

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Regular Meeting of the Governing Board

September 12, 2019 5:30 p.m.

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 Gymnasium of Glendale Landmark School, 5730 West Myrtle, Glendale.

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

GOVERNING BOARD GOALS

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

DISTRICT GOALS

Increase Student Achievement

Eliminate the Achievement Gap

1. Call to Order and Roll Call

2. Opening Exercises

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

Please Note: At 5:00 p.m., the Governing Board will host a reception in Landmark's Cafeteria for the teachers and families of students being recognized during the meeting for achieving perfect scores on the 2019 AzMERIT.

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

Student Recognition

The Governing Board will recognize students who received perfect scores on the 2019 Arizona Measurement of Educational Readiness to Inform Teaching (AzMERIT).

5. Study Session

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

Strategic Planning Priorities

The Governing Board will discuss strategic planning priorities.

Policy Manual Adoption Update

Administration will provide an update on the Policy Manual Adoption process: the Board will review and discuss policies, regulations and exhibits pulled during the first reading of the revised policy manual, and policies, regulations and exhibits with additional revisions since the first reading.

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.

6. Consent Agenda

a. Minutes

It is recommended the Governing Board approve the minutes of the August 8, 2019 Regular Meeting and August 22, 2019 Special Meeting as presented.

b. Ratification of Vouchers

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

c. Acceptance of Gifts

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

d. Certified Personnel Report

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

e. Classified Personnel Report

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

f. Travel

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

g. Surplus Property Disposal

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

h. Student Activity Fund Balance Statement

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

i. Fundraiser Activity Requests

It is recommended the Governing Board approve the list of fundraiser activity requests as presented.

j. Peer Observers

It is recommended the Governing Board approve the list of teachers as Peer Observers for the 2019-2020 school year as presented.

k. Phased Retirement Plan

It is recommended the Governing Board approve the Phased Retirement Plan as presented.

7. Reports and Information Items

a. Superintendent's Progress Report

The Superintendent will provide the Governing Board with the District's annual progress report.

8. Action Items

a. First Reading of Policy Revisions

It is recommended the Governing Board approve the first reading of revised policies as presented in Item 5.B. Policy Manual Adoption Update

9. Discussion Item

a. Arizona School Boards Association Law Conference

Governing Board members and administrators will share information and learning from the Arizona School Boards Association's Law Conference.

10. 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.

11. 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.

12. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT

SPECIAL RECOGNITION

AGENDA NO: 4.A. TOPIC: Student Recognition

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED: September 12, 2019

The Governing Board will recognize students who received perfect scores on the 2019 Arizona Measurement of Educational Readiness to Inform Teaching (AzMERIT).

GLENDALE ELEMENTARY SCHOOL DISTRICT

STUDY SESSION

AGENDA NO: 5.A. TOPIC: Strategic Planning Priorities

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED: September 12, 2019

The Governing Board will discuss strategic planning priorities.

GLENDALE ELEMENTARY SCHOOL DISTRICT

STUDY SESSION

AGENDA NO: 5.B. TOPIC: Policy Manual Update

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED: September 12, 2019

Administration will provide an update on the Policy Manual Adoption process: the Board will review and discuss policies, regulations and exhibits pulled during the first reading of the revised policy manual, and policies, regulations and exhibits with additional revisions since the first reading.

Legal counsel was sought on the following policies, regulations and exhibits pursuant to previous discussion:

BDG-School Attorney
BE-School Board Meetings
DBI-Budget Implementation
EEAEAA-R Drug and Alcohol Testing of Transportation Employees
GCP-Professional Staff Promotions
IKAB-Report Cards/Progress Reports

The following policies, regulations and exhibits are presented with additional revisions since the first reading:

BEDH-Public Participation at Board Meetings
DIE-Audits/Financial Monitoring
DJE-Bidding/Purchasing Procedures
GBEB-Staff Conduct
GBEB-R Staff Conduct
GBEFA-Staff Use of Digital Wireless communication or Electronic Devices While Operating a Motor Vehicle
GBI-Staff Participation in Political Activities
GCF-Professional Staff Hiring
GCFC-Professional Staff Certification and Credentialing Requirements
GCFC-E Professional Staff Certification and Credentialing Requirements
GCO-Evaluation of Professional Staff Members
GDF-Support Staff Hiring
GDFA-Support Staff Qualifications and Requirements
GDFA-E Support Staff Qualifications and Requirements
IHA-Basic Instructional Program
IHA-E Basic Instructional Program
IHAMB-R Family Life Education
IHAMD-Instruction and Training in Suicide Prevention
JFAA-Admission of Resident Students
JFAA-EA Admission of Resident Students
JFAA-EB Admission of Resident Students
JFAB-Tuition/Admission of Nonresident Students
JFAB-EA Tuition/Admission of Nonresident Students
JFAB-EB Tuition/Admission of Nonresident Students
JICA-Student Dress

JICA-R Student Dress

JIH-Student Interrogations, Searches and Arrests

JLCD Medicines/Administering Medicines to Students

JLDAC-Screening/Testing of Students

JLF-Reporting Child Abuse/Child Protection

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

Compare BEDH © PUBLIC PARTICIPATION AT BOARD

first

MEETINGS (version 3 to 1)

last

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

BEDH © PUBLIC PARTICIPATION AT BOARD MEETINGS

All regular and special meetings of the Board shall be open to the public.

The Board invites the viewpoints of citizens throughout the District, and considers the responsible presentation of these viewpoints vital to the efficient operation of the District. The Board also recognizes its responsibility for the proper governance of the schools and therefore the need to conduct its business in an orderly and efficient manner. The Board therefore establishes the following procedures to receive input from citizens of the District:

- ~~Any~~ **A.** Any individual desiring to address the Board shall complete a form (Request to Address Board) and give ~~this form~~ **this form** to the Superintendent prior to the start of the Board meeting.
- ~~The~~ **B.** The Board President shall be responsible for recognizing speakers, maintaining proper order, and ~~adhering to~~ **adhering to** any time limit set. ~~Questions of fact asked by the public shall, when appropriate, be answered by the President or referred to the Superintendent for reply. Questions~~ **Questions** requiring investigation shall be ~~referred to~~ **referred to** the Superintendent for later report to the Board. Questions or comments on matters that are ~~currently under~~ **currently under** legal review will not receive a response.
- ~~If~~ **C.** If considered necessary, the President shall set a time limit on the length of the comment period. In order ~~to ensure to~~ **ensure** that each individual has an opportunity to address the Board, the President may also set a time ~~limit for~~ **limit for** individual speakers.
- ~~Members of the public may be recognized by the President to assist the Board with information for the conduct of its official business.~~
- ~~Personal~~ **D.** **Personal** attacks upon Board members, staff personnel, or other persons in attendance or absent ~~by individuals~~ **by individuals** who address the Board are discouraged. ~~Presenters are cautioned that statements or representations concerning others that convey an unjustly unfavorable impression may subject the presenter to civil action for defamation.~~ Policies KE, KEB, KEC, and KED are provided by the ~~Board for~~ **Board for** disposition of legitimate complaints, including those involving individuals. Upon conclusion of ~~the open call~~ **the open call** to the public, individual members of the Board may respond to any criticism made by ~~an individual~~ **an individual** who has addressed the Board.

The Superintendent shall ensure that a copy of this policy is posted at the entrance to the Board meeting room, and that an adequate supply of forms is available.

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

LEGAL REF.:

A.R.S.

[38-431.01](#)

CROSS REF.:

[BDB](#) - Board Officers

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

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

[KEB](#) - Public Concerns/Complaints about Personnel

Compare DIE © AUDITS / FINANCIAL MONITORING (version 3

first

to 2)

last

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

DIE © AUDITS / FINANCIAL MONITORING

The Governing Board directs the Superintendent to implement procedures that assure District compliance with all state and federal requirements for financial monitoring and audits. Contingent upon prescribed qualifying criteria, such requirements may include, but are not limited to, procedural reviews by the Office of the Auditor General and the federal Single Audit Act Amendments and Office of Management and Budget (OMB) Compliance Supplement June 2016.

The procurement of the necessary services shall be consistent with the District's policy on bidding and purchasing procedures. Any allocation of costs for the services shall conform to the requirements of the Uniform System of Financial Records (USFR).

~~The following statutory limitations regarding the auditor or auditing firm shall be followed:~~

A

~~The District may not hire the same auditor or auditing firm for more than three (3) consecutive years.~~

~~B. An auditor or auditing firm hired by a school district may not also receive consulting fees from that school district.~~

~~A~~ final report of each separate fiscal management review shall be presented to the Board for examination and discussion. After a report has been presented to the Board, it will become a matter of public record, and its distribution will not be limited. Copies of a final report shall be filed with appropriate state and other authorities.

The District shall prominently post on its website home page a copy of its profile pages that displays the percentage of every dollar spent in the classroom by that school district from the most recent status report issued by the Auditor General.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.

~~15-213~~ [213](#)

[15-239](#)

[15-914](#)

[15-2111](#)

[41-1279.03](#)

[41-1279.04](#)

[41-1279.05](#)

[41-1279.07](#)

[41-1279.21](#)

[41-1279.22](#)

A.A.C. -

[R7-2-902](#)

USFR - Audit Requirements

2 CFR Part 200 Appendix XI, Compliance Supplement

CROSS REF.:-

[DICA](#) - Budget Format

Compare DJE © BIDDING / PURCHASING PROCEDURES

first

(version 4 to 1)

last

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

DJE © BIDDING / PURCHASING PROCEDURES

The Superintendent shall be responsible for all purchasing, contracting, competitive bidding, and receiving and processing of all bid protests, in accordance with the Arizona school district procurement rules, including A.A.C. [R7-2-1141](#) *et seq.* A contract shall not be awarded to an entity that does not verify employment eligibility of each employee through the E-verify program in compliance with A.R.S. [23-214](#) subsection A. Each contract shall contain the warranties required by A.R.S. [41-4401](#) relative to the E-verify requirements.

The Superintendent ~~shall prepare regulations to assure the District conforms to proper procedures and practices.~~ shall ensure that all aspects of bidding and purchasing procedures conform to federal and state laws, rules and regulations. Administrative regulations shall be established to assure the District is in full compliance, including contracting with small and minority businesses, women's business enterprises, and labor surplus area firms. (2 C.F.R. 200.321).

Purchases Not Requiring Bidding

Purchases of less than ten thousand dollars (\$10,000) may be made at the discretion of the Superintendent. Such procurements are not subject to competitive purchasing requirements, however reasonable judgment should be used to ensure the purchases are advantageous to the District.

~~Verbal~~ Written price quotations will be requested from at least three (3) vendors for transactions of at least ten thousand dollars (\$10,000) ~~but less than fifty thousand dollars (\$50,000). The price quotations should be shown on, or attached to, the related requisition form. If three (3) verbal quotations cannot be obtained, documentation showing the vendors contacted that did not offer price quotations, or explaining why price quotations were not obtained, shall be maintained on file in the District office.~~ Written price quotations will be requested from at least three (3) vendors for transactions of at least fifty thousand dollars (\$50,000) but not more than and less than one hundred thousand dollars (\$100,000). If three (3) written price quotations cannot be obtained, documentation showing the vendors contacted that did not offer written price quotations, or explaining why written price quotations were not obtained, shall be maintained on file in the District office.

The District is not required to engage in competitive bidding in order to place a student in a private school that provides special education services if such placement is prescribed in the student's individualized education program and the private school has been approved by the Department of Education Division of Special Education pursuant to A.R.S. [15-765](#). The placement is not subject to rules adopted by the State Board of Education before November 24, 2009 pursuant to A.R.S. [15-213](#).

The District may, without competitive bidding, purchase or contract for any products, materials and services directly from Arizona Industries for the Blind, certified nonprofit agencies that

serve individuals with disabilities and Arizona Correctional Industries if the delivery and quality of the goods, materials or services meet the District's reasonable requirements.

Intergovernmental agreements and contracts between school districts or between the District and other governing bodies as provided in A.R.S. [11-952](#) are exempt from competitive bidding under the procurement rules adopted by the State Board of Education pursuant to A.R.S. [15-213](#).

The District is not required to engage in competitive bidding to make a decision to participate in insurance programs authorized by A.R.S. [15-382](#).

The District is not required to obtain bid security for the construction- manager-at-risk method of project delivery.

Unless otherwise provided by law, contracts for materials or services and contracts for job-order-contracting construction services may be entered into if the duration of the contract and the conditions of renewal or extension, if any, are included in the invitation for bids or the request for proposals and if monies are available for the first fiscal period at the time the contract is executed. The duration of contracts for materials or services and contracts for job-order-contracting construction services shall be limited to no more than five (5) years unless the Board determines that a contract of longer duration would be advantageous to the District. Once determined, the decision should be memorialized in meeting minutes and in the contract/bid file. Payment and performance obligations for succeeding fiscal periods are subject to the availability and appropriation of monies. The maximum dollar amount of an individual job order for a job-order-contracting construction service shall be one million dollars (\$1,000,000) or as determined by the Board.

Online Bidding

Until such time as the State Board of Education adopts rules for the procurement of goods and information services by school districts and charter schools using electronic, online bidding, the District may procure goods and information services pursuant to A.R.S. [41-2671](#) through [2673](#) using the rules adopted by the Department of Administration in implementing [41-2671](#) through [2673](#).

Purchases Requiring Bidding

Sealed bids and proposals shall be requested for transactions to purchase construction, materials, or services costing more than one hundred thousand dollars (\$100,000). All transactions must comply with the requirements of the Arizona Administrative Code and the Uniform System of Financial Records.

Public Inspection and Rationale

for Awarding a Contract

The Governing Board shall make available, for public inspection, all information, all bids, proposals and qualifications submitted, and all findings and other information considered in determining whose bid conforms to the District's invitation for bids. Documentation provided will include information regarding the most advantageous, with respect to price, conformity to the specifications, and other factors, or whose proposal for qualifications are to be used to select and award the bid. Included in this information will be the rationale for awarding a contract for any specified professional services, construction, construction service or materials to an entity selected from a qualified select bidders list or through a school purchasing cooperative. The invitation for bids, request for proposals or request for qualifications shall

include a notice that all information and bids, proposals and qualifications submitted will be made available for public inspection.

Registered Sex Offender Prohibition

All purchase orders, agreements to purchase, and contracts for services to be provided by personnel other than District employees must include the following statement on the document:

Registered Sex Offender Restriction. Pursuant to this order, the named vendor agrees by acceptance of this order that no employee or subcontractor of the vendor, who is required to register as a sex offender, pursuant

~~to A~~

to A.R.S. [13-3821](#), will perform work on District premises or equipment at any time when District students are, or

~~are reasonably~~

are reasonably expected to be, present. The vendor further agrees by acceptance of this order that a violation of

~~this condition~~

this condition shall be considered a material breach and may result in a cancellation of the order at the District'

~~s discretion~~

s discretion.

Adopted: ~~January 30, 2014~~`<-- z2AdoptionDate -->`

LEGAL REF:--

A.R.S.--

[11-952](#)

[15-213](#)

[15-213.01](#)

[15-213.02](#)

[15-239](#)

[15-323](#)

[15-342](#)

[15-382](#)

[15-765](#)

[15-910.02](#)

[23-214](#)

[34-101](#) et seq.

[35-391](#) et seq.

[35-393](#) et seq.

[38-503](#)

[38-511](#)

[39-121](#)

[41-2632](#)

[41-2636](#)

[41-4401](#)

A.A.C.—

[R7-2-1001](#) *et seq.*

A.G.O.—

I83-136

I87-035

I06-002

~~USFR~~—USFR: VI-G-8 *et seq.*

[2 C.F.R. 200.321](#)

CROSS REF.:—

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

[DJ](#) - Purchasing

[DJG](#) - Vendor/Contractor Relations

[GBEAA](#) - Staff Conflict of Interest

[JLIF](#) - Sex Offender Notification

Compare GBEA © STAFF ETHICS (version 4 to 2)

first

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

last

GBEA © STAFF ETHICS

(Statement of Ethics for School Employees)

All employees of the District are expected to maintain high standards in their school relationships. These standards must be idealistic and at the same time practical, so that they can apply reasonably to all staff members. The employees acknowledge that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, every employee assumes responsibility for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. It must be recognized that the employee's actions will be viewed and appraised by the community, associates, and students. To these ends, the Board adopts the following statements of standards.

The school employee:

- ~~Makes~~ **A. Makes** the well-being of students the fundamental value of all decision making and actions.
- ~~Maintains~~ **B. Maintains** just, courteous, and proper relationships with students, parents, staff members, and others.
- ~~Strives~~ **C. Strives** for the maintenance of efficiency and knowledge of developments in the employee's field of work.
- ~~Fulfills~~ **D. Fulfills** job responsibilities with honesty and integrity.
- ~~Directs~~ **E. Directs** any criticism of other staff members or of any department of the school system toward improving the District. Such constructive criticism is to be made directly to the school administrator who has the responsibility for improving the situation.
- ~~Supports~~ **F. Supports** the principle of due process and protects the civil and human rights of all individuals.
- ~~Obeys~~ **G. Obeys** local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
- ~~Implements~~ **H. Implements** the Governing Board's policies and administrative rules and regulations.
- **I.** Refrains from using school contacts and privileges to promote ~~partisan politics,~~ **political or** sectarian religious views, ~~or selfish propaganda~~ **personal agenda** of any kind. ● ~~Avoids~~
- J. Pursues** appropriate measures to correct any laws, policies, or regulations that are not consistent with sound educational goals.

K. ~~Avoids~~ using position for personal gain through political, social, religious, economic, or other influence.

● ~~Maintains~~-L. ~~Maintains~~ the standards and seeks to improve the effectiveness of the profession through research ~~and continuing~~ and continuing professional development.

● ~~M~~. Stresses the proper use and protection of all school properties, equipment, and materials.

● ~~Honors~~-N. ~~Honors~~ all contracts until fulfillment or release.

In the performance of duties, employees shall keep in confidence such information as they may secure unless disclosure serves District purposes or is required by law.

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

LEGAL REF.:

A.A.C.

[R7-2-205](#)

Compare GBEB STAFF CONDUCT (version 4 to 2)

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

GBEB © STAFF CONDUCT

All employees of the District are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and District property. No employee shall, by action or inaction, interfere with or disrupt ~~any~~ **any** District activity or encourage any such disruption. No employee, other than one who has obtained authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds. All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of the District, and carry out all applicable orders issued by the Superintendent.

~~No employee, while on or using school property, otherwise acting as an agent, or working in an official capacity for the District shall engage in conduct that violates the District's expectations for staff conduct, examples of which include but are not necessarily limited to the following:~~

- ~~● Physical or verbal abuse of, or threat of harm to, anyone.~~
- ~~● Unprofessional conduct.~~
- ~~● Committing fraud in securing appointment.~~
- ~~● Exhibiting incompetency in their work.~~
- ~~● Exhibiting inefficiency in their work.~~
- ~~● Exhibiting improper attitudes.~~
- ~~● Neglecting their duties.~~
- ~~● Acts of insubordination.~~
- ~~● Willful disobedience.~~
- ~~● Acts of child abuse or child molestation.~~
- ~~● Acts of dishonesty.~~
- ~~● Causing damage, or threat of damage, to property of the District or property of a member of the community or a visitor to the school when the property is located on premises controlled by the District.~~
- ~~● Forceful or unauthorized entry to or occupation of District facilities, including buildings and grounds.~~
- ~~● Use, possession, distribution, or sale of alcohol or of drugs or other illegal substances.~~
- ~~● Being absent without leave.~~
- ~~● Being involved in excessive absenteeism.~~

- ~~Use of profane or abusive language, symbols, or conduct.~~
- ~~Failure to teach to the standards.~~
- ~~Discourteous treatment of the public.~~
- ~~Improper political activity.~~
- ~~Failure to comply with lawful direction of District officials, security officers, or any other law enforcement officer, or failure to identify oneself to such officials or officers when lawfully requested to do so.~~
- ~~A violation of District policies and regulations.~~
- ~~Any conduct violating federal, state, or applicable municipal law or regulation.~~
- ~~Any other conduct that may obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions of the District, or any other activity sponsored or approved by the Board.~~

In addition to the foregoing, all staff members are expected to:

- ~~Thoroughly acquaint themselves with the rules, regulations, and other information applicable to them contained within the policies of the Board.~~
- ~~Conduct themselves in a manner consistent with effective and orderly education and to protect the students and the District property.~~
- ~~Maintain order in a manner consistent with District policies and regulations.~~
- ~~Comply promptly with all orders of the Superintendent and the administrator who is their immediate supervisor.~~
- ~~Dress and maintain a general appearance that reflects their position and does not detract from the educational program of the school.~~
- ~~Comply with the requirement of A.R.S. [15-515](#) [**Duty to report violations occurring on school premises**] by immediately reporting to the Superintendent or the administrator who is their immediate supervisor:

 - ~~A violation of A.R.S. [13-3102](#) [possession of a deadly weapon on school grounds].~~
 - ~~A violation of A.R.S. [13-3111](#) [possession of a firearm by a minor without authorization (in Maricopa and Pima Counties and where otherwise adopted by local ordinance)].~~
 - ~~A violation of A.R.S. [13-3411](#) [possession, use, or intent to sell marijuana, peyote, or dangerous or narcotic drugs, or intent to sell prescription-only drugs in a drug-free school zone (i.e., school grounds and the area within three hundred [300] feet and public property within one thousand [1,000] feet of school grounds, the area at a school bus stop, and a school bus)].~~~~

Any administrator receiving a report of a violation of A.R.S. [13-3102](#), [13-3111](#), or [13-3411](#) shall immediately report such violation to a peace officer in compliance with A.R.S. [15-515](#).

~~Employees of the District who violate these rules are subject to disciplinary action.~~

~~Reporting Suspected Crimes~~

~~or Incidents~~

~~Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury to employees, students or others on school property. All such reports shall be communicated to the Superintendent who shall be responsible for reporting to local law enforcement.~~ Potential consequences to employees of the District who violate these rules may include, but are not limited to:

- A. Removal from school grounds.
- B. Both civil and criminal sanctions, which may include, but are not limited to, criminal proceedings under Title 13, Chapter 29, Arizona Revised Statutes.
- C. Warning.
- D. Reprimand.
- E. Suspension.
- F. Dismissal.
- G. Having consideration given to any such violations in the determination of or establishment of any pay or salary in later contracts or employment, if any.

Reporting Suspected

Crimes or Incidents

Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Superintendent who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Policy JICK as required in A.R.S. [15-341\(A\)\(36\)](#).

The school district or charter school is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

On or before January 1, 2020, the District shall post the policies and procedures pertaining to "Reporting Suspected Crimes or Incidents" on its website as the department of education shall develop a process to verify that each school district has adopted the required policies and procedures by this date.

If the District maintains an online Manual of policies and procedures, the District may post a link to that manual with a reference to the appropriate policies and procedures.

A person who violates the reporting requirements may be disciplined for violating the policies of the School District Governing Board pursuant to A.R.S. [15-341](#) and notwithstanding A.R.S. [15-341](#), may be subject to dismissal. Each school district governing board shall prescribe and

enforce policies and procedures that require the School District to maintain a record on any person who is disciplined pursuant to this policy and, on request, shall make that record available to any public school, school district governing board or charter school governing body that is considering hiring that person.

A person who is employed by the School District or is an applicant for employment with the ~~school~~ School District, who is arrested for or charged with any nonappealable offense listed in section [41-1758.03](#), subsection B and who does not immediately report the arrest or charge to the person's supervisor or potential employer is guilty of unprofessional conduct and the person shall be immediately dismissed from employment with the School District or immediately excluded from potential employment with the School District. A person dismissed from employment for failure to report being arrested for or charged with a nonappealable offense has no right to appeal under the provisions of A.R.S. [15-539](#), subsection F. Prior to an action to terminate for failure to report, an employee will be given the opportunity to provide a written explanation of circumstances or events which they believe mitigate the failure to report.

Use of Physical Force ~~by~~by Supervisory Personnel

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to maintain order. Similar physical force will be appropriate in self-defense, in the defense of other students and school personnel, and to prevent or terminate the commission of theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.

The threat or use of physical force is not justified as a response to verbal provocation alone, nor when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others or to preserve property at risk.

Adopted: ~~December 11, 2008~~`<-- z2AdoptionDate -->`

LEGAL REF.:-

A.R.S.-

[13-2911](#)

[13-3102](#)

[13-3111](#)

[13-3411](#)

[15-153](#)

[15-341](#)

[15-342](#)

[15-507](#)

[15-509](#)

~~15-514~~[511](#)

~~15-521~~[512](#)

[15-514](#)

[15-539](#)

[15-550](#)

[38-531](#)

[38-532](#)

[41-770](#)

[41-1758.03](#)

A.A.C. -
[R7-2-205](#)

CROSS REF.:-

[GCF](#) - Professional Staff Hiring

[GCMF](#) - Professional Staff Duties and Responsibilities

[GCO](#) - Evaluation of Professional Staff Members

[JIC](#) - Student Conduct

[JK](#) - Student Discipline

[KFA](#) - Public Conduct on School Property

Compare GBEB-R © (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.

GBEB-R ©

REGULATION

STAFF CONDUCT

No employee, while on or using school property, otherwise acting as an agent, or working in an official capacity for the District shall engage in:

- A. Physical or verbal abuse of, or threat of harm to, anyone.
- B. Causing damage, or threat of damage, to property of the District or property of a member of the community or a visitor to the school when the property is located on premises controlled by the District.
- C. Forceful or unauthorized entry to or occupation of District facilities, including buildings and grounds.
- D. Use, possession, distribution, or sale of alcohol or of drugs or other illegal substances.
- E. Use of profane or abusive language, symbols, or conduct.
- F. Failure to comply with lawful direction of District officials, security officers, or any other law-enforcement officer, or failure to identify oneself to such officials or officers when lawfully requested to do so.
- G. The carrying or possession of a weapon on school grounds without authorization from the appropriate school administrator.
- H. A violation of District policies and regulations.
- I. ~~Any~~ Any conduct violating federal, state, or applicable municipal law or regulation.
- J. ~~Any~~ Any other conduct that may obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions of the District, or any other activity sponsored or approved by the Board.
- K. ~~The~~ The use of District resources, as defined in A.R.S. [15-511](#) and District Policy GBI, Staff Participation in Political Activities, to influence the outcome of an election.

In addition to the foregoing, all staff members are expected to:

- A. Thoroughly acquaint themselves with the rules, regulations, and other information applicable to them contained within the policies of the Board.
- B. Conduct themselves in a manner consistent with effective and orderly education and to protect the students and the District property.

- C. Maintain order in a manner consistent with District policies and regulations.
- D. Comply promptly with all orders of the Superintendent and the administrator who is their immediate supervisor.
- E. Dress and maintain a general appearance that reflects their position and does not detract from the educational program of the school.
- F. Comply with the requirement of A.R.S. [15-153](#) and [15-515](#) by immediately reporting to the Superintendent or the administrator who is their immediate supervisor:
 - 1. A violation of A.R.S. [13-3102](#) [possession of a deadly weapon on school grounds].
 - 2. A violation of A.R.S. [13-3111](#) [possession of a firearm by a minor without authorization (in Maricopa and Pima Counties and where otherwise adopted by local ordinance)].
 - 3. A violation of A.R.S. [13-3411](#) [possession, use, or intent to sell marijuana, peyote, or dangerous or narcotic drugs, or intent to sell prescription-only drugs in a drug-free school zone (i.e., school grounds and the area within three hundred [300] feet and public property within one thousand [1,000] feet of school grounds, the area at a school bus stop, and a school bus)].

Any administrator receiving a report of a violation of A.R.S. [13-3102](#), [13-3111](#), or [13-3411](#) shall immediately report such violation to a peace officer in compliance with A.R.S. [15-153](#) and [15-515](#).

Employees of the District who violate these rules are subject to disciplinary action.



GBEFA ©
STAFF USE OF DIGITAL WIRELESS
COMMUNICATIONS OR ELECTRONIC
DEVICES WHILE OPERATING
A MOTOR VEHICLE

Arizona law (A.R.S. 28-914, effective January 1, 2021), states that a person may not operate a motor vehicle on a street or highway if the person does either of the following:

- A. physically holds or supports with any part of the person's body either of the following:
 - 1. portable wireless communication device, except that a person may use a portable wireless communication device with an earpiece, headphone device or device worn on a wrist to conduct a voice-based communication.
 - 2. a stand-alone electronic device.
- B. writes, sends or reads any text-based communication, including a text message, instant message, e-mail or Internet data, on a portable wireless communication device or stand-alone electronic device.

This does not apply to either of the following:

- A. the use of voice-based communications, including through the use of a portable wireless communication device or stand-alone electronic device, to direct the writing, sending, reading or other communicating of any text-based communication.
- B. the use of a portable wireless communication device or stand-alone device when used in a hands-free manner for:
 - 1. navigation of the motor vehicle.
 - 2. use of a global positioning system.
 - 3. obtaining motor vehicle information or information related to driving a motor vehicle.

This also does not prohibit the operation of a motor vehicle while using a device, including a device that is accessible through an interface that is embedded in a motor vehicle, that allows communication without the use of either of the driver's hands, except to activate or deactivate a function of the device.

An operator may use a portable wireless communication device:

- A. to report illegal activity or summon emergency help.
- B. that was permanently or temporarily affixed to the motor vehicle to relay information in the course of the operator's occupational duties between the operator and either: i) a dispatcher, ii) a digital network or software application service.

"Portable wireless communication device:"

A. means a cellular telephone, a portable telephone, a text-messaging device, a personal digital assistant, a stand-alone computer, a global positioning system receiver or a substantially similar portable wireless device that is used to initiate or receive communication, information or data.

B. does not include a radio, citizens band radio, citizens band radio hybrid, commercial two-way radio communication device or its functional equivalent, subscription-based emergency communication device, prescribed medical device, amateur or ham radio device or in-vehicle security, navigation or remote diagnostics system.

"*Stand-alone electronic device*" means a portable device other than a portable wireless communication device that stores audio or video data files to be retrieved on demand by a user.

The Superintendent will develop training to implement this policy prior to the effective date.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-514](#)

[28-914](#)

[28-963](#)

[28-3164](#)

CROSS REF.:

[EEAE](#) - Bus Safety Program

[EEAEA](#) – Bus Driver Requirements, Training, and Responsibilities

[EEAG](#) - Student Transportation in Private Vehicles

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

[GBEA](#) - Staff Ethics

[GBEB](#) - Staff Conduct

[GBEBB](#) - Staff Conduct With Students

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

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

[IJNDB](#) - Use of Technology Resources in Instruction

[JIC](#) - Student Conduct

Compare GBI © STAFF PARTICIPATION IN POLITICAL ACTIVITIES (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.

GBI © STAFF PARTICIPATION ~~IN~~ ~~IN~~ POLITICAL ACTIVITIES

The Board recognizes the right of its employees, as citizens, to engage in political activity. However, school time, personnel, equipment, supplies, materials, buildings, or other resources may not be used to influence the outcomes of elections.

A staff member, a person acting on behalf of the District or a person who aids another person acting on behalf of the District shall be guided by the following:

~~● No employee~~ A. **No employee while on duty** shall engage in political activities upon property under the jurisdiction of the Board. ~~Employees in their individual capacities may exercise their political liberties on property leased from the school for that purpose.~~ ● **Campaigning**

B. The prohibition on the use of public resources to influence the outcome of bond, budget override and other tax-related elections includes the use of School District-focused promotional expenditures that occur after an election is called and through election day. This prohibition does not include routine School District communications which are messages or advertisements that are germane to the functions of the School District and that maintain frequency, scope and distribution consistent with past practices or are necessary for public safety.

C. **Campaigning** and other election activities must be done in off-duty hours, when not working in an ~~official capacity~~ **official capacity** or representing the District, and without the participation of District employees or students ~~acting in~~ **acting in** the capacity of District or school representatives.

~~● Invitations~~ D. **Invitations** to participate in election activities on a given campus, except when extended by groups leasing ~~or using~~ **or using** school facilities, shall be permitted only when such invitations are to all candidates for the office. ● ~~Political~~ The rental use of District property by a private person or entity that may lawfully attempt to influence the outcome of an election is permitted if it does not occur at the same time and place as a related District-sponsored forum or debate.

E. **Political** circulars or petitions may not be posted or distributed in school.

~~● The~~ F. **The** collection of campaign funds and/or the solicitation of campaign workers is prohibited on school property.

~~● Students~~ G. **Students** may not be given written materials to influence the outcome of an election or to advocate support ~~for or~~ **for or** opposition to pending or proposed legislation.

- ~~Students-H.~~ **Students** may not be involved in writing, addressing or distribution of material intended to influence ~~the outcome~~ **the outcome** of an election or to advocate support for or opposition to pending or proposed legislation.

Employees of the District may not use the authority of their position to influence the vote or political activities of any subordinate employee.

District employees who hold elective or appointive office are not entitled to time off from their school duties for reasons incident to such offices, except as such time may qualify under the leave policies of the Board.

The discussion and study of politics and political issues, when such discussion and study are appropriate to classroom studies, are not precluded under the provisions of this policy.

District employees shall be permitted time as provided in statute, if required, to vote in the primary or general election.

The District may distribute informational reports on a proposed budget override election as provided in A.R.S. [15-481](#) and on a proposed bond election as provided in A.R.S. [15-491](#) if those informational reports present factual information in a neutral manner, except for those arguments allowed under A.R.S. [15-481](#).

Nothing in this policy shall preclude the District from producing and distributing impartial information on elections other than District budget override elections or reporting on official actions of the Governing Board.

The District shall not make expenditures for literature associated with a campaign conducted by or for a District official.

Adopted: ~~October 21, 2003~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

~~15-305~~[481](#)

~~15-481~~[491](#)

[15-511](#)

[15-903](#)

[16-402](#)

A.G.O.

[115-002](#)

Compare GCF © PROFESSIONAL STAFF HIRING (version 3 to

first

1)

last

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

GCF © PROFESSIONAL STAFF HIRING

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by ~~giving careful consideration to~~ **considering** qualifications and by providing competitive salary schedules within the financial capability of the District, adequate facilities, and good working conditions.

The Board has the legal responsibility of approving the employment of all employees. While this responsibility cannot be waived, the Board assigns to the Superintendent the process of recruiting staff members. In carrying out this responsibility, the Superintendent may involve other staff members as needed. All personnel selected for employment must be recommended by the Superintendent and approved by the Board. The Board adopts the following general criteria, which shall be utilized in the selection process for initial employment:

- ~~There~~ **A.** ~~There~~ will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, ~~or disability~~ **or disability** of an otherwise qualified individual.
- ~~Candidates~~ **B.** ~~Candidates~~ for professional positions shall be qualified for and have the training necessary to perform ~~the instructional~~ **the instructional** duties or functions for which they have applied.
- ~~Each~~ **C.** ~~Each~~ candidate shall provide evidence of meeting state requirements for certification.
- ~~Each~~ **D.** ~~Each~~ candidate shall be requested to complete a consent-and-release form regarding conduct of ~~a background~~ **a background** investigation.
- ~~A~~ **E.** A "background investigation" - consisting of communication with the applicant's (or employee's) ~~former employer~~ **former employer** that concerns education, training, experience, qualifications, and job performance for the ~~purpose of~~ **purpose of** evaluation for employment - shall be conducted on each individual to be considered for a ~~recommendation of~~ **recommendation of** employment. Forms developed for this purpose are to be used.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that district and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

Before employment, schools or school districts shall verify the certification and fingerprint status of applicants who apply for school or school district positions that require certification.

Should the need arise to employ a teacher who meets the requirements for a conditional certificate before an applicant has obtained the appropriate valid fingerprint clearance card, the District may assist in obtaining the conditional certificate, and employ the teacher, by meeting all of the following conditions:

- ~~The A.~~ The District verifies in writing on a form provided by the Arizona Department of Education (ADE) ~~the necessity for the~~ necessity for hiring and placing the applicant into service before a fingerprinting check is completed.
- ~~The B.~~ The District obtains from the Department of Public Safety a state-wide criminal records check on ~~the applicant~~ the applicant. Subsequent criminal records checks must be completed every one hundred twenty (120) ~~days~~ days until a permanent certificate is received.
- ~~The C.~~ The District searches the criminal records of all local jurisdictions outside Arizona where the ~~applicant has lived~~ applicant has lived in the previous five (5) years.
- ~~The D.~~ The District obtains references from the applicant's current employer and two (2) most recent ~~previous employers~~ previous employers, except that for applicants who have been employed for at least five (5) years by the ~~most recent~~ most recent employer, only references from that employer are required.
- ~~The E.~~ The District provides general supervision of the applicant until permanent certification is issued by ADE.

Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

The Superintendent of Public Instruction may also impose any additional conditions or restrictions deemed necessary.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. [41-1750](#) is guilty of a class 6 felony.

~~Adopted: November 13, 2008~~ A professional candidate's acceptance of a contract offer must be indicated as specified and according to the time frame specified in the written contract or the contract is revoked. Written notice of the deadline date for acceptance shall be included in the contract offer or an attachment to the contract offer. The candidate accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the candidate fails to accept the contract.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:—
A.R.S.—

[13-3716](#)

[15-153](#)

[15-502](#)

[15-503](#)

[15-512](#)

[15-536](#)

[15-538.01](#)

[15-539](#)

[15-550](#)

[23-211](#)

[23-212](#)

[23-1361](#)

[38-201](#)

[38-231](#)

[38-232](#)

[38-766.01](#)

[41-1750](#)

[41-1756](#)

CROSS REF.:-

[GCB](#) - Professional Staff Contracts and Compensation

[GCFC](#) - Professional Staff Certification and Credentialing Requirements

(fingerprinting requirements)

[GCO](#) - Evaluation of Professional Staff Members

Compare GCFC © PROFESSIONAL STAFF CERTIFICATION

first

AND CREDENTIALING REQUIREMENTS (version 3 to 1)

last

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

GCFC © PROFESSIONAL STAFF ~~CERTIFICATION~~-CERTIFICATION AND CREDENTIALING REQUIREMENTS

(Fingerprinting Requirements)

New Hires

All certificated personnel to be hired by the District shall be fingerprinted as a condition of employment, except for personnel who, as a condition of certification are required to have a valid fingerprint clearance card.

The candidate's fingerprints shall be submitted, along with the form presented as an exhibit to this policy, immediately upon being notified of possible employment. The form shall be considered a part of the application for employment.

An expired fingerprint clearance card may be used to satisfy the fingerprint requirements of section [15-183](#), [15-503](#), [15-512](#), [15-534](#), [15-782.02](#), [15-1330](#) or [15-1881](#) if the person signs an affidavit stating both of the following:

- ~~The A.~~ The person submitted a completed application to the Finger Printing Division of the Department of ~~Public Safety~~-Public Safety for a new fingerprint clearance card within ninety (90) days before the expiration date on ~~the person~~the person's ~~current~~-s current fingerprint clearance card.

- ~~The B.~~ The person is not awaiting trial on and has not been convicted of a criminal offense that would make ~~the person~~the person ineligible for a fingerprint clearance card.

This does not apply to a fingerprint clearance card that has been denied, suspended or revoked or to a person who has requested a good cause exception hearing.

Candidates shall certify on the prescribed notarized forms whether they are awaiting trial on or have ever been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in Arizona or similar offenses in any other jurisdiction:

- ~~Sexual~~

, including a charge or conviction that has been vacated, set aside or expunged:

A. Sexual abuse of a minor.

- ~~Incest~~B. ● ~~First~~ Incest.

C. First- or second-degree murder.

- ~~Kidnapping~~ D. Kidnapping. ● ~~Arson~~
- E. ● ~~Sexual~~ Arson.
- F. Sexual assault.
- ~~Sexual~~ G. Sexual exploitation of a minor.
- ~~Felony~~ H. Felony offenses involving contributing to the delinquency of a minor.
- ~~Commercial~~ I. Commercial sexual exploitation of a minor.
- ~~Felony~~ J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, ~~or conspiracy~~ or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.
- ~~Felony~~ K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.
- ~~Misdemeanor~~ L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.
- M. Burglary in the first degree.
- ~~Burglary~~ N. Burglary in the second or third degree.
- ~~Aggravated~~ O. Aggravated or armed robbery. ● ~~Robbery~~
- P. ● ~~A~~ Robbery.
- Q. A dangerous crime against children as defined in A.R.S. [13-705](#).
- ~~Child~~ R. Child abuse.
- ~~Sexual~~ S. Sexual conduct with a minor.
- ~~Molestation~~ T. Molestation of a child. ● ~~Manslaughter~~
- U. ● ~~Aggravated~~ Manslaughter.
- V. Aggravated assault.
- ~~W~~. Assault.
- ~~Exploitation~~ X. Exploitation of minors involving drug offenses.

A person who makes a false statement, representation, or certification in any application for employment with the School District is guilty of a class 3 misdemeanor.

The District may refuse to hire or may review or terminate personnel who have been convicted of or admitted committing any of the criminal offenses above or a similar offense in another jurisdiction. In conducting a review, the Governing Board shall utilize the guidelines, including the list of offenses that are not subject to review, as prescribed by the State Board of Education pursuant to A.R.S. [15-534](#). In considering whether to hire or terminate the employment of a person, the Governing Board shall take into account the factors listed in A.R.S. [15-512](#).

When considering termination of an employee pursuant to A.R.S. [15-512](#), a hearing shall be held to determine whether a person already employed shall be terminated.

The Superintendent shall develop and implement procedures that include the following in the employment process:

- ~~Provide~~ A. Provide for fingerprinting of employees covered under this policy and A.R.S. [15-512](#).
- ~~Provide~~ B. Provide for fingerprint checks pursuant to A.R.S. [41-1750](#).

Adopted: ~~October 22, 2013~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-705](#)

[15-183](#)

[15-503](#)

[15-512](#)

[15-534](#)

[15-782.02](#)

[15-1330](#)

[15-1881](#)

[23-1361](#)

[41-1750](#)

[41-1758.07](#)

CROSS REF.:

[GCF](#) - Professional Staff Hiring

[GCG](#) - Part-Time and Substitute Professional Staff Employment

[JJOC](#) - School Volunteers

Compare GCFC-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.

GCFC-E ©

EXHIBIT

PROFESSIONAL STAFF CERTIFICATION AND CREDENTIALING REQUIREMENTS

~~Name~~ Name (typed or printed)

Position

I, _____, being duly sworn, do hereby certify that I have never been convicted of or admitted in open court or pursuant to a plea agreement committing, and am not now awaiting trial for committing, any of the following criminal offenses in the state of Arizona or similar offenses in any other jurisdiction, **including a charge or conviction that has been vacated, set aside or expunged:**

Sexual abuse of a minor

Incest

First- or second-degree murder

Kidnapping

Arson

Sexual assault

Sexual exploitation of a minor

Felony offenses involving contributing to the delinquency of a minor

Commercial sexual exploitation of a minor

Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute marijuana or dangerous or narcotic drugs

Felony offenses involving the

~~possession~~

[possession](#) or use of marijuana, dangerous drugs or narcotic drugs

Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs

Burglary in the first degree

Burglary in the second or third degree

Aggravated or armed robbery

Robbery

A dangerous crime against children as defined in

A.R.S. [13-705](#)

Child abuse

Sexual conduct with a minor

Molestation of a child

Manslaughter

Assault or Aggravated assault

Exploitation of minors involving drug offenses

~~Employee signature~~ _____ ~~Date~~

Employee signature

Date signed

Subscribed, sworn to, and acknowledged before me by _____

_____, this _____ day of _____, 20____,

in _____ County, Arizona.

My Commission Expires

—

~~Notary~~

Notary Public

Compare GCO EVALUATION OF PROFESSIONAL STAFF

first

MEMBERS (version 6 to 4)

last

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

GCO EVALUATION OF PROFESSIONAL STAFF MEMBERS

The process and purpose of evaluation for certificated professional staff members is to result in improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

Definition of Terms

In this policy:

- A. **Certificated teacher** means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting ~~less than~~ **at least** fifty percent (50%) of ~~his~~ **the person's** time to classroom teaching.
- B. **Inadequacy of classroom performance** means the definition of inadequacy of classroom performance adopted by the Governing Board.
- C. **Performance classifications** means the four (4) performance classifications for teachers and ~~principals under the law and defined~~ **principals adopted** by the ~~State Governing Board of Education~~.
- D. **Qualified evaluator** means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

Evaluation of Classroom Teachers and Other Certificated Non- administrative Staff Members

The District ~~evaluation instrument will~~ **teacher performance evaluation system shall do the following:**

- A. ~~Utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education~~ **Be designed to improve teacher performance and improve student achievement;**
- B. Include quantitative data ~~on student~~ **the** academic progress ~~that accounts for between~~ **for all students, which shall account for between** twenty percent (20%) and thirty-three percent ~~percent~~ **percent** (33%) ~~and fifty percent (50%)~~ of the evaluation outcomes;
- C. Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective; ~~D. Meet the data requirements established by the State Board of Education to annually evaluate individual teachers and principals.~~

Performance classifications for teachers shall be the same four (4) performance classifications adopted by the State Board of Education. The performance classifications are to be applied to the evaluation instruments in a manner designed to improve principal and teacher performance. At least annually, the Governing Board will discuss at a public meeting its aggregate performance classifications of principals and teachers.

The District will involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- A. It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year or as provided in Section I.
- B. A copy of the evaluation system shall be given to each teacher in the District.
- C. Specific training requirements for qualified evaluators, approved by the Board, will be included which may involve local or national educator training resources recommended by the Superintendent.
- D. The Superintendent will recommend qualified evaluators to the Board prior to naming evaluators.
- E. The Board will designate qualified evaluators.
- F. Best practices for professional development and evaluator training adopted by the State Board of Education will be considered.
- G. The system will include incentives for teachers in the highest performance classification.
- H. The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.
- I. The District may use an alternative performance evaluation cycle subject to the following:
 - 1. The Governing Board shall adopt policies for an expedited performance review during the years in which a teacher is not undergoing a formal performance evaluation. The expedited performance review policies may classify teacher performance in categories that include teamwork and support for lower-performing teachers.
 - 2. The Governing Board shall allow only teachers who have been evaluated and designated in the highest performance classification for at least three (3) consecutive years by the same school to participate in the alternative performance evaluation cycle.
 - 3. If an expedited performance review under this subsection determines that the teacher is not in the highest performance classification, the teacher shall be

removed from the alternative performance evaluation cycle and be reviewed on the established evaluation system.

The Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

=====

~~The District teacher evaluation will address the following items (to be inserted in this location after adoption by the Board):~~

~~Item 1~~

~~The Board shall describe performance improvement plans for teachers designated in the lowest performance classification and dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification.~~

~~Item 2~~

~~The Board's dismissal or nonrenewal procedures shall require that the District issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one (1) of the two (2) lowest performance classifications unless the teacher is in the first or second year of employment with the District or has been reassigned to teach a new subject or grade level for the preceding or current school year.~~

=====

Inadequacy of Classroom Performance

A teacher's classroom performance is inadequate if:

- A. the teacher receives a rating of "ineffective" in any of the five (5) Domains on any observation; or
- B. the teacher receives a rating of "ineffective" with respect to the District's evaluation instrument as a whole; or
- C. during each year of two (2) consecutive school years, the certificated teacher receives a rating of "ineffective" or "developing" rating with respect to the evaluation instrument as a whole.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher, will consider any mitigating circumstances

before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.

Evaluation of Principals, other Administrators and Psychologists

The Board authorizes the Superintendent to establish a system for the evaluation of principals, other administrators, and certificated school psychologists. Advice will be sought from those to be evaluated in the development of the performance evaluation system for each of these employee classifications.

Evaluation of Principals

The [Governing Board](#) shall adopt policies that:

- A. are designed to improve principal performance and improve student achievement.
- B. include the use of quantitative data on the academic progress for all students, which shall account for between twenty percent (20%) and thirty-three percent (33%) of the evaluation outcomes.
- C. include four (4) performance classifications, designated as highly effective, effective, developing and ineffective.
- D. describe both of the following:
 - 1. the methods used to evaluate the performance of principals, including the data used to measure student performance and job effectiveness.
 - 2. the formula used to determine evaluation outcomes.

The [evaluation](#) system for the evaluation of the performance of principals may include the overall instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

~~The evaluation system for principals may include the following:~~

- ~~A. Alignment of professional development opportunities to the principal evaluations.~~
- ~~B. Incentives for principals in one (1) of the two (2) highest performance classifications, which may include multiyear contracts and incentives to work at schools assigned a letter grade of "D" or "F."~~
- ~~C. Transfer and contract processes for principals designated in the lowest performance classification.~~

Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. [15-203](#) of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

Evaluation of Other Administrators

The format for the evaluation system for other administrators (other than the Superintendent) will be developed under the leadership of the Superintendent, focusing on the responsibilities and outcomes which support the over-all instructional program and needs of the District. Evaluation procedures, timelines, and methods to be used for the communication of evaluation results will be reviewed with each employee prior to beginning the process.

Evaluation of Certificated School Psychologists

The evaluation system for certificated school psychologists shall include the following:

- A. Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.
- B. After transmittal of an assessment, a Board designee shall confer with the certificated school psychologist to make specific recommendations as to areas of improvement in performance.
- C. The Board designee shall provide assistance and opportunities for the certificated school psychologist to improve his performance and shall follow up after a reasonable period of time for the purpose of ascertaining that adequate performance is being demonstrated.
- D. Appeal procedures for certificated school psychologists who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation or dismissal.

Contracts of Certificated Employees

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. The Superintendent will develop procedures for the implementation of this discretionary process.

The Governing Board may adopt requirements that require electronic signatures to be followed by original signatures within a specified time period.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-153](#)

[15-203](#)

[15-502](#)

[15-503](#)

[15-512](#)

[15-536](#)

[15-537](#)

[15-537.01](#)

[15-538](#)

[15-538.01](#)

[15-539](#) *et seq.*

[15-544](#)

[15-549](#)

[15-918.02](#)

[15-977](#)

A.A.C.

[R7-2-605](#)

CROSS REF:

[GBEB - Staff Conduct](#)

[GCB](#) - Professional Staff Contracts and Compensation

[GCF](#) - Professional Staff Hiring

[GCJ](#) - Professional Staff Noncontinuing and Continuing Status

[GCK](#) - Professional Staff Assignments and Transfers

[GCMF](#) - Professional Staff Duties and Responsibilities

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

[GDO](#) - Evaluation of Support Staff Members

Compare GDF © SUPPORT STAFF HIRING (version 3 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

GDF © SUPPORT STAFF HIRING

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by ~~giving careful consideration to~~ **considering** qualifications and by providing competitive wages within the financial capabilities of the District, adequate facilities, and good working conditions.

Recruitment of support staff personnel is the responsibility of the Superintendent. Other members of the administration and supervisory staff will assist as responsibilities are delegated by the Superintendent.

The Board adopts the following general criteria and procedures, which shall be utilized in the selection process for initial employment:

- ~~There~~ **A.** ~~There~~ will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.
- ~~Candidates~~ **B.** ~~Candidates~~ for all positions shall be physically and mentally able to perform the duties of the position job descriptions for which they have applied.
- ~~Each~~ **C.** ~~Each~~ candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.
- ~~A~~ **D.** A "background investigation" - consisting of communication with the applicant's (or employee's) former employer that concerns education, training, experience, qualifications, and job performance for the purpose of evaluation for employment - shall be conducted on each individual to be considered for a recommendation of employment. Forms developed for this purpose are to be used.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that District and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

A district may hire and place a noncertificated employee into service before receiving the results of the mandatory fingerprint check ~~or a fingerprint clearance card has been issued or denied~~. However, until fingerprint clearance has been received, an applicant who is required or allowed to have unsupervised contact with pupils cannot be hired and placed into service until:

- ~~The~~ **A.** ~~The~~ District documents in the applicant's file the necessity for hiring and placing the applicant into ~~service before~~ **service before** a fingerprint check can be completed ~~or a fingerprint clearance card is issued or denied~~.

- ~~The B.~~ The District obtains from the Department of Public Safety a statewide criminal records information check ~~on the~~ on the applicant. Subsequent criminal records checks are also required every one hundred twenty (120) ~~days until~~ days until the date that the fingerprint check is completed or the fingerprint clearance card is issued or denied.
- ~~The C.~~ The District obtains references from the applicant's current employer and two (2) most recent ~~previous employers~~ previous employers, except that for applicants who have been employed for at least five (5) years by the ~~most recent~~ most recent employer, only references from that employer are required.
- ~~The D.~~ The District provides general supervision of the applicant until the date the fingerprint check is completed or the fingerprint clearance card is issued or denied.

Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

The District reports to the Superintendent of Public Instruction on June 30 and December 31 the number of applicants hired prior to the completion of a fingerprint check or the issuance of a fingerprint clearance card and the number of applicants for whom fingerprint checks or fingerprint clearance cards have not been received after one hundred twenty (120) days and after one hundred seventy-five (175) days of hire.

The District may provide information received as a result of a fingerprint check required by section [15-512](#) to any other school district if requested to do so by the person who was the subject of the fingerprint check or communicate to any school district if requested to do so by the person who applied for a fingerprint clearance card whether the person has been issued or denied a fingerprint clearance card. A copy of any written communication regarding employment must be sent by the employer providing the information to the former employee's last known address.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. [41-1750](#) is guilty of a class 6 felony.

Adopted: ~~November 13, 2008~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-3716](#)

[15-153](#)

[15-502](#)

[15-512](#)

[23-211](#)

[23-212](#)

[23-1361](#)

[38-201](#)

[38-481](#)

[41-1756](#)

CROSS REF.:

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

(fingerprinting requirements)

Compare GDFA © SUPPORT STAFF QUALIFICATIONS AND
REQUIREMENTS (version 4 to 3)

first

last

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

**GDFA ©
SUPPORT STAFF QUALIFICATIONS
AND REQUIREMENTS**

(Fingerprinting Requirements)

All newly hired noncertificated District personnel - and personnel who are not paid employees of the District and who are not either the parents or the guardians of students who attend school in the District but who are required or allowed to provide services directly to students without the supervision of a certificated employee - shall be fingerprinted as a condition of employment, except for the following:

- A. Personnel who are required as a condition of licensing to be fingerprinted if the license is required for employment.
- B. Personnel who were previously employed by the District and who reestablished employment with the District within one (1) year after the date that the employee terminated employment with the District.

The School District may require noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee to obtain a fingerprint clearance card as a condition of employment.

For the purposes of this policy, *supervision* means under the direction of and, except for brief periods of time during a school day or a school activity, within sight of a certificated employee when providing direct services to students.

If the School District does not require a fingerprint clearance card as a condition of employment, noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee may apply for a fingerprint clearance card. A school district may release the results of a background check or communicate whether the person has been issued or denied a fingerprint clearance card to another school district for employment purposes.

The District may fingerprint or require any other employee of the District to obtain a fingerprint clearance card, whether paid or not, or any other applicant for employment with the School District not otherwise required by law. The District may not charge the costs of the fingerprint check or fingerprint clearance card to the fingerprinted applicant or nonpaid employee.

The candidate's fingerprints shall be submitted, along with the form prescribed in GDFA-E, within twenty (20) days after being selected. The form shall be considered a part of the

application for employment. The District may terminate an employee if the information on the affidavit required by A.R.S. [15-512](#) is inconsistent with information received from the fingerprint check or the information received in connection with a fingerprint clearance card application.

School Bus Drivers – An applicant 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 fingerprint checks or fingerprint clearance card applications but will assess the employee for charges incurred. Personnel who are not paid employees will not be charged for fingerprint costs.

Individuals shall certify on the prescribed notarized forms whether they are awaiting trial on or have ever been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in Arizona or similar offenses in any other jurisdiction, [including a charge or conviction that has been vacated, set aside or expunged](#):

- A. Sexual abuse of a minor.
- B. Incest.
- C. First- or second-degree murder.
- D. Kidnapping.
- E. Arson.
- F. Sexual assault.
- G. Sexual exploitation of a minor.
- H. Felony offenses involving contributing to the delinquency of a minor.
- I. Commercial sexual exploitation of a minor.
- J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.
- K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.
- L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.
- M. Burglary in the first degree.
- N. Burglary in the second or third degree.
- O. Aggravated or armed robbery.
- P. Robbery.
- Q. A dangerous crime against children as defined in A.R.S. [13-705](#).

- R. Child abuse.
- S. Sexual conduct with a minor.
- T. Molestation of a child.
- U. Manslaughter.
- V. Aggravated assault.
- W. Assault.
- X. Exploitation of minors involving drug offenses.

A person who makes a false statement, representation, or certification in any application for employment with the School District is guilty of a class 3 misdemeanor.

The District may refuse to hire or may review or terminate personnel who have been convicted of or admitted committing any of the criminal offenses above or a similar offense in another jurisdiction. In conducting a review, the Governing Board shall utilize the guidelines, including the list of offenses that are not subject to review, as prescribed by the State Board of Education pursuant to A.R.S. [15-534](#). In considering whether to hire or terminate the employment of a person, the Governing Board shall take into account the factors listed in A.R.S. [15-512](#).

When considering termination of an employee pursuant to A.R.S. [15-512](#), a hearing shall be held to determine whether a person already employed shall be terminated.

The Superintendent shall develop and implement procedures that include the following in the employment process:

- A. Provide for fingerprinting of employees covered under this policy and A.R.S. [15-512](#).
- B. Provide for fingerprint checks pursuant to A.R.S. [41-1750](#)
- C. Provide for properly assessing employees for fingerprint checks and depositing said funds with the county treasurer.

Adopted: ~~September 28, 2017~~<-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.-
[13-705](#)

[15-106](#)
[15-512](#)
[15-534](#)

[23-1361](#)
[41-1750](#)

CROSS REF.:-

[EEAEA](#) – Bus Driver Requirements, Training, and Responsibilities
[GDF](#) - Support Staff Hiring
[GDG](#) - Part-Time and Substitute Support Staff Employment
[JLIA](#) - Supervision of Students

Compare G DFA-E © (version 3 to 2)

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

G DFA-E ©

EXHIBIT

SUPPORT STAFF QUALIFICATIONS AND REQUIREMENTS

—

Name

Name (typed or printed)

—

Position

I, _____, being duly sworn, do hereby certify that I have never been convicted of or admitted in open court or pursuant to a plea agreement committing, and am not now awaiting trial for committing, any of the following criminal offenses in the state of Arizona or similar offenses in any other jurisdiction, including a charge or conviction that has been vacated, set aside or expunged:

Sexual abuse of a minor

Incest

First- or second-degree murder

Kidnapping

Arson

—

—

—

Sexual assault

Sexual exploitation of a minor

Felony offenses involving contributing to the delinquency of a minor

Commercial sexual exploitation of a minor

Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute marijuana or dangerous or narcotic drugs

Felony offenses involving the

~~possession~~

[possession](#) or use of marijuana, dangerous drugs or narcotic drugs

Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs

Burglary in the first degree

Burglary in the second or third degree

Aggravated or armed robbery

Robbery

A dangerous crime against children as defined in

A.R.S. [13-705](#)

Child abuse

Sexual conduct with a minor

Molestation of a child

Manslaughter

Assault or Aggravated

assault

	Exploitation of minors involving drug offenses
--	---

-

—

~~Employee signature~~ _____ ~~Date~~

Employee signature

Date signed

Subscribed, sworn to, and acknowledged before me by _____

_____, this _____ day of _____, 20____,

in _____ County, Arizona.

My Commission Expires

—

~~Notary~~

Notary Public

Compare IHA © BASIC INSTRUCTIONAL PROGRAM (version 4 to 2)

first

last

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

IHA © BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

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

The instructional program will include planned sequences in:

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

H. Physical education.

● ~~Foreign~~I. Foreign or Native American language.

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

Adopted: ~~March 14, 2006~~<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-203](#)

[15-211](#)

[15-219](#)

[15-341](#)

[15-501.01](#)

[15-701](#)

[15-701.01](#)

[15-704](#)

[15-710](#)

~~[15-718](#)~~

~~[15-741.01](#)~~

[15-802](#)

A.A.C.

[R7-2-301](#) *et seq.*

CROSS REF.:

[IJNDB](#) - Use of Technology Resources in Instruction

Compare IHA-E © (version 4 to 3)

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

IHA-E ©

EXHIBIT

BASIC INSTRUCTIONAL PROGRAM

Reading

For students in kindergarten (K) and grades one (1) through three (3), the District shall:

- A. select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including motivational assessments, as defined by the State Board of Education;
- B. conduct a curriculum evaluation;
- C. adopt a scientifically based reading curriculum including the essentials of reading instruction;
- D. provide ongoing teacher training based on scientifically based reading research;
- E. devote reasonable amounts of time to explicit instruction and independent reading;
- F. provide intensive reading instruction as defined by the State Board of Education to each student who does not meet or exceed the Arizona standards; and
- G. review its reading program and take corrective action as specified by the State Board of Education whenever more than twenty percent (20%) of the third (3rd) grade students do not meet the Arizona standards.
- H. ensure that on or before July 1, 2021, at least one (1) kindergarten through third (K-3) grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. [15-219](#) and A.R.S. [15-501.01](#) which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.
- I. ensure that, within forty-five (45) calendar days after the beginning of each school year or within forty-five (45) calendar days after a student enrollment occurs after the first (1st) day of school, every student who is enrolled in a kindergarten program or grade one in a public school in this state is screened for indicators of dyslexia, using the Department of Education (D.O.E.) dyslexia screening plan (the screening for indicators of dyslexia may be integrated with reading proficiency screenings as prescribed by the D.O.E.);
- J. provide notifications to parents of students who are identified as having indicators of dyslexia based on a screening for indicators; and

K. ensure that screening for indicators of dyslexia includes phonological and phonemic awareness, rapid naming skills, correspondence between sounds and letters, nonsense word repetition, and sound symbol recognition.

Compare IHAMB-R (version 3 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

IHAMB-R-R ©

REGULATION

FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K - 8:

A. *Elective lessons.* The District may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.

1. Such supplement may be taken by the student only upon the written request of the student's parent or guardian.
2. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
3. Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-eighth (1/8th) of the school year for grades kindergarten (K) through four (4).
4. Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-quarter (1/4th) of the school year for grades five (5) through eight (8).

B. *Governing Board approval.* All elective sex education lessons to be offered must have prior approval from the Governing Board.

C. *Format of instruction:*

1. Lessons shall be taught to boys and girls separately.
2. Lessons shall be ungraded and shall require no homework; any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
3. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.
4. Lessons for grades seven (7) and eight (8) shall include instruction on the laws relating to sexual conduct with a minor.

Content of instruction (Grades K - 8):

A. All sex education materials and instruction shall be age appropriate, shall recognize the needs of exceptional students, shall meet the needs of the District, shall recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

1. Emphasis upon the power of individuals to control their own personal behavior.
 - a. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.
2. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure.
 - a. Students shall be taught that it is wrong to take advantage of, or to exploit, another person.
3. Instruction on the laws relating to sexual conduct with a minor.

B. All sex education materials and instruction that discuss sexual intercourse shall:

1. Stress that students should abstain from sexual intercourse until they are mature adults.
2. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is one hundred percent (100%) effective.
3. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem.
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy.
5. Advise students of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District will develop its own course of study for each grade. At a minimum, instruction shall:

- ~~Be~~A. Be appropriate to the grade level in which it is offered.
- ~~Be~~B. Be medically accurate.
- ~~Promote~~C. Promote abstinence.
- ~~Discourage~~D. Discourage drug abuse.
- ~~Dispel~~E. Dispel myths regarding transmission of the human immunodeficiency virus.

~~Nothing shall be included in the course of study instruction that:~~

- ~~Promotes a homosexual life-style.~~
- ~~Portrays homosexuality as a positive alternative life-style.~~
- ~~Suggests that some methods of sex are safe methods of homosexual sex.~~

The District may request that the Department of Health Services, in conjunction with the Department of Education, review instruction materials to determine their medical accuracy.

The District may request that the Department of Education provide the following assistance:

- ~~A.~~ A suggested course of study.
- ~~Teacher B.~~ Teacher training.
- ~~A C.~~ A list of available films and other teaching aids.

At the request of a parent, a student shall be excused from the instruction on acquired immune deficiency syndrome and the human immunodeficiency virus. The District shall notify all parents of their ability to withdraw their children from the instruction.



**IHAMD ©
INSTRUCTION AND TRAINING IN
SUICIDE PREVENTION**

Beginning in the 2020-2021 school year, school districts shall provide training in suicide awareness and prevention for school guidance counselors, teachers, principals and other school personnel who work with pupils in grades six through twelve (6-12). Each person who is required to obtain training shall complete that training at least once every three (3) years. The training must include the following:

- A. Training in suicide prevention.
- B. Training to identify the warning signs of suicidal behavior in adolescents and teens.
- C. Appropriate intervention and referral techniques.

The training prescribed above must use evidence-based training materials and may be provided within the framework of existing in-service training programs offered by the School District or as part of professional development activities.

School personnel, entities or any other persons are not civilly liable for any actions taken in good faith pursuant to this requirement except in cases of gross negligence, willful misconduct or intentional wrongdoing.

Adopted: <-- z2AdoptionDate -->

LEGAL REF:
A.R.S.
15-120

Compare JFAA © ADMISSION OF RESIDENT STUDENTS

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.

JFAA © ADMISSION OF RESIDENT STUDENTS

A student who is a resident of the District and who meets the applicable age requirements established by state law shall be admitted without payment of tuition to the school in the attendance area in which the student resides and may be admitted as a resident transfer student to another school in the District in accordance with the District's open enrollment policy.

The following students are residents of the District:

- A. A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the District.
- B. A student who is an emancipated minor and whose place of residence is in the District. When determining whether a minor is emancipated, the Superintendent will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.
- C. A student who is eighteen (18) years of age or older and whose place of residence is in the District.
- D. A student who is homeless, and who attended a school in the District at the time of becoming homeless.
- E. A student who resides with a family member living in the District while awaiting the outcome of a legal guardianship or custody proceeding if the family provides written documentary proof in accord with [15-821\(D\)](#).
- F. A student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order. The parent shall provide proof of residency in the District to the local education agency within ten (10) days after the arrival date provided on official documentation.

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the District. Such evidence of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. [15-802\(B\)](#) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. [15-802](#) *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule. **PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS.***

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid ~~United States passport~~Arizona Address Confidentiality Program (ACP) authorization card.

[A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.](#)

- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement [or off-base military housing](#))
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of ~~tribal enrollment~~tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe [located in Arizona](#)
- M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)
- N. [Temporary on-base billeting facility \(for military families\)](#)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must ~~complete and sign a form~~ have an [affidavit of shared residency form completed](#) indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. (JFAA-EB)

Use of and Retention ~~of~~ Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.-

[15-802](#)

[15-816](#) *et seq.*

[15-821](#)

[15-823](#)

[15-823.01](#)

[15-824](#)

[41-166](#)

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,
as amended by the Every Student Succeeds Act (ESSA) of 2015

[42 U.S.C. 11432](#)

CROSS REF.:-

[IKEB](#) - Acceleration

[JFAB](#) - Admission of Nonresident Students

[JFABD](#) - Admission of Homeless Students

[JFB](#) - Open Enrollment

[JG](#) - Assignment of Students to Classes and Grade Levels

[JLCB](#) - Immunizations of Students

[JLH](#) - Missing Students

[JR](#) - Student Records

[JRCA](#) - Request for Transfer of Records

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid U.S. passport

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment or other identification issued by a recognized Indian tribe that contains an Arizona address

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit.

Signature of Parent/Legal Guardian

Date

Reproduction of ADE FORM 2306606 which may be used in lieu of this document.



JFAA-EB ©

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

**STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE**

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20____,

By _____.

My Commission Expires

Notary Public

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**

Compare JFAB © TUITION / ADMISSION OF NONRESIDENT STUDENTS (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.

JFAB © TUITION / ADMISSION OF NONRESIDENT STUDENTS

For purposes of open enrollment a "nonresident pupil" means a student who resides in this state and who is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides. A student who is not a resident of the District but is a resident of Arizona who meets the age and other requirements for open enrollment established by state law and District policy shall be admitted to a school without payment of tuition.

A student shall also be admitted to a school without tuition payment, if:

- ~~The A.~~ The student is the child of a United States resident who is not a resident of Arizona, if this is in the best ~~interest~~

~~interest~~ of the student and the student is placed with a relative per A.R.S. [15-823](#) and the placement is ~~not~~

~~not~~ to avoid tuition payment.

- ~~The Student B.~~ The student is a resident of the United States and evidence indicates that because the parents are homeless ~~or~~

~~or~~ the child is abandoned, as defined in A.R.S. [8-201](#), the child's physical, mental, moral or emotional health ~~is best~~

~~is best~~ served by placement with a person who does not have legal custody of the child and who is a resident

within the school district, unless it is determined that the placement is solely for the purpose of obtaining an ~~education~~

~~education~~ in this state without payment of tuition.

- ~~The C.~~ The student presents a certificate of educational convenience issued by the County School Superintendent ~~pursuant~~

~~pursuant~~ to A.R.S. [15-825](#).

- ~~The D.~~ The student is a child of a nonresident teaching or research faculty member of a community college district or ~~state~~

~~state~~ university or a nonresident graduate or undergraduate student of a community college district or state ~~university~~

~~university~~ whose parent's presence at the district or university is of international,

national, state, or local ~~benefit~~

benefit.

The District shall admit the following students, charging tuition as prescribed in statute:

~~• The~~ **A.** The child of an Arizona resident who is not a resident of the District, if the District provides a high school and ~~the~~

the student is a resident of an Arizona common school district that is not in a high school district and that ~~does~~

does not offer instruction in the student's grade. Special circumstances may apply in accordance with A.R.S.

15-2041 after three hundred fifty (350) students have been admitted.

~~• For~~ **B.** For an Arizona resident who is not a resident of the District, if the district of residence provides only financing ~~for~~

for students who are instructed by another school district and for students from a unified district that does not ~~offer~~

offer instruction in the student's grade.

~~• A~~ **C.** A pupil who is issued a certificate of educational convenience to attend school in the School District or ~~adjoining~~

adjoining the school district to that in which the pupil is placed by an agency of this state or a state or ~~federal~~

federal court of competent jurisdiction, as provided in A.R.S. 15-825.

The District shall admit a pupil who is the resident of a school district that has entered into a voluntary agreement with the District, charging tuition as agreed to in accordance with A.R.S. 15-824(E)(3).

The Governing Board may admit children who are residents of the United States, but who are nonresidents of this state, without payment of tuition if all of the following conditions exist:

A. The child is enrolled in a year-round residential boarding academy located in this state specializing in intensive instruction and skill development in sports, music or acting.

B. The child's parents have executed a current notarized guardianship agreement covering the child while enrolled in the academy, which is a condition of enrollment of the academy and authorizes academy representatives to act on the child's parent's or legal guardian's behalf in making all decisions on a daily basis as to the child's activities and needs for medical, educational, and other personal issues.

The District may admit nonresident foreign exchange students without payment of tuition, or as it may otherwise prescribe.

The District shall not include in its student membership count students who are not Arizona residents. Unless authorized by statute, the District is prohibited from obtaining state funding for any student who is not a resident of the state.

"Residence" Defined

The residence of a student is the residence of the person having legal custody of the student, except as provided in A.R.S. [15-823](#) through A.R.S. [15-825](#).

Residency of the parent/guardian or surrogate may be determined by showing the individual's presence and intent to remain in the District. Documentation of residency may ~~include, but is not limited to, landlord-tenant agreements, rent or lease receipts, and receipts for utility payments~~.be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. [15-802](#)(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. [15-802](#) must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide one (1) of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid United States passport
- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement)
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub

L. Certificate of tribal enrollment or other identification issued by a recognized Indian tribe

M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans'

Administration, Arizona Department of Economic Security, etc.)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of

Documents by Schools

School officials must retain a copy of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[8-201](#)

[15-802](#)

[15-816](#) through [15-816.07](#)

[15-821](#)

[15-823](#) through [15-825](#)

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

CROSS REF.:

[IKEB](#) - Acceleration

[JFABD](#) - Admission of Homeless Students

[JFB](#) - Open Enrollment

[JG](#) - Assignment of Students to Classes and Grade Levels

[JLCB](#) - Immunizations of Students

[JLH](#) - Missing Students

[JR](#) - Student Records

[JRCA](#) - Request for Transfer of Records



JFAB-EA ©

EXHIBIT

**TUITION / ADMISSION OF
NONRESIDENT STUDENTS**

ARIZONA RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ Temporary on-base billeting facility (for military families)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit. (JFAB-EB)

Signature of Parent/Legal Guardian

Date

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**



JFAB-EB ©

EXHIBIT

**TUITION / ADMISSION OF
NONRESIDENT STUDENTS**

**STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE**

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20____,

By _____.

My Commission Expires

Notary Public

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**

Compare JICA © STUDENT DRESS (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

JICA © STUDENT DRESS

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others. This policy is intended to provide guidance for students, staff, and parents.

The Board authorizes the Superintendent to develop and enforce school regulations prohibiting pertaining to student dress ~~or grooming practices that:~~

~~● Present~~

that promote safety and a positive learning environment. Student dress shall not:

A. Present a hazard to the health or safety of the student or to others in the school.

~~● Materially~~ B. Materially and substantially interfere with school work, create disorder, or disrupt the educational program.

~~● Cause~~ C. Cause excessive wear or damage to school property.

~~● Prevent students from achieving their educational objectives.~~

~~● Represent membership in a gang.~~

Obscene

D. Include any type of clothing, accessories and/or jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. [13-105](#).

Discriminatory or obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing are expressly prohibited. ~~Adopted: date of manual adoption~~

Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.
[13-105](#)

[15-110](#)

[15-341](#)

CROSS REF.:

[JICEC](#) - Freedom of Expression

[JICF](#) - Secret Societies/Gang Activity

[JJJ](#) - Extracurricular Activity Eligibility

Compare JICA-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.

JICA-R-R ©

REGULATION

STUDENT DRESS

~~The school principal shall have authority regarding student dress and appearance.~~

~~Students may be prevented from attending class in clothing or dress that could or would be disruptive to the educational process. Each school shall reserve the right to deny students the wearing of any item of clothing or accessories bearing the following types of messages:~~

- ~~● Obscene statements or pictures.~~
- ~~● Statements advocating immoral or illegal behavior (i.e., advertising or promoting the purchase/use of alcohol or tobacco products or illegal drugs).~~
- ~~● Statements of disrespect directed against the school, the law, or other reasonable authority.~~

~~Other types of clothing or dress may be questionable if they are in violation of health and safety standards, modesty, or common values. Examples of the types of dress that shall be prohibited include the following:~~

- ~~● Bare feet.~~
- ~~● Bandannas, hairnets, accessories, or clothing when they present a health or safety problem.~~
- ~~● Combinations of clothing or jewelry that are representative of a gang.~~
- ~~● Clothing that is immodest or revealing, such as tube tops, bare midriffs, fishnet or off-the-shoulder shirts, short shorts, and short or slit skirts. (Neither the skirt nor the slit may be more than three inches above the knee.)~~
- ~~● Any other clothing or accessories considered to be inappropriate.~~

~~These guidelines are not intended to cover all of the constantly changing styles and fads. The task of evaluating what is proper in the way of dress and grooming is highly controversial, and opinion among people varies. The school and the home, together, should encourage young people to assume the responsibility for appearance that is conducive to a healthy learning environment. Parents and the school should work together to help students accept and cooperate with these guidelines.~~ District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others.

- A. Students must wear a shirt with pants or skirt or the equivalent (dress, leggings, or shorts).
- B. Clothing must not be see-through and must cover a student's undergarments, chest and torso, when standing or sitting.
- C. Shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, et cetera.
- D. Jewelry shall not be worn if it presents a safety hazard.
- E. Clothing, accessories and/or jewelry may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- F. Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.
- G. Subject to the above, no hats, bandannas, other head coverings, or sunglasses may be worn in a classroom or school building, except for properly approved occupational safety headgear required for special classes or if authorized by a school administrator or authorized/prescribed by a medical professional.
- H. Obscene language or symbols, or symbols of drugs, sex, or alcohol on clothing are prohibited.
- I. Students may not wear clothing, accessories and/or jewelry with images, symbols, slogans, words or phrases that are profane, discriminatory or defamatory or that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. 13-105.
- J. Hats and sunglasses may be worn outside.

Exceptions for special activities or health considerations may be preapproved by the administrator.

Students who volunteer for extracurricular activities, such as athletics, band, chorus, et cetera, are subject to the standards of dress as defined by the sponsors of such activities.

Compare JIH © STUDENT INTERROGATIONS, SEARCHES, AND ARRESTS (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.

JIH © STUDENT INTERROGATIONS,- SEARCHES, AND ARRESTS

Interviews

School officials may question students regarding matters incident to school without limitation. The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO)-~~or~~, [School Liaison Officer \(SLO\)](#) or another peace officer.

When child abuse or abandonment of a student is alleged.

If a child protective services worker or peace officer enters the campus requesting to interview a student attending the school, the school administrator shall be notified. Access to interview shall be granted when the child to be interviewed is the subject of or is the sibling of or is living with the child who is the subject of an abuse or abandonment investigation. The personnel of the District shall cooperate with the investigating child protective services worker or peace officer. If a student is taken into temporary custody in accordance with A.R.S. [8-821](#), the child protective services worker or peace officer may be reminded to notify the student's parent of the custody, pursuant to A.R.S. [8-823](#). The child protective services worker or peace officer shall be requested to establish proper identification and complete and sign a "Form for Signature of Interviewing Officer." Six (6) hours following the relinquishment of custody by the school, school personnel may respond to inquiries about the temporary custody of the child and may, if considered necessary, call the parent.

Abuse or abandonment is ~~not~~ [not](#) alleged.

No issue of student population safety is presented. If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment, the school administrator shall be notified. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official shall comply with the request. Unless these circumstances exist the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents the parent will be requested to be present or to authorize the interview in their absence within the school day of the request. Where an attempt was made and the parent(s) could not be reached or did not consent within the school day of the request, the peace officer will then be requested to contact the parent(s) and make arrangements to question the student at another time and place.

Safety of the student population is of concern. When a peace officer is present on the campus to interview students at the request of school authorities due to concerns for the safety of the students in the school population, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. The SRO/[SLO](#), present at the request of the school for the continued maintenance of safety and order, may interview students as necessary regarding school related issues as

determined by school officials and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Superintendent who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Policy JICK as required in A.R.S. [15-341\(A\)\(36\)](#).

The District is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District counsel.

Items provided by the District for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.

Arrest

When a peace officer enters a campus providing a warrant or subpoena or expressing an intent to take a student into custody, the office staff shall request the peace officer establish proper identification, complete, and sign a form for signature of an arresting officer or interviewing officer [and notify campus administration](#). The school staff shall cooperate with the officer in locating the child within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent.

Adopted: ~~March 14, 2006~~[<-- z2AdoptionDate -->](#)

LEGAL REF.:-

A.R.S.—

[1-215](#)

[8-303](#)

[8-304](#)

[8-802](#)

[8-821](#)

[8-823](#)

[13-3881](#)

[13-3883](#)

[15-153](#)

[15-341](#)

[15-342](#)

A.G.O.—

104-003

177-211

182-094

188-062

191-035

Compare JLCD © MEDICINES / ADMINISTERING MEDICINES
TO STUDENTS (version 5 to 4)

first

last

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

**JLCD ©
MEDICINES / ADMINISTERING
MEDICINES TO STUDENTS**

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

- A. There must be a written order from the physician stating the name of the medicine, the dosage, and the time it is to be given.
- B. There must be written permission from the parent to allow the school or the student to administer the medicine. Appropriate forms are available from the school office.
- C. The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

In the case of a minor student, administration of medication shall only occur on the written request or authorization of a parent or legal guardian, except for an emergency administration pursuant to A.R.S. [15-157](#) (epinephrine) or A.R.S. [15-158](#) (Inhalers) or A.R.S. [15-341](#), subsection A, paragraph 43, (naloxone hydrochloride/any other opioid antagonist).

School districts and employees of school districts are immune from civil liability for the consequences of the good faith adoption and implementation of policies and procedures pursuant to the statute.

The Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of auto-injectable epinephrine by a trained employee of the School District pursuant to section A.R.S. [15-157](#) and subsequent to the adoption of rules by the State Board of Education ~~on or before January 1, 2014~~ pertaining to annual training in the administration of auto-injectable epinephrine, recognition of anaphylactic shock symptoms and the procedures to follow when anaphylactic shock occurs and the requirements of A.R.S. [15-203](#)(A)(40).

The Governing Board recognizes that the prescribed annual training is optional during any fiscal year in which a school does not stock epinephrine auto-injectors at the school during that fiscal year.

A school district ~~or charter school~~ may accept monetary donations for or apply for grants for the purchase of epinephrine auto-injectors or may participate in third-party programs to obtain epinephrine auto-injectors at fair market, free or reduced prices.

Exceptions:

A. Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including auto-injectable epinephrine provided the pupil's name is on the prescription label, on the medication container or device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office secretary as soon as practicable following the use of the medication;

B. For breathing disorders, handheld inhaler devices may be carried for self-administration provided the pupil's name is on the prescription label, on the medication container, or on the handheld inhaler device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration.

C. Students with diabetes who have a diabetes medical management plan provided by the student's parent or guardian, signed by a licensed health professional or nurse practitioner as specified by A.R.S. [15-344.01](#), may carry appropriate medications and monitoring equipment and self-administer the medication.

District employees may volunteer to be a student's diabetes care assistant, subject to approval by the student's parent or guardian, in an emergency situation as described in [15-344.01](#). The Superintendent may develop regulations for implementing this provision.

The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

The Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of naloxone hydrochloride or any other opioid antagonist approved by the United States Food and Drug Administration by an employee of a school district pursuant to Section [36-2267](#), Administration of opioid antagonist; exemption from civil liability; definition, which, in part states the following:

A. A person may administer an opioid antagonist that is prescribed or dispensed pursuant to section [32-1979](#) or [36-2266](#) in accordance with the protocol specified by the physician, nurse practitioner, pharmacist or other health professional to a person who is experiencing an opioid-related overdose.

B. A person who in good faith and without compensation administers an opioid antagonist to a person who is experiencing an opioid-related overdose is not liable for any civil or other damages as the result of any act or omission by the person rendering the care or as the result of any act or failure to act to arrange for further medical treatment or care for the person experiencing the overdose, unless the person while rendering the care acts with gross negligence, willful misconduct or intentional wrongdoing.

C. "Person" includes an employee of a school district ~~or charter school~~ who is acting in the person's official capacity.

This policy and any related policies or amendments to such policies shall be forwarded to the District liability insurance carrier for review.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.

[15-157](#)

[15-158](#)

[15-203](#)

[15-341](#)

[15-344](#)

[15-344.01](#)

[32-1601](#)

[32-1901](#)



JLDAC ©
SCREENING / TESTING
OF STUDENTS
(Vision Screening of Children)

It is statutorily required that each school shall provide vision screening services as follows:

- A. To students upon initial entry to school and not more than two (2) additional grade levels as prescribed by the Department of Health Services by rule.
- B. At the school's discretion, the school may provide vision screening services to students who are in grade levels that are not prescribed by rule.
- C. To students who are being considered for special education services and have not been screened in the last year.
- D. To students for whom a teacher has requested a screening and who have not been screened in the last year.
- E. To students who are not reading at grade level by the third (3rd) grade pursuant to the state assessment required in A.R.S. [15-741](#).

Screening guidelines include the following:

- A. A school nurse, a volunteer or other school personnel who have undergone training developed or approved by the department shall administer the vision screenings except that those individuals who are trained to administer vision screenings before the effective date are not required to retrain.
- B. A vision screening conducted pursuant to this statute does not satisfy a requirement for a medical professional to complete a vision screening of a child according to established guidelines for pediatric care.
- C. The School District Governing Board shall provide the vision screening results to the parent or guardian of each student who did not pass the vision screening within forty-five (45) days after the vision screening and shall comply with all applicable privacy laws. The results shall identify that the student did not pass the vision screening and the need for a comprehensive eye and vision examination.
- D. The results shall state that a vision screening is not equivalent to a comprehensive eye and vision examination.

Other requirements:

- A. A school district governing board providing vision screening services shall provide to the department annual data submissions in a department-approved format that complies with student privacy laws.
- B. A student is not required to submit to any vision screening if a parent or guardian of the student objects and submits a statement of the objection to the school for any reason

including that the student received a comprehensive eye and vision examination in the last year or if the student has a current diagnosis of permanent vision loss.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

36-899.10

CROSS REF.:

JL - Student Wellness

Compare JLF © REPORTING CHILD ABUSE / CHILD PROTECTION (version 5 to 2)

first

last

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

JLF © REPORTING CHILD ABUSE /- CHILD PROTECTION

Any school personnel or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. [36-2281](#) shall immediately report or cause reports to be made of such information to a peace officer or to the [Department of Child Protective Services-Safety \(GPSDCS\)](#) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately [either electronically or](#) by telephone.

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports twenty-four (24) hours a day without wait times.

All reports made via the online website will [require the person](#) ~~and shall be followed by a written report within seventy-two (72) hours.~~ [making the report \(reporting source\) to provide contact information.](#) A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All *emergency situations* where a child faces an immediate risk of abuse or neglect that could result in serious harm *must* still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, *must be reported*, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting *non-emergency* concerns via the Online Reporting Service

at <https://dcs.az.gov/about/contacts>.

Pursuant to A.R.S. [13-3620](#), such reports shall contain, if known:

- ~~The~~ **A.** The names and addresses of the minor, the parents, or the person or persons having custody of such minor, ~~if~~ if known.
- ~~The~~ **B.** The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, ~~including~~ including any evidence of previous abuse, child abuse, physical injury or neglect.
- ~~Any~~ **C.** Any other information that such person believes might be helpful in establishing the cause of the abuse, ~~child abuse~~ child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

A report is not required under A.R.S. [13-3620](#) for conduct prescribed by A.R.S. [13-1404](#) and [13-1405](#) if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

A person who fails to report abuse as provided in A.R.S. [13-3620](#) is guilty of a class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. [13-3620](#) shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any person who is employed as the immediate or next higher-level supervisor to or administrator of a person who is statutorily required to report is not required to report if the supervisor or administrator reasonably believes that the report has been made by the person who is required to report.

Any school employee who has orally reported to ~~GPS-DCS~~ or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

Adopted: ~~October 22, 2013~~<-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.—
[8-201](#)
[13-1404](#) et seq.

[13-1410](#)
[13-3019](#)
[13-3212](#)
[13-3506](#)
[13-3506.01](#)
[13-3552](#)
[13-3553](#)
[13-3608](#)
[13-3619](#)
[13-3620](#)
[13-3623](#)
[15-514](#)
[46-451](#)
[46-454](#)

CROSS REF.:-

[GBEB](#) - Staff Conduct

[GBEBB](#) - Staff Conduct With Students

[JKA](#) - Corporal Punishment

Compare KDB-R © (version 4 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.

KDB-R ©

REGULATION

PUBLIC'S RIGHT TO KNOW /

FREEDOM OF INFORMATION

Public records of the District will be open for inspection by any person as provided by law.

Public record means any recorded information that is made, maintained, or kept by, or is in the possession of, the District. Such records include minutes of the Governing Board, agendas, financial records, contracts, and statistical summaries.

The office of the Superintendent will be open to receive requests for records inspection or copying during normal business hours on Monday through Friday.

Requests for access to records shall be ~~made in writing and~~ directed to the office of the Superintendent.

All persons requesting inspection and/or copying of public records must attest that they have not requested the public records of the District for a commercial purpose. If the records are requested for a commercial purpose, the requester must provide a statement, verified by the requester, setting forth the commercial purpose for which the materials will be used.

The above declaration will be made and signed on the official form provided by the District for requesting inspection and/or copying of public records.

The Superintendent ~~may~~ shall permit access to, or provide for the copying of, the records requested ~~within a reasonable period of time following receipt of the signed~~ promptly following the request or will provide an explanation of a cause for further delay and will give notification of the time the records will be available, ~~or, if access is denied, the Superintendent will provide a written statement of the grounds for denial.~~

Requirements of access and inspection apply only to existing records and do not require creation of new records. Public inspection of a document that otherwise would be a public record may be denied by the Superintendent if (1) the record is made confidential by statute, (2) the record involves the privacy interests of persons, or (3) disclosure would be detrimental to the best interests of the District. If a public record contains material that is not subject to disclosure, the District will delete such material and make available to the requester such material in the record as is subject to disclosure.

Records contained on a computer will be provided only in the form in which the information can be made available using existing computer programs.

~~Copies of radio or recording tapes of discs, video or films, pictures, slides, graphics, illustrations, or similar audio or visual items or devices will not be furnished unless such items~~

~~or devices have been shown or played at a public meeting of the Governing Board.~~

A fee shall be levied on each request to cover the cost of making copies, ~~staff time, computer time, etc. Fees.~~ The fee will be collected prior to releasing material.

The fees will be based upon the following:

- ~~10¢~~ A. Ten cents (\$.10) per copy for materials indicated as Board minutes, agendas, financial records, contracts, ~~courses~~ courses of study, or statistical summaries.
- ~~35¢ per~~ B. Thirty-five cents (\$.35) per copy for materials not listed above ~~that require additional clerical and/or professional staff time to make available.~~
- ~~Actual~~ C. Actual cost, if available, will be assessed.
- ~~Free~~ D. Free copies shall be furnished if they are to be used in claims against the United States.

Commercial Purpose

When a person requests copies, printouts or photographs of public records for a commercial purpose, the person shall provide a statement setting forth the commercial purpose for which the copies, printouts or photographs will be used. Upon being furnished the statement the Superintendent may furnish reproductions of the such requested records. The charge for such records shall include the following:

- A. A portion of the cost for the District to obtain the original or copies of the documents, printouts or photographs requested.
- B. A reasonable fee for the cost of time, materials, equipment and personnel in producing such reproduction.
- C. The value of the reproduction on the commercial market as best determined by the Superintendent.

If the Superintendent determines that the intended commercial use is a misuse of the requested public records or is an abuse of the right to receive public records, the Superintendent may apply to the Governor requesting that the Governor, by executive order, prohibit the furnishing of copies, printouts or photographs for such commercial purpose. If the Governor determines that such public record shall not be provided for commercial purpose the Governor shall issue an executive order prohibiting the providing of the requested records for such commercial purpose. If no order is issued within thirty days (30) of the date of application, the Superintendent shall provide reproductions of requested copies, printouts or photographs upon being paid the fee determined pursuant to this regulation.

The Superintendent shall advise the Board when District records are requested for commercial purposes.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.A. TOPIC: Minutes

SUBMITTED BY: Ms. Elizabeth Powell, Executive Assistant

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the minutes of August 8, 2019 Regular Meeting and August 22, 2019 Special Meeting as presented.

RATIONALE:

**MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
August 8, 2019**

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

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Ms. Smith at 4:00 p.m. She noted the presence all five Board members, constituting a quorum.

OPENING EXERCISES

Ms. Smith moved to adopt the meeting agenda, moving special recognition and call to the public until after the study session and Ms. Bartels seconded the motion. Upon call to vote, Ms. Bartels, Ms. Wilson, Mr. Aldama, Ms. Pimentel and Ms. Smith voted 'aye', and the motion carried.

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

STUDY SESSION

Demographic Study The Governing Board conducted a study session to review and discuss the updated demographic study. Mr. Rick Brammer from Applied Economics reviewed the following presentation.

Glendale Elementary School District
Demographic and Enrollment Analysis Update

Governing Board Presentation

August 8, 2019

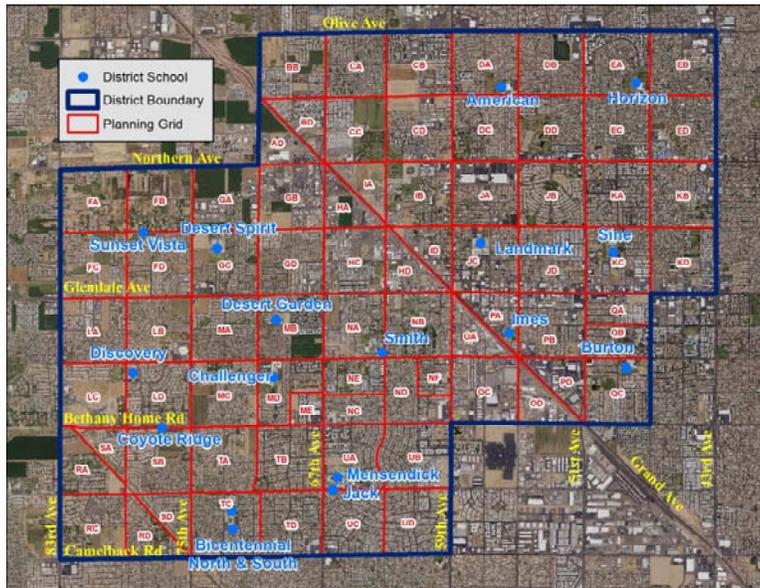
Presented by:
APPLIED ECONOMICS

Study Scope

- Enrollment Trends**
 - Grade level characteristics
 - Geographic distribution
 - Alternative providers
- Demographic Characteristics**
 - Population characteristics
 - Household type and age structure
 - Housing supply and occupancy rates
- Residential Development Impacts**
 - Current development activity
 - Housing market conditions
 - Future development potential
- Enrollment Projections**
 - District
 - Sub-District

[2]

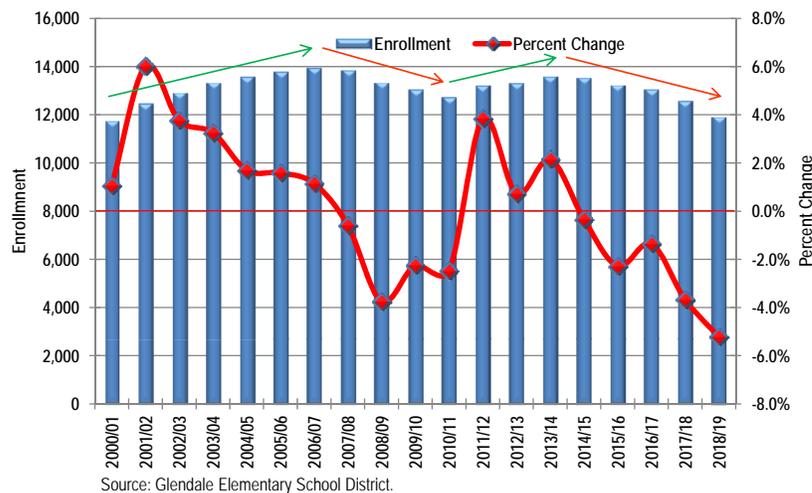
Planning Geography



Planning areas or “grids” are used to compile enrollment and demographic data for consistent areas over time.

The grids are a quarter-section or smaller in size.

40th Day Headcount Enrollment

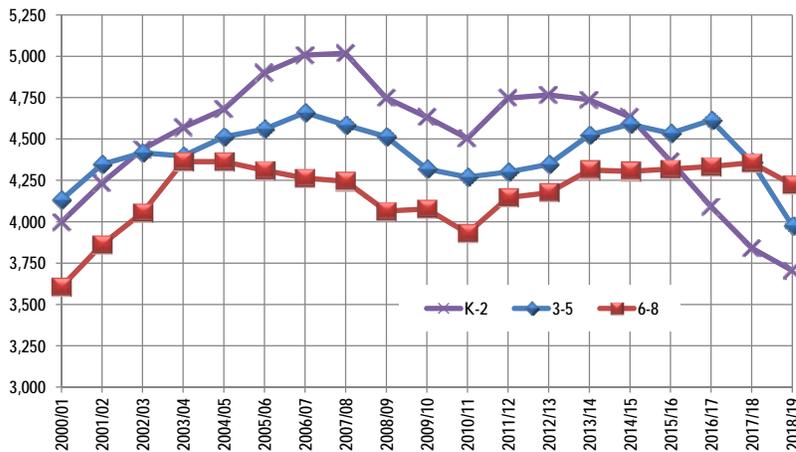


K-8 Enrollment grew by about 19% (2,193 students) between 2000/01 and 2006/07, and then fell by 9% (1,225 students) through 2010/11 driven by the impacts of the recession and immigration policy.

District enrollment increased by 869 students from 2010/11 through 2013/14 as the economy recovered, but since then has lost 1,669 students, driven by competition from charter schools and smaller in-coming kindergarten classes.

Mr. Aldama inquired if current political climate related to immigration is impacting District enrollment.

Enrollment Grade Cohorts

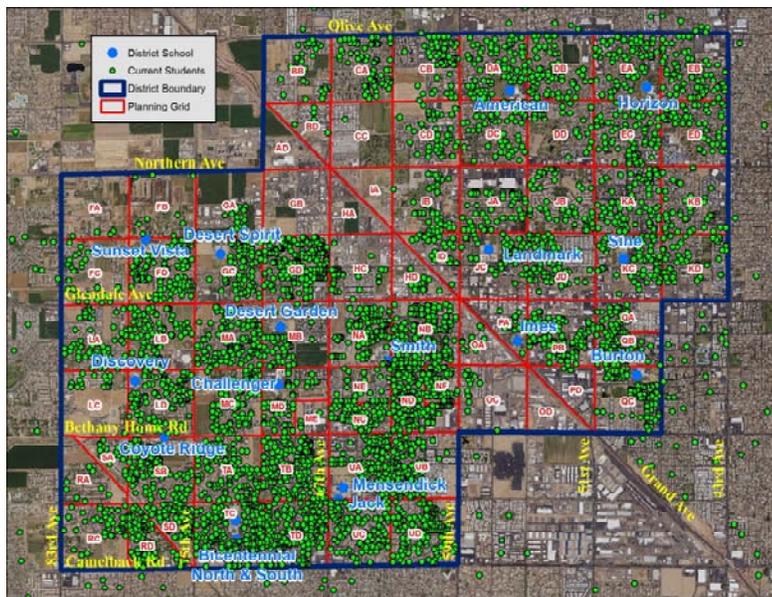


Source: Glendale Elementary School District.

Like most areas the enrollment growth during the boom was led by the youngest grade cohorts, although the older ones have now caught up as the size of the K-2 cohort has plummeted over the past three years.

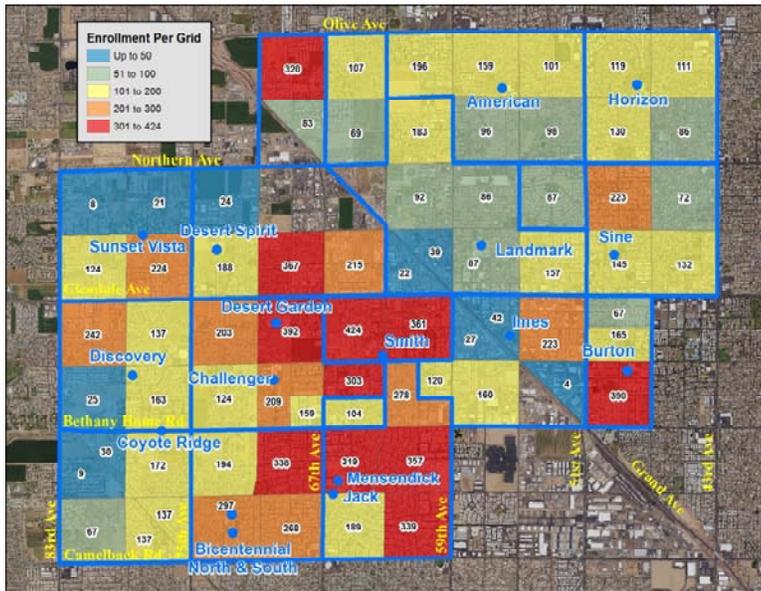
The recent declines in the K-2 cohort are likely a function of lower birth rates during and after the recession, the age structure of the population, and competition from charter schools.

Distribution of Students



The physical location of each student is used to track the distribution of enrollment over time and to relate demographic and housing data to student generation.

Enrollment Density

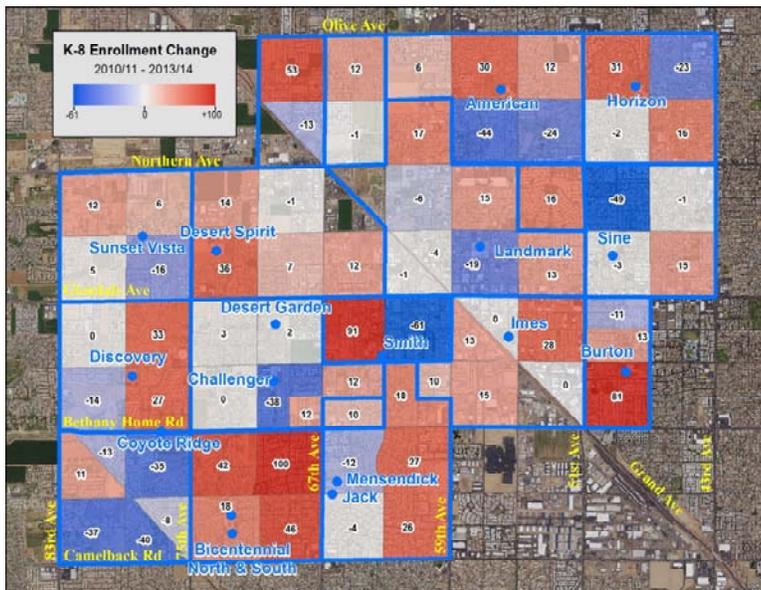


Student density varies from very low levels, to some of the highest levels found in metro Phoenix.

Small, very high density areas create challenges for facility and transportation planning.

[7]

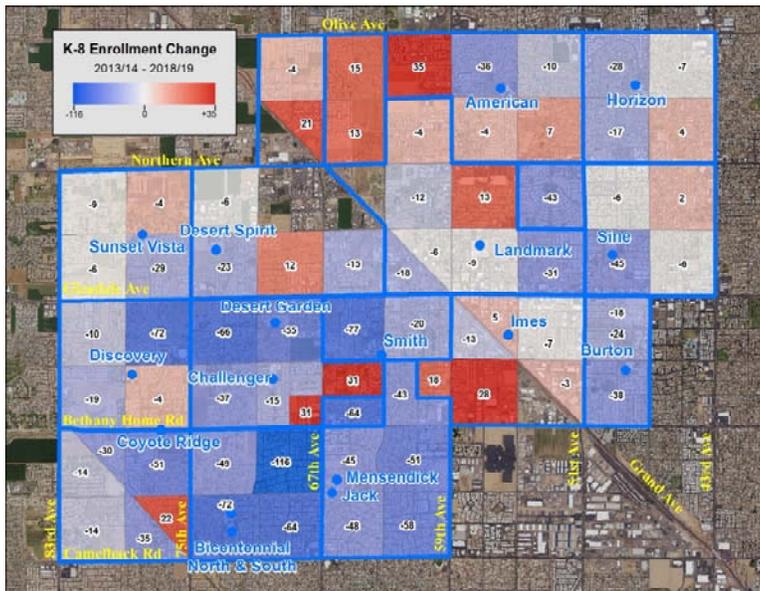
Change in Enrollment - 2010/11 to 2013/14



Enrollment growth occurred in most parts of the District during the economic recovery period.

[8]

Change in Enrollment - 2013/14 to 2018/19



Widespread losses caused by changing demographics and the draw of charter schools have occurred over the past five years.

Demographic Trends

	2000	2010	2018	Annual Change*	
				2000-10	2010-18
Population	90,501	97,573	108,327	0.8%	1.3%
Under 5	9.8%	9.3%	8.4%	0.3%	0.0%
5 to 13	15.4%	15.9%	14.9%	1.1%	0.5%
14 to 17	6.0%	6.7%	7.0%	1.9%	1.8%
18 to 21	7.3%	6.7%	5.9%	0.0%	-0.3%
22 to 54	46.7%	44.8%	45.3%	0.3%	1.4%
55 to 59	3.8%	4.5%	5.0%	2.6%	2.5%
60 to 74	7.2%	8.2%	9.6%	2.1%	3.4%
75 and up	3.8%	3.8%	3.9%	0.7%	1.5%
Housing Units	33,493	37,623	38,136	1.2%	0.2%
Occupied	93.9%	84.7%	90.6%	0.1%	1.0%
Vacant	6.1%	15.3%	9.4%	10.8%	-5.7%
Households	31,435	31,884	34,551	0.1%	1.0%
15 to 24	9.8%	7.6%	6.0%	-2.4%	-1.9%
25 to 34	22.2%	19.3%	18.7%	-1.2%	-0.6%
35 to 44	22.4%	21.1%	19.9%	-0.4%	0.2%
45 to 54	17.7%	21.2%	22.2%	2.0%	1.6%
55 to 64	11.6%	14.7%	16.9%	2.6%	2.8%
65 to 74	8.7%	8.7%	9.3%	0.1%	1.9%
Over 75	7.5%	7.4%	7.0%	0.1%	0.3%
Population Per	2.88	3.06	3.14	6.3%	0.30%

Sources: U.S. Bureau of the Census, 1990, 2000 and 2010; American Community Survey; 2017; Applied Economics, 2019.
* Compound annual rate of change.

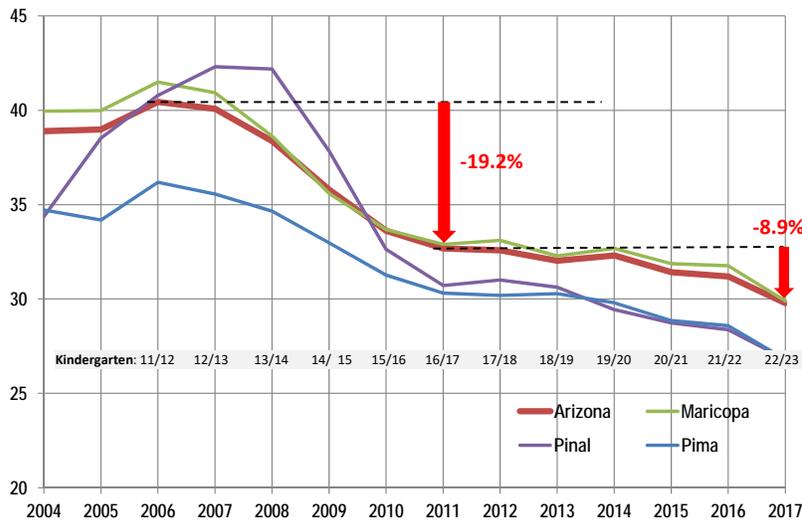
Large population increase in the 2000's, with slow growth since 2010.

Most age groups increased proportionally during the boom, while the younger groups have lagged during the bust and recovery.

Recent changes in the age profile of households is weighted toward older cohorts.

Birth Rate Trends

Births per 1,000 people aged 15 to 45

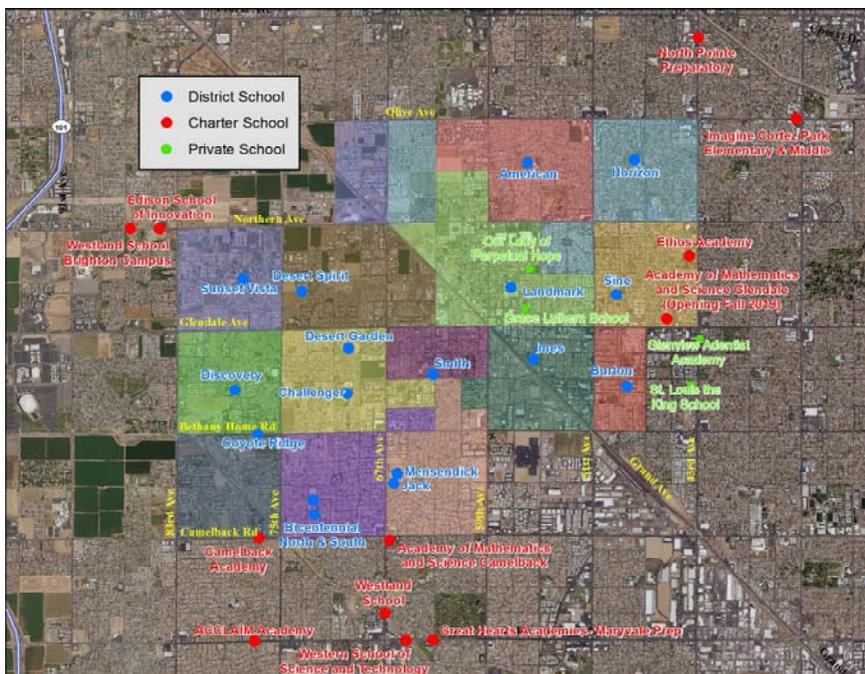


Sources: Arizona Department of Health Services; Applied Economics, 2018.

Birth rates in Arizona plummeted over 19% during the recession.

The County birth rate stabilized from 2011 through 2014, but headed downward again (dropping nearly 9%) through 2017.

Alternative Providers



Charter School Enrollment

Year	# Schools	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Change
In District												
2010-11	1	82	64	70	51	55	40	54	25		441	
2011-12	1	77	76	74	70	57	52	44	53	27	530	89
2012-13	1	75	62	75	74	68	49	43	39	41	526	(4)
2013-14	1	69	70	68	62	68	59	46	36	36	514	(12)
2014-15	1	68	73	71	72	59	62	51	41	33	530	16
2015-16	2	116	82	83	80	69	59	59	42	39	629	99
2016-17	2	94	113	88	94	83	67	60	59	40	698	69
2017-18	2	117	98	134	96	92	87	82	75	58	839	141
2018-19*	2	112	117	104	110	97	99	104	84	82	909	70
Nearby**												
2010-11	6	170	162	154	157	158	144	142	299	276	1,662	
2011-12	6	193	174	177	157	169	161	163	311	307	1,812	150
2012-13	6	226	207	203	193	149	156	154	331	312	1,931	119
2013-14	6	243	240	195	183	196	163	157	316	324	2,017	86
2014-15	7	245	250	235	223	199	230	159	308	321	2,170	153
2015-16	9	362	285	302	272	284	236	262	441	455	2,899	729
2016-17	9	344	357	310	306	285	292	272	517	428	3,111	212
2017-18	9	317	352	345	316	337	298	334	550	512	3,361	250
2018-19*	10	474	400	386	390	367	396	325	512	534	3,784	423
Total												
2010-11	7	252	226	224	208	213	184	196	324	276	2,103	
2011-12	7	270	250	251	227	226	213	207	364	334	2,342	239
2012-13	7	301	269	278	267	217	205	197	370	353	2,457	115
2013-14	7	312	310	263	245	264	222	203	352	360	2,531	74
2014-15	8	313	323	306	295	258	292	210	349	354	2,700	169
2015-16	11	478	367	385	352	353	295	321	483	494	3,528	828
2016-17	11	438	470	398	400	368	359	332	576	468	3,809	281
2017-18	11	434	450	479	412	429	385	416	625	570	4,200	391
2018-19*	12	586	517	490	500	464	495	429	596	616	4,693	493

Back in 2010/11 charter schools enrolled about 2,100 students, or about 13.5% of the school-age population.

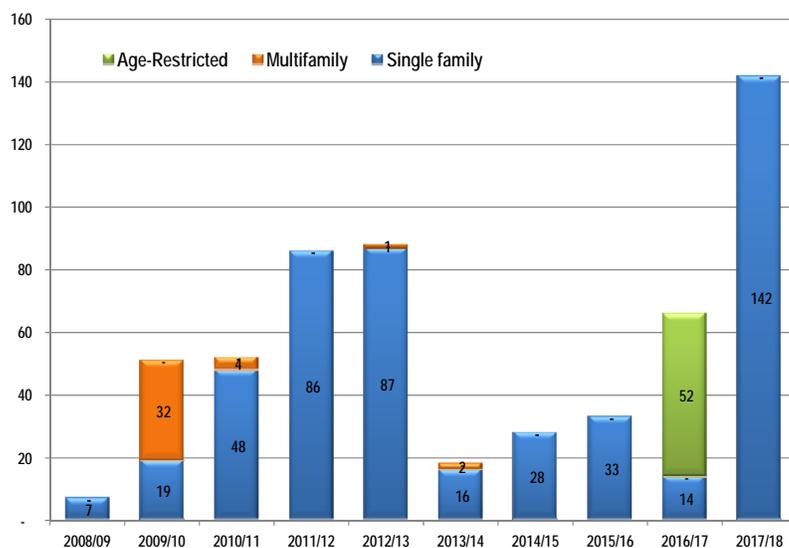
In 2018/19 charter schools enroll about 4,700 students, or about 29.0% of the school-age population.

2,162

(13)

Source: Arizona Department of Education: Applied Economics, 2019.
* 2018-19 ADM
** Charter schools located within approximately one mile of the District's boundaries.

Residential Development Permitted Housing Units by Type



571 new units were permitted in the last 10 years (1.5% of inventory).

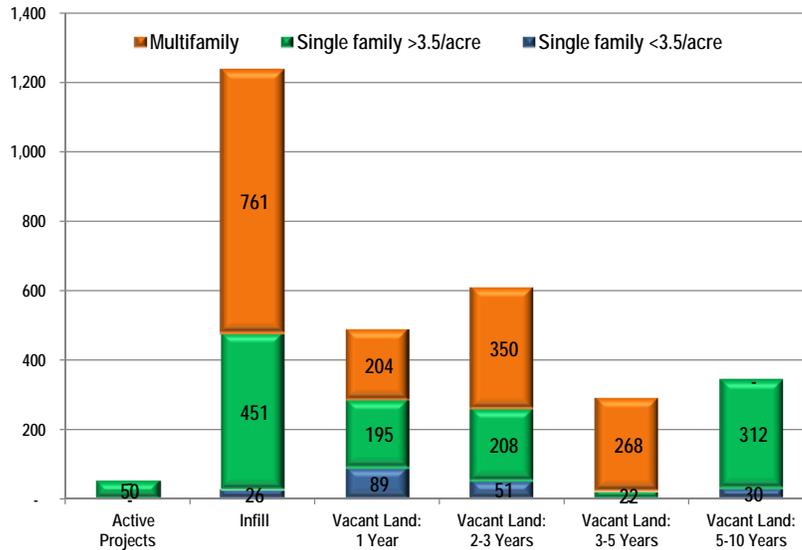
Development has generally been in small subdivisions. The spike in production in 2017/18 was due to the rapid development at Alice Park.

Increases in activity are expected over the next three to four years.

(14)

Residential Potential

Housing Units by Type and Timeline for Development

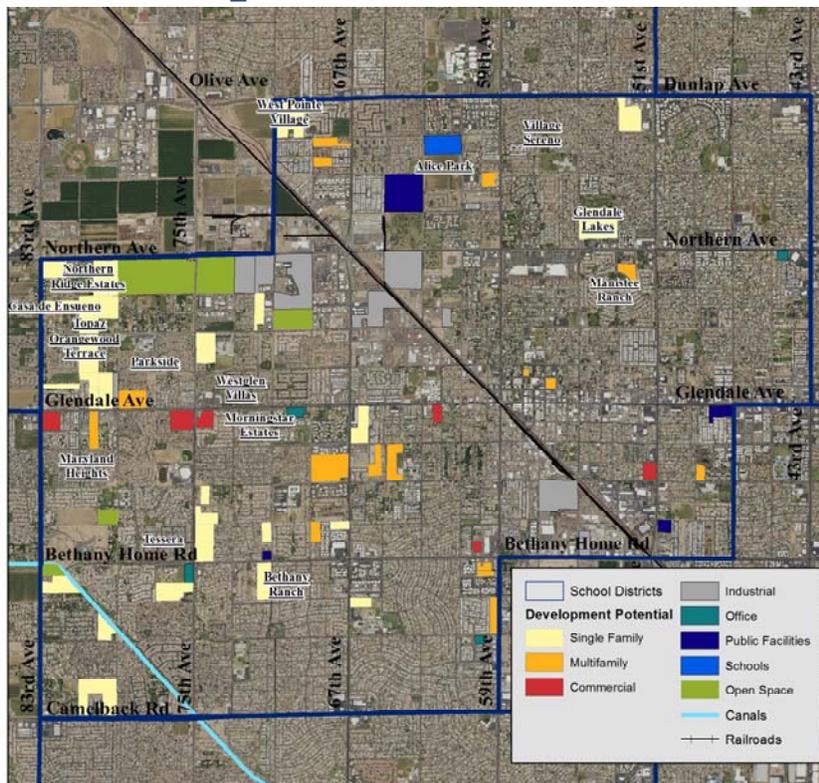


There is potential for about 3,100 additional housing units in active/infill projects and those that could begin construction over the next 10 years.

[15]

Most of the 1,600-unit long term (10+ years) potential is multifamily.

Development Potential

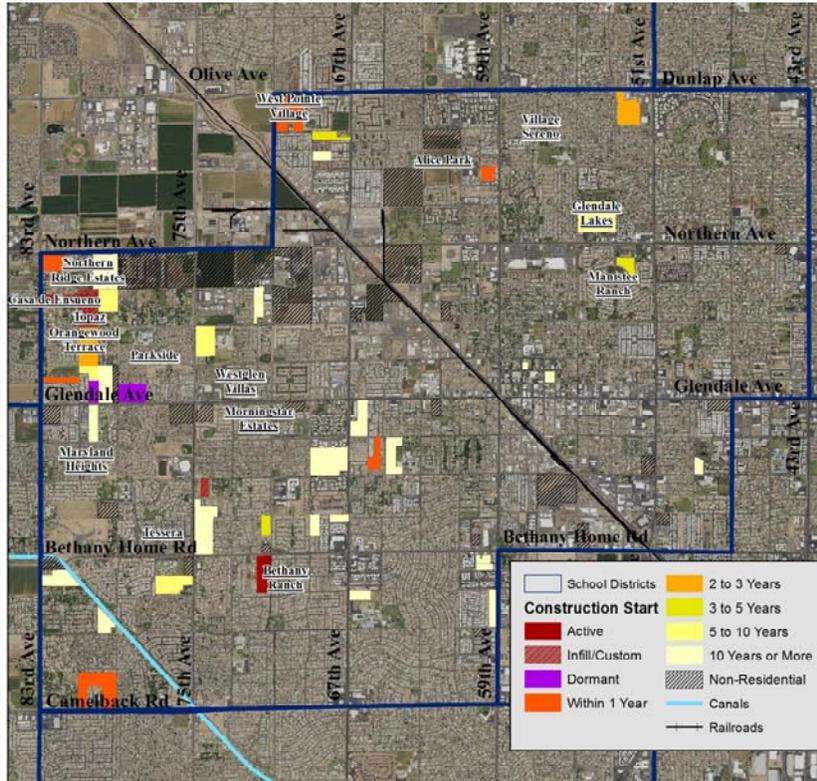


Most of the identified potential is located in the western portion of the District.

Some of the land now planned as multifamily could be changed to single family use.

[16]

Development Timing



Major builders are opening three new subdivisions totaling about 260 lots.

About 200 units in two apartment projects are to be started within the next year.

Demographic Projections

Year	Population	Total Units	New Units			Occ Rate	Households	Pop/HH
			Total	Single Family	Multi-family			
2008/09	101,490	37,565	101	58	43	89.0%	33,433	3.036
2009/10	99,349	37,572	7	7	0	86.5%	32,500	3.057
2010/11	97,573	37,623	51	19	32	84.7%	31,884	3.060
2011/12	101,192	37,675	52	48	4	87.5%	32,966	3.070
2012/13	101,162	37,761	86	86	0	87.0%	32,852	3.079
2013/14	102,887	37,849	88	87	1	88.0%	33,307	3.089
2014/15	106,765	37,867	18	16	2	91.0%	34,459	3.098
2015/16	105,992	37,895	28	28	0	90.0%	34,106	3.108
2016/17	106,644	37,928	33	33	0	90.2%	34,211	3.117
2017/18	107,342	37,994	66	14	52	90.4%	34,347	3.125
2018/19	108,327	38,136	142	142	0	90.6%	34,551	3.135
2019/20	109,134	38,217	81	81	0	90.8%	34,701	3.145
2020/21	110,845	38,673	456	248	208	91.0%	35,192	3.150
2021/22	112,156	38,917	244	244	0	91.2%	35,492	3.160
2022/23	113,353	39,172	255	113	142	91.4%	35,803	3.166
2023/24	114,266	39,369	197	15	182	92.0%	36,219	3.155
2024/25	114,201	39,433	64	36	28	92.0%	36,278	3.148
2025/26	114,264	39,532	99	91	8	92.0%	36,369	3.142
2026/27	114,429	39,668	136	118	18	92.0%	36,495	3.135
2027/28	114,642	39,842	174	96	78	92.0%	36,655	3.128
2028/29	114,601	39,912	70	48	22	92.0%	36,719	3.121
2017/18-2022/23			1,233	701	532		1,668	
2022/23-2027/28			543	389	154		500	

Source: Applied Economics, 2019.
Bolding indicates actuals.

Housing additions likely to increase over the next 3 or 4 years, then return to current levels.

Population per household expected to decline slightly as the population continues to age.

School-Age Pop. & Enrollment

Year	Households	School-Age Population *		K-8 Enrollment		Net Difference	Enrollment - Population Ratio
		Total	Per Household	Total	Per Household		
2008/09	33,433	15,972	0.478	13,326	0.399	2,646	83.4%
2009/10	32,500	15,667	0.482	13,027	0.401	2,640	83.2%
2010/11	31,884	15,509	0.486	12,704	0.398	2,805	81.9%
2011/12	32,966	16,153	0.490	13,193	0.400	2,960	81.7%
2012/13	32,852	16,262	0.495	13,288	0.404	2,974	81.7%
2013/14	33,307	16,654	0.500	13,573	0.408	3,081	81.5%
2014/15	34,459	17,006	0.494	13,527	0.393	3,479	79.5%
2015/16	34,106	16,614	0.487	13,217	0.388	3,397	79.6%
2016/17	34,211	16,449	0.481	13,038	0.381	3,411	79.3%
2017/18	34,347	16,300	0.475	12,559	0.366	3,741	77.0%
2018/19	34,551	16,185	0.468	11,904	0.345	4,281	73.5%
2019/20	34,701	16,141	0.465	11,504	0.332	4,637	71.3%
2020/21	35,192	16,254	0.462	11,224	0.319	5,030	69.1%
2021/22	35,492	16,277	0.459	10,978	0.309	5,299	67.4%
2022/23	35,803	16,304	0.455	10,781	0.301	5,523	66.1%
2023/24	36,219	16,377	0.452	10,587	0.292	5,790	64.6%
2024/25	36,278	16,288	0.449	10,437	0.288	5,851	64.1%
2025/26	36,369	16,214	0.446	10,229	0.281	5,985	63.1%
2026/27	36,495	16,155	0.443	10,096	0.277	6,059	62.5%
2027/28	36,655	16,111	0.440	9,991	0.273	6,120	62.0%
2028/29	36,719	16,026	0.436	9,921	0.270	6,105	61.9%

The current net difference between school-age population and enrollment is 4,281 persons, including an offset of 558 students from outside the District, resulting in an enrollment-population ratio of 73.5%.

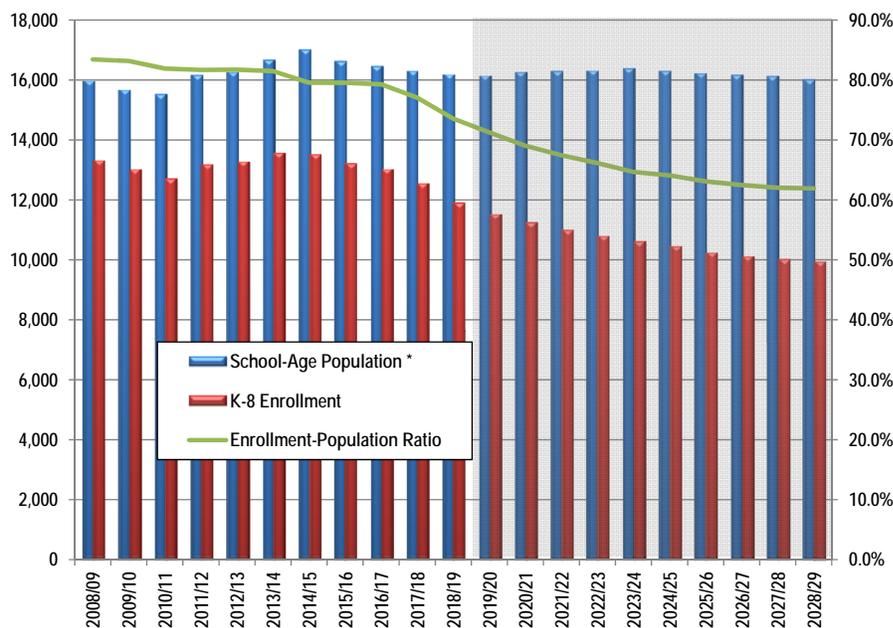
Source: Applied Economics, 2019.

* Population age 5 through 13, corresponds with Kindergarten through 8th grade.

Bolding Indicates Actuals

Based on trends over the past 10 years, the enrollment-population ratio is likely to decline to about 62% by 2028/29.

School-Age Pop. & Enrollment



Enrollment Scenarios

Fall	EP Ratio Scenario			Enrollment Change		
	Low	Mid	High	Low	Mid	High
2010/11	12,704	12,704	12,704			
2011/12	13,193	13,193	13,193	489	489	489
2012/13	13,288	13,288	13,288	95	95	95
2013/14	13,573	13,573	13,573	285	285	285
2014/15	13,527	13,527	13,527	-46	-46	-46
2015/16	13,217	13,217	13,217	-310	-310	-310
2016/17	13,038	13,038	13,038	-179	-179	-179
2017/18	12,559	12,559	12,559	-479	-479	-479
2018/19	11,904	11,904	11,904	-655	-655	-655
2019/20	11,388	11,504	11,618	-516	-400	-286
2020/21	10,998	11,224	11,449	-390	-280	-169
2021/22	10,651	10,978	11,310	-347	-246	-139
2022/23	10,354	10,781	11,216	-297	-197	-94
2023/24	10,071	10,587	11,127	-283	-194	-89
2024/25	9,831	10,437	11,081	-240	-150	-46
2025/26	9,538	10,229	10,967	-293	-208	-114
2026/27	9,318	10,096	10,929	-220	-133	-38
2027/28	9,128	9,991	10,921	-190	-105	-8
2028/29	8,971	9,921	10,950	-157	-70	29
2019/20 - 2028/29				-2,933	-1,983	-954

Source: Applied Economics, 2019.
Bolding indicates actuals.

The low scenario assumes the E-P ratio drops 1% per year faster than expected.

The high scenario assumes that the rate of decline in the E-P ratio will drop to the 10-year average rate, which is lower than the last five years.

Projected Enrollment by Cohort

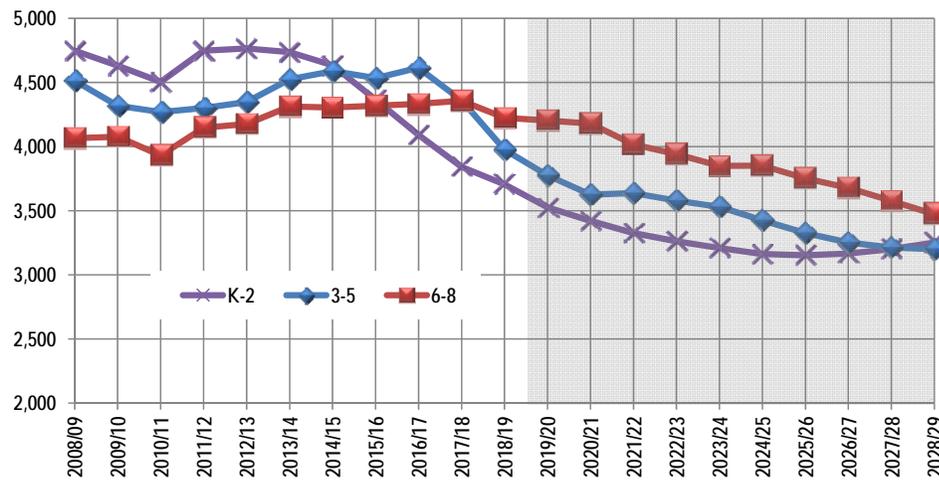
Year	Enrollment by Level		K-8 Enrollment	Percent Change	Share of Enrollment	
	K-3	4-8			K-3	4-8
2008/09	6,332	6,994	13,326	-3.8%	47.5%	52.5%
2009/10	6,129	6,898	13,027	-2.2%	47.0%	53.0%
2010/11	5,939	6,765	12,704	-2.5%	46.7%	53.3%
2011/12	6,207	6,986	13,193	3.8%	47.0%	53.0%
2012/13	6,287	7,001	13,288	0.7%	47.3%	52.7%
2013/14	6,326	7,247	13,573	2.1%	46.6%	53.4%
2014/15	6,204	7,323	13,527	-0.3%	45.9%	54.1%
2015/16	5,913	7,304	13,217	-2.3%	44.7%	55.3%
2016/17	5,696	7,342	13,038	-1.4%	43.7%	56.3%
2017/18	5,259	7,300	12,559	-3.7%	41.9%	58.1%
2018/19	4,934	6,970	11,904	-5.2%	41.4%	58.6%
2019/20	4,791	6,713	11,504	-3.4%	41.6%	58.4%
2020/21	4,625	6,599	11,224	-2.4%	41.2%	58.8%
2021/22	4,523	6,455	10,978	-2.2%	41.2%	58.8%
2022/23	4,433	6,348	10,781	-1.8%	41.1%	58.9%
2023/24	4,362	6,225	10,587	-1.8%	41.2%	58.8%
2024/25	4,277	6,160	10,437	-1.4%	41.0%	59.0%
2025/26	4,231	5,998	10,229	-2.0%	41.4%	58.6%
2026/27	4,242	5,854	10,096	-1.3%	42.0%	58.0%
2027/28	4,275	5,716	9,991	-1.0%	42.8%	57.2%
2028/29	4,321	5,600	9,921	-0.7%	43.6%	56.4%

Source: Applied Economics, 2019.
Bolding Indicates Actuals.

K-8 enrollment is forecast to decline throughout the projection period.

Long term stabilization, or even increases in enrollment are possible based on turnover of existing households and the characteristics of households entering the District.

Projected Enrollment by Cohort



Source: Glendale Elementary School District: Applied Economics, 2019.

Projected Enrollment by School

School	Actual							Projected								Change		
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	'13-'18	'18-'23	'23-'28
American	786	776	779	712	699	672	614	585	628	604	578	577	578	580	591	-114	-94	19
Bicentennial South	613	653	586	569	518	466	484	470	468	449	449	445	444	451	457	-147	-17	21
Bicentennial North	819	820	797	792	789	695	689	687	662	671	661	671	650	646	627	-124	-34	-38
Burton	786	794	767	732	673	649	622	576	570	555	554	538	524	513	511	-137	-95	-45
Coyote Ridge	918	872	807	818	753	732	721	712	706	716	698	700	694	693	693	-186	-34	-7
Desert Garden	730	698	706	729	656	615	609	602	580	553	545	535	529	527	526	-115	-70	-15
Challenger	673	666	633	677	734	682	707	714	714	728	734	722	713	693	663	9	52	-86
Desert Spirit	901	912	910	907	896	802	774	749	717	665	652	646	636	643	643	-99	-150	-19
Discovery	754	738	766	742	730	674	687	666	625	620	594	579	563	556	551	-80	-80	-53
Horizon	836	861	864	845	854	809	690	620	589	590	591	580	567	567	554	-27	-218	-42
Imes	542	538	506	503	516	557	556	537	526	525	516	503	496	484	477	15	-41	-43
Landmark	750	810	805	733	768	699	613	572	549	529	523	503	487	478	466	-51	-176	-60
Jack	917	813	776	760	692	618	636	602	574	567	557	549	541	539	541	-299	-61	-11
Mensendick	999	994	977	934	917	871	878	877	872	841	817	815	784	751	733	-128	-54	-105
Sine	673	669	674	750	626	602	486	423	414	413	412	415	408	404	399	-71	-190	-12
Smith	924	924	861	916	811	838	834	910	878	850	822	815	792	762	751	-86	-16	-88
Sunset Vista	899	940	944	867	866	857	844	862	846	845	824	784	763	749	748	-42	-33	-82
Other	53	49	59	52	61	66	60	60	60	60	60	60	60	60	60	13	-6	0
TOTAL	13,573	13,527	13,217	13,038	12,559	11,904	11,504	11,224	10,978	10,781	10,587	10,437	10,229	10,096	9,991	-1,669	-1,317	-666

Source: Applied Economics, 2019.

* Difference between enrollment in the attendance area and enrollment at the school.

The differences between enrollment by attendance area and enrollment by school show a great deal of consistency over time.

All but one or two schools are likely to experience declining enrollment over the next five years with more stable conditions after that.

Conclusions

- The school-age population of the District is falling, and enrollment in charter schools is increasing, resulting in steady declines in District enrollment that are likely to persist.
- The amount of current residential construction, and the potential for new residential development in the future is not sufficient to offset the factors reducing enrollment.
- Future enrollment is likely to be impacted by additional charter schools, or the expansion of existing ones, so marketing and program choice will continue to be important to the District.
- The community is positioned for increased redevelopment activity in the future, but the impact of this activity may not have a significant impact on the school-age population.

(25)

Ms. Smith asked what the District’s next steps are based upon the demographic information. Ms. Segotta-Jones will be recommending a study session at the August 22nd Special Meeting.

Ms. Bartels moved to recess the meeting and Ms. Pimentel seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Aldama, Ms. Bartels, Ms. Pimentel, Ms. Wilson and Ms. Smith, and the meeting recessed at 5:02 p.m.

Mr. Aldama moved to resume the meeting and Ms. Bartels seconded the motion. Upon call to vote the motion carried with votes in favor from Mr. Aldama, Ms. Bartels, Ms. Pimentel, Ms. Wilson and Ms. Smith, and the meeting resumed at 5:06 p.m.

CALL TO THE PUBLIC
None at this time.

SPECIAL RECOGNITION
Employee Recognition The Governing Board recognized Ms. Leslee Miele for receiving the City of Glendale Community Action Program’s Heart in Hand Award for her contributions directly impacting and improving the lives of limited-income families in the Glendale Community.

CONSENT AGENDA
Ms. Bartels moved to approve the consent agenda as presented and Ms. Wilson seconded the motion. Upon call to vote, Ms. Wilson, Ms. Bartels, Mr. Aldama, Ms. Pimentel and Ms. Smith voted ‘aye’, and the motion carried. The following items were approved:

Minutes The Governing Board approved the minutes of the July 11, 2019 Regular Meeting as presented.

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

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

Donor	Description	Cash Amount / Estimated Value	Recipient
MaryAnn Leonardo	Memorial donations	\$100.00	American
Kroger	Student incentives	\$108.81	Bicentennial South
Kroger	Student incentives	\$70.26	Burton

Glendale Kiwanis Club	300 paperback books	\$1,500.00	Burton
Kroger	Gift to school	\$79.16	Desert Garden
Kroger	Gift to school	\$124.48	Discovery
Kroger	Classroom supplies	\$28.24	Horizon
Kroger	Gift to school	\$71.63	Landmark
Kroger	Student incentives	\$39.98	Sine

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

New Employment

1. Bauer, Abigail	Teacher	\$39,000	07/29/19
2. Daniels, Melissa	Teacher	\$51,750	07/29/19
3. Edmondson, Taylor	Teacher	\$41,250	07/29/19
4. Gutierrez, Roberto	Teacher	\$39,750	07/29/19
5. Holman, Brian	Teacher	\$46,500	07/29/19
6. Kelly, Roy	Teacher	\$39,750	07/29/19
7. Kunch, Mellody	Teacher	\$49,500	07/29/19
8. Moore, Angel	Teacher	\$39,000	07/29/19
9. Malutan, Naomi	Teacher	\$45,750	07/29/19
10. Maynard, Craig	Teacher	\$49,500	07/29/19
11. Mercado, Jaime	Teacher	\$42,000	07/29/19
12. Molina, Jasmine	Teacher	\$39,000	07/29/19
13. Mowery, Layla	Teacher	\$42,750	07/29/19
14. Nowell, Darrie	Teacher	\$49,500	07/29/19
15. Pawlowski, Kelly	Achievement Advisor	\$48,750	07/15/19
16. Pietrocarlo, Cheryl	Teacher	\$48,000	07/29/19
17. Sam, Sarah	Teacher	\$48,487	07/29/19

Rescind New Employment

1. Piccari, Jeanne*	Teacher		06/13/19
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*Candidate declined contract

Resignation

1. Borgesén, Patricia*	Teacher	Personal Reasons	05/24/19
2. Evans, Kristen*	Teacher	Personal Reasons	05/24/19
3. Glazier, Nancy*	Teacher	Personal Reasons	05/24/19
4. Hamilton, Cori	Teacher	Personal Reasons	05/24/19
5. Smith, Angie	Achievement Advisor	New Employment	08/09/19
6. Weissfeld, Mark	Teacher	Personal Reasons	07/08/19

*Recommend liquidated damages fee applied per contract

Rescind Resignation

1. McCormick, Jason*	Teacher		04/11/19
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*Contract Renewal for 19-20 SY

Change of Position

1. McCormick, Jason	from Teacher to Achievement Advisor	07/11/19
2. Winch, Barbara	From Achievement Advisor to Teacher	07/29/19

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

New Employment

1. Barajas, Yuri	Campus Monitor	\$11.00	08/05/19
2. Barrett, Elizabeth	Library Clerk	\$13.11	07/29/19
3. Becenti, Lecia	Registered Nurse	\$39,500	07/30/19
4. Campillo, Daniel	Ed. Assist. Special Ed.	\$12.07	08/01/19
5. Ceniceros, Guadalupe	Food Service Specialist	\$11.25	08/01/19
6. Fierros, Maria	Campus Monitor	\$11.00	08/05/19

7. Flores, Stephanie	Speech Language Pathologist Assistant	\$18.14	08/05/19
8. Hernandez, Erica	Ed. Assist. Special Ed. CC-SE	\$13.75	08/01/19
9. Lane, Sarah	Ed. Assist. Special Ed. Autism	\$12.47	08/01/19
10. Mesenhimer, Jade	Food Service Field Supervisor	\$42,458	07/10/19
11. Morrill, Bonnie	School Bus Monitor	\$11.00	07/29/19
12. Ramirez, Guadalupe	Ed. Assist.	\$11.36	08/05/19
13. Rojas, Yulleisi	Ed. Assist. Special Ed. Resource	\$11.00	08/01/19
14. Schumacher, Janet	Ed. Assist. Special Ed. Resource	\$11.00	08/01/19
15. Sharp, Omar	Trainee School Bus Driver	\$12.07	07/29/19
16. Torres Lopez, Daisy	Ed Assist. Sp. Ed. SE-CD	\$12.43	08/01/19
17. Waterkotte, Maty	Nurse	\$38,250	07/30/19
18. Vierling, Kathryn	Food and Nutrition Manager	\$15.51	07/31/19
19. Wheeler, Jessica	Ed. Assist. Special Ed. Autism	\$12.43	08/01/19

Rehire

1. Parker, Reshika	Campus Monitor	\$11.55	08/05/19
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Position Change

1. Benney, Kristina	From Ed. Assist Ortho to Ed. Assist Sp. Ed. Cont'd	\$13.20	08/01/19
2. Harp, R'Mand	From Ed. Assist. Resource to Ed. Assist. SECD	\$13.20	07/29/19
3. Kaufman, Alexander	From Trainee School Bus Dr. to School Bus Dr.	\$14.25	07/29/19
4. Leasure, Jessica	From Admin. Sec. to Buyer/Contract Specialist	\$24.90	07/29/19
5. Lopez, Alejandra	From Secretary Department to Admin Assistant	\$18.09	08/08/19
6. Macklin, Danita	From Ed. Assist. Ortho to SPED Preschool	\$13.86	08/01/19
7. Niblick, Judy	From Admin. Secretary to HR Technician	\$18.38	07/01/19

Retirement

1. Ramirez, Arelia	Special Ed. Assist. Preschool		05/23/19
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Resignation

1. Adams, Bryan	Substitute - Bus Monitor	Temporary Position Ended	06/28/19
2. Abril, Estrella	Campus Monitor	Personal Reasons	05/23/19
3. Bonilla, Maria	Lead Custodian	Personal Reasons	07/09/19
4. Canales, Monica	Ed Assist.	Personal Reasons	05/23/19
5. Collins, Ruth	Substitute - Clerical	Temporary Position Ended	06/28/19
6. Davis, Shirley	Receptionist	Personal Reasons	07/09/19
7. Garcia De Ramirez, Guadalupe	Cleaner II	Personal Reasons	05/29/19
8. Graziano, Angela	Substitute - Admin	Temporary Position Ended	06/28/19
9. Grimes, Rejeana	Substitute Ed. Assist	Temporary Position Ended	06/28/19
10. Howard, Katherine	Bus Monitor	Personal Reasons	05/23/19
11. Johnson, Phillip	Bus Monitor	Personal Reasons	05/23/19
12. Lyons, Samantha	Trainee School Bus Driver	Personal Reasons	05/23/19
13. Montes, Veronica	Cleaner II	Personal Reasons	07/19/19
14. Silva, Henrietta	Substitute - Admin	Temporary Position Ended	06/28/19
15. Soliman, Ahmed	Substitute - Clerical	Temporary Position Ended	06/28/19
16. Tarlton III, Robert	Substitute - Ext Day Activity Leader	Temporary Position Ended	06/28/19
17. Turley, Richelle	Campus Monitor	Personal Reasons	05/22/19
18. Watkins, Kadejah	Substitute - Ed. Assist	Temporary Position Ended	06/28/19
19. Wright, Carla	School Bus Driver	Personal Reasons	05/23/19
20. Zubia, Ernestina	Campus Monitor	Personal Reasons	05/23/19

Rehire Substitutes

1. Gross, Donna	Substitute - Nurse	\$90/day	07/01/19
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Additional Positions

1. Contreras, Maria	Campus Monitor	\$12.13	08/05/19
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Travel The Governing Board approved the requests for employee out-of-county travel as presented.

Surplus Property
Disposal

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

Student Activity Fund
Balance Statement

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

Intergovernmental
Agreement

The Governing Board approved the First Amendment to the Intergovernmental Agreement with Washington Elementary School District No. 6 for Title I Services to Private School Children for the 2019-2020 School Year as presented.

Out-of-State Teacher
Recruitment Trips

The Governing Board approved the proposed out-of-state teacher recruitment trips, including participation in the job fairs specified, and the corresponding out-of-county/state travel for employees who attend.

Fundraiser Activity
Requests

The Governing Board approved the list of fundraiser activity requests as presented.

Qualified Evaluators

The Governing Board approved the list of Qualified Evaluators as presented.

REPORTS AND INFORMATION ITEMS

Opening of School

Administration provided a report on the opening of the 2019-2020 school year.



**GLENDALE
ELEMENTARY
SCHOOL DISTRICT**
MOSAIC OF MINDS

A

FIRST WEEK OF SCHOOL
It's going to be an amazing year !

ENROLLMENT

Current Enrollment 11,480
Current Absences 858

ENROLLMENT

Day 4: 2018-2019 11,578 Total Enrollment
Day 4: 2018-2019 439 Absences

Day 4: 2019-2020 11,480 Total Enrollment
Day 4: 2019-2020 858 Absences

ENROLLMENT COMPARISON PRIOR YEAR

Kindergarten -9
First Grade -70
Second Grade -134
Third Grade 20
Fourth Grade -203
Fifth Grade -84
Sixth Grade -74
Seventh Grade 22
Eighth Grade 15



ENROLLMENT

Day 1 and Day 2 Absentee Data

- 10 % at Charter Schools (77 students)
- 24% Moved Out of District (192 students)
- 1% Open Enrollment (5 students)
- 16% Returning to GESD (132 students)
- 49% No Response (396 students)
- 1% Undecided (9 students)



ENROLLMENT RECRUITMENT

- Canvassing Neighborhoods
- Canvassing Community
- Auto Dialer
- Social Media Ads
- Cinema Ads
- Phone Calls to All Student Absences



STAFFING

Vacancies: 13 filled with substitute teachers:

- 8 Special Education Positions
- 2 Music Teachers
- 2 Kindergarten (not on original projections)
- 1 First Grade (not on original projections)



STAFFING CHANGES THIS WEEK

Collapsed Classrooms: 3

- Smith Grade 4
- Imes Grade 2
- Burton Grade 4

Added Classrooms: 4

- Horizon Kindergarten
- Discovery Grade 1 and Grade 2
- Desert Spirit Grade 4



#radiatekindness

ACTION ITEMS

Delegate Assembly
Representative

Ms. Segotta-Jones recommended the Governing Board select from its membership a representative and alternate to serve as delegate at the Arizona School Boards Association Delegate Assembly on September 7, 2019. Ms. Smith volunteered to serve as delegate and Ms. Bartels as alternate. Ms. Bartels moved to approve Ms. Smith and delegate and Ms. Bartels as alternate and Ms. Pimentel seconded the motion. Upon call to vote, the motion carried with four votes in favor from Ms. Wilson, Ms. Pimentel, Mr. Aldama, Ms. Smith and Ms. Bartels.

Political Agenda
Direction

Ms. Segotta-Jones recommended the Governing Board provide its delegate with direction in voting at the Arizona School Boards Association's Delegate Assembly on September 7, 2019. The Board reviewed the proposed agenda. Ms. Segotta-Jones shared the priorities adopted by the Board in the Spring. Ms. Bartels inquired about how funding amounts are determined for students who attend different schools within the same school year. Ms. Smith asked if reinstating desegregation would impact the District. No direction was given to the delegate.

FUTURE MEETINGS

Future Meetings and

Agenda Item Request A list of upcoming meetings was reviewed. The next meeting is August 22, 2019. Ms. Segotta-Jones would like to conduct a study session related to enrollment and budget ramifications. The meeting will begin at 5:30 p.m. as scheduled. Mr. Aldama will not be present; he will participate telephonically. The Superintendent's Goal Progress Report and Strategic Planning Priorities will be moved to September 12 and the Executive Session for the Superintendent's evaluation moved to September 26.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action. Ms. Wilson requested a discussion regarding the Sick Leave Bank policy.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones provided information about current events:

- She thanked administrators and staff for their work to have a successful first week of school

Ms. Pimentel welcomed students and staff back to school. She commented on the door hangers, Spotify and Pandora ad campaigns.

Ms. Wilson congratulated Ms. Miele for her recognition from the City. She welcomed returning and new staff.

Ms. Bartels expressed excitement for the new school year.

Ms. Smith shared a story about a classified staff member sharing her compliments about the Welcome Back event.

ADJOURNMENT

Ms. Pimentel moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to vote, Ms. Wilson, Ms. Bartels, Mr. Aldama, Ms. Pimentel and Ms. Smith voted 'aye', the motion carried and the regular meeting adjourned at 5:40 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Brenda Bartels, Clerk of the Board

Date: _____ September 12, 2019

MINUTES OF THE SPECIAL MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
August 22, 2019

Present: Ms. Sara Smith, President, *left meeting at 6:00 p.m.*
Ms. Brenda Bartels, Clerk
Ms. Monica Pimentel, Member
Ms. Mary Ann Wilson, Member
Mr. Jamie Aldama, *participated telephonically beginning at 5:45 p.m.*

CALL TO ORDER AND ROLL CALL

The meeting was called to order by Ms. Smith at 5:30 p.m. She noted the presence of four of five Board members, with Mr. Aldama absent, constituting a quorum.

OPENING EXERCISES

Ms. Smith welcomed everyone and thanked them for coming.

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

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

CALL TO THE PUBLIC

None at this time.

STUDY SESSION

Enrollment and
Budget

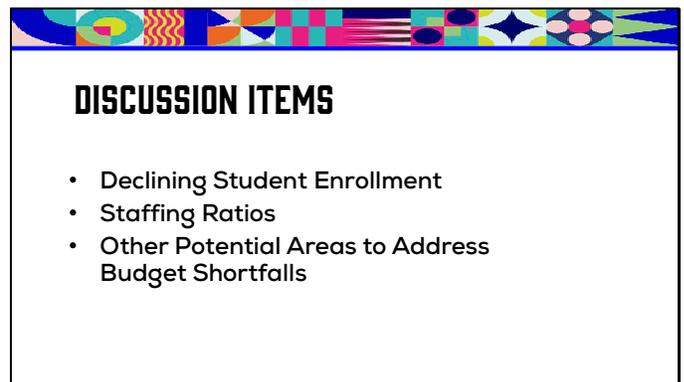
The Governing Board and Administration conducted a study session regarding student enrollment and budget ramifications. Ms. Segotta-Jones and Mr. Barragan reviewed the following presentation:



August 22, 2019

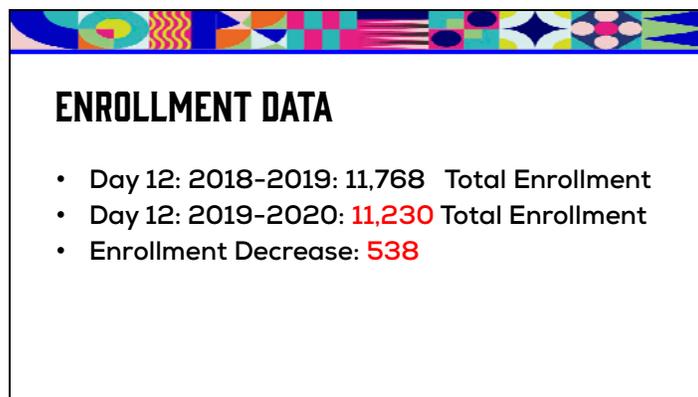
 **GLENDALE
ELEMENTARY
SCHOOL DISTRICT**

Governing Board Study Session
Impact of Declining Enrollment



DISCUSSION ITEMS

- Declining Student Enrollment
- Staffing Ratios
- Other Potential Areas to Address Budget Shortfalls



ENROLLMENT DATA

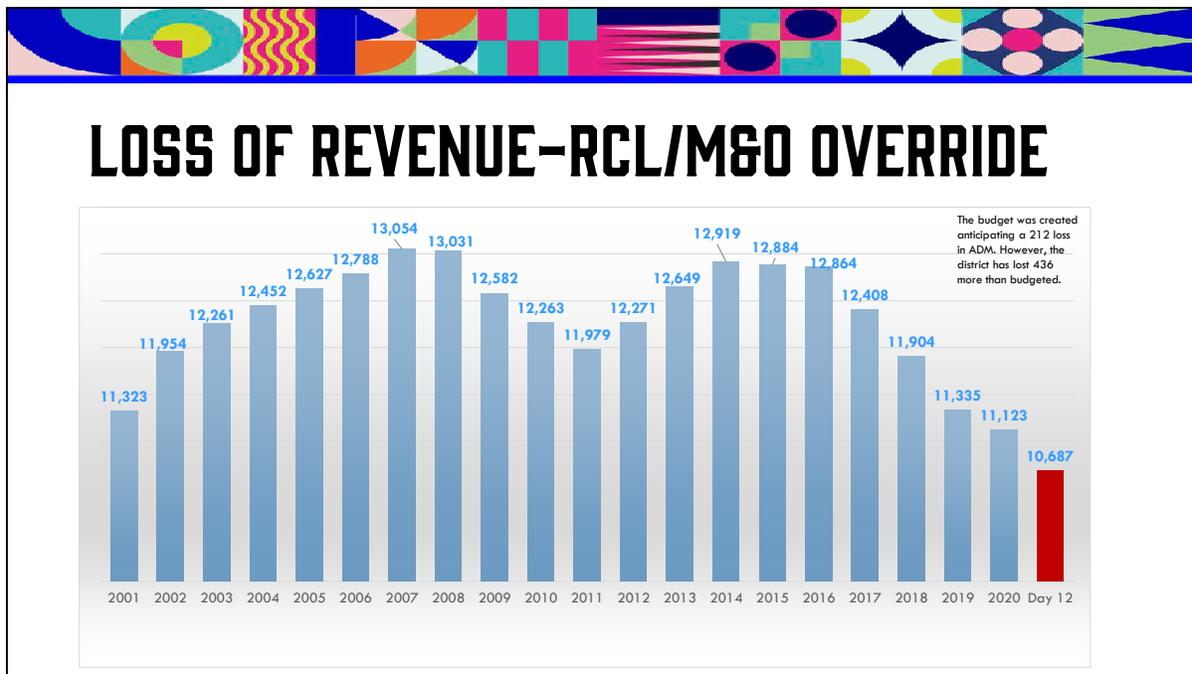
- Day 12: 2018-2019: 11,768 Total Enrollment
- Day 12: 2019-2020: **11,230** Total Enrollment
- Enrollment Decrease: **538**

**TABLE 16
ACTUAL AND PROJECTED ENROLLMENT BY SCHOOL**

School	Actual				Projected										Change	
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	'18-'23	'23-'28
American	779	712	699	672	614	585	628	604	578	577	578	580	591	597	-94	19
Bicentennial South	586	569	518	466	484	470	468	449	449	445	444	451	457	470	-17	21
Bicentennial North	797	792	789	695	689	687	662	671	661	671	650	646	627	623	-34	-38
Burton	767	732	673	649	622	576	570	555	554	538	524	513	511	509	-95	-45
Coyote Ridge	807	818	753	732	721	712	706	716	698	700	694	693	693	691	-34	-7
Desert Garden	706	729	656	615	609	602	580	553	545	535	529	527	526	530	-70	-15
Challenger	633	677	734	682	707	714	714	728	734	722	713	693	663	648	52	-86
Desert Spirit	910	907	896	802	774	749	717	665	652	646	636	643	643	633	-150	-19
Discovery	766	742	730	674	687	666	625	620	594	579	563	556	551	541	-80	-53
Horizon	864	845	854	809	690	620	589	590	591	580	567	567	554	549	-218	-42
Imes	506	503	516	557	556	537	526	525	516	503	496	484	477	473	-41	-43
Landmark	805	733	768	699	613	572	549	529	523	503	487	478	466	463	-176	-60
Jack	776	760	692	618	636	602	574	567	557	549	541	539	541	546	-61	-11
Mensendick	977	934	917	871	878	877	872	841	817	815	784	751	733	712	-54	-105
Sine	674	750	626	602	486	423	414	413	412	415	408	404	399	400	-190	-12
Smith	861	916	811	838	834	910	878	850	822	815	792	762	751	734	-16	-88
Sunset Vista	944	867	866	857	844	862	846	845	824	784	763	749	748	742	-33	-82
Other	59	52	61	66	60	60	60	60	60	60	60	60	60	60	-6	0
TOTAL	13,217	13,038	12,559	11,904	11,504	11,224	10,978	10,781	10,587	10,437	10,229	10,096	9,991	9,921	-1,317	-666

LOSS OF REVENUE-RCL/M&O OVERRIDE

11,123 ADM School Year 2019-2020 Projection
10,687 ADM Day 12 School Year 2019-2020
436 Difference in ADM
\$2,472,861 Less in RCL & M&O Override





Phase I, Phase II, and Phase III have been developed with keeping (3) specific goals at the forefront of all recommendations.

- 1) Improve student achievement
- 2) Recruit and retain highly effective staff members
- 3) Maintain financial solvency



PHASE I: IMPLEMENTATION YEAR: 2018-2019

- Transfer 21 classroom teacher positions to other funding sources no later than April 2019: \$1,139,401.77
- Reduction of non-salary and benefits line items by 5%: \$607,166.40
- Launch rebranding to retain staff and students by Spring 2019.



PHASE II: IMPLEMENTATION YEAR: 2019-2020

- Reduction of approximately 65 FTE positions: \$3,253,431.83
- Continue efficiencies and reorganization of Department personnel implemented in 2018-2019 school year
- Implement staffing efficiencies addressing certified teachers, administrators and support staff using established school size thresholds for the 2019-2020 school year
- School size thresholds based on the Average Daily Membership (ADM) 100th Day count:
- 700 and above: Administrative Secretary, School Secretary, Attendance Secretary and (2) Standard Educational Assistants
- 699 and below: Administrative Secretary, School Secretary, and (1) Standard Educational Assistant



PHASE II: IMPLEMENTATION YEAR: 2019-2020

- Reduce department/site budget allocations.
- Continue rebranding of the District to retain staff and students
- Implement 7 new school innovations to improve student achievement in all areas and retain and/or gain student enrollment fall of 2019.
- Dual Language Immersion Schools (2) Horizon and Jack
- Career Pathway Academy (1) Landmark
- STEAM Academies (2) Burton and Coyote Ridge
- Accelerated Academy (1) BiCi North
- Innovated Learning Academies (2) Challenger and Sine



PHASE III: IMPLEMENTATION YEAR: 2020-2021

- Continue efficiencies and reorganization of Department personnel
- Continue rebranding the District
- Continue expanding innovative specialty schools



PHASE III: IMPLEMENTATION YEAR: 2020-2021

PROPOSED NEXT STEPS: August 2019 - February 2020
Optimize Efficiencies by Conducting Cost Analysis to pursue:

- Analysis of Boundary Changes
 - Impact on transportation
 - Impact on facilities
- Analysis of Sale and/or Lease of Land
 - Review statutory requirements

Note: Mr. Aldama joined the meeting by telephone at 5:44 p.m.

Ms. Segotta-Jones shared numbers for student cohort groups' enrollments, and the comparison of grade level numbers with previous year classes.



PHASE III: IMPLEMENTATION YEAR: 2020-2021

PROPOSED NEXT STEPS: August 2019 - February 2020
Optimize Efficiencies by Conducting Cost Analysis to pursue:

- Analysis of Closure and/or Repurpose of Schools
 - Life of Facility
 - Program Changes
 - Statutory Requirements
- Reanalyze Staffing Models
- Formalized Request to School Facilities Board to replace schools
- Comprehensive Communication Plan



#radiatekindness

Ms. Segotta-Jones noted the District will need approximately 1,500 new students to be able to remain solvent in the 2020-21 school year. She commented on the importance of communication with staff and the community regarding ongoing projects at schools being funded by the voter-approved bond.

Mr. Aldama asked for clarification about the funding of kindergarten students. Ms. Segotta-Jones explained that kindergarten and special education preschool is only funded at .5, due to the state only providing funding for half-day kindergarten.

Note: Ms. Smith left the meeting at 6:00 p.m. Ms. Wilson moved to approve Ms. Bartels as acting Board president and Ms. Pimentel seconded the motion. Upon call to vote, the motion carried with votes in favor from Ms. Wilson, Ms. Bartels, Ms. Pimentel and Mr. Aldama. The meeting recessed at 6:00 p.m., and resumed at 6:20 p.m. Mr. Aldama could not be reached again by telephone when the meeting resumed.

**Policy Manual
Review**

Administration provided an update on the Policy Manual Adoption process, and the Governing Board reviewed and discussed the policies, exhibits and regulations pulled during the first reading of the manual.

Policy JLIF Sex Offender Notification, JLIF-R and JLIF-E were reviewed by legal counsel and adjustments were made to the proposed revisions. JLIF-E, the exhibit, will not be brought forward for a second reading.

CONSENT AGENDA

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

**Certified Personnel
Report**

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

New Employment

1. Agee, Brian	Teacher	\$39,000	07/29/19
2. Amaral, Randy	Teacher	\$39,000	07/29/19
3. Carver, Trisha	SELS	\$51,517	07/29/19
4. Estes, Kathy	Teacher	\$48,000	07/29/19
5. Garza, Karen	Teacher	\$47,250	08/12/16
6. Innocenzi, Jessica	Teacher	\$43,500	07/29/19
7. Kusnetzow, Kathy	Teacher	\$49,500	07/29/19
8. Morrill, Diamond	Teacher	\$42,750	07/29/19
9. Witting, Ryan	Teacher	\$48,000	08/07/19
10. Wong, Melissa	Teacher	\$48,750	07/29/19
11. Zavala, David	Teacher	\$41,250	07/29/19

Memorandum of Understanding

1. Bandin, Sabrina	Teacher	07/29/19
2. Gutierrez, Roberto	Teacher	07/29/19
3. Walczewski, Kristina	Teacher	07/29/19

Change of Position

1. Carmack, Kayla	From SLPMA to SLPCCC	08/05/19
2. Riley, Megan	From SLPMA to SLPCCC	08/05/19

Guest Teacher - New Hire

1. Andersen, Lorna	Guest Teacher	07/31/19
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**Classified Personnel
Report**

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

New Employment

1. Campbell, Thomas	Campus Monitor	\$11.00	08/05/19
2. Cook, Patrice	Ed. Assist. Ortho Impaired	\$11.36	08/01/19
3. Elizarraraz, Maria	Ed. Assist. Resource	\$11.36	08/05/19
4. Fourcher, Joanna	Food Service Manager	\$15.15	07/31/19
5. Ibal, Valerie	Ed. Assist. Sped Resource	\$11.36	08/01/19
6. Ibarria, Roberto	Bus Monitor	\$11.00	07/31/19
7. Morales, Evangeline	Ed. Assist. Ortho Impaired	\$11.36	08/01/19
8. Munoz, Angela	Campus Monitor	\$11.00	08/07/19
9. Ruiz, Janice	Ed. Assist. Special Ed. Resource	\$11.36	08/05/19
10. Murillo, Celia	Ed. Assist. Ortho Impaired	\$11.00	08/01/19
11. Nava, Brenda	Ed. Assist. Standard	\$11.00	08/05/19
12. Ruiz, Janice	Ed. Assist. Special Ed. Resource	\$11.36	08/05/19
13. Ruiz, Maria	Food Service Worker	\$11.00	08/05/19
14. Seidelma, Brittany	Ed. Assistant	\$11.36	08/05/19
15. Schilling, Shelly	Activity Leader	\$11.00	08/12/19
16. Shemafukuro, Nayeli	Campus Monitor	\$11.00	08/14/19
17. Silverman, Marcy	Ed. Assist. Standard	\$11.36	08/05/19
18. Zurek, Rosa	Family Services Advocate Liaison	\$11.00	08/07/19

Position Change

1. Aguayo, Verenice	from Ed. Assist. Special Ed. to Preschool Secretary	\$11.64	07/30/19
2. Avalos, Priscilia	from Ext. Day Activity Leader to Ed. Assist.	\$12.32	08/01/19
3. Barajas, Ana	from Cleaner II to Food Service Worker	\$11.40	08/05/19
4. Canjura-Campos, Roxana	from Food Serv. Specialist to Food Serv. Mgr.	\$15.85	07/31/19
5. Casas, Maria	from Food Service Worker to Food Service Specialist	\$12.94	08/01/19
6. Cota, Lareina	from Ext. Day Activity Leader to Ext. Day Site Sup.	\$14.15	08/05/19
7. Niblick, Judy	from Admin Sec. to Human Resources Technician	\$18.38	07/01/19
8. Sills, Christina	Dispatcher	\$18.09	07/22/19

Resignation

1. Acuna, Theresa	Ed. Assist. Special Ed.	Education	05/22/19
2. Alvarez-Hernandez, Janett	Campus Monitor	Personal Reasons	05/23/19
3. Bartlett, Angela	Substitute Nurse LPN	Temporary Position Ended	06/28/19
4. Branaman, Toni	Ed. Assist. Special Ed.	Personal Reasons	05/23/19
5. Carson, Odessa	Food Service Worker	Personal Reasons	05/23/19
6. Makhol, Anthony	School Bus Driver	Personal Reasons	07/27/19
7. Martinez, Donna	Ed. Assist Special Education	Personal Reasons	05/23/19
8. Miera, Jennifer	Library Clerk	Personal Reasons	08/02/19
9. Nolasco, Michael	Extended Day-Activity Leader	Personal Reasons	05/23/19
10. Norberto, Julia	Ed. Assist	Moved	05/23/19
11. Serna, Angeline	Food Service Worker	Other employment	05/23/19
12. Thrailkill-Simmons, Patricia	Ed. Assist. Standard	Personal Reasons	05/23/19
13. Vandenhoek, Heather	Substitute Nurse RN	Temporary Position Ended	06/28/19
14. Zamora, Liliana	Campus Monitor	Personal Reasons	05/23/19
15. Zubia, Oscar	Campus Monitor	Personal Reasons	05/23/19

Rescinded Resignation

1. Maria, Cindy	Ed. Assistant		05/23/19
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Increase in Hours

1. Castillo, Juana	Food Service Worker (4 to 5.5)	\$12.13	08/05/19
2. Sloan, Felicia	Food Service worker (4 to 4.75)	\$12.13	08/05/19

New Hire Substitutes

1. Nunez, Ana Gabriela	Sub-Cleaner	\$11.00	07/29/19
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Rehire - Substitutes

1. Alvarez, Maria	Sub Ed Assist	\$11.00/\$11.49/\$12.07	07/01/19
2. Anderson, Cheryl	Sub Nurse LPN	\$17.48	07/01/19

Fundraiser Activity
Requests

The Governing Board approved the list of fundraiser activity requests as presented.

Invitation for Bids

The Governing Board awarded the Invitation for Bids for Sunset Vista Weatherization to Edge Construction, LLC as presented.

Travel

The Governing Board approved and ratified the requests for employee out-of-county travel as presented

REPORTS AND INFORMATION ITEMS

Verizon Innovative
Learning

Administration presented a report on the Verizon Innovative Learning program at Melvin E. Sine and Challenger Middle School. Ms. Tiffany Molina and Ms. DeAnza Baker reviewed the following presentation:



**GLENDALE
ELEMENTARY
SCHOOL DISTRICT**

A MOSAIC OF MINDS

**Verizon Innovative Learning
Challenger and Melvin E. Sine**

GESD VILS ROLL OUT TEAM

Challenger Principal & VILS Coach
Sine Principal & VILS Coach
GESD IT Department
GESD C & I Department
GESD Title 1 Department
GESD Language Acquisition Department
Verizon VILS Cohort 6 Lead
Verizon & Digital Promise VILS Instructional Engineer

TIMELINE & PREPARATIONS

Grant Awarded: January 2019

Full Day Professional Development:

- Big Picture: Planning for iPad roll out and communication to staff

Before School Ends Training with each school site's staff. Staff received their devices

Full Week Training in Louisville, Kentucky

Weekly webinar's at DO every week since May.

TIMELINE & PREPARATIONS

Before School Starts Training

- Topic: Blended Learning all staff attended with Verizon Instructional Engineer and Ed Tech
- iPad roll out event planning
- Parent Meetings, Parent Meetings, Parent Meetings
- Roll Out Events Scheduled:
Challenger: Wednesday, Sept. 4th: 8:00 AM - 6:30 PM
Sine: Saturday, Sept. 7th: 8:30 - 1:30 PM

PARENT MEETINGS

Purpose: Educate Families about Digital Citizenship & Responsibilities with iPad devices

Melvin E. Sine: Over 200 Families completed training and required paperwork between June 2019 and now

Challenger Middle School: Over 365 Families completed training and required paperwork between June 2019 and now

PARENT MEETINGS



PARENT MEETINGS



LOUISVILLE, KENTUCKY

Training for Roll out, implementation, instruction, procedures and practices

Opportunities to visit other schools that were in year 1 of implementation

Opportunities to meet with other schools in our job alike roles

LOUISVILLE, KENTUCKY

Observe classrooms utilizing iPads

Opportunities to talk with kids

See classroom layouts

Digital Artifacts

Q & A session with school administration and VILS coach & student tech team



SUMMER AND START OF SCHOOL ACTION STEPS

- Develop Student Tech Team & Provide Training
- Develop Parent Digital Citizenship Classes
- Develop Schedule of Events
- Translation of forms and documents
- Regular Communication Support: C & I, IT, Principals and VILS
- Staff Professional Development and iPad roll out
- Professional Learning Plans
- Communication via New Marquees, Facebook, Twitter, Auto-Dialer, Flyers

STUDENT TECH TEAMS





IPAD DEPLOYMENT

Challenger Middle School:
Wed., September 4th: 1:30 - 6:30 PM

Melvin E. Sine School:
Sat., September 7th: 8:30 - 1:30 PM

HUGE THANKS!

- Schools' VILS Coaches
- GESD IT Department
- GESD C & I Department
- GESD Title 1 Department
- GESD Language Acquisition Department
- Verizon Innovation Learning and Digital Promise

QUESTIONS/COMMENTS

Ms. Pimentel asked about the parent digital citizenship classes. She asked if children would be allowed to participate if their parents do not complete the class.

FUTURE MEETINGS

Future Meetings and
Agenda Item Request

A list of upcoming meetings was reviewed. The next meeting is on Thursday, September 12th at 5:30 p.m. The meeting will take place at Landmark School to hold the 100% AzMERIT celebration. Ms. Segotta-Jones reviewed the list of upcoming meeting items.

Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Ms. Segotta-Jones commented on the amazing team working around the District this year. She also announced Ms. Sheila Rowe from Coyote Ridge is a top ten finalist for the Arizona Teacher of the Year. The District was recognized by AASBO for its financial reporting for 2019. The District will be participating in Univision's Feria de Educacion on Saturday at Phoenix College. Ms. Segotta-Jones shared sticker sheets for the District's new logo and mosaic theme.

Ms. Pimentel expressed her excitement about the Verizon program rolling out at schools.

Ms. Wilson commented on Mr. Barragan and Mr. Gilliam being interviewed by Channel 3 earlier this week about school construction funding.

Ms. Bartels congratulated the District on all the celebrations.

ADJOURNMENT

Ms. Pimentel moved to adjourn the meeting and Ms. Bartels seconded the motion. Upon call to a vote, Ms. Wilson, Ms. Bartels, and Ms. Pimentel voted 'aye', and the motion carried and the regular meeting adjourned at 6:50 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved by:

Brenda Bartels, Clerk of the Board

Date: September 12, 2019

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.B. TOPIC: Ratification of Vouchers

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

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

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

RATIONALE:

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

Expense Vouchers			
Date	Voucher #	Amount	Fiscal Year
7/11/2019	2001	\$208,701.84	19-20
7/11/2019	2002	\$15,318.74	19-20
7/18/2019	2003	\$466,055.03	19-20
8/8/2019	2004	\$45,272.97	19-20
7/25/2019	2005	\$128,888.99	19-20
7/25/2019	2006	\$51,161.54	19-20
8/1/2019	2007	\$391,629.79	19-20
8/8/2019	2008	\$596,925.20	19-20
8/15/2019	2009	\$460,819.99	19-20
8/15/2019	2010	\$122,286.82	19-20
8/22/2019	2011	\$429,798.54	19-20
8/22/2019	2012	\$126,231.63	19-20
8/19/2019	2013	\$35,474.45	19-20
7/11/2019	2130	\$701,968.45	18-19
7/11/2019	2131	\$1,157.65	18-19
7/11/2019	2132	\$492.04	18-19
7/18/2019	2134	\$81,883.05	18-19
8/8/2019	2135	\$3,276.35	18-19
7/25/2019	2136	\$77,309.01	18-19
8/1/2019	2137	\$109,713.22	18-19
8/8/2019	2138	\$387,171.67	18-19
8/15/2019	2139	\$4,266.84	18-19
8/15/2019	2140	\$693.20	18-19
8/22/2019	2141	\$54,571.67	18-19
8/19/2019	2142	\$7,241.98	18-19
	Total:	\$61,813.65	

Payroll Vouchers			
Date	Voucher	Amount	Fiscal Year
7/3/2019	1041	\$805,296.22	18-19
7/3/2019	1042	\$769,252.74	18-19
7/9/2019	49	\$37,920.70	18-19
7/9/2019	50	\$17,957.09	18-19
7/10/2019	1044	\$758,233.48	18-19
7/11/2019	1045	\$674,006.06	18-19
7/18/2019	1000	\$700,966.24	19-20
7/23/2019	51	\$19,846.41	18-19
7/23/2019	1	\$32,746.71	19-20
8/6/2019	52	\$17,962.06	18-19
	Total:	\$3,834,187.71	

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.C. TOPIC: Acceptance of Gifts

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

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

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

RATIONALE:

Donor	Description	Cash Amount or Estimated Value	Recipient
Kroger	Gift to School	\$95.29	Bicentennial North
Kona Ice of South Central Glendale	Supplies and incentives	\$12.00	Burton
Office of the Maricopa County Schools Superintendent	Classroom supplies	\$1,200.00	Burton
Donors Choose	"The Futures is Now 1:1 Ratio of Chromebooks to Kids!" Project	\$1,103.96	Challenger
Donors Choose	"Keyboards for Kids Part II! Project	\$956.40	Challenger
Donors Choose	"Keyboards for Kids Part III! Project	\$956.40	Challenger
Donors Choose	"Chromebooks for Kids in Math! Project	\$1,103.96	Challenger
Donors Choose	"Student-Centered Technology" Project	\$827.97	Challenger
Donors Choose	"Student-Centered Learning via Technology" Project	\$895.96	Challenger
Donors Choose	"Keyboarding for the Future" Project	\$599.70	Challenger
Donors Choose	"Graphing Calculators for my Advanced Math Class" Project	\$650.58	Challenger
Donors Choose	"Engage the Flipped" Project	\$723.56	Challenger
AZ Sports Card	Various sports cards	\$200.00	Challenger
Donors Choose	"Keyboards for Kids Part VI" Project	\$956.40	Challenger
All Rock Supply Louis Rodriguez	1 ton river rock for an Empathy rock garden	\$800.00	Coyote Ridge
Kona Ice of South Central Glendale	Gift to School	\$80.00	Desert Garden
Kroger	Gift to School	\$75.13	Desert Garden
Peoria Pioneer Lions Club	Friendship Bench	\$1,200.00	Desert Garden
Walmart	Student supplies	\$139.34	Desert Spirit
Team Schlegel Arizona Real Estate	Motivational items	\$300.00	Glendale Success Academy
Josephine Vasquez	Supplies for Staff, Office, classroom	\$30.51	Glendale Success Academy
Breck Imel	Dresser	\$50.00	Glendale Success Academy

Donor	Description	Cash Amount or Estimated Value	Recipient
Liberty Mutual	Gift Card	\$50.00	Human Resources New Teacher BBQ
Delfina Salon	Hair spray	\$22.00	Human Resources New Teacher BBQ
Sam's Club	Freezer bags	\$15.00	Human Resources New Teacher BBQ
Dave Kinnaman	Gift card	\$10.00	Human Resources New Teacher BBQ
Northern Arizona University	NAU swag bag	\$50.00	Human Resources New Teacher BBQ
Glendale DeMolay	Gift basket	\$50.00	Human Resources New Teacher BBQ
Roadrunner Foot and Ankle	Gift card	\$25.00	Human Resources New Teacher BBQ
Grand Canyon University	Filled backpack	\$35.00	Human Resources New Teacher BBQ
First Credit Union	Gift card	\$25.00	Human Resources New Teacher BBQ
Arizona Central Credit Union	Gift card Target	\$20.00	Human Resources New Teacher BBQ
AIG Retirement Services (Valic)	Bluetooth earbuds	\$25.00	Human Resources New Teacher BBQ
Voya Financial Services	Various items	\$30.00	Human Resources New Teacher BBQ
Coyote Oates	Cookie platter	\$28.00	Human Resources New Teacher BBQ
Arizona Coyotes	Tickets and swag bag	\$500.00	Human Resources New Teacher BBQ
Valley Schools	Various items	\$30.00	Human Resources New Teacher BBQ
Alex Akers AXA	Gift card	\$20.00	Human Resources New Teacher BBQ
The Spicery in our Home Restaurant	Gift cards (2) \$15.00	\$30.00	Human Resources New Teacher BBQ
Spinning Wheel Antiques	Wind chime	\$23.00	Human Resources New Teacher BBQ
Color me Bela	Gift certificate	\$50.00	Human Resources New Teacher Breakfast
Glendale Community Welfare Foundation	Food	\$250.00	Human Resources New Teacher Breakfast
Papa Ed's Ice Cream Linda Whitley	Thirty-one Teacher filled bags	\$50.00	Human Resources New Teacher Breakfast
Sam's Club Chris Bestul	Gift cards (2) \$25.00	\$50.00	Human Resources New Teacher Breakfast
Davita Solter	Gift cards (2) \$25.00	\$50.00	Human Resources New Teacher Breakfast
The Spicery in our Home Restaurant	Gift cards (2) \$15.00	\$30.00	Human Resources New Teacher Breakfast
LuLa Rose Inc.	Classroom supplies for Genfer Gerushenski	\$40.00	Jack
Kroger	Gift to School	\$39.56	Smith
Canyon State bus Sales	Lunch In-service	\$650.00	Transportation
Advance Auto Parts	Various items for In-service	\$100.00	Transportation
Doris Bean	19 safety buckets	\$212.69	Transportation
Waxie	Various items for In-service	\$100.00	Transportation
Blue Star	Various items for in-service	\$150.00	Transportation

Donor	Description	Cash Amount or Estimated Value	Recipient
Glendale Napa	Various items for In-service	\$25.00	Transportation
RWC	Various items for In-service	\$20.00	Transportation

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

AGENDA NO: 6.D. TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Jacque Horine, Director of Human Resources

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 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. Barbara, Lee Ann	Teacher	\$50,250	08/22/19
2. Horner, Scott	Teacher	\$39,000	07/29/19
3. Pastorello, Amber	Teacher	\$42,750	09/03/19

Resignation

1. Bezdziecki, April	Teacher	Moved	08/16/19
2. Kusnetzow, Kathy	Teacher	Personal Reasons	08/23/19

*Recommend liquidated damages fee applied per contract

Correction to Title

1. Garduno, Helen	From SLP to SLT		07/22/19
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GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.E. TOPIC: Classified Personnel Report

SUBMITTED BY: Mr. Brian Duguid, Coordinator for Classified Human Resources

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 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. Barrios Diaz, Saby	Ed. Assist. Standard	\$11.00	08/12/19
2. Daproza, Roy	Trainee School Bus Driver	\$12.07	08/19/19
3. Delgado, Sadie	Ed. Assist. Special Ed.	\$12.07	08/19/19
4. Gozum, Amy	Library Clerk	\$12.75	08/09/19
5. Hailey, Leland	Ed. Assist. Special. Ed. Resource	\$11.00	08/09/19
6. Hertan, William	School Bus Driver	\$15.15	08/26/19
7. Johnson, Casey	Campus Monitor	\$11.00	08/22/19
8. Johnson, Casey	Ed. Assist. Standard	\$11.00	08/22/19
9. Munoz, Angela	Campus Monitor	\$11.00	08/07/19
10. Neri, Brianna	Ed Assist. Special Ed Resource	\$11.12	08/14/19
11. Robinson, Fransheska	Extended Day Activity Leader	\$11.00	08/22/19
12. Schwakopf, Samantha	Campus Monitor	\$11.00	08/08/19
13. Schilling, Shelley	Activity Leader	\$11.00	08/12/19
14. Tarango, Tanya	Campus Monitor	\$11.00	08/23/19
15. Trejo, Christine	Campus Monitor	\$11.00	08/21/19
16. Valenzuela, Jocelyn	Ed. Assist. Sped Resource	\$11.00	08/21/19
17. Wayda, Linda	Campus Monitor	\$11.00	08/16/19
18. Zurek, Rosa	Family Services Advocate Liaison	\$11.00	08/05/19

Position Change

1. Bailon, Lacey	from Campus Monitor to Ed. Assist. Sped Resource	\$11.22	08/26/19
2. Bechtol. Alicia	from Sub-Nurse to Nurse RN	\$38,500	08/12/19
3. Canizales, Nancy	from School Secretary to Admin. Secretary	\$17.77	08/26/19
4. Escobedo, Guadalupe	from Campus Monitor to Ext. Day Activity Leader	\$11.77	08/19/19
5. Hernandez,Jaqueline	from Campus Monitor to Ed. Assist. Sped. Resource	\$11.86	08/21/19
6. Miera, Jennifer	from Library Clerk to Admin. Secretary	\$14.59	08/12/19
7. Montez, Veronica	from Research & Assessment Admin. Secretary to Language Acquisition Admin. Secretary	\$17.09	07/29/19

Resignation

1. Alathary, Ruwaida	Campus Monitor	Personal Reasons	05/23/19
2. Alderetti, Alexis	Ext. Day Activity Leader	Personal Reasons	05/24/19
3. Daproza, Roy	Trainee School Bus Driver	Personal Reasons	08/23/19
4. Hailey, Leland	Ed Assist. Sped Resource	Personal Reasons	08/20/19
5. Higgins, Kathleen	Food Service Worker	Personal Reasons	08/16/19
6. Lowe, Mark	Warehouse Specialist Delivery Driver	Personal Reasons	08/15/19
7. Morales, Xochith	Admin. Secretary	Personal Reasons	08/23/19
8. Nunez, Ana Gabriela	Sub-Cleaner	Personal Reasons	08/21/19
9. Orquiz, Maria	Food Service Worker	Personal Reasons	08/29/19
10. Ruiz, Maria C.	Food Service Worker	Personal Reasons	08/05/19

11. Sharp, Omar	Trainee School Bus Driver	Personal Reasons	08/14/19
12. Shimafukuro, Nayeli	Campus Monitor	Personal Reasons	08/15/19
13. Vandever, Dora	Campus Monitor	Family Reasons	08/05/19
14. Williams, Vicky	Food Service Worker	Personal Reasons	08/19/19

Rescinded Resignation

1. Miera, Jennifer	Library Clerk		08/07/19
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Increase in Hours

1. Barron, Veronica	School Bus Driver	\$15.10	08/05/19
2. Cruz, Carol	Campus Monitor	\$11.55	08/15/19
3. Martinez, Alberto	Campus Monitor	\$11.55	08/19/19
4. Murillo, Denecia	Campus Monitor	\$12.13	08/12/19
5. Ulen, Cassidy	Extended Day Activity Leader	\$11.55	08/05/19

Additional Position

1. Rojas, Mirna	Campus Monitor	\$11.00	08/22/19
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New Hire Substitutes

1. Bojorquez, Jakeline	Sub-Cleaner	\$11.00	08/16/19
2. Gamez, William	Sub-Cleaner	\$11.00	07/01/19
3. Guerrero, Blanca	Sub-Cleaner	\$11.00	08/21/19
4. Hinojosa Amaya, Lydia	Sub-Cleaner	\$11.00	07/01/19
5. Ibanez Acosta, Elizabeth	Sub-Cleaner	\$11.00	08/23/19
6. Lopez, Athena	Sub-Cleaner	\$11.00	08/21/19
7. Monge, Jesus	Sub-Cleaner	\$11.00	07/01/19
8. Pena, Sandy	Clerical Sub	\$11.49	08/12/19

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.F. TOPIC: Travel

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 12, 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
Shannon Gleave	School Nutrition Association Fall Committee Meetings Arlington, VA	Oct 22-26	No Cost
Deby Valadez Teresa Wong	Valley Schools Study Session Prescott, AZ	Oct 23-24	\$200 <i>M&O</i>
Leslee Miele Elizabeth Rivera	Family Involvement Conference Harrisburg, PA	Oct 26-30	\$2,890 <i>Title I</i>
Shannon Gleave	Food and Nutrition Conference Philadelphia, PA	Oct 27-29	\$1,295 <i>Food Service</i>
Mike Barragan	Investment Conference Austin, TX	Nov 12-13	No Cost

TRAVEL REQUEST FORM

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

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

Name of Traveler(s): Shannon Gleave

Working at School/Department: Food and Nutrition

Reason for Travel: School Nutrition Association Fall Committee Meetings

Traveling to: Arlington, VA

Dates of Travel: 10/22/2019-10/26/2019

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	<u>None required</u>	<u>\$ 0</u>	<u></u>
Charge Registration to:	<u>510.100.3100.6360.580.0000</u>	<u>\$ 0</u>	<u></u>
Charge Airline/Bus to:	<u>510.100.3100.6612.580.0000</u>	<u>\$ 0</u>	<u></u>
Charge Meal/Lodging to:	<u>510.100.3100.6612.580.0000</u>	<u>\$ 0</u>	<u></u>
Charge Auto Mileage to:	<u></u>	<u>\$ 0</u>	<u></u>
	Total Cost of Travel	<u>\$ 0</u>	<u></u>

APPROVED BY: _____ **DATE** _____

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

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

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

Name of Traveler(s): Shannon Gleave

Conference/Workshop Title: School Nutrition Association Fall Committee Meetings
(Reason for Travel)

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

I will be representing Glendale Elementary School District as a National Board of Directors At Large Director with the School Nutrition Association (SNA). We will be researching, learning and discussing topics related to the National School Lunch Program and the Breakfast Program.

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

Through meetings, district website and implementation of federal regulations.

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

By attending the national committee meeting with SNA it will provide my department with the necessary tools to ensure we are following all USDA regulations. It will also provide our district with a positive image of being experts in the field.

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): Deby Valadez & Teresa Wong

Conference/Workshop Title: Annual Valley Schools Study Session
(Reason for Travel)

1. **Relevance of conference/workshop to employee(s) work responsibilities:**
Provide a deeper understanding of the complicated medical insurance industry with the goal of enhancing the decision-making, management, and communication of their medical program.
2. **How will employee(s) share information with colleagues?**
Through Trust board meetings, informing our Benefits Analyst and our employees
3. **How is the conference/workshop related to district, school or department goals and or objectives?**
Valley Schools provides oversight of the district's benefits program

TRAVEL REQUEST FORM

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

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

Name of Traveler(s): Elizabeth Rivera, Leslee Miele
Working at School/Department: District Office-Ed Services- Effective Schools
Reason for Travel: Family Involvement Conference
Traveling to: Harrisburg, PA
Dates of Travel: October 26-October 30,2019
Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	<u>None required</u>	<u>\$ 0</u>	<u> </u>
Charge Registration to:	<u> </u>	<u>\$</u>	<u> </u>
Charge Airline/Bus to:	<u>100.100.2570.6580.567.000</u>	<u>\$1100</u>	<u> </u>
Charge Meal/Lodging to:	<u>100.100.2570.6580.567.0</u>	<u>\$1790</u>	<u> </u>
Charge Auto Mileage to:	<u>None required</u>	<u>\$ 0</u>	<u> </u>
	Total Cost of Travel	<u>\$2890</u>	<u> </u>

APPROVED BY: _____ **DATE** _____

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

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

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

Name of Traveler(s): Elizabeth Rivera, Leslee Miele

Conference/Workshop Title: Family Involvement Conference (Reason for Travel)

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

Leslee Miele, Director of Effective Schools, and Elizabeth Rivera, 21st CCLC and Family Engagement Facilitator will be presenting at this national family engagement conference as well as attending workshops. Family engagement is part of ESEA requirements as well as 21st CCLC and our First Thing First grant.

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

The participants will return to share and implement best practices in family involvement/engagement in our district. Information will be shared with family advocates and school administration to use at school sites to provide opportunities for parents to be involved in their students school community and academic achievement.

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

This conference is directly related to the family involvement/engagement work done in GESD as required by ESEA (Title 1). Family involvement/engagement in our students school lives helps increase academic achievement and social emotional growth.

TRAVEL REQUEST FORM

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

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

Name of Traveler(s): Shannon Gleave

Working at School/Department: Food and Nutrition

Reason for Travel: Academy of Nutrition and Dietetics (AND) Food & Nutrition Conference & Expo (FNCE)

Traveling to: Philadelphia, PA

Dates of Travel: 10/27/2019-10/29/2019

Substitute Needed/Dates: None Required

	Code	Cost	Requisition Number
Charge Sub to:	<u>None required</u>	<u>\$ 0</u>	<u></u>
Charge Registration to:	<u>510.100.3100.6360.580.0000</u>	<u>\$ 395.00</u>	<u></u>
Charge Airline/Bus to:	<u>510.100.3100.6612.580.0000</u>	<u>\$ 50.00</u>	<u></u>
Charge Meal/Lodging to:	<u>510.100.3100.6612.580.0000</u>	<u>\$850.00</u>	<u></u>
Charge Auto Mileage to:	<u></u>	<u>\$ 0</u>	<u></u>
	Total Cost of Travel	<u>\$ 1,295</u>	<u></u>

APPROVED BY: _____ **DATE** _____

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

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

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

Name of Traveler(s): Shannon Gleave_____

Conference/Workshop Title: AND FNCE
(Reason for Travel)

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

This conference is provides education sessions that deal with all spectrums of dietetics with sessions that focus on children's health and special diets.

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

Through meetings, district website and implementation of federal regulations.

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

By attending the Food & Nutrition Conference and expo we will be in line with current food allergies and special diets more students enrolled in our district face.

TRAVEL REQUEST FORM

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

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

Name of Traveler(s): Mike Barragan_____

Working at School/Department: Finance & Auxiliary Services_____

Reason for Travel: Attend Investment Conference_____

Traveling to: Austin, TX_____

Dates of Travel: November 12 & 13_____

Substitute Needed/Dates: None Required_____

	Code	Cost	Requisition Number
Charge Sub to:	_____	\$ _____	_____
Charge Registration to:	_____	\$0 _____	_____
Charge Airline/Bus to:	_____	\$ 0 _____	_____
Charge Meal/Lodging to:	_____	\$0 _____	_____
Charge Auto Mileage to:	<u>510.100.3100.6580.580.</u>	\$ 0 _____	_____
	000		
	Total Cost of Travel	\$ 0 _____	

APPROVED BY: _____ **DATE** _____

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

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

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

Name of Traveler(s): Mike Barragan_____

Conference/Workshop Title: Perspectives on the Future_____

(Reason for Travel)

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

The Assistant Superintendent of Finance & Auxiliary Services is responsible for the financial management of Glendale Elementary School District (GESD).

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

Information will be shared to GESD's Trust Board members during a monthly meeting.

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

The Assistant Superintendent of Finance & Auxiliary Services is responsible for the financial management of (GESD) which includes managing the self-insurance program. SAGE specifically oversees the investments of Trust monies and this conference will help increase staff's understanding on the strategies, logic and thought process of SAGE as it relate to GESD's investments. The conference will include various speakers and discuss the financial markets.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.G. TOPIC: Surplus Property Disposal

SUBMITTED BY: Mr. Wyatt Bender, Fixed Assets Specialist

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

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

RATIONALE:

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

** See Attached*

GESD Asset #	Serial #	Description
321684	3GBKC34G62M107180	Truck 59
306877	1B6KE26CXNS87427	Truck 39
322347	184GP24382B720435	Van 61
329909	5TDZA23C96S481796	Van 82
322258	2B7HB11X01K518060	Van 57
N/A	N/A	Water Tables
N/A	N/A	Puppet Theatre
N/A	N/A	Doll House
N/A	N/A	12 Lot Listening Centers
N/A	N/A	CD Players
N/A	N/A	Cassette Players
N/A	N/A	Headphones
N/A	N/A	Refrigerators
N/A	N/A	Student Desks
N/A	N/A	Overhead Projector
N/A	N/A	Teachers Desks
N/A	N/A	Book Shelves

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.H. TOPIC: Student Activity Fund Balance Statement

SUBMITTED BY: Ms. Courtney Piña, Accounting Budget Supervisor

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

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

RATIONALE:

Balance statement attached.



**STUDENT ACTIVITY FUND
MONTH END REPORT 2019 - 2020
JULY 31, 2019**

SCHOOL		BEGINNING CASH BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES	CASH BALANCE
101	LANDMARK	\$13,711.70	\$6,092.18	\$7,355.11	\$12,448.77
102	ISAAC IMES	\$10,832.10	\$11,798.57	\$10,942.21	\$11,688.46
103	HAROLD W. SMITH	\$2,945.01	\$1,685.81	\$3,151.82	\$1,479.00
104	MELVIN E. SINE	\$7,025.37	\$13,853.50	\$14,202.70	\$6,676.17
105	WILLIAM C. JACK	\$4,228.31	\$4,408.00	\$6,045.00	\$2,591.31
106	DON MENSENDICK	\$3,698.65	\$1,564.87	\$512.36	\$4,751.16
107	GLENN F. BURTON	\$5,212.55	\$7,415.89	\$7,812.87	\$4,815.57
108	GLENDALE AMERICAN	\$1,456.32	\$2,891.75	\$741.67	\$3,606.40
109	BICENTENNIAL NORTH	\$428.65	\$7,066.22	\$6,847.40	\$647.47
110	HORIZON	\$2,040.06	\$1,329.50	\$1,368.43	\$2,001.13
111	CHALLENGER	\$1,631.28	\$13,880.00	\$13,544.87	\$1,966.41
112	BICENTENNIAL SOUTH	\$1,601.25	\$251.15	\$498.91	\$1,353.49
113	DISCOVERY	\$1,765.20	\$8,354.02	\$7,772.69	\$2,346.53
114	DESERT GARDEN	\$4,858.34	\$322.80	\$3,631.79	\$1,549.35
115	COYOTE RIDGE	\$3,494.68	\$2,762.00	\$2,969.90	\$3,286.78
116	DESERT SPIRIT	\$4,439.65	\$12,905.16	\$13,182.42	\$4,162.39
117	SUNSET VISTA	\$993.08	\$0.00	\$0.00	\$993.08
TOTAL:		\$70,362.20	\$96,581.42	\$100,580.15	\$66,363.47

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.I. TOPIC: Fundraiser Activity Requests

SUBMITTED BY: Various Schools

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the list of fundraiser activity requests as presented.

RATIONALE:

School	Event	Purpose
Horizon	Trucks for Bucks	Increase Membership and raise money for PTA events.
Horizon	Selling Horizon school shirts to parents	Raise money for STUCO- Buddy Bench
Horizon	Kona Ice	Raise money for STUCO, for a Buddy Bench
Horizon	Fall Festival	Selling Nachos to raise money for STUCO- Buddy Bench
Horizon	Literacy Luau- Night Event	Raise Money for STUCO- Buddy Bench

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.J. TOPIC: Peer Observers

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

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

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the list of teachers as Peer Observers for the 2019-20 school year.

RATIONALE:

Peer Observers are continuing teachers who have a minimum of three years of successful teaching experience in GESD, they have not been on an Intervention Support Plan or Performance Improvement Plan for two consecutive years, are a full time teacher and have expressed an interest in participating in the program. A Peer Observer may participate in the pre-observation conference, observation, and post-observation conference. The role of the Peer Observer is to ensure the process has been followed appropriately. Peer observers do not function as qualified evaluators and do not participate in the evaluation portion of the observation.

The Peer Observer listed on the attached document participated in a training provided by Mrs. Valadez. The training covered guidelines and procedures of the observation process.

2019-2020

PEER OBSERVERS

SCHOOL
GSA

PARTICIPANT
Deanna Driver

POSITION
Special Ed

ACTION AGENDA ITEM

AGENDA NO: 6.K. TOPIC: Phased Retirement Plan

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

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the Phased Retirement Plan as presented.

RATIONALE:

GESD has offered a Phased Retirement Program through SmartSchoolsplus for the past several years. The District has realized significant savings by continuing this program.

PLAN DESIGN:

In order to participate in the Phased Retirement Plan and employee must meet/agree to the following criteria or conditions:

1. Eligibility requirements for participating in Phased Retirement:
 - Any combination of age and years of service, which qualify the employee for normal retirement benefits with the Arizona State Retirement System.
 - The employee must have acceptable performance evaluations for each of the prior two years.
 - The employee must complete the Phased Retirement Participation request form.
 - **The employee's supervisor must sign the form.**
 - **The form must be submitted to Human Resources by March 20.**
 - The supervisor is required to maintain the employee in his or her current position during the Phased Retirement period with the exception of a district initiated transfer.
2. Participants must sever employment with the District.
3. Employees can only enter Phased Retirement at the start of their position's work calendar.
4. Employment with Smartschoolsplus is for one year only.
5. Participants will receive wages through Smartschoolsplus at 80% of the base salary received in the final year of employment with the District.
6. Participants will be treated in a fair and reasonable manner in a Reduction in Force (RIF) situation.
7. The evaluation tool and protocol will be the same as what is used for District Personnel in the same position.
8. While employed with Smartschoolsplus, participants will not be eligible for a Governing Board-

approved salary increase.

9. While employed with Smartschoolsplus, participants are eligible for additional duties and/or compensation including, but not limited to Performance Pay, coaching, department chair, sponsor of student club, tutoring, etc.

10. When leaving Smartschoolsplus, unused sick and vacation leave will not be eligible for payout. Unused sick leave from Smartschoolsplus may be carried over into re-employment with the District.

11. Re-employment with the District:

- If the employee would like to return to District, employment after Phased Retirement the employee must complete the *Re-Employment Following Phased Retirement request form*.
 - **The employee's supervisor must sign the form.**
 - **The form must be submitted to Human Resources by March 20.**
- The employee must have a satisfactory performance evaluation while employed with Smartschools.
- The supervisor is required to maintain the employee in his or her current position during the Phased Retirement period with the exception of a district initiated transfer.
- Salary will be paid at a rate of 80% of the base salary at the time of original separation from the District or employee will be placed as a new hire recognizing the board approved years of experience, whichever is greater, but not more than the base salary at time of retirement from the district
- Upon re-employment sick and vacation, if applicable, will accrue in accordance with District policy. The accrual rate for vacation will be the same as a first year employee with the District. At final separation from service, unused sick leave will not be eligible for payout.
- Upon re-employment, the insurance benefits offered will be the same as those offered to new employees.
- Stipends and performance pay will be paid at 100% of the calculation.
- Employees will be eligible for Governing Board approved salary increases after completing one year of re-employment with the District.

12. Enrollment will be open from the date of Governing Board approval through March 20 of each year per Board Policy GCQEA-Retirement of Professional/Support Staff Members.

13. The cost of the Alternative Contribution Rate (ACR) to the Arizona State Retirement System is paid by the District.

14. The District will utilize Smartschoolsplus for future school years on an as-needed basis.

This document must be signed and submitted with the Participation form to Human Resources by March 20.

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: 7.A. TOPIC: Superintendent's Progress Report

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: September 12, 2019

Report on:

The Superintendent will provide the Governing Board with the District's annual progress report.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 8.A. TOPIC: Policy Revision First Reading

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the first reading of revised policies as presented in Item 5.B. Policy Manual Adoption Update.

RATIONALE:

Administration is in the process of completing a comprehensive policy manual review and update through the Arizona School Boards Association. Some policies have been brought back for additional revisions/updates prior to rescinding and adopting the full policy manual.

GLENDALE ELEMENTARY SCHOOL DISTRICT

DISCUSSION ITEM

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

AGENDA NO: 9.A. TOPIC: Arizona School Board Association Law Conference

SUBMITTED BY: Ms. Sara Smith, Board President

DATE OF REPORT: September 12, 2019

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

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 10.A. TOPIC: Future Meetings

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 12, 2019

Board Meetings dates for the 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.

September 26	Special Meeting Digital Communication Systems Report Board Policy Manual Adoption Annual Financial Report Executive Session for Superintendent's Evaluation
October 17	Board Self Evaluation <i>Annual Board Self-Evaluation deadline October 30</i> ASBA Bylaw Changes
November 7	Strategic Plan Presentation A-F Letter Grade Presentation
November 21	Special Meeting <i>Superintendent Summative Performance Evaluation Deadline November 30</i>
December 12	Revised Budget School Year Calendars
January 9	Organizational Meeting <i>Organizational Meeting deadline January 15</i> Employee and Student Discipline Hearing Procedures Hearing Officer List
January 23	Employment Contracts and Agreements
February 6	Certified Contract Renewals
February 20	Special Meeting
March 5	Meet and Confer/Salary Recommendations Extra Duty Pay Schedule Administrative Contract Renewals
March 26	Special Meeting
April 9	Board Meeting Schedule Classified Employment Renewals Medical, Dental, Vision, Life, Mid-Term and Short-Term Disability Insurance Pay for Performance Plan ASBA Political Agenda Submissions
April 23	Special Meeting
May 14	Authorized Signatories Budget Revision Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts Facsimile Signatures Salary Tables, Fringe Benefits and Extra Duty Stipends
May 28	Special Meeting

June 11	Strategic Plan Update/Discussion Employee Garnishments Student Activity Treasurer Execution of Vouchers Workers Compensation, Property, Casualty and Liability Insurance Claims Service Agreement Authorization to Settle Claims Evaluation Handbooks
June 25	Principal and Teacher Evaluation Ratings Proposed Expenditure Budget State Assessment Data Extracurricular Fee Schedule SFB Capital Plan Facility Use Fee Schedule and Agreement

Agenda Item Requests Tracking:

Agenda Item	Date of Board Request	Board Member Making Request	Date Placed on Agenda	Action Taken
Community Involvement, Committee information and discussion	6/13/19	Sara Smith	7/11/19	
Salary Schedule Study Session	5/9/19	Sara Smith		
Procurement Process Study Session	7/11/19	Jamie Aldama		