.
- C. A District is “deliberately indifferent” only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

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

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

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

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

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

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

Response to a Formal Complaint

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

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

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

- A. Provide written notice to all parties upon receipt of complaint, which must include:
 1. Notice of the District’s formal grievance process, including any informal resolution process;
 2. Notice of the allegations, including sufficient details to allow respondent to prepare a response (such as the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);
 3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;

4. Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 5. Notice of any provision in the District's code of conduct that prohibits knowingly making false statements or providing false information in the grievance process.
- B. Treat complainants and respondents equitably;
 - C. Require an objective evaluation of all relevant evidence;
 - D. Require that the Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, be properly trained and not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent;
 - E. Include a presumption that the respondent is not responsible for the alleged conduct until a determination has been made at the conclusion of the grievance process;
 - F. Include reasonably prompt timeframes for the conclusion of the grievance process;
 - G. Describe or list the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility;
 - H. State that the District uses a preponderance of evidence standard to determine responsibility;
 - I. Include the procedures and permissible reasons for appeal by a respondent or a complainant;
 - J. Describe the range of supportive measures available to complainants and respondents; and
 - K. Not require, allow, or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

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

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

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

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

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

- A. Ensure that the burden of proof and the burden of gathering evidence rests on the District and not on the parties, except that certain treatment records cannot be obtained without voluntary, written consent of a party;
- B. Provide an equal opportunity for the parties to present witnesses and evidence;
- C. Not restrict the ability of either party to discuss the allegations or to gather and present evidence;
- D. Provide the parties with the same opportunities to have others present during any meeting or grievance proceeding;

- E. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any meeting or grievance proceeding, with sufficient time for the party to prepare to participate;
- F. Provide both parties an equal opportunity to inspect and review any evidence so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation (prior to completion of the investigative report, the investigator will send to each party and the party's advisor, if any, a copy of all evidence gathered during the investigation and will allow the parties at least ten (10) days to submit a written response to any of the evidence); and
- G. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to a determination of responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response.

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

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

- A. Identification of the allegations potentially constituting sexual harassment;

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

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

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

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

As to all appeals, the District shall:

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

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

- A. Provides to the parties a written notice disclosing:
 - 1. The allegations;
 - 2. The requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

3. Any consequences resulting from participating in the informal resolution process, including the records that shall be maintained or could be shared;
- B. Obtains the parties' voluntary, written consent to the informal resolution process; and
- C. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

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

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

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

Wilson District Mitigation Plan 2020-2021



Wilson School District Governing Board

Virginia Mendoza, President

Anna Martinez, Member

Mario Martinez, Member

Wilson School District

COVID-19 Protocols for Re-Opening Schools

The Centers for Disease Control and Prevention (CDC) and the Arizona Department of Education (ADE) recommend that reopening decisions be driven by the current prevalence of COVID-19 in the community. (Please review ADE's [Roadmap for Reopening Schools](#), page 30, for more information.) The protocols that follow do not address whether a district should reopen, but instead include recommendations for mitigating risk once the decision to reopen has been made. The protocols are based on CDC "step" guidelines—specifically, Steps 2 and 3. Step 2 protocols, which include enhanced social distancing measures, should be followed until guidance from Arizona officials indicates that a transition to Step 3 protocols is appropriate.

The following protocols are to be implemented across all district sites. Normal procedures for students who qualify for homebound or chronic ill services will be followed, as will normal procedures for employee requests for reasonable accommodation due to disability.

STAFFING ASSIGNMENTS

At the district level, the School Safety Assessment and Prevention Team will coordinate all messages to students, parents, staff, and the community regarding reopening, possible closure, and other COVID-19-related information. The Point of Contact (POC) will ensure that each site has posters with messaging on hand-washing and covering of coughs and sneezes located throughout, along with posters at site entrances reminding individuals not to enter if sick.

At each school or site, a site administrator or designee will coordinate social distancing protocols, including ensuring that student and staff schedules, as well as facility set-up, allow for implementation of the protocols.

At each school or site, the Plant Foreman will coordinate implementation of cleaning protocols, including ensuring that sufficient cleaning supplies are available to janitorial staff and, as appropriate, students and staff.

At each school, a site administrator, the school nurse/health associate, or other designee will coordinate and implement the protocols set forth in the **Protocols: Employees** section of this document for screening of staff. That individual will be responsible for:

- Communicating any reported case of COVID-19 among the school population to Human Resources who will inform the Superintendent.
- Informing the site supervisor if absences of students and staff on any given day are above average or if there appears to be a cluster of respiratory-related illnesses.

The Director of Special Education and Special Education Coordinator will coordinate with site-based case managers to ensure that the needs of special education students and students with special needs are being met in the context of implementation of these safety protocols.

In conjunction with Director of Curriculum & Instruction, athletic directors and coaches will develop protocols that incorporate applicable Arizona Interscholastic Association (AIA) and CDC recommendations for athletic activities.

TRAINING AND COMMUNICATION

Training

Prior to students returning to campus, all staff will be trained on implementation of these protocols. Training will include proper use of PPE and supplies; cleaning and disinfecting; and other measures.

Communication

Prior to students returning to campus, parents will be sent a copy (or directed to review a copy on the district or school website) of the portions of these protocols that relate to students and visitors. As part of this process, the district will send communication to all parents that outlines the symptoms for which parents must screen each morning, as well as the expectation that students will not be sent to school or placed on the bus if they are exhibiting any symptoms. The district will require a signed acknowledgement from parents and staff regarding these protocols.

Each school site has a person to be the designated to be the COVID-19 point of contact. This person will be responsible for answering parent questions regarding implementation of COVID-19 protocols.

The COVID-19 Points of Contact are:

District Office: Alex Dumas

Wilson Primary, PAC: Maki Wojcicki

Wilson Elementary: Cindy Campton

Head Start: Kim Pollins

Cafeteria: Cris Castro

Maintenance: Rob Church

*If the supervisor is unavailable, contact Alex Dumas.

Procedures and communication regarding COVID-19 exposure is found in the final section of this document.

PROTOCOLS: STUDENTS

Protocols are established based on CDC Guidelines along with any federal, state, or local orders. These practices are put in place as part of a general scale-up of operations.

Face Coverings

Note that in addition to cloth face coverings, FDA approved surgical masks may also be used. Also, washing/sanitizing hands should be done before and after putting on and taking off a mask.

The District will require universal masking. Students will be required to wear a cloth, or surgical face mask, subject of the health condition exception stated below.* Students will not be required to wear face coverings when eating or drinking.

**Any student who has difficulty breathing or who is incapable of physically removing the face masks on his/her own will not wear face masks, and alternate methods of protection will be discussed by parents and staff.*

Students may bring their own cloth face covering or surgical mask to and from school. Schools will also have a supply of face coverings available to provide students do not have their own and for students who arrive without a face mask.

It is understandable that some students may require time to adjust to wearing face masks. Staff will use their professional judgement to assist a student having difficulty transitioning to wearing a face mask during the day by having a student remove the mask and separate from other students for no more than a 5-minute break before transitioning back to wearing a face mask. ***This will be the exception and not the norm.***

Note: Cloth face coverings are designed to protect other individuals rather than the individual wearing the covering. Accordingly, the greater number of students wearing cloth face coverings, the greater the overall transmission mitigation that will be achieved. Plastic face shields, which provide protection for the wearer, will not be required, but will be permitted.

BEFORE SCHOOL ARRIVAL

The CDC provides a 'self-check' to help individuals make a decision and seek appropriate medical care. The self-checker can be used for children and found here: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

At Home- Daily Health Screenings and Reporting

Students must **not** come to school if they exhibit any of the following symptoms:

- fever of 100.4 degrees or higher, or chills;
- shortness of breath or difficulty breathing;
- muscle aches;
- sore throat;
- headache;
- fatigue;
- congestion or runny nose;
- cough;
- vomiting;
- diarrhea; or
- new loss of taste or smell.

This list may not include all possible symptoms. The CDC will continue to update this list as more is learned about COVID-19. A student with a runny nose or congestion due to allergies **should not be kept at home.*

The District will inform parents via registration documents, on the District and school website, and via email reminders that they should screen students for the above symptoms each morning, should self-report symptoms, and must keep students at home if any symptoms are present or have a household member who has contracted COVID-19. Students will have the opportunity to make up work missed due to symptoms of COVID-19.

For the health and safety of other students and of teachers and staff, parents/families are required to conduct daily health screenings prior to sending their children to school. Students who are ill or have a household member with COVID-19 should not come to school.

If a parent believes their child has been exposed to COVID-19 but has not been tested or experiencing COVID-19 symptoms, they must inform their school principal and nurse/health aide for further guidance.

Note: Schools will not give out attendance awards for the duration of the COVID-19 health crisis.

On the bus

Students will stand together, at the bus stop, while still observing social distancing guidelines. Signage will be posted on the exterior of the bus which communicates to parents which symptoms may be seen with COVID-19 and that students exhibiting

symptoms should not enter the bus. Parents are encouraged to accompany children at bus stops to ensure distancing is maintained.

If a bus driver or aide observes a student exhibiting visible symptoms,¹ the following steps will be taken:

- The driver will notify school staff that a potentially symptomatic student is arriving and should see the school nurse/health assistant.
- The driver will ensure that the student is socially distanced.

If a student has a chronic condition such as allergies or asthma, parents should inform staff of that condition. If staff has been so informed, students with symptoms of runny nose or cough should be permitted to ride the bus.

Bus Seating

Wilson will transport those who rely on busing services and will spread out riders as much as possible to create distancing given bus capacity. Drivers, aides, and students will be required to wear a face mask.

- All students will be required to hand sanitize prior to boarding the bus and wear a mask for the duration of the route.
- The bus driver will instruct students to load the bus from the back to front to avoid students passing one another. When unloading, they will unload from front to back.
- The driver will instruct students to sit one person to a seat, unless they are riding with a family member.
- The driver will keep the seat immediately behind them unoccupied, if possible.
- Students will sit next to the window which will increase social distancing.
- Bus windows will be slightly open during routes.
- The front seat, passenger side, will be reserved for students who may display symptoms.

Transportation will follow the same face covering guidelines outlined for all students and staff. If students are not wearing a face covering when entering the bus, then one will be provided for them.

Additional Bus Information

¹ Visible symptoms include runny nose, cough, shortness of breath, or vomiting.

Bus drivers or custodial staff will disinfect the buses at a minimum:

1. Right before starting a route to pick up students
2. Right after the morning and afternoon routes

15 minutes will be scheduled between schools/routes to allow for disinfecting buses.

Students riding the bus will be dismissed up to 15 minutes ahead of their classmates and buses will depart before the remaining students are dismissed. Updated schedules will be available on the district website and the Wilson app in mid-July.

To assist in the prevention of potential spread, Wilson not offer field trips. When athletic events resume, Wilson will transport students to athletic events following the same guidance above.

SCHOOL ARRIVAL

Upon arrival at school, each student will proceed directly to the student's homeroom or first period classroom.

A staff member will visually check each student prior to students entering the school or classroom. Any student with visible symptoms of a change in congestion or runny nose not related to allergies, cough, shortness of breath, or vomiting, will be taken to the health office. Parents may be contacted for pick-up with the following exceptions:

- If the student has a runny nose and the nurse/health aide observes that there are no other symptoms, the nurse/health aide will contact the parent to inquire as to whether the student has had any other symptoms or there have been any COVID-19 exposures in the home. If not, the student may return to class.
- If the student has health information on file that confirms a diagnosis of asthma or other respiratory condition and the nurse/health aide observes that there are no other symptoms, the nurse/health aide will contact the parent to inquire as to whether the student has had any other symptoms or there have been any COVID-19 exposures in the home. If not, the student may return to class.

Drop-Off/Pick-Up Procedures

Students will be dropped off and picked up from school **without parents getting out of the car, with very limited exception** and with expressed permission from a site administrator that is provided for good cause. If a parents has prior permission to get out of the car during drop-off/pick-up, the student's arrival/dismissal to/from school may have assigned times different than the majority of students. If the parent walks a student to school, the parent will not be allowed to enter the school or grounds and must drop off the student outside of the school campus. If parent's families ride a bike to school

with student bike riders, parents will not be allowed to enter the school grounds and must drop off the student outside of the campus.

Each campus will have more specific drop-off/pick-up procedures since each campus is unique.

Enhanced Social Distancing

Basic social distancing practices

Staff members will educate and remind students regularly to maintain at least 6 feet of distance between individuals at all times possible.

Primary students will remain with the same groupings and the same staff throughout the day. Schedules for 4-8 students will be created to allow the same groupings of students to remain with each other, as much as possible.

Classroom Layout

Per CDC guidelines, all classrooms will physically distance desks and tables as far apart as feasible and will have desks and tables faced in the same direction, when possible.

Hallways and Walkways

Hallways and walkways will be marked to direct students to stay on one side of the hallway for each direction of travel. Many walkways will be designated one-way.

Playgrounds

Physical activity continues to be a vital part of a student's school day. Teachers will require students to wash their hands before and after recess and masks will be required. If playground equipment is used, cleaning of equipment will be aligned to CDC recommendations.

Cafeterias and Other Areas during Lunch

Schools will use the cafeteria and possibly eat in the classrooms. Because masks cannot be worn while eating, students must eat within a 15-minute timeframe.* (active eating time- once the student has begun to eat) and proper physical distancing is more important than ever. Students will be prohibited from sharing lunch items with each other and, unless there is prior administrative permission, outside food cannot be delivered to the school.

**From the CDC: "Data are insufficient to precisely define the duration of time that constitutes a prolonged exposure. Recommendations vary on the length of time of exposure, but 15 minutes of close exposure can be used as an operational definition. Brief interactions are less likely to result in transmission."*

When eating in the classroom or cafeteria, students with food allergies may need appropriate accommodations. These may include, for example, taking the student to

another location, such as a school conference room or the multipurpose room, with one friend (so long as social distancing can be maintained in the alternate location).

When eating in the cafeteria, increased safety measures will include the following:

- Marking tables indicating where students may sit.
- Assign students to a specific seat with a minimum of 3 feet between marked seats.
- Limit cafeteria seating to the number of assigned seats.
- If students line up for lunch service, only one class per serving line will line up at a time, and place markings on the floor to indicate where students should stand to maintain social distancing. Alternatively, serve food to each student at their assigned seat.
- Prohibit students from sharing lunch items with one another.

Bathrooms

Students to enter bathrooms in groups no larger than the number of stalls/urinals in the bathroom, and will be required to wear masks at all times. Posters reminding students of proper handwashing techniques will be displayed. Bathrooms will be cleaned several times a day.

Front offices

Plexiglas divider will be installed and adhesive tape will be placed on the floor 6 feet from the front desk. Signage directing visitors not to come closer than the tape markings will be posted.

Hand Washing

All students and staff will wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol at the following times:

- upon arrival at school (use hand sanitizer if there is no sink in the classroom),
- after being outside for physical activity,
- before and after lunch,
- prior to leaving school for home,
- after sneezing, coughing, or blowing nose, and
- Prior to and after removing and putting on a face mask.

Student Belongings/Materials

Sharing of technology devices, school supplies and belonging among students will be very limited and only if it is absolutely necessary. If equipment or supplies must be shared by students, staff will clean the item after each use. Parents should also clean student belongings before/after school. Students at the Primary campus will be

permitted to carry a backpack. Students at the 4-8 campus will not be permitted to carry a backpack.

Trips and Activities

Field trips will be canceled. Teachers may use virtual learning opportunities (such as virtual tours of museums) to enhance students' educational experiences.

School-wide assemblies may not be held with students assembled in the same physical location. As an alternative, if feasible, hold school-wide assemblies virtually, with student groups remaining in their classrooms.

Large-scale school events such as "Open House" or fall carnivals will be cancelled or reconfigured in order to maintain social distancing. Small-scale activities like parent-teacher conferences may take place over the phone or other electronic means.

Other extracurricular activities will be cancelled unless the activity can be conducted in compliance with the protocols in this document. To assist in the prevention of potential spread, Wilson will not offer field trips.

Specialized Classes

Some classes, such as choir, dance, art, PE, and others, may require alternative lesson plans to limit contact and the sharing of supplies, and to reduce the spread of respiratory droplets. Face masks must be worn at all times.

Visitors and Volunteers

The District will limit nonessential visitors and volunteers at school except for the safety and well-being of students. Parents will report to the front office and not go beyond unless it is for safety or well-being of their child and must follow all safety protocols including physically distancing, as feasible, and wearing a face mask.

STUDENT REPORTING PROCEDURES FOR COVID-19 SYMPTOMS OR A POSITIVE TEST

The CDC's, State and County Health Departments' procedures for reporting COVID-19 symptoms or COVID-19 positive tests change periodically. The following procedures may be updated and employees, parents and families will be notified of major changes to reporting.

If a student becomes sick with COVID-19 symptoms or reports a positive COVID-19 test, the procedures listed below should be followed:

1. Immediately report the situation ONLY to:
 - a. If a student: School Principal or Nurse
Confidentiality must be maintained to the greatest extent possible.
2. If a student develops COVID-19 symptoms at school, separate the student from all other students and staff, with the exception of one staff member to supervise the student. Have this staff member wear PPE or a cloth face covering and maintain a distance of at least 6 feet from the student at all times, unless there is an emergency. Immediately notify a parent or emergency contact to pick up the student, and call 911 if the student appears to be in medical distress.
3. Areas that were exposed to the symptomatic employee or student for a prolonged period of time will be thoroughly cleaned and disinfected per CDC guidelines. Depending on the situation, the areas of exposure may need to be closed for a 24 hour period.
4. In the event that an employee or student has tested positive for COVID-19, the Director for Human Resources will send two notifications:
 1. All who were exposed to the individual testing positive (within 6 feet and for a prolonged period of time, typically longer than 15 minutes, and/or in the same classroom/bus/space) will be notified of this exposure, asked to remain home and seek testing for COVID-19 (testing sites will be provided).
 2. Those who were not exposed but are in the same building as the individual who tested positive for COVID-19 will be notified but will not be asked to remain home.
5. Students who have developed COVID-19 symptoms or had a positive COVID-19 test may not return to the school site until they have met the CDC or State/County Health department's guidelines at that moment. Because guidelines in this area change regularly, describing the steps that will be taken would not be prudent.

<https://www.maricopa.gov/5512/Sick-or-Exposed-to-COVID-19>

PROTOCOLS: EMPLOYEES

Cloth Face Coverings

The District will require universal masking. Employees will be required to wear a cloth or surgical face mask. Staff members are required to universally mask during interaction with students or other staff unless they cannot do so for health reasons. In these cases, have employees notify their supervisor and discuss strategies for reducing employee interactions with students or staff and other options for maintaining safety protocols. Employees will contact the Human Resources or their direct supervisor to request a reasonable accommodation and begin the interactive process if they cannot safely wear a face mask.

Unless a health condition prevents it, janitorial staff to wear cloth face coverings and/or other personal protective equipment (as available and appropriate) while cleaning and disinfecting the schools and district facilities. Universal masking, wearing of cloth or surgical face masks, will be required for employees and subject to the health condition exception stated below.* Employees will not be required to wear face coverings when eating or drinking.

*Any employee who has difficulty breathing or who is incapable of physically removing the face masks on his/her own will not wear face masks, and alternate methods of protection will be discussed, including the use of a face shield.

Employees may bring their own cloth or surgical face mask to and from school. Schools and sites will have a supply of face masks available to provide employees who do not have their own and for employees who arrive without a face mask. The District will also provide face shields and gloves, as requested.

Note: Wearing cloth face coverings does not replace the need to maintain social distancing of at least 6 feet whenever possible. Accordingly, the greater number of employees wearing face masks, the greater the overall transmission mitigation that will be achieved. Plastic face shields in combination with face masks, which provide additional protection for the wearer, will not be required, but are permitted.

Exposure Assessment and PPE

Prior to allowing employees to report to work, district administration, in conjunction with relevant site supervisors and department supervisors, will assess each work site to determine whether PPE is necessary for specific positions in order to limit the spread of COVID-19.

Daily Screening

Prior to employees returning to campus, they will be sent a copy (or directed to review a copy on the district or school website) of this plan. As part of this process, the District will send communication to all employees that outlines the symptoms for which

employees must screen each morning, as well as the expectation that employees will not report to work if they are exhibiting symptoms. The District will require, as part of the employee orientation and on a quarterly basis, a documented acknowledgement from employees regarding these protocols and agreeing to screen themselves before reporting to work.

The CDC provides a “self-check” to help individuals make a decision and seek appropriate medical care. The self-checker can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Employees will not be allowed to work onsite if they exhibit any of the following symptoms:

- fever of 100.4 degrees or higher, or chills;
- shortness of breath or difficulty breathing;
- muscle aches;
- sore throat;
- headache;
- fatigue;
- congestion or runny nose;
- cough;
- vomiting;
- diarrhea; or
- new loss of taste or smell.

Additionally:

An employee will take his/her temperature, if feasible, at home and assess whether or not she/her is experiencing any of the stated COVID-19 symptoms prior to arriving at work. When the employee arrives at work, the employee will confirm they do not have any of the symptoms listed above. The confirmation will be documented and maintained in a document that is created and maintained by the Human Resources Department. These records will be confidential and help within the HR Department.

Employees are required to report to the HR Department if they or a person who resides with them, have tested positive for COVID-19. If an employee believes that they have been exposed to COVID-19 but have not been tested or experienced any symptoms, they must seek guidance from the HR Department.

Hand Washing

Employees are required to wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol at the following times:

- upon arrival at school (use hand sanitizer if there is no sink in the classroom),
- after being outside for physical activity,

- before and after lunch,
- prior to leaving school for home,
- after sneezing, coughing, or blowing nose, and
- Prior to and after removing and putting on a face mask.

Enhanced Social Distancing

Employees are required to maintain a distance of at least 6 feet between individuals at all times, unless this is not physically possible or, for a student's or other person's safety. If a situation arises that requires a staff member to touch a student or another staff member (for instance, if a student requires toileting help, is having a physical emergency, or requires a two-person restraint), the staff member will resume physical distancing as soon as safely possible, wash their hands, and disinfect any surfaces they touched.

School and District Visitors

The District will limit nonessential visitors at each site except for the safety and well-being of students and staff. Staff will limit their visits and meetings outside of their work location. Meetings outside of the work location will be held virtually, as feasible. Staff visitors will report to the front office, not go beyond unless it is absolutely necessary and must follow all safety protocols. District office employees will need to follow all protocols when visiting schools.

PROTOCOLS: CLEANING AND DISINFECTING

Protocols are established based on CDC Guidelines along with any federal, state or local orders. These practices are put in place as part of a general scale-up of operations.

Cleaning will be maintained to the greatest extent possible. Custodial schedules will be adjusted to place focus on cleaning routinely throughout the day. An EPA-registered hospital grade cleaner and disinfectant will be used daily on frequently touched surfaces in work areas, such as door handles, sink handles, drinking fountains, desks and learning tools. Additionally, all staff will be provided with cleaner to be used as needed in between classes, at workstations and in common areas. The playground, sports equipment, and any other shared items (if they are being used) will be cleaned between uses by teachers and/or custodial staff utilizing district-provided approved cleaning products.

REPORTING PROCEDURES FOR COVID-19 SYMPTOMS OR A POSITIVE TEST

The CDC's, State and County Health Departments' procedures for reporting COVID-19 symptoms or COVID-19 positive tests change periodically. The following procedures may be updated and employees, parents and families will be notified of major changes to reporting.

If a person becomes sick with COVID-19 symptoms or reports a positive COVID-19 test, the procedures listed below should be followed:

1. Immediately report the situation ONLY to:
 - a. If a student: School Principal or Nurse
 - b. If an employee: Supervisor and Human Resources

Confidentiality must be maintained to the greatest extent possible.

2. If an employee develops COVID-19 symptoms at work, separate the employee from all other students, staff, or visitors, then make arrangements to send the employee home in a safe manner. If the employee is able to self-transport, have the employee leave the site. If the employee is not able to safely self-transport, contact a family member, friend, or other method of transport to get the employee home or to a health care provider. If the employee appears to be in medical distress, call 911.

3. If a student develops COVID-19 symptoms at school, separate the student from all other students and staff, with the exception of one staff member to supervise the student. Have this staff member wear PPE or a cloth face covering and maintain a distance of at least 6 feet from the student at all times, unless there is an emergency. Immediately notify a parent or emergency contact to pick up the student, and call 911 if the student appears to be in medical distress.

4. Areas that were exposed to the symptomatic employee or student for a prolonged period of time will be thoroughly cleaned and disinfected per CDC guidelines. Depending on the situation, the areas of exposure may need to be closed for a 24 hour period.

5. In the event that an employee or student has tested positive for COVID-19, the Director for Human Resources will send two notifications:
 1. All who were exposed to the individual testing positive (within 6 feet and for a prolonged period of time, typically longer than 15 minutes, and/or in the same classroom/bus/space) will be notified of this exposure, asked to remain home and seek testing for COVID-19 (testing sites will be provided).
 2. Those who were not exposed but are in the same building as the individual who tested positive for COVID-19 will be notified but will not be asked to remain home.

6. Employees or students who have developed COVID-19 symptoms or had a positive COVID-19 test may not return to the site until they have met the CDC or State/County Health department's guidelines at that moment. Because guidelines in this area change regularly, describing the steps that will be taken would not be prudent.

<https://www.maricopa.gov/5512/Sick-or-Exposed-to-COVID-19>

BOARD APPROVAL OF ADD'L COMPENSATION

Revised 8/27/2020

Name	Position Description	Fund	Rate of pay	From	To
<u>Work Agreements</u>					
LIBRARY ASSISTANT	STUDENT ID CARDS/QR CODE PRINTING	1	Hourly Rate	7/20/2020	7/30/2020
TECHNOLOGY ASSISTANT	IMAGING LAPTOPS	1	Overtime Rate	7/24/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
IA	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
OC REACH ASSOCIATE	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/23/2020	7/31/2020
ATTENDANCE CLERK	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/24/2020	7/24/2020
PRINCIPAL'S SECRETARY	COMPUTER DISTRIBUTION/TRAINING FOR PARENTS	1	Hourly Rate	7/24/2020	7/24/2020
PAYROLL ACCOUNTANT	BUSINESS SERVICES-EXTRA DUTY	1	Hourly Rate	7/30/2020	6/30/2021
IA	PBIS MEETINGS	1	Hourly Rate	7/22/2020	5/21/2021
NURSE	TRAINING NEW NURSE	1	Hourly Rate	7/28/2020	7/28/2020
ISS MONITOR	TRAINING FOR ONLINE TEACHING	570	Hourly Rate	7/28/2020	7/31/2020
CUSTODIAN	EXTRA DUTY MAINTENANCE	1	Hourly Rate	8/8/2020	5/21/2021
HOMELESS TRANSPORTER	EXTRA DUTY HOMELESS TRANSPORTER	1	Hourly Rate	8/3/2020	5/21/2021
HOMELESS TRANSPORTER	EXTRA DUTY FOOD SERVICE DRIVER	510	Hourly Rate	8/10/2020	5/21/2021
<u>STIPENDS</u>					
MCL-2 TEACHER	OC-MCL	1	\$10,000.00	7/20/2020	6/4/2021
OC-EIT TEACHER	OC-EIT	1	\$5,000.00	7/28/2020	5/21/2021
OC-EIT TEACHER	OC-EIT	1	\$5,000.00	7/28/2020	5/21/2021
OC REACH ASSOCIATE	OC-RA	1	\$1,000.00	7/29/2020	5/21/2021
OC REACH ASSOCIATE	OC-RA	1	\$1,000.00	7/29/2020	5/21/2021
OC REACH ASSOCIATE	OC-RA	1	\$1,000.00	7/29/2020	5/21/2021
OC REACH ASSOCIATE	OC-RA	1	\$1,000.00	7/29/2020	5/21/2021
HOMELESS LIAISON	OVERSEEING PTO	1	\$750.00	7/1/2020	6/30/2021

SCHEDULE F

BOARD APPROVAL OF ADD'L COMPENSATION

Revised 8/27/2020

LONG-TERM SUB	PD/TEACHER TRAININGS	1	\$20/Hr	7/27/2020	7/30/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020
NEW TEACHER	PD/NEW TEACHER TRAININGS	1	\$20/Hr	7/20/2020	7/23/2020