

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Special Meeting of the Governing Board

August 27, 2020 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 Board Room in the District Office, 7301 North 58th Avenue, Glendale.

The Board reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. At the chair's discretion, the Board may carry over consideration of any business not concluded by 9:00 p.m. to the next regular meeting's agenda. Governing Board members and the attorney for the public body 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 COVID-19 MEETING PROCEDURES - UPDATED

Until further notice, the Glendale Elementary School District Governing Board will be enforcing the Center for Disease Control's health precautionary recommendation limiting all public gatherings to ten people. *Reference: Arizona Attorney General's Opinion dated March 13, 2020 Re: Concerns Relating to Arizona's Open Meeting Law and COVID-19.*

Members of the public can view the meeting livestream via the Glendale Elementary School District's YouTube Channel: <https://www.youtube.com/user/glendaleelementary>; or can call in to listen to the meeting by telephone at the numbers listed below. Please note members of the public will not be able to participate in the meeting, only to listen in or view the livestream. Community members may email in comments for Call to the Public to calltopublic@gesd40.org up until Noon on the day of the meeting, and the comments will be read into the record during the Call to the Public agenda item.

To listen to the Board meeting by telephone, call one of the following numbers:

1 (602) 666-0783 or 1 (408) 418-9388
Access Code: 960 622 628

Access to call in for the meeting will begin at 5:15 p.m. Callers will not hear anything until the meeting begins.

GOVERNING BOARD GOALS

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

DISTRICT GOALS

Increase Student Achievement

Eliminate the Achievement Gap

1. Call to Order and Roll Call

2. Opening Exercises

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

3. Call to the Public

The public is invited to submit comments on any issue within its jurisdiction via email to be read to the Board during Call to the Public, 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 submit comments for Call to the Public may email their comments to calltopublic@gesd40.org up to Noon on the meeting date. The email will be read into the meeting record during the Call to the Public agenda item.

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.

4. Executive Session

At this time, the Governing Board will consider voting to recess the regular meeting in order to convene to executive session for the following purpose:

- a. In accordance with A.R.S. § 38-431.03(A)(3) and A.R.S. § 38-431.03(A)(7) for the purpose of discussion and/or consultation for legal advice with the attorney of the public regarding the sale and or lease of district real property.
- b. In accordance with A.R.S. § 38-431.03(A)(4), for discussion/consultation with the attorneys of the public body to consider its position and instruct its attorneys regarding the public body's position related to pending or contemplated litigation.

5. Consent Agenda

a. Certified Personnel Report

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

b. Classified Personnel Report

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

6. Reports and Information Items

a. Revised Regulations

Revisions to the following Regulations are provided for the Governing Board's review and information:

ACA-R Sexual Harassment
ACAA-R Title IX Sexual Harassment (New)
GBGB-R Staff Personal Security and Safety
GCCA-RA Professional Support Staff Sick Leave
JICA-RB Student Dress
KI-RB Visitors to Schools

b. Strategic Plan Update

Administration will present an update on the Strategic Plan.

c. Security Cameras and Intercom Systems

Administration will present a report on security cameras and intercom systems.

d. GESD Health Benchmarks Update

Administration will present an update on GESD's Health Benchmarks.

7. Action Items

a. Policy Revision First Reading

It is recommended the Governing Board approve the first reading of revised policies ACA-Sexual Harassment, ACAA-Title IX Sexual Harassment (new), GCOE-Retirement of Professional Staff Members, GDQC-Retirement of Support Staff Members, IHA-Basic Instructional Program, and KB-Parental Involvement in Education as presented.

b. Political Agenda Direction

It is recommended the Governing Board provide its delegate with direction in voting at the Arizona School Boards Association's Delegate Assembly on October 17, 2020.

c. 2020-2021 Capital Plan

It is recommended the Governing Board approve the Capital Plan for Fiscal Year 2021 as presented.

d. Revised 2020-2021 Salary Placement Tables and Extra Duty Stipends

It is recommended the Governing Board approve the revision of the 2020-2021 Certified Extra Duty Pay/Extracurricular Activities/Supplemental Assignments and New Hire Placement Schedule as presented.

8. Future Meetings and Events

a. Future Meetings and Agenda Item Requests.

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

9. Summary of Current Events

a. Superintendent Report

The Superintendent will present a brief summary of current events.

b. Governing Board Report

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

10. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

AGENDA NO: 5.A. 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: August 27, 2020

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 as presented.

New Employment

1. Jaskolski, Marriah	Teacher	\$40,000	08/03/2020
2. Klement, Genna	Teacher	\$40,750	08/05/2020

Resignation

1. Purdy, James	Teacher	Personal Reasons	08/11/2020
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GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

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

SUBMITTED BY: Ms. Melissa Marze, Coordinator for Human Resources

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

DATE ASSIGNED FOR CONSIDERATION: 08-27-2020

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 as presented.

New Employment

1. Carruthers, Barbera	Student Information Specialist	\$23.99	08/05/2020
2. Luna Rodriguez, Mayra	Ed. Assist. Standard	\$12.36	08/10/2020
3. Martinez, Casey	Nurse-LPN	\$19.39	08/04/2020
4. Reyes De La Rosa, Berenice	Ed. Assist. Sped. Resource	\$12.07	08/06/2020
5. Voldase, Tyeisha	Trainee School Bus Driver	\$13.16	08/10/2020
6. Zamora, Linda	Campus Monitor	\$12.00	08/10/2020

Position Change

1. Harris, Michael	from Trainee School Bus Driver to School Bus Driver	\$15.55	08/03/2020
2. Juarez, Maria	from Campus Monitor to Sub-Attendance Secretary	\$12.00	08/04/2020
3. Moreno, Azucena	from Attendance Secretary to School Secretary	\$13.34	08/03/2020
4. Norden, Patricia	from EA Standard at Sine to EA Standard at Jack	\$12.60	08/10/2020
5. Ramirez, Sandra	from Food Service Worker to Food Service Specialist	\$13.48	08/06/2020
6. Tunnell, Timothy	from Trainee School Bus Driver to School Bus Driver	\$23.54	08/11/2020
7. Villanueva, Marcelina	from Food Service Specialist to Food Service Manager	\$16.98	08/10/2020
8. Wayda, Nikolas	from Campus Monitor to Sub Ed. Assist	\$12.07	08/10/2020

Resignation

1. Delgado, Andrea	Ed. Assist	Personal Reasons	05/21/2020
2. Godinez, Alexandria	Ed. Assist. Ortho Impaired	Education	05/21/2020
3. Jimenez, Nancy	School Bus Driver	Personal Reasons	05/21/2020
4. Ledezma, Citlaly	Ed. Assist. Standard	Personal Reasons	05/21/2020
5. Marshall, Mary	School Bus Driver	Personal Reasons	07/09/2020
6. Medina Garcia, Laura	Campus Monitor	Personal Reasons	05/21/2020
7. Nava, Brenda	Ed. Assist. Standard	Personal Reasons	05/19/2020
8. Nguyen, Judy	Nurse LPN	Personal Reasons	05/21/2020
9. Pate, Sandra	Extended Day Activity Leader	Personal Reasons	05/21/2020
10. Rhodes, Ernestine	Campus Monitor	Personal Reasons	05/21/2020
11. Roldan, Nancy	Ed. Assist. Standard	Other Employment	05/21/2020
12. Santos, Aligda	Cleaner 1	Personal Reasons	08/06/2020
13. Silavong, Crissy	Ed Assist Special Ed. SE-CD	Personal Reasons	05/22/2020
14. Taylor, Dawn	Ed. Assist. Ortho Impaired	Personal Reasons	05/21/2020
15. Torres Lopez, Daisy	Ed. Assist Special Ed. Self-Contained	Education	05/22/2020
16. Zacapala, Nallely	Ed. Assist. Special Ed.	Personal Reason	05/18/2020

Retirement

1. Lopez, Diane	Cleaner 1	05/21/2020
2. Lopez, Martin	Journey -HVAC Tech	09/29/2020
3. Rosas, Sally	Food Service Worker	05/21/2020

Increase in Hours

1. Bazrouk, Dianna	Campus Monitor from 2.0 to 3.75 hours per day	\$12.60	08/12/2020
2. Eason, Anthony	School Bus Driver from 7.0 to 8.0 hours per day	\$23.07	08/10/2020

Correction to Title

1. Tovar, Roxanne	Campus Monitor		08/27/2020
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Leaves of Absence

1. Acord, Andy	From 08/12/2020 to 12/18/2020
2. Bueno, Rebecca Marie	From 08/06/2020 to 01/04/2021

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

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

AGENDA NO: 6.A. TOPIC: Revised Regulations

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: August 27, 2020

Report on:

Revisions to the following Regulations are provided for the Governing Board's review and information:

ACA-R Sexual Harassment
ACAA-R Title IX Sexual Harassment (new)
GBGB-R Staff Personal Security and Safety
GCCA-RA Professional/Support Staff Sick Leave
JICA-RB Student Dress
KI-RB Visitors to Schools

Compare ACA-R © (version 3 to 2)



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



ACA-R ©

REGULATION

SEXUAL HARASSMENT

Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or who has been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, within the established timelines. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. [15-539](#) *et seq.*, may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the ~~person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with Policies JK, JKD and JKE.~~ If the Superintendent's investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.



ACAA-R ©

REGULATION

TITLE IX SEXUAL HARASSMENT

Title IX Coordinator

The Superintendent shall appoint an employee as the "Title IX Coordinator." If the Title IX Coordinator is the respondent, the complaint shall be filed with the Superintendent.

Title IX Coordinator:

Name/Title: _____

Address: _____

E-mail: _____

Telephone: _____

Response to Sexual Harassment

When the District has actual knowledge of sexual harassment in an education program or activity of the District against a person in the United States, it shall respond promptly in a manner that is not deliberately indifferent.

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a District's Title IX Coordinator or to any employee.
- B. An "education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the District.
- C. A District is "deliberately indifferent" only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

The District's initial response to any report of sexual harassment must treat complainants and respondents equally by offering supportive measures to both and must follow the established grievance process before disciplining a respondent.

Even if no formal complaint has been filed, the Title IX Coordinator shall promptly:

- A. Contact the complainant to discuss the availability of supportive measures;
- B. Consider the complainant's wishes with respect to supportive measures;
- C. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and

D. Explain to the complainant the process for filing a formal complaint.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The District may remove a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Response to a Formal Complaint

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed above, and by any additional method designated by the District that results in the Title IX Coordinator receiving the complaint.

The District may place a non-student employee respondent on administrative leave during the pendency of a grievance process in response to a formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

For the purpose of addressing formal complaints of sexual harassment, this grievance process shall comply with the following basic elements:

- A. Provide written notice to all parties upon receipt of complaint, which must include:
1. Notice of the District's formal grievance process, including any informal resolution process;
 2. Notice of the allegations, including sufficient details to allow respondent to prepare a response (such as the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 4. Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 5. Notice of any provision in the District's code of conduct that prohibits knowingly making false statements or providing false information in the grievance process.
- B. Treat complainants and respondents equitably;
 - C. Require an objective evaluation of all relevant evidence;
 - D. Require that the Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, be properly trained and not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent;
 - E. Include a presumption that the respondent is not responsible for the alleged conduct until a determination has been made at the conclusion of the grievance process;
 - F. Include reasonably prompt timeframes for the conclusion of the grievance process;
 - G. Describe or list the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility;
 - H. State that the District uses a preponderance of evidence standard to determine responsibility;
 - I. Include the procedures and permissible reasons for appeal by a respondent or a complainant;
 - J. Describe the range of supportive measures available to complainants and respondents; and
 - K. Not require, allow, or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

If the conduct alleged in a formal complaint does not meet the Title IX definition of sexual harassment as established in Governing Board policy, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District shall dismiss the allegations for purposes of Title IX but may still address the allegations in any manner the District deems appropriate under other District policies.

The District may dismiss a formal complaint or any allegations therein, if at any time:

- A. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- B. The respondent is no longer enrolled or employed by the District; or
- C. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint or any allegations therein, the District shall promptly send written notice of the dismissal, including the reasons for the dismissal, simultaneously to the parties.

When investigating a formal complaint and throughout the grievance process, the District shall:

- A. Ensure that the burden of proof and the burden of gathering evidence rests on the District and not on the parties, except that certain treatment records cannot be obtained without voluntary, written consent of a party;
- B. Provide an equal opportunity for the parties to present witnesses and evidence;
- C. Not restrict the ability of either party to discuss the allegations or to gather and present evidence;
- D. Provide the parties with the same opportunities to have others present during any meeting or grievance proceeding;
- E. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any meeting or grievance proceeding, with sufficient time for the party to prepare to participate;
- F. Provide both parties an equal opportunity to inspect and review any evidence so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation (prior to completion of the investigative report, the investigator will send to each party and the party's advisor, if any, a copy of all evidence gathered during the investigation and will allow the parties at least ten (10) days to submit a written response to any of the evidence); and
- G. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to a determination of responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response.

After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) shall afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence are offered to prove consent.

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), shall apply the District's established standard of evidence and shall issue a written determination regarding responsibility that includes:

- A. Identification of the allegations potentially constituting sexual harassment;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- C. Findings of fact supporting the determination;

- D. Conclusions regarding the application of the District's code of conduct to the facts;
- E. A statement of and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity shall be provided by the District to the complainant; and
- F. The District's procedures and permissible bases for the complainant and respondent to appeal.

The District shall provide the written determination to the parties simultaneously. The Title IX Coordinator is responsible for effective implementation of any remedies.

The District shall offer both parties the right to appeal from a determination regarding responsibility and from a dismissal of a formal complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter;
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, investigator(s), or decision-makers(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affect the outcome of the matter.

As to all appeals, the District shall:

- A. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- B. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- C. Ensure that the decision-maker(s) for the appeal does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;
- D. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- E. Issue a written decision describing the result of the appeal and the rationale for the result; and
- F. Provide the written decision simultaneously to both parties.

The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment. Similarly, the District may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility during a formal complaint process, the District

may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:

- A. Provides to the parties a written notice disclosing:
 - 1. The allegations;
 - 2. The requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - 3. Any consequences resulting from participating in the informal resolution process, including the records that shall be maintained or could be shared;
- B. Obtains the parties' voluntary, written consent to the informal resolution process; and
- C. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

The District shall maintain for a period of seven (7) years records of:

- A. Each sexual harassment investigation including:
 - 1. Any determination regarding responsibility;
 - 2. Any disciplinary sanctions imposed on the respondent; and
 - 3. Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity.
- B. Any appeal and the result therefrom;
- C. Any informal resolution and the result therefrom; and
- D. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website, or if the District does not maintain a website the District shall make these materials available upon request for inspection by members of the public.

The District shall create and maintain for a period of seven (7) years, records of any actions, including supportive measures taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If a District does not provide a complainant with supportive measures, then the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

Compare GBGB-R © (version 5 to 4)



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



GBGB-R ©

REGULATION

STAFF PERSONAL SECURITY AND SAFETY

Threats

Any employee who is threatened with harm by an individual or a group while carrying out assigned duties shall immediately notify the school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office of the threat and together they shall take immediate steps in cooperation with the employee to provide every reasonable precaution for the employee's safety. Precautionary steps, including any advisable legal action, shall be reported to the Superintendent's office at the earliest possible time.

Eye Protective Devices

Every student, teacher, and visitor in public schools shall wear appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to:

- A. Molten metals or other molten materials.
- B. Cutting, shaping, and grinding of materials.
- C. Heat treatment, tempering, or kiln firing of any metal or other materials.
- D. Welding fabrication processes.
- E. Explosive materials.
- F. Caustic solutions.
- G. Radiation materials.

The Board shall equip the schools with eye protective ware.

Schools may receive and expend federal, state, and local monies to provide eye protective devices.

For purposes of this procedure, *eye protective ware* means devices meeting the standards of the U.S.A. Standard Safety Code for head, eye, and respiratory protection, Z21-1959, and subsequent revisions thereof, approved by the United States of America Standards Institute, Inc.

~~Cloth~~ **Face** ~~Face~~ Coverings

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a ~~cloth~~-face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District ~~busses~~-buses or vehicles rented or leased by the District.

~~Cloth face~~-Face coverings should not be worn by:

- A. Children under the age of two (2);
- B. Anyone who has trouble breathing;
- C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

Students under the age of five are not required to wear face coverings

Students shall not be required to wear face coverings when students can socially distance or are outside in playground settings with distancing.

Students shall be allowed breaks to remove their face covering in a safe environment.

The Superintendent may make exceptions to the requirement to wear a ~~cloth~~-face covering while keeping in mind the health and safety of everyone involved.~~Cloth~~

Face shields may be an acceptable alternative to face coverings.

Face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.

A ~~cloth~~-face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. ~~Individuals~~-Individuals are to be reminded to avoid touching their ~~cloth~~-face covering and to wash their hands frequently. To ensure the proper use ~~of cloth~~-of face coverings, staff and students are to be educated on how to wear and care for their ~~cloth~~-face coverings.

Compare GCCA-RA (version 9 to 8)



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



GCCA-RA

REGULATION

PROFESSIONAL / SUPPORT STAFF SICK LEAVE

Short-Term Disability Leave

The District will provide to employees, short-term disability insurance. The payment for short-term disability shall be sixty-six and two-thirds (66 2/3) percent of the employee's weekly earnings, not to exceed one thousand one hundred fifty-five dollars (\$1,155) per week, which is paid by the designated provider. The Elimination Period is the length of time of continuous disability which must be satisfied before an employee is eligible to receive benefits. If the disability is the result of an injury that occurs while covered under the plan, the Elimination Period is 89 days. If the disability is due to sickness, the Elimination Period is 89 days. If the definition of disability is met, the employee may receive a benefit for twelve (12) weeks. Optional employee-paid coverage is available for the first ninety (90) calendar days.

Long-Term Disability Leave

An employee for whom a leave of absence for long-term disability is authorized will notify the Human Resources department. The employee's name will then be placed on the Governing Board meeting agenda to notify the Board of such action.

Hospitalization and major medical insurance premiums may be paid by the employee at a group insurance rate through the District. The Arizona State Retirement System (ASRS) contributes toward premium payments. The District will continue to pay the employee's life insurance premiums for nine (9) months after leave is authorized. A waiver will then be sent to the insurance company for approval of continued coverage by the insurance company. If this waiver is approved, the employee will be covered until age sixty-five (65).

If the employee returns to District service within a year, all rights of tenure, retirement, accrued leave, salary increments, and other benefits provided by law shall be preserved at the level earned when leave was taken, and the employee will be considered for any position comparable to the original position, with the understanding that when an opening occurs in the category formerly held, the employee will be given consideration for the position.

If the employee does not return to work after one (1) year, the District has no further obligation to the employee. The employee will be terminated. This action will occur when the employee's name is placed on a Governing Board meeting agenda to notify the Board of such action.

Accrual and Use of Sick Leave

Sick leave is posted in hours. Two (2) days equivalent are advanced at the beginning of the work calendar with the remaining hours accruing each pay period to the maximum allowed per

work calendar year. There will be no limit on the amount of sick leave that an employee may accrue. Sick leave is charged to the employee's record on an hourly basis. A "dock," or pay reduction may be made when the employee's absence exceeds the amount of sick leave the employee has accrued.

Annual Sick Leave Buy-back Option

Glendale Elementary School District (GESD) offers a limited annual sick leave buy-back option for employees who are returning to work in the subsequent fiscal year, have accrued paid sick leave and meet certain criteria as defined herein. To be eligible to use the annual sick leave buy-back benefit, an employee may not have been on an improvement plan or received a letter of reprimand or any other form subject to any form of written discipline during the school year in which the employee seeks to buy-back the leave.

First-year employees must have a minimum balance of forty (40) hours of accrued sick leave banked to apply for the sick leave buy-back. All other employees must have a minimum of sixty-four (64) hours banked. Absences taken during the year will be deducted from the current-year accrual to determine available balance. The employee's sick leave balance will be reduced by the amount of sick leave purchased in the buy-back.

Pay-out rates are set as follows: 0-4 years of service at \$6.25 per hour; 5-9 years of service at \$7.50 per hour; 10+ years of service at \$9.375 per hour. The following table shows the maximum hours per year from current-year accrual that may be cashed out in eight (8)-hour increments only (for example 20 hours = 16 hours paid, 4 hours carried forward):

Years of Service	Maximum Hours Bought	Maximum Pay-Out
0-1	8	\$50.00
2	16	\$100.00
3	24	\$150.00
4	32	\$200.00
5-9	40	\$300.00
10+	40	\$375.00

An application period to request buy-backs will occur annually the first full week in May. The application window will open at 5 p.m. on Monday and close at 5 p.m. on Friday. Notice and instructions will be disseminated to employees two weeks prior to the opening date via email.

Buy-back requests will be granted on a first-come, first-served basis based upon the date and time of receipt.

Pay-outs will occur in the following fiscal year with the following options: in the first full pay period depending on employee's work calendar OR the pay period prior to winter break.

Sick Leave Buy-Back Upon Separation of Employment

Employees with more than five (5) years of continuous service with the District may be eligible to participate in sick leave buy back benefit with respect to accrued but unused sick leave upon their resignation or retirement from the District. Employees must complete a full year and finish their contract/work agreement term and not have been under a performance improvement plan or subject to any form of written discipline during their final year of employment to be eligible.

Employees who resign or retire from the District with at least five (5) years but less than ten (10) years of continuous service may request sick leave buy-back of up to three hundred twenty

(320) hours at \$8.125 per hour.

After ten (10) years of continuous service with the District, and upon resignation or retirement, each classification of employee will be reimbursed for accumulated sick leave based on the first range of the employee's classified salary grade or ~~\$11.25~~ \$15 per hour, whichever is less.

There is a cap to the number of days that will be reimbursed as outlined in the table below. A contract year equals a year of employment for purposes of this policy. *Example:* The employee is required to complete ten (10) or more continuous school years first to last day to qualify or must resign/retire on the anniversary date to receive his/her ten (10) year sick leave buyback.

Years of Service	Maximum Hours Reimbursed
5-9	320
10-14	640
15-19	960
20-24	1,280
25+	1,360

A request for sick leave buy back must be presented in writing to the Human Resources Department by March 20 of the year in which the resignation is to occur. Anyone submitting a request after March 20 will be paid the following fiscal year. When extenuating circumstances preclude such notification by the above-noted timeline, the consideration will be given to applicant depending on the availability of funds. If funds are unavailable, applicant will be paid the following year. Employees must submit their written request for sick leave buy-back to the Payroll Office prior to their last day of work.

Leave Buy-Back or Payout for Those 55 and Over

Employees who have reached or will reach their fifty-fifth (55th) birthday in the same year that they separate from service and will receive more than two thousand dollars (\$2,000) in a leave pay-out will receive their payment through an employer non-elective contribution into a specified 403(b) Plan or Post Retirement Incurred Medical Expenses Plan.

Compare JICA-RB © (version 2 to 1)



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



JICA-RB ©

REGULATION

STUDENT DRESS

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear ~~a cloth face~~ **a face** covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District ~~busses~~ **buses** or vehicles rented or leased by the District.

~~Cloth face~~ **Face** coverings should not be worn by:

- A. Children under the age of two (2);
- B. Anyone who has trouble breathing;
- C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

Students under the age of five are not required to wear face coverings.

Students shall not be required to wear face coverings when students can socially distance or are outside in playground settings with distancing.

Students shall be allowed breaks to remove their face covering in a safe environment.

The Superintendent may make exceptions to the requirement to wear a ~~cloth~~ face covering while keeping in mind the health and safety of everyone involved. ~~Cloth~~

Face shields may be an acceptable alternative to face coverings.

Face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.

A ~~cloth~~ face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their ~~cloth~~ face covering and to wash their hands frequently. To ensure the proper use of ~~cloth~~ face coverings, staff and students are to be educated on how to wear and care for their ~~cloth~~ face coverings.

Compare KI-RB © (version 2 to 1)



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



KI-RB ©

REGULATION

VISITORS TO SCHOOLS

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a ~~cloth~~-face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District ~~busses~~-buses or vehicles rented or leased by the District.

~~Cloth face~~-Face coverings should not be worn by:

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- B. Anyone who has trouble breathing;
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GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

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

AGENDA NO: 6.B. TOPIC: Strategic Plan Update

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: August 27, 2020

Report on:

Administration will present an update on the Strategic Plan.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

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

AGENDA NO: 6.C. TOPIC: Security Cameras and Intercom Systems

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: August 27, 2020

Report on:

Administration will present a report on security cameras and intercom systems.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

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

AGENDA NO: 6.D. TOPIC: GESD Health Benchmarks Update

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: August 27, 2020

Report on:

Administration will present an update on GESD's Health Benchmarks.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

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

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: August 27, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the first reading of revised policies ACA-Sexual Harassment, ACAA-Title IX Sexual Harassment (new), GCOE-Retirement of Professional Staff Members, GDQC-Retirement of Support Staff Members, IHA-Basic Instructional Program, and KB-Parental Involvement in Education as presented.

RATIONALE:

Arizona School Boards Association Policy Services has recommended the proposed revisions to policies ACA-Sexual Harassment, ACAA-Title IX Sexual Harassment (new), IHA-Basic Instructional Program, and KB-Parental Involvement in Education.

Policies GCOE-Retirement of Professional Staff Members and GDQC-Retirement of Support Staff Members are recommended to be rescinded based upon the Board's approval of Meet and Confer Recommendations in May 2016.

Compare ACA © SEXUAL HARASSMENT (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



ACA © SEXUAL HARASSMENT

All individuals associated with this District, including, but not necessarily limited to, the Governing Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

Sexual harassment ~~includes unwelcome sexual~~ is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

The Equal Employment Opportunity Commission defines "sexual harassment" as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when ~~made by a member of the school staff to a student or to another staff member, or when made by a student to another student where:~~

- A. Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment ~~or education~~; or
- B. Submission to or rejection of such conduct is used as a basis for employment ~~or education~~ decisions affecting such individual; or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's ~~educational or~~ work performance, or creating an intimidating, hostile, or offensive ~~employment or education~~ work environment.

Sexual harassment may include, but is not limited to:

- A. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
- B. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- C. Implying or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed; ~~implying or actually withholding grades earned or deserved; or suggesting that a scholarship recommendation or college application will be denied.~~
- D. Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee; ~~or engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.~~
- E. Offering or granting favors or educational or employment benefits, such as ~~grades or~~ promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, et cetera, in exchange for sexual favors.

Anyone who is subject to sexual harassment, or who knows of the occurrence of such conduct, should inform the compliance officer, as provided in ACA-R.

A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action.

~~A substantiated charge against a student in the District shall subject that student to disciplinary action, which may include suspension or expulsion.~~

All matters involving sexual harassment complaints will remain confidential to the extent possible.

Adopted: ~~date of Manual adoption~~[<-- z2AdoptionDate -->](#)

LEGAL REF.:

A.R.S.

[41-1461](#) *et seq.*

20 U.S.C. 1681, Education Amendments of 1972, Title IX

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

42 U.S.C. 2000, Civil Rights Act of 1964 as amended, Title VII

CROSS REF.:-

[AC](#) - Nondiscrimination/Equal Opportunity

[GBA](#) - Equal Employment Opportunity

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

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

~~[IHBA](#) - Special Instructional Programs and Accommodations for~~

~~----- Disabled Students~~

~~[JB](#) - Equal Educational Opportunities~~

~~[JH](#) - Student Concerns, Complaints and Grievances~~

~~[JK](#) - Student Discipline~~

~~[JKD](#) - Student Suspension~~

[KED](#) - Public Concerns/Complaints about Facilities or Services

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



ACAA © TITLE IX SEXUAL HARASSMENT

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The District does not discriminate on the basis of sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sexual harassment.

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The District also accepts and shall employ the definition of a complainant as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and a respondent as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

The District shall designate and authorize an employee as the "Title IX Coordinator" to comply with its responsibilities pertaining to sexual harassment under Title IX. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator.

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. The District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

The District will respond promptly when any school employee has notice of sexual harassment. Upon receipt of notice of sexual harassment, the District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment,

and how the District shall respond. The District is committed to investigating each formal complaint submitted and to taking appropriate action on all confirmed violations of policy. The District shall follow grievance procedures that provide for the prompt and equitable resolution of complaints from students and employees alleging sexual harassment.

The District shall, to the extent reasonably feasible, keep confidential the identity of any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as is necessary to carry out the grievance process and as may otherwise be permitted by law.

Title IX sexual harassment complaints may include violations covered by Arizona's mandatory reporting statute, A.R.S. §[13-3620](#). Any abuses classified by statute as "reportable offenses" must be reported as such to the authorities because not reporting a reportable offense is classified as a Class 6 Felony.

Retaliation Prohibited

Neither the District nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has in good faith made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

Intimidation, threats, coercion, or discrimination, including charges against an individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-3620](#)

20 U.S.C. 1092

20 U.S.C. 1681, Education Amendments of 1972, Title IX

34 U.S.C. 12291

CROSS REF.:

[AC](#) - Nondiscrimination/Equal Opportunity

[JB](#) - Equal Educational Opportunities

Compare GCQE RETIREMENT OF PROFESSIONAL STAFF MEMBERS (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.

GCQE

~~RETIREMENT OF PROFESSIONAL~~

~~STAFF MEMBERS~~

~~(Teacher Longevity Program)~~

~~The Teacher Longevity Program is intended to provide teachers with the opportunity to receive an incremental increase in salary during the final two (2) years of employment in exchange for additional days worked and the voluntary release, by the employee, of tenure rights or employee benefits rights accrued during such employment.~~

~~A teacher with twenty (20) or more years of service in the District may work for up to twenty (20) extra contract days at per diem rate for two (2) years. The purpose is to utilize teachers with relevant experiences and expertise to assist in curriculum planning, teaching and program development during the summer months or intersession breaks. This incentive is not related to any age restriction; only to years of experience in the Glendale Elementary School District.~~

~~Each eligible teacher shall commit to a two (2) year agreement by January 15 of the year in which they will begin the Longevity Incentive Plan. Employees must complete the application for Teacher Longevity Incentive Plan and submit the form to human resources. The employee shall be notified of acceptance into the plan once the Governing Board has approved the budget for the following year. At the time of acceptance into the Teacher Longevity Program, the teacher shall submit an irrevocable letter of the teacher's intent to retire at the end of the two (2) year period.~~

~~Enrollment in this plan will be limited to thirteen (13) teachers each year, based on seniority and subject to sufficient funds in the District's budget. Additional teachers will be eligible to participate in the plan if District funds allow. The additional teachers selected for participation will be determined on a priority basis with the years of service in the District being the determining factor.~~

~~Adopted: date of Manual adoption~~

~~LEGAL REF.:~~

~~A.R.S.:~~

~~38-711 et seq.~~

~~38-741 et seq.~~

Compare GDQC RETIREMENT OF SUPPORT STAFF MEMBERS (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.

~~GDQC~~

~~RETIREMENT OF~~

~~SUPPORT STAFF MEMBERS~~

~~(Support Staff Longevity Incentive Program)~~

~~The Support Staff Longevity Incentive Program is intended to provide support staff, exempt and non-exempt, the opportunity to receive additional increase to their salary during the final two (2) years of employment.~~

~~A support staff employee with twenty (20) or more years of service in the District may receive two (2) additional ranges on the salary schedule. This will be applied the first year of the two (2) years only. When additional ranges are approved on the salary schedule, those on the incentive program will also receive the ranges.~~

~~Each eligible support staff employee shall commit to the two (2) year agreement by January 15 two (2) years before they intend to retire. Support staff employees must complete the application for the Support Staff Longevity Incentive Program. Support staff employees must complete the application for the Support Staff Longevity Incentive Program and submit the form to human resources. The support staff employee shall be notified of acceptance into the plan once the Governing Board has approved the budget for the following fiscal year. At the time of acceptance into the Support Staff Longevity Program, the support staff employee shall submit an irrevocable letter of the employee's intent to retire at the end of the two (2) year period.~~

~~Enrollment in this plan will be limited to twenty-five thousand dollars (\$25,000), based on seniority.~~

~~Adopted: date of Manual adoption~~

Compare IHA © BASIC INSTRUCTIONAL PROGRAM (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.

IHA © BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

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

The instructional program will include planned sequences in:

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

H. Physical education.

I. Foreign or Native American language.

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

~~Adopted: date of Manual adoption~~

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

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

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

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[1-319](#)

[15-203](#)

[15-211](#)

[15-219](#)

[15-341](#)

[15-501.01](#)

[15-701](#)

[15-701.01](#)

[15-704](#)

[15-710](#)

[15-741.01](#)

[15-802](#)

A.A.C.

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

CROSS REF.:

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

Compare KB © PARENTAL INVOLVEMENT IN EDUCATION

[first](#)

(version 5 to 4)

[last](#)

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

KB © PARENTAL ~~INVOLVEMENT~~ INVOLVEMENT IN EDUCATION

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

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

I. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

1. The right to opt in to a sex education curriculum if one is provided by the District.
2. Open enrollment rights pursuant to A.R.S. [15-816.01](#), relating to the District policies on open enrollment.
3. The right to opt out of assignments pursuant to A.R.S. [1-601](#), Parents Bill of Rights. [See Exhibit KB-EB]
4. The right to opt a child out of immunizations as authorized by A.R.S. [15-873](#), relating to an outbreak of a communicable disease.
5. The promotion requirements prescribed in A.R.S. [15-701](#) for students in grades one (1) through eight (8).
6. The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. [15-701.01](#).
7. The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. [15-716](#).
8. The right to review their child's standardized norm-referenced test results pursuant to A.R.S. [15-743](#).
9. The right to participate in gifted programs pursuant as prescribed by A.R.S. [15-779.01](#).
10. The right to access instructional materials as directed by A.R.S. [15-730](#).
11. The right to receive the school's annual report card pursuant to A.R.S. [15-746](#).
12. The school attendance and age requirements for children prescribed in A.R.S. [15-802](#), [15-803](#) and [15-821](#).
13. The right to public review of courses of study and textbooks in the common schools (preschool programs through grade eight [8]), as prescribed in A.R.S. [15-721](#), and in high schools, prescribed in A.R.S. [15-722](#).
14. The right to be excused from school attendance for religious purposes as described by A.R.S. [15-806](#).
15. Policies related to parental involvement pursuant to A.R.S. [15-102](#) and set out herein.
16. The right to seek membership on school councils pursuant to A.R.S. [15-351](#), describing the purpose, duties, and membership of a school council. [Subject to the exemption of certain school districts exempted as described in A.R.S. [15-352](#).]
17. Information about the student accountability information system (SAIS) as prescribed in section [15-1042](#).
18. The right to access the failing schools tutoring fund pursuant to A.R.S. [15-241](#).

19. Access to the Arizona Department of Education (DOE) statutory handbook of parental rights, which is posted on the DOE website and is prominently posted on a publicly accessible portion of the District website with a link to the statutory handbook of parental rights with the title and sections as listed below.

- a. Title 1, chapter 6.
- b. Section [15-102](#).
- c. Section [15-110](#).
- d. Section [15-113](#).
- e. Section [15-117](#).
- f. Section [15-351](#).
- g. Section [15-721](#).
- h. Section [15-722](#).
- i. Section [15-730](#).

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Optional language: The following outlined items (to next double line) setting out the manner in which parents may be made aware of the District's Parental Involvement Policy are optional in whole or in part as determined by the local Governing Board.

The District plan under this policy may also include:

- A. Making parents aware of this District parental involvement policy, including:
 1. Rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as revised (20 U.S.C. 1232g) relating to access to children's official records.
 2. The parent's right to inspect the District policies and curriculum.
- B. Efforts to encourage the development of parenting skills.
- C. The communication to parents of techniques designed to assist the student's learning experience in the home.
- D. Efforts to encourage access to community and support services for children and families.
- E. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
- F. Identifying opportunities for parents to participate in and support classroom instruction at the school.
- G. Efforts to support, with appropriate training, parents as shared decision makers and to encourage membership on school councils.

- H. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
- I. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
- J. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.
- K. Provide to parents the information in this policy in an electronic form.

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

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

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

- A. The Superintendent or principal shall:
1. Deliver the requested information to the parent within ten (10) calendar days, or
 2. Provide to the parent a written explanation for denial of the requested information.
- B. If the requested information is denied or is not received by the parent within fifteen (15) calendar days:
1. The parent may submit to the Governing Board a request for the requested information, and
 2. The Governing Board shall consider the request at the next scheduled meeting of the Board on which the request can be properly noticed. If the request cannot be properly noticed on the next scheduled meeting agenda, the Governing Board shall formally consider the request at the next subsequent public meeting of the Governing Board.

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

LEGAL REF.:

A.R.S.

[1-601](#)

[1-602](#)

[15-101](#)

[15-102](#)

[15-110](#)

[15-113](#)

[15-117](#)

[15-249](#)

[15-341](#)

[15-351](#)

[15-721](#)

[15-722](#)

[15-730](#)

CROSS REF.:

[ABA](#) - Community Involvement in Education

[IHBD](#) - Compensatory Education

[IJ](#) - Instructional Resources and Materials

[IJND](#) - Technology Resources

[JHD](#) - Exclusions and Exemptions from School Attendance

[KDB](#) - Public's Right to Know/Freedom of Information

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.B. TOPIC: Political Agenda Direction

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: August 27, 2020

RECOMMENDATION:

It is recommended the Governing Board provide its delegate with direction in voting at the Arizona School Boards Association's Delegate Assembly on October 17, 2020.

RATIONALE:

On October 17, 2020 the Arizona School Boards Association will hold the 2020 Delegate Assembly by virtual means. The Delegate Assembly is being held to determine the positions of the Arizona School Boards Association for the Fifty-Fifth Legislative Session. The Board must instruct its delegate as to the concerns and views it wishes to be shared on behalf of the District, and in voting on the proposed Political Agenda.

Details regarding the Delegate Assembly and proposed Political Agenda are attached for your reference.



TO: GOVERNING BOARD PRESIDENTS AND SUPERINTENDENTS

FROM: Ann O'Brien, Legislative Committee Chair

DATE: August 10, 2020

SUBJECT: PROPOSED 2021 POLITICAL AGENDA AND DELEGATE ASSEMBLY PROCESS

Thank you for lending your voice to every public-school student in Arizona. Enclosed you will find ASBA's Vision, Mission, and Core Beliefs; and the proposed 2021 Political Agenda.

The Legislative Committee reviewed and discussed every submitted proposal at its meeting on June 15th. Most boards indicated support for items included in the 2020 Political Agenda, and the committee appreciates your overwhelming support of ASBA's agenda to advance public education statewide.

This year, the committee modified the streamlined political agenda approved in years past to reflect the current public health concerns school leaders face. You will see in the enclosed report:

1. **The *draft* 2021 ASBA Political Agenda.** As with the 2020 agenda, the committee feels this 4-item document will create a simple, readily digestible agenda that will serve as a guide to advocating for legislation aligned with ASBA's mission and values, but also allow for the expression of more specific related concerns by ASBA member districts. This document will be the one given to legislators outlining ASBA's priorities.
2. **COVID-19 Appendix.** This year, the Legislative Committee created a fifth section to the Political Agenda based on member submissions related to addressing the COVID-19 pandemic. While it is challenging to create a document to adequately address a rapidly-changing situation, we feel the items presented strike the right balance between specific enough to be actionable and flexible enough to adapt to changing circumstances.

The Delegate Assembly determines the positions of the Arizona School Boards Association and will consider both documents. Registration for Delegate Assembly will open on August 31st. You may register via the [registration page](#). **We look forward to seeing you at the Delegate Assembly on October 17th.**

The Delegate Assembly will be held remotely this year, with opportunities for non-delegate members to watch as participants. ASBA is in the process of creating rules of procedure to make the process as smooth as possible and will communicate these with delegates and alternates well in advance of the meeting.

Please copy and distribute this ENTIRE packet to all board members and place the proposed 2021 Political Agenda on your next board agenda for discussion and to provide any instruction to your district delegate as to your board's position on proposed agenda items. A sample board agenda item has been included for your reference. While all board members and superintendents are welcome to attend the Delegate Assembly, each member district has only one official delegate.

Delegate registration can be completed [online beginning August 31st](#).



Core Purpose (Mission):

We cultivate excellence in locally-governed school districts.

Core Beliefs:

- The basic life needs of children must be met for them to succeed.
- Meeting the unique educational needs of all students must be the foundation of our school systems.
- The governance of publicly-funded schools must lie with locally-elected and publicly-accountable governing boards.
- The responsibility for student success is shared by students, parents, governing board, district staff and the community.
- Public education funding must be broad-based, stable and at a level that assures all students are successful.
- Knowledgeable and professionally trained governing board members are fundamental for ensuring student success.
- Closing the opportunity and achievement gap is a moral and economic imperative that must be addressed to ensure all Arizona's students are successful.

Model Governing Board Agenda Items

Model agenda item for selection of district delegate (may be consent if no discussion required)

1. Consideration and possible action to appoint [NAME] to represent [DISTRICT NAME] as the district delegate to the Arizona School Boards Association delegate assembly on October 17, 2020

Model agenda item for board consideration of the draft political agenda in general session

1. Governing Board to discuss and may consider action to approve the Arizona School Boards Association's (ASBA) draft 2021 Political Agenda, and, direct the District's delegate to the ASBA delegate assembly to represent the Board's determined position.

ASBA Draft 2021 Political Agenda

I. Adequately and Equitably Fund District Schools to at least the National Median per Pupil Funding

1. Maximize state funding for nationally and locally competitive salaries to attract, recruit, and retain talented teachers and staff, including incentives for difficult to fill positions.

Rationale: This item is of primary concern to ASBA member districts. Despite investments made in the 20x2020 plan, teacher salaries will remain a concern in the near term.

2. Revise the School Finance formula to:

a. Provide a stable, dedicated revenue source less reliant on the general fund or annual legislative appropriation.

b. Provide dedicated school capital funding consistent with the constitutional requirement of a general and uniform public school system.

c. Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural & remote schools.

d. Revise the funding formula to add funding for student mental health and well-being initiatives.

Rationale: Given that the Legislature has (until 2018) been remiss in dedicating General Fund dollars to K-12 education, the system would be best served by establishing a revenue source outside the reach of the Legislature to increase /maintain funding. An economically stable revenue source would be less vulnerable to a decline in state revenue collections due to a downturn or tax cuts.

Poverty weights (i.e. a weight per-student where the community served by the district meet established poverty thresholds) have long been recommended as a means to recognize and reduce educational disparities associated with growing up in poverty. A poverty weight speaks to adequacy and would reduce dependence on other funding sources in low Socio-economic Status (SES) districts. Rural and remote school districts also have unique financial challenges to due to economies of scale and geography that require consideration beyond what urban/suburban schools require. Item (D) was added by the Legislative Committee this year to emphasize the importance of school counselors, social workers, mental health professional development for all staff, and other wellbeing programs.

3. Fully fund full-day kindergarten and include kindergarten students in the override calculations.

Rationale: All-day Kindergarten, when funded, should be funded as 1.0 ADM rather than a Group B weight as before. This would allow districts to generate override capacity for 1.0 ADM rather than 0.5 ADM.

4. Advocate to preserve and protect the voters' original intent of Prop 301.

Rationale: Given that the Legislature created a mechanism to continue the 0.6% sales tax beyond its original expiration, the focus should now shift to protecting the voters' intent for Prop. 301 to increase base compensation for teachers, and supplement, not supplant, other state funding for public schools.

5. Index district additional assistance (DAA) funding for inflation

Rationale: District additional assistance is an important source of funding for districts that is now set to be fully restored in FY2022. Therefore, it is not possible to accelerate it any further. Indexing the DAA formula to inflation would allow a fully funded formula to keep pace with growing needs for capital replacement. The charter additional assistance formula is already indexed for inflation.

6. Provide funding for new space before existing schools exceed their maximum capacity and become overcrowded, and provide dedicated and flexible ongoing maintenance funding, including building replacement. Advocate for capacity standards that reflect the design of instructional space.

Rationale: ASBA believes that it is not appropriate to require students to attend an overcrowded school for years before state-funded facilities are provided.

7. Eliminate unfunded mandates and administrative burdens.

Rationale: It is a fundamental position of ASBA to oppose all new, and work to eliminate all existing, unfunded mandates.

8. Return desegregation funding to a primary tax levy.

Rationale: The Legislature moved desegregation levies to the secondary property tax in FY19. This was intended to both save the state money and create political pressure on certain districts due to their high tax levies by raising property liability for homeowners in those districts. The secondary property tax is designated for voter-approved taxes. Desegregation funding is not and should not be a voter-approved tax. It is a tax levied to remedy civil rights complaints, which are not by their nature items for a public vote. Deseg funding should be a primary tax levy.

9. Conduct an exceptional student services cost study to assure students, including in rural or remote areas, are being funded at the actual cost of their services.

Rationale: Special education funding weights have not been updated in many years, and the cost of serving exceptional students far exceeds the amount the state provides. In addition, individual weights for specific diagnoses are not necessarily reasonably aligned to the cost of services for students.

10. Adequately fund the cost of student transportation.

Rationale: In some districts, the transportation budget, including TRCL levy, is greater than the total transportation budget. In others, transportation must be subsidized with other funds. In some districts, state funding does not cover the costs, and in others, they are forced to levy a local tax to make up for inadequate funding elsewhere.

11. Provide funding for preschool programs.

Rationale: Currently, Arizona only provides publicly funded preschool for students with disabilities. All other preschool programs must be tuition-based or grant-funded.

12. Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.

Rationale: Current year funding does not provide enough predictability for school districts to make efficient budgeting decisions. Without access to timely, reliable data, planning is very difficult. Current year funding hits declining districts especially hard.

13. Prorate funding over the entire school year among all public schools that a student has attended during the year.

Rationale: Prorating funding over the entire 180-day school year (as opposed to the first 100 days) would guarantee a district funding for a student who switches to a new district/charter some funding for that year.

14. Provide funding to individual districts to implement locally directed school safety programs as well as student mental health and wellbeing initiatives.

Rationale: School districts should retain the authority to operate a comprehensive school safety program according to the needs of each individual community. School safety must include a comprehensive approach that addresses mental health.

15. Equitably invest in technology and reliable internet access for all students.

Rationale: While this has been a topic for several years, the COVID-19 pandemic has highlighted the inequitable access to technology that exists statewide. Districts and students must have access to technology that allows for remote instruction when the need arises.

16. Adequately fund programs under exceptional student services.

Rationale: The cost of delivering special education services often outweighs funding available via federal and state sources. Support should be increased.

17. Provide funding for districts to improve student achievement by addressing social-emotional learning needs and create training programs for school staff in cultural proficiency and responsiveness.

Rationale: Cultural proficiency is an essential element to eliminate disparities in the educational status of students of diverse racial, ethnic, and cultural backgrounds. Establishing a culturally proficient foundation requires districts to train employees to enable them to engage effectively and appropriately with all students.

II. Preserve and Strengthen Local Control

1. Ensure local control and flexibility in managing funds and programs when possible, given the Arizona constitutional requirements of a general and uniform public school system.

Rationale: The ability of districts to have flexibility in managing funds is important, but flexibility in the use of certain funds does not relieve the state of its responsibilities to maintain the public schools in the manner prescribed in the Arizona Constitution.

2. Change “override/budget increase” language to better reflect what voters are being asked to support.

Rationale: “Budget override” is an outdated term that tends to lead voters to believe that something is wrong in the district. If transparency is important, the terminology should accurately reflect what is being asked of the voters.

3. Allow school districts greater flexibility in the divestiture or use of taxpayer-funded assets.

Rationale: School district buildings and equipment are the property of the taxpayers in the school district, even if they are built partially with state funds. School boards and the voters they represent should have the final say over when and how school district buildings are used, repurposed, and/or disposed of without burdensome and intrusive state regulation.

4. Oppose legislative intrusion on school site budgeting decisions.

Rationale: This was included to challenge efforts by the Legislature to continue restricting district decision making on how to allocate funding. This item was initially intended to challenge true “backpack funding” that would require funding to follow a student to their specific school site.

5. Maintain exclusive local authority over any measure that would propose to consolidate and/or unify any number of school districts into a larger district.

Rationale: The ultimate approval of any measure that proposes the consolidation and/or unification of school districts must lie with the voters of those school districts or their locally elected boards. The tax and expenditure implications of combining districts are great enough that local residents absolutely deserve the final say, either directly or via their elected representatives on the school board.

6. Support local board authority for student suspensions and open enrollment.

Rationale: School boards should have the final say in determining whether or not a student who has been suspended from another school should be admitted.

7. Support policy that eliminates the use of corporal punishment in Arizona schools.

Rationale: In the few districts where it is still authorized, corporal punishment is rarely if ever used. Staff was not able to determine a recent case of use during research last year. More positive forms of discipline are more effective. Removing its use permanently from statute conforms to current educational best practice.

8. Amend current statute to allow school board members to use the E-Qual system in addition to in-person signatures to appear on the ballot.

Rationale: School board candidates are some of the only candidates not able to use E-Qual to electronically collect signatures to appear on the ballot. Allowing the use of electronic signatures in addition to in-person petitions will bring parity to school board candidates, and is especially crucial during the current pandemic.

III. Improve Outcomes For All Students

1. Increase the compulsory attendance age from 16 to 18 years.

Rationale: Increasing the compulsory age of attendance will increase graduation rate/educational attainment and decrease the number of students who become “opportunity youth” rather than pursuing college or a career.

2. Enact research-based reform of the English Language Learner model of instruction that may include primary language literacy to improve student achievement that does not segregate English Language Learners from English speaking peers; integrates reading, writing and oral language instruction; and incorporates multiple assessment measures to demonstrate English proficiency.

Rationale: The four-hour model of ELL instruction has become a hindrance to the success of ELL students. ASBA advocates allowing flexibility in the four-hour requirement for all students, but especially those who are in their second or subsequent year of ELL instruction. The current

system does not allow for sufficient content delivery and causes students to fall behind academically.

3. Fully restore 9th grade CTE/CTED eligibility and funding to allow students to explore career fields and/or certification completion.

Rationale: Allowing 9th grade students to enroll in CTED courses increases the probability a student will be engaged throughout high school and will complete a CTE certification by the time the student graduates.

4. Allow CTEDs to serve students through age 21 regardless of graduation status.

Rationale: Currently, JTEDs are not able to continue to serve students once they graduate from high school, because the state ceases to provide funding for students who have received a diploma. They must transition to a community college program if one is available.

5. Support policy that recognizes, respects, and promotes teaching as a profession.

Rationale: It is important for the Legislature and the public in general to recognize, as ASBA does, that teaching is a profession that requires a set of standards for qualification. Undermining those standards is harmful to the K-12 system.

6. Defend against efforts to chill the free speech rights of school employees.

Rationale: In the wake of the work stoppage and Red for Ed demonstrations of 2018, it was necessary to affirmatively state that governing boards, not the Legislature, are responsible of the oversight and discipline of employees for violation of district policy regarding conduct in the classroom.

This may become an issue again in 2020 as employees advocate for safe work environments.

7. State standardized testing shall not be used for any purpose other than a year over year measurement of student growth in the tested subject.

Rationale: The insistence on using standardized testing to “grade” schools as a method of encouraging them to improve has not been successful. Testing results and any type of accountability system should be used only to identify potential instructional deficiencies and improve them, without public shaming or financial repercussions.

8. Support policy that protects school district employees and students from discrimination based on sexual orientation and gender identity.

Rationale: As a matter of educational equity and encouraging opportunity for all individuals, ASBA should support efforts to include prohibitions on discrimination on the basis of sexual orientation and gender identity in federal, state, and local educational and employment policies where they do not currently exist.

IV. Require Public Accountability for Taxpayer Dollars Spent on Education

1. Establish financial and academic transparency for all institutions and individuals that accept public funds.

Rationale: ASBA believes that all public funds, including those that go to charter schools and private schools through ESAs/vouchers, should be accounted for in the same manner, and if the public policy of Arizona is to make assessment results available for all public education programs, the public has a right to the same information on all the education programs it is funding.

2. Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (Student Tuition Organizations) and prevent any future expansion.

Rationale: ASBA does not support public funding of private schools.

3. Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define “classroom spending” as both instructional spending and student support spending.

Rationale: The auditor general’s current classroom spending report is applied only to school districts, so the public has no similar window into the spending patterns of charter schools. Further, the definition of “classroom spending” is too narrow and does not encompass all that is essential to helping students succeed.

4. Enforce financial requirements and seek recovery of improperly received and/or expended public funds by charter and private schools and organizations.

Rationale: School districts face strict accountability standards and repercussions for misusing public funds. Charter schools and private schools accepting public money, whether directly or indirectly, should be bound by similar standards to ensure funds are used for their intended purpose.

V. COVID-19 Response

1. Hold school districts harmless for significant enrollment losses for school year 2020-2021.

Rationale: Fluctuating and declining enrollments are likely to occur this school year as parents make decisions whether to send their children to school based on rapidly evolving local infection rates. Ensuring districts have budgetary stability will allow administrators to focus on creating the best school environment possible.

2. Provide flexibility in seat time and attendance requirements for school districts for the 2020-2021 school year.

Rationale: Given the use of online and hybrid learning models being used this school year, flexibility in seat time requirements may be necessary to ensure school districts aren't punished financially for adhering to public health guidelines by keeping students at home.

3. Suspend state standardized testing requirements for school year 2020-2021.

Rationale: Given the high stakes of our standardized tests, suspending state standardized testing requirements for this school year will allow instructors to focus on adapting to distance learning with engaging curriculum, not standardized test preparation.

4. Enact a moratorium on school letter grades for school year 2020-2021.

Rationale: Given that school letter grades are largely based on standardized test performance, and the added pressure of Results-Based Funding, schools should not be punished with a bad letter grade given the equity issues and challenges associated with distance learning.

5. Provide districts flexibility in teacher evaluation requirements and procedures.

Rationale: Procedures for teacher evaluations are strictly laid out in state statute, but flexibility around notification and evaluation dates may be necessary to ensure both administrators and teachers have adequate time and are fairly represented in the process.

6. Regulatory relief in the event the pandemic continues to (or does so at a future date) interrupt the academic year.

Rationale: Many federal and state regulatory requirements have been difficult or impossible to comply with during the pandemic. Waiving any such issues that arise will help school leaders focus on delivering educational services, rather than working around government regulations.

7. A state-funded program designed to bulk purchase sanitation supplies (i.e. PPE, cleaning supplies, etc.) for distribution to school districts & schools.

Rationale: Shortages and price gouging of sanitation supplies has been a nationwide problem during this pandemic. School districts need guaranteed access to affordable supplies that will keep schools open safely.

8. Funding for increased expenses incurred due to COVID-19, including costs to meet the social/emotional needs of students.

Rationale: The social and emotional impact of the pandemic has hurt students, particularly those who rely on the safety and stability of the school environment to succeed.

9. Technology modernization and accessibility to ensure students have the technology and equipment to use during times like these with the current COVID-19 pandemic.

Rationale: Lack of modern technology at home has highlighted an equity gap among our students during the pandemic. Schools need resources to ensure every student and staff member has a quality device to stay connected with their schools from home.

10. Unless a public emergency is declared, maintain the right of school districts to close for safety concerns related to COVID-19 outbreak in the community.

Rationale: School districts should maintain flexibility to adapt to the public health circumstances in their community to safely serve students in the most effective manner.

11. Protect public schools from liability if a community member contracts COVID-19 while engaged in school-sponsored activities.

Rationale: While it's difficult to prove with certainty where and how a person contracts COVID-19, ensuring school districts don't have liability concerns will allow them to remain open to the community to the fullest extent possible given the circumstances.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.C. TOPIC: 2020-2021 Capital Plan

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

DATE ASSIGNED FOR CONSIDERATION: August 27, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Capital Plan for fiscal year 2021 as presented.

RATIONALE:

Arizona Revised Statute (A.R.S.) § 15-2041 (C) requires school districts to submit a capital plan to the School Facilities Board (SFB) annually and request monies from the new school facilities fund if the plan indicates a need for a new school, addition to an existing school within four years or need land within the ten years.



STATE OF ARIZONA SCHOOL FACILITIES BOARD

FY 2021 CAPITAL PLAN SUBMITTAL FORM

Capital plans submitted by school districts in the state are required to have the approval of the school district's governing board (A.R.S. §15-2041 B). Please provide the following information with the FY 2021 capital plan submitted to the School Facilities Board.

School District:	Glendale Elementary District
Contact Person:	Mike Barragan
Title:	Assistant Superintendent
Telephone Number:	6232377110
Fax Number:	6232377296
E-Mail Address	mbarragan@gesd40.org

This FY 2021 Capital Plan submittal was approved by the Governing Board of Glendale Elementary District on _____, and I, _____, am authorized to transmit this document to the School Facilities Board on behalf of the District.

Signature

Title

Printed Name

When this page is signed, Please Scan and e-mail to krobinson@azsfb.gov

Master Plan

N/A

Enrollment

First day of Fall	2020
Grade Config	Enrollment
P-8	10,621

Tuition in / out

District	In	Out
Open Enrollment		
District	Student Count	
Alhambra Elementary District	57	
Avondale Elementary District	4	
Balsz Elementary District	0	
Buckeye Elementary District	1	
Cartwright Elementary District	70	
Deer Valley Unified District	1	
Dysart Unified District	8	
Fowler Elementary District	9	
Higley Unified District	1	
Isaac Elementary District	11	
Laveen Elementary District	2	
Litchfield Elementary District	0	
Littleton Elementary District	5	
Murphy Elementary District	1	
Nadaburg Unified District	4	
Paradise Valley Unified District	0	
Pendergast Elementary District	29	
Peoria Unified District	29	
Phoenix Elementary District	2	
Riverside Elementary District	5	
Roosevelt Elementary District	3	
Saddle Mountain Unified District	2	
Tolleson Elementary District	7	
Union Elementary District	2	
Washington Elementary District	23	
Wilson Elementary District	0	

School Facilities Board

FY 2021 Capital Plan

Glendale Elementary District
070440000 2021

Submittal Date:
Print Date: 8/20/2020

ADM Methodology

GESD contracted with Applied Economics to provide a demographic and enrollment analysis to anticipate future trends and create district-level and sub-district enrollment projections by grade through fiscal year 2029.

ADM Projections

P-8	ADM	% Change
Year		
FY 21	10,500.00	
FY 22	10,248.00	-2.40
FY 23	10,002.00	-2.41
FY 24	9,782.00	-2.20
FY 25	9,567.00	-2.20
FY 26	9,318.00	-2.61
FY 27	9,197.00	-1.30
FY 28	9,096.00	-1.10
FY 29	9,005.00	-1.01
FY 30	9,005.00	0.00

Residential Developments

Number of Developments entered
3

Residential Developments Closings

FY	Closings
2020	0
2021	0
2022	0
2023	0
2024	0
2025	0
2027	0
2028	0
2029	0

New Construction Project Requests

Project Description	Project Number	Grade Level	Number of Students	Projected Opening	Land Need	Land Status
Retirement of existing buildings	070440102-0-000NC	NA	0	January 1900	Not Assigned	District-owned
Retirement of existing buildings	070440103-0-000NC	NA	0	January 1900	Not Assigned	District-owned
Retirement of existing buildings	070440104-0-000NC	NA	0	January 1900	Not Assigned	District-owned
Retirement of existing buildings	070440106-0-000NC	NA	0	January 1900	Not Assigned	District-owned
Retirement of existing buildings	070440105-0-000NC	NA	0	January 1900	Not Assigned	District-owned

Locally-Funded Project List

Project Description	Grade Config	Funding Source	Estimated Completion Date	Replacement Space	Gross Square Footage	Excludable Square Footage
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GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 7.D. TOPIC: Revised 2020-2021 Salary Placement Tables and Extra Duty Stipends

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

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

DATE ASSIGNED FOR CONSIDERATION: August 27, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the revision of the 2020-2021 Certified Extra Duty Pay/Extracurricular Activities/Supplemental Assignments and New Hire Placement Schedule as presented.

RATIONALE:

Administration seeks the Governing Board's approval of the revision of the 2020-2021 Certified Extra Duty Pay/Extracurricular Activities/Supplemental Assignments and New Hire Placement Schedule.



**Glendale Elementary School District No. 40
 Certified Extra Duty Pay/Extracurricular Activities/Supplemental Assignments and
 New Hire Placement Schedule
 2020-2021**

Certified Salary Schedule - New Hire Placement

Years	BA/S	MA/S	ED SP	DOC
0	\$40,000	\$42,250	\$44,500	\$ 46,000
1	\$40,750	\$43,000	\$45,250	\$ 46,750
2	\$41,500	\$43,750	\$46,000	\$ 47,500
3	\$42,250	\$44,500	\$46,750	\$ 48,250
4	\$43,000	\$45,250	\$47,500	\$ 49,000
5	\$43,750	\$46,000	\$48,250	\$ 49,750
6	\$44,500	\$46,750	\$49,000	\$ 50,500
7	\$45,250	\$47,500	\$49,750	\$ 51,250
8	\$46,000	\$48,250	\$50,500	\$ 52,000
9	\$46,750	\$49,000	\$51,250	\$ 52,750
10	\$47,500	\$49,750	\$52,000	\$ 53,500
11	\$48,250	\$50,500	\$52,750	\$ 54,250

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

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

A maximum of 11 years of experience will be granted.

ENDORSEMENTS	
Annual Amount	Endorsement Types
Up to \$500	Dual Content Teacher - Teaching more than one content area with Highly Qualified status. Dual Language – Dual language classroom, and have the SEI endorsement ELL/Mixed – ELL/Mixed classroom, and have the SEI endorsement have “ELD” in their position title and are working towards an SEI/ESL/Bilingual Endorsement. Gifted - Appointed strand teacher and provisionally gifted endorsed or not endorsed. Reading Teacher - Teacher of record (assigning the grade) in Reading and have a reading endorsement .
Up to \$750	Dual Language - Dual language classroom and have the SEI/ESL/Bilingual Endorsement. ELL/Mixed – ELL/Mixed Classroom, have “ELD” in their position title and have the SEI/ESL/Bilingual Endorsement. Gifted - Appointed strand teacher and full gifted endorsement. HLLP – Teacher in an HLLP classroom who service ELD students but their position title is not designated as “ELD”
\$1,000	National Board Certification - Teachers and Achievement Advisors who are NBCT.
\$3,000	Special Education - Teachers assigned to a Special Education Self-Contained, Resource, Universal Preschool, Sensory and Communication or Inclusion setting. Speech Language Pathologist CCC – Speech Language Pathologist who have their Certificate of Clinical Competence.
\$5,000	Special Education - Teachers assigned to a Special Education Self-Contained Social Emotional, Special Education Self-Contained Multiple Disabilities and Alternative program (GSA). Teacher on Special Assignment (TOSA) - Assigned to a TOSA position.

STIPENDS	
Stipend Types	
Supplemental Assignment	(work that occurs outside of professional day or contract days) - \$26.60 to \$39.90
New Teacher Induction Week	- Daily rate of \$200 per day up to \$1,000
Performance Pay	- up to \$5,500



Glendale Elementary School District No. 40
Certified Extra Duty Pay/Extracurricular Activities/Supplemental Assignments and
New Hire Placement Schedule
2020-2021

Extra Duty Pay/Extracurricular Activities/Supplemental Assignments

Extracurricular Activity	Pay
21 st CCLC-Coordinator	\$39.90
Boys Town Training	\$26.60
New Teacher Induction Coach (Training/Planning/Facilitating)	\$26.60
New Teacher Orientation Training	\$26.60
Planning	\$26.60
Title 4 Enrichment	\$39.90
Zero Hour Math	\$39.90
Extra Duty Grant Positions	Pay
Achievement Advisors - 20 days	\$375/day
Attending professional development	\$26.60
Before and after school enrichment (classes/clubs)	\$39.90
Before and after school tutoring	\$39.90
Deconstruction, planning, data analysis	\$26.60
Leadership Teams	\$26.60
Leading Professional Development	\$26.60 plus planning
Learning Teams	\$26.60
MTSS Committees	\$26.60
Technology Mentors	Pay
Year-round Support (up to 37.5 hours)	\$26.60
New Teacher Induction Week (up to 20 hours)	\$26.60
Extra Duty Pay	Pay
K-8 School	
After School Activities (cheer, choir, chess, etc.)	\$600
Athletic Director 6-8 (site based)	\$300
Basketball Coach Girls/Boys	\$600
Basketball Scoring	\$12.00 minimum
Cross Country Coach	\$200
Cross Country Coordinator	\$300
District Athletic Director	\$7,500
Extra Duty Site Supervisor	\$26.60* / *Only when 2 are out and we need at least 1.
Football Coach (Girls/Boys)	\$600
Grade Level Representative/Department Chair	\$400
Site Supervisor	\$1,000
Soccer Coach (Girls/Boys)	\$600
Softball Coach (Girls/Boys)	\$600
Student Council	\$750
Track and Field Coach	\$200

Track and Field Coordinator	\$300
Yearly Project Coordinator	\$600
Extra Duty Pay	Pay
Accelerated Math Program	\$39.90 (includes planning time)
After School Activity Sponsor	\$600
Assistant District Athletic Director	\$1,000
Athletic Coach	\$600
Curriculum Planning	\$26.60
Early Kinder Testing	\$26.60
National Junior Honor Society	\$600
Committee Work	\$26.60
Newspaper Advisor	\$600
Related Arts PLC Lead Stipend	up to\$7,500
School Web Master	\$500
Special Event	\$26.60
Trainer of Trainer Training	\$26.60
Interpreter/Translation	\$12.00 minimum
Yearbook Advisor	\$600

Extra Duty Pay Special Education Department	Pay
Autism Diagnostic Observation Schedule (ADOS) Test	\$4,000/person
Bilingual Evaluations (2 speech & 1 psychologist)	\$3,000/person
CPI Training (attendees & trainers)	\$26.60
Homebound Services	\$26.60
Lead Psychologist	\$5,000
Lead Speech Language Pathologist	\$5,000
Multidisciplinary Evaluation Team (MET) Coverage	\$26.60
Psychologists: Additional evaluations completed	\$200/evaluation completed
Special Education Leads (Cadre)	\$26.60
Specialized Boys Town Training (attendees/trainers)	\$26.60
Special Education Teachers: Additional IEP's written	\$26.60
Teacher Assistant Team (TAT) Coordinator	\$26.60

Extra Duty Pay Student Services Department	Pay
Lead Social Emotional Learning Specialist (SELS)	\$3,000

Classified Employees	Pay
Temporary Replacement	<p>An employee who temporarily replaces another employee of equal or lower grade position will receive his/her own rate of pay.</p> <p>An employee who temporarily replaces an employee on a higher grade shall receive his/her own rate of pay for a period of five (5) consecutive days. Beginning on the sixth day (6) and, effective every day thereafter, the employee shall receive a salary equivalent to an increase of 1.75% of his/her hourly rate or the starting hourly rate of the position grade of the individual being replaced, whichever is greater.</p> <p>In order to receive such compensation, the temporary replacement employee must perform more than 51% of the higher level duties of that position on a daily basis.</p>

Extra Duty (Outside normal working hours)	Current hourly rate of pay
In-Service or Workshops	Current hourly rate of pay for optional District in-service or workshops outside normal working hours
Translation	Current hourly rate of pay

Approved: *April 23, 2020 / Revised August 17, 2020*

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 8.A. TOPIC: Future Meetings

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: August 27, 2020

Future Board Meetings dates 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 10	Peer Observers Fundraiser Activity Requests
September 24	Special Meeting
October 8	Annual Financial Report Superintendent Goal Progress Report
October TBD	Board Retreat: Class Sizes Board Self Evaluation Instrument Program Evaluation/Sustainability Board Goals Discipline Reports
October 22	Special Meeting Qualified Evaluators Board Self Evaluation <i>Annual Board Self-Evaluation deadline October 30</i>
November 12	A-F Letter Grade Presentation Executive Session for Superintendent's Evaluation. <i>Superintendent Summative Performance Evaluation Deadline November 30</i>
December 10	Revised Budget Phased Retirement Plan
January 14	Organizational Meeting <i>Organizational Meeting deadline January 15</i> Employee and Student Discipline Hearing Procedures Hearing Officer List Board Advocacy Discussion
January 28	Employment Contracts and Agreements
February 11	Certified Contract Renewals
February 25	Special Meeting
March 11	Meet and Confer/Salary Recommendations Administrative Contract Renewals
March 25	Special Meeting
April 15	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 29	Special Meeting
May 13	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 27	Special Meeting
June 3	Board Retreat
June 10	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 24	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
Sick Leave Buy Back Policy Study Session	8/22/19	Mary Ann Wilson		Information provided in Board Update 9.20.19
SmartSchools Detailed Report on Costs/Savings	9/12/19	Jamie Aldama		Information provided in Board Update 9.20.19
Census Resolution	9/12/19	Brenda Bartels	10/14/19	Resolution Adopted
Superintendent's Evaluation Instrument	10/14/19	Sara Smith		Added to June 25 upcoming agenda items list
Staff Resignation Data	1/9/20	Monica Pimentel		Information provided in the Board Update 2.14.20
Add Strategic Plan Review to Calendar	2/6/20	Sara Smith		Added to June 25 upcoming agenda items list
Add Board Retreat to Calendar	2/6/20	Sara Smith	2/13/20	