

LAKE HAVASU UNIFIED SCHOOL DISTRICT NO. 1

2200 Havasupai Blvd.

Lake Havasu City, AZ 86403

GOVERNING BOARD MEETING

Tuesday, October 20, 2020

Agenda and information in the packet could change up to 24 hours prior to the board meeting.

Until further notice we will be enforcing the Governor's limit of 50 people for in-person gatherings. In order to comply with executive orders, entrance to the building will not be permitted once the number of attendees reaches fifty (50). If audience comments are permitted, there will be a five (5) minute time limit for any person speaking during an action item. We are providing an email address for questions, comments or concerns: boardmeeting@lhusd.org. Email submissions must include full name. Emails sent to this LHUSD email address are not monitored. Only emails received the day of a scheduled REGULAR public board meeting may be read during the board meeting, as time permits in the order they are received. There will be a five (5) minute time limit on each email.

Meeting can be viewed live at www.lhusd.org/boardvideos.

REGULAR MEETING SESSION

6:00 p.m. at the

Lake Havasu High School

Performing Arts Center

2675 Palo Verde Blvd. S

Lake Havasu City, AZ

Governing Board Members

Lisa Roman, President

Kathy Cox, Vice President

Nichole Cohen, Member

John Masden, Member

Archana Aliyar, Member

Administrators

Dr. Rebecca Stone, Superintendent

Aggie Wolter, Director of Special Services

Michael Murray, Director of Business Services

Brad Gardner, Director of Educational Services

Jaime Festa-Daigle, Director of Personnel/Technology

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

Please Post

NEWS RELEASE

LAKE HAVASU UNIFIED SCHOOL DISTRICT NO. 1
2200 Havasupai Blvd.
Lake Havasu City, AZ 86403

For Immediate Release: October 16, 2020

For Information Contact: Terry Fleming 505-6925

**NOTICE OF PUBLIC MEETING OF THE GOVERNING BOARD OF
LAKE HAVASU UNIFIED SCHOOL DISTRICT NO. 1**

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Meeting can be viewed live at www.lhUSD.org/boardvideos.

Pursuant to A.R.S. 38.431.02 notice is hereby given to the members of the Governing Board of Lake Havasu Unified School District No. 1 and to the general public that the Governing Board of Lake Havasu Unified School District No. 1 will hold their regularly scheduled Governing Board meeting on **Tuesday, October 20, 2020, at 6:00 p.m. at the Lake Havasu High School Performing Arts Center, 2675 Palo Verde Blvd. S, Lake Havasu City, Arizona.**

Members of the Lake Havasu Unified School District Governing Board will attend either in person or by technological devices such as speakerphone, internet, or other device.

When necessary, the Board may vote to go into Executive Session intermittently throughout the meeting, 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)). The Board may also vote to go into Executive Session if so noted, which will not be open to the public, 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 Board reserves the right to change the order of items on the Agenda and to call matters in random order.

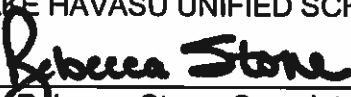
Meetings of the Governing Board may be audio or video recorded, which may result in the audio or video recording of a minor child. Pursuant to A.R.S. 1-602(A)(9), subject to certain express statutory exceptions, parents have a right to consent before the State or any of its political subdivisions makes a video or audio recording of a minor child. In order to exercise their rights, parents may either file written consent with the District, consenting to such recording, or take affirmative steps to ensure that their child is not present when a recording may be made. Should the child be present at the time a recording is made, this right will be considered to have been waived.

A copy of the agenda background material provided to LHUSD Board members (with exception of material relating to possible executive sessions) is available for public inspection twenty-four hours before the meeting at the Superintendent's Office, 2200 Havasupai Blvd., Lake Havasu City, AZ.

The AGENDA for the meeting is as follows:

Dated this 16th day of October 2020.

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1


Dr. Rebecca Stone, Superintendent

The Lake Havasu Unified School District # 1 endeavors to ensure accessibility of all its programs, facilities and services to all persons with disabilities. If you need a reasonable accommodation, please contact Terry Fleming, at 505-6925, as early as possible to arrange the accommodation.

LAKE HAVASU UNIFIED SCHOOL DISTRICT NO. 1

NOTICE OF PUBLIC MEETING

October 20, 2020

**Lake Havasu High School Performing Arts Center
2675 Palo Verde Blvd. S, Lake Havasu City, AZ**

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A G E N D A

Agenda and information in the packet could change up to 24 hours prior to the board meeting.

REGULAR MEETING SESSION:

6:00 p.m.

1. Routine Opening of Meeting - Call to Order

President

1.1 Moment of Silent Prayer or Reflection

1.2 Roll Call

1.3 Pledge of Allegiance

1.4 Call for an Executive Session (If the situation warrants, an Executive Session may be held during the meeting, pursuant to ARS 38.431.03: o A.1 for "Discussion or consideration of employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining, or resignation of a public officer, appointee, or employee of any public body, except that, with the exception of salary discussions an officer, appointee, or employee may demand that such discussion or consideration occur at a public meeting." o A.3 for "Discussion or consultation for legal advice with the attorney or attorneys of the public body." o A.4 for "Discussion or consultation with the attorneys of the public body in order to consider its position and instruct its attorneys regarding the public body's position in pending or contemplated litigation.")

1.5 Call for Bond Hearing – Informational / Discussion

Murray

BOND HEARING: ARS 15-491 K

1. Bond Hearing - Bond Fund Report for 2020

2. Call to the Public – if requesting to speak on a posted action item no form is necessary.

Form BEDH-E is required to address the Board during Call to the Public. Form must be turned in to the Superintendent before meeting starts. There will be a five (5) minutes time limit per speaker. At this time, the Board President will call for comments from members of the public on items not on the agenda. Because of restrictions imposed by A.R.S. § 38-431.01, discussion and action on items brought before the Board during this time will be limited to directing staff to study the matter or rescheduling the matter for further consideration and decision at a later date.) Email comments and concerns can be emailed to boardmeeting@lhusd.org – there will be a five (5) minutes time limit per email.

3. Recognition of Visitors

President

- Lake Havasu City Education Association (LHCEA)

4. Consent Agenda (Action Items)

4.1 Approval of Consent Agenda

President

(The following items are considered to be routine or have been previously reviewed by the Governing Board and will be enacted by one motion. There will be no separate discussion on these items, unless there is a request for clarification of an item, or a request from any member of the Governing Board or citizen, that an item be removed from the Consent Calendar. Such request shall cause the item to be considered separately as an Action Item 4.2.)

4.1.1 Approval of Minutes:

Regular Session of September 15, 2020

Special Session of September 8, 2020, September 23, 2020

Executive Session of September 8, 2020

- 4.1.2 Approval or Modification of Agenda
- 4.1.3 Personnel Report: Certified; Employment, Separation, Exception to Policy, Long Term Leave, Other. Support Staff; Employment, Separation, Exception to Policy, Long Term Leave, Other. Stipends.
- 4.1.4 Acceptance of Gifts and Donations to the Lake Havasu Unified School District in the amount of \$61,241.84 and to Student Activities Organizations in the amount of \$0.
A detailed list of donations can be viewed as background material by contacting the District.
- 4.1.5 Approval of Travel - none Stone

4.2 Item(s) removed from the Consent Agenda. *Board may remove items from the consent calendar for individual consideration.*

5. Old Business (Action Items)

- 5.1 Second Presentation/Review of Revised Policies Stone

6. New Business (Action Items)

- 6.1 Approval of Performance Pay Site Based Goals for 2020-21 Festa-Daigle
- 6.2 Approval of Administrator Performance Pay Plan and Criteria for the 2020-21 School Year Festa-Daigle
- 6.3 Approval of Taher Food Service Contract for 2020-2021 Modification Murray/Taffe
- 6.4 Approval of Vouchers, Student Activity Funds, and Auxiliary Funds Murray

7. Informational

- * Superintendent
- * Directors
- * Governing Board Members
- * Advisory Committees

8. Call to the Public – if requesting to speak on a posted action item no form is necessary.

Form BEDH-E is required to address the Board during Call to the Public. Form must be turned in to the Superintendent before meeting starts. There will be a five (5) minutes time limit per speaker. *At this time, the Board President will call for comments from members of the public on items not on the agenda. Because of restrictions imposed by A.R.S. § 38-431.01, discussion and action on items brought before the Board during this time will be limited to directing staff to study the matter or rescheduling the matter for further consideration and decision at a later date.)* Email comments and concerns can be emailed to boardmeeting@lhusd.org – there will be a five (5) minutes time limit per email.

9. Communications

(This item is on the agenda to note the receipt of communications to the Board. Because of restrictions imposed by ARS §38-431.01 et seq., discussion and action on any item that is brought before the Board during this time will be deferred until a later meeting, if appropriate.)

- * Board Suggestions for Future Agenda Items President
- * Press/Media - Clarifying Questions President

(This item is on the agenda to permit the media to ask questions clarifying the factual transmission of the business of the Board.)

10. Adjournment

President

NEXT SCHEDULED REGULAR MEETING **Tuesday, November 17, 2020 6:00 p.m.**
OF THE GOVERNING BOARD **District Office Boardroom, 2200 Havasupai Blvd.**

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity - so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

INFORMATIONAL

TOPIC: BOND FUND REPORT FOR 2020

SUBMITTED BY Michael Murray, Director of Business Services

DATE FOR BOARD CONSIDERATION: October 20, 2020

INFORMATIONAL:

According to ARS §15-491 K., the district is required to hold a hearing annually, between September 1 and October 31, until bond proceeds are spent, at which time an update of the progress of capital improvements financed through bonding is discussed and at which time the public is permitted an opportunity to comment.

The bond report gives a summary of each bond project and the combined expenditures to date.

Approved for Transmittal to Governing Board


Superintendent

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

CONSENT CALENDAR

TOPIC: APPROVAL OF MINUTES

SUBMITTED BY: Dr. Rebecca Stone, Superintendent

DATE FOR BOARD CONSIDERATION: October 20, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the MINUTES as printed:

Regular Session of September 15, 2020
Special Session of September 8, 2020, September 23, 2020
Executive Session of September 8, 2020

Approved for Transmittal to Governing Board


Superintendent

LAKE HAVASU UNIFIED SCHOOL DISTRICT NO.1

2200 Havasupai Blvd., Lake Havasu City, AZ 86403

UNAPPROVED

Governing Board Minutes

September 15, 2020

Until further notice we will be enforcing the CDC 50 person limit. In order to comply with executive orders, entrance to the building will not be permitted once the number of attendees reaches fifty. There will be a three (3) minute time limit for any person speaking. We are providing an email address for questions, comments or concerns: boardmeeting@lhusd.org. Email submissions must include full name. There will be a three (3) minute time limit on each email. Emails will be read in order of receipt, time permitting. Meeting can be viewed live at www.lhusd.org/boardvideos.

REGULAR MEETING:

1. Routine Opening of Meeting - Call to Order

The Regular Meeting of the Governing Board of Lake Havasu Unified School District No. 1 was called to order by Governing President, Lisa Roman, at the Lake Havasu High School Performing Arts Center, 2675 Palo Verde Blvd. S., Lake Havasu City, Arizona at 6:00 p.m., on September 15, 2020.

1.1 Moment of Silent Prayer or Reflection

1.2 Roll Call

BOARD MEMBERS PRESENT:

Lisa Roman, President
Kathy Cox, Vice President
Nichole Cohen, Member
Archana Aliyar, Member

BOARD MEMBERS ABSENT:

John Masden, Member

ADMINISTRATION PRESENT:

Dr. Rebecca Stone, Superintendent
Michael Murray, Director of Business Services
Aggie Wolter, Director of Special Services
Jaime Festa-Daigle, Director of Personnel/Technology
Brad Gardner, Director of Educational Services
Sean Baker, Technology Supervisor
Terry Fleming, Secretary

Others: 31

1.3 Pledge of Allegiance

1.4 Call for an Executive Session – none.

2. Call to the Public

Marcia Cox spoke on communication with and from the public.

Corey Schnore spoke on results of the Parent Teach survey from last meeting.

3. Recognition of Visitors –see after item 6.4.

4. Consent Agenda

4.1 Approval of Consent Agenda

4.1.1 Approval of Minutes:

Regular Session of August 18, 2020

Special Session of August 11, 2020

4.1.2 Approval or Modification of Agenda

4.1.3 Personnel Report: Certified; Employment, Separation, Exception to Policy, Long Term Leave, Other. Support Staff; Employment, Separation, Exception to Policy, Long Term Leave, Other.

4.1.4 Acceptance of Gifts and Donations to the Lake Havasu Unified School District in the amount of \$29,536.64 and to Student Activities Organizations in the amount of \$0.

A detailed list of donations can be viewed as background material by contacting the District.

- 4.1.5 Approval of Travel - none
4.1.6 Approval of Changes in Policy Exhibits DN-EA Authorization to Dispose of Equipment and DN-EB Authorization to Transfer Equipment

Stone
Murray

Mrs. Cohen moved, seconded by Mrs. Cox to approve the Consent Calendar as presented.
ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

5. Old Business

5.1 Second Presentation/Review of Revised Policies

Dr. Stone recommended that the Board approve the second presentation of the revised policies listed below, per Arizona School Boards Association (ASBA) Policy Services Advisory for July 2020.

Page		
Policy Advisory No. 673 IHA Basic Instructional Program	Gardner	1
Policy Advisory No. 675 KB Parent Involvement in Education	Gardner	3

IHA -A.R.S. 1-319 specifies that September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day, which is not a legal holiday. If Sandra Day O'Connor Civics Celebration Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday. A.R.S. 15-710.01 adds that on Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

KB -Senate Bill 1061 has added section 15-249 to the statutes, which states access to the AzDOE statutory handbook of parental rights be prominently posted on a publicly accessible portion of the district website.

There have been no changes to these policies since the first reading August 18, 2020.

Mrs. Cohen moved, seconded by Mrs. Cox, to postpone item 5.1 until policies can be cleaned up and aligned with the District's Mission Statement.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

6. New Business

Mrs. Roman ask the Board to for their permission to move item 6.4 to follow 6.1 as the same presenters were present for both items. Board agreed to the change.

6.1 Approval of Logicalis for Intercom, Bells and Clocks

Mrs. Festa-Daigle recommended that the Governing Board approve Logicalis to complete the work outlined in the Contract and Statement of Work. Payment to Logicalis for the districtwide replacement of bell, intercom & clock infrastructure will not exceed \$400,000.

BACKGROUND:

During planning for the 2017 and 2020 bond issuance, funding for replacements for bell, intercom, and clock systems was approved. Currently, the majority of the intercom equipment in place at LHUSD was installed over twenty years ago and needs replacement. LHUSD currently has an unsupportable intercom system that is in need of modernization. Intercom functions at two locations have reached a state of failure. This project was slated to be staggered and start after phones, but we are moving up this request due to the need for a functional system.

Some concerns that will be rectified:

- Several sites cannot do an ALL page from desk phones to the overhead speakers due to failed components that are no longer available. This upgrade will resolve intercom system failures that reside in the main console.
- Service calls to the current vendor to fix even minor items average around \$3000 for a single trip and often take several months to complete. New systems will be warrantied for five years with an optional service plan after five years.
- Changes to the Bell and Intercom System require significant amounts of time due to its complexity. Bells and intercoms can now be managed online. Schedules can be saved and made to go live based on the school calendar.

- The district currently has various brands and models, adding to the difficulty in management. The new system will be a unified districtwide platform reducing downtime and expensive emergency repairs.
- The tech department does not have spare or replacement parts. New or used parts are unavailable via suppliers and online.

The scope of work includes:

- Project Implementation: intercom appliance and hardware installations for all sites, global system configuration, and zone page configurations.
- Validate: system cutover, save and test configurations, execution of test plan.
- Project Management; Logicalis project manager will plan, execute, monitor, control project performance, and close project.

COSTS / FUNDING:

The current bond issuance provides funding for a districtwide replacement.

- Total project cost not to exceed \$400,000.
- LHUSD has \$671,520 of bond funds available to use towards this project. Logicalis was able to provide a lower-cost/high-quality solution with Informacast and Bogen due to their lower hardware, licensing, and maintenance pricing structures.
- Three contracted vendors showed interest in submitting a proposal, of those, 2 submitted a quote. The Logicalis proposal matched our needs by way of a vendor product & price comparison. Logicalis is also on an IGPA 16-11PV-12 contract.

PROJECTED TIMELINE:

This project would begin at the earliest date the vendor is available with a goal of completion by the end of the 2021 school year.

This has been reviewed by the purchasing department and legal.

Mrs. Cohen moved, seconded by Mrs. Aliyar, to approve item 6.1 as presented.

Robert Lundblade and Justin McBee from Logicalis were here to give a presentation and answer questions.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

6.4 Approval for Logicalis for Phone Upgrade as Recommended

Mrs. Festa-Daigle recommended that the Governing Board approve Logicalis to complete the work outlined in the Contract and Statement of Work. Payment to Logicalis for the districtwide replacement of phones and phone infrastructure will not exceed \$350,000.

BACKGROUND:

During planning for the 2017 and 2020 bond issuance, funding for a replacement phone system was approved. Currently, the majority of the phone equipment in place at LHUSD was installed over twenty years ago and is in need of replacement. LHUSD currently has an unsupported phone system and mass communication system in need of modernization.

Some concerns that will be rectified:

- Multiple sites cannot page from their phones to the intercom system, and replacement parts are unavailable. The upgrade will connect the phone system to the intercom system, installed at a future date.
- A vast majority of phone bases have burnt out LED screens. New phones will be installed in all locations.
- Service calls to the current vendor to fix even minor items average around \$3000 for a single trip and often takes several months to commit. Phones will be warranted for five years with an optional service plan after those five years.
- Changes to the phone system require significant amounts of time due to its complexity and requires a specialist. Phones can now be managed from a central location.
- The district currently has two different brands and three models, making it more difficult to manage. Fortivoice phones will be used with a unified districtwide platform that can leverage VOIP, allowing for better phone service provider selection.
- The tech department is out of spare and or replacement parts. Items are difficult to locate online.

This work will include the following.

- Data Gather: gather, review, and validate project implantation.
- Implement: voice appliance and hardware installation, global phone system configuration, trunk, call routing, and extension configuration, call feature configuration, log and report configuration, phone installation.
- Validate: system cutover, save and test configurations, execution of test plan.
- Project Management; Logicalis project manager will plan Work Breakdown Structure, execute, monitor, and controlling project performance, close project.

COSTS / FUNDING:

The current bond issuance provides funding for a districtwide replacement.

- Total project cost not to exceed \$350,000.
- LHUSD has \$650,000 of bond funds available to use towards this project. Logicalis was able to provide a low-cost /high quality solution with FortiVoice due to their lower hardware, licensing, and maintenance pricing structures.
- Three vendors submitted proposals. The Logicalis proposal matched our needs by way of a vendor product & price comparison. Vendors were scored and Logicalis was selected. Logicalis is on a MESC 198-ELOG1-0307 contract.

PROJECTED TIMELINE:

This project would begin at the earliest date the vendor is available with a goal of completion by the end of the 2021 school year.

This has been reviewed by the purchasing department and legal.

Mrs. Cohen moved, seconded by Mrs. Cox, to approve item 6.4 as presented.

Robert Lundblade and Justin McBee from Logicalis were here to answer questions.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

Mrs. Roman realized she had missed Recognition of Visitors and ask Lake Havasu City Education Association (LHCEA) Carol Nowakowski if she had any comments. Mrs. Nowakowski reminded everyone, especially our new staff, to vote on November 3, and get registered by October 5.

6.2 Discussion and Possible Action Regarding all Anti-Racism Curriculum Including: Black Lives Matter and 1619 Project

Mrs. Cohen action item reads: Ms. Soltero's (2012 LHHS Graduate) letter to the Lake Havasu Governing Board charges LHUSD#1 with "failing to properly prepare students for the discourse that surrounds the world students enter after graduation", "encourages discourse that promotes and inspires intellectual exploration", and suggests "school districts must supplement Arizona's curriculum to better provide an accurate account of American history."

Mrs. Cohen agrees with one caveat; local control governs curriculum - LHUSD#1 Governing Board Members are entrusted as the sole authority with the duty to approve and adopt curriculum and courses. See Arizona Revised Statutes Article 3 "Powers and Duties of School District Governing Boards" 15-341 General Powers and duties. This statute is important to highlight for the following reasons:

1. Curriculum has entered our district in the past without board approval or adoption.
2. Curriculum and dialogue with our students centered around Anti-Racism, Black Lives Matter, and the 1619 Project are being endorsed and encouraged from Pre-Kindergarten through 12th grade (coast-to-coast) by heavy handed tactics. This propaganda has been placed prominently on the following national association websites:
 - a. National Education Association (NEA) Teachers Union <https://neaedjustice.org/black-lives-matter-school-resources/>
 - b. American School Counselor Association (ASCA) <https://www.schoolcounselor.org/school-counselors/professionaldevelopment/learn-more/race-and-equity-resources>
 - c. National Parent Teacher Association <https://www.pta.org/home/About-National-Parent-Teacher-Association/PTA-Newsroom/news-list/news-detail-page/2020/07/27/national-pta-adopts-position-statement-on-addressing-institutional-racism>

Mrs. Cohen respectfully recommends that all "stakeholders" view the documentary film Uncle Tom

(www.uncletom.com), released June 19, 2020 - directed by Justin Malone and executive produced by Larry Elder. The Black Lives Matter movement does not speak on behalf of black people, and the Black Lives Matter LLC runs completely counter to the values of America's founding. Any organization with a stated goal of defunding our police or disrupting the nuclear family structure should be rebuked in the strongest terms.

In addition, Mrs. Cohen recommend the LHUSD#1 Governing Board DISALLOW any Black Lives Matter or Anti-Racism curriculum in any of our schools or classrooms as it does not meet the criteria we have clearly and precisely laid out in Board Policy AD (Mission), AD-E (Definitions), or IA (Curriculum Philosophy). Further, it does not foster development in critical thinking, logic, reason, or world views. However, it does highlight how our children are being used as pawns in a spiritual and political war over their hearts and minds. Mrs. Cohen does not consent.

Mrs. Cohen repeatedly refused to present the agenda item as it appears in the board packet. Mrs. Roman reminded her several times to adhere to the agenda item as it was stated to be in compliance with open meeting law, but Mrs. Cohen continued to make extemporaneous remarks prior to the item being opened for discussion.

Mrs. Cohen requested that a video be shown; "Every American Needs To Hear This Speech", Dennis Prager, Prager University Foundation. Discussion on if video had a copyright or if it was a public video. Mrs. Roman did allow the video, but she asked the Board that in the future if a video is to be shown at a board meeting the Board must be allowed to see it before the meeting, that it is limited to an appropriate length, and that it is made clear that the video does not reflect the opinions of other Board members.

Mrs. Cohen moved to approve item 6.2 to disallow any Black Lives Matter or Anti-Racism curriculum in any of our schools or classrooms as it does not meet the criteria we have clearly and precisely laid out in Board Policy. No second offered, motion died.

Mrs. Roman moved, seconded by Mrs. Cox, to postpone item 6.2 until curriculum items/materials are ready to review.

Discussion continued with Dr. Stone and Mr. Gardner reviewing the process for approving curriculum. The floor was opened for public questions, concerns, and remarks with Superintendent, Directors and Board responding when appropriate: Senator Sonny Borrelli, Justin Pulaski, Diana Klostermeir, Frankie Lyons, Marcia Cox, Corey Schnore, Kenya Ladislas, and Fred Moltun.

Mrs. Roman asked Board members if they would agree to have the first 25 emails, or the number of emails read during a set time frame put in the minutes. Board agrees to have emails moved to a drop box where they can review them.

Mrs. Cohen ask that Board continue their research by researching *Critical Race Theory*, reviewing the K-12 Hillsdale curriculum, researching Intersectionality, and information from Prager University

Mrs. Roman made a closing statement on how in our legal system, we require witnesses to swear an oath to "tell the truth, the whole truth, and nothing but the truth." "And as a nation, we recognize that for justice to be served, a jury must have complete records / facts before a verdict. If that is our standard in court, it should be our standard in a classroom. Neither guilt nor shame should be in our social studies curriculum, but facts and context should, and I favor giving students as informative a background as possible."

Continued discussion on postponing the item.

Mrs. Roman withdrew her previous motion. Mrs. Cox withdrew her second.

Mrs. Aliyar moved, seconded by Mrs. Cox to end discussion with no action.

ROLL CALL VOTE: Aliyar: YES, Cohen: NO, Cox: YES, Roman: YES

6.3 Approval of Amendment to Agreement between Western Arizona Vocational Education District #50 and Lake Havasu Unified School District #1

Mr. Murray recommended the Governing Board approve the fourth amendment to the intergovernmental agreement between Lake Havasu Unified School District #1 (LHUSD#1) and the Western Arizona Vocational Education District #50 (WAVE). The purpose of the agreement is to establish term and conditions under which WAVE will provide career technological educational courses at satellite locations in Mohave County, including LHUSD#1.

On September 20, 2016, the Lake Havasu Unified School District #1 Governing Board gave its approval to an intergovernmental agreement between LHUSD#1 and WAVE. The agreement is governed and interpreted by the laws of the State of Arizona and will be effective for a period not to exceed five years, with

annual review. The agreement may be terminated by either party upon written notice to the other parties given no later than 90 days before the end of the semester.

An amendment is attached for the Board's approval, which will cover the 2020-21 school year. The amendment was forwarded to legal counsel and approved as to form.

Mrs. Cox moved, seconded by Mrs. Aliyar, to approve item 6.3 as presented.

Mr. Murray reviewed changes in the agreement.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

6.5 Approval of Adjacent Ways Street Widening Improvements for Lake Havasu High School Athletic Project –Phase II (Constellation Drive)

Mr. Murray Pending School Facilities Board (SFB) approval, it is recommended the Governing Board approve the expenditure of Adjacent Ways funds to Concord Construction for offsite street widening improvements to Constellation Drive, at an amount not to exceed \$80,000.00.

As part of the Phase II athletic field improvements at LHHS, the City is requiring offsite widening improvements to Constellation Drive. Currently, Constellation Drive is not a full width, two lane street. The use of adjacent ways funds will provide street widening as well as curb and sidewalk improvements to bring the street to the city required standard. As these are offsite improvements and the street and sidewalk are city property, future maintenance and improvements will be their responsibility.

The district's purchasing department and legal counsel have reviewed this item.

Mr. Murray announced that the SFB did approve Adjacent Ways project on September 11, 2020.

Mrs. Cohen moved, seconded by Mrs. Cox, to approve item 6.5 as presented.

Mr. Murray gave the context and an explanation of Adjacent Ways funding.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

6.6 Approval of Vouchers, Student Activity Funds, and Auxiliary Funds

Mr. Murray recommended the approval of:

Approval of Vouchers – Approval of Vouchers – Vouchers for June 2020 / \$4,201,323.37
August 2020 / \$3,464,977.13

Student Activity Funds and Auxiliary Funds are unavailable for July and August due to the rolling over process of end of year balances in Visions.

Mrs. Cox moved, seconded by Mrs. Aliyar, to approve item 6.6 as presented.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

7. Informational

* Superintendent

- Dr. Stone gave appreciation for the conversations and assured all that they can be confident that any curriculum approval will come before the public. She encourages the public to come forward with comments before any curriculum is board approved. The book 1619 is not being brought forward for adoption.
- Dr. Stone thanked the community for amazing donations of \$29,536.
- Dr. Stone thanked our Elementary Teachers. They are excited to be in class and doing distance learning. We appreciate that they are working over and above for the families in our community.

* Directors

* Governing Board Members

- Mrs. Roman asked Marcia Cox to provide evidence that Mrs. Roman had apologized for signing a petition circulated by Ms. Soltero and reiterated that she had made no such apology. Mrs. Roman asked that she receive any such proof from Marcia Cox by the end of the business day on Friday, September 18, 2020.
- Mrs. Roman shared that she was able to attend the virtual Arizona School Boards Association Law Conference and was looking at sharing Digital Citizenship at a future meeting.
- Mrs. Roman shared that the District lost a special teacher who had passed away in late July. Christie Locatis will be missed.

- Mrs. Cohen shared that her grandmother, who was a teacher for 30 years, passed away on September 3.
- * Advisory Committees

8. Call to the Public – none.

9. Communications

- Mrs. Aliyar wondered if the Board could request help from the City in getting us a better internet company. Board may look into writing a letter regarding the request.
- The next regular board meeting will be Tuesday, October 20, 2020.

10. Adjournment

Mrs. Cox moved, seconded by Mrs. Aliyar to adjourn at 8:14 p.m.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Roman: YES

Video of the entire meeting may be seen on the District website [\[www.lhusd.org/boardvideos\]](http://www.lhusd.org/boardvideos) under Governing Board.

Minutes of the Regular Governing Board meeting of September 15, 2020, are approved as submitted.

Lisa Roman, Board President

Kathy Cox, Board Vice President

LAKE HAVASU UNIFIED SCHOOL DISTRICT NO.1

2200 Havasupai Blvd.

Lake Havasu City, AZ 86403

UNAPPROVED

Special Governing Board Minutes

September 8, 2020

1. Routine Opening of Meeting - Call to Order

The special session of the Governing Board of Lake Havasu Unified School District No. 1 was called to order by Governing Board President, Lisa Roman, in the District Office Boardroom, 2200 Havasupai Blvd., Lake Havasu City, Arizona at 4:00 p.m., on September 8, 2020.

1.1 Moment of Silent Prayer or Reflection

1.2 ROLL CALL

BOARD MEMBERS PRESENT: Lisa Roman, President
Kathy Cox, Vice President
Nichole Cohen, Member
Archana Aliyar, Member
John Masden, Member – came in at 4:20 p.m.

BOARD MEMBERS ABSENT:

ADMINISTRATION PRESENT: Dr. Rebecca Stone, Superintendent
Mike Murray, Director of Business Services
Tosca Henry, District Legal Counsel, The Tosca Law Firm, PLC (telephonically)

Others: 0 Terry Fleming, Secretary

1.3 Pledge of Allegiance

2. Review and Accept Agenda for this Session

Mrs. Cox moved, seconded by Mrs. Aliyar, to approve Agenda as presented.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Masden: not present, Cox: YES, Roman: YES

3. Call for Executive Session

Mrs. Cohen moved, seconded by Mrs. Cox to go into an executive session at 4:05 p.m. pursuant to A.R.S. § 38-431.03(A)(7) for the purpose of discussion or consultations with designated representatives of the public body in order to consider its position and instruct its representatives regarding negotiations of real property; High School property line and other District property.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Masden: no present, Cox: YES, Roman: YES

Mr. Masden moved, seconded by Mrs. Cohen to adjourn the executive session at 4:52 p.m. and reconvene into Special Session.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Masden: YES, Roman: YES

4. Announcements – none.

5. Adjournment

Following a motion by Mrs. Cohen, seconded by Mr. Masden, the Special Meeting was adjourned at 4:53 p.m.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Masden: YES, Roman: YES

Minutes of the Special Governing Board meeting of September 8, 2020, are approved as submitted.

Lisa Roman, President

Kathy Cox, Vice President

LAKE HAVASU UNIFIED SCHOOL DISTRICT NO.1

2200 Havasupai Blvd.

Lake Havasu City, AZ 86403

UNAPPROVED

Special Governing Board Minutes

September 23, 2020

1. Routine Opening of Meeting - Call to Order

The special session of the Governing Board of Lake Havasu Unified School District No. 1 was called to order by Governing Board President, Lisa Roman, in the District Office Boardroom, 2200 Havasupai Blvd., Lake Havasu City, Arizona at 8:00 a.m., on September 23, 2020.

1.1 Moment of Silent Prayer or Reflection

1.2 ROLL CALL

BOARD MEMBERS PRESENT: Lisa Roman, President
Kathy Cox, Vice President
Nichole Cohen, Member – came in at 8:03 a.m.
Archana Aliyar, Member
John Masden, Member – came in at 8:03 a.m.

BOARD MEMBERS ABSENT:

ADMINISTRATION PRESENT: Dr. Rebecca Stone, Superintendent
Aggie Wolter, Director of Special Services
Terry Fleming, Secretary

Others: 2

1.3 Pledge of Allegiance

2. Review and Accept Agenda for this Session

Mrs. Cox moved, seconded by Mrs. Aliyar, to approve Agenda as presented.

ROLL CALL VOTE: Aliyar: YES, Cohen: not present, Masden: not present, Cox: YES, Roman: YES

3. Action Items

3.1 Approval of Emergency Procurement of COVID Acrylic Safety Barriers Wolter/Murray

Mrs. Wolter recommended that the Governing Board approve the emergency procurement of acrylic safety barriers to support preventive measures to help mitigate COVID not to exceed \$190,000.

During the COVID 19 emergency LHUSD has taken action to open all schools for onsite learning support in accordance to Executive Order 2020-51. All elementary schools are currently open for hybrid in-person learning and will be transitioning to full time in-person learning after fall break. LHUSD is requesting the purchase of safety barriers to help mitigate the spread of COVID and other respiratory germs for settings where social distancing may not be able to be maintained while continuing daily operations with all students returning to the classroom.

This emergency procurement falls under the Governor's Emergency Orders 2020-41 and Federal Flexibility and Funding for Schools under the CARES Act in response to COVID-19, which allows the waiver of the competitive bid process for purchases in excess of \$100,000 for safety in response to the current health emergency. Three quotes were obtained for the safety barriers. Due to the emergency and changing availability status of delivery, we are requesting to purchase the safety barriers through Schools In and/or Crisp Imaging. There were no approved vendors that provided safety barriers on the AZ SAVE contract.

Funds from Elementary and Secondary School Emergency Relief (ESSER) and/or Enrollment Stability Grant (ESG) will be used to pay for the safety barriers as allowed under the federal grants.

This action item has been reviewed by purchasing.

Mrs. Cox moved, seconded by Mrs. Aliyar to approve item 3.1 as presented.

Discussion on where the barriers will be placed at the schools, staff reinforcing how and why we are using them, and that once the items are received (hopefully within 3-4 weeks) the site custodial staff will install these during their normal working hours.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Masden: YES, Roman: YES

4. Announcements – none.

5. Adjournment

Following a motion by Mrs. Cohen, seconded by Mr. Masden, the Special Meeting was adjourned at 8:25 a.m.

ROLL CALL VOTE: Aliyar: YES, Cohen: YES, Cox: YES, Masden: YES, Roman: YES

Video of the entire meeting may be seen on the District website [\[www.lhusd.org/boardvideos\]](http://www.lhusd.org/boardvideos) under Governing Board.

Minutes of the Special Governing Board meeting of September 23, 2020, are approved as submitted.

Lisa Roman, President

Kathy Cox, Vice President

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

CONSENT CALENDAR

TOPIC: APPROVAL OR MODIFICATION OF AGENDA

SUBMITTED BY: Dr. Rebecca Stone, Superintendent

DATE FOR BOARD CONSIDERATION: October 20, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the AGENDA as printed.

Approved for Transmittal to Governing Board


Superintendent

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

CONSENT CALENDAR

TOPIC: APPROVAL OF PERSONNEL REPORT

SUBMITTED BY: Jaime Festa-Daigle, Director of Personnel/Technology

DATE FOR BOARD CONSIDERATION: October 20, 2020

RECOMMENDATION:

It is recommended that the Governing Board approve the Personnel Report that the Governing Board received prior to this meeting.

Approved for Transmittal to Governing Board


Superintendent

LAKE HAVASU UNIFIED SCHOOL DISTRICT # 1

PERSONNEL REPORT

DATE: October 20, 2020

CERTIFIED PERSONNEL:

ACTION ITEM (S):

EMPLOYMENT: None

SEPARATIONS:

Hecker, Andrew

Social Studies Teacher/ LHHS

Andrew gave notice of resignation and his last day will be 10/28/2020.

Peters, Stephen

Special Ed SDC Teacher/ LHHS

Stephen gave notice of resignation and his last day was 10/09/2020.

Rabins, Kelli

Music Teacher/ Starline

Kelli gave notice of resignation and her last day was 10/02/2020.

LONG TERM LEAVE: None

EXCEPTION TO POLICY:

Hecker, Andrew

Social Studies Teacher/ LHHS

Andrew has requested an exception to policy GCQC regarding the release from his contract and waiving the recruitment fee for liquidated damages. Administration approves this request.

Peters, Stephen

Special Ed SDC Teacher/ LHHS

Stephen has requested an exception to policy GCQC regarding the release from his contract and waiving the recruitment fee for liquidated damages. Administration approves this request.

Rabins, Kelli

Music Teacher/ Starline

Kelli has requested an exception to policy GCQC regarding the release from her contract and waiving the recruitment fee for liquidated damages. Administration does not approve this request.

Thompson, Mary Ann

Special Ed English Teacher/ LHHS

Mary Ann has requested an exception to policy GCQC regarding the release from her contract and waiving the recruitment fee for liquidated damages. Administration approves this request.

OTHER: None

SUPPORT PERSONNEL:

ACTION ITEM(S)

EMPLOYMENT:

Edmiston, Richard

Custodian/ Smoketree

90 day probation period complete.

\$13.88

Figueroa, Maria

Bookstore Manager/ LHHS

90 day probation period complete.

\$15.15

SEPARATIONS:

Berend, Madison

Personal Care Assistant/ LHHS

Madison resigned and her last day was 08/06/2020.

Blanchard, Jamie
Jamie resigned and her last day was 09/10/2020.

Personal Care Assistant/ Smoketree

Brewer, Cheryl
Cheryl resigned and her last day was 08/28/2020.

Office Assistant/ Starline

Click, Susan
Susan's last day was 09/11/2020.

Custodian/ Starline

Heckart, Melissa
Melissa resigned and her last day was 08/31/2020.

Bus Driver/ Transportation

Kelly, Eva
Eva resigned and her last day was 09/11/2020.

Personal Care Assistant/ LHHS

McClintock, Judy
Judy resigned and her last day was 10/02/2020.

Administrative Assistant/ Educational Services

Miller, Laura M.
Laura resigned and her last day was 10/02/2020.

Administrative Assistant/ Thunderbolt

LONG TERM LEAVE: None

EXCEPTION TO POLICY: None

OTHER:

Lopez, Andrea
Andrea transferred at Smoketree from a part-time to a full-time position effective 09/21/2020.

Personal Care Assistant/ Smoketree

Schuler, Kathie
Kathie has requested to extend her retirement date from 11/06/2020 to 11/13/2020.

Accounts Payable Specialist/ Business

Torgeron, Melanie
Melanie transferred from Administrative Assistant in Technology to Computer Technician effective 09/21/2020.

Computer Technician/ Technology

STIPENDS: Attached is a list of stipends submitted for approval for September 26 - October 30, 2020.

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

CONSENT CALENDAR

TOPIC: GIFTS AND DONATIONS

SUBMITTED BY: Michael Murray, Director of Business Services

DATE FOR BOARD CONSIDERATION: October 20, 2020

RECOMMENDATION:

It is recommended the Governing Board accept gifts to the Lake Havasu Unified School District in the amount of \$61,241.84. A listing of the individual gifts is on the attached sheet.

If you would like to look at individual gift forms for explanations, please contact the business office at 505-6936.

Following acceptance by the Governing Board, thank you letters will be mailed to donors.

The cash donations to the district have been deposited in specified school accounts and, if applicable, gifts will be added to the district's fixed assets.

Approved for Transmittal to Governing Board


Superintendent

GIFTS TO SCHOOL - FY 2020-21						
QUANT	GIFT	DONOR	LOC/USE	VALUE	MO.TOTAL	YTD TOTAL
1	Monetary Donation	Albertsons Safeway	LHHS - Principals Fund	\$1,000.00		
3	Floor Fans	Bradley Ford	Thunderbolt - SDC Department	\$120.00		
1	Monetary Donation	Child & Family Resources, Inc.	LHHS - Little Knights Preschool	\$5,025.00		
1	Monetary Donation	Child & Family Resources, Inc.	Smoketree - Preschool	\$4,575.00		
1	Miscellaneous School Supplies	Foothill Bank	Thunderbolt and LHHS	\$100.00		
1	Walmart Gift Card	Fraternal Order of Eagles	Nautilus	\$150.00		
3	Cases (6,000) face masks	Jerry and Beverly Martin	District	\$420.00		
1	Monetary Donation	K-12 Foundation	All School Sites (\$1,000.00 ea.)	\$8,000.00		
1	Miscellaneous School Supplies	Lake Havasu Area Chamber of Commerce	Thunderbolt and LHHS	\$150.00		
1	Monetary Donation	Lake Havasu City Rotary Foundation	LHHS - Athletics	\$1,800.00		
1	Miscellaneous School Supplies	Lake Havasu Rotary Club	Thunderbolt and LHHS	\$150.00		
12	Polo Team Wear	LHHS Athletic Booster Club	LHHS - Volleyball	\$477.40		
10	Swim Suits	LHHS Athletic Booster Club	LHHS - Swim	\$340.50		
1	Range Finder	LHHS Athletic Booster Club	LHHS - Girls Golf	\$726.27		
1	Range Finder	LHHS Athletic Booster Club	LHHS - Boys Golf	\$726.28		
6	Hooded Sweatshirts Team Wear	LHHS Athletic Booster Club	LHHS - Baseball	\$125.57		
1	Monetary Donation	Linda Denovan	LHHS - STC Classroom	\$800.00		
1	Miscellaneous School Supplies	Mom's Club of LHC	Thunderbolt	\$200.00		
1	Miscellaneous School Supplies	Mom's Club of LHC	Starline Elementary	\$80.00		
1	Miscellaneous School Supplies	Mom's Club of LHC	Oro Grande	\$150.00		
1	Marquee	Oro Grande PTAC	Oro Grande	\$26,485.82		
1	Miscellaneous Office Supplies	Solano Guadalupe & Lee Westley Smith III	Oro Grande	\$250.00		
55	pre-packed school supplies care pkgs	Staples	District (44 at \$5. and 11 at \$10.)	\$330.00		
1	Monetary Donation	The Blackbaud Giving Fund	Havasupai - Principal Fund	\$539.00		
1	WelchAllyn Vision SPOT Photoscreener	Vitalyst Health Foundation	LHHS - Nurses Office	\$7,500.00		
1	Monetary Donation	Walmart	Oro Grande - Music Department	\$1,000.00		
1	Monetary Donation	YourCause, LLC	Jamaica - Principals Fund	\$21.00		
	September-20				\$61,241.84	\$90,882.04

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

AGENDA ACTION ITEM**TOPIC:** SECOND PRESENTATION/REVIEW OF REVISED POLICIES**SUBMITTED BY:** Dr. Rebecca Stone, Superintendent**DATE FOR BOARD CONSIDERATION:** October 20, 2020**RECOMMENDATION:**

It is recommended that the Board approve the second presentation of the revised policies listed below, per Arizona School Boards Association (ASBA) Policy Services Advisory for July 2020.

		Page
Policy Advisory No. 673 IHA Basic Instructional Program	Gardner	1
Policy Advisory No. 675 KB Parent Involvement in Education	Gardner	3

IHA -A.R.S. 1-319 specifies that September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day, which is not a legal holiday. If Sandra Day O'Connor Civics Celebration Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday. A.R.S. 15-710.01 adds that on Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

KB -Senate Bill 1061 has added section 15-249 to the statutes, which states access to the AZ DOE statutory handbook of parental rights be prominently posted on a publicly accessible portion of the district website.

Request for changes to these policies were made by the Board at the September 15, 2020, regular board meeting. Language changes are noted with highlighting. First reading was on August 18, 2020.

Approved for Transmittal to Governing Board



Rebecca Stone
Superintendent

IHA © BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

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

The instructional program will include planned sequences in:

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

H. Physical education.

I. Foreign or Native American language.

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

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

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

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

Adopted: October 20, 2020

LEGAL REF.: A.R.S.

1-139

15-203

15-211

15-219

15-341

15-501.01

15-701

15-701.01

15-704

15-710

15-741.01 15-

802 A.A.C.

R7-2-301 *et seq.*

CROSS REF.:

IJNDB - Use of Technology Resources in Instruction

KB ©
PARENTAL INVOLVEMENT
IN EDUCATION

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

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

- I. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:
 1. The right to opt into a sex education curriculum if one is provided by the District.
 2. Open enrollment rights pursuant to A.R.S. 15-816.01, relating to the District policies on open enrollment.
 3. The right to opt out of assignments pursuant to A.R.S. 1-601, Parents Bill of Rights. [See Exhibit KB-EB]
 4. The right to opt a child out of immunizations as authorized by A.R.S. 15-873, relating to an outbreak of a communicable disease.
 5. The promotion requirements prescribed in A.R.S. 15-701 for students in grades one (1) through eight (8).
 6. The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. 15-701.01.
 7. The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. 15-716.
 8. The right to review their child's standardized norm-referenced test results pursuant to A.R.S. 15-743.
 9. The right to participate in gifted programs pursuant as prescribed by A.R.S. 15-779.01.
 10. The right to access instructional materials as directed by A.R.S. 15730.
 11. The right to receive the school's annual report card pursuant to A.R.S. 15-746.
 12. The school attendance and age requirements for children prescribed in A.R.S. 15-802, 15-803 and 15-821.
 13. The right to public review of courses of study and textbooks in the common schools (preschool programs through grade eight [8]), as prescribed in A.R.S. 15-721, and in high schools, prescribed in A.R.S. 15-722.
 14. The right to be excused from school attendance for religious purposes as described by A.R.S. 15-806.
 15. Policies related to parental involvement pursuant to A.R.S. 15-102 and set out herein.
 16. The right to seek membership on school councils pursuant to A.R.S. 15-351, describing the purpose, duties, and membership of a school council. [Subject to the exemption of certain school districts exempted as described in A.R.S. 15-352.]

17. Information about the student accountability information system (SAIS) as prescribed in section 15-1042.
18. The right to access the failing schools tutoring fund pursuant to A.R.S. 15-241.
19. Access to the Arizona Department of Education (DOE) statutory handbook of parental rights, which is posted on the DOE website and is prominently posted on a publicly accessible portion of the District website with a link to the statutory handbook of parental rights with the title and sections as listed below:
 - Title 1, Chapter 6
 - Section 1-601 Parents' Rights Protected
 - Section 1-602 Parents' Bills of Rights; Definition
 - Title 15, Chapter 1
 - Section 15-102 Parental Involvement in the School; Definition
 - Section 15-110 Rights of Students at Public Educational Institutions; Limitations; Definition
 - Section 15-113 Rights of Parents; Public Educational Institutions; Definitions
 - Section 15-117 Surveys; Pupil Information; Parental Permission and Informed Consent; Exceptions; Penalties; Definitions
 - Title 15, Chapter 3
 - Section 15-351 School Councils; Duties; Membership
 - Title 15, Chapter 7
 - Section 15-721 Common Schools; Course of Study; Textbooks; Definition
 - Section 15-722 High Schools; Course of Study; Textbooks; Definition
 - Section 15-730 Access to Instructional Material by Parents and Guardians

~~a. Title 1, chapter 6.~~

~~b. Section 15-102.~~

~~c. Section 15-110.~~

~~d. Section 15-113.~~

~~e. Section 15-117.~~

~~f. Section 15-351.~~

~~g. Section 15-721.~~

~~h. Section 15-722.~~

~~i. Section 15-730.~~

Resumés of all current and former instructional personnel shall be maintained and available for inspection by parents and guardians of pupils enrolled. The resumé shall include individual educational and teaching background¹ and experience in a particular academic content subject area.

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

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

A. The Superintendent or principal shall:

1. Deliver the requested information to the parent within ten (10) calendar days, or
2. Provide to the parent a written explanation for denial of the requested information.

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

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

Adopted: October 20, 2020

LEGAL REF.:

A.R.S. 1-601

1-602

15-101

15-102

15-110

15-113

15-117

15-249

15-341

[15-351](#)

[15-721](#)

[15-722](#)

[15-730](#)

CROSS REF.:

ABA - Community Involvement in Education

IHBD - Compensatory Education

IJ - Instructional Resources and Materials

IJND - Technology Resources

JHD - Exclusions and Exemptions from School Attendance

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

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

AGENDA ACTION ITEM**TOPIC:** APPROVAL OF PERFORMANCE PAY SITE BASED GOALS FOR 2020-21**SUBMITTED BY:** Jaime Festa-Daigle, Director of Personnel/Technology**DATE FOR BOARD CONSIDERATION:** October 20, 2020**RECOMMENDATION:**

It is recommended that the Governing Board approve the following Performance Pay Site Based Goals for 2020-21

RATIONALE:

Proposition 301, performance pay, was passed by Arizona voters in 2000 and has been paid annually to teachers since that time. LHUSD requires teachers to meet performance measures in order to be eligible for Fund 12 of classroom site funds.

The LHUSD Board approved the 301 Framework in August. The Framework states that site goals are to be approved in October by the Board. Lake Havasu Unified School District and its stakeholders have high expectations for our students, teachers, and administrators. Each year, each site sets goals to improve student learning. Goals include four components:

- Student Achievement: Each site will create student achievement goal(s) based on the criteria. Goal(s) will be submitted to and approved by the superintendent each fall. Successful attainment of goal will qualify staff member to receive 50% of site based goals money.
- Professional Development: Each site will develop professional development goal(s) tied to student achievement. Goal(s) will be submitted to and approved by the superintendent each fall. Successful attainment of goal will qualify staff member to receive 25% of site based goals money.
- Parent Communication/Involvement: Each site will develop parent communication/involvement goal(s) tied to student achievement. Goal(s) will be submitted to and approved by the superintendent each fall. Successful attainment of goal will qualify staff member to receive 25% of site based goals money.
- Principals will share how these goals fit in with the District Targets/Mission.

One elementary school has chosen math as their goal, number sense and number and operations in base ten. Pre to post test data will be used to show growth.

Four elementary schools have chosen literacy goals with focus on informational text, thinking maps, writing, and effective instructional practices for literacy development. Pre to post test data will be used to show growth.

One elementary school has chosen improvement in ELA and math using pre to post test data to show growth.

All elementary sites have a PE and either music or art performance component in their plan.

Secondary sites have chosen goals around academic vocabulary improvement in all content areas.

Approved for Transmittal to Governing Board


Superintendent



Lake Havasu Unified School District #1
Performance Pay
Site Based Goals

Site: Havasupai Elementary School
School Year: 2020 - 2021

Student Achievement:

Goal: As a school, K-6 students will show 5% growth in mastery of grade level reading skills over the course of the year.

- Each grade level will use a grade level appropriate pre-post assessment to show growth in fundamental reading skills over the course of the year.
 - Kindergarten will assess using sight words.
 - Grades 1-6 will assess using pre and post assessments from the Galileo platform.
 - In order to reach this goal, the following will be implemented:
 - Teachers in all grade levels/subject areas will implement **fundamental reading (ELA) skill practice** into their curriculum.
 - **Daily practice** with grade level reading skills such as: fluency reads, cloze reading, close reading, grammar skills, and phonics.
 - Regular use of **Thinking Maps** to show and facilitate reading comprehension and written responses to read materials.
 - Use of **take home stories and reading logs** as appropriate to encourage reading at home.
 - Use of **Accelerated Reader** to monitor independent reading comprehension.

Elementary Specialist Goal (recorded at each teacher's home school site): 80% of the students to demonstrate an increase in their pre to post test scores on the content-specific (physical education, art, or music) vocabulary and knowledge test.

- By October 31, all teachers will administer their academic vocabulary pretest. This might be administered via Galileo, Google form, or paper pencil. This may be administered via distance learning or in face-to-face learning at the discretion of the teacher. Physical education will administer tests for 2nd and 5th grade, art will administer tests for 6th grade, and music will administer tests for 3rd grade.
- Teachers will use the above-mentioned data to identify weaknesses and gaps in learning in order to determine future planning. Specialist teachers will teach vocabulary using appropriate literacy strategies (reading, writing, speaking, and listening) and by focusing on verbal scaffolding.
- For semester length classes, teachers will administer the posttest by December 17, 2020. For yearlong classes, teachers will administer the posttest by April 16, 2021.

- Teachers will submit class rosters with both pre and posttest results to site principals by April 23, 2021. The data will be evaluated to determine the percentage of students who showed growth between the pre and posttest. Students who receive a 90% or better on the pretest will be exempt from showing increase; therefore, not included in the data. They will be recorded separately. Students without pretest results will be exempt from reporting.

Professional Development:

Goal: All certified staff will attend 2 professional development trainings.

- The first focusing on vertical articulation discussions regarding results of Galileo reading pretest with a goal of identifying areas of weakness for focused instruction.
- The second focusing on utilizing digital resources in the classroom and online, with a focus on differentiation and accessibility for students with special needs.

Parent Communication/Involvement

Goal: Increase parent communication and involvement utilizing student data and parent events.

- Incorporate specific reading activities with Dr. Seuss Reading Night that will create a “Reading Night” for families to attend. (Plan B if Dr. Seuss Reading Night cannot be held on campus parents will be provided with digital resources to facilitate a Dr. Seuss Reading Night at home.)
- Include Star Test diagnostic quarterly with report cards and discuss diagnostic results with parents at conferences to facilitate home support of reading.
- Invite parents to attend a Read-In held in grades K-2.(Plan B if guests are not able to be on campus, this Read-In will be held digitally via teleconference.)
- Regularly send home parent letters, e-mails, and notes to communicate what is being taught in the classroom and how parents can assist at home.
- Publish research-based strategies (i.e. “Thinking Maps” and at home reading strategies) in the Coyote News, which will support parents in helping their children read for understanding and express understanding of what they read.
- Encourage the love of reading through Scholastic Book Orders
-

How does this goal fit in with this year’s District Focus?

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

Each part of our 301 goal has been designed to fit with our school district’s mission statement by reinforcing our foundational curriculum, communicating key information with parents and encouraging lifelong learning in our teaching staff.



Lake Havasu Unified School District #1
Performance Pay
Site Based Goals

Site: Jamaica Elementary
School Year: 2020-21

Student Achievement:
Language Arts: Supporting Authentic Literacy in all areas

K-6 General Education Goal

All students in grades K-6 will be given a pre-test in September/October on the two grade level standards focused on supporting authentic literacy in literary and informational texts. It is expected that 80% or more of the students in grades K-6 will improve their score by a minimum of 10% on the post-test. Those who test at 90% or above on their pretest will be counted as meeting their goals. In specials, goals will be developed for content areas skills.

Elementary Specialist 301 Goal 2020-2021

Our goal is for 80% of the students to demonstrate an increase in their pre to post test scores on the content-specific (physical education, art, or music) vocabulary and knowledge test.

By October 31, all teachers will administer their academic vocabulary pretest. This might be administered via Galileo, Google form, or paper pencil. This may be administered via distance learning or in face-to-face learning at the discretion of the teacher. Physical education will administer tests for 2nd and 5th grade, art will administer tests for 6th grade, and music will administer tests for 3rd grade.

Teachers will use the above-mentioned data to identify weaknesses and gaps in learning in order to determine future planning. Specialist teachers will teach vocabulary using appropriate literacy strategies (reading, writing, speaking, and listening) and by focusing on verbal scaffolding.

For semester length classes, teachers will administer the posttest by December 17, 2020. For yearlong classes, teachers will administer the posttest by April 16, 2021.

Teachers will submit class rosters with both pre and posttest results to site principals by April 23, 2021. The data will be evaluated to determine the percentage of students who showed growth between the pre and posttest. Students who receive a 90% or better on the pretest will be exempt from showing increase; therefore, not included in the data. They will be recorded separately. Students without pretest results will be exempt from reporting.

Dates	Action
By October 31 st	Administer Pretest
By December 17 th (semester) By April 16 th (yearlong)	Administer Posttest
By April 23 rd	Submit Pre/Post Test Data

General Education Setting

Teachers will employ planning strategies that reflect:

- Planning and communicating clear learning goals (objective = assessment)
- Additional instructional consistency using Essential Standards, as well as the Write Now Tools and Strategies to support learning in ELA.
- Planning for independent practice (tiered instruction as necessary)
- Support for comprehension through strategies such as Close Reading, Reciprocal Teaching, QAR, and or Socratic Methods.
- Classroom or technology based interventions weekly based on data to support student needs.
- Math content teachers to support authentic literacy through written responses (Write Now-Supporting Complete Thoughts/Sentences-Written Expression of answers)

Kindergarten

K.RL.1 With prompting & support, ask and answer questions about key details in a text.

K.RI.1 With prompting & support, ask and answer questions about key details in a text.

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Identify and produce sounds (phonemes) in a spoken word.

c. Count, pronounce, blend, segment syllables in spoken words. Blend and segment onset and rhyme spoken phonemes to form one-syllable words.

First Grade:

AZ-1.RL.1—Key ideas and Details: Ask and answer questions such as who, what, where, why, when and how about key details in a text.

AZ-1.RI-1—Key Ideas and Details: Ask and answer questions such as who, what, where, why, and how about key details in a text.

Second Grade:

AZ-2.RL.1- Key Ideas and details: ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text

AZ-2.RI.1- Key Ideas and details: ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text

3rd Grade:

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for the basis of the answers.

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4th Grade-

4.RL.1 -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.1 –Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5th Grade-

5.RI.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

.5RL.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

6th Grade-

6 RI 1 - Cite textual evidence to support analysis of what the text says as well as inferences drawn from the text.

6 RL 1 - Cite evidence to support analysis of what the text says explicitly.

Professional Development:

1. Teachers will also take part in a *1 hour* professional development to support sharing best practices including “*Close Reading-Nonfiction Texts*” for each teacher to use in their own classroom to support learning. This will take place on October 14th, 2020 from 3-4pm.
2. All teachers will take part in a *1 hour* training on “Using Data to Drive Literacy or Literacy Supports)” to support the use of data to drive understanding student growth and appropriate strategies for instruction. This training will take place on December 2nd, 2020.
3. Teachers will follow development of the essential standards as continuation of our district and site based goals to use the “Focus” book to support full understanding of Authentic Literacy in all subjects. We will also take part in Write Now meetings to support strong writing and literacy skills across grades and subjects. These planning sessions will take place as part of their district articulation and PD schedule.

Parent Communication/Involvement:

1. Teachers will communicate student progress through progress reports, as well as parent/teacher conferences.
2. Logs will be kept of parent attendance during Open House night, as well as parent attendance of our Read Across America Day/Young Authors Day. Student will be able to display examples of work that they have achieved that support their understanding of literary and information texts, as well as display writing samples that show growth in understanding the writing process through our Write Now program and additional resources. An adaptation of this event may take place virtually if necessary due to COVID.
3. Logs will be kept of notes, emails, and phone calls to track parent communication.

How does this goal fit in with this year’s District Focus?

This follows our District’s Guiding Principles by supporting the basic skills that are the building blocks for academic success. It also supports our focus on the Five Core Propositions of Teaching as a district to support teacher development, and the “Focus” book in its support of Authentic Literacy. It employs intentional professional development, sharing of best practices, and cross-curricular support strategies to address teacher development and student conceptual understanding. It also relates to curriculum mapping in terms of the selection of the standards to be assessed on district tests in preparation for AZM2 state assessment.



Lake Havasu Unified School District #1
Performance Pay
Site Based Goals

Site: Nautilus Elementary
School Year: 2020-2021

Student Achievement:

Each student will take a grade level Galileo pretest based on the Arizona College and Career Ready Standards in English Language Arts on or before October 30, 2020. 82% of Nautilus students who complete the Galileo pretest will show an increase of 10% or greater on the grade level Galileo posttest which will be administered by the last month of school, May, 2020. Achieving and maintaining a score of 90% or higher will be considered as having achieved the yearly goal.

Elementary Physical Education:

- 80% of the students will show a 5% increase in their pre to post test scores on the physical education knowledge test.
- Students who receive a 90% or better on the pretest will be exempted from showing increase; and therefore, not included in the data. They will be recorded separately.
- Students without pretest results will be exempt from reporting.
- Tests will be given both in 2nd and 5th grade on paper. Pretest must be done by Oct 23rd and posttest will be given via pencil and paper and submitted before May 2020.

Elementary Art Education:

- 80% of the students will show a 5% growth of their pre to post test scores on the Elementary Art test 2020-2021 and Post-Test Art 2020-2021. Students who receive 90% or higher will be exempt as well as any students that did not take the pretest.
- Pre and Post tests will be administered to the 6th grade students.
- Students who receive 90% or better on the pretest will be exempt from showing increase; therefore, not included in the data. They will be recorded separately. Students without pretest results will be exempt from reporting.

Professional Development:

Two professional development sessions will be offered to support instruction in English Language Arts. One session will be offered in the fall semester, focused on literacy strategies to be used across the curriculum. One session will be offered in the spring semester, focused on the analysis of student writing. Professional development will be offered after school and be optional.

Parent Communication/Involvement:

All staff members will keep a parent communication log including four of the following items:

- Parent Conference Sign in sheets
- School/Classroom Newsletters
- Messages through Class Dojo
- Parent Phone Call Logs
- Copies of Notes/Emails sent home to Individual Parents
- PTSO communication

How does this goal fit in with the LHUSD Mission and Vision?

Grade level/content area articulation and The Five Core Propositions are the district's target this year. A focus on English Language Arts instruction targets the district initiatives this year. Nautilus teachers will be provided the opportunity and structure to articulate both horizontally and vertically regarding English Language Arts instruction. Professional development and articulation will center on Core Proposition 2: teachers know the subjects they teach and how to teach those subjects to students.



Lake Havasu Unified School District #1
Performance Pay
Site Based Goals

Site: Oro Grande Classical Academy
School Year: 2020-2021

Student Achievement:

Each student who was enrolled prior to September 18, 2020 will be administered a math Pre-Assessment utilizing Galileo to assess on all grade level standards. 70% of Oro Grande Classical Academy in- person students will show an increase of 3% or greater on their Post-Assessment, which will be administered by March 12th, 2021. If a student is absent more than 18 days, their scores will be excluded from the overall data. Achieving and maintaining a score of 90% or higher will be considered as having achieved the yearly goal. Kindergarten will not be using Galileo. They will do paper/pencil. Standard is K.OA.A.5. Fluency add and subtract within 5.

Elementary Physical Education:

- 80% of the students will show a 5% increase in their pre to post test scores on the physical education knowledge test.
- In August/September, 2nd and 5th teachers will administer their academic vocabulary pre-test.
- 5th grade on Galileo and 2nd grade paper and pencil test
- In September, teachers will analyze test results identifying weaknesses.
- Teachers will submit class rosters with both pre and post test results to site principals by March 12th, 2021. The data will be evaluated to determine the percentage of students who showed growth between the pre and posttest.
- Students who receive a 90% or better on the pretest will be exempted from showing increase and, therefore, not included in the data. They will be recorded separately.
- Students without pretest results will be exempt from reporting

Elementary Art Education:

- 80% of students will show a 5% growth of their pre to post test scores on the Elementary Art test labeled Pre-Test Art 2020-2021 and Post-Test Art 2020-2021. Students who receive 90% or higher will be exempt as well as any students that did not take the pre-test.

Professional Development:

In order to achieve the Student Achievement portion of our 301 goal, teachers will:

- Attend one math Webinar
- One staff pre-service where grade level teams will present and discuss a Singapore math lesson that includes Singapore adopted strategies and/or manipulatives to certified teachers after school hours.

Parent Communication/Involvement:

All staff members will keep a parent communication log, including four of the following items:

- Parent conference Zoom documentation
- School/Classroom newsletters
- PTAC Communication
- Copies of notes/e-mails sent home to individual parents
- Parent phone call log
- Class Dojo communication
- Facebook communication

How does this goal fit in with the LHUSD Mission and Vision?

The mission of Oro Grande Classical Academy is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences with instruction in the principals of moral character and civic virtue. It is within our mission that we can also support our districts focus to engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society. We believe that our students will become these citizens with an ability to seek truth to find goodness.

Our teachers provide our students a classical education and utilize the components for effective teachers within the five core propositions. Best Teaching Practices will be practiced while providing explicit, direct instruction tailored to students' needs in the area of math. Student achievement data will be monitored closely and lessons will be developed to meet the needs of the students based on their data. Our teachers will continue vertical and horizontal, District and School site Articulations meetings.



Lake Havasu Unified School District #1
Performance Pay
Site Based Goals

Site: Smoketree Elementary School
School Year: 2020-2021

Student Achievement:

Goal:

Seventy percent of Smoketree students will either perform at the 70% mastery level or make a five percent gain on a pre/post-test focused on number and operations in base ten. Students will gain a deeper understanding of number sense. Each grade level / department will concentrate on the following standards:

General Education and Resource

Kindergarten

K.OA.5 Fluently add and subtract within 5

K.NBT.A Demonstrate understanding of addition and subtraction within 10 using place value.

1st Grade

1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

1.NBT.C.6 Subtract multiples of 10 in the range of 10 to 90 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form

2nd Grade

2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7 Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. See Table 1.

2.NBT.B.8 Mentally add 10 or 100 to a given number in the range of 100 and 900, and mentally subtract 10 or 100 from a given number in the range of 100 and 900.

3rd Grade

3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9×80 , 5×60).

4th Grade

4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using a standard algorithm.

4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6 Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

5th Grade

5.NBT.B.5 Fluently multiply multi-digit whole numbers using a standard algorithm.

5.NBT.B.6 Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.

6th Grade

6.NS.B.2 Fluently divide multi-digit numbers using a standard algorithm.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.

6.NS.B.4 Use previous understanding of factors to find the greatest common factor and the least common multiple. a. Find the greatest common factor of two whole numbers less than or equal to 100. b. Find the least common multiple of two whole numbers less than or equal to 12.

c. Use the distributive property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9+2)$.

Developmental Pre School

Early Learning Standards

ELS Mathematics: Strand 1: counting and Cardinality

Concept 2: Knows Number Names and Symbols – To build an understanding of number names and symbols, materials and opportunities for mathematical thinking should be embedded in a variety of learning experiences to allow children the opportunity to explore and play with numbers and numerals throughout the day across the curriculum, and at home.

- a. Identifies where the first sticker should go on numbers 1-5 (at the top and in a sequential order).
 - a. Points to the dots (for example: the teacher and child will touch the touch points one at a time and count out loud) One, two... to get the hand of starting at the top and moving to the bottom.
- b. Sing Mat Man to help with understanding number one for one nose, number 2 for two eyes to help with understanding.
- c. Participate in counting activities using Touch Math
 - a. The child will practice rote counting to 5, sing number songs and develop number vocabulary

Preschool children will be able to count to understand the sequence of touch math up to 5 and demonstrate by placing stickers, bingo dobbers, etc on numbers 1 – 5.

SDC

K

1.NBT.B.2 Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:

- 10 can be thought of as a group of ten ones — called a “ten”.
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

SDC

1-6

1.NBT.B.2 Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:

- 10 can be thought of as a group of ten ones — called a “ten”.
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Elementary Specialist 301 Goal

Our goal is for 80% of the students to demonstrate an increase in their pre to post test scores on the content-specific (physical education, art, or music) vocabulary and knowledge test.

By October 31, all teachers will administer their academic vocabulary pretest. This might be administered via Galileo, Google form, or paper pencil. This may be administered via distance learning or in face-to-face learning at the discretion of the teacher. Physical education will administer tests for 2nd and 5th grade, art will administer tests for 6th grade, and music will administer tests for 3rd grade.

Teachers will use the above-mentioned data to identify weaknesses and gaps in learning in order to determine future planning. Specialist teachers will teach vocabulary using appropriate literacy strategies (reading, writing, speaking, and listening) and by focusing on verbal scaffolding.

For semester length classes, teachers will administer the posttest by December 17, 2020. For yearlong classes, teachers will administer the posttest by April 16, 2021.

Teachers will submit class rosters with both pre and posttest results to site principals by April 23, 2021. The data will be evaluated to determine the percentage of students who showed growth between the pre and posttest. Students who receive a 90% or better on the pretest will be exempt from showing increase; therefore, not included in the data. They will be recorded separately. Students without pretest results will be exempt from reporting.

Dates	Action
By October 31 st	Administer Pretest
By December 17 th (semester) By April 16 th (yearlong)	Administer Posttest
By April 23 rd	Submit Pre/Post Test Data

Professional Development:

Goal:

In order to increase number sense, Smoketree staff will participate in a Professional Development for Touchmath and relate it to current classroom practices, and then discuss strategies to improve instruction during the two hours of afterschool PD.

1. Smoketree staff will participate in a PLC to share mathematical strategies that pertain to numbers in base ten operations. Resource and SDC will collaborate with grade level teachers on how to implement strategies in their classrooms. Staff will share strategies and work samples from students.

Parent Communication/Involvement:

Goals:

1. Staff members will maintain parent correspondence. This may include newsletters, behavior calendars/agendas, conferences, emails, phone calls, notes home, etc. Each staff member will turn in a monthly contact log.
2. Tips will be included in newsletters to assist parents in ways to support their student in acquiring information from various contexts (e.g., math, reading, etc.).

How does this goal fit in with the LHUSD District Focus?

Learning together, focused on our Mission:

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

One component of ensuring scholarship is to delve deeply into a subject. Math is imperative for today's work world. By focusing on the importance of number sense, Smoketree students will rise academically, as well as have the necessary mathematical skills to become contributing members of society.



Lake Havasu Unified School District #1
Performance Pay
Site Based Goals

Site: Starline Elementary
School Year: 2020-2021

Student Achievement:

Each student enrolled prior to September 11, 2020 will be given a grade level appropriate writing prompt to respond to. 70% of Starline students enrolled before August 28, 2020 will show an increase of 5% or greater on their post-assessment score which will be administered by April 9, 2021. Students who achieve or maintain a 90% or higher on the pre to post-assessment will be considered to have mastered their grade level writing standard.

Kindergarten:

K.W.1 With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

First Grade:

1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Second Grade:

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Third Grade:

3.W.1: Write opinion pieces on topics or texts, using reasons to support one's point of view.

- a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Fourth Grade:

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.

- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

Fifth Grade:

- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

Sixth Grade:

- 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.

Professional Development:

In order to achieve the Student Achievement portion of our 301 goal, teachers will:

- Develop a systematic plan for teaching writing using Write Now Right Now!
- Attend writing in-service focusing on using rubrics in Write Now! Right Now! to assess writing
- Discuss writing samples and progress during early release PLC meetings (horizontal and vertical teams)
- Physical education and Music teachers will meet with their elementary articulation teams on two separate dates to share and discuss effective strategies that will support their specific goals. A summary of their professional learning meetings will be provided to their building principal on a provided template.
- Dates for the general education and specialist professional development meetings will be calendared in Outlook.

Parent Communication/Involvement: Each site will develop parent communication/involvement goal(s) tied to student achievement. Goal(s) will be submitted to and approved by the superintendent each fall. Successful attainment of this goal will qualify a staff member to receive 25% of site-based 301 funding.

All staff members will keep a parent communication log, including four of the following items:

- Writing styles, traits, and strategies will be shared in class newsletters
- Parent Conference Sign-In Sheets
- School/Classroom Newsletters
- PTA Communication
- Copies of Notes/E-Mails sent home to Individual Parents
- Parent Phone Call Log
- Feedback through Google Classroom
- Messages through Class Dojo

How does this goal fit in with this year's District Focus?

- **5 Core Teaching Propositions:**
 - Teachers will be committed to students and their learning by knowing the subjects they teach and how to teach them. Teachers will work within professional learning communities to monitor and manage student learning and will utilize data to systematically plan for quality, targeted instruction.
- **Research Based Instruction:**
 - Utilizing the Write Now Right Now! writing curriculum, teachers will intentionally plan and implement effective teaching practices in the area of writing while providing explicit, direct instruction tailored to students' needs. Student achievement data will be monitored closely and differentiated, targeted lessons will be developed to meet the needs of the students. Validated, research-based strategies will be identified and utilized school-wide in order to build consistency within and among grade levels with the goal of increasing student success.
- **English Language Arts:**
 - English Language Arts (ELA) is divided into four main areas of reading, writing, listening and speaking. Those areas are the district's focus for the 2020-2021 school year. Since there is a strong connection between reading and writing, Starline staff will be receiving professional development in two validated/high yield reading strategies, Question Answer Relationship and Reciprocal Teaching. The staff will also be focusing on specific writing standards, measuring progress, and providing feedback through the use of detailed rubrics. Because reading and writing are so interconnected, the site level professional development and 301 focus will complement each other and build a more rigorous, successful learning experience for students in grades K-6th.

**Elementary Specialist 301 Goal
2020-2021**

- The goal is for 80% of the students to demonstrate an increase in their pre to post test scores on the content-specific (physical education, art, or music) vocabulary and knowledge test.

- By October 31, all teachers will administer their academic vocabulary pretest. This will be administered via Galileo, Google form, or paper pencil. This may be administered via distance learning or in face-to-face learning at the discretion of the teacher. Physical education will administer tests for 2nd and 5th grade, art will administer tests for 6th grade, and music will administer tests for 3rd grade.
- Teachers will use the above-mentioned data to identify weaknesses and gaps in learning in order to determine future planning. Specialist teachers will teach vocabulary using appropriate literacy strategies (reading, writing, speaking, and listening) and by focusing on verbal scaffolding.
- For semester length classes, teachers will administer the posttest by December 17, 2020. For yearlong classes, teachers will administer the posttest by April 16, 2021.
- Teachers will submit class rosters with both pre and posttest results to site principals by April 23, 2021. The data will be evaluated to determine the percentage of students who show growth between the pre and posttest. Students who receive a 90% or better on the pretest will be exempt from showing increase; therefore, not included in the data. They will be recorded separately. Students without pretest results will be exempt from reporting.



Lake Havasu Unified School District #1
Performance Pay
Site Based Goals

Site: Thunderbolt Middle School
School Year: 2020-2021

Student Achievement:

Goal: 85% of the students will score an 80% or higher OR show an increase of 10% in their pre to post test scores on content-specific, academic, vocabulary tests.

- Pretests will be administered no later than the 3rd week of quarter 2 in all classes.
- Teachers will administer a posttest (for quarterly classes this must be done by the end of each quarter; year-long classes must be done by April 16, 2021). Exploratories are responsible for pre and post tests for quarters 2 and 3 only.
- Each individual teacher will enter pre/post data into a provided spreadsheet and determine the percentage of students who showed growth between the pre and posttest. Teachers will submit completed data spreadsheets to site review team by May 3rd, 2021.
- Students who receive a 100% on the pretest will be exempted from showing increase and therefore, not included in the data.
- Students without pretest/posttest results will be exempt from reporting.

Professional Development:

Staff members qualifying for 301 must complete two hours of professional development, on their own time, and provide proof of completion via certificates that must be submitted to site committee for review by May 3rd, 2021. Professional development should focus on instructional practices, virtual learning platforms, diverse learners, social/emotional well-being, or relational strategies. Any PD outside the scope of those listed above must be approved by site administrators.

Parent Communication/Involvement:

Teachers will make calls/contact with parents/guardians during the year to promote academic success for students. A call log will be kept and turned in to the site committee for review by May 3rd, 2021. Calls or contacts must be individualized and communication should be two-way whenever possible.

- Teachers will make ten calls or confirmed contacts with parents for various reasons related to student grades/behavior, etc.
- Teachers will make ten positive calls or confirmed contacts with parents of students who have been successful in class.

How does this goal fit in with the four District Targets?

Learning together, focused on our Mission:

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

The goal that addresses student achievement is in direct correlation with the district's mission statement. It is tied in through standards based instruction in the fact that all classes are being driven by the state standards and teachers are giving a common assessment (pre/posttest vocabulary). Through this pre and posttest teachers are held to the standard of continuous improvement on this common assessment.

It is an expectation in the business of education that we continue to be lifelong learners. Not only is this important in the sense of educating our selves but modeling that virtue for the students we teach. The professional development goal directly aligns to building the capacity of the professionals in our industry.



Lake Havasu Unified School District #1

Performance Pay

Site Based Goals

Site: Lake Havasu High School
School Year: 2020 - 2021

Student Achievement:

Goal: 85% of the students will show an increase in their pre to post test scores on the academic vocabulary test.

- In October, all teachers will administer their academic vocabulary pre-test to all on site students consisting of 30 content specific words for semester classes and 50 content specific words for year long classes.
- In November, teachers will analyze test results identifying weaknesses.
- Teachers will teach vocabulary using T4S and Marzano key vocabulary strategies, focusing on verbal scaffolding, and administer a post-test (for semester classes this must be done by the end of first semester; year-long classes must be done by **April 15th, 2021**).
- Teachers will submit class rosters with both pre and post test results to the **assigned counselor** by **April 20th, 2021**. They will evaluate the data and determine the percentage of students who showed growth between the pre and post-test.
- Teachers must complete the Vocabulary Results Cover Sheet and submit it with their class rosters/results.
- Students who receive a 90% or better on the pre-test will be exempted from showing increase and, therefore, not included in the data. They will be recorded separately.
- Students without pre-test results will be exempt from reporting.

Professional Development:

Staff members qualifying for 301 must complete at least **two (2) hours** of voluntary certificate producing professional development during non-school hours. Staff may choose earning a micro-credential in lieu of a class. (<https://bloomboard.com/microcredential/provider/ac2f23c8-274d-449d-ac3f6ad29e399737>). They may choose LHUSD provided or other professional development related to their teaching. Staff members are responsible for submitting verifying certificate documenting completion of hours via interoffice mail to District Office or through email to **Tessa Cross** no later than **April 9th, 2021**.

Parent Communication/Involvement:

Teachers will make calls/contact with parents/guardians during the year to promote academic success for students. A call log will be kept in the Google Drive Lesson Plan Folder and reviewed by counselors by **December 11th, 2020**. Calls or contacts must be individualized and communication should be two-way whenever possible.

- Teachers will make **10** phone calls or confirmed contacts through email to invite parents/guardians of students who they are concerned about or are in danger of failing to parent teacher conferences held October 2, 2020 via phone or Zoom.
- Teachers will make **20** other calls or confirmed contacts through email for various reasons including but not limited to attendance issues, great or failing grades, good or bad behavior, etc.
 - *Please make it a priority to call or successfully email parents/guardians of failing students.*

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

AGENDA ACTION ITEM

TOPIC: APPROVAL OF ADMINISTRATOR PERFORMANCE PAY PLAN AND
CRITERIA FOR THE 2019-2020 SCHOOL YEAR

SUBMITTED BY: Jaime Festa-Daigle, Director of Personnel/Technology
Dr. Rebecca Stone, Superintendent

DATE FOR BOARD CONSIDERATION: October 20, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the attached Administrator Performance Pay Plan and Exhibit A- Administrator Performance Pay Plan Criteria for the 2020-21 school year.

RATIONALE:

On September 11, 2012, the Governing Board approved an alternative procedure to meet the requirements of Arizona Revised Statutes ("A.R.S.") § 15-341(39), superintendent's performance pay.

With the alternative procedure, the Principals, Assistant Principals, Directors, and Superintendent will receive an equal portion of a designated sum if they meet all requirements. The breakdown of the requirements will be as follows: **25% for Academic Gain, 25% for Parent Satisfaction, 25% for Professional Development, and 25% Teacher Satisfaction.**

The alternative procedure chosen by LHUSD has previously been approved by legal.

Approved for Transmittal to Governing Board


Superintendent

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1
2020-21
Administrator Performance Pay Plan
Based on District-Wide Improved Performance Measures

I. PARTICIPANTS

Superintendent, Directors, Principals and Assistant Principals

II. TERM

Academic year 2020-21

III. AT-RISK COMPENSATION

For the 2020-21 academic year, the Governing Board has determined, through public vote on September 11, 2012, that it will place Twenty Thousand Dollars and No/100 (\$20,000.00) into the improved performance compensation pool. These funds will be divided equally among all participants, provided the Governing Board's District-wide improved performance measures are met.

IV. CRITERIA

The Governing Board each year shall determine its goals and areas of emphasis. For the 2020-21 academic year, these goals are listed below, and the parameters discussed in greater detail in the attached Exhibit "A."

- Academic Gain
- Parental Satisfaction
- Professional Development
- Teacher Satisfaction

V. ELIGIBILITY

In the event of any new participants, the employee must complete at least six (6) months of employment prior to the close of the school year in order to be eligible. All employees must be currently employed by the District at the time of payment.

VI. OVERSIGHT

If any part of the LHUSD Administrator Performance Pay Plan would jeopardize any other piece of the District Budget, the Governing Board, in its sole discretion, may decide not to approve the Plan or any proposed payments under the Plan.

VII. PAYMENT

The amount of Performance Pay payable to any administrator, who is eligible to receive compensation under the plan, shall be determined by the Governing Board. Payment shall be made to the employee in a lump sum distribution, less applicable employment tax withholdings, and such payment shall occur in conjunction with the final 301 payment.

Exhibit A

2020-21

Administrator Performance Pay Plan Criteria

With the alternative procedure, the Principals, Assistant Principals, Directors, and Superintendent will receive an equal portion of a designated sum if they meet each requirement.

1. Academic Gain (25%)

- 80% of school sites will show academic gains, as measured using pre-post assessment data aligned with **301 Site Based Goals**.

2. Parental Satisfaction (25%)

- The number of parents who indicate a school satisfaction rating of Excelling/Highly Performing/Performing will be maintained or exceed 80% in the 20-21 school year. This will be completed by May 21st.

3. Teacher Satisfaction (25%)

- 80% of teachers will complete the LHUSD Leadership Feedback survey. As a district, 80% of the leadership questions will be scored with an indicator of Agree or Strongly Agree. This will be completed by March 1st.

4. Professional Development (25%)

- 85% of certificated staff will complete a twenty minute observation in another teacher's classroom at least once during the school year. Observations will be focused on Propositions 1, 2, and/or 3 of the teacher evaluation. Observations will be completed using the HETOC Observe Me Form, Focused Teacher Observation Form, or the Peer to Peer Observation Form. This will be completed by May 21st.
- All eligible administrators will participate in Collaborative Observation Practice at least once during the school year. The focus will be around quality feedback to teachers for Propositions 1, 2, and 3. This will be completed by May 21st.

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

AGENDA ACTION ITEM

TOPIC: APPROVAL OF TAHER FOOD SERVICE CONTRACT FOR 2020-2021
MODIFICATION

SUBMITTED BY: Michael Murray, Director of Business Services
Anne Taffe, Food Service Supervisor

DATE FOR BOARD CONSIDERATION: October 20, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Taher Food Service contract 18-19-02, to include the SFSP Simplified Option meal service under Amendment 1.1.

RATIONALE:

In 2019, the district approved a five year contract with Taher to provide Food Services under the regulations of the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP) Seamless Summer Option (SSO).

The Seamless Option is designed for the School Food Authority to follow the same operational guidelines for foodservice during the school year and summer, making summer meals is simply an extension of what is already provided under NSLP regulations. The reimbursement rates for both the NSLP and the SSO are: \$3.58 for Lunch and \$1.89 for Breakfast.

In 2020 USDA provided waivers that allow the SFSP Simplified Option to be utilized through December, and is working to provide similar waivers through the school year. The SFSP Simplified Option allows the district to more readily provide "to-go" meals to the entire community. The Simplified Option will allow for more streamlined nutrition requirements, and reduce waste, while also providing the district with a significant \$0.94 increase in per meal set (breakfast/lunch combination) federal reimbursement.

The SFSP –Simplified Option allows for an increased reimbursement rate of \$4.08 for Lunch and \$2.33 for Breakfast. USDA has currently waived the additional paperwork and submitted budgets under the SFSP that would normally make this program burdensome for a SFA.

The Amendment document has been submitted to the Arizona Department of Education and has been approved. A copy is attached for the board's review.

A Taher, Inc. representative will be available at the meeting to answer any questions.

Approved for Transmittal to Governing Board


Superintendent



Arizona Department of Education

Health & Nutrition Services Division

September 28, 2020

CTD#08-02-01

Anne Taffe
Child Nutrition Supervisor
Lake Havasu Unified District
2200 Havasupai Blvd.
Lake Havasu City, Arizona 86403

Dear Ms. Taffe,

Your Food Service Management Company (FSMC) contract Amendment 1.1 with Taher, Inc. starting October 1, 2020, adding SFSP meals to your contract, has been pre-approved by the Arizona Department of Education (ADE).

Within ten days of obtaining signatures, **Lake Havasu Unified District** must send ADE a signed copy of the contract amendment.

ADE reserves the right to review a material change for compliance with the original solicitation documents in the interest of open and fair competition.

If you have any questions regarding your current contract or other FSMC related issues, please call me at (602) 364-1965 or email at Veronica.Cramer@azed.gov.

Sincerely,

Veronica Cramer

Veronica Cramer, M. Ed.
Contracts Management Officer
Health and Nutrition Services
Arizona Department of Education

Kathy Hoffman, Superintendent of Public Instruction

1535 West Jefferson Street, Bin 7 • Phoenix Arizona 85007 • (602) 542-8700 • www.azed.gov



**Arizona Department of Education
Summer Food Service Program**

SFSP Meal Patterns

	Breakfast	Lunch or Supper	Snack¹ (Choose two of the four)
Milk			
Milk, fluid	1 cup (8 fl. oz.) ²	1 cup (8 fl. oz.) ³	1 cup (8 fl. oz.) ²
Vegetables and/or Fruits			
Vegetable(s) and/or fruit(s) or	1/2 cup	3/4 cup total ⁴	3/4 cup
Full-strength vegetable or fruit juice or an equivalent quantity of any combination of vegetables(s), fruit(s), and juice	1/2 cup (4 fl. oz.)		3/4 cup (6 fl. oz.)
Grains and Breads⁵			
Bread or	1 slice	1 slice	1 slice
Cornbread, biscuits, rolls, muffins, etc. or	1 serving	1 serving	1 serving
Cold dry cereal or	3/4 cup or 1 oz. ⁶		3/4 cup or 1 oz. ⁶
Cooked pasta or noodle product or	1/2 cup	1/2 cup	1/2 cup
Cooked cereal or cereal grains or an equivalent quantity of any combination of grains/breads	1/2 cup	1/2 cup	1/2 cup
Meat and Meat alternates	(Optional)		
Lean meat or poultry or fish or alternate protein product ⁷ or	1 oz.	2 oz.	1 oz.
Cheese or	1 oz.	2 oz.	1 oz.
Eggs or	1/2 large egg	1 large egg	1/2 large egg
Cooked dry beans or peas or	1/4 cup	1/2 cup	1/4 cup
Peanut butter or soy nut butter or other nut or seed butters or	2 tbsp.	4 tbsp.	2 tbsp.
Peanuts or soy nuts or tree nuts or seeds or	1 oz.	1 oz. = 50% ⁸	1 oz.
Yogurt, plain or sweetened and flavored	4 oz. or 1/2 cup	8 oz. or 1 cup	4 oz. or 1/2 cup
An equivalent quantity of any combination of the above meat/meat alternates			

For the purpose of this table, a cup means a standard measuring cup.

endnotes

1. Serve two food items. Each food item must be from a different food component. Juice may not be served when milk is served as the only other component.
2. Must be served as a beverage, or on cereal, or use part of it for each purpose.
3. Must be served as a beverage.
4. Serve two or more kinds of vegetable(s) and/or fruit(s) or a combination of both. Full-strength vegetable or fruit juice may be counted to meet not more than one-half of this requirement.
5. All grain/bread items must be enriched or whole-grain, made from enriched or whole-grain meal or flour, or if it is a cereal, the product must be whole-grain, enriched or fortified. Bran and germ are credited the same as enriched or whole-grain meal or flour.
6. Either volume (cup) or weight (oz.) whichever is less.
7. Must meet the requirements in Appendix A of the SFSP regulations.
8. No more than 50 percent of the requirement shall be met with nuts or seeds. Nuts or seeds shall be combined with another meat /meat alternate to fulfill the requirement. When determining combinations, 1 oz. of nuts or seeds is equal to 1 oz. of cooked lean meat, poultry, or fish.

Comparison of Food Programs: Summer Food Service Program (SFSP)/Seamless Summer Option (SSO)/National School Lunch Program (NSLP)

Topic	SFSP	SSO
Program Eligibility	<ul style="list-style-type: none"> Schools, local government agencies, private non-profit organizations, universities or colleges, community and faith based organizations. Schools are waived of the requirement to demonstrate financial and administrative capability for program operations, EXCEPT for the first year of operation – CURRENTLY WAIVED 	Schools operating the NSLP and/or the School Breakfast Program (SBP)
Meal Service Locations	Schools, camps, churches, community centers, housing projects, libraries, migrant centers, parks, playgrounds, pools and other public sites where children gather.	Same as SFSP
Times of Operation	<ul style="list-style-type: none"> May-September for traditional school calendar areas October-April during anticipated school closures (i.e. emergencies, strikes) During student vacations for schools on a continuous year calendar 	Same as SFSP
Meal Cost for Children	<p>All meals are free*</p> <p><i>* Camps AKA Closed-Enrolled Sites (Nautilus, Starline, Jamaica and Oro Grande Elementary) are only reimbursed for children who qualify for free/reduced-priced meals. Currently LHUSD schools that are not operating "open to all" sites are considered Closed-Enrolled Sites. This regulation is currently WAIVED.</i></p>	Same as SFSP
Establishing Site Eligibility	<p><u>Open sites:</u> 50% or more of the children in an area qualify for free or reduced-price school meals based on school or census data.</p> <p><u>Enrolled Sites:</u> 50% or more of the children in an area qualify for free or reduced-price school meals based on school or census data or 50% or more of the enrolled children are eligible for free or reduced-price meals determined by approved application or certified by the school district.</p> <p><u>Migrant sites:</u> Certification by a migrant organization that the site(s) serves children of migrant farm workers.</p> <p><u>Camps:</u> Offer a regularly scheduled food service as part of an organized program for enrolled children. Must have an income application on file for each camper or verified by a school.</p>	Same as SFSP
Types of Meals	<ul style="list-style-type: none"> Breakfast Lunch Snack (a.m or p.m) Supper <p>Current USDA waivers allow for the service of two meals in combination at one serving time. A waiver also allows for non-congregate feeding. Except for camp and migrant sites, lunch and supper cannot be reimbursed for the same day by the same site.</p>	Same as SFSP
Meals-Seconds	Reimbursed up to 2% of the first meals served.	Not Reimbursable
Commodities	\$0.015 per meal for school sponsors, sponsors who contract with schools, and self-prep sponsors for the previous fiscal year or estimated for the current year. USDA Waiver allowing for NSLP commodities to be utilized into the SFSP that were part of SY21 entitlement.	Same as NSLP
Reimbursement Rates	<ul style="list-style-type: none"> Breakfast - \$2.33 Lunch - \$4.08 	<p>NSLP Rates</p> <p>Breakfast - \$1.89</p> <p>Lunch - \$3.58</p>
Meal Pattern	Meal pattern must follow 7 CFR Part 225.16(d) standards. May also substitute NSLP/SBP meal patterns.	Same as NSLP/SBP

Eligible Participants	Persons 18 years of age or younger and person 19 years of age or older (up to age 21 to the day before the student's 22nd birthday) with a physical or mental disability, as defined by the ADE	Same as SFSP
Public Notification	The State Agency sends a statewide program announcement so a sponsor is not required to send a public notice to their local media outlet.	The SFA must state in the application how each site will advertise availability of meals to the neighborhood community.
Budget	Annually submit a budget with the application.	Same as NSLP-None
Management Plan	Sponsors who operate more than 25 sites or have received over \$100,000 in reimbursement the previous year.	Same as NSLP-None

**Lake Havasu Unified District
2200 Havasupai Blvd.
Lake Havasu City, AZ 86403
Food Service Management Company
Cost Reimbursable Contract Amendment**

1. AGREEMENT NO.: 18-19-02	2. AMENDMENT NO. 1.1	3. START DATE: October 1, 2020
		4. CTD#: 080201000
5. FOOD SERVICE MANAGEMENT COMPANY NAME & ADDRESS: Taber, Inc. 55570 Smetana Drive, Minnetonka, MN 55343		
6. PURPOSE OF AMENDMENT: To include the Simplified Summer Food Service Program in Scope of Work		

7. THE ABOVE REFERENCED AGREEMENT IS HEREBY MODIFIED AS FOLLOWS:

- A. Lake Havasu Unified District** hereby referred to as a school food authority (SFA), seeks to contract with a Food Service Management Company (FSMC) to operate the following food services: National School Lunch Program (NSLP), School Breakfast Program (SBP), After School Care Snack Program (ASCS), Seamless Summer Option (SSO), vending machines, and *Simplified Summer Food Service Program (SFSP)*.
- B.** Pricing Summary to include the Simplified Summer Food Service Program is attached.
- C.** The following Simplified Summer Food Service Program clauses are added to the agreement:
- A. Performance Bond. A Performance Bond is required by the SFA as a matter of protection. The FSMC shall obtain a Performance Bond that is ten (10) percent of the entire contract. 7CFR§225.15(m)(6) (For SFSP over \$100,000)
 - B. The FSMC shall obtain a performance bond and bid bond only from surety companies listed in the current Department of the Treasury Circular 570. The SFA will not allow the FSMC to post any "alternative" forms of bid or performance bonds, including but not limited to cash, certified checks, letters of credit, or escrow accounts. 7CFR§225.15(m)(7)
 - C. The SFA shall be responsible for all management responsibilities of the SFSP as described in 7CFR§225.15(a)(3). The SFA shall be responsible for determining eligibility of all SFSP sites and will make the final determination of the opening and/or closing dates of all SFSP sites.
 - D. All meals prepared by the FSMC shall be unitized with or without milk or juice. The meals served under the contract shall conform to the cycle menus and meal quality standards and food specifications approved by ADE and upon which the Proposal was based. The SFA shall approve any changes in the menus no later than two (2) weeks prior to service after the initial cycle has been used. The SFA shall inform ADE of menu changes for the SFSP. The meals shall be delivered in accordance with the delivery schedule prescribed in the Offer. 7CFR§225.6(h)(3)
 - E. The SFA, as an SFSP sponsor, is responsible for conducting and documenting the required SFSP site visits of all sites for pre-approval and during operation of the program. The SFA will provide the FSMC a list of approved sites along with the approved number of meals that will be claimed for reimbursement for each site. The SFA will notify the FSMC of all sites which have been approved, cancelled or terminated subsequent to submission of the initial approved site list and of any changes in the approved meals. Such notification will be provided within the time limits mutually agreed upon in the contract. 7CFR§225.6 (h)(2)(iii)
 - F. The FSMC shall not subcontract for the total meal, with or without milk, or for the assembly of the meal. 7CFR§225.6 (h)(2)(ii)
 - G. The FSMC must have State or local health certification for the facility in which it proposes to prepare meals for use in the Simplified Summer Food Program. The FSMC must ensure that health and sanitation requirements are met at all times. In addition, the FSMC must ensure that meals are inspected periodically to determine bacteria levels present in the meals and that the bacteria levels found to be present in the meals conform to the standards set by local health authorities. The results of the inspections must be submitted promptly to the SFA and ADE. 7CFR§225.6 (h)(2)(v)
 - H. The FSMC may use USDA Foods to conduct SFSP in accordance of the Standard Terms and Conditions herein above and 7CFR Part 225.
 - I. All meals served will meet the meal pattern requirements listed in 7CFR§225.16.

8. EXCEPT AS PROVIDED FOR HEREIN, ALL TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT/AGREEMENT NOT HERETOFORE CHANGED AND/OR MODIFIED REMAIN UNCHANGED AND IN FULL EFFECT.

IN WITNESS WHEREOF THE PARTIES HERETO SIGN THEIR NAMES IN AGREEMENT.

FSMC: Taher, Inc.

SFA: Lake Havasu Unified District

SIGNATURE OF AUTHORIZED INDIVIDUAL:

SIGNATURE:

TYPED NAME:

TYPED NAME:

TITLE:

TITLE:

DATE:

DATE:

This institution is an equal opportunity provider.

Cost-Reimbursable Contract Amendment Pricing Summary

Cost-Reimbursable Contract Non-Profit School Food Service

The FSMC will be paid on the direct cost incurred plus a flat monthly rate or fixed per meal/ lunch equivalent for general Administrative and Management Fees. **All indirect and overhead costs must be included in the Administrative Fee.** All program expenses not otherwise defined in the contract will be assumed to be covered by the FSMC under the Administrative Fee.

The amount should be based on assumption that no USDA Foods will be available for use. The SFA will not permit the FSMC to pre-credit for USDA Foods.

FSMC Administrative Fee Proposal for the Simplified Summer Food Service Program (SFSP)

Per Meal/Lunch Equivalent

\$ 0.0670

FSMC Management Fee Proposal for the Simplified Summer Food Service Program (SFSP)

Per Meal/Lunch Equivalent

\$ 0.0412

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

AGENDA ACTION ITEM

TOPIC: APPROVAL OF VOUCHERS, STUDENT ACTIVITY FUNDS, AND
AUXILIARY FUNDS

SUBMITTED BY: Michael Murray, Director of Business Services

DATE FOR BOARD CONSIDERATION: October 20, 2020

RECOMMENDATION:

Approval of Vouchers – Vouchers for September 2020 / \$6,207,759.53

Student Activity Funds for K-12 for July 2020 / \$ 264,599.06

Student Activity Funds for K-12 for August 2020 / \$267,026.56

Auxiliary Funds for August 2020:

Smoketree	\$ 16,622.20
Thunderbolt	\$ 131,639.76
Havasupai	\$ 12,285.15
Starline	\$ 23,187.83
Nautilus	\$ 13,601.15
Oro Grande	\$ (3,540.19)
Jamaica	\$ 24,032.15
High School	\$ 523,678.65
District Office	\$ 4,324.00

K-12 Student Activities Funds and Auxiliary Reports for each school for July and August 2020 will be emailed to the Board prior to meeting.

Approved for Transmittal to Governing Board


Superintendent

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1 - VOUCHER SUMMARY

FISCAL YEAR 2020-2021

Submitted By: Michael Murray, Director of Business Services

Payroll Vouchers: 7245--7249

Ledger Vouchers: V2320-23, V2329, V2333, V2335-36

DATE ASSIGNED FOR BOARD CONSIDERATION: **SEPTEMBER (SEPTEMBER 1 THROUGH SEPTEMBER 30)**

RECOMMENDATION: THE VOUCHERS IN THE AMOUNT OF **\$2,469,958.41** PAYROLL AND **\$3,737,801.12**

MATERIAL SERVICES SIGNED BY THE GOVERNING BOARD

FUND	FUND DESCRIPTION	September	August	CY Totals	PY Totals
All	Payroll	\$2,469,958.41	\$2,383,507.74	\$5,413,005.07	\$28,324,648.68
001	Maintenance and Operation Fund	\$1,057,329.11	\$696,496.46	\$1,960,941.05	\$3,573,133.11
020	Instructional Improvement Fund	\$0.00	\$0.00	\$0.00	\$45,813.77
100	Title I ESEA	\$7,507.66	\$7,797.90	\$18,509.07	\$12,961.41
140	Title II ESEA Eisenhower	\$0.00	\$340.88	\$340.88	\$40,750.85
161	Title IV-A Student Support	\$0.00	\$0.00	\$0.00	\$6,051.87
190	Title III ESEA	\$0.00	\$0.00	\$0.00	\$3,500.00
220	IDEA VI-B	\$5,817.99	\$6,608.27	\$14,448.01	\$5,441.61
221	IDEA Part B	\$0.00	\$131.09	\$1,473.24	\$25,353.83
260	Voc Ed Basic Grants	\$238.80	\$39.80	\$278.60	\$7,106.81
290	Medicaid Reimbursement	\$0.00	\$0.00	\$0.00	\$27,985.96
291	Medicaid Fee For Service	\$11,420.09	\$7,038.71	\$19,119.45	\$15,312.21
326	Elementary & Secondary School Emergency Relief	\$4,179.45	\$43,890.77	\$48,070.22	\$0.00
349	National Forest Trees	\$0.00	\$0.00	\$0.00	\$89,330.40
374	E-RATE	\$14,974.68	\$131.39	\$15,237.46	\$23,317.00
400	Voc Ed Block Grant	\$1,294.49	\$261.81	\$1,556.30	\$162,889.25
450	Gifted	\$0.00	\$0.00	\$0.00	\$44,454.54
456	College Credit Exam	\$0.00	\$183.92	\$808.92	\$0.00
457	Results Based Funding	\$0.00	\$0.00	\$0.00	\$59,458.69
465	Pre-K Grant	\$2,328.72	\$304.04	\$3,431.39	\$7,427.71
468	Master Teacher Grant	\$0.00	\$1,575.00	\$304.04	\$2,046.48
482	Rural Assistance	\$0.00	\$0.00	\$1,575.00	\$0.00
485	School Safety Program	\$0.00	\$0.00	\$0.00	\$1,355.34
500	School Plant (Lease Over 1 yr)	\$0.00	\$0.00	\$0.00	\$0.00
505	School Plant (Lease <= 1 yr)	\$0.00	\$0.00	\$0.00	\$0.00
510	Food Service	\$164,849.74	\$146.00	\$165,629.13	\$1,691,125.18
515	Civic Center	\$0.00	\$0.00	\$146.00	\$0.00
520	Community Schools	\$0.00	\$0.00	\$0.00	\$6,014.48
525	Auxiliary Operations	\$0.00	\$0.00	\$0.00	\$4,437.09
526	Extracurricular Activities Fees/Tax Credit	\$6,425.07	\$33,369.49	\$6,425.07	\$239,016.55
530	Gifts & Donations	\$14,067.71	\$3,945.31	\$47,992.20	\$107,865.21
540	Fingerprint	\$120.00	\$0.00	\$4,065.31	\$2,558.00
550	Insurance Proceeds	\$0.00	\$0.00	\$0.00	\$10,668.99
555	Textbooks	\$0.00	\$0.00	\$0.00	\$0.00
570	Indirect Costs	\$0.00	\$0.00	\$0.00	\$20,306.99
575	Unemployment Insurance	\$0.00	\$0.00	\$0.00	\$0.00
595	Advertisement	\$0.00	\$0.00	\$0.00	\$0.00
596	Joint Technological Education	\$8,421.11	\$66,980.78	\$11,333.15	\$351,669.01
610	Unrestricted Capital Outlay	\$113,332.92	\$190,195.86	\$245,904.86	\$2,135,421.03
620	Adjacent Ways	\$0.00	\$0.00	\$190,195.86	\$9,434.00
630	Bond Building	\$2,319,505.30	\$18,424.30	\$2,337,701.14	\$3,073,018.31
665	Energy & Water Savings	\$0.00	\$0.00	\$18,424.30	\$0.00
691	Building Renewal Grant	\$5,988.28	\$3,607.61	\$5,988.28	\$669,041.07
850	Student Activities	\$0.00	\$0.00	\$3,607.61	\$0.00
955	Intergovernmental Agreements	\$0.00	\$0.00	\$0.00	\$167,336.50
	Totals	\$6,207,759.53	\$3,464,977.13	\$10,536,511.61	\$40,966,251.93

LAKE HAVASU UNIFIED SCHOOL DISTRICT #1

INFORMATIONAL ITEMS

TOPIC: INFORMATIONAL

SUBMITTED BY: Dr. Rebecca Stone, Superintendent

DATE FOR BOARD CONSIDERATION: October 20, 2020

INFORMATIONAL REPORTS:

- * Superintendent
- * Directors
- * Governing Board Members
- * Advisory Committees

Approved for Transmittal to Governing Board



Superintendent



EDUCATIONAL SERVICES MONTHLY BOARD UPDATE

October 20, 2020

The School Safety Program

The School Safety Program is a state-funded grant that funds School Resource Officers (SRO) and school counselors in selected schools. LHUSD secured funding for a minimum of three consecutive years to hire three elementary counselors. All six elementary sites will have access to a counselor with each counselor serving two specific sites. Recently the Board adopted the TOOLBOX curriculum and SEL program. A training was held on Wednesday, July 29th with all elementary counselors and principals attending. The implementation plan includes training for K-2 staff in year one.

MOWR (Move On When Reading)

LHUSD continues to address the MOWR requirements. We utilize MAP and DIBELS to assess and monitor progress with students in grades K-3. LHUSD reports benchmark assessments three times during the school year. We are working on the assessment to screen for dyslexia and will have it in place in the near future. A follow up training for principals and reading interventionists was held on Monday, September 28th.

Curriculum

SchoolsPLP

SchoolsPLP is the online learning program that was approved from the 20-12 school year for LHUSD. Currently, approximately 286 students are enrolled. Tracy Pressley has been assigned to oversee the K-12 online learning platform. She enrolls and places high school students into the correct courses and is available to all enrolled students during the day to answer questions and assist with program requirements. Amy Koch oversees the credit recovery program through SchoolsPLP and assists Tracy. Nick Griswold and Shannon Murray serve SchoolsPLP students in grades 9-12, Michelle Clark serves SchoolsPLP students in grades 7-8, and Kathryn Truillo and Kristy Donahue serve SchoolsPLP students in grades K-6. Mr. Gardner oversees the program and is working to customize the content available at all levels.

The current cost of program licensing is \$37, 629.90.

Core Knowledge:

The ELA Core Knowledge Curriculum for 7th and 8th grade ELA classes is in the implementation process. ELA teachers and the principal and assistant principal at Thunderbolt attended a training on Thursday, July 23rd. The Core Knowledge Sequence



EDUCATIONAL SERVICES MONTHLY BOARD UPDATE

supports students attending the Oro Grande Classical Academy as they transition to Thunderbolt with the same ELA sequencing and pacing they previously experienced.

Essential Standards:

ELA will continue to work on developing units of instruction that support the Essential Standards developed during the 2019-2020 school year. We are working to refine the Social Studies, Math, and Science Essential Standards that were developed in June. We will continue to work during the remainder of this school year on identifying the criteria for mastery, developing units of study, and determining resource needs for each of these content areas.

Structured English Immersion (SEI):

*The Arizona State Board of Education is charged with developing and adopting research-based models of SEI programs to be used in school districts and charter schools in Arizona. Arizona Revised Statute (A.R.S) 15-756.01 requires that the models include a minimum of 120 minutes per day of English Language development (ELD) for grades K-5, and a minimum of 100 minutes per day of ELD for grades 6-12. Instructional models must adhere to the following criteria:

- Provide coherent instruction aligned with this state's English Language Proficiency Standards.
- Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies.
- Include access to complex language content through grade-level textbooks with appropriate supports.
- Include parental engagement strategies.

LHUSD has selected and will implement the two-hour SEI model. EL students will have daily access to grade level content alongside native English-speaking peers. A certified ELD teacher with an SEI endorsement will provide 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of integrated ELD time.

***Integrated and Targeted ELD**

- **All teachers** with ELs in their classrooms build language acquisition through shared strategies and supports.
- Teachers use **the ELP Standards as the focal standards** in ways that build into content instruction.



PERSONNEL/TECHNOLOGY MONTHLY BOARD UPDATE

October 20, 2020

PERSONNEL

Employment

As of 9/22/20, there are:

- 15 open teaching positions, 4 are special education positions
- 2 open counseling positions
- 1 open nurse position
- 15 open classified positions

Substitutes and Emergency Substitutes

As of 9/22/20, there are:

- 56 certified substitutes
- 33 certified substitutes willing to work in the classroom, others not willing at this time
- 28 classified substitutes
- 17 classified substitutes willing to work in the classroom, others not willing at this time
- 4 certified positions held by emergency certified substitutes

Resignations/Long Term Leave

- In June, a counselor and choir teacher resigned, a newly hired special education teacher did not report for employment
- Since 7/1/20, there have been 5 certified resignations
- Since 7/1/20, there have been 13 classified resignations
- One counselor has been assigned to work from home to oversee Schools PLP
- One administrator is on intermittent leave

Administrator Support

- Implemented administrator support, PD, and mentoring
- New administrators meeting monthly with DO leaders and veteran administrators for PD

Highly Effective Teacher Observation

- 65 teachers participating in Highly Effective Teacher Observation Cycle vs. regular evaluation cycle

TECHNOLOGY

ERate Projects

- Wi-Fi upgrade project – USAC funding was approved, vendor is ordering hardware



PERSONNEL/TECHNOLOGY MONTHLY BOARD UPDATE

Distance Learning

- Prepared and helped issue 700+ student laptops
- Equipped elementary teachers with Hybrid learning video hardware and software
- Supported start-up of PLP program

Phone Project (BOND)

- Selected Logicalis and awarded contract
- Brand selected is Fortinet IP phones
- Hardware is on order, scheduling will follow

Bells, Clocks and Intercoms (BOND)

- Selected Logicalis and awarded contract
- Bell scheduling software selected is Informacast
- Chose hybrid model of new digital displays with retrofit and expansion of existing speakers
- Hardware is on order, scheduling will follow

Computer Replacement and Upgrades

- Computer replacements continued for staff and students
- Windows 7 to Windows 10 Upgrades continued
- Upgrades for CTE programs continued

Asset Tracking

- Research, tested, and put into place a new asset tracking software and scanner

Tech Storeroom

- Performed complete inventory of tech spare parts store room

Application Training

- Staff training for PNS (Parent Notification System)

Donations

- Received and prepared laptop donations for student use



SPECIAL SERVICES MONTHLY BOARD UPDATE

October 20, 2020

Special Education Enrollment as of 9-25-20:

- 765- AZEDS Sped 10 Report (Pre- 12)

First Things First Scholarship Enrollment:

- 22 awarded -- Smoketree Developmental Preschool (4 remain open)
- 18 awarded -- Lake Havasu High School Little Knights Preschool (5 remain open)

Program Updates:

Monitoring – Special Education Programs have a six-year monitoring cycle. Monitoring activities take place in year 4 of the six-year monitoring cycle, with technical assistance (TA) provided in all other years. Monitoring activities continue to be differentiated based on the Risk Analysis Tool. This tool is aligned to the ADE state performance plan, reflecting the importance of indicator data and outcome-driven general supervision. LHUSD is in year 4 this year and will be completing a self-assessment monitoring. Our monitoring team includes special education teachers from all levels, a therapist, and a school psychologist, a teacher on assignment, the clerical department auditor, and director. The process will be completed by this spring.

Suicide Awareness and Prevention Training - SB1468, also referred to as the Mitch Warnock Act, was signed into law in May 2019 becoming Arizona Revised Statute (ARS) 15-120. The law requires that school personnel receive suicide prevention training to help identify the warning signs of suicidal behavior in their students and apply appropriate intervention and referral techniques. Beginning in the 2020-2021 school year, school districts and charter schools shall provide training in suicide awareness and prevention for school guidance counselors, teachers, principals and other school personnel who work with pupil's grade six through twelfth. School personnel includes all classified staff who have consistent contact with students in grades six through twelve. This includes, but is not limited to, front desk staff, coaches, afterschool care staff, paraprofessionals, and classified staff who work in transportation, custodial services, and food services. LHUSD has chosen two programs, Question Prompt Respond (QPR) and Youth Mental Health First Aid (YMHFA) to train and provide professional development for staff. We implemented this mandate last year. Currently 366 out of 412 (88.9%) staff have been trained and we continue to offer these trainings yearly as part of our professional development schedule. The training is good for three years at which time staff must be retrained.

STAR Program - In May the Governing Board approved the purchase of the STAR Autism program and training for our self-contained special education programs. Due to the COVID crisis, implementation is being delayed and in-person training will be provided in June 2021. The STAR Program (Strategies for Teaching based on Autism Research, Arick, Loos, Falco, Krug, 2015) teaches children with autism the critical skills identified by the 2001 National Research Council and uses many of the evidence-based practices identified in the 2009 National Standards Report and 2014 National Professional Development Report. The Applied Behavior Analysis (ABA) instructional methods of discrete trial training, pivotal response training, and



SPECIAL SERVICES MONTHLY BOARD UPDATE

teaching functional routines form the instructional base of this comprehensive program for children with autism. The program is evidence-based, grounded in ABA, and research validated.

First Things First (FTF) Scholarships - We are finding it difficult to fill all our FTF student scholarships due to COVID, which are only funded if students attend in person. These scholarships may be reassigned by Valley of The Sun to other programs if they are not filled after two consecutive months.

Professional Development – We have provided 272 hours of training for 75 staff in the following areas:

- CPR/FIRST AID – 22 Staff
- Refresher CPI- 33 Staff
- Nurses Hearing and Vision in Service – 9 Staff
- Initial CPI – 5 Staff
- AZELS Early Childhood Math - 10 Staff

School and Community Events:

- Child Find Outreach 10/21/20

Department & Committee Meetings:

- Quarterly Health Office Meeting 9/2/20
- FTF Grant Quarterly Meeting 9/3/20
- Quarterly Counselor Department Meeting 9/16/20