



NOTICE OF PUBLIC MEETING

TOLLESON UNION HIGH SCHOOL DISTRICT #214 GOVERNING BOARD AGENDA FOR REGULAR MEETING AND EXECUTIVE SESSION

Pursuant to A.R.S. §38-431.02, notice is hereby given to the members of the Tolleson Union High School District Governing Board and the general public that the Governing Board will hold a public meeting open to the public as follows:

DATE: July 28, 2015

TIME: 5:00 p.m. – Executive Session
6:00 p.m. – Regular Meeting

PLACE: District Administrative Center, 9801 West Van Buren Street, Tolleson, AZ 85353

The agenda for this meeting is provided below. However, the Governing Board reserves the right to change the order of items on the Agenda with the exception of public hearings set for a specific time. One or more members of the Governing Board may participate in the meeting by telephonic communication.

Pursuant to A.R.S. §38-431.03 A.3, the Governing Board may vote to convene an executive session, which will not be open to the public, for discussion or consultation for legal advice with the Governing Board's attorney on any matter listed on the Agenda.

A copy of background material for an agenda item provided to Governing Board members (with the exception of materials relating to executive sessions) is available for public inspection at the District Administrative Center, 9801 W. Van Buren Street, Tolleson, AZ 85353, at least twenty-four (24) hours prior to the Governing Board meeting. Please contact Karyn Morse Eubanks, the Governing Board's Executive Assistant, at 623-478-4001 for more information.

Persons with a disability may request reasonable accommodations by contacting Ms. Eubanks. Accommodations should be requested at least two (2) working days prior to a public meeting to allow time for the District to arrange for the accommodation.

Posted: July 23, 2015 By: Karyn Morse Eubanks, Executive Assistant to the Governing Board

A complete copy of the meeting agenda can be found on the TUHSD website: www.tuhsd.org

REGULAR MEETING

1. Call to Order and Roll Call

The meeting was called to order by _____ at _____ p.m.

Mr. Chapman Δ Mr. Del Palacio Δ Ms. Madruga Δ Mr. Moreno Δ Mr. Villalon Δ

2. Pledge of Allegiance

3. Approval of the Regular Agenda

Recommendation: That the Governing Board approve the Regular Agenda.

Motion made by _____; seconded by _____

Mr. Chapman Δ Mr. Del Palacio Δ Ms. Madruga Δ Mr. Moreno Δ Mr. Villalon Δ

CALL FOR EXECUTIVE SESSION

Pursuant to A.R.S. §38-431.03.A.3

It is recommended that the Governing Board establish an Executive Session to be held immediately during a recess in the Regular Meeting.

A.3 – Discussion or consultation for legal advice with the attorney or attorneys of the public body regarding legal aspects of meet and confer process, policy, and related matters.

Recommendation: That the Governing Board approve a motion to move into Executive Session.

Motion made by _____; seconded by _____

Mr. Chapman Δ Mr. Del Palacio Δ Ms. Madruga Δ Mr. Moreno Δ Mr. Villalon Δ

RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION

The Regular Meeting recessed at _____ p.m.

EXECUTIVE SESSION

A. Call to Order and Roll Call of Governing Board Members

The Executive Session was called to order by _____ at _____ p.m.

Mr. Chapman Δ Mr. Del Palacio Δ Ms. Madruga Δ Mr. Moreno Δ Mr. Villalon Δ

B. Reading of Confidentiality Statement

C. A.R.S. §38-431.03.A.3 – Discussion or consultation for legal advice with the attorney or attorneys of the public body regarding legal aspects of meet and confer process, policy, and related matters.

D. Adjournment of Executive Session

Motion made by _____; seconded by _____

The Executive Session adjourned at _____ p.m.

RECONVENING OF REGULAR MEETING – GENERAL FUNCTIONS

The Regular Meeting reconvened at _____ p.m.

4. Public Participation

The Governing Board is committed to providing regular opportunities for the public to address the Governing Board. To that end, the public is invited to address the Governing Board on any issue within its jurisdiction, subject to reasonable time, place, and manner restrictions.

Members of the public who wish to address the Governing Board are to complete a public participation form and provide it to Karyn Morse Eubanks, the Governing Board’s Executive Assistant, prior to the beginning of the meeting.

Governing Board members are not permitted to discuss or take legal action on matters raised during the open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Governing 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 Governing Board; (b) ask staff to review a matter; or (c) ask that a matter be put on a future agenda.

During public participation, the Governing Board shall not hear personal complaints against school personnel or any other person connected with the District. Persons with complaints/concerns regarding District matters are referred to Governing Board Policies KE, KEB, KEC, and KED.

5. Summary of Current Events

The Superintendent and/or Governing Board members may present a brief summary of current events. The Governing Board will not propose, discuss, deliberate, or take legal action at the meeting on any matter in the summary unless the specific matter is properly noticed for legal action.

6. Approval of the Consent Agenda

It is recommended that the Governing Board approve the Consent Agenda.

Motion made by _____; seconded by _____

Mr. Chapman Δ Mr. Del Palacio Δ Ms. Madruga Δ Mr. Moreno Δ Mr. Villalon Δ

7. Discussion/Action of Items(s) Previously Removed From the Consent Agenda

Motion made by _____; seconded by _____

Mr. Chapman Δ Mr. Del Palacio Δ Ms. Madruga Δ Mr. Moreno Δ Mr. Villalon Δ

CONSENT AGENDA* ITEMS

Items marked with an asterisk (*) are designated as Consent Agenda Items. These items will be considered without discussion. Consent Agenda items may be removed for discussion by any member of the Governing Board by notifying the Governing Board President or the Superintendent twenty-four hours before the regular Governing Board meeting or by a majority of the Governing Board members present at the Governing Board meeting.

	<u>PDF</u> <u>PAGE#</u>
*1. Human Resources	
A. Personnel Items	6-7
Recommendations for ratification of various personnel actions.	
*2. Financial Services	
A. Vouchers	8-9
Prior to ratification at each Governing Board meeting, Governing Board members review vouchers and/or journal entries. Vouchers represent orders for payment of material, equipment, salaries, and services.	
*3. Superintendent's Office	
A. Minutes – July 14, 2015 Regular Meeting and Executive Session	10-20
All Governing Board members were present.	
B. Amendment No. 2 to Superintendent's Employment Agreement	21-23
On March 24, 2015, the Governing Board approved a 3.25% pay increase for all employees who have worked in the same position for up to four (4) years. Language in the Superintendent's Employment Agreement states that adjustments to compensation made during the life of the Agreement requires an amendment to said Agreement. In addition, a modification has been made to language in Exhibit A to clarify that the performance based pay component shall be 5% of the Superintendent's current salary in year 2015-2016.	
C. Memorandum of Understanding/Partnership Agreement – The Be A Leader Foundation	24-27
The Agreement continued the affiliation between the Be A Leader Foundation and the District to provide support to the TUHSD community through direct support of the District through programs, campus Be A Leader clubs, scholarships, and mentoring for District students.	
D. Intergovernmental Agreement with City of Tolleson for School Resource Officer Services – Tolleson Union High School	28-84
The Intergovernmental Agreement with the City of Tolleson provides for school resource officer services to Tolleson Union High School for the 2015-2016 school year.	

INFORMATION/DISCUSSION ITEMS

1. Be A Leader Foundation – End of Year Report	85
The District has a five-year agreement with the Be A Leader Foundation to provide support to the TUHSD community through direct support of the District through programs, campus Be A Leader clubs, scholarships, and mentoring for District students. Desirae Rocha of the Be A Leader Foundation will provide a program update.	

2. **Summer School 2015** 86
Travis Johnson, Director of Alternative Programs and Summer School Principal, and/or Nicole Baumgart, District Instructional Leadership Coordinator for Literacy and Summer School Assistant Principal, will provide an update on the District's 2015 summer school program.
3. **Possibility of M&O Override Election in 2016** 87
Governing Board members will discuss the possibility of calling for a Maintenance & Operations override election in 2016.

ACTION/DISCUSSION ITEMS

1. **Policy HA; Professional Negotiations Agreement** 88
Governing Board members will discuss proposed changes to Policy HA; Professional Negotiations Agreement.

Recommendation: At Governing Board discretion.

Motion made by _____; seconded by _____

Mr. Chapman Δ Mr. Del Palacio Δ Ms. Madruga Δ Mr. Moreno Δ Mr. Villalon Δ

AGENDA ITEMS FOR FUTURE MEETING(S)

- August 11, 2015
- August 25, 2015
- September 8, 2015

ADJOURNMENT

Motion made by _____; seconded by _____

The meeting was adjourned at _____.

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Personnel Items

PURPOSE:

Administration seeks Governing Board approval of personnel actions.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Governing Board has sole responsibility for personnel actions including, but not limited to, new hires, re-employment, resignations, retirements, and terminations.

STUDENT, EMPLOYEE, AND/OR COMMUNITY BENEFIT:

The personnel action recommendations are in the best interest of the District and those that it serves.

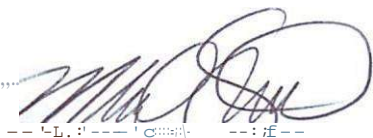
BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve/ratify the personnel recommendations.

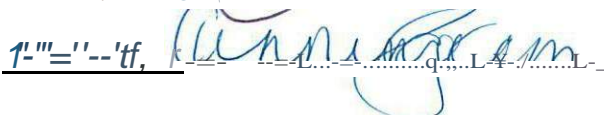
Submitted by: /



Date:

2-2-1

Approved by: 1-22-15



Date:

1-22-15

TUHSD HUMAN RESOURCES

To: Karyn Eubanks, Executive Assistant to the Superintendent and Governing Board
From: Michael Stewart, Human Resources Director
Date: 07/16/15
Re: Personnel Items, Governing Board Meeting, 07/28/2015

Please submit the following recommendations and ratifications for Governing Board approval.

CERTIFIED STAFF

Employment of Personnel

Lance, Sean	CCHS	History
Villarreal, Stephanie	LJCHS	English/Literacy
Goetz, Sariah	TUHS	Biology/Anatomy

Retirement (Liquidated Damages Apply)

Sanders, Brian	WHS	Guidance Advisor
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CLASSIFIED STAFF

Employment of Personnel

Martinez, Sierra	DO/All Sites	Student Worker - Rental Assistance
Ortiz, Louis	DO	Substitute Bus Driver
GonzalesNorris, Danica	SLHS	Instructional Assistant II
Gomez, Omar	TUHS	Instructional Assistant I

Resignations

Garcia, Henry	DO	Skilled Maintenance - HVAC
Andrus, Diana	SLHS	Clerical Support I - Library Clerk
Bolden, Bethany	SLHS	Bookstore Manager

Termination

Sianez, Nikki Ann	LJCHS	Instructional Aide
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SUMMARY OF AGENDA ITEM

DATE: July 28, 2015
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Vouchers

PURPOSE:

Administration seeks Governing Board ratification of payroll vouchers 44-45 and expense vouchers 7124-7127 and 8001-8004.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Pursuant to A.R.S. §15-321(G), "An order on a county school superintendent for a salary or other expense shall be signed by a majority of the governing board. An order for salary or other expense may be signed between board meetings if a resolution to that effect has been passed prior to the signing at the regular or special meeting of the governing board and the order is ratified by the board at the next regular or special meeting of the governing board."

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Ratification of vouchers and/or journal entries ensures that timely payment of material, equipment, salaries, and services are made.

BUDGET IMPACT AND COSTS:

Payroll Vouchers: \$ 453,764.69
Expense Vouchers: \$ 4,367,868.28

RECOMMENDATION:

It is recommended that the Governing Board ratify payroll vouchers 44-45 and expense vouchers 7124-7127 and 8001-8004.

Submitted by _____

Date: *i- 15. \:)*

Approved by *h* _____

Date: *. dd ' IS*

APPROVAL OF PAYROLL/EXPENSES VOUCHERS

RATIFY PAYROLL VOUCHERS:

Voucher	44	\$	449,374.70
Voucher	45		4,389.99
TOTAL		\$	453,764.69

RATIFY EXPENSE VOUCHERS:

Voucher	7124	\$	2,343,712.25
Voucher	7125		501,992.99
Voucher	7126		455,614.72
Voucher	7127		172,409.66
Voucher	8001		652,504.92
Voucher	8002		8,660.66
Voucher	8003		3,851.94
Voucher	8004		<u>229,121.14</u>
TOTAL		\$	<u>4,367,868.28</u>

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Minutes -July 14, 2015 Regular Meeting and Executive Session

PURPOSE:

Administration seeks Governing Board approval of the July 14, 2015 Governing Board Regular Meeting and Executive Session minutes. All Governing Board members were present.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Governing Board Policy BEDG states that the "Board will take action at a subsequent meeting to amend and/or approve ..." minutes.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

In accordance with Open Meeting laws, Governing Board meetings are recorded and transcribed for the benefit of the public who have an interest in the discussions of and actions taken by Governing Board members at scheduled Governing Board meetings.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the July 14, 2015 Governing Board Regular Meeting and Executive Session minutes.

Submitted by: Karen Marie Eubanks Date: 1-22-15

Approved by: [Signature] Date: 1-22-15



TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214

GOVERNING BOARD MINUTES
REGULAR MEETING AND EXECUTIVE SESSION
TUESDAY, JULY 14, 2015

DISTRICT ADMINISTRATIVE CENTER
980 1 W. VAN BU REN STREET
TOLLESON, ARIZONA

The Tolleson Union High School District No. 214 Governing Board Meeting was called to order at 6:00 p.m. by Governing Board President Mr. Steven Chapman with the following members present: Mr. Devin Del Palacio, Ms. Corina Madruga, Mr. Vincent Moreno, and Mr. Freddie Villalon.

Pledge of Allegiance

The Pledge of Allegiance was recited.

Approval of the Regular Agenda

Mr. Villalon moved to approve the Regular Agenda; seconded by Mr. Del Palacio. In a roll call vote, the motion carried 5-0.

Celebrations

A. Financial Services Department

The Financial Services Department received a Certificate of Achievement for Excellence in Financial Reporting for its comprehensive annual financial report for the fiscal year ended June 30, 2014. This is the fourth consecutive year the District has received this honor.

Public Participation

In accordance with Governing Board Policy BEDH, the Governing Board President recognizes citizens who wish to address the Governing Board members. There were no requests.

Reports and Updates

Superintendent -Dr. Cunningham

Scholastic, the company that provides support for READ 180, will prepare a press release and create a brochure focusing on the success the District is having with READ 180 and System 44. The materials will not only showcase the District's accomplishments, it will also provide publicity for Scholastic's programs. A promotional video on the District's reading program is also being considered.

Discussions have begun with the producers of the program *In View with Lany King* to schedule filming times and share story ideas. TUHSD is the only school in Arizona that has been selected for this national recognition. The District will receive high quality marketing materials that can be used in the future to highlight TUHSD. The producers have been tracking the District's success and would like to showcase the students' achievement.

New Hire Orientation begins on July 23 at La Joya Community High School. Glendale Mayor Weiers will attend the luncheon. The mayors of Phoenix, Tolleson, and Avondale were also invited. An ice cream social for new hires and their families will be on July 28.

Thirty (30) District students met graduation requirements this summer; 24 participated in the summer school graduation ceremony at Copper Canyon High School.

- The TUHSD Governing Board dominated the most recent *ASBA Journal*. Several Board members were featured in photos and articles about the work they are doing in the community as social ambassadors, council/caucus members, HOPE providers, and caring and committed Board members.
- Dr. Cunningham received a letter from Arizona Representatives Richard Andrade and Ceci Velasquez describing some of the issues they worked on during the year and inviting Dr. Cunningham to submit priorities for future work.

Governing Board

- Mr. Villalon expressed his appreciation to Mr. Del Palacio and Ms. Madruga for representing TUHSD in the *ASBA Journal* and to Dr. Cunningham for the upcoming *In View with Larry King* program.
- Mr. Chapman stated that the telephone interview that he and Dr. Cunningham had with the *In View with Larry King* producers was successful.

Approval of the Consent Agenda

Ms. Madruga moved to approve the Consent Agenda; seconded by Mr. Villalon. In a roll call vote, the motion carried 5-0.

Discussion/Action of Item(s) Previously Removed from the Consent Agenda No items were removed.

CONSENT AGENDA * ITEMS

Human Resources *

A. Personnel Items

ADMINISTRATIVE STAFF

Employment of Personnel

Baerwald, Kimberly	DO	Instructional Leadership Coordinator, Math and Science
York, Robin	DO	English Acquisition Program Coordinator
Jackson, Makayla	UCHS	Assistant Principal - Discipline and Attendance

Position Change

Lee, Tonya	WHS	From TOSA to Assistant Principal, Athletics and Facilities
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Resignation/Release From Contract (No Liquidated Damages)

Luedemann, Thom	SLHS	Assistant Principal - Curriculum and Instruction
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PROFESSIONAL SERVICES STAFF

Employment of Personnel Previously with ESI

Mendoza, Cruzita	DO	Facilities Management Supervisor
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CERTIFIED STAFF

Employment of Personnel

Gonzalez, Pedro	CCHS	Spanish
Miller, Frederick	CCHS	History
Beasley, Otis	LJCHS	Reading
Hill, Jaclyn	LJCHS	Mathematics
Kuipers, Jonathan	LJCHS	Biology/Anatomy
Luigs, Daryl	LJCHS	Special Services CoTeacher
Martiny, Zachary	LJCHS	History
Muldrow, Denise	LJCHS	Special Services Co-Teacher
Chavez, Petra	SLHS	Biology
Adams, William	TUHS	Special Services Life
McDaniel, Patrick	TUHS	Skills Spanish
Markesich, Stephen	UHS	Biology/Anatomy
Barnett, catherine	WHS	History
Diaz, Jose	WHS	Spanish
Ghinea, Florin	WHS	Mathematics
Rydelnik, Seth	WHS	English
Solomon, Carol	WHS	ELL

Employment of Personnel Previously with ESI

Chaffee, Kevin	WHS	CTE Emerging Technologies
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Position Changes

Schneider, James	DO	From Pennant Substitute to Guest Teacher
Berquam, Juliane	SLHS	From Biology to Special Services Co-Teacher
Longo, Carl	SLHS	From Special Services Co-Teacher to Special Services Life Skills

Extra Duty Assignment Summer Academy

Ferguson, Eva	CCHS	Credit Recovery Faculty Advisor
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Extra Duty Assignments

Atkinson, Dacia	CCHS	AZCCRS Course Development; Curriculum Mapping
Conners, Erin	CCHS	PBIS Advisory Curriculum Revisions
Doherty, Maryse	CCHS	AZCCRS Course Development
Glover, Sylvester	CCHS	PBIS Advisory Curriculum Revisions
Goodsell, Jeremy	CCHS	Title I Intervention Program Evaluation - SCIP
Herrera, Vincent	CCHS	Ensuring Alignment to ELA AZCCR Standards
Klunk, Andrew	CCHS	Title I Intervention Program Evaluation • SCIP
Matthews, Kelly	CCHS	Department Chair District Training
Mitchell, Jason	CCHS	Ensuring Alignment to ELA AZCCR
Newman, Jeff	CCHS	Standards Ensuring Alignment to ELA
Schaefer, Cara	CCHS	AZCCR Standards AZCCRS Course Development; Curriculum Mapping; Strategies and Instructional Practices for WL and ELA

Extra Duty Assignments (Continued)

Stodola, Richard	CCHS	IRRE Effective Use of Instructional Time
Tandell, Tiffany	CCHS	Ensuring Alignment to ELA AZCCR Standards
Eavey, James	CEA/LA	Math Vertical Coherence and Task Based Learning
Carter, Jeff	DO	Math Vertical Coherence and Task Based Learning
Buchignani, Cassandra	LJCHS	Ensuring Alignment to ELA AZCCR Standards
Eaton, Heather	LJCHS	Curriculum Mapping; Department Chair District Training
Gonzalez, Stephanie	LJCHS	Curriculum Mapping
Guiney, Lindsay	LJCHS	AZCCRS Course Development; Curriculum Mapping
Lauletta, Gwen	LJCHS	AZCCRS Course Development; Curriculum Mapping
Locker, Laura	LJCHS	AZCCRS Course Development; Curriculum Mapping
Mikkelsen, Camille	LJCHS	AZCCRS Course Development; Curriculum Mapping; Math Vertical Coherence and Task Based Learning
Muller, Maryann	LJCHS	PBIS Advisory Curriculum Writing/Revisions
Quinonez, Natalie	LJCHS	AZCCRS Course Development
Ramirez, Claudia	LJCHS	AZCCRS Course Development; Curriculum Mapping
Rosenberger, John	LJCHS	PBIS Advisory Curriculum Revisions; PBIS/Advisory Curriculum Writing/Revisions
Simpson, Troy	LJCHS	Math Vertical Coherence and Task Based Learning
Sverev, Joseph	LJCHS	Math Vertical Coherence and Task Based Learning
Turnbaugh, Lynette	LJCHS	Unit Review Curriculum Revisions
Arviso, Christina	SLHS	Math Vertical Coherence and Task Based Learning
Baldinell, John	SLHS	Math Vertical Coherence and Task Based Learning
Del Rincon, Agueda	SLHS	Strategies and Instructional Practices for WL and ELA
Dima, Valentina	SLHS	AZCCRS Course Development; Curriculum Mapping
Fresquez, Lissa	SLHS	Maintaining a Collection that Aligns with AZCCRS
Furkert, Karen	SLHS	Ensuring Alignment to ELA AZCCR Standards; PBIS Advisory Curriculum Revisions
Given, Diana	SLHS	Math Vertical Coherence and Task Based Learning
Kepple, Michael	SLHS	Ensuring Alignment to ELA AZCCR Standards
Lapinsky, Piper	SLHS	AZCCRS Course Development; Curriculum Mapping

Extra Duty Assignments (Continued)

Lozano, Antonio	SLHS	AZCCRS Course Development; Curriculum Mapping
Marks, Ramon	SLHS	AZCCRS Course Development; Curriculum Mapping
Perez, Sushyla	SLHS	PBIS Advisory Curriculum Revisions
Ramirez, Amanda	SLHS	Ensuring Alignment to ELA AZCCR Standards
Ross, Larry	SCHS	AZCCRS Course Development
Saenz, Sonia	SLHS	Department Chair District Training
Siano, Jessica	SLHS	Math Vertical Coherence and Task Based Learning
Beland, Lynda	TUHS	PBIS Advisory Curriculum Revisions
Benson, Nicole	TUHS	Maintaining a Collection that Aligns with AZCCRS
Bush, Elizabeth	TUHS	Ensuring Alignment to ELA AZCCR Standards
Carter, Sheila	TUHS	AZCCRS Course Development; Curriculum Mapping
Chemyshova, Yana	TUHS	AZCCRS Course Development; Curriculum Mapping; Strategies and Instructional Practices for WL and ELA
De Vera, Maria	TUHS	Ensuring Alignment to ELA AZCCR Standards; PBIS Advisory Curriculum Revisions
Finch, Stephanie	TUHS	PBIS Advisory Curriculum Revisions
Garry, Dennis	TUHS	AZCCRS Course Development; Math Vertical Coherence and Task Based Learning
Gennan, Diana	TUHS	AZCCRS Course Development; Curriculum Mapping; Strategies and Instructional Practices for WL and ELA
Gonzalez, Stephanie	TUHS	AZCCRS Course Development; Strategies and Instructional Practices for WL and ELA
Gulick, Rosemary	TUHS	AZCCRS Course Development; Curriculum Mapping; Strategies and Instructional Practices for WL and ELA
Meana, Sara	TUHS	Math Vertical Coherence and Task Based Learning
Owen, Alicia	TUHS	Ensuring Alignment to ELA AZCCR Standards
Rodriguez, Lucia	TUHS	Math Vertical Coherence and Task Based Learning
Sanchez, Ruth	TUHS	Ensuring Alignment to ELA AZCCR Standards
Sobampo, Elena	TUHS	Department Chair District Training
Kennedy, Marissa	UHS	Ensuring Alignment to ELA AZCCR Standards
Mozal, Danielle	UHS	AZCCRS Course Development; Math Vertical Coherence and Task Based Learning; Tutoring Coordinator
Biscotti Arquinigo, Nicole	WHS	AZCCRS Course Development; Curriculum Mapping; Strategies and Instructional Practices for WL and ELA
Dixon, Lori	WHS	Curriculum Mapping

Extra Duty Assignments (Continued)

Holliday, Lynn	WHS	AZCCRS Course Development; Curriculum Mapping
Ivey, Sara	WHS	AZCCRS Course Development; Curriculum Mapping; Strategies and Instructional Practices for WL and ELA
Linder, Pegi	WHS	Ensuring Alignment to ELA AZCCR Standards
Miller, Clarice	WHS	Ensuring Alignment to ELA AZCCR Standan.is
Mosco, Michele	WHS	Maintaining a Collection that Aligns with A=RS
Moses, Andrina	WHS	Ensuring Alignment to ELA AZCCR Standards
Peterson, Cassandra	WHS	Math Vertical Coherence and Task Based Learning
Petruncola, Cristine	WHS	Ensuring Alignment to ELA AZCCR Standards
Ramirez, Nannette	WHS	Department Chair District Training

Return from Medical Leave of Absence

Akers, Katherine	CCHS	Science
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Coaching Resignation

Gorosics, Christopher	WHS	Athletic Trainer
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Resignations/Releases From Contract (Pending Payment of Liquidated Damages)

Zimmennan, Nicole	CCHS	Physical Education
Brax, David	SLHS	Band
Tung, Qadri	UHS	Chemistry/Anatomy
Peterson, Cassandra	WHS	Mathematics
Stonn, Kay	WHS	Mathematics

CLASSIFIED STAFF

Employment of Personnel

Castillo, Serena	CCHS	Cafeteria Cashier
Chacon, Krystal	DO	Accounting Technician
Lopez, Renee	DO	Substitute Bus Monitor
Peterson, Joanna	DO	Special Projects Coordinator
Sanders, Quadayzia	DO	Substitute Bus Monitor
JonesRankins, Weltha	WHS	Instructional Assistant I
Lakey, Cheryl	WHS	Administrative Assistant IV
Soto, Heidi	WHS	Security Guard

Employment of Personnel Previously with ESI

Bustamante, Ricky	DO	Groundskeeper
Jelinek, Carolyn	DO	Capital Budget Analyst
Wellman, Marsha	DO	Route Specialist
Shelley, Sherry	WHS	Clerical Support II

position Changes

Eubanks, Katelyn	DO	From IT Help Desk to Technology Support Specialist III
Pratt, Krystal	LJCHS	From Instructional Assistant to In School Support Specialist
Shivers, Shemena	LJCHS	From Instructional Assistant to Behavior Specialist

Medical Leave of Absence Requests

Gonzalez-Bonilla, Claudia	CCHS	Instructional Assistant II
Sosa, Julissa	CCHS	Administrative Assistant III
Marquez, Marylou	DO	Bus Driver
Martinez, Evangelina	DO	Bus Driver

Return from Medical Leaves of Absence

Sosa, Julissa	CCHS	Administrative Assistant III
Anderson, Pamela	DO	Bus Driver
Martinez, Adam	LJCHS	Groundskeeper

Resignations

Peterson, Travis	DO	Bus Monitor
Reyes, Alicia	DO	Administrative Assistant III
Riefkohl, Luis	DO	Warehouse Clerk

Financial Services *

A. Vouchers

Prior to ratification at the Governing Board meeting, Governing Board members reviewed vouchers. Vouchers represent orders for payment of material, equipment, salaries, and services.

- Payroll Vouchers \$ 9,207,216.46
- Expense Vouchers \$ 4,495,632.65

B. Donations

The following donations were received:

- ICF International – \$500 – Honorarium for La Joya Community High School's participation in the Arizona Student Health Survey.
- Universal Athletics – \$3,906.00 – Twenty-one (21) baseball jerseys for Westview High School's baseball program.

Purchasing *

A. Authorization for Disposals #898-# 904

The disposal of various technology items, a gator, a mower, and a refrigerator will ensure that the District continues to maintain furniture and equipment that is safe to use and in good operating condition.

B. Award of Contract RFP #16-1101-21, Textbook Adoption-AP Biology

The Governing Board awarded IFB #16-001-21, Textbook Adoption – AP Biology, to Cengage Learning for The Unity and Diversity of Life, AP Edition.

- C. Award of Contract RFP #16,002-21, Textbook Adoption – CTE Culinary Arts and Welding Technology
 The Governing Board awarded RFP #16-002-21, Textbook Adoption – CTE Culinary Arts and Welding Technology, to Pearson Education, Inc. for:
- Foundations of Restaurant Management & Culinary Arts Level One. Culinary Production 3-4
 - Foundations of Restaurant Management & Culinary Arts Level Two, Professional Chef 5-6
 - NCCER Welding Level I Trainee Guide, Welding Technology 1-2
 - NCCER Welding Level 2 Trainee Guide, Welding Technology 3-4
 - NCCER Welding Level 3 Trainee Guide, Welding Technology 5-6
 - The New Food Lover's Companion, Barron's Educational Series, Inc. 5th edition
 - Professional Cooking. Wiley. 8th edition

Teachine and Learning *

- A. Athletic Event and Non-curricular Activities Fee Schednles -2015-2016
 The current fees will continue for the 2015-2016 school year.

Superintendent's Office *

- A. Travel Requests
 The following travel requests were approved:
- Tracy McLaughlin, Director of Financial Services, will attend the Association of School Business Officials International Annual Meeting and Expo on October 22-26, 2015 in Dallas, TX.
 - Copper Canyon High School Head Football Coach Shawn Kemmer; Assistant Coaches Gale Taylor, Kendrick Farley, Josh Goodloe, Jerry Ball, Daniel Hottinger, and Larry Thomas; and approximately 65 student athletes will attend the Aztec Football Camp on July 15-17, 2015 in Ashfork, AZ.
- B. Revision to Long Term Substitute Notice of Appointment Language -201S-2016
 On June 9, 2015, the Long Term Substitute Notice of Appointment language for the 2015-2016 school year was approved by the Governing Board. Subsequent to approval, a change to paragraph 13 was necessary to ensure the District provides certain employee benefits per the Affordable Care Act.
- C. Services Agreement with Arizona State University for the American Dream Academy
 ASU's Center for Community Development and Civil Rights will provide training, known as the American Dream Academy – Realizing the American Dream and Future Sun Devil Families, to interested parents at all sites. The trainings are intended to help adults influential in the life of a student acquire the tools and knowledge necessary to help their student(s) increase their academic achievement.
- D. Amendment to Intergovernmental Agreement with City of Glendale for School Resource Officer Services- Copper Canyon High School
 The Intergovernmental Agreement with the City of Glendale was entered into on September 9, 2014 to provide a school resource officer to the Copper Canyon High School campus for the 2014-2015 school year, with an option for providing services during summer school. The amendment extends the ending date of the IGA from May 22, 2015 to June 30, 2015.
- E. Intergovernmental Agreement with City of Glendale for School Resource Officer Services – Copper Canyon High School
 The Intergovernmental Agreement with the City of Glendale provides school resource officer services to Copper Canyon High School for the 2015-2016 school year.

- F. Intergovernmental Agreement with Buckeye Unioo High School District - Alternative aod Special Education Services
Buckeye Union High School District has a ftee standing facility that houses a private day school level of service for their students and surrounding districts that choose to participate in the IGA. Six (6) District students will be served.
- G. Minutes -June 23, 2015 Regular Meetiog
All Governing Board members were present.

ACTION /DISCUSSION ITEMS

- 1. Arizona School Boards Associatioo's Proposed 2016 Polltical Ageoda
The September 12, 2015 Arizona School Boards Association (ASBA) Delegate Assembly will detennine the positions of the ASBA for any future special sessions of the current legislature and for the second regular session of the fifty-second legislature. The ASBA Legislative Committee bas reviewed all proposals previously submitted under the long-tenn, short-tenn, and session-specific categories.

Following Ms. Madruga's statement that she will be unable to serve as the District's Delegate, Mr. Moreno moved to have Mr. Chapman, Alternat Delegate, accept the Governing Board members direction in voting at the September 12, 2015 Delegate Assembly; seconded by Mr. Del Palacio. In a roll call vote, the motion carried 5-0.

- 2. Travel Request – National School Boards Associatioo Natioo Black Council Meeting – Devin Del Palacio
Governing Board Vice President Devin Del Palacio, Pacific Region Director of the National School Boards Association's National Black Council, requested the Govern ing Board approve his travel to attend the Council's meeting in Alexandria, VA on July 16-18, 2015.

Mr. Villalon moved to approve the travel request from Mr. Devin Del Palacio to attend the National School Boards Association's National Black Council meetings in Alexandria, VA on July 16-18, 2015; seconded by Ms. Madruga. In a roll call vote, the motion carried 4-0.

Call for Executive Session

can for Executive Session: Pursuant to A.R.S. §38-431.03 A. I

Discussion or consideration of employment, assignment. appointment, promotion, demotion, dismissal, salaries, disciplining or resignation of a public officer, appointee or employee of any public body, except that with the exception of salary discussions, an officer, appointee or employee may demand that the discussion or consideration occur at a public meeting. The public body shall provide the officer, appointee, or employee with written notice of the executive session as is appropriate but not less than twenty-four hours for the officer, appointee, or employee to detennine whether the discussion or consideration should occur at a public meeting.

Ms. Madruga moved to enter into Executive Session; seconded by Mr. Moreno. In a roll call vote, the motion carried 5-0.

Recess of Regular Meetiog for Executive Session

The Regular Meeting recessed at 6:15 p.m.

Reconvening of Regular Meeting

The Regular Meeting reconvened at 7:57 p.m.

ACTION /DISCUSSION ITEMS

3. Superintendent's Performance Based Pay

Pursuant to the Superintendent's Employment Agreement, Dr. Cunningham is entitled to performance based pay. The Superintendent shall have earned her performance based pay if a majority of the Board members who were present and who conducted the performance assessment on January 13, 2015 agree that the Superintendent earned an overall rating of exceptional or proficient in the categories of High Academic Achievement for All Students, Efficient and Effective Operational Practices, Highly Effective Staff Districtwide, Engaging Families and Community Partners, and Safe and Orderly Schools.

Mr. Del Palacio moved to authorize the payment of the Superintendent's performance based pay for the period of January 1, 2015 through June 30, 2015; seconded by Ms. Madrugá. In a roll call vote, the motion carried 5-0.

AGENDA ITEMS FOR FUTURE MEETINGS

August 11, 2015 - Response to letter from Arizona Representatives Richard Andrade and Ceci Velasquez

August 25, 2015 - ACLU presentation on SRO policy updates

September 8, 2015 - West-MEC

FORMAL ADJORNMENT OF REGULAR MEETING

Mr. Villalon moved to adjourn the Regular Meeting; seconded by Mr. Moreno. Mr. Chapman called the Regular Meeting of the Tolleson Union High School District Governing Board adjourned at 7:57 p.m.

Mr. Steven Chapman, Governing Board President

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015

TO: Dr. Lexi Cunningham and Governing Board Members

SUBJECT: Amendment No. 2 to Superintendent's Employment Agreement

PURPOSE:

Administration seeks Governing Board approval of Amendment No. 2 to Superintendent's Employment Agreement.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

On March 24, 2015, the Governing Board approved a 3.25% pay increase for all employees who have worked in the same position for up to four (4) years. Language in the Superintendent's Employment Agreement states that adjustments to compensation made during the life of the Agreement requires an amendment to said Agreement. In addition, a modification has been made to language in Exhibit A to clarify that the performance based pay component shall be 5% of the Superintendent's current salary in year 2015-2016.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The requested modifications to the Agreement will ensure that the District adheres to the terms of the Superintendent's Employment Agreement and that the performance pay language is accurate.

BUDGET IMPACT AND COSTS:

The Superintendent's base salary for 2015-2016 will be \$143,050.29.

RECOMMENDATION:

It is recommended that the Governing Board approve Amendment No. 2 to Superintendent's Employment Agreement.

Submitted by: Karin Marie Eubank

Date: 7-22-15

Approved by: Lexi Cunningham

Date: 7-22-15

Tolleson Union High School District No. 214

AMENDMENT NO. 2 TO
SUPERINTENDENT'S EMPLOYMENT AGREEMENT

This Amendment to Superintendent's Employment Agreement is entered into by and between the Governing Board of Tolleson Union High School District No.214 ('The Board' or 'The District') and Alexa Cunningham ("Superintendent").

WHEREAS the District entered into a Superintendent's Employment Agreement with Superintendent on May 15, 2013 with an effective start date of July 1, 2013 (hereinafter called "Superintendent's Employment Agreement");

WHEREAS Superintendent's Employment Agreement requires that any adjustments to compensation made during the life of this Agreement shall be in the form of an amendment to the Superintendent's Employment Agreement;

WHEREAS the parties also wish to revise a provision in Paragraph A of Exhibit A to Superintendent's Employment Agreement to accurately reflect the intent of the parties relative to Superintendent's performance based pay;

NOW THEREFORE, the Parties agree to Amend Superintendent's Employment Agreement as follows:

Amendment I:

By formal action of the Governing Board at a properly noticed Governing Board meeting held on March 24, 2015, the Governing Board approved a 3.25% increase to Superintendent's base salary for the 2015-2016 fiscal year. Therefore, Superintendent's base salary for 2015-2016 shall be \$143,050.29.

Amendment 2:

The second paragraph of Paragraph A in Exhibit A to Superintendent's Employment Agreement is hereby revised as follows:

Superintendent's performance based pay amount for the 2014-2015 and 2015-2016 fiscal years will be determined at the time the Governing Board approves Superintendent's salary for those years, but the performance based pay component of Superintendent's compensation shall be no more than 5% of Superintendent's approved base salary for 2014-2015 and 2015-2016 respectively.

All other terms and conditions of Superintendent's Employment Agreement shall remain unchanged and in full force and effect.

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Memorandum of Understanding/Partnership Agreement – The Be A Leader Foundation

PURPOSE:

Administration seeks Governing Board approval of the Memorandum of Understanding/Partnership Agreement with the The Be A Leader Foundation (BALF).

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The purpose of the Agreement is to continue the affiliation between BALF and the District to provide support to the TUHSD community through direct support of the District through programs, campus Be A Leader clubs, scholarships, and mentoring for District students.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

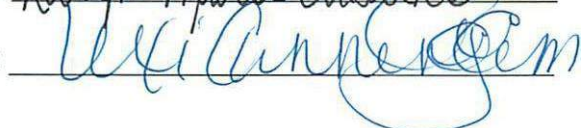

BALF will continue to support the District and the community at large by collaborating with the District on the implementation of technology support, scholarship programs, and community-based programming.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the Memorandum of Understanding/Partnership Agreement with The Be A Leader Foundation for the 2015-2016 school year.

Submitted by: *Karen Marie Eubank* Date: *7/28/15*
Approved by: *Lexi Cunningham* Date: *7-28*



Memorandum of Understanding /Partnership Agreement

THE BE A LEADER FOUNDATION

This Affiliation Agreement is entered into as of August t, 2015 (the "Effective Date"), between The Be a Leader Foundation (RALF) and Tolleson Union High School District (District)

1. Term.

The term of this Agreement shall be for one year, renewable annually for up to four additional years, commencing on the Effective Date. This Agreement must be reviewed on an annual basis to determine its effectiveness for both parties. The parties may revise or modify this Agreement only by a written amendment signed by both parties.

2. General Purpose.

The purpose of this Agreement is to establish an affiliation between BALF and the District to provide support to the Tolleson Union High School District community through direct support of the District through programs, campus Be A Leader Clubs, scholarships and mentoring for District students and college going initiatives.

3. District's Obligations.

- a) The District agrees to work collaboratively with BA LF to successfully implement Be A Leader Institute High School programs including support from appropriate staff for club sponsorships and other activities.
- b) The District will provide appropriate space for the programs that support academic initiatives for Be a Leader Institute High School students.
- c) The District will appoint a liaison who will meet regularly with BALF to review and evaluate Be A Leader Institute High School programs.

4. "The Be a Leader Foundation's" Obligations

- a) BALF will support the District and the community at large by collaborating with the District on the implementation of technology support, scholarship programs, and communitybased programming.
- b) BALF will follow the District's policies and practices for program implementation.
- c) BALF and the appointed District liaison will meet regularly to review and evaluate Be A Leader Institute High School programs.
- d) BALF will hire a coordinator of college going initiatives for the Be A Leader Institute High School program. The employment tenn of this position is dependent on continued funding.
- e) BALF will provide administrative support to develop and carry forward its college going initiatives and program objectives.
- f) BALF will follow all student discipline rules set forth by the District and defer to the District on any decisions regarding student discipline that may need to be made.
- g) BALF will designate a representative to coordinate with the District regarding scheduling, infonnation and objectives.

5. Arizona State Agency Provisions.

- a) Nondiscrimination. Each party shall comply with all applicable laws, ordinances, Executive Orders, rules, regulations, standards, and codes of federal, state and local governments whetber or not specifically referenced in this Agreement, and including, but not limited to, those laws, ordinances, Executive Orders,

rules, regulations, standards, and codes mandating non-discrimination on the basis of race, religion, sex, age, national origin, disability or political affiliation.

- b) Right to Cancel. The provisions of A.R.S. § 38-511 relating to cancellation of contracts due to conflicts of interest shall apply to this Agreement.
- c) Arbitration. Notice is provided of Sections 12-1518 and 12-133, Arizona Revised Statutes.
- d) District Records. To the extent required by Section 35214, Arizona Revised Statutes, District agrees to retain all records relating to this Agreement for a period of five (5) years after the completion of this Agreement. District agrees to make these records available at a reasonable time for inspection and audit by the State of Arizona during the term of this Agreement and for a period of five (5) years after the completion of this Agreement.
- e) E-verify. As mandated by Arizona Revised Statutes 41-4401, Tolleson Union High School District is prohibited after September 30, 2008 from awarding a contract to any contractor who fails, or whose subcontractors fail, to comply with Arizona Revised Statutes 23-214.A. By signing this Agreement, BALF warrants compliance with the Federal Immigration and Nationality Act and all other Federal immigration laws and regulations related to the immigration status of its employees. By entering into an Agreement with the District, BALF agrees to obtain statements from its subcontractors certifying compliance and shall furnish the statements to the Procurement Officer upon request. These warranties shall remain in effect through the term of the Agreement. The BALF and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the U.S. Department of Labor's Immigration and Control Act, for all employees performing work under this Agreement.

6. Miscellaneous.

- a) Both Parties shall maintain during the term of this Agreement commercial general liability insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations and blanket contractual coverage, including but not limited to, the liability assumed under the indemnification provisions of this Agreement. Each party shall furnish the other with certificates of insurance evidencing the required coverages required by this Agreement, listing the name of the other party, its agents, officers, employees, officials, and volunteers as additional insureds. Each Party shall maintain Workers' compensation insurance with limits statutorily required by any Federal or state law and Employer's liability insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee and \$500,000 disease policy limit.
- b) Each Party shall maintain Professional Liability Insurance covering acts, errors, mistakes and omissions arising out of the work or services performed by each party or any person employed by each party, with a limit of not less than \$1,000,000 each claim.
- c) BALF is an independent contractor and is not an employee of the District. Neither BALF nor any personnel of BALF will for any purpose be considered employees or agents of the District. BALF assumes full responsibility for the actions of BALF's personnel, and is solely responsible for their supervision, daily direction and control, payment of salary (including withholding income taxes and social security), worker's compensation, and disability benefits. Neither the District nor any personnel of the District will for any purpose be considered employees or agents of the BALF. The District assumes full responsibility for the actions of the District's personnel and is solely responsible for their supervision, daily direction and control, payment of salary (including withholding income taxes and social security), worker's compensation, and disability benefits.
- d) Neither party shall have the right to assign this Agreement without the prior written consent of the other party.


- e) This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective. The laws of Arizona, the courts of which state shall have jurisdiction over its subject matter, shall govern this Agreement.
- t) Either party may terminate this Agreement upon 30 days' written notice to the other party.
- g) Both parties will ensure that the dissemination and disposition of educational records complies at all times with the Family Educational Rights and Privacy Act of 1974 and any subsequent amendments thereto. BALF agrees that it will not re-disclose personally identifiable information of any of District's students to a third party without the express consent of the student's parent/guardian or student (if student 18 years-old or older).
- h) The parties shall comply with the fingerprinting requirements of A.R.S. § 15- 512 unless otherwise exempted.
- i) The individuals signing below on behalf of the parties hereby represent and warrant that they are duly authorized to execute and deliver this Agreement on behalf of each respective party and that this Agreement is binding upon the parties in accordance with its terms.

"THE BE A LEADER FOUNDATION"

TOLLESON UNION HIGH SCHOOL DISTRICT

Mrs. Melissa Trujillo, acting for and on behalf of
The Be a Leader Foundation (BALF)

Tolleson Union High School District (District)

By 
 Date 6/24/15
 Name Mrs. Melissa Trujillo
 Title President/CEO & Co-Founder
The Be a Leader Foundation

By _____
 Date _____
 Name _____
 Title _____
Tolleson Union High School District

Address

Address

1715 W. Northern Avenue#104
Phoenix, Arizona 85021

9801 West Van Buren
Tolleson, AZ 85353

Last revised June 24, 2015

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015

TO: Dr. Lexi Cunningham and Governing Board Members

SUBJECT: Intergovernmental Agreement with City of Tolleson for School Resource Officer Services – Tolleson Union High School

PURPOSE:

Administration seeks Governing Board approval of the Intergovernmental Agreement with the City of Tolleson to provide school resource officer services to Tolleson Union High School from July 30, 2015 through May 20, 2016.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Governing Board has the legal responsibility for approving Intergovernmental Agreements. This agreement meets the District 's standards for cost effectiveness and the District 's goals for school safety education and reducing crime on the school campus. The Agreement also supports the Elementary and Secondary Education Act (ESEA) Continuous Improvement Plan Indicator of an effective LEA: "Manages the organization to provide a safe, efficient, and effective learning environment." The District has had continued successful participation in this intergovernmental agreement for many years.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The Intergovernmental Agreement approval recommendations are in the best interest of the District and those that it serves. The agreement allows for a police officer to work with and aid the school administration and student population in reducing crime on the school campus through activities that include education, positive police/student interactions and enforcement of criminal laws.

BUDGET IMPACT AND COSTS:

The School Resource Officer's (SRO) salary, benefits, and classroom supplies will be funded by the Arizona School Safety Program Competitive Grant.

RECOMMENDATION:

It is recommended that the Governing Board approve the Intergovernmental Agreement with the City of Tolleson to provide school resource officer services to Tolleson Union High School for the 2015-2016 school year.

Submitted by: Hilda Ortiz Rosales Date: 7-28-15

Approved by: John Spa Date: 7-31-15

RESOLUTION NO. 2248

A RESOLUTION OF THE MAYOR AND COUNCIL OF THE CITY OF TOLLESON, ARIZONA, APPROVING THE INTERGOVERNMENTAL AGREEMENT BETWEEN TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214 AND THE CITY OF TOLLESON RELATING TO SERVICES OF SCHOOL RESOURCE OFFICERS.

BE IT RESOLVED BY THE MAYOR AND COUNCIL OF THE CITY OF TOLLESON, ARIZONA, as follows:

Section 1. The Intergovernmental Agreement between the City of Tolleson ("City") and the Tolleson Union High School District No. 214 (the "District") relating to services of school resource officer services at the District for fiscal year 2015-2016 (the "Agreement") is hereby approved in the form attached hereto as Exhibit A and incorporated herein by reference.

Section 2. The Mayor, City Manager, City Clerk and City Attorney are hereby authorized and directed to take all steps necessary to cause the execution and delivery of the Agreement and to take all steps necessary to carry out the purpose and intent of this Resolution.

PASSED AND ADOPTED by the Mayor and Council of the City of Tolleson, Arizona, on this 23rd day of June, 201 5.

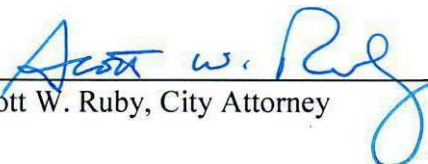


Adolfo F. Gámez, Mayor

ATTEST:

" _____ k
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APPROVED AS TO FORM:



Scott W. Ruby, City Attorney

EXHIBIT A
TO
RESOLUTION NO. 2248

[Agreement]

See following pages.

INTERGOVERNMENTAL AGREEMENT
BETWEEN
THE CITY OF TOLLESON
AND
TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214
FOR
SERVICES OF SCHOOL RESOURCE OFFICERS

This Intergovernmental Agreement ("Agreement") is entered into this ____ day of _____ 2015, by and between the City of Tolleson, a municipal corporation ("City"), and the Tolleson Union High School District No. 214 ("District"). for Tolleson Union High School ("TUHS"), 9419 West Van Buren, Tolleson, Arizona, 85353, a political subdivision of the State of Arizona. (City and District are referred to herein individually as a "Party" and collectively as the "Parties").

RECITALS

- A. The District has funding available through its School Safety Program Grant to fund school resource officer services ("SRO Services") for TUHS.
- B. The City and the District desire to enter into an agreement whereby the City will provide a sworn, certified police officer to provide SRO Services at TUHS during the 2015-2016 school year (the "School Year").
- C. The District is authorized to enter into the Agreement pursuant to A.R.S. §§ 15-342 and 11-952.
- D. The City is authorized to enter into this Agreement pursuant to A.R.S. § 11-952.

AGREEMENT

Now, therefore, in consideration of the foregoing recitals, which are incorporated herein by reference, the following mutual covenants and conditions, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

- 1. General Terms and Conditions
 - a. Term. The term of this Agreement shall be from July 30, 2015 until May 20, 2016 (the end of the school year).
 - b. Relationship of Parties. City shall have the status of an independent contractor for the purpose of this Agreement. The School Safety Officer ("SRO") assigned to the School shall be considered an employee of the City and shall be subject to its control and supervision. The SRO will be subject to the current procedures in effect for police officers of the Tolleson Police Department ("TPD"), including

attendance at all mandated training and testing to maintain police officer certification. The City, and not the District, shall determine the time of its performance of the SRO Services agreed to in this Agreement, so long as it complies with the scope of work set out in this Agreement in Section 2 and all of its subparagraphs. This Agreement is not intended to, and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership, or formal business association or organization of any kind between the Parties, and the rights and obligations of the Parties shall be only those expressly set forth in this Agreement. The Parties agree that no person supplied by the District to accomplish the goal of this Agreement is a City employee and no rights under City civil service, retirement, or personnel rules accrue to any such person. The District does not have the authority to supervise or control the actual work of the City, its employees, or its subcontractors.

- c. Chain of Command and Channels of Communication. The Principal or Principal's designee will communicate directly with the SRO's commanding officer about any issues or concerns involving the SRO. If there is an issue that cannot be resolved between the Principal or designee and the commanding officer, the District's Grants and Federal Programs Coordinator will communicate with the commanding officer or his/her superiors, as determined appropriate by the City.
- d. Coordination of Processes to Address Student Misconduct. The Parties will work together to identify and streamline any separate processes for investigating and responding to acts of student misconduct that may also implicate criminal misconduct.
- e. Records. Parties shall maintain the records required in this Agreement for a period of three years after the termination of this Agreement.
- f. Program Continuation Subject to Appropriation. The provisions of this Agreement for payment of funds by the District shall be effective when funds are appropriated for purposes of this Agreement and are actually available for payment. If the District is denied the School Safety Grant, it may, at its discretion, initiate an Appeal under the School Safety Manual guidelines. The District shall be the sole judge and authority in determining the availability of funds under this Agreement and the District shall keep the City fully informed as to the availability of funds for this program. The obligation of the District to make any payment pursuant to this Agreement is a current expense of the District, payable exclusively from such annual appropriations, and is not a general obligation or indebtedness of the District. If the Governing Board of the District fails to appropriate money sufficient to pay the reimbursements as set forth in this Agreement during any immediately succeeding fiscal year, this Agreement shall terminate at the end of the then-current fiscal year and the City and the District shall be relieved of any subsequent obligation under this Agreement.

The City is obligated only to pay its obligations set forth in this Agreement as may lawfully be made from funds appropriated and budgeted for that purpose during the City's then current fiscal year. The City's obligations under this Agreement are current expenses subject to the "budget law" and unfettered legislative decision of the City concerning budgeted purposes and appropriation of funds. Should the City elect not to appropriate and budget funds to pay its Agreement obligations, this Agreement shall be deemed terminated at the end of the then current fiscal year for which such funds were appropriated and budgeted for such purpose and the City shall be relieved of any subsequent obligation under this Agreement. The parties agree that the City has no obligation or duty of good faith to budget or appropriate the payment of the City's obligations set forth in the Agreement in any budget in any fiscal year other than the fiscal year in which the Agreement is executed and delivered. The City shall be the sole judge and authority in determining the availability of funds for its obligations under this Agreement. The City shall keep the District informed as to the availability of funds for this Agreement. The obligation of the City to make any payment pursuant to this Agreement is not a general obligation or indebtedness of the City. The District hereby waives any and all rights to bring any claim against the City from or relating in any way to City's termination of this Agreement.

- g. Termination. Either Party may terminate this Agreement upon thirty (30) days prior written notice to the other Party at the addresses indicated below. Five (5) days after the District fails to make reimbursements as required by this Agreement, the City may terminate this Agreement by delivering ten (10) days written notice to the District. The District may terminate this Agreement immediately should the School Safety Grant funding become unavailable for any reason. The District further has the right to terminate this Agreement at any time that it appears in the reasonable judgment of the District that the SRO is displaying inappropriate conduct that negatively affects or distracts from the teaching environment. In such an event, the District shall direct the SRO to return to his/her TPD station and shall immediately contact the SRO's superior officer and/or another person designated by the City by telephone or fax to describe the situation and the District's concern. The City, then, shall have seventytwo (72) hours to correct the problem or to schedule a meeting with the District to attempt to resolve the issue. If the issue cannot be resolved, the District and the City agree:
- i. The City shall supply the District with another certified police officer, who is trained as an SRO and shall meet the requirements of Paragraph 2, to replace the SRO, or
 - ii. The City and the District may mutually agree that the School will no longer have an SRO for the remainder of the school year, nor will the District be required to pay for the unfulfilled portion of the SRO's work (although District is required to pay for any work already performed by the SRO), or
 - iii. District may terminate the Agreement.

The District shall not be required to pay for the SRO's services during any time the SRO is reassigned to the TPD pending resolution of an issue concerning inappropriate conduct.

- h. Cancellation. This Agreement may be cancelled pursuant to A.R.S. § 3g_51 1.
- i. Dispute Resolution Process. The Parties agree that they shall use all reasonable efforts to resolve any dispute or claim through good faith negotiations. If the Parties are unable to resolve the dispute or claim through negotiations, upon written request of either party, the City's Police Chief or designee, and the School Principal or designee, will attempt to resolve the matter with ten (10) days of the date of the written request that referred the matter to them. If the matter is not resolved, the matter shall be immediately referred to the City Manager or designee and the District Superintendent or designee. If the matter is still not resolved within ten (10) days, the Parties may terminate this Agreement pursuant to Paragraph 1.g of this Agreement.
- j. Entire Agreement. This Agreement comprises the entire agreement of the Parties and supersedes any other agreements or understandings, oral and written, whether previous to the execution of this Agreement or contemporaneous herewith. Any amendments or modifications to this Agreement shall be made only in writing and signed by the Parties to this Agreement.
- k. Applicable Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Arizona.
- l. Workers' Compensation. Any employee of either Party shall be deemed to be an "employee" of both public agencies while performing pursuant to this Agreement solely for the purposes of A.R.S. § 23-1022 and the Arizona Workers' Compensation laws. The primary employer shall be solely liable for any workers' compensation benefits that may accrue. Each Party shall post a notice pursuant to the provisions of A.R.S. § 23-1022 in substantially the following form:

"All employees are hereby further notified that they may be required to work under the jurisdiction or control or within the jurisdictional boundaries of another public agency pursuant to an intergovernmental agreement or contract, and under such circumstances they are deemed by the laws of Arizona to be employees of both public agencies for the purposes of worker's compensation."
- m. FERPA Compliance. The Parties will ensure that the dissemination and disposition of educational records complies at all times with the Family Educational Rights and Privacy Act of 1974 and any subsequent amendments thereto.

- n. Non-Discrimination. The Parties agree to comply with all state and federal law and regulations, including the Americans with Disabilities Act and Executive Orders 99-4 and 2009-09, which are incorporated herein by reference, mandating non-discrimination and requiring that all persons, regardless of age, religion, sex, race, national origin, or political affiliation shall have equal access to employment opportunity.
- o. Property Disposition. The Parties do not anticipate having to dispose of any property upon partial or complete termination of this Agreement. However, to the extent that such disposition is necessary, property shall be returned to its original owner.
- p. E-Verify. The Parties acknowledge that immigration laws require them to register and participate with the E-Verify program (employment verification program administered by the United States Department of Homeland Security and the Social Security Administration or any successor program) as they both employ one or more employees in this state. The Parties warrant that they have registered with and participate with E-Verify. If either Party later determines that the other non-compliant Party has not complied with E-Verify, it will notify the non-compliant Party by certified mail of the determination and the right to appeal the determination.

To the extent applicable under A.R.S. § 41-4401, the Parties and their subcontractors warrant compliance with all federal immigration laws and regulations that relate to their employees and compliance with the E-verify requirements under A.R.S. § 23-214(A). The Parties also agree that any violation of this requirement shall be deemed a material breach of the contract that is subject to penalties up to and including termination of this Agreement. The Parties acknowledge that the other party retains the legal right to inspect the papers of the other Party's contractor and subcontractor employees that work on this Agreement to verify such compliance.

- q. Fingerprinting Requirements. The City represents and warrants that it will ensure that each officer assigned to perform services on district property pursuant to this Agreement will be fingerprinted and successfully complete a background check performed by the City before such assignment.
- r. Severability and Savings. If any part of this Agreement is held to be invalid or unenforceable, such holding will not affect the validity or enforceability of any other part of this Agreement so long as the remainder of the Agreement is reasonably capable of completion without inequity to the Parties.
- s. Notices. All notices relating to this Agreement shall be deemed given when mailed, by certified or registered mail, or overnight courier, to the other Party at the address set forth below or such other addresses as may be given in writing from time to time:

If to CITY: City of Tolleson
Attn: Reyes Medrano, Jr., City Manager
9555 West Van Buren Street
Tolleson, Arizona 85353
Facsimile: (623) 907-2629
Email: rmedrano@tollconaz.org

With a copy to: Gust Rosenfeld, PLC
Attn: Scott W. Ruby, Esq.
One East Washington Street. Ste. 1600
Phoenix, Arizona 85004
Facsimile: (602) 340-1538
Email: swruby@gustlaw.com

If to DISTRICT: Tolleson Union High School District No. 214
Attn: Hilda Ottega-Rosales
9801 West Van Buren Street
Tolleson, Arizona 85353

With a copy to: Udall Shumway, PLC
Attn: Cathleen Dooley
1138 N. Alma School Road, Ste. 101
Mesa, Arizona 85201

- t. Time References. All references to "days" within this Agreement mean calendar days, and not business days.
- u. Both parties to the Agreement accept the guidelines as set out in the School Safety Program Manual, which is attached as Exhibit A to this Agreement.

2. Obligations of the City:

- a. During the School Year, the City shall provide SRO Services to the District at TUHS on an hourly basis, as required by the Principal, but not to exceed forty (40) hours per week. In determining which TPD Officer(s) to assign as SRO to the District's TUHS, the City will review and consider the SRO Recommended Qualifications and Recommended Job Description set out in the School Safety Program guidelines (Ex. A). If feasible in the sole discretion of City, the SRO assigned to the school will be the same individual from year to year if new agreements are executed for the remainder of the School Safety Program Grant. The City agrees that in the event it provided SRO Services throughout the three year School Safety Grant Program at TUHS, it will assign no more than three separate SROs to TUHS during the three year cycle.
- b. The City agrees to involve the District, including TUHS personnel, in the selection process for assigning an officer to the SRO position if the currently

assigned officer must be replaced. This process will include allowing a TUHS administrator to be on the final selection committee once TPD has identified final candidates for the position. The City agrees that it will select an officer for the SRO position who demonstrates a commitment to the goals of the School Safety Grant.

- c. The City will invoice the District for payment of the SRO's services on a monthly basis.
- d. During the days the School is not in session, the police officer assigned as a SRO shall perform his/her regular police duties at a station as determined by the Chief of Police or his/her designee. The City agrees that it is responsible for 100% of the SRO's salary and expenses when the SRO is assigned to work at another location during times the School is not in session.
- e. The City shall ensure that the designated TPD officer(s) performing SRO Services attend annual training provided by the Arizona Department of Education ("ADE").
- f. The City shall ensure that the SRO's TPD supervisor attends training provided by the ADE.
- g. The SRO(s) performing SRO Services shall fulfill their duties as sworn law enforcement officers for the State of Arizona. SROs must be present and accessible on the TUHS campus as assigned by the Grant. Absent an emergency, the SRO shall not be called away from TUHS. If the SRO is called away on police business, including but not limited to City-mandated training, City-mandated meetings, City-related emergencies, etc., the District shall not be invoiced for that time and the costs shall be borne by the City. If the SRO is attending an SRO-related training or other activity mandated by the Grant, the District shall be invoiced for that time.
- h. The City shall ensure that the SRO(s) assigned to TUHS complete 180 hours of Law Related Education ("LRE"), which shall consist of 80 hours of classroom instruction to ongoing cohort groups of students, and at least 100 hours of universal instruction.
- i. The SRO will maintain a weekly activity log that tracks his/her LRE instruction hours, teacher and subject or staff/community group the instruction was directed at, the topic of each LRE lesson, and the time that the SRO spends off of the assigned TUHS campus during duty hours. The SRO shall also provide a monthly recap of LRE activities, law enforcement activity, and time on campus to be presented to the Principal.

- j. The City shall, within ten (10) business days of a request by the District, provide verification to the District of the SRO's successful criminal records check, e.g., a copy of current fingerprint clearance card, copy of criminal records report, etc.
- k. To the extent permitted by law, City specifically agrees that it shall indemnify the District, for costs, including, but not limited to, actual damages, compensatory damages, punitive damages, and any related attorneys' fees and costs that arise from an SRO's use of physical force on students or the interviewing and searching of students where the SRO is acting outside of or in excess of the District's rules and policies related to use of physical force or interviewing and searching students.
- l. The SRO assigned to TUHS shall:
 - i. Serve as a liaison between the School and TPD.
 - ii. Solicit and promote crime prevention and police/community relations in School and/or to other groups that have a potential impact on juvenile crime.
 - iii. Consult with students, parents, teachers, and School officials regarding problems and issues and will be knowledgeable of referral agencies in order to provide information to the requesting parties.
 - iv. Work with other unit members and School personnel and provide supervision in a positive, cooperative, and productive manner.
 - v. Enforce all applicable laws in a fair and consistent manner.
 - vi. Perform tasks or assignments as instructed by the TPD supervisor.
 - vii. Educate the students and School personnel by providing relevant and informative educational programs.
 - viii. Be flexible in his/her work schedule to attend major events (without causing the SRO to incur overtime hours) as deemed appropriate by School administration.
 - ix. Maintain a highly visible presence on and around campus.
 - x. Be available for duty at TUHS each day that School is in session during the regular school year. Other than any TPD-related activities that the SRO may perform when not at the School, the SRO's activities will be restricted to TUHS except for:
 - 1. Follow-up home visits when needed as a result of School related student problems.
 - 2. Incentive programs approved by the Parties.
 - 3. In response to off-campus, but School related criminal activity.
 - 4. In response to emergency police activities.
 - 5. To attend mandatory TPD meetings.
 - 6. To attend mandatory TPD programs to maintain continuing proficiency standards to maintain police officer certification.
 - 7. To attend any scheduled court hearings, trials, or grand jury that requires the SRO's appearance.

3. Obligations of the District:

- a. The District shall reimburse the City monthly for the services the City provides pursuant to its obligations identified in Paragraph 2 of this Agreement. Specifically, the District agrees:
 - i. To pay the City an amount not to exceed \$71,537.00 for the 2015-2016 school year for the SRO's benefits and salary.
 - ii. The District will not pay for SRO Services for any times that school is not in session, nor for any personal vacations or sick leave taken by the SRO during times that school is in session. To pay the City an amount not to exceed \$71,537 for the 2015-2016 school year for the SRO's benefits and salary. The Fiscal Year (FY) 2016 School Safety Program application is a continuation application for year two of a three year grant. Requests for salary and benefits (under purchased professional services) for a continuing officer must be consistent with the FY 2015 approved salary and benefits amount for that officer. Upward adjustments in salary and benefits cannot be accepted. If the actual salary of an officer is less than what was approved in FY 2015, the lesser amount of the two must be requested.
 - iii. The SRO's time worked at TUHS must be substantiated by time cards and approved by the Principal or his/her designee. The District and the City shall share equally the cost of the SRO's overtime worked on school related investigations, with each Party paying 50% of the cost. The District shall not use Program Grant funds to pay any part of overtime costs for the SRO's overtime. The SRO must obtain approval from the TPD before working on any school-related overtime. Overtime payments shall not exceed, under any circumstance, twenty (20) hours annually. The City shall pay 100% of the SRO's costs during the one month summer vacation and any other times that school is not in session and the City assigns the SRO to City related duties.
 - iv. The District shall pay invoices from the City within fifteen (15) days of receipt, so long as proper documentation is on file to support the invoiced amount.
- b. The District shall provide office space that provides privacy for the SRO to conduct confidential business. The office shall include the necessary equipment for the SRO to effectively perform his/her duties.
- c. The District will complete an SRO performance assessment twice per year. The SRO(s) will assist the Principal with the preparation of the assessment based upon requirements of ADE and the District. The District will share the performance assessment with the SRO's TPD supervisor.
- d. The District shall provide \$100 for classroom instructional supplies for the SRO as may be incurred throughout the School Year. The District shall pay travel-related expenses incurred by the SRO for attending mandatory ADE SRO training, if the grant allocates funding.

- e. No District or TUHS administrator shall interfere with the sworn law enforcement duties of a TPD officer. It is agreed, however, that at such times as the SRO is acting within the role of a sworn law enforcement officer but is also acting outside of or in excess of District rules and policies regarding interviewing and searching students and/or the use of appropriate physical force on students, the City shall hold the District harmless from such actions by the SRO. The SRO shall not be responsible for assistance in administrative discipline, unless a definitive danger is perceived by school staff or the student is suspected of breaking a criminal law.
- f. The District shall provide a complete copy of the School Safety Program grant application and award to each SRO when s/he begins service at TUHS.

IN WITNESS WHEREOF, the City and the District have executed this Agreement as of the date of the last signature set forth below.

CITY OF TOLLESON, an Arizona municipal

████████████████████

ATTEST:


City Clerk

TOLLESON UNION HIGH SCHOOL DISTRICT
NO. 214

Lexi Cunningham, Superintendent

Date

In accordance with the requirements of A.R.S. § 11-952(0), the undersigned attorneys acknowledge that (i) they have reviewed the above Agreement on behalf of their respective clients and that (ii) as to their respective clients only, each attorney has determined that this Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona.


Scott W. Ruby, Attorney for the City

Cathleen M. Dooley, Attorney for the District

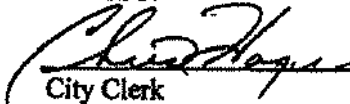
- e. No District or TUHS administrator shall interfere with the sworn law enforcement duties of a TPD officer. It is agreed, however, that at such times as the SRO is acting within the role of a sworn law enforcement officer but is also acting outside of or in excess of District policies and policies regarding interviewing and searching students and/or the use of appropriate physical force on students, the City shall hold the District harmless from SRO actions by the SRO. The SRO shall not be responsible for assistance in administrative discipline, unless a definitive danger is perceived by school staff or the student is suspected of breaking a criminal law.
- f. The District shall provide a complete copy of the School Safety Program grant application and award to each SRO when she begins service at TUHS.

IN WITNESS WHEREOF, the City and the District have executed this Agreement as of the date of the last signature set forth below.

CITY OF TOLLESON, an Arizona municipal corporation


 Adolfo F. Garcia, Mayor

ATTEST:


 City Clerk

TOLLESON UNION HIGH SCHOOL DISTRICT
 NO. 214

 Lexi Cunningham, Superintendent

 Date

In accordance with the requirements of A.R.S. § 11952(0), the undersigned attorneys acknowledge that (i) they have reviewed the above Agreement on behalf of their respective clients and that (ii) as to their respective clients only, each attorney has determined that this Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona.


 Scott W. Ruby, Attorney for the City

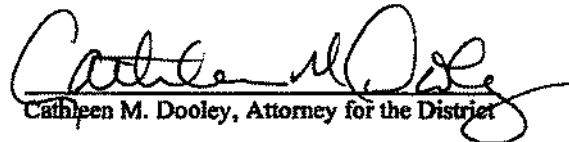
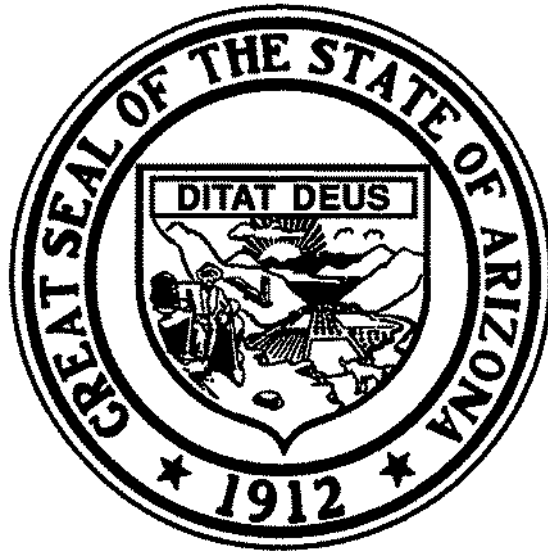

 Cathleen M. Dooley, Attorney for the District

EXHIBIT A
TO
INTERGOVERNMENTAL AGREEMENT
BETWEEN
TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214
AND
THE CITY OF TOLLESON
FOR SCHOOL RESOURCES OFFICER SERVICES
[SCHOOL SAFETY PROGRAM GUIDANCE MANUAL]

SEE FOLLOWING PAGES.

SCHOOL SAFETY PROGRAM
GUIDANCE MANUAL

Revised February 2014



Arimna Department of Education

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INTRODUCTION

The School Safety Program was established by ARS 15-154 in 1994 for the purpose of placing School Resource Officers (SRO) and Juvenile Probation Officers (JPO) on school grounds to contribute to safe school environments that are conducive to teaching and learning. Through comprehensive prevention and intervention approaches, School Safety Program funded officers maintain a visible presence on campus; deter delinquent and violent behaviors; serve as an available resource to the school community; and provide students and staff with Law-Related Education instruction and training. Officers develop positive interactive relationships with the students, the staff, and the community that they serve. This proactive, prevention-based program is cultivated through collaborative working partnerships between officers, school administration, teachers, and police and juvenile probation departments.

The Arizona Department of Education is pleased to provide the *School Safety Program Guidance Manual*. The manual is intended for use by all those involved in the program. It was developed through the efforts of the Working Group, a subcommittee of the School Safety Oversight Committee. Members represented rural and urban stakeholders in the program: site administrators, school resource officers, juvenile probation officers, law-enforcement agencies, juvenile probation departments, the School Safety Oversight Committee, the Arizona Department of Education, and the Arizona Foundation for Legal Services and Education. The Working Group mission:

Through applied experience and expertise, the School Safety Program Working Group will identify and recommend policies and procedures to foster positive working relationships and safer school environments.

The *School Safety Program Guidance Manual* is intended to provide information on the intent of the grant, the responsibilities of all parties, requirements for grant compliance, assistance with administrative issues, and the elements of an effective School Safety Program.

For clarification on issues, or to provide feedback on the content, contact the School Safety Program Administrator at (602) 364-2818. The guidance manual is a living document that will go through change as needed to meet the needs of the program. The Working Group will continue to meet to revise the manual as needed; therefore comments from those using the manual are appreciated.

The School Safety Oversight Committee wishes to express its appreciation for the time and effort of those who serve on the Working Group.

SCHOOL SAFETY PROGRAM GOALS AND OBJECTIVES

Goal 1 The School Safety Program contributes to an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning.

Objective 1: Staff feels that the school is safe, and administration supports and monitors the consistency of actions/strategies/policies that will improve or maintain that feeling of safety.

Objective 2: Students feel that the school is safe. They feel free from the threat of physical harm and verbal abuse. They feel they have an adult to go to with their safety concerns, and they feel their concerns are taken seriously and addressed.

Objective 3: Staff and students have a positive view of the SRO/JPO.

Goal 2 To teach Law-Related Education that promotes a safe, orderly environment, and good citizenship.

Objective 1: The School Safety Oversight Committee ensures the continuous review and provision of instructional materials that promote a safe, orderly environment, and good citizenship.

Objective 2: Officers conduct 180 hours of Law-Related Education instruction per year.

Objective 3: Officers annually attend an Oversight Committee approved Law-Related Education academy/class to enhance their classroom skills and knowledge of appropriate LRE lessons.

SCHOOL SAFETY PROGRAM OVERVIEW

This page consists of fundamental points and expectations that need to be understood by all parties involved in the School Safety Program. This overview is not all-inclusive; therefore, the entire manual should be reviewed. Disputes between schools and agencies often arise because the intent of the grant is either not understood or not followed. Noncompliance can result in loss of funding.

- Applications are submitted for a three year cycle through the Arizona Department of Education's on-line grants management enterprise. The application due date, established in A.R.S. 15-154, is April 15 each year. Late applications are not accepted.
- A Service Agreement between the school and the police or juvenile probation department must be developed.
- The school administrator must establish a multidisciplinary School Safety Assessment and Prevention Team that meets quarterly to conduct school needs assessment, determine the use of the officer consistent with program requirements, coordinate prevention programming, and make recommendations for continuous improvement of the program. Refer to requirements on page 14.
- The school administrator must lead the development and utilization of the operational plan that incorporates program requirements and illustrates their site specific program design in a succinct and logical manner. Refer to sample operational plan on Page 16.
- The officer must be present and accessible on the school campus that they are assigned to *by the grant*. The grant pays the salary of a 10, 11, or 12 month, full-time position, at 40 hours per week. Absent an emergency, the SRO/JPO shall not be called away from their designated school. If the officer is called away for police or juvenile probation business (not including mandatory training, meetings, or crisis), the district shall not be invoiced for that time.
- The officer must be willing to teach, have positive interactions with students, and serve as an active member of the school community.
- Each officer must complete 180 hours of (LRE) instruction per year. The development and implementation of LRE must be based on a needs assessment. The 180 hour LRE instruction requirement must include:
 - At least 80 hours of LRE classroom instruction to ongoing cohort groups of students
 - a Three to five classrooms, six sessions per classroom within one quarter to the same group of students
 - At least 100 hours of universal LRE instruction
 - a 60 hours or more of universal LRE classroom instruction
 - a Up to 20 hours for LRE planning and preparation
 - o Up to 20 hours for LRE instruction to school staff and school community
- A teacher must be present in the classroom, at all times, while the officer implements LRE classroom instruction. LRE best practices suggest that the teacher and the officer co-present.

- The officer must keep a weekly activity log that tracks LRE instruction hours, teacher and subject or staff/community group, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason. Refer to requirements on page 19.
- The officer is required to attend annual training provided by the Arizona Department of Education. *
- The school principal is required to attend annual training provided by the Arizona Department of Education. *
- The agency supervisor is required to attend training provided by the Arizona Department of Education. •
- The district administrator is required to attend training provided by the Arizona Department of Education. *
- The agency supervisor and school administrator must support, oversee, and review the officer activity log to ensure fulfillment of grant requirements.
- The school administrator must complete an officer performance assessment twice a year. The assessment must be shared with the officer's supervisor. Refer to sample form on page 30.
- The agency supervisor and school administrator are responsible for ensuring the officer is able to meet all grant requirements.
- The agency supervisor and school administrator shall meet formally at least once per semester.
- The school administrator, not the officer, is responsible for school discipline.
- Additional activities shall not overwhelm the officer, jeopardize their ability to meet the minimum requirements of this grant (e.g. excessive law enforcement/probation activity), or go against the intent of this program (e.g. disciplinarian, detention monitor, lunch duty, fill in for teacher)
- This grant does not provide funding for overtime.
- Under no situation, can a site have more than three officers in a three year grant cycle.

Noncompliance:

Noncompliance with program requirements, as stated in this guidance manual, could result in loss of current and/or future grant funding.

*Specific training requirements will be provided at the start of each grant year.

EDUCATION STAFF
ROLE IN THE SCHOOL SAFETY PROGRAM

The district administrator, site principal and teachers' support of the School Safety Program is vital to the program's success.

Education staff performs the following duties:

District Level

- Supports and communicates the School Safety Program philosophy to all site staff.
- Identifies those sites that would benefit and support the School Safety Program.
- Understands the School Safety Program requirements.
- Attends required training provided by the Arizona Department of Education.
- Provides for an annual evaluation of the School Safety Program.
- Develops and keeps open communication with local law enforcement.

School Level

- Supports and communicates the School Safety Program philosophy to all staff, students and parents on their campus.
- Meets with the officer before the first day of duty to review the Service Agreement, school operational procedures and specifics of the program on campus.
- Introduces the officer to staff and students and integrates officer into the school community.
- Directs the development and utilization of an operational plan that incorporates program requirements and illustrates their site specific program design in a succinct and logical manner.
- The school administrator must establish a multidisciplinary School Safety Assessment and Prevention Team that meets quarterly to conduct school needs assessment, to use the needs assessment data on an on-going basis to determine the use of the officer consistent with program requirements, coordinate prevention programming, and make recommendations for continuous improvement of the program. Refer to requirements on page 14.
- Provides access to appropriate educational records and data to officers in accordance with FERPA.
- Facilitates collaboration between officer and other school personnel on school-wide safety strategies such as staff trainings, emergency response planning, needs assessment and prevention programming.

- Utilizes needs assessment data to design clear and appropriate strategies and activities to support a successful School Safety Program to include:
 - Use of law enforcement or juvenile probation expertise and resources, including *strategic placement* of officer, for intervention and prevention of potential crime.
 - Use of LRE instruction to students, staff, and the school community. Refer to page 15.
- Provides time at regular staff meetings and trainings for the officer to deliver LRE instruction relevant to school-wide prevention safety related updates.
- Promotes the integration of law-related education into the classrooms and directs staff development of teachers and officer involved in the delivery of LRE.
- Ensures a teacher is present in the classroom at all times during LRE instruction.
- Develops and monitors implementation of the School Safety Program Operational Plan and meets with the officer on a regular schedule.
- Completes an officer performance assessment once per semester and shares the information with the officer's supervisor including discussion of successes and concerns.
- Ensures a successful partnership with law enforcement or juvenile probation partners through ongoing proactive and positive communication.
- Meets with the officer's supervisor at least once per semester.
- Monitors the officer's activity logs to ensure progress is made toward achieving program requirements.
- Attends annual training provided by the Arizona Department of Education.
- Develops a collaborative relationship with the officer while allowing the officer to function independently. The officer serves as a resource to the students and staff.
- Understands and agrees with all program guidelines.
- Participates in the selection process of their officer.
- Provides for the annual evaluation of the School Safety Program.

Officers may only serve the site(s) specified on the award letter. The officer should only assist at a school that is not on the program. If a crisis occurs. Spreading the officer among schools weakens the program, as the officer does not have the time to build the relationship with the students needed for an effective program. An officer providing services at a school not authorized by the School Safety Oversight Committee may result in a loss of the grant.

Teacher

- Supports and communicates information about the School Safety Program in their classrooms to students and parents.
- Understands and agrees to the program guidelines.
- Teams with the officer in planning and delivery of law-related education units in their classroom. A teacher must be present in the classroom at all times during LRE instruction.
- Cooperates in the annual evaluation of the School Safety Program.

SUPERVISOR OF SCHOOL RESOURCE OFFICER OR
JUVENILE PROBATION OFFICER
ROLE IN THE SCHOOL SAFETY PROGRAM

The supervisor's support of the School Safety Program is vital to the success of the program.

The supervisor performs the following duties:

- Communicates to staff, and carries out the philosophy and goal of the School Safety Program.
- Attends required training provided by the Arizona Department of Education.
- Provides written information on the philosophy and operation of the School Safety Program to appropriate supervisory/management personnel.
- Ensures the SRO/JPO officer is able to meet all grant requirements.
- Conducts on-going visits to sites under their supervision.
- Attempts to observe established, successful School Safety Programs outside their supervision.
- Plays a key role in the development, review, and revision of the Service Agreement.
- Ensures the officer keeps an activity log that tracks LRE instruction hours, teacher and subject, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason. Refer to instructions on page 19.
- Amends or supplements evaluation forms to include performance criteria specific to the school officer's role.
- Accepts officer assessment forms completed by the school administrator and meets to discuss successes and concerns.
- Motivates officer and provides positive reinforcement.
- Ensures officer continuity over the three year grant cycle, to the best of their ability.
- Meets with the school administrator at least once per semester.

It may be necessary to request the assistance of the SRO/JPO e.g. a community problem, traffic accident. When the officer is off campus, on business that does not pertain to the school, those hours should be prorated and not paid/or by the school. The invoice from the department should reflect only hours the officer actually was involved in school business.

LEGISLATIVE OVERSIGHT COMMITTEE
ROLE IN THE SCHOOL SAFETY PROGRAM

ARS 15153 establishes the School Safety Program Legislative Oversight Committee. The Committee performs the following duties:

- Reviews applications for participation in the School Safety Program.
- Awards funds based on grant criteria.
- Determines the amount of the grants based on the application and budget restrictions.
- Modifies, if necessary, the number of sites a school resource officer or probation officer may serve based on the size and needs of the school.
- Withdraws a grant from a school if the school is not in compliance with the grant and corrective action is not followed.
- Reviews the program evaluation and implements changes to improve the program.
- Approves the policies and procedures for the implementation of the grant.
- Forms subcommittees as needed.
- Reports annually to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the Joint Legislative Audit Committee.

DEPARTMENT OF EDUCATION
ROLE IN THE SCHOOL SAFETY PROGRAM

ARS 15-154 directs the Arizona Department of Education (ADE) to manage the School Safety Grant. ADE conducts the following duties:

- Provides the application to each district and charter holder.
- Prepares the applications for review by the Oversight Committee to determine awards.
- Announces awards to districts and charters.
- Distributes the grant payments to the awardees.
- Conducts site visits.
- Monitors sites for compliance with the grant.
- Logs completion reports, due September 30th for the previous program year.
- Collects money not spent by grantees at the end of the program year.
- Withholds payment to grantees that have not returned money due.
- Provides technical assistance.
- Conducts a program evaluation as specified by ARS 15-153.
- Monitors the training contract.
- Facilitates the working group subcommittee and other subcommittees as assigned by the School Safety Oversight Committee
- Accepts complaints and acts as a liaison with the grantees and law enforcement/probation department to resolve problems.

ARIZONA FOUNDATION FOR
LEGAL SERVICES AND EDUCATION
ROLE IN THE SCHOOL SAFETY PROGRAM

The Arizona Foundation for Legal Services and Education (AZFLSE), under contract with the Arizona Department of Education, conducts the statewide Law-Related Education (LRE) Academy. The Academy offers School Safety Officers quality LRE training and teaching materials.

To accomplish these objectives, the Foundation:

- Utilizes nationally recognized law-related education experts as faculty for the Academy.
- Develops a tracking system to track Academy hours of each school safety officer.
- Integrates the use of technology into training classes.
- Creates a School Safety Listserv to disseminate information and encourage networking opportunities.
- Secures education credits for officers who attend and complete the Academy.
- Provides Certificates of Completion for Academies.
- Provides ongoing consultation and technical assistance with regard to implementing and teaching law-related education, within budget limitations.
- Visits schools to observe law-related education teaching and provide feedback, within budget limitations.
- Provides quantitative and qualitative data to Arizona Department of Education.
- Provides financial midyear and year-end reporting to Arizona Department of Education.
- Conducts periodic surveys of school safety officers to determine changing LRE needs and level of customer satisfaction.
- Serves as a participating and contributing member of the School Safety Working Group to improve the School Safety Program.

SCHOOL RESOURCE OFFICER (SRO)
ROLE IN THE SCHOOL SAFETY PROGRAM

The SRO's support of the School Safety Program is vital to the success of the program. SROs are expected to spend most of their time on campus; approximately 80 percent of time should be on site.

The SRO has three basic roles:

I. LAW ENFORCEMENT OFFICER/PUBLIC SAFETY SPECIALIST

The SRO is, first of all, a sworn Law-enforcement officer. When necessary the SRO has the authority to intervene as a law-enforcement officer. Once order is restored, however, the SRO's other roles as law-related educator and role model are the more typical day to day roles.

- Administrators should take the lead on school policy violations. The SRO should be involved when a student's conduct violates a law. If possible the SRO should be backup to an arrest rather than the principal officer.
- As partners in school safety, SROs and administrators shall work together to develop procedures for ongoing communication to ensure timely and uniform reporting of criminal activities.
- Serves as a member of the School Safety Assessment and Prevention Team.
- Utilizes expertise and agency resources for intervention and prevention of potential crime.
- Collaborates with school personnel on schoolwide safety strategies (e.g. staff trainings, emergency response planning, needs assessment, and prevention programming).
- Builds relationships with students, parents and staff that promote a positive image of law enforcement.

2. LAW RELATED EDUCATOR*

- Provides a minimum of 180 hours of Law Related Education (LRE) per year that must include:
 - At least 80 hours of LRE classroom instruction to ongoing cohort groups of students
 - o Three to five classrooms, six sessions per classroom within one quarter to the same group of students
 - At least 100 hours of universal LRE instruction
 - o 60 hours or more of universal LRE classroom instruction
 - o Up to 20 hours for LRE planning and preparation
 - a Up to 20 hours for LRE instruction to school staff and school community

LRE does NOT include one-on-one or group counseling.

- Collaborates with classroom teachers to integrate law related education into their curriculum. The teacher must be present in the classroom during LRE classroom instruction.

- Attends a new officer training sponsored by the Arizona Department of Education.
- Upon completion of the new officer training, attends an annual advanced LRE workshop each subsequent grant year.
- Follows the best practices of LRE. Refer to pages 27-28.
- Keeps a weekly activity log that tracks LRE instruction hours, teacher and subject QI staff/community group, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason.

"SROs funded through this grant are Law-Related Educators, thus may not implement the DARE or GREAT program.

3. POSITIVE ROLE MODEL

As a positive role model for students and the school community, the SRO should:

- Set limits by being clear about what is acceptable and what is not; letting students know the consequences of unacceptable behavior and the rewards of acceptable behavior.
- Set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and how to be a friend.
- Be honest by providing accurate information.
- Be consistent with students, staff, and parents; in applying rules and regulations.
- Encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop plan to **make** desired changes.
- Show respect by treating students with respect and expressing high expectations for them.
- Always strive to be a positive role model because students learn from every observation of or interaction with the SRO.

Exceptions may occur on the Native American reservations.

"Positive Role Model" adapted from *The Successful School Resource Officer Program* by Anne J. Atkinson, Ph.D.

JUVENILE PROBATION OFFICER ROLE IN THE SCHOOL SAFETY PROGRAM

The juvenile probation officer's support of the School Safety Program is vital to the program's success. JPO are expected to spend most of their time on campus; approximately 90 percent of time should be on site.

The Juvenile Probation Officer (JPO) has three basic roles:

I. COURT OFFICER

The JPO is, first of all, a sworn court appointed officer and when necessary must act in that function.

- Provides the court with school information that can be instrumental in the determination if a juvenile is to be detained or returned to the community.
- Networks with other agencies that may or do serve the school community in an effort to meet the needs of the students and school.
- Maintains a working knowledge of services available within the court system and community to meet the needs of the students and school.
- Supports and contributes to the Juvenile Probation Department, school, and community.
- Serves as a member of the School Safety Assessment and Prevention Team.
- Utilizes expertise and agency resources for intervention and prevention of potential crime.
- Collaborates with school personnel on school-wide safety strategies (e.g. staff trainings, emergency response planning, needs assessment, and prevention programming).
- Builds a relationship with students, parents and staff that promote a positive image of the juvenile court system. The JPO should not carry a caseload. If it becomes necessary to take on a caseload, it is recommended that the least number of cases be assigned as possible. Only cases at the officer's site (s) can be assigned. A full caseload should never be carried.

2. LAW-RELATED EDUCATOR

- Provides a minimum of 180 hours of Law-Related Education (LRE) per year that must include:
 - At least 80 hours of LRE classroom instruction to ongoing cohort groups of students
 - o Three to five classrooms, six sessions per classroom within one quarter to the same group of students
 - At least 100 hours of universal LRE instruction
 - o 60 hours or more of universal LRE classroom instruction
 - o Up to 20 hours for LRE planning and preparation
 - o Up to 20 hours for LRE instruction to school staff and school community

LRE does NOT include one-on-one or group counseling.

- Collaborates with classroom teachers to integrate law-related education into their curriculum. The teacher must be present in the classroom during LRE classroom instruction.
- Attends a new officer training sponsored by the Arizona Department of Education.
- Upon completion of the new officer training, attends an annual advanced LRE workshop each subsequent grant year.
- Follows the best practices of LRE. Refer to pages 27-28.
- Keeps a weekly activity log that tracks LRE instruction hours, teacher and subject **IU**: staff/community group, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason.

3. POSITIVE ROLE MODEL

As a positive role model for students and the school community, the JPO should:

- Set limits by being clear about what is acceptable and what is not; letting students know the consequences of unacceptable behavior and the rewards of acceptable behavior.
- Set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and how to be a friend.
- Be honest by providing accurate information.
- Be consistent with students, staff, and parents; in applying rules and regulations.
- Encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop plan to make desired changes.
- Show respect by treating students with respect and expressing high expectations for them.
- Always strive to be a positive role model because students learn from every observation of or interaction with the JPO.

Exceptions may occur on the Native American reservations.

"Positive Role Model" adapted from *The Successful School Resource Officer Program* by Anne J. Atkinson, Ph.D.

RECOMMENDED QUALIFICATIONS/JOB DESCRIPTION
SCHOOL RESOURCE OFFICER

SROs are expected to spend most of their time on campus; approximately 80 percent of time should be on site.

Recommended Qualifications

- Desire to work with students, educators, and parents
 - Willingness to teach law-related education
 - Supportive of prevention strategies
 - Satisfactory employment history with supporting documentation
 - Demonstrated effectiveness in working with youth
 - Oral and written communication skills
 - Ability to effectively interact and communicate with diverse sets of individuals
 - Supportive of the philosophy of the School Safety Program
 - Willingness to serve on the School Safety Assessment and Prevention Team
 - Willingness to attend law-related education training to implement and maintain LRE programs to meet the needs of the students
 - Member of a law enforcement agency •
 - AZPOST certified general instructor•
- May be different on Native American reservations, contact the Arizona Department of Education, School Safety Grant manager for additional information.

Recommended Job Description

- Establish liaison with school administrators, staff, students, and parents
- Inform students of their rights and responsibilities as lawful citizens through presentation of law-related education in the classroom
- Network with community agencies that may or do provide services to the school
- Act as a resource in the investigation of school related criminal activities
- Participate in the Parent-Teacher association as requested
- Participate in campus activities, student organizations, and athletic events when feasible and appropriate
- Provided a visible deterrence to crime while presenting a positive impression of a law enforcement officer
- Provide information when requested to students, parents, and staff in law-related situations
- 10, 11 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant application
- Minimum three year assignment at the same school, in conjunction with the School Safety Program grant cycle.
- Maintain tracking system of statistical information required by supervisor and school administration

RECOMMENDED QUALIFICATIONS/JOB DESCRIPTION
JUVENILE PROBATION OFFICER

Juvenile probation officers assigned to a school on a School Safety Grant shall not carry a full caseload. Officers shall handle only those intake cases that are directly related to the School Safety Program and/or student volunteers. JPO are expected to spend most of their time on campus; approximately 90 percent of time should be on site. If it is necessary to carry cases due to staffing problems, it is strongly recommended that only a minimum number be assigned.

Recommended Qualifications

- Desire to work with students, educators, and parents
- Willingness to teach law-related education
- Satisfactory employment history with supporting documentation
- Demonstrated effectiveness in working with youth
- Ability to act as a liaison with the school in the area of prevention and intervention of juvenile delinquency
- Supportive of the philosophy of the School Safety Program
- Willingness to serve on the School Safety Assessment and Prevention Team
- Willingness to attend law-related education training to implement and maintain LRE programs to meet the needs of the students
- Ability to effectively interact and communicate with diverse sets of individuals
- Possess the knowledge of court process and communicate information to students, parents, and staff as requested
- Employee of a juvenile probation department

Recommended Job Description

- Serve as a liaison between the school and supervising probation officer (JPO), providing information to the JPO as requested
- Keeps a record of student contacts for personal and supervising JPO use only
- Inform students of their rights and responsibilities as lawful citizens through presentation of law-related education in the classroom
- Provide assistance to the school administration identifying at-risk students for intervention/prevention services as needed
- Collaborate with school administrators to make decisions and bring about actions that effect the safety of individuals and the school environment
- Network with community agencies that may or do provide services to the school
- Meets with students to resolve conflicts
- Refer students to outside agencies that could provide services as needed
- Implement and maintain tracking system of statistical information required by supervisor and school administration
- Monitor compliance and non-compliance of students involved with the juvenile court system
- Participate in the Parent-Teacher Association or Organization as requested
- Participate in campus activities, student organizations, and athletic events when feasible and appropriate
- 10, 11 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant
- Minimum three year assignment at the same school, in conjunction with the School Safety Program grant cycle.

SCHOOL SAFETY ASSESSMENT AND PREVENTION TEAM

The formation and implementation of a School Safety Assessment and Prevention Team is a requirement of the School Safety Program. The purpose of this team is to conduct a safety needs assessment, to use the needs assessment data on an on-going basis to determine the use of the officer consistent with program requirements, to coordinate efforts of this program with other safety and prevention programs and activities to achieve greater effectiveness, and to make recommendations for continuous improvement of the program. A team may be formed specifically to meet this requirement, or an existing appropriate team may be utilized. A needs assessment is the collection and analysis of relevant and valid data to determine areas of need related to safety. The following data should be considered by the team:

- School safety and disciplinary data, including incidents collected through AZ SAFE. This information is most useful when assessed by location on campus, at off campus school events, or on the way to and from school and by time of day.
- Student data reflecting behavior or perceptions of safety at school, from surveys such as the Arizona Youth Survey or the Youth Risk Behavior Survey, or a sound survey with valid data developed by the school or district
- Staff data reflecting perceptions of school climate
- Crime data for the community

The team membership must consist of:

- School principal or assistant principal
- School Safety Program officer
- School prevention coordinator or school mental/behavioral health expert, or similar role
- Other members as needed

Other members recommended for inclusion on the team are:

- District prevention coordinator
- District transportation representative
- Teacher representative
- Parent representative

The team is required to meet at a minimum on a quarterly basis. Monthly meetings are recommended. At each meeting the team should review needs assessment data and the operational plan, make appropriate revisions to the operational plan based on the needs assessment, discuss completed and upcoming activities and milestones, and identify the person(s) responsible for ensuring the activities are achieved. An SSAPT sample agenda is included on page 33 as a resource.

LAW - RELATED EDUCATION INSTRUCTION

Each officer must complete at least 180 hours of (LRE) instruction per year. The development and implementation of LRE must be based on a needs assessment. The 180 hour LRE instruction requirement must include:

- At least 80 hours of LRE classroom instruction to ongoing cohort groups of students
 - o Three to five classrooms, six sessions per classroom within one quarter to the same group of students
- At least 100 hours of universal LRE instruction
 - o 60 hours or more of universal LRE classroom instruction
 - o Up to 20 hours for LRE planning and preparation
 - o Up to 20 hours for LRE instruction to school staff and school community

Cohort LRE: is the delivery of LRE classroom instruction on a pre-identified 'target problem' to a pre-identified 'target population' over a period of time. Cohort LRE must be comprised of six hours of instruction (6 lessons) to the same group of students within one quarter. Delivery of comprehensive LRE classroom instruction to an ongoing cohort group of students can increase students' negative perception of delinquent behavior and improve their problem solving, decision making, and communication skills.

Universal LRE: is the delivery of LRE instruction to the general school community to build awareness and knowledge of a particular subject. Officers may utilize up to 20 hours of this requirement for planning and preparing LRE lesson plans for either group. In addition, up to 20 hours may be used to deliver LRE instruction to school staff and the school community (e.g. parents, PTA/PTO) on a particular subject that is relevant to the schools violence and delinquency prevention needs.

Classroom instruction: The LRE classroom instruction component should be completed during the school day's regular scheduled instruction periods. However, the building administrator has the discretion to approve the use of time spent before or after school on structured law-related instructional activities.

SCHOOL SAFETY PROGRAM OPERATIONAL PLAN INSTRUCTIONS AND EXAMPLE

Under the direction of the school administrator, each school is required to develop and utilize an operational plan that incorporates program requirements and illustrates their site specific program design in a succinct and logical manner. Specific activities and milestones, responsible personnel, and projected timelines should be delineated. The plan is a fluid document that should be used by the school administrator, officer, and School Safety Assessment and Prevention Team to monitor program implementation and provide continuous improvement throughout the school year.

District <u>Arizona School District</u>		School (s) <u>Arizona High School</u>															
School Administrator Name (s) <u>John Smith</u>		Officer Name <u>Jane Doe</u>															
Program Activities/Milestones	Responsible personnel	School Year:												Completed			
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Yes	No	Partial/Comments	
Introduction of officer to new school staff	Principal														X		
Incorporate LRE lessons into social studies curriculum during summer planning meetings	Principal Officer SS Teachers														X		
Attend Level 11 Advanced Leadership Training	Assistant Principal														X		
School Safety Assessment and Prevention Team meetings	Assistant Principal SSAPT members														X		
<i>Drug prevention Cohort IRE in Mrs. Smith's 4th period class</i>	Officer Mrs. Smith		/	/											X		Moved to Oct & Nov needed more training.
Visit each freshman class for an introductory presentation	Officer														X		
<i>Allend LRE Advanced Academy - /-lousellold Highs: Examining the Misuse of Prescription Medication, Inhalants and Alcohol</i>	Officer Mrs. Smith														X		Added to obtain curriculum and ensure fidelity of implementation. Attended on 9/17.
Provide Universal LRE to parent groups on	Officer															X	Unable to complete January group due to scheduling conflicts.

OFFICER TRAINING

New Officer Training

All officers new to the School Safety Program are required to attend an in--depth training which covers community oriented policing, the role of school based officers, and an introduction to Law Related Education (LRE). This training, sponsored by the Arizona Department of Education (ADE), meets the School Safety Program LRE training requirement.

School Safety Program Law-Related Education Training

The Arizona Foundation for Legal Services and Education (AZFLSE) is the contracted training agency for law-related education (LRE). Training in LRE is essential to successfully achieve the LRE teaching requirement. Academies are approved for credit by the Arizona Peace Officers Standards and Training Board (AZPOST) and the Arizona Judicial Council (COJET).

Officers are required to attend an LRE Academy training provided by the AZFLSE, annually. LRE Academy courses address grade level specific topics and programs identified by officers as critical to meeting the learning needs of diverse student populations. Courses are relevant to the needs of schools with topics updated on an annual basis. The School Safety Program provides each officer with travel funds to cover travel expenses for one training per year. Officers receive a curriculum and resource package at each training.

Additional School Safety Program Training

The ADE provides continuous School Safety related training and professional development opportunities to program participants. Updates will be provided through correspondence from ADE to grant recipients and program partners.

WHEN SCHOOL IS NOT IN SESSION:
SUMMER BREAK AND INTERSESSION

The School Safety Grant is awarded for a typical 10 month school year. The site administrator, officer, and police/probation department have the option of extending services for 12 months - when school is not in session. This may include intersession and summer break. Applications should reflect a 10 month salary unless the 11 or 12 month salary is specifically referenced and supported on the application. To maintain the integrity of the program, teachers and students are present on campus during intersession or summer break.

Terms of an 11 or 12 month position shall be established on the application as well as the Service Agreement.

Possible Activities

- Plan school security improvements
- Prepare law-related education lessons
- Develop collaborations with community resources, identifying services offered that could benefit students
- Conduct school safety assessments
- Work with the school safety team to review and update the school safety plan, and conduct school wide exercises to test the plan
- Plan in-service training
- Collaborate with school administration to analyze criminal incident reports and disciplinary records to identify patterns and develop strategies to address problems
- Work with community-based and youth recreational and leadership development activities that complement and reinforce the School Safety Program
- Attend training opportunities

WEEKLY ACTIVITY LOG

Officers must complete a weekly activity log that tracks LRE instruction hours, teacher and subject, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason.

The following information is required for grant compliance:

- Total hours of Universal LRE classroom instruction
- Total hours of Cohort LRE classroom instruction
- Teacher/subject or staff/community group
- Time spent per LRE lesson
- Total hours for planning and preparation
- LRE topic taught for each class
- Total time spent off campus
- Total hours for staff and school community training

Officers may develop their own log that tracks required items or may use ADE's recommended activity log, which can be downloaded from <http://www.azed.gov/prevention-programs/school-safety-program/>. The activity log shall be shared with the site administrator and supervisor and must be available upon ADE's request. The data from the logs shall be used for reporting to ADE. For form and instruction page, refer to pages 31-32.

**Time off campus* is any time the officer is not on school grounds during their duty hours. Off campus time shall include both school and non-school related events. Being off campus is not necessarily considered inappropriate; it is understood that there will be activities that constitute an officer being away from school, e.g., briefings, picking up police car, mandatory trainings, and field trips.

THE PERFORMANCE EVALUATION

A biannual performance evaluation shall be conducted by a school administrator and shared with the officer's supervisor. The evaluation is meant to assist the officer and his/her supervisor in meeting the intent of the grant and effectively carrying out their duties. It is not meant to supplant the official evaluation process used by the officer's department or agency. It is at the discretion of the law enforcement agency or probation department to include the school's evaluation in the officer's official folder. Only officers who have performed in a satisfactory manner should be considered for further service in the School Safety Program.

Recommended Factors to Consider

- Does the officer have a clear sense of his/her role?
- Does the officer understand the operational policies and procedures of the school necessary to perform effectively in the position?
- Has the officer attended or scheduled to take a law-related education class in the current year?
- How does the officer relate to staff, students, and parents?
- Does the officer work well independently?
- Has the officer attempted to meet the requirements of the grant?
- Does the officer perform his/her duties effectively?
- How effective is the officer with classroom presentations?

Refer to sample SRO/JPO Performance Assessment form on page 30.

Informal evaluations that provide the officer and supervisor with feedback regarding the officer's performance should occur frequently.

If a problem occurs, it should first be addressed at the site level between the officer and administration. If a resolution is not reached, the grievance should then move through the process as established by the officer's department and school's policy. The problem should attempt to be resolved at a level nearest the school as possible.

THE HIRING PROCESS

Selecting the right officer is one of the most important aspects of making the School Safety Program successful. A minimum of a three-year assignment at the same school(s), in conjunction with the School Safety Program grant cycle, is recommended. Under no situation, can a site have more than three officers in a three year grant cycle. The effectiveness and continuity of the officer significantly contributes to the quality of the program.

The selection process should identify officers who are best suited to the work as school resource officer or juvenile probation officer. That officer should be committed to the goals of the School Safety Grant.

Because the School Safety Program is a partnership between the school and law enforcement/probation department, involving the school administration in the selection process is necessary. After the final candidates have been selected by the department/agency, a school administrator becomes a part of the selection. It is important that the school becomes involved because:

- The school administrator brings to the selection the needs of the school.
- The school administrator brings to the selection the type of personality that will work best in a specific school environment.
- The school administrator brings to the selection process insights into what is required to be effective in the school community.
- The correct applicant is more likely to be selected with the school's involvement.
- There is more of a buy-in from the school to successfully integrate the officer into the school community when they have been part of the selection process.
- The school administration brings to the selection process a critical understanding of the School Safety Program.

In situations when only one officer is available for the position, the school still should have the opportunity to review the candidate before the decision is made.

Candidates should meet the minimum qualifications recommended in this guidance to ensure an effective collaboration between the school, officer, and agency. Exceptions may occur. Under mitigating circumstances and with the Arizona Department of Education grant manager's approval, the position may be filled through an alternative option.

SERVICE AGREEMENT Developing the Partnership

The development of a Service Agreement is mandatory. This essential document is an important step toward implementing a successful School Safety Program. The document shall be completed annually, within 30 days of when the officer begins work at the school. The agreement shall be kept on file at each funded site for review during a site visit conducted by the Arizona Department of Education

I. Service Agreement (SA)

The SA is a general term for a contract that is developed jointly and agreed upon by the district/charter, site administrator, and law enforcement or probation department. This written agreement outlines the purpose of the partnership and the fundamental responsibilities of each entity. The terms set forth in the SA shall be in accordance with the established guidelines of the School Safety Program.

The SA shall contain a statement that:

- The SRO/JPO shall fulfill their duties as a sworn law enforcement officer for the State of Arizona.
- No district/charter/or site administrator shall interfere with the duties of the SRO/JPO as a sworn law enforcement officer.
- The district or charter and partnering law enforcement agency shall define a dispute resolution process.
- All entities shall accept the School Safety Program guidelines.
- The roles and responsibilities of all entities shall be accepted as established by the School Safety Program guidelines.
- The SA shall also reference the following School Safety Program guidelines:
 - > SRO Recommended Qualifications and Recommended Job Description
 - > JPO Recommended Qualifications and Recommended Job Description
 - > The Hiring Process
 - > Officer Training
 - > 10 or 12 Month Position
 - > Summer/Intersession Activities
 - > The Appeal Procedure
 - > Performance Evaluation
- The district shall pay within 30 days of receipt of the invoice from the law enforcement or juvenile probation department.
- The district shall pay late fees as established between the district and law enforcement/probation department and denoted in the SA. Late fees shall not be paid from School Safety Grant funds.

- The district, charter, or school shall provide office space that provides privacy for the SRO/JPO to conduct confidential business. The office shall include the necessary equipment for an officer to effectively perform their duties, i.e. telephone, desk, chair, filing cabinet, up-to-date computer and printer as provided in the grant.
- The administration shall provide a complete copy of the grant application and award to each officer by July 31st or as soon as the officer begins service at the site(s).
- Administrators shall send officers annually to School Safety Program required trainings and provide for all related travel expenses as provided in the grant.
- Officers, administrators, law enforcement and juvenile probation departments shall have a written document describing the general chain of command and channels of communication.
- The term of the SA and the schedule for updating and renewing the agreement shall be specified.

The SA shall be signed and dated by the Superintendent, site administrators, and law enforcement agency and/or probation department.

A more comprehensive SA contains the above items in addition to any or all of the following:

- Assignment of SRO/JPO
- Conditions of employment
- Duty hours
- Duties of SRO/JPO
- Training briefing
- Dress code
- Supplies and equipment
- Policy/procedure for transporting students
- Operating procedures (SOP)
- Requirements for reporting crimes and threats to police as required by A.R.S. 13-2911 and 15-341
- Arrest procedures for school-related crimes and crimes committed off campus
- Procedure for handling critical incidents
- Access to education records
- Specific items to the district and law enforcement/probation department

THE APPEAL PROCEDURE

Who May File an Appeal: A school/district or charter who has **been** denied award or renewal of their School Safety Grant.

Definition of an Appeal: A request for a hearing by the School Safety Oversight Committee must be a written, signed, and dated statement by the site administrator **and** the superintendent. The **appeal** must state a valid basis for protest **and** include a detailed statement of the factual grounds on which it is based.

Request for Hearing : A hearing request must be sent by certified mail to: Arizona Department of Education. Student Services, 1535 W. Jeffersoo, Phoenix, AZ, Attn; School Safety Program Administrator.

The complainant shall request the hearing within 30 days from date of the grant denial letter. For purposes of this process, the date of the letter is the postmarked date the denial was sent. All renewal denial letters shall be mailed certified mail.

Hearing Panel: When a hearing is requested, the School Safety Oversight Co-chairs will appoint a hearing panel between 35 members from the membership of the Oversight Committee who were not part of the application review sub-committee.

Schedule of Hearing: A hearing shall be scheduled before the appeal panel within 30 days of the receipt of the request. The Co-chairs shall give at least 10 days working days notice of the hearing date and location to the complainant. The parties may submit written materials no later than five working days prior to the hearing.

Hearing Process At the hearing the parties may present written documentation and witnesses. The length and order of the presentation may be determined by the appeals panel chairperson. The chairperson may request additional evidence through testimony of witnesses or written materials. If the complainant or authorized representative fails to appear at the designated time, place, and date of the hearing, the appeal shall be considered closed and the process terminated.

Decision: No later than five working days after the hearing, the appeals panel shall forward to the superintendent/charter holder its final decision.

WHAT IS LAW-RELATED EDUCATION?

What is the Definition of Law-Related Education?

Law-Related Education is the teaching of rules, laws, and the legal system that actively involves students to prepare them for responsible citizenship. (It also provides instructions in legal rights, responsibilities, and the role of the citizen and requires students to practice the application of LRE in potential real-life situations. *(Adopted by the Arizona Center for Law-Related Education from the Virginia Institute for Law and Citizenship Studies.)*)

Why Law-Related Education?

Law-Related Education is required as a component of the School Safety Program, because it

- promotes problem-solving skills,
- actively involves students, teachers and the community,
- increases students' knowledge of the law, making them better informed citizens and consumers,
- discourages delinquent behavior,
- promotes positive self-image in students, and
- encourages students to respect rules, laws, and persons in authority when exposed to a "balanced" view of "democratic" society.

Since law-related education (LRE) is being recommended as a violence prevention strategy, then it is important to have some common notion of what law-related education is and what it encompasses. LRE is instruction about rules, laws, and the legal system that actively involves students in the instruction in order to prepare them for responsible citizenship. (Definition developed by the Virginia Institute for Law and Citizenship Studies) It is instruction that teaches the legal rights, responsibilities, and role of the citizen. Students practice application of that teaching to potential real-life situations.

The approach consists of high-interest content and interactive instructional strategies. This type of instruction provides students at all levels the following opportunities:

- to explore and reflect on their and others' perspectives.
- to express and defend their views, to listen to the views of others,
- to develop arguments for both sides of an issue, to mediate, and
- to formulate decisions and resolutions based on multiple and often conflicting concerns.

In primary grades, students might consider a rule they don't like, explore why it was made, examine the consequence for breaking it, and discover who acts as judge when the rule is broken. They might evaluate existing or hypothetical rules to determine whether or not they are clear, consistent, fair, and enforceable. They could listen to and analyze rules in stories, and they could create and enforce their own set of classroom rules.

In intermediate students might role play a law officer encountering a criminal dilemma. They might work in cooperative groups to offer solutions to problems that arise when a law is too general or vague. Older students might use the case study method of analysis to examine legal conflicts throughout history. Information from this exercise could then apply this information to current dilemmas. Simulations of trials, known as mock trials or moot court, legislative hearings, constitutional conventions, police procedures, role playing, conflict resolution, mediation, formal and informal debate, cooperative group problem-solving, outside speakers, from the legal community typify LRE classes at all levels.

Since rules and laws affect all aspects of life, all subject areas, and all ages, the content of LRE can be as varied as the students and teacher need it to be. The methods, however, are characteristically open-ended and participatory in nature. Although some LRE instructional materials have been written for specific topics or age groups, there is no one way to teach LRE and no set LRE curriculum.

As previously described, LRE offers application possibilities at all grade levels as well as in many subject areas. It is most commonly used in social studies to promote civic understanding. However, it regularly incorporates the use of reading, writing, and speaking skills. It has the potential for application in literature, math, science, technology, foreign language, physical education, sports, and other subject areas. It need not be limited to a particular grade, subject, or time frame. The LRE approach to instruction is flexible enough to be applied as a system-wide, on-going prevention strategy, and an added benefit of such a strategy is the increased likelihood that students will better understand the rules, laws, and legal processes that govern their lives.

One of the cornerstones of LRE is the use of an outside resource: school safety officers, attorneys, and other legal professionals. These resource people visit classrooms regularly, provide insight into how and why the system operates the way it does, and develops on-going positive, non-adversarial relationships with students in the class. Though typically not individualized as in mentoring, these relationships often hold meaning for the students and provide an opportunity for them to develop bonds or attachment with representatives of "the system".

Another feature of LRE is its relevance. It deals with issues that are meaningful to students and their views are valued. LRE provides students the opportunity to get involved and participate. The crux of LRE is problem solving, both as a part of a group process and on an individual basis. Social conflict lies at the heart of legal issues. Therefore, all LRE is some form of conflict resolution or problem solving. The regular inclusion of LRE in the course of instruction will provide steady opportunities to develop and practice the information processing steps that must be developed in aggressive students if they are to acquire non-aggressive social problem solving skills. Further, the conflicts that characteristically surround rules and laws offer good practice in content which is hypothetical in nature yet directly related to students' lives. (See figure 1)

While not a panacea for violence prevention, LRE offers a promising strategy for schools to implement as part of their overall prevention plan. If that plan includes closer work with parents and the community, LRE might also be incorporated into after-school programs, community center programs for children and adolescents, and parent programs. In this way the approach lends itself to a close interface with home and community.

Modified from "*Law-Related Education and Violence Prevention: Making the Connection*" By: Robin Haskell McBee

BEST PRACTICES:
GUIDELINES FOR EFFECTIVE
LAW RELATED EDUCATION

1. Sessions should utilize law-related content
 - Civil, criminal, and constitutional themes
 - Practical information about the law and public policy
 - Concepts underlying a constitutional democracy
 - Student rights and responsibilities
 - Choices and legal consequences (not moral consequences)
 - Citizenship
 - Use of Power and authority
 - Justice
 - Liberty
 - Civil Rights
 - Equality
 - Illegal Drug Use
 - Drinking and Driving

2. Law...-related education provides practice for skill development
 - Critical Thinking
 - Decision-Making
 - Problem Solving
 - Communication
 - Cooperation & Participation
 - Managing conflict
 - Reasoning

3. Instructors present multiple points of view or perspective
 - Balanced view of the judicial system & other aspects of the political system
 - Controversial issues should be discussed often to motivate student interest and broaden understanding and tolerance
 - Allow for a safe voicing of viewpoints
 - Debate and free flow of ideas are crucial elements of effective civic participation
 - Many times there is no one correct answer

4. A sufficient quantity of instruction is provided
 - Students should have ample opportunities to practice skills and gain confidence in defending their points of view, making presentations, etc.
 - Look for opportunities for classroom teachers to continue teaching LRE
 - Connect your involvement in the classroom to larger learning goals
 - Try to avoid making officer's involvement in isolated subjects (ex: LRE can be taught not only in Social Studies or Government, but in Health, English, Math, etc...)
 - Seek opportunities to teach many sessions with one class (minimally, a semester long)

5. Interactive teaching strategies
 - Strategies that foster true student-student interaction (are the heart of the session)
 - Role Plays
 - Simulations (Mock Trials, Moot Courts, model legislatures)
 - Group Work Activities
 - Group Research Projects
 - Community-based learning (including service learning, lobbying, mentoring)

- Sharing outcomes with students
 - Drawing on their existing knowledge
 - Giving them appropriate time to answer questions
 - Involving as many students as possible in all aspects of the class
6. Opportunities for students to interact with Community Resource People (CRP)
- CRPs offer expertise in areas that you are less familiar with, connects you to new community resources and ensure that your learning time is dynamic and continually fresh
 - The community resource person is well prepared and integrated into the interactive session
 - Content presented by the CRP is part of the course content
 - Allow students sufficient contact with community resource people in order to bond
 - Bonding takes place when students develop positive relationships with an adult
 - Research in LRE indicates that this adult student bonding is a key to overcoming risk factors
 - SROs and JPOs are a built in CRP
7. Administrators are actively involved in providing needed support
- Officers should feel that the principal and education officials support their endeavors
 - The administrators must be able to address questions raised by family members, other teachers or the community about Law Related Education
 - Involvement of the administrators also can serve to reduce the gap between school policies, rules and ideas about justice that may be generated by a class
 - Remember that your role is to link to standards and topics covered in a given discipline, not to create a whole new topic
 - Draw support from administrators and department heads
 - Inform the school community about the valuable resources you can provide
 - Solicit feedback on how you can be an asset in the classroom
8. Networks to support teacher/officer innovation are available through joint planning sessions, trainings and social events
- Strengthens teacher/officer commitments to use interactive methods and practical legal information
 - The involvement of more than one teacher from a site in trainings, helps enhance law-related education
 - Invite teachers to LRE trainings
 - Keep them abreast of law-related materials you receive
 - Alert them to special security concerns at school

Sources: Caliber Associates. (2002). "The Promise of Law-Related Education and Delinquency Prevention". McKinney-Browning, Mabel, Ellis, Al, Kaplan, Howard & Johnson, Seva (1995). "Essentials of Law Related Education". Street Law, Inc. & National Crime Prevention Council (1999). "Community Works; Smart Teens Making Safe Communities". Street Law, Inc. & Office of Juvenile Justice & Delinquency Prevention (2003) "Sweet Law for School Resource Officers".

LRE ACADEMY EXPANDED SERVICES

The Arizona Foundation for Legal Services and Education provides the following expanded services to School Safety Officers:

- **LRE Academy Web page:**
The Foundation maintains a web page on the Arizona Foundation for Legal Services and Education website at www.azflse.org/!Academy, dedicated to serving School Safety Officers. The site will provide up-to-date information about LRE research, links to other LRE-related sites, professional development opportunities, publications and articles.
- **Free Materials:**
School Safety Program Officers can access free publications and materials for their LRE classroom instruction. Materials include: Pocket Constitutions, Constitution Posters, Law for Kids Cards and Posters, Gavel Pencils, Teen Court Starter Kits and When You Turn 18 Brochures.
- **LRE Technical Online Resources:**
The Foundation tracks School Safety Program Officers' professional development credit hours on an online database.

SRO/JPO Performance Assessment
ScJwol Administrator - School Safety Program

This assessment is meant to assist the officer and his/her supervisor in meeting the intent of the grant and effectively carrying out their duties. It is not meant to supplant the official review process used by the officer's department or agency. It is at the discretion of the law enforcement agency to include the school's assessment in the officer's official file.

Officer: _____ School: _____ Date: _____

School Administrator: _____ Title: _____

Police/Probation Supervisor: _____ Agency/Department: _____

School Administrator	Strongly Agree	Agree	Unsure	Disagree	Stroogly Disagree
1. The officer has a clear sense of his/her role as stated in the Guidance Manual.					
2. The officer understands the operational policies and procedures of the school necessary to perform effectively in the position.					
3. The officer attended or is scheduled to talce a law-related education class in the current year.					
4. *The officer relates to the staff, students and parents effectively.					
5. The officer works well independently.					
6. The officer attempts to meet the requirements of the grant.					
7. The officer performs his/her duties effectively.					
8. The officer is effective with his/her classroom presentations.					
Please provide explanation to support question #4:					
Additional comments:					

School Safety Program Officer Weekly Activity Log

OFFICER: _____ SRO _____ JPO _____ Week Of: _____

DISTRICT: _____

SCHOOL(S): _____

Law Related Education Instruction Universal (U)
 Planning & Preparation _____
 Staff & Sch. Community Training _____
 Classroom Instruction _____
 Total hours: _____

Law Related Education Colort Groups (C)
 Group 1 _____
 Group 2 _____
 Group 3 _____
 Group 4 _____
 Group 5 _____
 Group 6 _____
 Total hours: _____

Total hours: _____

Shaded categories are required

Date	# of Students	Time Spent	Activity (U, C, OC)	LRE Topic	Departmental Recap	Total

School Safety Program Officer Weekly Activity Log Instructions:

Law Related Education-Universal Instruction	List total hours for the week	<div style="border: 1px solid black; padding: 5px;"> These three boxes must equal the total number of hours listed for time spent </div>
Law Related Education-Cohort Classroom Instruction	List total hours for the week	
Time Off Campus	List total hours for the week	
LRE Universal Classroom Instruction	List total hours for the week	<div style="border: 1px solid black; padding: 5px;"> These three boxes must equal the total number of hours listed for universal LRE Instruction </div>
LRE Planning and Preparation	List total hours for the week	
LRE School Staff and Community Training	List total hours for the week	
# of students	Total number of students in the class or involved in the contact	
Time Spent	Total time spent in increments of five minutes; rounding up to the nearest five minute increment. (E.g. 47 minutes of LRE instruction = 50 minutes on the activity log.)	
Activity	List the type of activity or LRE class subject and location if conducted off campus. (These cells will expand to fit as much text as you wish to type)	
Teacher/Subject Qr Staff/Community Group	List teacher name and the usual subject taught in that class (e.g. science, social studies...) or Staff/Community Group,	
LRE Topic	List the LRE topic taught (e.g. gangs. We the People etc).	
Total	Tally the number of Students/Parents and Time Spent columns along the bottom row of the table	

SCHOOL SAFETY ASSESSMENT AND PREVENTION TEAM AGENDA

Purpose: The purpose of this team is to conduct a safety needs assessment. to use the needs assessment data on an on going basis to detennine the use of the officer consistent with program requirements, to coordinate efforts of this program with other safety and prevention programs and activities to achieve greater effectiveness, and to make reconunendations for continuous improvement of the program.

Leader:

Date:

Recorder:

Members Preseot:

Operational Piao Review Coote revisions/comoleted activities/milestones):

Review Previous Actioo Items:

1.
2.
3.
4.

New Discussion Item Notes aod Review of Data:

1.
2.
3.
4.
5.

Actioo Items for Next Meetiog :

Actioo Items for Next Meetiog :	Persoo Responsible	Expected Completioo Date
1.		
2.		
3.		
4.		
5.		

SCHOOL SAFETY PROGRAM
OPERATIONAL PLAN

District	School(s)																	
School Administrator Name(s)	Street Name																	
Program Activities/Milestones	Responsible Personnel	School e111r;												Completed				
		May	Jun	Jul	Aug	Seo	Oct	Nov	Dec	Jan	Feb	Mar	Aor	May	Jun	Yes	No	Comments

LRE Best Practices Checklist and Observation Form

Officer:	School Name:	District Name:
Topk:	Class/Subject:	Teacher:
Approximate # of students:	Grade:	

Effective Implementation of LRE - Use of Best Practices:	Yes	No	Evidence / Comments
<ul style="list-style-type: none"> • <u>Law Related Education</u> <ul style="list-style-type: none"> ✓ Content directly related to the law Ex: Miranda Rights ✓ Content in--directly related to the law Ex: Public Policy • <u>Focus on Real Life Issues - Situational</u> <ul style="list-style-type: none"> ✓ Relevant to students' everyday life ✓ Topic selection based on demographics • <u>Student Centered</u> <ul style="list-style-type: none"> ✓ Student led activities ✓ Encourages student discussion (not Q/A) • <u>Intellectual Teaching Strategies</u> <ul style="list-style-type: none"> ✓ Non-lecture ✓ Hands on lessons • <u>Balanced View: Point of Multiple Points of View</u> <ul style="list-style-type: none"> ✓ Presentation of all sides of the issue ✓ Unbiased presentation • <u>Problem Solving Orientation Approach</u> <ul style="list-style-type: none"> ✓ Solution reached through student discovery • <u>Utilization of a CRP</u> <ul style="list-style-type: none"> ✓ Use of community resource - (person, Attorney, Judge, Detective) 			

The purpose of the School Safety Program is to create and maintain safe schools.

Resources and Supports	Officers' Major Activities	Process Outcomes	One Year Outcomes Universal and Cohort	One -Three Year Outcomes Cohorts Only
<p>District Administration:</p> <ul style="list-style-type: none"> • Administer grant • Maintain communication and coordinate with partnering agencies <p>Attend required training</p> <p>School Administration:</p> <ul style="list-style-type: none"> • Facilitate integration of officer into the school and implementation of program activities • Observe classroom instruction (semester) • Conduct Officer Performance Assessment (semester) • Monitor Activity Logs (quarterly) • Collaborate with partnering agency • Meet with supervisor (semester) • Attend required training • Establish and convene a multidisciplinary School Safety Assessment and Prevention Team that conducts safety needs assessment and provides input on continuous improvement of the program <p>Law Enforcement and Juvenile Probation Agencies:</p> <ul style="list-style-type: none"> • Provide supervision and support to officer on program activities • Collaborate and coordinate with school administrator • Attend required training • Ensure officer continuity over three year cycle 	<p>Programs/Services:</p> <ul style="list-style-type: none"> • Collaborate with school personnel on school wide safety strategies (e.g. staff training, emergency response planning, needs assessment) prevention programming • Implement cohort and universal LRE instruction based on needs of school • Intervene and prevent potential crime through strategic visibility • Link students and parents to appropriate social services (e.g. court resources, domestic violence shelters, treatment centers, food banks) • Provide law enforcement or juvenile probation services • Facilitate or assist with other youth programs (e.g. peer mediation, anger management training) • Attend standardized school safety officer training for new officers 	<p>Outputs:</p> <ul style="list-style-type: none"> • SRO is on campus 80% of the time • JPO is on campus 90% of the time • School Safety Program Operational Plan used for program planning, implementation, and improvement • Officer completed 100 hours of universal LRE instruction <ul style="list-style-type: none"> - At least 60 hours of universal LRE classroom instruction - Up to 20 hours for LRE planning and preparation - Up to 20 hours for LRE instruction to school staff and school community • Officer completed 50 hours of LRE classroom instruction for ongoing cohorts (3-4 classes, six sessions per quarter) • Accurately completed weekly activity log • Completed Performance Assessment Feedback tool • School Safety Assessment and Prevention Team met quarterly, conducted needs assessment and provided input for continuous improvement of the program • Attended required training 	<p>Attitudes/Beliefs:</p> <p><i>Increased:</i></p> <ul style="list-style-type: none"> • Respect for officer on campus • Students perceive the officer as an adult they can go to with issues of concern • Students are comfortable going to the officer • Staff and students feel safer with the officer on campus • Staff feels the officer is a resource to the school • Accuracy of crime reporting to law enforcement • Staff feel comfortable recognizing undesirable student behavior <p>Knowledge:</p> <p><i>Increased:</i></p> <ul style="list-style-type: none"> • Knowledge of the law and legal process • Increased knowledge of how to be a law abiding citizen • Staff knowledge of undesirable student behavior 	<p>For LRE cohorts:</p> <p>Attitudes/Beliefs:</p> <p><i>Increased:</i></p> <ul style="list-style-type: none"> • Negative perception of delinquent behavior <p>Skills:</p> <p><i>Improved:</i></p> <ul style="list-style-type: none"> • Problem solving • Decision making • Communication <p>Behaviors:</p> <p><i>Decreased:</i></p> <ul style="list-style-type: none"> • Serious and violent incidents and behaviors <p>Comprehensive approach to a safe school environment</p>

*Data sources for assessing outcomes and effectiveness include LRE pre and post tests, officer activity logs, officer performance assessment, incident data, and perception of safety surveys.

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Be A Leader Foundation – End of Year Report

PURPOSE:

Desirae Rocha of the Be A Leader Foundation will provide an end of year program update.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The District has a five-year agreement with Be A Leader Foundation to provide support to the TUHSD community through direct support of the District through programs, campus Be A Leader clubs, scholarships, and mentoring for District students.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

BALF supports the District and the community at large by collaborating with the District on the implementation of technology support, scholarship programs, and community-based programming .

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

Information item only. No Governing Board action is required.

Submitted by: Karen Marie Eubank

Date: --1J---

Approved by: Lexi Cunningham

Date: --1-22--1'6

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Summer School 2015

PURPOSE:

At the request of Governing Board Member Vincent Moreno, Travis Johnson, Director of Alternative Programs and Summer School Principal, and/or Nicole Baumgart, District Instructional Leadership Coordinator for Literacy and Summer School Assistant Principal, will provide an update on the District's 2015 summer school program.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Governing Board Policy IHCA; Summer School.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Information will include the benefits and outcomes of the District's summer school program.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

Information only. No Governing Board action is required.

Submitted by: Karen Marie Eubank

Date: 7-J-15

Approved by: Lexi Cunningham

Date: 1-22-15

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015

TO: Dr. Lexi Cunningham and Governing Board Members

SUBJECT: Possibility of M&O Override Election in 2016

PURPOSE:

At the request of Governing Board President Steven Chapman, the Governing Board members will discuss the possibility of calling for a Maintenance & Operations override election in 2016.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

On November 2, 2010, District voters authorized a 15% maintenance and operations override. Beginning in fiscal year 2011-2012, \$6.8 million would be levied for five years. The amount would then be reduced in years six and seven.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Discussion will center on the possibility of requesting District voters to continue the override for an additional seven (7) years.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

Information item only. No Governing Board action is required.

Submitted by: Karen Marie Eubanks Date: 7-22-15
Approved by: Lexi Cunningham Date: 7-22-15

SUMMARY OF AGENDA ITEM

DATE: July 28, 2015
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Policy HA; Professional Negotiations Agreement

PURPOSE:

At the request of Governing Board President Steven Chapman, the Governing Board members will discuss proposed changes to Policy HA; Professional Negotiations Agreement.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

New or revised policy language is normally proposed by the Arizona School Boards Association, based on changes to law. However, Policy BG states that "suggestions regarding the content of policies may originate with a member of the Board, the Superintendent, a staff member, a parent, a student, a consultant, a civic group, or any resident of the District."

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The proposed policy language will be discussed by the Governing Board.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

At Governing Board discretion.

Submitted by: Karen Marie Eubank Date: 7-28-15
Approved by: Lexi Cunningham Date: 7-28-15