

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

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Governing Board of Kingman Unified School District #20 and to the general public that the Governing Board of Kingman Unified School District #20 will hold a meeting open to the public at **4:30 PM, Tuesday, December 10, 2024**. The meeting will be held in the **Kingman Unified School District Office, 3033 MacDonald Avenue, Kingman, AZ 86401**. Agenda is subject to revision 24 hours prior to meeting. A copy of the agenda background material provided to KUSD Board members (with exception of material relating to possible executive sessions) is available for public inspection 24 hours before the meeting at our district office, 3033 MacDonald Avenue, Kingman, AZ. When necessary, the Board may vote to go into Executive Session, which will not be open to the public, for discussion and consultation for legal advice regarding any of the agenda items (A.R.S. § 38-431.03 (A)(3)), to discuss personnel matters (A.R.S. § 38-431.03 (A)(1)), records exempt by law from public inspection (A.R.S. § 38-431.03 (A)(2)), or for legal advice and consultation regarding pending or contemplated litigation (A.R.S. § 38-431.03 (A)(4)). The agenda for the meeting, posted on December 5, 2024, is as follows.

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

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

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

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

Regular Board Meeting

Tuesday, December 10, 2024

4:30 PM

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

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

Superintendent:

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

- B. Approve Vouchers:
 - 1. Payroll Vouchers: 14-17, 1015-1018
 - 2. KUSD Vouchers: 1010, 2025-2030
 - C. Approve Personnel Hire Ratification List:
 - D. Approve Personnel Term/Leave Ratification List
 - E. Approve or ratify the requests for employee contract/work agreement adjustments for changes in position
 - F. Approve November 2024 Financials
 - G. Approve School Fundraisers
7. First reading of changes in policy as recommended by ASBA

Policy Advisory No. 808..... Regulation IHB-R - Special Instructional Programs Policy Advisory

Agenda Item Type: Discussion Only

- 8. Approve CTDS modification request for La Senita Elementary to include students in the special education programs housed at this location to add grades 6, 7, 8. La Senita would then house PS, UE, and K-8
Agenda Item Type: Discussion/Action
 Vicki Trujillo
- 9. Approve CTE Quality and Compliance stipends
Agenda Item Type: Discussion/Action
 Lindsay Wolsey
- 10. Approve Tyler Technologies, Inc. to continue as Sole Source vendor for Visions and Infinite Visions Package
Agenda Item Type: Discussion/Action
 Donette Piccinetti
- 11. Approve PowerSchool to continue as Sole Source vendor for Unified Talent and Unified Classroom software
Agenda Item Type: Discussion/Action
 Donette Piccinetti
- 12. Approve Frontline Placement Technologies, Inc. to continue as Sole Source vendor for Absence Management reporting software
Agenda Item Type: Discussion/Action
 Donette Piccinetti
- 13. Approve MediaNet Solutions, Inc. to continue as Sole Source vendor for e-IEP PRO for special education plan creation, documentation, and reporting
Agenda Item Type: Discussion/Action
 Donette Piccinetti
- 14. Approve district's recommendation to award RFP 25-04-28 for Walk-In Refrigerator-Freezer Preventative Maintenance, Repairs and Parts to multiple vendors for the amounts indicated
Agenda Item Type: Discussion/Action
 Donette Piccinetti
- 15. Request motion to adjourn Regular Meeting into Public Meeting to approve FY25 Budget Revision
Agenda Item Type: Discussion/Action
- 16. Public Hearing for the purpose of discussion related to the FY25 Budget Revision
Agenda Item Type: Discussion Only
 Margot Jones
- 17. Motion to adjourn Public Meeting and reconvene into Regular Board meeting
Agenda Item Type: Discussion/Action
- 18. Approve FY25 Budget Revision
Agenda Item Type: Discussion/Action
- 19. Possible action to enter into a Field Placement Agreement between the Arizona Board of Regents, the University of Arizona and Kingman Unified School District #20
Agenda Item Type: Discussion/Action

Angela Moreschi

20. Possible action to approve the recommendation to reclassify the Benefits/Payroll/Procurement Specialist position at the District Office to Benefits and Well-being Coordinator
Agenda Item Type: Discussion/Action
Angela Moreschi
21. Possible action to approve the recommendation to reclassify the Athletic/Discipline Secretary positions at Lee Williams High School and Kingman High School to Administrative Assistant; reclassify current incumbents, R. Jenay Trujillo and Brook Hilton, effective December 10, 2024; and, authorize staff to issue revised at-will notices commensurate with the reclassification
Agenda Item Type: Discussion/Action
Angela Moreschi
22. Approve listed Donations
Agenda Item Type: Discussion/Action
23. Possible motion to move into Executive Session per A.R.S. §38-431.03(A)(1) to discuss request to be released from employment contract by Isela Schiff
Agenda Item Type: Discussion/Action
Angela Moreschi
24. Possible motion to reconvene into Regular Session for any actions resulting from Executive Session
Agenda Item Type: Discussion/Action
25. Possible action on a request by Isela Schiff, Teacher, to be released from her FY 2024-25 employment contract, effective December 5, 2024
Agenda Item Type: Discussion/Action
26. Possible motion to move into Executive Session per A.R.S. §38-431.03(A)(1) to discuss ratification of termination of Allen Long
Agenda Item Type: Discussion/Action
Angela Moreschi
27. Possible motion to reconvene into Regular Session for any actions resulting from Executive Session
Agenda Item Type: Discussion/Action
28. Possible action on a recommendation to ratify the termination of Allen Long, Teacher, effective November 19, 2024
Agenda Item Type: Discussion/Action
29. Possible motion to move into Executive Session per A.R.S. §38-431.03(A)(4) for compensatory services settlement agreement and release of claims
Agenda Item Type: Discussion/Action
Dr. Gretchen Dorner
30. Possible motion to reconvene into Regular Session for any actions resulting from Executive Session
Agenda Item Type: Discussion/Action
31. Possible action to approve the compensatory services settlement agreement and release of claims
Agenda Item Type: Discussion/Action
32. Motion to move into Executive Session to discuss School/Board-Self Evaluation
Agenda Item Type: Discussion/Action
33. Motion to reconvene into Regular Session for any possible action with regards to School/Board Self-Evaluation
Agenda Item Type: Discussion/Action
34. Board Comments
Agenda Item Type: Discussion
35. Adjourn
Agenda Item Type: Action

Pursuant to the Americans with Disabilities Act (ADA), Kingman Unified School District #20 endeavors to ensure the accessibility of all its programs, facilities and services to all persons with disabilities. If you need

an accommodation for this meeting, please contact the Kingman Unified School District Office at (928) 753-5678 or email vportillo@kUSD.org.

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

C. Approve Personnel Hire Ratification list:

LAST NAME	FIRST NAME	SITE	POSITION	DATE
Aguirre	Elizabeth	Little Explorers	Paraeducator I	11/28/2024
Altman	Amanda	Cerbat	Paraeducator II	11/20/2024
Cannon	Laurie	District Office	Substitute Teacher	11/20/2024
Conley	Jessica	Transportation	Bus Monitor	12/02/2024
Cottrell	Aaron	Kingman High School	Paraeducator IV/V	12/02/2024
DeLang	Kristie	Kingman Middle School	Registrar	11/19/2024
Humke	Mikayla	District Office	Substitute Teacher	12/02/2024
Kelly	Tamara	Transportation	Bus Driver	11/05/2024
Nichols	Sierra	Little Explorers	Paraeducator II	12/02/2024
Raczak	Newton	Desert Willow	Paraeducator IV/V	11/20/2024
Reyes	Kaci	District Office	Substitute Teacher	12/02/2024
Roberts	Gabriel	Lee Williams High School	Teacher	11/12/2024
Roderick	Graceanne	District Office	Substitute Teacher	11/04/2024
Tegeler	Joshua	Kingman High School	Paraeducator IV/V	11/14/2024
Tolin	Joe	District Office	Substitute Teacher	11/18/2024
Verduzco	Dona	Kingman High School	Paraeducator IV/V	11/20/2024

D. Approve Personnel Term/Leave Ratification List:

LAST NAME	FIRST NAME	SITE	POSITION	DATE
Abarquez	Christina	Hualapai	Paraeducator I	11/28/2024
Bruce	Aiden	Transportation	Bus Monitor	11/07/2024
Camacho	Charrea	Hualapai	Paraeducator II	12/16/2024
Chapman	Maxine	Cerbat	Paraeducator II	11/21/2024
Farmer	Samantha	District Office	Coordinator Classified	11/12/2024
Gifford	Jessica	District Office	Substitute Teacher	11/12/2024
Palazzolo	Jerry	District Office	Substitute Teacher	11/05/2024
Petersen	Mitsy	Black Mountain	Teacher	11/14/2024
Plank	Jan	District Office	Substitute Teacher	11/12/2024
Riordon	David	District Office	Substitute Teacher	11/06/2024
Watkins	Denisse	Little Explorers	Paraeducator IV/V	11/21/2024

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

LAST NAME	FIRST NAME	SITE FROM	POSITION FROM	SITE TO	POSITION TO	DATE
Riggs	Michael	Little	Paraeducator IV/V	Transportation	Bus Monitor	11/18/2024
	Nicole	Explorers				

School Fundraisers

School Name: Little Explorers

For Board Agenda Month: December 2024

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

Fundraiser Type:

Date(s)
of Fundraiser

Location
of Fundraiser

Purpose of fundraiser

Papa Johns

Pizza Fundraiser

Jan. 2025 – May 2025

La Senita/Little Explorers

Raise funds to support the school

School Fundraisers

School Name: Lee Williams High School

For Board Agenda Month: December, 2024

Group Name <i>NO acronyms only- Spell Out name of group!</i>	Fundraiser Type:	Date(s) of Fundraiser	Location of Fundraiser	Purpose of fundraiser
LWHS AUXILIARY	Sock Wrestling	12/18/24	Lee William High School	All proceeds will be donated to a LWHS Family in need.

School Fundraisers

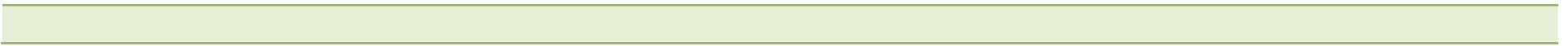
2024 - 2025

School Name: Kingman High School

For Board Agenda Month: December

Group Name
NO acronyms only

Group Name <i>NO acronyms only</i>	Fundraiser Type:	Date(s) of Fundraiser	Location of Fundraiser	Purpose of fundraiser
Student Council	Face Painting	12-14-24	KHS	Raise funds for trips and activities.
Band	Panda Express % of sales	2-6-25	Panda Express	Raise funds for 25/26 marching show
Band	Chipotle % of sales	3-12-25	Chipotle	Raise funds for 25/26 marching show
Wrestling	Street Taco sales	12-12-24	KHS	Raise funds for club
E-Sports & Band	Super Smash Brothers Ultimate Tournament	1/13/25 -1/30/25	KHS	Raise funds for both clubs.
E-Sports & Band	Mario Kart 8 Dx Tournament	1/6/25 - 2/6/25	KHS	Raise funds for both clubs.
Spiritline	Alumni Night	12/12/24, 12/13/24 &12/16/24	KHS	Community involvement
Spiritline	Bake Sale	1/10/25	KHS	Raise funds for club.
National Honor Society	Hot Cocoa sales	12/16/24 & 12/17/24	KHS	Raise funds for club.
Spiritline	Spiritline Bulldog Camp	1/6/25 - 1/10/25	KHS	Raise funds for club & community involvement.



POLICY SERVICES ADVISORY

Volume 36, Number 6

November 2024

Policy Advisory No. 808.....Regulation IHB-R — Special Instructional Programs

Policy Advisory Discussion

Policy Advisory No. 808 Regulation IHB-R — Special Instructional Programs

On October 21, 2024, the Arizona State Board of Education (SBE) approved a revision of board rule A.A.C. R7-2-401(G)(4)(A) that is immediately effective. This revision impacts Individualized Education Program (IEP) requirements, particularly in the area of Transition Services, including the inclusion of an estimated graduation date (A.A.C. R7-2-401(G)(4)(A)) and written notification to parents of the anticipated graduation date (A.A.C. R7-2-401(G)(4)(A)(c)(i)). These changes are noted in the appropriate sections of IHB-R.



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

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

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IHB-R ©

REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS

**(Identification and Placement
of Exceptional Students)**

This detailed administrative regulation is issued to:

- A. Accomplish the requirements of the Governing Board set out in Policy IHB - Special Instructional Programs.
- B. Assure District compliance with the requirements of applicable federal and state laws and the lawful regulations of the State Board of Education.
- C. Aid District personnel in fulfilling their duties relating to the topic by presenting the procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists.

Citations from the following sources are annotated to the material to assist in conducting research and for clarification:

- A. Arizona Revised Statutes (A.R.S.)
- B. Arizona Administrative Code (A.A.C.) Title 7, Chapter 2, State Board of Education Rules
- C. Regulations of the Family Educational Rights and Privacy Act as published in Part 99 of Title 34 of the Code of Federal Regulations (C.F.R.)
- D. Regulations to the Individuals with Disabilities Education Act (IDEA) as published in Title 34 of the C.F.R., Part 300.

Whenever the term "District" is used in this regulation, it is to be interpreted contextually to mean the School District, the respective local school site, a representative of the District or a representative of the local school site, as is applicable to the circumstance.

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Applicability

To accommodate the necessity to present procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists, this generic regulation contains procedural requirements for covered individuals of all ages. However, any statement in this regulation that addresses a provision that is not applicable to the grade levels and age ranges included in the student membership of the District is to be considered for the purposes of compliance to be not applicable.

Child Find

Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules [R7-2-401](#).

The District is responsible for child identification activities for children whose parents reside in the District unless:

- A. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;
- B. The student is enrolled in a nonprofit private school. In that event, the District within whose boundaries the private school is located is responsible for child identification activities.

The District will identify, locate, and evaluate all children with disabilities within its geographic boundaries who are in need of special education and related services including, but not limited to, children who are:

- A. Homeless;
- B. Highly mobile, including migrant children;
- C. Wards of the state; and,
- D. Attending private schools or who are homeschooled.

In its identification process the District will include children who are suspected of being children with a disability and in need of special education, even though:

- A. They are advancing from grade to grade; or
- B. They are highly mobile children, including those who are migrant children. [34 C.F.R. 300.111]

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The District will maintain a record of children who are receiving special education and related services. [34 C.F.R. 300.111]

The District will inform the general public and all parents within its boundaries of the responsibility of the availability of special education services for students aged three (3) through twenty-one (21) years, and how those services may be accessed including information regarding early intervention services for children aged birth through two (2) years. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22). [A.A.C. [R7-2-401](#).C]

The District shall establish, implement, and make available (either in writing or electronically) to its school-based personnel, and all parents within District boundaries of responsibility for the identification and referral of all children with disabilities aged birth (0+) through 21 (twenty-one), including children with disabilities attending private schools and home schools, regardless of the severity of their disability. [A.A.C. [R7-2-401](#).D]

The District shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The District shall maintain documentation of school-based personnel review. [A.A.C. [R7-2-401](#)] Identification screening for possible disabilities shall be completed within forty-five (45) calendar days after:

- A. Entry of each preschool or kindergarten student and any student enrolling without appropriate records or screening, evaluation, and progress in school; or
- B. Notification to the District by parents of concerns regarding developmental or educational progress by their child (aged three [3] years through twenty-one [21] years). [A.A.C. [R7-2-401](#)].

Screening procedures shall include vision and hearing status and consideration of the following areas:

- A. Cognitive or academic;
- B. Communication;
- C. Motor;
- D. Social or behavioral; and
- E. Adaptive development. [A.A.C. [R7-2-401](#)]

Screening does not include detailed individualized comprehensive evaluation procedures. [A.A.C. [R7-2-401](#)]

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For a student transferring into a school, the District shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education, or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. [A.A.C. [R7-2-401.D](#)]

If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within ten (10) school days and informed of the District's procedures to follow-up on the student's needs. [A.A.C. [R7-2-401.D](#)]

The District shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator, should the student be enrolled or not enrolled in the District. [A.A.C. [R7-2-401.D](#)]

If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student who has reached the age of majority may request an evaluation of the student. [A.A.C. [R7-2-401.D](#)]

If, after consultation with the parent, the District determines that a full and individual evaluation is not warranted, the District shall provide prior written notice and procedural safeguards notice to the parent in a timely manner. [A.A.C. [R7-2-401.D](#)]

Confidentiality

The District will permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the District under Individuals with Disabilities Education Act (IDEA). The District will comply with a request without unnecessary delay and in no case more than forty-five (45) calendar days after the request has been made, and before:

- A. Any individualized education program (IEP) meeting;
- B. Any hearing involving a due process complaint or disciplinary hearing;
- C. Any resolution session. [34 C.F.R. 300.613]

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The right to inspect and review education records includes:

- A. The right to a response from the District to reasonable requests for explanations and interpretations of the records;
- B. The right to request that the District provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- C. The right to have a representative of the parent inspect and review the records. [34 C.F.R. 300.613]

The District may presume that the parent has authority to inspect and review records relating to his or her child unless the District has been advised to the contrary by legal proceeding involving guardianship, separation and divorce. [34 C.F.R. 300.613]

The District will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the District), including:

- A. The name of the party;
- B. The date access was given; and
- C. The purpose for which the party is authorized to use the records. [34 C.F.R. 300.614]

If any education record includes information on more than one (1) child, the parents of those children have the right to inspect and review only the information relating to their child. [34 C.F.R. 300.615]

The District will provide parents on request a list of the types and locations of education records collected, maintained or used by the District. [34 C.F.R. 300.616]

The District may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records. [34 C.F.R. 300.617]

The District will not charge a fee to search for or to retrieve information. [34 C.F.R. 300.615]

A parent who believes that information in the education records collected, maintained or used by the District is inaccurate or misleading or violates the privacy or other rights of the child, may request the District to amend the information. [34 C.F.R. 300.618]

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The District will decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request. [34 C.F.R 300.618]

If the District refuses to amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing under 34 C.F.R 300.619. [34 C.F.R 300.618]

The District will, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. [34 C.F.R 300.619]

If, as a result of a hearing, the District decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will do so accordingly and so inform the parent in writing. [34 C.F.R 300.620]

If, as a result of a hearing, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the District will inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the District's decision. [34 C.F.R 300.620]

Parental consent will be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under Family Educational Rights and Privacy Act (FERPA). [34 C.F.R 300.622]

Parental consent will be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321. [34 C.F.R 300.622]

If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence. [34 C.F.R 300.622]

Upon receiving a written request, the District shall forward special education records to any other public education agency in which a student has enrolled or is seeking to enroll. Records shall be forwarded within the time-frame specified in A.R.S. [15-828\(F\)](#). The District shall also forward records to any other person or agency for which the parents have signed consent. [A.A.C. [R7-2-401.J\(4\)](#)]

The District will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. [34 C.F.R 300.623]

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

One (1) official at the District will assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information will receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 C.F.R. part 99). [34 C.F.R 300.623]

The District will maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information. [34 C.F.R 300.623]

The District shall establish, implement, and make available to its personnel and parents written policies and procedures to ensure the confidentiality of records and information in accordance with IDEA and its regulations, the Family Educational Rights and Privacy Act (FERPA) and its regulations, and state statutes. [A.A.C. [R7-2-401.J\(1\)](#)]

The District will inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child. [34 C.F.R 300.624]

The information will be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. [34 C.F.R 300.624]

Parents shall be fully informed about the requirements of the IDEA and regulations, including an annual notice of the policies and procedures that the District shall follow regarding storage, disclosure to a third party, retention, and destruction of personally identifiable information. [A.A.C. [R7-2-401.J\(2\)](#)]

The rights of the parents regarding educational records are transferred to the student at age eighteen (18) under FERPA unless the student has been declared legally incompetent, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. [15-773](#). [34 C.F.R 300.625]

If the rights of the parents regarding educational records are transferred to the student at age eighteen (18) under the IDEA, the District will provide any notice required under the procedural safeguards provisions. [34 C.F.R 300.625]

The rights of parents regarding education records are transferred to the student at age 18, unless the student has been adjudicated incapacitated, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. [15-773](#). [A.A.C. [R7-2-401.J\(3\)](#)]

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

Discipline

On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the District will provide services to the extent required to:

- A. Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and
- B. Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. [34 C.F.R. 300.530]

The District is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for the (10) days or less in that school year, if it provides services to non-disabled children similarly removed. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her current placement for ten (10) school days, and the current removal is for not more than ten (10) consecutive school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the individualized education program (IEP) goals. [34 C.F.R. 300.530]

If the removal is a change in placement, the child's IEP team determines the appropriate services. [34 C.F.R. 300.530]

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the District, parent, and relevant members of the IEP team will review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:

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A. If the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or

B. If the conduct in question was the direct result of the District's failure to implement the IEP. [34 C.F.R. 300.530]

The conduct will be determined to be a manifestation of the disability if either of the above-named conditions occurred, and, if the IEP was not implemented, the District will take immediate steps to remedy that deficiency. [34 C.F.R. 300.530]

If the District, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child will be returned to the placement from which the child was removed, unless the parent and District agree to a change of placement. The IEP team will either:

A. Conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or

B. If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior. [34 C.F.R. 300.530]

School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to manifestation of disability if the child:

A. Carries a weapon to or possesses a weapon at school, on school premises, to or at a school function under the jurisdiction of the state or the District;

B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or the District; or

C. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or the District. [34 C.F.R. 300.530]

The District will notify parents and provide notice of procedural safeguards on the day the District determines the student has violated the code of conduct, and the violation constitutes a change in placement (i.e., interim alternative education setting). [34 C.F.R. 300.530]

The District shall establish, implement, and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities. [A.A.C. [R7-2-401.P](#)]

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The District shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. [A.A.C. [R7-2-401.P](#)]

The District shall maintain documentation of staff review. [A.A.C. [R7-2-401.P](#)]

Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its regulations, and state statutes. [A.A.C. [R7-2-401.P](#)]

The child's IEP team determines the interim alternative educational setting for services. [34 C.F.R. 300.531]

The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. [R7-2-405.I](#). [34 C.F.R. 300.532]

When the District believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others the District may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. [R7-2-405.I](#). [34 C.F.R. 300.532]

The student will remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and District agree otherwise. [34 C.F.R. 300.533]

A non-eligible student who engaged in a behavior that violated a code of student conduct may assert protections if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District will be deemed to have such knowledge if:

- A. The parent of the child expressed concern in writing to supervisory or administrative personnel of the District, or a teacher of the child, that the child is in need of special education and related services;
- B. The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or
- C. The teacher of the child, or other personnel of the District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the District. [34 C.F.R. 300.534]

The District will not be deemed to have knowledge if the parent of the child:

- A. Has not allowed an IDEA evaluation of the child;

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B. Has refused special education services for the child; or

C. The child has been evaluated and determined to not be a child with a disability under IDEA. [34 C.F.R. 300.534]

When the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable behaviors.

If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation will be conducted in an expedited manner.

A. Until the evaluation is completed, the child remains in the educational placement determined by the District, which can include suspension or expulsion without educational services.

B. If the child is determined to be a child with a disability, the District will provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536. [34 C.F.R. 300.534]

The District may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities. 34 C.F.R. 300.535]

When reporting a crime committed by a child with a disability the District ensures that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the District reports the crime, but only to the extent permitted by FERPA. [34 C.F.R. 300.535]

A change of placement occurs if:

A. The removal is for more than ten (10) consecutive school days; or

B. The child has been subjected to a series of removals that constitute a pattern:

1. because the series of removals total more than ten (10) school days in a school year;
2. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and
3. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. [34 C.F.R. 300.536]

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The District will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings. [34 C.F.R. 300.536]

Evaluation and Eligibility

The District, when proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability, and after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.

A. Parental consent for initial evaluation will not be construed as consent for initial provision of special education and related services.

B. The District will make reasonable efforts to obtain the informed consent from the parent for an initial evaluation. [34 C.F.R. 300.300]

For initial evaluations only, if the child is a ward of the state, is not residing with the child's parent, the District is not required to obtain consent from the parent if:

A. Despite reasonable efforts to do so, the District cannot discover the whereabouts of the parents of the child;

B. The rights of the parents of the child have been terminated in accordance with state law;

C. The rights of the parent to make educational decisions have been subrogated by a judge, in accordance with state law, and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. 300.300]

The District may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the District refuses, or fails to respond to, a request to provide consent for an initial evaluation. [34 C.F.R. 300.300]

The District will obtain informed consent from the parent of the child before the initial provision of special education and related services to the child, and will make reasonable efforts to obtain that consent. [34 C.F.R. 300.300]

If a parent refuses consent for the initial provision of special education and related services, the District will not seek consent through due process hearing procedures. The District:

A. Will not be considered to be in violation to provide a Free Appropriate Public Education (FAPE);

B. Is not required to convene a IEP team meeting or develop an IEP for the child. [34 C.F.R. 300.300]

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If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the District:

- A. May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services;
- B. May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;
- C. Will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- D. Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services. If a parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the District is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

The District will obtain informed consent prior to conducting any reevaluation of a child with a disability.

- A. If the parent refuses consent, the District may utilize due process hearing procedures to seek consent, but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
- B. The informed parental consent for reevaluation need not be obtained if the District can demonstrate that:
 - 1. it made reasonable efforts to obtain such consent and has documented those attempts;
 - 2. the child's parent has failed to respond. [34 C.F.R. 300.300]

Parental consent is not required before:

- A. Reviewing existing data as part of an evaluation or reevaluation; or
- B. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration. [34 C.F.R. 300.300]

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The District will not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the District, except as required by this part. [34 C.F.R. 300.300]

If a parent of a child who is home-schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the District will not utilize due process hearing procedures to seek consent. [34 C.F.R. 300.300]

Consistent with consent requirements of §300.300, either a parent of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability. [34 C.F.R. 300.301]

If the parent requests the evaluation, the District must, within a reasonable amount of time not to exceed fifteen (15) school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data or provide prior written notice refusing to conduct the requested evaluation. The sixty (60)-day evaluation period shall commence upon the District's receipt of the parent's informed written consent. [A.A.C. [R7-2-401.E](#)]

The initial evaluation will:

A. Be conducted within sixty (60) calendar days of receiving informed written parental consent for the evaluation, unless: [34 C.F.R. 300.301] [A.A.C. [R7-2-401\(E\)\(3\)](#)]

1. the parents and the District agree, in writing, that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) calendar days; or;
2. the child enrolls in the District following the child's departure from a previous district after the parent has provided consent and before the determination of eligibility by the child's previous district. In that event, the District ensures prompt completion of the evaluation.
3. the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.

B. Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child. [34 C.F.R. 300.301] [A.A.C. [R7-2-401.E](#)]

C. The initial evaluation of a child being considered for special education or re-evaluation shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility.

D. Neither the sixty (60)-day evaluation period nor any extension shall cause a re-evaluation to exceed the time-lines for a re-evaluation within three (3) years of the previous evaluation. [34 C.F.R. 300.301] [A.A.C. [R7-2-401.E](#)]

The District will conduct a reevaluation of a child with a disability if:

A. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or

B. If the child's parents or teacher requests a reevaluation; except

C. The District will not conduct a reevaluation more than once a year unless the parent and District agree otherwise. [34 C.F.R. 300.303]

The District will conduct a reevaluation at least once every three (3) years. The Multidisciplinary Evaluation Team shall determine, in accordance with IDEA and regulations, whether the requirements of subsections (E)(6)(a) through (i) are required for a student's re-evaluation. [34 C.F.R. 300.303] [A.A.C. [R7-2-401.E](#)]

The District will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the District proposes to conduct. [34 C.F.R. 300.304]

In conducting an evaluation or reevaluation, the District will:

A. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine;

1. whether the child is a child with a disability; and

2. if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

B. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

C. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. [34 C.F.R. 300.304]

For the following disabilities, the full and individual initial evaluation shall include:

A. *Emotional disability*: verification of a disorder by a qualified professional.

B. *Hearing impairment*:

1. An audiological evaluation by a qualified professional, and
2. An evaluation of communication/language proficiency.

C. *Other health impairment*: verification of a health impairment by a qualified professional.

D. *Specific learning disability*: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that meets the District's criteria through one of the following:

1. A discrepancy between achievement and ability;
2. The child's response to scientific, research-based interventions; or
3. Other alternative research-based procedures.

E. *Orthopedic impairment*: verification of the physical disability by a qualified professional.

F. *Speech/language impairment*: an evaluation by a qualified professional.

G. For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:

1. An audiometric screening within the past calendar year,
2. A review of academic history and classroom functioning,
3. An assessment of speech problems by a speech therapist, or,
4. An assessment of the student's functional communication skills.

H. The Department of Education shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in A.A.C. [R7-2-401](#).E.7.

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The District ensures that evaluation materials and strategies:

- A. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- B. Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
- C. Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
- D. Are administered by trained and knowledgeable personnel;
- E. Are administered in accordance with the instructions provided by the assessment publisher;
- F. Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).
- G. Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and
- H. Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.
- I. Provide relevant information that directly assists in determining the educational needs of the child. [34 C.F.R. 300.304]

Evaluations of children who transfer to or from another District in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation. [34 C.F.R. 300.304]

As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will:

- A. Review existing evaluation data on the child including:
 - 1. evaluations and information provided by the parents;

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2. current classroom-based, local and state-wide assessments, and classroom-based observations;
 3. observations by teachers, and related services providers.
- B. On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:
1. the child is or continues to be a child with a disability, and, if so, the educational needs of the child;
 2. the present levels of academic achievement and related developmental needs of the child;
 3. whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.
- C. The IEP team may conduct the review without a meeting. [34 C.F.R. 300.305]
- D. The District may accept current information about the student from another state, public agency, public education agency, or through an independent education evaluation.

If additional data are needed, the District will administer the assessments required to obtain the additional data. [34 C.F.R. 300.305]

If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the District will notify the parents of:

- A. The determination and the reasons for the determination; and
- B. The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs. [34 C.F.R. 300.305]

The District will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or at the conclusion of the instructional year during which the child attained the age of twenty-two (22).

When the child's eligibility terminates because of graduation or at the conclusion of the instructional year during which the child attained the age of twenty-two (22), the District will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals. [34 C.F.R. 300.305]

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Upon completion of the evaluation process, the District ensures that:

- A. A group of qualified professionals and the parent of the child determine:
 - 1. if the child is a child with a disability under the Individuals with Disabilities Education Act, Arizona State Statutes, and Arizona Administrative Code; and
 - 2. if so, the educational needs of the child.
- B. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination. [34 C.F.R. 300.306]

A child will not be determined to be a child with a disability if the primary factor for the determination is:

- A. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the Elementary and Secondary Education Act [ESEA]);
- B. Lack of appropriate instruction in math; or
- C. Limited English proficiency. [34 C.F.R. 300.306]

The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §300.320 through 300.324. [34 C.F.R. 300.306]

Additional procedures for identifying children with specific learning disabilities:

A. *Option 1:*

The District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

B. *Option 2:*

The District will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

C. *Option 3:*

The District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §300.307-311:

- a. The state-adopted criteria based on a child's response to scientific, research-based intervention;
- b. The identification of a severe discrepancy between intellectual ability and achievement. [34 C.F.R. 300.307]

The determination of whether a child suspected of having a specific learning disability is a child with a disability will be made by the child's parents and a team of qualified professionals which will include:

- A. The child's regular education teacher; or
- B. If the child does not have a regular education teacher, then a regular education teacher qualified to teach children of that age;
- C. For a child of less than school age, an individual qualified by the state to teach children of his/her age;
- D. At least one (1) person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. [34 C.F.R. 300.308]

A child may be determined to have a specific learning disability if:

- A. The child does not achieve adequately for the child's age or meet state-approved grade level standards in one (1) or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet state-approved grade level standards:
 1. oral expression
 2. listening comprehension
 3. written expression
 4. basic reading skill
 5. reading fluency skills
 6. reading comprehension
 7. mathematics calculation
 8. mathematics problem solving

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B. The child does not make sufficient progress to meet age or state-approved grade level standards in one (1) or more of the areas listed immediately above when using a process based on the child's response to scientific, research-based intervention; or

C. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability using appropriate assessments. [34 C.F.R. 300.309]

The findings of this section are not primarily the result of:

- A. A visual, hearing or motor disability;
- B. Intellectual disability;
- C. Emotional disturbance;
- D. Cultural factors;
- E. Environmental or economic disadvantage; or
- F. Limited English proficiency. [34 C.F.R. 300.309]

The group ensures that the underachievement is not due to a lack of appropriate instruction in reading or math and consider:

- A. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- B. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents. [34 C.F.R. 300.309]

The District will promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in the two (2) immediately preceding bullets. [34 C.F.R. 300.309]

The District ensures that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. [34 C.F.R. 300.310]

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In the case of a child less than school age or out of school, a group member will observe the child in an environment appropriate for a child that age. [34 C.F.R. 300.310]

For a child suspected of having a specific learning disability, the eligibility determination will contain a statement of:

- A. Whether the child has a specific learning disability;
- B. The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
- C. The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
- D. The educationally relevant medical findings, if any;
- E. Whether the child does not achieve adequately for his/her age or to meet state-approved grade level standards consistent with whether the child has a specific learning disability; and does not make sufficient progress to meet age or state-approved grade level standards consistent with the basis of a determination in accordance with IDEA; or
- F. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development consistent with the observation of relevant behavior.
- G. The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level. [34 C.F.R. 300.311]

If the child participated in a process that assessed the child's response to scientific, research-based intervention, the determination must include:

- A. The instructional strategies used and the student-centered data collected; and
- B. The documentation that the child's parents were notified about the state's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
- C. Strategies for increasing the rate of learning; and
- D. The parent's right to request an evaluation. [34 C.F.R. 300.311]

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Each group member will certify in writing whether the report reflects the member's conclusion. If it does not, the group member will submit a separate statement presenting the member's conclusions. [34 C.F.R. 300.311]

The District shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education. [A.A.C. [R7-2-401.E](#)]

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. [R7-2-401.E](#)]

Free Appropriate Public Education

The determination that a child is eligible for special education and related services will be made on an individual basis by a properly constituted District team. [34 C.F.R. 300.306 and, if applicable, 300.308]

For preschool children (age three [3] to five [5]):

The District will:

1. Make FAPE available no later than the child's third birthday;
2. Ensure that an IEP or an Individualized Family Service Plan (IFSP) is in effect for each child by that date;
3. Ensure that a child's IEP team determines the date when services under the IEP or IFSP will begin if a child's third birthday occurs during the summer.

For school-aged children (age five [5] through twenty-one [21]):

The District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).

The District will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the District or county for provision of special education services. [A.R.S. [15-764.A\(5\)](#)]

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The special education programs and services established pursuant to this section and section [15-765](#) shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education. [A.R.S. [15-764.B](#)]

The District ensures that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:

- A. special education;
- B. related services;
- C. supplementary aids and service. [34 C.F.R. 300.105]

On a case-by-case basis, the District ensures the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP team determines that the child needs access to those devices in order to receive FAPE. [34 C.F.R. 300.105]

The District will make extended school year services available as necessary to provide FAPE to children with disabilities.

- A. Extended school year (ESY) services will be provided only if a child's IEP team determines, in accordance with §§300.320-300.324, that the services are necessary for the provision of FAPE.
- B. Services will not be:
 - 1. limited to a particular category of disability; or,
 - 2. unilaterally limited to the type, amount, or duration of services. [34 C.F.R. 300.106]

The ESY services that are provided to a child with a disability will:

- A. Be provided beyond the normal school year of the District;
- B. Be provided in accordance with the child's IEP;
- C. Be provided at no cost to the parents of the child; and
- D. Meet the standards of the state. [34 C.F.R. 300.106]

The District will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services. [34 C.F.R. 300.107]

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Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available. [34 C.F.R. 300.107]

The District will make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:

- A. The child is enrolled full time in a separate facility; or
- B. The child needs specially designed physical education as prescribed in the child's IEP. [34 C.F.R. 300.108]

If a child is enrolled in a separate facility, the District ensures that the child receives appropriate physical education services. [34 C.F.R. 300.108]

If special physical education is prescribed in a child's IEP, the District will provide for those services, either directly or through other public or private programs. [34 C.F.R. 300.108]

The District ensures that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education. [34 C.F.R. 300.110]

When serving children wearing hearing aids or surgically implanted medical devices, the District ensures that:

- A. The hearing aids worn in school by children with hearing impairments are functioning properly; and
- B. The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the District will not be responsible for any post-surgical maintenance, programming or replacement of any component, external or internal, of the medical device. [34 C.F.R. 300.113]

The District may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the District:

- A. Will not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;

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B. Will not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay;

C. Will not use a child's public benefit if that use would:

1. decrease lifetime benefits;
2. result in the family paying for non-school services that would otherwise be paid for by public benefits;
3. increase premiums or lead to discontinuation of benefits; or
4. risk loss of eligibility. [34 C.F.R. 300.154]

The District will notify parents that their refusal to allow access to their public benefits does not relieve the District of its responsibility to provide all required IDEA services. [34 C.F.R. 300.154]

The District will obtain a one (1)-time written consent from the parent, after providing written notification and prior to accessing a child's or parent's public benefits for the first time. The consent must specify:

- A. The personally identifiable information that may be disclosed;
- B. The purpose of the disclosure; and
- C. The agency to which the disclosure may be made.

The District will provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter.

The District responsible for serving preschool children with disabilities shall establish, implement, and make available to its personnel and parents, written procedures for:

- A. The operation of the preschool program, in accordance with federal statute and regulations and the state statutes, that provides a continuum of placements for students;
- B. The smooth and effective transition from the Arizona Early Intervention Program to a public school preschool program in accordance with the agreement between the Department of Economic Security and the Department; and

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C. The provision of a minimum of three hundred sixty (360) minutes per week of instruction in a program that meets at least two hundred sixteen (216) hours over the minimum. [A.A.C. [R7-2-401.K](#)]

The District shall establish, implement, and make available to its personnel and parents written procedures regarding the access to special education services to students enrolled in private schools by their parents as identified by the IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. [R7-2-401.F](#)]

Graduation

The District ensures that the Governing Board shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by District assessment. [A.R.S. [15-701\(B\)](#) and A.A.C. [R7-2-301\(D\)\(1\)](#)]

The District ensures that the Governing Board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with [R7-2-401](#) et seq. [A.R.S. [15-701\(B\)](#) and A.A.C. [R7-2-301\(D\)\(1\)](#)]

The District will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma. [34 C.F.R. 300.102]

The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma. [34 C.F.R. 300.102]

Parents shall be provided written notification of a student's anticipated graduation date at least one (1) year before the anticipated high school graduation date.

Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503. [34 C.F.R. 300.102]

An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to conclusion of the instructional year during which the student attains the age of twenty-two (22). [34 C.F.R. 300.305]

For a child no longer eligible due to graduation or exceeding the age of eligibility, the District will provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals. [34 C.F.R. 300.305]

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Pupils with disabilities as defined in A.R.S. [15-761](#) or children who receive special education as defined in [15-763](#), shall not be required to achieve passing scores on competency tests in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or eighteen [18] year old student) and IEP team. [A.R.S. [15-701.01](#)(3)]

Individualized Education Program

Each individualized education program (IEP) of a student with a disability shall be developed in accordance with IDEA and its regulations, state statutes, and State Board of Education rules. If appropriate to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that certificated special education personnel are involved in the planning, progress monitoring, and when appropriate, the delivery of the specially designed instruction. [A.A.C. [R7-2-401.G](#)]

Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without accommodations or modifications as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessments as determined by the IEP team. [A.A.C. [R7-2-401.G](#)]

The contents of each individualized education program (IEP) will include a statement of:

- A. The child's present levels of academic achievement and functional performance, including:
 - 1. how the child's disability affects the child's involvement and progress in the general curriculum; or
 - 2. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- B. Measurable annual goals, including academic and functional goals designed to:
 - 1. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

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2. meet each of the child's other educational needs that result from the child's disability;

3. for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

C. How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;

D. The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided to enable the child:

1. to advance appropriately toward attaining the annual goals;

2. to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children.

E. The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;

F. Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on state and District-wide assessments;

G. If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or District-wide assessment of student achievement, a statement of why:

1. the child cannot participate in the regular assessment; and

2. the particular alternate assessment selected is appropriate for the child;

H. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. [34 C.F.R. 300.320]

I. The student's estimated graduation date, aligned with the transition plan, by the end of ninth (9th) grade or age sixteen (16), whichever comes first, or earlier, if determined necessary by the student's IEP team.

Beginning not later than the first IEP to be in effect when the ~~child~~ student turns sixteen (16), or ~~younger~~ earlier if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of:

- A. appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate independent living skills;
- B. transition plan and services (including courses of study) needed to assist the child in reaching those goals by the anticipated graduation date. [34 C.F.R. 300.320]

Beginning not later than one (1) year before a student reaches the age of eighteen (18), the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of eighteen (18). [34 C.F.R. 300.320]

The IEP team for each child with a disability will include:

- A. The parents of the child;
- B. Not less than one (1) regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- C. Not less than one (1) special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- D. A representative of the District who:
 - 1. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - 2. is knowledgeable about the general education curriculum; and
 - 3. is knowledgeable about the availability of resources of the District;
 - 4. may be a District team member described in the IEP team described above, with the exception of the parents, if the above criteria are met.
- E. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in the IEP team described above.
- F. At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

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G. Whenever appropriate, the child with a disability.

1. A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals;
2. If the student does not attend the IEP meeting, the District will take other steps to ensure that the student's preferences and interests are considered.

H. To the extent appropriate and with consent of the parents or the adult child, the District will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

I. For a child who is transitioning from the Arizona Early Intervention Program (AzEIP), representatives from AzEIP must be invited to the initial IEP if the parent requests. [34 C.F.R. 300.321]

A member of the IEP team described above is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting. [34 C.F.R. 300.321]

A member of the District IEP team described above, and including a person who can interpret the results, may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing and the District consent to the excusal, and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting. [34 C.F.R. 300.321]

A parent or the District may request in writing a review of the IEP and shall identify the basis for requesting review. Such review shall take place within forty-five (45) school days of the receipt of the request at a mutually agreed upon date and time. [A.A.C. [R7-2-401.G](#)]

In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting will, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services. [34 C.F.R. 300.321]

The District will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:

- A. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- B. Scheduling the meeting at a mutually agreed on time and place. [34 C.F.R. 300.322]

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The meeting notice will:

- A. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
- B. Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP if the meeting is for an initial IEP of a child transitioning from AzEIP. [34 C.F.R. 300.322]

Beginning not later than the first IEP to be in effect by the end of ninth (9th) grade or age sixteen (16), whichever comes first, or earlier, if determined necessary by the student's IEP team ~~when the child turns sixteen (16)~~, the notice will also:

- A. Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
- B. Indicate that the District will invite the student;
- C. Identify any other agency that will be invited to send a representative. [34 C.F.R. 300.322]

If neither parent can attend, the District will use other methods to ensure parent participation, including individual or conference telephone calls. [34 C.F.R. 300.322]

A meeting may be conducted without a parent in attendance if the District is unable to convince the parents that they should attend. In this case, the District will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:

- A. Detailed records of telephone calls made or attempted and the results of those calls;
- B. Copies of correspondence sent to the parents and any responses received; and
- C. Detailed records of visits made to the parent's home or place of employment and the results of those visits. [34 C.F.R. 300.322]

The District will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. [34 C.F.R. 300.322]

The District will give the parent a copy of the child's IEP at no cost to the parent. [34 C.F.R. 300.322]

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At the beginning of each school year, the District will have in effect for each child with a disability in its jurisdiction, an IEP as defined in 300.320. [34 C.F.R. 300.323]

The District ensures that:

- A. A meeting to develop an IEP for an eligible child is conducted within thirty (30) calendar days of a determination of eligibility for special education and related services.
- B. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year. [34 C.F.R. 300.323]

For a child aged two (2) years nine (9) months to five (5) years previously served by AzEIP, the IEP team will consider the contents of the child's Individualized Family Service Plan (IFSP). An IFSP may serve as the IEP of the child if:

- A. The District has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;
- B. The parent and the District agree in writing to the use of an IFSP;
- C. The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language and numeric skills; and
- D. The IFSP is developed in accordance with IEP procedures. [34 C.F.R. 300.323]

The District ensures that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP.

- A. Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and
- B. The specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP. [34 C.F.R. 300.323]

For a child with an IEP who transfers into the District from another school system in Arizona, the District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:

- A. Reviews and adopts the child's IEP from the previous district, or
- B. Develops, adopts, and implements a new IEP. [34 C.F.R. 300.323]

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For a child with an IEP who transfers into the District from another state, the District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:

- A. Conducts an evaluation for eligibility for special education in Arizona, or determines that such an evaluation is unnecessary; and
- B. Develops, adopts, and implements a new IEP, if appropriate. [34 C.F.R. 300.323]

To facilitate the transition of a child enrolling from another school system, either from within or from outside of Arizona, the District will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous school system in which the child was enrolled. [34 C.F.R. 300.323]

When a records request is received from another district, from either within or outside of Arizona, the District will promptly respond to the request. [34 C.F.R. 300.323]

In developing each child's IEP, the IEP team will consider:

- A. The strengths of the child and the concerns of the parents for enhancing the education of their child;
- B. The results of the initial or most recent evaluation of the child; and
- C. The academic, developmental, and functional needs of the child. [34 C.F.R. 300.324]

In consideration of special factors, the IEP team will:

- A. In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;
- B. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- C. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;

D. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

E. Consider whether the child requires assistive technology devices and services. [34 C.F.R. 300.324]

The regular education teacher of a child with a disability, as a member of the IEP team, will, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:

A. Appropriate positive behavioral interventions and strategies for the child; and

B. Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4). [34 C.F.R. 300.324]

In making changes to the IEP after the annual IEP meeting, the parent and the District may agree to amend the IEP without a meeting for the purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The District will:

A. Inform all members of the child's IEP team of those changes, and

B. Upon request, provide the parents with the revised copy of the IEP. [34 C.F.R. 300.324]

To the extent possible, the District will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child. [34 C.F.R. 300.324]

The District ensures that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address:

A. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;

B. the results of any reevaluation;

C. information about the child provided to, or by the parents;

D. the child's anticipated needs, or other matters. [34 C.F.R. 300.324]

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If a participating agency other than the District fails to provide the transition services in an IEP, the District will reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes. [34 C.F.R. 300.324]

Before the District places a child with a disability in a private school or facility, the District will initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call. [34 C.F.R. 300.325]

Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the District. However, the District ensures that:

- A. The parents and District representative are involved in any decisions about the child's IEP; and
- B. They agree to any proposed changes in the IEP before those changes are implemented. [34 C.F.R. 300.325]

The District remains responsible to ensure FAPE to a child placed by the District in a private school or facility. [34 C.F.R. 300.325]

The District ensures that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.327]

The District shall establish, implement, and make available to its school-based personnel and parents written procedures for the development, implementation, review, and revision of IEPs. [A.A.C. [R7-2-401](#).G]

Procedures for IEPs shall meet the requirements of the IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. [R7-2-401](#).G]

Procedures shall include the incorporation of Arizona academic standards as adopted by the State Board of Education into the development of each IEP and address grade-level expectations and grade-level content instruction. [A.A.C. [R7-2-401](#).G]

Least Restrictive Environment

The District ensures that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 C.F.R. 300.114]

The District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. [34 C.F.R. 300.115]

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The continuum of alternative placements will include:

- A. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;
- B. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

The placement decision for each child will be:

- A. Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
- B. In conformity with the least restrictive environment (LRE) provisions of the IDEA regulations;
- C. Determined at least annually;
- D. Based on the child's IEP; and,
- E. As close as possible to the child's home. [34 C.F.R 300.115]

Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled. [34 C.F.R 300.115]

In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that she/he needs. [34 C.F.R 300.115]

A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. [34 C.F.R 300.115]

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. [34 C.F.R 300.117]

The District ensures that the supplementary aides and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings. [34 C.F.R 300.115]

The District shall establish, implement, and make available to its school-based personnel and parents, written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. [R7-2-401.H](#)]

A continuum of services and supports for students with disabilities shall be available through the District. [A.A.C. [R7-2-401.H](#)]

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Procedural Safeguards

The District ensures that the parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child. [34 C.F.R. 300.501]

The District ensures that the parents of a child with a disability shall:

- A. be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the child.
- B. be provided notice consistent with §300.322 to ensure they have opportunity to participate in meetings.
- C. be members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.501]

If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the District must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing. [34 C.F.R. 300.501]

A placement decision may be made by a group without the involvement of the parent, if the District is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement. [34 C.F.R. 300.501]

The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. The District must provide to parents, upon request for an independent educational evaluation:

- A. Information about where an independent educational evaluation may be obtained; and
- B. The District criteria applicable for independent educational evaluations. District criteria for the independent educational evaluation must be the same as the criteria the District uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation. [34 C.F.R. 300.502]

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District. If a parent requests an independent educational evaluation at public expense, the District must, without unnecessary delay, either:

- A. File for a due process hearing to show that its evaluation is appropriate; or

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B. Ensure that an independent educational evaluation is provided at public expense, unless the District demonstrates in a hearing that the evaluation obtained by the parent did not meet District criteria. [34 C.F.R. 300.502]

If a due process hearing decision is that the District's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. [34 C.F.R. 300.502]

If a parent requests an independent educational evaluation, the District may ask for the parent's reasons for the objections, but may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation. [34 C.F.R. 300.502]

A parent is entitled to only one (1) independent educational evaluation at public expense each time the District conducts an evaluation with which the parent disagrees. [34 C.F.R. 300.502]

The results of any independent educational evaluation which is obtained by or provided to the District:

A. Must be considered by the District, if it meets District criteria, in any decision with respect to the provision of FAPE to the child; and

B. May be presented by any party as evidence in a due process hearing. [34 C.F.R. 300.502]

If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

Written notice must be given to the parents of a child with a disability a reasonable time after the District:

A. Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or

B. Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child. [34 C.F.R. 300.503]

Such notice shall occur before the proposal or refusal action is implemented.

The notice must include:

A. A description of the action proposed or refused by the District;

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- B. An explanation of why the District proposes or refuses to take the action;
- C. A description of each evaluation procedure, assessment, record or report the District used as a basis for the proposed or refused action;
- D. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- E. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- F. A description of other options that the IEP team considered and the reasons why those options were rejected;
- G. A description of other factors that are relevant to the District's proposal or refusal. [34 C.F.R. 300.503]

The notice must be written in language understandable to the general public, provided in the native language or other mode of communication used by the parent. [34 C.F.R. 300.503]

If the native language or other mode of communication used by the parent is not a written language, the District ensures:

- A. The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- B. That the parent understands the content of the notice;
- C. That there is written evidence of these requirements. [34 C.F.R. 300.503]

A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one (1) time a school year, except that a copy also must be given to the parents:

- A. Upon initial referral or parent request for evaluation;
- B. Upon receipt of a first complaint to the state or first request for a due process hearing in a school year;
- C. When a disciplinary change of placement /removal has been initiated;
- D. Upon request by a parent. [34 C.F.R. 300.504]

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 procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 536, and §§300.610 through 300.625 relating to:

- A. Independent educational evaluations;
- B. Prior written notice;
- C. Parental consent;
- D. Access to education records;
- E. Opportunity to present and resolve complaints through the due process hearing and state complaint procedures, including:
 - 1. The time period in which to file a complaint;
 - 2. The opportunity for the District to resolve the complaint;
 - 3. The difference between due process hearing and state complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.
- F. The availability of mediation;
- G. The child's placement during the due process hearing;
- H. Procedures for students subject to placement in an interim alternative educational setting;
- I. Requirements for unilateral placements by parents of children in private schools at public expense;
- J. Due process hearings including requirements for disclosure of evaluation results and recommendations;
- K. Civil actions, including timelines;
- L. Attorney fees. [34 C.F.R. 300.504]

This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503. [34 C.F.R. 300.504]

The parent of a child with a disability may elect to receive required notices by an electronic mail communication if the District makes that option available. [34 C.F.R. 300.505]

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 District will establish procedures to allow parties to disputes, including those matters arising prior to a request for a due process hearing, to resolve disputes through mediation. Procedures will ensure that the mediation process:

- A. Is voluntary on the part of the parties;
- B. Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA;
- C. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques. [34 C.F.R. 300.506]

The District may establish procedures to offer to parents and schools that choose not to use mediation an opportunity to meet, at a time and location convenient to the parties, with a disinterested party:

- A. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center;
- B. Who would explain the benefits of, and encourage the mediation process to the parents. [34 C.F.R. 300.506]

A parent or District may file a request for a due process hearing relating to the identification, evaluation or educational placement of a child with a disability. [34 C.F.R. 300.507]

The request for a due process hearing must allege a violation that occurred not more than two (2) years before the date the parent or District knew or should have known about the alleged violation. [34 C.F.R. 300.507]

The District must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request. [34 C.F.R. 300.507]

The District will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint. [34 C.F.R. 300.508]

The party filing the notice for a hearing must forward a copy of the request to the state. [34 C.F.R. 300.508]

The due process hearing complaint must include the following in order for the complaint to be heard:

- A. The name of the child;
- B. The residential address of the child;
- C. The school of attendance;

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

D. A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and

E. A proposed resolution of the problem to the extent known and available to the party at the time. [34 C.F.R. 300.508]

The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within fifteen (15) days of receipt of the complaint, that it believes the complaint does not meet the content requirements. [34 C.F.R. 300.508]

Within five (5) days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination. [34 C.F.R. 300.508]

A party may amend its due process complaint only if:

A. The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or

B. The hearing officer grants permission, but in no case later than five (5) days before the due process hearing begins. [34 C.F.R. 300.508]

If a party files an amended complaint, the relevant timelines begin again. [34 C.F.R. 300.508]

If the District has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it must do so within ten (10) days of receiving the complaint. [34 C.F.R. 300.508]

Within ten (10) days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint. [34 C.F.R. 300.508]

Within fifteen (15) days of receiving the notice of the parent's due process complaint, and prior to the initiation of a due process hearing, the District must convene a meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the complaint that:

A. Includes a representative of the District who has District decision-making authority;

B. May not include an attorney of the District unless the parent is accompanied by an attorney. [34 C.F.R. 300.510]

The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the factual basis of the complaint, so the District has the opportunity to resolve the dispute. [34 C.F.R. 300.510]

The resolution meeting need not be held if:

- A. The parent and District agree in writing to waive the meeting; or
- B. The parent and District agree to use the mediation process. [34 C.F.R. 300.510]

The parent and the District determine the relevant IEP team members to attend the meeting. [34 C.F.R. 300.510]

If the District has not resolved the complaint to the satisfaction of the parent within thirty (30) days of the receipt of the complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the end of this thirty (30) day period. [34 C.F.R. 300.510]

The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived, will delay the timelines for the resolution process and due process hearing until the meeting is held. [34 C.F.R. 300.510]

If the District is unable to obtain the participation of the parent after reasonable efforts have been made and documented, the District may, at the conclusion of the thirty (30) day period, request the hearing officer dismiss the parent's due process complaint. [34 C.F.R. 300.510]

If the District fails to hold the resolution meeting within fifteen (15) days of receiving the complaint or fails to participate in the meeting, the parent may request that the hearing officer begin the hearing timeline. [34 C.F.R. 300.510]

The forty-five (45) day timeline for the due process hearing starts the day after:

- A. Both parties agree in writing to waive the resolution meeting; or
- B. After either the mediation or resolution meeting starts but before the end of the thirty (30) day resolution period, the parties agree in writing that no agreement is possible; or
- C. If both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, one (1) party withdraws from the mediation process. [34 C.F.R. 300.510]

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

If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is:

- A. Signed by both the parent and District representative who has authority to legally bind the District; and
- B. Enforceable in any state court of competent jurisdiction or in a district court of the United States. [34 C.F.R. 300.510]

Either party may void the agreement within three (3) business days of the agreement's execution. [34 C.F.R. 300.510]

The child involved in the due process hearing complaint must remain in his or her current educational placement:

- A. Unless a discipline appeal has been filed as provided in §300.533;
- B. During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or
- C. Unless the District and parents of the child agree otherwise. [34 C.F.R. 300.518]

If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings. [34 C.F.R. 300.518]

If the complaint involves an application for initial services for a child who has turned three (3) and transitioning from Part C to Part B, the District is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of services under §300.300(b), then the District must provide those services that are not in dispute. [34 C.F.R. 300.518]

If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the state and parent for the purposes of (1)(c) of this section. [34 C.F.R. 300.518]

The District ensures that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when:

- A. No parent can be identified;
- B. After reasonable efforts are made, no parent can be located;
- C. The child is a ward of the state (with no foster parent);
- D. The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act. [34 C.F.R. 300.519]

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

The District will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments. [34 C.F.R. 300.519]

The District ensures that a person selected as a surrogate parent:

- A. Is not an employee of the state, the District, or any other agency that is involved in the education or care of the child;
- B. Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
- C. Has knowledge and skills that ensure adequate representation of the child. [34 C.F.R. 300.519]

In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this section. [34 C.F.R. 300.519]

When a child with a disability reaches age eighteen (18), unless that child has been determined to be incompetent:

- A. The District will provide any notice required by the IDEA regulations to both the child and the parents; and
- B. All rights accorded to parents under Part B of the Act transfer to the child. [34 C.F.R. 300.520]

When the rights are transferred, the District will provide notice to the child and parent of the transfer of rights. [34 C.F.R. 300.520]

The District shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure children with disabilities and their parents are afforded the procedural safeguards required by federal statute and regulation and state statute. These procedures shall include dissemination of information to parents about the District's and the state's dispute resolution options. [A.A.C. [R7-2-401.I](#)]

Memorandum

To: KUSD Governing Board

From: Victoria Trujillo, Director of Exceptional Student Services

RE: Approve modifications for current CTDS number for La Senita

FOR AGENDA : Approve CTDS modification request for La Senita Elementary to include students in the special education programs housed at this location to add grades 6, 7, 8. La Senita would then house PS, UE, and K-8

FOR PACKET CTDS - 08022011 - La Senita Elementary School

We are seeking modifications for the current CTDS number to include students in our special education programs that are housed at this location. We are seeking to add students in grades K,1,2,3,4,5,6,7, and 8. This will have students in the following grades in attendance at La Senita PS,UE, K, 1,2,3,4,5,6,7, and 8.

Quality and Compliance Stipend 2024-2025

CTE Teacher Annual Expectations			
1a	Curriculum Map	Compliance Indicator	Completed Curriculum Map in district approved format must be submitted on a yearly basis showing evidence of the CTE technical standards, professional skills, work-based learning, CTSO integration and academic integration.
1b	Lab Schedule/Calendar	Compliance Indicator	Schedule or calendar in district approved format showing the application of technical skills meeting the 51% lab requirement
1d	Sample Assessments	Quality Indicator	Supply two assessment samples where students are demonstrating the application of their technical standard knowledge and skills. Examples include: rubrics, 3 rd party credential attainment, project/work samples.
2a	CTE Certified Teacher	Compliance Indicator	Submit a copy of a valid CTE teacher certification.
1b	Professional Development Log	Quality Indicator	Maintain and submit a log of professional development attending over a period of time.
1b	Professional Development Plan	Quality Indicator	Submit a yearly professional development plan of what you intend to participate in.
4a	Inventory	Compliance Indicator	Complete an accurate inventory list which is updated and submitted on a yearly basis reflecting items bought during the current year as well as those disposed of or transferred during the current year. Inventory should reflect current workplace standards and support the instruction of program standards
7a	CTSO	Compliance Indicator	Please Note: To be compliant, all CTE programs are required to register annually with their approved CTSO by completing the Annual CTSO Chapter Submission Form. This includes submitting: Membership Roster, Officer List, Chapter By-Laws and Program of Work. You must also have a CTE Certified Teacher serve as the advisor. These items are included in greater detail in the CTSO stipend section.

Business and Community Partnerships - Total: \$200 (\$100 per meeting/paid fall and spring)

5a, b-e	Fall Advisory Meeting	Compliance and Quality Indicator	<p>Each program must hold two advisory meetings per year. Advisory members should include: business/industry partners, parents/students, and other education stakeholders (ie: economic development, chambers, administration, college partners, counselors). The meetings must be held outside normal school hours.</p> <p>Artifacts to turn in:</p> <ul style="list-style-type: none"> ● Meeting Minutes ● Picture of Sign In Sheet ● 3 Program Goals - Goals should identify responsible parties, timeline and status updates as requested. ● Industry Partner Contact List - Name, Title, Business/Organization, Phone and Email. <p>Fall Meeting Items Due: November 22 Spring Meeting Items Due: April 18</p>
	Spring Advisory Meeting		
	5 - Year Plan		Using information gathered from advisory meetings, CTE department meetings, ADE site visits, etc., develop and update a 5-year plan for the program that addresses: program goals, equipment/facility needs, technology, etc. Utilize a district approved format to articulate such things as: rationale, action steps, measurable outcomes, barriers, timelines, cost and personnel responsible.

Career and Technical Student Organization (CTSO)
Total: \$1050 (Fall \$450, Spring \$450, State Conference \$150)

**Excludes FFA/Agriculture Programs*

7a,b	CTSO	Compliance and Quality Indicator	<p>Fall Items Due:</p> <ul style="list-style-type: none"> ● Completion of Annual CTSO Chapter Submission Form (Membership Roster, Officer List, Chapter By-Laws and Program of Work) ● Chapter Officer Training: _____ ● CTSO Sponsored Leadership Development Conference/Event #1: _____ ● Community/School Service/Leadership Activity #1: _____ <p>Spring Items Due:</p> <ul style="list-style-type: none"> ● CTSO Sponsored Competition (ie: regionals): _____ ● Community/School Service Activity #2: _____ ● End of Year Awards Recognition Event: _____ <p>State CTSO Competition <i>*Per district guidelines for participation/funding.</i></p> <p>Community/School Service/Leadership Activity: Each organization should conduct at least two chapter events per year that occur outside of class-time and exclude regular chapter meetings/competitions. These events should foster student leadership, chapter development, outreach, interaction with business/industry and community service. Fundraising is also an integral part of chapter management.</p> <p>All CTSOs do not have the same events offered. Advisors will need to work with their CTE Administrator to come up with appropriate, equitable substitutes.</p>
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Data Indicators - Total \$300 (\$150 TSA/\$150 Industry Credential Performance Measures)

9c	Technical Skills Assessment (TSA)	Quality Indicator	<p><i>*All eligible students must be tested to qualify for funding.</i></p> <p>Ways to qualify:</p> <ul style="list-style-type: none"> CTE program has a 75% pass rate or higher on the TSA for the current school year. Programs in “needs improvement status”: CTE program has increased their TSA pass rate by 10% from prior year.
9c	Industry Certifications	Quality Indicator	<p>CTE program must offer an industry recognized credential from the ADE approved list to be eligible.</p> <p>Ways to qualify:</p> <ul style="list-style-type: none"> Returning program teachers: CTE program meets/exceeds 90% of SALP on Industry Recognized Credential Performance Measure (5S1) from prior year. CTE program has 75% of eligible students earning at least one industry recognized credential listed on the ADE approved list for the current school year. Programs in “needs improvement status”: CTE program has increased their Industry Recognized Credential pass rate by 10% from prior year.

Other

2c	Program Specific Externship	Quality Indicator	<p>WAVE CTED will pay \$750 per 40 hour approved externship not to exceed \$1500 and 80 hours per year.</p> <p><i>*Please Note:</i> Quality points can also be obtained by having industry employment or certification within the last 5 years as well as advanced degrees or being a National Board Certified Teacher. Time requirements may apply.</p>
7b	CTSO National Leadership Conference Advisor Stipend	Quality Indicator	<p>WAVE CTED will pay up to \$599 (\$100/day) to advisors chaperoning students to the National Leadership Conference. CTE Admin will provide advisors with requirements for student participation and funding parameters. Stipend form to be completed and returned to WAVE.</p>

To: KUSD Governing Board

From: Donette Piccinetti, Finance Manager

RE: Request to Continue Sole Source Declaration of Tyler Technologies Inc.

FOR AGENDA

Approve Tyler Technologies, Inc. to continue as Sole Source vendor for Visions and Infinite Visions package.

FOR PACKET

The district has determined that continuing our business with Tyler Technologies Inc. is important to maintain basic operations of finance and human resources, and we ask the board approve the company to continue as a sole source provider.

Visions has acted as the foundation of finance and human resources for 18 years. At its most basic level, it is integrated at the sites for both school operations and employee services. At its highest level, it is used for the district's accounting of both money and personnel resources. It is how we pay for people, pay for things, and report our activities to the state and federal governments.

Tyler Technologies also offers online training classes that can be purchased for staff members to gain knowledge into the many functions of Visions.

Annually, we spend up to \$97,000 for the service and its various components.

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To: KUSD Governing Board

From: Donette Piccinetti, Finance Manager

RE: Request to Continue Sole Source Declaration of PowerSchool

FOR AGENDA

Approval of PowerSchool to continue as Sole Source vendor for Unified Talent and Unified Classroom software.

FOR PACKET

The district asks the board that we maintain PowerSchool as our current talent management technology because it works well with Visions, has been in use for more than a decade, and has received hours of configuration work from our HR and academic services staff. We request the board continue PowerSchool as a sole source vendor for its offering of platforms for recruiting & hiring, performance management, professional development tracking, and employee records management.

Though there are other companies that offer similar packages, changing at this point would set the district back several years, create the need for hours of training, and potentially mean we need to change our entire platform (Visions and Talent Ed) to accommodate a new company. Annual spending is just below \$100,000.

To: KUSD Governing Board

From: Donette Piccinetti, Finance Manager

RE: Request to Continue Sole Source Declaration of Frontline Placement Technologies, Inc.

FOR AGENDA

Approve Frontline Placement Technologies, Inc. to continue as a Sole Source vendor for Absence Management reporting software.

FOR PACKET

The district requests Frontline Placement Technologies, Inc. to continue as a sole source vendor. The software is used by Certified staff, site principals, HR and finance to manage and track teacher absences as well as assign substitute teachers. The district has been using Frontline for well over a decade.

At this time, the district recommends retaining the current program. Annual cost of the software is \$21,546.

To: KUSD Governing Board

From: Donette Piccinetti, Finance Manager

RE: Request to Continue Sole Source Declaration of MediaNet Solutions Inc.

FOR AGENDA

Approve MediaNet Solutions, Inc. to continue as Sole Source vendor for e-IEP PRO for special education plan creation, documentation, and reporting.

FOR PACKET

The district requests MediaNet Solutions, Inc. continue as a sole source vendor for e-IEP PRO. Special education teachers and staff use the software for creating student plans, documentation of progress and applicability, and data harvesting for reporting. The software has been used for several years throughout the district, and its familiarity with staff is essential to the department's effectiveness. Declaring MediaNet Solutions, Inc. as a sole source would be beneficial and maintain consistency.

The annual license for the software program is \$21,180.

To: KUSD Governing Board

From: Donette Piccinetti, Finance Manager

RE: Award RFP 25-04-28 for Walk-In Refrigerator-Freezer Preventative Maintenance, Repairs and Parts

FOR AGENDA

Approve district's recommendation to award RFP 25-04-28 for Walk-In Refrigerator-Freezer Preventative Maintenance, Repairs and Parts to multiple vendors for the amounts indicated.

FOR PACKET

The purpose of RFP #25-04-28 was to enter into contract with qualified licensed vendors to provide preventative maintenance and services on equipment throughout the District.

Vendor	Annual Preventative Maintenance – Group	% Discount on Parts	Hourly Service/Labor Rates
Service General HVAC, LLC	\$4,344 – Group 1	10%	\$89/hr. \$133.50/hr. OT/Holidays
A to Z Refrigeration LLC	\$9,300 – Group 2 \$3,750 – Group 3	10%	\$75/hr. Service \$125/hr. Labor \$112.50/hr. Service OT/Holidays \$187.50/hr. Labor OT/Holidays

The RFP notification was sent to 20 potential vendors and was advertised in The Kingman Daily Miner. Three proposal responses were received and initially evaluated to determine responsiveness and responsibility. All three proposals were then evaluated for qualifications, expertise, and pricing. The evaluation committee's recommendation for award is shown above.

This award is for a one-year contract period with the option to renew for an additional two one-year periods based upon funds availability and vendor performance.

Memorandum

To: KUSD Governing Board

From: Margot Jones, Executive Director of Business and Finance

RE: FY25 Budget Revisions

FOR AGENDA

- Approve FY25 Budget Revisions

FOR PACKET

FY25 budget revisions

- This revision is required by the State as we budgeted too high in May. We estimated our budget based on last fiscal year's student count. Our student count has gone down since then so our budget and state aid has also been reduced. Per state guidelines, a budget revision is required in December.
- As of November of this year, our student count is down 275 from this time last year and down over 200 from the beginning of this year. We do have slight ups and downs each month and our state aid is recalculated each month depending on our ADM. This impacts our budget as we base staffing on the higher ADM and we don't usually adjust staffing levels mid year.
- Overall we have a budget reduction of \$2,500,000. As we just discussed, reduced student count means less state aid. Also, when we propose our FY25 budget we haven't finished the FY24 school year, so after all the final expenditures were made, we had less carryover than originally calculated. This revision has reduced the budget in all categories: supplies, administration, support services, but the ratios basically stay the same with almost $\frac{3}{4}$ of the budget to salaries and benefits and almost $\frac{1}{2}$ direct to instruction.
- Good news! After working with the auditor general's office for over 6 months, the district has met the requirements to be back in compliance with the USFR and should have our non-compliance adjustment returned to us. However, we left the reduced adjustment in the budget just in case as I haven't received a firm confirmation when it'll be returned.
- M&O
 - Total M&O budget with carryover: \$60,326,003
 - Total M&O expenditures and encumbrances ytd: \$57,691,628
- UCO
 - Total UCO budget with carryover: \$9,110,816
 - Total UCO expenditures and encumbrances ytd: \$3,008,744
- TOTAL M&O and UCO (can have monies transferred between funds or a different allocation can be made)
 - Total capacity (with carryover): \$69,436,849
 - Total allocation from the state: \$58,170,003
 - Total carryover: \$11,337,749
 - Total expenditures and encumbrances ytd: \$60,700,372
- Goals for remainder of FY25
 - Budget Revision due December 15
 - Continue clearing variances and reconcile previous years' financial records and revise FY24 AFR
 - Work with the County and auditors to ensure continued compliance
 - Start preparing for next fiscal year. Monitor staffing levels district-wide to ensure ratios match student enrollment
 - Second budget revision in May 2024



FY 2025
State of Arizona
School District Annual Expenditure Budget
Districtwide Budget

Revised #1

Version

By the Governing Board

We hereby certify that the Budget for the Fiscal Year 2025 was

Proposed June 14, 2024
Adopted June 25, 2024
Revised December 10, 2024
Date

Signed _____
Signed _____

The FY 2025 budget file for the version described above will be uploaded via
the School Finance Budget System on ADE's website by December 15, 2024
Type the Date as MM/DD/YYYY

Superintendent signature Business Manager signature
Gretchen Dornier Margot Jones
Superintendent name (typed name) Business Manager name (typed name)
District contact employee: Valerie Portillo
Telephone: 9287535678 Email: vportillo@kUSD.org

Revenues and property taxation

Table with 2 columns: Description, Amount. Rows include Total budgeted revenues for fiscal year 2024 (\$71,000,000) and Estimated revenues by source for fiscal year 2025 (Local, Intermediate, State, Federal, TOTAL).

District tax rates for prior and budget fiscal years (A.R.S. §15-903.D.4)

Table comparing tax rates for Prior FY 2024 and Est. Budget FY 2025. Rows include Primary Tax Rate, Secondary Tax Rates (M&O Override, Special Program Override, Capital Override, Class A Bonds, Class B Bonds, CTED, Desegregation, Total Secondary Tax Rate).

Total budgeted expenditures and aggregate school district budget limit (A.R.S. §15-905.H)

Table with 3 columns: Description, Budgeted Expenditures, Budget Limit. Rows include Maintenance and Operation Fund, Unrestricted Capital Fund, Federal projects other than Impact Aid, and Total aggregate school district budget limit.

Average teacher salaries (A.R.S. §15-903.E)

Table with 2 columns: Description, Amount. Rows include Average salary of all teachers employed in FY 2025, Average salary of all teachers employed in FY 2024, Increase in average teacher salary, and Percentage increase (4%).

Comments on average salary calculation (Optional):

Empty box for comments on average salary calculation.

Check this box if your district has no teachers (transporting districts and some CTEDs).

District name Kingman Unified School District

County Mohave

CTD number 080220000

Version Revised #1

District contact information

Superintendent
 Executive Assistant to Superintendent
 Chief Financial Officer
 Business Manager 1
 Business Manager 2
 Business Consultant
 School District Employee Report (SDER) Coordinator
 SPED Data Reporting Coordinator
 AzEDS/ADM Data Coordinator
 Transportation Data Reporting Coordinator
 CTE Coordinator
 Poverty Coordinator
 Assessments Coordinator
 Curriculum Coordinator
 Information Technology (IT) Director
 Bookstore Manager
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member

Prefix	First name	Last name	Email address	Telephone number	Extension
Mrs.	Gretchen	Dorner	gdorner@kUSD.org	9287535678	2008
Mrs.	Valerie	Portillo	vportillo@kUSD.org	9287535678	2016
Ms.	Margot	Jones	mjones@kUSD.org	9287535678	2014
Ms.	Donette	Piccinetti	dpiccinetti@kUSD.org	9287535678	2023
Mrs.	Angela	Moreschi	amoreschi@kUSD.org	9287535678	2007
Mrs.	Vicki	Trujillo	vtrujillo@kUSD.org	9287535678	2018
Mrs.	Jesse	Grimm	jgrimm@kUSD.org	9287535678	2002
Mrs.	Tandy	Jansen	tjansen@kUSD.org	9287535678	2400
Mrs.	Lindsey	Wolsey	Lwolsey@kUSD.org	9287535678	2016
Ms.	Michelle	Stout	mstout@kUSD.org	9287535678	2104
Mrs.	Lisa	Sipe	lsipe@kUSD.org	9287535678	2102
Mr.	Timothy	Gardner	tgardner@kUSD.org	9287535678	6276
Mrs.	Roger	Cox	rcox@kUSD.org	9287535678	2016
Mrs.	Starr	Jensen	sjensen@kUSD.org	9287535678	2016
Mr.	Lori	Grant	lgrant@kUSD.org	9287535678	2016
Mrs.	Boyd	Hardy	bhardy@kUSD.org	9287535678	2016
Mr.	Tony	Henry	thenry@kUSD.org	9287535678	2016

SELECT from Dropdown

Student Information Systems (SIS) Vendor

Accounting Information System

Bookstore Cash Receipting System

District's website home page address

Fund 001 (M&O)

Maintenance and Operation (M&O) Fund

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
	Prior FY	Budget FY						Prior FY 2024	Budget FY 2025		
	100 Regular education										
1000 Instruction	1.	266.00	293.46	14,568,292	5,993,097	431,239	276,820	21,128	22,438,753	21,290,576	-5.1%
2000 Support services											
2100 Students	2.	69.00	65.05	2,060,942	1,033,548	171,466	45,025	641	3,311,622	3,311,622	0.0%
2200 Instructional staff	3.	40.00	34.00	1,665,314	741,102	210,491	3,534	50,470	2,670,911	2,670,911	0.0%
2300 General administration	4.	3.00	3.00	254,269	151,371	1,004,965	11,866	107,702	1,530,173	1,530,173	0.0%
2400 School administration	5.	47.00	45.00	2,809,478	986,657	12,585	26,590	3,675	3,909,888	3,838,985	-1.8%
2500 Central services	6.	17.00	16.75	1,016,943	352,364	277,840	124,420	3,449	1,525,016	1,775,016	16.4%
2600 Operation & maintenance of plant	7.	6.50	2.50	159,232	96,842	7,076,324	1,503,226	6,423	9,472,047	8,842,047	-6.7%
2900 Other	8.	0.00							0	0	0.0%
3000 Operation of noninstructional services	9.	2.50	2.50	81,192	33,705			457	115,354	115,354	0.0%
610 School-sponsored cocurricular activities	10.	0.00		41,750	4,114	10,470	23,155	4,488	83,977	83,977	0.0%
620 School-sponsored athletics	11.	0.00		344,234	42,713	151,900	67,880	123,625	730,352	730,352	0.0%
630 Other instructional programs	12.	0.00							0	0	0.0%
700, 800, 900 Other programs	13.	0.00							0	0	0.0%
Regular education subsection subtotal (lines 1-13)	14.	451.00	462.26	23,001,646	9,435,513	9,347,280	2,082,516	322,058	45,788,093	44,189,013	-3.5%
200 and 300 Special education											
1000 Instruction	15.	155.00	146.56	5,226,518	2,019,394	1,622	1,500	0	6,135,926	7,249,034	18.1%
2000 Support services											
2100 Students	16.	25.00	22.81	994,235	337,537	2,035,341			3,367,113	3,367,113	0.0%
2200 Instructional staff	17.	16.00	17.15	507,202	226,989	1,500	311		736,002	736,002	0.0%
2300 General administration	18.	0.00							0	0	0.0%
2400 School administration	19.	2.00	1.86	103,956	37,132	284	0		141,372	141,372	0.0%
2500 Central services	20.	0.00				100			100	100	0.0%
2600 Operation & maintenance of plant	21.	0.00							0	0	0.0%
2900 Other	22.	0.00							0	0	0.0%
3000 Operation of noninstructional services	23.	0.00							0	0	0.0%
Subtotal (lines 15-23)	24.	198.00	188.38	6,831,911	2,621,052	2,038,847	1,811	0	10,380,513	11,493,621	10.7%
400 Pupil transportation	25.	106.00	93.19	2,112,273	917,324	347,345	714,450	96,574	4,187,966	4,187,966	0.0%
510 Desegregation (from districtwide desegregation Budget, page 2, line 44)	26.	0.00	0.00	0	0	0	0	0	0	0	0.0%
530 Dropout prevention programs	27.	1.00	0.99	53,000	18,550				71,550	71,550	0.0%
540 Joint career and technical education and vocational Education center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%
550 K-3 Reading program	29.	12.00	10.55	320,062	63,821				383,883	383,883	0.0%
Total expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	768.00	755.37	32,318,892	13,056,260	11,733,472	2,798,777	418,632	60,812,005	60,326,033	-0.8%

The district has budgeted an amount in the M and O Fund equal to the General Budget Limit as calculated on page 7 of 8.

Special education programs by type (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total all disability classifications	9,352,899	10,366,061	1.
2. Gifted education	226,143	226,143	2.
3. Remedial education	0		3.
4. ELL incremental costs	53,592	53,592	4.
5. ELL compensatory instruction	0		5.
6. Vocational and technical education (non-CTED)	0		6.
7. Career education (non-CTED)	0		7.
8. Career technical education (CTED)	747,825	847,825	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	10,380,459	11,493,621	9.
10. IEP required pupil transportation costs coded within Program 400	500,000	500,000	10.

Proposed ratios for special education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 17
 Staff-Pupil 1 to 11

Expenditures budgeted for audit services

M&O Fund - Nonfederal	6350	<u>37,000</u>
All funds - Federal	6330	<u>1,500</u>

FY 2025 performance pay (A.R.S. Section 15-920)

Amount budgeted in M&O Fund for a performance pay component _____

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures budgeted in the M&O Fund for food service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 50,000
 (This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Fund 010 (CSF)

Classroom Site Fund (CSF) and CSF Budget Limit (A.R.S. §§ 15-977 and 15-978)

Expenditures		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Property 6700	Debt service and miscellaneous 6800	Totals		% Increase/ Decrease
								Prior FY 2024	Budget FY 2025	
1000 Instruction	1.	8,596,947	3,133,781	314,783				9,540,855	12,045,511	26.3%
2100 Support services - students	2.							0	0	0.0%
2200 Support services - instructional staff	3.							0	0	0.0%
2300 Support services - general administration	4.							0	0	0.0%
2500 Central services	5.							0	0	0.0%
3300 Community services Oerations	6.							0	0	0.0%
4000 Facilities acquisition and construction	7.							0	0	
5000 Debt service	8.							0	0	
Total Expenditures (lines 1-8)	9.	8,596,947	3,133,781	314,783	0	0	0	9,540,855	12,045,511	26.3%

The district has budgeted an amount in Fund 010 equal to the Classroom Site Fund Budget Limit as calculated below.

Classroom Site Fund Budget Limit Calculation

FY 2024 Classroom Site Fund Budget Limit (from FY 2024 latest revised Budget, page 3, line 16)	10.	9,540,855
FY 2024 Actual expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	11.	3,912,461
Unexpended Budget Balance (line 10 minus 11)	12.	5,628,394
Interest earned in the Classroom Site Fund in FY 2024	13.	215,879
FY 2025 Classroom Site Fund allocation (provided by ADE, based on \$792)	14.	6,201,238
Adjustments to FY 2025 Classroom Site Fund Budget Limit (1)	15.	
FY 2025 Classroom Site Fund Budget Limit (Sum of lines 10 through 15) (2)	16.	12,045,511

(1) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

(2) The amounts budgeted on line 7 cannot exceed the respective amounts on this line.

Fund 610 (UCO)

Unrestricted Capital Outlay (UCO) Fund

Expenditures	Rentals 6440	Library books, textbooks, & instructional aids (2) 6641-6643	Short-term noninstructional software subscription 6655	Property (2) 6700	Redemption of principal (3) 6831, 6832, 6833	Interest (4) 6841, 6842, 6843, 6850	All other object codes (excluding 6900)	Totals		% Increase/Decrease
								Prior FY 2024	Budget FY 2025	
Unrestricted Capital Outlay Override (1)								0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)										
1000 Instruction	322,938	4,891,310		268,820				4,804,969	5,483,068	14.1%
2000 Support services										
2100, 2200 Students and instructional staff		5,706	2,054	828				7,526	8,588	14.1%
2300, 2400, 2500, 2900 Administration	62,762		311,527	1,036,468			685	1,236,886	1,411,442	14.1%
2600 Operation & maintenance of plant	5,706		656	125,820				115,835	132,182	14.1%
2700 Student transportation	6,847		14,835	143,782				145,000	165,464	14.1%
3000 Operation of noninstructional services (5)								0	0	0.0%
4000 Facilities acquisition and construction							954,950	400,000	954,950	138.7%
5000 Debt service					829,598	125,524		837,000	955,122	14.1%
Total unrestricted capital outlay fund (lines 2-9)	398,253	4,897,016	329,072	1,575,718	829,598	125,524	955,635	7,547,216	9,110,816	20.7%

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the budget year total column.

(5) Expenditures budgeted in Unrestricted Capital Outlay (UCO) Fund for food service

Enter the amount budgeted in UCO for food service [amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 5,000
6642 Textbooks	537,600
6643 Instructional Aids	3,748,794
673X Furniture and Equipment	388,102
673X Vehicles	0
673X Tech Hardware & Software	1,281,120

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

(3) Includes principal on Capital Equity Fund loans of \$ 727,000 , principal on leases of _____ , and principal on bonds of _____ .

(4) Includes interest on Capital Equity Fund loans of \$ 110,000 , interest on leases of _____ , and interest on bonds of _____ .

Other funds—required capital expenditure detail [(A.R.S. §15-904.(B))]

Expenditures	Unrestricted Capital Outlay		Bond Building		New School Facilities		Adjacent Ways			
	Fund 610		Fund 630		Fund 695		Fund 620 (2)			
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY		
Total Fund Expenditures	1.	7,547,216	9,110,816	0		0		0		1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0	0	0	0	0		0		2.
6200 Employee Benefits	3.	0	0	0	0	0		0		3.
6450 Construction Services	4.	400,000	750,000	0	0	0		0		4.
6710 Land and Improvements	5.	0	0	0	0	0		0		5.
6720 Buildings and Improvements	6.	0	0	0	0	0		0		6.
673X Furniture and Equipment	7.	388,102	388,102	0	0	0		0		7.
673X Vehicles	8.	0	0	0	0	0		0		8.
673X Technology Hardware & Software	9.	1,281,120	1,281,120	0	0	0		0		9.
6831, 6832, 6833 Redemption of Principal	10.	617,000	617,000	0	0	0		0		10.
6841, 6842, 6843, 6850, 6860 Interest and Debt-Issuance Costs	11.	110,000	110,000	0	0	0		0		11.
Total (lines 2-11)	12.	2,796,222	3,146,222	0	0	0	0	0	0	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	400,000	750,000	0	0			0		13.
New Construction	14.	0	0	0	0	0		0		14.
Other	15.	2,396,222	2,396,222	0	0	0		0		15.
Total (lines 13-15, must equal line 12)	16.	2,796,222	3,146,222	0	0	0	0	0	0	16.

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2025 \$ -

Special projects

Federal projects FTE & expenditures

1. 100-130 ESEA Title I - Helping Disadvantaged Children
2. 140-150 ESEA Title II - Prof. Dev. and Technology
3. 160 ESEA Title IV - 21st Century Schools
4. 170-180 ESEA Title V - Promote Informed Parent Choice
5. 190 ESEA Title III - Limited Eng. & Immigrant Students
6. 200 ESEA Title VII - Indian Education
7. 210 ESEA Title VI - Flexibility and Accountability
8. 220 IDEA Part B
9. 230 Johnson-O'Malley
10. 240 Workforce Investment Act
11. 250 AEA - Adult Education
12. 260-270 Vocational Education - Basic Grants
13. 280 ESEA Title X - Homeless Education
14. 290 Medicaid Reimbursement
15. 349 National Forest Fees
16. 353 Taylor Grazing Fees
17. 374 E-Rate
18. 378 Impact Aid
19. 300-399 Other Federal Projects
20. 699 Federal Impact Aid (Construction)
21. Total Federal Project Funds (lines 1-20)

State projects FTE & expenditures

22. 400 Vocational Education
23. 410 Early Childhood Block Grant
24. 420 Ext. School Yr. - Pupils with Disabilities
25. 425 Adult Basic Education
26. 430 Chemical Abuse Prevention Programs
27. 435 Academic Contests
28. 450 Gifted Education
29. 456 College Credit Exam Incentives
30. 460 Environmental Special Plate
31. Other State Projects
32. Total State Project Funds (lines 22-31)
33. Total Special Projects (lines 21 and 32)

Instructional Improvement Fund Expenditures (020)

1. Teacher compensation increases
2. Class size reduction
3. Dropout prevention programs (M&O purposes)
4. Instructional improvement programs (M&O purposes)
5. Total instructional improvement Fund (lines 1-4)

FTE		Total all functions	
Prior FY	Budget FY	Prior FY	Budget FY
36.00	36	2,832,031	2,572,059
0.00	0	282,991	169,532
2.00	2	277,248	338,856
0.00	0	0	0
0.50	1	31,829	28,490
0.00	0	0	0
0.00	0	0	0
30.00	30	1,678,769	1,548,617
0.00	0	0	0
0.00	0	0	0
0.00	0	0	0
4.00	4	123,928	149,720
0.00	0	100,960	17,075
6.00	6	700,000	360,000
0.00	0	350,000	350,000
0.00	0	0	0
40.00	40	11,422,828	5,709,630
118.50	119	17,800,584	11,243,979
0.50	1	48,915	43,143
15.00	15	300,000	371,361
0.00	0	0	0
0.00	0	0	0
0.00	0	0	0
0.00	0	0	0
0.00	0	0	0
0.00	0	0	0
0.00	0	0	0
1.00	1	76,479	346,182
16.50	17	425,394	760,686
135.00	136	18,225,978	12,004,665

	Prior FY	Budget FY
	270,800	270,800
	0	0
	25,000	25,000
	25,000	25,000
	320,800	320,800

Other funds expenditures

1. 050 County, City, and Town Grants
2. 071 English Language Learner (1)
3. 072 Compensatory Instruction (1)
4. 500 School Plant (2)
5. 510 Food Service
6. 515 Civic Center
7. 520 Community School
8. 525 Auxiliary Operations
9. 526 Extracurricular Activities Fees Tax Credit
10. 530 Gifts and Donations
11. 535 Career & Technical Education Projects
12. 540 Fingerprint
13. 545 School Opening
14. 550 Insurance Proceeds
15. 555 Textbooks
16. 565 Litigation Recovery
17. 570 Indirect Costs
18. 575 Unemployment Insurance
19. 580 Teacherage
20. 585 Insurance Refund
21. 590 Grants and Gifts to Teachers
22. 595 Advertisement
23. 596 Career Technical Education
24. 597 Arizona Industry Credentials Incentive
25. 639 Impact Aid Revenue Bond Building
26. 650 Gifts and Donations-Capital
27. 660 Condemnation
28. 665 Energy and Water Savings
29. 686 Emergency Deficiencies Correction
30. 691 Building Renewal Grant
31. 700 Debt Service
32. 720 Impact Aid Revenue Bond Debt Service
33. 850 Student Activities
34. Other _____

Internal Service Funds 950-989

1. 9__ Self-Insurance
2. 955 Intergovernmental Agreements
3. 9__ OPEB
4. 9__ _____

	Prior FY	Budget FY
0	0	
0	0	
0	0	
0	0	
3,000,000	3,000,000	
50,000	50,000	
100,000	100,000	
400,000	400,000	
100,000	100,000	
15,000	15,000	
40,000	40,000	
5,000	5,000	
0	0	
0	0	
5,000	5,000	
1,000	1,000	
350,000	350,000	
0	0	
0	0	
0	0	
10,000	10,000	
0	0	
1,000,000	1,000,000	
0	0	
0	0	
0	0	
2,110,856	2,110,856	
0	0	
2,000,000	2,000,000	
6,846,250	6,846,250	
0	0	
250,000	250,000	
0	0	

(1) From Supplement, line 10 and line 20, respectively.
 (2) Indicate amount budgeted in Fund 500 for M&O purposes

Calculation of FY 2025 General Budget Limit (A.R.S. §15-947.C)

Table with 4 columns: Description, Amount, A. Maintenance and Operation, B. Unrestricted Capital Outlay. Rows include items like FY 2025 Revenue Control Limit, DAA, Tuition revenue, State Assistance, and Budget Increase for.

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

**Calculation of FY 2025 Unrestricted Capital Budget Limit
(A.R.S. Section 15-947.D)**

Unrestricted Capital Budget Limit

1. FY 2024 Unrestricted Capital Budget Limit (UCBL) (from FY 2024 latest revised Budget, page 8, line 12)	\$ <u>7,547,216</u>
2. Total UCBL adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ _____
3. Adjusted amount available for FY 2024 Capital expenditures (line 1 + 2)	\$ <u>7,547,216</u>
4. Amount budgeted in Fund 610 in FY 2024 (from FY 2024 latest revised Budget, page 4, line 10)	\$ <u>7,547,216</u>
5. Lesser of line 3 or the sum of line 4 and any positive adjustment on line 2	\$ <u>7,547,216</u>
6. FY 2024 Fund 610 actual expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u>3,905,591</u>
7. Unexpended budget balance in Fund 610 (line 5 minus 6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ <u>3,641,625</u>
8. Interest earned in Fund 610 in FY 2024	\$ <u>376,420</u>
9. Monies deposited in Fund 610 from Division of School Facilities for donated land (A.R.S. §41-5741.F)	\$ _____
10. Adjustment to UCBL for FY 2025 (A.R.S. Section 15-905.M) Include year(s) and descriptions, as applicable. (a) Prior year over expenditures/resolutions: _____	\$ _____
(b) ADM/Transportation audit adjustment	\$ _____
(c) Other: _____	\$ <u>0</u>
11. Amount to be used for capital expenditures (from page 7, line 12)	\$ <u>5,092,771</u>
12. FY 2025 Unrestricted Capital Budget Limit (lines 7 through 11) (1)	\$ <u><u>9,110,816</u></u>

(1) The amount budgeted on page 4, line 10 cannot exceed this amount.

**Supplement to school district annual expenditure budget for districts that budget for English language learners
(A.R.S. §§15-756.04 and 15-756.11)**

English Language Learners Supplement	FTE		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2024	Budget FY 2025	
Expenditures											
English Language Learner Fund 071 (A.R.S. §15-756.04)											
1000 Instruction	1.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	2.	0.00							0	0	0.0%
2200 Instructional staff	3.	0.00							0	0	0.0%
2300 General administration	4.	0.00							0	0	0.0%
2400 School administration	5.	0.00							0	0	0.0%
2500 Central services	6.	0.00							0	0	0.0%
2600 Operation & maintenance of plant	7.	0.00							0	0	0.0%
2700 Student transportation	8.	0.00							0	0	0.0%
2900 Other	9.	0.00							0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction	11.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00							0	0	0.0%
2200 Instructional staff	13.	0.00							0	0	0.0%
2300 General administration	14.	0.00							0	0	0.0%
2400 School administration	15.	0.00							0	0	0.0%
2500 Central services	16.	0.00							0	0	0.0%
2600 Operation & maintenance of plant	17.	0.00							0	0	0.0%
2700 Student transportation	18.	0.00							0	0	0.0%
2900 Other	19.	0.00							0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%

I certify that the budget of Kingman Unified School District District, Mohave County for fiscal year 2025 was officially revised by the Governing Board on, December 10, 2024, and that the complete Revised Expenditure Budget may be reviewed by contacting Valerie Portillo at the District Office, telephone 9287535678 during normal business hours.

President of the Governing Board

1. Average Daily Membership:		Prior year	Budget year	4. Average teacher salaries (A.R.S. §15-903.E)	
	2023 ADM	2024 ADM	2025 ADM	1. Average salary of all teachers employed in FY 2025 (budget year)	53,000
Attending	6,605.4911	6,753.2802	6,579.4487	2. Average salary of all teachers employed in FY 2024 (prior year)	51,111
2. Tax Rates:				3. Increase in average teacher salary from the prior year	1,889
		Prior FY	Est. Budget FY	4. Percentage increase	4%
Primary rate (equalization formula funding and budget add-ons not required to be in secondary rate)		4.2191	3.6379	Comments on average salary calculation (Optional):	
Secondary rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)		1.2173	1.0494		
3. Budgeted expenditures and budget limits:		Budgeted Expenditures			
		Budget Limit			
Maintenance & Operation Fund		60,326,033	60,326,033		
Classroom Site Fund		12,045,511	12,045,511		
Unrestricted Capital Outlay Fund		9,110,816	9,110,816		

	Maintenance and Operation Expenditures						% Inc./.(Decr.) from Prior FY
	Salaries and Benefits		Other		TOTAL		
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
100 Regular education							
1000 Instruction	21,709,566	20,561,389	729,187	729,187	22,438,753	21,290,576	-5.1%
2000 Support services							
2100 Students	3,094,490	3,094,490	217,132	217,132	3,311,622	3,311,622	0.0%
2200 Instructional staff	2,406,416	2,406,416	264,495	264,495	2,670,911	2,670,911	0.0%
2300, 2400, 2500 Administration	5,391,985	5,571,082	1,573,092	1,573,092	6,965,077	7,144,174	2.6%
2600 Oper./Maint. of plant	256,074	256,074	9,215,973	8,585,973	9,472,047	8,842,047	-6.7%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of noninstructional services	114,897	114,897	457	457	115,354	115,354	0.0%
610 School-sponsored cocurric. activities	45,864	45,864	38,113	38,113	83,977	83,977	0.0%
620 School-sponsored athletics	386,947	386,947	343,405	343,405	730,352	730,352	0.0%
630, 700, 800, 900 Other programs	0	0	0	0	0	0	0.0%
Regular education subsection subtotal	33,406,239	32,437,159	12,381,854	11,751,854	45,788,093	44,189,013	-3.5%
200 and 300 Special education							
1000 Instruction	6,132,804	7,245,912	3,122	3,122	6,135,926	7,249,034	18.1%
2000 Support services							
2100 Students	1,331,772	1,331,772	2,035,341	2,035,341	3,367,113	3,367,113	0.0%
2200 Instructional staff	734,191	734,191	1,811	1,811	736,002	736,002	0.0%
2300, 2400, 2500 Administration	141,088	141,088	384	384	141,472	141,472	0.0%
2600 Oper./Maint. of plant	0	0	0	0	0	0	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of noninstructional services	0	0	0	0	0	0	0.0%
Special education subsection subtotal	8,339,855	9,452,963	2,040,658	2,040,658	10,380,513	11,493,621	10.7%
400 Pupil transportation	3,029,597	3,029,597	1,158,369	1,158,369	4,187,966	4,187,966	0.0%
510 Desegregation	0	0	0	0	0	0	0.0%
530 Dropout prevention programs	71,550	71,550	0	0	71,550	71,550	0.0%
540 Joint career and technical education and Vocational education center	0	0	0	0	0	0	0.0%
550 K-3 Reading program	383,883	383,883	0	0	383,883	383,883	0.0%
Total Expenditures	45,231,124	45,375,152	15,580,881	14,950,881	60,812,005	60,326,033	-0.8%

Summary of School District Revised Expenditure Budget (Concl'd)

CTD number 080220000
Version Revised #1

Total expenditures by fund				
Fund	Budgeted Expenditures		\$ Increase/(Decrease) from Prior FY	% Increase/(Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	60,812,005	60,326,033	(485,972)	-0.8%
Instructional Improvement	320,800	320,800	0	0.0%
English Language Learner	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	9,540,855	12,045,511	2,504,656	26.3%
Federal Projects	17,800,584	11,243,979	(6,556,605)	-36.8%
State Projects	425,394	760,686	335,292	78.8%
Unrestricted Capital Outlay	7,547,216	9,110,816	1,563,600	20.7%
New School Facilities	0	0	0	0.0%
Adjacent Ways	0	0	0	0.0%
Debt Service	6,846,250	6,846,250	0	0.0%
School Plant Fund	0	0	0	0.0%
Auxiliary Operations	400,000	400,000	0	0.0%
Bond Building	0	0	0	0.0%
Food Service	3,000,000	3,000,000	0	0.0%
Other	6,336,856	6,336,856	0	0.0%

M&O Fund Special Education Programs by type		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Total All Disability Classifications	9,352,899	10,366,061
Gifted Education	226,143	226,143
Remedial Education	0	0
ELL Incremental Costs	53,592	53,592
ELL Compensatory Instruction	0	0
Vocational and Technical Education (non-CTED)	0	0
Career Education (non-CTED)	0	0
Career Technical Education (CTED)	747,825	847,825
TOTAL	10,380,459	11,493,621

Proposed staffing summary				
Staff Type	Purchased Services Personnel FTE	Employee FTE	Total FTE	Staff-Pupil Ratio
Certified --				
Superintendent, principals, other administrators	1	41	42	1 to 156.7
Teachers	3	300	303	1 to 21.7
Other	1	16	17	1 to 387.0
Subtotal	5	357	362	1 to 18.2
Classified --				
Managers, supervisors, directors	1	10	11	1 to 598.1
Teachers aides		151	151	1 to 43.6
Other		180	180	1 to 36.6
Subtotal	1	341	342	1 to 19.2
TOTAL	6	698	704	1 to 9.3
Special education --				
Teacher		60	60	1 to 17.0
Staff		100	100	1 to 11.0

FY 2025 Truth in Taxation Work Sheet (A.R.S. Section 15-905.01)

1.	FY 2025 Truth in Taxation Base Limit (from FY 2024 TNT work sheet, line 3 + line 11)	\$ 119,577	
2.	Deduction for discontinued programs		
3.	Adjusted FY 2025 TNT Base Limit	\$ 119,577	
FY 2025 Budgeted Expenditures			
4.	Desegregation (no longer a primary levy, must be zero)	\$ 0	
5.	Dropout prevention (from page 1, line 27)	71,550	
6.	Joint Career and Technical Education and Vocational Education Center	0	
7.	Small school adjustment (from page 7, line 4, columns A and B)	\$ 0	
Adjustments for FY 2024 Expenditures			
8.	Desegregation, dropout prevention, and Joint Career and Technical Education and Vocational Education Center		
a.	FY 2024 Total actual expenditures for programs above	\$ _____	
b.	Sum of FY 2024 original budget amounts for programs above (from FY 2024 TNT work sheet, sum of lines 4, 5, and 6)	71,550	
c.	Expenditures over/(under) original budget (line 8.a minus line 8.b)	\$ 0	
9.	Small school adjustment		
a.	FY 2024 final budget for small school adjustment	\$ _____	
b.	FY 2024 original budget for small school adjustment (from FY 2024 TNT work sheet, line 7)	\$ 0	
c.	Amount over/(under) budget for small school adjustment (line 9.a minus line 9.b)	\$ 0	
10.	Total (add lines 4 through 7 and line 8.c. and line 9.c.)	\$ 71,550	
11.	Excess over Truth in Taxation Limit (1) (Line 10 minus line 3. If negative, enter zero.)	\$ 0	
12.	Amount to be levied in FY 2025 for Adjacent Way pursuant to A.R.S. §15-995 (from page 5, footnote 2) (1)	\$ 0	
13.	Amount to be levied in FY 2025 for liabilities in excess of the Budget pursuant to A.R.S. §15-907 (1)	\$ _____	
Calculations for Truth in Taxation Notice			
A.	Sum of lines 11, 12, and 13	\$ 0	
B.1.	Current assessed value	\$ _____	
B.2.	(Line 3 divided by line B.1) x \$10,000	\$ _____ (2)	
C.1.	Sum of lines 3, 11, 12, and 13	\$ 119,577	
C.2.	(Line C.1 divided by line B.1) x \$10,000	\$ _____ (2)	

Primary property tax rate related to budgeted expenditures

- (1) If an amount on line 11, 12, or 13 is greater than zero, the district must publish a Truth in Taxation Hearing Notice as described in A.R.S. §15-905.01.
- (2) \$10,000 is used in these calculations to determine the amounts to include on the truth in taxation hearing notice for a \$100,000 home, as property taxes on residential properties are levied at 10% of the assessed valuation per A.R.S. §42-15003.

This tab presents information on the amount and planned use of the District's fund balance to increase transparency and provide decision-makers, other stakeholders, and the public more complete financial information. Other than the FY 2023 ending fund balance amounts, all amounts included on this tab are estimates.

	Funds														
	General			Capital Projects				Special Revenue			Debt Service	Permanent	Enterprise	Internal Services	Total all funds
	Maintenance and Operations	Unrestricted Capital Outlay (if included in the General Fund)	Other funds reported in the General Fund	Unrestricted Capital Outlay (if not included in the General Fund)	Bond Building	Adjacent Ways	Other capital projects	Classroom Site	Federal and State Grant	Other special revenue					
A. Estimated FY 2024 fund balances and planned uses in FY 2025 and thereafter															
1. FY 2023 final ending fund balance	4,182,508	3,968,324	1,137,638	0	0	0	1,505,609	4,765,368	75,005	6,903,357	1,061,117	0	0	616	23,599,542
If the final ending fund balance reported above does not agree with the submitted FY 2023 AFR, revise the AFR and resubmit to ADE.															
2. FY 2024 activity, year-to-date and estimated through June 30															
(a) FY 2024 revenues and other financing sources	49,147,374	8,414,377	720,321	0	0	0	439,966	6,219,280	18,258,114	3,030,350	6,407,173	0	0	350,866	92,987,821
(b) FY 2024 expenditures and other financing uses	52,094,709	4,238,515	894,398	0	0	0	826,194	3,912,471	11,929,218	5,403,832	473,125	0	0	351,222	80,123,684
3. Estimated FY 2024 ending fund balance	1,235,173	8,144,186	963,561	0	0	0	1,119,381	7,072,177	6,403,901	4,529,875	6,995,165	0	0	260	36,463,679
(a) Nonspendable	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(b) Restricted	0	0	0	0	0	0	0	7,072,177	0	0	6,995,165	0	0	260	14,067,602
(c) Committed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(d) Assigned	0	0	0	0	0	0	0	0	6,430,901	4,529,875	0	0	0	0	10,960,776
(e) Unassigned	1,235,173	8,144,186	963,561	0	0	0	1,119,381	0	0	0	0	0	0	0	11,462,301
(f) Total (amount must agree to line 3 above)	1,235,173	8,144,186	963,561	0	0	0	1,119,381	7,072,177	6,430,901	4,529,875	6,995,165	0	0	260	36,490,679
4. FY 2024 estimated ending fund balance details and planned uses															
(a) Fund deficit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(b) Fund balance exceeding budget capacity in budget controlled funds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(c) Planned to be spent in FY 2025	1,235,173	3,144,186	963,561	0	0	0	1,119,381	5,072,177	6,430,901	4,529,875	6,995,165	0	0	260	22,495,514
(d) Maintained for spending after FY 2025	0	5,000,000	0	0	0	0	0	2,000,000	0	0	6,995,165	0	0	0	13,995,165
(e) Total (amount must agree to line 3 above)	1,235,173	8,144,186	963,561	0	0	0	1,119,381	7,072,177	6,430,901	4,529,875	6,995,165	0	0	260	36,490,679

B. Total budgeted expenditures compared to planned spending

Districts often budget expenditures up to their calculated budget limits in budget-controlled funds each year to avoid losing budget capacity, even if they do not plan to spend up to their budget limit and will carryforward unspent current year budget capacity to future years. This section provides details on planned spending in budget-controlled funds to provide clarity on FY 2025 estimated budget balance carryforwards that will be available for spending after FY 2025.

Maintenance and Operation Fund	Unrestricted Capital Outlay Fund	Classroom Site Fund
60,326,033	9,110,816	11,191,400
58,170,003	3,114,186	5,072,177
2,156,030	5,996,630	6,119,223

Total budgeted expenditures compared to planned spending

- FY 2025 total budgeted expenditures (from budget pages 1, 3, and 4)
- FY 2025 planned spending (include any applicable amount from line A.4(c) above)
- Estimated unspent budget capacity carried forward for spending after FY 2025

C. Comments (optional)

Data entry sheet

FY 2025 Legislative amounts

Base Level Amount (A.R.S. §15-901, as amended by Laws 2024, Ch. 218, §10)	\$ 5,013.00
State Support Level per Route Mile (A.R.S. §15-945, as amended by Laws 2024, Ch. 218, §11)	
0.5 mile or less OR more than 1.0 mile	\$ 2.95
More than 0.5 mile through 1.0 mile	\$ 2.42
Qualifying Tax Rate for elementary or secondary (CTEDs use 0.05) (A.R.S. §41-1276(I), as amended by Laws 2024, Ch. 218, §16)	1.5930

Unweighted student count

All districts must complete lines 1 through 6 below.

Prior years ADM amounts (lines 1 and 2) are used to calculate district additional assistance (DAA), including DAA growth factor if applicable, in accordance with A.R.S. §15-961. Estimated current year ADM (lines 3 through 6) is used to calculate the Group A weighted student count included in the Base Support Level calculation on the BSA55 tab, page 2.

Prior Years ADM (A.R.S. §§15-901 and 15-961)

	PSD	K-8	9-12	Total
1. FY 2023 100th-Day ADM				6,605.4911
2. FY 2024 100th-Day ADM	46.8400	4,554.1323	2,152.3079	6,753.2802

Current Year ADM (A.R.S. §§15-943 and 15-808)

3. FY 2025 Estimated non-AOI student count	40.5650	4,372.4811	1,870.4550	6,283.5011
4. FY 2025 Estimated AOI full-time student count		26.3796	236.2855	262.6651
5. FY 2025 Estimated AOI part-time student count			4.5734	4.5734
6. Total FY 2025 estimated student count	40.5650	4,398.8607	2,111.3139	6,550.7396

Check box for Type 03 district

Student count by category

Student counts used to calculate the Group B weighted add-on count used in calculating the Base Support Level.

	Non-AOI Student Count	AOI Full-Time Student Count	AOI Part-Time Student Count	
7. K-3 Reading	0.0000			
8. K-3	1,808.6380			
9. ELL	196.7619	4.4757		
10. HI	12.6200	1.0000		
11. MD-R, A-R, and SID-R	70.1150	2.1078		
12. MD-SC, A-SC, and SID-SC	113.6675	0.0000		
13. MD-SSI	4.0000			
14. OI-R	3.7300			
15. OI-SC	3.0000			
16. P-SD	11.6000			
17. DD*, ED, MIID, SLD, SLI*, and OHI	943.1191	25.0537	0.5000	*School aged students only
18. ED-P	17.0525			
19. MOID	27.1200			
20. VI	4.1700	0.0000		
21. G	107.0454			
22. FRPL	0.0000	0.0000	0.0000	
23. Total Add-on Count (lines 7 through 22)	3,322.6394	32.6372	0.5000	

Adjustments to base support level/base revenue control limit (A.R.S. §15-944.E)

- K-8 9-12
1. Check box(es) if the district's schools are designated as small isolated by the State Board of Education. (A.R.S. §15-901)
2. Check box if the district has been approved to provide at least 200 days of instruction by ADE. (A.R.S. §15-902.0)

3. Adjusted FY 2025 Base Level Amount	\$5,013.00
4. Actual Teacher Experience Index (TEI) from FY 2024 Teacher Experience Report (if actual TEI is less than 1.0000 use 1.0000) (A.R.S. Section 15-941)	1.0000
5. FY 2023 actual non-federal audit expenditures from all funds (A.R.S. Section 15-914.F)	\$43,600.00
6. FY 2023 actual federal audit expenditures from all funds	\$0.00
7. FY 2023 actual total audit expenditures from all funds (line 5 plus line 6)	\$43,600.00

Transportation (A.R.S. §§15-816.01, 15-945, and 15-946)

1. FY 2024 Approved Daily Route Miles	5,278.44
2. Number of Eligible Students Transported in FY 2024	1,934.27
3. FY 2024 Annual Expenditure for Bus Tokens	\$0.00
4. FY 2024 Annual Expenditure for Bus Passes	\$0.00
5. Actual Route Miles traveled in July and August 2023 to Transport Pupils w/Disabilities for Extended School Year	0.00
6. Estimated Route Miles Traveled in June 2024 to Transport Pupils w/Disabilities for Extended School Year	200.00

Other information

1. Capital transportation adjustment (A.R.S. §15-963.B)	
a. PSD	
b. K-8	
c. 9-12	
2. Adjustment for remote instructional time calculated by ADE (A.R.S. §15-901.08, leave blank for budget adoption)	
3. Consolidation/unification increase for transitional costs incurred in first year (A.R.S. §§15-912 and 15-912.01)	
4. CTED 9th Grade Funding Adjustment [(A.R.S. §15-393(X) through (Z), leave blank for budget adoption]	
5. CTED Continuation 13th Grade Funding Adjustment [(A.R.S. §15-393(X) through (Z), leave blank for budget adoption]	
6. Free or Reduced-Price Lunch (FRPL) one-time supplement for FY 2025 (leave blank for budget adoption)	
7. District Additional Assistance (DAA) one-time supplement for FY 2025 (leave blank for budget adoption)	

Assessed property valuations

8. 2024 Primary net assessed valuation (AV)	\$607,095,124
9. 2024 Primary net assessed valuation (AV2)	\$0
10. 2024 Salt River Project (SRP) valuation	\$274,840
11. 2024 Government Property Lease Excise Tax assessed valuation	\$52,514

Budget balance carryforward (A.R.S. §15-943.01)

12. Adjustments to the General Budget Limit (from FY 2024 BUDG75, leave blank for budget adoption)	
13. FY 2024 M and O Fund actual expenditures (from FY 2024 AFR, amount will be estimated for budget adoption)	\$52,049,394.00
14. FY 2024 M and O Fund actual expenditures (if any) for:	
a. Special Program Override	\$0.00
b. Desegregation (A.R.S. §15-910)	\$0.00
c. Dropout prevention programs	\$71,139.00
d. Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)	\$0.00
e. Performance pay (A.R.S. §15-920)	\$0.00
15. Budget Balance Carryforward transferred to the School Opening Fund (if any)	\$0.00

Data entry sheet

Districts receiving Federal Impact Aid Revenues (A.R.S. §15-905.R):

16.	FY 2025 Impact Aid revenue	
17.	Impact Aid revenue deposited in FY 2025 to the Impact Aid Revenue Bond Debt Service Fund for principal and interest payments	
18.	Impact Aid revenue transferred in FY 2025 to the M and O Fund to provide cash for the TRCL/TSL difference	
19.	Impact Aid revenue transferred in FY 2025 to the M and O Fund to reduce or eliminate taxes	
20.	FY 2024 Ending cash balance in the Impact Aid Fund	

Districts operating under the provisions of the small school adjustment (A.R.S. §15-949):

21. Check box if the district previously operated under a small school adjustment and no longer qualifies based on current year ADM. The phase down limit for an override election pursuant to A.R.S. §15-481 is shown in the appropriate section of the Calculations page. If this box is checked, the district **must** complete line 22 below.

22.	Enter the fiscal year that the district exceeded the allowable student counts for the first time. (A.R.S. §15-949.C and .E)	FY
23.	For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).	

Districts needing BSL adjustment due to tuition loss (A.R.S. §§15-954 and 15-902.01):

Only complete this section if the district receives less tuition from a district which is inside or outside of this state because the district of residence began to offer instruction in one or more high school grade levels not previously offered.

24.	Base year - the fiscal year before the other district began to offer instruction	FY
25.	Base year attending ADM grades 9-12	
26.	Number of tuitioned students lost in the year after the base year due to district of residence offering instruction in grades 9-12 not offered previously	
27.	Tuition received in base year	
28.	Tuition received in fiscal year after base year	
29.	<input type="checkbox"/> Check box if the district lost student count resulting from the formation of a joint unified school district pursuant to A.R.S. §15-450	
30.	Additional number of tuitioned students lost in the second year after the base year (Type 05 districts only)	
31.	Additional number of tuitioned students lost in the third year after the base year (Type 05 districts only)	

Type 03 district information

1.	High school student count transported by district of residence to district of attendance (A.R.S. §15-961.D)	
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Accommodation district (TYPE 01) information (A.R.S. §15-974)

1. Check box if the district offers instruction in grades 9-12. **Accommodation districts only.**
 Only accommodation districts with a student count of **more** than 125 in grades K-8 **or** accommodation districts that offer instruction in grades 9-12 and have a student count of **more** than 100 in grades 9-12, should complete lines 2 through 4.

2.	Maintenance & Operation (M and O) Fund FY 2024 ending cash balance	
3.	10% of the FY 2025 RCL calculated using the district's 2024 ADM	
4.	Up to 5% of the FY 2025 RCL calculated pursuant to A.R.S. Section 15-482.B	\$

Calculations

Calculation of support level weights (group A weights)

	Designated as isolated		Not designated as isolated	
	K-8	9-12	K-8	9-12
Student Count 0.001-99.999				
Support Level Weight	1.559	1.669	1.399	1.559
Student Count 100.000-499.999				
Student count constant	500.0000	500.0000	500.0000	500.0000
Student count	- 0.0000	- 0.0000	- 0.0000	- 0.0000
Difference	= 0.0000	= 0.0000	= 0.0000	= 0.0000
Weight adjustment factor	x 0.0005	x 0.0005	x 0.0003	x 0.0004
Support level weight increase	= 0.0000	= 0.0000	= 0.0000	= 0.0000
Support level weight	+ 1.358	+ 1.4680	+ 1.278	+ 1.398
Adjusted Support Level Weight	= 0.0000	= 0.0000	= 0.0000	= 0.0000
Student Count 500.000-599.999				
Student count constant	600.0000	600.0000	600.0000	600.0000
Student count	- 0.0000	- 0.0000	- 0.0000	- 0.0000
Difference	= 0.0000	= 0.0000	= 0.0000	= 0.0000
Weight adjustment factor	x 0.0020	x 0.0020	x 0.0012	x 0.0013
Support level weight increase	= 0.0000	= 0.0000	= 0.0000	= 0.0000
Support level weight	+ 1.158	+ 1.268	+ 1.158	+ 1.268
Adjusted Support Level Weight	= 0.0000	= 0.0000	= 0.0000	= 0.0000
Student Count 600.000 or More				
Support Level Weight			1.158	1.268
Career Technical Education District				
Support Level Weight (A.R.S. §15-943.02)				1.339

Other calculations

- Portion of BSL/BRCL from total K-3 and total K-3 Reading weighted student counts:

K-3	\$ 544,002.24
K-3 Reading	\$ 0.00
- Additional Tax in Districts Ineligible for Equalization Assistance, Amount to be Levied and Paid to the State (A.R.S. §15-992) \$ 0.00

Calculation of district additional assistance (DAA) per student count amounts (A.R.S. §§15-961, as amended by Laws 2023, Ch. 142, §6; and 15-962.01)

Table to calculate DAA per student count

	K-8	9-12
1. FY 2025 Student Count (2024 ADM): .001 - 99.999 DAA per Student Count	\$ 663.81	\$ 732.87
2. FY 2025 Student Count (2024 ADM): 100.000 - 499.999		
a. Student Count Constant	500.0000	500.0000
b. Student count	- 0.0000	- 0.0000
c. Difference	= 0.0000	= 0.0000
d. Weight adjustment factor	x 0.0003	x 0.0004
e. Support level weight increase	= 0.0000	= 0.0000
f. Support level weight	+ 1.2780	+ 1.3980
g. Adjusted support level weight	= 0.0000	= 0.0000
h. Support level amount	x \$ 474.47	x \$ 494.39
i. DAA per Student Count	= \$ 0.00	= \$ 0.00
3. FY 2025 Student Count (2024 ADM): 500.000 - 599.999		
a. Student Count Constant	600.0000	600.0000
b. Student count	- 0.0000	- 0.0000
c. Difference	= 0.0000	= 0.0000
d. Weight adjustment factor	x 0.0012	x 0.0013
e. Support level weight increase	= 0.0000	= 0.0000
f. Support level weight	+ 1.1580	+ 1.2680
g. Adjusted support level weight	= 0.0000	= 0.0000
h. Support level amount	x \$ 474.47	x \$ 494.39
i. DAA per Student Count	= \$ 0.00	= \$ 0.00
4. FY 2025 Student Count (2024 ADM): 600.000 or More and Career Technical Education Districts DAA per Student Count	\$ 549.45	\$ 600.86

Calculation of Maintenance and Operation (M&O) Fund budget balance carryforward (A.R.S. §15-943.01)

1. General Budget Limit (GBL) (from FY 2024 latest revised budget, page 7, line 11)	\$ 60,812,005.00
2. Adjustments to the GBL (from FY 2024 BUDG75, amount will be zero for budget adoption)	\$ 0.00
3. Adjusted GBL	\$ 60,812,005.00
4. Budgeted M and O expenditures (from FY 2024 latest revised Budget, page 1, line 30, Total Budget Year Column)	\$ 60,812,005.00
5. Adjustments to the GBL (from line 2)	\$ 0.00
6. Adjusted budgeted expenditures	\$ 60,812,005.00
7. Lesser of the adjusted GBL (line 3) or the adjusted budgeted expenditures (line 6)	\$ 60,812,005.00
8. FY 2024 M and O Fund actual expenditures (from FY 2024 AFR, amount will be estimated for budget adoption)	\$ 52,049,394.00
9. Budget balance (line 7 minus line 8) (If negative, zero is shown. Any negative amount is shown here in parentheses.)	\$ 8,762,611.00

Note: For lines 10.a through 10.f the FY 2024 actual expenditures are deducted from the budget amount. If the result is negative, zero is shown.

	FY 2024 Budget	Actual	Unexpended Budget
10. FY 2024 Actual expenditures:			
a. Special program override	\$ 0.00	- \$ 0.00	= \$ 0.00
b. Desegregation	\$ 0.00	- \$ 0.00	= \$ 0.00
c. Dropout prevention programs	\$ 3,089.00	- \$ 71,139.00	= \$ 0.00
d. Joint Career and Technical Education and Vocational Education Center	\$ 0.00	- \$ 0.00	= \$ 0.00
e. Performance pay	\$ 0.00	- \$ 0.00	= \$ 0.00
f. Total budget balance deductions (lines 10.a through 10.f)			= \$ 0.00
11. Budget Balance after deductions (If negative, the district does not have any budget balance to carry forward.)			\$ 8,762,611.00
12. Budget Balance Carryforward transferred to the School Opening Fund (not to exceed the lesser of line 11 or the FY 2024 M and O Fund ending cash balance)			- \$ 0.00
13. Actual Budget Balance Carryforward to be used in M&O Fund (for GBL calculation on page 7, line 8.c)			= \$ 8,762,611.00
14. Accommodation district cash balance carryforward			
a. M and O Fund cash balance as of June 30, 2024			\$ 0.00
b. Actual Budget Balance Carryforward			- \$ 0.00
c. Remaining M&O cash balance			= \$ 0.00
15. Accommodation district maximum RCL addition that may be authorized by County School Superintendent:			
a. The amount on line 14.c or	\$ 0.00		
b. 10% of the FY 2025 RCL calculated using the district's 2024 ADM	\$ 0.00		
c. Up to 5% of the FY 2025 RCL calculated pursuant to A.R.S. Section 15-482.B	+ \$ 0.00		
d. Result (line 15.b plus line 15.c)	= \$ 0.00		
e. The lesser of line 15.a or 15.d			\$ 0.00

Calculations

Calculation of the amount available to be spent in the Impact Aid Fund (A.R.S. §15-905.R)

1. FY 2025 Impact Aid revenue		\$ 0.00
2. Impact Aid revenue deposited in FY 2025 to the Impact Aid Revenue Bond Debt Service Fund for principal and interest payments		\$ 0.00
3. TRCL/TSL difference	\$ 0.00	
Impact Aid revenue transferred in FY 2025 to the M and O Fund to provide cash for the TRCL/TSL difference calculated on line 3		\$ 0.00
4. Impact Aid revenue transferred in FY 2025 to the M and O Fund to reduce or eliminate taxes		\$ 0.00
5. FY 2024 Ending cash balance in the Impact Aid Fund		\$ 0.00
6. FY 2025 Amount available to be spent in the Impact Aid Fund (on page 6, Federal Projects line 16)		\$ 0.00

Calculation of small school adjustment phase down limit

Applies to any district that operated under the provisions of the small school adjustment (A.R.S. §15-949.A), and exceeded the allowable student counts for the first time before FY 2000. Districts that operated under the provisions of a small school adjustment and exceeded the allowable student counts for the first time after FY 1999, should refer to the next section to calculate their maximum override.

If in FY 2025, the K-8 student count is greater than 125 but less than 154, or the 9-12 student count is greater than 100 but less than 176, the district may continue to adopt a budget using a small school adjustment on page 7, line 4 of up to \$50,000 without an election. OR If the district holds an override election as provided in A.R.S. Section 15-481, the district may include up to the amount calculated below on page 7, line 3(a). For purposes of small school adjustment, the FY 2025 student count is the 2024 ADM.

1. A district whose student count K-8 has exceeded 125 but is less than 154 may determine the small school adjustment phase down as follows:		\$ 150,000.00
a. Phase down base		
b. FY 2025 K-8 student count	0.0000	
c. Small school student count limit	- 125.0000	
d. Student count above the small school limit	= 0.0000	
e. Adjusted Support Level Weight (See Table I at right for calculation)	x 0.0000	
f. Weighted student count above small school limit	= 0.0000	
g. Base Level Amount	x 0.00	
h. Phase down reduction factor		\$ 0.00
i. Grades K-8 small school adjustment phase down limit		\$ 0.00
2. A unified or union high school district whose student count in grades 9-12 has exceeded 100 but is less than 176 may determine the small school adjustment phase down as follows:		\$ 350,000.00
a. Phase down base		
b. FY 2025 9-12 student count	0.0000	
c. Small school student count limit	- 100.0000	
d. Student count above the small school limit	= 0.0000	
e. Adjusted support level weight (See Table II at right for calculation)	x 0.0000	
f. Weighted student count above small school limit	= 0.0000	
g. Base Level Amount	x 0.00	
h. Phase down reduction factor		\$ 0.00
i. Grades 9-12 small school adjustment phase down limit		\$ 0.00
3. For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).		\$ 0.00
4. Allowable small school adjustment, subject to an election		\$ 0.00
5. 10% of the District's total RCL		\$ 0.00
6. Maximum override, subject to an election (Greater of line 4 or line 5)		\$ 0.00

Calculation of maximum override for a district no longer eligible for a small school adjustment

Applies to any district that operated under the provisions of a small school adjustment (A.R.S. §15-949.A) and exceeded the allowable student counts for the first time after FY 1999. Districts that operated under the provisions of the small school adjustment and exceeded the allowable student counts for the first time before FY 2000, should refer to the section above.

If in FY 2025, the K-8 student count is greater than 125 but less than 181, or the 9-12 student count is greater than 100 but less than 185, the district may hold an override election as provided in A.R.S. Section 15-481. The maximum amount the district may budget on Budget, page 7, line 3(a), subject to an override election, is the amount calculated below. For purposes of small school adjustment, the FY 2025 student count is the 2024 ADM.

1. A district whose K-8 student count has exceeded 125, but is less than 181 may determine the maximum small school adjustment override as follows:		
a. FY 2025 K-8 student count	0.0000	
b. Small school student count limit	- 125.0000	
c. Student count above the small school limit	= 0.0000	
d. Phase-down factor	x 0.0045	
e. Result	= 0.0000	
f. Maximum percent increase to apply to RCL (.35 minus line 1.e)	x 0.0000	
g. K-8 Revenue Control Limit	x 0.00	
h. K-8 small school budget override limit (line 1.f x line 1.g) (If less than zero, zero is entered)		\$ 0.00
2. A district whose 9-12 student count has exceeded 100, but is less than 185 may determine the maximum small school adjustment override as follows:		
a. FY 2025 9-12 student count	0.0000	
b. Small school student count limit	- 100.0000	
c. Student count above the small school limit	= 0.0000	
d. Phase-down factor	x 0.0065	
e. Result	= 0.0000	
f. Maximum Percent Increase to apply to RCL (.65 minus line 2.e)	x 0.0000	
g. 9-12 Revenue Control Limit	x 0.00	
h. 9-12 small school budget override limit (line 2.f x line 2.g) (If less than zero, zero is entered)		\$ 0.00
3. For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).		\$ 0.00
4. Allowable Small School Adjustment, subject to an election (line 1.h plus line 2.h plus line 3)		\$ 0.00
5. 10% of the District's Total RCL		\$ 0.00
6. Maximum override, subject to an election (Greater of line 4 or line 5)		\$ 0.00

Calculations

Calculation of adjustment for tuition loss and student revenue loss phase-down (A.R.S. §§15-954 and 15-902.01)

NOTE 1: This section is completed only if the district has indicated that it receives less tuition from a district which is inside or outside of this state because the district of residence began to offer instruction in one or more high school grade levels not previously offered.

1. Base year attending ADM grades 9-12		0.00
2. Factor of 5%	x	0.05
3. ADM loss required to qualify	=	0.000
4. Number of tuitioned students lost in the year after the base year due to district of residence offering instruction in grades 9-12 not offered previously		0.000

NOTE 2: If line 3 is greater than line 4, do not complete the rest of this section. District does not qualify for an increase in the base support level (BSL).

5. Tuition received in base year		0.00
6. Tuition received in fiscal year after base year	-	0.00
7. Tuition loss (If result is less than zero, zero is entered)	=	0.00
8. BSL adjustment for the first year after the base year	first year factor x	0.75 = 0.00
9. BSL adjustment for the second year after the base year	second year factor x	0.50 = 0.00
10. BSL adjustment for the third year after the base year	third year factor x	0.25 = 0.00
11. Increase in BSL for tuition loss adjustment (line 8 + line 9 + line 10)		0.00

NOTE 3: In addition to any adjustment for tuition loss received pursuant to A.R.S. §15-954, a district which loses students from its student count resulting from the formation of a joint unified school district (pursuant to A.R.S. §15-450) and does not receive tuition for those students for the budget year, may increase its BSL (A.R.S. §15-902.01).

12. A district which loses at least 500 students may increase the BSL:		
a. By \$650,000 for the first year of the loss.		\$ 0.00
b. By \$600,000 for the second year following the loss.		\$ 0.00
c. By \$500,000 for the third year following the loss.		\$ 0.00
d. By \$300,000 for the fourth year following the loss.		\$ 0.00
e. By \$100,000 for the fifth year following the loss.		\$ 0.00
13. A union high school district may increase the BSL:		
a. By \$100,000 if it loses at least 50 students in the first year.		\$ 0.00
b. By \$200,000 if it loses an additional 50 students in the second year.		\$ 0.00
c. By \$325,000 if it loses an additional 50 students in the third year.		\$ 0.00
d. By \$200,000 in the fourth year if it was eligible for the third year loss.		\$ 0.00
e. By \$100,000 in the fifth year if it was eligible for the fourth year loss.		\$ 0.00

Additional State Aid to Education (ASAE) information for Department of Revenue (A.R.S. §15-992)

1. Dropout Prevention Program (from page 1, line 27)		\$ 0.00
2. Adjustment for tuition loss		\$ 0.00
3. Liabilities in excess of school budget (from TNT Work Sheet, line 13)		\$ 0.00
4. Vocational M&O expenses (from page 1, line 28)		\$ 0.00
5. Adjacent Ways (from TNT work sheet, line 12)		\$ 0.00
6. Phase down small school budget limit exemption (based on Calculation of small school adjustment phase down limit section, only if \$50,000 option is used without an election)		\$ 0.00

Basic Calculations For Equalization Assistance

Is Small Isolated School District: Not Isolated

District Page: 1 of 5

Grade Levels	Non-AOI ADM	AOI-FT ADM	AOI-PT ADM	Support Level Weight	Non-AOI Weighted ADM	AOI-FT Weighted ADM	AOI-PT Weighted ADM
PSD	40.5650	0.0000	0.0000	1.4500	58.8193	0.0000	0.0000
K-8,UE	4,372.4811	26.3796	0.0000	1.1580	5,063.3331	30.5476	0.0000
9-12	1,870.4550	236.2855	4.5734	1.2680	2,371.7369	299.6100	5.7991
Regular Education Unweighted ADM	6,283.5011	262.6651	4.5734				
Total of Unweighted ADM			6,550.7396				
Regular Education Weighted ADM					7,493.8893	330.1576	5.7991
Total of Weighted ADM							7,829.8460

Add Ons	Non-AOI ADM	AOI-FT ADM	AOI-PT ADM	Support Level Weight	Non-AOI Weighted ADM	AOI-FT Weighted ADM	AOI-PT Weighted ADM
ELL	196.7619	4.4757	0.0000	0.1150	22.6276	0.5147	0.0000
K-3	1,808.6380	0.0000	0.0000	0.0600	108.5183	0.0000	0.0000
K-3 (Reading)	0.0000	0.0000	0.0000	0.0400	0.0000	0.0000	0.0000
HI	12.6200	1.0000	0.0000	4.7710	60.2100	4.7710	0.0000
MD-R, A-R, SID-R	70.1150	2.1078	0.0000	6.0240	422.3728	12.6974	0.0000
MD-SC, A-SC, SID-SC	113.6675	0.0000	0.0000	5.9880	680.6410	0.0000	0.0000
MD-SSI	4.0000	0.0000	0.0000	7.9470	31.7880	0.0000	0.0000
OI-R	3.7300	0.0000	0.0000	3.1580	11.7793	0.0000	0.0000
OI-SC	3.0000	0.0000	0.0000	6.7730	20.3190	0.0000	0.0000
P-SD	11.6000	0.0000	0.0000	3.5950	41.7020	0.0000	0.0000
DD, ED, MIID, SLD, SLI, OHI	943.1191	25.0537	0.5000	0.2920	275.3908	7.3157	0.1460
ED-P	17.0525	0.0000	0.0000	4.8220	82.2272	0.0000	0.0000
MOID	27.1200	0.0000	0.0000	4.4210	119.8975	0.0000	0.0000
VI	4.1700	0.0000	0.0000	4.8060	20.0410	0.0000	0.0000
G	107.0454	0.0000	0.0000	0.0070	0.7493	0.0000	0.0000
FRPL	0.0000	0.0000	0.0000	0.0220	0.0000	0.0000	0.0000
Group B - Add On Unweighted ADM	3,322.6394	32.6372	0.5000				
Total Unweighted Group B Add On			3,355.7766				
Group B - Add On Weighted ADM					1,898.2638	25.2988	0.1460
Total Weighted Group B Add On							1,923.7086

Basic Calculations For Equalization Assistance

Is Small Isolated School District: Not Isolated

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Calculation For Base Support Level

		Non-AOI ADM		AOI-FT ADM		AOI-PT ADM
Regular Education Weighted ADM		7,493.8893		330.1576		5.7991
Group B - Add On Weighted ADM	+	1,898.2638	+	25.2988	+	0.1460
Total ADM	=	9,392.1531	=	355.4564	=	5.9451
AOI Funding Factor	x	1.0000	x	0.9500	x	0.8500
Weighted ADM	=	9,392.1531	=	337.6835	=	5.0533

Total Weighted ADM						9,734.889959
Base Level Amount (FY25)					x	\$5,013.00
Total Weighted ADM x Base Level Amount						\$48,801,003.36
Calculated Teachers Experience Index (FY24)	1.0000					
Applied Teachers Experience Index (FY25)					x	1.0000
<i>(1.0000 or Calculated Teachers Experience Index)</i>						
Pre-Adjusted Base Support Level						\$48,801,003.36

Base Support Level Adjustments

Audit Service Expense	+	\$43,600.00				
Increase for Tuition Loss Adjustment	+	\$0.00				
Increase for Student Revenue Loss Phase-Down	+	\$0.00				
Adjustment for Remote Instructional Time calculated by ADE	+	\$0.00				
CTED 9th Grade Funding Adjustment	+	\$0.00				
CTED Continuation 13th Grade Funding Adjustment	+	\$0.00				
Free or Reduced-Price Lunch (FRPL) one-time supplement for FY 2025	+	\$0.00				
District Additional Assistance (DAA) one-time supplement for FY 2025	+	\$0.00				
Total Base Support Level Adjustments						\$43,600.00
Adjusted Base Support Level						\$48,844,603.36

Basic Calculations For Equalization Assistance

Is Small Isolated School District: Not Isolated

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<u>Calculation Transportation Support Level (TSL)</u> (Miles, Eligible Students, Bus Passes and Bus Tokens)				<u>Calculation For District Support Level (DSL)</u>			
Approved Daily Route Miles				FY25 Adjusted Base Support Level (BSL)		\$48,844,603.36	
Eligible Students Transported (FY24)	1,934.27			FY25 Consolidation or Unification Assistance	+	\$0.00	
Daily Route Miles Per Eligible Student (FY24)	2.7289			FY25 Transportation Support Level (TSL)	+	\$3,307,954.94	
Total Approved Daily Route Miles	5,278.44			FY25 District Support Level (DSL)		\$52,152,558.30	
State Support Level Per Route Mile		x	\$2.95	<hr/>			
Instruction Days		x	180	<u>Calculation For Revenue Control Limit (RCL)</u>			
To and From School Support Level			\$2,802,851.64	FY25 Adjusted Base Support Level (BSL)		\$48,844,603.36	
<u>Activity Trip Level Factor</u>		x	0.18	FY25 Consolidation or Unification Assistance	+	\$0.00	
Activity Trip Support Level			\$504,513.30	FY25 Transportation Revenue Control Limit (TRCL)	+	\$5,321,364.61	
Handicapped Extended School Year Mileage (FY24)			200.00	FY25 Revenue Control Limit (RCL)		\$54,165,967.97	
State Support Level Per Route Mile		x	2.95	<hr/>			
Handicapped Extended School Year Support Level			\$590.00	FY25 Lesser of DSL/RCL		\$52,152,558.30	
Annual Expenditures For:		Bus Passes	Bus Tokens				
Districts (FY24)		\$0.00	\$0.00				
FY25 Transportation Support Level (TSL)			\$3,307,954.94				
<hr/>							
<u>Calculation For Transportation Revenue Control Limit (TRCL)</u>							
FY24 Transportation Revenue Control Limit (TRCL)			\$5,321,364.61				
Change:	FY25 TSL	\$3,307,954.94					
	FY24 TSL	- \$3,804,298.94					
	Difference:	\$ <u>\$0.00</u>					
Preliminary FY25 TRCL			\$5,321,364.61				
120% of FY25 TRCL		\$3,969,545.93					
FY25 Transportation Revenue Control Limit (TRCL)			\$5,321,364.61				

Basic Calculations For Equalization Eassistance

Is Small Isolated School District: Not Isolated

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District Additional Assistance (DAA) Calculations

	<u>PSD</u>	<u>K-8</u>	<u>9-12</u>	<u>Type 03 Transported 9-12</u>	<u>Total</u>
FY24 District ADM	46.8400	4,554.1323	2,152.3079	0.0000	
DAA Per ADM	x \$549.45	x \$549.45	x \$600.86	x \$0.00	
Preliminary DAA	= \$25,736.24	= \$2,502,267.99	= \$1,293,235.72	= \$0.00	\$3,821,239.96

(*For Type 03 High School Only, Per Student Count Factor at 50%)

DAA Growth Factor

FY24 District ADM	6,753.2802
FY23 District ADM	/ 6,605.4911
FY25 Calculated DAA Growth Factor	= 1.0224
FY25 Applied DAA Growth Factor	x 1.000000000

(1.0000 or Calculated DAA Growth Factor If greater than 1.05, use 1 plus 50% of growth.)

District DAA	\$25,736.24	\$2,502,267.99	\$1,293,235.72	\$0.00	\$3,821,239.96
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DAA For High School Textbooks

FY24 District High School ADM			2,152.3079		
Support Level Amount For Textbooks			x \$84.93		
DAA For High School Textbooks					\$182,795.51

	<u>PSD-8</u>	<u>9-12</u>	
Pre-Adjusted DAA Base Allocation	\$2,528,004.23	\$1,476,031.23	\$4,004,035.46
Type 03 Transported 9-12		\$0.00	
	\$0.00	\$0.00	\$0.00
Total DAA Adjustments	\$0.00	\$0.00	\$0.00
Adjusted FY25 DAA Base Allocation	\$2,528,004.23	\$1,476,031.23	\$0.00

Basic Calculations For Equalization Assistance

Is Small Isolated School District: Not Isolated

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<u>Equalization Base for Lesser of DSL/RCL</u>	<u>Weighted ADM</u>	<u>Percentage</u>	<u>Lesser of DSL or RCL</u>	<u>FY25 DSL/RCL Allocation</u>
PSD-8	5,152.6999	65.8084458300%	x \$52,152,558.30	\$34,320,788.08
9-12	2,677.1460	34.1915541700%	x \$52,152,558.30	\$17,831,770.22
Total	7,829.8459			\$52,152,558.30

<u>Equalization Assessed Valuation</u>	<u>PSD-8</u>	<u>9-12</u>	<u>Total</u>
Primary Assessed Valuation 1 (NAV1)	\$607,095,124.00	\$607,095,124.00	
Primary Assessed Valuation 2 (NAV2)	\$0.00	\$0.00	
SRP Assessed Valuation	\$274,840.00	\$274,840.00	
GPLET Assessed Valuation	\$52,514.00	\$52,514.00	
Equalization Assessed Valuation	\$607,422,478.00	\$607,422,478.00	
	/ 100	/ 100	
	\$6,074,224.78	\$6,074,224.78	
Qualifying Tax Rate	x 1.593000000	x 1.593000000	
FY25 Qualifying Levy	\$9,676,240.07	\$9,676,240.07	\$19,352,480.14

<u>Calculation of Equalization Assistance</u>	<u>PSD-8</u>	<u>9-12</u>	<u>Total</u>
DSL/RCL Allocation	\$34,320,788.08	\$17,831,770.22	\$52,152,558.30
Adjusted CY DAA Base Allocation	+ \$2,528,004.23	+ \$1,476,031.23	+ \$4,004,035.46
FY25 Equalization Base	\$36,848,792.31	\$19,307,801.45	\$56,156,593.76
FY25 Applied Qualifying Levy	- \$9,676,240.07	- \$9,676,240.07	- \$19,352,480.14
FY25 Equalization Assistance	\$27,172,552.24	\$9,631,561.38	\$36,804,113.62

Page	Reference	Instructions	Revision Instructions
	General	<p>These instructions are provided to help school districts prepare the expenditure budget. Within the forms, blue font and light blue highlights indicate that an instruction is linked to that specific line. An instructions button has also been provided that links to any general instructions or to the first instruction for a page. To return to the related form after reviewing the instructions, simply click on the form's tab at the bottom of the Excel screen or press the Alt and back arrow keys.</p> <p>Districts should complete the Data Entry page and Supplement, as applicable, <u>before</u> completing pages 1 through 8. To ensure that the district's data can be properly processed by ADE, formulas should not be changed without specific instructions from either the Arizona Auditor General's Office, Accountability Services Division, or ADE, School Finance.</p> <p>Select the link below for more information.</p> <p>Data Entry page instructions</p>	
	General	<p>Amounts in the prior year columns should be recorded from the budget columns of the latest revised Budget for FY 2024. Amounts should be rounded to the nearest dollar.</p> <p>Districts should budget for FY 2025 retirement contributions at the rate of 12.12% and for long term disability at a rate of 0.15% for a total contribution rate of 12.27%. Districts should also budget for any applicable alternative contribution payments to state retirement at a rate of 10.19%.</p>	
	General	<p>A summary of significant changes to this document is included in column E. Filter the column to remove blank cells to see only the areas with significant changes.</p>	
	Budget Revision	<p>Instructions for budget revision requirements have been incorporated into this document for each applicable line item. All lines that include revision instructions have a "Yes" in the Revision Instructions column to the right. To see only the revision instructions apply the filter so that only rows marked "Yes" will show.</p> <p>Prior to May 15 of the budget year, districts must make all of the revisions described in these instructions that would result in a decrease in budget limits and districts may make any of the described revisions that result in an increase in budget limits. Total expenditures in the Maintenance and Operation (M&O), Unrestricted Capital Outlay (UCO), and Classroom Site Funds (CSF) must not exceed the adjusted General Budget Limit (GBL), Unrestricted Capital Budget Limit (UCBL), and Classroom Site Fund Budget Limit (CSFBL), respectively, as reported on pages 7, 8, and 3 of the latest revised budget. Therefore, if the net change to any of these budget limits is a decrease, the district must reduce budgeted expenditures in the related fund, to ensure that the budgeted amounts are within the prescribed limit. If the net change to any of these budget limits is an increase, the district may choose to revise budgeted expenditures in the related fund.</p>	Yes
	Budget Revision Continued	<p>All districts must revise the FY 2025 budget to include the 2024 (prior year) and 2025 (current year) 100th-Day ADM from the applicable year's ADM20 report.</p>	Yes
Cover	District Tax Rates	<p>District tax rates for FY 2024 should be the actual tax rates set by the County Board of Supervisors in August 2023. Tax rates for FY 2025 should be the district's best estimate. Districts should include detailed secondary tax rates for M and O, Special Program, and Capital Overrides; Class A Bonds; Class B Bonds; Career Technical Education District (CTED); and Desegregation. Class A Bonds are general obligation bonds approved by voters on or before December 31, 1998. Class B Bonds are general obligation bonds approved by voters after December 31, 1998.</p>	

Page	Reference	Instructions	Revision Instructions
Cover	Average Teacher Salaries	In accordance with A.R.S. §15-903(E), a district's budget must include the prominent display of the average salary of all teachers employed by the district for the budget and prior years, and the increase in the average salary of all teachers employed by the district for the budget year reported in dollars and percentage. Districts must also prominently post this information on their website home pages separate from their budgets. The law does not provide a definition of a teacher. Districts should be consistent in the type of salary information included in this table from year to year. An optional comment box is available to provide details on the average teacher salary calculation used by the district. Budget Revision Districts should revise the average teacher salary information any time a revised budget is submitted to ADE.	Yes
District Contact Info		Fill in the contact information for all positions listed on this tab. If any of the positions don't exist at your district, please fill in the appropriate person to contact related to that topic. Budget Revision Districts should revise contact information, if necessary, any time a revised budget is submitted to ADE.	Yes
1	Line 4	Function code 2300, object code 6820-Judgments Against the District should be used to budget for excessive property tax valuation judgments to be paid in FY 2025. This amount should also be included on page 7, line 8(h). Pre-approval by ADE is required. Contact ADE's School Finance payment team at the email address below. SFPaymentTeam@azed.gov	
1	Line 9	Budget Revision Districts participating in the National School Lunch Program that have not already budgeted for the state matching requirements, should include any amounts to be expended for their food service program in the M&O Fund on this line before May 15. ADE's Health & Nutrition Services will verify that amounts budgeted were spent when the annual financial reports are submitted. Any questions related to the state matching requirements should be directed to ADE's Health & Nutrition Services at (602) 542-8700.	Yes
1	Line 27	A district authorized by ADE to continue participation in Dropout Prevention Programs for FY 2025 pursuant to Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, Section 2, must budget the additional amount on this line.	
1	Line 28	A district that has entered into an intergovernmental agreement to establish a jointly owned and operated career and technical education and vocational education center, in accordance with A.R.S. §15-789, should budget for the center's expenditures on this line. A.R.S. §15-910.01 This provision does not apply to CTEDs established pursuant to A.R.S. §15-392. A.R.S. §15-910.01 requires the State Board of Education (SBE) approval prior to including an amount here. Currently, no districts have been authorized by the SBE.	
1	Line 29	Districts should budget for K-3 Reading Program expenditures on this line. The State Board of Education must give approval to a district before any portion of the monies generated by the K-3 reading support level weight may be distributed to the district. A.R.S. §15-211 Contact ADE's Move on When Reading program area with questions concerning the K-3 Reading plan requirement and approval status at the link below. http://www.azed.gov/mowr/	
2	Spec. Ed. by Type	All expenditures budgeted in the M&O Fund for special education programs should be included regardless of the revenue source (e.g., state equalization assistance and property taxes). Districts should retain supporting documentation for the allocation of expenditures budgeted for individual special education programs. Supporting documentation should include a list of the programs, the number of teachers and students by program, and all computation work sheets. However, districts should budget total expenditures in Program 200—Special Education for disability classifications defined in A.R.S. §15-761 on line 1, Total All Disability Classifications.	
2	Spec. Ed by Type - Lines 4 and 5	Program code 260—ELL Incremental Costs and program code 265—ELL Compensatory Instruction are required to track expenditures related to English Language Learners (ELL). See Supplement instructions for more information on ELL.	

Page	Reference	Instructions	Revision Instructions
2	Audit Services	Enter the budgeted expenditures for nonfederal program and compliance audits (required object code 6350) to be paid from the M&O Fund only, and the budgeted expenditures for federal single audits (optional object code 6330) from <u>all</u> funds.	
2	M&O for Food Service	Districts participating in the National School Lunch Program are required to budget a portion of their state revenues to support the operation of their food service program. Districts should budget in the M and O Fund any amounts that will be expended during the 2025 school year for the operation of the food service program. Any questions related to the state matching requirements should be directed to ADE's Health and Nutrition Services at (602) 542-8700. Budget Revision Districts that have not already budgeted for the state matching requirements, should include any amounts to be expended for their food service program in the M and O Fund on this line before May 15. ADE's Health and Nutrition Services will verify that amounts budgeted were spent when the annual financial reports are submitted.	Yes
3	General	The Classroom Site Fund (CSF) is a budget-controlled fund that must be used to supplement, rather than supplant, existing monies. Expenditures made from the Classroom Site Fund (010) should be made in accordance with the requirements of A.R.S. §15-977. Districts may establish any CSF subfunds 011-019 to track monies for specific allowable purposes or separately account for carryover balances and other one-time CSF monies. One total budget for all Classroom Site monies must be reported here, in Fund 010.	
3	Line 4	Line 4 should include expenditures for teacher liability insurance premiums made from Fund 010.	
3	Line 9	The total amount budgeted on line 9 cannot exceed the CSFBL on line 16. The total amount budgeted in FY 2025 will affect the next year's CSFBL. Districts should budget up to the Classroom Site Fund Budget Limit (CSFBL) as calculated on lines 10 through 16. See A.R.S. Section 15-978 and the calculation below.	
3	Line 11	Budget Revision Line 11 should reflect total actual CSF expenditures as reported on the district's FY 2024 AFR.	Yes
3	Line 13	Budget Revision This line should agree to the total actual interest earned on CSF investments, as reported on the FY 2024 AFR for the CSF.	Yes
3	Line 14	In accordance with A.R.S. Section 15-977(G)(1), the per pupil amount is calculated based on estimated available resources in the Classroom Site Fund for the budget year and adjusted for prior year revenue carryforwards or shortfalls. However, actual payments to districts may differ from the estimated per pupil Classroom Site Fund allocation. The FY 2025 allocation for the district is \$792 multiplied by the district's district's weighted student count (based on fundable students attending within the school district). The FY 2025 CSF actual payments detail reports will be available on ADE's website at the link below beginning in August 2024. ADE uses districts' FY 2024 100th day student count as reported in the district's FY 2024 ADM20A and ADM30 reports https://schoolfinancereports.azed.gov/	
3	Line 15	Some districts have lost CSF budget capacity from budgeting less than the CSFBL in prior years. This line may be used to recapture that budget capacity. Districts that need assistance with the adjustment should contact ADE's budget team.	
4	Line 10	The amount budgeted in the UCO Fund cannot exceed the Unrestricted Capital Budget Limit (UCBL) on page 8, line 12. The amount budgeted in Fund 610 in FY 2025 will affect the next year's UCBL. See A.R.S. Section 15-947(D) and calculation on page 8.	

Page	Reference	Instructions	Revision Instructions
4	Footnote 5	<p>Districts participating in the National School Lunch Program are required to budget a portion of their state revenues to support the operation of their food service program. Districts should budget in the UCO Fund any amounts that will be expended during the FY 2025 school year for the food service program. Any questions related to the state matching requirements should be directed to ADE's Health and Nutrition Services at (602) 542-8700.</p> <p>Budget Revision Districts that have not already budgeted for the state matching requirements, should include any amounts to be expended for their food service program in the UCO Fund on this line before May 15. ADE's Health and Nutrition Services will verify that amounts budgeted were spent when the annual financial reports are submitted.</p>	Yes
5	Other Funds— Required Capital Expenditure Detail for Funds 610, 630, 695, & 620	<p>In accordance with A.R.S. §15-904(B), detailed budgeted and actual expenditures for only the items listed in lines 2-11 must be reported from the UCO (610), Bond Building (630), New School Facilities (695), and Adjacent Ways (620) Funds. The amounts reported on lines 2-11 may not include all expenditures of these funds as shown on line 1. Total budgeted expenditures for each fund should be included on line 1 of the table.</p> <p>In addition, these detailed expenditures reported on lines 2-11 must be separately reported as new construction or renovation on lines 13-15. If the designation of new construction or renovation does not apply to a particular expenditure reported on lines 2-11, the amount should be reported as "Other." Therefore, total budgeted expenditures for the detailed object codes listed for each fund as reported on line 12 must agree to the total amounts reported on line 16, by fund. Amounts on lines 12 and 16 may be less than the amounts on line 1 for each fund.</p>	
5	Adjacent Ways Fund	<p>In accordance with A.R.S. §15-995, each adjacent ways project proposal must be filed with ADOA's Division of School Facilities and include the project cost estimate. If the entire project cost for the adjacent ways project is greater than \$50,000, the expenditure cannot be made unless the Division of School Facilities validates both of the following:</p> <ul style="list-style-type: none"> -The project that is proposed to be funded by the assessment is in compliance with state laws relating to adjacent ways projects. -The proposal selected by the district does not contain any additional work that is not listed in the adjacent ways proposal submitted by the district. 	
6	Federal Projects, Line 18	Districts that receive Impact Aid monies should deposit them in Fund 378—Impact Aid. Monies in the fund are federal monies not subject to legislative appropriation. All districts that receive Impact Aid revenue should complete the Districts Receiving Federal Impact Aid Revenues portion of the Other Information section on the Data Entry tab to calculate the amount available to be spent in the Impact Aid Fund.	
6	Federal Projects, Line 19	Include amounts for Funds 300-399 Other Federal Projects (besides funds that are separately reported on lines 15 through 18). Districts should also include amounts budgeted for COVID 19 federal relief projects.	
6	State Projects, Line 26	In accordance with A.R.S. §15-249.06, monies received from the college credit by examination incentive program should be deposited in Fund 456—College Credit Exam Incentives. At least 50% of the incentive bonus monies received from this program must be distributed to the associated classroom teacher for each student who passes a qualifying exam and to other teachers of relevant subjects who instructed that student, including but not limited to teachers in the same department or subject matter that contributed to the student passing the examination, as identified by the governing board or the school principal. The remainder of any bonus monies received from this program must be allocated by the school principal on behalf of the students who receive a passing score and may be used for teacher professional development or student instructional support, reimbursement of exam fees, or instructional materials.	
6	State Projects, Line 28	Budgeted expenditures related to monies remaining in Fund 457—Results-based Funding should be reported on line 28—Other State Projects, along with any other State project funds not included on lines 19 through 27 above.	
6	Other Funds, Lines 2 and 3	Funds 071 and 072 should be budgeted in detail on the Supplement. Fund totals will pull to these lines. See the instructions for the Supplement for additional information.	

Page	Reference	Instructions	Revision Instructions
6	Other Funds, Line 4	In accordance with A.R.S. §15-1102, the proceeds from the sale or lease of school district property should be deposited in the School Plant Fund (500). Expenditures made from the School Plant Fund (500) should be made in accordance with the requirements of A.R.S. §15-1102. Districts may establish sub funds for School Plant in funds 501-504 to account for monies received that are restricted to different purposes by statute, but one total budget for all related monies must be reported here in Fund 500.	
6	Other Funds Line 24	In accordance with A.R.S. §15-249.15, monies received to provide incentive awards for high school graduates who obtain a certification, credential, or license that is accepted by a vocation or industry through a career technical education course or program should be deposited in Fund 597—Arizona Industry Credentials Incentive Fund. Expenditures from Fund 597 should be made for only the following purposes: 1. For instructional costs and professional development for a career technical education program teacher to become a certifying professional for an approved certificate, credential, or license. 2. To offset the students' cost of certification, credentialing, or licensure. 3. For developmental costs related to creating, expanding or improving an approved site of a certificate, credential, or license career technical program or course. 4. For instructional hardware, software, or supplies required for the certification, credentialing, or licensure. 5. For career exploration in any school grade and awareness activities for parents, students, and the community for the approved sectors.	
6	Other Funds Line 29	In accordance with A.R.S. §41-5721, before applying to ADOA's Division of School Facilities for funding for an emergency, the district's governing board must issue an emergency declaration or resolution to be eligible for monies from the Emergency Deficiencies Correction Fund. To qualify as an emergency, the situation must fit the criteria in A.R.S. §41-5721(F).	
6	Other Funds Line 30	In accordance with A.R.S. §41-5731, districts must submit a preventive maintenance plan to ADOA's Division of School Facilities to be eligible to receive monies from the Building Renewal Grant Fund.	
6	Other Funds Line 33	Include expenditures for Fund 850—Student Activities on this line, as it is no longer a fiduciary fund.	
6	Other Funds, Line 34	Budgeted expenditures related to monies remaining in Fund 080—Student Success Fund should be reported on line 34—Other, along with any other funds not included elsewhere in the budget.	
6	Internal Service Funds, Line 2	Include all expenditures for Intergovernmental Agreements (IGAs) in this line. If the district uses funds other than 955 to separately account for multiple IGAs, all IGA fund expenditures should be totaled and reported on this line.	
7	General	For budget adoption, districts may apportion amounts on this page between the M&O and UCO Funds. After original adoption, and prior to May 15 of the budget year, amounts may be reapportioned based on the budgetary needs of the district, unless otherwise indicated on Budget, page 7, or in the following instructions. Record in column A on this page all amounts budgeted for use in the M&O Fund (to be included in the GBL). Record in column B all amounts budgeted for use in the UCO Fund (to be carried over to the calculations on Budget, page 8). Budget Revision When actual amounts are required, use the actual amount to date plus the estimated amount for the remainder of the fiscal year. After the May 15 budget revision, amounts cannot be reallocated between M&O and UCO.	Yes
7	Line 1	After completing the Data Entry tab, the amount of the district RCL from the BSA55 tab, page 3 will pull to line 1. Budget Revision For budget revision, the Data Entry tab should be revised and the recalculated RCL will pull to line 1. See budget revision instructions for the Data Entry tab.	Yes

Page	Reference	Instructions	Revision Instructions
7	Lines 2(a)-(c)	Budget Revision Compare the amount for District Additional Assistance (DAA) on lines 2(c) to the applicable amount calculated by ADE on page 1 of the most recent FY 2025 BUDG25 Report. The amounts on lines (a) and (b) can be reconciled to page 4 of the district's most recent FY 2025 BSA 55-1 report from ADE.	Yes
7	Line 2(b)	After completing the Data Entry tab, the DAA adjustment amount from BSA55 tab, page 4 will pull to this line, if any.	
7	Line 3	Do not include any overrides authorized to use excess Impact Aid cash on these lines. Districts should use prior year ADM to calculate the RCL for overrides (A.R.S. Section 15-943). Districts may recalculate their RCL based on prior year ADM in a separate copy of this budget file. Do not submit this separate copy of the file to ADE. Alternatively, districts can get weighted student counts from page 2 of ADE's FY 2024 "BSA Equalization Report", BSA 55-1. ADE has also posted a link to an override calculation worksheet that may be used as a guide in estimating the override amount. The override calculation worksheet and instructions can be found at the link below.	
		https://www.azed.gov/sites/default/files/2022/06/MO%20Override%20Estimator%20FY23.xlsx	
7	Line 3(a)	See Line 3 Instructions above. If the voters in the override election authorize the district to exceed the RCL, and the increase is to be fully funded by revenues other than property taxes [A.R.S. Section 15-481(F)], only revenues derived from the FY 2024 ending cash balance in the M and O Fund [after the primary tax rate is reduced to zero as required by A.R.S. Section 15-481(T)] may be used. A.R.S. Section 15-481(P) Note: Districts will not be able to fund an override with Impact Aid monies in FY 2025, as Impact Aid monies are accounted for in the Impact Aid Fund.	
7	Line 3(a) Continued	The maximum amount a district may request for an M&O budget override is 15% of the district's RCL. If the district also requests a Special Program override pursuant to A.R.S. §15-482, the maximum amount a district may request for an M&O override is 10% of the RCL. A.R.S. §15-481(G)	
7	Line 3(b)	See Line 3 Instructions above. If the voters in the override election authorize the district to exceed the Capital Outlay Revenue Limit or District Additional Assistance and the increase is to be fully funded by revenues other than property taxes [A.R.S. Section 15-481(M)], only revenues derived from the FY 2024 ending cash balance in the M and O and UCO Funds [after the primary tax rate is reduced to zero as required by A.R.S. Section 15-481(T)] may be used. A.R.S. Section 15-481(S) Note: Districts will not be able to fund an override with Impact Aid monies in FY 2025, as Impact Aid monies are accounted for in the Impact Aid Fund. The maximum amount a district may request for a capital budget override is 10% of the RCL. A.R.S. Section 15-481(AA)	
7	Line 3(c)	See Line 3 Instructions above. A.R.S. Section 15-482 allows a district to request a budget override for programs designed for preschool students with disabilities and students enrolled in kindergarten through grade 12. The amount for the Special Program override may not exceed 5% of the RCL. If the voters in the override election authorize the district to exceed the RCL, and the increase is to be fully funded by revenues other than property taxes [A.R.S. Section 15-481(J)], the increase may only be budgeted and expended if sufficient monies are available in the M and O Fund. A.R.S. Section 15-481(Q) Note: Districts will not be able to fund an override with Impact Aid monies in FY 2025, as Impact Aid monies are accounted for in the Impact Aid Fund.	
7	Lines 3(a)-(c)	Budget Revision If the RCL originally used to calculate an override was reduced after budget adoption, the district must recalculate the maximum M&O, UCO, and Special Program override amounts in accordance with the instructions above. Arizona Attorney General Opinion 190-020 prohibits districts from recalculating overrides based on an increase in the RCL after secondary taxes have been levied for the applicable year. The amounts reported on lines 3(a) through (c) may not exceed the lesser of the original or recalculated maximum override amounts.	Yes

Page	Reference	Instructions	Revision Instructions
7	Line 4	<p>Districts with a student count of 125 or less in grades K-8, or 100 or less in grades 9-12 must include an amount on this line if they choose to make a small school adjustment to ensure that page 1, line 30 does not exceed the GBL for M and O. If the district previously qualified for a small school adjustment but has exceeded these student counts, see the instructions for Data Entry tab, Other Information section, lines 17 and 18. For the purposes of Small School Adjustment, districts should use prior year student count (2024 ADM). Districts should not include amounts on these lines for expenditures that are to be made from the Impact Aid Fund.</p> <p>Budget Revision If the district received approval from the county board of supervisors to revise its budget to include the cost of additional pupils that were not anticipated at budget adoption in accordance with A.R.S. Section 15-949(A)(2), include the revised amount on this line and notify ADE of any approved increase via the email address below.</p>	Yes
		SFBudgetTeam@azed.gov	
7	Line 5	<p>Districts charging tuition for full-day kindergarten and summer school should <u>not</u> include an increase to the GBL. These tuition revenues should be recorded in the Community School Fund (520).</p> <p>Budget Revision Districts should compare actual tuition revenues received or expected to be received by June 30 to the amounts reported on lines 5(a) through (d) to determine whether the amounts must be decreased or may be increased.</p>	Yes
7	Line 5(d)	More information and instructions for calculating this amount can be found at the link below:	
		http://www.azed.gov/finance/certificates-of-educational-convenience/	
7	Line 6	<p>Include assistance received from the State for students whose parents are employed by certain State institutions as described in A.R.S. Section 15-976. Also, include amounts paid to the State Schools for the Deaf and school district through the special education voucher payment system such as payments for teaching students at the district instead of sending the student to the Arizona the Blind.</p> <p>Budget Revision Districts should use the work sheets provided by ADE to calculate the revised assistance to schools using the ADM reported on the FY 2025 ADM15. The work sheets are available on ADE's website at the link below.</p>	Yes
		http://www.azed.gov/finance/certificates-of-educational-convenience/	
7	Line 7	<p>Districts should not include amounts on this line for expenditures that are to be made from the Impact Aid Fund.</p> <p>Budget Revision If the June 30, 2024, actual cash balance for the M and O Fund was incorrectly estimated, an accommodation school district must complete and submit a revised budget file, even if the amount recorded on line 7 of the adopted budget is not revised. If the June 30, 2024 actual cash balance for the M and O Fund was accurate, accommodation schools may revise this file for other changes.</p> <p>The Actual Budget Balance Carryforward displayed on Calculations tab, Calculation of M and O Budget Balance Carryforward section, line 14.b should agree to the "Allowed Budget Balance Carry Forward" as reported on page 2 of the most recent FY 2024 BUDG75 Report.</p> <p>Record the district's actual cash balance for the M and O Fund at June 30, 2024, on Data Entry tab, Accommodation District Information section, line 2. Finally, districts should recalculate lines 3 and 4 based on the revised RCL on BSA55 tab, page 3.</p> <p>Districts should compare the recalculated amount on line 15(e) of the Calculations tab to line 7 to determine whether the amount must be decreased or may be increased.</p>	Yes
7	Line 8(a)	The total amount budgeted for desegregation expenditures in the M&O, UCO, and Impact Aid Funds cannot exceed the amount budgeted in FY 2009. Districts should <u>not</u> include amounts on these lines for desegregation expenditures that are to be made from the Impact Aid Fund.	

Page	Reference	Instructions	Revision Instructions
7	Line 8(b)	<p>Districts are required to use actual expenditures in calculating the budget balance carryforward. Districts that have overexpended in the FY 2024 M and O Fund as authorized by the county board of supervisors, in accordance with A.R.S. Section 15-907, cannot record a budget balance carryforward.</p> <p>Districts should complete Data Entry page, Other Information section, lines 8 through 11. Districts may transfer an amount to the School Opening Fund, not to exceed the lesser of the FY 2024 M and O Fund ending cash balance or the actual budget balance carryforward. The amount transferred will reduce the amount of the budget balance carryforward; therefore, the amount carried forward may not exceed the amount on Calculation page, Calculation of M and O Fund Budget Balance Carryforward section, line 13.</p> <p>Budget Revision Districts should compare the amount on line 8(c) to the allowable amount on the FY 2024 BUDG75 Report to determine if revisions are necessary. The amounts on this line cannot exceed the amount reported on page 2 of the BUDG75 Report.</p>	Yes
7	Line 8(c)	A district authorized by ADE to continue participation in the Dropout Prevention Programs, in accordance with Laws 1992, Ch. 305, Section 32 and Laws 2000, Ch. 398, Section 2, for FY 2025 may record on this line an amount not to exceed the amount budgeted for the Dropout Prevention Programs in FY 1991. Districts should not include amounts on this line for expenditures that are to be made from the Impact Aid Fund.	
7	Line 8(d)	<p>A district may budget an amount less than or equal to interest expense for registering warrants or for net interest expense (interest expense minus interest income) on tax anticipation notes outside the FY 2025 RCL, if both of the following conditions apply:</p> <p>--The County Treasurer pooled all school district monies for investment during FY 2023 as provided in A.R.S. Section 15-996.</p> <p>--For those districts that received state aid in FY 2023, the districts applied for state aid apportionment before the date set as provided in A.R.S. Section 15-973.</p>	
7	Line 8(e)	For the first 3 years that a joint career and technical education and vocational education center is operating and serving students, all or a portion of the center's expenditures may be budgeted outside the RCL. A.R.S. §15-910.01 requires the State Board of Education (SBE) approval prior to including an amount here. The district <u>must</u> notify the SBE before adopting a Budget for the first year of operation, and notify ADE School Finance if this line will be used in calculating the GBL. Currently, no districts have been authorized by the SBE. This provision does not apply to career technical education districts established pursuant to A.R.S. §15-392.	
7	Line 8(f)	<p>Do not include amounts budgeted for the Performance Pay component of the CSF here.</p> <p>Budget Revision Districts should compare the amount on this line to the applicable amounts on the FY 2024 BUDG75 Report to determine if revisions are necessary. The amounts on this line cannot exceed the amounts reported on page 2 of the BUDG75 Report.</p>	Yes
7	Line 8(g)	<p>Record the amount of any judgments expected to be paid in FY 2024 for an excessive property tax valuation judgment per A.R.S. Sections 42-16213 and 42-16214. This amount should also be included on page 1, line 4. Pre-approval by ADE is required. Contact ADE's School Finance payment team at the email address below.</p> <p>SFPaymentTeam@azed.gov</p>	
7	Line 8(h)	<p>Record the amount of reimbursements for unorganized territory mileage received from performance of a transportation services contract.</p> <p>Budget Revision Districts should compare actual reimbursements for transportation services received or expected to be received by June 30 to the amount reported on this line. The amount on this line cannot exceed the actual amount received for providing these transportation services.</p>	Yes

Page	Reference	Instructions	Revision Instructions
7	Line 9	Record adjustments to the General Budget Limit on these lines. If more than 1 year or type of adjustment is recorded on any one line, indicate each year and the associated amount for each type of adjustment in the line description, but record only one combined amount for all years and types on each line. Record negative amounts in parentheses. Districts that need assistance with the adjustments should contact ADE's budget team. Budget Revision Districts should compare the budgeted adjustment amounts to the applicable ADE calculated values on page 1 of the most recent FY 2025 BUDG25, to determine if the amounts should be revised.	Yes
7	Line 10	For FY 2025, 2016 Prop 123 and Laws 2015, 1st Special Session, Ch. 1, Section 6 provide total additional funding of \$75,000,000 to districts and charter schools on a pro rata basis. Districts should increase their budget limits by estimating their portion of the increase by multiplying the district's percentage of statewide weighted student count, as reported on its most recent Classroom Site Fund Detail Report, by \$75,000,000. However, actual amounts will vary and ADE will notify districts of the final amounts. District CSF Detail Reports can be accessed at the first link below. Budget Revision Districts should compare actual additional funding received or expected to be received for the fiscal year to the amount reported on this line. The amount on this line cannot exceed the actual amount received for additional funding. Actual Prop 123 payment amounts can be accessed at the second link below.	Yes
		https://schoolfinancereports.azed.gov/	
		https://www.azed.gov/finance/countyvappor	Yes
8	Line 2	Budget Revision Line 2, if required, should agree to the most recent FY 2024 BUDG75 Report, page 2, "Add to FY25 Expenditure Budget for (UNR), page 8, line 2" This line will also include any positive or negative A.R.S. Section 15-915 adjustments as approved by ADE. Contact ADE's School Finance budget team with questions concerning the reconciliation of any differences at the email address below.	Yes
		SFBudgetTeam@azed.gov	
8	Lines 3	Budget Revision Line 3 should agree to the most recent FY 2024 BUDG75 Report, page 2 "Unrestricted Capital Available for FY24." Contact ADE's School Finance budget team with questions concerning the reconciliation of any differences at the email address below.	Yes
		SFBudgetTeam@azed.gov	
8	Line 6	Budget Revision This line should reflect total actual UCO Fund 610 expenditures as reported on the district's FY 2024 AFR, less expenditures approved under A.R.S. Section 15-907 that are in excess of the most recently revised adopted FY 2024 UCO budget (budget page 4, line 10).	Yes
8	Line 8	Budget Revision Line 8 should agree to the actual amount of interest earned on investments as reported on the district's FY 2024 AFR for the UCO Fund.	Yes
8	Line 9	The district should forward a copy of the award letter from ADOA's Division of School Facilities stating the specific amount being deposited in Fund 610, to ADE's School Finance budget team at the email address below. Budget Revision Enter the amount of money, if any, received or expected to be received, by fiscal year end.	Yes
		SFBudgetTeam@azed.gov	
8	Line 10	Record adjustments to the UCBL on these lines. If more than 1 year or type of adjustment is recorded for any one line, indicate each year and the associated amount for each type of adjustment in the line description, but record only one combined amount for all years and types on each line. Record negative amounts in parentheses. Districts should contact ADE's School Finance budget team at the email address below before budgeting an amount on this line.	
		SFBudgetTeam@azed.gov	

Page	Reference	Instructions	Revision Instructions
8	Line 10 continued	Budget Revision Districts should compare budgeted adjustment amounts to the applicable ADE calculated values on page 2 of the most recent FY 2025 BUDG25, to determine if the amounts should be revised.	Yes
Suppl	ELL General	A.R.S. §15-756.02 requires each school district to implement on a school-by-school basis 1 or more Structured English Immersion (SEI) and Alternative English Instruction (AEI) models adopted or approved by the State Board of Education pursuant to §A.R.S. 15-756.01. A.R.S. §15-756.01 defines incremental costs as the costs that are associated with an SEI program pursuant to A.R.S. §15-752 or an AEI program pursuant to A.R.S. §15-753 that are in addition to the normal costs of conducting programs for English proficient students. Further, incremental costs do not include costs that replace the same types of service provided to English proficient students or compensatory instruction. A.R.S. §15-756.11 defined compensatory instruction as programs in addition to normal classroom instruction that may include individual or small group instruction, extended day classes, summer school, or intersession school. Compensatory instruction programs must be limited to improving the English proficiency of current ELL students and students who were ELL students and who have been reclassified as English proficient within the previous 2 years.	
Suppl	ELL General Continued	ELL Fund 071 is used to account for monies received from ADE to provide for the incremental cost of instruction to ELLs and must be used to supplement existing programs. In accordance with A.R.S. Section 15-756.03 and .04 ELL monies must not be used to supplant federal, state, or local monies, including desegregation monies, previously used for ELLs, or used to pay for the normal costs of conducting programs for English proficient students. Districts are required to submit a separate ELL Budget Request Form to ADE to request these monies for FY 2025.	
Suppl	ELL General Continued	In accordance with A.R.S. Section 15-756.11, the Compensatory Instruction Fund 072 is used to account for monies received from ADE for compensatory instruction programs in addition to normal classroom instruction as described above. Monies must be used to supplement existing programs and not supplant federal, state, or local monies, including desegregation monies levied pursuant to A.R.S. §15-910, used for ELLs or ELL compensatory instruction that were budgeted as of February 23, 2006. For FY 2025, there were no new monies available for compensatory instruction programs. ADE will allow districts to use the remaining monies but will deduct those amounts from future funding requests for compensatory instruction programs.	
Suppl	ELL General Continued	In all funds where ELL costs are incurred, districts should use program code 260—ELL Incremental Costs to record incremental costs necessary to implement an approved ELL model, program code 265—ELL Compensatory Instruction to record the costs of providing compensatory instruction to ELL students and students reclassified as English proficient in the last 2 years, and program code 435—Pupil Transportation—ELL Compensatory Instruction for transportation costs approved as part of compensatory instruction. However, when desegregation monies in the M&O Fund are used to pay for incremental or compensatory instruction costs, districts should use program codes 514—ELL Incremental Costs and 515—ELL Compensatory Instruction.	
Suppl	ELL General Continued	Districts may have ELL costs, in funds other than ELL Fund 071 and Compensatory Instruction Fund 072, that are beyond the incremental costs necessary to implement an approved ELL model and that are not considered compensatory instruction by statute. Districts should code these costs to program code 100—Regular Education. Districts may choose to separately track these costs in their accounting records using a more detailed program code under 100, such as program code 160.	
Summary	Page 1	Districts should report total PSD-12 average daily membership for fiscal year 2024 from the ADM20 report, the report is available on ADE's website. Districts should estimate 2025 current fiscal year ADM.	
Truth in Taxation Work Sheet	General	In accordance with A.R.S. §15-905.01, a district must hold a truth in taxation hearing on or before the adoption of the expenditure budget if the district budgets an amount that is higher than the truth in taxation base limit, levies any amount for adjacent ways pursuant to A.R.S. §15-995, or levies any amount for liabilities in excess of the budget pursuant to A.R.S. §15-907.	

Page	Reference	Instructions	Revision Instructions
Truth in Taxation Work Sheet	General Continued	All districts must complete the Truth in Taxation Work Sheet to calculate the district's truth in taxation base limit, to determine if a hearing is required, and to report the portion of the FY 2025 primary property tax rate related to each of the truth in taxation expenditure categories. Information from this Work Sheet is provided to the Department of Revenue, Property Tax Oversight Commission. If an amount on line 11, 12, or 13 is greater than zero, the district must publish a truth in taxation hearing notice and hold a hearing. The amounts calculated on lines A, B.2, and C.2 of the Work Sheet should be used, where indicated, on the sample truth in taxation hearing notice. Districts must submit the completed Work Sheet to ADE as part of the budget package and must notify ADE of any subsequent changes to the truth in taxation base limit. If a truth in taxation hearing is held, the Work Sheet must also be made available to the general public at the hearing. See Submission and Publication Instructions issued with the 2025 expenditure budget forms and A.R.S. Section 15-905.01 for further requirements.	
Truth in Taxation Work Sheet	General Continued	The truth in taxation work sheet and notice do not need to be completed for budget revisions. The impact of any revisions should be included in the following year's truth in taxation calculation.	
Truth in Taxation Work Sheet	Line 1	The prior year TNT Base Limit reported on line 1 is the total of the Adjusted FY 2024 TNT Base Limit and the 2024 Excess over TNT Limit. This calculation assumes that the district properly noticed any required TNT Hearing in 2024. If the district reported an amount on the Excess over Truth in Taxation Limit line in 2024 but did not provide the required notification of a TNT hearing, the 2024 Excess over TNT Limit amount should not be added here.	
Truth in Taxation Work Sheet	Line 2	Use this line to reduce the TNT Base limit (line 1) for programs that the district is no longer eligible to budget for. Districts that are no longer eligible to budget for any of the programs on lines 4 through 7, or if the expenditures for those programs will be made only in the Impact Aid Fund, should have a TNT base limit of zero after deducting amounts for discontinued programs on this line.	
Truth in Taxation Work Sheet	Line 8.a	Use actual expenditures to date plus estimated amounts for the remainder of FY 2024.	
Truth in Taxation Work Sheet	Line 12	Each adjacent ways project proposal funded through this special assessment must be filed with ADOA's Division of School Facilities and include the project cost estimate. If the cost of the project is greater than \$50,000, the Division must approve or deny the project within 60 days after receiving the filing of the project proposal by the district and the expenditure shall not be made unless the Division validates specified criteria, in accordance with A.R.S §15-995.	
Fund balances	General	Cells with orange shading <u>require</u> user input. Manually complete all cells shaded orange. If the cell requires an amount, enter the amount as a whole number (with no decimals). If an amount is zero, enter 0. If the cell requires information other than a number, enter as much detail as necessary in the field. Certain cells may highlight with orange shading based on input in other cells.	
Fund balances	Section A, line 1	Report FY 2023 final ending fund balances. These balances should include any errors or audit adjustments identified in the District's FY 2023 audit, if applicable. <u>If the final ending fund balances don't agree with the FY 2023 AFR, the District should revise the AFR and resubmit it to ADE.</u>	
Fund balances	Section A, line 2(a)	Report FY 2024 revenues and other financing sources. Enter actual amounts to date plus estimated amounts for the remainder of FY 2024, including all FY 2024 amounts that the District anticipates receiving during the encumbrance period.	
Fund balances	Section A, line 2(b)	Report FY 2024 expenditures and other financing uses. Enter actual amounts to date plus estimated amounts for the remainder of FY 2024, including all FY 2024 amounts that the District anticipates spending during the encumbrance period.	
Fund balances	Section A, line 3 (a)	Report FY 2024 estimated nonspendable ending fund balances. These are amounts that cannot be spent because they are either not in spendable form, such as inventories, or are legally or contractually required to be maintained intact.	
Fund balances	Section A, line 3 (b)	Report FY 2024 estimated ending restricted fund balances. These are amounts that have externally imposed restrictions on their usage by creditors (such as through debt covenants), grantors, contributors, or laws and regulations.	

Page	Reference	Instructions	Revision Instructions
Fund balances	Section A, line 3 (c)	Report FY 2024 estimated ending committed fund balances. These are amounts with self-imposed limitations the District's Governing Board approved, which is the highest level of decision-making authority within the District.	
Fund balances	Section A, line 3 (d)	Report FY 2024 estimated ending assigned fund balance. These are the amounts constrained by the District's intent to be used for specific purposes, but that are neither restricted nor committed.	
Fund balances	Section A, line 3 (e)	Report FY 2024 estimated ending unassigned fund balance. These are all spendable amounts not reported in the other classifications. Also, deficits in fund balances of the other governmental funds are reported as unassigned.	
Fund balances	Section A, line 4 (a)	For funds with a negative estimated FY 2024 ending fund balance, enter the negative fund balance amounts on this line in the applicable fund type column. These funds have deficit balances because expenditures exceeded available resources from current revenues and prior year fund balance and reduce the amount of resources available in future years.	
Fund balances	Section A, line 4 (b)	For budget-controlled funds only, report any positive cash balances the District has accumulated in excess of the applicable funds' related budget capacity. Districts should compare fund balances in the Maintenance & Operation (M&O), Unrestricted Capital Outlay (UCO), Adjacent Ways, Classroom Site (CSF), and State and federal grant funds to unexpended budget limits to determine the excess cash amounts that should be entered on this line. Districts may need to consider whether fund balance is misallocated between the M&O and UCO Funds if one fund reports excess fund balance, while the other reports a fund balance deficit.	
Fund balances	Section A, line 4 (c)	Report FY 2024 estimated ending fund balance amounts the District plans to spend to support FY 2025 budgeted spending after using all available FY 2025 revenues. Any nonspendable amounts included in fund balance such as prepaid assets and inventories should be included in this line if the District plans to use them up in FY 2025. Otherwise, such nonspendable assets should be included on line 4(d) based on the District's plan to maintain them in fund balance to be used in a future year, as applicable.	
Fund balances	Section A, line 4 (d)	Report amounts the District estimates it will maintain for spending after FY 2025, including amounts reserved to manage cash flows in future budget years to cover such things as revenue shortfalls, emergencies, and/or other unforeseen circumstances.	
Fund balances	Section B, line 1	This line pulls in FY 2025 total budgeted expenditures for the M&O Fund (from page 1, line 30), UCO Fund (from page 4, line 10), and CSF Fund (from page 3, line 9). The amounts reported on these lines should include the estimated amounts reported in section A, lines 4 (c) and 4 (d) as these amounts should approximate budget carryforward amounts reported on Page 7.	
Fund balances	Section B, line 2	Districts often budget expenditures up to their calculated budget limits in budget-controlled funds each year to avoid losing budget capacity, even if they do not plan to spend up to their budget limit and will carryforward unspent current year budget capacity to future years. Report on this line the actual amounts the District plans to spend in FY 2025. The total planned spending amount should include any FY 2024 ending fund balance amount planned to be spent in FY 2025, as reported on line 4(c) above, in addition to FY 2025 estimated revenues.	
Fund balances	Section B, line 3	This line is calculated with a formula and represents the difference between FY 2025 budgeted expenditures and actual spending. If the amount entered on line 2 equals total budgeted spending, this line will show the District will not carry forward zero budget capacity at the end of FY 2025. If the amount entered one line 2 is more than total budgeted spending, line 3 will show the District's planned spending will exceed its available budget capacity.	
Fund balances	Section C	Section C is optional. Districts can use this section to include additional information about its fund balances and planned spending. Districts can also use this section to list funds included in Other funds reported in the General Fund (column E), Other capital projects (column I), and Other special revenue (column L).	

Page	Reference	Instructions	Revision Instructions
Data Entry	General	Districts should enter their CTD number and select the budget version on the Cover page prior to completing the Data Entry page. Formulas included on the Calculations and BSA55 pages will pull the data from the Data Entry and the Cover pages to calculate the amounts required for pages 7 and 8.	
Data Entry	General	Districts should complete the applicable portions of the Data Entry tab before completing pages 1 through 8. To ensure that the district's data can be properly processed by ADE, formulas should not be changed without specific instructions from either the Arizona Auditor General's Accountability Services Division or ADE, School Finance.	
Data Entry	Unweighted Student Count Line 1	FY 2023 ADM is used to calculate the district's FY 2025 District Additional Assistance (DAA) growth factor, if any. Obtain the total ADM amount from the most recent ADE report "Basic Calculations for Equalization Assistance," BSA 55-1, page 4 of 5, available on ADE's website.	
Data Entry	Unweighted Student Count Line 2	Prior Year ADM FY 2024 100th-day ADM is used for all districts in the calculation of District Additional Assistance (DAA). Obtain total 100th-day ADM for PSD, K-8, and 9-12, including AOI students, from the ADM20 report, available on ADE's website. For common school districts not within a high school district (Type 03), the 9-12 column for this line should include only those students in grades 9-12 actually taught by the Type 03 district, if any. Budget Revision Districts should update amounts on this line to reflect 2024 100th-day ADM as reported on the ADM20 report.	Yes
Data Entry	Unweighted Student Count Lines 3, 4, and 5	Current Year ADM Current year ADM amounts are used to calculate the group A weighted student count and the weighted student count for the BSL calculation on the BSA55 page. For budget adoption, districts should estimate the student counts for Non-AOI, AOI Full-Time and AOI Part-Time for FY 2025. There are no ADE reports available to refer to at the time of budget adoption for these counts. For common school districts not within a high school district (Type 03), the 9-12 column for these lines should include only those students in grades 9-12 that will be taught by the Type 03 district, if any. Type 03 districts should use the checkbox in P15 to confirm it is educating the students included in column I. The district of attendance educating 9-12 students from Type 03 districts should include those students in column I. Budget Revision Districts should update amounts on these lines to reflect 2025 100th-day ADM as reported on the ADM20 report, available on ADE's website.	Yes
Data Entry	Student Count by Category Lines 7 through 20	For budget adoption, districts should estimate the FY 2025 student count for these lines. Budget Revision After the 100th-day in session, student counts to determine the Add-On weighted student counts should be obtained from the following ADE reports: K-3 Student Counts for both the K-3 and K-3 Reading support level weights: ADM20 ELL: ELL20 Children with Disabilities: SPED20	Yes

Page	Reference	Instructions	Revision Instructions
Data Entry	Student Count by Category Line 7	<p>In accordance with A.R.S. §15-943, use these lines for the K-3 Reading support level weight.</p> <p>A.R.S. §15-211 requires districts to submit a plan for improving the reading proficiency of its pupils in Kindergarten programs and grades 1-3 to ADE by October 1 each year. This plan is required to include a budget for the use of the monies generated by the K-3 and K-3 Reading support level weights. Additionally, districts are required to use the monies generated by the K-3 Reading support level weight ONLY on instructional purposes intended to improve reading proficiency for pupils in Kindergarten programs and grades 1-3 with particular emphasis on pupils in Kindergarten programs and grades 1 and 2.</p> <p>K-3 Reading weight will only be included in the district's BSA 55-1 and BUDG25 after the district's K-3 Reading Program Plan is approved by the State Board of Education.</p> <p>To facilitate budgeting for the monies generated by the K-3 and K-3 Reading support level weights, the portion of the district's base support level (BSL) that is generated by the K-3 and K-3 Reading support level weights is calculated and shown on line 1 in the Other Information section of the Calculations tab.</p> <p>Questions concerning the K-3 Reading plan requirement and approval status should be directed to ADE's Move on When Reading section at the link below:</p>	
		http://www.azed.gov/mowr/	
Data Entry	Student Count by Category Line 9	ELL (English Learners)	
Data Entry	Student Count by Category Line 10	HI (Hearing Impairment)	
Data Entry	Student Count by Category Line 11	MD - R (Multiple Disabilities - Resource), A - R (Autism - Resource), and SID - R (Severe Intellectual Disability - Resource)	
Data Entry	Student Count by Category Line 12	MD - SC (Multiple Disabilities - Self-contained), A - SC (Autism - Self-contained), and SID - SC (Severe Intellectual Disability - Self-contained)	
Data Entry	Student Count by Category Line 13	MD - SSI (Multiple Disabilities Severe Sensory Impairment)	
Data Entry	Student Count by Category Line 14	OI -R (Orthopedic Impairment - Resource)	
Data Entry	Student Count by Category Line 15	OI - SC (Orthopedic Impairment - Self Contained)	
Data Entry	Student Count by Category Line 16	P - SD (Preschool - Severe Delay)	
Data Entry	Student Count by Category Line 17	DD (Developmental Delay for children in kindergarten through age 10), ED (Emotional Disability), MIID (Mild Intellectual Disability), SLD (Specific Learning Disability), SLI (Speech/Language Impairment for K-12), and OHI (Other Health Impairments)	
Data Entry	Student Count by Category Line 18	ED - P (Emotional Delay - Private)	
Data Entry	Student Count by Category Line 19	MOID (Moderate Intellectual Disability)	
Data Entry	Student Count by Category Line 20	VI (Visual Impairment)	

Page	Reference	Instructions	Revision Instructions
Data Entry	Student Count by Category Line 21	G (Educational Programs for Gifted Pupils) For budget adoption, districts may use the prior year unweighted gifted ADM to estimate the budget year gifted weight. Budget revision ADE will provide budget year unweighted gifted ADM to districts for final budget revisions. For additional information on Educational Programs for Gifted Students, please see the ADE School Finance Hot Topic linked below:	Yes
		FY 2024 Gifted Add-on Payment Arizona Department of Education (azed.gov)	
Data Entry	Student Count by Category Line 22	FRPL (Free or Reduced-Price Lunch) Districts may use ADE's FRPL20 - summary ADM and/or FRPL30 - site summary ADM reports in AzEDS to estimate FY 2025 eligible student counts. This weight applies to all students in schools with community eligibility.	
Data Entry	Adjustments to BSL/BRCL Line 1	Districts with grades designated as small isolated districts by the Arizona Department of Education (ADE) in accordance with A.R.S. §15-901 should mark the appropriate check box(es) on this line to activate the increase for small isolated districts in the calculation of the Group A support level weight. Districts that have all grade levels designated as small isolated by the ADE should mark both check boxes.	
Data Entry	Adjustments to BSL/BRCL Line 2	In accordance with A.R.S. Section 15-902.04, school districts electing to provide at least 200 days of instruction during FY 2025 must receive approval from ADE prior to June 1, 2024. Approved districts should use the check box on this line to activate the increase for the calculation of the BSL/BRCL and the TSL/TRCL. Please contact the district's ADE School Finance account analyst for specific instructions and the form to request approval. Please contact ADE's School Finance account analyst team at the email address below for specific instructions at the link below.	
		SFAnalystTeam@azed.gov	
Data Entry	Adjustments to BSL/BRCL Line 3	As districts mark the proper check boxes on lines 1 through 3 above, the Adjusted FY 2025 Base Level Amount will automatically update to the proper amount to be used on page 2 of the BSA55 tab.	
Data Entry	Adjustments to BSL/BRCL Line 4	Use the FY 2024 "Teacher Experience Index (TEI)," SDER 96, available on ADE's website at the link below. Districts should print a copy or save an electronic copy for their records.	
		www.azed.gov/sder/publicreports.asp	
Data Entry	Adjustments to BSL/BRCL Line 5	A.R.S. Section 15-914.F allows districts to increase the BSL if financial and compliance audit costs will be incurred for the budget year. Enter the non-federal FY 2023 audit expenditures from all funds on line 6. Amount entered should agree to the district's FY 2023 AFR. Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO).	

Page	Reference	Instructions	Revision Instructions
Data Entry	Adjustments to BSL/BRCL Line 6	<p>Enter the FY 2023 federal audit expenditures from all funds (should agree to FY 2023 AFR).</p> <p>Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO).</p>	
Data Entry	Transportation Lines 1 & 2	<p>Obtain the amounts from the ADE report "Transportation Route Report," TRAN55-1, available on ADE's website.</p> <p>A common school district not within a high school district must use the approved daily route miles and eligible students transported, excluding approved daily route miles and eligible students for high school students attending school in another district and being transported by another district.</p>	
Data Entry	Transportation Lines 3 & 4	<p>Used to increase the transportation support level for the annual expenditure for bus tokens and passes for students who qualify as eligible students as defined by A.R.S. Section 15-901. Enter the FY 2023 annual expenditures for bus tokens and passes from the ADE report "Transportation Route Report," TRAN55-1, available on ADE's website.</p>	
Data Entry	Transportation Line 5	<p>The Extended School Year Route Miles for Pupils with Disabilities are obtained from the ADE report "Transportation Route Report," TRAN55-1, available on ADE's website.</p>	
Data Entry	Other Information Line 1	<p>Enter any amount approved by the State Board of Education for a Capital Transportation Adjustment. Districts are eligible to receive a Capital Transportation Adjustment for the purchase of transportation vehicles if the district:</p> <ul style="list-style-type: none"> --Has a student count of fewer than 600 in kindergarten and grades 1-12, --Transports as eligible students at least one-third of the total student count of the district, and --Has an approved daily route mileage per eligible student transported of more than 1.0, calculated in accordance with A.R.S. §15-945 on page 3 of the BSA55 tab. <p>Any amount reported on this line will be pulled to the DAA Adjustment line on page 4 of the BSA55 tab.</p> <p>Amounts entered on lines 1(a) through 1(c) should agree to the DAA Adjustment amounts reported on the district's BSA 55-1, p. 4.</p>	
Data Entry	Other Information Line 1a Continued	<p>If the district enters amounts for capital transportation adjustment on lines 1.a through 1.c these amounts are included in the DAA Adjustment line on the BSA55 tab, page 4. These amounts will cause a discrepancy between the DAA Adjustment shown on the BSA55 tab and the amount reported on the District's actual BSA 55-1 report until the capital transportation amounts are manually loaded into the BSA system by ADE, which usually occurs in March.</p>	Yes

Page	Reference	Instructions	Revision Instructions
Data Entry	Other Information Line 2	This line should be left blank for budget adoption. Budget Revision If a school provides instructional time in a remote setting beyond the thresholds prescribed in A.R.S. §15-901.08(C)(3)(b)(i) in any school year, ADE will calculate the adjustment amount to include on this line for final budget revisions in accordance with A.R.S. §15-901.08(D), if any.	Yes
Data Entry	Other Information Line 3	Include the amount of any transitional costs that are directly associated with routine formalities that are necessary as a result of consolidation, such as changing of signs, letterhead, stationery and similar issues.	
Data Entry	Other Information Line 4	This line should be left blank for budget adoption. Budget Revision ADE will calculate the amount for the CTED 9th Grade Funding Adjustment pursuant to A.R.S. §15-393(X) through (Z) and notify districts when complete. Districts should revise their budget after notification. Contact ADE's School Finance budget team with questions concerning this adjustment at the email address below. SFBudgetTeam@azed.gov	Yes
Data Entry	Other Information Line 5	This line should be left blank for budget adoption. Budget Revision ADE will calculate the total amount for the CTED Continuation 13th Grade Funding Adjustment pursuant to A.R.S. §15-393(X) through (Z) and notify districts when complete. Districts should revise their budget after notification. Contact ADE's School Finance budget team with questions concerning this adjustment at the email address below. SFBudgetTeam@azed.gov	Yes
Data Entry	Other Information Line 6	This line should be left blank for budget adoption. Budget Revision FY 2025, Laws 2022, Chapter 313, Section 128, as amended by Laws 2024, Ch. 209, Section 4, provides a total onetime free or reduced-price lunch (FRPL) Group B weight supplement of \$37,000,000. ADE will allocate and distribute the supplement on a pro rata basis using the weighted student count for FRPL students for each school district and charter school pursuant to A.R.S. §15-943. ADE will calculate the supplement amount for each school district and charter school and notify them when complete. Districts should revise their budget after notification. ADE will include the onetime supplement as a BSL Adjustment on the BSA55, page 2 and it will be included within the RCL on the BSA55, page 3. A district may allocate its supplement to either the M&O Fund or UCO Fund on Page 7, line 1.	Yes
Data Entry	Other Information Line 7	This line should be left blank for budget adoption. Budget Revision FY 2025, Laws 2022, Chapter 313, Section 128, as amended by Laws 2024, Ch. 209, Section 4, provides a total onetime district additional assistance (DAA) supplement of \$23,142,000. ADE will allocate and distribute the supplement on a proportional basis based on the DAA funding that each district in this State receives in FY 2025. ADE will calculate the supplement amount for each district and notify districts when complete. Districts should revise their budget after notification. ADE will include the onetime supplement as a BSL Adjustment on the BSA55, page 2 and it will be included within the RCL on the BSA55, page 3. A district may allocate its supplement to either the M&O Fund or UCO Fund on Page 7, line 1.	Yes

Page	Reference	Instructions	Revision Instructions
Data Entry	Other Information Line 9	Unified districts (Type 02) with a 9-12 Primary Assessed Valuation that differs from its PSD-8 Primary Assessed Valuation should enter its 9-12 valuation on the AV2 line.	
Data Entry	Other Information Line 12	This line should be left blank for budget adoption. Once the BUDG75 Report is available, districts may recalculate carryforward amounts for reconciliation to ADE's BUDG75 Report by filling in amounts on these lines from that report and zero filling the unexpended budget lines 14(a) through 14(e) below.	Yes
Data Entry	Other Information Line 13	For budget adoption, M and O actual expenditures should be based upon the FY 2024 actual expenditures to date plus estimated expenditures for the remainder of the fiscal year including encumbrances. Budget Revision Enter actual total M and O Fund expenditures, as reported on the district's FY 2024 AFR.	Yes
Data Entry	Other Information Line 14.e	In accordance with A.R.S. Section 15-920, districts may budget any unexpended budget balance in the M and O section attributable to the Performance Pay component in its salary schedule from FY 2024 for use in that component in FY 2025. The Performance Pay budget amount is the portion of FY 2024 M and O expenditures budgeted for a performance pay component of the salary schedule shown on the FY 2024 Budget, page 2. Additionally, the amount calculated on this line, is specifically exempt from the RCL and should be entered on the Budget, page 7, line 8(g).	
Data Entry	Other Information Line 16	Districts receiving Impact Aid revenues only: Include the amount from the most recent FY 2024 designated "Voucher for Impact Aid Section 8003 Payments," "Total Payments Summary" line not including any section 8005(d)(2)-Late Applicant 10% Payment Reduction and any section 8007 construction amounts that would be included in Fund 699—Federal Impact Aid (Construction). Also, include any Section 8002 payments and any prior year Impact Aid payments expected to be received after the FY2024 encumbrance period and recorded in FY 2025 revenues.	
Data Entry	Other Information Line 18	Districts receiving Impact Aid revenues only: Districts that do not levy taxes to cover the difference between the equalization assistance funding provided through the TSL and the locally funded TRCL, may transfer Impact Aid cash to the M&O Fund to provide funding for the TSL/TRCL difference. The TSL/TRCL difference is shown to the right and the amount entered on line 14 should not exceed this amount.	
Data Entry	Other Information Line 19	Districts receiving Impact Aid revenues only: This line could include the amount of the qualifying tax levy calculated on BSA 55-1, page 5 for districts that do not levy taxes.	
Data Entry	Other Information Line 21	Districts operating under a small school adjustment only: This section applies to any district that operated under the provisions of the small school adjustment, in accordance with A.R.S. Section 15-949(A), and exceeded the allowable student counts in the current year. Districts may hold an override election as provided in A.R.S. Section 15-481. Select the checkbox to calculate the maximum amount the district may budget on Budget, page 7, line 3(a), subject to an override election. The calculated amount will be displayed in the appropriate section of the Calculations tab. For purposes of small school adjustment, the FY 2025 student count is the 2024 ADM. Districts that activate this checkbox must also complete line 22 below.	
Data Entry	Other Information Line 22	Districts operating under a small school adjustment only: Enter the fiscal year that the district exceeded the allowable student counts for the first time as a 4 digit year. For assistance in determining the proper fiscal year to enter on this line districts should contact ADE, School Finance at the email address below. SFBudgetTeam@azed.gov	
Data Entry	Accommodation District (Type 01) Information Line 1	Accommodation districts only: Accommodation districts that offer instruction in grades 9-12 should mark the check box to increase the transportation activity support level factor in accordance with A.R.S. §15-945.	

Page	Reference	Instructions	Revision Instructions																							
Data Entry	Accommodation District (Type 01) Information Line 2	<p>Accommodation districts only: Only accommodation schools with a student count of more than 125 in grades K-8 or accommodation schools that offer instruction in grades 9-12 and have a student count of more than 100 in grades 9-12, should complete lines 2 through 4.</p> <p>The maximum RCL addition that may be authorized by the County School Superintendent is displayed on Calculations tab, Calculation of M&O Fund Budget Balance Carryforward, line 15.e. The amount entered on page 7, line 7 cannot exceed this amount.</p>																								
Calculations	General	<p>This page uses formulas and the information entered on the Cover and the Data Entry page to make the calculations for certain budget items. Cells highlighted in pink contain a link to the related cell on the Data Entry page.</p> <p>As no data is entered on this page, all cells are locked and formulas should not be changed without specific instructions from either the Arizona Auditor General's Accountability Services Division or ADE, School Finance.</p>																								
BSA55	General	Amounts entered on the Data Entry page will automatically populate the appropriate fields on the BSA55 page. Districts should compare and, when necessary, revise budgeted amounts to agree to the district's BSA 55-1 report, after it is issued by ADE.																								
BSA55	Page 2, Audit Service Expense	The amount shown for audit expense may not agree to the District's actual BSA 55-1 report from ADE until the amount is manually entered by ADE later in the fiscal year.																								
BSA55	Page 3, Activity Trip Level Factors	<p>In accordance with A.R.S. §15-945(B), the support level for academic education, career and technical education, vocational education, and athletic trips is computed by multiplying the To and From School Support Level by the appropriate factor from the table below.</p> <table border="1" data-bbox="440 966 1006 1155"> <thead> <tr> <th data-bbox="440 966 698 991" rowspan="2">District type</th> <th colspan="2" data-bbox="698 966 1006 991">Route miles per eligible student</th> </tr> <tr> <th data-bbox="698 991 876 1016">1.0 or less</th> <th data-bbox="876 991 1006 1016">More than 1.0</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1016 698 1041">Type 01 w/o HS instruction</td> <td data-bbox="698 1016 876 1041">0.10</td> <td data-bbox="876 1016 1006 1041">0.12</td> </tr> <tr> <td data-bbox="440 1041 698 1066">Type 01 w/ HS instruction</td> <td data-bbox="698 1041 876 1066">0.15</td> <td data-bbox="876 1041 1006 1066">0.18</td> </tr> <tr> <td data-bbox="440 1066 698 1092">Type 02</td> <td data-bbox="698 1066 876 1092">0.15</td> <td data-bbox="876 1066 1006 1092">0.18</td> </tr> <tr> <td data-bbox="440 1092 698 1117">Type 03</td> <td data-bbox="698 1092 876 1117">0.15</td> <td data-bbox="876 1092 1006 1117">0.18</td> </tr> <tr> <td data-bbox="440 1117 698 1142">Type 04</td> <td data-bbox="698 1117 876 1142">0.10</td> <td data-bbox="876 1117 1006 1142">0.12</td> </tr> <tr> <td data-bbox="440 1142 698 1167">Type 05</td> <td data-bbox="698 1142 876 1167">0.25</td> <td data-bbox="876 1142 1006 1167">0.30</td> </tr> </tbody> </table>	District type	Route miles per eligible student		1.0 or less	More than 1.0	Type 01 w/o HS instruction	0.10	0.12	Type 01 w/ HS instruction	0.15	0.18	Type 02	0.15	0.18	Type 03	0.15	0.18	Type 04	0.10	0.12	Type 05	0.25	0.30	
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Memorandum

To: KUSD Governing Board
Dr. Gretchen Dorner, Superintendent

From: Angela Moreschi, Executive Director of Human Resources

RE: Field placement agreement with University of Arizona

FOR AGENDA

- Possible action to enter into a Field Placement Agreement between the Arizona Board of Regents, the University of Arizona and Kingman Unified School District #20

FOR PACKET

Kingman Unified School District has benefitted from entering into agreements with colleges and universities for the placement of student teachers. Through the field placement agreements, student teachers are afforded a pathway to obtain field experience and also discover all that KUSD and the community have to offer. By providing these opportunities, we are investing in students who will hopefully choose to begin their career with KUSD and are also supporting the future of the profession.

The full field placement agreement is attached for review and consideration.

It should be noted:

- The initial term of the agreement is for five years.
- Outside of any liability insurance coverage provided to student teachers through the University of Arizona, student teachers are covered under the District's professional liability insurance through The Trust if they are acting within the scope of their authority as a student teacher.

District staff recommend the Governing Board approve entering into the Field Placement Agreement with the Arizona Board of Regents and the University of Arizona.

Attachment

FIELD PLACEMENT AGREEMENT
BETWEEN THE ARIZONA BOARD OF REGENTS, THE UNIVERSITY OF ARIZONA
AND
Kingman Unified School District #20

This Agreement entered into this 23rd day of October, 2024, by and between the Arizona Board of Regents, for and on behalf of The University of Arizona (hereinafter referred to as the "University") and Kingman Unified School District #20 (hereinafter referred to as the "AGENCY"), and herein referred to as "Party" or "Parties."

Purpose

The purpose of this Agreement is to establish a relationship between the AGENCY and University to enable an educational experience for the University's students at AGENCY sites, which may qualify the students for University academic credit as determined by the University.

Now, therefore, it is mutually agreed between the Parties hereto as follows:

Term

The initial term of this Agreement shall be for five years, from July 1, 2024 to June 30, 2029 with the option to renew for up to an additional five years, except that either Party may, at any time, with or without cause, terminate this Agreement by providing the other Party with ninety (90) days advance written notice.

Definitions

1. "Student Practitioner" as used herein means the University student active in participation in the duties and functions of professional practice under the direct supervision and instruction of employees of AGENCY ("Supervising Practitioners").
2. "Session of student practice" as used herein is considered to be all or part of the following:
 - a. Observations in classrooms and field practice settings ranging from several hours to several weeks within a given semester;
 - b. Assisting an experienced practitioner with routine classroom or field work, or other work that is routine professional practice;
 - c. Instructing one or more students or interacting with one or more clients in the field setting;
 - d. Assuming responsibility for planning and implementing instruction for a large group (including an entire classroom) of students;
 - e. Assuming responsibility for counseling clients;
 - f. Conducting client assessments and developing appropriate intervention strategies;
 - g. Assisting with enrichment activities including, but not limited to, community

engagements, field trips, exhibits, and fairs;

The nature and length of student practice activities will be determined by the University program. University program staff will provide a description of program and programmatic expectations to all Supervising Practitioners.

3. "Supervising Practitioner" as used herein means employees of AGENCY who hold valid credentials issued by the State of Arizona authorizing them to serve in the schools in which the Student Practitioner is placed. Supervising Practitioners shall have completed a minimum of three (3) years satisfactory or effective work experience in the field in which they are supervising.

Program Terms

1. University and AGENCY will agree on schedules for Student Practitioners performing services with AGENCY.
2. Neither University nor AGENCY is obligated to provide transportation to any Student Practitioner to or from AGENCY.
3. Representatives of University and AGENCY will participate in a meeting or telephone conference at least one time each semester to evaluate, among other things, program objectives, changes or enhancements thereto, and the performance of Student Practitioners.
4. AGENCY will not impair its existing contracts for service with any work performed by Student Practitioners.

University Obligations

1. The University will be responsible for developing and carrying out procedures for Student Practitioner selection and admission to University programs.
2. The University will provide to Agency, supervising practitioner, or building administrator a handbook or other documentation of program requirements and expectations.
3. The University will be responsible for verifying that each Student Practitioner has current, valid, IVP Arizona State level one fingerprint clearance and that such record is kept on file.
4. The University will designate an individual to serve as the primary liaison to AGENCY for purposes of this Agreement.

Agency Obligations

1. AGENCY shall retain ultimate control and authority over all on-site aspects of educational services relating to its students, including training of Student Practitioners. AGENCY will provide orientation to Student Practitioners with regard to hours of participation, place of duties, conditions of its premises, standards of conduct, confidentiality, and facility safety procedures

and operations. AGENCY will provide Student Practitioners with at least the same safety instruction it provides to its regular employees working under similar conditions. AGENCY will alert each Student Practitioner and the University of any non-obvious dangers associated with facilities, activities and the surrounding locales of which it is aware and as to which Student Practitioners may be assigned.

2. AGENCY shall provide an appropriate student practice experience by assigning a qualified supervising practitioner who is appropriately certified in the field of practice and who will provide opportunities for Student Practitioners to satisfy program requirements.
3. AGENCY shall grant Student Practitioners access to AGENCY student records, under the supervision of AGENCY Supervising Practitioner, for the sole purpose of Student Practitioners' education and training, in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 CFR Part 99. This includes student Individual Educational Plans (IEPs).
4. AGENCY shall provide adequate supervision and shall hire a certified/qualified substitute supervisor teacher in the event that the employee serving as the Supervising Practitioner is absent during a session of student practice, for Student Practitioners who do not hold a substitute certificate, unless there are extenuating circumstances.
5. AGENCY may hire Student Practitioner as a substitute teacher for AGENCY Supervising Practitioner during a session of student practice only if the Student Practitioner holds a valid Arizona Substitute K-12 Certificate.
6. AGENCY agrees that AGENCY Supervising Practitioners will submit to the University evaluations of each Student Practitioner's progress, in a format and at such times as directed by the University.
7. AGENCY acknowledges that Student Practitioners' educational records are protected by FERPA. Accordingly, AGENCY must obtain express written permission from any Student Practitioner before University may release any data pertaining to such student. The University will provide guidance to AGENCY, as needed, with respect to complying with the release of Student Practitioners' educational records in accordance with FERPA.
8. Each Student Practitioner shall perform and comply with all written policies, regulations and directives of AGENCY. AGENCY shall provide all applicable written policies, regulations and directives to Student Practitioner and to University. AGENCY may relieve a Student Practitioner from further participation in the Program if, in its sole discretion, it believes that such Student Practitioner has violated AGENCY's policies, regulations and/or directives.

Refusal or Dismissal of Student Practitioner

1. AGENCY may, for good cause and in compliance with state and federal regulations, refuse to accept the placement of a Student Practitioner. During a placement, either party may, at their sole discretion, immediately dismiss any Student Practitioner whose performance or conduct is not in

accordance with AGENCY or University policies, procedures, rules, codes of conduct, violates the applicable laws of the State of Arizona or the state where the placement is conducted, or is otherwise detrimental to the health & welfare of the AGENCY's students or faculty. If such action is required, the Party initiating the dismissal will notify the other within one (1) business day of the dismissal, to follow with written notification (email acceptable) within ten (10) business days of the dismissal. The written notification shall identify the specific violation(s) of policy, procedure, rule, code of conduct, or law that resulted in the dismissal. University will be responsible for any disciplinary action of the Student Practitioner.

2. The refusal or dismissal of a Student Practitioner in accordance with the provisions of this Agreement shall not affect continuation of this Agreement or the continued training of other Student Practitioners by AGENCY pursuant to this Agreement.

General Provisions

1. The University shall inform each participating Student Practitioner of federal and state laws governing the confidentiality of AGENCY client or student information, including FERPA. Any breach of confidentiality by a participating Student Practitioner shall be grounds for immediate termination.
2. Nothing in this Agreement shall be construed as establishing a partnership, joint venture, or similar relationship between the University and AGENCY. Nothing in this Agreement shall be construed to authorize either Party to act as agent for the other, and neither Party shall be liable for the wrongful acts or negligence of the other while acting in the course or scope of their employment while performing the duties undertaken pursuant to this Agreement. Nothing expressed herein shall create any rights or duties in favor of any potential third party beneficiary or other person, agency or organization.
3. The University maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. The AGENCY shall maintain adequate insurance, as determined by the University (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the AGENCY's employees and agents. University students are not deemed to be employees of AGENCY by virtue of this Agreement.
4. The Parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act, as amended.
5. This Agreement is subject to the provisions of A.R.S. § 38-511 regarding Conflict of Interest.
6. In the event of litigation, as required by A.R.S. § 12-1518, the Parties agree to make use of arbitration in all contracts that are subject to mandatory arbitration pursuant to rules adopted under A.R.S. § 12-133.

7. The performance of both Parties may be dependent upon the appropriation of funds by each Party's governing, legislative authority. Should the Legislature in the case of the University or the ^{KUSD #20} Governing Board in the case of AGENCY fail to appropriate the necessary funds or if either Party's applicable appropriation is reduced during the fiscal year, the Party that is subject to the reduced or eliminated funding may reduce the scope of this Agreement if appropriate or cancel this Agreement without further duty or obligation. Each Party agrees to notify the other Party as soon as reasonably possible after the unavailability of said funds comes to its attention.

8. Notices:

To University:

To AGENCY:

Contracts Manager
Sponsored Projects & Contracting Services
University of Arizona
P.O. Box 210158, Rm 515
Tucson AZ 85721-0158

9. If any provision of this Agreement is held invalid or unenforceable, the remaining provisions will continue valid and enforceable to the full extent permitted by law.
10. No waiver of any provision of this Agreement shall affect the right of any Party thereafter to enforce such provision or to exercise any right or remedy available to it in the event of any other default.
11. This Agreement shall be governed by the laws of Arizona.
12. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement. The Parties agree that any xerographically or electronically reproduced copy of this Agreement will have the same legal force and effect as any copy bearing original signatures of the Parties.
13. This document constitutes the entire Agreement between the Parties and any prior or contemporaneous representations, either oral or written are hereby superseded. This Agreement may not be modified, amended, altered or extended except through a written amendment signed by each Party.

IN WITNESS HEREOF, the Parties hereto have executed this Agreement by properly authorized persons.

ARIZONA BOARD OF REGENTS,
UNIVERSITY OF ARIZONA

AGENCY

Ronald G Sanchez

Printed Name:

Ronald G Sanchez

Contracts Manager, Office of Research Contracts

Title:

Signature:

11/08/2024

Date

Date

For any questions or comments regarding the terms and conditions of this agreement please contact:

Ronald G Sanchez, Contract Officer
Sponsored Projects & Contracting Services
University of Arizona

Email (preferred): contracting@email.arizona.edu

COMPLETION INSTRUCTIONS

Be sure to enter the applicable information in the blank spaces throughout the agreement as follows:

- ✓ Agency's legal name (replace in lieu of [AGENCY NAME]) in the title and first paragraph on page 1.
- ✓ The effective and termination dates in the Term paragraph on page 1 (e.g. July 1, 2019 to June 30, 2024).
- ✓ Name of the state issuing the valid credentials for Agency's employees in Definitions Paragraph 3 at the top of page 2.
- ✓ Name of the legislative or governing body of the Agency in General Provisions Paragraph 7 at the bottom of page 4.
- ✓ The contact name, title, and mailing address to forward written notice to in General Provisions Paragraph 8 at the top of page 5.
- ✓ Printed name and title of person signing on behalf of the Agency at the bottom of page 5.

When the agreement is ready for signature by the University of Arizona, if your agency can accept scanned signatures, please forward by email to Margaret Shafer, Director of Field Experiences for the College of Education at the University of Arizona at margaretshafer@arizona.edu.

If original signatures are required by your agency, it is strongly recommended to email the Contract Officer above to arrange for original signatures.

Memorandum

To: KUSD Governing Board
Dr. Gretchen Dorner, Superintendent

From: Angela Moreschi, Executive Director of Human Resources

RE: Proposed reclassifications of positions

FOR AGENDA

- Possible action to approve the recommendation to reclassify the Benefits/Payroll/Procurement Specialist position at the District Office to Benefits and Well-being Coordinator
- Possible action to approve the recommendation to reclassify the Athletic/Discipline Secretary positions at Lee Williams High School and Kingman High School to Administrative Assistant; reclassify current incumbents, R. Jenay Trujillo and Brook Hilton, effective December 10, 2024; and, authorize staff to issue revised at-will notices commensurate with the reclassification

FOR PACKET

Staff are bringing forward proposals to reclassify the following job classifications.

1. Proposal to reclassify the Benefits/Payroll/Procurement Specialist position at the District Office to Benefits and Well-being Coordinator, which would move the position from School Support 5 (currently \$17.30 per hour) to School Support 7 (currently \$18.90 per hour).
 - Through natural attrition, the Benefits/Payroll/Procurement Specialist position became vacant in mid-November. As a result, staff took the opportunity to look at the scope, breadth, and organizational placement of the position through the lens of the well-being trends identified during the October 18th Town Hall. Staff re-engineered the position to align it with priorities that include counseling and well-being support for staff, resource awareness, connection to services and benefits, and safety. In so doing, the responsibilities are consistent with those of other classified coordinators. The new job classification is attached.
 - The reimagined position will move from the Finance Department to the Human Resources Department. This is a natural placement in terms of workflow and is consistent with the structure seen in other school districts and organizations.

- Responsibilities for procurement and back-up payroll will remain in the Finance Department and be performed by a procurement coordinator, which is a previously approved position.
 - The additional cost to the District to reclassify the Benefits/Payroll/Procurement Specialist position to Benefits and Well-being Coordinator will be approximately \$1,616.00 for the remainder of FY 2024-25, depending upon the hire date of a candidate.
2. Proposal to reclassify two Athletic/Discipline Secretary positions – one at Lee Williams High School and one at Kingman High School – to Administrative Assistant, which would move the positions from School Support 2 (currently \$15.00 per hour) to School Support 4 (currently \$16.30 per hour).
- HR staff conducted a job audit of the Athletic/Discipline Secretary positions in collaboration with the high school principals and position incumbents. The job audit revealed the duties performed on a daily or regular basis are consistent with that of an Administrative Assistant. In addition to providing administrative support to the athletics departments, incumbents also support principals, assistant principals, TOAs, and teacher assistants, as well as perform administrative support functions for clubs, discipline, and guidance. Added elevated duties include serving as back-up to the school office coordinators (School Support 7) for billing, attendance, absences, inventory, and deposits.
 - The additional cost to the District to reclassify the two Athletic/Discipline Secretary positions to Administrative Assistant will be approximately \$2,626.00 for the remainder of FY 2024-25.

Staff recommends approval of the aforementioned reclassifications and the reclassifications of current incumbents, effective December 10, 2024. Staff further recommends the Governing Board authorize staff to issue R. Jenay Trujillo and Brook Hilton revised at-will notices of employment, effective December 10, 2024, commensurate with the position title and monetary changes.

Attachment

Kingman Unified School District #20

CLASSIFIED COORDINATOR-BENEFITS & WELL-BEING

Classification

Nonexempt

Salary Grade/Family

School Support 7/Classified

Reports to

Manager II-Human Resources

Date Revised

November 2024

Summary/Objective

The Benefits and Well-being Coordinator plays a vital role in fostering a healthy and supportive environment for all employees within the school district. The incumbent will proactively engage with employees throughout the district, providing well-being support services and connections to employee benefits and resources; work in collaboration with the HR manager to research, develop and implement wellness strategies with employee input; serve as the liaison between employees and benefits administrators; coordinate and provide ongoing training and resources with regard to district-provided benefits; serve as the workers' compensation liaison and a member of the safety committee. The coordinator works collaboratively with various departments to ensure the effective delivery of benefits and wellness services.

Essential Functions

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions:

1. Respond to all internal and external customers, as it relates to position, in a prompt, efficient, friendly, and patient manner.
2. Provide specialized support to employees in the areas of benefits and health insurance utilization, wellness, and safety.
3. Consult with and provide benefits, wellness, and safety training on a regular basis to staff throughout the district.
4. Work in collaboration with others to ensure the district is offering benefits and programs that are current, competitive, and in compliance with all applicable laws, codes, rules and regulations including compliance with the Affordable Care Act (ACA) and Americans with Disabilities Act (ADA).
5. Assist employees with benefits-related inquiries and issues.
6. Provide assistance to the HR Manager II, as requested, utilizing a broad knowledge of institutional human resources policies, practices, and procedures and thorough knowledge of the employee benefits.
7. Maintain thorough knowledge of government legislation and socioeconomic trends related to employee benefits and wellness programs.
8. Establish and maintain relationships with benefits providers; serve as the liaison between providers and employees to investigate discrepancies and provide information in non-routine situations. Provide vendors appropriate documentation for life, pension, and disability benefits claims and/or litigation.
9. Monitor benefits administration to maintain consistency in application, minimize potential liability, and ensure compliance with federal and state legislation.
10. Provide benefit and wellness training to new hire employees and employees newly eligible for insurance benefit plans, retirement, and employee leave in New Hire Orientation.
11. Monitor and audit benefits and retirement plans, wellness incentives, employee leave and Family Medical Leave Act (FMLA), and Americans with Disabilities Act (ADA) accommodations.
12. Assist with insurance bill reconciliation, COBRA, ineligibility and eligibility reports, health savings accounts, flex spending accounts, health reimbursement accounts, and all other employee benefits plans.

Kingman Unified School District #20

13. Participate in District committees and meetings to represent the interests of employee health, safety and wellness.
14. Develop, implement, and manage safety programs in accordance with ADASH and OSHA.
15. Develop and implement procedures for identifying and controlling workplace hazards.
16. Perform tasks and record keeping relative to Workers' Compensation.
17. May assist other human resources coordinators, on occasion.
18. Maintain knowledge of and adhere to all policies, regulations and rules.
19. Perform related duties as assigned in a safe and prudent manner.

Other Duties

This job description is not a comprehensive listing of duties, responsibilities, or activities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Competencies

1. Ability to effectively provide information to others, in a way they will understand, by telephone, in written form, e-mail, or in person
2. Ability to develop constructive and cooperative working relationships with others, and maintain them over time
3. Ability to observe, receive, and otherwise obtain information from all relevant sources
4. Ability to analyze information and evaluate results to choose the best solution and solve problems
5. Ability to use relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards
6. Ability to organize work and complete tasks with high-attention to detail
7. Working understanding of human resource principles, practices and procedures
8. Ability to maintain a high level of confidentiality
9. Ability to establish priorities and self-initiate
10. Ability to function well in a high-paced and, at times, stressful environment
11. High level of proficiency in using software programs and platforms used to carry out day-to-day responsibilities of the position
12. Ability to operate most standard office equipment

Supervisory Responsibility

This position has no supervisory responsibilities.

Work Environment

The incumbent will work in a professional office environment in the district office of Kingman Unified School District #20. Frequent travel to school campuses and occasional travel to conferences is required. This role routinely uses standard office equipment such as computers, phones, photocopiers, and filing cabinets.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

1. Constantly communicate with others to exchange information.
2. Constantly remain in a stationary position, often sitting for prolonged periods.
3. Constantly use repeat motions that may include the wrists, hands and/or fingers.
4. Constantly move about to accomplish tasks, to include travelling to other campuses.
5. Occasionally lift and/or move up to 20 pounds.
6. Occasionally set-up meetings, training classes and event booths.

Position Type/Expected Hours of Work

This is a 12-month, 40-hour per week position. Extended work hours to meet deadlines may occasionally be required.

Kingman Unified School District #20

Required Education and Experience

High school diploma or equivalent and three or more years of experience in human resources or benefits administration, or five or more years of progressively responsible experience in a professional office environment, or any similar combination of education and experience.

Preferred Education and Experience

1. Professional benefits, wellness, risk, or safety experience
2. Human Resource or law office experience
3. Associate's or more advanced degree in human resources or related field
4. Professional in Human Resources (PHR) or SHRM Certified Professional (SHRM-CP) credential

Required Certifications/Licenses

Valid driver's license

Work Authorization/Security Clearance

Must be able to pass a criminal background check and obtain a Fingerprint Clearance Card with an IVP number through the Arizona Department of Public Safety.

Memorandum

To: KUSD Governing Board
Dr. Gretchen Dorner, Superintendent

From: Angela Moreschi, Executive Director of Human Resources

RE: Proposed reclassifications of positions

FOR AGENDA

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Kingman Unified School District #20

CLASSIFIED COORDINATOR-BENEFITS & WELL-BEING

Classification

Nonexempt

Salary Grade/Family

School Support 7/Classified

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Manager II-Human Resources

Date Revised

November 2024

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2. Provide specialized support to employees in the areas of benefits and health insurance utilization, wellness, and safety.
3. Consult with and provide benefits, wellness, and safety training on a regular basis to staff throughout the district.
4. Work in collaboration with others to ensure the district is offering benefits and programs that are current, competitive, and in compliance with all applicable laws, codes, rules and regulations including compliance with the Affordable Care Act (ACA) and Americans with Disabilities Act (ADA).
5. Assist employees with benefits-related inquiries and issues.
6. Provide assistance to the HR Manager II, as requested, utilizing a broad knowledge of institutional human resources policies, practices, and procedures and thorough knowledge of the employee benefits.
7. Maintain thorough knowledge of government legislation and socioeconomic trends related to employee benefits and wellness programs.
8. Establish and maintain relationships with benefits providers; serve as the liaison between providers and employees to investigate discrepancies and provide information in non-routine situations. Provide vendors appropriate documentation for life, pension, and disability benefits claims and/or litigation.
9. Monitor benefits administration to maintain consistency in application, minimize potential liability, and ensure compliance with federal and state legislation.
10. Provide benefit and wellness training to new hire employees and employees newly eligible for insurance benefit plans, retirement, and employee leave in New Hire Orientation.
11. Monitor and audit benefits and retirement plans, wellness incentives, employee leave and Family Medical Leave Act (FMLA), and Americans with Disabilities Act (ADA) accommodations.
12. Assist with insurance bill reconciliation, COBRA, ineligibility and eligibility reports, health savings accounts, flex spending accounts, health reimbursement accounts, and all other employee benefits plans.

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13. Participate in District committees and meetings to represent the interests of employee health, safety and wellness.
14. Develop, implement, and manage safety programs in accordance with ADASH and OSHA.
15. Develop and implement procedures for identifying and controlling workplace hazards.
16. Perform tasks and record keeping relative to Workers' Compensation.
17. May assist other human resources coordinators, on occasion.
18. Maintain knowledge of and adhere to all policies, regulations and rules.
19. Perform related duties as assigned in a safe and prudent manner.

Other Duties

This job description is not a comprehensive listing of duties, responsibilities, or activities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Competencies

1. Ability to effectively provide information to others, in a way they will understand, by telephone, in written form, e-mail, or in person
2. Ability to develop constructive and cooperative working relationships with others, and maintain them over time
3. Ability to observe, receive, and otherwise obtain information from all relevant sources
4. Ability to analyze information and evaluate results to choose the best solution and solve problems
5. Ability to use relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards
6. Ability to organize work and complete tasks with high-attention to detail
7. Working understanding of human resource principles, practices and procedures
8. Ability to maintain a high level of confidentiality
9. Ability to establish priorities and self-initiate
10. Ability to function well in a high-paced and, at times, stressful environment
11. High level of proficiency in using software programs and platforms used to carry out day-to-day responsibilities of the position
12. Ability to operate most standard office equipment

Supervisory Responsibility

This position has no supervisory responsibilities.

Work Environment

The incumbent will work in a professional office environment in the district office of Kingman Unified School District #20. Frequent travel to school campuses and occasional travel to conferences is required. This role routinely uses standard office equipment such as computers, phones, photocopiers, and filing cabinets.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

1. Constantly communicate with others to exchange information.
2. Constantly remain in a stationary position, often sitting for prolonged periods.
3. Constantly use repeat motions that may include the wrists, hands and/or fingers.
4. Constantly move about to accomplish tasks, to include travelling to other campuses.
5. Occasionally lift and/or move up to 20 pounds.
6. Occasionally set-up meetings, training classes and event booths.

Position Type/Expected Hours of Work

This is a 12-month, 40-hour per week position. Extended work hours to meet deadlines may occasionally be required.

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Required Education and Experience

High school diploma or equivalent and three or more years of experience in human resources or benefits administration, or five or more years of progressively responsible experience in a professional office environment, or any similar combination of education and experience.

Preferred Education and Experience

1. Professional benefits, wellness, risk, or safety experience
2. Human Resource or law office experience
3. Associate's or more advanced degree in human resources or related field
4. Professional in Human Resources (PHR) or SHRM Certified Professional (SHRM-CP) credential

Required Certifications/Licenses

Valid driver's license

Work Authorization/Security Clearance

Must be able to pass a criminal background check and obtain a Fingerprint Clearance Card with an IVP number through the Arizona Department of Public Safety.

Approved listed donations:

Desert Willow:

- Starbucks donated coffee and pastries for their Veterans Day breakfast
- Thomas Delp donated 2 cases of water and donuts
- Baldwin Gutierrez donated breakfast items for staff breakfast
- Michael Nunez donated poster board, candy, and pizza for their Literacy Night and Health Science Career Day

District Office:

The following items were donated for Manufacturing Day:

- I-Corp donated 100 sets of PPE
- AZ@Work donated 100 promotional items
- MCC donated 100 promotional items
- Allo Fiber donated 100 drawstring bags
- Stephen LeSuer donated a Manufacturing Day promotional video
- WAVE donated 125 hard hats and construction vests
- WAVE donated 125 lunches from Subway
- Builders First Choice donated 75 T-Shirts

Kingman High School

- Bb Clarinet from John and Noreen Welton

Lee Williams High School

- Hualapai Tribe donated \$2000 to the band
- Chris and April Selby donated \$600 to the girls soccer team
- Melissa and William Schmachl donated \$465.38 to the band
- Storm Hargrave at Pioneer Title donated \$40 to the Care Closet
- Carolynn Quinn at Pioneer Title donated \$50 to the Care Closet
- Kingman Firefighter Association donated food, clothing and organizational items in the amount of \$1000 to the Care Closet
- Kingman Route 66 Rotary Foundation donated \$1000 to the Care Closet