

## CONTENTS

Bonita Mission Statement	3
Bonita Pride Motto	4
Governing Board	5
Faculty Members	5-6
Support Services	6
District Office Personnel	6
Head Custodian & Bus Supervisor	6
Bus Drivers/Routes	6
Substitute Teachers	6
Emergency Weather Days Schedule	7
School Calendar	8
Faculty Meetings	9
Attendance Reporting	9
Absentee Excuses	9
Student Early Dismissal	9
Tardiness	9
Arizona Achievement Test	9
Special Education Referral Procedure	9
Fire Drill Procedures	10
Fire Drill/Evacuation Routes	11
Field Trip Procedures	12
Classroom Supplies	12
Teaching Supplies	12
Health Services	13
Child Abuse	13
Discipline Procedures	13
Playground Duty & Rules	13
Gym Duty & Rules	14
Breakfast/Lunch Program, Microwave & Refrigerator Use	14
Bus Duty	14
Telephone Use	15
Lesson Plans	15
Rainy Day Schedule	15
Absence of Administrator	15
Files	15
Mailbox	15
Office and Food Service Work Area	15
Smoking on School Premises	15
Bus Driving Certificate	16
Library	16
Book Checkout	16
Library-Audio-Visual & Computer Lab	16
Internet	16
Professional Books	16
Student grading Schedule/Parent Teacher Conferences	16
Grading System	17
Curriculum	17
Standards	17
No Pass-No Play	18
Retention	19
Awards	19
Outside Patriotic Assembly/Super Kid Assembly Schedule	20
Governing Board Meetings	20
Lost and Found	20
<b>FORMS</b>	

Book Check Out Form	21
Student Screening Form	22
Field Trip Form	23
Activity Trip Checklist Form	24
Maintenance Request Form	25
Accident/Incident/Illness Form	26
Permission Prescribed Medication and Emergencies Form	27
Suspension/Expulsion Form	28
Super Kids Form	29
Excellent Progress Form	30
Student Progress Form	31
Promotion/Retention Release Form	32
Parent Contact Log Form	33
Speech-Language Referral Form	34
Counseling Referral Form	35-36
 <b>POLICIES</b>	
Student Records	37-38
Staff Ethics	39
Staff Conduct	40
Reporting Crimes	40
Use of Physical Force	41
Professional Staff Duties and Responsibilities	42
Evaluation of Professional Staff	43-45
Evaluation of Support Staff	45
Teacher Evaluation Report	46-49
Teacher Core Practice Rubric	50-54
Suspension and Dismissal of Support Staff Members	55-57
Staff Grievances	58-60
Grievance Forms	61-63
Staff Health and Safety	64-65
Staff Personal Security and Safety	66
Staff Participation in Political Activities	67-68
Staff-Student Relations	69
Staff Gifts and Solicitations	70
Personnel Records	71
Professional Staff Salary Schedules	72-73
Professional Staff Hiring	74-75
Reduction in Professional Staff Work Force	76
Resignation of Professional Staff Members	77
Tutoring for Pay	78
Support Staff Salary	79
Support Staff and Vacations and Holidays	80
Retirement of Professional Staff Members	81-82
Reporting Child Abuse	83-85
Reporting Child Abuse Form	86
END OF YEAR SCHEDULE AND DUTIES	87

**A-0000   ©   A**  
**DISTRICT MISSION AND BELIEF STATEMENT**

**BONITA MISSION STATEMENT**

B - ecoming life long learners

O - ptimistic attitudes, encouraging independent learners with self confidence

N - ecessary skills to promote physical and mental well-being

I - nspire in each student a vision of personal and intellectual excellence

T - ogether in partnership with students, teachers, parents, and community

A - chieving the skills to become a productive citizen living in a changing, democratic, and multicultural society.

Adopted: 12-19-2005



## **BONITA PRIDE MOTTO**

I BELIEVE IN MYSELF.

I AM RESPONSIBLE, AND RESPECTFUL.

I WILL DO ALL I CAN TO HELP MYSELF, AND OTHERS

LEARN, BECAUSE EVERYTHING I DO TODAY WILL

AFFECT MY TOMORROW.

I AM PROUD TO BE A BONITA DUST DEVIL!!!!

## **ADMINISTRATION AND FACULTY BONITA ELEMENTARY**

2021-2022

### **Governing Board**

Kolin Kramme

Wende Macumber

Cyndee Smith

### **Faculty Members**

Administrator

Jonathan Truschke

Business Manager

Cheryl Childers

Administrative Assistant

Cynthia Brewster

Transportation/Custodian Supervisor- Coach

Wayne Brewster

### **Teachers**

K Kim Chapin

1 Penny Long

2 Michelle Shannon

3 Carol Estavillo

4 Christal Adams

5 Sarah Mascarenas

Brandi Webster

6/7/8 Science

Linda Ellis

6,7,8 Math

Ande Lorang

6,7,8 Language Arts

**Special Education/Title I**

Ellisa Black

Special Ed. Aide/

Ana Ocano

**Counselor/Music Teacher/Science**

Shelley Michaels

Library/Bus Driver

Jena Thompson

**Food Service Helper/Classroom Aide/Drivers**

Food Service Manager

Casey Warner

(Ranch Route)

Lena Smith

Aide

**Special Services**

Speech Therapists

Andrea Pritchard

Occupational Therapists/Wayne Nelson

School Physiologists

**Substitute Teachers**

Bonnie Barton	384-4495
Jamie Crothers	384-4171/928-814-9553
Dan Crothers	384-4171
Vonnie Hedges	384-3174/507-3373
Joan Bull	928-828-3370/928-965-1179
Carol Navarrete	928-651-4639
Tommy Navarrete	928-651-4640
Amy Truschke	520-236-6766

**Substitute Teachers**

If a teacher becomes ill, **he/she** will locate and arrange for a substitute and then notify the office by phone or leave a voicemail as early as possible.

Teachers should obtain their own substitutes if they know ahead of time they will be absent. The office will assist with a substitute upon request.

Lesson plans, Register of Attendance, students list and the daily schedule should be on the desk at all times, but particularly when a substitute takes your place in the classroom. If someone must replace you in case of emergency, such information shall be readily available.

A substitute folder must be available which contains a student handbook and 3-4 lessons, which can be completed in a period's time in case the substitute needs more material. The student list, daily schedule, and other pertinent information should also be kept in this folder.

Substitute teachers shall serve in the place of the teacher in any capacity assigned to the teacher on that day.

### **Emergency Weather Days Schedule**

For Road Conditions and Decision on School

**Transportation Director and Administrator**

The BESD Swiftk12/Rave notification system will send our messages by text/email/phone to notify if school is canceled.





August						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8th ALL STAFF SDC
8th SCHOOL STARTS
12, 18, 26 No School Friday

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2nd-5th WINTER RECESS NO SCHOOL
8th SCHOOL STARTS
18th MLK HOLIDAY NO SCHOOL
27th SDC No School Friday
8, 15, 25, 27 No School Friday

September						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

8th LABOR DAY - NO SCHOOL
19th SDC No School Friday
22th FAIR HOLIDAY - NO SCHOOL
2, 9, 16, 23, 30 No School Friday

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

28th PRESIDENT'S DAY - NO SCHOOL
24th SDC No School Friday
28th 100TH DAY
3, 10, 17, 24 No School Friday

October						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

8th END OF 1st QUARTER
21st PARENT-TEACHER CONF.
19th COLUMBUS DAY - NO SCHOOL
24th 40TH DAY
7, 14, 21, 28 No School Friday

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8th END OF QUARTER
PARENT TEACHER CONF.
13th-18th SPRING BREAK - NO SCHOOL
3, 10, 17, 24, 31 No School Friday
31st SDC No School Friday

November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

14th SDC No School Friday
10th Veteran's Day Observed No School
23rd-24th THANKSGIVING NO SCHOOL
4, 11, 18, 25 No School Friday

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8th and 10th Spring Holiday No School
7, 14, 21, 28 No School Friday

December						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2nd SDC No School Friday
22nd 1/2 Day
22nd END OF 2nd QUARTER
28th-29th WINTER RECESS NO SCHOOL
2, 9, 16, 23, 30 No School Friday

May						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

24th 8th Grade Promotion - 6:00 pm
28th 1/2 Day
28th Last Day of School
5, 12, 19 No School Friday

145 Instructional Days
October 24th is the 40th Day - February 28th is the 100th Day
STATE ASSESSMENT TEST DATES WILL BE DETERMINED AT A LATER DATE

ADOPTED:

## Faculty Meetings

Faculty meetings will be held as needed in the staff lounge. All teachers and support staff are required to attend. If for any reason a teacher or support staff cannot be at the meeting he/she must be excused by the administrator and be responsible for learning the contents of the meeting.

## Attendance Reporting

At the beginning of the morning and afternoon homeroom sessions, teachers are to take attendance. Attendance must be done electronically through the Power Grade system.

## Absentee Excuses

Parents are instructed to notify the school office with the reason for their child's absence by 9:30. The school's student information system calls the home by 10:00 to inform the parent of an absence. Any child who is absent three days in succession without notification from the parents will be contacted.

## Student Early Dismissal

Occasionally there is a request for a child to leave early from school; such a request from the parent/guardian will be made through the school office. Teachers should not release students unless the office initiates the procedure.

If a parent stops by the classroom and their child needs to leave early. It is the teachers' responsibility to inform the parent/guardian to report to the office prior to dismissing a student.

## Tardiness

Students are expected to report to school and to class on time. When a student reports to class tardy they must be sent to the office for an admittance slip. Please note in your grade book student tardiness as it occurs. Students are considered tardy if they arrive more than two minutes after the scheduled beginning of class.

## ARIZONA INSTRUMENT TO MEASURE STANDARDS AzMerit TEST

The state of Arizona requires the administration of the AzMerit test each year. The test is given in the spring to grades 3-8.

## SPECIAL EDUCATION REFERRAL PROCEDURE

The teachers will follow procedures of screening students for special education or for other special programs or assistance. All new students in each grade level, including kindergarten students, will be included on the screening form and rated within forty-five calendar days of their school entry. Based upon the results of this screening, the special education teacher, the principal and grade level teachers, as a committee, will review and decide which students are to be referred for further evaluation.

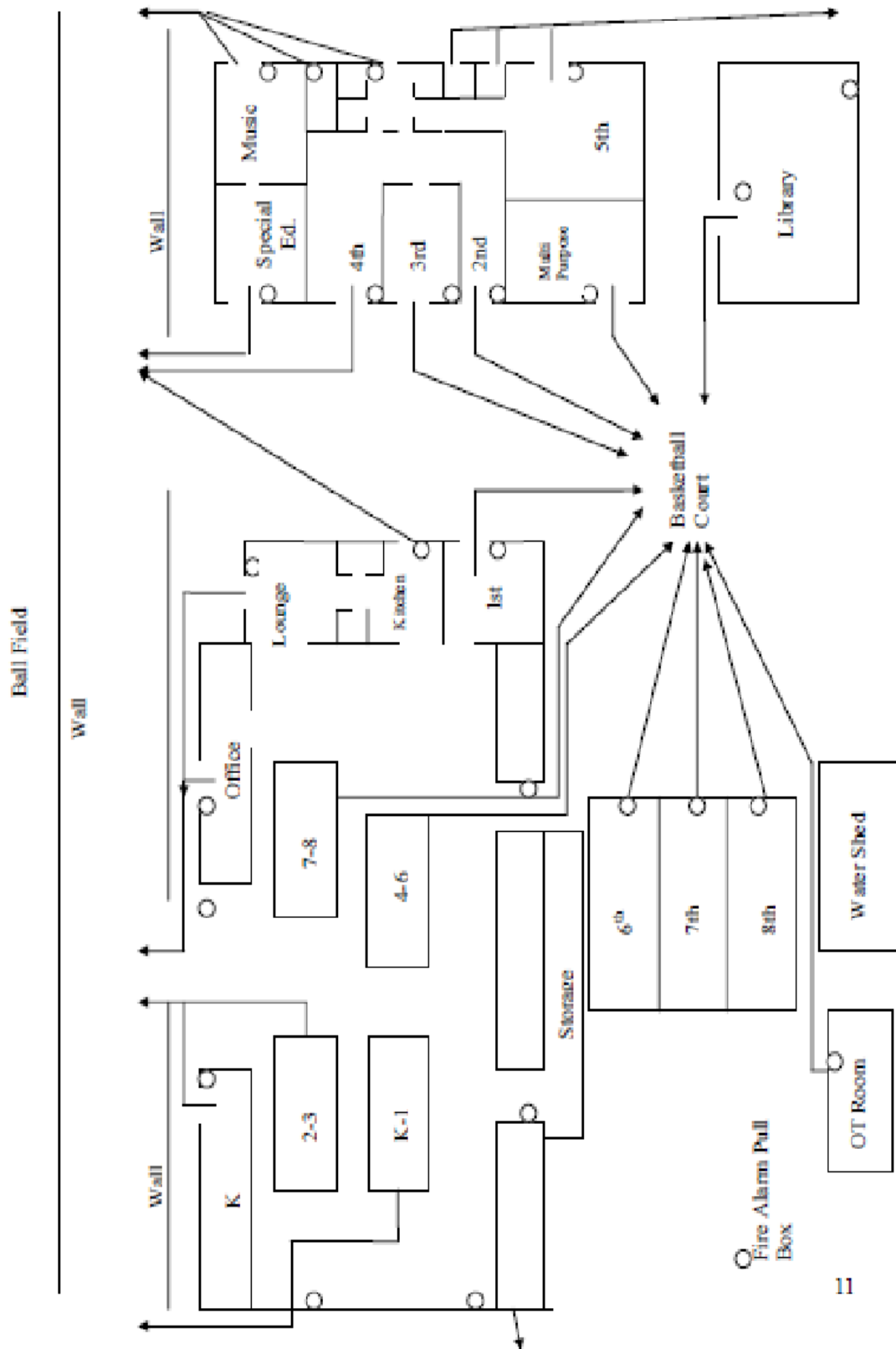
The screening sheets are turned into the Special Education Administrator upon completion.

## FIRE DRILL PROCEDURES

Fire drills will be conducted every month at various times of the day throughout the year. Students should be informed of the fire exits and line-up procedure the first week of school.

1. Each teacher is to appoint a "leader" and an "ender". The leader is first out of the classroom and leads the class calmly to its assigned place on the school grounds. The ender leaves with the teacher making certain all windows and the classroom door are closed behind them and all lights are turned out.
2. Once the class is in position outside, the teacher checks to make sure all students are accounted for.
3. Fire extinguishers in classrooms are to be easily accessible at all times and hung in their assigned place.
4. Students should have fire alarms pointed out to them, their function explained and the legal seriousness of pulling a false alarm discussed.
5. During a fire drill, students are to WALK out of the classroom in silence with their hands at their sides and remain in silence until they return to their classroom. Students may be directed to return to the classroom when the fire alarm is turned off.
6. All classrooms should have a map posted by the exit showing fire exits.
7. Staff members will be assigned to check bathrooms and other non-classroom areas when the alarm sounds to ensure that all students have evacuated the buildings.
8. Fire drill line-up plan: see-attached sheet.

## FIRE DRILL EVACUATION ROUTES



## FIELD TRIP PROCEDURES

Student field trips should be of an educational nature, pertain to a specific element of the curriculum, and be integrated into the curriculum.

All requests for student trips should be submitted to the Administrator on the proper form for approval PRIOR to making final arrangements. In addition to the Field Trip Request form, page 21, Teachers should submit an Activity Trip Information Form page 20. The form shall be completed as outlined, with names of all chaperones and a detailed itinerary showing time of departure, special stops, and return time. Changes after submission of the form must be made prior to the trip.

During the first week of school teachers should submit a list of proposed field trips that exceed four hours to the district administrator.

Teachers should check the field trip permission section of the school registration form as they are turned in at the beginning of the year and not permit a child to go on a trip without signed permission.

Administrative regulations shall assure:

1. The safety of students
2. Adequate supervision
3. All participants having parental permission

Since preschool children are a deterrent from proper supervision of the students, they are not allowed to accompany parents on a field trip.

Students should be reminded that radios, cassette players, and electronic games are not allowed on field trips.

It is the responsibility of the teacher to send home an advance notice to inform parents when their children will be gone from school, the time schedule of the trip, and special considerations such as sack lunches, hiking clothes, etc.

It is also the responsibility of the teacher to arrange class or duty coverage and inform the Administrator of this before leaving.

### Classroom Supplies

Teachers may fill requests for classroom supplies as needed by going to the supply closet. If an item gets low in supply please let Mrs. Childers know. If an item needs repair, please fill out the proper form and email it to Mr. Brewster or Mrs. Childers.

### Teaching Supplies/Summer Orders

Teachers may be allotted a budget amount each year to order teaching supplies. When ordering supplies for the next year make sure the proper requisition form should be filled out accurately and submitted **ELECTRONICALLY** to the business manager. These orders are taken in the spring or each year for the following school year. The administrator must approve any supplies needed during the year. The school orders all supplies by purchase order. The school will NOT reimburse purchase of supplies by a teacher unless prior approval has been obtained.

## Health Services

### First Aid

The Bonita School Secretary will act as school nurse for minor problems. Teachers who send students to the office are to send a note indicating the problem and the office shall notify the teacher of the action taken.

The following actions should be taken when a child is injured:

1. Administer first-aid to the child
2. Send for office personnel.
3. Fill out an accident or illness report and file in the administrator's office on the same day as the accident or illness.
4. Call parents if necessary.

### Child Abuse

If a teacher has reason to believe a child is a victim of physical, sexual or emotional abuse, the attached policy must be followed. Penalties are very severe for failure to do so. If a call is made to the Child Protective Services or to law enforcement officials, it is important to notify the District Administrator of your actions. All reports are considered confidential and it is an unprofessional act to breach the confidentiality. Child Abuse Hotline number is 1-800-707-2445.

1-800 SOS-CHILD

## DISCIPLINE PROCEDURES

Procedures are outlined in the student handbook.

### Playground Duty:

The responsibility of supervising the playground areas will be conducted by the assigned staff. The person on duty shall oversee the outside area assigned to them. Students must stay in the main playground area. A duty-free staff member may be asked to replace an absent staff member and may be assigned by the administrator as needed.

When notified by Ft. Grant Department of Corrections of a prison escape, all staff will be on duty until notified differently.

Staff members on duty shall devote their time in supervising the children and touring the grounds at all times. It is expected that they arrive for duty and dismiss the students to their classes on schedule. The school bell or staff member's whistle will mark the end of each recess period.

The bell or whistle shall be rung two minutes before the end of the recess period. Students shall be encouraged to leave the grounds immediately. All students are to be in the playground area or the gym (with permission of the teacher on duty) unless special permission has been given for them to be in the classroom or non-playground area.

If an accident or illness should occur during recess, the principal should be notified immediately and the incident documented by an adult witness. In an emergency, office staff should be in charge of first aid treatment. Before the end of the school day, the accident or illness form must be filled out and given to the administrator.

Sports equipment checked out during recess must be returned to the equipment bag before students return to class.

If a staff member will be gone on a sports or field trip, he/she shall be responsible for arranging for a duty substitute.

### Playground Rules

We believe that all students can behave on the playground. All students can accept personal responsibility for their actions and help keep the playground a safe place for everyone to be. Students will be expected not to:

1. fight or wrestle
2. intimidate or threaten another student
3. throw rocks or other hard objects
4. twist or swing sideways on the swings
5. walk up the slides
6. stand on the monkey bars

7. pick up or carry smaller students
8. walk or sit on wall
9. play tackle football
10. play catch with hard baseball
11. climb trees or any other unsafe activity. An adult shall determine the "safeness" of the activity.
12. leave playground area without permission
13. interact with inappropriate age group
14. any other unsafe activity. An adult shall determine the "safeness" of an activity.

The K-2 grades will use the gym restrooms; the 3-8 grades will use the restrooms in the old building.

#### Gym Recess

When the weather is severe, recess will be held in the gym. Snacks would be eaten only in designated areas. Only tennis shoes or stocking feet will be worn on the gym floor.

#### Gym Rules

The rules for gym recess are as follows:

- 1) No boots or hard-soled shoes on the gym floor.
- 2) Food is to be eaten only in designated areas.
- 3) No students are to play in the restrooms or hallways outside the restroom area.
- 4) No students are allowed to sit on the stage or use the stage area for playing.
- 5) Students shall not play on the bleachers.
- 6) All games are to be returned to the game cabinet.

#### Cafeteria-Breakfast /Lunch Program

***Refrigerators and microwaves are not available to students; therefore all sack lunches should be non-perishable and ready-to-eat.***

#### **CAFETERIA RULES**

1. Students are to eat at tables only.
2. Students are to gently place trash in cans when finished with their meal.
3. No running in the cafeteria.

Teachers will be required to take a lunch count first thing in the morning and report totals to the Food Service Manager.

#### Bus Duty (afternoon)

Staff members, when available, will assist with afternoon bus duty. At 2:55 P.M. the students will be dismissed from their classroom to the front sidewalk.

The following rules will be followed:

- 1) Students will not be allowed on their bus until the driver is on the bus and ready. Drivers should be on their buses at 2:50 p.m. and 4:00 p.m.
- 2) Students are not to run or push.
- 3) No one is allowed to climb over the wall or walk on the wall. The ramp must be used.
- 4) Students are not permitted to disembark the bus once on.

No student is to ride a different bus, stay after school for other activities, or not ride the bus without a note or phone call from the parent or legal guardian. Bus drivers need to check each afternoon with the secretary to see if any student has received special instructions by phone before loading the students. Check the bulletin board in the district office for any notes or phone messages, also. On unusually busy days with many bus changes, staff members should help in checking permissions.

## Telephone Use

Any phone is available for private professional calls except the phone in the administrator's office which should be used only in case of emergency and if no other phone is available. Long distance calls for personal use may not be charged to the district phone.

Students will not be allowed to use the telephone. In case of illness or injury, a teacher, the secretary or administrator will make the call to the parents. Incoming personal phone calls and visits are discouraged during school hours unless there is an emergency. If such calls are received, a message will be taken.

## Lesson Plans

Lesson plans are an essential part of teaching and as such provide visible continuity of the educational program in a classroom and provide curricular and standards accountability. Lesson plans also assist the administrator in evaluating the teacher's performance, progress in covering required content, and the types of teaching activities performed by the teacher. They also provide an overview of the total school program which helps build continuity. Teachers are not required to hand in their lesson plans unless requested by the administrator. They must be made available for preview upon request of the administrator.

## Rainy Day Lesson Plans

Teachers should keep on hand a rainy day folder that could be used by any staff person to continue instruction in the teacher's absence.

## Absence of Administrator

In the absence of the administrator, Mrs. Shannon will assist in decisions that would normally be made by the administrator. If for some reason the administrator and Mrs. Shannon are absent each teacher will be responsible for his/her students.

## Files

All student cumulative files are kept in the administrator's office. These files contain educational, health, and discipline records and are open to a teacher of that child with permission of the administrator.

Special education files are kept in the administrator's office in a separate file. They are available for preview by a teacher of the child with permission of the administrator. Teachers viewing these files must document their examination on the form in each folder.

Personnel files are kept in the administrator's office in a locked file. A teacher may preview his/her own file with the permission of the administrator.

No files may be removed from the office without permission of the administrator and nothing may be removed from the files. All files are the property of the school district.

## Mailboxes

Teachers' mailboxes will be located in the detention/sick room. Teachers shall check their mailboxes daily.

## Office and Food Service Work Area

Staff members are requested to respect the rights of privacy and property of the office and food service desks. The files, desk, telephone, etc. are under their supervision and responsibility and should be respected. Items and information on their desk are private.

## Smoking on School Premises

The possession or use of tobacco products is prohibited.



## Bus Driving Certificate

Teachers who have bus driving certificates cannot legally be paid for bus driving services unless the services are rendered before 8:00 A.M. or after 3:15 P.M. or on the weekend. Driving for field trips is not reimbursed. If a teacher drives for a field trip of his/her own students, it is suggested that another adult accompany the class in order to help maintain order and help the bus driver avoid being distracted by students.

## Library

The library should be utilized by teachers as an extension of classroom instruction. Library periods for each class will be scheduled.

## Book Checkout

At the beginning of the school year, teachers will number all textbooks and use a Book Checkout form. At the end of the year all books will be checked in and a fine imposed for damaged and missing books.

## Audio-Visuals

There are a variety of videos and DVDs for teacher resources. Teachers may check them out for classroom use.

## Computer Lab

All students will have the opportunity to use the computer lab for instruction and research purposes. Students may not be sent there for unsupervised game playing and are never to be sent there to work without direct supervision. Non-instructional games may be played occasionally as a reward activity and should not be included in the computer lab/library activities on a regular basis.

## Internet

Students must sign an agreement on proper use of the internet. Students in violation of this agreement will be subject to disciplinary action according to district policy.

## Professional Books

The district subscribes to professional journals and popular teacher magazines, which are displayed in the teacher workroom. There is a shelf in the library, also, where professional references can be found. These books have a check out card in them; please use it and give it to the library aide. Return materials as soon as you finish so others can take advantage of them.

## Student Grading Schedule /Parent-Teacher Conferences

Report cards are distributed every nine weeks. Parent-Teacher conferences are held at the end of the 1st and 3rd grading periods.

Progress reports are to be sent home between grading periods.

## Parent - Teacher Conferences

The District conducts two official parent – teacher conference days per school year.

- 1st Quarter - August 9 - October 6 (33 days)  
Report cards and Parent - Teacher Conferences – Oct. 21
- 2nd Quarter - October 11 – December 22 (40 days)  
Report cards – January 13
- 3rd Quarter – January 9 – March 9 (34 days)  
Report cards and Parent - Teachers conferences - March 24
- 4th Quarter - March 20 - May 25 (38 days)  
Report cards May 19

## Grading System

Bonita grades are figured on a percentage basis and are reported on the report cards as letter grades. The following percentage scale is to be used:

90% A Excellent  
80% B Good  
70% C Average  
60% D Below average  
Below F Failing

A teacher should have sufficient grades in a grading period to make an accurate determination of a student's progress in his/her class. While there is no established number, a total of at least one grade per week per subject is suggested with a minimum of six grades available for a nine-week average. It is also understood that children need practice in an objective before performing for a grade; therefore, not everything written by children in a class should be graded.

Comments should be made on the report card, which give information in addition to the grades. Guidelines for the new grade reporting system will be given during an in-service.

Only certified teachers may assign and record grades in the grade book and mark the report cards. All student work must be previewed by the teacher before the marks go into the grade book.

The teachers have a mid-term report form available for students with low or failing grades. Parents of students who are in danger of receiving an F must receive a copy of this report or a phone call before report cards go home. An excellent progress report form is also available. Please make use of this form when warranted. Parents and students deserve good news, too. If a student is in danger of retention, parents of students must be notified in the 3<sup>rd</sup> quarter.

## Curriculum

Bonita has an adopted list of goals and objectives for all subject areas except music and art. The grade level guides are adopted by the Board and must be followed. While all students will work on the listed goals and objectives, they may not all work at the same speed. Teachers may group their students within the subject areas to accommodate these differences.

It is the goal of every program to have the student at least on his grade level. While placement tests are given for some of the basic areas, they should be used as a guide in placement and not necessarily the only determination of placement. Other criteria must be reviewed to determine whether that child can have success at this grade placement instead of being placed below grade level.

No grade level program is to be skipped by any student without permission of the administrator.

## Standards

It is the teacher's responsibility to record that students have been taught and assessed on state standards.. Each teacher is responsible for ensuring that the state standards in all the subject areas he/she teaches are included in curriculum maps and accountability records.

Pupil Participation in Extracurricular Activities

Participation in extracurricular activities is an integral part of the Bonita School program.

All interscholastic activities in grades 6-8 that are of a competitive nature and involve more than one school where a championship, winner, or rating is determined, and endeavors of an ongoing nature for which no credit is earned shall be conducted in accordance to the auspices of the Bonita School, and shall be supervised by the certificated individual responsible for the activity.

Extracurricular activities shall function within a realistic framework of control. In order that overenthusiastic students, coaches and/or parents do not place a social or athletic function on a higher plane than the academic program, the following policy will be adhered to:

1. Eligibility for extracurricular participation shall be based on classroom performance and parent consent.
2. Minimum performance requirements are as follows:
  - A. 60 % grade average in core academic subjects, (math, language arts, social studies, and science)
  - B. Teachers will report student performance to Administration and coaches each Monday.
  - C. Student(s) who do not meet the minimum requirements will be ineligible for a one-week period.
  - D. Student(s) eligibility will be reinstated when minimum eligibility requirements are met.
3. The responsibility for enforcement of the above rule rests with the Superintendent or designee.
4. Any student whose behavior presents a problem or jeopardizes school reputation will be ineligible for participation in extra-curricular activities until such time as his/her behavior warrants reinstatement, as determined by the coach (es), classroom teacher, and the principal.

Eligibility notices will be sent home as warranted. A student will be considered ineligible for the next scheduled event if the prior notice of ineligibility has not been returned. Please do not hesitate to contact the principal if you wish to check on your child's eligibility.

The same general standards shall apply for special education students except that such eligibility shall be determined on a case-by-case basis in relationship to the respective student's Individual Education Plan.

1. The Superintendent shall establish regulations to ensure that: A) Necessary documents in support of this policy are provided to the Arizona Department of Education, B) Necessary data related to ineligible students are collected and reported as required by law, C) The cultural traditions of students are considered when establishing or enforcing rules related to participation in extracurricular activities, and D) The requirements of this policy are met.
2. Students in limited PE shall not participate in after school activities.

Students who fail to meet the eligibility criteria shall be notified of the reasons for the ineligibility. A parental notice shall be sent home with a request that it be returned to the school signed by the parent. The student will not be allowed to participate in the game or activity, go on an away trip, or attend the home game. A supervised study hall will be provided.

Eligibility notices will be sent home as warranted. A student will be considered ineligible for the next scheduled event if the prior notice of ineligibility has not been returned. Please do not hesitate to contact the principal if you wish to check on your child's eligibility.

The same general standards shall apply for special education students except that such eligibility shall be determined on a case-by-case basis in relationship to the respective student's Individual Education Plan.

1. The Superintendent shall establish regulations to ensure that: A) Necessary documents in support of this policy are provided to the Arizona Department of Education, B) Necessary data related to ineligible students are collected and reported as required by law, C) The cultural traditions of students are considered when establishing or enforcing rules related to participation in extracurricular activities, and D) The requirements of this policy are met.
2. Students in limited PE shall not participate in after school activities.

## Retention

The decision for retaining students in one grade for two years is based on the effect and helpfulness in doing so. Each decision is made on an individual basis. There are two basic reasons for retention of a student:

1) Lack of mastery of grade level state mandated performance objectives. The State Department of Education has provided a list of the performance objectives necessary for success in each subject area. These lists are included in the district curriculum maps. The listed performance objectives must be taught and tested as mandated by the state.

2) Lack of required days in attendance. The state mandates a minimum number of days of attendance. Once a student has missed an excessive number of days, the parents will be notified by letter. Academic achievement and excellence is directly related to the student's attendance record. Students missing more than 10% of the number of days of attendance may be retained based upon Teachers observation of the student performance.

Students may not be retained for punitive or disciplinary reasons but for educational reasons based on the benefits to be gained. The Governing Board makes the final determination of a child's promotion or retention in a dispute between parents and a teacher.

## Awards

At least once during the school year, awards are given to the students for their activities. These are the award designations:

- 1) Honor-highest grade average in a subject for performance at or above grade level.
- 2) Scholarship-excellent performance in a subject for performance at or above grade level.
- 3) Achievement-special performance in a subject regardless of performance level.
- 4) Service-performance of extra activities.
- 5) Citizenship-pupils exhibiting good manners, positive attitude, and helpfulness.
- 6) Best Athletes-pupils with not only athletic ability but who exhibit good sportsmanship and a sense of fair play and team spirit.
- 7) All-School Awards-special awards sponsored by the school or community members for students who meet set standards:

- a. Bill Hughes Award-All around 8th grader-monetary
- b. Rinki Hughes Award-All around 8<sup>th</sup> women of the year-monetary
- c. Joe Hundley Award-Helpfulness award-monetary
- d. Scholar/Athlete-3.50 cumulative grade average and sports leadership. monetary (8th grade gift)
- e. Booster recognition-community/school participation-monetary
- f. Terry Preas Memorial Award – Overcome obstacles, improved overall student. Monetary
- g. Recognition-Special notice of extra duty
- h. Attendance-Three or fewer days of absence
- i. Valedictorian-Highest grade average above 3.50
- j. Salutatorian-Second highest grade average above 3.50.

Other awards may be given at the discretion of the classroom teacher. Teachers are requested to record awards and awardees and to submit this list to the administrator.

## OUTSIDE PATRIOTIC ASSEMBLIES

One Thursday a month, weather permitting, the school will meet outside in front of the bell tower to hold the morning flag ceremony at 8:15. It will be a time when students and staff will sing patriotic songs. Below is a schedule of dates and songs and what class will lead the pledge for the school year. The website below has all the words and music to all the songs, excluding "God Bless America", "I Love You Arizona" and "Proud to be an American".

<https://kids.niehs.nih.gov/games/songs/patriotic/index.htm>

September 8	8 <sup>th</sup> lead pledge	America the Beautiful
October 13	7 <sup>th</sup> lead pledge	America/My Country Tis of Thee
November 3	6 <sup>th</sup> lead pledge	God Bless America
December 5	5 <sup>th</sup> lead pledge	This Land is your Land
January 12	4 <sup>th</sup> lead pledge	Yankee Doodle
February 9	3 <sup>rd</sup> lead pledge	I Love You Arizona
March 10	2 <sup>nd</sup> lead pledge	You're a Grand Ole Flag
April 13	1 <sup>st</sup> lead pledge	I'm a Yankee Doodle Dandy
May 5	K lead pledge	Proud to be an American

## MONTHLY SUPER KID ASSEMBLIES

At the end of every month, students are recognized for various achievements. End of each quarter the honor roll and attendance awards are awarded. Super Kids awards are given to those students nominated by their teachers every month except May the last super kid will be April. The assembly will meet inside the gym for the morning flag ceremony and special presentations at 8:15. Please honor the student of the month with one or two short reasons why they have been Super Kids. The objectives of our Super Kid program are to help students feel good about themselves, and to give public recognition for pupil achievement in areas we feel are important for students to develop. During the year each child will be recognized with a Super Kid award at least once, focusing on the positive aspects of his/her behavior or work. Electronic submission of your super kid is preferred; a form is available on page 29. [cbrewster@bonitaesd.com](mailto:cbrewster@bonitaesd.com). Below is a schedule of dates and whose class will lead the pledge for each month.

August 25	8 <sup>th</sup> lead pledge
September 29	7 <sup>th</sup> lead pledge
October 31	6 <sup>th</sup> lead pledge
November 30	5 <sup>th</sup> lead pledge
December 22	4 <sup>th</sup> lead pledge
January 31	3 <sup>rd</sup> lead pledge
February 23	2 <sup>nd</sup> lead pledge
March 30	1 <sup>st</sup> lead pledge
April 27	K lead pledge Last Super Kids
May 24	8 <sup>th</sup> lead pledge

## Governing Board Meetings

The Bonita Governing Board meets the second Monday of each month in the administrator's office. See the administrator for any item you may have for the agenda. Agenda items must be turned in 72 hours in advance of the meeting.

The Board meetings are governed by the State of Arizona's open meeting law which sets forth guidelines for the conduct of business.

Teachers are encouraged to attend as many of these meetings throughout the year as possible. They may be asked to present information to the Board concerning their programs. Each teacher is encouraged to be present at least once to help create a dialogue between the professional staff and the Board.

## Lost and Found

The lost and found box will be located in a corner in the detention/sick room. All lost and found articles should be placed in this box during the school year. Valuables shall be turned in to the administrator's office.

## School Year\_\_\_\_\_

Teacher

[illegible]

# Student Screening Report

Name of Student			Date of Birth	Student SAIS #
Date of Entry	Date of Screening	Return Before Date <i>(45 days from entry)</i>	Teacher	Grade

<p style="text-align: center;"><b>1. Vision</b></p> <p>yes no</p> <p><input type="checkbox"/> <input type="checkbox"/> Holds book too close or too far</p> <p><input type="checkbox"/> <input type="checkbox"/> Squints or has trouble seeing board</p> <p><input type="checkbox"/> <input type="checkbox"/> Has trouble with eyes</p> <p><input type="checkbox"/> <input type="checkbox"/> Has weak note taking skills</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>	<p style="text-align: center;"><b>6. Communication Skills</b></p> <p>yes no</p> <p><input type="checkbox"/> <input type="checkbox"/> Has poor speech habits</p> <p><input type="checkbox"/> <input type="checkbox"/> Articulates poorly</p> <p><input type="checkbox"/> <input type="checkbox"/> Often stutters</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty expressing ideas</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>
<p style="text-align: center;"><b>2. Social / Behavioral</b></p> <p>yes no</p> <p><input type="checkbox"/> <input type="checkbox"/> Displays externalizing behaviors (fights, assaults others, vandalizes)</p> <p><input type="checkbox"/> <input type="checkbox"/> Displays internalizing behaviors (fears, phobias, depression, withdrawal)</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty with unstructured environments or transitions between activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty developing or maintaining peer or adult relationships</p> <p><input type="checkbox"/> <input type="checkbox"/> Exhibits inappropriate types of behavior or feelings under normal circumstances</p>	<p style="text-align: center;"><b>7. Hearing</b></p> <p>yes no</p> <p><input type="checkbox"/> <input type="checkbox"/> Does not respond to name, directions, or questions in class</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequently asks for information to be repeated or asks "What?"</p> <p><input type="checkbox"/> <input type="checkbox"/> Has significantly delayed language</p> <p><input type="checkbox"/> <input type="checkbox"/> Has frequent earaches</p> <p><input type="checkbox"/> <input type="checkbox"/> Seems not to pay attention</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>
<p style="text-align: center;"><b>3. Psychomotor Skills</b></p> <p>yes no</p> <p><input type="checkbox"/> <input type="checkbox"/> Has short attention span</p> <p><input type="checkbox"/> <input type="checkbox"/> Has problems with gross motor development (clumsy or awkward)</p> <p><input type="checkbox"/> <input type="checkbox"/> Has problems with fine motor skills (reaching, grasping, manipulating objects)</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>	<p style="text-align: center;"><b>Records Review</b></p> <p>Last grade attended: _____ Year attended: _____</p> <p>Last school attended: _____</p> <p>Date records requested: _____ Received: _____</p> <p>Date records reviewed: _____ Reviewer: _____</p> <p>Significant discrepancy (between achievement levels and last completed grade):                      <b>yes</b>      <b>no</b></p> <p>History of special education? <b>yes</b>      <b>no</b></p>
<p style="text-align: center;"><b>4. Academic / Cognitive Progress</b></p> <p>yes no</p> <p><input type="checkbox"/> <input type="checkbox"/> Learns slowly compared to peers</p> <p><input type="checkbox"/> <input type="checkbox"/> Displays attention problems (has short attention span, focuses on less relevant stimuli)</p> <p><input type="checkbox"/> <input type="checkbox"/> Below grade level in reading: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Below grade level in writing: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Below grade level in math: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty acquiring, retaining, recalling, or manipulating information</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>	<p style="text-align: center;"><b>Administrative Action</b></p> <p><input type="checkbox"/> No problem noted at this time</p> <p><input type="checkbox"/> Problem noted and the following action(s) are being taken:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Parent notified of concerns: Date _____</p> <p style="padding-left: 40px;"><input type="checkbox"/> Referred for student study team: Date _____</p> <p style="padding-left: 40px;"><input type="checkbox"/> Referred for 504 plan: Date _____</p> <p style="padding-left: 40px;"><input type="checkbox"/> Referred to special education: Date _____</p> <p style="padding-left: 40px;"><input type="checkbox"/> Other (use back of this form to show plan)</p>
<p style="text-align: center;"><b>5. Adaptive Development</b></p> <p>yes no</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor self care skills related to personal hygiene, dress, maintaining personal belongings</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor social skills related to working cooperatively with peers, social perceptions, response to social cues, or socially acceptable language</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor ability to understand directions, communicate needs, and express ideas</p> <p><input type="checkbox"/> <input type="checkbox"/> Lack of school coping behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, and monitoring time use</p>	<p style="text-align: center;"><b>Administrator's Signature and Date</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;"><b>Primary Language Assessment</b></p> <p><i>If any of the following is other than English, a primary language assessment should be done.</i></p> <p>1. The language most spoken in the home:    <b>English</b>    <b>Spanish</b></p> <p>2. The language most spoken by the student:   <b>English</b>   <b>Spanish</b></p> <p>3. The child's first spoken language:    <b>English</b>   <b>Spanish</b></p> <p>Language proficiency review date: _____</p> <p>Assessment / Form: _____</p> <p>Primary language of instruction:   <b>English</b>   <b>Spanish</b></p>

**BONITA ELEMENTARY DISTRICT**

**Field Trip Request**

Teacher Name \_\_\_\_\_ Date of Request \_\_\_\_\_

Date /Time of departure and return \_\_\_\_\_

Trip leader (if different than above): \_\_\_\_\_

School emergency contact/phone number: \_\_\_\_\_

Contact person/phone number at destination: \_\_\_\_\_

Places to visit \_\_\_\_\_

Number and grade of students \_\_\_\_\_

Names of chaperones \_\_\_\_\_

Teachers and School Staff \_\_\_\_\_

Parents and Community Members \_\_\_\_\_

Itinerary

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does this trip relate to you academic program? Explain briefly.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Calendar approval \_\_\_\_\_  
Signature Date

Transportation approval \_\_\_\_\_  
Signature Date

Administrative Approval \_\_\_\_\_  
Signature Date



# Activity Trip Exposure Analysis Checklist

---

To be completed, in advance of the activity trip, by teacher responsible for the activity.

Is the location of the activity trip indoors or outdoors? (I or O)

Are special clothing needs such as shoes, jackets, or gloves required?

Does the trip location include exposure to insect or animal bites, falling rocks, puncture wounds from plants, or eye irritation from dust or other airborne particles?

Does the trip require climbing above or below the ground floor? If so, are walkways well marked, do they include hand or guardrails, and are they maintained in good condition?

Have extraordinary exposures been included on the activity Trip Permission Form to provide for an informed consent from parent or guardian?

Are first aid services available at the trip location in the event of an injury or illness?

Are food and water available at the trip location? If not, will students bring their own food and water? Are facilities available to safely store food and water?

Has the travel route been planned in advance?

Will transportation make stops traveling to or from the trip location? If so, have stops been planned to maintain student control and safety?

Is adequate parking available for safe vehicle loading, unloading, parking, and turn around?

Does the learning experience involve direct contact with plants or animals? If so, have students been questioned about potential allergic reaction?

Is prior evidence of liability insurance protection required by the trip location owner to allow use of the facility or property?

If trip includes residence at a camp facility, does the camp owner require proof of student accident insurance?

If the trip includes a wilderness program, have special arrangements been made for emergency or medical evacuation?

BONITA SCHOOL DISTRICT # 16

MAINTENANCE REQUEST

Name \_\_\_\_\_ Date \_\_\_\_\_

Request Location

1

2

3

4

BONITA SCHOOL DISTRICT # 16

MAINTENANCE REQUEST

Name \_\_\_\_\_ Date \_\_\_\_\_

Request Location

1

2

3

4

BONITA SCHOOL DISTRICT # 16

MAINTENANCE REQUEST

Name \_\_\_\_\_ Date \_\_\_\_\_

Request Location

1

2

3

4

BONITA ELEMENTARY DISTRICT #16

Accident/Incident/Illness Report

Name \_\_\_\_\_ Address \_\_\_\_\_

Age or grade \_\_\_\_\_ Parent's name \_\_\_\_\_

Date of incident \_\_\_\_\_ Time \_\_\_\_\_

Place \_\_\_\_\_ Witness \_\_\_\_\_

Description of incident

---

---

---

First aid given \_\_\_\_\_

---

---

Parent notification \_\_\_\_\_

---

---

(Person reporting incident) \_\_\_\_\_

(administrator or Acting Supervisor)

---

---

# Permission Form for Prescribed Medication And Emergencies

Bonita Elementary School  
18008 S. Fort Grant Rd.  
Bonita, AZ 85643  
phone (928) 828-3363 or (520)384-3237  
fax (928) 828-3422

Date form received by the school \_\_\_\_\_  
Student: \_\_\_\_\_ Date of birth or age \_\_\_\_\_  
Grade: \_\_\_\_\_ Teacher/Classroom \_\_\_\_\_

To be completed by the physician, parent or guardian:

Reason for medication: \_\_\_\_\_

Name of medication: \_\_\_\_\_

Form of medication / treatment: \_\_\_\_\_

☐ Tablet/capsule ☐ Liquid ☐ Inhaler ☐ Injection ☐ Nebulizer ☐ Other

Instructions (Schedule and dose to be given at school): \_\_\_\_\_

Start date form received Other date: \_\_\_\_\_

Stop end of school year Other date / duration: \_\_\_\_\_

for episodic / emergency events only

Restrictions and / or important side effects: None anticipated

Yes. Please describe: \_\_\_\_\_

Special storage requirements: ☐ None ☐ Refrigerate

Other: \_\_\_\_\_

This student is both capable and responsible for self-administering this medication:

☐ No ☐ Yes-Supervised ☐ Yes-Unsupervised

This student may carry this medication: No Yes

Please indicate if you have provided additional information:

On the back side of this form As an attachment

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Physician's Name Printed: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

To the school: Please report concerns about medications or disease to the above physician.

To be completed by parent / guardian

I give permission for (name of child) \_\_\_\_\_ to receive the above medication at school according to standard school policy. Bonita School requires parents/guardians to bring medication in its original container.

I give permission for my child to be taken to the doctor or hospital in case of emergency if deemed necessary. ☐ No ☐ Yes

Date \_\_\_\_\_ Signature \_\_\_\_\_ Relationship \_\_\_\_\_

BONITA SCHOOL DISTRICT #16

Suspension/Expulsion Summary

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Reason for Penalty \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student conference \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Parent conference \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Penalty \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signed: Administrator

Reviewed with Governing Board

\_\_\_\_\_  
Date

Signed: Board President/Clerk

\_\_\_\_\_

SUPER KIDS!

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ GRADE \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
TEACHER

SUPER KIDS!

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ GRADE \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
TEACHER

BONITA ELEMENTARY DISTRICT #16

Excellent Progress Report

Dear Parent:

It is a pleasure to inform you that your child is doing work which is of such merit as to warrant special recognition. The following reasons are a basis for this fine work:

- ( ) Excellent class attitude
- ( ) Excellent attention in class
- ( ) Completion of class work
- ( ) Excellent work on examinations
- ( ) Excellent self-discipline
- ( ) Acceptance of responsibility
- ( ) Excellent relationship with students and teachers

Additional Comments:

The faculty and administration are particularly proud of your child's effort and behavior. Thank you for your encouragement and cooperation.

Sincerely,

Teacher

## BONITA ELEMENTARY SCHOOL

### Student Progress Report

The following evaluation is being sent home to give you information on the progress of your child. If you have any question or wish to discuss the report further, please feel free to call the school.

Name of Student \_\_\_\_\_ Class \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

The areas checked reflect the student's progress at the time. Unmarked areas have not been evaluated. The markings are: E= Excellent, S= Satisfactory, and N= Needs improvement.

#### ATTITUDE AND BEHAVIOR

- \_\_\_\_\_ 1. Works well independently
- \_\_\_\_\_ 2. Pays attention in class
- \_\_\_\_\_ 3. Accepts responsibility
- \_\_\_\_\_ 4. Comes to class on time
- \_\_\_\_\_ 5. Gets along well with others
- \_\_\_\_\_ 6. Shows respect toward school personnel and property

#### WORK HABITS

- \_\_\_\_\_ 7. Does work neatly
- \_\_\_\_\_ 8. Completes class assignments on time
- \_\_\_\_\_ 9. Completes homework assignments
- \_\_\_\_\_ 10. Comes to class prepared

#### ACADEMIC PROGRESS

- \_\_\_\_\_ 11. Understands and follows directions
- \_\_\_\_\_ 12. Shows a gain in knowledge
- \_\_\_\_\_ 13. Works to ability and potential
- \_\_\_\_\_ 14. Has a foundation in basic skills

Comments:

Parent sign and return



BONITA SCHOOL DISTRICT #16

Promotion/Retention Release

Date \_\_\_\_\_

To Whom It May Concern:

I, \_\_\_\_\_, recognize that \_\_\_\_\_ has, in  
good

Parent or Guardian

Teacher

faith, recommended \_\_\_\_\_ for promotion/retention in \_\_\_\_\_ .  
Child Grade

I do not agree with this recommendation and request that \_\_\_\_\_  
Child

be placed in \_\_\_\_\_ grade for the \_\_\_\_\_ school year.

\_\_\_\_\_  
Parent or Guardian

Reviewed: \_\_\_\_\_  
Administrator

Approved: \_\_\_\_\_  
Board of Trustees

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Parent Contact Log

Teacher \_\_\_\_\_ Year \_\_\_\_\_

[illegible]

**Contact Method:**

- 1** = Phone call
- 2** = Note home
- 3** = Personal note in Daily Planner
- 4** = In-Person contact (informal)
- 5** = Meeting (formal)
- 6** = Scheduled Parent/Teacher Conference Day

# Speech-Language Referral Form

School Year \_\_\_\_\_

Student's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Parents/Guardians: \_\_\_\_\_ School Year \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade \_\_\_\_\_

Phone #: \_\_\_\_\_ Primary Language of Home \_\_\_\_\_

## **Reason for Referral:**

### **Communication Skills Checklist:**

		<b><u>Yes</u></b>	<b><u>No</u></b>
1)	Does the student seem frustrated when trying to speak?	___	___
2)	Does she/he receive negative comments about his/her speech from peers?	___	___
3)	Does she/he have many pronunciation errors?	___	___
4)	Is his/her intelligibility of speech reduced enough that you have trouble understanding him/her?	___	___
5)	Do most of his/her mispronunciations during oral reading relate to his/her articulation errors?	___	___
6)	Does she/he make errors in writing (spelling) that relate to his/her articulation errors?	___	___
7)	Does she/he speak in complete sentences?	___	___
8)	Is his/her vocabulary limited for his/her age?	___	___
9)	Does she/he usually follow your oral directions?	___	___
10)	Does she/he have difficulty learning even when things are repeated many times?	___	___
11)	Does she/he have trouble with fluency of speech by hesitating, repeating, or prolonging words?	___	___
12)	Does she/he use an unusually loud voice or shout a great deal?	___	___
13)	Does his/her voice quality become worse (hoarse, breathy, scratchy, etc.) during any particular time of the day?	___	___
14)	Does his/her communication problem make it difficult for you or other students to understand him/her?	___	___
15)	What other special services does she/he receive?	___	___
16)	Teacher observations related to academics:	___	___

# COUNSELING REFERRAL FORM

## Bonita Elementary School District #16

STUDENT REFERRED: \_\_\_\_\_

PERSON MAKING REFERRAL: \_\_\_\_\_

POSITION: (circle)      Parent    Teacher    Social Worker    Judge    Other \_\_\_\_\_

### BEHAVIORAL CHECKLIST

REASON FOR REFERRAL (check those that apply):

#### CLASS PERFORMANCE

- ☐ Drop in grades
- ☐ Irresponsibility, blaming, lying
- ☐ Change in class participation
- ☐ Inconsistent daily work
- ☐ Obscene language, gestures
- ☐ Constantly in wrong area
- ☐ Hyperactivity, nervousness

#### EXTRACURRICULAR ACTIVITIES

- ☐ Loss of eligibility in sports
- ☐ Increasing noninvolvement in any activity
- ☐ Dropping out
- ☐ Not fulfilling responsibilities

#### BEHAVIOR – CRIMINAL/LEGAL

- ☐ Selling drugs, exchanges of money
- ☐ Possession of alcohol and other drugs
- ☐ Use of alcohol and other drugs
- ☐ Involvement in thefts and assaults
- ☐ Vandalism

#### PHYSICAL SYMPTOMS

- ☐ Staggering or stumbling
- ☐ Smelling of alcohol or marijuana
- ☐ Vomiting
- ☐ Glassy, bloodshot eyes; dark glasses
- ☐ Poor coordination
- ☐ Slurred speech
- ☐ Changes in appearance, weight
- ☐ Sleeping in class
- ☐ Physical injuries
- ☐ Frequent physical complaints

#### SOCIAL PROBLEMS

- ☐ Family problems
- ☐ Peer problems
- ☐ Drug problems
- ☐ Run away
- ☐ Drinking problems
- ☐ Alcohol/drug abuse by family members

#### SCHOOL ATTENDANCE

- ☐ Change in classroom attendance
  - ☐ In-school nonattendance
  - ☐ Pattern of early morning tardiness
- ☐ Classroom tardiness
  - ☐ Truancy

#### BEHAVIOR – DISRUPTIVE

- ☐ Defiance of rules, constant discipline
  - ☐ Fighting
  - ☐ Cheating
- ☐ Sudden outburst, verbal abuse
  - ☐ Dramatic attention getting
  - ☐ Extreme negativism

#### BEHAVIORAL – UNUSUAL

- ☐ Inconsistent test grades
- ☐ Talks freely about drug use
- ☐ Erratic behavior changes as viewed on a day to day basis
- ☐ Dramatic change of friends
- ☐ Other age social group
  - ☐ Hypersensitivity
- ☐ Time disorientation
- ☐ Inappropriate responses
  - ☐ Depression
  - ☐ Seeking adult advice without a specific problem
- ☐ Defensive
  - ☐ Withdrawn, secluded, loner
  - ☐ Change in student/teacher rapport
  - ☐ Suicide attempt
  - ☐ Lack of motivation, apathy
- ☐ Blackouts (constantly forgetting)
  - ☐ Talking about involvement in illegal activities

**COMMENTS:**

What have you attempted to correct this problem?

---

---

---

---

---

---

Have you contacted the parents?     yes     no

When? \_\_\_\_\_ How? \_\_\_\_\_

Results of parent contact:

---

---

---

---

---

---

Additional comments:

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook or folder.

## STUDENT RECORDS

Required student records (regular and special education) will be prepared in a manner consistent with state and federal laws, the requirements of the Arizona Uniform System of Financial Records (USFR) and those of the Arizona Department of Libraries, Archives and Public Records. Retention periods and disposition of records shall be as specified in the USFR, the Arizona Department of Library Archives and Public Records and relevant federal statutes and regulations.

The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA), the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT), and the Every Student Succeeds Act of 2015 (ESSA) in the establishment, maintenance, correction, and disposition of student records.

The Board directs the Superintendent to establish procedures for such compliance, including informing parents, students, and the public of the contents. The Superintendent will implement procedures as required by law and will establish procedures for dealing with violations.

If a parent or eligible student believes that the District is violating the FERPA, that person has a right to file a complaint with the U.S. Department of Education. The address is:

The Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605  
Telephone number: (202) 260-3887

In adopting this policy it is the intent of the Board that the policy and related procedures be implemented immediately. Copies of the policy and procedures will be available for parent and eligible student review in the District office.

### Confidentiality

The right to inspect and review education records and the release of or access to such records, other information, or instructional materials will be consistent with federal law in the Family Educational Rights and Privacy Act, Title 20, United States Code, sections 1232g and 1232h, the USA PATRIOT ACT, ESSA and with federal regulations issued pursuant to such act.

### Annual Notification

Within the first three (3) weeks of each school year, the District will publish in a District communication a notice to parents and eligible students of their rights under the FERPA and this procedure. This notice will also be provided to each parent of new students enrolling after school begins [34 C.F.R. 99.7]. The District will arrange to provide translation of the notice to non-English-speaking parents in their native language or mode of communication [34 C.F.R. 300.9]. The notice shall inform the parents of:

- A. The right of the parent or an eligible student to inspect and review the student's education records.
- B. The intent of the District to limit the disclosure of personally identifiable information contained in a student's education records, including disciplinary records, except by the prior written consent of the parent or eligible student or under certain limited circumstances as permitted by the FERPA, the USA PATRIOT Act or the ESSA.
- C. The right of the parent or eligible student to seek to correct parts of the school education records that the student or the parent believes to be inaccurate, misleading, or in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter it according to the parent's or eligible student's request.

D. The right of the parent or eligible student to file a complaint with the U.S. Department of Education if they believe the District has violated the FERPA.

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act (FERPA) and this procedure [34 C.F.R. 99.7 and 300.613]. The notice shall also include:

A. The procedure for exercising the right to inspect and review education records.

B. The procedure for requesting amendments of education records that the parent or eligible student believe to be inaccurate, misleading or otherwise a violation of the student's privacy rights.

C. The conditions when prior consent is not required, the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

If the School District permits the release of directory information relating to pupils, the information shall be released on or before October 31 of each year. The Superintendent shall develop procedures to communicate to students and their parents in a timely manner information relating to access to the Arizona Department of Education form which is designed to allow pupils to request that directory information not be released pursuant to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA).

Adopted: September 5, 2017

**LEGAL REF.:**

A.R.S.

[15-141](#)

[15-142](#)

[15-828](#)

[15-829](#)

[25-403.06](#)

[44-1373](#)

10 U.S.C. 503

20 U.S.C. 1232

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

20 U.S.C. 6301 *et seq.*, Every Student Succeeds Act of 2015

20 U.S.C. 7908

34 C.F.R. 300

**CROSS REF.:**

[IHB](#) - Special Instructional Programs

[JF](#) - Student Admissions

[JFAB](#) - Admission of Nonresident Students

[JLH](#) - Missing Students

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

## STAFF ETHICS

### (Statement of Ethics for School Employees)

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

#### *The school employee:*

- A. Makes the well-being of students the fundamental value of all decision making and actions.
- B. Maintains just, courteous, and proper relationships with students, parents, staff members, and others.
- C. Strives for the maintenance of efficiency and knowledge of developments in the employee's field of work.
- D. Fulfills job responsibilities with honesty and integrity.
- E. Directs any criticism of other staff members or of any department of the school system toward improving the District. Such constructive criticism is to be made directly to the school administrator who has the responsibility for improving the situation.
- F. Supports the principle of due process and protects the civil and human rights of all individuals.
- G. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
- H. Implements the Governing Board's policies and administrative rules and regulations.
- I. Refrains from using school contacts and privileges to promote political or sectarian religious views or personal agenda of any kind.
- J. Pursues appropriate measures to correct any laws, policies, or regulations that are not consistent with sound educational goals.
- K. Avoids using position for personal gain through political, social, religious, economic, or other influence.
- L. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- M. Stresses the proper use and protection of all school properties, equipment, and materials.
- N. Honors all contracts until fulfillment or release.

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

Adopted: October 15, 2019

LEGAL REF.:

A.A.C.



GBEB ©

**STAFF CONDUCT**

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

Potential consequences to employees of the District who violate these rules may include, but are not limited to:

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

**Reporting Suspected Crimes or Incidents**

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

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

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

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

A person who violates the reporting requirements may be disciplined for violating the policies of the School District Governing Board pursuant to A.R.S. [15-341](#) and notwithstanding A.R.S. [15-341](#), may be subject to dismissal. Each school district governing board shall prescribe and enforce policies and procedures that require the School District to maintain a record on any person who is disciplined pursuant to this policy and, on request, shall make that record available to any public school, school district governing board or charter school governing body that is considering hiring that person.

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

**Use of Physical Force by Supervisory Personnel**

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

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

Adopted: May 11, 2020

LEGAL REF.:

A.R.S.

<a href="#"><u>13-2911</u></a>	<a href="#"><u>13-3102</u></a>
<a href="#"><u>13-3111</u></a>	<a href="#"><u>13-3411</u></a>
<a href="#"><u>15-153</u></a>	<a href="#"><u>15-341</u></a>
<a href="#"><u>15-342</u></a>	<a href="#"><u>15-507</u></a>
<a href="#"><u>15-509</u></a>	<a href="#"><u>15-511</u></a>
<a href="#"><u>15-512</u></a>	<a href="#"><u>15-514</u></a>
<a href="#"><u>15-539</u></a>	<a href="#"><u>15-550</u></a>
<a href="#"><u>38-531</u></a>	<a href="#"><u>38-532</u></a>
<a href="#"><u>41-770</u></a>	<a href="#"><u>41-1758.03</u></a>

A.A.C.

[R7-2-205](#)

CROSS REF.:

[GCF](#) - Professional Staff Hiring

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

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

[JIC](#) - Student Conduct

[JK](#) - Student Discipline

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

**PROFESSIONAL STAFF DUTIES  
AND RESPONSIBILITIES**

**(Duties of Teachers; Failure to Comply  
is Unprofessional Conduct; Penalty)**

***Every teacher shall:***

- A. Hold students to strict account for disorderly conduct.
- B. Exercise supervision over students on the playgrounds and during recess if assigned to such duty.
- C. Take and maintain daily classroom attendance.
- D. Make the decision to promote or retain a student in grade in a common school or to pass or fail a student in a course in high school. Such decisions may be overturned only as provided in A.R.S. [15-342](#).
- E. Comply with all rules, regulations, and policies of the Governing Board that relate to the duties as prescribed.

A teacher shall not use sectarian or denominational books or teach any sectarian doctrines or conduct religious exercises.

A teacher who fails to comply with the above is guilty of unprofessional conduct and may be subject to disciplinary action by the Governing Board and by the State Board of Education.

A teacher who is arrested for or charged with any nonappealable offense listed in section [41-1758.03](#), subsection B and who does not immediately report the arrest or charge to the teacher's supervisor is guilty of unprofessional conduct and shall be immediately dismissed from employment with the School District.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-153](#)

[15-203](#)

[15-341](#)

[15-342](#)

[15-535](#)

[15-539](#)

[15-550](#)

[41-1758.03](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

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

## EVALUATION OF PROFESSIONAL STAFF MEMBERS

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

### Definition of Terms

In this policy:

A. **Certificated teacher** means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting at least fifty percent (50%) of the person's time to classroom teaching.

B. **Inadequacy of classroom performance** means the definition of inadequacy of classroom performance adopted by the Governing Board.

C. **Performance classifications** means the four (4) performance classifications for teachers and principals adopted by the Governing Board.

D. **Qualified evaluator** means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

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

The District teacher performance evaluation system shall do the following:

- A. Be designed to improve teacher performance and improve student achievement;
- B. Include quantitative data on the academic progress for all students, which shall account for between twenty percent (20%) and thirty-three percent (33%) of the evaluation outcomes;
- C. Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective;

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

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

- A. It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year or as provided in Section I.
- B. A copy of the evaluation system shall be given to each teacher in the District.
- C. Specific training requirements for qualified evaluators, approved by the Board, will be included which may involve local or national educator training resources recommended by the Superintendent.
- D. The Superintendent will recommend qualified evaluators to the Board prior to naming evaluators.
- E. The Board will designate qualified evaluators.
- F. Best practices for professional development and evaluator training adopted by the State Board of Education will be considered.
- G. The system will include incentives for teachers in the highest performance classification.

H. The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.

I. The District may use an alternative performance evaluation cycle subject to the following:

1. The Governing Board shall adopt policies for an expedited performance review during the years in which a teacher is not undergoing a formal performance evaluation. The expedited performance review policies may classify teacher performance in categories that include teamwork and support for lower-performing teachers.
2. The Governing Board shall allow only teachers who have been evaluated and designated in the highest performance classification for at least three (3) consecutive years by the same school to participate in the alternative performance evaluation cycle.
3. If an expedited performance review under this subsection determines that the teacher is not in the highest performance classification, the teacher shall be removed from the alternative performance evaluation cycle and be reviewed on the established evaluation system.

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

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

=====

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

**Item 1**

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

**Item 2**

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

=====

**Inadequacy of Classroom Performance**

A teacher's classroom performance is inadequate if the teacher receives:

- A. One (1) or more ratings of "Ineffective" in any core practice;
- B. Three (3) or more ratings of "Developing" in any Core Practice of the Evaluation Report.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher, will consider any mitigating circumstances before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

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

**Evaluation of Principals,  
other Administrators  
and Psychologists**

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

**Evaluation of Principals**

The Governing Board shall adopt policies that:

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

The evaluation system for the evaluation of the performance of principals may include the over-all instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

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

### **Evaluation of Other Administrators**

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

### **Evaluation of Certificated School Psychologists**

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

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

### **Contracts of Certificated Employees**

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

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

Adopted: October 15, 2019

LEGAL REF.:

A.R.S.

[15-153](#) [15-203](#) [15-502](#) [15-503](#) [15-512](#) [15-536](#) [15-537](#) [15-537.01](#) [15-538](#) [15-538.01](#)

[15-539 et seq.](#) [15-544](#) [15-549](#) [15-918.0215-977](#)

A.A.C. [R7-2-605](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

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

[GCF](#) - Professional Staff Hiring

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

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

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

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

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

**EVALUATION OF SUPPORT**

**STAFF MEMBERS**

All support personnel shall be evaluated by the appropriate supervisor or administrator. A written evaluation of effectiveness of each support staff member shall be completed during the first year of employment and not later than ninety (90) days after the first day of work. A second first-year evaluation will be not later than the anniversary date of employment. At least once each year thereafter, an evaluation will be conducted. The evaluation will be used to increase job proficiency and for recommending continued employment.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-1326](#)

Name: \_\_\_\_\_

School Year: 2021-2022

Subject/Grade: \_\_\_\_\_

First \_\_ Second \_\_

**Evaluation Report – Group A****TEACHING**

<b>Core Practice 1: 15%</b>	<b>Level of Performance:</b>				<b>TOTAL</b>
	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
<b>Planning, Preparation</b>					
1a – Demonstrating knowledge of content and pedagogy					
1b – Demonstrating knowledge of students					
1c – Selecting instructional goals & designing coherent instruction					
<b>Core Practice 2: 15%</b>	<b>Level of Performance:</b>				
	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
<b>Classroom Environment</b>					
2a – Creating an environment of respect and rapport					
2b – Establishing a culture of learning					
2c – Managing classroom procedures & student behavior					
<b>Core Practice 3: 20%</b>	<b>Level of Performance:</b>				
	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
<b>Instruction</b>					
3a – Communicating clearly and accurately					
3b – Using questioning and discussion techniques					
3c – Engaging students in learning					
3d – Providing feedback to students					
<b>CLASSROOM &amp; SCHOOL LEVEL DATA</b>					
<b>Core Practice 4: 33%</b>	<b>Level of Performance:</b>				<b>TOTAL</b>
	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b>	
<b>Classroom Level Data</b>					



	Inadequate			Highly Effective	
4a – Using methods of assessing data to inform instruction					
4b – Assessing student learning					
4c – Working toward classroom student achievement goal					
<b>Core Practice 5: 17%</b>	<b>Level of Performance:</b>				
<b>School Level Data</b>	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
5a – Using methods of assessing data to analyze student success					
5b – Meeting school wide student achievement goal					

**Total**

Name: \_\_\_\_\_ School Year: 2021-2022

Subject/Grade: \_\_\_\_\_ First \_\_ Second \_\_

### Evaluation Report

#### Definitions:

- **Purpose of teacher evaluation as defined by ARS 15-537:** The objectives of the teacher performance evaluation system are to improve instruction and maintain instructional strengths.
- **Inadequate classroom performance as required by ARS 15-539:** "Inadequate" classroom performance is defined as receiving: 1) One or more ratings of "Ineffective" in any Core Practice; 2.) Three or more ratings of "Developing" in any Core Practice of the Evaluation Report.

#### Evaluating Administrator Initials/completes:

Evaluation: Adequate\_\_\_\_ Inadequate\_\_\_\_

Fulfilled professional growth plan/pay-for-performance: Yes\_\_\_\_ No\_\_\_\_

Recommended plan for the following school year:

\_\_\_\_ Professional growth (Plan 1)

\_\_\_\_ Professional assistance for Improvement (Plan 2)

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Employee's signature does not denote agreement with the evaluation; it verifies receipt.)

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

School Year: 2021-2022

Subject/Grade: \_\_\_\_\_

First \_\_ Second \_\_

**Evaluation Report – Group B**

**TEACHING**

<b>Core Practice 1: 15%</b>	<b>Level of Performance:</b>				<b>TOTAL</b>
	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
<b>Planning, Preparation</b>					
1a – Demonstrating knowledge of content and pedagogy					
1b – Demonstrating knowledge of students					
1c – Selecting instructional goals & designing coherent instruction					
<b>Core Practice 2: 15%</b>	<b>Level of Performance:</b>				
	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
<b>Classroom Environment</b>					
2a – Creating an environment of respect and rapport					
2b – Establishing a culture of learning					

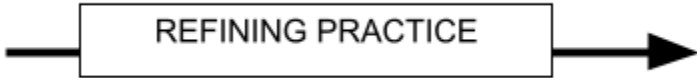
2c – Managing classroom procedures & student behavior					
<b>Core Practice 3: 20%</b>	<b>Level of Performance:</b>				
<b>Instruction</b>	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
3a – Communicating clearly and accurately					
3b – Using questioning and discussion techniques					
3c – Engaging students in learning					
3d – Providing feedback to students					

### CLASSROOM & SCHOOL LEVEL DATA

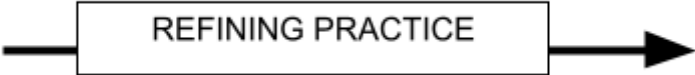
<b>Classroom Level Data</b>	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
4a – Using methods of assessing data to inform instruction					
4b – Assessing student learning					
4c – Working toward classroom student achievement goal					
<b>Core Practice 5: 33%</b>	<b>Level of Performance:</b>				
<b>School Level Data</b>	<b>1</b> Ineffective/ Inadequate	<b>2</b> Developing	<b>3</b> Effective	<b>4</b> Highly Effective	
5a – Using methods of assessing data to analyze student success					
5b – Meeting school wide student achievement goal					

### Core Practice I Rubric - Performance Standards

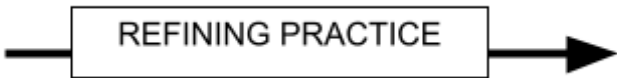
#### CORE PRACTICE I: PLANNING AND PREPARATION

ELEMENT	DESCRIPTORS OF PERFORMANCE			
	Does not meet Bonita Standards			
	1 Ineffective/Inadequate	2 Developing	3 Effective	4 Highly Effective
<b>Demonstrating knowledge of content and pedagogy</b>	Teacher <b>rarely</b> displays understanding of pedagogical issues involved in student learning of the content. Teacher makes content errors or does not correct content errors students make.	Teacher displays <b>basic</b> pedagogical knowledge but does not anticipate student misconceptions. Teacher displays basic content knowledge.	Teacher displays <b>expected</b> pedagogical knowledge but does not anticipate student misconceptions. Teacher displays expected content knowledge.	Teacher displays <b>exceptional</b> pedagogical knowledge, continuing search for best practice and anticipates student misconceptions. Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<b>Demonstrating knowledge of students' abilities and needs</b>	Teacher <b>rarely</b> displays knowledge of students skills.'	Teacher <b>sometimes</b> displays knowledge of students' skills.	Teacher <b>consistently</b> displays knowledge of students' skills and knowledge for groups of students.	Teacher displays <b>exceptional</b> knowledge of students' skills and knowledge for each student, including those with special needs.
<b>Selecting instructional goals &amp; designing coherent instruction</b>	Goals are <b>rarely</b> suitable for the class. Materials and resources do not support the instructional goals or engage students in meaningful learning.	Goals are <b>sometimes</b> suitable for most students in the class. Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	Goals are <b>consistently</b> suitable for most students in the class. All materials and resources consistently support the instructional goals, and most engage students in meaningful learning.	<b>All</b> goals take into account the varying learning needs of individual students or groups. <b>All</b> materials and resources support the instructional goals, and most engages students in meaningful learning.

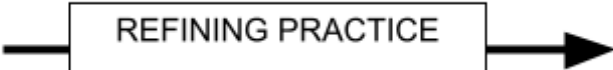
## Core Practice 2 Rubric - Performance Standards

CORE PRACTICE 2: THE CLASSROOM ENVIRONMENT				
ELEMENT	DESCRIPTORS OF PERFORMANCE			
	Does not meet Bonita Standards			
	1 Ineffective/Inadequate	2 Developing	3 Effective	4 Highly Effective
<b>Creating an environment of respect and rapport</b>	Teacher interaction with at least <b>some</b> students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are <b>sometimes</b> appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are <b>consistently</b> appropriate. They are warm, caring, and respectful. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher-student interactions are <b>always</b> appropriate. They are warm, caring, and respectful. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.
<b>Establishing a culture of learning</b>	Instructional goals and activities, interactions, and the classroom environment <b>rarely</b> convey high expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment <b>sometimes</b> convey high expectations for student achievement.	Instructional goals activities, interactions, and the classroom environment <b>consistently</b> convey high expectations for student achievement.	Instructional goals activities, interactions, and the classroom environment <b>always</b> convey high expectations for student achievement.
<b>Managing classroom procedures &amp; student behavior</b>	Much time is lost during transitions. Materials are handled inefficiently, resulting in loss of instructional time. No standards of conduct appear to have been established. Teacher does not respond to misbehavior, or the response is <b>inconsistent</b> , overly repressive, or does not respect the student's dignity.	Transitions are <b>sometimes</b> efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well. Standards of conduct appear to have been established for most situations. Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Transitions are <b>consistently</b> efficient, with little loss of instructional time. Routines for handling materials and supplies occur with little loss of instructional time. Standards of conduct are clear to all students. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Transitions are <b>exceptional</b> , with students assuming some responsibility for efficient operation. Routines for handling materials and supplies are <b>exceptional</b> , with students assuming some responsibility for efficient operation. Standards of conduct are clear to all students and appear to have been developed with student participation.


## Core Practice 3 Rubric - Performance Standards

CORE PRACTICE 3: INSTRUCTION				
ELEMENT	DESCRIPTORS OF PERFORMANCE			
	Does not meet Bonita Standards			
	1 Ineffective/Inadequate	2 Developing	3 Effective	4 Highly Effective
<b>Communicating clearly and accurately</b>	Teacher directions and procedures are <b>rarely</b> clear to students.	Teacher directions and procedures are <b>sometimes</b> clear to students.	Teacher directions and procedures are <b>consistent</b> for students and contain an appropriate level of detail.	<b>All</b> teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Using questioning and discussion techniques</b>	Teacher's questions are <b>rarely</b> high quality. Teacher makes no attempt to engage students to continue discussion.	Teacher's questions are <b>sometimes</b> a combination of low and high quality. Only some invite a response. Teacher makes some attempt to engage students in a true discussion.	Teacher's questions are <b>consistently</b> of high quality. Adequate time is available for students to respond. Classroom interaction represents true discussion with the teacher stepping to the side when appropriate.	Teacher's questions are <b>always</b> high quality. Adequate time is available for students to respond. Classroom interaction represents true discussion with the teacher stepping to the side when appropriate.
<b>Engaging students in learning</b>	Activities and assignments are <b>rarely</b> appropriate for students in terms of their age or backgrounds. Students are <b>not</b> engaged mentally. Pacing of the lesson is too slow or rushed.	Activities and assignments are <b>sometimes</b> appropriate to students and engage them mentally, but others do not. Pacing of the lesson is <b>inconsistent</b> .	Activities and assignments are <b>consistently</b> appropriate to students. Almost all students are cognitively engaged in activities. Pacing of the lesson is consistent.	<b>All</b> students are cognitively engaged in the activities and assignments in their exploration of content.
<b>Providing feedback to students</b>	Students <b>rarely</b> receive quality feedback. Feedback is rarely provided in a timely manner.	Students <b>sometimes</b> receive quality feedback.	Students receive feedback that is <b>consistently</b> high quality and provided in a timely manner.	Students receive feedback that is <b>exceptionally</b> high quality and is provided in a timely manner.

## Core Practice 4 Rubric - Performance Standards

Core Practice 4: Classroom Level Data				
ELEMENT	DESCRIPTORS OF PERFORMANCE			
	Does not meet Bonita Standards			
	1 Ineffective/Inadequate	2 Developing	3 Effective	4 Highly Effective
<b>Using methods of assessing data to inform instruction</b>	Teacher <b>rarely</b> participates in data reflections evaluation for the purpose of improving instruction and student achievement.	Teacher <b>sometimes</b> evaluates classroom data for the purpose of improving instruction and student achievement.	Teacher <b>consistently</b> evaluates classroom data for the purpose of improving instruction and student achievement.	Teacher <b>always</b> evaluates classroom data for the purpose of improving instruction and student achievement.
<b>Assessing student Learning</b>	Teacher <b>rarely</b> evaluates student learning and any data collected is poorly organized and/or analyzed.	Teacher <b>sometimes</b> evaluates student learning using a variety of methods and may have some organized data.	Teacher <b>consistently</b> evaluates student learning using a variety of methods and gathers data.	Teacher <b>always</b> evaluates student learning using a variety of methods, observation, class work, formative and summative assessments and organizes data for analysis.
<b>Working toward classroom student achievement goal</b>	Teacher <b>rarely</b> uses assessment results to differentiate instructional methods.	Teacher <b>sometimes</b> uses assessment results to differentiate instructional methods.	Teacher <b>consistently</b> uses assessment results to differentiate instructional methods.	Teacher <b>always</b> uses assessment results to differentiate instructional methods to meet the needs of each student.

### Core Practice 5 Rubric - Performance Standards

Core Practice 5: School Level Data				
ELEMENT	DESCRIPTORS OF PERFORMANCE			
	Does not meet Bonita Standards			
	1 Ineffective/Inadequate	2 Developing	3 Effective	4 Highly Effective
<b>Using methods of assessing data to analyze student success</b>	Teacher <b>rarely</b> participates in data reflections that relate to the school wide goal.	<b>Sometimes</b> participates in data reflections that relate to the school wide goal.	<b>Consistently</b> participates in data reflections that relate to the school wide goal.	<b>Leads</b> data reflections that relate to the school wide goal.
<b>Meeting school wide student achievement goal</b>	Documented evidence of no contribution to school wide goal	Demonstrates progress toward school wide goal	Demonstrates significant progress toward school wide goal	Met school wide goal



\*Source: Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

**GDQD ©**  
**DISCIPLINE, SUSPENSION, AND**  
**DISMISSAL OF**  
**SUPPORT STAFF MEMBERS**  
**(Discipline)**

**Minor Disciplinary Action**

A support staff member may be disciplined for any conduct that, in the judgment of the District, is inappropriate. Minor disciplinary action includes, without limitation thereto, verbal or written reprimands, suspension with pay, or suspension without pay for a period of five (5) days or less. Minor disciplinary action shall be imposed by the support staff member's supervisor. A support staff member who wishes to object to a minor disciplinary action shall submit a written complaint to the supervisor's superior within five (5) work days of receiving notice of the disciplinary action. The supervisor's superior will review the complaint and may confer with the support staff member, the supervisor, and such other persons as the supervisor's superior deems necessary. The decision of the supervisor's superior will be final.

**Suspension without Pay for**

**More than Five Days**

**At-will employees.** The employment of an at-will employee may be suspended without pay for a period of more than five (5) days by action of the Superintendent for any conduct by the employee that, in the judgment of the Superintendent, is inappropriate. Before suspending an at-will employee, the Superintendent will inform the employee of intent to suspend the employee and will give the employee an informal opportunity to explain why, in the employee's opinion, the suspension should not be imposed. The Superintendent's decision will be final.

**Term employees.** The employment of a term employee may be suspended without pay for a period of more than five (5) days by action of the Superintendent for any conduct that, in the judgment of the Superintendent, is inappropriate. If the Superintendent intends to suspend a term employee without pay for more than five (5) days, the notice and hearing procedures prescribed for the dismissal of term employees shall be followed, except that the hearing officer shall be designated by the Superintendent and the findings of the hearing officer shall be a final decision. At the Superintendent's option, the Superintendent may request that the Governing Board act as the hearing officer. If the hearing officer or the Governing Board finds that there is not cause to suspend the employee without pay for more than five (5) days, the Superintendent may, after reviewing the findings, impose minor disciplinary action.

## Dismissal

**At-will employees.** The employment of an at-will employee may be terminated by action of the Governing Board for any reason, or for no reason, with or without advance notice, as the Governing Board desires. If the Superintendent recommends that the Governing Board terminate an at-will employee, the recommendation shall be submitted to the Governing Board in writing and a copy of the recommendation shall be delivered to the employee. The at-will employee may submit to the Governing Board prior to the Board meeting a written response to the recommendation. If the at-will employee chooses to attend the Board meeting when the recommendation is considered, the Governing Board may, in its discretion, permit the employee to address the Governing Board concerning only the recommendation.

**Term employees.** The employment of a term employee may be terminated for cause by action of the Governing Board at any time prior to the expiration of the term of employment. For the purposes of this provision, cause means any conduct that, in the judgment of the District, is detrimental to the interests of the District or its personnel or students and shall include, without limitation thereto, the following:

A. Absence without leave	J. Incompetence or inefficiency
B. Abuse of leave	K. Insubordination
C. Alcohol or drug impairment	L. Neglect of duty
D. Child abuse or molestation	M. Unauthorized possession of a weapon on school grounds
E. Discourteous treatment of the public	N. Unauthorized use of school property
F. Dishonesty	O. Unlawful conduct
G. Excessive absenteeism	P. Use of illegal drugs
H. Fraud in securing employment	Q. Violation of a directive of a supervisor

I. Improper attitude	R. Violation of a District policy or regulation
----------------------	---

If the Superintendent recommends termination of a term employee, a copy of the recommendation shall be delivered to the employee. The employee may request a hearing within five (5) work days after receipt of the recommendation. If a hearing is requested, the Superintendent shall deliver a written notice of the time and place of the hearing and a written statement that gives the reasons for the recommendation, a list of persons whom the Superintendent expects to testify in support of the recommendation (together with a brief summary of what each person is expected to say), and a general description of any other evidence that the Superintendent at the time believes may be presented at the hearing in support of the recommendation.

The hearing shall be conducted by the Governing Board or by a person designated by the Governing Board within not less than five (5) work days and not more than thirty (30) calendar days after a request for hearing is submitted by the employee. The date of the hearing may be postponed by stipulation of the employee and the District, or by and in the sole discretion of the Governing Board or the hearing officer, or at the request of the aggrieved employee or the District for such reason or reasons as the Governing Board or hearing officer may deem appropriate.

The employee may be represented at the hearing by counsel, at the employee's expense. The employee shall have the opportunity to present witnesses and to cross-examine any witnesses presented by the District. Formal rules of evidence shall not apply. A record of the hearing shall be made by use of a mechanical device.

If a hearing officer is used, the hearing officer shall prepare a written statement of findings as to whether there is cause for termination of the employee and submit it to the Governing Board within ten (10) work days after the conclusion of the hearing. The Governing Board shall review the written statement and, if desired, the record, and the Governing Board's decision whether to accept the findings and whether to terminate employment or to impose other discipline shall be a final decision.

If the Governing Board conducts the hearing, it shall render a decision within ten (10) days after the conclusion of the hearing.

### **General Matters**

Failure to object to a disciplinary action or take other action within the time limitations set forth in this policy shall mean that the employee does not wish to pursue the matter further. Complaints filed after the expiration of the applicable time limitation will not be considered.

The filing or pendency of a complaint or other form of grievance pursuant to this policy shall in no way limit or delay action taken by the supervisor or the Superintendent authorized by this policy to take such action.

A complaint relating to minor disciplinary action, suspension without pay for more than five (5) days, or dismissal shall not be processed as a grievance.

None of the procedures of this policy shall alter the status of an at-will employee.

This policy does not apply to:

- A. Any administrative recommendation or Governing Board action, discussion, or consideration involving the nonrenewal of a term employee.
- B. Ratings, comments, and recommendations made in the course of an evaluation of a support staff member.
- C. The decision of the Superintendent to place a support staff member on administrative leave.
- D. Counseling of or directives to a support staff member regarding future conduct.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[13-2911](#)

[15-153](#)

[15-341](#)

[15-502](#)

[41-770](#)

CROSS REF.:

[DKA](#) - Payroll Procedures/Schedules

**GBK ©**

## **STAFF GRIEVANCES**

Effective communication between District employees, the administrative staff, and the Board is essential for proper operation of the schools. The Governing Board, therefore, authorizes the Superintendent to establish a grievance procedure for employees as the prescribed means of resolving grievances at the earliest date and the lowest possible administrative level.

Such procedure shall provide for Board review of any grievance that cannot be resolved at the administrative level. In such instances, the affected individual may request that the Governing Board review the situation. Such request shall be in writing and shall contain the basis for the appeal, including the act or acts out of which the grievance arose, identification of the Board policies and/or administrative regulations involved, and the remedy sought. Within five (5) working days following notification of the Superintendent's decision, any written request for appeal shall be submitted to the Superintendent for transmittal to the Board. The Governing Board, at a time of its choosing, shall review the grievance and issue a response within fifteen (15) working days following such review.

The decision of the Governing Board is final.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[38-532](#)

## **GBK-R ©**

### **REGULATION**

### **STAFF GRIEVANCES**

#### **Definitions**

A *grievance* is a complaint by a District employee alleging a violation or misinterpretation, as to the employee, of any District policy or regulation that directly and specifically governs the employee's terms and conditions of employment. The term grievance shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act. The suspension or dismissal of employees is covered by statute and, therefore, is not a grievable matter. Assignment, reassignment, or transfer of an employee to another position or duties is not grievable beyond the Superintendent unless there is a reduction in compensation or the Superintendent requests that it go to the Board.

A *grievant* shall be any employee of the District filing a grievance.

*Terms and conditions of employment* means the hours of employment, the compensation therefor, including fringe benefits, and the employer's personnel policies directly affecting the employee. In the case of professional employees, the term does not include educational policies of the District. A day is any day during which the District conducts business. The immediate supervisor is the lowest-level administrator having line supervisory authority over the grievant.

#### **Informal Level**

Before filing a formal written grievance, the grievant must attempt to resolve the matter by one (1) or more informal conferences with the immediate supervisor. The first of these informal conferences must be conducted within ten (10) days after the employee knew, or should have known, of the act or omission giving rise to the grievance. A second or any subsequent conference must occur within five (5) days after the initial informal conference, or any subsequent conference.

## **Formal Level**

**Level I.** Within fifteen (15) days after the employee knew, or should have known, of the act or omission giving rise to the grievance, the grievant must present the grievance in writing to the Superintendent.

The grievance shall be a clear, concise statement of the circumstances giving rise to the grievance, a citation of the specific article, section, and paragraph of the policy or regulation that directly and specifically governs the employee's terms and conditions of employment that are alleged to have been violated, the decision rendered at the informal conference, and the specific remedy sought.

The Superintendent shall communicate a decision to the employee in writing within five (5) days after receiving the grievance.

Within the above time limits either party may request a personal conference to attempt to resolve the matter.

**Level II.** If the grievant is not satisfied with the decision at Level I, the grievant may, within five (5) days, submit an appeal in writing to the Superintendent for consideration by the Governing Board.

**Level III.** The Governing Board will review the Superintendent response to the grievant, and will notify the grievant within fifteen (15) days of their decision concerning the appeal.

## **General Provisions**

**Section 1.** Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be deemed an acceptance of the decision rendered at that step, and there shall be no further right of appeal. Failure to file a grievance within fifteen (15) days after the employee knew, or should have known, of the circumstances upon which the grievance is based shall constitute a waiver of that grievance.

**Section 2.** The filing or pendency of any grievance under the provisions of this policy shall in no way operate to impede, delay, or interfere with the jurisdiction of the Governing Board or the Superintendent.

**GBK-EA ©**

## EXHIBIT

## STAFF GRIEVANCES

## LEVEL I

GRIEVANCE FORM A

## FORMAL GRIEVANCE PRESENTATION

To be completed by grievant within five (5) days after the last informal conference but no later than fifteen (15) days after the employee knew or should have known of the act or omission giving rise to the grievance.

Date of last Informal

Grievant \_\_\_\_\_ presentation \_\_\_\_\_

Immediate

School \_\_\_\_\_ supervisor \_\_\_\_\_

Assignment \_\_\_\_\_

Policy or regulation alleged to have been violated \_\_\_\_\_

**Statement of grievance:**

**Action requested:**

\_\_\_\_\_

Signature of grievant

**GBK-EB ©**

**EXHIBIT**

**STAFF GRIEVANCES**

**LEVEL II**

**GRIEVANCE FORM B**

**DECISION OF SUPERINTENDENT**

To be completed by the Superintendent within five (5) days.

Grievant \_\_\_\_\_

Date of formal grievance presentation \_\_\_\_\_

Date appeal received by Superintendent \_\_\_\_\_

Date hearing held by Superintendent (optional) \_\_\_\_\_

**Decision of Superintendent**

**and reasons therefore:**

Date of decision \_\_\_\_\_



(Signature of Superintendent)

Grievant's response [to be completed by grievant within five (5) days after the decision]:

- ☐ I accept the above decision of the Superintendent.
- ☐ I hereby appeal to the Governing Board for a review of this grievance (Level II).

Date of response \_\_\_\_\_

(Signature of grievant)

**GBK-EC ©**

**EXHIBIT**

**STAFF GRIEVANCES**

LEVEL III (Final Action)

GRIEVANCE FORM E

**REVIEW BY GOVERNING BOARD**

Grievant \_\_\_\_\_

Date of formal grievance receipt \_\_\_\_\_

- ☐ The attached grievance is hereby appealed to the Governing Board  
for a review.

**Detail reasons for nonacceptance of grievance**

**decision at Level II and any relief sought:**

Date appeal received by Governing Board \_\_\_\_\_

**BOARD RESPONSE:**

- ☐ The Board affirms the Superintendent's response.
- ☐ Board rejects the Superintendent's response.
- ☐ Board modifies the Superintendent's response as follows:

[TO BE COMPLETED WITHIN FIFTEEN (15) DAYS OF REVIEW]

**GBGCB ©**

## **STAFF HEALTH AND SAFETY**

### **(Communicable Diseases)**

It is the policy of the School District to take reasonable and lawful measures to protect students and staff members from the transmission of communicable diseases. The Superintendent is authorized to adopt such procedures as are necessary to implement this policy in a manner consistent with state and federal laws.

#### **Exclusion from School**

A staff member who has a communicable disease shall be excluded from school only if the staff member presents a direct threat to the health or safety of others in the school workplace. The outbreak control measures and other directives of the Department of Health Services (DHS) and local health agencies shall be acted upon as the best medical knowledge and judgments with regard to the exclusion of a staff member who has a communicable disease that is addressed by DHS regulations. The communicable diseases specifically addressed by DHS regulations are listed at A.A.C. [R9-6-203](#) *et seq.*

A staff member who has a chronic communicable disease, such as tuberculosis or HIV/AIDS, shall not be excluded unless a significant risk is presented, to the health and safety of others, which cannot be eliminated by reasonable accommodation. The Superintendent shall consult with legal counsel and health professionals, as necessary, to ensure that exclusion of a staff member with a chronic communicable disease will not violate the staff member's rights under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

The school nurse or other person designated by the Superintendent must reassess a staff member who is excluded from school because of a communicable disease before the staff member returns to work. The District may require a physician's written medical release as a condition for the staff member's return to work.

## **Reporting and Notification**

The District shall report by telephone to its local health agency each diagnosed and suspected case of a communicable disease as set out in regulation JLCB-R.

If an outbreak of a communicable disease occurs in a school setting, the Superintendent or the school nurse shall promptly inform staff members who are known to have special vulnerability to infection. The District does not assume any duty to notify an employee of health risks caused by the presence of a communicable disease in the school setting unless the at-risk employee has notified the District of the conditions when notification is needed.

## **Confidentiality**

The District shall make reasonable efforts to maintain the confidentiality of staff members' medical conditions. All medical information relating to employees is confidential. The identity of a staff member who has a communicable disease and/or the nature of the communicable disease may be disclosed only to:

- Staff members who must have such information to carry out their duties under this policy; *or*
- Staff members or students (or their parents/guardians) who must have such information to protect themselves from direct threat to their health or safety.

Inquiries or concerns by staff members or others regarding communicable diseases or a staff member who is known or believed to have a communicable disease shall be directed to the Superintendent or the school nurse.

## **Universal Precautions**

The District shall follow the "Universal Precautions Standard" set forth in the attached Exhibit GBGCB-E to protect employees who are at risk of being exposed to blood and body fluids in the course of their work.

## **Food Service Workers**

The District shall follow the guidance of the U.S. Department of Health and Human Services concerning infectious and communicable diseases transmitted through the handling of food, and special precautions required for food services workers.

## **HIV/AIDS**

Current medical information indicates that HIV can be transmitted by sexual intercourse with an infected partner, by injection of infected blood products, and by transmission from an infected mother to her child in utero or during the birth process. None of the identified cases of HIV infection in the United States are known to have been transmitted in a school setting or through any other casual person-to-person contact. There is no evidence that HIV is spread by sneezing, coughing, shaking hands, hugging, or sharing toilets, food, water, or utensils. According to best medical knowledge and judgments, the use of the "universal precautions" and other procedures that implement this policy are sufficient to protect staff members and students from transmission of HIV at school.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[36-621](#)

[36-624](#)

A.A.C.

[R9-6-203](#) *et seq.*

[R9-6-355](#)

29 U.S.C. 794 *et seq.* Rehabilitation Act, (Section 504)

42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)

29 C.F.R. 1630.1 *et seq.* (ADA guidelines)

29 C.F.R. 1910.10 *et seq.* (OSHA Universal Precautions Standard)

CROSS REF.:

[GBGC](#) - Employee Assistance

[GBGCA](#) - Wellness Programs

[JLCB-R](#) - Immunizations of Students

## **GBGB ©**

### **STAFF PERSONAL SECURITY**

### **AND SAFETY**

#### **Threats**

The Superintendent shall establish procedures that provide for the protection of any employee who is threatened with harm by an individual or a group while carrying out assigned duties.

#### **Eye Protective Devices**

The Superintendent shall establish procedures for every student, teacher, and visitor in public schools that shall require the wearing of appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities.

The Board shall equip the schools with eye protective ware.

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[13-1203](#)

[13-1204](#)

[13-2911](#)

[15-151](#)

[15-507](#)

**GBI ©**

## **STAFF PARTICIPATION IN POLITICAL ACTIVITIES**

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

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

A. No employee while on duty shall engage in political activities upon property under the jurisdiction of the Board.

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

C. Campaigning and other election activities must be done in off-duty hours, when not working in an official capacity or representing the District,

and without the participation of District employees or students acting in the capacity of District or school representatives.

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: October 15, 2019

LEGAL REF.:

A.R.S.

[15-481](#)

[15-491](#)

[15-511](#)

[15-903](#)

[16-402](#)

A.G.O.

I15-002

## **GBEBB ©**

### **STAFF CONDUCT WITH STUDENTS**

Employees are expected to exercise general supervision over the conduct of students, not only while in the schoolroom, but also before and after school and during recess. At all times teachers and other staff members will accord students the dignity and respect that they deserve, and avoid embarrassing any student unnecessarily.

Students are expected to regard all school employees as individuals who are employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the rights of all school employees and other students, and interference with those rights will not be tolerated.

Students shall not have the right to interfere with the efforts of instructional staff members to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students. No student shall have the right to interfere with or disrupt any employee's work activities.

All personnel employed by the District are expected to relate to students of the District in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.

Relationships between staff members and students that include "dating," "courtship," or "romantic involvement" are prohibited. These behaviors deviate from ethical or professional standards and shall be deemed unacceptable and contrary to the expectations of District governance.

Staff/student relationships shall reflect mutual respect between staff members and students and shall support the dignity of the entire profession and educational process.

Violations of the above shall be considered serious and may result in severe disciplinary action.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

[15-514](#)

CROSS REF.:

[JIC](#) - Student Conduct

**GBEBC ©**  
**GIFTS TO AND SOLICITATIONS**  
**BY STAFF MEMBERS**

**Gifts**

Students, parents, and other patrons of the District shall be discouraged from the routine presentation of gifts to employees. This shall not be interpreted as intended to discourage acts of generosity in unusual situations, and simple remembrances expressive of affection or gratitude shall not be regarded as violations of this policy.

Gifts to students by staff members shall be discouraged. Simple remembrances on certain occasions to all students in a class or section shall not be regarded as a violation of this policy.

**Solicitations**

A school employee's position in the District shall not be used to influence parents or students to purchase books or other merchandise, except for materials approved by the Superintendent for use in the classroom.



Staff-member solicitation(s) of other employees and/or students for any profit, nonprofit, or charitable groups, institutions, or organizations must have the approval of the Superintendent in advance.

No other solicitations shall be made by or of employees during official duty time.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

**GBJ ©**

## **PERSONNEL RECORDS AND FILES**

Professional employees are required to supply the District office with current and complete official transcripts of all college credits.

It is the duty and responsibility of each certificated employee to keep such certification current.

The District will maintain a complete and current official personnel file for each District employee. Employees will be advised of, and will be permitted to review and comment on, all information of a derogatory nature to be placed in their respective personnel files. The employee may prepare a written reply to such information, and such reply, if any, will be appended to the information in the file.

Records reasonably necessary or appropriate to maintain an accurate knowledge of disciplinary actions regarding staff members and the staff members' responses will be maintained. Disciplinary action records shall be open to inspection and copying unless such inspection and disclosure of records or information in the records is contrary to law.

The District may create such subfiles within a personnel file as are appropriate to ensure confidentiality of those files made confidential by law and efficient use of the file. Access to personnel files will be limited to authorized District officials and employees authorized to handle personnel files. Individual Board members may only inspect confidential staff files when specifically authorized by the Board, as evidenced by action of a quorum of the Board in a legal meeting properly noticed. Employees may review their own files by making written requests to the Superintendent. Materials obtained prior to an employee's employment, such as confidential recommendations or interview notes, will not be available for review by the employee.

Unless otherwise specifically provided by law, a school district shall not:

- Use an individual's social security number on forms of identification.
- Transmit to another individual material that contains both the individual's social security number and the individual's financial institution account number. This does not preclude the transmission of documents of enrollment, amendment, termination, or contracting for financial services nor does it preclude transmitting documents confirming the accuracy of the numbers previously submitted.

The Superintendent shall prepare procedures to implement this policy and A.R.S. [44-1373](#) which restricts use of personal identifying information.

Documents within a personnel file may be reviewed by the public only to the extent that disclosure is compelled as a public record.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-302](#) [15-502](#) [15-537](#) [23-926](#) [23-1361](#) [23-1362](#)  
[38-233](#) [39-121](#) *et seq.* [41-1346](#) *et seq.* [41-1482](#)

CROSS REF.:

[DKA](#) - Payroll Procedures/Schedules

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

## **GCBA ©**

### **PROFESSIONAL STAFF**

#### **SALARY SCHEDULES**

##### **Administrators**

The Board will enter into an individual contract with the Superintendent commensurate with the requirements of the position. The contract shall describe the general services to be rendered by the Superintendent in return for financial and other considerations. Additionally, the Superintendent's job description, detailing the more specific performance responsibilities of the contracted position and the mode of evaluating performance, shall be incorporated into the contract by reference. All terms and conditions of the contract with the Superintendent are to conform with the requirements of the Arizona Revised Statutes.

##### **Other Certificated Personnel**

The salary schedule pertains to personnel holding provisional, basic, or standard certificates at the elementary or secondary levels.

*Initial Placement on Salary Schedule.* New teachers entering the system with prior teaching service, who have met academic and professional qualifications for Arizona State Department of Education certification, will be given credit for substantiated experience based upon the District Administrator's recommendation.

Verified previous experience recognized for the purpose of placement on the salary schedule is defined as any previous full-time certificated teaching in any public school. For a teacher to receive credit for previous teaching experience, the teacher must furnish the office of the Superintendent full information concerning the previous teaching records. When the experience has been verified, credit will be given by the District.

Days intended for participation in professional association activities are not to be compensated under an employee's contract or other employment agreements. For the purpose of this policy, *professional association activities* for which compensation is not available do not include in-service training in the certificated employee's assigned area of employment.

### **Substitutes**

Pay for substitute teaching will be established by the Board.

### **Advancement on Salary Schedule**

Vertical and horizontal advancement on the salary schedule will be in accordance with the salary schedule currently in effect. Vertical advancement is limited to one (1) step per year.

Reasons for denial of vertical advancement on the salary schedule include but are not limited to:

- Lack of adequate disciplinary control.
- Insufficient effort and time given to assigned duties or failure to engage in a reasonable amount of extracurricular activity.
- Lack of cooperation with the administration in carrying out adopted policies of the school.
- Unprofessional conduct.

### **Other Contract Provisions**

Any person who does not work the full term as set up by salary schedule shall be paid on a prorated basis for the number of days to be worked for the remainder of the school year; this shall include school days taught plus the number of days required for orientation.

For newly hired, critical, and difficult-to-fill certificated personnel positions placed on the teachers' salary schedule, differentials above the stated schedule may be paid.

A teacher who is or has been employed by or teaching at a charter school, and was previously employed by the School District, shall receive the benefits, protections, and preferences granted under A.R.S. [15-187](#).

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-502](#)

[15-504](#)

[15-941](#)

CROSS REF.:

[GCCE](#) - Professional/Support Staff Conferences/Visitations/Workshops

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

## **GCF ©**

### **PROFESSIONAL STAFF HIRING**

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

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

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

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

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

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

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

A. The District verifies in writing on a form provided by the Arizona Department of Education (ADE) the necessity for hiring and placing the applicant into service before a fingerprinting check is completed.

B. The District obtains from the Department of Public Safety a state-wide criminal records check on the applicant. Subsequent criminal records checks must be completed every one hundred twenty (120) days until a permanent certificate is received.

C. The District searches the criminal records of all local jurisdictions outside Arizona where the applicant has lived in the previous five (5) years.

D. The District obtains references from the applicant's current employer and two (2) most recent previous employers, except that for applicants who have been employed for at least five (5) years by the most recent employer, only references from that employer are required.

E. The District provides general supervision of the applicant until permanent certification is issued by ADE.

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

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

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

A professional candidate's acceptance of a contract offer must be indicated within fifteen (15) business days from the date of the written contract or the offer is revoked. Written notice of the deadline date for acceptance shall be included in the contract offer or an attachment to the contract offer. The candidate accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the candidate fails to accept the contract.

Adopted: October 15, 2019

LEGAL REF.:

A.R.S.

<a href="#">13-3716</a>	<a href="#">15-153</a>	<a href="#">15-502</a>	<a href="#">15-503</a>	<a href="#">15-512</a>	<a href="#">15-536</a>
<a href="#">15-538.01</a>	<a href="#">15-539</a>	<a href="#">15-550</a>	<a href="#">23-211</a>	<a href="#">23-212</a>	<a href="#">23-1361</a>
<a href="#">38-201</a>	<a href="#">38-231</a>	<a href="#">38-232</a>	<a href="#">38-766.01</a>	<a href="#">41-1750</a>	<a href="#">41-1756</a>

CROSS REF.:

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

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

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

## **GDQA ©**

### **SUPPORT STAFF REDUCTION IN FORCE**

In the event the Board decides to release support staff members, the following guidelines will be in effect:

A. Normal attrition due to terminations will be relied upon as the first means of reducing the staff.

B. If attrition does not accomplish the required reduction in the staff, the Superintendent shall submit to the

Board recommendations for the termination of specific staff members.  
The criteria used in formulating

these recommendations shall include, but shall not be limited to:

1. Qualifications of staff members to accomplish the District's program.
2. Overall experience, training, and ability.
3. Past contributions to the program of the District.
4. All other factors being equal, length of service in the District.

Criteria for selection of staff members to be released will be applied separately to employees within specialty categories.

Personnel to be released shall be notified of such release as soon as practical.

Adopted: September 15, 2015

**GCQC ©**  
**RESIGNATION OF PROFESSIONAL**  
**STAFF MEMBERS**

All resignations or requests to be released from contract shall be presented in writing to the Board for approval. A release from an uncompleted contract may be granted contingent upon the availability of a well-qualified, certificated teacher as a replacement.

A teacher who resigns contrary to this policy shall be deemed to have committed an unprofessional act and shall be subject to the penalty as provided under Arizona statutes and State Board of Education regulations.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-545](#)

[23-353](#)

A.A.C.

R7-2-205

## **GCRD ©**

### **TUTORING FOR PAY**

Except by prior written authorization from the Superintendent:

- School buildings are not to be used for private tutoring or classes for which students pay a fee to a staff member unless a rental contract has been entered into with the District.
- A staff member is not permitted to provide tutoring for pay to any student who attends or is registered in any of the staff member's own classes.

Any person contracted by the state or District to provide tutoring services directly to pupils shall be required to obtain a fingerprint clearance card prior to such services being provided.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-534](#)

A.G.O.

R97-023

CROSS REF:



[GCF](#) - Professional Staff Hiring

[KF](#) - Community Use of School Facilities

[LDA](#) - Student Teaching and Internships

## **GDBA ©**

### **SUPPORT STAFF SALARY**

#### **(Wages)**

##### **Initial Placement**

Wages for all new support staff personnel and for all currently employed personnel selected for another position in the District will be recommended by the Superintendent and approved by the Board at the time of employment. The Superintendent's recommendation will be based on consideration of the candidate's qualifications, relevant job experience, and years of District employment, if applicable.

##### **Advancement**

Advancements for regular twelve (12) month employees are granted only at the beginning of each fiscal year. Annual increases may be withheld if it is determined the employee does not perform at the expected level or does not meet standards for the job.

An employee must work one (1) day more than one-half (1/2) of the year to receive an advancement in wages.

Adopted: date of Manual adoption

**GDD ©**

**SUPPORT STAFF  
VACATIONS AND HOLIDAYS**

**Vacations**

Twelve (12)-month support staff employees shall earn vacation days based upon the following schedule:

- Twelve (12) vacation days per year for the first five (5) years of employment, accumulated at the rate of one (1) day per month.
- Fifteen (15) vacation days per year for years six (6) through ten (10), accumulated at the rate of one and one-fourth (1 1/4) days per month.
- Twenty (20) days per year for eleven (11) years and beyond, accumulated at the rate of one and two-thirds (1 2/3) days per month.

Vacations shall be taken as approved by the District Administrator and shall be taken at the convenience of the District. If workloads disallow vacations as established, the Board may approve vacation days during the school year or reimburse the employee for accumulated vacation.

Vacation days may accumulate to the following amounts.

- Twenty-four (24) days for employees with less than five (5) years of employment.
- Thirty (30) days for employees with six (6) through ten (10) years of employment.
- Forty (40) days for employees with eleven (11) or more years of employment.

No further vacation days may be accrued until at least one-half (1/2) of the accumulated days have been used.

**Holidays**

Twelve (12)-month support staff employees shall be granted the following holidays with pay:

Independence Day   Labor Day   Veteran's Day  
Thanksgiving Day   Christmas Day   Near Year's Day  
Memorial Day   President's Day   Martin Luther King Day

Additional holidays, as designated in the school calendar, may be granted with pay.

Ten (10)-month support staff employees shall be granted the following holidays with pay:

Labor Day   Veteran's Day   Thanksgiving Day  
Christmas Day   Near Year's Day   Memorial Day  
President's Day   Martin Luther King Day

Additional holidays, as designated in the school calendar, may be granted with pay

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[1-301](#)  
[15-502](#)  
[15-801](#)  
[38-608](#)

## GCQE ©

### RETIREMENT OF PROFESSIONAL STAFF MEMBERS

#### Retirement Incentive Program

The retirement incentive program is intended to provide a school employee with the opportunity to receive an incremental increase in salary during the final year of employment in exchange for the voluntary release, by the employee, of tenure rights or employee benefit rights accrued during such employment. Such payment must be offered and accepted in the employment contract prior to the beginning of the particular school year in which the retirement incentive pay is to be received.

The employee must apply to the Governing Board, in writing, for the retirement incentive during or before the year prior to the year in which retirement will occur. This application for the retirement incentive may be withdrawn on or before February 1 of the year of retirement.

An employee choosing the retirement incentive shall receive an increase over the regular contractual or scheduled salary in the year before retirement. All legally required deductions, including the employee's contribution to the state retirement fund, will be withheld. The payment shall be calculated as set forth below.

The payment will be based upon the number of years of service to the District.

Number of years	Percent	Number of years
Percent		

of service to the	of annual	of service to the	of annual
School District	salary	School District	salary
10	2%	16	8%
11	3%	17	9%
12	4%	18	10%
13	5%	19	11%
14	6%	20 and above	12%
15	7%		

### **Sick Leave Payment upon Retirement**

Upon proper and timely application for the retirement incentive program, the District will pay for accumulated sick leave on a graduated scale up to the maximum accumulated amount indicated by the District. Certificated employees will be paid based upon a daily rate established for payment of a day-to-day substitute teacher in the District, and support staff members will be paid based upon a daily rate calculated by multiplying the minimum wage times eight (8) hours. The payment will be made on the following scale:

Number of years	Percent	Number of years	Percent
of service to the	of daily	of service to the	of
School District	rate	School District	rate
10	0%	16	30%
11	5%	17	35%
12	10%	18	40%
13	15%	19	45%
14	20%	20 and above	50%
15	25%		

No continuing rights are established by this policy. In compliance with established procedure, the Governing Board reserves the right to modify or rescind any policy in accord with its own guidelines.

Adopted: July 8, 2013

LEGAL REF.:

A.R.S.

38-711 *et seq.*

38-741 *et seq.*

JLF ©

## **REPORTING CHILD ABUSE / CHILD PROTECTION**

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

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

All reports made via the online website will *require the person making the report (reporting source) to provide contact information*. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

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

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

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

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

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

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

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

A. The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.

B. The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.

C. Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

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

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

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

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

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

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

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

Adopted: October 15, 2019

LEGAL REF.:

A.R.S.  
[8-201](#)

[13-1404](#) et seq.

[13-1410](#)

[13-3019](#)

[13-3212](#)

[13-3506](#)

[13-3506.01](#)

[13-3552](#)

[13-3553](#)

[13-3608](#)

[13-3619](#)

[13-3620](#)

[13-3623](#)

[15-514](#)

[46-451](#)

[46-454](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[GBEBB](#) - Staff Conduct With Students

[JKA](#) - Corporal Punishment

## JLF-R ©

### REGULATION

#### REPORTING CHILD ABUSE / CHILD PROTECTION

*Abuse* means the infliction or allowing of physical injury, impairment of bodily function, or disfigurement, or the infliction of or allowing another person to cause serious emotional damage as evidenced by severe anxiety, depression, withdrawal, or untoward aggressive behavior, and which emotional damage is diagnosed by a medical doctor or psychologist pursuant to A.R.S. [8-821](#), and which is caused by the acts or omissions of an individual having care, custody, and control of a child. *Abuse* shall include inflicting or allowing sexual abuse pursuant to A.R.S. [13-1404](#), sexual conduct with a minor pursuant to A.R.S. [13-1405](#), sexual assault pursuant to A.R.S. [13-1406](#), molestation of a child pursuant to A.R.S. [13-1410](#), commercial sexual exploitation of a minor pursuant to A.R.S. [13-3552](#), sexual exploitation of a minor pursuant to A.R.S. [13-3553](#), incest pursuant to A.R.S. [13-3608](#), or child prostitution pursuant to A.R.S. [13-3212](#).

*Child, youth, or juvenile* means an individual who is under the age of eighteen (18) years.

Abuses classified by statute as "reportable offenses" are:

- A. Indecent exposure [A.R.S. [13-1402](#)]
- B. Public sexual indecency to a minor [A.R.S. [13-1403](#)]
- C. Sexual abuse [A.R.S. [13-1404](#)]

- D. Sexual conduct with a minor [A.R.S. [13-1405](#)]
- E. Sexual assault [A.R.S. [13-1406](#)]
- F. Molestation of a child [A.R.S. [13-1410](#)]
- G. Furnishing items that are harmful to a minor via the Internet [A.R.S. [13-3506.01](#)]
- H. Surreptitious photographing, videotaping, filming, or digitally recording or viewing of a minor [A.R.S. [13-3019](#)]
- I. Incest [A.R.S. [13-3608](#)]
- J. Child prostitution [A.R.S. [13-3212](#)]
- K. Commercial sexual exploitation of a minor [A.R.S. [13-3552](#)]
- L. Sexual exploitation of a minor (concerning visual depiction of a minor engaged in exploitive exhibition or other sexual conduct) [A.R.S. [13-3553](#)]
- M. Luring a minor for sexual exploitation [A.R.S. [13-3554](#)]
- N. Admitting a minor to public displays of sexual conduct [A.R.S. [13-3558](#)]

**JLF-EA ©**

EXHIBIT

**REPORTING CHILD ABUSE /  
CHILD PROTECTION**

**SUSPECTED ABUSE, PHYSICAL INJURY, CHILD ABUSE,  
REPORTABLE OFFENSE OR NEGLECT**

**To: Department of Child Safety, D.E.S. (or law enforcement agency)**

Student's \_\_\_\_\_ Birth \_\_\_\_\_  
name \_\_\_\_\_ date \_\_\_\_\_ Sex \_\_\_\_\_

Address \_\_\_\_\_

Names of parents/guardians \_\_\_\_\_

E-mail address \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Description of suspected present or prior abuse, child abuse, physical injury, or  
neglect (use additional page if necessary) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Symbols: \_\_\_\_\_ Severity: \_\_\_\_\_



A = Abrasion	(1)	=	Mild
Bl = Blister	(2)	=	Moderate
Bu = Burn	(3)	=	Severe
Br = Bruise			
La = Laceration			
Le = Lesions			
S = Scar			
R = Rash			
V = Vermin			
O = Other (describe)			

Signature and Title of Person Making the Report	Date
---	------

Oral Report to: Name \_\_\_\_\_

Agency \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Written report to \_\_\_\_\_ Date \_\_\_\_\_

***Copy filed in the District office***

## End of Year Schedule and Duties

Teacher's Name

The following is a list of items to be handed in to the office the last day of school before your summer check is issued.

- \_\_\_\_\_ 1. Teaching Supply Orders and all other orders/emailed to business manager
- \_\_\_\_\_ 2. Grade Book or print out from PowerTeacher
- \_\_\_\_\_ 3. Completed Report Cards
- \_\_\_\_\_ 4. Work Order Requests Submitted to maintenance department
- \_\_\_\_\_ 5. Average grades for the year and place onto permanent record cards and leave in office
- \_\_\_\_\_ 6. Special Education Screening Sheets (Ellisa Initials)
- \_\_\_\_\_ 7. Summer address and phone if different than home address and phone.
- \_\_\_\_\_ 8. 301support materials/Parent Contact Log/pre and post test

Acceptance of contract in the Bonita School District is confirmation that the employee agrees to abide by the policies of the district and administrative guidelines.