

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Regular Meeting of the Governing Board

May 9, 2019 5:30 p.m.

Revised
May 7, 2019

Public Notice - Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02.
The meeting's location is the Board Room in the District Office, 7301 North 58th Avenue, Glendale.

The Board reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. At the chair's discretion, the Board may carry over consideration of any business not concluded by 9:00 p.m. to the next regular meeting's agenda. Governing Board members may participate via telephone conference call if necessary. The Governing Board reserves the right to convene to executive session for the purpose of obtaining legal advice from its attorney for any item listed on the agenda, in person or by telephone, pursuant to A.R.S. §38-431.03(A)(3).

GOVERNING BOARD GOALS

1. Increase Student Achievement
2. Ensure the District's Financial Solvency
3. Attract and Retain Highly Qualified Staff

DISTRICT GOALS

Increase Student Achievement

Eliminate the Achievement Gap

1. Call to Order and Roll Call

2. Opening Exercises

- a. Adoption of Agenda
- b. Approval of Acting Clerk (if necessary)
- c. Offer of Spanish Interpretation
- d. Moment of Silence
- e. Pledge of Allegiance

Please Note: The Board will host a reception for retiring employees prior to the start of the Board meeting from 4:45 - 5:30 p.m.

3. Call to the Public

The public is invited to address the Board on any issue within its jurisdiction, subject to reasonable time, place and manner restrictions. Governing Board members are not permitted to discuss or take legal action on matters raised during open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Board members to do the following at the conclusion of the open call to the public: (a) Respond to criticism made by those who have addressed the Board; (b) Ask staff to review a matter; or (c) Ask that a matter be put on a future agenda.

Those wishing to address the Board should complete a "Call to the Public" form and submit it to the Board Secretary prior to the start of the meeting. Each speaker will be provided three (3) minutes to address the Board, unless provided other direction by the Board. At the outset of the speaker's remarks, the speaker should state their name and the Board requests that the speaker provide his/her address.

4. Special Recognition

Employee Recognition

The Governing Board will recognize the District's retiring employees for their dedication and service to the Glendale community.

Student Recognition

The Governing Board will recognize each grade level's first, second and third place winners in the District's annual Poetry Competition.

District Recognition

The Governing Board will recognize the District for being named one of the Phoenix Business Journal's Healthiest Employers and receiving a Gold Healthy Arizona Worksite Award.

5. Consent Agenda

a. Minutes

It is recommended the Governing Board approve the minutes of the April 11, 2019 Regular Meeting, and April 25, 2019 Special Meeting as presented.

b. Ratification of Vouchers

It is recommended the Governing Board approve the expense and payroll vouchers as presented.

c. Acceptance of Gifts

It is recommended the Governing Board ratify and approve acceptance of gifts offered to the District as presented.

d. Certified Personnel Report

REVISED

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

e. Classified Personnel Report

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

f. Travel

REVISED

It is recommended the Governing Board approve the requests for employee out-of-county travel as presented.

g. Surplus Property Disposal

It is recommended the Governing Board approve the items listed as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

h. Student Activity Fund Balance Statement

It is recommended the Governing Board approve the Student Activity Fund Balance Statement for March, 2019 as presented.

i. Continuation of Existing Contracts

It is recommended the Governing Board approve continuation of existing contracts for the 2019-2020 School Year as presented.

j. Cooperative Agreements

It is recommended the Governing Board approve the continuation of existing Cooperative Agreements for the 2019-2020 School Year as presented.

k. Sole Source Renewals

It is recommended the Governing Board approve the continuation of existing Sole Source Awards for the 2019-2020 School Year as presented.

l. Facsimile Signatures

It is recommended the Governing Board approve the annual, routine reaffirmation of its authorization for the use of one original Board member's signature and facsimile signatures for the other Board members when signing expense and payroll vouchers.

m. Memorandum of Understanding

It is recommended the Governing Board approve the Memorandum of Understanding with Teach for America for the 2019-2020 school year as presented.

n. Job Descriptions

It is recommended the Governing Board approve the job descriptions for Executive Director of Behavioral Health and School Safety, Director of Social and Emotional Learning and Mental Health Services, and Principal Coach for Multi-tiered Support Services and School Culture as presented.

6. Reports and Information Items

- a. Arizona Public Service Solar Communities Program
Administration will present a report regarding the implementation of the APS Solar Communities Program.
- b. Bond Sale of \$9,000,000
Administration and the District's financial advisor(s) will report to the Governing Board on the process, the ratings by Moody's and Fitch of GESD, and the bond sale of \$9,000,000.

7. Action Items

- a. Revision #2 of 2018-2019 Expenditure Budget
It is recommended the Governing Board approve Revision #2 of the Expenditure Budget for Fiscal Year 2018-2019 as presented.

- b. Employment of Principal

REVISED

It is recommended the Governing Board approve the hiring of Ms. Tamera Nicol as Principal of Bicentennial North School, salary and benefits commensurate with other Principals.

- c. Employment of Principal

REVISED

It is recommended the Governing Board approve the hiring of Ms. Lorri Alonzo as Principal of Glenn F. Burton School, salary and benefits commensurate with other Principals.

- d. 2019-2020 Salary Placement Tables, Fringe Benefits and Extra Duty Stipends

It is recommended the Governing Board approve the Salary Placement Tables, Fringe Benefits, and Extra Duty Stipends for the 2019-2020 school year as presented.

- e. Employment of Director

REVISED

It is recommended the Governing Board approve the hiring of Ms. Jody Gallimore as Director of Student Services, salary and benefits commensurate with other Directors.

8. Future Meetings and Events

- a. Future Meetings and Agenda Item Requests.

The Governing Board will review the list of upcoming Board meetings and potential agenda topics. Governing Board Members will have the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

9. Summary of Current Events

- a. Superintendent Report

The Superintendent will present a brief summary of current events.

- b. Governing Board Report

Governing Board Members will present brief summaries of current events, as necessary.

10. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board as information and do not require action.

AGENDA NO: 4.A. TOPIC: Employee Recognition

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

Employee Recognition:

The Governing Board will recognize the District's retiring employees for their dedication and service to the Glendale community.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board as information and do not require action.

AGENDA NO: 4.B. TOPIC: Student Recognition

SUBMITTED BY: Ms. Carol Lettieri, Director of Special Education

RECOMMENDED BY: Dr. Gerry Petersen-Incorvaia, Assistant Superintendent for Educational Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

Student Recognition:

The Governing Board will recognize each grade level's first, second and third place winners in the District's annual Poetry Competition. First place winners for each grade level will recite his/her poem.

Place	Student	Grade	Site	Title
1 st	Devic Hutchins	K	Desert Garden	The Hat
1 st	Cristal Lopez	1	Imes	Watermelon
2 nd	Daisha Jones	1	Imes	A Perfect Night
3 rd	Arsuma Binti Abu Sayed	1	Sine	Arsuma
1 st	Ariah Enamorado	2	Sunset Vista	Spring
2 nd	Dianna Aboytes	2	Desert Garden	Pretend to Fight
3 rd	Daisy Garcia	2	Sunset Vista	The Sun
1 st	Adrian Puente Ramos	3	Horizon	Morning Start
2 nd	Sadenn Barakey	3	Sunset Vista	Spring
3 rd	Laylanae Pena	3	Bicentennial South	Dogs
1 st	Eseteban Rodriguez	4	Desert Spirit	White
2 nd	Emily Vasquez Dominguez	4	Sunset Vista	Rainbows
3 rd	Lillian Zurek	4	Horizon	Spring
1 st	Aurora Ann Blythe Serrano	5	Challenger	Windy City
2 nd	Arcangelo Maynes	5	Landmark	Never Enough
3 rd	Mmakoula Bayo	5	American	Apocalypse
1 st	Sherlyn Morales	6	Desert Spirit	Teachers
2 nd	Joshua Ochoa	6	Burton	Death Poem
3 rd	Nasrin Sayed Ameer	6	Landmark	Behind My Mask
1 st	Johnathon Monk	7	Landmark	Where I'm From
2 nd	Lynn Lopez	7	Challenger	Unnamed
3 rd	Daniel Lopez	7	American	Family Cooking
1 st	Alexandra Estanislao	8	Challenger	An Astronaut's Dream
2 nd	Frankie Dominic Serrano	8	Landmark	Ever since your death
3 rd	Jada Finesilver	8	Landmark	Me Against Myself

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board as information and do not require action.

AGENDA NO: 4.C. TOPIC: District Recognition

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

Employee Recognition:

The Governing Board will recognize the District for being named one of the Phoenix Business Journal's Healthiest Employers and receiving a Gold Healthy Arizona Worksite Award.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.A. TOPIC: Minutes

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the minutes of April 11, 2019 Regular Meeting and April 25, 2019 Special Meeting as presented.

RATIONALE:

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
April 11, 2019

Present: Ms. Sara Smith, President
Ms. Brenda Bartels, Clerk
Mr. Jamie Aldama, Member
Ms. Mary Ann Wilson, Member

Absent: Ms. Monica Pimentel, Member

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Ms. Smith at 5:00 p.m. She noted the presence of four of five Board members, with Ms. Pimentel absent, constituting a quorum.

OPENING EXERCISES

Ms. Wilson moved to adopt the meeting agenda and Ms. Bartels seconded the motion. Upon call to vote, Ms. Bartels, Ms. Wilson, Mr. Aldama and Ms. Smith voted 'aye', and the motion carried.

Ms. Smith called for a moment of silence followed by the Pledge of Allegiance.

STUDY SESSION

Policy Manual Review The Governing Board reviewed Board Policy Manual Section I-Instructional Program as part of the comprehensive policy manual review with Arizona School Boards Association. Ms. Smith went through the policies and asked Board members they wished to bring any back to look at further at a future meeting.

The following policies were flagged for further discussion: IHA (Smith, Bartels), IHAA (Aldama), IHAL (Aldama), IHAMBA-R, IHB (Bartels), IHBE, IHBD-R (Smith), IJL-R (Bartels), IJNC (Bartels), IJOA (Smith), IJOA-R (Smith), IKAB (Bartels), IKE-R (Aldama).

Ms. Bartels inquired if the language in Policy IHA that has been crossed out could be retained. This will be pulled for future discussion.

Ms. Segotta-Jones noted there would be new recommendations from ASBA related to IHBE, IHAA, and IHAMBA-R as a result of the legislative session.

Ms. Bartels asked for clarification about the Individual Family Plan referenced in IHB. This information will be provided in a Board Update.

Ms. Smith noted a correction to IHBA-RA to keep the District address in the regulation.

Ms. Smith asked about IHBD-R stating child care is provided for parent events. She also asked about the Parent Involvement Compact referenced in the policy. Dr. Petersen-Incorvaia clarified this is part of the Student Handbook which would be brought to the Board for review.

Ms. Bartels noted IHBD-EA appears to be all new.

Ms. Smith noted a typo in new language in Policy IJJ.

Ms. Bartels inquired about language struck from IJNC.

Ms. Smith asked about the mileage for IJOA and about repeating the same field trip referenced in the regulation.

Mr. Aldama asked about policy IKE and the use of the word 'may'.

CALL TO THE PUBLIC

Mr. Matthew Schock addressed the Governing Board to thank them for their support of teachers and the RedforEd movement. He spoke about the current legislative session and the lack of progress seen for education this year. He asked for the continued support of the Board should the need for another action arise again. He also noted the progress made in the Meet and Confer process over the last few years.

Ms. Nancy Maccarone addressed the Governing Board to thank staff for their efforts to recognize library staff for National Library Workers Day this week. She also expressed her satisfaction with the Meet and Confer process, except for the exemption of administrators from the process. She believes administrators should be included in the Meet and Confer process to avoid having an us versus them mentality develop.

Ms. Mary Gross addressed the Governing Board regarding changes in the employee medical insurance, increase in out of pocket maximum, and elimination of out-of-network provider options.

Ms. Nicole Ryder addressed the Governing Board regarding the Meet and Confer and Pay for Performance recommendations.

SPECIAL RECOGNITION

Student Performance Third and Fourth Grade Choir student from Isaac E. Imes School performed under the direction of Ms. Mary Bennett.

Student Recognition The Governing Board recognized students who placed first, second, third and fourth in the District's annual Spelling Bee.

CONSENT AGENDA

Ms. Bartels requested item 6.K. be pulled for separate discussion. Ms. Bartels moved to approve the consent agenda as presented and Ms. Wilson seconded the motion. Upon call to vote, Ms. Bartels, Ms. Wilson, Mr. Aldama and Ms. Smith voted 'aye', and the motion carried. The following items were approved:

Minutes The Governing Board approved the minutes of the March 14, 2019 Regular Meeting, and April 4, 2019 Special Meeting as presented.

Ratification of Vouchers The Governing Board approved the expense and payroll vouchers as presented.

Acceptance of Gifts The Governing Board ratified and approved acceptance of the following gifts offered to the District:

Donor	Description	Cash Amount or Estimated Value	Recipient
Donors Choose	"Clean and Organized" Project	\$295.00	Challenger
Donors Choose	"Using Technology to Engage" Project	\$566.00	Challenger
Donors Choose	"The Future is Now 1:1 Ration of Chromebooks to Kids!" Project	\$1,103.96	Challenger
Donors Choose	"Keep Art Alive" Project	\$230.00	Coyote Ridge
Donor Choose	"Choose Your Seat Part 2" Project	\$802.00	Desert Spirit
Gabriel and Frances Zinsli	Drum set/drum method books In memory of Jonathan Zinsli	\$500.00	Desert Spirit
Discovery PTSA	Sound Equipment	\$3,800.00	Discovery
Pi Beta Phi Fraternity	700 books	\$3,500.00	District Wide
American Express Foundation Employee Matching	Supervisor Discretion	\$100.02	District Wide
American Express Foundation Employee Matching	Supervisor Discretion	\$33.26	District Wide
Anonymous	4 Walmart gift cards	\$100.00	Human Resources Wellness
Mobile Onsite Mammography	Chick Fil-A gift card	\$10.00	Human Resources Wellness
Liberty Mutual	Sprouts gift card	\$50.00	Human Resources Wellness

Donor	Description	Cash Amount or Estimated Value	Recipient
Bridgepoint Education	12 outdoor trash cans	\$3,092.64	Imes
Suntec Concrete	Supplies for classrooms	\$3,384.23	Imes
Jack PTO	Field Trips	\$221.25	Jack
Travis Hough	Supplies for Students	\$500.00	Landmark
Brenda Bartels	Trophies for Lego League	\$60.00	Landmark
Peter Piper Inc.	Gift to School	\$151.78	Sine
Jennifer Wolter CPI	Amazon Gift Card	\$50.00	Transportation

Certified Personnel The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

New Employment

1. Dawson, Susan	Speech/Language Pathologist	\$11,456.44	04/08/19
2. Morrow, Angela	Teacher	\$12,309.64	03/11/19

Resignations

1. Allen, Jonathon	Teacher	CNR	05/24/19
2. Avila, Vanessa Rae	Teacher	CNA	05/24/19
3. Baker, Elizabeth	Teacher	CNR	05/24/19
4. Balmir, Brigitte	Teacher	Personal Reasons	05/24/19
5. Buckley, Timothy	Teacher	CNA	05/24/19
6. Cherry, Madison	Teacher	CNA	05/24/19
7. Dukarm, Jennifer	Teacher	CNR	05/24/19
8. Durtsche, Steven	Teacher	Moving	05/24/19
9. Edelman, Paul	Teacher	CNR	05/24/19
10. Ford, Derrick	Teacher	CNA	05/24/19
11. Garduno, Helen	Speech Language Pathologist	CNA	05/27/19
12. Gruenberg, Kara	Teacher	CNA	05/24/19
13. Herrera, Lizeth	Teacher	Personal Reasons	05/24/19
14. Hinton-Venniro, Karen	Teacher	CNR	05/24/19
15. Hurlbut, Rebecca	Teacher	CNR	05/24/19
16. Jones, Sabreana	Teacher	Personal Reasons	05/24/19
17. Kolojeski, Joshua	Teacher	CNA	05/24/19
18. Koernig, Katie	Teacher	CNR	05/24/19
19. Langston, Gina Louise	Teacher	CNA	05/24/19
20. Laplant, Quentin	Teacher	CNA	05/24/19
21. Lavery, Kara	Teacher	CNR	05/24/19
22. Linn, Jennifer	Teacher	CNA	05/24/19
23. Lozano, Breanna	Teacher	Personal Reasons	05/24/19
24. Macklin, Diana	Teacher	CNR	05/24/19
25. Matrachisia, Jordan	Teacher	Other Employment	05/24/19
26. McCormick, Jason	Teacher	CNR	05/24/19
27. McDonald, Jeannine	Teacher	CNA	05/24/19
28. Miller, Taylor	Teacher	Other Employment	05/24/19
29. Mitchell, Cara	Teacher	CNA	05/24/19
30. Moxley, Jordan	Teacher	CNA	05/24/19
31. Nelsen, Alexandra	Teacher	Personal Reasons	05/24/19
32. Newell, Tiffany*	Achievement Advisor	Other Employment	04/05/19
33. Northcott, Holly	Principal	Personal	06/28/19
34. Ontiveros, Elise	Teacher	CNA	05/24/19
35. Peterson, Karen	Teacher	Personal Reasons	05/24/19
36. Przybylka, Jeffrey	Teacher	CNR	05/24/19
37. Renteria, Karina	Teacher	CNA	05/24/19
38. Rodriguez, Amy	Principal	Personal	06/28/19
39. Sereno, Kayla	Teacher	CNA	05/24/19
40. Sessions, Stephany	Teacher	Moving	05/24/19
41. Shipman, Troy	Teacher	CNA	05/24/19
42. Silva-Garcia, Cynthia	Teacher	CNR	05/24/19

43. Simuanco, Meghan	Teacher	CNA	05/24/19
44. Sproat, James	Teacher	Personal Reasons	05/24/19
45. Swank, Mckayla	Teacher	CNA	05/24/19
46. Valencia, Maria	Teacher	CNA	05/24/19
47. Wahinepio, Malia	Teacher	Personal Reasons	05/24/19
48. Zanzucchi, Stephen	Teacher	CNR	05/24/19

*Recommend liquidated fee applied per contract

CNA = Contract Not Accepted

CNR = Contract Not Returned

Non-Administration Contract Renewal

1. Kagemann, Regina

Rescind Resignation

1. Slonina, Sally	Teacher		03/19/19
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Separation

1. Nettles, Claudia	Teacher		05/24/19
2. Nolan, Ian	Teacher		05/24/19
3. Zoric, Sasha	Teacher		05/24/19

Retirements

1. Palmer, Ronald D.	Teacher		05/24/19
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Classified Personnel The Governing Board approved the following employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel:

New Employment

1. Cramer, Justina	Ed. Assist. Autism	\$12.07	03/11/19
2. Garza, Crystal	Ed. Assist. Ortho Impaired	\$11.00	03/25/19
3. Hadley, Kimberly	Buyer/Contract Specialist	\$18.55	04/01/19
4. Lyons, Sandra	Ed. Assist. Ortho Impaired	\$11.00	03/25/19
5. Nguyen, Judy	Nurse-LPN	\$19.39	03/25/19
6. Nunez, Roberto	Lead Custodian	\$14.07	03/25/19
7. Ortega, Monica	Ed. Assist. Autism	\$12.07	02/27/19
8. Zubia, Oscar	Campus Monitor	\$11.07	03/27/19

Terminations

1. Esparza, Teresa	Food Service Worker	Job Abandonment	04/11/19
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Position Change

1. Inzunza, Paulina	Sub Ed. Assist. to Ed. Assist. Standard CEP	\$11.00	02/27/19
2. Monge, Yadira	Cleaner II to Sub-Cleaner	\$11.00	02/27/19
3. Palomino, Jesus	Lead Custodian to Unit Operations Manager	\$14.02	03/11/19
4. Rodriguez, Jose	Cleaner II to Cleaner I	\$11.00	04/01/19
5. Sahhar, Carol	Attendance Secretary to School Secretary	\$17.52	03/05/19

Retirement

1. Sigala, Alicia	Cleaner I		04/26/19
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Resignations

1. Gutierrez, Sergio	Unit Operations Manager	Personal Reasons	04/05/19
2. Hernandez, Sofia	Ed. Assist. Resource	Personal Reasons	03/15/19
3. Idso, Rod	School Bus Driver	Personal Reasons	03/05/19
4. Jauregui, Mayra	Food Service Specialist	Personal Reasons	04/02/19
5. Pampa, Tanya	Campus Monitor	Personal Reasons	02/04/19
6. Parker, Reshika	Campus Monitor	Personal Reasons	02/21/19
7. Rodriguez, Paul	Campus Monitor	Personal Reasons	01/29/19
8. Ryan, Thomas	Campus Monitor	Personal Reasons	03/15/19
9. Sonnenberg, Megan	Ed. Assist. Resource	Personal Reasons	03/15/19

10. Talley, Erykah	Campus Monitor	Personal Reasons	03/15/19
11. Vandenhoeck, Heather	Nurse	Personal Reasons	03/15/19

Increase in Hours

1. Echeveriel, Melissa	Food Service Worker	\$11.55	03/13/2019
2. Heagy, Tabetha	Food Service Worker	\$11.55	03/11/2019

New Hire Substitutes

1. Alvarez, Maria	Sub EA	Varies	03/27/19
2. Cisneros, Stephanie	Sub Cleaner	\$11.00	03/06/19

Rehire - Substitutes

1. Van Den Hoek, Heather	Sub Nurse RN	\$90/Day	03/25/19
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Correction to Position Separation Date

1. Pappas, Sheryl	Payroll Technician		06/28/19
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Travel The Governing Board approved the requests for employee out-of-county travel as presented.

Surplus Property Disposal The Governing Board approved the items listed as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

Student Activity Fund Balance Statement The Governing Board approved the Student Activity Fund Balance Statement for February, 2019 as presented.

Sale of Outdated Curriculum Resources The Governing Board approved the sale of outdated *Go Math* resources.

Classified Work Agreement and Contract Renewals The Governing Board approved the renewal of classified staff work agreements and contracts for the 2019-2020 school year as presented.

Dental Insurance Renewal The Governing Board approved the renewal of Delta Dental benefits as presented for 2019-2020.

Vision Insurance The Governing Board approved Vision benefits through United Healthcare as presented for 2019-2020.

Supplemental Dental Insurance The Governing Board approved supplemental dental insurance through Cigna Dental Health Maintenance Organization (DHMO) benefits as presented for 2019-2020.

Flexible Spending Account Benefits The Governing Board approved Flexible Spending Account (FSA) benefits through Basic as presented for 2019-2020.

Life Insurance The Governing Board approved Life Insurance benefits through Sun Life Financial as presented for 2019-2020.

Mid-Term Disability Insurance The Governing Board approved Mid-Term Disability benefits through Unum as presented for 2019-2020.

Short-Term Disability
Insurance

The Governing Board approved Short-Term Disability benefits through Sun Life Financial as presented for 2019-2020.

Revised School Year
Calendar

The Governing Board approved the revised School Year Calendar for 2019-2020 as presented.

Administrative Contract
Renewals

The Governing Board approved the renewal of administrative employment contracts for the 2019-2020 school year.

The following item was pulled for separate discussion and action.

Medical Insurance
Renewal

Ms. Segotta Jones recommended the Governing Board approve the renewal of United Healthcare medical insurance as presented for 2019-2020. Ms. Bartels asked for clarification about the concerns raised during public comment related to the elimination of out-of-network providers. Mr. Barragan explained the District's claims experiences have exceeded the premiums collected. Out of network providers have contributed to this issues. By eliminating out-of-network providers, the District hopes to decrease claims experience and avoid having to raise individual premiums. Ms. Wilson noted the Trust Board does conduct open meetings and posts minutes and agendas online. She encouraged those with concerns to attend the meetings and address the Trust Board.

Mr. Aldama inquired about the number of employees who use the PPO plan. Mr. Aldama inquired of those employees, how many use out-of-network providers.

The item was tabled in order to allow time for staff to collect this information.

The Board returned to this item following completion of the action items. Mr. Barragan provided additional data regarding the number of individuals enrolled in the PPO program.

Mr. Aldama inquired if employees were able to return to the PPO program once they were on the HDHP program.

Mr. Aldama moved to approve the recommendation as stated and Ms. Bartels seconded the motion. Upon call to vote, the motion carried with votes in favor from Mr. Aldama, Ms. Wilson, Ms. Bartels, and Ms. Smith.

REPORTS AND INFORMATION ITEMS

None at this time.

ACTION ITEMS

Policy Revision
First Reading

Ms. Segotta-Jones recommended the Governing Board approve the first reading of revised policy manual section I-Instructional Program as presented. Mr. Aldama moved to approve the item as stated and Ms. Bartels seconded the motion. Upon call to vote, the motion carried with four votes in favor from Mr. Aldama, Ms. Wilson, Ms. Smith and Ms. Bartels.

Board Meeting
Calendar

Ms. Segotta-Jones recommended the Governing Board approve the proposed meeting calendar for the 2019-2020 school year as presented.

Ms. Smith noted there was not currently a retreat scheduled for the Board. These dates can be determined at a later date.

Ms. Bartels moved to approve the item as stated and Ms. Wilson seconded the motion. Upon call to vote, the motion carried with four votes in favor from Mr. Aldama, Ms. Wilson, Ms. Smith and Ms. Bartels.

Meet and Confer
Recommendations

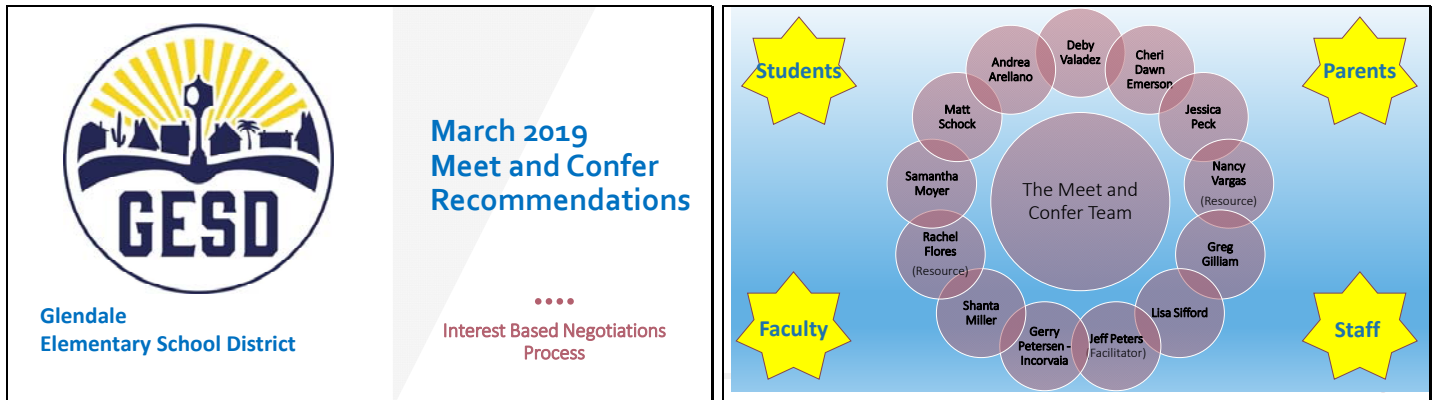
Ms. Segotta-Jones recommended the Governing Board approve the Meet and Confer Recommendations for employee salary and benefits for the 2019-2020 school year as presented.

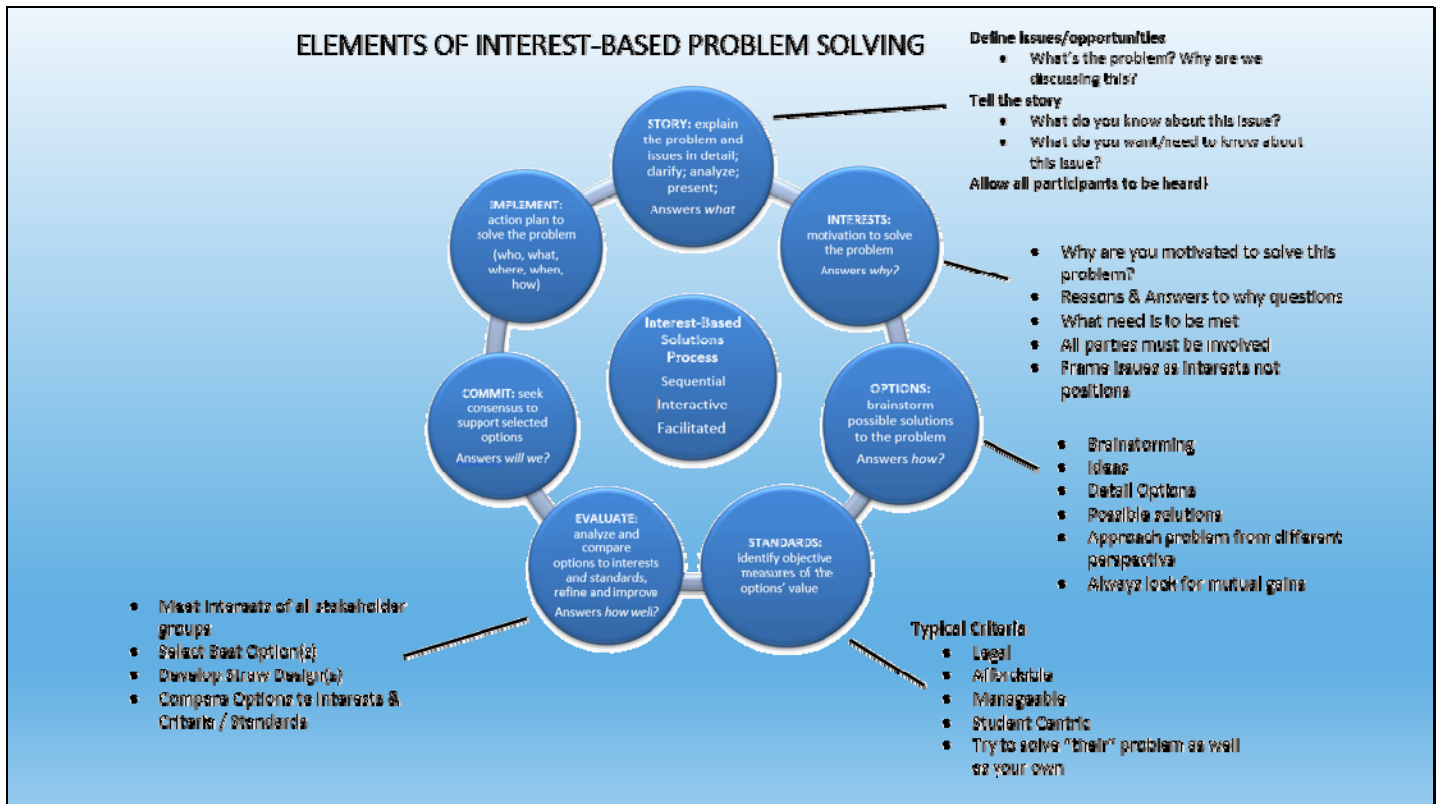
Mr. Aldama asked questions about the policy that states the Superintendent makes recommendations for administrator salaries and benefits. Ms. Segotta-Jones noted the question was raised with legal counsel as part of the Meet and Confer process. Ms. Valadez explained that legal counsel advised that GEA does not represent administrative staff and the policy for Meet and Confer (HD) does not include administrative staff. Administration is proceeding according to Policy GCB Professional Staff Contracts and Compensation.

Mr. Aldama asked if these changes were discussed and agreed upon within the Meet and Confer process, or if they were simply told the changes would take place.

Ms. Segotta-Jones noted administration has been working to ensure policy compliance throughout the year and in all areas, not just in this one.

Ms. Valadez introduced Matthew Schock and Andrea Arellano, members of the Meet and Confer team to review the following presentation:






Meet and Confer Purpose

To improve matters of mutual interest:

- Employee compensation
- Fringe benefits
- Working conditions

Cultural Commitments

- Create a culture in which staff demonstrate personal accountability and ownership for the welfare of our students and staff.
- It is our collective responsibility to effectively communicate and take personal responsibility for communication.
- Work/life balance is an important consideration as we work together to meet the needs of students.




**Glendale
Elementary School District**

- Continue the implementation and progress monitoring of past Meet and Confer recommendations.
- The Meet and Confer Team or task force develop an employee "handbook" that contains approved Meet and Confer recommendations and other related salary, benefits, and working conditions.
 - Include behavior matrix and related student behavior and discipline information
 - Include class size guidelines and related staffing information
- Continue with weekly District update to all staff including Meet and Confer monthly meeting information.

....

General and Communications




- Increase classified employee salaries by 5%.
- Increase certified employee salaries by 5%.
- If additional funds are available within the current budget, increase the base new teacher salary to \$39,000.

....

Salary

Glendale
Elementary School District




- Accelerate the distribution of available performance pay funds at a higher rate in a sustainable manner.
- Increase performance pay plan for 2019-2020 by:
 - \$3,000 (0-4 years in GESD)
 - \$4,000 (5-9 years in GESD)
 - \$5,000 (10+ years in GESD)

....

Performance Pay

Glendale
Elementary School District



**Glendale
Elementary School District**

- ❑ The team recommends the acceptance of the Benefits Trust recommendation that will be finalized at the Trust's next meeting.
 - No premium increase for employees for the 2019-20 academic year.
 - For Traditional PPO, increase the maximum out-of-pocket for the individual from \$4,000 to \$6500 and increase maximum out-of-pocket for family from \$8,000 to \$13,000.
 - HDHP Navigate remains in place.
 - Out-of-network option is eliminated except in special cases.
 - Fourth tier created for specialized prescriptions with a less expensive co-pay of \$100.
 - Optional weight management plan added.

••••

Benefits



**Glendale
Elementary School District**

- ❑ The team recommends that the Benefits Trust reduce from three to one the number of activities required to receive the full annual HSA amount.
- ❑ The team will study increasing District HSA contribution for consideration during next year's Meet and Confer Process and make recommendations to the Trust Board for the 2020-2021 school year.
- ❑ Another benefit is pet insurance available at employee cost.

••••

Benefits




**Glendale
Elementary School District**

- ❑ Education Services design and implement a District survey that can be disaggregated by site and employee group assessing professional development needs that, used with student and other data, can inform the development and scheduling of professional development for the 2019-20 academic year.
- ❑ Provide professional development to staff about communicating effectively with parents, especially about student behavior issues and other issues where the potential for conflict exists.

••••

**Professional
Development**



**Glendale
Elementary School District**

- ❑ Under the direction of Educational Services, the District MTSS Team seeks improvements to the MTSS and related processes
 - Review, revise and provide relevant professional development with the Behavior Matrix.
 - Identify and communicate process for placing and changing student tier levels.
 - Evaluate the MTSS program on a quarterly basis.
 - Review current disciplinary referral forms and create a standard District referral form for use by all schools.
 - Identify structures that can be put in place to support classrooms experiencing student disruptions (e.g. Buddy classes where students can go for brief "timeouts" prior to a formal disciplinary referral or other "timeout" plan that may remove a student from the class for a brief period).

••••

**Student Behavior
and Discipline**




**Glendale
Elementary School District**

- ❑ Educational Services, through district and site MTSS committees, coordinate the streamlining and communication of student crisis protocols for each site
 - Identify who is the lead in the event of a student crisis.
 - Clarify and communicate the student crisis protocol at each site.
 - Identify any professional development needs for faculty and staff related to managing a student crisis.

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**Student Behavior
and Discipline**




**Glendale
Elementary School District**

- ❑ Increase planning time for teachers on Wednesdays
 - Regularly build in time during professional development early-release days for processing, planning, and implementation.
- ❑ Schedule data "digs" and professional development time to maximize time to meet with parents by using CTT/PLC time and one hour PD time on Fridays instead of Wednesdays of conference weeks.
- ❑ Communicate consistent expectations for non-contract hours.

••••

**Respect,
Workload, Hours**




**Glendale
Elementary School District**

- ❑ The capital improvement plan is available to stakeholders
 - Capital Plan communicated to stakeholders.
- ❑ Maintenance work order protocols are available to stakeholders
 - Communicate protocols for maintenance work orders
 - Annual update will be published in September regarding plan.
 - Communicate pest control schedule

••••

**Maintenance,
Operations, and
Facilities**





**Glendale
Elementary School District**

- ❑ Each site identifies site committee which could be the school learning team, council, or other group responsible for site budget monitoring and adjusting.
 - Identify and communicate membership of committee
 - Quarterly review of school budget for alignment with goals
- ❑ Update and understand availability of classroom resources at staff meetings.
- ❑ Create, communicate and distribute standard district-wide equipment, educational resources, and supply inventory.

••••

**Classroom
Resources**

	<p>Confirmation Phone Call</p> <p>TOMORROW between 6PM and 8PM, the district will contact you by phone.</p> <p>The call will ask that you either confirm or not confirm your approval of these recommendations.</p> <p>Please be sure to answer this phone call from 623-842-8100.</p> <p>This call will be made only once. **RESULTS – call made April 4 574 Participated 877 Did not answer phone 487 = YES 87 = No</p>	 <p>Thank you for your time.</p> <p>These recommendations will be presented at the April 11th Governing Board Meeting.</p>
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Ms. Smith expressed her approval of the implementation of the handbook.

Mr. Aldama asked for copies of the policies referred to earlier in discussion, with the phrasing in question, which were provided (GCB and HD).

Ms. Smith and Ms. Wilson commented on the need to follow the policy.

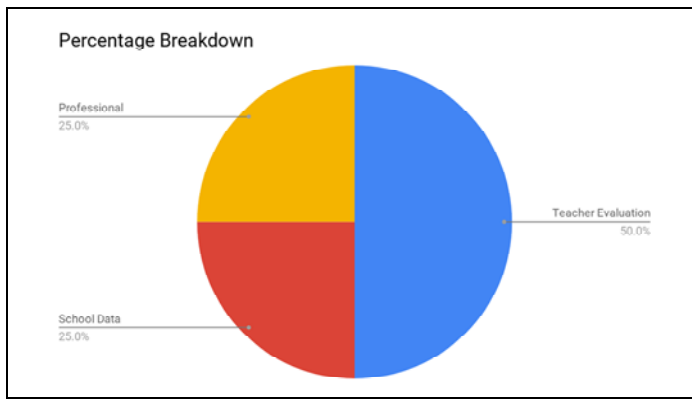
Mr. Aldama stated his disagreement with the assessment that the Superintendent should make administrator salary recommendations, and that this should be part of the Meet and Confer process. Ms. Segotta-Jones noted that the need for clarification on the policy led to administration seeking legal advice about the matter. She also pointed out that failure to follow legal advice can result in personal liability on the part of individual Board members.

Ms. Bartels moved to approve the item as stated and Ms. Wilson seconded the motion. Upon call to vote, the motion carried with four votes in favor from Mr. Aldama, Ms. Wilson, Ms. Smith and Ms. Bartels.

Pay for Performance Ms. Segotta-Jones recommended the Governing Board approve the Pay for Performance plan for the 2019-2020 school year as presented.

Ms. Valadez introduced Megan McCave and Elizabeth Manuel to review the following presentation.

<h1>Performance Pay Plan</h1> <p>The State statute, if you're interested</p>	<h2>Purpose</h2> <p>To agree upon a new pay for performance plan based on teacher evaluation, school data, and professional development/responsibilities :)</p>
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Teacher Evaluation - 50% (final classification)

- 100% Highly effective/ effective
- 75% Developing
 - If in 1st or 2nd year in district
- 50% Developing
 - 3rd year and above in district
- 0% Ineffective

School Data - 25%

75% of schools district-wide receive a C or better

Or

Positive gains at Site (Math AzMerit or ELA AzMerit or Dibels)

Professional Development - 25%

Two categories

Professional development - 10 hours

AND

Professional responsibilities - choose one

Professional Development - 10 hours (Unpaid)

- Board Certification
- Out-of-District PD
- Unpaid PD
- Club to increase achievement (not 21st Century or Comp Ed)
- Teaching PD afterschool
- College Course
- Webinar
- AZ Dept. of Educ. classes
- Micro Credentials
- Highly Qualified in a new area/content
- Endorsement in a new area/content
- Certification in a new area/content
- Others as mutually agreed to by administrator and teacher

Professional Responsibilities - choose one (unpaid)

- Minimum 2 board meetings (requires admin. signature on agenda)
- Observe a colleague/Reflection
- District committee
- Accreditations/grant preparation
- Leadership Position
- Others as mutually agreed to by administrator and teacher (ex. mentor)

Eligibility Guidelines For Performance Pay

1. Eligible teachers must meet the criteria identified in the current teacher evaluation process to qualify for performance pay compensation. Teachers must have a final Performance Classification from the Glendale Elementary School District Teacher Evaluation System to be eligible for the Performance Pay Compensation (Prop 301).
2. If a teacher participated in FMLA (Family Medical Leave Act) any time throughout the school year, he/she would be eligible for performance pay compensation provided the teacher successfully completes the Teacher Evaluation in accordance with the guidelines outlined. Understanding that each situation may be different, every effort will be made to help these employees complete the evaluation process.
3. District hired employees that are hired after the start of the school year would receive a prorated amount as determined by their contract date.
4. Teachers must be employed with the Glendale Elementary School District on the last day of their contract in order to be eligible for performance pay compensation.

Eligibility (cont'd)

5. All Full Time Employee are eligible for the 100% of the performance pay compensation. All others will be prorated based on their FTE.
6. If a teacher were called to active duty, the employee would be eligible to receive the full amount of performance pay.
7. Performance pay will be paid to those employees who fulfilled their current letters of intent or contracts. If an employee fulfilled their year's commitment and does not return the following year, the performance pay will be mailed to the employee. Teachers who leave the District and are eligible for performance pay must notify the District if they move to a new address. The District will make one attempt to mail the check to the last known address; if the check is returned, it will be cancelled, and the amount will be added to the pool for the following year.

Eligibility (cont'd)

8. A teacher who has been determined as ineligible for performance pay may appeal the decision in writing to the human resources department/performance pay committee. The appeal needs to include the reason for ineligibility and documentation to support the employee's request for reconsideration. The appeal must be submitted by May 1st. Human resources/performance pay committee will communicate a final decision to the employee in writing by May 15th.

Appeals (timeline)

Timeline

1. April 15th – Paperwork due to Principal on or before Final Classification (summative evaluation)
 - o professional development/responsibilities form completed
2. April 21st – Notification of approval in written form from Principal
3. May 1st – Appeal paperwork to Human Resources/Pay Performance Committee
4. May 15th – Final decision to employee following appeal in written form

Appeals (committee)

Appeals Committee – current members of the performance pay committee

Superintendent designee

School administrator

Representative from grade bands listed below

-2 primary

-2 intermediate

-1 special education or special areas

Appeals (voting)

Voting

- Decisions on appeals will be made by majority vote of the voting PPC members present and it is final.

<p>Teacher Evaluation - 50%</p> <ul style="list-style-type: none"> • 100% Highly effective/ effective • 75% Developing <ul style="list-style-type: none"> o If in 1st or 2nd year in district • 50% Developing <ul style="list-style-type: none"> o 3rd year and above in district • 0% Ineffective 	<p>2018-2019 school year</p>	<p>School Data - 50%</p> <p>75% of schools receive a C or better</p> <p>Or</p> <p>Positive gains (Math AzMerit or ELA AzMerit or Dibels)</p>
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Voting Ballot

Ballot

Please Check ONLY ONE box.

YES, I agree with the Performance Pay Plan

No, I DO NOT agree with the Performance Pay Plan

If no, please state reason/s for disagreement.

Thank you!

"Being a teacher is not a 9-5 job."
-Heidi McDonald



"A mind, is like a parachute, it doesn't work if it isn't open." - Frank Zappa



Committee Members

Briana Shaw - Landmark	Katie Koernig - American
Jeffrey Garnett - Imes	Danielle Maxwell - Bici North
Sonja Belsan - Smith	Laurel Hubble - Horizon
Mary Gross - Sine	Lynn Fromm - Challenger
Jennifer Gereshenski - Jack	Megan McCave - Bici South
Cara Mitchell - Mensendick	Jordan Moxley - Discovery
Cesiah Ortega - Burton	Elizabeth Manuel - Desert Garden
Kayla Sereno - Coyote Ridge	Katherine Clay-Smith - Sunset Vista
Jeannine McDonald - Desert Spirit	Deanna Driver - Glendale Success Academy

Ms. Smith inquired about comments from teachers who did not support the changes in the pay for performance plan. She also asked about the alignment of contract language to the proposed plan.

Ms. Wilson moved to approve the item as stated and Ms. Bartels seconded the motion. Upon call to vote, the motion carried with four votes in favor from Mr. Aldama, Ms. Wilson, Ms. Smith and Ms. Bartels.

Administrative Salaries, Benefits, and Pay for Performance

Ms. Segotta-Jones recommended the Governing Board approve the Superintendent's recommendation for certified and classified administrative employee salaries, benefits, and pay for performance for the 2019-2020 school year as presented.

Mr. Aldama expressed concerns related to the Superintendent making separate recommendations for administrators. He requested that the item be tabled and brought back for the Board to receive legal advice regarding the recommendation.

Mr. Aldama moved to table the item until the Superintendent could bring legal counsel to clarify the position related to this. The motion died without a second.

Ms. Bartels asked how the recommendations compared with the Meet and Confer recommendations for non-administrative staff.

Ms. Smith moved to approve the item as stated and Ms. Bartels seconded the motion. Upon call to vote, the motion carried with three votes in favor from Ms. Wilson, Ms. Smith and Ms. Bartels, and one vote opposed from Mr. Aldama.

Employment of Director

Ms. Segotta-Jones recommended the Governing Board approve the appointment of Ms. Alejandrina Garcia as Director of Language Acquisition, salary and benefits commensurate with other Directors.

Ms. Bartels moved to approve the item as stated and Ms. Wilson seconded the motion. Upon call to vote, the motion carried with four votes in favor from Mr. Aldama, Ms. Wilson, Ms. Smith and Ms. Bartels.

DISCUSSION ITEMS

ASBA Political Agenda Priorities and Proposals

The Governing Board discussed its top five political agenda priorities and proposed issues to submit for consideration on Arizona School Boards Associations' 2020 Political Agenda.

Ms. Smith suggested that the Board could submit an item related to mental health.

This will be brought back for action at the next Board meeting.

NSBA Annual
Conference

Governing Board members and administrators shared information and learning from the National School Boards Association's Annual Conference.

Ms. Wilson attended a session on board self-evaluation which has some good ideas she would like to share in greater depth.

Ms. Bartels spoke about the importance of keeping agenda items on track with the strategic plan.

Ms. Smith attended sessions on crisis planning and mental health.

Ms. Segotta-Jones shared about sessions she attended related to Board-Superintendent relationships.

Ms. Powell shared about a session she attended related to school district branding.

FUTURE MEETINGS

Future Meetings and
Agenda Item Request

A list of upcoming meetings was reviewed. The next meeting is April 25th at 5:00 p.m.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. Ms. Smith shared a list of topics she would like on the June 13 study session agenda: mental health, the District's vision and mission, strategic plan, Board norms, and demographic studies. Ms. Wilson noted she would not be here on June 13th. These items will be addressed on June 13th and the Board self-evaluation discussion will take place on June 27th.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones provided information about current events:

- She announced the District was selected for the Gold Healthy Arizona Worksite Award.
- She thanked the presenters and committee members from the Pay for Performance and Meet and Confer teams.

Mr. Aldama had no comments.

Ms. Wilson thanked band teachers for their work to present the Honor Band performance on April 10th. She encouraged everyone to be sure to register for the legislature request to speak system.

Ms. Bartels also encouraged everyone to speak to their legislators about education related matters.

Ms. Smith noted the artwork display provided by District Art teachers.

ADJOURNMENT

Ms. Wilson moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to vote, Ms. Bartels, Ms. Wilson, Mr. Aldama and Ms. Smith voted 'aye', the motion carried and the regular meeting adjourned at 7:38 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Brenda Bartels, Clerk of the Board

Date: May 9, 2019

MINUTES OF THE SPECIAL MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
April 25, 2019

Present: Ms. Sara Smith, President
Ms. Brenda Bartels, Clerk
Ms. Monica Pimentel, Member
Ms. Mary Ann Wilson, Member

Absent: Mr. Jamie Aldama, Member

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Ms. Smith at 5:00 p.m. She noted the presence of four of five Board members, with Mr. Aldama absent, constituting a quorum.

OPENING EXERCISES

Ms. Smith welcomed everyone and thanked them for coming.

Ms. Bartels moved to adopt the meeting agenda and Ms. Pimentel seconded the motion. Upon call to vote, the motion carried with votes in favor from Ms. Smith, Ms. Bartels, Ms. Pimentel and Ms. Wilson.

Ms. Smith called for a moment of silence, followed by the Pledge of Allegiance.

CALL TO THE PUBLIC

None at this time.

STUDY SESSION

Policy Manual
Review

The Governing Board reviewed Board Policy Manual Section K-School Community Relations as part of the comprehensive policy manual review with Arizona School Boards Association. Board members were given the opportunity to ask questions about policies and request policies pulled for further discussion.

Ms. Bartels inquired about the Parent Bill of Rights in KE-EB. Ms. Segotta-Jones clarified this is new language being added.

Ms. Bartels asked if KCCA's citizen's committee is in place. This will be brought back for further discussion.

Ms. Bartels suggested language be added to KCD related to acceptance of technology donations. Ms. Segotta-Jones noted there are systems in place to approve of any new innovations or technologies put into affect. No further discussion is required.

Ms. Bartels asked if requests for records for commercial purposes (KDB-R) occur. The new language puts the District in line with current statutory requirements. Ms. Smith inquired about the copy fees listed.

Ms. Bartels inquired about KE-R and the process for Board members to notify staff of complaints from the community. Ms. Segotta-Jones noted the current process is for Board members to notify the Superintendent. Ms. Smith asked to have this brought back with language to clarify the District's actual practices.

Ms. Segotta-Jones noted the need for a change in language on KEC-R, to correct the reference to Assistant Superintendent for Administrative Services to read the Assistant Superintendent for Educational Services.

Ms. Bartels noted new language regarding liability insurance. She asked if the District already does this. Mr. Barragan confirmed we do.

Ms. Segotta-Jones noted new language on KJA has a correction to reflect the use of the USFR, and not the county system currently referenced.

School Safety, Student
Discipline, Social Emotional
Learning, and Mental
Health Services


The Governing Board and Administration conducted a study session to review and discuss information related to school safety, student discipline, social emotional learning, and mental health services.

Ms. Segotta-Jones and Dr. Petersen-Incorvaia presented the following PowerPoint:



Ms. Smith asked if the Executive Team gets student input about the lockdown/out and fire drills. She wonders if school sites are communicating with students at all about school security procedures to gather feedback and suggestions.

Ms. Bartels asked if substitute teachers receive any kind of training about crisis plans and emergency procedures. She also inquired if first-responder input is sought for crisis plans.



STUDENT DISCIPLINE CURRENT STATE

- ◆ 2,041 Short Term Suspensions
- ◆ 2 Long Term Suspensions
- ◆ 1 Expulsion
- ◆ 204 Student to Student Assault Violations Resulting in OSS
- ◆ 43 Student to Teacher Assault Violations Resulting in OSS
- ◆ 10 Student to Student to Teacher Assault Violations Resulting in OSS
- ◆ 36 GSA Placements
- ◆ 5 Desert Heights Placements
- ◆ 22 ACES Placements (Special Education)



GESD CURRENT REALITY

- ◆ 18 Area Group and/or Foster Homes
- ◆ 198 McKinney-Vento Students
- ◆ 210 Refugee Students
- ◆ 1 Known Child Abduction
- ◆ 80 Placed 911 Calls (Landlines, excludes Cell Phones)
- ◆ 591 Registered Sex Offenders (Highest Number of Sex Offenders Residing in our Zip Codes)

Ms. Smith noted that the Board reports regarding student suspensions shows a trend where more boys are receiving discipline than girls. Ms. Segotta-Jones acknowledged this trend required further examination, particularly as it relates to minority students, as national trends show male minorities being disproportionately disciplined to non-minority and female peers.


Ms. Segotta-Jones noted there have been a number of incidents recently reported on the news in neighboring school districts involving individuals posing as school employees attempting to lure students away from home or into vehicles. Mr. Cummings is preparing a communication to be sent home to all District families to inform them of these incidents.



SOCIAL EMOTIONAL LEARNING CURRENT STATE

Social Emotional Learning Specialists (SELS) at each site:

- ◆ 6 Certified Social Workers
- ◆ 13 Social Emotional Learning Specialists
- ◆ 17 School Psychologists (9 out of 17 are Contracted Services)
- ◆ 1 BSN RN
- ◆ 7 RNs
- ◆ 6 LPNs
- ◆ 4 Contracted LPNs



SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH CURRENT STATE

- ◆ 387 Department of Child Services Contacts
- ◆ 93 Crisis/EMPACT Calls
- ◆ 85 Credible Suicide Threats
- ◆ 5 Suicide Attempts
- ◆ 1 Suicide

Ms. Smith inquired if school psychologists are primarily involved in developing IEPs.




MENTAL HEALTH CURRENT STATE

- ◆ EMPACT
- ◆ New Leaf
- ◆ Southwest Behavioral and Health Services

EMPACT, New Leaf and Southwest Behavioral and Health Services provide small group, individual and family therapy that address behavioral and mental health choices, coping skills, working through issues such as grief.

In addition, professional development for staff to promote healthier social and emotional skills in youth such as Mental Health First Aid, Trauma Informed Classrooms, Suicide Prevention and identifying behavioral and mental health concerns.



SOCIAL EMOTIONAL LEARNING TRAINING

Trainings

- ◆ Multi-tiered System of Support in Behavior
- ◆ Positive Behavioral and Interventions Training (PBIS)
- ◆ Well Managed Classrooms
- ◆ Trauma Informed Practices
- ◆ Regulating Emotions
- ◆ Self-Injury and Suicide Threat
- ◆ Cultural Competency
- ◆ Bullying
- ◆ Protocols for Responding to Aggressive Student Behavior
- ◆ Threat Assessment Training (Threat Against Property and Threat Against Persons)



PROJECT AWARE GRANT

- ◆ AWARE: Advancing Wellness and Resiliency in Education: 5 Year Project
- ◆ Identified by the Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) using Arizona Healthy Communities index (2016) indicating zip codes throughout the state that lack access to care, with insufficient education and prevalent poverty rates.
- ◆ 1 of the only 3 districts in the state to be awarded the grant (2018-2023)



PROJECT AWARE GRANT

PURPOSE:

- ◆ Increase awareness of mental health issues among school-aged youth
- ◆ Provide training for school personnel and other adults who interact with school age-youth to detect and respond to mental health issues
- ◆ Connect school-aged youth who may have behavioral issues (including serious emotional disturbance or serious mental illness) and their families to needed services

Ms. Bartels asked if the grant would require reapplication in order to continue providing services after the five year grant term expires.

Ms. Wilson asked if when students who have been identified as having mental health issues come into our schools if this is relayed in the student records, and if this information is shared with teachers.



PROJECT AWARE GRANT

- ◆ Goal #1: Build and maintain an infrastructure for mental health services for school-aged youth
- ◆ Goal #2: Conduct outreach and engagement with school-aged youth and their families to increase awareness and identification of mental health issues and to promote positive mental health
- ◆ Goal #3 Provide professional development and training to school personnel, SEA staff, community partners and other adults who interact with school-aged youth, to detect and respond to mental health issues.
- ◆ GESD Initiative: Build and maintain an infrastructure for a safe school environment for students and staff inclusive of mental health services for school-aged youth



PROJECT AWARE GRANT

- ◆ Counseling Services
- ◆ Active Parenting Classes
- ◆ Liaison to Glendale Police Department and Courts
- ◆ Trauma Informed Care Training
- ◆ Alternative Placement
- ◆ Self-Regulation Training
- ◆ Teacher/Staff Self-Care
- ◆ Mandatory Parent/Student Conferences
- ◆ Restorative Classroom
- ◆ Human Resource Support Services for Staff


Ms. Segotta-Jones expressed concerns about aggression that has been seen towards teachers and administrators. Her intention is to address this issue with both students and parents in order to prevent this sort of behavior from occurring in our schools.

PROJECT AWARE GRANT	STUDENT SERVICES SUPPORT MODEL
<ul style="list-style-type: none">◆ Bully Prevention Training Students/Parents◆ Suicide Prevention Training◆ See Something Say Something Training◆ Student Support Groups◆ SROs◆ District Liaison for School Safety, SEL and Mental Health◆ Social Emotional Learning Skills◆ Multi-tiered Support Systems◆ Collaborative Care Teams	<p>MODEL FOR EVIDENCED-BASED BEST PRACTICES</p> <ul style="list-style-type: none">◆ Executive Director of Behavioral Health and School Safety◆ Director of Student Services and Family Support Services◆ Director of Social and Emotional Learning and Mental Health Services◆ Principal Coach for Multi-tiered Support Services (MTSS) and School Culture

Ms. Smith commented on the stigma attached to “snitches”.

Dr. Petersen-Incorvaia shared information about proposed plans to restructure positions in order to fill in some gaps in services to address student mental health, safety, and behavior. Ms. Smith asked if these would be new positions. Dr. Petersen-Incorvaia noted the positions are new; however, there are currently three openings in educational services. The District currently employs a Director and Coordinator for Student Services.

STUDENT SERVICES SUPPORT MODEL	STUDENT SERVICES SUPPORT MODEL
<p>Executive Director of Behavioral Health and School Safety</p> <ul style="list-style-type: none">◆ Oversees the daily functioning of Student Services, School and District Safety, Discipline, Social and Emotional Learning, and Diversity and Inclusion◆ Facilitates the Behavioral Health and School Safety Process◆ Facilitates Parent and Student Bully Prevention Groups◆ Facilitates Social Emotional Learning Support Groups◆ Facilitates Suicide Prevention Groups◆ Coordinates services with the Glendale Police Department and Glendale Fire Department◆ Coordinates services with Probation Officers and the Courts◆ Coordinates services with Mental Health Organizations	<p>Executive Director of Behavioral Health and School Safety</p> <ul style="list-style-type: none">◆ Works with Human Resources to provide support to all staff in protocol during crisis intervention◆ Monitors School Wellness Checks for Students◆ Ensures a strategic, comprehensive District Safety Program is developed and maintained for the entire District◆ Works with District Risk Manager to monitor Emergency Operation Plan in coordination with local, state and federal law enforcement agencies◆ Addresses in coordination with Superintendent’s Office non-staff complaints from parents and community members with the goal of an amiable and appropriate resolution◆ Oversees GSA and in-take for program placement◆ Oversees Outside Program Placement for Students



STUDENT SERVICES SUPPORT MODEL

Executive Director of Behavioral Health and School Safety

- ◆ Investigates and analyzes identified safety/discipline problems in collaboration with the Assistant Superintendent for Educational Services presenting recommended solutions to the Superintendent
- ◆ Oversees all processes related to student discipline, to include any long-term suspensions and/or expulsions of students
- ◆ Coordinates the efforts and projects of internal and consultant staff including social workers, social emotional learning specialists, psychologists, parent support services and outside agencies
- ◆ Ensures the District and school sites address diversity education through professional development and community forums
- ◆ Provides Staff Training for Restorative Practices and Crisis Intervention



STUDENT SERVICES SUPPORT MODEL

Director of Student Services and Family Support Services

- ◆ Direct Support to Schools for Student Discipline
- ◆ Works with Executive Director for Student Suspensions
- ◆ Responds to Parent Complaints
- ◆ Provides Training for Administration and Faculty Regarding Crisis intervention and Restorative Practices
- ◆ Responder to 911 Calls
- ◆ Coordinates with School Resource and Liaison Officers
- ◆ Works Directly with the Executive Director to Support Staff, Students and Families in School Safety and Crisis Situations
- ◆ Works with Human Resources to provide training on protocol for staff responsibilities during crisis intervention and school safety


Ms. Segotta-Jones noted the Executive Director position is intended to provide some relief and support to school site administration in dealing with investigations and paperwork related to student disciplinary issues, to allow focus to remain on academic achievement.



STUDENT SERVICES SUPPORT MODEL

Director of Social and Emotional Learning and Mental Health Services

- ◆ Oversees Socio-Emotional Learning Specialists
- ◆ Oversees Nurses
- ◆ Coordinates Direct Support for Teacher/Student Support Groups
- ◆ Coordinates Services for Parent Support Groups
- ◆ Coordinates Systematic Mental Health Wrap-around Services for Students and Families
- ◆ Responder to 911 Calls
- ◆ Coordinates Services with School Resource and Liaison Officers
- ◆ Works Directly with the Executive Director to Support Staff, Students and Families in School Safety and Crisis Situations



STUDENT SERVICES SUPPORT MODEL

Principal Coach for Multi-tiered Support Services (MTSS) and School Culture

- ◆ Monitors the Multi-tiered Support Services
- ◆ Facilitates Teacher and Administrative Support for Bullying Prevention Program Implementation
- ◆ Facilitates Teacher and Administrative Support for Suicide Prevention Curriculum Implementation
- ◆ Monitors with the Risk Manager, School Safety: Lockdowns, Fire Drills, Mental Health Check-ins
- ◆ Analyzes and Facilitates Site Administrative Support for Student Behavior Data, Functional Behavior Assessments, Behavior Intervention Plans, Threat Assessments, and Teacher Assistance Teams (TAT) Process
- ◆ Supports Site Administration with Cultivating a Positive School Culture
- ◆ Supports Site Administration with GSA Transitions and Outside Student Placements
- ◆ Works Directly with the Executive Director to Develop Situational Responses and Support with Regards to crisis and safety

Ms. Smith commented on the Director of Social and Emotion Learning and Mental Health Services job description and the need for having a person with a background in mental health services, as opposed to a background in education.



**GLENDALE
ELEMENTARY
SCHOOL DISTRICT**

“Never never never give up.”

Winston Churchill

Ms. Segotta-Jones clarified the Administration is not proposing four new positions. Three of the positions are being redistributed from current positions. The Executive Director position is one required by the grant in order to manage its components.

Ms. Wilson and Ms. Pimentel expressed support for the program and recognized the need for these services to be provided to our students and staff.

CONSENT AGENDA

Ms. Bartels moved to approve the Consent Agenda as presented and Ms. Pimentel seconded the motion. Upon call to vote, Ms. Wilson, Ms. Smith, Ms. Bartels, and Ms. Pimentel voted ‘aye’, and the following items were approved:

**Certified Personnel
Report**

The Governing Board approved the following employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

New Employment

1. Dennis, Jo Faber	Teacher	\$38,000	07/29/19
2. Falvey, Jeremiah	Teacher	\$39,500	07/29/19
3. Gregory, Suzanne	Psychologist Intern	\$38,000	07/29/19
4. Helman, Serena	Teacher	\$38,000	07/29/19
5. Hosseini, Narges	Psychologist	\$59,072	07/29/19
6. Hrycyk, Cara	Psychologist Intern	\$38,000	07/29/19
7. Wells, Amanda	Teacher	\$38,000	07/29/19
8. White, Alyssa	Teacher	\$43,250	07/29/19

Resignation

1. Bonilla, Celia	Teacher	Moving	05/24/19
2. Bernhardt, Jodi	Director of Student Services	Personal	06/30/19
3. Frick, Morgan	Teacher	Personal	05/24/19

Rescind Resignation

1. Allen, Jonathon	Teacher		04/11/19
2. Silva-Garcia, Cynthia	Teacher		04/11/19
3. Lavery, Kara	Teacher		04/11/19

*Contract Renewal for 19-20 SY

Retirements

1. Slonina, Sally	Teacher		05/24/19
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Guest Teacher – New Hire

1. Melendrez, Rebekah	Guest Teacher		08/22/18
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Guest Teacher – Separation

1. Reed, Uvonte	Guest Teacher		04/12/19
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**Classified Personnel
Report**

The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

New Employment

1. Ayala Moreno, Yuridia	Food Service Worker	\$11.00	04/10/2019
2. Lopez Martinez, Guadalupe	Trainee School Bus Driver	\$12.07	04/03/2019
3. Serna, Angeline	Food Service Worker	\$11.00	04/03/2019
4. Skinner, April	School Bus Operator	\$14.89	04/10/2019

Terminations

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones reported she met with the Glendale Traffic Advisory Board earlier in the week for the committee's first meeting.

Ms. Wilson congratulated students for the wonderful artwork displayed at the District Art Show this week. She also provided an update from the Trust Board. The Trust is the most financially solvent it has ever been.

Ms. Pimentel expressed her excitement at the upcoming events over the next month. She also thanked Brittanie Lizarraga and Liz Powell for all their work to support the Board.

Ms. Bartels commented on the District Art Show. She also noted there are informational meetings coming up for the community about new programs starting and various schools.

Mr. Smith also made positive remarks about the District Art Show.

ADJOURNMENT

Ms. Smith moved to adjourn the meeting and Ms. Pimentel seconded the motion. Upon call to a vote, Ms. Wilson, Ms. Bartels, Ms. Pimentel, and Ms. Smith voted 'aye', and the motion carried and the regular meeting adjourned at 6:56 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Brenda Bartels, Clerk of the Board

Date: May 9, 2019

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.B. TOPIC: Ratification of Vouchers

SUBMITTED BY: Ms. Valerie Caraveo, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the expense and payroll vouchers as presented.

RATIONALE:

In accordance with A.R.S. § 15-321G, the expense and payroll vouchers must be approved and ratified by the Governing Board. The attached vouchers summarize expense and payroll warrants that were issued by Glendale Elementary School District and reviewed by the Clerk of the Governing Board.

Expense Vouchers		
Date	Voucher #	Amount
3/28/2019	2093	\$138,095.54
3/28/2019	2094	\$88,904.81
4/4/2019	2095	\$490,789.43
4/4/2019	2096	\$95,172.35
4/4/2019	2097	\$1,307.65
4/11/2019	2098	\$426,273.77
4/11/2019	2099	\$131,323.99
	Total:	\$1,371,867.54

Payroll Vouchers		
Date	Voucher	Amount
3/13/2019	1031	\$3,014,756.83
3/19/2019	37	\$135,450.19
3/27/2019	1032	\$2,649,193.12
4/2/2019	39	\$102,737.82
4/5/2019	40	\$2,160.24
4/12/2019	1033	\$2,850,297.21
4/16/2019	41	\$143,446.68
	Total:	\$8,898,042.09

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.C. TOPIC: Acceptance of Gifts

SUBMITTED BY: Ms. Valerie Caraveo, Director of Finance & Purchasing

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve acceptance of the following gifts offered to the District.

RATIONALE:

Donor	Description	Cash Amount or Estimated Value	Recipient
Pearson Engineering Associates	Memorial donation to library	\$150.00	American
Kathy Ayers	Memorial donation to library	\$50.00	American
Camela Bacho	Memorial donation to library	\$50.00	American
Lynn Evans	Memorial donation to library	\$50.00	American
Tana Williams	Memorial donation to library	\$25.00	American
Lisa Foster	Memorial donation to library	\$100.00	American
Mary Ellen LeGendre	Memorial donation to library	\$25.00	American
Evelyn Miller	Memorial donation to library	\$100.00	American
Susan Reeb	Memorial donation to library	\$30.00	American
Eileen Cirillo	Memorial donation to library	\$30.00	American
Kroger	School Supplies	\$128.52	American
Kroger	Gift to School	\$83.09	Bicentennial North
Kroger	Gift to School	\$101.46	Bicentennial South
Kroger	Student Incentives	\$64.36	Burton
Peter Piper	Student Incentives	\$285.48	Burton
Kroger	Gift to School	\$12.57	Challenger
Donors Choose	"The Future is Now"	\$1,000.00	Challenger
Donors Choose	"Using Technology to Engage"	\$800.00	Challenger
Kroger	Gift to School	\$69.33	Coyote Ridge
Macy's	Gift to School	\$3,000.00	Coyote Ridge
Kroger	Gift to School	\$79.84	Desert Garden
Kona Ice South Central Glendale	Gift to School	\$75.00	Desert Garden
Rowel Gabriel Fulinara - American Express Foundation Employee Matching	Marcus McCarty Music Program	\$150.00	Desert Garden
Rowel Gabriel Fulinara - American Express Foundation Employee Matching	Marcus McCarty Music Program	\$150.00	Desert Garden
Kroger	Gift to School	\$40.77	Desert Spirit
Kroger	Gift to School	\$121.39	Discovery
Association of Arizona Food Banks	Coolers, carts and storage bins	\$3,000.00	Grants Department
Kroger	Student need in classrooms	\$34.03	Horizon
Sarah Balder	Employee Incentives	\$350.00	Horizon

Donor	Description	Cash Amount or Estimated Value	Recipient
Peter Piper	Student Incentives	\$162.87	Imes
Life Touch	Student Incentives	\$62.00	Imes
Kroger	Student Incentives	\$42.23	Jack
Kroger	Gift to School	\$68.41	Landmark
Kroger	Student Incentives	\$37.72	Sine
Dorian	Student Incentives	\$209.40	Sine
Kroger	Gift to School	\$37.05	Smith

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

Revised
May 7, 2019

AGENDA NO: 5.D. TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Cathey Mayes, Director of Human Resources

RECOMMENDED BY: Ms. Deby Valadez Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations, and/or contract renewals of certified personnel.

New Employment

1. Crosley, Rachel	Teacher	\$42,500	07/29/19
2. Cusack, Breanna	Teacher	\$39,000	07/19/19
3. Davis, Owen	Teacher	\$39,000	07/29/19
4. Duprest, Courtney	Teacher	\$48,500	07/29/19
5. Feffer, Alexis	Teacher	\$39,000	07/29/19
6. Garcia, Catriana	Teacher	\$43,250	07/29/19
7. Humphreys, Douglas	Teacher	\$44,000	07/29/19
8. McReynolds, Nicole	Teacher	\$41,750	07/29/19
9. Valadez, Delena	Teacher	\$51,500	07/29/19
10. Van de Bogart, Tammy	Teacher	\$5,964.47	04/22/19

Resignation

1. Amaechi, Chukwuma	Teacher	CNR	05/24/19
2. Gibson, Deborah	Teacher	Personal Reasons	05/24/19
3. Maxwell, Danielle*	Teacher	Personal Reasons	05/24/19
4. Moran, Timothy*	Teacher	Other Employment	05/24/19
5. Sotomayor, Stefany	Teacher	Other Employment	05/24/19

*Recommend liquidated damages fee applied per contract
**CNR-Contract Not Returned

Change of Position

1. Acuna, Carlos	from Ed. Asst. to Teacher	07/29/19
2. McCave, Megan	from Teacher to Gifted Achievement Advisor	07/15/19

Rescind Resignation

1. Bembenek, Alexandra *	Teacher	04/23/19
2. Bonilla, Celia*	Teacher	04/25/19
3. Garduno, Helen*	Speech Language Pathologist	04/23/19
4. Macklin, Diana*	Teacher	05/07/19

*Contract Renewal for 19-20SY

Retirements

1. Hinton-Veniro, Karen*	Teacher	05/24/19
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*Correction to resignation reason

Non-Administrative Contract Renewal

1. Conrad, Laura	Speech Language Pathologist	07/22/19
2. Dawson, Susan	Speech Language Pathologist	07/22/19

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.E. TOPIC: Classified Personnel Report

SUBMITTED BY: Ms. Jacqueline Horine, Coordinator for Classified Human Resources

RECOMMENDED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

New Employment

1. Bustos, Daniel	Trainee School Bus Driver	\$12.07	04/29/19
2. Calonge, Cbarlotte	Campus Monitor	\$11.00	04/17/19
3. Martinez, Alberto	Campus Monitor	\$11.00	04/17/19
4. Niel, Anthony	Lead Custodian	\$13.35	04/24/19
5. Peterson, Angelica	School Bus Driver	\$13.65	04/24/19
6. Zubia, Tina	Campus Monitor	\$11.00	04/17/19

Position Change

1. Kemme, Roger	from Trainee School Bus Driver to School Bus Driver	\$13.65	04/24/19
2. Nunez, Roberto	from Lead Custodian to Unit Operations Manager	\$14.77	04/15/19

Retirement

1. Hinojosa, Maria Refugio	Cleaner I		05/23/19
2. McKinney, Peggy	Ed. Assist. Self Contained		05/23/19
3. Robinson, Toni	Food Service Worker		05/23/19
4. Shriro, Kimberly	Food Service Field Supervisor		06/30/19

Resignation

1. Banuelos, Sandra A.	Attendance Secretary	CNA	05/24/19
2. Beltran, Nancy	Campus Monitor	Personal Reasons	04/08/19
3. Brenner, Christine	Ed. Assist. Special Ed. CC-MD	CNR	05/23/19
4. Canez, Jesus Fernando	Ed. Assist. Ortho Impaired	Personal Reasons	05/23/19
5. Castro, Patricia	Campus Monitor	Personal Reasons	05/23/19
6. Leyba, Geneva	Warehouse Specialist/Delivery Driver	Personal Reasons	04/30/19
7. Martinez, Casey D.	Nurse-LPN	CNA	05/23/19
8. Munoz, Angelica	Campus Monitor	Personal Reasons	04/12/19
9. Munoz, Johnnie	Cleaner II	Career Change	04/02/19
10. Ortega, Monica	Ed. Assist. Special Ed. Autism	CNA	05/23/19
11. Ramos, Angelica	Ed. Assist. Standard	Personal Reasons	04/26/19
12. Rekart, Alyssa	Speech Language Pathologist Assistant	Personal Reasons	05/23/19
13. Rutledge, Andrea	Ed. Assist Standard - CEP	CAN	05/23/19
14. Smith, Bobby	Diesel Mechanic	Career Change	04/19/19
15. Valdez, Noellie	Ed. Assist. Special Ed. Resource	CNA	05/23/19
16. Vigil, Jaime	Ed. Assist. Special Ed. Self-Contained	Personal Reasons	04/05/19
17. Zambrano, Isabel	Food Service Cashier	CNA	05/23/19

CNA = Contract Not Accepted

CNR = Contract Not Returned

Rescinded Resignation

1. Zamora, Liliana	Campus Monitor		04/19/19
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Increase in Hours

1. Romero, Sharmane	Campus Monitor	\$11.55	04/17/19
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New Hire Substitutes

1. Marin, Flor	Sub-Cleaner	\$11.00	04/22/19
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Revised
May 7, 2019

ACTION AGENDA ITEM

AGENDA NO: 5.F. TOPIC: Approval of Travel

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve and ratify the requests for employee out-of-county travel as presented.

Traveler	Purpose/Location	Dates	Cost
Jerry Rita Russell Deneault Christian Miranda	AASBO Spring Conference Laughlin, NV	April 2-5	\$2,320 <i>Indirect Costs</i>
Denis Parcels Erin Linkiewicz Maria Asencio Jamie Sparks Mireya Munoz Sarah Balder Shannan Bernal Concepcion De la Huerta Angelique Alvarez Erika Schelittenhart Alejandrina Garcia Chris Kane	Dual Language Immersion Site Visit Tucson, AZ	May 15	\$1,315 <i>Title I</i>
Becky Brumm	Leading Change Conference Tucson, AZ	June 6-7	\$1,400 <u>905</u> <i>Title I</i>
Tamara Yazzie Ashley Apicella	Leading Change Conference Tucson, AZ	June 6-7	\$4,450 <i>Title I</i>
Mike Barragan Tammy Delgado Kim Hadley Dean Wallace Mayra Herrera Tom Clark Russell Deneault Nicholas Magann Joanna Morse Valerie Caraveo Courtney Pina Jacque Horine Teresa Wong	AASBO Summer Conference Tucson, AZ	July 17-20	\$12,032 <i>M&O/Indirect</i>

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Jerry Rita, Russell Deneault and Christian Miranda

Working at School/Department: Finance & Auxiliary Services

Reason for Travel: To attend the AASBO 2019 Pre-Conference & Spring Conference

Traveling to: Laughlin, Nevada

Dates of Travel: April 3-5, 2019

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	<u>N/A</u>	<u>\$</u>	<u></u>
Charge Registration to:	<u>570.100.2570.6360.XXX.0000</u>	<u>\$1,320.00</u>	<u></u>
Charge Airline/Bus to:	<u></u>	<u>\$</u>	<u></u>
Charge Meal/Lodging to:	<u>570.100.2570.6580.XXX.0000</u>	<u>\$0.00</u>	<u></u>
Charge Auto Mileage to:	<u>570.100.2570.6580.XXX.0000</u>	<u>\$1,000.00</u>	<u></u>
	<u>Total Cost of Travel</u>	<u>\$2,320.00</u>	<u></u>

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____
Date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Jerry Rita, Russell Deneault, Christian Miranda

Conference/Workshop Title: AASBO's 2019 Pre-Conference & Spring Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Discussions will focus on school district's financial success, making decisions that affect all facets of student learning and committing to finding new ways to achieve greater operational efficiency in our district. It is important that we stay on top of financial and compliance audit issues. Several sessions include topics that will help to sidestep potential problems and find practical and efficient solutions that improve the effectiveness of business processes for the district. This is an excellent professional development opportunity for staff.

2. How will employee(s) share information with colleagues?

Knowledge gained from the conference will be shared with colleagues at Executive Team meetings and with key Business Services staff.

3. How is the conference/workshop related to district, school or department goals and or objectives?

By attending the AASBO Spring Conference, staff will gather knowledge on best practices, case studies, and contacts that will assist them to succeed and grow.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Denis Parcels, Erin Linkiewicz, Maria Ana Asencio, Jamie Sparks, Mireya Munoz, Sarah Balder, Shannan Bernal, Concepcion De La Huerta, Angelique Alvarez, Erika Schelittenthart, Alejandrina Garcia, and Chris Kane

Working at School/Department: William C. Jack, Horizon, and District Office

Reason for Travel: Az Dual Language/Immersion Network Spring 2019 Site Visit

Traveling to: Davis Bilingual Magnet School 500 W. St. Mary's Road, Tucson, AZ

Dates of Travel: May 15, 2019

Substitute Needed/Dates: 7 substitutes/May 15, 2019

	Code	Cost	Requisition Number
Charge Sub to:	100.100.2200.6320.554.0000	\$875	
Charge Registration to:			
Charge Airline/Bus to:			
Charge Meal/Lodging to:			
Charge Auto Mileage to:	100.100.2200.6580.554.0000 100.100.2570.6580.554.0000	\$439.67	
	Total Expense:	\$1314.67	

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Denis Parcels, Erin Linkiewicz, Maria Ana Asencio, Jamie Sparks, Mireya Munoz, Sarah Balder, Shannan Bernal, Concepcion De La Huerta, Angelique Alvarez, Erika Schelittenhart, Alejandrina Garcia, and Chris Kane

Conference/Workshop Title: Az Dual Language/Immersion Network Spring 2019 Site Visit
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

The Dual Language Immersion (DLI) School site visits will provide valuable information to be used in the implementation of the DLI Program classrooms at Horizon and William C. Jack.

2. How will employee(s) share information with colleagues?

The DLI Teams will collaborate during the site visits and have a post-reflective conference meeting during their next Collaborative Team Meeting.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The Dual Language Immersion Program is a specialty program at two of our schools. As part of our learning to grow and improve this program the teachers and administrators are requesting opportunities to learn from experts in the DLI network about all the aspects of an effective DLI Program and examples of how to meet the program assurances. This site visit will allow our DLI team to learn from experienced educators, as well as collaborate with colleagues from the DLI network to learn what is working in other programs. Horizon and William C. Jack leadership understand the importance of working and learning collaboratively with staff so we can work to improve our DLI Program.

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Becky Brumm

Conference/Workshop Title: Leading Change
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

The conference keynotes includes two speakers new to me. I look forward to broadening my exposure to what they bring. One has expertise in coaching coaches and building capacity and the other has the same expertise from the research side. I'd like to learn from the one doing the research and the one translating it into action.

We're looking for more adaptable leadership strategies in order to meet current challenges effectively. We'd like to learn ways and means of better communicating what we do, how we do it, what we do it for, and the ultimate successes the students experience. Furthermore with the addition of a program new to Sunset Vista, the communication and the coaching will be essential.

2. How will employee(s) share information with colleagues?

As Sunset Vista goes through expansion and contraction, we are looking to hone ongoing effective practices and see what innovations may be appropriate. We're looking to build a better community involvement system at Sunset Vista such that those doing the work, and those living with the children are able to effectively and productively communicate. We look forward to developing additional skills on coaching teams of teachers.

We will share this information through professional development and community outreach (coffee talks and school wide evening events).

3. How is the conference/workshop related to district, school or department goals and or objectives?

We will use what we learn from the conference to support the Governing Board Priority of Academic Growth for All Students and Community Engagement.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Tamara Yazzie, Ashley Apicella

Working at School/Department: Don Mensendick

Reason for Travel: 2019 Arizona Leading Change Conference

Traveling to: Tucson, Arizona

Dates of Travel: June 6-7

Substitute Needed/Dates: None Needed

	Code	Cost	Requisition Number
Charge Sub to:	<u>100.100.2213.6360.106.0000</u>	<u>\$790</u>	<u></u>
Charge Registration to:	<u>100.100.2570.6360.106.0000</u>	<u>\$1185</u>	<u></u>
Charge Airline/Bus to:	<u>100.100.2200.6580.116.0000</u>	<u>\$790</u>	<u></u>
Charge Meal/Lodging to:	<u>100.100.2570.6580.116.0000</u>	<u>\$1255</u>	<u></u>
	<u>100.100.2200.6580.116.0000</u>	<u>\$200</u>	<u></u>
Charge Auto Mileage to:	<u>100.100.2570.6580.116.0000</u>	<u>\$200</u>	<u></u>
	Total Cost of Travel	<u>\$ 4420</u>	<u></u>

APPROVED BY: _____ DATE _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Tamara Yazzie and Ashley Apicella

Conference/Workshop Title: 2019 Arizona Leading Change
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

LEADING CHANGE - A conference designed to meet the specific needs of local and clinic administrators as they improve teacher and student outcomes. Both conference schedules have been built around time with your team. The conference sessions will allow our team to learn about topics such as First Best Instruction, RTI Intervention strategies, and Collaborative Teams. There are many opportunities and collaborative think-tank sessions will provide us with an opportunity to learn what is working with students in similar populations from across Arizona.

As we continue working on building the sense of shared leadership, this will be a great way to help re-focus our work, and help us reflect on current practices. Also increasing our communication in regards to creating change is so important and we are looking at those practices as well.

2. How will employee(s) share information with colleagues?

Our current plan is to share with our Extended Learning Team who would then share with the entire staff during our professional development opportunities. We look forward to more shared leadership opportunities for more teachers next year.

3. How is the conference/workshop related to district, school or department goals and or objectives?

Our goals align with the priorities that the board has in regards to academic growth for ALL students. If we can create more effective teams, then we should see the results in our student data.

TRAVEL REQUEST FORM

Revised
May 7, 2019

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Mike Barragan, Tammy Delgado, Kim Hadley, Dean Wallace, Mayra Herrera, Tom Clark, Russell Deneault, Nicholas Magann, Joanna Morse, Valerie Caraveo, Courtney Piña, Jacque Horine, Teresa Wong

Working at School/Department: Finance, Purchasing, Facilities, Risk Management, IT

Reason for Travel: Attend the AASBO Annual Summer Conference

Traveling to: Tucson, AZ

Dates of Travel: July 17-20, 2019

Substitute Needed/Dates: N/A

	Code	Cost	Requisition Number
Charge Sub to:	<u>None Required</u>	<u>\$</u>	<u></u>
Charge Registration to:	<u>M&O</u>	<u>\$ 5,000</u>	<u></u>
Charge Airline/Bus to:	<u>None Required</u>	<u>\$</u>	<u></u>
Charge Meal/Lodging to:	<u>Indirect Costs</u>	<u>\$ 5,850</u>	<u></u>
Charge Auto Mileage to:	<u>Indirect Costs</u>	<u>\$ 1,182</u>	<u></u>
	Total Cost of Travel	<u>\$12,032</u>	<u></u>

APPROVED BY: _____ DATE _____

____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Mike Barragan, Tammy Delgado, Kim Hadley, Dean Wallace, Mayra Herrera, Tom Clark, Russell Deneault, Nicholas Magann, Joanna Morse, Valerie Caraveo, Courtney Piña, Teresa Wong, Jacque Horine

Conference/Workshop Title: Attend the AASBO Annual Summer Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

AASBO's workshops, conferences and break-out sessions are all focused on the various support staff functions for public school districts. Their offerings are timely, relevant and provide up-to-date information that enable support staff to increase their knowledge and expertise in their respective areas.

2. How will employee(s) share information with colleagues?

Conference participants will have the opportunity to network with peers from other Arizona districts as well as gain valuable information and knowledge they can readily apply to their jobs and share with their staffs/co-workers.

3. How is the conference/workshop related to district, school or department goals and or objectives?

AASBO is one of a very few resources for providing professional development opportunities and training to support staff in public school districts. In addition, this aligns with the governing board's approval of the meet and confer recommendation to provide professional development to classified staff.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.G. TOPIC: Surplus Property Disposal

SUBMITTED BY: Mr. Wyatt Bender, Fixed Assets Specialist

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the items listed as surplus property and grant permission to dispose of them through public auction, salvage company and/or donation to local non-profit(s), and remove them from the asset listing.

RATIONALE:

The District is currently using Arizona Auctioneers, Sierra Auction or Public Surplus for disposal of surplus equipment. The following is a list of equipment that is outdated, broken, or non-repairable.

** See Attached*

GESD ASSET NUMBER	DESCRIPTION
321684	2002 Chevrolet Silverado Truck
292968	1986 Chevrolet Two-Ton Truck
327675	Classroom PA System
N/A	Various Hand Tools
N/A	Radial Arm Saw
N/A	A/C Units
339599	John Deere Gator

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.H. TOPIC: Student Activity Fund Balance Statement

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the Student Activity Fund Balance Statement for month end of March 31, 2019 as presented.

RATIONALE:

Balance statement attached.



**STUDENT ACTIVITY FUND
MONTH END REPORT 2018-2019
MARCH 31, 2019**

SCHOOL		BEGINNING CASH BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	\$13,711.70	\$4,110.28	\$2,208.38	\$15,613.60
102	ISAAC IMES	\$10,832.10	\$8,399.76	\$624.52	\$18,607.34
103	HAROLD W. SMITH	\$2,945.01	\$1,685.81	\$1,062.43	\$3,568.39
104	MELVIN E. SINE	\$7,025.37	\$9,251.50	\$1,768.05	\$14,508.82
105	WILLIAM C. JACK	\$4,228.31	\$1,958.00	\$1,002.00	\$5,184.31
106	DON MENSENDICK	\$3,698.65	\$1,564.87	\$0.00	\$5,263.52
107	GLENN F. BURTON	\$5,212.55	\$4,776.05	\$4,052.86	\$5,935.74
108	GLENDALE AMERICAN	\$1,456.32	\$717.75	\$257.67	\$1,916.40
109	BICENTENNIAL NORTH	\$428.65	\$4,199.27	\$2,823.70	\$1,804.22
110	HORIZON	\$2,040.06	\$1,209.50	\$1,368.43	\$1,881.13
111	CHALLENGER	\$1,631.28	\$11,039.50	\$6,858.87	\$5,811.91
112	BICENTENNIAL SOUTH	\$1,601.25	\$251.15	\$348.91	\$1,503.49
113	DISCOVERY	\$1,765.20	\$3,129.31	\$1,254.14	\$3,640.37
114	DESERT GARDEN	\$4,858.34	\$295.70	\$367.92	\$4,786.12
115	COYOTE RIDGE	\$3,494.68	\$1,075.00	\$135.91	\$4,433.77
116	DESERT SPIRIT	\$4,439.65	\$9,832.16	\$5,027.97	\$9,243.84
117	SUNSET VISTA	\$993.08	\$0.00	\$0.00	\$993.08
TOTAL:		\$70,362.20	\$63,495.61	\$29,161.76	\$104,696.05

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.I. TOPIC: Continuation of Existing Contracts

SUBMITTED BY: Ms. Tammy Delgado, Purchasing and Warehouse Manager

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve continuation of existing contracts for the 2019-2020 School Year as presented.

RATIONALE:

The attached vendors have met the requirements of their contracts and are recommended for an additional year.

The estimated requirements cover the period of the contracts and are reasonable and continuing. The use of the subsequent multi-term contracts will serve the best interests of the school district by encouraging effective competition and promoting economies of scale in school district procurement. The contracts have been awarded to the least number of suppliers determined necessary to meet the needs of the District and cooperative members, where applicable.

2019-2020 Contract Renewals

Contract Number:	14.15.003	
Contract Title:	Architectural Services	
Description:	Contract provides Architectural Services, which may include classroom additions, site remodels and meeting standard regulatory concerns, among other projects.	
Awarded Vendors:	SPS+	
Original Board Award:	September 11, 2014	
Final Expiration:	September 10, 2019 (Year 5 of 5)	
Primary Funding:	Capital	

Contract Number:	14.15.004	
Contract Title:	Employee Evaluation and Professional Development Learning Management	
Description:	Contract provides a system that provides comprehensive, centralized management tools to all departments and sites for all job classifications.	
Awarded Vendors:	TrueNorthLogic	
Original Board Award:	September 11, 2014	
Final Expiration:	September 10, 2019 (Year 5 of 5)	
Primary Funding:	M&O	

Contract Number:	15.16.001			
Contract Title:	Instructional Coursework, Test Preparation Software			
Description:	Contract provides for competitive pricing on instructional coursework and test preparation software. Contract covers upgrades and new versions. Contract is available for use by all GPPCS and SAVE members.			
Awarded Vendors:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Achieve 300 Inc. ExploreLearning Istation Learning.com Pearson K-12 Learning (formally NCS Pearson) Scholastic Inc</td> <td style="width: 50%; border: none;">Blue Duck Education Imagine Learning Inc. Learning A-Z Lexia Learning Rosetta Stone Voyager Sopris</td> </tr> </table>		Achieve 300 Inc. ExploreLearning Istation Learning.com Pearson K-12 Learning (formally NCS Pearson) Scholastic Inc	Blue Duck Education Imagine Learning Inc. Learning A-Z Lexia Learning Rosetta Stone Voyager Sopris
Achieve 300 Inc. ExploreLearning Istation Learning.com Pearson K-12 Learning (formally NCS Pearson) Scholastic Inc	Blue Duck Education Imagine Learning Inc. Learning A-Z Lexia Learning Rosetta Stone Voyager Sopris			
Original Board Award:	July 8, 2015			
Final Expiration:	June 30, 2020 (Year 5 of 5)			
Primary Funding:	M&O, Grants			

Contract Number:	15.16.002			
Contract Title:	Professional Development Books and Other Related Items			
Description:	Contract provides for competitive pricing on professional development books and related professional development items.			
Awarded Vendors:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Follett Barnes and Noble</td> <td style="width: 50%; border: none;">Advanced Educational Products, Inc. (Not Renewing) Phoenix Book Company</td> </tr> </table>		Follett Barnes and Noble	Advanced Educational Products, Inc. (Not Renewing) Phoenix Book Company
Follett Barnes and Noble	Advanced Educational Products, Inc. (Not Renewing) Phoenix Book Company			
Original Board Award:	May 14, 2015			
Final Expiration:	June 30, 2020 (Year 5 of 5)			
Primary Funding:	M&O, Grants			

Contract Number:	15.16.003 - Canceling	
Contract Title:	Broker Consultant	
Description:	Contract provides broker consultant services for excess workers compensation, property, casualty and liability, guaranty bonds and is the district authorized insurance representative for the Arizona School Risk Retention Trust for Property, Casualty and Liability. Canceling pursuant contract Uniform General Terms and Conditions, Contract Termination #D - Termination for Convenience.	
Awarded Vendors:	Willis of Arizona, Inc.	
Original Board Award:	May 14, 2015	
Final Expiration:	June 30, 2020 (Year 5 of 5)	
Primary Funding:	Property/Casualty Trust and Workers' Compensation Trust	

Contract Number:	15.16.006	
Contract Title:	Workers Compensation Claims Admin	
Description:	Contract provides investigating, adjusting and settling Worker's Compensation claims in accordance with applicable insurance laws and District guidelines.	
Awarded Vendors:	TRISTAR Risk Management	
Original Board Award:	June 18, 2015	
Final Expiration:	June 30, 2020 (Year 5 of 5)	
Primary Funding:	Workers' Compensation Trust	

Contract Number:	15.16.008	
Contract Title:	Chiller Plant and Water Tower Maintenance and Repairs	
Description:	Contract provides chiller plant and water tower maintenance and repairs, water treatment services, and related components and equipment.	
Awarded Vendors:	Midstate Mechanical	
Original Board Award:	June 11, 2015	
Final Expiration:	June 30, 2020 (Year 5 of 5)	
Primary Funding:	M&O	

Contract Number:	16.01.20	
Contract Title:	Math Intervention Program	
Description:	Contract provides an elementary mathematics intervention program that provides tiers 2 and 3 math intervention for K-8 students, with a 40-60 minute focused lesson per day, opportunities to assess students- universal, diagnostic, and progress monitor and training for our Math Coaches who would then train our teachers.	
Awarded Vendors:	Houghton Mifflin Harcourt	
Original Board Award:	November 19, 2015	
Final Expiration:	June 30, 2020 (Year 5 of 5)	
Primary Funding:	M&O	

Contract Number:	16.02.20	
Contract Title:	After School Enrichment Programs	
Description:	Contract provides After-school enrichment programs that have quality comprehensive fun activity-based learning that reinforces the knowledge and skills needed for in-school and life success.	
Awarded Vendors:	Alpert, Gary (The Fly Guy) Be Kind to People Project Phoenix Conservatory of Music Valley of the Sun YMCA	Arizona Kids Think Too Morgan, Eileen Surf N Chess Young Rembrandts
Original Board Award:	January 14, 2016	
Final Expiration:	June 30, 2020 (Year 5 of 5)	
Primary Funding:	Grants	

Contract Number:	17.01.21 & 17.01.21(S)	
Contract Title:	Walk-In Grocery And Misc. Supplies	
Description:	Contract provides competitive pricing from multiple local retail vendors. Allows District to purchase grocery and misc. supplies. Contract is available for use by all GPPCS & SAVE members.	
Awarded Vendors:	Costco #436 Costco #674(GESD ONLY) Smith's (Fry's Food and Drug) (All Locations) Safeway (All Locations) EDGAR excluded Smart and Final (All Locations) Costco #827 (GESD ONLY) Basha's/Food City/AJ's Market (All Locations in Arizona) Sams Club (All Locations in Arizona)	
Original Board Award:	June 9, 2016 Original	September 30, 2016 Supplemental
Final Expiration:	June 30, 2021 (Year 4 of 5)	
Primary Funding:	M&O	

Contract Number:	17.02.21	
Contract Title:	Audit Services	
Description:	Contract provides annual financial audit services required by the Single Audit Act Amendments of 1996.	
Awarded Vendors:	Heinfeld Meech & Company PC	
Original Board Award:	September 30, 2016	
Final Expiration:	June 30, 2021 (Year 4 of 5)	
Primary Funding:	M&O	

Contract Number:	17.03.21	
Contract Title:	Pest Control	
Description:	Contract provides comprehensive pest control management services. Contract is available for use by GPPCS members.	
Awarded Vendors:	City Wide Pest Control and Invader Pest Management L & M Pest Control and Landscaping (Not Renewing)	
Original Board Award:	June 10, 2016	
Final Expiration:	June 30, 2021 (Year 4 of 5)	
Primary Funding:	M&O	

Contract Number:	17.04.21	
Contract Title:	Flood Irrigation, Soil Conditioning and Irrigation Repair Services	
Description:	Contract provides flood irrigation, maintenance, conditioning and repair services.	
Awarded Vendors:	Premier Irrigation LLC	
Original Board Award:	June 10, 2016	
Final Expiration:	June 30, 2021	(Year 4 of 5)
Primary Funding:	M&O	

Contract Number:	17.05.21	
Contract Title:	Printing, Binding, Design and Related Services	
Description:	Contract provides printing, binding, and design and related services. Contract is available for use by GPPCS & SAVE members.	
Awarded Vendors:	Alpha-Graphics #12 #31 Complete Print Shop Kyrene School District Print Shop Rhonda Rae Reprographics	Century Graphics D & L Press McPrint Direct
Original Board Award:	June 10, 2016	
Final Expiration:	June 30, 2021	(Year 4 of 5)
Primary Funding:	M&O, Title 1 and Migrant	

Contract Number:	17.06.21	
Contract Title:	Staffing Services & Recruitment	
Description:	Contract provides temporary staffing and recruiting services.	
Awarded Vendors:	Appleton Plus People Gary D Stromberg & Associates LLC MyTherapyCompany Parallel Education Division Delta T Group Phoenix Inc Concentric Healthcare Staffing (Not Renewing)	Futures Education MTX Group Teachers On Call EDUStaff, LLC Kaleidoscope Family Solutions Inc
Original Board Award:	June 7, 2017	
Final Expiration:	June 30, 2021	(Year 4 of 5)
Primary Funding:	M&O	

Contract Number:	18.02.22	
Contract Title:	LPG & Lease Tank	
Description:	Contract provides delivery of Liquefied Petroleum Gas and Leasing of Tanks	
Awarded Vendors:	Blue Star Gas	
Original Board Award:	January 12, 2017	
Final Expiration:	June 30, 2022	(Year 3 of 5)
Primary Funding:	M&O	

Contract Number:	18.03.22	
Contract Title:	Reading Intervention Resources	
Description:	Contract provides intervention programs, materials, & associated training & professional development to improve reading proficiency for students	
Awarded Vendors:	McGraw-Hill Education, LLC	
Original Board Award:	July 27, 2017	
Final Expiration:	June 30, 2022 (Year 3 of 5)	(EDGAR INCLUDED)
Primary Funding:	Grants - Title 1	

Contract Number:	18.06.22	
Contract Title:	Food Service Disposable Serving Supplies	
Description:	Contract provides disposable serving supplies. Contract is available for use by GPPCS members.	
Awarded Vendors:	Shamrock Foods and Wallace Packaging	
Original Board Award:	January 11, 2018	
Final Expiration:	June 30, 2022 (Year 3 of 5)	(EDGAR INCLUDED)
Primary Funding:	Food Service 510	

Contract Number:	19.01.23	
Contract Title:	RFQ - Job Order Contracting	
Description:	Contract provides services for building improvements and repairs all areas, roofing, plumbing, electrical, etc.	
Awarded Vendors:	Chasse Building Team and McCarthy Building Companies	
Original Board Award:	August 9, 2018	
Final Expiration:	August 8, 2023 (Year 2 of 5)	(EDGAR INCLUDED)
Primary Funding:	Capital	

Contract Number:	19.02.23	
Contract Title:	Architectural Services	
Description:	Contract provides Architectural Services, which may include classroom additions, site remodels and meeting standard regulatory concerns, among other projects.	
Awarded Vendors:	SPS+ Architects	
Original Board Award:	December 6, 2018	
Final Expiration:	September 11, 2024 (Year 1 of 5)	
Primary Funding:	Capital	

Contract Number:	19.03.23	
Contract Title:	Travel Related Services	
Description:	Travel Agency - all services, i.e., hotel, flights. Contract is available for use by GPPCS members	
Awarded Vendors:	Terra Travel and Sundance Travel	
Original Board Award:	July 1, 2018	
Final Expiration:	June 30, 2023 (Year 2 of 5)	(EDGAR INCLUDED)
Primary Funding:	M&O, Grants	

Contract Number:	19.04.23	
Contract Title:	Pizza Delivered and Ready to Serve	
Description:	Fresh delivered pizza	
Awarded Vendors:	Domino's and Sardella's (Not Renewing)	
Original Board Award:	July 1, 2018	
Final Expiration:	June 30, 2023 (Year 2 of 5)	(EDGAR INCLUDED)
Primary Funding:	Food Service 510	

Contract Number:	19.05.23	
Contract Title:	Consultant Services: Behavior Prevention and Intervention Programs	
Description:	Contract will provide consulting services for behavior analysis, anti-bullying, student discipline and classroom management.	
Awarded Vendors:	Crisis Prevention Institute, Inc. Father Flannigan's Boys Home and Top 20 Training	
Original Board Award:	July 1, 2018	
Final Expiration:	June 30, 2023 (Year 2 of 5)	(EDGAR INCLUDED)
Primary Funding:	Grants-Title & M&O	

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.J. TOPIC: Cooperative Agreements

SUBMITTED BY: Ms. Tammy Delgado, Purchasing and Warehouse Manager

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the continuation of existing Cooperative Agreements for the 2019-2020 School Year as presented.

RATIONALE:

Pursuant to School District Procurement Rule A.A.C. R7-2-1191, it is recommended the Governing Board approve the continuation of the existing Cooperative Agreements for the 2019-2020 School Year. There is no charge to the District for membership in any of the following Cooperative Agreements. Estimated expenditures and vendors possibly exceeding the \$100,000 threshold but not limited to are detailed below per cooperative. Cooperatives below are also utilized by district for purchases under the \$100,000 threshold.

Arizona State Procurement Office (SPO) Year 4 of 5

The central procurement authority for the State of Arizona. They establish and administer statewide contracts for state agencies and political subdivisions. Possible vendors exceeding \$100,000: SA Piazza and Associates, LLC, Solution Tree, Inc., CCS Presentation Systems, Waste Management of Arizona, Inc., Senergy Petroleum, LLC, CenturyLink, Cox Communications, CDWG, 95% Group, Banc of America, Arizona Office Technologies. Estimated combined cooperative total \$4,500,000.00.

Greater Phoenix Purchasing Consortium of Schools (GPPCS)

A consortium comprised of over fifty districts and charter schools throughout the Greater Phoenix area. GPPCS members develop cooperative purchasing contracts on behalf of all members. Possible vendors exceeding \$100,000: Gary D Stromberg and Associates. Estimated combined cooperative total \$690,000.00.

Mohave Educational Services Cooperative/ASPIN (MESC/ASPIN)

A statewide public procurement unit whose membership is comprised of more than 200 Arizona school districts, as well as colleges, city and county governments, and political subdivisions. MESC develops cooperative purchasing contracts on behalf of its members. ASPIN is the division of MESC that develops and administers food service contracts. Possible vendors exceeding \$100,000: CDWG, Norcon, ECD System, LLC, Canyon State Bus Sales, Arizona Restaurant Supply, Safari Micro, Inc., Arizona Office Technologies, Edupoint Educational Systems, Smart Schools Plus, Holsum Bakery, Inc., Shamrock Dairy, ASPIN Mohave, Summit West Signs, Follett School Solutions, Inc. Estimated combined cooperative total \$11,300,000.00.

Strategic Alliance for Volume Expenditures (SAVE)

A consortium comprised of almost 200 government agencies, including school districts, city and county governments, and political subdivisions. SAVE members develop cooperative purchasing contracts on behalf of all members. Possible vendors exceeding \$100,000: Gardner's Book Service, Scholastic, Lakeshore Learning Materials, Delta Education, PASS Psychoeducational Assess School Services, Beth Rosen and Associates, Delta T Group Phoenix, Inc., Waxie Sanitary Supply, STARS, Waterford Research Institute, Grand Canyon University. Estimated combined cooperative total \$3,500,000.000

National Intergovernmental Purchasing Alliance (National IPA) - was TCPN - The Cooperative Purchasing Network

A nationwide purchasing cooperative utilized by school districts, college and universities, and cities and state agencies. TCPN establishes and administers contracts for their members. Possible vendors exceeding \$100,000: Office Depot. Estimated combined cooperative total \$402,000.000

US Communities

A nationwide purchasing cooperative designed to be a procurement resource for local and state government agencies, school districts, higher education and nonprofits. They establish and administer nationwide contracts for their members.

Government Procurement Alliance (1GPA)

An Arizona based cooperative that is utilized by public and private schools, public agencies, and Native American communities. 1GPA develops cooperative purchasing contacts on behalf of their members. Possible vendors exceeding \$100,000: Dave Bang Associates, Progressive Roofing, Regional Pavement, Chasse Building Team Inc., Logicalis, ECD System, LLC, Educational Services, Inc. Estimated combined cooperative total \$4,000,000.

Membership in the above cooperatives will assist the District in obtaining lower contract pricing through volume bidding in an effort to obtain maximum service and quality of commodities as provided by contracted vendors.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.K. TOPIC: Sole Source Renewals

SUBMITTED BY: Ms. Tammy Delgado, Manager for Purchasing and Warehouse

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: _____

RECOMMENDATION:

It is recommended the Governing Board approve the continuation of existing Sole Source Awards for the 2019-2020 School Year as presented.

RATIONALE:

Pursuant to School District Procurement Rule A.A.C. R7-2-1053, a contract may be awarded for a material, service or construction item without competition if the Governing Board determines in writing that there is only one source for the required materials, service or construction item.

The vendors on the attachment list received Sole Source Awards in prior years. Purchasing has determined that the original justifications still apply.

Sole Source Renewals / 2019-2020

Awarded Vendor:	Arizona Department of Economic Security
Description:	Unemployment Insurance Tax
Sole Source Renewal Determination:	District is required by law to pay unemployment insurance tax. Arizona Department of Economic Security is the state agency responsible for collecting unemployment insurance tax.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$16,000.00
Primary Funding:	M&O

Awarded Vendor:	Arizona Department of Public Safety
Description:	Fingerprint Background Checks and Clearance Cards
Sole Source Renewal Determination:	District is required by statute to conduct background checks on employees and obtain fingerprint clearance cards for all certificated employees. Arizona Department of Public Safety is the state agency responsible for issuing fingerprint clearance cards.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$35,000.00
Primary Funding:	M&O

Awarded Vendor:	Arizona Department of Revenue
Description:	Use Tax
Sole Source Renewal Determination:	District is required by law to pay a use tax to the State of Arizona for all purchases from out-of-state vendors that did not collect tax. Arizona Department of Revenue is the state agency responsible for collecting use tax.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$1,600,000.00
Primary Funding:	M&O, Grants, Capital

Awarded Vendor:	Arizona Public Service Co
Description:	Electricity and Electrical Facilities Construction/Improvement
Sole Source Renewal Determination:	APS holds the service area for electrical service to Landmark, District Office, Imes and Smith.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$550,000.00
Primary Funding:	M&O

Awarded Vendor:	City of Glendale
Description:	Water/Sewer Services, Plan Review/Permit Fees, Joint Park Fees
Sole Source Renewal Determination:	City of Glendale holds authority for water delivery and building reviews in Glendale.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$500,000.00
Primary Funding:	M&O

Awarded Vendor:	City of Glendale Police Department
Description:	School Resource Officers
Sole Source Renewal Determination:	District was awarded Safe Schools Grant for the sole purpose of subcontracting School Resource Officers. City of Glendale Police Department is the only agency that can provide School Resource Officers in the Glendale area.
Original Board Award:	February 12, 2009
Anticipated Expenditures:	\$145,000
Primary Funding:	Grants

Awarded Vendor:	Industrial Commission of Arizona
Description:	Workers' Compensation Premium Tax
Sole Source Renewal Determination:	District is required by statute to pay workers' compensation premium taxes. Industrial Commission of Arizona is the state agency responsible for collection of workers' compensation premium taxes.
Original Board Award:	March 14, 2006
Anticipated Expenditures:	\$40,000.00
Primary Funding:	GESD Workers' Compensation Trust

Awarded Vendor:	Maricopa County Environmental Services
Description:	Water/Sewer Plan Review Fees, Various Permits
Sole Source Renewal Determination:	District is required by law to submit construction plans for review in order to ensure compliance with county health codes. District is also required to have various permits to operate, including food service and grocery permits, pollution permits, and school ground permits. Maricopa County Environmental Services is the state agency responsible for collection of fees for plan reviews and permits.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$25,000.00
Primary Funding:	M&O, Food Service

Awarded Vendor:	Maricopa County Recorder's Office
Description:	Election Fees
Sole Source Renewal Determination:	District is required by statute to pay for the cost of preparation of ballots, cards of instruction to voters, and other election costs. Maricopa County Recorder's Office is the state agency responsible for collection of election fees.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$50,000.00
Primary Funding:	M&O

Awarded Vendor:	N Harris Computer Corporation (was Schoolhouse Software)
Description:	eTriton Food Service Software, Maintenance/Support
Sole Source Renewal Determination:	District's Food Service department uses eTriton software at all 17 school sites. District needs to maintain and upgrade software. Using any other brand voids maintenance, support and warranty of existing products.
Original Board Award:	July 13, 2004
Anticipated Expenditures:	\$40,000
Primary Funding:	Food Service

Awarded Vendor:	Salt River Project
Description:	Electricity and Electrical Facilities Construction/Improvement
Sole Source Renewal Determination:	SRP holds the service area for electrical service to entire District (except Landmark, District Office, Imes and Smith).
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$1,400,000.00
Primary Funding:	M&O

Awarded Vendor:	Salt River Valley Water Users Association
Description:	Irrigation Water
Sole Source Renewal Determination:	Salt River Valley Water Users Association maintains and operates all irrigation water canals in Central Arizona.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$16,000.00
Primary Funding:	M&O

Awarded Vendor:	Southwest Gas Corporation
Description:	Gas Service
Sole Source Renewal Determination:	Southwest Gas Corporation holds the service area for gas service for Glendale.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$90,000.00
Primary Funding:	M&O

Awarded Vendor:	Thinking Maps
Description:	Training, Thinking Maps Materials
Sole Source Renewal Determination:	District adopted Thinking Maps materials in February 2006. Training workshops cannot be adopted, but are necessary to effectively implement adopted materials. Thinking Maps is the publisher of these materials, and the only source for training.
Original Board Award:	July 11, 2006
Anticipated Expenditures:	\$10,000.00
Primary Funding:	Grants

Awarded Vendor:	Tyler Technologies Inc (was Windsor Management Group)
Description:	Infinite Visions Software, Maintenance/Support
Sole Source Renewal Determination:	District originally purchased Infinite Visions accounting software in 2004 for \$250,000. District needs to continue maintenance and upgrades for this software. Using any other brand voids maintenance, support and warranty of existing products.
Original Board Award:	May 9, 2006
Anticipated Expenditures:	\$158,000.00
Primary Funding:	M&O, GESD Self-Insurance Trust, GESD Property/Casualty Trust, GESD Workers' Compensation Trust

Awarded Vendor:	US Postmaster
Description:	Metered Postage
Sole Source Renewal Determination:	District meters all outgoing mail with appropriate postage. US Postmaster is the federal division responsible for collection of postage.
Original Board Award:	June 21, 2005
Anticipated Expenditures:	\$60,000.00
Primary Funding:	M&O

Awarded Vendor:	Zonar Systems Inc
Description:	Zonar Products & Services
Sole Source Renewal Determination:	District uses Zonar Evirnet and Zpass systems, with an approximate total value of \$98,000. The original system was donated by the vendor. The District is only responsible for ongoing products, services, upgrades, maintenance and training.
Original Board Award:	8-Jun-10
Anticipated Expenditures:	\$70,000.00
Primary Funding:	M&O

Awarded Vendor:	Houghton Mifflin Harcourt
Description:	Products & Services related to Gifted CoGAT testing
Sole Source Renewal Determination:	The District currently uses the Gifted CoGAT testing products to evaluate all third grade students and those students recommended for testing in other grades throughout the school year. As Houghton Mifflin Harcourt is the creator of the CoGAT test, their company is the only source to receive reliable scoring and testing results for public schools.
Original Board Award:	12/8/2016
Anticipated Expenditures:	\$8,000
Primary Funding:	M&O

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.L. TOPIC: Facsimile Signatures

SUBMITTED BY: Ms. Valerie Caraveo, Director for Finance

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR BOARD CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the annual, routine reaffirmation of its authorization for the use of one original Board member's signature and facsimile signatures for the other Board members when signing expense and payroll vouchers.

RATIONALE:

This is a routine approval item which we are moving to follow the fiscal year rather than the calendar year for audit purposes. The Board authorized this procedure for the signing of expense and payroll vouchers several years ago to help expedite the process. It is requested that the Board renew this authorization for the 2019-2020 fiscal year.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.M. TOPIC: Memorandum of Understanding

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the Memorandum of Understanding with Teach for America for the 2019-2020 school year as presented.

RATIONALE:

GESD has partnered with Teach for America since 2010. TFA works with college graduates who have a Bachelor degree in an area other than education. These individuals desire to work in the classroom under an Alternative Teaching Certificate. They attend rigorous orientation and training and must pass the subject knowledge portion of the Arizona Educator Proficiency Assessment (AEPA). Once passed, these teachers are considered appropriately certified and receive a two-year Alternative Teaching Certificate. This makes them appropriately certified according to the Arizona Department of Education Certification Unit, as well as highly qualified. They are allowed to teach in a classroom while completing requirements to receive an Arizona provisional teaching certificate over the course of two years.

It is requested the Governing Board approve the agreement through the 2019-2020 school year.

The District's legal counsel and TFA were involved in developing revisions to the MOU to ensure all the statutes in Arizona are followed. The revised Memorandum of Understanding is attached.

DISTRICT EDUCATIONAL PROFESSIONAL SERVICES AGREEMENT

This educational professional services agreement (this “Agreement”) is dated February 12, 2019 and is entered into between TEACH FOR AMERICA, INC. (“Teach For America”), a Connecticut non-profit with regional office located at 3030 N. Central Avenue, Suite 900, Phoenix, AZ 85012 and GLENDALE ELEMENTARY SCHOOL DISTRICT a political subdivision of the state of Arizona (“School District”) (each individually “a Party” and collectively “the Parties”).

RECITALS

WHEREAS, Teach For America is a national leader in recruiting, selecting, training and providing ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced school systems.

WHEREAS, Glendale Elementary School District seeks to recruit new teachers who are trained to lead students to academic achievement and to equip such teachers with ongoing professional development and support to further develop and sustain their professional practice.

NOW THEREFORE, School District and Teach For America agree to be bound by the terms and conditions of this Agreement.

AGREEMENT

I. TEACHER CANDIDATE RECRUITMENT, SELECTION AND HIRING:

School District Responsibilities:

A. Hiring Commitment.

- i. Teach For America will use its reasonable efforts to provide the number of teacher candidates for employment with School District (“Teachers”) set forth in Exhibit A (the “Agreed Number”), attached and hereby incorporated hereto, but Teach For America cannot and does not guarantee its ability to provide the full Agreed Number of Teachers to School District and the failure of Teach For

America to provide the full Agreed Number of Teachers for any academic year shall not constitute a breach of this Agreement for any purpose whatsoever.

- ii. Whether or not Teach For America is able to provide the full Agreed Number, School District shall consider for hire each Teacher provided by Teach For America who meets the district eligibility requirements.
- iii. Any Teach For America Teacher hired by the School District shall be hired as the classroom teacher of record and not for substitute, auxiliary, resource or teacher's aide positions.
- iv. Teach For America Teachers will be hired by School District for vacancies across the full range of grades and subject matters and not restricted or limited to so-called "critical" or "shortage" subjects or grade level vacancies.
- v. School District and Teach For America shall collaborate in good faith to identify individual schools within School District appropriate for Teachers. In order to be considered an appropriate school (a "Partner School") for placement of a Teacher, [(i)] the school's student population must be considered high poverty relative to the student population elsewhere in the district or that seventy percent or more of the school's student population receives free [or reduced lunch]. To the extent reasonably practicable, School District will employ two or more Teachers per individual Partner School.

B. Hiring Process.

- i. School District and Teach For America will collaborate in good faith to facilitate the efficient hiring of individual Teachers, in accordance with the School District's established District hiring practices.
- ii. School District shall use its reasonable efforts to hire Teachers in a timely manner throughout the spring and summer of the applicable academic school year, provided that School District shall employ Teachers no later than 10 days before the first day of the academic school year. School District agrees that, where possible, Teach For America shall be informed of individual Teacher's grade and subject level assignments prior to the start of their Pre-Service Training (as described below).

- iii. Subject to its obligations under pre-existing collective bargaining agreements, contracts, or applicable law, School District will offer alternative employment to any Teacher who is not employed by the first day of the academic school year. “Alternative employment” includes, but is not limited to substitute teaching positions, “pool” teaching positions, classroom aides or other temporary category of employment available within School to individuals with teaching credentials. The purpose of an alternative employment placement is to enable the individual Teacher to obtain a salary until such time as School District can secure permanent employment as a full-time classroom teacher of record.

II. TEACHER CANDIDATE RECRUITMENT, SELECTION AND HIRING:

Teach For America Responsibilities:

- A. Candidate Recruitment and Selection. Teach For America will recruit, select for participation in the Teach For America program, and present to the School District for employment Teachers from a broad range of academic majors and career fields. Teach For America will use reasonable efforts to recruit Teachers from diverse backgrounds. In connection with the foregoing, Teach For America will not knowingly engage in any unlawful acts of discrimination in its recruiting or selection of candidates.
- B. Pre-Service Training. Prior to entering the classroom, all Teachers will undergo pre-service training at Teach For America Institutes, which are designed and delivered by Teach For America in order to prepare Teachers for this work.
- C. Highly Qualified Status. Teach For America will provide the described pre-service training to Teachers presented to School District for the purpose of ensuring that such Teachers meet the “highly qualified” teacher requirements set forth in the federal Every Student Succeeds Act and applicable state regulations (together, the “Requirements”). For purposes of this Section, only those Requirements in effect at the time that the Teacher is offered employment by School District will be applicable.

III. TEACHER PLACEMENT AND PROFESSIONAL DEVELOPMENT COMMITMENTS:
School District Responsibilities

A. Employment Status.

- i. Every Teacher employed by School District as described in this Agreement shall be a full-time employee of School District with all of the rights, responsibilities and legal protections attendant to that status and not an employee of Teach For America. For the avoidance of doubt, in the event School District is an “at-will” employer nothing in this Agreement shall be construed to grant additional employment rights to individual Teachers.
- ii. Nothing in this Agreement shall be construed to permit Teach For America to interfere in the employment relationship between School District and an employed Teacher.
- iii. Nothing in this Agreement shall be construed to permit Teach For America to function as the representative of any Teacher absent the express agreement among the parties and the Teacher that Teach For America may operate in such capacity in a particular circumstance.
- iv. Nothing in this Agreement shall be construed to imply that an employer-employee relationship exists between Teach For America and any individual Teacher.
- v. Nothing in this Agreement shall be construed to make Teach For America a party to any employment agreement between the School District and the Teacher.
- vi. Nothing in this Agreement shall be construed to imply that any Teacher employed by the School District as described in this Agreement is an agent of Teach For America or has any right or authority to create or assume any obligation of any kind, express or implied, on behalf of Teach For America or bind Teach For America in any respect whatsoever.
- vii. Subject to its obligations under pre-existing labor agreements, applicable municipal and state laws and regulations, and/or its policies and procedures,

School District acknowledges that there is an expectation that Teacher(s) shall be employed for two years, provided that the Teacher remains an employee in good standing.

- viii. Notwithstanding the foregoing, School District may continue to employ individual Teacher(s) beyond the two-year commitment by mutual agreement between School District and such Teacher(s).

B. Compensation of Teachers. School District shall provide to every Teacher employed by School District pursuant to this Agreement the same salary and benefits (including, as applicable, health, dental, vision and retirement) as are provided to other teachers employed by School District who are similarly situated from the standpoint of certification status, seniority and any other factors routinely used by School District in making such decisions. Notwithstanding the above, Teach For America acknowledges it exercises no control of the salary and benefits offered to Teachers per this Agreement.

C. Reductions in Force. Subject to its obligations under pre-existing labor agreements and applicable municipal and state laws and regulations, School District shall use reasonable efforts not to terminate any employed Teacher from his/her teaching position in the event of a reduction in force (RIF), layoffs, “leveling” or other elimination or consolidation of teaching positions within School District. School District shall treat any Teacher employed in connection with this Agreement whose teaching position is eliminated at least as favorably as other teachers with the same job classification, certification status, and/or seniority rights. For the avoidance of doubt, this obligation is limited and controlled by any obligations that the School District has under any pre-existing collective bargaining agreements and applicable municipal and state laws and regulations.

IV. TEACHER PLACEMENT AND PROFESSIONAL DEVELOPMENT COMMITMENTS: Teach For America Responsibilities

A. Professional Development and On-Line Data Storage Services.

- i. During the course of the academic year, Teach For America shall provide on behalf of School District various professional development services and activities for participating Teachers as well as on-line data storage services to facilitate such professional development services (the “Professional Development and Data Storage Services”). These services may include periodic classroom observations by regional program staff, videotaping of instruction with review of instructional technique, co-investigative discussions to facilitate Teacher capacity for self-reflection and evaluation of instructional practice using student achievement data, and content area/grade-level workshops facilitated by veteran teachers. In addition, Teach For America shall facilitate Teacher access to an assortment of resources including sample lesson plans, assessments, grade tracking systems, and content area/grade level instructional materials. These professional development services will be available to all Teachers during their first two years in the classroom. To facilitate provision of these professional development services, Teach For America may provide on-line data storage services, including transfer and storage of identifiable student information on Teach For America’s proprietary software and servers.
- ii. To facilitate provision of the Professional Development and Data Storage Services, School District may disclose to Teach For America student-related records and personally identifiable information contained in such records (collectively, “Student Records”). Pursuant to its obligations under the Family Educational Rights and Privacy Act, 20 USC §1232g, and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time (“FERPA”), School District hereby acknowledges that, in the course of providing the Professional Development and Data Storage Services, Teach For America is a school official with legitimate educational interests in the Student Records disclosed to Teach For America, pursuant to 34 CFR §99.31(a)(1).
- iii. Teach For America agrees to use, maintain, and redisclose Student Records only in accordance with the requirements of FERPA. Without limiting the foregoing, Teach For America agrees that it shall not maintain, use, disclose, or allow access to Student Records except as permitted by this Agreement or as

otherwise authorized by the School District or by law, and will use Student Records disclosed by the School District only for the purposes for which such disclosure was made.

- iv. School District acknowledges that Teach For America may re-disclose Student Records to third parties pursuant to Teach For America's provision of the Professional Development and Data Storage Services, as provided in 34 C.F.R. § 99.33(b), provided that Teach For America shall, in advance, provide to School District the names of such parties and a brief description of such parties' legitimate educational interest in receiving such information.
- v. Pursuant to 34 CFR § 99.7(a)(3)(iii), School District shall include, in its annual notification of rights under FERPA, criteria that qualify Teach For America, in its capacity as a provider of professional development and data storage services, as a school official with a legitimate educational interest.

B. Credentialing Services.

- i. Teach For America shall facilitate the enrollment of individual Teachers in an alternative certification/licensure program that will enable the individual Teacher to obtain appropriate credentials to be a classroom teacher of record.
- ii. Individual Teachers are responsible for completing all credential requirements, including required coursework through an alternative licensure program.
- iii. Teach For America shall not be responsible for, and shall not be in breach of any provision of this Agreement, in the event of any failure by an individual Teacher to fulfill his/her obligations to maintain his/her teaching credentials.

V. GENERAL PROVISIONS

A. Fees-for-Service.

- i. School District shall pay Teach For America an annual fee for each Teacher employed under this Agreement to defray expenses Teach For America incurred in recruiting, selecting, providing pre-service training and continuing

professional development services to the Teachers employed by School District under this agreement. School District agrees that all payments for fees shall be in the form of check delivered to Teach For America or wire transfer to an account designated by Teach For America in writing.

- ii. With respect to each Teacher whose employment by School District is to commence in the 2019-20 academic year, School District shall pay Teach For America an annual amount of \$5,000 for each year in which such Teacher is employed by School District, up to two years from the date such employment is to commence; and
- iii. With respect to each Teacher whose employment by School District is to commence in the 2020-21 academic year, School District shall pay Teach For America an annual amount of \$5,000 for each year in which such Teacher is employed by School District, up to two years from the date such employment is to commence.

B. Non-refund. Teach For America shall have no obligation to refund to School District any amount paid by School District in respect of any Teacher for any reason whatsoever. For the avoidance of doubt, School District will be invoiced fees for each of the individual Teacher(s) initially employed by the School District.

C. Invoicing and Payment. Teach For America will invoice School District for all amounts due hereunder with respect to any academic year within thirty (30) days of the start of the academic school year, provided that Teach For America's failure to timely do so, will not constitute a waiver of any of Teach For America's rights hereunder or constitute a breach by Teach For America of this Agreement. For the avoidance of doubt, School District shall pay all invoices within 30 days of the date of the invoice.

D. Term. The term of this Agreement will cover the 2019 cohort of Teachers for the 2019-20 and 2020-21 academic years. It will also cover the 2020 cohort of Teachers for the 2020-21 and 2021-22 academic years. This Agreement will expire on the last school

day of the final cohort's second academic year (2022) and may be renewed at the end of the term on the same or substantial similar terms by mutual agreement of the parties.

E. Termination and Cancellation. This Agreement may be terminated as follows:

- i. at any time by mutual written agreement of the Parties;
- ii. by either Party, upon thirty (30) days' prior written notice to the other Party, provided that the terminating Party provides that notice no later than 120 days prior to the end of the current academic year; or
- iii. by either Party upon written notice to the other Party in the event of a material breach of this Agreement that is incapable of being cured or, if capable of being cured, is not cured within thirty (30) days following receipt by the breaching Party of written notice of such breach from the non-breaching Party. The District reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S. § 38-511, as amended.

F. Effect of Termination. Except as otherwise specifically provided, if this Agreement expires or is terminated by either party, it shall become void and of no effect without liability of any party (or any of its directors, officers, employees, agents, representatives or advisors) to the other parties; provided that no such expiration or termination shall relieve any party of any liability asserted by such party under this Agreement prior to or within 6 months of such termination. In the event that this Agreement expires or is terminated by either party, Sections regarding the Compensation of Teachers, and Reductions in Force shall survive and will remain in effect until such time as there are no Teachers in their second year of employment in School District. Sections related to the Effect of Termination, No Warranty, Mutual Indemnification and Limitation of Liability shall survive the expiration or termination of this Agreement indefinitely. Additionally, Teach For America will be entitled to all outstanding amounts due up to the date of expiration or termination.

G. No Warranty. School District hereby agrees and acknowledges that Teach For America does not make and has not made any representation and warranty (express or implied) as to the fitness of any Teacher presented or provided by Teach For America and School District shall indemnify and hold harmless the TFA Indemnities (as defined below in the Section related to Mutual Indemnification) from and against any Losses (also defined below in the same Section below) resulting from any claim related to the services provided by Teach For America, including, but not limited to, claims that any Teacher presented or provided by Teach For America was unfit for the position for which he or she was hired by School District.

H. Mutual Indemnification.

- i. Teach For America shall indemnify and hold harmless the School District and its officers, directors, employees and agents (the "School District Indemnitees") from and against any and all Losses to which such School District Indemnitee may become subject arising out of a breach of this Agreement by Teach For America to School District of services hereunder, except to the extent such Losses result from the willful misconduct or gross negligence of such School District Indemnitee.
- ii. To the extent permitted by applicable state laws and regulations, School District shall indemnify and hold harmless Teach For America and its officers, directors, employees and agents (the "TFA Indemnitees") from and against any and all losses, liabilities, claims, damages, costs and expenses (including attorneys' fees) ("Losses") to which such TFA Indemnitee may become subject arising out of the provision by Teach For America to School District of services hereunder (including without limitation the designation of Teachers), except to the extent such Losses result from the willful misconduct or gross negligence of such TFA Indemnitee.
- iii. To the extent permitted by applicable state laws and regulations, neither Party shall have any liability to the other Party with respect to Losses asserted after 6 months of the expiration or termination of this Agreement.

- I. Limitation of Liability. Neither Party shall have any liability in connection with the matters to which this Agreement relates in excess of the aggregate amount of payments made to Teach For America by School District pursuant to this Agreement.
- J. Surveys. School District acknowledges that Teach For America may survey individual constituents, teachers, etc. at the partner school sites regarding its programming and professional development of Teachers in the classroom.
- K. Amendment/Modification. No amendment or modification of this Agreement, and no waiver hereunder, shall be valid or binding unless set forth in writing and signed by each party.
- L. Non-Assignment. Neither this Agreement nor any of the rights, interests or obligations under this Agreement shall be assigned, in whole or in part, by operation of law or otherwise by either party without the prior written consent of the other party, and any such assignment that is not consented to shall be null and void.
- M. E-verify, Records and Audits. To the extent applicable under A.R.S. § 41-4401, the parties warrant their compliance with all federal immigration laws and regulations that relate to their employees and compliance with the E-verify requirements under A.R.S. § 23-214(A).
- N. No Israel Boycott. The parties agree that they are not currently engaged in, and agree that for the duration of the Agreement they will not engage in, a boycott of Israel, as that term is defined in A.R.S. §35-393.
- O. Counterparts. This Agreement may be executed in any number of counterparts (including by electronic transmission), each of which when executed and delivered shall be deemed to be an original and all of which counterparts taken together shall constitute but one and the same instrument. The execution of this Agreement by any Party shall not become effective until counterparts have been executed by all Parties.

- P. Construction. The headings of Sections contained in this Agreement are for convenience only, and they do not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the Sections of this Agreement. Any reference in this Agreement to gender includes all genders. Further, except where expressly specified to the contrary, the words “include,” “including,” and “such as” in this Agreement should be read to mean “include without limitation.”
- Q. Governing Law. This Agreement and all matters relating hereto shall be governed by, construed and interpreted in accordance with the laws of the State of Arizona without regard to the conflict of laws provisions of such State. Any legal suit, action, or proceeding relating to this Agreement must be instituted in the federal or state courts located in Phoenix, Arizona. Each Party irrevocably submits to the exclusive jurisdiction of such courts in any suit, action or proceeding.
- R. Severability. If any term or provision of this Agreement is determined to be illegal, unenforceable or invalid in whole or in part for any reason, such illegal, unenforceable or invalid provisions or part thereof shall be stricken from this Agreement, and such provision shall not affect the legality, enforceability or validity of the remainder of this Agreement. If any provision or part thereof of this Agreement is stricken in accordance with the provisions of this Section, then such stricken provision shall be replaced, to the extent possible, with a legal, enforceable and valid provision that is as similar in tenor to the stricken provision as is legally possible.
- S. Notices. Any notices to either Party under this Agreement shall be in writing and delivered by hand or sent by nationally recognized messenger service, or by registered or certified mail, return receipt requested, to the addresses set forth below or to such other address as that Party may hereafter designate by notice. Notice shall be effective when received, which shall be no greater than one (1) business day after being sent by a nationally recognized messenger service or three days after being sent by mail.

DISTRICT CONTACT

Name: _____
Title: _____
Address: _____
Email: _____

TEACH FOR AMERICA:

Name: Katie Tennessen Hooten
Title: Executive Director
Address: 3030 N. Central Ave, Suite 900
Phoenix, AZ 85012
Email: Katie.TennessenHooten@teachforamerica.org

With an electronic copy to:

Name TFA Legal Affairs
: _____
Email [LegalAffairs@teachforamerica](mailto:LegalAffairs@teachforamerica.org)
: [.org](http://www.teachforamerica.org)
**Send only notices related to breach of contract and indemnity.*

- T. Waiver. A waiver or a breach or default under this Agreement shall not be a waiver of any other subsequent breach or default. The failure or delay in enforcing compliance with any term or condition of this Agreement shall not constitute a waiver of such term or condition unless such term or condition is expressly waived in writing.
- U. Entire Agreement/Authority/Binding. This Agreement is the complete and exclusive statement of the agreement between the parties as to the subject matter hereof and supersedes all communications between the parties related to the subject matter of this Agreement.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, each of School District and Teach For America has caused its duly authorized representative to sign this Agreement in the space provided below.

**Glendale Elementary School
District**

By: _____
Name: _____
Address: _____

Teach For America

By: _____
Name: _____
Title: _____
Address: _____

Teach For America

Contract Owner Attestation:

This contract required legal changes to the required terms and was reviewed/approved by TFA Legal Affairs in this final form.

This contract did not require legal changes and was not reviewed by TFA Legal Affairs.

Name: Casey Parks

Director, District & School
Title: Partnerships

EXHIBIT A

Certification (subject) Area	Grade Level	Agreed Number of Teachers	Academic Years of Employment
All	All	0-10	2019-2020 & 2020-2021
All	All	0-10	2020-2021 & 2021-2022

Fees shall be determined by the actual number of Teachers hired under this Agreement.

- i. Each cohort of Teachers employed pursuant to this clause is in addition to Teachers from prior cohorts employed by the School District and who are returning for their second year of employment.
- ii. If Teach For America provides School District with a number of Teachers that is lower than the Agreed Number, the number of Teacher candidates provided will constitute the Agreed Number for purposes of determining any fees that the School District owes Teach For America.
- iii. In the event that Teach For America supplies the School District with any Teachers above the Agreed Number, School District agrees to pay the agreed upon fees for the additional Teachers.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.N. TOPIC: Job Descriptions for Behavioral Health and Student Services

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDATION:

It is recommended the Governing Board approve the new job descriptions for Executive Director of Behavioral Health and School Safety, Director of Social and Emotional Learning and Mental Health Services, and Principal Coach for Multi-tiered Support Services and School Culture as presented.

Executive Director of Behavioral Health and School Safety

This position oversees the daily functioning of Student Services, School and District Safety, Discipline, Social and Emotional Learning and Diversity and Inclusion.

Director of Social and Emotional Learning and Mental Health Services

This position will oversee Social Emotional Learning Specialists and Nurses

Principal Coach for Multi-tiered Support Services (MTSS) and School Culture

This position supports site administration and monitors the Multi-tiered Support Services

Executive Director for Behavioral Health and School Safety

Purpose Statement

The job of Executive Director for Behavioral Health and School Safety is responsible for all aspects of a multidisciplinary approach to student safety and wellness.

Essential Functions

- Oversees the daily functioning of Student Services, School and District Safety, Discipline, Social and Emotional Learning, and Diversity and Inclusion
- Community Project Manager for Project AWARE
- Leads the work of student safety, and well-being throughout the district
- Facilitates the Behavioral Health and School Safety Process
- Facilitates Parent and Student Bully Prevention Groups
- Facilitates Social Emotional Learning Support Groups
- Facilitates Suicide Prevention Groups
- Oversees trauma-informed care throughout the district
- Facilitates district communication in regards to behavioral health and school safety
- Trains site and district administration and staff on student safety, bully prevention, suicide prevention, parent education, abuse prevention, trauma-informed care, and wellness
- Ensures the District and school sites address diversity education through professional development and community forums
- Coordinates support services for at-risk parents/families
- Leads and trains the district and site crisis teams
- Models and co-teaches effective Tier III student supports for SELS, site and district leadership
- Leads and implements Multi-Tiered Support Services for the district
- Coordinates outside agency and district supports for students and families
- Fosters and maintains open communication with staff, students, parents and community members
- Creates and facilitates a parent training initiative with wrap-around services for safety and social and emotional well-being of students and staff
- Oversees district Emergency Operation Plan
- Liaison to Glendale Police and Fire Departments and Arizona Trauma-Informed Care
- Liaison to the Superintendent for behavioral health and school safety
- Liaison to FEMA, Department of Child Safety and Department of Health Services
- Works with the Director and Coordinator for student services on student discipline, manifestations, coordinating support services
- Liaison to school and district crisis teams
- Provides direct behavioral health management services to students and families as appropriate
- Addresses complaints from parents and community members with the goal of appropriate resolution
- Oversees long-term suspensions and/or expulsions of students

- Oversees Student Services, Glendale Success Academy, Program Placement
- Collaborates with Risk Management Coordinator on matters of school safety
- Facilitates Collaborative Care Teams
- Works with Human Resources to provide support to all staff in protocol during crisis intervention

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Bilingual/Biliterate Spanish fluency is preferred to provide parents/guardians with in-the-moment information.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program activities; developing effective working relationships; preparing and maintaining accurate records; administering personnel policies and procedures; and program evaluation and assessment techniques.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a department, large work unit, and/or across several small work units. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 60% sitting, 25% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Master's degree in Education.

Equivalency: .

Required Testing:

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Certificates and Licenses

Superintendent Credential Required

Clearances

Criminal Justice/Fingerprint Clearance

Measles/Rubella Immunity/Vaccination

Valid form I-9

FLSA Status

Exempt

Approval Date

Salary Grade

Exec Dir

Job Description

Glendale Elementary School District

Director for Social and Emotional Learning and Mental Health Services

Purpose Statement

The job of the Director for Social and Emotional Learning and Mental Health Services is responsible for creating, coordinating and implementing services for social, emotional and mental health.

Essential Functions

- Implements Professional Learning for, and Oversees the Socio-Emotional Learning Specialists
- Oversees District Nurses
- Coordinates Direct Support for Teacher/Student Support Groups
- Coordinates Services for Parent Support Groups
- Coordinates Systematic Mental Health Wrap-around Services for Students and Families
- Responder to 911 Calls
- Coordinates Services with School Resource and Liaison Officers
- Works Directly with the Executive Director to Support Staff, Students, and Families in School Safety and Crisis Situations

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program activities; developing effective working relationships; preparing and maintaining accurate records; administering personnel policies and procedures; and program evaluation and assessment techniques.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a department, large work unit, and/or across several small work units. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 60% sitting, 25% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Master's degree in Education.

Equivalency: .

Required Testing:

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Certificates and Licenses

Principal Credential Required

Clearances

Criminal Justice/Fingerprint Clearance

Measles/Rubella Immunity/Vaccination

Valid form I-9

FLSA Status

Exempt

Approval Date

Salary Grade

Director

Principal Coach for Multi-tiered Support Services (MTSS) and School Culture

Purpose Statement

The job of the Principal Coach for Multi-tiered Support Services (MTSS) and School Culture is responsible for coordinating and implementing coaching support for site administration to ensure MTSS are implemented and the cultivation of a positive school culture.

Essential Functions

- Monitors the Multi-tiered Support Services
- Facilitates Teacher and Administrative Support for Bullying Prevention Program Implementation
- Facilitates Teacher and Administrative Support for Suicide Prevention Curriculum Implementation
- Monitors, with the Risk Manager, School Safety: Lockdowns, Fire Drills, Mental Health Check-Ins
- Analyzes and Facilitates, with the Director for Student Services, Site Administrative Support for Student Behavior Data, Functional Behavior Assessments, Behavior Intervention Plans, Threat Assessments, and Teacher Assistance Teams (TAT) Process
- Supports Site Administration with Cultivating a Positive School Culture
- Supports Site Administration with Glendale Success Academy Transitions and Outside Student Placements
- Works Directly with the Executive Director to Develop Situational Responses and Support with Regards to Crisis and Safety

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program activities; developing effective working relationships; preparing and maintaining accurate records; administering personnel policies and procedures; and program evaluation and assessment techniques.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a department, large work unit, and/or across several small work units. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 60% sitting, 25% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Master's degree in Education.

Equivalency: .

Required Testing:

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Certificates and Licenses

Principal Credential Required

Clearances

Criminal Justice/Fingerprint Clearance

Measles/Rubella Immunity/Vaccination

Valid form I-9

FLSA Status

Exempt

Approval Date

Salary Grade

Principal/Dir

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board
as information and do not require action.

AGENDA NO: 6.A. TOPIC: Arizona Public Service Solar Communities Program

SUBMITTED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Business Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

Administration will present a report regarding the implementation of the APS Solar Communities Program.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board
as information and do not require action.

AGENDA NO: 6.B. TOPIC: Bond Sale of \$9,000,000

SUBMITTED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Business Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

Administration and the District's financial advisor(s) will report to the Governing Board on the process, the ratings by Moody's and Fitch of GESD, and the bond sale of \$9,000,000.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.A. TOPIC: Revision #2 of 2018-19 Expenditure Budget

SUBMITTED BY: Ms. Valerie Caraveo, Director of Finance

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Finance and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve Revision #2 of the 2018-2019 Expenditure Budget as presented.

RATIONALE:

The District is required to revise its budget by May 18 pursuant to A.R.S. §15-905. While Glendale Elementary School District anticipated a decrease in enrollment, the decrease was less than expected. The budget revision reflects a higher Revenue Control Limit (RCL) and an increase in the Maintenance and Operation (M&O) override amount.

The Revised Budget includes the following adjustments:

Increase in Average Daily Membership	28
Increase in RCL	\$380,070
Increase in M&O override amount	\$ 57,011
Net change in General Budget Limit	\$437,081

The M&O budget remained unchanged; however, expenses were moved from M&O and transferred to Indirect Costs and Instructional Improvement funds in order to protect the budget balance carryforward.

The budget balance carryforward would have decreased by \$1,141,925; however, expenses were moved in order to ensure M&O was not overspent.



FY 2019
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Revised #2

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2019 was

Proposed	<u>June 28, 2018</u>
Adopted	<u>July 12, 2018</u>
Revised	<u>December 5, 2018</u>
	Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
SIGNED	SIGNED

The FY 2019 budget file for the version described above will be uploaded via the Common Logon on ADE's website by May 14, 2019.
Type the Date as MM/DD/YYYY

_____ Superintendent Signature	_____ Business Manager Signature
_____ Cynthia Segotta-Jones Superintendent Name (Typed Name)	_____ Valerie Caraveo Business Manager Name (Typed Name)

District Contact Employee: Valerie Caraveo

Telephone: (623) 237-7108 Email: vcaraveo@gesd40.org

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2018	\$ <u>92,277,529</u>
2. Estimated Revenues by Source for Fiscal Year 2019 (excluding property taxes)	
Local 1000	\$ <u>400,000</u>
Intermediate 2000	\$ <u>5,678,816</u>
State 3000	\$ <u>55,076,070</u>
Federal 4000	\$ _____
TOTAL	\$ <u>61,154,886</u>

3. District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)

	Prior FY 2018	Est. Budget FY 2019
Primary Tax Rate:	2.1391	2.0170
Secondary Tax Rates:		
M&O Override	3.4268	2.0834
Special Program Override		
Capital Override		
Class A Bonds		
Class B Bonds	0.8112	0.5517
CTED		
Desegregation		
Total Secondary Tax Rate	4.2380	2.6351

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	\$ <u>72,023,067</u>	\$ <u>72,023,067</u>
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	\$ <u>6,399,258</u>	\$ <u>6,399,258</u>
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		\$ <u>14,217,502</u>
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		\$ <u>92,639,827</u>

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E, amended by Laws 2018, Ch. 285, §10)

1. Average salary of all teachers employed in FY 2019 (budget year)	\$ <u>44,630</u>
2. Average salary of all teachers employed in FY 2018 (prior year)	\$ <u>40,492</u>
3. Increase in average teacher salary from the prior year	\$ <u>4,138</u>
4. Percentage increase	<u>10%</u>

Comments on average salary calculation (Optional):

DISTRICT NAME Glendale Elementary School District

COUNTY Maricopa

CTD NUMBER 070440000

VERSION Revised #2

DISTRICT CONTACT INFORMATION

Superintendent
Executive Assistant to Superintendent
Chief Financial Officer
Business Manager
School District Employee Report (SDER) Coordinator
SPED Data Reporting Coordinator
AzEDS/ADM Data Coordinator
Transportation Data Reporting Coordinator
Governing Board Member
Governing Board Member
Governing Board Member
Governing Board Member
Governing Board Member
Governing Board Member

Prefix	First Name	Last Name	Suffix	Email Address	Telephone Number
Mrs.	Cynthia	Segotta-Jones		csegottajones@gesd40.org	623-237-7136
Ms.	Elizabeth	Powell		epowell@gesd40.org	623-237-7136
Mr.	Mike	Barragan		mbarragan@gesd40.org	623-237-7110
Mrs.	Valerie	Caraveo		vcaraveo@gesd40.org	623-237-7108
Mrs.	Teresa	Wong		twong@gesd40.org	623-237-7106
Mrs.	Carol	Lettieri		clettieri@gesd40.org	623-237-7141
Ms.	Diane	Litwiller		dlitwiller@gesd40.org	237-237-7122
Mr.	Christian	Miranda		cmiranda@gesd40.org	623-237-6266
Mrs.	Mary Ann	Wilson		mwilson@gesd40.org	
Mrs.	Monica	Pimentel		mpimentel@gesd40.org	
Mr.	Jamie	Aldama		jaldama@gesd40.org	
Mrs.	Brenda	Bartels		bbartels@gesd40.org	
Mrs.	Sara	Smith		sasmith@gesd40.org	

SELECT from Dropdown

Student Information Systems (SIS) Vendor

Edupoint (Synergy)

Accounting Information System

Infinite Visions

District's website home page address

www.gesd40.org

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures		FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
		Prior FY	Budget FY						Prior FY 2018	Budget FY 2019		
		100 Regular Education										
1000 Instruction	1.	535.50	491.50	21,945,622	6,966,979	488,112	511,052	6,150	28,376,044	29,917,915	5.4%	1.
2000 Support Services												
2100 Students	2.	39.44	39.44	1,150,309	394,839	318,814	7,615	450	1,784,213	1,872,027	4.9%	2.
2200 Instructional Staff	3.	32.30	32.30	1,217,730	434,757	80,499	98,155	8,662	1,786,909	1,839,803	3.0%	3.
2300 General Administration	4.	8.50	8.50	832,714	677,845	88,951	11,787	16,222	1,640,598	1,627,519	-0.8%	4.
2400 School Administration	5.	69.00	65.00	4,004,216	1,231,088	15,761	16,472	5,690	4,914,668	5,273,227	7.3%	5.
2500 Central Services	6.	32.50	31.00	1,650,991	1,845,654	757,932	174,668	476,778	5,580,241	4,906,023	-12.1%	6.
2600 Operation & Maintenance of Plant	7.	141.50	138.50	3,997,756	1,237,398	2,837,557	2,824,091	9,109	10,690,533	10,905,911	2.0%	7.
2900 Other	8.	0.00	0.00						0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	11.25	11.25	143,938	18,338	495	0	0	283,130	162,771	-42.5%	9.
610 School-Sponsored Cocurricular Activities	10.	0.00	0.00						0	0	0.0%	10.
620 School-Sponsored Athletics	11.	0.00	0.00			70,806	19,504		181,250	90,310	-50.2%	11.
630 Other Instructional Programs	12.	0.00	0.00						50,321	0	-100.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00						24,000	0	-100.0%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	869.99	817.49	34,943,276	12,806,898	4,658,927	3,663,344	523,061	55,311,907	56,595,506	2.3%	14.
200 and 300 Special Education												
1000 Instruction	15.	157.56	157.56	4,896,633	1,677,152	1,306,262	5,039	0	7,347,078	7,885,086	7.3%	15.
2000 Support Services												
2100 Students	16.	24.60	24.60	1,603,808	434,768	1,784,692	17,032	0	3,425,822	3,840,300	12.1%	16.
2200 Instructional Staff	17.	3.00	3.00	140,945	64,553	14,667	14,900	1,168	297,444	236,233	-20.6%	17.
2300 General Administration	18.	0.00	0.00						0	0	0.0%	18.
2400 School Administration	19.	0.00	0.00						1,050	0	-100.0%	19.
2500 Central Services	20.	0.00	0.00						1,000	0	-100.0%	20.
2600 Operation & Maintenance of Plant	21.	0.00	0.00						960	0	-100.0%	21.
2900 Other	22.	0.00	0.00						0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00						0	0	0.0%	23.
Subtotal (lines 15-23)	24.	185.16	185.16	6,641,386	2,176,473	3,105,621	36,971	1,168	11,073,354	11,961,619	8.0%	24.
400 Pupil Transportation	25.	72.94	70.18	1,618,743	614,361	205,853	382,562	2,902	2,933,705	2,824,421	-3.7%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	#REF!	0.00	0	0	0	0	0	#REF!	0	0.0%	26.
530 Dropout Prevention Programs	27.	0.00	0.00						0	0	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	13.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading Program	29.	13.00	13.00	483,194	158,327				607,736	641,521	5.6%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	#REF!	1,085.83	43,686,599	15,756,059	7,970,401	4,082,877	527,131	69,926,702	72,023,067	3.0%	30.

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

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

- 1. Total All Disability Classifications
- 2. Gifted Education
- 3. Remedial Education
- 4. ELL Incremental Costs
- 5. ELL Compensatory Instruction
- 6. Vocational and Technical Education (non-CTED)
- 7. Career Education (non-CTED)
- 8. Career Technical Education (CTED)
- 9. Total (lines 1 through 8. Must equal total of line 24, page 1)

	Prior FY	Budget FY	
	10,553,834	11,400,425	1.
	130,503	140,971	2.
	0		3.
	389,017	420,223	4.
	0		5.
	0		6.
	0		7.
	0		8.
	11,073,354	11,961,619	9.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 18
 Staff-Pupil 1 to 6

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

Prior FY	Budget FY
776.00	757.00

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	<u>45540</u>
All Funds - Federal	<i>6330</i>	<u>4,100</u>

FY 2019 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component _____

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

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 227,029
 (This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
							Prior FY 2018	Budget FY 2019	
Classroom Site Fund 011 - Base Salary									
100 Regular Education									
1000 Instruction	1.	1,886,638	84,004				1,643,514	1,970,642	19.9%
2100 Support Services - Students	2.						0	0	0.0%
2200 Support Services - Instructional Staff	3.						0	0	0.0%
Program 100 Subtotal (lines 1-3)	4.	1,886,638	84,004				1,643,514	1,970,642	19.9%
200 and 300 Special Education									
1000 Instruction	5.	262,706	46,294				258,585	309,000	19.5%
2100 Support Services - Students	6.						0	0	0.0%
2200 Support Services - Instructional Staff	7.						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	8.	262,706	46,294				258,585	309,000	19.5%
Other Programs (Specify) _____									
1000 Instruction	9.	26,396	11,573				31,646	37,969	20.0%
2100 Support Services - Students	10.						0	0	0.0%
2200 Support Services - Instructional Staff	11.						0	0	0.0%
Other Programs Subtotal (lines 9-11)	12.	26,396	11,573				31,646	37,969	20.0%
Total Expenditures (lines 4, 8, and 12)	13.	2,175,740	141,871				1,933,745	2,317,611	19.9%
Classroom Site Fund 012 - Performance Pay									
100 Regular Education									
1000 Instruction	14.	4,827,734	974,150				5,022,263	5,801,884	15.5%
2100 Support Services - Students	15.	2,265	453				2,400	2,718	13.3%
2200 Support Services - Instructional Staff	16.	45,296	1,812				41,600	47,108	13.2%
Program 100 Subtotal (lines 14-16)	17.	4,875,295	976,415				5,066,263	5,851,710	15.5%
200 and 300 Special Education									
1000 Instruction	18.	679,443	127,188				712,317	806,631	13.2%
2100 Support Services - Students	19.						0	0	0.0%
2200 Support Services - Instructional Staff	20.	4,530	906				4,800	5,436	13.3%
Program 200 and 300 Subtotal (lines 18-20)	21.	683,973	128,094				717,117	812,067	13.2%
Other Programs (Specify) _____									
1000 Instruction	22.	31,707	6,341				33,600	38,048	13.2%
2100 Support Services - Students	23.						0	0	0.0%
2200 Support Services - Instructional Staff	24.						0	0	0.0%
Other Programs Subtotal (lines 22-24)	25.	31,707	6,341				33,600	38,048	13.2%
Total Expenditures (lines 17, 21, and 25)	26.	5,590,975	1,110,850				5,816,980	6,701,825	15.2%
Classroom Site Fund 013 - Other									
100 Regular Education									
1000 Instruction	27.	2,374,703	474,173				2,400,000	2,848,876	18.7%
2100 Support Services - Students	28.						0	0	0.0%
2200 Support Services - Instructional Staff	29.	252,567	141,281				329,570	393,848	19.5%
Program 100 Subtotal (lines 27-29)	30.	2,627,270	615,454	0	0		2,729,570	3,242,724	18.8%
200 and 300 Special Education									
1000 Instruction	31.	233,032	37,046				226,000	270,078	19.5%
2100 Support Services - Students	32.						0	0	0.0%
2200 Support Services - Instructional Staff	33.						0	0	0.0%
Program 200 and 300 Subtotal (lines 31-33)	34.	233,032	37,046	0	0		226,000	270,078	19.5%
530 Dropout Prevention Programs									
1000 Instruction	35.						0	0	0.0%
Other Programs (Specify) _____ 550 _____									
1000 Instruction	36.	41,826	8,365				42,000	50,191	19.5%
2100, 2200 Support Serv. Students & Instructional Staff	37.						0	0	0.0%
Other Programs Subtotal (lines 36-37)	38.	41,826	8,365	0	0		42,000	50,191	19.5%
Total Expenditures (lines 30, 34, 35, and 38)	39.	2,902,128	660,865	0	0		2,997,570	3,562,993	18.9%
Total Classroom Site Funds (lines 13, 26, and 39)	40.	10,668,843	1,913,586	0	0	0	10,748,295	12,582,429	17.1%

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/Decrease
							Prior FY 2018	Budget FY 2019	
Unrestricted Capital Outlay Override (1)	1.						0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)									
1000 Instruction	2.	71,976	1,514,438				1,582,700	1,586,414	0.2%
2000 Support Services									
2100, 2200 Students and Instructional Staff	3.	62,230	551,713				612,412	613,943	0.2%
2300, 2400, 2500, 2900 Administration	4.		2,413,248				1,322,519	2,413,248	82.5%
2600 Operation & Maintenance of Plant	5.		432,416				431,426	432,416	0.2%
2700 Student Transportation	6.		176,817				176,413	176,817	0.2%
3000 Operation of Noninstructional Services (5)	7.		8,264				8,245	8,264	0.2%
4000 Facilities Acquisition and Construction	8.		1,168,156				422,935	1,168,156	176.2%
5000 Debt Service	9.						0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	134,206	6,265,052	0	0	4,556,650	6,399,258	40.4%

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

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

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

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 62,230
6642 Textbooks	31,773
6643 Instructional Aids	40,203
673X Furniture and Equipment	636,909
673X Vehicles	148,040
673X Tech Hardware & Software	3,326,480

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

(3) Includes principal on Capital Equity Fund loans of _____, principal on capital leases of _____, and principal on bonds of _____.

(4) Includes interest on Capital Equity Fund loans of _____, interest on capital leases of _____, and interest on bonds of _____.

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B))]

Expenditures	UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS			
	Fund 610		Fund 630		Fund 695		Fund 620 (2)			
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY		
Total Fund Expenditures	1.	4,556,650	6,399,258	4,219,071	11,672,322	0		580,000	548,000	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0		0	0			0		2.
6200 Employee Benefits	3.	0		0	0			0		3.
6450 Construction Services	4.	422,935		2,238,305	8,174,522	0		580,000	548,000	4.
6710 Land and Improvements	5.	0		0	0			0		5.
6720 Buildings and Improvements	6.	0		0	0			0		6.
673X Furniture and Equipment	7.	885,698	636,909	0	1,050,000	0		0		7.
673X Vehicles	8.	147,701	148,040	1,980,491	1,722,913	0		0		8.
673X Technology Hardware & Software	9.	2,966,770	3,326,480	0		0		0		9.
6831, 6832 Redemption of Principal	10.	0		0		0		0		10.
6841, 6842, 6850 Interest	11.	0		0		0		0		11.
Total (lines 2-11)	12.	4,423,104	4,111,429	4,218,796	10,947,435	0	0	580,000	548,000	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	422,935		2,238,580	8,174,522			580,000	548,000	13.
New Construction	14.	0		0		0		0		14.
Other	15.	2,242,819	4,111,429	1,980,491	2,772,913	0		0		15.
Total (lines 13-15, must equal line 12)	16.	2,665,754	4,111,429	4,219,071	10,947,435	0	0	580,000	548,000	16.

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

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2019 \$ 55,353

SPECIAL PROJECTS

FEDERAL PROJECTS

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

STATE PROJECTS

19. 400 Vocational Education
20. 410 Early Childhood Block Grant
21. 420 Ext. School Yr. - Pupils with Disabilities
22. 425 Adult Basic Education
23. 430 Chemical Abuse Prevention Programs
24. 435 Academic Contests
25. 450 Gifted Education
26. 456 College Credit Exam Incentives
27. 457 Results-based Funding
28. 460 Environmental Special Plate
29. 465-499 Other State Projects
30. Total State Project Funds (lines 19-29)
31. Total Special Projects (lines 18 and 30)

INSTRUCTIONAL IMPROVEMENT FUND (020)

1. Teacher Compensation Increases
2. Class Size Reduction
3. Dropout Prevention Programs (M&O purposes)
4. Instructional Improvement Programs (M&O purposes)
5. Total Instructional Improvement Fund (lines 1-4)

		FTE		TOTAL ALL FUNCTIONS	
		Prior FY	Budget FY	Prior FY	Budget FY
6000	57.22	65.04	7,625,968	7,788,413	
6000	5.00	6.00	971,232	633,009	
6000	2.38	0.18	819,286	894,326	
6000	0.00		0		
6000	3.60	3.60	638,496	596,667	
6000	0.00		0		
6000	0.00		0		
6000	55.00	64.38	3,126,527	2,968,166	
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	3.50	4.50	360,185	400,000	
6000	0.00		800,000	600,000	
6000	0.00		0		
6000	5.63	7.88	336,921	336,921	
6000	132.33	151.58	14,678,615	14,217,502	
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	0.00		0		
6000	9.95	11.40	811,464	150,000	
6000	9.95	11.40	811,464	150,000	
6000	142.28	162.98	15,490,079	14,367,502	

		Prior FY	Budget FY
6000	0		
6000	0	740,760	
6000	0		
6000	750,000	185,000	
6000	750,000	925,760	

OTHER FUNDS

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

INTERNAL SERVICE FUNDS 950-989

1. 9__ Self-Insurance
2. 955 Intergovernmental Agreements
3. 9__ OPEB
4. 901 _____

		Prior FY	Budget FY
6000	3,939	0	
6000	0	0	
6000	0	0	
6000	30,000	60,000	
6000	12,169,499	9,500,000	
6000	80,000	35,000	
6000	436,781	450,000	
6000	22,000	25,000	
6000	205,000	205,000	
6000	95,000	95,000	
6000	0		
6000	5,000	5,000	
6000	0		
6000	50,000	50,000	
6000	15,000	10,000	
6000	0		
6000	850,000	1,647,050	
6000	0		
6000	0		
6000	0		
6000	0		
6000	0		
6000	473,838	481,798	
6000	0		
6000	939,495	280,000	
6000	2,287,550	2,284,551	
6000	0		
6000	142,422	100,000	
6000	13,235,444	13,000,000	
6000	0		
6000	0		
6000	0	120,000	

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

**CALCULATION OF FY 2019 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)**

		<u>A.</u> <u>Maintenance</u> <u>and Operation</u>	<u>B.</u> <u>Unrestricted</u> <u>Capital Outlay</u>
*1. FY 2019 Revenue Control Limit (RCL) (from Work Sheet E, line X, or Work Sheet F, line III)	\$ 61,410,516	\$ 59,276,277	\$ 2,134,239
*2. (a) FY 2019 District Additional Assistance (DAA) (from Work Sheet H, lines VII.E.1 and VII.F.1)	\$ 5,365,196		
(b) DAA Reduction for State Budget Adjustments (from Work Sheet H, lines VII.E.2 and VII.F.2)	3,487,378		
(c) Total DAA (line 2.a minus 2.b)	\$ 1,877,818		1,877,818
*3. FY 2019 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Work Sheets K and K2)			
(a) Maintenance and Operation		9,211,577	
(b) Unrestricted Capital Outlay			
(c) Special Program			
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Work Sheet K)			
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824)			
Local (Do not include full-day kindergarten or summer school tuition)			
(a) Individuals and Other Private Sources			
(b) Other Arizona Districts			
(c) Out-of-State Districts and Other Governments			
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools (not to exceed Work Sheet S, line II.B.5) (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)			
* (b) Tuition Out Debt Service (from Work Sheet O, line 14) (A.R.S. §15-910.M, as amended by Laws 2018, Ch. 283, §2)		0	
* (c) Budget Balance Carryforward (from Work Sheet M, line 9) (A.R.S. §15-943.01)		4,017,011	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)			
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2017 (A.R.S. §15-910.N, as amended by Laws 2018, Ch. 283, §2)			
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g) FY 2018 Performance Pay Unexpended Budget Carryforward (from Work Sheet M, line 6.f) (A.R.S. §15-920)		0	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.			
(a) Prior Year Over Expenditures/Resolutions:			
(b) Decrease for Transfer from M&O to Energy and Water Savings Fund		(481,798)	
(c) Increase for Energy and Water Savings Fund Transfer to M&O			
(d) Noncompliance Adjustment			
(e) ADM/Transportation Audit Adjustment			
(f) Other:			
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)			532,800
11. FY 2019 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		\$ 72,023,067	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line A.11)			\$ 4,544,857

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

**CALCULATION OF FY 2019 UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT
 (A.R.S. §15-947.D and A.R.S. §15-978)**

UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2018 Unrestricted Capital Budget Limit (UCBL) (from FY 2018 latest revised Budget, page 8, line A.12)	\$ 4,556,650
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$
3. Adjusted Amount Available for FY 2018 Capital Expenditures (line A.1 + A.2)	\$ 4,556,650
4. Amount Budgeted in Fund 610 in FY 2018 (from FY 2018 latest revised Budget, page 4, line 10)	\$ 4,556,650
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ 4,556,650
6. FY 2018 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 2,714,599
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ 1,842,051
8. Interest Earned in Fund 610 in FY 2018	\$ 12,350
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$
10. Adjustment to UCBL for FY 2019 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions:	\$
_____	\$
(b) ADM/Transportation Audit Adjustment	\$
(c) Other: _____	\$
11. Amount to be Used for Capital Expenditures (from page 7, line 12)	\$ 4,544,857
12. FY 2019 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	<u>\$ 6,399,258</u>

CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Total Fund 010
B. 1. FY 2018 Classroom Site Fund Budget Limit (from FY 2018 latest revised Budget, page 8, line B.7)	1,933,745	5,816,980	2,997,570	10,748,295
2. FY 2018 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	787,299	1,465,555	1,772,882	4,025,736
3. Unexpended Budget Balance (line B.1 minus B.2)	1,146,446	4,351,425	1,224,688	6,722,559
4. Interest Earned in the Classroom Site Fund in FY 2018	3,187	14,444	2,349	19,980
5. FY 2019 Classroom Site Fund Allocation (provided by ADE, based on \$423) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	1,167,978.00	2,335,956.00	2,335,956.00	5,839,890.00
6. Adjustments to FY 2019 Classroom Site Fund Budget Limit (2)				0
7. FY 2019 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	<u>2,317,611</u>	<u>6,701,825</u>	<u>3,562,993</u>	<u>12,582,429</u>

- (1) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.
- (3) The amounts budgeted on page 3, lines 13, 26, 39, and 40 cannot exceed the respective amounts on this line.

**SUPPLEMENT TO SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET FOR DISTRICTS THAT BUDGET FOR
ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)**

English Language Learners Supplement	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY 2018	Budget FY 2019							Prior FY 2018	Budget FY 2019	
Expenditures											
Structured English Immersion Fund 071 (A.R.S. §15-756.04)											
1000 Instruction	1.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	2.	0.00							0	0	0.0%
2200 Instructional Staff	3.	0.00							0	0	0.0%
2300 General Administration	4.	0.00							0	0	0.0%
2400 School Administration	5.	0.00							0	0	0.0%
2500 Central Services	6.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	7.	0.00							0	0	0.0%
2700 Student Transportation	8.	0.00							0	0	0.0%
2900 Other	9.	0.00							0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction	11.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00							0	0	0.0%
2200 Instructional Staff	13.	0.00							0	0	0.0%
2300 General Administration	14.	0.00							0	0	0.0%
2400 School Administration	15.	0.00							0	0	0.0%
2500 Central Services	16.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00							0	0	0.0%
2700 Student Transportation	18.	0.00							0	0	0.0%
2900 Other	19.	0.00							0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET

CTD NUMBER 070440000
VERSION Revised #2

I certify that the Budget of Glendale Elementary School District, _____ County for fiscal year 2019 was officially proposed by the Governing Board on July 12, 2018, and that the complete Proposed Expenditure Budget may be reviewed by contacting _____ at the District Office, telephone _____ during normal business hours.

President of the Governing Board

1. Average Daily Membership:		Prior Year	Budget Year	4. Average Teacher Salaries (A.R.S. §15-903.E, amended by Laws 2018, Ch. 285, §10)
	2017 ADM	2018 ADM	2019 ADM	
Attending	12,412,000	11,904,000	11,904,000	1. Average salary of all teachers employed in FY 2019 (budget year) 44,630
2. Tax Rates:				2. Average salary of all teachers employed in FY 2018 (prior year) 40,492
		Prior FY	Est. Budget FY	3. Increase in average teacher salary from the prior year 4,138
Primary Rate (equalization formula funding and budget add-ons not required to be in secondary rate)		2.1391	2.0170	4. Percentage increase 10%
Secondary Rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)		4.2380	2.6351	Comments on average salary calculation (Optional):
3. Budgeted Expenditures and Budget Limits:		Budgeted		
		Expenditures	Budget Limit	
Maintenance & Operation Fund		72,023,067	72,023,067	
Classroom Site Fund		12,582,429	12,582,429	
Unrestricted Capital Outlay Fund		6,399,258	6,399,258	

MAINTENANCE AND OPERATION EXPENDITURES							
	Salaries and Benefits		Other		TOTAL		% Inc./(Decr.) from Prior FY
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
100 Regular Education							
1000 Instruction	27,664,874	28,912,601	711,170	1,005,314	28,376,044	29,917,915	5.4%
2000 Support Services							
2100 Students	1,488,148	1,545,148	296,065	326,879	1,784,213	1,872,027	4.9%
2200 Instructional Staff	1,587,334	1,652,487	199,575	187,316	1,786,909	1,839,803	3.0%
2300, 2400, 2500 Administration	8,409,872	10,242,508	3,725,635	1,564,261	12,135,507	11,806,769	-2.7%
2600 Oper./Maint. of Plant	5,226,506	5,235,154	5,464,027	5,670,757	10,690,533	10,905,911	2.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	281,630	162,276	1,500	495	283,130	162,771	-42.5%
610 School-Sponsored Cocurric. Activities	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	121,153	0	60,097	90,310	181,250	90,310	-50.2%
630, 700, 800, 900 Other Programs	74,321	0	0	0	74,321	0	-100.0%
Regular Education Subsection Subtotal	44,853,838	47,750,174	10,458,069	8,845,332	55,311,907	56,595,506	2.3%
200 and 300 Special Education							
1000 Instruction	6,167,160	6,573,785	1,179,918	1,311,301	7,347,078	7,885,086	7.3%
2000 Support Services							
2100 Students	1,856,924	2,038,576	1,568,898	1,801,724	3,425,822	3,840,300	12.1%
2200 Instructional Staff	266,398	205,498	31,046	30,735	297,444	236,233	-20.6%
2300, 2400, 2500 Administration	0	0	2,050	0	2,050	0	-100.0%
2600 Oper./Maint. of Plant	0	0	960	0	960	0	-100.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	8,290,482	8,817,859	2,782,872	3,143,760	11,073,354	11,961,619	8.0%
400 Pupil Transportation	2,282,421	2,233,104	651,284	591,317	2,933,705	2,824,421	-3.7%
510 Desegregation	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	607,736	641,521	0	0	607,736	641,521	5.6%
TOTAL EXPENDITURES	56,034,477	59,442,658	13,892,225	12,580,409	69,926,702	72,023,067	3.0%

TOTAL EXPENDITURES BY FUND				
Fund	Budgeted Expenditures		\$ Increase/ (Decrease) from Prior FY	% Increase/ (Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	69,926,702	72,023,067	2,096,365	3.0%
Instructional Improvement	750,000	925,760	175,760	23.4%
Structured English Immersion	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	10,748,295	12,582,429	1,834,134	17.1%
Federal Projects	14,678,615	14,217,502	(461,113)	-3.1%
State Projects	811,464	150,000	(661,464)	-81.5%
Unrestricted Capital Outlay	4,556,650	6,399,258	1,842,608	40.4%
New School Facilities	0	0	0	0.0%
Adjacent Ways	580,000	548,000	(32,000)	-5.5%
Debt Service	2,287,550	2,284,551	(2,999)	-0.1%
School Plant Fund	30,000	60,000	30,000	100.0%
Auxiliary Operations	22,000	25,000	3,000	13.6%
Bond Building	4,219,071	11,672,322	7,453,251	176.7%
Food Service	12,169,499	9,500,000	(2,669,499)	-21.9%
Other	16,531,919	16,478,848	(53,071)	-0.3%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Total All Disability Classifications	10,553,834	11,400,425
Gifted Education	130,503	140,971
Remedial Education	0	0
ELL Incremental Costs	389,017	420,223
ELL Compensatory Instruction	0	0
Vocational and Technical Education (non-CTED)	0	0
Career Education (non-CTED)	0	0
Career Technical Education (CTED)	0	0
TOTAL	11,073,354	11,961,619

PROPOSED STAFFING SUMMARY		
Staff Type	FTE	Staff-Pupil Ratio
Certified --		
Superintendent, Principals, Other Administrators	55	1 to 216.4
Teachers	613	1 to 19.4
Other	89	1 to 133.8
Subtotal	757	1 to 15.7
Classified --		
Managers, Supervisors, Directors	14	1 to 850.3
Teachers Aides	133	1 to 89.5
Other	517	1 to 23.0
Subtotal	664	1 to 17.9
TOTAL	1,421	1 to 8.4
Special Education --		
Teacher	161	1 to 18.0
Staff	25	1 to 6.0

FY 2019 Truth in Taxation Work Sheet (A.R.S. §15-905.01)

1.	FY 2019 Truth in Taxation Base Limit (from FY 2018 TNT work sheet, line 3 + line 11)	\$	<u>1,131,000</u>
2.	Deduction for discontinued programs		
3.	Adjusted FY 2019 TNT Base Limit	\$	<u><u>1,131,000</u></u>

[No budget on lines 4 - 7 below. Click here for Instructions](#)

**Primary Property Tax Rate
Related to Budgeted
Expenditures**

FY 2019 Budgeted Expenditures

4.	Desegregation (no longer a primary levy, must be zero)	\$	<u>0</u>	<u>0.0000</u>
5.	Dropout Prevention (from page 1, line 27)		<u>0</u>	<u>0.0000</u>
6.	Joint Career and Technical Education and Vocational Education Center		<u>0</u>	<u>0.0000</u>
7.	Small School Adjustment (from page 7, line 4, columns A and B)	\$	<u>0</u>	<u>0.0000</u>

Adjustments for FY 2018 Expenditures

8.	Desegregation, Dropout Prevention, and Joint Career and Technical Education and Vocational Education Center			
a.	FY 2018 Total Actual Expenditures for programs above	\$	<u> </u>	
b.	Sum of FY 2018 original budget amounts for programs above (from FY 2018 TNT work sheet, sum of lines 4, 5, and 6)		<u>0</u>	
c.	Expenditures over/(under) original budget (line 8.a minus line 8.b)	\$	<u>0</u>	
9.	Small School Adjustment			
a.	FY 2018 final budget for Small School Adjustment	\$	<u> </u>	
b.	FY 2018 original budget for Small School Adjustment (from FY 2018 TNT work sheet, line 7)	\$	<u>0</u>	
c.	Amount over/(under) budget for Small School Adjustment (line 9.a minus line 9.b)	\$	<u>0</u>	
10.	Total (add lines 4 through 7 and line 8.c. and line 9.c.)	\$	<u><u>0</u></u>	
11.	Excess over Truth in Taxation Limit (1) (Line 10 minus line 3. If negative, enter zero.)	\$	<u><u>0</u></u>	
12.	Amount to be Levied in FY 2019 for Adjacent Ways pursuant to A.R.S. §15-995 (from page 5, footnote 2) (1)	\$	<u>55,353</u>	<u>0.0002</u>
13.	Amount to be Levied in FY 2019 for Liabilities in Excess of the Budget pursuant to A.R.S. §15-907 (1)	\$	<u> </u>	<u>0.0000</u>

Calculations for Truth in Taxation Notice

A.	Sum of lines 11, 12, and 13	\$	<u>55,353</u>
B.1.	Current Assessed Value	\$	<u>287,463,698</u>
B.2.	(Line 3 divided by line B.1) x \$10,000	\$	<u>39.3441 (2)</u>
C.1.	Sum of lines 3, 11, 12, and 13	\$	<u>1,186,353</u>
C.2.	(Line C.1 divided by line B.1) x \$10,000	\$	<u>41.2697 (2)</u>

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



**BUDGET WORK SHEETS
FOR FISCAL YEAR 2019**

	WORK SHEET TITLE	PAGE
A.	Adjustment for Tuition Loss and Student Revenue Loss Phase-Down (Optional).	1
B.	Support Level Weights and PSD-12 Weighted Student Counts.	2
C.	Base Support Level and Base Revenue Control Limit	3
C2.	Weighted Student Count: AOI Students	4
D.	Transportation Support Level and Transportation Revenue Control Limit	5
E.	District Support Level and Revenue Control Limit	6
F.	Consolidation/Unification Assistance.	6
G.	District Additional Assistance High School Student Count (Type 03)	6
H.	District Additional Assistance	7
J.	Equalization Base and Assistance	8
K.	Small School Adjustment Phase Down Limit	9
K2.	Maximum Override for a District No Longer Eligible for Small School Adjustment	10
L.	Impact Aid Fund (ESEA, Title VIII)	11
M.	Maintenance and Operation Fund Budget Balance Carryforward	12
O.	Tuition Out for High School Students	13
S.	Equalization Assistance for an Accommodation School	14

A. WORK SHEET FOR ADJUSTMENT FOR TUITION LOSS and STUDENT REVENUE LOSS PHASE-DOWN (OPTIONAL)
(A.R.S. §§15-954 and 15-902.01)

NOTE 1: Only complete this section if the district receives less tuition from a district which is inside or outside of this state because the district of residence began to offer instruction in one or more high school grade levels not previously offered. If the district of residence is a joint unified district that phases instruction in over more than 1 year, complete a separate Work Sheet for each phase.

I. A. Base year (FY _____) Attending ADM Grades 9-12. Base year is defined as the year before the other district began to offer instruction.	
B. Factor of 5%	0.05
C. ADM loss required to qualify (line I.A x line I.B)	0.000
D. Number of tuitioned students lost in the year after the base year due to district of residence offering instruction in Grades 9-12 not offered previously	

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

E. Tuition received in base year	\$
F. Tuition received in fiscal year after base year	\$
G. Tuition loss (line I.E - line I.F) (If less than 0, enter 0)	\$ 0.00
H. Enter the appropriate BSL adjustment factor: For the first year after the base year, the BSL adjustment is .75 For the second year after the base year, the BSL adjustment is .50 For the third year after the base year, the BSL adjustment is .25	
I. Increase in BSL for Tuition Loss Adjustment (line I.G x line I.H) (to Work Sheet C, line X)	\$ 0.00

II. In addition to any adjustment for tuition loss received pursuant to A.R.S. §15-954, a district which loses students from its student count resulting from the formation of a joint unified school district (pursuant to A.R.S. §15-450) and does not receive tuition for those students for the budget year, may increase its BSL (A.R.S. §15-902.01). The applicable increase(s) for Student Revenue Loss Phase-Down should be recorded on Work Sheet C, line XI:

A. A district which loses at least 500 students may increase the BSL:

1. By \$650,000 for the first year of the loss.
2. By \$600,000 for the second year following the loss.
3. By \$500,000 for the third year following the loss.
4. By \$300,000 for the fourth year following the loss.
5. By \$100,000 for the fifth year following the loss.

B. A union high school district may increase the BSL:

1. By \$100,000 if it loses at least 50 students in the first year.
2. By \$200,000 if it loses an additional 50 students in the second year.
3. By \$325,000 if it loses an additional 50 students in the third year.
4. By \$200,000 in the fourth year if it was eligible for the third year loss.
5. By \$100,000 in the fifth year if it was eligible for the fourth year loss.

B. WORK SHEET FOR FY 2019 SUPPORT LEVEL WEIGHTS AND PSD-12 WEIGHTED STUDENT COUNTS
(A.R.S. §§15-943 and 15-943.02)

A. Unweighted Student Count

All districts must complete lines A.1 through A.5 below.

Districts will use prior year ADM (line A.1) on Work Sheet H to calculate DAA in accordance with A.R.S.

§15-961. Districts will use estimated current year ADM (lines A.2 through A.5) to calculate the Group A weighted student count on this work sheet that will be included in the calculation of the Base Support Level on Work Sheet

Prior Year ADM (A.R.S. §15-901)

1. FY 2018 100th-Day ADM (to Work Sheet H)

Current Year ADM (A.R.S. §15-943)

2. FY 2019 Estimated Non-AOI Student Count

3. FY 2019 Estimated AOI Full-Time Student Count

4. FY 2019 Estimated AOI Part-Time Student Count

5. Total FY 2019 Estimated Student Count

PSD	K-8	9-12	TOTAL
72.575	11,829.981		11,902.556
82.570	11,251.120		11,333.690
			0.000
			0.000
82.570	11,251.120	0.000	11,333.690

B. Support Level Weights for Districts (Group A Weights)	DESIGNATED AS ISOLATED		NOT DESIGNATED AS ISOLATED	
	K-8	9-12	K-8	9-12
Student Count 0.001-99.999 (from line A.5) Support Level Weight	1.559	1.669	1.399	1.559
Student Count 100.000-499.999				
Student Count Constant	500.000	500.000	500.000	500.000
Student Count (from line A.5)	-			
Difference	=			
Weight Adjustment Factor	x 0.0005	0.0005	0.0003	0.0004
Support Level Weight Increase	=			
Support Level Weight	+ 1.358	1.468	1.278	1.398
Adjusted Support Level Weight	=			
Student Count 500.000-599.999				
Student Count Constant	600.000	600.000	600.000	600.000
Student Count (from line A.5)	-			
Difference	=			
Weight Adjustment Factor	x 0.0020	0.0020	0.0012	0.0013
Support Level Weight Increase	=			
Support Level Weight	+ 1.158	1.268	1.158	1.268
Adjusted Support Level Weight	=			
Student Count 600.00 or More (from line A.5) Support Level Weight			1.158	1.268
Career Technical Education District Support Level Weight (A.R.S. §15-943.02)				1.339

C. PSD-12 WEIGHTED STUDENT COUNT
Section A student count multiplied by Section B support level weight.

- PSD
- K-8
- 9-12
- Total Group A Weighted Student Count (to Work Sheet C and C2)

Non-AOI Student Count	AOI Full-Time Student Count	AOI Part-Time Student Count	Section B Support Level Weight	=	Non-AOI Weighted Student Count	AOI Full-Time Weighted Student Count	AOI Part-Time Weighted Student Count
82.570			x 1.450	=	119.727		
11,251.120	0.000	0.000	x 1.158	=	13,028.797	0.000	0.000
0.000	0.000	0.000	x	=	0.000	0.000	0.000
11,333.690	0.000	0.000			13,148.524	0.000	0.000

C. WORK SHEET FOR FY 2019 BASE SUPPORT LEVEL (BSL) AND BASE REVENUE CONTROL LIMIT (BRCL)
(A.R.S. §§15-808, 15-943, 15-943.02, and 15-944.E)

WEIGHTED STUDENT COUNT

Non-AOI Student Count	x	Group B Support Level Weight	=	Non-AOI Weighted Student Count
11,333.690				13,148.524

I. A. FY 2019 Non-AOI Student Count (from Work Sheet B, line C.4)

B. Student Count Add-ons

1. Hearing Impairment
2. K-3
3. K-3 Reading
4. English Learners (ELL)
5. MD-R, A-R, and SID-R
6. MD-SC, A-SC, and SID-SC
7. Multiple Disabilities Severe Sensory Impairment
8. Orthopedic Impairment (Resource)
9. Orthopedic Impairment (Self Contained)
10. Preschool-Severe Delay
11. DD, ED, MIID, SLD, SLI, & OHI
12. Emotional Disability (Private)
13. Moderate Intellectual Disability
14. Visual Impairment
15. Total Add-on Count (I.B.1 through I.B.14)

0.975	x	4.771	=	4.652
4,298.522	x	0.060	=	257.911
4,298.522	x	0.040	=	171.941
1,695.962	x	0.115	=	195.036
41.718	x	6.024	=	251.309
108.054	x	5.833	=	630.279
6.000	x	7.947	=	47.682
5.390	x	3.158	=	17.022
11.931	x	6.773	=	80.809
22.790	x	3.595	=	81.930
1,210.176	x	0.003	=	3.631
6.870	x	4.822	=	33.127
16.940	x	4.421	=	74.892
0.000	x	4.806	=	0.000
11,723.850				1,850.221
				14,998.745
				<small>(I.A + I.B.15, this column)</small>

II. FY 2019 Non-AOI Weighted Student Count

III. FY 2019 AOI FT Weighted Student Count (from Work Sheet C2, line II)
 IV. FY 2019 AOI PT Weighted Student Count (from Work Sheet C2, line IV)

AOI Weighted Student Count	x	Funding Ratio	=	Adjusted AOI Weighted Student Count
0.000	x	95%	=	0.000
0.000	x	85%	=	0.000

CALCULATION OF BSL AND BRCL

V. Total Weighted Student Count (line II + III + IV)

VI. A. Base Level Amount \$3,960.07 - To include Teacher Compensation, use Base Level of \$4,009.57
 (A.R.S. §§15-901, as amended by Laws 2018, Ch. 285, §9, and 15-952)

B. Increase for 200 Days of Instruction (line VI.A x 5%) (A.R.S. §15-902.04) Check here to calculate.

C. Adjusted FY 2019 Base Level Amount (line VI.A + VI.B) (to Work Sheet K, line I.G and II.G)

VII. Result (line V x VI.C)

VIII. Teacher Experience Index (TEI) (If actual TEI is less than 1.0000 use 1.0000)

IX. Result (line VII x VIII)

X. Increase for Tuition Loss Adjustment (from all copies of Work Sheet A, line I.I)

XI. Increase for Student Revenue Loss Phase-Down (from Work Sheet A, line II)

14,998.745				
\$ 4,009.57				
\$ 4,009.57				
\$ 60,138,517.99				
1.0000				
\$ 60,138,517.99				
\$				
\$				
\$ 43,470.00				
\$ 60,181,987.99				

Portion of line IX amount from total K-3 and total K-3 Reading weighted student counts:

K-3	\$ 1,034,112.21
K-3 Reading	\$ 689,409.48

(1) A.R.S. §15-914.F allows districts to increase the BSL if financial and compliance audit costs will be incurred for the budget year.

Enter the FY 2017 **nonfederal** audit expenditures on line XII.

Enter the FY 2017 **federal** audit expenditures from all funds to the right (should agree to FY 2017 AFR).

\$ 4,000.00

Enter the **total** FY 2017 audit expenditures from all funds to the right.

\$ 46,890.00

Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO) in the amounts reported on Line XII or in this footnote.

C2. WORK SHEET FOR FY 2019 WEIGHTED STUDENT COUNT: AOI STUDENTS
(A.R.S. §§15-808, and 15-943)

Note: To be completed by school districts that offer AOI instruction.

AOI FULL-TIME (FT) WEIGHTED STUDENT COUNT

I. A. FY 2019 AOI FT Student Count (from Work Sheet B, line C.4)

B. Student Count Add-ons

1. Hearing Impairment
2. K-3
3. K-3 Reading
4. English Learners (ELL)
5. MD-R, A-R, and SID-R
6. MD-SC, A-SC, and SID-SC
7. Multiple Disabilities Severe Sensory Impairment
8. Orthopedic Impairment (Resource)
9. Orthopedic Impairment (Self Contained)
10. Preschool-Severe Delay
11. DD, ED, MIID, SLD, SLI, & OHI
12. Emotional Disability (Private)
13. Moderate Intellectual Disability
14. Visual Impairment
15. Total Add-on Count (I.B.1 through I.B.14)

II. FY 2019 AOI FT Weighted Student Count

AOI FT Student Count	x	Group B Support Level Weight	=	AOI FT Weighted Student Count
0.000				0.000
	x	4.771	=	0.000
	x	0.060	=	0.000
	x	0.040	=	0.000
	x	0.115	=	0.000
	x	6.024	=	0.000
	x	5.833	=	0.000
	x	7.947	=	0.000
	x	3.158	=	0.000
	x	6.773	=	0.000
	x	3.595	=	0.000
	x	0.003	=	0.000
	x	4.822	=	0.000
	x	4.421	=	0.000
	x	4.806	=	0.000
0.000				0.000
				0.000
				(I.A + I.B.15, this column)

AOI PART-TIME (PT) WEIGHTED STUDENT COUNT

III. A. FY 2019 AOI PT Student Count (from Work Sheet B, line C.4)

B. Student Count Add-ons

1. Hearing Impairment
2. K-3
3. K-3 Reading
4. English Learners (ELL)
5. MD-R, A-R, and SID-R
6. MD-SC, A-SC, and SID-SC
7. Multiple Disabilities Severe Sensory Impairment
8. Orthopedic Impairment (Resource)
9. Orthopedic Impairment (Self Contained)
10. Preschool-Severe Delay
11. DD, ED, MIID, SLD, SLI, & OHI
12. Emotional Disability (Private)
13. Moderate Intellectual Disability
14. Visual Impairment
15. Total Add-on Count (III.B.1 through III.B.14)

IV. FY 2019 AOI PT Weighted Student Count

AOI PT Student Count	x	Group B Support Level Weight	=	AOI PT Weighted Student Count
0.000				0.000
	x	4.771	=	0.000
	x	0.060	=	0.000
	x	0.040	=	0.000
	x	0.115	=	0.000
	x	6.024	=	0.000
	x	5.833	=	0.000
	x	7.947	=	0.000
	x	3.158	=	0.000
	x	6.773	=	0.000
	x	3.595	=	0.000
	x	0.003	=	0.000
	x	4.822	=	0.000
	x	4.421	=	0.000
	x	4.806	=	0.000
0.000				0.000
				0.000
				(III.A + III.B.15, this column)

D. WORK SHEET FOR FY 2019 TRANSPORTATION SUPPORT LEVEL (TSL) (A.R.S. §§15-945, as amended by Laws 2018, Ch. 285, §11, and 15-816.01) AND TRANSPORTATION REVENUE CONTROL LIMIT (TRCL) (A.R.S. §15-946)

TABLE I

Approved Daily Route Miles per Eligible Student Transported	FY 2019 State Support Level per Route Mile
I. 0.5 or Less	2.64
II. More than 0.5, through 1.0	2.16
III. More than 1.0	2.64

TABLE II FACTORS

Approved Daily Route Miles per Eligible Students Transported	Unified or an Accommodation School that offers instruction in grades 9-12 or a Common School District Not in a High School District (Type 01, 02, or 03)	Common School District within a High School District or an Accommodation School that does not offer instruction in grades 9-12 (Type 01 or 04)	High School District (Type 05)
I. 1.0 or Less	0.15	0.10	0.25
II. More than 1.0	0.18	0.12	0.30

TSL CALCULATION

I. Approved Daily Route Miles per Eligible Student Transported		
A. FY 2018 Approved Daily Route Miles		2,147.000
B. Number of Eligible Students Transported in FY 2018		2,111.000
C. Approved Daily Route Miles per Eligible Student Transported (I.A ÷ I.B)		1.017
II. To and From School Support Level		
A. Annual Route Miles (Line I.A x 180 or 200, as applicable)	<input type="checkbox"/> Check here if approved for 200 Days of Instruction	386,460.000
B. State Support Level per Route Mile (use Table I based on I.C)		\$ 2.64
C. 1. FY 2018 Annual Expenditure for Bus Tokens		\$
2. FY 2018 Annual Expenditure for Bus Passes		\$
D. To and From School Support Level [(II.A x II.B) + II.C.1 + II.C.2]		\$ 1,020,254.40
III. Academic Education, Career and Technical Education, Vocational Education, and Athletic Trips Support Level		
A. Factor from Table II (based on I.C and district type)		0.120
B. Academic Education, Career and Technical Education, Vocational Ed., and Athletic Trips Support Level (II.A x II.B x III.A)		\$ 122,430.53
IV. Extended School Year Support Level for Pupils with Disabilities		
A. Actual Route Miles traveled in July and August 2017 to Transport Pupils w/Disabilities for Extended School Year		5,739.000
B. Estimated Route Miles Traveled in June 2018 to Transport Pupils w/Disabilities for Extended School Year		5,739.000
C. Total Extended School Year Route Miles (IV.A + IV.B)		11,478.000
D. State Support Level per Route Mile (use Table I based on I.C)		\$ 2.64
E. Extended School Year Support Level for Pupils with Disabilities (IV.C x IV.D)		\$ 30,301.92
V. FY 2019 TSL (lines II.D + III.B + IV.E) (to Work Sheet E, line IV)		\$ 1,172,986.85
VI. Support Level Change		
A. FY 2018 Transportation Support Level		\$ 929,810.80
B. Transportation Support Level Change (If result is negative, enter 0) (V- VI.A)		\$ 243,176.05

TRCL CALCULATION

VII. FY 2018 Transportation Revenue Control Limit		\$ 1,228,528.19
VIII. FY 2019 Transportation Revenue Control Limit		
A. Preliminary FY 2019 Transportation Revenue Control Limit (VI.B + VII)		\$ 1,471,704.24
B. 120% of FY 2019 Transportation Support Level (V x 1.20)		\$ 1,407,584.22
C. Adjusted FY 2019 Transportation Revenue Control Limit (if line VIII.A is greater than line VIII.B use line VII, otherwise use line VIII.A.)		\$ 1,228,528.19
D. FY 2019 Transportation Revenue Control Limit (the greater of line V or VIII.C) (to Work Sheet E, line IX)		\$ 1,228,528.19

E. WORK SHEET FOR FY 2019 DISTRICT SUPPORT LEVEL (DSL) AND REVENUE CONTROL LIMIT (RCL) (A.R.S. §§15-947, 15-905.J, and 15-951)

CALCULATION OF THE DSL

I. FY 2019 Base Support Level/Base Revenue Control Limit (from Work Sheet C, line XIII)	<u>\$ 60,181,987.99</u>
II. Tuition Out for High School Students at budget adoption (from Work Sheet O, Part II, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	<u>\$ 0.00</u>
III. Adjustment for Increase/(Decrease) in Tuition Out for High School Students after budget revision (from Work Sheet O, line 15)	<u>\$ 0.00</u>
IV. FY 2019 Transportation Support Level (from Work Sheet D, line V)	<u>\$ 1,172,986.85</u>
V. FY 2019 District Support Level (sum of lines I through IV)	<u>\$ 61,354,974.84</u>

CALCULATION OF THE RCL

VI. FY 2019 Base Support Level/Base Revenue Control Limit (from line I above)	<u>\$ 60,181,987.99</u>
VII. Tuition Out for High School Students at budget adoption (from Work Sheet O, Part II, line 13) [Applies only to tuition for high school students if the District of Residence is a common school NOT within a high school district (Type 03).]	<u>\$ 0.00</u>
VIII. Adjustment for Increase/(Decrease) in Tuition Out for High School Students after budget revision (from Work Sheet O, line 15)	<u>\$ 0.00</u>
IX. FY 2019 Transportation Revenue Control Limit (from Work Sheet D, line VIII.D)	<u>\$ 1,228,528.19</u>
X. FY 2019 Revenue Control Limit (sum of lines VI through IX) (to Budget, page 7, line 1)	<u>\$ 61,410,516.18</u>

F. WORK SHEET FOR FY 2019 CONSOLIDATION/UNIFICATION ASSISTANCE (A.R.S. §§15-912 and 15-912.01)

I. Consolidation/Unification Increase for Transitional Costs incurred in first year	<u>0.00</u>
II. FY 2019 District Support Level (line I + Work Sheet E, line V)	<u>\$ 0.00</u>
III. FY 2019 Revenue Control Limit (line I + Work Sheet E, line X) [to Budget, page 7, line 1]	<u>\$ 0.00</u>

G. WORK SHEET FOR FY 2019 DISTRICT ADDITIONAL ASSISTANCE HIGH SCHOOL STUDENT COUNT FOR COMMON SCHOOL DISTRICTS NOT WITHIN A HIGH SCHOOL DISTRICT (TYPE 03) (A.R.S. §15-951.C)

I. High School Student Count Tuitioned Out (from Work Sheet O, Part I or Part III, line 6)	<u>0.000</u>
II. High School Student Count Transported by District of Residence to District of Attendance	<u>0.000</u>
III. 50% of High School Student Count Transported by District of Residence to District of Attendance (Line II x .5) (to Work Sheet H, line V.A column 9-12)	<u>0.000</u>

H. WORK SHEET FOR FY 2019 DISTRICT ADDITIONAL ASSISTANCE (DAA)
(A.R.S. §§ 15-951.C, 15-961, 15-962.01, and 15-963.B, and Laws 2018, Ch. 285, §27)

TABLE TO CALCULATE DAA PER STUDENT COUNT

	<u>K-8</u>	<u>9-12</u>
I. Student Count: .001 - 99.999 (from Work Sheet B, line A.1 and Work Sheet G, line II for type 03 districts)		
DAA per Student Count	\$ 544.58	\$ 601.24
II. Student Count: 100.000 - 499.999		
A. Student Count Constant	500.000	500.000
B. Student Count (from Work Sheet B, line A.1 and Work Sheet G, line II for type 03 districts)	-	-
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0003	x 0.0004
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.278	+ 1.398
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
III. Student Count: 500.000 - 599.999		
A. Student Count Constant	600.000	600.000
B. Student Count (from Work Sheet B, line A.1 and Work Sheet G, line II for type 03 districts)	-	-
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0012	x 0.0013
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.158	+ 1.268
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
IV. Student Count: 600.000 or More & CTED (from Work Sheet B, line A.1 and Work Sheet G, line II for type 03 districts)		
DAA per Student Count	\$ 450.76	\$ 492.94

CALCULATIONS FOR DAA

	<u>PSD</u>	<u>K-8</u>	<u>9-12</u>
V. District Additional Assistance			
A. FY 2019 Student Count (2018 ADM) (from Work Sheet B, line A.1 and Work Sheet G, line III for type 03 districts)	72.575	11,829.981	0.000
B. DAA per Student Count (from Table above)	x \$ 450.76	x \$ 450.76	x \$ 0.00
C. Unadjusted DAA (V.A x V.B)	= \$ 32,713.91	= \$ 5,332,482.24	= \$ 0.00
VI. District Additional Assistance Growth Factor			
A. FY 2019 Student Count (2018 ADM) (from Work Sheet B, line A.1 and Work Sheet G, line II for type 03 districts)		11,902.556	
B. FY 2018 Student Count (2017 ADM)		÷ 12,412.346	
C. FY 2019 DAA Growth Factor (VI.A ÷ VI.B)		= 0.9589	
VII. District Additional Assistance			
A. Unadjusted DAA (from line V.C)	\$ 32,713.91	\$ 5,332,482.24	\$ 0.00
B. DAA Growth Factor (if line VI.C is < or = 1.05, use 1.0, if > 1.05, use 1 plus 50% of the increase)	x 1.0000	x 1.0000	x 1.0000
C. FY 2019 DAA with growth factor applied (VII.A x VII.B)	= \$ 32,713.91	= \$ 5,332,482.24	= \$ 0.00
D. DAA for High School Textbooks			
1. FY 2019 9-12 Student Count (2018 ADM) (from Work Sheet B, line A.1)			0.000
2. Support Level Amount for Textbooks			x \$ 69.68
3. DAA for Textbooks (VII.D.1 x VII.D.2)			= \$ 0.00
E. 9-12 DAA (including capital transportation adjustment from line VII.G below)			
1. FY 2019 9-12 DAA (9-12 lines VII.C + VII.D.3) (to Budget, page 7, line 2.a)			= \$ 0.00
2. 9-12 DAA Capital Transportation (line VII.G) & State Budget Reductions Adjustments (to Budget, page 7, line 2.b)			- \$ 0.00
3. FY 2019 9-12 DAA (VII.E.1-VII.E.2) (to Work Sheet J, line II.E)			= \$ 0.00
F. PSD and K-8 DAA (including capital transportation adjustment from line VII.G below)			
1. FY 2019 PSD and K-8 DAA (PSD and K-8 line VII.C) (to Budget, page 7, line 2.a)			= \$ 5,365,196.15
2. PSD and K-8 DAA Capital Transportation (line VII.G) & State Budget Reduction Adjustments (to Budget, page 7, line 2.b)			- \$ 3,487,377.50
3. FY 2019 PSD and K-8 DAA (VII.F.1-VII.F.2) (to Work Sheet J, line II.E)			= \$ 1,877,818.65
G. Capital Transportation Adjustment A.R.S. §15-963.B	\$	\$	\$

J. WORK SHEET FOR EQUALIZATION BASE AND ASSISTANCE (A.R.S. §§15-971.A and .B and 15-992)

	<u>PSD-8</u>	<u>9-12</u>
I. A. Total FY 2019 PSD and K-8 Weighted State Aid Student Count		
1. PSD (from Work Sheet B, line C.1)	119.727	
2. K-8 (from Work Sheet B, line C.2, Total Non-AOI and AOI Counts)	13,028.797	
B. Total FY 2019 PSD-8 and 9-12 Weighted State Aid Student Count (Total Non-AOI and AOI Counts)	13,148.524 <small>(I.A.1 + I.A.2)</small>	0.000 <small>(from Work Sheet B, line C.3)</small>
C. Total FY 2019 Weighted State Aid Student Count (line I.B PSD-8 column + 9-12 column)		13,148.524
D. PSD-8 and 9-12 Factors (line I.B ÷ line I.C)	1.0000	0.0000
II. A. Lesser of District Support Level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line V or X, or Work Sheet F, line II or III) (to Work Sheet S, line I.A)		\$ 61,354,974.84
B. Tuition Out for High School Students (Type 03 Districts Only) (from Work Sheet E, line II for budget adoption and total of lines II and III for budget revision)	- \$ 0.00	
C. Adjusted DSL/RCL (II.A - II.B)		\$ 61,354,974.84
D. DSL/RCL PSD-8 and 9-12 Allocation (line I.D x II.C)	\$ 61,354,974.84	\$ 0.00
E. FY 2019 District Additional Assistance (from Work Sheet H)	\$ 1,877,818.65 <small>(from Work Sheet H, line VII.F.3)</small>	\$ 0.00 <small>(from Work Sheet H, line VII.E.3)</small>
F. Tuition Out for High School Students (Type 03 Districts Only) (from Work Sheet E, line II for budget adoption and total of lines II and III for budget revision)		\$ 0.00
G. FY 2019 Equalization Base (II.D + II.E (+ 9-12 II.F for Type 03 only))	\$ 63,232,793.49	\$ 0.00
III. A. 2018 Primary Assessed Valuation ÷ 100	\$ 2,874,637.00	\$
B. 2018 Salt River Project (SRP) Valuation ÷ 100	\$ 70,210.00	\$
C. 2018 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$	\$
D. TOTAL Valuation (III.A + III.B + III.C)	\$ 2,944,847.00	\$ 0.00
E. Qualifying Tax Rate	x \$ 1.9679	x \$ 1.9679
F. Qualifying Levy (III.D x III.E)	\$ 5,795,164.41	\$ 0.00
G. FY 2019 Equalization Assistance (II.G - III.F)	\$ 57,437,629.08	\$ 0.00
IV. Additional Tax in Districts Ineligible for Equalization Assistance, Amount to be Levied and Paid to the State (50% of line III.F - II.G)		\$ 0.00
V. Additional State Aid to Education (ASAE) Information for Department of Revenue		
A. Dropout Prevention Program (from page 1, line 27)		\$ 0.00
B. Tuition-Out Debt Services (from Work Sheet O, Part I, column A x column B)		\$ 0.00
C. Adjustment for Tuition Loss (from Work Sheet C, line X and XI)		\$ 0.00
D. Liabilities in Excess of School Budget (from TNT Work Sheet, line 13)		\$ 0.00
E. Vocational M&O Expenses (from page 1, line 28)		\$ 0.00
F. Adjacent Ways (from TNT Work Sheet, line 12)		\$ 56,693.00
G. Phase Down Small School Budget Limit Exemption (based on Work Sheet K, only if \$50,000 option is used without an election)		\$ 0.00

**K. WORK SHEET FOR FY 2019 COMPUTING SMALL SCHOOL ADJUSTMENT PHASE DOWN LIMIT
(A.R.S. §§15-481 and 15-949)**

This Work Sheet applies to any district that operated under the provisions of the small school adjustment (A.R.S. §15-949.A), and exceeded the allowable student counts for the first time before FY 2000. Districts that operated under the provisions of a small school adjustment and exceeded the allowable student counts for the first time after FY 1999, should refer to Work Sheet K2.

If in FY 2019, the K-8 student count is greater than 125 but less than 154, or the 9-12 student count is greater than 100 but less than 176, the district may continue to adopt a budget using a small school adjustment on Budget, page 7, line 4 of up to \$50,000 without an election. **OR** If the district holds an override election as provided in A.R.S. §15-481, the district may include up to the amount calculated below on Budget, page 7, line 3(a). **For purposes of small school adjustment, the FY 2019 student count is the 2018 ADM.**

I. A district whose student count K-8 has exceeded 125 but is less than 154 may determine the small school adjustment phase down as follows:		
A. Phase down base		\$ 150,000.00
B. FY 2019 K-8 student count		
C. Small school student count limit	- 125.000	
D. Student count above the small school limit (I.B - I.C)	= 0.000	
E. Adjusted Support Level Weight (See Table A below to calculate)	x	
F. Weighted student count above small school limit (I.D x I.E)	= 0.000	
G. Base Level Amount (from Work Sheet C, line VI.C)	x 0.00	
H. Phase down reduction factor (I.F x I.G)		- \$ 0.00
I. Grades K-8 small school adjustment phase down limit (I.A - I.H)		\$ 0.00
II. A unified or union high school district whose student count in grades 9-12 has exceeded 100 but is less than 176 may determine the small school adjustment phase down as follows:		
A. Phase down base		\$ 350,000.00
B. FY 2019 9-12 student count		
C. Small school student count limit	- 100.000	
D. Student count above the small school limit (II.B - II.C)	= 0.000	
E. Adjusted Support Level Weight (See Table B below to calculate)	x	
F. Weighted student count above small school limit (II.D x II.E)	= 0.000	
G. Base Level Amount (from Work Sheet C, line VI.C)	x 0.00	
H. Phase down reduction factor (line II.F x II.G)		- \$ 0.00
I. Grades 9-12 small school adjustment phase down limit (II.A - II.H)		\$ 0.00
III. For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).		\$
IV. Allowable Small School Adjustment, subject to an election (I.I + II.I + III)		\$ 0.00
V. 10% of the District's Total RCL		\$
VI. Maximum override, subject to an election (Greater of line IV or line V)		\$ 0.00

TABLE A: GRADES K-8

	<u>SMALL ISOLATED</u>	<u>SMALL</u>
Student Count Constant	500.000	500.000
FY 2019 Student Count (line I.B above)	- 0.000	- 0.000
Difference	= 0.000	= 0.000
Weight Adjustment Factor	x 0.0005	x 0.0003
Support Level Weight Increase	= 0.000	= 0.000
Support Level Weight	+ 1.358	+ 1.278
FY 2019 Adjusted Support Level Weight (Enter on line I.E above)	= 0.000	= 0.000

TABLE B: GRADES 9-12

Student Count Constant	500.000	500.000
FY 2019 Student Count (line II.B above)	- 0.000	- 0.000
Difference	= 0.000	= 0.000
Weight Adjustment Factor	x 0.0005	x 0.0004
Support Level Weight Increase	= 0.000	= 0.000
Support Level Weight	+ 1.468	+ 1.398
FY 2019 Adjusted Support Level Weight (Enter on line II.E above)	= 0.000	= 0.000

**K2. WORK SHEET FOR FY 2019 COMPUTING MAXIMUM OVERRIDE FOR A DISTRICT
NO LONGER ELIGIBLE FOR SMALL SCHOOL ADJUSTMENT
(A.R.S. §§15-481 and 15-949)**

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

If in FY 2019, the K-8 student count is greater than 125 but less than 181, or the 9-12 student count is greater than 100 but less than 185, the district may hold an override election as provided in A.R.S. §15-481. The maximum amount the district may budget on Budget, page 7, line 3(a), subject to an override election, is the amount calculated below. **For purposes of small school adjustment, the FY 2019 student count is the 2018 ADM.**

I. A district whose K-8 student count has exceeded 125, but is less than 181 may determine the maximum small school adjustment override as follows:

A. FY 2019 K-8 student count		
B. Small school student count limit	-	<u>125.000</u>
C. Student count above the small school limit (I.A - I.B)	=	<u>0.000</u>
D. Phase-down factor	x	<u>0.0045</u>
E. Result (Line I.C x I.D)	=	<u>0.0000</u>
F. Maximum Percent Increase to apply to RCL (.35 - Line I.E)		<u>0.0000</u>
G. K-8 Revenue Control Limit	x	
H. K-8 small school budget override limit (I.F x I.G) (If less than zero, enter zero)		\$ <u>0.00</u>

II. A district whose 9-12 student count has exceeded 100, but is less than 185 may determine the maximum small school adjustment override as follows:

A. FY 2019 9-12 student count		
B. Small school student count limit	-	<u>100.000</u>
C. Student count above the small school limit (II.A - II.B)	=	<u>0.000</u>
D. Phase-down factor	x	<u>0.0065</u>
E. Result (Line II.C x II.D)	=	<u>0.0000</u>
F. Maximum Percent Increase to apply to RCL (.65 - Line II.E)		<u>0.0000</u>
G. 9-12 Revenue Control Limit	x	
H. 9-12 small school budget override limit (II.F x II.G) (If less than zero, enter zero)		\$ <u>0.00</u>

III. For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).

IV. Allowable Small School Adjustment, subject to an election (I.H + II.H + III)	\$ <u>0.00</u>
V. 10% of the District's Total RCL	\$ <u> </u>
VI. Maximum override, subject to an election (Greater of Line IV or Line V)	\$ <u>0.00</u>

**L. WORK SHEET FOR FY 2019 IMPACT AID FUND
(A.R.S. §15-905.R)
(For school districts that receive Federal Impact Aid monies.)**

I. FY 2019 Impact Aid revenue		\$ _____
II. Impact Aid revenue deposited in FY 2019 to the Impact Aid Revenue Bond Debt Service Fund for principal and interest payments		- \$ _____
III. A. TRCL/TSL Difference (from Work Sheet D, line VIII.D - line V)	\$ 55,541	
B. Impact Aid revenue transferred in FY 2019 to the M&O Fund to provide cash for the TRCL/TSL difference calculated on line III.A		- \$ _____
IV. Impact Aid revenue transferred in FY 2019 to the M&O Fund to reduce or eliminate taxes		- \$ _____
V. FY 2018 Ending Cash Balance in the Impact Aid Fund		+ \$ _____
VI. FY 2019 Amount Available to be Spent in the Impact Aid Fund (line I - lines II through IV + line V) (on Budget, page 6, Federal Projects line 16)		= \$ <u>0</u>

**M. WORK SHEET FOR CALCULATION OF THE FY 2019 MAINTENANCE AND OPERATION (M&O) FUND
BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01)**

1.	a.	General Budget Limit (GBL) (from FY 2018 latest revised Budget, page 7, line 11)	\$ 69,926,702.00
	b.	Adjustments to the GBL from FY 2018 BUDG75	\$
	c.	Adjusted GBL	\$ 69,926,702.00
2.	a.	Budgeted M&O expenditures (from FY 2018 latest revised Budget, page 1, line 30, Total Budget Year Column)	\$ 69,926,702.00
	b.	Adjustments to the GBL (from line 1.b)	\$ 0.00
	c.	Adjusted Budgeted Expenditures	\$ 69,926,702.00
3.		Lesser of the Adjusted GBL (line 1.c) or the Adjusted Budgeted Expenditures (line 2.c)	\$ 69,926,702.00
4.		M&O actual expenditures	\$ 65,909,691.00
5.		Budget Balance (line 3 minus line 4) (If negative, use zero, and do not complete the remainder of this Work Sheet. Any negative amount is shown here in parentheses.)	\$ 4,017,011.00

Note: For lines 6.a through 6.f deduct the FY 2018 actual expenditures from the budget amount. If the result is negative, enter zero.

	FY 2018 Budget	-	Actual	=	Unexpended Budget
6.	a.		\$ 0.00	- \$	\$ 0.00
	b.		\$ 0.00	- \$	\$ 0.00
	c.		\$ 0.00	- \$	\$ 0.00
	d.		\$ 0.00	- \$	\$ 0.00
	e.		\$ 0.00	- \$	\$ 0.00
	f.		\$ 0.00	- \$	\$ 0.00
	g.		Total Budget Balance Deductions [Add lines 6.a through 6.f.]		\$ 0.00
7.			Budget Balance after Deductions (If negative, enter zero. The district does not have any budget balance to carry forward.) (line 5 minus line 6.g)		\$ 4,017,011.00
8.			Enter the amount of Budget Balance Carryforward transferred to the School Opening Fund (not to exceed the lesser of line 7 or the FY 2018 M&O Fund ending cash balance)		\$
9.			Actual Budget Balance Carryforward to be used in M&O Fund (line 7 minus line 8) [to Budget, page 7, line 8(c)]		\$ 4,017,011.00

O. WORK SHEET FOR FY 2019 TUITION OUT FOR HIGH SCHOOL STUDENTS
 (A.R.S. §§15-910.M, as amended by Laws 2018, Ch. 283, §2, 15-448.J, and 15-951)
 For Common School Districts NOT within a High School District (Type 03)

COMPLETE PARTS I AND II FOR BUDGET ADOPTION

Part I-Increase to GBL for Debt Service Tuition Outside the RCL

	Attending District Name	Attending District CTD Number	A	B	C	D	Increase to GBL (A x D)
			Tuition Out High School Count	Debt Service Per Pupil Tuition (1)	Debt Service Tuition Limit (2)	Per Pupil Tuition in Excess of Debt Service Limit (B - C)	
1.						0.00	0.00
2.						0.00	0.00
3.						0.00	0.00
4.						0.00	0.00
5.						0.00	0.00
6.	Total HS Count:		0.00				
7.	Increase to GBL for Debt Service Tuition Outside the RCL (to line 14):						0.00

Part II-Increase to DSL and RCL for Tuition

	Attending District Name	E	F	Increase to DSL and RCL (A x F)
		M&O & UCO, Per Pupil Tuition	Per Pupil Tuition Including Limited Debt Service (E + lesser of B or C)	
8.	0		0.00	0.00
9.	0		0.00	0.00
10.	0		0.00	0.00
11.	0		0.00	0.00
12.	0		0.00	0.00
13.	Increase to DSL and RCL for Tuition (to Work Sheet E, lines II and VII):			0.00

14. **Adopted or Revised Increase to GBL for Debt Service Tuition Outside the RCL (from Part I or Part III, line 7)**

[to Budget, page 7, line 8(b)]

0.00

15. **Total Adjustment for Increase/(Decrease) in Tuition Out for High School Students after budget revision**

(Part IV, line 13 minus Part II, line 13) (to Work Sheet E, lines III and VIII)

0.00

(1) Not to exceed \$750 if the district pays tuition to other districts for 750 or fewer pupils. Not to exceed \$800 if the district pays tuition to other districts for more than 750, but less than 1,001 pupils. To determine the allowable debt service amount, use the Total HS Count from line 6. (A.R.S. §15-824)

For common school districts no longer within a high school district due to the unification of the high school district, enter the actual debt service tuition amount calculated pursuant to A.R.S. §15-448.J.

(2) Enter \$150 if the district pays tuition to other districts for 750 or fewer pupils. Enter \$200 if the district pays tuition to other districts for more than 750, but less than 1,001 pupils. To determine the debt service limit, use the Total HS Count from line 6. (A.R.S. §15-951.F)

For a common school district no longer within a high school district due to the unification of the high school district, enter the actual debt service tuition amount on this line. (A.R.S. §15-448.J)

COMPLETE PARTS III AND IV FOR BUDGET REVISIONS ONLY

Part III-REVISED Increase to GBL for Debt Service Tuition Outside the RCL

	Attending District Name	Attending District CTD Number	A	B	C	D	Increase to GBL (A x D)
			Tuition Out High School Count	Debt Service Per Pupil Tuition (1)	Debt Service Tuition Limit (2)	Per Pupil Tuition in Excess of Debt Service Limit (B - C)	
1.	0	0				0.00	0.00
2.	0	0				0.00	0.00
3.	0	0				0.00	0.00
4.	0	0				0.00	0.00
5.	0	0				0.00	0.00
6.	Total HS Count:		0.00				
7.	Revised Total Increase to GBL for Debt Service Tuition Outside the RCL (to line 14):						0.00

Part IV-REVISED Increase to DSL and RCL for Tuition

	Attending District Name	E	F	(A x F)
		M&O & UCO, Per Pupil Tuition	Per Pupil Tuition Including Limited Debt Service (E + lesser of B or C)	
8.	0		0.00	0.00
9.	0		0.00	0.00
10.	0		0.00	0.00
11.	0		0.00	0.00
12.	0		0.00	0.00
13.	Revised Increase to DSL and RCL for Tuition (to line 15)			0.00

**S. WORK SHEET FOR FY 2019 EQUALIZATION ASSISTANCE FOR AN
ACCOMMODATION SCHOOL (A.R.S. §15-974)**

PART I. CALCULATION OF EQUALIZATION ASSISTANCE

A.	Lesser of FY 2019 District Support Level or Revenue Control Limit (from Work Sheet J, line II.A)	\$	<u>0.00</u>	
B.	District Additional Assistance (from Work Sheet H, lines VII.E.3 and VII.F.3)	+	<u>0.00</u>	
C.	FY 2019 Equalization Assistance (Lines A + B)			= \$ <u>0.00</u>

PART II. CASH BALANCE CARRYFORWARD

Accommodation schools with a student count of 125 or less in grades K-8 or accommodation schools that offer instruction in grades 9-12 and have a student count of 100 or less in grades 9-12, complete Part I only.

A.	1. Maintenance and Operation (Fund 001) Cash Balance as of June 30, 2018	\$		
	2. Actual Budget Balance Carryforward (from Work Sheet M, line 9)	-	<u>\$ 0.00</u>	
	3. Remaining M&O Cash Balance (line A.1 minus A.2)	=	<u>\$ 0.00</u>	
B.	Maximum RCL Addition that may be Authorized by County School Superintendent :			
	1. The amount on line A.3 or	\$	<u>0.00</u>	
	2. 10% of the FY 2019 RCL calculated using the districts 2018 ADM	\$		
	3. Up to 5% of the FY 2019 RCL calculated pursuant to A.R.S. §15-482.B	+	\$	
	4. Line B.2 plus B.3	=	<u>\$ 0.00</u>	
	5. The lesser of line B.1 or B.4			\$ <u>0.00</u>

ACTION AGENDA ITEM

AGENDA NO: 7.B. TOPIC: Employment of Principal

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the hiring of Ms. Tamera Nicol as Principal of Bicentennial North School, salary and benefits commensurate with other Principals.

RATIONALE:

A committee was formed to screen and interview candidates for the Principal positions of Glenn F. Burton and Bicentennial North. Eight applicants were invited to be interviewed and finalists were forwarded to the Superintendent and Assistant Superintendent for Educational Services. The finalists participated in one additional interview which included the Assistant Superintendent for Educational Services and Superintendent.

We are honored to recommend Ms. Nicol to the position of Principal of Bicentennial North.

Tamera Nicol



Professional Experience

Assistant Principal

2016 – Current Bicentennial North School, GESD, Glendale, AZ
2011 – 2016 Glendale American Elementary School, GESD, Glendale, AZ
2008 – 2009 TOA, Desert Arroyo M.S., CCUSD, Cave Creek, AZ

Teacher

2010 – 2011 Sonoran Trails M.S. CCUSD Cave Creek, AZ

- 7th and 8th grade Technology

1996 – 2010 Desert Arroyo M.S. CCUSD Cave Creek, AZ

- 6th, 7th, and 8th grade Technology
- 7th and 8th grade Social Studies
- 8th grade Science
- 7th grade Math

Early Childhood Development (1986-1996)

- Kinder Care Center Director
- Owner/Operator Licensed In-Home Day Care
- Preschool teacher at various day care centers and preschools

Related Experience

- Principal Leadership Academy of Arizona, Arizona Education Foundation
- District Discipline Committee, GESD
- District Leadership Development Program, CCUSD
- Parent-Teacher Organization staff liaison, CCUSD
- Site council representative, CCUSD
- District Leadership Committee, CCUSD
- Pearson Education

Professional Development

PLC Summer Institute
TAP Summer Institute
TAP Certified Evaluator
Common Core
Data Driven Decision Making
McRel Data Evaluation
Essential Elements of Instruction
Cognitive Coaching

Adaptive Schools
6-Traits Writing
Intel Teach to the Future
Differentiated Instruction
L to J
Discrete Math Institute
Love and Logic Institute
Hess Cognitive Rigor Matrix

Certifications

Principal, Pre-K – 12

Standard Secondary Education, 7-12 (Geology and Political Science)

- SEI K-12 Endorsement

Education

Master's of Education: Educational Administration and Supervision

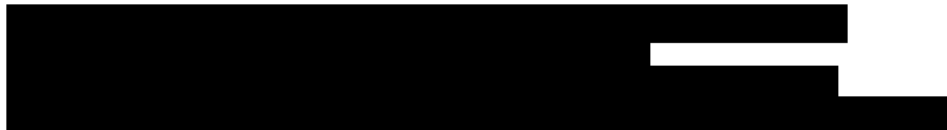
December 2009 Arizona State University Tempe, AZ.

Bachelor of Arts: Political Science

January 1995 University of Texas, Permian Basin Odessa, TX.

- Summa Cum Laude

References



ACTION AGENDA ITEM

AGENDA NO: 7.C. TOPIC: Employment of Principal

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the hiring of Ms. Lorri Alonzo as Principal of Glenn F. Burton School, salary and benefits commensurate with other Principals.

RATIONALE:

A committee was formed to screen and interview candidates for the Principal positions of Glenn F. Burton and Bicentennial North. Eight applicants were invited to be interviewed and finalists were forwarded to the Superintendent and Assistant Superintendent for Educational Services. The finalists participated in one additional interview which included the Assistant Superintendent for Educational Services and Superintendent.

We are honored to recommend Ms. Alonzo to the position of Principal of Glenn F. Burton.

Professional & Leadership Experience

Interim Principal

2018-Present

- Observe, supervise and evaluate teachers and staff to further school's vision of excellence
- Facilitate professional development experiences for staff to promote academic growth and achievement
- Promote and support Collaborative Teams in the PLC process to improve teaching skills and academic performance
- Create and maintain community partnerships to support the school's vision
- Recruit and hire qualified individuals to support our school goals of excellence
- Supervise daily operations of the school

Assistant Principal

2016-2018

- Facilitate the design and implementation of a school-wide discipline plan resulting in over a 50% decrease in referrals and suspensions
- Create master schedules for K-8 general education and English Language Development classes based on state and district requirements
- Train teachers and coordinate testing for both state and district assessments
- Observe, supervise and evaluate teachers and staff to further school's vision of excellence
- Recruit and hire qualified individuals to support our school goals of excellence
- Assist the principal in the daily operations of the school

Teacher, Glendale Elementary School District- Glendale, AZ

2010-2016

- Facilitate Job-Alike-Workgroups for district primary resource teachers
- Developed Leadership skills as part of the Glendale Elementary School District's Developing Leaders Academy
- Serve as part of the special education team writing individualized education plans and providing differentiated instruction to assist students in meeting their goals
- Create, coordinate, and implement our schools Tier III reading intervention program
- Analyze student data to identify student learning needs
- Provide instruction to strategic and intensive students based on the changing data
- Plan, develop, and facilitate monthly parent meetings for Partners in Print
- Coach new teachers on their Individual Growth Plans (IGPs)
- Serve as T.A.T. coordinator / consultant, assisting teachers in planning and implementing interventions as part of the RTI model
- Supervise, coach, and mentor two student teachers
- Serve as Site Council Member

Achievement Advisor, Glendale Elementary School District- Glendale, AZ

2005-2010

- Supported teachers by modeling lessons, co-teaching, and co-planning lessons
- Conducted classroom observations and provided feedback on instructional practices
- Developed and provided in-service training on current reading research and methods
- Trained and mentored new teachers in instructional best practices
- Facilitated school wide and grade level collaborative reading meetings
- Interpret assessment data to drive instruction
- Assist development of district level curriculum, benchmarks, and alignment of resources
- Supervised, coached, and mentored student teacher
- Planned, coordinated, and implemented our schools reading intervention program

Teacher, Glendale Elementary School District- Glendale, AZ**1989 – 2005**

- Planned and taught lessons in reading, language arts, math, science, and social studies
- Served as the Gifted Mentor at the site level
- Planned advanced curriculum and extensions for gifted students
- Assisted with the implementation and supervision of Accelerated Reader program
- Prepared modifications and accommodations to the curriculum for special needs students
- Practiced an inclusion model partnering with the special education teachers
- Planned and implemented curriculum adjustments and extensions for English Language Learners
- Supervised, coached, and mentored 11 student teachers
- Served on district Language Arts Committee
- Served on the Child Study Team
- Served as Site Technology Integration Mentor assisting teachers in the use of technology
- Served as grade level Team Leader

Teacher, Flagstaff Elementary School District- Flagstaff, AZ**1986 – 1989**

- Planned and taught lessons in reading, language arts, math, science, and social studies
- Planned lessons and made modifications and accommodations for special needs students
- Planned and implemented curriculum modifications for English Language Learners
- Served on the district Science Committee

Education

- **Grand Canyon University** **2014- 2016**
Master of Arts- Educational Administration
- **Chapman University** **2009**
Reading Specialist Endorsement
- **Northern Arizona University** **2003-2004**
Elementary Education
- **Argosy University** **2003**
Elementary Education
- **Arizona State University** **2002**
Gifted Education Endorsement
- **Ottawa University** **2001**
Elementary Education
- **Northern Arizona University** **1997-1999**
Master of Arts- Elementary Education
- **Arizona State University** **1995**
Elementary Education
- **University of Phoenix** **1991**
Elementary Education
- **Northern Arizona University** **1986-1989**
English as a Second Language
Elementary Education- Gifted
- **Northern Arizona University** **1977-1981**
Bachelor of Arts
Elementary Education / Special Education K-12

Certificates and Endorsements

- Administrative Certificate, Principal
- Teaching Certificate – Standard Elementary Education, K-8, Arizona
Standard Special Education ID K-12, Arizona
Standard Special Education ED K-12, Arizona
- Early Childhood Endorsement
- Reading Specialist Endorsement
- Gifted K-12
- English as a Second Language K-12

Awards and Accomplishments

- 2014 Rodel Exemplary Teacher Semifinalist
- 2014 Teacher of the Year Sunset Vista
- 2000 ASSET’s NTTI (National Teacher Training Institute) Teacher of the Year
- 1999 ASSET NTTI Master Teacher
- Certificate of Achievement for outstanding dedication to ASU West Teacher Preparation Program

Professional References

■	██████████	████████████████████	██████████
■	██████████████████	████████████████████	██████████
■	████████████████████	████████████████████	██████████

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.D. TOPIC: 2019-2020 Salary Placement Tables, Fringe Benefits and Extra Duty Stipends

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve Salary Placement Tables, Fringe Benefits and Extra Duty Stipend for the 2019-2020 school year.

RATIONALE:

Administration seeks the Governing Board's approval of the Salary Placement Tables, Fringe Benefits and Extra Duty Stipends for the 2019-2020 school year.

Fringe Benefits 19-20

Classified Non-Exempt (not substitutes)

- **Under 20 hours per week**
 - **EPST (Earned Paid Sick Time)**
 - **Bereavement Leave**
- **20 - 29 hours per week**
 - **ASRS**
 - **Bereavement Leave**
 - **Leave Plan (personal and sick leave)**
 - **Holiday Pay based on work calendar**
 - **Vacation (12 month employees only)**
- **30 + hours per week**
 - **ASRS**
 - **Bereavement Leave**
 - **Leave Plan (personal leave and sick leave)**
 - **Holiday Pay based on work calendar**
 - **Vacation (12 month employees only)**
 - **District Paid Benefits (Medical, Dental, Vision, Life, Mid Term Disability)**

Classified Exempt

- **ASRS**
- **Bereavement Leave**
- **Leave Plan (personal leave and sick leave)**
- **Holiday Pay based on work calendar**
- **Vacation (12 month employees)**
- **District Paid Benefits (Medical, Dental, Vision, Life, Mid Term Disability)**
- **Electronic Device(s) (position determined)**
- **Cell Phone Allowance (position determined)**

Certified Non-Administrative

- **ASRS**
- **Bereavement Leave**
- **Leave Plan (personal leave and sick leave)**
- **Holiday Pay based on work calendar**
- **District Paid Benefits (Medical, Dental, Vision, Life, Mid Term Disability)**
- **Electronic Device(s)**

Administrators

- **ASRS**
- **Bereavement Leave**
- **Leave Plan (personal leave and sick leave)**
- **Holiday Pay based on work calendar**
- **Vacation (12 month administrators only)**
- **District Paid Benefits (Medical, Dental, Vision, Life, Mid Term Disability)**
- **Electronic Device(s)**
- **Cell Phone Allowance**

TEACHER ENDORSEMENT/STIPEND PAY

STIPEND NAME	DESCRIPTION OF HOW THEY ARE ELIGIBLE	ANNUAL AMOUNT	ACCOUNT CODE
*DUAL	Teachers who have two or more approved subject areas (Math, Science, Social Studies or Language Arts) listed on their certification and teach multiple subjects	\$500	M&O
*ELD – No endorsement	Teachers who teach ELD and have “ELD” in their position title	\$500	M&O
*ELD – with endorsement	Teacher who teach ELD, have “ELD” in their position title and have the ESL, SEI or Spanish endorsement.	\$750	M&O
*Gifted – No endorsement	Teachers who teach Gifted	\$500	M&O
*Gifted – with endorsement	Teachers who teach Gifted and have the Gifted endorsement	\$750	M&O
NBCT	Certified employees (Teacher or AA) who are nationally board certified	\$1,000	M&O
*Reading	Teachers who teach K-8 and have the Reading endorsement	\$500	M&O
*SPED	Teachers assigned to a SPED position including Universal Preschool and Sensory and Communication (not CC-SE or those assigned to GSA)	\$3,000	M&O
*SPED – CC-SE OR ALTERNATIVE PROGRAM	Teachers assigned to a SPED CC-SE position or teaching at GSA regardless if SPED or Gen Ed	\$5,000	M&O

**Stipends cannot be stacked. If the employee qualifies for more than one stipend, the stipend with the higher amount is awarded.*

STIPEND NAME	DESCRIPTION OF HOW THEY ARE ELIGIBLE	ANNUAL AMOUNT	ACCOUNT CODE
TOSA	For work beyond teacher workday	\$5000	M&O
SLP/CCC	SLPs with CCCs who supervise SLPAs	\$3,000	IDEA – Basic Entitlement
AA	For 20 extra days working as an Achievement Advisor	\$7,500	M&O
ILLP	Teachers who provide a portion of the 4-hour of ELD instruction to ELL students through an ILLP, but their position title is not designated as “ELD”	Not to exceed \$750 for the grade level. Amount and individuals eligible are determined by ILLP services	M&O



2019-20
Certified Salary Schedule
New Hire Placement

Years	BA/S	MA/S	ED SP	DOC
0	\$ 39,000	\$ 41,250	\$ 43,500	\$ 45,000
1	\$ 39,750	\$ 42,000	\$ 44,250	\$ 45,750
2	\$ 40,500	\$ 42,750	\$ 45,000	\$ 46,500
3	\$ 41,250	\$ 43,500	\$ 45,750	\$ 47,250
4	\$ 42,000	\$ 44,250	\$ 46,500	\$ 48,000
5	\$ 42,750	\$ 45,000	\$ 47,250	\$ 48,750
6	\$ 43,500	\$ 45,750	\$ 48,000	\$ 49,500
7	\$ 44,250	\$ 46,500	\$ 48,750	\$ 50,250
8	\$ 45,000	\$ 47,250	\$ 49,500	\$ 51,000
9	\$ 45,750	\$ 48,000	\$ 50,250	\$ 51,750
10	\$ 46,500	\$ 48,750	\$ 51,000	\$ 52,500
11	\$ 47,250	\$ 49,500	\$ 51,750	\$ 53,250

For every 12 credits* above your placement degree, \$750 will be added to the base amount.

****Maximum credits awarded above a Bachelors will be +36 and Masters +60***

A maximum of 11 years of experience will be granted.

Board Approved:



2019-20 Psychologist Salary Schedule New Hire Placement

Years	PSY MA	+12 credits		PSY Special	+12 credits		PSY DOC
0	\$55,728.00	\$56,478.00		\$59,072.00	\$59,822.00		\$63,207.00
1	\$56,363.00	\$57,113.00		\$59,745.00	\$60,495.00		\$63,928.00
2	\$57,491.00	\$58,241.00		\$60,941.00	\$61,691.00		\$65,207.00
3	\$58,641.00	\$59,391.00		\$62,160.00	\$62,910.00		\$66,511.00
4	\$59,814.00	\$60,564.00		\$63,403.00	\$64,153.00		\$67,841.00
5	\$61,011.00	\$61,761.00		\$64,671.00	\$65,421.00		\$69,198.00
6	\$62,230.00	\$62,980.00		\$65,965.00	\$66,715.00		\$70,582.00
7	\$63,475.00	\$64,225.00		\$67,284.00	\$68,034.00		\$71,994.00
8	\$64,745.00	\$65,495.00		\$68,630.00	\$69,380.00		\$73,434.00
9	\$66,039.00	\$66,789.00		\$70,002.00	\$70,752.00		\$74,902.00
10	\$67,360.00	\$68,110.00		\$71,402.00	\$72,152.00		\$76,400.00
11	\$68,707.00	\$69,457.00		\$72,830.00	\$73,580.00		\$77,928.00

Board Approved:



2019-20 Support Services Salary Schedule
New Hire Placement

Speech Language Pathologists

Years	SLT (Tech)	+12 credits	SLP MA*	+12 credits*	SLP CCC*	+12 credits*	SLP DOC*
0	\$39,789.00	\$40,539.00	\$52,759.00	\$53,509.00	\$58,852.00	\$59,602.00	\$65,202.00
1	\$40,539.00	\$41,289.00	\$53,509.00	\$54,259.00	\$59,602.00	\$60,352.00	\$65,952.00
2	\$41,289.00	\$42,039.00	\$54,259.00	\$55,009.00	\$60,352.00	\$61,102.00	\$66,702.00
3	\$42,039.00	\$42,789.00	\$55,009.00	\$55,759.00	\$61,102.00	\$61,852.00	\$67,452.00
4	\$42,789.00	\$43,539.00	\$55,759.00	\$56,509.00	\$61,852.00	\$62,602.00	\$68,202.00
5	\$43,539.00	\$44,289.00	\$56,509.00	\$57,259.00	\$62,602.00	\$63,352.00	\$68,952.00
6	\$44,289.00	\$45,039.00	\$57,259.00	\$58,009.00	\$63,352.00	\$64,102.00	\$69,702.00
7	\$45,039.00	\$45,789.00	\$58,009.00	\$58,759.00	\$64,102.00	\$64,852.00	\$70,452.00
8	\$45,789.00	\$46,539.00	\$58,759.00	\$59,509.00	\$64,852.00	\$65,602.00	\$71,202.00
9	\$46,539.00	\$47,289.00	\$59,509.00	\$60,259.00	\$65,602.00	\$66,352.00	\$71,952.00
10	\$47,289.00	\$48,039.00	\$60,259.00	\$61,009.00	\$66,352.00	\$67,102.00	\$72,702.00
11	\$48,039.00	\$48,789.00	\$61,009.00	\$61,759.00	\$67,102.00	\$67,852.00	\$73,452.00

Physical/Occupational Therapists

Years	PTR/OTR*	+12 credits*	PT/OT DOC*
0	\$53,207.00	\$53,957.00	\$65,774.00
1	\$53,957.00	\$54,707.00	\$66,524.00
2	\$54,707.00	\$55,457.00	\$67,274.00
3	\$55,457.00	\$56,207.00	\$68,024.00
4	\$56,207.00	\$56,957.00	\$68,774.00
5	\$56,957.00	\$57,707.00	\$69,524.00
6	\$57,707.00	\$58,457.00	\$70,274.00
7	\$58,457.00	\$59,207.00	\$71,024.00
8	\$59,207.00	\$59,957.00	\$71,774.00
9	\$59,957.00	\$60,707.00	\$72,524.00
10	\$60,707.00	\$61,457.00	\$73,274.00
11	\$61,457.00	\$62,207.00	\$74,024.00

Board Approved:



2019-20 Classified Exempt Salary Schedule New Hire Placement

	1	2	3	4	5	6	7
Exempt 1	\$35,000.00	\$35,750.00	\$36,500.00	\$37,250.00	\$38,000.00	\$38,750.00	\$39,500.00
Exempt 2	\$36,000.00	\$36,750.00	\$37,500.00	\$38,250.00	\$39,000.00	\$39,750.00	\$40,500.00
Exempt 3	\$40,208.00	\$40,958.00	\$41,708.00	\$42,458.00	\$43,208.00	\$43,958.00	\$44,708.00
Exempt 4	\$42,218.00	\$42,968.00	\$43,718.00	\$44,468.00	\$45,218.00	\$45,968.00	\$46,718.00
Exempt 5	\$44,329.00	\$45,079.00	\$45,829.00	\$46,579.00	\$47,329.00	\$48,079.00	\$48,829.00
Exempt 6	\$46,545.00	\$47,295.00	\$48,045.00	\$48,795.00	\$49,545.00	\$50,295.00	\$51,045.00
Exempt 7	\$48,875.00	\$49,625.00	\$50,375.00	\$51,125.00	\$51,875.00	\$52,625.00	\$53,375.00
Exempt 8	\$51,320.00	\$52,070.00	\$52,820.00	\$53,570.00	\$54,320.00	\$55,070.00	\$55,820.00
Exempt 9	\$53,886.00	\$54,636.00	\$55,386.00	\$56,136.00	\$56,886.00	\$57,636.00	\$58,386.00
Exempt 10	\$56,580.00	\$57,330.00	\$58,080.00	\$58,830.00	\$59,580.00	\$60,330.00	\$61,080.00
Exempt 11	\$59,409.00	\$60,159.00	\$60,909.00	\$61,659.00	\$62,409.00	\$63,159.00	\$63,909.00
Exempt 12	\$62,379.00	\$63,129.00	\$63,879.00	\$64,629.00	\$65,379.00	\$66,129.00	\$66,879.00
Exempt 13	\$65,498.00	\$66,248.00	\$66,998.00	\$67,748.00	\$68,498.00	\$69,248.00	\$69,998.00
Exempt 14	\$66,977.00	\$67,727.00	\$68,477.00	\$69,227.00	\$69,977.00	\$70,727.00	\$71,477.00
Exempt 15	\$68,456.00	\$69,206.00	\$69,956.00	\$70,706.00	\$71,456.00	\$72,206.00	\$72,956.00

Board Approved:



2019-20 Classified Non-Exempt Salary Schedule New Hire Placement

Grade	Range						
	1	2	3	4	5	6	7
1	11.00	11.00	11.00	11.00	11.00	11.00	11.00
2	11.00	11.00	11.00	11.00	11.00	11.00	11.00
3	11.00	11.00	11.00	11.00	11.00	11.00	11.00
4	11.00	11.00	11.00	11.00	11.00	11.00	11.00
5	11.00	11.00	11.00	11.00	11.00	11.00	11.00
6	11.00	11.00	11.00	11.00	11.00	11.00	11.00
7	11.00	11.00	11.00	11.00	11.00	11.00	11.06
8	11.00	11.00	11.00	11.00	11.00	11.06	11.25
9	11.00	11.00	11.00	11.06	11.25	11.45	11.65
10	11.00	11.00	11.04	11.24	11.43	11.63	11.84
11	11.00	11.12	11.32	11.52	11.72	11.92	12.13
12	11.21	11.40	11.60	11.80	12.01	12.22	12.43
13	11.49	11.69	11.89	12.10	12.31	12.53	12.75
14	11.77	11.98	12.19	12.40	12.62	12.84	13.06
15	12.07	12.28	12.49	12.71	12.93	13.16	13.39
16	12.37	12.58	12.81	13.03	13.26	13.49	13.73
17	12.68	12.90	13.13	13.35	13.59	13.83	14.07
18	12.99	13.22	13.45	13.69	13.93	14.17	14.42
19	13.32	13.55	13.79	14.03	14.28	14.53	14.78
20	13.65	13.89	14.13	14.38	14.63	14.89	15.15
21	13.99	14.24	14.49	14.74	15.00	15.26	15.53
22	14.34	14.59	14.85	15.11	15.37	15.64	15.92
23	14.70	14.96	15.22	15.49	15.76	16.03	16.32
24	15.07	15.33	15.60	15.87	16.15	16.44	16.72
25	15.45	15.72	15.99	16.27	16.56	16.85	17.14
26	15.83	16.11	16.39	16.68	16.97	17.27	17.57
27	16.23	16.51	16.80	17.10	17.39	17.70	18.01
28	16.63	16.93	17.22	17.52	17.83	18.14	18.46
29	17.05	17.35	17.65	17.96	18.28	18.60	18.92
30	17.48	17.78	18.09	18.41	18.73	19.06	19.39
31	17.91	18.23	18.55	18.87	19.20	19.54	19.88
32	18.36	18.68	19.01	19.34	19.68	20.02	20.38
33	18.82	19.15	19.48	19.83	20.17	20.53	20.88
34	19.29	19.63	19.97	20.32	20.68	21.04	21.41
35	19.77	20.12	20.47	20.83	21.19	21.56	21.94
36	20.27	20.62	20.98	21.35	21.72	22.10	22.49
37	20.77	21.14	21.51	21.88	22.27	22.66	23.05
38	21.29	21.67	22.04	22.43	22.82	23.22	23.63
39	21.83	22.21	22.60	22.99	23.39	23.80	24.22
40	22.37	22.76	23.16	23.57	23.98	24.40	24.83
41	22.93	23.33	23.74	24.16	24.58	25.01	25.45
42	23.50	23.92	24.33	24.76	25.19	25.63	26.08
43	24.09	24.51	24.94	25.38	25.82	26.27	26.73
44	24.69	25.13	25.57	26.01	26.47	26.93	27.40
45	25.31	25.75	26.20	26.66	27.13	27.60	28.09
46	25.94	26.40	26.86	27.33	27.81	28.29	28.79

Board Approved:



2019-20 Classified Non-Exempt Salary Schedule

New Hire Placement - *(Starting in January 2020)*

Grade	Range						
	1	2	3	4	5	6	7
1	12.00	12.00	12.00	12.00	12.00	12.00	12.00
2	12.00	12.00	12.00	12.00	12.00	12.00	12.00
3	12.00	12.00	12.00	12.00	12.00	12.00	12.00
4	12.00	12.00	12.00	12.00	12.00	12.00	12.00
5	12.00	12.00	12.00	12.00	12.00	12.00	12.00
6	12.00	12.00	12.00	12.00	12.00	12.00	12.00
7	12.00	12.00	12.00	12.00	12.00	12.00	12.00
8	12.00	12.00	12.00	12.00	12.00	12.00	12.00
9	12.00	12.00	12.00	12.00	12.00	12.00	12.00
10	12.00	12.00	12.00	12.00	12.00	12.00	12.00
11	12.00	12.00	12.00	12.00	12.00	12.00	12.13
12	12.00	12.00	12.00	12.00	12.01	12.22	12.43
13	12.00	12.00	12.00	12.10	12.31	12.53	12.75
14	12.00	12.00	12.19	12.40	12.62	12.84	13.06
15	12.07	12.28	12.49	12.71	12.93	13.16	13.39
16	12.37	12.58	12.81	13.03	13.26	13.49	13.73
17	12.68	12.90	13.13	13.35	13.59	13.83	14.07
18	12.99	13.22	13.45	13.69	13.93	14.17	14.42
19	13.32	13.55	13.79	14.03	14.28	14.53	14.78
20	13.65	13.89	14.13	14.38	14.63	14.89	15.15
21	13.99	14.24	14.49	14.74	15.00	15.26	15.53
22	14.34	14.59	14.85	15.11	15.37	15.64	15.92
23	14.70	14.96	15.22	15.49	15.76	16.03	16.32
24	15.07	15.33	15.60	15.87	16.15	16.44	16.72
25	15.45	15.72	15.99	16.27	16.56	16.85	17.14
26	15.83	16.11	16.39	16.68	16.97	17.27	17.57
27	16.23	16.51	16.80	17.10	17.39	17.70	18.01
28	16.63	16.93	17.22	17.52	17.83	18.14	18.46
29	17.05	17.35	17.65	17.96	18.28	18.60	18.92
30	17.48	17.78	18.09	18.41	18.73	19.06	19.39
31	17.91	18.23	18.55	18.87	19.20	19.54	19.88
32	18.36	18.68	19.01	19.34	19.68	20.02	20.38
33	18.82	19.15	19.48	19.83	20.17	20.53	20.88
34	19.29	19.63	19.97	20.32	20.68	21.04	21.41
35	19.77	20.12	20.47	20.83	21.19	21.56	21.94
36	20.27	20.62	20.98	21.35	21.72	22.10	22.49
37	20.77	21.14	21.51	21.88	22.27	22.66	23.05
38	21.29	21.67	22.04	22.43	22.82	23.22	23.63
39	21.83	22.21	22.60	22.99	23.39	23.80	24.22
40	22.37	22.76	23.16	23.57	23.98	24.40	24.83
41	22.93	23.33	23.74	24.16	24.58	25.01	25.45
42	23.50	23.92	24.33	24.76	25.19	25.63	26.08
43	24.09	24.51	24.94	25.38	25.82	26.27	26.73
44	24.69	25.13	25.57	26.01	26.47	26.93	27.40
45	25.31	25.75	26.20	26.66	27.13	27.60	28.09
46	25.94	26.40	26.86	27.33	27.81	28.29	28.79

Board Approved:



2019-20 Administrative Salary Schedule New Hire Placement

Years	Executive Director	+ 12 credits
0	\$ 91,271.00	\$ 92,021.00
1	\$ 92,021.00	\$ 92,771.00
2	\$ 92,771.00	\$ 93,521.00
3	\$ 93,521.00	\$ 94,271.00
4	\$ 94,271.00	\$ 95,021.00
5	\$ 95,021.00	\$ 95,771.00
6	\$ 95,771.00	\$ 96,521.00

Years	Assistant Principal	+ 12 credits
0	\$ 64,469.00	\$ 65,219.00
1	\$ 65,204.00	\$ 65,954.00
2	\$ 66,508.00	\$ 67,258.00
3	\$ 67,838.00	\$ 68,588.00
4	\$ 69,194.00	\$ 69,944.00
5	\$ 70,578.00	\$ 71,328.00
6	\$ 71,989.00	\$ 72,739.00

Years	Principal / Director	+ 12 credits
0	\$ 79,543.00	\$ 80,293.00
1	\$ 80,450.00	\$ 81,200.00
2	\$ 82,059.00	\$ 82,809.00
3	\$ 83,700.00	\$ 84,450.00
4	\$ 85,374.00	\$ 86,124.00
5	\$ 87,082.00	\$ 87,832.00
6	\$ 88,823.00	\$ 89,573.00

Years	Coordinator	+ 12 credits
0	\$ 66,004.00	\$ 66,754.00
1	\$ 66,756.00	\$ 67,506.00
2	\$ 68,091.00	\$ 68,841.00
3	\$ 69,454.00	\$ 70,204.00
4	\$ 70,802.00	\$ 71,552.00
5	\$ 72,259.00	\$ 73,009.00
6	\$ 73,705.00	\$ 74,455.00

Board Approved:



2019-20 Executive Salary Schedule New Hire Placement

Years	Assistant Superintendent	+ 12 credits
0	\$ 103,000.00	\$ 103,750.00
1	\$ 103,750.00	\$ 104,500.00
2	\$ 104,500.00	\$ 105,250.00
3	\$ 105,250.00	\$ 106,000.00
4	\$ 106,000.00	\$ 106,750.00
5	\$ 106,750.00	\$ 107,500.00
6	\$ 107,500.00	\$ 108,250.00

Board Approved:

ACTION AGENDA ITEM

AGENDA NO: 7.E. TOPIC: Employment of Director

SUBMITTED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the hiring of Ms. Jody Gallimore as Director of Student Services, salary and benefits commensurate with other Directors.

RATIONALE:

A committee was formed to screen and interview candidates for the Director of Student Services position. Applicants were invited to be interviewed and the finalist was forwarded to the Superintendent and Assistant Superintendent for Educational Services.

We are honored to recommend Ms. Gallimore to the position of Director of Student Services.

JODY J. GALLIMORE

OBJECTIVE: To obtain the position of Director of Student Services and Family Support Services.

EXPERIENCE

Coordinator for Student Services ▪ Glendale Elementary School District ▪ **2016-Present**

- Facilitation of policy-driven, solution-oriented results that unite multiple stakeholders
- Administration of district-wide student behavior management, crisis support, open enrollment, attendance, Social Emotional Learning Specialists, nurses, parent/guardian grievances, 504 plans, a district-wide professional learning community

Principal ▪ Bicentennial South, Glendale Elementary School District ▪ **2012-2016**

- Planned and delivered data-driven, research-based professional development for teachers, staff, and community that would increase student achievement and social emotional growth
- Hired and retained highly qualified teachers and staff (highest retention rate in district three consecutive years)
- Implemented the teacher evaluation system promoting continuous professional growth in all teachers
- Implemented a professional learning community structure that was monitored and celebrated
- Created a data-driven, researched-based Continuous School Improvement plan that was written, revised, and monitored by all stakeholders
- Managed and monitored the school budget that was aligned to the Continuous School Improvement plan
- Built and fostered relationships with families and community members that created a healthy, learning environment for all children

Assistant Principal ▪ Isaac E. Imes, Glendale Elementary School District ▪ **2011-2012**

- Facilitated a "TAP" school model that led to increased student achievement
- Created, with stakeholders, a school-wide student behavior management plan
- Provided administrative assistance that enabled the Principal to fulfill her responsibilities
- Hired and retained highly qualified teachers and staff
- Built and fostered relationships with families and community members that created a healthy, learning environment for all children

Curriculum and Instruction Coordinator ▪ Glendale Elementary School District ▪ **2006-2011**

- Led a team that facilitated significant district-wide mathematics increase on AIMS 06 to AIMS 07
- Facilitated a committee using data and research to revise district-wide mathematics curriculum to increase student achievement
- Led professional development for all Mathematics/Science Achievement Advisors and Gifted Lead Teachers
- Co-wrote and coordinated a Math Science Partnership grant with an emphasis on increasing teachers' knowledge and comfort in mathematics
- Coordinated mathematics and science adoptions

Mathematics/Science Achievement Advisor ▪ Glendale Elementary School District ▪ **2005-2006**

- Embedded staff development in standards-based mathematics classrooms for K-8th grade teachers
- Implemented K-8 professional development in math standards, student assessment, data driven instruction, and classroom management
- Worked collaboratively with Literacy Advisor to teach and monitor best first instruction for all students

Language Arts Instructor • Arizona State University West • 1995-1996

- Planned and taught language arts course for future elementary teachers
- Evaluated effectiveness of program for future teachers and implement needed changes
- Coordinated classroom experience opportunities for future teachers

Writing Process Teacher of Teachers • Phoenix 1 School District • 1993-1994

- Planned and taught K-6 language arts teachers
- Emphasis was on content and pedagogy through teachers as writers

Teacher • Glendale Elementary School District • 1985-2005

- First, second, third, fourth, seventh, and eighth grade general education teacher
- Clinton K-3 Reading Teacher
- Project S.H.A.R.P. teacher for incoming ninth grade math students
- Technology Mentor for school
- 100% pass rate in Advanced Mathematics (GUHSD Algebra 1)
- Harold W. Smith Math & Science Magnet School, member of original steering committee
- Greater Phoenix Area Writing teacher of teachers
- Standards-based, least restrictive environment, gifted cluster model, multiage

EDUCATION

Administration Certification	Arizona State University, 1994	Tempe, Arizona
M.Ed. Elementary Education	Arizona State University, 1991	Tempe, Arizona
B.A. Elementary Education	Arizona State University, 1985	Tempe, Arizona

ADDITIONAL QUALIFICATIONS

- Highly Qualified Middle Grades Mathematics
- Highly Qualified Middle Grades Language Arts
- Early Childhood Endorsement
- Rodel Aspiring Principal
- Extensive Professional Learning Community Training
- AZAC Science Assessments Creation
- Essential Elements of Instruction TOT
- ADE 2008 Math Standards Revision
- Cognitive Coaching Training
- Thinking Maps TOT
- Ruby Payne TOT
- Data Driven Dialogue TOT
- Marilyn Burns Institute
- Writing Assessment Lead TOT
- Non-Violent Crisis Intervention Certification
- Well-Managed Classrooms Training

PROFESSIONAL REFERENCES

[Redacted Professional References]

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 8.A. TOPIC: Future Meetings

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 9, 2019

Board Meetings dates for the 2018-2019 and 2019-2020 school year are listed below with the agenda topics anticipated for each meeting. Routine items, i.e., vouchers, personnel reports, travel, etc., are not included in the list.

May 23	Study Session - Policy Manual Review
June 13	Study Session - Policy Manual Review Study Session -District Strategic Planning Discussion, Board Norms and Commitments, Committees/Community Involvement
June 27	Study Session - Board Self-Evaluation 2019-2020 Proposed Expenditure Budget
July 11	2019-2020 Expenditure Budget
July 25	Special Meeting
August 8	Report on Opening of School
August 22	Special Meeting
September 12	AzMERIT 100% Club Recognition
September 26	Special Meeting Annual Financial Report
October 17	Superintendent Goal Progress Report
November 7	Executive Session for Superintendent's Evaluation
November 21	Special Meeting
December 12	Regular Meeting
January 9	Organizational Meeting
January 23	Special Meeting
February 6	Employment Agreements and Contracts
February 20	Employment Contract Renewals
March 5	Meet and Confer/Salary Recommendations
March 26	Special Meeting
April 9	Board Meeting Schedule
April 23	Special Meeting
May 14	Authorized Signatories Budget Revision Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts
May 28	Special Meeting
June 11	Regular Meeting
June 25	Special Meeting

Agenda Item Requests Tracking:

Agenda Item	Date of Board Request	Board Member Making Request	Date Placed on Agenda	Action Taken
Census Community Forum	11/8/18	Monica Pimentel		Nov. 30 Board Update
Demographics Study Session	12/5/18	Brenda Bartels	1/24/19	Study Session Held
Student Discipline Study Session	1/10/18	Brenda Bartels	4/25/19	Board Update Study Session Held