

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Special Meeting of the Governing Board
May 23, 2019 5:00 p.m.

Revised
May 22, 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

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

a. Special Recognition

The Governing Board will recognize staff, parents, and students who participated in the 2019 Dual Language Immersion Program Parent Spanish Classes.

5. Study Session

The Governing Board will conduct a study session with Administration for the following purposes:

a. Policy Manual Review

The Governing Board will review and discuss Board Policy Manual Section E-Support Services as part of the comprehensive policy manual review with Arizona School Boards Association.

6. Consent Agenda

a. Certified Personnel Report

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.

REVISED

Individuals can access copies of documentation provided to the Board to substantiate administrations' recommendations, i.e. reports, detailed information, agreement documents, etc., the Friday before the Board meeting in each school's office, the Superintendent's office, or on the Governing Board's page of the District's website. Persons with disabilities may request reasonable accommodations by contacting (623) 237-7136 at least two days prior to the meeting.

b. 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.

c. Travel

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

7. **Action Items**

a. Policy Revision First Reading

It is recommended the Governing Board approve the first reading of revised policy manual section E-Support Services as presented.

b. Employment of Executive Director

It is recommended the Governing Board approve the employment of **Dr. Louis Laffitte, Jr.**, as Executive Director for Behavioral Health and School Safety, salary and benefits commensurate with the Executive Director schedule.

REVISED

c. Employment of Principal Coach

It is recommended the Governing Board approve the employment of **Ms. Sienna Shively** as Principal Coach for Multi-Tiered Support Services and School Culture, salary and benefits commensurate with other Directors.

REVISED

d. Employment of Assistant Principal

It is recommended the Governing Board approve the employment of **Mr. Jeff Nell** as Assistant Principal of Glenn F. Burton School, salary and benefits commensurate with other Assistant Principals.

REVISED

e. Employment of Assistant Principal

It is recommended the Governing Board approve the employment of **Mr. Donald Madison** as Assistant Principal of Bicentennial North School, salary and benefits commensurate with other Assistant Principals.

REVISED

f. Employment of Principal

It is recommended the Governing Board approve the employment of **Ms. Angelique Saiz** as Principal of Discovery School, salary and benefits commensurate with other Principals.

REVISED

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: Special Recognition

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 23, 2019

Special Recognition:

The Governing Board will recognize staff, parents, and students who participated in the 2019 Dual Language Immersion Program Parent Spanish Classes.

GLENDALE ELEMENTARY SCHOOL DISTRICT

STUDY SESSION

AGENDA NO: 5.A. TOPIC: Policy Manual Review

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED: May 23, 2019

The Governing Board will conduct a study session with Administration to review and discuss Board Policy Manual Section E-Support Services as part of the comprehensive policy manual review with Arizona School Boards Association.

EA ©
SUPPORT SERVICES GOALS /
PRIORITY OBJECTIVES

In order to provide services that are supportive of the educational program, the Board establishes these broad goals:

- To provide a physical environment for teaching and learning that is safe and pleasant for students, staff members, and the public.
- To provide safe transportation for students who ride the school bus to and from school.
- To provide services, resources, and assistance responsive to the needs of the educational programs.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

EB ©
ENVIRONMENTAL AND
SAFETY PROGRAM

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

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

Adopted: November 13, 2008

LEGAL REF.:

A.R.S.

[13-2911](#)

[15-151](#)

[15-341](#)

[15-507](#)

[23-403](#)

[23-408](#)

CROSS REF.:

[EBAA](#) - Reporting of Hazards/Warning Systems

[ECB](#) - Building and Grounds Maintenance

[JLIF](#) - Sex Offender Notification

Compare EB-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

EB-R ©

REGULATION

ENVIRONMENTAL AND SAFETY PROGRAM

Responsibilities of the maintenance supervisor:

- ~~Maintain~~ A. Collaborate with the Risk Manager to maintain an overall safety program in maintenance and operation of buildings and grounds.
- ~~Provide specialized assistance as requested by school principal.~~
- ~~Coordinate with the District Indoor Air Quality Coordinator who will:~~
 - ~~Monitor indoor air quality.~~

■ ~~Document~~

B. Coordinate with the Risk Manager to coordinate indoor air quality monitoring.

C. Document District responses to the biennial information on improving and maintaining the indoor air

quality

quality (IAQ) in school buildings, which is required by A.R.S. [15-2002\(A\)\(14\)](#) to be distributed to school districts

by the

by the School Facilities Board.

Responsibilities of the school principals [incollaboration with the Maintenance Department](#):

- ~~Schedule~~ A. Schedule regular inspections.
- ~~Post~~ B. Post required state and federal safety regulations and maintain appropriate safety records.
- ~~Arrange~~ C. Arrange for the correction of defects reported to them by employees in the building by requesting ~~assistance from~~ [assistance from](#) the maintenance department.
- ~~Cooperate~~ D. Cooperate in the correction of defects reported by the maintenance department or other school administrators.

- ~~Implement procedures to monitor and maintain safe indoor air quality.~~

Responsibilities of the transportation supervisor:

- ~~Maintain~~-A. Collaborate with Human Resources to maintain standards for certification of school bus drivers.
- ~~Maintain~~-B. Maintain standards for periodic inspection and maintenance of school buses.
- ~~Maintain~~-C. Maintain standards for school bus operation and idling procedures for gasoline, diesel, and alternative ~~fuel engines~~-fuel engines which minimize air pollution by buses.

Responsibilities of other employees:

- ~~Report~~-A. Report promptly to the principal of the school or immediate supervisor any events or situations which ~~may cause~~-may cause increased air pollution within the school or on the campus and any defects in buildings, grounds, ~~or equipment~~-or equipment that might prove injurious to the safety, health, or comfort of students, employees, or ~~other persons~~other persons.
- ~~Take~~-B. Take reasonable precaution for the safe use of buildings, grounds, and equipment by students.

Responsibilities of students:

- ~~Avoid~~-A. Avoid the following behaviors:
 - ~~Setting~~-1. Setting off a false fire alarm.
 - ~~Misusing~~-2. Misusing the fire alarm system, fire extinguishers, or other fire protection and safety equipment.
 - ~~Setting~~-3. Setting a fire in the building or on the school grounds.
 - ~~Taking~~-4. Taking any action or creating any situation which either directly or indirectly affects indoor air quality ~~in an~~-in an adverse manner.
- ~~Report~~-B. Report promptly to the principal of the school or other appropriate school employee any defects in buildings, ~~grounds~~ grounds, indoor air quality, or equipment that might prove injurious to the safety, health, or comfort ~~of employees~~of employees, students, or other persons.

Responsibilities of other individuals utilizing school buildings:

- ~~Refrain~~-A. Refrain from abusing safety equipment, such as fire extinguishers, alarm systems, et cetera.
- ~~Report~~-B. Report promptly to the ~~Superintendent~~-Maintenance Supervisor or ~~another~~ school ~~employee~~-principal any defects in buildings, grounds, ~~indoor air~~ indoor air quality, or equipment that might prove injurious to the safety, health, or comfort of students, employees, ~~or other~~ or other persons.

Compare EBAA © REPORTING OF HAZARDS / WARNING SYSTEMS (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EBAA © REPORTING OF HAZARDS / ~~WARNING~~ WARNING SYSTEMS (Pesticide Application Notice)

The intent of this policy is to ensure that students, employees, and parents/ guardians receive adequate notice prior to pesticide application.

In accord with A.R.S. [15-152](#), the District shall:

- ~~Provide~~ A. Provide notice of pesticide application during a regular school session to students, employees, ~~and parents~~ and parents/guardians, given in a form reasonably calculated to provide a warning at least forty-eight (48) ~~hours prior~~ hours prior to such application.
- ~~Provide continuing instruction for students absenting themselves.~~
- ~~Post the areas scheduled to receive pesticide application.~~
- ~~Maintain written records of pesticide application~~ B. Provide for oral notification to pupils and employees during the regular school session.
- C. Provide written, electronic or telephonic notification to parents or guardians at least forty-eight (48) hours prior to the application of pesticides.

Pest-control applicator(s) employed by the District shall provide the school contact person with notice at least seventy-two (72) hours prior to the date and time the application of pesticides is to occur, including in such notice the brand name, concentration, rate of application, pesticide label, material safety data sheet, the area or areas where the pesticide is to be applied, and any use restrictions required by the pesticide label. Prior to the application, the applicator shall provide the school contact person with a written preapplication notification containing the following information:

- ~~The~~ A. The brand name, concentration, rate of application, and any use restrictions required by the label of ~~the herbicide~~ the herbicide or specific pesticide.
- ~~The~~ B. The area or areas where the pesticide is to be applied.
- ~~The~~ C. The date and time the application is to occur.
- ~~The~~ D. The pesticide label and the material safety data sheet.

In case of pesticide applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator shall give

the school ~~site~~-office oral and, if possible, written notice, with posting of the area to be treated in accord with A.R.S. [32-2307](#).

The Superintendent may require the pest-control applicator to fill out and make all required postings in accord with statute and with District policy and regulation. The name and telephone number of the applicator shall be attached to any posting.

Only a certified applicator may apply pesticides at a school.

The Superintendent shall prepare regulations for the implementation of this policy.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-152](#)

[32-2301](#)

[32-2307](#)

[32-2311.01](#)

CROSS REF.:

[IKEA](#) - Make Up Opportunities

Compare EBAA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

EBAA-R ©

REGULATION

REPORTING OF HAZARDS / ~~WARNING~~ WARNING SYSTEMS

(Pesticide Application Notice)

The ~~site~~ school administrator shall be the contact person for providing information regarding pesticide application activities at the school, including but not limited to giving oral and written notification, supervising the posting of notifications as required, and maintaining records of pesticide-application notifications.

Oral and Written Notice

All oral and written notification shall contain, at a minimum, the date, time, general areas to be treated, and brand name of the pesticide to be applied. During the *regular school session*, and not less than forty-eight (48) hours prior to pesticide application, notification shall be provided in the manner indicated below.

~~Oral~~ A. Oral notification to all students and school employees shall be provided by means of:

- ~~School~~ 1. School public address systems; or
- ~~Assembly~~ 2. Assembly communications; or
- ~~Staff~~ 3. Staff meeting announcements; or
- ~~Any~~ 4. Any similar means reasonably calculated to provide sufficient notice in advance of pesticide application.

~~Written~~ B. Written notification to the parents or guardians of enrolled students shall be provided by means of:

- ~~Weekly~~ 1. Weekly school lunch menus; or
- ~~Special~~ 2. Special communications; or ~~Newsletters~~
- 3. Newsletters; or
- ~~Any~~ 4. Any similar means reasonably calculated to provide sufficient notice in advance of pesticide application.

Posting of Notice

No less than forty-eight (48) hours prior to pesticide application, signs measuring at least eight and one half inches by eleven inches (8 1/2" x 11") shall be posted to identify pesticide application areas. The signs shall display:

~~• The~~A. The words "warning - pesticides."~~• The~~

B. The registration number issued by the United States Environmental Protection Agency.

C. The date and time of the application.

~~• A~~D. A phone number for the school contact person and one (1) for the licensed pesticide applicator.

The signs shall be placed at:

~~• The~~A. The main entrance to all buildings where pesticide is to be applied.

~~• Playing~~B. Playing fields where pesticide is to be applied.

The signs may be removed no less than forty-eight (48) hours after the pesticide is applied.

CROSS REF.:

[IKEA](#) - Make Up Opportunities

EBB ©
ACCIDENT PREVENTION AND
SAFETY PROCEDURES

Refer to Regulation [EBC-RC](#).

Compare EBBB ACCIDENT REPORTS (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EBBB © ACCIDENT REPORTS

Adequate and prompt accident reporting is essential if similar accidents are to be prevented. If there are injuries or property damage, prompt reports are also vital in assuring the District of insurance coverage.

Reports will be filed on accidents that take place on school property or that involve school vehicles, students, or staff members on school-sponsored trips, including staff members on authorized school business trips. Such reports are required whether or not there are any immediately evident injuries or damage to property.

~~Non-employee injuries~~/Any employee of the District who suffers a job-related injury/accident must file a report with the District business office within five (5) days after the date of occurrence. Should circumstances render the individual unable to submit such a report within five (5) days, the time limit may be extended.

Injury accidents should be promptly reported to ~~Risk Management and~~ the District's liability carrier. ~~The meaning of promptly is defined in the District's insurance policy determined by the conditions established~~ with the carrier.

The administration shall establish procedures for filing accident reports, and shall make sure reports include details that (1) might be helpful in preventing similar accidents in the future, (2) are needed for filing insurance claims, and (3) might be important in case of litigation.

Adopted:

~~August 17, 2004~~

date of Manual adoption

LEGAL REF.:

A.R.S.

[23-427](#)

[23-904](#)

CROSS REF.:

[GBGC](#) - ~~R~~ Employee Assistance

[GBGD](#) - Workers' Compensation

EBBB-RA ©

REGULATION

ACCIDENT REPORTS

(Student Accidents)

Employees are to report to the nurse or office any accident involving a student who is at school.

For any student who is injured on school grounds, in a school building, or in connection with a school-related or approved activity, an accident report form is to be completed by an employee who is at the scene of the accident.

A student who is ill should be sent to the nurse or the office, with an appropriate pass. If a student is sent home (only with parent knowledge), the teacher will be notified. Students are discharged to go home only from the office.

Any special health concern should be reported to the nurse.

A written report of an accident shall be made by the building principal to the Superintendent not later than noon of the school day following the incident. The insurance carrier shall be notified as appropriate.

After reviewing each accident report, the Superintendent will forward the report to the school nurse, who will maintain a file of accident reports.

EBBB-RB ©

REGULATION

ACCIDENT REPORTS

(Compensation Claims)

Accident Reports

Any employee of the District who suffers a job-related injury/accident must file a report with the District business office within five (5) days after the date of occurrence. Should circumstances render the individual unable to submit such a report within five (5) days, the time limit may be extended.

Compensation Claims

When a job-related injury/accident requires medical attention and absence from the workplace, the following conditions shall apply:

- The physician will be responsible for reporting the circumstances of the injury to the District, the Industrial Commission, and the District's insurance carrier.
- During the first seven (7) days of absence due to a job-related injury/accident, the employee will be placed on sick leave, provided the employee has accumulated sufficient sick leave.
- If a job-related injury/accident results in more than seven (7) days' absence, the insurance carrier will be responsible for handling the claim for lost pay. During such period the employee may be directed to:
 - Endorse over to the District the payments received from the insurance carrier, continue to receive a regular salary, and be charged sick leave. When the amount of the insurance payment is determined and received by the District, the employee's sick leave record will be adjusted for that fraction of the time paid by the insurance carrier (e.g., the insurance carrier pays one-half (1/2) of the normal salary of the employee, the sick leave will be adjusted on a pro rata basis); or
 - Draw compensation from the insurance carrier, provide the District with a record of such payment, and receive payment for sick leave pay for the uncompensated portion of missed time, up to the limit of accumulated sick leave.
- In no event will an employee receive a combined salary and worker's compensation in excess of the employee's regular salary.
- An employee who has used all accumulated sick leave will be removed from the payroll and will receive only such amounts as are paid by the District's insurance carrier.

Compare EBBB-E © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

EBBB-E ©

EXHIBIT

ACCIDENT REPORTS

STUDENT ACCIDENT REPORT

School _____ — ___ Date of report _____

School address _____

Name _____ — Sex: Male Female _____

Sex: Male Female Grade _____ Age _____ Date of Birth _____

Home address _____

Phone _____ — Teacher _____ Teacher _____

E-mail address _____

Time of accident: Hour _____ a.m. p.m. Date _____

Place of accident: School building School grounds To or from school

Interscholastic athletics

Witness name _____ Address _____

Phone number _____ Title/Position _____

Description of Accident:

~~How did the accident happen? What~~ What occurred and how did it occur? Using quotation marks appropriately, what did the student state? ~~(Use quotes.) Where~~ Where was the student? ~~Describe first aid given.~~

Signature of person reporting _____

Was the parent or other individual notified? ~~Yes~~ No Yes When? _____

Name of individual notified _____ ~~How~~ How? _____

By whom? _____

First aid treatment _____ ~~By~~ By whom? _____

~~Called~~ Called 911; Sent to:
~~Home~~ Home ~~Physician~~ Physician
~~Class~~ Class Home
Physician Class _____ Hospital

How was student transported? _____

~~District office notified.~~ District office notified. Time _____ By whom?

~~Location~~ Location Athletic field
~~Playground~~ Playground Classroom
Classroom Playground Classroom
Corridor of _____ Cafeteria
~~Dressing room~~ Cafeteria Dressing room
Gymnasium Cafeteria Dressing room
Gymnasium Home ec.
accident: ~~Bus~~ Bus Science lab Rest room
Science lab Rest room School grounds
~~Shop~~ Shop Showers Stairs Bus stop
Showers Stairs Bus stop
Bus stop Shop Showers Stairs Bus stop
 Other: _____

Follow-up:

Report to law enforcement agency or fire department? Yes No

Agency/Dept. _____ Date of Report: _____

Officer ID Number _____ D.R./I.R. # _____

Agency/Dept. Response _____

Other _____

Total number of days absent: _____

Nature of injury:

- Abrasion
- Amputation
- Animal bite
- Avulsed tooth
- Fracture
- Human bite
- Laceration
- Puncture
- Scratches
- Sprain
- Strain
- Laceration
- Puncture
- Scratches
- Sprain

Strain Other: _____

Part of body injured:

- Ankle
- Arm
- Back
- Clavicle
- Elbow
- Eye
- Face
- Finger
- Foot
- Hand
- Head
- Knee
- Leg
- Nose
- Scalp
- Toe
- Tooth
- Wrist
- Ankle
- Arm
- Back
- Clavicle
- Elbow
- Eye
- Face
- Finger
- Foot
- Hand
- Head
- Knee
- Leg
- Nose
- Scalp
- Toe
- Tooth
- Wrist
- Other: _____

Superintendent Superintendent's signature Date H/A or Nurse signature Date

Compare EBC © EMERGENCIES (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

EBC © EMERGENCIES

The Superintendent will develop and maintain District emergency plans for ~~fire~~ each school, department, and other ~~threats~~ facilities in the District and will coordinate such plans with the local ~~police~~ law enforcement, fire, medical and hospital authorities as necessary. Training components for staff and students shall be included in the Superintendent's emergency plans.

Emergency response plans are confidential and exempt from public disclosure. The District shall not release emergency response plans ~~will specify conditions under which evacuation of school buildings will occur~~ to the public as part of a public records request. [A.R.S. [41-1803\(G\)](#)]

The plans will be in accordance with minimum standards developed jointly by the Department of Education and the Division of Emergency Management within the Department of Emergency and Military Affairs. The plans will ~~also~~ designate specific emergency drills to be conducted. ~~The fire department~~ Local responders shall periodically be invited to review the plan(s).

Emergency plans developed by the Superintendent will be presented annually to the Board.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[41-1803](#)

Compare EBC-RA © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk* **last**
through the modifications.

EBC-RA ©

REGULATION

EMERGENCIES

~~Each principal or other appropriate unit administrator will develop emergency plans for fire or other threats. Such plans will be submitted by August 1 of each year. These plans will provide for:~~

- ~~● Inside emergencies, such as a fire, actual or potential explosion, propane leak, or collapsing structure.~~
- ~~● Outside emergencies, such as a fallen electrical wire, plane crash on campus or nearby, sniper, or earthquake.~~

~~The plans will specify the conditions under which evacuation of the building will occur (and the procedures therefor). The plans will also designate specific emergency drills to be conducted. A diagram of the school floor plan will be posted in each room showing emergency exits to be used.~~

Compare EBC-RB © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EBC-RB ©

REGULATION

EMERGENCIES

(Emergency Drills)

~~Emergency drills will be scheduled and conducted each month during the school year. The purpose of a drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside.~~

~~The following rules and procedures will be complied with in all schools:~~

- ~~● Evacuation routes will be posted in each room.~~

~~These routes will indicate the primary and alternate exits and the evacuation area to which the student should proceed upon leaving the building. During the first week of the school year, rules for emergency evacuation will be discussed with each class using the room.~~

- ~~● A distinct alarm signal will be used for emergency drills only; another signal will be established by the principal for return to class.~~
- ~~● No student or staff member is to remain in the building during emergency drills.~~
- ~~● All persons should exit according to their posted evacuation routes and proceed to assigned locations a safe distance away from the building.~~
- ~~● It is each student's responsibility to move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area.~~
- ~~● The teacher will be responsible for:
 - ~~■ Seeing that windows and doors are closed with doors unlocked.~~
 - ~~■ Assuring that electrical equipment and gas jets are turned off.~~
 - ~~■ Maintaining order during the evacuation.~~~~
- ~~■ Taking the grade book and checking roll when the class is in the assigned evacuation area.~~

~~The name of any student not accounted for will be reported immediately to the principal, who shall promptly notify the Superintendent.~~

- ~~A report stating the date and time that the drill was conducted, and the time required to complete the evacuation will be made.~~

Compare EBC-RC © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EBC-RC ©

REGULATION

EMERGENCIES

(First Aid)

~~If a student is injured or becomes ill during the school day or while attending a school-sponsored activity, it is the responsibility of any staff member present to render assistance and to summon a school nurse/nurse aide. Upon arrival, the school nurse/nurse aide will direct all further first aid activities.~~

~~First aid procedures shall be based on the following fundamental concepts:~~

- ~~● The school is responsible for the emergency handling of accidents and sudden illness occurring at school or on school property.~~

~~The school is not responsible for subsequent treatment.~~

- ~~● At the time of an emergency, the school has the responsibility for:
 - ~~■ Caring for the student.~~
 - ~~■ Notifying the student's parents or guardian, or, if these cannot be reached, following directions given on the student's enrollment card.~~
 - ~~■ In extreme cases, getting the student under professional care with or without family permission.~~~~
- ~~● In the absence of family transportation or ambulance service, an authorized District employee may have to take the sick or injured student home, to the physician's office, or to the hospital.~~

~~A sick or injured student should be accompanied from the school by an adult. If the destination is the student's home, the adult shall have ascertained that a responsible person is at home to assume responsibility.~~

- ~~● In case of any serious injury or illness, the parent or responsible person should always be notified as soon as possible. Emergency care of the student has priority.~~
- ~~● Medication administered by any school personnel, including the nurse/nurse aide, shall be in compliance with JLGD and JLGD-R.~~

- ~~●—A written report of an accident shall be made by the building principal to the Superintendent not later than noon of the school day following the incident.~~

~~GROSS REF.:~~

~~JLGD—Administering Medicines to Students~~

Compare EBC-RD © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk* **last**
through the modifications.

EBC-RD ©

REGULATION

EMERGENCIES

(Bomb Threats)

~~In the event of an emergency, refer to the District's Crisis Response Plan.~~

Compare EBC-RE © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

EBC-RE ©

REGULATION

EMERGENCIES

~~(Procedures for Aftermath of Suicide,
Suicide Attempt, or Other Tragedy)~~

~~In the event of an emergency, refer to the District's Crisis Response Plan.~~

EBCD ©
WEATHER - RELATED AND
EMERGENCY CLOSINGS

The decision to delay opening of school or to dismiss school early will be made by the Superintendent.

If possible, the Board President will be informed of such decision and will be notified when all students have departed from school.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

REGULATION

**WEATHER - RELATED AND
EMERGENCY CLOSINGS**

Delayed Opening

If the Superintendent decides to delay the opening of school, the police and the local broadcast media will be notified, requesting that they assist in disseminating the information.

All staff members will report to their assigned schools to assist in the supervision of students.

School Closing

If the Superintendent decides to cancel classes for the day, the police and local broadcast media will be notified and asked to assist in disseminating the information.

Early Dismissal

If the Superintendent decides to dismiss school early, the procedure shown below will be followed for early dismissal of students:

- Students will be released from school only after the principal has ascertained that appropriate notice has been given to parents or guardians. Staff members may be released by the principal when they are no longer needed to supervise students.
- The principal will remain at the school until all students have departed.

Compare ECA © SECURITY (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

ECA © SECURITY

The Superintendent will develop plans and procedures that will:

- ~~Enhance~~ A. Enhance the security of District property.
- ~~Minimize~~ B. Minimize fire hazards.
- ~~Provide~~ C. Provide for the keeping of records and funds in a safe place.
- ~~Protect~~ D. Protect against vandalism and burglary.
- ~~Provide~~ E. Provide for the prosecution of vandals.
- ~~Provide~~ F. Provide for and encourage employee responsibility for furniture, textbooks, reference material, and ~~other District~~ other District materials, equipment, and supplies assigned to the employee's care.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:
A.R.S.
[13-3715](#)



ECA-R ©

REGULATION

SECURITY

Access to school buildings and grounds will be established by the Superintendent in accordance with the following:

- A. Unlimited access - the Superintendent, assistant superintendents, finance director, and maintenance supervisor.
- B. Limited access - school principals, assistant principals, teachers, custodians to their assigned buildings, and extracurricular sponsors, counselors, and supervisors for their respective areas or activities.

Possession of keys shall be in accordance with the following principles:

- A. A log of key assignments shall be maintained by the office of the Superintendent or other designated office.
- B. Unassigned duplicate keys shall be maintained in a safe or a secured box.
- C. Individuals assigned keys may not duplicate or loan them.
- D. All keys must be surrendered when no longer needed or upon request by the Superintendent.
- E. The loss of a key must be reported to the Superintendent upon discovery of the loss, and the employee may be required to pay for rekeying or replacing all affected locks.
- F. Use of keys for unauthorized purposes will be cause for surrender of keys. Employees will be subject to discipline and/or dismissal for unauthorized use of keys.
- G. A set of master keys and/or duplicates of keys shall be kept in the custody of the Superintendent.
- H. The employee will sign a receipt for keys assigned. The receipt will list the applicable rules.

EXHIBIT

SECURITY

Any person who, for oneself or for another, misuses a key to any building or other area owned, operated, or controlled by the District without authorization from the Governing Board/Superintendent is guilty of a Class 3 misdemeanor. Misuse of such a key, in this regard, includes:

- A. Manufacturing or causing the manufacture of a District key.
- B. Duplicating or causing the duplication of a District key.
- C. Possessing a District key.
- D. Using a District key.
- E. Permitting the use of a District key.

Employees and students who are in violation of the above are subject to disciplinary action.



Exhibit

ECA-EB

EXHIBIT

ACCESS TO BUILDINGS

KEY RECEIPT ACKNOWLEDGEMENT

I, the undersigned, having read the Access to Buildings policy of the Glendale Elementary School District, and, as an employee of the District, agree to uphold the policy as follows:

1. I will be personally and monetarily responsible for the loss of any key or keys listed below.
2. I will not duplicate or permit any one else to duplicate any key or keys assigned to me, or borrow any fellow employee's keys for duplicating.
3. I will assume full responsibility for loss or damage resulting from lending any key listed on this key receipt.
4. In case of loss or theft of any listed keys, I will immediately notify the principal or administrator who issued the keys to me.
5. I will return all keys to the principal or administrator as part of year-end clearance (or when no longer needed in performance of my duties), or in the event of resignation or termination of employment.
6. I understand that, prior to paying for replacement, the key number must be submitted by the administrator or designee to the Maintenance Department to determine the cost of replacement.
7. I agree to reimburse the Glendale Elementary School District for the loss of any key or keys listed below in accordance with the following schedule:
 - o Ten dollars (\$10) for file cabinet, desk, vehicle keys
 - o Twenty-five dollars (\$25) for gate keys
 - o Fifty dollars (\$50) for individual classroom/office keys
 - o Three hundred dollars (\$300) for faculty masters
 - o Five hundred dollars (\$500) for grand masters

Keys Received:

Key Number	Location	Received	Returned
_____	_____	_____	_____
_____	_____	_____	_____

Keys Received By:

<hr/>	<hr/>	<hr/>
-------	-------	-------

Name (print)

Signature

Title

Keys Issued By:

<hr/>	<hr/>
-------	-------

Name

Date

Keys Returned To:

<hr/>	<hr/>
-------	-------

Name

Date

Compare ECAB ACCESS TO BUILDINGS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

~~ECAB~~

~~ACCESS TO BUILDINGS~~

~~Access to school buildings and grounds will be established by the Superintendent in accordance with the following:~~

- ~~• Unlimited access – the Superintendent, deputy superintendent, assistant superintendents and risk manager. District-level maintenance and security staff as well as District-level technology staff may be provided unlimited access as needed to complete necessary repairs, upkeep, construction, et cetera.~~
- ~~• Limited access – building principals, assistant principals, and custodians to their assigned buildings and counselors, teachers, extracurricular activity sponsors or supervisors for their area or activity.~~
- ~~• Restricted access – representatives of external agencies and organizations may be provided restricted access for specific events and activities if approved through the Facility Use Procedures.~~

~~Any person who knowingly causes to be manufactured or duplicated or who possesses or uses a key to any building or other area owned, operated, or controlled by the District without authorization from the Superintendent may be charged with a Class 3 misdemeanor.~~

~~Any person who, for personal use or for someone else, manufactures or duplicates a key to any building or area owned, operated or controlled by the District, with knowledge that neither has authorization from the Superintendent, may be charged with a Class 3 misdemeanor.~~

~~Employees and students who are in violation of the above are subject to disciplinary action~~

~~Adopted: April 19, 2005~~

Compare ECAB-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

~~ECAB-R~~

~~REGULATION~~

~~ACCESS TO BUILDINGS~~

~~Possession of keys shall be in accordance with the following principles:~~

- ~~● The Superintendent or the Superintendent's designee shall maintain a log of key assignments.~~
- ~~● Employees assigned keys will sign receipt for the key(s) and a form acknowledging the policies and procedures for access to buildings and possession of keys.~~
- ~~● Duplicate keys unassigned shall be maintained in a safe or a secured box.~~
- ~~● Individuals assigned keys shall not duplicate or loan them.~~
- ~~● All keys must be surrendered when no longer needed, when employee resigns or leaves employment with the District, transfers to another assignment or upon request of the supervisor or Superintendent.~~
- ~~● The loss of a key must be immediately reported to the Superintendent or designee upon discovery of the loss, and the employee may be required to reimburse the District for cost to re-key or replace affected locks.~~
- ~~● Use of keys for unauthorized purposes will be cause for surrender of keys and replacement of affected locks. Employees may be required to reimburse the District for cost to re-key or replace the affected locks. Employees will be subject to discipline and/or dismissal for unauthorized use of keys.~~

Compare ECAB-E (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

~~ECAB-E~~

EXHIBIT

~~ACCESS TO BUILDINGS~~

~~KEY RECEIPT ACKNOWLEDGEMENT~~

~~I, the undersigned, having read the Access to Buildings policy of the Glendale Elementary School District, and, as an employee of the District, agree to uphold the policy as follows:~~

~~1.~~

~~I will be personally and monetarily responsible for the loss of any key or keys listed below.~~

~~2. I will not duplicate or permit any one else to duplicate any key or keys assigned to me, or borrow any fellow employee's keys for duplicating.~~

~~3. I will assume full responsibility for loss or damage resulting from lending any key listed on this key receipt.~~

~~4. In case of loss or theft of any listed keys, I will immediately notify the principal or administrator who issued the keys to me.~~

~~5. I will return all keys to the principal or administrator as part of year-end clearance (or when no longer needed in performance of my duties), or in the event of resignation or termination of employment.~~

~~6. I understand that, prior to paying for replacement, the key number must be submitted by the administrator or designee to the Maintenance Department to determine the cost of replacement.~~

~~7. I agree to reimburse the Glendale Elementary School District for the loss of any key or keys listed below in accordance with the following schedule:~~

~~Ten dollars (\$10) for file cabinet, desk, vehicle keys~~

~~Twenty-five dollars (\$25) for gate keys~~

~~Fifty dollars (\$50) for individual classroom/office keys~~

~~Three hundred dollars (\$300) for faculty masters~~

~~Five hundred dollars (\$500) for faculty masters~~

Keys Received:

Key Number	Location	Received	Returned

Keys Received By:

Name (print)	Signature	Title

Keys Issued By:

Name	Date

Keys Returned To:

Name	Date

Compare ECAC © VANDALISM (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

ECAC © VANDALISM

~~Each employee of the District shall report to the principal of the school every incident of vandalism known to such employee, and, if known, the names of those responsible. The Superintendent will establish a system through which students and members of the community can report any instance of vandalism or suspected vandalism.~~ The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

Students who destroy school property through vandalism or arson, or who create a hazard to the safety of other people on school property, may be referred to law enforcement authorities. Such students who are caught vandalizing school property shall be subject to disciplinary action, including but not limited to suspension and expulsion. A conference with the student's parents will be required.

Parents and students shall be made aware that the law provides that parents are liable for the willful destruction of property by a minor in their custody or control.

The District may file suit to recover the cost of vandalism from the student and/or parent(s).

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[12-661](#)

[15-842](#)

ECAD ©
SCHOOL AND PERSONAL PROPERTY
REPLACEMENT / RESTITUTION

(Personal Property)

The District shall not assume responsibility for the loss of, or damage to, personal property stored, installed, or used on school premises.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

Compare ECB © BUILDING AND GROUNDS MAINTENANCE

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

ECB © BUILDING AND GROUNDS MAINTENANCE

Adequate maintenance of buildings, grounds and property is essential to efficient management of the District.

The Board directs a continuous program of inspection and maintenance of school buildings and equipment. Wherever possible, maintenance shall be preventive and ~~will~~—will focus on providing an on-going healthy learning environment for both students ~~and~~—and school personnel. Emphasis will be placed on the implementation of a District Indoor Air Quality (IAQ) Management Plan in order to minimize indoor air pollution.

The Superintendent shall appoint a District IAQ Coordinator who will develop and implement inspection, maintenance, repair, use, and disposal schedules as applicable for buildings, HVAC systems, new construction and renovations, chemicals and other materials. ~~Preventative~~

Routine preventative maintenance means services that are performed on a regular schedule at intervals ranging from four (4) times a year to once every three (3) years, or on the schedule of services recommended by the manufacturer of the specific building system or equipment.

The Superintendent shall oversee the development and implementation of routine preventative maintenance guidelines covering the District's:

- A. plumbing systems,
- B. electrical systems,
- C. heating, ventilation and air conditioning systems,
- D. special equipment and other systems, and
- E. roofing systems, including visual inspections performed by District personnel to search for signs of structural stress and weakness.

A roofing inspection is required to be:

- A. Accomplished prior to any repair or replacement of roof elements or roof mounted equipment performed in accordance with the requirements of the local building official requiring a permit.
- B. Conducted by a registered structural engineer or other professional with appropriate skills, training and certification.

District preventive facilities maintenance guidelines shall be ~~developed, maintained, and~~ submitted to the School Facilities Board for review and approval.

Adopted: ~~December 11, 2008~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-342.01](#)

[15-2002](#)

[15-2031](#)

[15-2032](#)

[15-2131](#)

[15-2132](#) ~~(C)~~ ~~(D)~~

CROSS REF.:

[EB](#) - Environmental and Safety Program

[JLIF](#) - Sex Offender Notification

ECF

ENERGY CONSERVATION

The Board believes that measures to conserve energy resources must be an integral part of the school program. Declining levels of natural energy, as well as the rising costs of energy and impact on the District budget, mandate that the District develop and implement plans to conserve all forms of energy used throughout the District.

The Superintendent will develop an energy conservation program. Principals and administrators should advise and direct their personnel regarding this program and conservation goals. Guidelines for addressing the conservation goals should be emphasized at the beginning of each school year and reiterated throughout the year as the need arises.

Cooperation and some sacrifice will be required of each employee and student to achieve a meaningful energy conservation program that results in a more efficient use of energy resources as well as a reduced burden on the District budget.

Adopted: April 19, 2005

Compare ECF-R (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

ECF-R

REGULATION

ENERGY CONSERVATION

The following measures to conserve energy and natural resources will be instituted in the District.

Heating/cooling:

- Maintain a temperature ~~range~~ set points within facilities as follows:
 - ~~Sixty-eight through seventy-two degrees (68°-72°) in winter, seventy-five through eighty degrees (75°-80°) in summer.~~
 - ~~Showers and locker room thermostats may be adjusted to seventy-two degrees (72°).~~
 - ~~Heating season occupied: 65°-72°~~
 - Heating season unoccupied: 60°
 - Cooling season occupied: 74°-82°
 - Cooling season unoccupied: 86°
- Maintenance crews will keep the physical plant and equipment at maximum efficiency to prevent energy waste.
- Install and maintain centralized energy management systems.
- ~~Analyze the amount of fresh air being introduced into the school's ventilation system. Fresh air should be reduced to the minimum level that meets state and local code standards.~~● Seal all openings around windows and doors to prevent air infiltration.
- During unoccupied ~~hours, recirculate air without fresh air makeup, and reduce circulation.~~● During unoccupied periods, maintain a setback temperature to maximize energy savings.
- Establish a ~~planned routine~~ preventive maintenance ~~program~~ schedule for all building equipment.
- ~~Change and clean dirty filters on a regular basis.~~
- ~~Allow sunlight into the building on cold days and reduce it on hot days.~~

- ~~Close drapes and blinds after school hours to reduce heat loss through window areas in the winter and to keep the heat out in the summer.~~
- ~~Check air filters monthly and replace quarterly - at a minimum.~~
- During the heating/cooling season, keep doors and windows closed.
- Avoid blocking heating vents with furniture, draperies and books.
- No supplemental heaters are ~~to be~~ permitted (space heaters).
- Operate ventilation fans in kitchens ~~and home economics rooms~~ only when cooking equipment is in operation.

Lighting:

- ~~Post a "turn off lights" sign on each electrical light switch.~~
- ~~Incandescent lights are to be turned out immediately when not in use.~~
- ~~Fluorescent lights are to be turned off if the room will be vacant for more than five (5) minutes.~~
- ~~Turn off the bank of lights nearest the windows when outside light is adequate.~~
- ~~Reduce the use of corridor lighting after school hours.~~
- ~~Lighting for night security shall be reduced to a minimum, utilizing the most efficient fixtures and bulbs.~~
- ~~Instruct school custodial staff to turn off lights room by room as they complete their cleaning assignments.~~
- ~~Establish a planned, routine preventive maintenance program for all lights and ballasts.~~
- ~~As lamps are replaced, utilize "watt miser" warm white fluorescent tubes.~~
- ~~Reduce and maintain the lighting level as recommended by the Department of Energy:~~

Area	Watts per square foot
Office, typing and reading rooms	1.7
Library reading areas	1.7
School classrooms	1.7
Multipurpose areas	1.0
Corridors	0.5

Other electrical:

- Lower the temperature setting ~~for hot on~~ hot water heaters to the lowest acceptable ~~level~~ temperature as determined by building codes.

- ~~Televisions and monitors should be turned off when not in use.~~
- ~~Computer central processing units (CPUs) should be turned off completely during weekends and breaks.~~
- ~~Replace computer monitors with flat panel, Liquid crystal display (LCD) monitors.~~
- ~~Program monitors to blank screen when idle; do not use screen savers.~~
- Refrigerators, coffee pots and other kitchen appliances are not permitted in offices or classrooms and are to be utilized in designated areas only (i.e., kitchens, lounges). Authorization from the Superintendent is required for any exception to this guideline.
- The District will supply each school with appliances for the employee lounges/breakrooms. The appliances supplied are refrigerators, microwaves, and coffee makers.
- Any broken ~~appliance~~ District appliance(s) that cannot be repaired will be replaced by the ~~District~~ School's Capital Improvement Plan.

Water:

- ~~Put up signs encouraging water conservation in kitchens, locker rooms and restrooms.~~ ● Repair dripping faucets.
- Install hot water recirculating pumps.
- Install water saving devices to decrease consumption, such as toilet dams, flappers, flow reduction valves, faucet aerators and cooling system devices.
- ~~Use water recycling systems for chillers and cooling towers.~~ ● Replace old equipment with energy- and water-efficient equipment.
- Design landscapes that require less water.
- Avoid unnecessary landscaping additions and alterations.
- Favor drought-resistant plants.
- Remove weeds and unhealthy plants that take water away from valued plants.
- ~~Install soil moisture overrides or timers on sprinkler systems.~~ ● Ensure ~~that~~ irrigation equipment applies water uniformly.
- Use timers to ensure ~~that~~, when possible, watering is done in the early morning or evening.
- ~~Mulch around plants to reduce evaporation and discourage weeds.~~ ● Avoid runoff and make sure sprinklers cover just the lawn or garden, not sidewalks, driveways and gutters.
- ~~Do not water on windy days.~~ ● Equip all hoses with spring loaded shutoff nozzles.
- Avoid using water to clean driveways, loading docks, parking lots and sidewalks - use brooms or sweepers.
- Wash car, truck and bus fleets less often.

Fuel:

- Drivers of school-owned vehicles will observe posted speed limits.
- Route schedules will be prepared so that a minimum number of miles are covered.
- Vehicles should be kept in good working condition to avoid excess fuel consumption.

ED ©
MATERIALS AND EQUIPMENT
MANAGEMENT

The District shall provide for the central purchasing, receiving, warehousing, and distribution of supplies, equipment, and materials common to the requirements of all schools.

A District warehouse shall be operated as an adjunct of the business office to store and distribute supplies as requisitioned by staff members.

All materials needed for instruction, business, and custodial operations of the individual schools shall be ordered from the warehouse when available from that source.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-213](#)

EDB ©
MAINTENANCE AND CONTROL
OF MATERIALS AND EQUIPMENT

Employees are responsible for the proper care of all District facilities, equipment, and property in their custody or control.

Control of District property shall be through, but not limited to, an accurate fixed inventory system of all District furniture and equipment that exceeds one thousand dollars (\$1,000) in value.

The Superintendent may establish procedures for transferring surplus or other materials and equipment.

Preventive Maintenance

The Superintendent shall establish a preventive-maintenance program that will extend the useful life for District equipment.

The Superintendent is authorized to use the services of specialists for such maintenance, and provision(s) shall be made in the annual budget for such services.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-721](#) *et seq.*

Uniform System of Financial Records: III-G-2

CROSS REF.:

[DID](#) - Inventories

REGULATION

**MAINTENANCE AND CONTROL
OF MATERIALS AND EQUIPMENT**

Surplus Equipment

Property that is surplus at any unit shall be transferred to the business manager for reassignment to other District locations where a need may exist for the equipment.

Transfer of Equipment

All transfer of property within a school or other District location must first have the approval of the principal or department head. Transfers of equipment from one school to another must be approved by the business manager, whether the transfer is temporary or permanent.

EDBA ©
MAINTENANCE AND CONTROL
OF INSTRUCTIONAL MATERIALS

Students using District-provided textbooks, subject-matter materials, supplementary books, or instructional computer software are responsible for loss of or any damage to these items. A student who needs a second copy of a textbook shall be required to pay for it.

Monies collected for these items shall be used in addition to budgeted monies for purchase of new textbooks, subject-matter materials, supplementary books, or instructional computer software.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-727](#)

[15-729](#)

CROSS REF.:

[JQ](#) - Student Fees, Fines, and Charges

Compare EDC © AUTHORIZED USE OF SCHOOL - OWNED
MATERIALS AND EQUIPMENT (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**EDC ©
AUTHORIZED USE OF SCHOOL - OWNED
MATERIALS AND EQUIPMENT**

District equipment may be used by school or nonschool agencies and individuals for purposes that are not in conflict with any Arizona Revised Statute(s), federal or state rules or regulations, or Board policies, subject to the following:

- ~~The A.~~ **The** District shall not incur any expense due to the use of materials or equipment.
 - ~~The B.~~ **The** Superintendent shall establish procedures for approval of the use of materials or equipment, or ~~shall submit~~ **shall submit** requests to the Governing Board for review and action.
 - ~~The District shall not be in competition with any local business firm that could provide like equipment.~~
 - ~~Rental C.~~ **Rental** fees will be charged or waived, as appropriate, by the District. ● ~~Any~~ **Income from charges will be deposited to the civic center fund.**
- D.** Any person or agency using such materials or equipment that is lost or damaged during such period of ~~use shall~~ **use shall** be required to reimburse the District for repair or replacement.

Adopted: date of ~~manual~~ **Manual** adoption

LEGAL REF.:
A.R.S.
[15-1105](#)

CROSS REF.:
[KF](#) - Community Use of School Facilities

Compare EDC-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EDC-R

REGULATION

AUTHORIZED USE OF SCHOOL - OWNED

MATERIALS AND EQUIPMENT

The District does not generally loan its equipment. When it is determined that a loan of equipment is prudent in relation to District needs or objectives, equipment may be loaned as follows:

- Equipment will be loaned to satisfy a District need or objective not to satisfy a personal need that does not relate to or satisfy a District mission.
- An Equipment Loan Agreement must be initiated and approved by the building principal or the appropriate department head before any equipment is loaned. Equipment will be loaned only under unusual circumstances during summer vacation or at any time designated for inventory review.
- Any equipment loan which exceeds one (1) week in duration, or which involves sensitive and fragile equipment such as computers, musical instruments or electric office machines, will be authorized only under unusual circumstances and only upon approval of the building principal and the Superintendent or the Superintendent's designee.
- When it is in the best interest of the District for an individual or organization to have access to equipment outside of the District, such as a summer loan for technology training and practice or Board members for communication effectiveness, special tracking procedures shall be followed.
- Computer equipment that does not meet current technology standards may be considered for use for student/family at-home programs. Any such use must have a site based plan that has been reviewed by Business Services, Academic Services and Technology Services to insure that the educational and fiscal interests of the District are protected.

Cellular Phones

- District-issued cellular phones are to be used for District business. Personal phone calls on District-owned cellular phones ~~may be made only in unusual circumstances, emergencies, et cetera.~~
- ~~All personal calls plus eight percent (8%) tax will be fully reimbursed to the District by personal check on a monthly basis.~~
- ~~District-owned cellular phones are not to be used to dial 411 directory information, unless an emergency situation exists.~~

~~● District cellular phone bills containing personal calls will not be processed for payment until the user has provided a personal check reimbursing the District.~~

~~● as long as no additional charges are incurred.~~

● Assignment of cellular phones will require the approval of the Superintendent. Assignment of cellular phones will be based on the specific need of the job responsibilities.

Laptop Computers

● Laptop computers may be distributed to District personnel with the understanding that such equipment is to be used ~~only for District business.~~

~~● Purchase and assignment of laptop computers will require the approval of the Superintendent.~~

~~● The Superintendent must authorize the use of laptop computers at home for District business. Assignment of laptop computers will be based on the specific need of the job responsibilities.~~

appropriately.

EE ©
TRANSPORTATION SERVICES

In the budgeting process, the Governing Board may grant appropriations for transportation.

Transportation of students is a privilege extended to students in the District, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective individual education programs.

The responsibility for the operation of student transportation shall be vested in the Superintendent. Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-764](#)

[15-921](#)

[15-922](#)

[15-923](#)

[15-945](#)

[15-946](#)

[28-900](#)

[28-901](#)

Compare EEAA © WALKERS AND RIDERS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EEAA © WALKERS AND RIDERS

The Board authorizes the administration to provide regular school bus transportation to and from school for the following categories:

● ~~Students~~

A. ~~Students~~ with disabilities who require transportation, as indicated in their respective individual

~~education programs~~

~~education programs.~~

● ~~Students~~

B. ~~Students~~ living within a one (1) mile radius of the school where hazardous or difficult routes exist and

~~where other~~

~~where other~~ arrangements cannot be provided.

● ~~Students~~

C. ~~Students~~ who are residents within a school attendance area and:

■ ~~If~~

1. ~~If~~ common school students, live more than one (1) mile from the school.

■ ~~If~~

2. ~~If~~ high school students, live more than a mile and a

~~half~~

~~half~~ (1 1/2) from the school.

● ~~Transportation~~

D. ~~Transportation~~ for pupils who do not reside within an established school attendance area, limited to

~~no more~~

~~no more~~ than twenty (20) miles each way to and from the school of attendance or to and from a pickup

~~point~~

point on

~~a~~

a regular transportation route or for the total miles traveled each day to an adjacent school for

~~eligible nonresident~~

eligible nonresident pupils who meet the economic eligibility requirements established under the National

~~School Lunch and~~

School Lunch and Child Nutrition Acts (42 United States Code sections 1751 through 1785) for free or reduced-

~~price~~

price lunches.

~~• Transportation~~

E. Transportation for homeless students to their school of enrollment, if it is the school of origin, will be

~~arranged as~~

arranged as needed by the school liaison for homeless students.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-764](#)

[15-816.01](#)

[15-901](#)

[15-922](#)

[28-797](#)

[28-900](#)

[28-901](#)

A.G.O.

180-025

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,

as amended by the Every Student Succeeds Act (ESSA) of 2015

CROSS REF.:

[JFABD](#) - Admission of Homeless Students

Compare EEAE © BUS SAFETY PROGRAM (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EEAE © BUS SAFETY PROGRAM

The safety and welfare of student riders is to be the first consideration in all matters pertaining to transportation. Toward that end, all District transportation department personnel, bus operators, and bus passengers shall comply with the ~~applicable regulations of the rules~~ adopted pursuant to A.R.S. [28-900](#) and the Minimum Standards for School Buses and School Bus Drivers promulgated by the Arizona Department of Administration, ~~an~~ and adopted as Chapter Nine of A.A.C. Title 17, and shall immediately report to the Superintendent any violation of rules or state statutes that threatens the [health, safety, or welfare](#) of a passenger.

Bus evacuation drills shall be conducted at least twice every school year at the school and shall include every passenger who rides a school bus and is in school on the day of the evacuation drill. [Each bus driver shall participate in at least two \(2\) evacuation drills during each school year.](#) The bus evacuation drill shall be conducted in compliance with the requirements set out by the Arizona Department of ~~Administration~~ [Public Safety](#) for such a drill.

All vehicles used to transport students shall be maintained in such condition as to provide safe and efficient transportation service with a minimum of delays and disruption of such service due to mechanical or equipment failure. Buses shall be replaced at such intervals as will provide good equipment at all times.

Students shall not be put off the bus until reaching their destination.

In addition to the regular state inspections, each school bus shall be inspected by the driver daily, before each use, to ascertain that it is in safe condition and equipped as required by all provisions of law, and that all equipment is in good working order.

Each school bus owned by, or contracted to, the District will conform to all applicable federal and state requirements as provided by the Commercial Motor Vehicle Safety Act of 1986 [and A.A.C. Title 17, Chapter 9.](#)

Each driver of a District-owned or District-contracted school bus, as defined by and covered by the Commercial Motor Vehicle Safety Act of 1986 [and A.A.C. Title 17, Chapter 9,](#) will conform to all requirements of ~~said act the Act~~ and such ~~statutes as may govern~~ [state statutes, rules and regulations governing](#) the operation of the vehicle.

Adopted: date of

~~manual~~

[Manual](#) adoption

LEGAL REF.:

A.R.S.

[15-843](#)

[15-922](#)

[28-101](#)

[28-900](#)

[28-984](#)

A.A.C.

R17-9-102

R17-9-104

R17-9-106

R17-9-108

Commercial Motor Vehicle Safety Act of 1986

49 U.S.C. 30101 (Standards and Compliance - School Buses and
School Bus Equipment)

EEAE-R ©

REGULATION

BUS SAFETY PROGRAM

A.A.C. R17-9-104 states, with respect to the authority of bus drivers, "Passengers shall comply with all instructions given to them by a school bus driver. A passenger or nonpassenger who has boarded the school bus and refuses to comply with the school bus driver's instructions may be surrendered into the custody of a person who is authorized by the school to assume responsibility for the passenger or nonpassenger."

Student behavior on a school bus should be the same as that in a well-ordered classroom with the exception that students are free to talk, but with no screaming or shouting.

Compare EEAE-EA © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EEAE-EA ©

EXHIBIT

BUS SAFETY PROGRAM

This checklist may be used by District officials as a guide for transportation documents or transportation handbooks.

Arriving at pickup point:

~~● Be~~

A. **Be** on time. Leave home in good time so that you will arrive at the pickup point before the school bus.

~~● If~~

B. **If** you have to walk along the road to reach the bus stop, walk on the left side facing oncoming traffic.

~~● Walk~~

C. **Walk** on the shoulder of the road where possible, and not on the traveled portion.

~~● If~~

D. **If** other students are waiting at the bus stop, get in line without pushing or crowding and stay off the roadway.

Board the bus:

~~● Line~~

A. **Line** up in single file parallel to the roadway, with younger students in front, so they can board first.

~~● Wait~~

B. **Wait** until the bus comes to a complete stop before attempting to get on board.

~~● Board~~

C. **Board** the bus quickly but without crowding or pushing.

~~● Never~~

D. **Never** run on the bus, as the steps or floor may be slippery, especially in wintertime. Place your foot

~~squarely on~~

squarely on the step, not on the edge, and use the handrail.

~~Be~~

E. **Be** particularly careful if you are carrying books or parcels, as it is difficult to see the steps and to hold

~~the handrail~~

the handrail.

~~Go~~

F. **Go** directly to your seat and sit straight, well to the back of the seat, and face the front of the bus.

Conduct on the bus:

~~The~~

A. **The** bus will not move until all passengers are seated.

~~Remain~~

B. **Remain** seated throughout the trip, and leave your seat only when the bus has reached its destination

~~and comes~~

and comes to a complete stop.

~~Keep~~

C. **Keep** your books and parcels on your lap or put them under the seat or on the luggage rack.

~~Keep~~

D. **Keep** the aisle clear.

~~Do~~

E. **Do** not talk to the driver except in case of emergency.

~~Avoid~~

F. **Avoid** doing anything that might disturb or interfere with the driver. Refrain from loud or boisterous talking

~~or yelling~~

or yelling.

~~● Never~~

G. **Never** stick hands, arms, head, or feet out of the windows of the bus.

~~● Do~~

H. **Do** not open windows without the driver's permission.

~~●~~

I. Do not throw anything within the bus or out of a window; you might injure a pedestrian or force a motorist

~~to make~~

to make a dangerous maneuver.

~~●~~

J. Do not touch the emergency door or exit controls or any of the bus safety equipment.

~~● Do~~

K. **Do** not discard refuse in the bus.

~~● Eat~~

L. **Eat** at home or school, but not on the bus.

~~●~~

M. Obey promptly the directions and instructions of the school bus driver.

Prohibited items:

~~● Tobacco~~

A. **Tobacco** is not allowed in a school bus.

~~● Alcoholic~~

B. **Alcoholic** beverages shall not be carried in a school bus.

~~● Insects~~

C. **Insects**, reptiles, or other animals shall not be transported in a school bus. [A.A.C. R17-9-104]

~~● No~~

D. **No** weapon, explosive device, harmful drug, or chemical shall be transported in a school bus.

Exit from the bus:

~~● Remain~~

A. **Remain** seated until the bus has reached its destination and comes to a complete stop.

~~● Do~~

B. **Do** not push or crowd when leaving the bus.

Crossing the highway:

~~● If~~

A. **If** you must cross the road, walk to a point about ten (10) feet in front of bus but do not cross until you can

~~see that~~

see that the driver has indicated that it is safe to do so.

~~● As~~

B. **As** you cross the road, look continuously to the right and left. At an intersection, look in all directions.

~~● Cross~~

C. **Cross** at right angles. Never cross the highway diagonally.

~~● Walk~~

D. **Walk** briskly across the road, but do not run.

~~● Never~~

E. **Never** cross the road behind the bus.

Accident or other emergency:

~~● In~~

A. **In** case of an accident or emergency, older students should help the driver to maintain order and

~~assist younger~~

assist younger students.

~~● Stay~~

B. **Stay** in the bus unless otherwise directed by the driver.

~~● If~~

C. **If** you have to leave the bus, stay in a group and obey the driver's instructions.

~~● Do~~

D. **Do** not expose yourself or others to needless hazard.

Procedures followed upon student misbehavior on school bus:

● ~~When~~

A. **When** a student misbehaves on a bus for the first time, the driver will explain to the offender the necessity

~~for good~~

for good behavior.

● ~~If~~

B. **If**, after talks and warning, the rider continues to violate the rules, the driver will inform the student that the

~~rule violation~~

rule violation will be reported to the principal. This report will include the use of a written form that lists the

~~offense and~~

offense and the action taken by the principal.

● ~~Upon~~

C. **Upon** receiving the complaint and discussing it with the driver, the principal will then call the student to

~~the office~~

the office and warn the student that the parents must be notified that the student will be put off the bus

~~if misbehavior~~

if misbehavior reoccurs.

● ~~If~~

D. **If** poor conduct continues, the driver will again report the incident to the principal. After discussion it will

~~be decided~~

be decided whether to take the bus-riding privilege away from the student, and, if so, for how long.

● ~~When~~

E. **When** a student is not allowed transportation by school bus, the principal will inform the parents of the penalty,

~~the~~

the reason for it, and how long the penalty will last. In such cases, the parents become responsible for

~~seeing that~~

seeing that their child gets to and from school safely.

~~• A~~

F. A student who is put off one (1) bus will be refused transportation by all drivers for the specified period of time.

(This section on student misbehavior shall be made available to parents and students in copy form.)

EEAE-EC

EXHIBIT

SCHOOL BUS SAFETY PROGRAM

EMERGENCY BUS EVACUATION DRILL

Driver _____ Date _____ Bus # _____

Circle one
1st Run
2nd Run
3rd Run

Instructions: State that this is an emergency drill. It is conducted so that students (passengers) will know what to do in case of an emergency.

If the Bus Driver Is Able to Direct Students

Indicate whether or not the following instructions were given to students:

- Yes No 1. Stay calm and stay in your seat. (Don't panic; wait for the driver to give instructions.)
- Yes No 2. Don't touch emergency equipment until the bus driver tells you what to do. (Explain where exits are and how to open them.)
- Yes No 3. If you must use the emergency exit, let the people who are closest go first. Await your turn!
- Yes No 4. Keep your hands free. (Leave everything - books, lunch box, purse, etc. - behind.)
- Yes No 5. Wrap loose clothing around you so it won't get caught as you leave the bus.
- Yes No 6. Duck your head, bend your knees, and jump. Get away from the exit so the next person can get out.

If the Bus Driver Is Unconscious or Incapacitated

- Yes No 1. Rules as explained above to be followed, with the ones closest to the emergency exits going out first. (If older students can direct and assume leadership in the evacuation, it would be helpful when the driver can't.)

In General

- Yes No 1. Allowed students to open or see how the emergency exits are opened.
- Yes No 2. Talked about alternative exits such as windows, hole in top, etc.

Yes No 3. Answered questions.

**PLEASE RETURN TO THE SUPERINTENDENT'S
OFFICE WHEN COMPLETED**

Compare EEAEA © BUS DRIVER REQUIREMENTS,
TRAINING, AND RESPONSIBILITIES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**EEAEA ©
BUS DRIVER REQUIREMENTS, TRAINING,
AND RESPONSIBILITIES**

Bus drivers employed by the District or employed by contractors who provide transportation services to the District shall comply with applicable provisions of the Commercial Motor Vehicle Safety Act of 1986 and all applicable requirements of the state of Arizona.

Bus drivers shall submit an Identity Verified Fingerprint Card as described in A.R.S. [15-106](#) that the Department of Public Safety shall use to process the fingerprint clearance card as outlined in A.R.S. [15-106](#). A person who is issued a school bus driver certificate shall maintain a valid Identity Verified Fingerprint Clearance Card for the duration of any school bus driver certification period.

The District will assume the cost of required physical examinations, and the drivers will assume the cost of obtaining valid commercial driver's licenses as required by law.

Adopted: ~~date of manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-106](#)

[28-857](#)

[28-3228](#)

A.A.C.

R17-4-~~801~~508 *et seq.*

CROSS REF.:

[GDFA](#) - Support Staff Qualifications and Requirements

(fingerprinting requirements)

Compare EEAEAA © DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EEAEAA © DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

The District is committed to the establishment of a drug and alcohol misuse prevention program that meets or exceeds all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (Omnibus Act). All statements in this document will be interpreted so as to conform to the Department of Transportation rules.

Each employee of the District who is required to have a commercial driver's license (CDL) for performance of job functions shall be prohibited from:

- ~~Reporting~~ **A. Reporting** for duty or remaining on duty to perform safety-sensitive functions as defined in 49 CFR 382.107 ~~while~~ **while** having an alcohol concentration of 0.04 or greater. [49 CFR 382.201]
- ~~Being~~ **B. Being** on duty or operating a commercial motor vehicle (school bus) while the driver possesses alcohol, ~~unless~~ **unless** the alcohol is manifested and transported as part of a shipment. This includes the possession ~~of medicines~~ **of medicines** containing alcohol (prescription or over-the-counter), unless the packaging seal is unbroken. [49 CFR 382.204]
- ~~Using~~ **C. Using** alcohol while performing safety-sensitive functions. [49 CFR 382.205]
- ~~Performing~~ **D. Performing** safety-sensitive functions within eight (8) hours after using alcohol. [49 CFR 382.207 ~~and R17~~ **and R17-9-102**]
- ~~Using~~ **E. Using** alcohol within eight (8) hours following an accident or prior to undergoing a postaccident alcohol test, ~~whichever~~ **whichever** comes first. [49 CFR 382.299]
- ~~Refusing~~ **F. Refusing** to submit to an alcohol or controlled substance test as required under postaccident, random, ~~reasonable~~ **reasonable** suspicion or follow-up testing requirements in DOT rules. [49 CFR 382.211]
- ~~Reporting~~ **G. Reporting** for duty or remaining on duty, requiring the performance of safety-sensitive functions, when ~~the driver~~ **the driver** uses any controlled substance, except when the use is pursuant to the instructions of a physician ~~who has~~ **who has** advised the driver that the substance does not adversely affect the driver's ability to safely ~~operate a commercial~~ **operate a commercial** motor vehicle. [49 CFR 382.213]
- ~~Reporting~~ **H. Reporting** for duty, remaining on duty, or performing a safety-sensitive function if the driver tests positive ~~for controlled~~ **for controlled** substances. [49 CFR 382.215]

A driver will inform the supervising administrator of any therapeutic drug use. [49 CFR 382.213]

Drugs as used in this policy refers to controlled substances as covered by the Omnibus Act and to drugs circumscribed by the Arizona Revised Statutes, Title 13, Chapter 34.

All drivers shall be subject to preemployment/preduty drug and alcohol testing, including reasonable suspicion, random, and postaccident testing in accord with the regulations of the Omnibus Act. If applicable, return to duty and follow up testing shall be required in accord with regulations of the Omnibus Act. [49 CFR 382.301 *et seq.*]

All offers of employment with the District for drivers will be made contingent upon preemployment test results. An applicant testing positive for alcohol or controlled substances will not be employed. [49 CFR 382.505]

A transportation employee who refuses to submit to drug and alcohol testing or whose test results are positive may be disciplined in accordance with District policy up to and including being terminated from employment. [A.R.S. [15-513](#)]

Each driver who engages in the conduct prohibited herein shall:

- ~~Be~~ **A.** Be advised of resources available to the driver in evaluating and resolving problems associated with drug ~~or alcohol or~~ alcohol use, including the names, addresses, and telephone numbers of substance abuse professionals **and counseling** and ~~counseling and~~ treatment programs.
- ~~Be~~ **B.** Be evaluated by a substance abuse professional, who shall determine what assistance, if any, the ~~employee needs~~ **employee needs** to resolve drug or alcohol problems.
- ~~Before~~ **C.** **Before** return to duty in a safety-sensitive position, undergo a return-to-duty alcohol test with a result ~~indicating less~~ **indicating less** than 0.02 or a substance test with a verified negative result.
- ~~If~~ **D.** If identified as needing assistance by a substance abuse professional, be evaluated by a substance ~~abuse professional~~ **abuse professional** to determine if that driver has properly followed any rehabilitation program prescribed, and ~~be subject~~ **be subject** to unannounced follow-up tests following return to duty in accord with federal regulations. [49 CFR 382.605]

The District shall assume the cost for the initial evaluation by a substance abuse professional to determine what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances use. Evaluation and rehabilitation of the employee, if the employee is allowed to return to work in any position, shall be in accordance with 49 CFR 382.605 and by a substance abuse professional paid by the employee.

The School District shall assume the costs of the drug and alcohol testing of a transportation employee. If the results of the test are positive, the School District may charge the costs of the test to the tested employee. The cost charged to the employee ~~are~~ **is limited to the actual costs incurred as a result of testing. If the results of a test are negative, the School District shall not charge the costs of testing to the tested employee. [A.R.S. [15-513](#)]**

The Superintendent is responsible for supervision of the District drug and alcohol misuse prevention program. The Superintendent will develop procedures for the implementation of the

program in compliance with the applicable provisions and regulations of the Omnibus Transportation Employee Testing Act of 1991 and Arizona Revised Statutes.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-513](#)

~~Title 13, Chapter 34-3402~~

49 U.S.C. 31306, (Omnibus Transportation Employee Testing Act of 1991)

49 ~~CFR parts 40, 382, and~~ C.F.R. Part 40

49 C.F.R. Part 382

49 C.F.R. Part 395

CROSS REF.:

[GBEC](#) - Drug-Free Workplace

[GBECA](#) - Nonmedical Use or Abuse of Drugs or Alcohol

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through the modifications.

EEAEAA-R ©

REGULATION

DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

Circumstances Under Which Tests

for Drivers Are to Be Given

All information obtained in the course of testing of drivers shall be protected as confidential medical information. Except as required by law or expressly authorized or required in 49 CFR 382.405, no information that is to be maintained pursuant to 49 CFR 382.401 shall be released.

Random:

A. A minimum of fifty percent (50%) of drivers shall be tested annually for drugs and twenty-five percent (25%)

of

of drivers shall be tested annually for alcohol, subject to the Federal Highway Administration's

~~administrator raising~~

administrator raising or lowering the annual percentage rate in accordance with regulations. [49 CFR 382.305]

~~Random testing~~

Random testing selection shall be as follows:

~~■ Employees~~

1. Employees are to be placed in and remain in a pool for random selection.

~~■ A~~

2. A valid random selection procedure will be used.

~~■ Tests~~

3. Tests will be given at least once each quarter.

■ ~~Dates~~

4. **Dates** of testing will not be announced.

● ~~Random~~

B. **Random** drug and alcohol testing may be combined. For example, when testing at fifty percent (50%)

~~drug random~~

drug random rate and twenty-five percent (25%) alcohol random rate, half of the randomly selected drivers

~~chosen for~~

chosen for testing could be tested for both drugs and alcohol, while the rest could be tested only for drugs.

Postaccident:

● ~~Drivers~~

A. **Drivers** are required to submit to drug and alcohol testing as soon as possible following a "Department

~~of Transportation~~

of Transportation (DOT) accident" that involves the loss of human life or for which the driver receives a

~~citation under~~

citation under state or local law for a moving traffic violation arising from the accident. [49 CFR 382.303]

● ~~A DOT accident~~

B. **A DOT accident** is defined as an occurrence involving a commercial motor vehicle operating on a public

~~road that~~

road that results in:

■ ~~A~~

1. **A** fatality; or

■ ~~Bodily~~

2. **Bodily** injury to a person who, as a result of the injury, immediately receives medical treatment

~~away from~~

away from the scene of the accident; or

~~■ One~~

3. **One** (1) or more motor vehicles incurring disabling damage as a result of the accident, requiring

~~the vehicle~~

the vehicle to be transported away from the scene by a tow truck or other vehicle. [49 CFR 390.5]

~~● If~~

C. **If** a driver is seriously injured and cannot submit to testing at the time of the accident, the driver shall

~~provide the~~

provide the necessary authorization for obtaining hospital reports and other documents that may indicate

~~whether there~~

whether there were any drugs or alcohol used by the driver prior to the accident. [49 CFR 382.303]

~~● A~~

D. **A** driver who is subject to postaccident testing shall remain readily available for such testing or may

~~be deemed~~

be deemed by the District to have refused to submit to testing. Nothing in this section shall be construed

~~to require~~

to require the delay of necessary medical treatment or to prohibit the driver from leaving the scene of

~~an accident~~

an accident for a period necessary to obtain assistance in responding to the accident, or to obtain

~~necessary medical~~

necessary medical care. [49 CFR 382.303]

~~● No~~

E. **No** driver required to take a postaccident alcohol test shall use alcohol for eight (8) hours following

~~the accident~~

the accident, or until the driver undergoes a postaccident alcohol test, whichever occurs first. [49 CFR 382.303]

~~• The~~

F. The following actions are to be taken in a postaccident testing situation:

~~■ Treat~~

1. Treat injuries.

~~■ Work~~

2. Work with law enforcement officials.

~~■ Explain~~

3. Explain the need for testing.

~~■ Obtain~~

4. Obtain the driver's permission for testing, if possible.

~~■ Work~~

5. Work with the medical facility to obtain the necessary documents and test information.

~~■ Collect~~

6. Collect specimens promptly.

~~■ Document~~

7. Document events.

The results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by federal, state, or local officials having independent authority for the test shall be considered to meet the requirements for postaccident testing if the results are obtained by the School District. [49 CFR 382.305]

Reasonable suspicion:

~~•~~

A. Reasonable

~~suspicion~~

suspicion is defined to mean that the District believes the behavior, speech, body odor,

~~or appearance~~

or appearance of a driver while on duty are indicative of the use of alcohol and/or controlled substances.

~~—The~~

The conduct must be witnessed by a supervisor or District official trained in the detection of

~~probable alcohol~~

probable alcohol and drug use by observing indicators in a person's appearance, behavior, speech, and performance, in accordance with 49 CFR 382.603. If it is at all possible, the witness should not conduct

~~the alcohol~~

the alcohol test, in order to prevent the introduction of bias to the testing procedure.

● ~~Alcohol~~

B. Alcohol testing is authorized only if the observations are made during, just before performing, or just

~~after performing~~

after performing a safety-sensitive function. A written record shall be made of the observations leading to

~~an alcohol~~

an alcohol and/or controlled substance test. This record is to be signed by the supervisor who made

~~the observations~~

the observations.

● ~~If~~

C. If a reasonable suspicion alcohol test is not administered within two (2) hours following the observations,

~~the witness~~

the witness shall prepare and maintain on file a record stating the reasons the alcohol test was not

~~administered promptly~~

administered promptly. In addition, if not administered within eight (8) hours, all attempts to administer the test shall cease.

—A

A record shall be prepared and maintained stating why the alcohol test was not administered. [49 CFR 382.307]

● ~~Reasonable~~

D. Reasonable suspicion testing should include the following considerations:

■ ~~Focus~~

1. Focus on safety.

■ ~~Verify~~

2. Verify reasonable suspicion if possible.

■ ~~Observe~~

3. Observe the employee's appearance, behavior, speech, and performance.

■ ~~Inform~~

4. Inform the employee in private of any suspicion.

■ ~~Inquire~~

5. Inquire in private about any observations or suspicions.

■ ~~Review~~

6. Review the findings.

■ ~~Upon~~

7. Upon concluding that reasonable suspicion exists, transport the employee to a testing site.

■ ~~Document~~

8. Document events.

Return-to-duty testing:

●

A. A driver who has been prohibited from performing a safety-sensitive function after engaging in

~~conduct regarding~~

conduct regarding alcohol misuse or controlled substance use prohibited by U.S. Department of

~~Transportation regulations~~

Transportation regulations, and before returning to duty, shall undergo a return-to-duty test, which must indicate

~~a concentration~~

a concentration of less

~~than~~

than 0.02 for breath alcohol and/or a negative result for controlled substances. [49 CFR 382.309 and 382.605(C)]

● ~~When~~

B. ~~When~~ a driver has been determined to be in need of assistance in resolving problems associated with

~~alcohol misuse~~

~~alcohol misuse~~ and/or controlled substance use, the driver will be subject to unannounced follow-up alcohol and/

~~or controlled~~

~~or controlled~~ substance testing. The driver will be subject to a minimum of six (6) follow-up tests in the

~~first twelve~~

~~first twelve~~ (12) months. The follow-up testing period shall not exceed sixty (60) months. Follow-up testing

~~for alcohol~~

~~for alcohol~~ shall be administered only when the driver is performing, just before performing, or just

~~after performing~~

~~after performing~~ a safety-sensitive function. [49 CFR 382.311 and 382.605(C)]

Referral:

●

Each driver who engages in conduct prohibited by 49 CFR 382.

~~201~~

~~201~~ *et seq.* shall be evaluated by a

~~substance abuse~~

~~substance abuse~~ professional, who shall determine what assistance, if any, the employee needs in resolving

~~problems associated~~

~~problems associated~~ with alcohol misuse and controlled substance use. [49 CFR 382.605]

Driver Training

A copy of materials explaining the requirements of the Omnibus Act and the District's policies and procedures with respect to meeting such requirements will be distributed to each driver prior to the start of alcohol and controlled substance testing and to each driver hired or subsequently transferred into a driving position. The District shall provide written notice to

representatives of employee organizations of the availability of this information. [49 CFR 382.601]

These materials shall include detailed discussions of at least the following:

~~• The~~

A. ~~The~~ identity of the person designated to answer employee questions about the materials.

~~• The~~

B. ~~The~~ categories of employees subject to this part of the regulation.

~~• Sufficient~~

C. ~~Sufficient~~ information about safety-sensitive functions performed by such drivers to make clear what part

~~of the~~

~~of the~~ work day a driver must be in compliance with the rule.

~~• Specific~~

D. ~~Specific~~ information concerning driver conduct that is prohibited by the rule.

~~• The~~

E. ~~The~~ circumstances under which a driver will be tested for alcohol and/or controlled substances by rule.

~~• The~~

F. ~~The~~ procedures that will be used to test for the presence of alcohol and controlled substances, to protect

~~the driver~~

~~the driver~~ and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure

~~that the~~

~~that the~~ results are attributed to the correct driver.

~~• The~~

G. ~~The~~ requirement that the employee submit to alcohol and controlled substance tests administered in

~~accord with~~

~~accord with~~ Omnibus Act regulations.

~~• An~~

H. An explanation of what constitutes a refusal to submit to an alcohol or controlled substance test and

~~the attendant~~

the attendant consequences.

•

I. The consequences for drivers found to have violated the rule, including requirements for removal from duty.

•

J. Consequences for a driver having a concentration of 0.02 but less than 0.04 in a breath alcohol test.

• ~~Information~~

K. Information concerning the effects of alcohol and controlled substance use on an individual's health, work,

~~and personal~~

and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver or a co-worker);

~~and~~

and available methods of intervention, including confrontation and referral. [49 CFR 382.601]

Policies, regulations, and consequences based on the District's independent authority outside of the Omnibus Act shall be presented and clearly and obviously described as being based on independent authority [49 CFR 382.601]. All such references shall be placed in bold within the document and shall contain applicable statutory citations.

Each driver must provide a signed receipt for the materials. [49 CFR 382.401(c)(5)(iii)]. Written notice of the availability of this information shall be provided to representatives of employee organizations. [49 CFR 382.601(a)(2)]

Supervisor Training

Persons designated to determine whether reasonable suspicion exists to require a driver to undergo reasonable-suspicion testing shall receive at least sixty (60) minutes of training on alcohol misuse and at least an additional sixty (60) minutes of training on controlled substance use. The training shall cover the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances. [49 CFR 382.603]

Compare EEAEAA-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

EEAEAA-E ©

EXHIBIT

DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

~~(Records Retention)~~RECORDS RETENTION

The District shall maintain records of its alcohol misuse and prevention program in a secure location with controlled access. The records are to be kept as indicated below.

***How long is the employer required to
keep records? [49 CFR 382.401(c)(1)]***

•

A. *Five years:*

■ ~~Records~~

1. ~~Records~~ of alcohol test results showing concentrations of 0.02 or more.

■ ~~Records~~

2. ~~Records~~ of driver-verified positive controlled substance tests.

■ ~~Documentation~~

3. ~~Documentation~~ of refusals to take required tests.

■ ~~Calibration~~

4. ~~Calibration~~ documentation.

■ ~~Driver~~

5. ~~Driver~~ evaluation and referrals.

■ ~~A~~

6. ~~A~~ copy of each annual calendar year summary.

•

B. *Two years:*

■
Records related to the alcohol and controlled substance collection process and training.

●
C. One year:

■
Records of negative and canceled drug test results and alcohol test results with concentrations of

~~less than~~

less than 0.02.

What types of records must be kept?

●
A. Records relating to the collection process,

as

as follows[49 CFR 302.401(c)(1)]:

■ ~~Collection~~

1. Collection logbook, if used.

■ ~~Documents~~

2. Documents relating to the random selection process.

■ ~~Calibration~~

3. Calibration documents for evidential breath testing devices.

■ ~~Documentation~~

4. Documentation of breath alcohol technician training.

■ ~~Documents~~

5. Documents regarding decisions to administer reasonable-suspicion tests.

■ ~~Documents~~

6. Documents regarding decisions of postaccident tests.

■ ~~Documents~~

7. **Documents** verifying existence of a medical explanation of the inability of a driver to provide an

~~adequate breath~~

adequate breath or urine specimen for testing.

~~■ Consolidated~~

8. **Consolidated** annual calendar year summaries as required by 49 CFR 382.403.

●

B. *Records relating to driver's test results [49 CFR 382.401(c)(2)]:*

~~■ Employer~~

1. **Employer's** copy of alcohol test forms, including the results of the test.

~~■ Employer~~

2. **Employer's** copy of drug test chain of custody and control form.

~~■ Documents~~

3. **Documents** sent by the medical review officer (MRO) to the employer, including those required

~~by 49~~

by 49 CFR 382.407(a).

~~■ Documents~~

4. **Documents** related to refusal by any driver to submit to a drug or alcohol test required by the rules.

~~■ Documents~~

5. **Documents** presented by a driver to dispute the results of an alcohol or substance abuse test

~~required by~~

required by the rules.

●

C. *Records related to other violations.*

●

D. *Records related to evaluations:*

~~■ Records~~

1. **Records** pertaining to a determination by a substance abuse professional (SAP) concerning a driver'

~~s-need~~

s need for assistance.

~~■ Records~~

2. **Records** concerning a driver's compliance with recommendations of the SAP.

●

E. Records relating to education and training:

~~■ Materials~~

1. **Materials** on alcohol misuse and drug use awareness, including a copy of the employer's policy on both.

~~■ Documentation~~

2. **Documentation** of compliance with the requirements of 49 CFR 382.601, including the driver's

~~signed receipt~~

signed receipt for materials.

~~■ Documentation~~

3. **Documentation** of training provided to supervisors for determining the need for reasonable-

~~suspicion testing~~

suspicion testing for alcohol misuse or use of controlled substances.

~~■ Certification~~

4. **Certification** that any training that has been conducted complies with the requirements for such training.

●

F. Records relating to drug testing:

~~■ Agreements~~

1. **Agreements** with the collection site facilities, laboratories, medical review officers, and consortia.

~~■ Names~~

2. **Names** and positions of officials and their roles in the employer's alcohol and controlled

~~substance testing~~

substance testing program.

■ ~~Monthly~~

3. ~~Monthly~~ laboratory statistical summaries of urinalysis required by 49 CFR 40.29(g)(6).

■ ~~The~~

4. ~~The~~ employer's drug and alcohol testing policy and procedures.

How must these records be reported?

●

All records must be kept in prescribed form and be supplied to DOT when requested. The District will

~~be notified~~

~~be notified~~ whether to submit the records. [49 CFR 382.403(b)]

What happens if records are not kept properly?

●

Penalties can be severe; for example, just an error in paperwork can mean a fine of up to five

~~hundred dollars~~

~~hundred dollars~~ (\$500) for each violation. Other violations can be penalized as high as ten thousand

~~dollars~~

~~dollars~~ (\$10,000) per occurrence and loss of federal funding. [49 U.S.C.

~~Section~~

521(b)]

Where are records to be located?

●

All records required shall be maintained as required by 49 CFR 390.31 and shall be made available

~~for inspection~~

~~for inspection~~ at the employer's principal place of business within two (2) business days after a request

~~by an~~

by an authorized representative of the Federal Highway Administration. [49 CFR 382.401(d)]

What summary records are required?

-

~~● The~~

A. The District must prepare by March 15th of each year, and maintain, an annual calendar year summary of

~~the results~~

the results of all controlled substance and alcohol testing performed during the previous calendar year.

~~● Each~~

B. Each summary that contains verified positive controlled substance test results and alcohol screening tests

~~with concentrations~~

with concentrations of .02 or greater or any other violations or alcohol misuse must include the following elements:

~~■ The~~

1. The number of drivers subject to 49 CFR 382.

~~■ The~~

2. The number of drivers subject to testing under the alcohol misuse or drug use rules of more than one

~~DOT~~

(1) DOT Agency - identified by each Agency.

~~■ The~~

3. The number of urine specimens collected, by type of test (e.g., random, reasonable suspicion,

~~etc.~~

et cetera).

~~■ The~~

4. The number of positives verified by an MRO for type of test and type of drug.

~~■ The~~

5. The number of negative drug tests verified by an MRO, by type of test.

■ The

6. The number of persons denied a

positions

position as drivers following preemployment verified positive

drug testing

drug testing and/or alcohol testing with concentrations of 0.04 or greater.

■ The

7. The number of drivers with MRO-verified positive tests for multiple controlled substances.

■ The

8. The number of drivers who refused to submit to alcohol or drug tests required by 49 CFR 382.

■ The

9. The number of supervisors who have received required alcohol training during the reporting period.

■

10. The number of supervisors who have received required controlled substances training during

the reporting

the reporting period.

■

11. The number of screening alcohol tests, by type of test.

■

12. The number of confirmation alcohol tests, by type of test.

■

13. The number of confirmation alcohol tests with concentrations of 0.02 or greater but less than 0.04,

by type

by type of test.

■

14. The number of confirmation alcohol tests with concentrations of 0.04 or greater, by type of test.



15. The number of drivers returned to duty, after complying with a SAP's recommendation in this

~~reporting period~~

reporting period, who had previously had verified positive drug test results or engaged in prohibited

~~alcohol misuse~~

alcohol misuse.



16. The number of drivers who were administered drug and alcohol tests at the same time with both

~~verified positive~~

verified positive drug test results and alcohol test results with concentrations greater than 0.04.



17. The number of drivers who were found to have violated any nontesting prohibition of 49

~~CFR 382~~

CFR 382.403(b) and any action taken in response to the violation.

● ~~Each~~

C. Each employer with an annual calendar year summary that contains only negative drug test results,

~~alcohol screening~~

alcohol screening test results of less than 0.02, and no other violations may prepare and submit either a

~~standard summary~~

standard summary form with information as listed above or an "EZ" report form. The abbreviated "EZ" form

~~requires selected~~

requires selected information from the list above. [49 CFR 382.403]

Who may have access to the records?

● ~~The~~

A. The covered employee, to the employee's records, upon written request.

~~• The~~

B. The employer.

~~• The~~

C. The Secretary of Transportation, upon request.

~~• Any~~

D. Any DOT agency, upon request.

~~• Any~~

E. Any state or local official with regulatory authority over the employee, upon request.

~~• Any~~

F. Any person or employer, upon the employee's written request.

~~• National~~

G. National Transportation Safety Board may review postaccident test information upon request and as a part

~~of an~~

of an accident investigation. [49 CFR 382.405]

Are the records relating to the drug and alcohol testing program confidential?

~~•~~

Yes; therefore, they are not subject to disclosure under the Inspection of Public Records, A.R.S. [39-121](#) *et seq.*, with the possible exception of the Annual Calendar Year Summary once released to the DOT. [49 CFR 382.405]

EEAEB ©
BUS PURCHASING AND MAINTENANCE

The District and all contractors who provide transportation services to the District shall comply with applicable provisions of the Commercial Motor Vehicle Safety Act of 1986 and all applicable requirements of the state of Arizona that pertain to vehicle standards, periodic inspection, and maintenance of school buses.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[28-984](#)

A.A.C.

R17-9-105 *et seq.*

Compare EEAEC STUDENT CONDUCT ON SCHOOL BUSES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EEAEC © STUDENT CONDUCT ON SCHOOL BUSES

Students are required to conduct themselves in the bus, prior to boarding the bus, and subsequent to leaving the bus in a manner consistent with established standards for classroom behavior.

~~The Superintendent shall develop appropriate procedures for controlling the conduct of students riding school~~ When a student fails to practice proper conduct, the bus driver will inform the principal of the misconduct, which may then be brought to the attention of the parents.

Students who become serious disciplinary problems related to school transportation may have their riding privileges suspended. In such cases, the parents of the students involved become responsible for seeing that their children get to and from school safely.

Students riding on special-activity buses are under the direct supervision of the bus driver in cooperation with sponsor(s). Students who do not conduct themselves properly will be denied the privilege of riding on special-activity buses.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[EEAE](#) - Bus Safety Program

[JIC](#) - Student Conduct

[JK](#) - Student Discipline

Compare EEAF © SPECIAL USE OF BUSES (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EEAF © SPECIAL USE OF BUSES

School buses may be used for the transportation of students participating in school-sponsored activities under the following conditions:

- ~~Bus A.~~ Bus usage for educational field trips or educationally related activities by student organizations may ~~be considered~~ be considered an extension of classroom activities.
- ~~The B.~~ The Board delegates to the administration authority concerning requests for noncurricular usage. In such cases, ~~the~~ the student organization or group making the trip will be required to reimburse the District for all or a portion ~~of the~~ of the cost of the transportation.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-1105](#)

Compare EEAG © STUDENT TRANSPORTATION IN PRIVATE VEHICLES (version 3 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EEAG © STUDENT TRANSPORTATION IN PRIVATE VEHICLES

During school or school-sponsored functions, students may be transported only in school-approved vehicles operated by District-authorized personnel unless specific approval by the Superintendent has been obtained.

The Board specifically forbids any employee to transport students for school purposes without prior authorization by the Superintendent.

Each District employee or Governing Board member authorized to use a private vehicle for District purposes shall be notified in writing that the employee's or Governing Board member's automobile insurance is the primary coverage and District insurance coverage is secondary.

The Superintendent may develop regulations to govern the use of private vehicles for transporting students.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.
[15-341](#)

CROSS REF.:

[EEB](#) - Business and Personnel Transportation Services

EEAG-R ©

REGULATION

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

The use of a private vehicle for transporting students requires written permission from the Superintendent.

- This permission may be in the form of a standing permit for employees who use their own vehicles regularly for school purposes. The permit will state the particular purpose, and whether it includes transportation of students.
- For each special trip involving students, including field trips, a special permit must be obtained in advance for the specific trip.
- Each employee authorized to use a private vehicle for school business purposes will be required to present proof of insurance to the District.
- No student will be sent on school errands with the student's own vehicle, an employee's vehicle, or a District-owned vehicle.

EEB ©
BUSINESS AND PERSONNEL
TRANSPORTATION SERVICES

(District Travel Policy)

Administrative Requirements

Administrators shall be responsible for making certain that the use of school vehicles is not abused inside or outside the District, and it is the responsibility of such administrative personnel to assure that all travel has final approval from the District administration office. Use of private vehicles for school purposes must be approved by the Superintendent.

Use of School Vehicles

No school vehicle shall be used for personal business, unless the personal business is incidental to a school-related trip. On a space-available basis, an employee's family may be included on an out-of-town trip if approval is granted by the Superintendent. Only Governing Board members or District employees may drive the vehicle. A school vehicle shall not be taken to an employee's home at night unless the employee has permission from the Superintendent.

Use of Private Vehicle

Only when authorized by the Superintendent, a private vehicle may be used at the mileage rate set by the District, and reimbursement for mileage will be given to the owner of the private vehicle. Credit for mileage outside the District will be given for school business only. An employee using a private vehicle for a school trip shall not claim mileage for any purely personal use of the vehicle during said trip.

Accident Report

Any accident (no matter how minor) in a school vehicle or in any private vehicle while on school business is to be reported immediately to the District transportation office, or to an administrator if the accident occurs after school hours. The business office shall immediately report the accident to the District's insurance company.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[38-538](#)

CROSS REF.:

[DKC](#) - Expense Authorization/Reimbursement

EEBD ©
BUSINESS TRANSPORTATION
RECORDS AND REPORTS

Records and reports will be maintained as mandated by law or rules and as may be necessary to carry out transportation goals and objectives. The records shall be available for inspection by the Superintendent and other authorized officials.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-901](#)

[15-903](#)

A.A.C.

R17-4-612

Compare EF © FOOD SERVICES (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EF © FOOD SERVICES

The District ~~will operate a school lunch program for each school.~~

~~Food services will include lunches, and may include breakfasts, through participation in the National School Lunch Program.~~

~~The Board will approve the prices set for school lunches.~~

~~As required for participation in the National School Lunch Program, the Board prescribes:~~

- ~~• That a school lunch be made available to students.~~
- ~~• That free and reduced-price lunches be provided students who qualify under federal guidelines.~~

~~Extra food sales may also be made available at all schools in order to provide a more varied lunch program.~~

~~Students will also be permitted to bring their lunches from home and to purchase beverages~~ food service program shall strive to provide well-balanced meals that are nourishing, available at moderate prices, and served in a pleasant surrounding.

The Board shall establish prices to be paid by students for school meals and the price charged to adults who purchase meals.

The Superintendent shall develop ~~and implement~~ procedures ~~as necessary, which are designed to meet the necessary requirements for participation in the National School Lunch Program and for control of students using the cafeteria~~ to implement this policy and shall formulate a plan to provide free or reduced price meals for all eligible students.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-239](#)

[15-242](#)

[15-342](#)

[15-1151](#)

[15-1152](#)

[15-1153](#)

[15-1154](#)

[15-1155](#)

[15-1157](#)

[15-1158](#)

~~Administrative Regulations, 15-1251~~

Arizona Department of Education: The Arizona Nutrition Standards

Public Law 111-296, Healthy, Hunger-Free Kids Act of 2010 Sec. 205 -

Equity in School Lunch Pricing

Richard B Russell National School Lunch Act 42 U. S. ~~FC. R., Section VI, Food Services~~ 1751
et seq.

Child Nutrition Act of 1966 42 U.S.C. 1771 *et seq.*

CROSS REF.:

GDN - Supervision of Support Staff Members

JL - Student Wellness

Compare EF-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EF-R ©

REGULATION

FOOD SERVICES

~~The District food service program will comply with the following:~~

- ~~● Any student may eat in a school cafeteria.~~
- ~~● A student may bring a sack lunch; milk may be purchased.~~
- ~~● Meal prices for students and adults will be recommended by the food service supervisor, with approval by the Governing Board, at the beginning of each school year.~~
- ~~● Meal prices will be posted in each cafeteria.~~
- ~~● Under federal law, a school that operates on a commodity program is prohibited from serving free meals to adults or employees of the District. All meals for adults must be paid for when served.~~
- ~~● A guest must be cleared through the food service supervisor by the host to be eligible to eat in the cafeteria. The host must make arrangements to pay the full price of the meal.~~
- ~~● Food service employees have the right to refuse to serve anyone who is not either employed by the District or cleared through the food service supervisor.~~
- ~~● The cafeteria laundry facilities will be used only for school-sanctioned purposes.~~

~~● Facilities~~

~~District and school administrators will work together to provide a safe, accessible and compliant food and nutrition program and shall observe the following directives in operating the food and nutrition programs.~~

~~Meals in schools. Each school shall:~~

- ~~A. Provide meals at a reasonable price and accordingly shall use state allocated food services funds to supplement federal funds as a means of keeping prices within reach of paying students.~~
- ~~B. Encourage students to participate in each school's meal program while still allowing meals to be brought from home.~~
- ~~C. Provide modified meals, upon a physician's written request, for students with food allergies or other special food needs. (The allergies would be of a life threatening or severe reaction nature.)~~

Menu.

Each school that includes grades kindergarten (K) through eight (8) shall:

Ensure that nutritious foods are available as an affordable option whenever food is sold or served and that Foods of Minimal Nutritional Value (FMNV) as defined by United States Department of Agriculture (USDA) and the Arizona Department of Education (ADE) are prohibited. This includes all food and beverages sold and/or served to students at school during the normal school day exclusive of school parties.

Each school that includes grades nine (9) through twelve (12) are:

Prohibited from the sale of FMNV in the dining, serving, and kitchens areas during breakfast and lunch periods.

Each school, (kindergarten [K] through twelve [12]) shall inform families, upon request, about the ingredients and nutritional value of the foods served.

Competitive foods. Competitive foods mean any foods sold in competition with the National School Breakfast and Lunch Program to students during the meal periods. The principal may approve the sale of competitive foods if:

A. All income from the sale of such foods accrue to the benefit of:

1. The nonprofit school food service; or
2. The school or student organizations approved by the District.

B. They are sold in locations other than the dining, serving, and kitchen areas.

C. The school promotes an overall school environment that encourages students to make healthy food choices.

D. The competitive foods meet the state nutrition standards.

Pricing, posting, and expenses. The school meal program must be nonprofit. Pricing for student meals shall be established considering market share, creation and loss of revenue and shall be reviewed and adjusted periodically as necessary. The District in compliance with Section 205 of the Healthy, Hunger-Free Kids Act of 2010, shall provide the same level of support for lunches served to students who are not eligible for free or reduced price lunches as they are for lunches served to students eligible for free lunches. Revenue generation should not take precedence over the nutritional needs of students. Prices for adult meals and catering shall be reviewed periodically and shall reflect direct cost of operations. Revenues received are to be used only for the operation or improvement of the program.

Schools shall ensure that:

A. The sale price of any food items sold including a reimbursable meal shall be posted in the dining area.

B. School meal program facilities used by outside organizations or individuals must have approval from the ~~Superintendent~~ food and nutrition program director.

~~● If~~ C. If outside organizations or individuals use the food ~~service~~ and nutrition program facilities, a qualified staff member must be on duty.

~~● The food service supervisor will develop in-service training programs, approved by the Superintendent, for the food service staff.~~

D. All food items and/or consumable supplies purchased through the food and nutrition program and all labor used for a special meal function must be reported. The sponsoring agency must be billed for the food, labor and other costs of the special function. All special meal functions must operate on a self-sustaining basis.

E. Each person who eats a school meal must pay the regular price for the meal with two (2) exceptions:

1. Students who have an approved free or reduced-price income application on file for the current school year.
2. Food and nutrition program employees who are paid from school lunch funds.

F. No person is permitted to take food or garbage from the food and nutrition program for personal use.

Training. The food and nutrition program director/supervisor will develop ongoing in-service and staff development training opportunities for staff in the area of food safety, nutrition, and customer service.

Eligibility. Principals will ensure that families are aware of need-based programs for free or reduced price meals and encourage eligible families to apply. The confidentiality of students and families applying for or receiving free or reduced priced meals shall be maintained.

Dining environment. Principals shall ensure that students and staff have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. Safe drinking water and convenient access to facilities for hand washing and oral hygiene shall be available.

Student workers. Students shall be allowed to assist with meal preparation and service if mutually agreeable between the parent, teacher, and food service staff. Student workers must receive documented food safety and sanitation training.

Denial of meals as disciplinary action. School personnel shall not withhold food from students as punishment. Disciplinary action, which indirectly results in the loss of meals, is allowable (such as suspension from school). Any student attending school, who is not allowed to eat in the cafeteria for disciplinary reasons, shall have a reimbursable meal made available to them.

Feeding Senior Citizens. The District may enter into an agreement to provide meals for persons sixty (60) years of age or older and their spouses, or any group of such persons.

Student, Parent, Teacher and Community Involvement. The District shall promote activities to involve student and parents in the food/nutrition program. Activities may include menu planning, enhancement of the eating environment, program promotion and related student-community support activities. Schools are encouraged to use the school meal program to teach students about good nutrition practices. School faculties and the general community should be involved in activities to improve the overall acceptability of the food and nutrition program. Each school should welcome and encourage parents to eat with students.

Recordkeeping. The District must keep complete and accurate records of the school meal program to serve as a basis for claims for reimbursement and for audit and review purposes.

All records and tickets must be kept in accordance with the National School Lunch Program and School Breakfast Program State Guidance Manual.

Safety inspections. The District is required to obtain a minimum of two (2) food safety inspections each school year.

Other food sales. Food sales by student or adult entities or organizations shall be permitted provided these sales ensure optimum student participation in the school meals program and are in compliance with state and federal regulations.

When meals or snacks are offered to students in organized after-school education or enrichment programs, they should be provided by the food and nutrition program.

Compare EF-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EF-E ©

EXHIBIT

FOOD SERVICES

CODE OF STANDARDS

The duties of any officer, employee, or agent of the District who has occasion to handle school food or monies shall be performed in a manner consistent with good business practices. This shall include prohibition of:

~~● Solicitation~~

A. ~~Solicitation~~ or acceptance of gratuities, favors, or anything of monetary value from contractors,

~~potential contractors~~

~~potential contractors~~, or parties to subagreements.

~~● Participation~~

B. ~~Participation~~ in awards or administration of contracts to firms in which the employee, or any member of

~~the employee~~

~~the employee's~~ immediate family, has a financial or other interest.

If financial interest is not substantial, or the gift is unsolicited and of nominal intrinsic value, the officer, employee, or agent of the District shall conform to the requirements of Policies BCB, DJ, or GBAAA.

Penalties or other disciplinary actions for infractions will be based on the seriousness of the violations. Disciplinary actions may include, but are not limited to:

~~● A.~~ A written disciplinary report filed in the individual's personnel file.

~~● Suspension~~-B. Suspension of duties.

~~● Termination~~-C. Termination of employment.

~~● Prosecution~~-D. Prosecution by legal authorities.

Distribution Instructions

These standards are incorporated into the general operation policy manual of the District and are reviewed regularly by the Superintendent or the Governing Board. Copies of these standards are to be distributed to all personnel who have occasion to handle school food, monies, or supplies, together with their supervisors and program directors.

CROSS REF.:

[BCB](#) - Board Member Conflict of Interest

[DJ](#) - Purchasing

[GBEAA](#) - Staff Conflict of Interest

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

Compare EFC © FREE AND REDUCED - PRICE FOOD

first

SERVICES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EFC © FREE AND REDUCED - PRICE FOOD SERVICES

~~A program of free and reduced-price meals shall be established through Board approval and participation. Upon Board approval, the District shall enter into an agreement with the Arizona Department of Education to participate in the National School Lunch Program and School Breakfast Programs to provide meals for students who qualify. All parents, including those of students entering during the year, shall be informed of the program by letter. Applications shall be reviewed and maintained by the supervisor of food services.~~

~~The income poverty guidelines prescribed on July 1 of each year must be used for the ensuing fiscal year. Each state agency has special responsibilities for informing schools and service institutions of their obligation to provide free or reduced-price lunches and breakfasts to students who qualify. Furthermore, the Governing Board will submit to the Food and Nutrition Office a policy and criteria that will be followed in determining the eligibility of all students for free or reduced-price meals.~~

~~The District will serve meals free or at a reduced price to any student who is a member of a family that has an annual income not above the applicable income level for the student's family size.~~

~~The adopted income guidelines must meet the income poverty guidelines prescribed by the federal Office of Management and Budget Program and to receive commodities donated by the United States Department of Agriculture.~~

The Superintendent shall develop procedures with respect to determining eligibility of children for free and reduced price meals which follow federal regulations and state guidelines.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-242](#)

[15-1151](#)

[15-1152](#)

[15-1153](#)

[15-1154](#)

[15-1155](#)

[15-1157](#)

[15-1158](#)

[15-1251](#)

Administrative Regulations, USFR, Section VI, Food Services

Richard B Russell National School Lunch Act 42 U. S. C. 1751 *et seq.*

Child Nutrition Act of 1966 42 U.S.C. 1771 *et seq.*

Arizona Department of Education: The Arizona Nutrition Standards

CROSS REF.:

[GDN](#) - Supervision of Support Staff Members

[JL](#) - Student Wellness

Compare EFDA © COLLECTION OF MONEY / FOOD TICKETS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EFDA © COLLECTION OF MONEY / FOOD TICKETS

Meal Charges

To ensure students receive the nutrition they need to stay focused during the school day the District shall maintain a meal charge program that minimizes identification of children with insufficient funds to pay for school meals and maintain the financial integrity of the district food service fund account. Further, the District shall abide by program regulation 7 CFR 245.5 by providing parents and guardians of all children who attend the school in the District information regarding the availability of reimbursable school meals and must be provided, in writing, information about applying for free or reduced price meals. The District will promote activities to involve students and parents or guardians in the school meal programs and inform families about the availability of all District meal programs. The District shall include students, families, and the school community in establishing and developing a communication plan for the District's meal charge policy that complements the public announcement of meal eligibility requirements in 7 CFR 245.5 and is consistent with the involvement required in 7 CFR 210.12.

~~*(NOTE (To be removed with adoption of Policy): ASBA offers the following language. However the guidance presented by the USDA provides for local districts to establish direction related to meal charges within the parameters of language found in USDA Memo Code SP 46-2016, SP 47-2016, and SP23-2017 Districts may approve and implement the following language or establish local language the meets conditions presented by USDA)*~~

The District provides the following regarding meal charges:

- A. For all types of reimbursable meals, students in grades up to and including eighth (8th) grade are allowed to charge up to three (3) meals.
- B. A student in grades up to and including eighth (8th) grade who has reached the limit of three (3) charged meals will be provided an alternative meal.
- C. ~~Students in grades nine (9) through twelve (12) may not charge meals.~~ D. No lunch charges will be allowed under any circumstances during the last ten (10) days of the school year.

At least one (1) advance written warning communication shall be given to the student and parent/guardian prior to providing additional meals beyond the conditions established by the District. The written communication shall explain the procedure should the student not have sufficient funds to pay for a meal.

The District shall make a reasonable effort to collect unpaid meal charges classified as delinquent debt. The District shall ensure that efforts to collect delinquent debt do not have a negative impact on the student involved. Such efforts shall focus primarily on the parents or guardians responsible for providing for the student's funds for meals. When the District

determines that collection efforts for delinquent debt are useless or too costly, the debt must be reclassified as "bad debt" as defined in 2 CFR 200. 426. Bad debt must be written off as operating loss. However, "bad debt" must be restored using non-federal funds. Delinquent meal charges that are converted to "bad debt" must be recorded and maintained in accordance with record retention requirements in 7 CFR 210.9(b)(17) and 7 CFR 210.15(b).

Adopted: ~~date of Manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

The Child Nutrition Act (42 U.S.C. 1771 et seq.)

CROSS REF.:

[JL](#) - Student Wellness

Compare EFE © COMPETITIVE FOOD SALES / VENDING

first

MACHINES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EFE © COMPETITIVE FOOD SALES / VENDING MACHINES

~~Management and control of noncafeteria food sales are the responsibility of the principals.~~

~~Sale of food by school-related organizations, and vending machines containing confections, soft drinks, and other food items.~~ Vending Machines

Vending machines may be located on school campuses. ~~However, the operation of vending~~

Vending machines will only dispense foods that meet nutrition standard guidelines as set forth by the Arizona Department of Education Child Nutrition Programs and the U.S. Department of Agriculture requirements for foods and beverages that are sold individually. Vending machines shall not compete with the ~~school lunch program.~~ District food and nutrition program.

Competitive Food Sales

Competitive food sales and marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet nutrition standards for meals or for foods and beverages sold individually. School-based marketing of Foods of Minimal Nutritional Value (FMNV) is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Allowable marketing activities that promote healthful behaviors include vending machine covers promoting water; pricing structures that promote healthy options in á la carte lines or vending machines; sales of fruit for fund-raisers; and coupons for discount health and fitness memberships.

Adopted: date of ~~manual adoption~~ Manual adoption

LEGAL REF.:

A.R.S.

15-242 Nutrition Standards

The National School Lunch Act (42 U. S. C. 1751 et seq.)

and the Child Nutrition Act (42 U.S.C. 1771 et seq.), as amended.

CROSS REF.:

JL - Student Wellness

LC - Relations with Education Research Agencies

EFH ©
FOOD SERVICE SANITATION PROGRAM

School food service programs must meet all sanitary regulations recommended by the State Department of Health for food-handling establishments and the respective county or federal inspection agency.

Cleanliness and sanitation should be an integral part of food production, and shall receive the proper emphasis to ensure that standards are high.

Adopted: date of manual adoption

EFI ©
FOOD SERVICES RECORDS
AND REPORTS

The State Board of Education prescribes regulations for keeping food services records and making reports. The accounts and records shall be available at all times for inspection and audit by authorized officials and shall be preserved for a period not to exceed five (5) years. The school lunch programs will be administered according to appropriate state and federal provisions and the regulations made by the State Board. The State Board conducts or causes to be conducted audits, inspections, and administrative reviews of accounts, records, and operations.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-1155](#)

Administrative Regulations, U.S.F.R., Sec. VI, Food Services

**EG ©
OFFICE SERVICES**

(Office Hours)

All offices in the District shall be open during the school year Monday through Friday for eight and three-quarter (8 3/4) hours, except during holidays and as otherwise stipulated by the Superintendent.

School office hours shall be established annually by the Superintendent and be based on starting and ending times of each school. Office hours will be posted at each school site and the District Office.

Adopted: December 11, 2008

LEGAL REF.:

Arizona Constitution, Article 18, Section 1

**EGAC
PRINTING, PRODUCTION, AND
GRAPHIC SERVICES**

**Use of District Printing Materials
and Equipment**

The Governing Board directs that District-owned printing and duplicating materials and equipment not be used for personal monetary gain or that of others, either on or off the District premises.

Under special conditions, employees and student-related groups may purchase materials, such as paper, etc., from the District. An audit procedure will be developed to account for the materials in such instances. Special permission may be granted for the use of some equipment by civic groups, parent groups, educational groups, etc., when the conditions warrant such use and will be of benefit to the District.

Adopted: date of manual adoption

LEGAL REF.:

P.L. [94-553](#)

Compare EGAD © COPYRIGHT COMPLIANCE (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EGAD © COPYRIGHT COMPLIANCE

School equipment and personnel cannot be used for any printing work for Parent-Teacher Association (P.T.A.) or for professional, charitable, or character-building organizations. The only exception to this policy is when an individual school duplicates notices of the parent group meetings directly connected with a specific activity in the school.

The District does not condone violations of the United States copyright law. Subject to certain specific exceptions, the owner of a copyright has the exclusive rights to reproduce, distribute, perform, or display the copyrighted work, or to authorize such reproduction, distribution, performance, or display by others.

An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. All of the following factors shall be considered in determining fair use:

- ~~The A.~~ The purpose and character of the use, including whether the use is of a commercial nature or for ~~nonprofit educational~~ nonprofit educational purposes.
- ~~The B.~~ The nature of the copyrighted work.
- ~~The C.~~ The amount and importance of the portion used in relation to the copyrighted work as a whole.
- ~~The D.~~ The effect of the use upon the potential market for or value of the copyrighted work.

A further exception shall be performance or display of a work by instructors or students in the course of face-to-face teaching activities in a classroom or other similar place devoted to instruction.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

~~P17 U.L. 94-553~~ S.C. 101 *et seq.*

EGAE ©
MAIL AND DELIVERY SERVICES

A mail service system shall be maintained within the District so that in-District communications and communications from outside sources may be delivered to the intended recipients in the most practicable way.

The use of District mail facilities and personnel for the distribution of materials and communications shall be restricted to materials and communications that further the official school business and the educational purposes of the District.

The District shall not be liable for items lost or opened, nor for any damage or injury incurred by any individual as a result of the use of this mail service.

The Superintendent may establish procedures for implementation of this policy.

Adopted: date of manual adoption

Compare EGAEA © ELECTRONIC MAIL (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EGAEA © ELECTRONIC MAIL

Electronic communications (including records made with other software and sent in e-mail) which are sent or received by the Board or District employees pertaining to the business of the school may be subject to public disclosure and inspection as public records and discovery in litigation as evidence in support of a claim. Use of electronic mail should conform to the same standards of judgment, propriety, and ethics as other forms of school business-related communications. Board members, officers and employees may create electronic records through the use of e-mail on their private computers or borrowed computers when communicating about school business-related issues. All business-related electronic communications by Board members, officers and employees are to be turned over to the school records office to be sorted and have their value as a record determined.

—

For these reasons a record keeping system for electronic communications shall be established in which those types of electronic communications:

● ~~shall~~

A. shall be categorized in the same manner as is required for paper records,

● ~~shall~~

B. shall be stored in a way permitting ease of record retrieval,

● ~~and~~

C. and shall contain explicit sender and receiver identification.

The following guidelines shall be adhered to in order to establish a record keeping procedure for such communications.

●

A. A repository for electronic communications shall be established at the direction of the Superintendent.

● ~~All~~

B. All school business-related communications, including communications from private computers used

by school

by school Board members, officers and employees shall be segregated to a file folder and then to a

~~location designated~~

location designated by the District so that these records may be maintained and inspected by any person

~~upon request~~

upon request, unless the materials are otherwise made confidential by law.

~~• The~~

C. The determination of record status shall be on the same basis as is used for paper records.

~~• Once~~

D. Once the communication is transferred to the records maintenance location and into the

~~recordkeeping system~~

recordkeeping system the original electronic version may be deleted. The version maintained in the proper

~~recordkeeping system~~

recordkeeping system is the official copy and must be retained for the same period as required for other forms of the

~~same record~~

same record series.

~~• A~~

E. A retrieval system for electronic mail and data transmitted with mail shall be established that will

~~permit reasonable~~

permit reasonable access to the records with a minimum of effort, identifying the recipient and the sender.

Adopted:

~~December 11, 2008~~

date of Manual adoption

LEGAL REF.:

A.R.S.

[38-431.01](#) et seq.

[39-101](#)

[39-121](#) et seq.

[41-1343](#)

~~[41-1346](#)~~

A.G.O

-

I05-004

General Retention Schedule for All State Agencies and Political Subdivisions

for

—

Records Received via E-mail

20 U.S.C. 1232g Family Educational Rights and Privacy Act

CROSS REF.:

[BDF](#) - Advisory Committees

[BEDH](#) - Public Participation at Board Meetings

[BHC](#) - Board Communications with Staff Members

[BHD](#) - Board Communications with the Public

[CFD](#) - School-Based Management (School Councils)

[EGD](#) - Use of Technology in Office Services

[EHB](#) - Data/Records Retention (Records Management)

Compare EGD © USE OF TECHNOLOGY IN OFFICE SERVICES

first

(version 3 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EGD © USE OF TECHNOLOGY IN OFFICE SERVICES

Electronic communications (including records made with other software and sent in e-mail) which are sent or received by the Board or District employees pertaining to the business of the school may be subject to public disclosure and inspection as public records and discovery in litigation as evidence in support of a claim.

All Board members and selected staff are encouraged to participate in Open Meeting Law (OML) and Public Records Law training within the first thirty (30) days after becoming a member of the Board or the date of employment, as is applicable. In order to encourage the Board, individual Board members, staff communicating with or on behalf of the Board and members of councils/committees of the Board to comply with the requirements of the OML and Public Records Law, the following guidelines shall be followed:

Guidelines:

●—E

A. E-mail or any other electronic messaging service shall not be used as a substitute for deliberations at

~~Board meetings~~

Board meetings or for other communications or business properly confined to Board meetings.

●—E

B. E-mail or any other electronic messaging service may be used to disseminate factual information, such

~~as agenda~~

as agenda packet, suggestions for public agenda items and reminders regarding committee meeting times,

~~dates and~~

dates and places.

●—Confidential

C. Confidential information about employees, students or other Board members shall not be included in e-

~~mail communications~~

mail communications due to the risk of improper disclosure.

● ~~Should~~

D. **Should** electronic devices be utilized for participation or attendance at public meetings, the public

~~in attendance~~

in attendance including media representatives shall have the same access to the electronic input as

~~the Governing~~

the Governing Board members.

● ~~The~~

E. **The** following statement shall be used on all Board member and staff electronic communications: "To

~~ensure compliance~~

ensure compliance with the Open Meeting Law, Board member recipients of this message should not forward it

~~to other~~

to other Board members nor should Board members reply to this message."

● ~~Board~~

F. **Board** members shall communicate with staff members and the public by following procedures established

~~in policy~~

in policy.

Records Retention:

●

Each Board member or staff member computer user shall segregate or store electronic

~~communications pertaining~~

communications pertaining to the business of the District to or from members of the Board or staff to a file folder and

~~then to a location~~

then to a location designated by the District so that these records may be maintained and inspected by

~~any person~~

[any person](#) upon request, unless otherwise made confidential by law.

Compliance

In the event a Board member(s) fails to comply with the guidance of Board policy, the matter shall be referred to the Board President, who will meet with and/or discuss the matter and the Board policy with the Board member(s). The Board President may request that the Board's legal counsel participate in the meeting and/or discussion.

In the event an employee fails to comply with the guidance of Board policy, that employee may be subject to disciplinary action, up to and including possible termination.

The Superintendent may develop procedures to assist in compliance with the Open Meeting Law and the Public Records Law.

Adopted:

~~December 11, 2008~~

[date of Manual adoption](#)

LEGAL REF.:

A.R.S.

[38-431.01](#) *et seq.*

[39-101](#)

[39-121](#) *et seq.*

[41-1343](#)

~~[41-1346](#)~~

A.G.O.:

105-004

~~Records-General Retention and Disposition Schedule for Arizona School Districts (2004),
Records~~

~~—Management Division of the Department of Library, Archives, and Public and Charter
Schools -~~

[Electronic Communications and Social Networking Records](#)
20 U.S.C. 1232g Family Educational Rights and Privacy Act

CROSS REF.:

[BDF](#) - Advisory Committees

[BEDH](#) - Public Participation at Board Meetings

[BHC](#) - Board Communications with Staff Members

[BHD](#) - Board Communications with the Public

[CFD](#) - School-Based Management (School Councils)

[EGAEA](#) - Electronic Mail

[EHB](#) - Data/Records Retention (Records Management)

[EHB-R](#) - Data/Records Retention (Records Management Program)

**EGE ©
OFFICE SERVICES RECORDS
AND REPORTS**

Refer to Policy [EHB](#).

EHB ©
DATA / RECORDS RETENTION

(Records Management)

All required records and any other records that are deemed necessary or helpful will be prepared in a manner consistent with law and the requirements of the Uniform System of Financial Records. An administrative records management program approved by the Governing Board shall be established and maintained, and copies of retention schedules shall be submitted to the Arizona State Library, Archives and Public Records (ASLAPR).

Records management standards adopted by the ASLAPR for the maintenance and storage of the District's public records provides for the maintenance and storage of records either on paper or in an electronic format, or a combination of paper and electronic format.

The Governing Board is the custodian of the official copies of all records, required or optional, and the Superintendent shall be responsible for protecting such records on behalf of the Board. As a part of the records management program, the Superintendent may assign management responsibilities to other employees by naming the employee positions and a general description of the records assigned to their jurisdiction.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-271](#)

[15-272](#)

[15-341](#)

[15-521](#)

[23-721](#)

[23-926](#)

[23-962](#)

[38-421](#)

[38-423](#)

[38-424](#)

[39-101](#)

[39-103](#)

[39-121](#)

[41-1346](#) *et seq.*

[44-1373](#)

A.A.C.

[R7-2-803](#)

Compare EHB-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EHB-R ©

REGULATION

DATA / RECORDS RETENTION

(Records Management Program)

Records shall be prepared and managed as outlined below.

Business and Financial Records

Management of the following records is the responsibility of the business manager:

- ~~Annual~~A. Annual District budget.
- ~~Audit~~B. Audit reports.
- ~~Financial~~C. Financial statements.
- ~~Capital~~D. Capital levy plan. ● ~~Bids~~
- E. ● ~~Contracts~~ Bids.
- F. Contracts (except employment).
- ~~Deeds~~G. ● ~~Leases~~ Deeds.
- H. Leases/lease purchases.
- ~~I.~~ Inventory (history records of general fixed assets).
- ~~J.~~ Records identified in the Uniform System of Financial Records.

Other District Records

The current year's records will be kept in the District administration office. When practical to do so, but no later than during the second immediate past year, all paper records will be grouped, bundled together, and labeled, with the disposal date noted on the label. Records created and/or maintained in an electronic format will be preserved in a manner approved by the Records Management Division of the Arizona State Library, Archives and Public Records (ASLAPR). Retention periods noted will refer to the number of years after the end of the fiscal year in which the records were made or superseded, as specified in the *General Retention Schedules for School Districts and Charter Schools*.

All records shall be managed in compliance with the requirements of the Records Management Division of the Arizona State Library, Archives, and Public Records (ASLAPR). Due to the

ongoing process by the ASLAPR to revise existing and add new retention schedules for school districts and charter schools, the current point-in-time status of records retention requirements must be confirmed prior to determining disposition of the subject records by accessing the General Retention Schedule for School Districts and the Standards and Guidelines for Electronic Records available on the ASLAPR website at:

<http://www.lib.az.us/records/school.aspx>

and

http://www.lib.az.us/records/Standards_and_Guidelines.aspx

EI ©
INSURANCE PROGRAMS /
RISK MANAGEMENT

The Board has the responsibility to maintain an adequate property, casualty, and liability insurance program to protect the property of the District against fire, vandalism, and theft; to protect the Board members and employees against general liability resulting from the discharge of their duties; and to offer protection in case of injury for employees while acting in behalf of the school. The Board may also authorize a voluntary insurance program for students and employees.

The responsibility of administering the total insurance program shall be delegated to the Superintendent, who will seek and consider input from the staff. Underlying such administrative delegation, there will first be prepared, for review and approval, specifications for insurance coverage of various types so that the insurance may be placed by competitive bid. Any recommended modification of these specifications will be brought before the Board for review and action. The District will make every effort to obtain insurance at the most economical cost, consistent with required service.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-381](#)

[15-382](#)

[15-383](#)

[15-384](#)

[15-386](#)

[15-387](#)

[15-388](#)

[15-502](#)

A.G.O.

I80-216

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

Revised
May 22, 2019

AGENDA NO: 6.A. 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 23, 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. Hallum, Dana	Teacher	\$40,250	07/29/19
2. Holly, Alisha	Teacher	\$41,000	07/29/19
3. Hutson, Mickayla	Teacher	\$39,000	07/29/19
4. Jones, Johnny	Teacher	\$39,000	07/29/19
5. Kaser, Gina	Teacher	\$47,000	07/29/19
6. Kaufman, Meryl	Teacher	\$50,750	07/29/19
7. Levinson, Cynthia	Teacher	\$50,750	07/29/19
8. Lutton, Rhona	Teacher	\$39,000	07/29/19
9. Mellen, Stacie	Speech Language Pathologist	\$52,759	07/29/19
10. Oberoi, Shivani	Teacher	\$44,750	07/29/19
11. Ruiz, Tammyu	Teacher	\$40,250	07/29/19
12. Vanegas, O'Jay	Teacher	\$39,000	07/29/19
13. West, Crystal	Teacher	\$48,500	07/29/19
14. Wilson, Alexis	Teacher	\$39,000	07/29/19

Correction to New Employment

1. Cusack, Breanna	Teacher		07/29/19
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Resignation

1. Beverly, Celine	Teacher	Personal Reasons	05/24/19
2. Hamilton, Julie*	Teacher	Employment	05/24/19
3. Polanco, Magdalena	Teacher	CNR	05/24/19

CNR = Contract Not Returned

**Recommend liquidated damages fee applied per contract*

Correction to Resignation

1. Vasilescu, Liliana	Teacher		05/03/19
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GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.B. 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 23, 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. Humphrey, Maria Food Service Specialist \$11.25 05/01/2019

Position Change

1. Bejarano, Christina from Trainee School Bus Driver to School Bus Driver \$13.65 04/29/19

Retirement

1. Pacheco, Monica Ed. Assistant Special Education 05/23/19

Resignation

1. Azpeitia, Vanessa	Campus Monitor	Personal Reasons	05/23/19
2. Benson, James	School Bus Driver	Personal Reasons	05/02/19
3. Billings, Lois	Campus Monitor	Personal Reasons	04/25/19
4. Bustos, Daniel	Trainee School Bus Driver	Personal Reasons	05/03/19
5. Coe, Denise	Ed. Assistant Spec Ed Preschool	Personal Reasons	05/09/19
6. Guerrero, Ana	Buyer Contract Specialist	Personal Reasons	05/10/19
7. Hoepelmen, Ethan	Cleaner II	Career Change	05/03/19
8. Skinner, April	School Bus Driver	Personal Reasons	04/10/19

Decrease in Hours

1. Martinez, Alberto Campus Monitor 05/23/19

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.C. TOPIC: Travel

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 23, 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
Denis Parcels	Soluciones Conference Kennewick, WA	June 19-21	\$689 <i>M&O</i>

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

Conference/Workshop Title: Soluciones: Empowering Hispanic and Latino Students
(Reason for Travel)

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

I lead a school that has 184 ELLs. We reclassified 31%...that is 69% who did not. Our AzMERIT data shows our ELLs have achievement and we need to do better. This conference will provide strategies to increase ELL achievement, for how to advocate for our students and families, to build relationships with our Latino and Hispanic families, and to help increase effectiveness of our Dual Language Program.

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

Professional Development throughout the year. Meeting with ELD team. Working with teams and teachers in collaborative team meetings. Working with individual teachers during walkthroughs and evaluations.

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

Our district has a high population of ELLs and our achievement with this group is low and is a focus of our district. We need to increase achievement of our Ells!

We also continue to build our Dual Language program that services a high number of ELLS.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.A. TOPIC: Policy Revision First Reading

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 23, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the first reading of revised policy manual section E-Support Services as presented.

RATIONALE:

Administration is in the process of completing a comprehensive policy manual review and update through the Arizona School Boards Association. Prior to rescinding the current manual and adopting the new one, the Board must complete a first reading of the revised manual. After each study session, the Board will approve the first reading of the sections of the manual reviewed. Once all sections have had a first reading conducted, the entire manual will be rescinded, then adopted again as a whole.

ACTION AGENDA ITEM

AGENDA NO: 7.B. TOPIC: Employment of Executive Director

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 23, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employment of **Dr. Louis Laffitte, Jr.**, as the Executive Director for Behavioral Health and School Safety, salary and benefits commensurate with the Executive Director schedule.

RATIONALE:

A committee was formed to screen and interview candidates for the Executive Director of Behavioral Health and School Safety. Three 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.

We are honored to recommend the selected candidate to the position of Executive Director of Behavioral Health and School Safety.

Louis E. Laffitte, Jr., Ed.D.

SUMMARY OF QUALIFICATIONS

- An advocate for leading through a strong foundation in best practices, formative and summative assessments and collaborative-decision making processes that facilitate change in daily instructional decisions, professional development, and improved student learning
- An innovative and highly resourceful leader incorporating the development of strategic objectives and systems, collaboration and the empowerment of people to achieve common goals
- A visionary educator that demonstrates ability to communicate effectively with Education Boards, staff, students and community to build a positive environment for all stakeholders
- A trust-building leader with direct accountability for developing, implementing and administering programs, policies, and procedures affecting students, staff and community
- Experience working with ethnically and socio-economically diverse school communities

PROFESSIONAL TRAINING

- National Superintendent Certification, American Association of School Administrators 2019
2012
- Personnel Academy; Arizona School Personnel Administrators Association 2011
- Capacity Building Coaching; Arizona Department of Education 2008
- Professional Learning Communities; Solution Tree 2007
- School Budget and Finance; Arizona Association of School Business Officials

CERTIFICATIONS & ENDORSEMENTS

- Superintendent (AZ)
- Principal (AZ)
- Special Education, K-12 (emotional disability) (AZ)
- Elementary, K-8 (AZ)
- Structured English Immersion (AZ)

EDUCATION

Doctor of Education, Educational Leadership, Administration and Policy October 2012
Pepperdine University; Malibu, CA

Master of Arts, Special Education and Rehabilitation December 1996
University of Arizona; Tucson, AZ

Bachelor of Arts, Elementary Education May 1995
University of Arizona; Tucson, AZ

PROFESSIONAL EXPERIENCE

Superintendent 2016 – Present

Administrative Office, Salt River Schools; Scottsdale, AZ

- Oversaw expansion of Conscious Discipline from Early Childhood to the Elementary grades.
- Developed exploratory team to investigate Trauma Sensitive and Trauma Informed methodologies.
- Established strong and positive relationships with various stakeholders including parents and community leaders.
- Oversees the District's Safety and Security Team.
- Advises, makes recommendations and engages the governing board on matters pertaining to the state of the Salt River Schools' System
- Provides effective leadership aligned with the focus areas of the Division Strategic Plan

Assistant Superintendent of Curriculum and Instruction

2013 – 2016

District Office, Maricopa County Regional School District; Phoenix, AZ

- Restructured the behavioral components of District schools utilizing the Positive Behavioral Interventions and Supports (PBIS) framework.
- Implemented strategies that decreased time out of classroom due to discipline.
- Communicated with principals, the community and partners to ensure student learning goals were met.
- Provided for continuous evaluation and assessment of the District's curricular and instructional programs in order to measure their effectiveness
- Integrated knowledge of new materials and methods with the unique characteristic of the District's population
- Stayed apprised of governmental statutes and regulations
- Prepared reports and engage with governing board on matters pertaining to the instructional state of the district

Director of Human Resources

2012 – 2013

District Administration Center, Peoria Unified School District; Glendale, AZ

- Participated as a member of the Superintendent's Strategy Team to set system direction, implement policy, and manage system-wide operations
- Made recommendations regarding employment needs, job postings, transfers, and serves as a resource on employment issues in dealing with all staff
- Conducted employee investigations at both site and district level
- Worked with site administration, district staff, employees and the associations in regard to District policy issues
- Planed and developed employee compensation package
- Developed multi-year strategic plan to support organization's mission

Adjunct Professor

2012 – Present

Grand Canyon University; Phoenix, AZ

- Supervise and instruct a diverse population of students in a University setting
- Develop and implement lesson plans based upon written syllabi/course outlines and course materials
- Assess and evaluate student knowledge of subject matter taught

Director of Special Services**2008 – 2012**

District Office, Cartwright Elementary School District; Phoenix, AZ

- Established relationships and worked cooperatively with the Arizona Department of Education and other governmental offices to ensure the district met state requirements
- Led the District in the formulation of philosophy and goals for special instructional programs
- Analyzed data and provided training for administrators, staff and parents
- Worked with principals and campus staff to resolve parent concerns
- Consulted with site leaders on the development of behavior strategies.
- Established effective working relationships with various agencies

Principal**2003 – 2008**

Brunson-Lee Elementary School, Balsz Elementary School District; Phoenix, AZ

- Oversaw the implementation of Positive Behavioral Interventions and Supports.
- Worked with community partners to support Positive Behavioral Interventions and Supports.
- Collaborated with parents, teachers and other stakeholders to ensure positive safety, health and welfare of students.
- Demonstrated a commitment to strengthening communication and engagement with the district's culturally and economically diverse scholars and community members
- Developed and implemented strategies for new and emerging populations
- Employed positive and proactive communication strategies for effective parent and community involvement to improve the learning environment for all students
- Used effective processes for gathering, analyzing, and using data for decision making
- Supported curricular and instructional programs which promote the success of students

Planning Principal**2003 – 2003**

Brunson-Lee Elementary School, Balsz Elementary School District; Phoenix, AZ

- Recruited and hired highly qualified educators to adequately staff the new school
- Developed planning teams to bring together a team of stake holders to define clear goals
- Created a focused mission and vision to develop a solid foundation upon which all decisions were made
- Developed positive school culture to define the beliefs and expectations of behavior that will become the standard habit of our school
- Attended community meetings to build public trust and confidence in the school district

Assistant Principal**2001 – 2003**

David Crockett Elementary School, Balsz Elementary School District; Phoenix, AZ

- Implemented Positive Behavioral Interventions and Supports across the school.
- Decreased time out of classroom due to discipline.
- Demonstrated instructional leadership and the supervision and evaluation of the building staff members.

- Established, implemented, and maintained high standards of learning to promote the safety and health of pupils.
- Maintained discipline on the part of personnel and students.
- Used reasonable precautions to safeguard the health and welfare of students and staff members.

Teacher

1996 – 2001

Tucson Unified School District; Tucson AZ

- Established rules, routines and procedures to establish positive classroom management.
- Utilized Applied Behavior Analysis (ABA) techniques to replace undesired behavior.
- Cultivated effective, ongoing communication with parents by providing verbal and written feedback.
- Developed and monitored behavior plans.
- Developed discipline strategies to promote responsibility and the development of self-direction.

PROFESSIONAL AFFILIATIONS

American Association of School Administrators (AASA), Member

Arizona School Administrators (ASA), Member

Arizona School Personnel Administrators Association (ASPAA), Member

Association for Supervision and Curriculum Development (ASCD), Member

Special Education Administrators Association of Arizona (SEAA), Member

National Alliance of Black School Educators (NABSE), Member

ACTION AGENDA ITEM

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

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 23, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employment of Ms. Sienna Shively as Principal Coach for Multi-Tiered Support Services and School Culture, salary and benefits commensurate with other Directors.

RATIONALE:

A committee was formed to screen and interview candidates for the Principal Coach for Multi-Tiered Support Services and School Culture. Three 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.

We are honored to recommend the selected candidate to the position of Principal Coach of Multi-Tiered Support Systems and School Culture.

Sienna M. Shively

Objective: To achieve a position where I can utilize my experience, skills and knowledge to provide technical assistance and support to principals to improve implementation of a Multi-Tiered System of Supports model.

Qualification Summary

- MTSS implementation
- Data drive differentiated professional development
- Backward Design
- TAP implementation
- Transformational leadership
- ELD mandates
- Data analysis
- Budget Management
- Recruit, develop, supervise, and evaluate staff

Professional Experience:

Math and Science Coordinator

Glendale Elementary School District
January 2019-present (temporary position)

K-8 Principal

Desert Mountain Elementary School, Deer Valley School District
2014-2017

Estrella Vista Elementary School, Littleton School District
2012-2013

Glenn L. Downs Elementary School, Cartwright School District
2010-2012

- Successful implementation of Multi-Tiered Systems of Support
- Provided professional development and support for teachers in Backward Design
- Planned, delivered, and monitored data-driven professional development
- Planned and executed training for teachers in developing and implementing accurate formative and summative assessments
- Planned and facilitated data-drive, meaningful, action research and collective inquiry as differentiated staff development

- Developed, guided and monitored teachers in implementing an assessment system that provides timely feedback on specific knowledge and skills attained by individual students
- Modeled, guided and monitored effective grade level team meetings focused on student learning
- Promoted a safe, organized, and comfortable work environment for staff and students
- Created system to effectively report school's data and progress quarterly to parents
- Managed and balanced several budgets

Elementary School Assistant Principal, Tomahawk Elementary School
 Cartwright Elementary School District
 2007-2010

- Facilitated parent classes that provided training by teachers in skills parents can reinforce at home
- Enhanced community relationships by serving as a community advocate and responding to concerns
- Launched a school wide anti-bully awareness program

Language Arts Teacher, Team Leader, Department Chair, Estrella Middle School
 Cartwright Elementary School District
 1998-2007

- Met the educational needs of students by modeling and communicating high expectations of learning
- Ensured students took on the role of an active learner by aiding them in development of educational goals
- Developed leadership skills as a team leader and department chair

Education

Master's Degree - Education Administration, University of Phoenix, Phoenix, AZ May 2006

Bachelor of Arts degree- Elementary Education, Arizona State University, Tempe, AZ May 1998

ACTION AGENDA ITEM



AGENDA NO: 7.D. TOPIC: Employment of Assistant Principal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 23, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employment of Mr. Jeff Nell as Assistant Principal of Glenn F. Burton School, salary and benefits commensurate with other Assistant Principals.

RATIONALE:

A committee was formed to screen and interview candidates for the Assistant Principal position at Glenn F. Burton. 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 the selected candidate to the position of Assistant Principal of Glenn F. Burton.



Objective

Obtain an assistant principal position in Glendale Elementary School District #40 for 2019-2020 school year.

Certifications

Standard Elementary Education, 1-8
Middle Grade Mathematics 7-8
Structured English Immersion, K-12
Administration Certificate, applied for

Education

Northern Arizona University (Extended Campus, Phoenix, AZ) M.A., Educational Leadership	2016-2017
Northwest Christian College (Eugene, OR) B.A., Elementary Education, June 2003	2001-2003
Umpqua Community College (Roseburg, OR) A.A., General Studies A.S., Criminal Justice	1978-1982

Professional Experiences

Math and Science Achievement Advisor, Glenn F. Burton, Glendale, AZ **2016-present**

- Provide a safe and effective learning environment for all students.
- Instructional Coaching of teachers and Math Intervention.
- Collaborate with administration to develop and present PD to staff.
- Collaborate with other AA's in district to create math pacing guides, develop and present PD's, analyze data, and support teachers in their instruction.
- Collaborate with site administration to attain instructional, academic, and school climate goals.

General Education Teacher, Glenn F. Burton, Glendale, AZ **2003-2016**

- Provide a safe and effective learning environment for all students.
- Actively collaborate with all stakeholders to ensure an effective classroom.
- Differentiate instruction in order to meet the needs of my students.
- Induction Coach 2015-2016
- School Improvement Team member 2014-present
- Eighth Grade Math/Advanced Math- Algebra/Geometry 2004-2011
- Grade Level Lead – 7th & 8th grades 2015-2016
- Seventh Grade Gifted Strand Teacher 2013-2016
- 2013-2015

- Seventh Grade Math/7th Grade Accelerated Math 2013-2015
- Math PLC Lead 2011- 2016
- Athletic Director 2007-2016
- Coach for numerous Middle School Teams 2006-2015
- Sixth Grade Math and Science 2008-2013
- Sixth Grade Gifted Strand Teacher 2011-2013
- District Math Committee Representative 2010-2011
- Math Curriculum Committee Representative 2010-2011
- Grade Level Lead – 5th and 6th grade 2004-2011
- Intervention Specialist/Fourth Grade Self Contained/
Sixth Grade Math and Science 2007-2008
- English Language Learner Mentor 2005-2008
- GEO site coordinator 2006-2007
- Fifth Grade Departmentalized Math and Science 2004-2007
- Fifth Grade Self Contained 2003-2004

Springfield School District #19 (Springfield, OR) 2002-2003

Practicum, Student Teaching, Internship, Literacy Lab, ELL Club- Henry Bettendorf and Laura Scruggs cooperating teachers

Centennial Elementary School.

- Had full responsibility for instructing all subjects in 5th grade classroom.
- Developed and instructed thematic units incorporating state standards.
- Worked with individual students to develop reading fluency, grades 2-5.
- Worked with Hispanic students to improve literacy, grades 1-5.

Briggs Middle School

- Developed and taught 7th grade reading unit.
- Developed and taught 7th grade social studies unit.

Eugene School District 4J (Eugene, OR) 2001-2002

Practicum and Literacy Lab- Toni Richardson and Catherine Beard cooperating teachers

Spring Creek Elementary

- Individual student tutoring and instructing math to small groups grades 1-6.
- Reading instruction and assessment in grades 1-5.
- Assisted with art activities and music program in grades 4 and 5.

Advantage Insurance Corp.(Eugene, OR) 1997-2001

- Marketed, sold, and serviced all lines of insurance.

Crown General Agency (Eugene, OR) 1985-1997

- Marketed, sold, and serviced all lines of insurance.

Roseburg Forest Products(Roseburg, OR) 1983-1984

- Performed a variety of jobs in a plywood plant.

Douglas County Juvenile Department (Roseburg, OR)

1979-1982

- Group Supervisor, Pitchford Boys Ranch
- Supervised boys at residential correctional facility.
- Individual counseling and small group counseling.

Professional Development

- Cognitive Guided Instruction 2004
- Strengthening Math computation and Problem Solving Skills 2004
- Math Camp with Dr. Flores of ASU 2005
- Marilyn Burns workshop 2005
- Differentiated Instruction Workshop 2005
- Thinking Maps and Mathematics 2006
- Summer Science Institute 2006
- 2nd Annual Teacher Leadership Institute: Data Driven Dialogue 2007
- Ruby Payne 2008
- Mastering Math Workstations 2008
- Got Math Games? Teaching Number Sense and Numerical Operations 2008
- Problem Solving Workshop 2009
- Advanced Math 1-2 A Journey into Problem Solving 2009
- Host Teacher for ASU Intern 2009 & 2010
- Mathematical Practices - 6th grade 2011
- PLC workshop 2011
- 6-8 grade Math Common Core 2012
- Common Formative Assessments 2012
- Common Core State Standards-Unwrapping the Standards 2012
- Math Academy 1.0: Common Core Content and Critical Thinking 2012
- Bar - Modeling 6th - 8th grade 2013
- Fractions/Ratios/Proportions 4th - 8th 2013
- Accelerated Compacted 7/8 Math 2013
- Accelerating Math 2013
- Applying Problem Solving Strategies in Context 2014
- Glendale Leadership Academy 1 2015
- NCTM Regional Conference 2016
- PLC Summit 2017

Accomplishments

- Every Day Hero Award 2016
- Suntec Concrete Exceptional Teacher Award 2016
- Every Day Hero Award 2015
- 95% passing rate for 7th grade accelerated math students 2013-2015
- Nominated for Teacher of The Year 2014-2015
- Silver Apple Award nominee 2015
- 6th grade students increased AIMS math scores by 15% 2012
- Developed and implemented after school math tutoring program of middle school students 2010-2016.

Professional Affiliations

- National Education Association, 2003-present
- Arizona Education Association, 2003- present
- National Council of Teachers of Mathematics, 2016- present

ACTION AGENDA ITEM

Revised
May 22, 2019

AGENDA NO: 7.E. TOPIC: Employment of Assistant Principal

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: May 23, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employment of **Mr. Donald Madison** as Assistant Principal of Bicentennial North School, salary and benefits commensurate with other Assistant Principals.

RATIONALE:

A committee was formed to screen and interview candidates for the Assistant Principal position of 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 the selected candidate to the position of Assistant Principal of Bicentennial North.

Donald Tevis Madison



Education/Certification

M. Ed Educational Leadership, 2009, Northern Arizona University
Phoenix, AZ

BA Elementary Education, 2005, Arizona State University
Phoenix, AZ

Principal Certificate: Arizona
Structured English Immersion, PreK-12

Teaching Certificate: K-8 Elementary Education
Middle Grades Math 6-8
Middle Grades Language Arts 6-8
Structured English Immersion, PreK-12

Leadership Experiences

**Classroom Teacher, Glendale American
Glendale Elementary School District
Phoenix, AZ; 2018-Current**

- Grade level Chair
- School Learning Team Committee Member
- MTSS Committee Member
- Boys' Coach for Intramural Flag Football

**STEM Outreach Coordinator, Phoenix Community College
Maricopa Community College
Phoenix, AZ; August 2018-February 2018**

- Coordinate college students to instruct a TEC Club in middle schools
 - Oversee weekly STEM activities, follow grand guidelines for staffing, create lessons for instructors, create science kits
 - Outreach to local middle school administrators to establish relationships for clubs and events
 - Follow guidelines on ordering materials for weekly activities
 - Work with Phoenix College faculty and staff to fulfill grant expectations and outcomes

Student Service Specialist-Admin., Palo Verde Middle School

Washington Elementary School District

Phoenix, AZ; 2013-Aug.24th 2017

- Student Disciplinarian (Dean of Students) for the 7th and 8th Grade
 - Conduct Teacher, Parent, and Student meetings; working on creating behavior contracts, creating attendance interventions
 - Implementing behavior intervention plans
 - Use Synergy to run weekly reports for errors, inputting data
- Summer School Coordinator
 - Hire instructors for programs, ensure district guidelines are being followed, register students, track data related needs
- 504 Coordinator
 - Create, implement, and conduct meetings, making sure all legal aspects are followed
- Wake-Up Site Coordinator (2015 and 2017)
 - Coordinate all site activities with Police Sargent Butcher, communicate with students and parents on the program, select and register students, communicate with district transportation for field trips
- Student Scheduling
 - Utilize Synergy Systems to schedule students into classes, monitor class sizes, do schedule changes as needed
- Leadership Team Member
 - Discipline Committee-create discipline guidelines for the school
 - Team Leader-make decisions on how to implement district based initiatives
 - Pillars Committee-make decisions pertaining to celebrating student achievement and implementing Character Counts
- Political Action Committee Team Lead for 15 schools-2013
 - Coordinate district goals, site based action plans, phone banks, and neighborhood walks
- Athletic Director 2014-16
 - Hire all coaches, oversee all athletic events, coordinate referee officials, oversee all student athlete requirements both academic and athletic behavior, set up all athletic event arenas

Classroom Teacher, Acacia Elementary School

Washington Elementary School District

Phoenix, AZ; 2011-2013

- National Title 1 Honors 2013-coordinate with staff expectations to meet this honor
- A+ Ranking 2011 - coordinate with staff expectations to meet requirements
- Site Council Secretary 2011-13
- Planning and Steering Committee Site Representative-2011-13
 - Voice site concerns, relay and present district views on upcoming initiatives and adoptions
- District Calendar Representative 2011-13
- Site leader for Technology and Synergy training
 - One-on-one mentoring creating classroom websites

- Integrating Smart boards and doc cams into classroom instruction
- How to use Synergy for grades, attendance, and student reporting
- District Math Institute Facilities 2011-13
 - Facilitate classroom presenters
 - Coordinate staff that attending the trainings
 - Ensure all materials are in each presenters classroom

Classroom Teacher, Desert View Elementary School

Washington Elementary School District

Phoenix, AZ; 2006-2010

- Site Council Secretary 2007-10
- Planning and Steering Committee Site Representative-2017-10
- District Calendar Representative 2009-10
- District Math Institute Facilities 2007
- Facilitate grade level PLC meetings on topics of: Anchor charts, Singapore Math, reading centers, Thinking Maps

Teaching Experience

4th Grade Teacher

Glendale American

Glendale Elementary School District 2018-Current

- Integrate a variety of teaching methods and instructional strategies to generate student interest
- Manage instruction that aligns to district philosophy, goals and objectives as outlined in the adopted district road map
- Evaluate and track student progress in class by using a combination of evaluations and student work samples
- Maintain a positive relationship with all stakeholders while holding students to a high standard of acceptable class/home work.

5th Grade Teacher

Acacia Elementary school District

Washington Elementary School District 2011-2013

- Integrate a variety of teaching methods and instructional strategies to generate student interest
- Manage instruction that aligns to district philosophy, goals and objectives as outlined in the adopted district road map
- Evaluate and track student progress in class by using a combination of evaluations and student work samples
- Maintain a positive relationship with all stakeholders while holding students to a high standard of acceptable class/home work.
- Boys' and Girls' Coach for Intramural Basketball
- Continuously teaching in the afterschool program and chaperoning events to Sea World and Zoo Camping

Kindergarten Teacher

Acacia Elementary school District

Washington Elementary School District 2010-2011

- Organize Data dialogs regarding DIBELS, Phonic Screeners, District Assessments, and grade level assessment in order to identify students' needs and intervention strategies
- Create small groups, grade level ability groups, and enrichment for advanced students

4th Grade Teacher

Desert View Elementary School

Washington Elementary School District 2007-2010

- Implemented classroom instruction based on a rigorous Implementation of explicitly communicated standards or objectives
- Student Council sponsor: planned, organized, instructed supervised council member in activities for grades 3-6 (2007-08)

6th Grade Teacher

Desert View Elementary School

Washington Elementary School District 2006-2007

- Half year as a Departmentalized Classroom teacher: teaching Middle level math, reading, social studies, and technology
- Full year of self-contained classroom teaching all subject content
- Developed and presented professional development for grade level teams 3-6 in areas of: classroom management, reading strategies, math practice and the use of technology (2006-2010)

Professional Development

ASPIRE graduate- WESD principal training program-2012

"Step Up To Success" graduate- WESD leadership training program-2011

Washington Elementary School Dist. Math Academy I & II

"BEGIN I, II, III", Teacher Induction Program

- Washington Elementary School District, 2006-2009

DIBELS reading intervention training 2011

Structured English Immersion 45 hr. training

- Arizona State University, 2007

National Title I Convention- Attended and Participated in the receiving Acacia's Recognition Honors for 2013

Awards

Arizona Middle Level Teacher of the year 2016-2017

March Employee of the Month 2016

National Title 1 School Honor as a Teacher 2013

A+ School of Excellence Honor as a Teacher 2011

September Employee of the Month 2008

References

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ACTION AGENDA ITEM



AGENDA NO: 7.F. 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 23, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employment of Ms. Angelique Saiz as Principal of Discovery School, salary and benefits commensurate with other Principals.

RATIONALE:

A committee was formed to screen and interview candidates for the Principal positions of Discovery. Seven 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 the selected candidate to the position of Principal of Discovery School.

Angelique D. Saiz



Dedicated and organized professional with a proven history of garnering accomplishment and driving objectives to exceed expectations. Articulate communication style that has proven effective with colleagues to harness the full support of all parties. Proven ability to manage educational operations, staff and students with organization, leadership and disciplined motivation.

EDUCATION AND CERTIFICATIONS

- **Educational Administration and Supervision (Principalship) (MEd)**, Arizona State University, 2013
- **Bachelor of Arts in Education**, Arizona State University West, 2008
- Principal Certification, 2013
- Elementary Education with an Endorsement in SEI, 2008

PROFESSIONAL AND LEADERSHIP EXPERIENCE

Glendale Elementary School District, Glendale, AZ
Assistant Principal

June 2016 to Current

- Observe, supervise and coach teachers to support continuous learning of students in the classroom
- Support grade-level teams through the PLC process and learning cycle
- Work collaboratively with our Achievement Advisors to determine appropriate and targeted professional learning for teachers
- Coordinate district and state testing assessment schedules
- Oversee and maintain the implementation of Well-Managed Schools on our campus
- Create and work collaboratively with teachers to create our school MTSS team, following the guidance of GESD Student Services
- Work in collaboration with our Risk Manager to continue to improve and refine our school safety plan
- Support and assist the principal with duties as needed
- Analyze data alongside our School Learning Team to develop plans for our school as part of our CIP and IAP

Peoria Unified School District, Peoria, AZ
Gifted Curriculum and Instruction Coach

June 2014 to 2016

- Provided Professional Development at site-based sessions on instructional best practices
- Mentored assigned teachers to identify and address needed skills/techniques
- Modeled lessons in classrooms daily to ensure high levels of academic rigor
- Introduced, modeled and coached teachers on strategies to engage all learners through arts integration lessons
- Facilitated district-wide Professional Development sessions for faculty
- Developed engaging, high-interest curriculum for the school district as a member of the Curriculum Writing Team
- Maintained strong relationships with colleagues to ensure teachers are successful with teaching strategies
- Participated in learning conversations with administration and staff as a member of site-based Leadership Teams
- Facilitated mini-workshops for teachers during weekly Professional Learning Community meetings
- Communicated current district initiatives to faculty and organizes training opportunities to meet teacher needs

Kachina Elementary, Peoria, AZ**November 2015 to Current****Title I Tutoring Director**

- Trained certified staff on current best practices for at-risk students
- Evaluates teacher performance using criteria-based rubrics
- Monitored and mentored teachers throughout the teaching cycle
- Oversaw payroll and time-sensitive data
- Developed and adapted materials and curriculum for faculty use

Oakwood Elementary School, Peoria, AZ**August 2008 to May 2014****Teacher**

- Developed and implemented engaging, effective lessons in all subject areas for heterogeneous groups of Third and Fifth grade students.
- Worked collaboratively with other teachers and professionals to create effective lessons that met the learning needs and abilities of all students.
- Communicated with parents on a regular basis to apprise of students educational and developmental progress.
- Leadership Team Member -Managed issues and school events through organized meetings and effective communication.
- Grade Level Chair - Collected and analyzed grade level data to assess areas of weakness and strengths to be used for improvement plans.
- Yearbook Advisor - Archived school year activities through attending events and interviews. Handled financial interactions and ordering information with accurate data and records.
- Interview Team Member - Participated in the interview process of candidates looking to join our educational team.
- Tutoring Club Sponsor/Advisor - Developed a tutoring system through the creation of a club that paired students with others to assist with weekly study sessions.
- Student of the Month Club Sponsor - Develop and organize recognition programs for student achievements.
- Communication Council Representative – Represented Oakwood at the district monthly meeting to present concerns and questions as a part of effective communication.

Kachina Elementary School, Glendale, AZ**August 2004 to May 2006****Reading Instructional Assistant**

- Provided instruction and support to special education students.
- Increased literacy and skills through the development of small group lessons.
- Contributed to additional professional development sessions to build knowledge base.
- Retained accurate records and data analysis.

Optiscan, Inc., Phoenix, AZ**May 2000 to August 2012****Supervisor, Technician**

- Served as a Quality Control Technician.
- Provided onsite staff and operational supervision.
- Maintained accurate records and performed statistical analysis monthly.
- Facilitated training sessions with new employees.
- Facilitated refresher training sessions with current employees as new systems were implemented.

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 23, 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.

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
Salary Schedule Study Session	5/9/19	Sara Smith		

