



NOTICE OF PUBLIC MEETING

**TOLLESON UNION HIGH SCHOOL DISTRICT #214
GOVERNING BOARD AGENDA
FOR REGULAR MEETING**

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: September 8, 2015

TIME: 6:00 p.m.

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: September 3, 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 Mr. Del Palacio Ms. Madruga Mr. Moreno Mr. Villalon

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

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

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

Motion made by _____; seconded by _____

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

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	5-9
Recommendations for approval/ratification of personnel actions.	
*2. Financial Services	
A. Vouchers	10-11
Vouchers represent orders for payment of material, equipment, salaries, and services.	
*3. Purchasing	
A. Authorization for Disposal #905	12-13
Administration seeks Governing Board approval to dispose of cribs, mattresses, and feeding tables from the Little Aztec Learning Center at Copper Canyon High School.	
*4. Superintendent's Office	
A. Travel Requests	14-16
Requests have been received from the District Office, Copper Canyon High School, La Joya Community High School, Sierra Linda High School, Tolleson Union High School, University High School, and Westview High School.	
B. Minutes – August 25, 2015 Regular Meeting	17-21
All Governing Board members were present.	
C. College Readiness System Solutions Agreement for PSAT Exam	22-32
The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning and increase students' readiness for college expectations.	
D. Intergovernmental Agreement with the City of Phoenix for School Resource Officer Services – Sierra Linda High School	33-85
The IGA with the City of Phoenix provides for SRO services at Sierra Linda High School for the 2015-2016 school year.	

INFORMATION/DISCUSSION ITEMS

	<u>PDF PAGE #</u>
1. West-MEC Presentation At the request of Governing Board member Vincent Moreno, West-MEC Superintendent Greg Donovan will provide an update including, but not limited to, central program enrollment 2014-2015 vs. 2015-2016 and program retention. Additionally, Mr. Donovan will discuss the Start Center and the Buckeye building.	86-89
2. One Arizona Presentation At the request of Governing Board member Corina Madruga, Mr. Tomas Robles, Jr. of One Arizona and Mr. Cristian Avila of Mi Familia Vota, along with a few students will present information on the importance of civic engagement.	90-94
3. Policy HA; Meet and Confer Goals/Priority Objectives At the request of Governing Board President Steven Chapman, the Governing Board members will have an opportunity to discuss proposed changes to Policy HA; Meet and Confer Goals/Priority Objectives.	95-97

AGENDA ITEMS FOR FUTURE MEETING(S)

- September 22, 2015
- October 13 – No meeting; fall break
- October 27
- November 10

ADJOURNMENT

Motion made by _____; seconded by _____

The meeting was adjourned at _____.

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015

AGENDA SUBJECT: Personnel Items

PURPOSE:

Administration seeks Governing Board approval/ratification of personnel actions.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Governing Board has sole responsibility for personnel actions including 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 action recommendations.

Submitted by: Michael Stewart
Director, Human Resources Date: August 27, 2015

Reviewed by: W. Cunningham Date: 8-27-15
Superintendent Date: August 27, 2015

TUHSD HUMAN RESOURCES

To: Karyn Eubanks, Executive Assistant to the Superintendent and Governing Board
From: Micheel Stewart, Human Resources Director
Date: 08/27/2015
Re: Personnel Items, Governing Board Meeting, 09/08/2015

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

ADMINISTRATIVE STAFF

Retirement/Return Under Phased Retirement Program

Speer, John	DO	Assistant Superintendent for Teaching and Learning
-------------	----	--

CERTIFIED STAFF

Employment of Personnel

Carey, Dennis	DO	Guest Teacher
Lasater, Bradley	DO	Guest Teacher
Lamb, Justin	WHS	Social Studies – History

Resignation/Release From Contract (Exempt From Liquidated Damages)

DeVogelaere, Scott	WHS	History
--------------------	-----	---------

Resignation/Release From Contract at End of Semester (Pending Payment of Liquidated Damages)

Roebuck, Scott	WHS	Chemistry
----------------	-----	-----------

Fall Coaches

Abrams, Richard	CCHS	Versity Girls Golf Coach
Atkinson, Dacia	CCHS	Varsity Cross Country Coach
Ball, Jerry	CCHS	Assistant Football Coach
Bruce, Marcus	CCHS	Assistant Football Coach
Epp, Ashley	CCHS	Assistant Volleyball Coach
Farley, Kendrick	CCHS	Assistant Football Coach
Goodloe, Joshua	CCHS	Assistant Football Coach
Heytens, Andrew	CCHS	Varsity Boys Golf Coach
Kemmer, Shawn	CCHS	Varsity Football Coach
Lehman, Derick	CCHS	Athletic Trainer
Matthews, Kelly	CCHS	Athletic Trainer
Murphy, Paul	CCHS	Weight Room Coordinator
Tenuyl, Henderika	CCHS	Varsity Volleyball Coach
Thomas, Larry	CCHS	Assistant Football Coach
Wellman, Justin	CCHS	Assistant Cross Country Coach

Abel, Zeke	LJCHS	Assistant Football Coach
Beck, Jennifer	LJCHS	Varsity Spiritline Coach
DeLeon, Molly	LJCHS	Assistant Volleyball Coach
Doumiseau, Devin	LJCHS	Assistant Football Coach
Fontes, Jonathan	LJCHS	Assistant Football Coach
Furco, Timothy	LJCHS	Assistant Volleyball Coach
Gessner, Ches	LJCHS	Assistant Football Coach
Jacinto, Vanessa	LJCHS	Athletic Trainer
Kovach, Zachary	LJCHS	Varsity Girls Golf Coach
Markgraf, Colin	LJCHS	Athletic Trainer
Marrs, Larry	LJCHS	Assistant Football Coach; Weight Room Coordinator
Martiny, Zachary	LJCHS	Assistant Football Coach
Mitchell, Joshua	LJCHS	Varsity Football Coach
Ortega, Omar	LJCHS	Varsity Cross Country Coach
Owen, Gregory	LJCHS	Varsity Volleyball Coach
Rodriguez, Carlos	LJCHS	Assistant Football Coach
Rosenberger, Johnathan	LJCHS	Assistant Cross Country Coach
Schwyhart, William	LJCHS	Assistant Football Coach
Violette, Gerard	LJCHS	Varsity Boys Golf Coach
Baldinelli, John	SLHS	Assistant Football Coach
Chinchilla, Christopher	SLHS	Assistant Football Coach
Crow, Ross	SLHS	Varsity Football Coach
Diaz, Matias	SLHS	Varsity Volleyball Coach
Figueroa, Breezy	SLHS	Assistant Volleyball Coach
Figueroa, Daniel	SLHS	Assistant Football Coach
Gordon, Samantha	SLHS	Athletic Trainer
Haagensen, Joshua	SLHS	Weight Room Coordinator
Love, Brandon	SLHS	Assistant Football Coach
Marks, Ramon	SLHS	Varsity Boys Golf Coach
Palange, Alfred	SLHS	Assistant Football Coach
Perez, Sushyla	SLHS	Varsity Spiritline Coach
Reeser, Steven	SLHS	Assistant Football Coach
Sanders, Joely	SLHS	Varsity Girls Golf Coach
Silva, Wendy	SLHS	Assistant Volleyball Coach
Stout, Slate	SLHS	Assistant Football Coach
Young, Bleshea	SLHS	Assistant Spiritline Coach
Zmolek, Megan	SLHS	Assistant Cross Country Coach
Alessi, John	TUHS	Assistant Football Coach
Anwar, Girmar	TUHS	Assistant Football Coach
Carver, James	TUHS	Assistant Football Coach
Castro, Ashlee	TUHS	Athletic Trainer
Fayson, Shirleeah	TUHS	Athletic Trainer
Fedina, Tabitha	TUHS	Assistant Cross Country Coach; Weight Room Coordinator
Galindo, Miguel	TUHS	Assistant Football Coach
Gulick, Rosemary	TUHS	Varsity Volleyball Coach
Hopper, Daniel	TUHS	Assistant Football Coach
Jordan, Freddie	TUHS	Assistant Volleyball Coach
Langan, Sean	TUHS	Assistant Football Coach
Laubscher, Katherine	TUHS	Varsity Spiritline Coach
Lee, Joseph	TUHS	Assistant Football Coach
Medrano, Mark	TUHS	Varsity Boys Golf Coach
Richardson, Scott	TUHS	Varsity Girls Golf Coach
Riley, Patrick	TUHS	Varsity Cross Country Coach
Rodriguez, Amira	TUHS	Assistant Swimming Coach

Soto, Portia	TUHS	Assistant Volleyball Coach
Stuart, Tacara	TUHS	Varsity Swimming Coach
Wilbur, Jeffery	TUHS	Weight Room Coordinator
Wilke, Jason	TUHS	Varsity Football Coach
Aranas, Steven	WHS	Assistant Football Coach
Bower, Stephen	WHS	Assistant Cross Country Coach
Burgess, George	WHS	Assistant Football Coach
Carroll, John	WHS	Assistant Football Coach
Chaffee, William	WHS	Assistant Football Coach
Delgado, Jesse	WHS	Assistant Football Coach
Green, Courtney	WHS	Varsity Spiritline Coach
Guerra, Sienna	WHS	Assistant Volleyball Coach
Herris, Benjamin	WHS	Assistant Football Coach
Honne, Horacio	WHS	Assistant Football Coach
Martel, Charles	WHS	Assistant Football Coach
Moses, Adrine	WHS	Assistant Volleyball Coach
Nicoloff, Serah	WHS	Assistant Swimming Coach
Parker, Joseph	WHS	Varsity Football Coach
Rice, Trevor	WHS	Athletic Trainer
Schock, Matthew	WHS	Assistant Football Coach
Sewell, Brian	WHS	Assistant Football Coach
Soto, Steve	WHS	Varsity Cross Country Coach; Weight Room Coordinator

CLASSIFIED STAFF

Employment of Personnel

Arreola, Sarah	CCHS	Cafeteria Cashier
Arreola, Clementina	DO	Substitute Bus Driver
Rendon, Raymond	DO	Student Worker – Rental Assistance
Smith, Cameron	DO	IT Help Desk Technician
Vega, Ramon	DO	Skilled Maintenance – HVAC
Rivas, Jesse	LJCHS	Groundskeeper
Aispuro, Alfredo	TUHS	Student Cafeteria Worker
Perez, Edward	TUHS	Groundskeeper
Stewart, Taulia	WHS	Instructional Assistant I

Fall Coaches

Huttinger, Daniel	CCHS	Assistant Football Coach
Idris, Anis	CCHS	Assistant Football Coach
Jimerson, Merio	CCHS	Assistant Football Coach
Newell, Willie	CCHS	Assistant Football Coach
Taylor, Gale	CCHS	Assistant Football Coach
Hightower, Davaren	LJCHS	Assistant Football Coach
Chavez, Joshua	TUHS	Assistant Football Coach
Rekedal, Dennis	TUHS	Assistant Football Coach

Gutierrez, Antonio	WHS	Assistant Football Coach
Renteria, Mario	WHS	Assistant Football Coach
Vasquez, Richard	WHS	Assistant Football Coach
Webb, Jerolynn	WHS	Varsity Swim Coach
Wolski, William	WHS	Assistant Football Coach

Resignations

Harris, Heather	CCHS	Administrative Assistant to the Principal
Delgado, Juan	DO	Bus Monitor
Kelly, Donna	LJCHS	Instructional Assistant II
Guzman, Claudia	WHS	Cafeteria Cashier

Job Abandonments

Morse, Samantha	CCHS	Instructional Assistant I
Copeland, Tiwan	SLHS	Custodian II

VOLUNTEERS

Fall Coaches

Castillo, Hector	CCHS	Assistant Football Coach
Barnett, Catherine	WHS	Assistant Varsity Girls Golf Coach
Faison, Ludwig	WHS	Assistant Football Coach
Hairston, Brain	WHS	Assistant Football Coach
Irish, John	WHS	Varsity Boys Golf Coach
Santa Cruz, Ernest	WHS	Assistant Football Coach
Vasko, Gary	WHS	Assistant Football Coach

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015

AGENDA SUBJECT: Vouchers

PURPOSE:

Administration seeks Governing Board ratification of payroll and expense vouchers.

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.

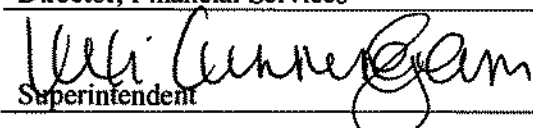
BUDGET IMPACT AND COSTS:

Payroll Vouchers: \$ 1,902,451.68 (#1046, #4-5)
Expense Vouchers: \$ 870,222.20 (#7138-7141 and #8019-8027)

RECOMMENDATION:

It is recommended that the Governing Board ratify payroll vouchers #1046 and #4-5 and expense vouchers #7138-7141 and #8019-8027.

Submitted by: Tracy McLaughlin
Director, Financial Services Date: August 27, 2015

Reviewed by: 
Superintendent Date: August 27, 2015

APPROVAL OF PAYROLL/EXPENSES VOUCHERS

RATIFY PAYROLL VOUCHERS:

Voucher	1046	\$	1,905.35
Voucher	4		1,898,591.65
Voucher	5		1,954.68
TOTAL			<u>\$ 1,902,451.68</u>

RATIFY EXPENSE VOUCHERS:

Voucher	7138	\$	2,077.08
Voucher	7139		37,673.23
Voucher	7140		1,261.28
Voucher	7141		6,384.01
Voucher	8019		391,078.12
Voucher	8020		7,139.54
Voucher	8021		10,997.79
Voucher	8022		168.00
Voucher	8023		280,562.06
Voucher	8024		9,223.65
Voucher	8025		121,321.52
Voucher	8026		2,325.00
Voucher	8027		10.92
TOTAL			<u>\$ 870,222.20</u>

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015
AGENDA SUBJECT: Authorization for Disposal #905

PURPOSE:

Administration seeks Governing Board approval to dispose of cribs, mattresses, and feeding tables from the Little Aztec Learning Center at Copper Canyon High School.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

All disposals arrangement will be made in accordance with USFR guidelines and the Arizona Administrative Code, Title 7, Education/Procurement, Section: Materials Management and Disposition.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Benefits to the District are derived from maintaining furniture and equipment that is safe to use and in good operating condition.

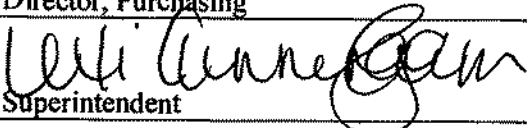
BUDGET IMPACT AND COSTS:

All disposals are processed during the normal course of the work day. There will be no out-of-pocket costs for the disposal of these items.

RECOMMENDATION:

It is recommended that the Governing Board approve the Request for Authorization for Disposal #905 (cribs, mattresses, and feeding tables from the Little Aztec Learning Center at Copper Canyon High School).

Submitted by: Cheryl Burt
Director, Purchasing Date: August 27, 2015

Reviewed by: 
Superintendent Date: August 27, 2015

**TOLLESON UNION HIGH SCHOOL DISTRICT #214
REQUEST FOR AUTHORIZATION FOR DISPOSAL #**

905

- Equipment Non-Equipment Technology
 General Fixed Asset (GFA) Stewardship List Instructional Material Other (explain below)

Part I – Disposal Site

School/Department Initiating Request Copper Canyon - Early Learning Center ^(Little Actors) Phone No. 623-478-4764
 Person to Contact (Name/Title) Becky Macias - Director Designer E-Mail Address Becky.macias@Tuhsd.org

Part II – Disposal Method

- State Surplus Trade-In (Provide explanation below) Unusual Circumstance:
 Competitive Sealed Bid Posted Price Appraisal
 Public Auction Donation to non-profit (Instructional Materials only) Barter
 Established Market Loss (Explanation below) Salvage (List disposal costs below)
 Other (Explanation below)

Detailed Explanation:

Excellent Condition, cribs + feeding tables.
not recommended disposal - ReBale/donate.

Part III – Items for Disposal

Qty	Item Description (Include Model #)	Serial #	Fixed Asset Tag #	Purchase Price	Current Estimated Value	Reason for Disposal
2	multiple Child feeding table	don't know	→	→		no longer needed
8	infant cribs w/ mattresses	don't know	→	→		no longer needed
2	evacuation cribs	don't know	→	→		no longer needed

Part IV – Requester Signature

Becky Macias 8/5/15 Mike Abbas 8/5/15
 Requester Date Site Administrator Date

Part V – Governing Board Approval

Submitted for Governing Board Meeting Date _____

_____ _____
Governing Board Approval Date

Part VI – Administrative Action

Disposal Date	Final method of disposal	Compensation/(expenditure)
_____	_____	_____

Disposal Performed By: _____ Date _____ Purchasing/GFA Administrator _____ Date _____

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015

AGENDA SUBJECT: Travel Requests

PURPOSE:

Administration seeks Governing Board approval of travel requests.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Staff and students travel throughout the school year for professional development (staff) and educational enrichment (students) opportunities.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

As described on the attachment.

BUDGET IMPACT AND COSTS:

Travel expenses are paid for through non-M&O sources.

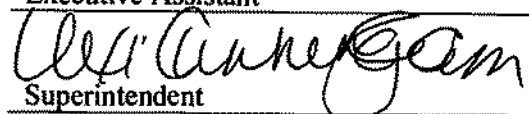
RECOMMENDATION:

It is recommended that the Governing Board approve the travel requests from the District Office, Copper Canyon High School, La Joya Community High School, Sierra Linda High School, Tolleson Union High School, University High School, and Westview High School.

Submitted by: Karyn Morse Eubanks
Executive Assistant

Date: August 27, 2015

Reviewed by:


Superintendent

Date: August 27, 2015

TRAVEL REQUESTS

September 8, 2015

SCHOOL/DO	WHO	WHAT/WHEN/ WHERE	PURPOSE
District Office	John Speer, Assistant Superintendent	Math Leadership Summit "An Equation That Works" 11/09/15 – 11/11/15 Los Angeles, CA	Attend summit. Summit discussion will center on the effects of positive engagement, technology's role in personalizing and progressing math instruction and intervention, and influential teaching and learning strategies within the professional network.
District Office	Vickie Landis, Director of Curriculum and Instruction	Literacy Leadership Summit "Lead the Way to Literacy" 11/11/15 – 11/13/15 Los Angeles, CA	Attend summit. Summit discussion will center on the effects of positive engagement, technology's role in personalizing and progressing literacy intervention, and influential teaching and learning strategies within the professional network.
All Schools	Culinary, Fashion, and Early Childhood Education teachers and FCCLA advisors: <ul style="list-style-type: none"> - Jeanette Neese and Melissa Tracy (CCHS) - Catherine Marshall (LJCHS) - Sondra Brady, Sushyla Perez, and Sonia Saenz (SLHS) - Niels Knudsen and Barb Saltzman (TUHS) - Ashley Fergus-Beuthin, Nanette Ramirez, and Patti Lopez-Vejar (WHS) Students from all five (5) schools	Annual Spring Arizona FCCLA Conference 03/28/16 – 03/30/16 Tucson, AZ	Attend conference. State level opportunities for networking, competitions, leadership, scholarship, and recognition for students, as well as program area and industry specific professional development for instructors and advisors.
All Schools	Sports Medicine teachers and HOSA advisors: <ul style="list-style-type: none"> - Kelly Matthews and Derick Lehman (CCHS) - Vanessa Jacinto (LJCHS) - Samantha Gordon (SLHS) - Ashlee Castro and Shirleeah Fayson (TUHS) - Trevor Rice (WHS) Students from all five (5) schools	Annual Spring Arizona HOSA Conference 03/30/16 – 04/01/16 Tucson, AZ	Attend conference. State level opportunities for networking, competitions, leadership, scholarship, and recognition for students, as well as program area and industry specific professional development for instructors and advisors.

TRAVEL REQUESTS

September 8, 2015

SCHOOL/DO	WHO	WHAT/WHEN/ WHERE	PURPOSE
All Schools	BOSAS, Financial Services, and Software Development teachers and FBLA advisors: <ul style="list-style-type: none"> - DeKenda Jimerson and Larry Thomas (CCHS) - Debi Kuhlen (LJCHS) - Judi Shelkin (SLHS) - Elena Sobampo (TUHSD) - Shad Sluiter (WHS) Students from all five (5) schools	Annual Spring Arizona FBLA Conference 04/04/16 – 04/06/16 Tucson, AZ	Attend conference. State level opportunities for networking, competitions, leadership, scholarship, and recognition for students, as well as program area and industry specific professional development for instructors and advisors.
CCHS	Teacher and Varsity Volleyball Coach Henderika TeNuyl Teacher and Freshman Volleyball Coach Ashley Epp Girls Varsity Basketball Team	Mary Jo Goldey Volleyball Invitational 09/11/15 – 09/12/15 Lake Havasu City, AZ	Participate in volleyball tournament.
SLHS	Culinary Arts Teacher and FCCLA Advisor Sonia Saenz Six (6) students from the FCCLA Culinary Officer Team	FCCLA Chapter Leadership Camp 10/01/15 – 01/03/15 Prescott, AZ	Participate in leadership camp activities.
SLHS	Director of Bands Antonio Lozano Assistant Director of Bands Carlos Galletti History Teacher Andrew Enciso Fashions Teacher Sondra Brady Science Teacher Alysha Diebert Wellness Teachers Tanya Emelander and Edith Garcia Members of the Bulldog Marching Band	Northern Arizona University Band Day 10/09/15 – 10/11/15 Flagstaff, AZ	Compete in Band Day.
UHS	Teacher Susan McClellan	Advanced Technological Education Conference 10/21/15 – 10/23/15 Washington, DC	Presenter at Conference “Collaborative Project: Geospatial Connections Promoting Advancement to Careers and Higher Education”
UHS	Teacher Terry Caruso	College Board Design Committee Work 11/05/15 – 11/06/15 Atlanta, GA	Part of national committee who write AP exams.

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015

AGENDA SUBJECT: Minutes – August 25, 2015 Regular Meeting

PURPOSE:

Administration seeks Governing Board approval of the August 25, 2015 Governing Board Regular Meeting 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 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 August 25, 2015 Governing Board Regular Meeting minutes.

Submitted by: Karyn Morse Eubanks
Executive Assistant

Date: August 27, 2015

Reviewed by:


Superintendent

Date: August 27, 2015



TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214

GOVERNING BOARD MINUTES REGULAR MEETING AND EXECUTIVE SESSION TUESDAY, AUGUST 25, 2015

DISTRICT ADMINISTRATIVE CENTER
9801 W. VAN BUREN 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: Ms. Corina Madruga, Mr. Vincent Moreno, and Mr. Freddie Villalon. Mr. Devin Del Palacio arrived at 6:14 p.m.

Pledge of Allegiance

The Pledge of Allegiance was recited.

Approval of the Regular Agenda

Mr. Moreno moved to approve the Regular Agenda; seconded by Ms. Madruga. In a roll call vote, the motion carried 4-0.

Public Participation

Scott DeVogelaere addressed the Governing Board on payment of liquidated damages.

Summary of Current Events

Superintendent – Dr. Cunningham

- La Joya Community High School Principal Brandi Haskins and her team are working with Estrella Mountain Community College on the ASAP program. The program will enable 150 LJCHS 11th and 12th graders to receive help on preparing for the placement tests, connect with EMCC staff, and visit the campus.
- Students new to CEA go through Orientation Friday. The purpose of the day is to prepare students for success in an alternative setting by introducing them to different instructional strategies, review note taking skills, and provide training on how to use an online platform.
- More than 600 parents/families are currently using MyPaymentsPlus to manage their student's meal accounts. The program can be accessed through the District website and allows parents to review the choices their student is making each day.
- Sierra Linda High School has been having Bulldog Blitz on Fridays. Staff focuses on one of the PBIS themes and makes an effort to reinforce the theme with students who have an opportunity to earn PAWS cards for exhibiting positive behavior.
- The Copper Canyon High School cheer team performed at an August Phoenix Mercury basketball game providing great exposure for CCHS and their cheer program.
- Tolleson Union High School 9th grade advisory students were involved in a campus scavenger hunt which included taking a selfie with Principal Ernie Molina. Apparently, it was the most pictures Mr. Molina has ever had taken in one day.
- University High School's annual Academic Consultation Night is September 10.
- Congratulations to the Westview High School MCJROTC program for being named a Western Region Naval Honor School.
- All schools will participate in PLC training on August 26. Teachers will meet with their PLCs to begin the norming process and to learn about first and second order change.

- The Transportation Department is promoting leadership by engaging in a book study using the book *The Essential Wooden*.
- Dr. Cunningham stated that she has been amazed at the level of teaching she has witnessed during her classroom visits. She has seen Kahoot used in an English class as a formative assessment on figurative language; saw students annotating “Cows Into Burgers” and then creating a chronological order; peer editing of “Is Socrates Wise” essays; identification of the heroic traits of Captain America as an introduction to Beauwulf; BAGPIPES in World History; a literacy student’s “Shirt of Success” speech; and a teacher explaining how her new puppy had eaten her student’s homework.

Governing Board

- Mr. Chapman stated that he attended Friday’s Westview High School football game. Mr. Chapman also thanked staff and stated that it is going to be a great school year.
- Mr. Moreno extended a thank you to club sponsors who have already begun their fundraising efforts. Mr. Moreno also stated that he had attended Tolleson Union High School’s football game and was impressed with the condition of the turf.
- Mr. Villalon thanked staff and the community for the District’s academic success and stated that he continues to hear great things about the District.
- Ms. Madruga also thanked staff for their hard work. In addition, Ms. Madruga stated that an open house for the new Arizona Latino School Boards Association will be on September 16 beginning at 5:00 p.m.

Approval of the Consent Agenda

Mr. Chapman moved to approve the Consent Agenda with the exception of I.A. Personnel Items; seconded by Mr. Villalon. In a roll call vote, the motion carried 4-0.

Discussion/Action of Item(s) Previously Removed from the Consent Agenda – I.A. Personnel

Ms. Madruga moved to approve/ratify the personnel action recommendations with the exception of the certified resignation/release from contract and the classified termination; seconded by Mr. Moreno. In a roll call vote, the motion carried 5-0.

CONSENT AGENDA * ITEMS

Human Resources *

A. Personnel Items

CERTIFIED STAFF

Employment of Personnel

Anderson, Paul	DO	Guest Teacher
Cochran, Susan	DO	Guest Teacher
Parham, Grant	DO	Guest Teacher
Sharpe, Catherine	DO	Guest Teacher
White, Esther	DO	Guest Teacher
Lynch, Julie	WHS	Guidance Advisor

Resignations

Harper, Dawn	CCHS	In-House Substitute
Antal, Richard	LJCHS	In-House Substitute

Coaching Resignation

Marcello, Anthony	CCHS	Varsity Wrestling Coach
-------------------	------	-------------------------

CLASSIFIED STAFF

Employment of Personnel

Covarrubio, Maria	DO	Substitute Bus Driver
Peralto, Alyssa	LJCHS	Instructional Assistant I
Rodriguez, Carlos	LJCHS	Security Guard

Resignations

Swartwood, Cynthia	CCHS	Instructional Assistant II
Moton-Carroll, Tonika	DO	Bus Driver
Poole, Jill	LJCHS	Administrative Assistant IV
Sosa, Jessica	TUHS	Cafeteria Cashier
Gonzalez, Maria P	WHS	Cafeteria Worker
Ortiz, Gordon	WHS	Security Guard

Job Abandonment

Alvidrez, Bonita	DO	Substitute Bus Driver
Croxton, Jeffrey	DO	Substitute Bus Driver
Norfleet, Nicole	DO	Bus Driver
Ruiz, Darlene	DO	Substitute Bus Driver

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 – \$ 584,848.29
- Expense Vouchers – \$ 1,138,247.81

B. Donations

The following donations were accepted:

- Arizona Sports and Tourism Authority – \$3,864.97 – Quick grant for athletic field remodel project for Tolleson Union High School’s athletics program.
- Schwan’s – \$5,000 – 10,000 Schwan’s points for the Food and Nutrition department.
- Kellogg’s – \$1,000 – 5,000 Kellogg’s points for the Food and Nutrition department.
- Safe and Supportive Schools Grant – \$3,000 for 240 tee shirts for Copper Canyon High School’s Aztec Ambassadors Club.
- Tolleson Union High School Football Club – \$1,851.75 – Jam tent and three dummy arms for the Tolleson Union High School football program.

Superintendent’s Office *

A. Travel Requests

The following travel requests were approved:

- Debbie McKintosh, District CTE Director, will attend the ACOVA Fall Conference in Prescott, AZ on November 3-6, 2015.
- Derek Fahleson, Assistant Principal for Athletics at La Joya Community High School, will attend the AIAAA Conference in Prescott, AZ on September 13-15, 2015.
- Heidi Wilkes, Tolleson Union High School Dance Director, and nine students on the Advanced Dance Team will participate in the 2016 National Dance Team Championship in Orlando, FL on January 28-February 1, 2016.

B. Minutes – August 11, 2015 Regular Meeting and Executive Session
All Governing Board members were present.

C. Resolution of Breach of Contract – Cassandra Petersoo
Ms. Peterson breached her 2015-2016 employment contract by resigning subsequent to signing the contract and not paying the liquidated damages fee. A formal resolution will be sent to the Arizona Department of Education stating that Ms. Peterson has not fulfilled the terms of the contract and is still employed by the District.

INFORMATION/DISCUSSION ITEMS

1. Handcuffs on Success: Why Immigration Enforcement in Schools Is Not The Answer
At the request of Governing Board Vice President Devin Del Palacio, ACLU Policy Director Will Gaona addressed the Governing Board on the work the ACLU is doing with Arizona school districts on updating school resource officer policies and practices.

ACTION/DISCUSSION ITEMS

1. Travel Request – Power and Policy Conference – Devin Del Palacio
Governing Board Vice President Devin Del Palacio requested Governing Board approval to attend the Power and Policy Conference 2015 in Washington, DC on October 16, 2015.

Ms. Madruga moved to approve the travel request from Mr. Devin Del Palacio to attend the Power and Policy Conference 2015 in Washington, DC on October 16, 2015; seconded by Mr. Villalon. In a roll call vote, the motion carried 3-1, with Mr. Moreno casting the dissenting vote. Mr. Del Palacio abstained from voting.

AGENDA ITEMS FOR FUTURE MEETINGS

- September 8 – West-MEC presentation (Mr. Moreno); One Arizona presentation (Ms. Madruga)
- September 22 – University High School celebration

FORMAL ADJORNMENT OF REGULAR MEETING

Ms. Madruga moved to adjourn the Regular Meeting; seconded by Mr. Del Palacio. Mr. Chapman called the Regular Meeting of the Tolleson Union High School District Governing Board adjourned at 6:46 p.m.

Mr. Steven Chapman, Governing Board President

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015

AGENDA SUBJECT: College Readiness System Solutions Agreement for PSAT Exam

PURPOSE:

Administration seeks Governing Board approval of the College Readiness System Solutions Agreement.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning and increase students' readiness for college expectations.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Earlier involvement in the PSAT program will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process.

BUDGET IMPACT AND COSTS:

Total yearly cost of \$37,816.50

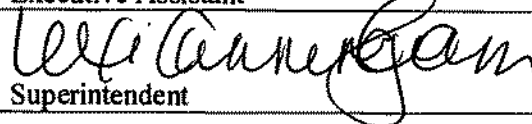
RECOMMENDATION:

It is recommended that the Governing Board approve the College Readiness System Solutions Agreement.

Submitted by: Karyn Morse Eubanks
Executive Assistant

Date: August 27, 2015

Reviewed by:


Superintendent

Date: August 27, 2015

**COLLEGE BOARD'S
COLLEGE READINESS AND SUCCESS CONTRACT #: CB-00013530**

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (the "Agreement"), is made as of this **September 1, 2015** ("Effective Date"), by and between Tolleson Union High School District ("Client") and the College Board (the "College Board").

WHEREAS, the College Board shall make available, and Client may order the following College Board exams, products, and services related to the College Board's College Readiness and Success System.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

1.0 Services & Deliverables. The College Board shall furnish Client with the exams, products, services and/or deliverables ("Deliverables") in accordance with the applicable schedules, which outline the Deliverables hereunder ("Schedule"); and attached hereto and incorporated herein by this reference. The parties agree that purchases after the commencement date of this Agreement shall be added by an addendum signed by both parties covering such Deliverables.

2.0 Term & Termination.

2.1 Term. This Agreement shall be for a term beginning as of September 1, 2015 and, unless sooner terminated as provided herein, will expire on June 30, 2016 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to the College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If the Term includes testing for the 2015-2016 academic year or after, for such period, this Agreement, including the applicable Schedule(s), will be revised to reflect operational changes associated with any redesigned assessments. If, during the Term, Client decides to have the College Board support Client's administration of a digital College Board assessment, the College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

2.2 Termination. If either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties, Ownership, or Confidentiality provisions, then the College Board shall have the right to terminate this Agreement immediately.

2.2.1 Rights After Termination. If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the deliverables under that Schedule shall cease, and Client shall; (a) immediately cease all use of the applicable deliverables and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, the College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

2.2.2 Partial Payment Upon Termination. Client will compensate the College Board for all services performed, products furnished, and licenses granted, including any costs associated with the initial deployment of resources in preparation for providing the services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by the College Board.

2.2.3 Availability of Deliverables. In addition to its other rights hereunder, the College Board may cease making certain Deliverables commercially available at any time by providing Client sixty (60) days written notice. In such event, the College Board will cease furnishing such Deliverable(s) under this Agreement and the Agreement shall continue in full force and effect, except for provisions specifically affecting such Deliverable(s). The College Board will refund Client any fees paid for the unused portion of such Deliverable(s).

3.0 Fees and Payment. Client shall pay those fees set forth in each Schedule for the services and deliverables furnished during the 2015-2016 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

4.0 Taxes. Client agrees to pay any sales, use, value added or other taxes or import duties (other than the College Board's corporate income taxes) based on, or due as a result of, any fees paid to the College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status and Client has furnished the College Board with a valid tax exemption certificate.

5.0 Representations and Warranties.

5.1 Authority. Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

5.2 College Board Services Warranty. The College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

5.3 College Board Disclaimer of Implied Warranties. EXCEPT AS PROVIDED ABOVE, THE COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES AND DELIVERABLES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. THE COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. THE COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, THE COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE DELIVERABLES OR THE RESULTS OBTAINED THEREFROM OR THAT THE DELIVERABLES WILL SATISFY CLIENT'S REQUIREMENTS.

6.0 Limitation of Liability. TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF THE COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND THE COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY THE COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF THE COLLEGE BOARD OR THE COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7.0 Indemnification. To the extent permitted by law and notwithstanding any other provision of this Agreement, Client agrees to indemnify, hold harmless, and defend the College Board from and against any and all liabilities, demands, claims, fines, penalties, damages, forfeitures, and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, contamination of or adverse effect on natural resources or the environment, any violation of local state or federal laws, regulations, or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such Damages are caused directly by the negligence or willful misconduct of the College Board.

8.0 Ownership of Intellectual Property. Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

9.0 Miscellaneous.



9.1 Cooperation. Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for the College Board to furnish the Deliverables as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

9.2 Force Majeure. No party will be responsible to the other, and such shall not be grounds to terminate this Agreement, for disruptions in usage of the Deliverables caused by acts of God, acts of terrorism, government action, curtailment of transportation facilities, Client's failure to cooperate as described in Section 9.1 (Cooperation), labor strikes, governmental authority, or all other events beyond the reasonable control of the party claiming rights under this Section (a "Force Majeure Event"); provided that the College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). The College Board's obligation to furnish the Deliverables shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Deliverables is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

9.3 Governing Law. This Agreement is governed by the laws of the State of Arizona, U.S.A. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction.

9.4 Notices. All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

To College Board:
K-12 Contract Management

The College Board
250 Vesey Street
New York, NY 10281
Tel: (212) 713-8000
Email:

Contractsmanagement@collegeboard.org

With a copy to
Legal Department

The College Board
250 Vesey Street
New York, NY 10281
Tel: (212) 713-8000

Email:
Legalnotice@collegeboard.org

To Client:

Dr. Lexi Cunningham
Superintendent
Tolleson Union High School District
9801 West Van Buren Street
Tolleson, Arizona 85353
Tel: 623-478-4001
Email: lexi.cunningham@tuhsd.org

9.5 Publicity. Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the products, services, and deliverables provided for under this Agreement.

9.6 Relationship of the Parties. The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and the College Board recognize and agree that the College Board is an independent contractor.

9.7 Third-Party Rights. Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

9.8 Survival. It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

9.9 Amendment; Waiver. Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege

hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

9.10 Severability. The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

9.11 Order of Precedence. In the event of conflict between the terms and conditions of any Schedule and the Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule hereto, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any License or Deliverable to ensure prompt payment for services and deliverables received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall override any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that the College Board may delay and/or withhold furnishing Licenses or Deliverables if Client fails to issue the Client Purchase Order for such License or Deliverable, as applicable, prior to the scheduled delivery date for such License or Deliverable.

9.12 Headings. Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

9.13 Integration, Execution and Delivery. The Agreement includes the Schedules attached hereto and constitutes the entire agreement between the College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in the Agreement. Acceptance or acquiescence in a course of performance rendered under the Agreement shall not be relevant to determine the meaning of the Agreement and no waiver by a party of any right under the Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission shall be equally as effective as delivery of an original executed counterpart of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.



**TOLLESON UNION HIGH SCHOOL
DISTRICT**

DocuSigned by:
Lexi Cunningham
7E9068B708F4B1...
Signature

Dr. Lexi Cunningham
Name

Superintendent
Title

01-Sep-2015
Date

THE COLLEGE BOARD

DocuSigned by:
Stacy Caldwell
94D832A5AB7F4AD...

Signature

Stacy Caldwell
Name

VP, SAT & PSAT/NMSQT
Title

01-Sep-2015
Date

PSAT/NMSQT: Fall 2015

**PSAT/NMSQT
EARLY PARTICIPATION PROGRAM
FIXED FEE SCHEDULE**

I. SCOPE OF WORK

The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT^{®1} assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The College Board supports this initiative by providing districts with access to additional savings when districts pay to engage at least one entire grade of students in taking the PSAT/NMSQT ('Participating Grade'). Shifting this financial obligation from the student to the district provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

The College Board shall furnish the PSAT/NMSQT and the following deliverables and reports to the schools designated by the Client in the Section III (List of Participating Schools).

A. Description of Services and Deliverables.**1. Standard PSAT/NMSQT Program Deliverables****1.1. School and Student Deliverables:**

- 1.1.1. PSAT/NMSQT test materials (student guides and test booklets)
- 1.1.2. Student Paper Score Report (one copy sent to school)
- 1.1.3. Student Online Score Report, with linkages to Khan Academy; students can upload their test results. Students receive free personalized unique study plans based on their performance;
- 1.1.4. School online access to individual student score reports and aggregate score reports, and downloadable student data file
- 1.1.5. School online access to AP Potential™
- 1.1.6. The Official Educator Guide

1.2. District Deliverables:

- 1.2.1. District online access to individual student score reports and aggregate score reports, and downloadable student data file
- 1.2.2. District online access to AP Potential

The test shall be administered on October 14, 2015. The alternate test administration is on October 28, 2015.

Aggregate and student reports and student-level data file will be delivered via the College Board website.

2. Delivering SAT Practice Tools and Support

In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through the College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the Khan Academy website (<https://www.khanacademy.org/sat>). Client and participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

II. PSAT/NMSQT TERMS AND CONDITIONS

A. Ownership of Intellectual Property. The College Board is the exclusive owner of all rights in and to the PSAT/NMSQT examination, all individual test items (questions) and all data collected there from, including but not limited to student scores derived from the exam, and collected under the registration and administration of the exam. In addition, the College Board is the exclusive owner of MyRoad, My College QuickStart, and the publications and reports described in Section I (Scope of Work), including all copyrights, trademarks³, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). The Client acknowledges and agrees that, nothing in

¹ PSAT/NMSQT is a registered trademark jointly owned by the College Board and the National Merit Scholarship Corporation, and should be so noted in all communications.



this Schedule shall be interpreted to indicate that the College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client.

B. Student Reports. The College Board hereby grants the Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for internal purposes only, which includes district-wide training sessions, as long as the data used during training preserves the confidentiality of students. The Client may not use or distribute the score reports externally or to third parties without the express written consent of the College Board.

C. Confidentiality. All information exchanged hereunder to which either party shall have access in connection with this Schedule, is confidential ('Confidential Information'), and except as otherwise expressly provided in this Schedule and to the extent permitted by law, neither party will authorize or permit the other party's Confidential Information to be disclosed to any third party, provided, however, that Confidential Information shall exclude any data or information that: (a) is publicly disclosed or expressly approved for public disclosure by the act of an authorized agent of either party; (b) becomes publicly known without breach of any confidentiality obligation; or (c) is required to be disclosed pursuant to any applicable law or regulation, government authority or duly authorized subpoena or court order.

D. Required Information. The Client shall furnish the College Board with: (i) a list of participating high schools with their respective High School Code as prescribed in Section III (List of Participating Schools); (ii) a review of estimated student enrollment from a public data source as prescribed in Section IV (Fee Calculation For Service and Deliverables); and (iii) the Client's contacts as prescribed in Section V (Contact Information), incorporated by reference herein. The Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section IV (Fee Calculation for Service and Deliverables). Changes to the list of participating high schools cannot be made after **September 11, 2015**. Schools without a valid high school code must submit a high school request form by **August 19, 2015**.

In the event that any of the Client's schools are omitted from the List of Participating Schools or listed without valid high school codes, then such schools shall not be covered under this Schedule.

III. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	HIGH SCHOOL CODE
Copper Canyon High School	030626
La Joya Community High School	030008
Sierra Linda High School	030637
Tolleson Union High School	030445
University High School	030746
Westview High School	030327

IV. FEE CALCULATION FOR SERVICE AND DELIVERABLES

The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule'), and the official National School Lunch Program (NSLP) percentage of the Client. The Client acknowledges that successful implementation of the Early Participation Program is contingent on the Client requiring 100% of their high schools² to participate under this Agreement. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule the fee calculation represents a greater discount. Please see the table below for specifics.

National School Lunch Program	Multiple Assessments and/or Grades	Single Assessment and/or Grade
<25%	\$12.00	\$14.00
≥25%	\$11.25	\$12.75

Clients will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT/NMSQT examination. The enrollment and total cost indicated in the Budget Schedule are estimates; the Client will be given an

² The College Board acknowledges that certain high schools are excluded from this requirement, which include without limitation and by way of example, schools for the severely disabled, charter schools excluded from the administrative authority of the District, and schools primarily possessing students not enrolled to obtain a standard high school diploma.



opportunity to adjust and review the enrollment in the fall to determine their final fee.

If the Client determines, after the signing of this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (up or down), the Client must provide the College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, to: PSAT/NMSQT Early Participation Program, College Board, 250 Vesey Street, New York, NY 10281 no later than **October 30, 2015**.

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds the Client's enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional students at the full test fee of \$15.00 per student.

No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT examination. Furthermore, there are no fee waivers granted for juniors should they be covered under this Schedule.



V. CLIENT CONTACT INFORMATION

	Primary ³	Data Recipient ⁴	Billing ⁵
Name:	John Speer	Vickie Landis	John Speer
Title:	Teaching and Learning	Director	Teaching and Learning
Address:	9801 West Van Buren Street	9801 West Van Buren Street	9801 West Van Buren Street
City/State /Zip:	Tolleson, Arizona 85353	Tolleson, Arizona 85353	Tolleson, Arizona 85353
Phone:	(623) 478-4000	(623) 478-4000	(623) 478-4000
Email:	john.speer@tuhsd.org	vickie.landis@tuhsd.org	john.speer@tuhsd.org

³ This is the person to whom the College Board should direct primary communications.

⁴ This is the person to whom the College Board should send applicable data/data access information for this Schedule, if different from the Primary Contact.

⁵ This is the person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

**Budget Schedule**

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2015	June 30, 2016	2966	15	\$44,490.00	\$6,673.50	\$37,816.50

Subtotal: \$44,490.00
Total Discount: \$6,673.50
Total Cost: \$37,816.50

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015

AGENDA SUBJECT: Intergovernmental Agreement with the City of Phoenix for School Resource Officer Services – Sierra Linda High School

PURPOSE:

Administration seeks Governing Board approval of the Intergovernmental Agreement with the City of Phoenix to provide school resource officer services to Sierra Linda 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 administrations and student populations in reducing crime on the school campuses through activities that include education, positive police/student interactions and enforcement of criminal laws.

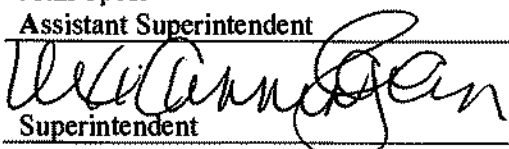
BUDGET IMPACT AND COSTS:

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 Phoenix to provide school resource officer services to Sierra Linda High School.

Submitted by: John Speer Date: August 27, 2015
Assistant Superintendent

Reviewed by:  Date: August 27, 2015
Superintendent

AGREEMENT NO. _____

INTERGOVERNMENTAL AGREEMENT

This intergovernmental agreement ("Agreement") is entered into as of the last date of execution (signing), (the "Effective Date"), by and between the City of Phoenix, a municipal corporation duly organized and existing under the laws of the State of Arizona, through its Police Department (the "City"), and Tolleson Union High School District, a political subdivision of the State of Arizona (the "District").

RECITALS

WHEREAS, the District desires the City to assign police officers to the District to provide certain services as School Resource Officers ("SROs"), or to assist in the development and implementation of a school safety program and a law related education program (referred to collectively as the "School Safety Program"), or both, and the City is willing to assign police officers to the District for such purposes under the terms and conditions of this Agreement; and

WHEREAS, the District is authorized by A.R.S. § 15-342(13), A.R.S. § 11-952, and the approval of its governing board to enter into this Agreement and the City is authorized by Ch. 2, § 2(i), Charter, City of Phoenix, A.R.S. § 11-952, and the approval of its City Council to enter into this Agreement; NOW, THEREFORE,

In consideration of the mutual promises set forth herein, the parties agree as follows:

1. **Assignment.** The City shall assign a total of one (1) police officer to the District seven (7) days prior to the commencement of the school year until the end of that school year to perform services as follows:

1 officer assigned to the School Safety Program only to the following Schools:
Sierra Linda High School

2. **Term and Termination.** This Agreement shall commence on the Effective Date and shall continue until May 20, 2016, unless otherwise terminated in accordance with this Agreement. This Agreement may be terminated without cause by either party upon thirty (30) days' prior written notice.

3. **Relationship of Parties.**

A. The City shall have the status of an independent contractor for purposes of this Agreement. 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 only be those expressly set forth in this Agreement. The parties agree that no person supplied by the District to accomplish the goals of this Agreement is a City employee and that no rights under the City's civil service, retirement, or personnel rules accrue to such person.

B. The SROs assigned to the District shall be considered employees of the City and shall be subject to its control and supervision. The assigned SROs will be subject to current procedures in effect for Phoenix police officers, including attendance at all mandated training and testing to maintain state peace officer certification. The assigned SROs shall fulfill their duties as law enforcement officers as certified by Arizona Police Officers Standards and Training Bureau ("AZ POST"). The District shall not interfere with the assigned SROs' duties as sworn law enforcement officers.

C. The City understands that the District is responsible for the safety of students on campus during the school day. If the District receives information indicating that any police officer assigned to perform services for the District may have engaged in unprofessional, illegal, or immoral conduct, the District will immediately provide such information to the City. If the City receives information from any credible source indicating that any police officer assigned to perform services for the District may have engaged in unprofessional, illegal, or immoral conduct that would affect the officer's ability to safely and/or professionally perform duties for the District, the City will immediately provide such information, as allowed by law, to the District.

D. If any alleged unprofessional, illegal, or immoral conduct might affect the police officer's ability to safely and/or professionally perform duties for the District, the City will immediately remove the officer from the District and reassign the officer in accordance with City policies and procedures to allow the City and/or the District to investigate the allegations. The City agrees to assign a replacement officer to provide services to the District under this Agreement. If a replacement officer cannot be provided, the District will be credited for each day an officer is not assigned to the campus. The District, at its sole discretion, may refuse the assignment to the District of any officer who has been previously removed from the District because of allegations of unprofessional, illegal, or immoral conduct.

E. The City shall be responsible for the police officer's compensation on days schools are in session and the officer is not at the officer's assigned school unless the officer's absence is due to attendance at an off campus activity at the school's request, activity stemming from action taken by the officer while in service of the District, including attendance at Court, or if the officer is working an alternative work schedule as agreed upon by the City and the District.

4. Costs and Payment.

A. The District agrees to pay the City \$97,438 in consideration for the services provided by the City under this Agreement.

B. SROs must seek approval from the Principal, or the Principal's Designee, and the appropriate Phoenix Police Department supervisor before working on SRO-related overtime (*i.e.*, those matters pertaining to the school, its students, or its employees). The District shall pay one hundred percent (100%) of any SRO overtime worked as the result of SRO-related functions. The City shall pay one hundred percent (100%) of any SRO overtime that result from City-related activities (*i.e.*, those matters that do not involve the school, its students, or its employees). The SRO and City shall make every reasonable effort to ensure that SROs do not incur overtime costs in any given week.

C. Payment to the City from the District is due within thirty (30) days of the District's receipt of a monthly itemized invoice. The City may charge, and the District agrees to pay interest ("late fees") in the amount of ten percent (10%) per annum on any balance that remains

unpaid more than fifteen days after the due date. The City and the District understand that late fees will not be paid from School Safety Grant funds.

D. Each party will establish and maintain a budget according to its established rules and regulations.

5. School Resource Officer's (SRO's) Responsibilities and Goals.

A. An SRO shall have the following responsibilities:

1. Establish and maintain a professional working relationship with school officials.

2. Provide appropriate police and enforcement services at school.

3. Work cooperatively with school administrators and parents to identify students exhibiting high truancy rates.

4. Attempt to locate and return to school all students who are identified as absent from school without an acceptable excuse.

5. Contact a parent or guardian of each truant student to advise him or her of the incident and determine the parent's or guardian's awareness of the situation.

6. Investigate all reported child abuse incidents within the school.

7. Contact the parent or guardian of students who have not provided the school with proof of identification in accordance with A.R.S. § 15-828.

8. Prepare and maintain such records of their activities as are required by the operational needs of the Phoenix Police Department.

B. An SRO shall use good faith efforts to achieve the following goals:

1. Work cooperatively with District school administrators to establish an effective administrative review of truancy and abuse incidents, with the objective of reducing truancy and abuse rates.

2. Contact at least ninety-five percent (95%) of reported truant students and one hundred percent (100%) of reported abused students during each month that this Agreement is in effect.

3. Refer juveniles or their families, or both, to appropriate social service agencies for assistance when a need is determined.

4. Instruct District school administrators and faculty members in (a) the identification of abused or neglected children, (b) the reporting of abuse or neglect, and (c) the actions that can be taken to prevent further abuse or neglect.

5. Provide counseling and educational programs in truancy, abuse, or any other topic mutually agreed upon by the parties in writing.

6. Take appropriate steps, including enforcement and reporting action, consistent with a police officer's duty, upon the discovery of child abuse, drug use, or any other crime.

6. School Safety Program; Duties and Responsibilities.

A. The parties agree to participate in the School Safety Program as established by A.R.S. § 15-154 and as described more fully in the School Safety Program Guidance Manual, which is attached here as Exhibit A and incorporated into this Agreement by this reference.

B. Each party agrees to assume the roles and responsibilities assigned to that party by the School Safety Program Guidance Manual.

C. An officer assigned to the School Safety Program for a ten (10) month school year shall have the following duties:

1. Establish liaison with school administrators, staff, students and parents.
2. Inform students of their rights and responsibilities as lawful citizens through presentation of law-related education in the classroom. Each officer shall complete 180 hours of classroom law related education instruction per year as outlined in Exhibit A.
3. Network with community agencies that may or do provide services to the school.
4. Act as a resource in the investigation of school related criminal activities.
5. Participate in the Parent-Teacher Association as requested.
6. Participate in campus activities, student organizations, and athletic events when feasible and appropriate.
7. Provide a visible deterrence to crime while presenting a positive impression of a law enforcement officer.
8. Provide information when requested to students, parents, and staff in law-related situations.
9. Attend annual training provided by the Arizona Department of Education, with all related travel expenses to be paid by the District as provided in the grant.
10. Maintain an activity log that tracks law related education classroom instruction, law enforcement activity and any situations that takes the officer off his or her assigned campus.
11. Collaborate with school personnel on school-wide safety strategies and participate as a member of the School Safety Assessment and Prevention Team.

D. An officer assigned to the School Safety Program for a twelve (12) month school year, in addition to the duties specified in subsection C, shall have additional duties when school

is not in session that may include any of the following activities as mutually agreed upon in writing by the parties through an amendment to this Intergovernmental Agreement:

1. Plan school security improvements.
2. Prepare law-related education lessons.
3. Develop collaborations with community resources, identifying services offered that could benefit students.
4. Conduct school safety assessments.
5. Work with the school safety team to review and update the school safety plan, and conduct school wide exercises to test the plan.
6. Plan in-service training.
7. Collaborate with school administration to analyze criminal incident reports and disciplinary records as a means of identifying patterns and developing strategies to address problems.
8. Work with community-based and youth recreational and leadership development activities that complement and reinforce the School Safety Program.
9. Attend training opportunities.

7. **Time and Place of Performance.**

A. The City will ensure that the police officers assigned to the District as SROs will be available for duty at their assigned school forty (40) hours each week that school is in session during the term of this Agreement. The parties agree that officers assigned to the School Safety Program will serve a ten (10) or twelve (12) month, full-time, forty (40) hour a week assignment as specified by the District's grant application. The assigned officers will wear uniforms as authorized by the applicable Phoenix Police Department Operations Orders.

- B. The officers' activities will be restricted to their assigned school grounds except for:
1. Follow-up home visits when needed as a result of school related problems.
 2. Incentive programs approved in writing (for example by e-mail) between the Phoenix Police Department Supervisor and the school's Principal, or the Principal's designee.
 3. In response to off campus, but school related, criminal activity.
 4. Attendance at off-campus events or meetings at the school's request.
 5. Attendance at training.
 6. In response to emergency police activities.
 7. As directed by any Phoenix Police Supervisor.

C. During days that schools are not in session, the police officers assigned as SROs shall perform their regular duties at a duty station as determined by the Police Chief or the Police Chief's designee.

8. District Responsibilities.

A. The District will provide the police officers with an office at the officers' assigned school and such equipment and office supplies as is necessary for performance of the officers' duties, including a desk, chair, telephone, computer and e-mail linkages, and filing space capable of being secured.

B. Upon termination, all property or equipment used by the parties in the performance of their responsibilities under this Agreement shall remain the property of the party that purchased the property or equipment.

9. **Status Meetings.** By mutual agreement, the parties may meet from time to time for purposes of discussing the status and conduct of the work being performed under this Agreement, and addressing any problems that have come to the parties' attention and their views as to how such problems may be resolved, including amending the terms and conditions of this Agreement. All amendments to this Agreement must be in writing and approved by the City of Phoenix Law Department.

10. **Entire Agreement; Modification.** This Agreement constitutes the full and complete understanding and agreement of the parties. It supersedes and replaces any and all previous representations, understandings, and agreements, written or oral, relating to its subject matter. There shall be no oral alteration or modification of this Agreement; this Agreement and its terms may not be modified or changed except in writing signed by both parties and approved as to form by the City of Phoenix Law Department and the District's legal counsel.

11. **Notices.** Formal notices, demands and communication between the City and the District shall be deemed sufficiently given if hand delivered or dispatched by registered or certified mail, return receipt requested, postage prepaid, and addressed as follows:

CITY:

City of Phoenix Police Department
Community Relations Bureau
Attn: S.R.O. Coordinator
620 West Washington, Ste. 310
Phoenix, AZ 85003

DISTRICT:

Tolleson Union High School District
9801 W. Van Buran Street
Tolleson, AZ 85353

12. **Fingerprinting and Background Check.** 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.

13. **E-Verify**. Both 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. Both Parties warrant that they have registered with and participate with E-Verify. If either Party later determines that the other Party has not complied with E-Verify, it will notify the non-compliant Party by certified mail of the determination and of the right to appeal the determination. Failure to comply shall be deemed a material breach of the Agreement and is subject to penalties up to and including termination of the Agreement.

14. **Resolution of Disputes**. In the event a dispute for any reason arises, the parties shall meet and discuss within three (3) business days. Any dispute not resolved by mutual agreement of the parties shall be decided in accordance with the applicable Arizona laws.

15. **Cancellation**. The City and the District acknowledge that this Agreement is subject to cancellation by either party pursuant to the provisions of A.R.S. § 38-511.

16. **Nonappropriation**. Each party recognizes that the performance by either party under this Agreement may be dependent upon the appropriation of funds to or by that party. Should either party fail to appropriate the necessary funds, that party may terminate this Agreement as stated herein without further duty or obligation. Each party agrees to give notice to the other party as soon as reasonably possible after the unavailability of funds comes to the party's attention.

17. **Compliance with Applicable Laws**. Each party shall comply with all applicable laws, ordinances, Executive Orders, rules, regulations, standards, and codes of federal, state and local governments whether or not specifically referenced in this Agreement.

18. **Indemnification**. Each party (as "Indemnitor") agrees to the extent permissible under Arizona law to indemnify, defend, and hold harmless the other party (as "Indemnitee") from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorneys' fees) (collectively referred to as "Claims") arising out of bodily injury of any person, including death, or property damage, but only to the extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

19. **Workers' Compensation**. An employee of either party shall be deemed to be an "employee" of both public agencies while performing pursuant to this Agreement solely for 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, which 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."

20. **FERPA Compliance.** 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.

21. **Applicable Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Arizona.

[SIGNATURES ON FOLLOWING PAGE]

The parties have caused this Agreement to be executed on the dates indicated below.

CITY OF PHOENIX, a municipal corporation
Ed Zuercher, City Manager

By: _____

Name: Joseph G. Yahner

Title: Police Chief

Date: _____

ATTEST:

City Clerk

TOLLESON UNION HIGH SCHOOL DISTRICT

By: _____

Name: _____

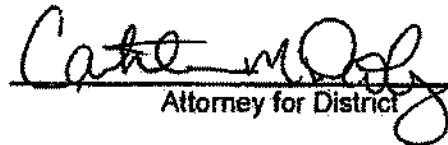
Title: _____

Date: _____

This Agreement is in proper legal form and is within the powers and authority granted under the laws of this state to those parties represented by the undersigned legal counsel.

Acting City Attorney

This Agreement is in proper legal form and is within the powers and authority granted under the laws of this state to those parties represented by the undersigned legal counsel.



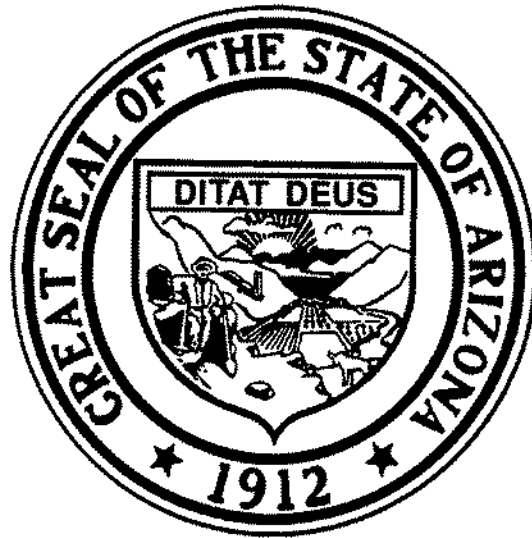
Attorney for District

Attachment:

EXHIBIT A

**SCHOOL SAFETY PROGRAM
GUIDANCE MANUAL**

Revised February 2014



Arizona Department of Education

TABLE OF CONTENTS

INTRODUCTION

SCHOOL SAFETY PROGRAM GOALS AND OBJECTIVES

SCHOOL SAFETY PROGRAM OVERVIEW

SECTION 1	ROLE OF AGENCY PARTNERS	
	Education Staff	1
	Agency Supervisor	4
	Legislative Oversight Committee	5
	Department of Education	6
	Arizona Foundation for Legal Services and Education	7
SECTION 2	ROLE OF OFFICER	
	School Resource Officer	8
	Juvenile Probation Officer	10
	Recommended Qualifications/Job Description	12
SECTION 3	IMPLEMENTING THE PROGRAM	
	School Safety Assessment and Prevention Team	14
	Law Related Education Instruction	15
	School Safety Program Operational Plan Example	16
	Officer Training	17
	When School is not in Session: Summer Break and Intersession	18
	Weekly Activity Log	19
	Performance Evaluation	20
	Hiring Process	21
	Service Agreement	22
	Appeal Procedure	24
SECTION 4	RESOURCES AND TOOLS	
	What is LRE	25
	LRE Best Practices: Guidelines for Effective LRE	27
	LRE Academy and Expanded Services	29
	Officer Performance Assessment Tool for Administrators	30
	Activity Log	31
	Activity Log Instructions	32
	School Safety and Prevention Assessment Team Agenda	33
	School Safety Program Operational Plan Template	34
	LRE Best Practices Checklist	35
	School Safety Program Logic Model	36

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 15th 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
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
60 hours or more 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
- 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 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 situation/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 for 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 15-153 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 mid-year 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:

1. 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 school-wide 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
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
 - 60 hours or more 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

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 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.

*** 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:

1. 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
 - 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
 - 60 hours or more 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

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 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.

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
 - 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
 - 60 hours or more 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

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 II Advanced Leadership Training	Assistant Principal														X		
School Safety Assessment and Prevention Team meetings	Assistant Principal SSAPT members														X		
<i>Drug prevention Cohort LRE 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>Attend LRE Advanced Academy - Household 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 prescription drugs	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 intercession 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 intercession 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.

1. 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. Jefferson, 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 3-5 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 theirs 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.

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 involve and participate. The crux of LRE is problem solving, both as apart 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-to-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, training sessions 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, M. Kaplan, Howard & Johnson, Seva (1995) "Essentials of Law-Related Education" Street Law, Inc. & National Crime Prevention Council (1999) "Community Works: Smart Teens Making Safer Communities" Street Law, Inc. & Office of Juvenile Justice & Delinquency Prevention (2003) "Street 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

School 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	Strongly 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 take 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 Cohort Groups (C)
 Group 1 _____ Group 3 _____
 Group 2 _____ Group 4 _____
 Total hours: _____



Time Off Campus: (OC)
 Total hours _____

Law Enforcement/ Juvenile Probation Activity (optional)
 Total hours: _____

Shaded categories are required

Date	# of Students	Time Spent	Activity (U, C, OC)	Teacher/Subject or Staff/Community Group	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 data-bbox="1214 336 1507 499" 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 data-bbox="1214 562 1507 726" 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 <u>or</u> 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 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.

Leader:

Date:

Recorder:

Members Present:

Title/Position:

Members Present:

Title/Position:

Operational Plan/Calendar Review (note revisions/completed activities/milestones):

Review Previous Action Items:

1.
2.
3.
4.

New Discussion Item Notes and Review of Data:

1.
2.
3.
4.
5.

Action Items for Next Meeting :

Action Items for Next Meeting :	Person Responsible	Expected Completion Date
1.		
2.		
3.		
4.		
5.		

**SCHOOL SAFETY PROGRAM
OPERATIONAL PLAN**

District _____																	School (s) _____										
School Administrator Name(s) _____										Officer Name _____																	
Program Activities/Milestones	Responsible Personnel	School Year:														Completed											
		May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Yes	No	Comments									

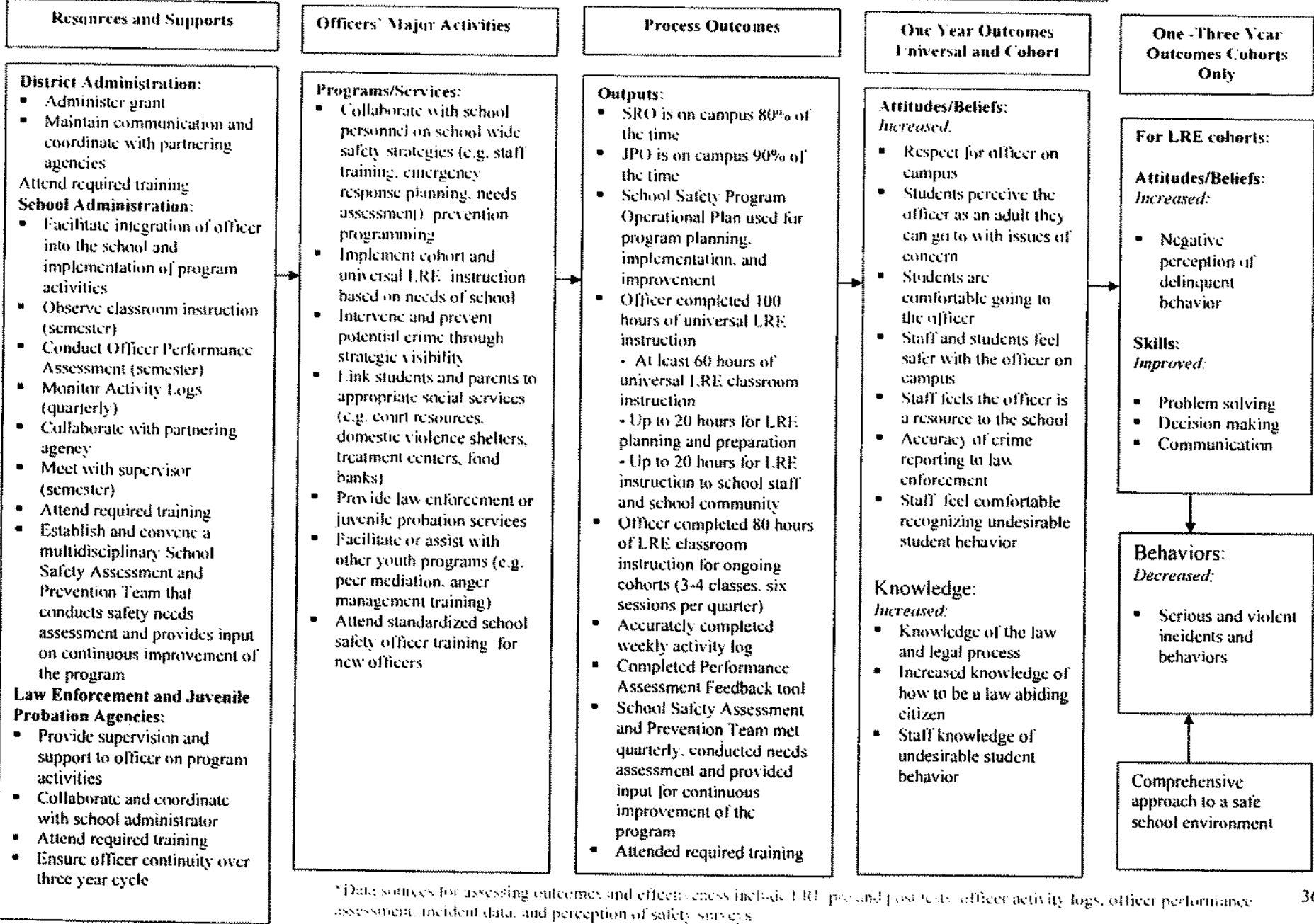
LRE Best Practices Checklist and Observation Form

Officer:	School Name:	District Name:
Topic:	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 & Situations</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>Interactive Teaching Strategies</u> <ul style="list-style-type: none"> ✓ Non-lecture ✓ Hands on lessons ▪ <u>Balanced View Point/Multiple Points of View</u> <ul style="list-style-type: none"> ✓ Presentation of all sides of the issue ✓ Unbiased presentation ▪ <u>Problem Solving Oriented 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 (c.g. Attorney, Judge, Detective) 			

Site-Level School Safety Program Expectation and Outcomes

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



*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

MEETING DATE: September 8, 2015
AGENDA SUBJECT: West-MEC Presentation

PURPOSE:

At the request of Governing Board member Vincent Moreno, West-MEC Superintendent Greg Donovan will provide an update including, but not limited to, central program enrollment 2014-2015 vs. 2015-2016, total program retention, the Start Center, and the Buckeye building.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

In 2012, the District's voters authorized TUHSD to join West-MEC.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Affiliation with West-MEC has expanded the opportunities for students to enroll and excel in a variety of West-MEC central programs.

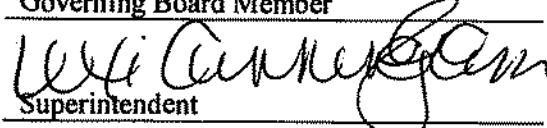
BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

Information/discussion only. No action to be taken.

Submitted by: Vincent Moreno
Governing Board Member Date: August 27, 2015

Reviewed by: 
Superintendent Date: August 27, 2015



Tolleson 10th Day Enrollment 2014-15

2014-15 Enrollment	Copper Canyon	La Joya	Sierra Linda	Tolleson	University High	Westview	DISTRICT Total
Aesthetician						1	1
Auto Collision		1		1			2
Auto Technology	3	3				1	7
Aviation		5				2	7
Avionics/Electronics		2	1				3
Climate Control		1	1				2
Cosmetology	13	7	8	3	1	5	37
EMT <i>Fall Session</i>		9		1		1	11
EMT <i>Spring Session</i>							0
Fire Science	1	1	1			3	6
General Construction							0
Medical Assisting	2	3				1	6
Medium/Heavy Diesel	1	4	1				6
Precision Manufacturing	1	4					5
Vet Sciences	4	4					8
Welding		1				1	2
Central Programs Total	25	45	12	5	1	15	103



Tolleson 10th Day Enrollment 2015-16

2015-16 Enrollment	Copper Canyon	La Joya	Sierra Linda	Tolleson	University High	Westview	DISTRICT Total
Aesthetician		1					1
Auto Collision	1	1					2
Auto Technology	2	8		1		1	12
Aviation	1	5	1	1		2	10
Avionics/Electronics	1	2					3
Climate Control			1				1
Coding		3			1		4
Cosmetology	9	9	4	7		7	36
EMT Fall Session	1	1		1	7	2	12
EMT Spring Session							0
Fire Science	1	2		1		1	5
General Construction							0
Medical Assisting	3	7	1	2		1	14
Medium/Heavy Diesel		2					2
Pharmacy Technology	1	3	2				6
Precision Manufacturing	1	3					4
Vet Sciences	4	3		1			8
Welding		1	1				2
Central Programs Total	25	51	10	14	8	14	122

Student Enrollment 2015-16

West-MEC

Total Program Retention

2015-16 Enrollment	First Day of School	10th Day Enrollment	08/31/2015 Enrollment	Program Retention
Aesthetician	30	30	29	97%
Auto Collision	41	44	44	100%
Auto Technology	84	86	85	99%
Aviation	93	96	94	98%
Avionics/Electronics	41	43	40	93%
Climate Control	22	24	23	96%
Coding	48	49	49	100%
Cosmetology	407	416	413	99%
EMT Fall Session	61	61	58	95%
EMT Spring Session				
Fire Science	62	63	60	95%
General Construction	8	11	11	100%
Medical Assisting	115	119	118	99%
Medium/Heavy Diesel	44	44	42	95%
Pharmacy Technology	43	46	45	98%
Precision Manufacturing	38	38	38	100%
Vet Sciences	92	93	92	99%
Welding	47	50	48	96%
Project SEARCH - Logistics	5	5	5	100%
Central Programs Total	1,281	1,318	1,294	98%

Retention by Program Year

2015-16 Enrollment	1st Year/One Year			2nd Year		
	10th Day Enrollment-Y1	08/31/2015 Enrollment-Y1	Retention-Y1	10th Day Enrollment-Y2	08/31/2015 Enrollment-Y2	Retention-Y2
Aesthetician	30	29	97%			
Auto Collision	23	23	100%	21	21	100%
Auto Technology	47	46	98%	39	39	100%
Aviation	51	49	96%	45	45	100%
Avionics/Electronics	24	22	92%	19	18	95%
Climate Control	13	13	100%	11	10	91%
Coding	49	49	100%			
Cosmetology	237	237	100%	179	176	98%
EMT Fall Session	61	58	95%			
EMT Spring Session						
Fire Science	63	60	95%			
General Construction	11	11	100%			
Medical Assisting (One Year)	24	24	100%			
Medical Assisting (Two Year)	46	45	98%	49	49	100%
Medium/Heavy Diesel	25	23	92%	19	19	100%
Pharmacy Technology	46	45	98%			
Precision Manufacturing	25	25	100%	13	13	100%
Vet Sciences	48	48	100%	45	44	98%
Welding	38	36	95%	12	12	100%
Project SEARCH - Logistics	5	5	100%			
Central Programs Total	866	848	98%	452	446	99%

SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015
AGENDA SUBJECT: One Arizona Presentation

PURPOSE:

At the request of Governing Board member Corina Madruga, Mr. Tomas Robles, Jr. of One Arizona and Mr. Cristian Avila of Mi Familia Vota, along with a few students will present information on the importance of civic engagement.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

As stated on their website (onearizona.org), One Arizona is a non-partisan partnership dedicated to voter registration and bringing about full electoral participation by the Latino Community. One Arizona is comprised of the following organizations: Arizona Advocacy Network Foundation (azadvocacy.org); Arizona Center for Empowerment (facebook.com/pages/Arizona-Center-for-Empowerment/278654918829164); Arizona DREAM Act Coalition (theadac.org); Border Action Network (borderaction.org); Central Arizonans for a Sustainable Economy (centralarizonas.org); Center for Neighborhood Leaders (centerforneighborhoodleadership.org); Foundation for Arizona Students; Mi Familia Vota Education Fund; National Association of Latino Elected Officials (naleo.org); Protecting Arizona's Family Coalition Educational Fund (pafcoalition.org); Promise Arizona (promiseaz.org); and Puente (puenteaz.org).

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Ms. Madruga stated that it is important to continue the momentum on building community partnerships. One way to do this is to assist TUHSD students and their families with learning about civic engagement.

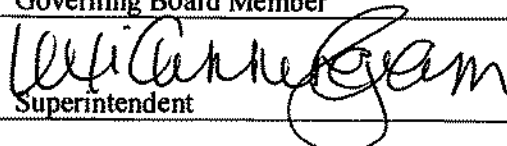
BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

Information/discussion only. No action to be taken.

Submitted by: Corina Madruga
Governing Board Member Date: August 27, 2015

Reviewed by: 
Superintendent Date: August 27, 2015



Why is Civic Engagement Important?

- Volunteer opportunities
- Get Informed on issues affecting our community
- Professional and leadership development
- Community involvement and development
- Empowering communities to make decisions about their schools, neighborhoods and city

involved unteer

- Neighbor to neighbor conversations
- Phone Banks
- Educational Forums
- Attend and participate at school board meetings
- Attend town halls, organize neighbor hood watch and other community centered programs

INFORMED CITIZEN

- How to Register to vote
- Where to get information on Props and Candidates
- How to make change in their community
- Empower a community's voice through civic participation


Share Ideas!

- Volunteers have being able to interact with other organizations and share ideas
- Inspire one another
- Meet other colleges with the same goals
- Help one on another



Community DEVELOPMENT

- Learn and understand around community issues
- Develop leadership amongst students, parents and other community members
- Educate community around issues that affect them
- Engage more people in the decision making process



DECISION MAKING

- More Politically Aware
- Understand the roles and responsibilities of different government offices
- Understand the importance of all elections other than voting for President

How have Students Benefited?

- Learn valuable technical skills
- Public Speaking
- Develop overall communication skills
- Organize events
- Network
- Inspire other students



SUMMARY OF AGENDA ITEM

MEETING DATE: September 8, 2015

AGENDA SUBJECT: Policy HA; Meet and Confer Goals/Priority Objectives

PURPOSE:

At the request of Governing Board President Steven Chapman, the Governing Board members will have an opportunity to discuss proposed changes to Policy HA; Meet and Confer Goals/Priority Objectives.

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 changes to policy language will be discussed by the Governing Board.

BUDGET IMPACT AND COSTS:

N/A

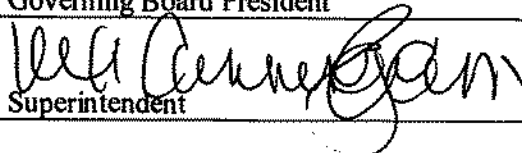
RECOMMENDATION:

Information/discussion only. No action to be taken.

Submitted by: Steven Chapman
Governing Board President

Date: July 29, 2015

Reviewed by:


Superintendent

Date: July 29, 2015

HA; MEET AND CONFER GOALS / PRIORITY OBJECTIVES

MEET AND CONFER

Providing a quality education for all students is the goal of the Tolleson Union High School District (TUHSD) and working collaboratively with all staff helps ensure that this goal can be met. To that end, the Governing Board authorizes the establishment of an orderly process for discussing employee salaries and benefits in the context of the needs of the educational program.

The meet and confer process is intended to foster trust and a sense of goodwill in knowing that all employee groups are represented and have input into the recommendations regarding salaries and benefits that go to the Governing Board. All persons involved in the meet and confer process are expected to act in good faith.

Nothing in this Policy is intended to restrict the right of individual employees or representatives of other employee groups to remain free to communicate with the Governing Board on matters falling within the scope of the meet and confer process.

Establishment and Responsibilities of Meet and Confer Committee

The Governing Board authorizes the establishment of a Meet and Confer Committee from a broad base of TUHSD employees. The Meet and Confer Committee shall work collaboratively with the Superintendent, the Director of Financial Services, and the Director of Human Resources.

The Meet and Confer Committee shall meet to discuss salary and benefits for all employees, which may include:

- Personal Leave Time
- Longevity Incentives
- Credits for Professional Growth
- Extra Duty Compensation

The Meet and Confer Committee is authorized to forward its recommendations to the Governing Board for the Governing Board's review and consideration prior to the Governing Board's vote on salary and benefits.

Composition of Meet and Confer Committee

The Meet and Confer Committee will include one team of representatives from each of the following employee groups:

- Administrators
- Certified staff
- Classified staff

Each team will consist of five team members. Team members must be current TUHSD employees and may come from any TUHSD school or department.

If there is no employee group association for an employee group, individual employees may submit an application to become a Meet and Confer Committee member. Applications shall be forwarded to the Office of the Superintendent. Team members will be selected through a lottery process.

Employee Group Associations

The Governing Board may recognize an employee group association for purposes of the meet and confer process. If an employee group is represented by an association, the president of the employee group association shall be a member of the Meet and Confer Committee. Other members of the employee group may be chosen/elected by association members per their bylaws or other established operating procedures.

If more than one association exists for any of the three employee groups, the associations, within the employee group, and prior to the start of the annual meet and confer process, may submit a request for recognition to the Governing Board. If more than one association exists for any of the three employee groups, the associations, within the employee group, will reach an agreement on the composition of the five member team to represent the group.

No TUHSD employee is obligated to join an employee group association or provide such an association with the employee's consent to have the association represent the employee.

Establishment of Meet and Confer Procedures

The Superintendent, in consultation with the Meet and Confer Committee, is authorized to establish procedures to facilitate the work on the Meet and Confer Committee. Procedures may include, but are not limited to, the following:

- Time and place of meetings.
- Protocols for meetings.
- Responsibilities of Meet and Confer Committee members.
- Any other procedures that will promote respectful and productive discussions among Meet and Confer Committee members.