NOTICE OF PUBLIC MEETING

Pursuant to A.R.S. §38-431.02, notice is hereby given that the Dysart Governing Board will hold a meeting open to the public on the date and day, at the time, and at the location shown below. A copy of the complete agenda with names and details is posted prior to the scheduled meeting during business hours at the Dysart Education Center at 15802 N. Parkview Place, Surprise, AZ 85374 or at www.dysart.org> About Dysart> Governing Board> Meeting Packets.

DYSART UNIFIED SCHOOL DISTRICT
GOVERNING BOARD MEETING AGENDA
REGULAR MEETING
REVISED

TIME:  6:00 p.m. - Wednesday, September 1, 2010
PLACE:  Nathaniel Dysart Education Center, 15802 N. Parkview Place, Surprise, AZ 85374

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the Governing Board Secretary at 623-976-7002. Requests should be made as early as possible to allow time to arrange the accommodation.

REGULAR MEETING
Individuals wishing to address the Governing Board must fill out a request form available in the Lobby and turn it in to the Board Clerk, Superintendent or Board Secretary prior to the start of the meeting. Those who have asked to speak will be called upon to address the Board at the appropriate time.

1. Call to Order
   (Members of the Dysart Unified School District Governing Board will attend either in person or by telephone conference call.)

2. Dysart High School JROTC Color Guard and Pledge of Allegiance

3. Approval of the Agenda Form

   It is recommended the Governing Board approve this Agenda Form consistent with Board Policy BEDB and temporarily suspend any Governing Board policy with which this agenda may be inconsistent.

   Motion ______________ Second ________________ Vote __________

4. Summary of Current Events
   - Superintendent
   - Update
   - Presentations, Recognitions, Celebrations
     - Willow Canyon High School Marching Band
     - Classroom Spotlight - AVID
   - Governing Board
     - Jennifer Tanner
     - April Allen
     - Christine Pritchard
     - Bonnie Schroader
     - Jerry Eynon
5. Audience with Individuals or Groups

During open session, the Board shall not hear personal complaints against school personnel or any other person connected with the District. Policies KL, KLB and KLD are provided by the Board for disposition of legitimate complaints including those involving individuals. The Board may listen but cannot enter into discussion on any item not on the agenda (except personal criticism). In order to facilitate accomplishing the business of the District in a timely manner, a time limit of three (3) minutes will be imposed for each individual or group addressing the Board. When you approach the podium, please state your name and address for the record.

**ACTION ITEMS**

**MOTION TO APPROVE CONSENT AGENDA ITEMS**

It is recommended the Governing Board approve Consent Agenda items as presented.

Motion __________ Second ______________ Vote __________

**ACTION/CONSENT**

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Submitted By</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recommendation to Approve the Issue and Release of a Request for Proposal for Assessment and Instructional Improvement Systems</td>
<td>Mr. Thompson</td>
</tr>
<tr>
<td>2. Recommendation for Approval to Issue and Release Invitation for Bids for Audio Visual Equipment and Supplies</td>
<td>Mr. Thompson</td>
</tr>
<tr>
<td>3. Recommendation to Approve Personnel Action Items for the Period of August 18, 2010 through September 1, 2010</td>
<td>Dr. Roach</td>
</tr>
<tr>
<td>4. Recommendation to Approve the Position of Online Course Creator</td>
<td>Dr. Roach</td>
</tr>
<tr>
<td>5. Recommendation to Approve the Position of Online Course Teacher</td>
<td>Dr. Roach</td>
</tr>
<tr>
<td>6. MOVED TO ACTION/DISCUSSION</td>
<td></td>
</tr>
<tr>
<td>7. Professional Growth Credit and Establishment of Supplemental Assignments for Professional Growth Classes for 2010-2011</td>
<td>Dr. Miller</td>
</tr>
<tr>
<td>8. Out of State Travel for Fifty Dysart High School Band/Choir Club Members, Two Teachers and Four Parent Chaperones to Attend the Band/Choir Spring Turn-Around Trip to Anaheim, CA, March 12-13, 2011</td>
<td>Dr. Miller</td>
</tr>
<tr>
<td>9. Overnight Travel for Six Dysart High School Family, Career and Community Leaders of America (FCCLA) Student Members and One Advisor to Attend the 2010 Fall Leadership Training Camp in Prescott, AZ, September 20-22, 2010</td>
<td>Dr. Miller</td>
</tr>
<tr>
<td>10. Overnight Travel for Twelve Valley Vista High School Distributive Education Clubs of America (DECA) Student Members and Two Advisors to Attend the 2010 DECAlympics Leadership Camp in Heber, AZ, September 24-26, 2010</td>
<td>Dr. Kellis</td>
</tr>
<tr>
<td>11. Approval of the Photography Club at Valley Vista High School</td>
<td>Dr. Kellis</td>
</tr>
<tr>
<td>12. Approval of the Science Club at Valley Vista High School</td>
<td>Dr. Kellis</td>
</tr>
<tr>
<td>13. Approval of the Shadow Ridge High School Track and Field Club</td>
<td>Dr. Miller</td>
</tr>
<tr>
<td>14. Recommendation to Approve Submittal of School Facilities Board Annual Reports</td>
<td>Mr. Thompson</td>
</tr>
</tbody>
</table>
ACTION/CONSENT (Continued)

15. Approval/Ratification of Expense Vouchers 1075, 1076, 1004 and 1005 in the Amount of $2,202,091.79  Mr. Thompson

16. Approval/Ratification of Payroll Vouchers 6, 7386, 7 and 7387 in the Amount of $3,961,981.18  Mr. Thompson

ACTION/DISCUSSION

17. Recommendation to Approve the Appointment of Prevention Coordinator  Dr. Roach

18. Recommendation to Approve Revision of the Student Discipline Procedures Regarding the Use of Electronic Devices in Alignment with the 2010-2013 District Education Technology Plan  Dr. Kellis


20. Recommendation to Approve Revision of Governing Board Policy JEB – Entrance Age Requirements – Second Reading  Dr. Pletnick

6. Approval/Ratification of the Minutes of Governing Board Meeting(s) Held August 18, 2010 - MOVED FROM ACTION/CONSENT  Dr. Pletnick

INFORMATION


22. Information Regarding the Hake Index or Normalized Gain  Dr. Kellis

23. Information Regarding Heat Advisories and Outdoor Activities  Dr. Kellis

REQUESTS FOR FUTURE AGENDA ITEMS

ADJOURNMENT

Motion ____________________  Second __________________  Vote ________
AGENDA ITEM: *Recommendation to Approve the Issue and Release of a Request for Proposal for Assessment and Instructional Improvement Systems

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>DJE</td>
<td>$124,000</td>
<td>M&amp;O</td>
</tr>
</tbody>
</table>

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve the use of a competitive sealed proposal to procure Assessment and Instructional Improvement Systems for the District for the 2010-2011 school year. If approved as recommended, the request for proposal is expected to be released in September, 2010. Recommendation for award resulting from the RFP process will be brought to the Governing Board for approval.

It is hereby resolved that the District shall use the RFP process to procure Assessment and Instructional Improvement Systems because:

a. The quality of service and experience varies;

b. The District wants to compare the price, quality, experience and contractual factors of the proposals submitted;

c. The RFP process is more advantageous to the District because it allows all of the above to occur.

It is further resolved that a multi-term contract is appropriate because:

a. The estimated requirements of the District for Assessment and Instructional Improvement Systems cover the period of the contract;

b. Such a contract will serve the best interest of the District by promoting economies in the procurement and by encouraging competition;

c. If monies are not appropriated or otherwise made available to support continuation of performance in a subsequent fiscal period, the contract shall be canceled and the contractor may only be reimbursed for the reasonable value of any nonrecurring costs incurred but not amortized in the price of the materials or services delivered under the contract or which are otherwise not recoverable. The cost of cancellation may be paid from any appropriations available for such purposes.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the recommendation to issue and release a request for proposal for Assessment and Instructional Improvement Systems.

SUBMITTED BY: ____________________________  SUPERINTENDENT: ____________________________

ACTION BY BOARD: Motion: ______  Second: ______  Vote: ______  AGENDA ITEM: ______
AGENDA ITEM: *Recommendation for Approval to Issue and Release Invitation for Bids for Audio Visual Equipment and Supplies

**Action/Consent X**  **Action/Discussion ____**  **Information ____**  **Supporting Data**

Policy Reference: DJE  Cost: $98,000 est.  Funding Source: Capital and Bond

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve the use of a competitive sealed bid to procure various Audio Visual Equipment and Supplies for the entire District for the 2010-2011 school year. If approved as recommended, bids will be released and the recommendation for award resulting from the IFB process will be brought to the Governing Board for approval.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the recommendation to issue and release an invitation for bid for audio visual equipment and supplies for the 2010-2011 school year.

SUBMITTED BY:  

SUPERINTENDENT:

ACTION BY BOARD: Motion: _____  Second: _____  Vote: _____  AGENDA ITEM: _____
AGENDA ITEM: *Recommendation to Approve Personnel Action Items for the Period of August 18, 2010 through September 1, 2010

Action/Consent X Action/Discussion ___ Information ___ Supporting Data X
GCBC, GCF, GDJ, GCG, GDG, GCQC, GCCC, GDF and

Policy Reference: GDQB Cost: Funding Source: M&O, Title Funds, Grants, IDEA

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve Personnel Actions which include:

62 New Hires (Guest Teachers, Certified Staff and Support Staff)
4 Change of Assignment
33 Resignations
486 Supplemental Compensation

Information regarding the personnel action items is attached.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve personnel actions for August 18, 2010 through September 1, 2010 as presented.

SUBMITTED BY: SUPERINTENDENT: 
ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 3
NEW HIRES

GUEST TEACHERS

The following Guest Teachers will be paid by M&O per Board Policy.

<table>
<thead>
<tr>
<th>Argust, Kelly</th>
<th>Martin, Allison</th>
<th>Reiman, Jennifer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooks, Janelle</td>
<td>McCloskey, Mary Jane</td>
<td>Starits, Erika</td>
</tr>
<tr>
<td>De La Rosa, Linda</td>
<td>McMahon, Amanda</td>
<td>Thompson, Cambria</td>
</tr>
<tr>
<td>Lewis, Laura</td>
<td>Raymond, Jessica</td>
<td></td>
</tr>
</tbody>
</table>

CERTIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>SALARY</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue, Marvin</td>
<td>$32,384</td>
<td>Teacher</td>
</tr>
<tr>
<td>Burns, Karie</td>
<td>$42,566</td>
<td>Teacher</td>
</tr>
<tr>
<td>Markham, Christine</td>
<td>$32,384</td>
<td>Teacher</td>
</tr>
<tr>
<td>Roles, Chelsea</td>
<td>$33,112</td>
<td>Teacher</td>
</tr>
<tr>
<td>Spiegel, Vicki</td>
<td>$43,754</td>
<td>Teacher</td>
</tr>
<tr>
<td>Stowers, Glen</td>
<td>$35,025</td>
<td>Teacher</td>
</tr>
<tr>
<td>Whitman, Elizabeth</td>
<td>$32,384</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

SUPPORT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>SALARY</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atkinson, Joseph</td>
<td>$13.02 per hour (Grade 15/Step 5)</td>
<td>Maintenance Worker</td>
</tr>
<tr>
<td>Boehne, Kim</td>
<td>$15.05 per hour (Grade 8/Step 18)</td>
<td>Instructional Assistant SPED</td>
</tr>
<tr>
<td>Boelte, Sandra</td>
<td>$9.00 per hour (Grade 4/Step 1)</td>
<td>Crossing Guard</td>
</tr>
<tr>
<td>Bohr, June</td>
<td>$12.37 per hour (Grade 8/Step 10)</td>
<td>Instructional Assistant SPED</td>
</tr>
<tr>
<td>Boor, Karon</td>
<td>$11.80 per hour (Grade 14/Step 2)</td>
<td>Attendance Clerk</td>
</tr>
<tr>
<td>Brown, Laurie</td>
<td>$23.52 per hour (Grade 30/Step 14)</td>
<td>Lead HR Regional Specialist</td>
</tr>
<tr>
<td>Chatfield, Karly</td>
<td>$10.69 per hour (Grade 8/Step 4)</td>
<td>Instructional Assistant SPED</td>
</tr>
<tr>
<td>Cimbruck, Rebecca</td>
<td>$16.25 per hour (Grade 19/Step 10)</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Currie, Veronica</td>
<td>$10.18 per hour (Grade 8/Step 2)</td>
<td>Instructional Assistant</td>
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<tr>
<td>Davis, Tamara</td>
<td>$10.18 per hour (Grade 8/Step 2)</td>
<td>Instructional Assistant SPED SC</td>
</tr>
<tr>
<td>Name</td>
<td>Hourly Rate</td>
<td>Position</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Duran, Nathan</td>
<td>$10.43 per hour</td>
<td>Security Guard</td>
</tr>
<tr>
<td></td>
<td>(Grade 10/Step 1)</td>
<td></td>
</tr>
<tr>
<td>Early, Victoria</td>
<td>$9.93 per hour</td>
<td>Instructional Assistant</td>
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<td></td>
<td>(Grade 8/Step 1)</td>
<td>SPED</td>
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<tr>
<td>Eng, Kristen</td>
<td>$15.12 per hour</td>
<td>Speech Language Pathology</td>
</tr>
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<td></td>
<td>(Grade 23/Step 3)</td>
<td>Assistant</td>
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<tr>
<td>Fabela, Moises</td>
<td>$14.38 per hour</td>
<td>Bus Driver</td>
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<td></td>
<td>(Grade 19/Step 5)</td>
<td></td>
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<tr>
<td>Furer, Michaela</td>
<td>$10.69 per hour</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td></td>
<td>(Grade 8/Step 4)</td>
<td></td>
</tr>
<tr>
<td>Gomez, Sonya</td>
<td>$8.77 per hour</td>
<td>Child Care Aide</td>
</tr>
<tr>
<td></td>
<td>(Grade 3/Step 1)</td>
<td></td>
</tr>
<tr>
<td>Hadden, Lisa</td>
<td>$9.00 per hour</td>
<td>Child Care Aide</td>
</tr>
<tr>
<td></td>
<td>(Grade 3/Step 2)</td>
<td></td>
</tr>
<tr>
<td>Hicks, Judith</td>
<td>$11.78 per hour</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td></td>
<td>(Grade 8/Step 8)</td>
<td>SPED 1:1</td>
</tr>
<tr>
<td>Hursh, Gary</td>
<td>$10.43 per hour</td>
<td>Security Guard</td>
</tr>
<tr>
<td></td>
<td>(Grade 10/Step 1)</td>
<td></td>
</tr>
<tr>
<td>Jennings, Christine</td>
<td>$10.43 per hour</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td></td>
<td>(Grade 8/Step 3)</td>
<td>SPED SC</td>
</tr>
<tr>
<td>Jewett, Meghan</td>
<td>$9.93 per hour</td>
<td>Instructional Assistant</td>
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<tr>
<td></td>
<td>(Grade 8/Step 1)</td>
<td>SPED</td>
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<tr>
<td>Kitchen, Matthew</td>
<td>$10.43 per hour</td>
<td>Field Technician</td>
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<tr>
<td></td>
<td>(Grade 10/Step 1)</td>
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</tr>
<tr>
<td>Lewis, Jennifer</td>
<td>$9.93 per hour</td>
<td>Instructional Assistant</td>
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<tr>
<td></td>
<td>(Grade 8/Step 1)</td>
<td>SPEC SC</td>
</tr>
<tr>
<td>Lopez, Ricardo</td>
<td>$11.80 per hour</td>
<td>In School Suspension</td>
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<tr>
<td></td>
<td>(Grade 15/Step 1)</td>
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<tr>
<td>Martinez, Leticia</td>
<td>$8.77 per hour</td>
<td>Child Care Aide</td>
</tr>
<tr>
<td></td>
<td>(Grade 3/Step 1)</td>
<td></td>
</tr>
<tr>
<td>Mastroeni, Lindsay</td>
<td>$10.43 per hour</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td></td>
<td>(Grade 8/Step 3)</td>
<td>SPED</td>
</tr>
<tr>
<td>McGee, Michelle</td>
<td>$10.43 per hour</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td></td>
<td>(Grade 8/Step 3)</td>
<td>SPED 1:1</td>
</tr>
<tr>
<td>McKinney, Joyce</td>
<td>$13.65 per hour</td>
<td>Instructional Assistant</td>
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<tr>
<td></td>
<td>(Grade 8/Step 14)</td>
<td>SPED SC</td>
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<tr>
<td>McMonigal, Elan</td>
<td>$10.43 per hour</td>
<td>Instructional Assistant</td>
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<tr>
<td></td>
<td>(Grade 8/Step 3)</td>
<td>SPED</td>
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<tr>
<td>Migliorsi, Debra</td>
<td>$10.18 per hour</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td></td>
<td>(Grade 8/Step 2)</td>
<td>SPED SC</td>
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<tr>
<td>Morgan, Kassie</td>
<td>$9.00 per hour</td>
<td>Bus Aide</td>
</tr>
<tr>
<td></td>
<td>(Grade 4/Step 1)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Rate and Grade</td>
<td>Position</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Olson, Kyle</td>
<td>$13.03/17/3</td>
<td>Help Desk Clerk</td>
</tr>
<tr>
<td>Priebe, Mary</td>
<td>$9.93/8/1</td>
<td>Instructional Assistant SPED 1:1</td>
</tr>
<tr>
<td>Ramirez, Ofelia</td>
<td>$10.18/8/2</td>
<td>Instructional Assistant SPED</td>
</tr>
<tr>
<td>Regan, Brian</td>
<td>$10.18/8/2</td>
<td>Instructional Assistant SPED</td>
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<tr>
<td>Sampson, Rachael</td>
<td>$10.43/8/3</td>
<td>Instructional Assistant SPED</td>
</tr>
<tr>
<td>Schultz, Ernie</td>
<td>$9.00/4/1</td>
<td>Crossing Guard</td>
</tr>
<tr>
<td>Sherrill, Shannon</td>
<td>$11.80/14/2</td>
<td>Attendance Clerk</td>
</tr>
<tr>
<td>Stangler, Justin</td>
<td>$1,943 for entire season</td>
<td>Freshman Football Coach</td>
</tr>
<tr>
<td>Sutcliffe, Cindy</td>
<td>$10.43/8/3</td>
<td>Instructional Assistant SPED</td>
</tr>
<tr>
<td>Thomas, Katrina</td>
<td>$9.00/4/1</td>
<td>Bus Aide</td>
</tr>
<tr>
<td>Utter, Michael</td>
<td>$14.04/19/4</td>
<td>Bus Driver</td>
</tr>
</tbody>
</table>

**SUPPORT STAFF SUBS**

The following Support Staff Subs will be paid by M&O per Board Policy.

Brazil, Geraldine  
Netser, Christine

**CHANGE IN ASSIGNMENT**

**SUPPORT STAFF**

<table>
<thead>
<tr>
<th>Name</th>
<th>Old Assignment</th>
<th>New Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boulware, Jennifer</td>
<td>Child Care Aide</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td>Chandanaïs, Jason</td>
<td>Mechanic II</td>
<td>Mechanic III</td>
</tr>
<tr>
<td>Ford, Sheila</td>
<td>Instructional Assistant 1:1</td>
<td>SS/HS Outreach Specialist</td>
</tr>
<tr>
<td>Hansen, Shawnette</td>
<td>Crossing Guard</td>
<td>Instructional Assistant SPED 1:1</td>
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RESIGNATIONS

CERTIFIED STAFF

<table>
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<tr>
<th>NAME</th>
<th>REASON</th>
<th>EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pham, Nina</td>
<td>Personal</td>
<td>8/20/2010</td>
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GUEST TEACHER

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<tr>
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<th>REASON</th>
<th>EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay, Carolyn</td>
<td>Personal</td>
<td>8/20/2010</td>
</tr>
</tbody>
</table>

SUPPORT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>REASON</th>
<th>EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrover, Barbara</td>
<td>Personal</td>
<td>8/6/2010</td>
</tr>
<tr>
<td>Arismendez, Jaime</td>
<td>Personal</td>
<td>8/13/2010</td>
</tr>
<tr>
<td>Armenta, Beatrice</td>
<td>Personal</td>
<td>8/20/2010</td>
</tr>
<tr>
<td>Ayers, Robert</td>
<td>Personal</td>
<td>8/2/2010</td>
</tr>
<tr>
<td>Barekzai, Sweeta</td>
<td>Personal</td>
<td>8/20/2010</td>
</tr>
<tr>
<td>Bradley, Joyce</td>
<td>Personal</td>
<td>7/12/2010</td>
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<tr>
<td>Brazil, Geraldine</td>
<td>Personal</td>
<td>7/19/2010</td>
</tr>
<tr>
<td>Calloway, Letessa</td>
<td>Personal</td>
<td>5/21/2010</td>
</tr>
<tr>
<td>Calzada, Betty</td>
<td>Personal</td>
<td>8/20/2010</td>
</tr>
<tr>
<td>Chartier, Tara</td>
<td>Personal</td>
<td>8/9/2010</td>
</tr>
<tr>
<td>DiMaio, Jeremy</td>
<td>Personal</td>
<td>8/27/2010</td>
</tr>
<tr>
<td>Espinoza, Elizabeth</td>
<td>Personal</td>
<td>5/20/2010</td>
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<tr>
<td>Jerome, Edward</td>
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<td>8/2/2010</td>
</tr>
<tr>
<td>Knepp, Shay</td>
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<td>5/20/2010</td>
</tr>
<tr>
<td>Labelle, Richard</td>
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<td>8/10/2010</td>
</tr>
<tr>
<td>Linden, Judith</td>
<td>Retirement</td>
<td>8/9/2010</td>
</tr>
<tr>
<td>Luzzi, Mandy</td>
<td>Personal</td>
<td>8/4/2010</td>
</tr>
<tr>
<td>Moran, Angelina</td>
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<td>Weedman, Vangelica</td>
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SUPPORT STAFF EXEMPT

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SUPPORT STAFF SUBSTITUTES

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<td>Campos, Randy</td>
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SUPPLEMENTAL COMPENSATION

CERTIFIED

Staff will be paid per MOU through grants for Teaching or Tutoring.

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<tr>
<th>Arismendez, Lorena</th>
<th>Isfan, Tabitha</th>
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<tr>
<td>Bedolla, Torrie</td>
<td>James, Robin Marie</td>
<td>Pendleton, Walter</td>
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<td>Jimenez, Patsy</td>
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<td>Boland, Rebecca</td>
<td>Johnson, Phyllis</td>
<td>Rogers, Cynthia</td>
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<td>Brooks-Kelley, Barbara</td>
<td>Jones, Elena</td>
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<td>Butler, Jennifer</td>
<td>Klaproth, Penney</td>
<td>Shelley, Barbara</td>
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<td>Lambrecht, Denise</td>
<td>Swanson, Nicholas</td>
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<td>Davis, Shirley</td>
<td>McGinnis, Lasharon</td>
<td>Tofan, Angela</td>
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<td>McMahon, Jonathan</td>
<td>Troxell, Thomas</td>
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<td>Dore, Jennifer</td>
<td>Merola, Marie</td>
<td>Wagher, Elizabeth</td>
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<td>Douglas, Shelley</td>
<td>Morrow, Karin</td>
<td>Westman, Michelle</td>
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<td>Felkins, Alexandra</td>
<td>Nichols, Janeen</td>
<td>Whitaker, Jennifer</td>
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<td>Floyd, Jennifer</td>
<td>Oechslin, Mary Jo</td>
<td>Wiley, Lynda</td>
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<td>Fredrickson, Ronni</td>
<td>Palumbo, Heather</td>
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<tr>
<td>Hosmer, Eileen</td>
<td>Parker, Kelly</td>
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Staff will be paid per MOU through grants for Curriculum Writing.

<table>
<thead>
<tr>
<th>Brosius, David</th>
<th>Gilfillan, Kathleen</th>
<th>Scaime, Michelle</th>
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<tr>
<td>Catacosinos, Alice</td>
<td>Gorosics, Dawn</td>
<td>Sloan, Tabitha</td>
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<td>Chavez, Andrew</td>
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<td>Smith, Tiffany</td>
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<td>Daub, Melissa</td>
<td>Grossnickle, Effie</td>
<td>Tshivhase, Brandi</td>
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<td>Dore, Jennifer</td>
<td>Hudnutt, Dawn</td>
<td>Walker, Michael</td>
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<tr>
<td>Edwards, Arnie</td>
<td>Maki, Elizabeth</td>
<td>Waller, Robert</td>
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<td>Farmer, Kevin</td>
<td>McMahon, Jonathan</td>
<td>Woods, Kurt</td>
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<td>Flesher, William</td>
<td>McTague, Amy</td>
<td>Zinter, Mark</td>
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<td>Fussell, Mollie</td>
<td>Portela, Melissa</td>
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Staff will be paid through M&O for Translation.

Santellan, Mary
Staff will be paid per MOU through grants for K–8 Extended Day Activities.

- Amos, Rachel
- Deal, Erin
- Espinoza, Lesley
- Linzey, Miranda
- Lopez, Cynthia
- McDaniel, Aubrie
- Miller, Rosemary
- Minnesota, Dorothy
- Nead, Maureen
- Nottingham, Deanna
- Orozco, Julia
- Piwinski, Erin
- Rahn, Holly
- Salgado, Sandra
- Schoonover, Kristen
- Shelley, Barbara
- Simpson, Kimberly

Staff will be paid through M&O for Increased Caseload SLP/OT/PT.

- Baldinelli, Lisa
- Bustamante, Donna
- Christians, Audrey
- Felkins, Alexandra
- Gallup, Virginia
- Gladieux, Kelli
- Gliori, Machelle
- Graham, Patricia
- Mendez, Jenny
- Muto, Amy
- Myers, Robin
- Oechslin, Mary Jo
- Peters, Monica
- Reed, Kathryn
- Roberts, Sharon
- Ross, Kelly
- Whitaker, Jennifer

Staff will be paid per MOU for Lead Assignments.

- Angelopoulos, Karen
- Craig, Tamra
- Graham, Patricia
- Ross, Kelly
- Scudder, Leigh
- Whitaker, Jennifer

Staff will be paid per MOU for Conducting a Staff Development Class.

- Goodwin, Jessica

Staff will be paid per MOU for High School Counselor Additional Days.

- Beck, April
- Bohon, Michelle
- Bracey, Damien
- Collett, Flora
- Espinoza, Esperanza
- Fellow, Jan
- Hart, Mary Louise
- Hook, Monica
- Luzier, Lori
- Melling, Mary
- O'Neil, Amy
- Peckover, Lydia
- Rivero, Manuel
- Scaife, Richard
- Seese, Ruthann
- Soto-Gomez, Gianna
- Taylor, Celeste
- Webb, Heather

Staff will be paid through grants for Safe Schools/Healthy Students Prevention Counselor Additional Days.

- Brown, Vera
- Butler, Traci
- Champie, Morgan
- Chang, Cecily
- Cramer, Kimberly
- DiNello, Jennifer
- Fitzgerald, Shannon
- Hubbert-Philpott, Elizabeth
- Linderman, Laura
- Reyner, Jeri
- Skelly, Greta
- Vitacco, Alicia

Staff will be paid per MOU for High School Library Media Specialist Additional Days.

- Anderson, Tracy
- Bareham, Mary
Staff will be paid through Grants for Coordinator Assignments.

Carr, Kristen  Nevarez, Mayra  Wilfong, Christine
Levings, Brenda  Ockenfels, Rebecca

Staff will be paid per MOU for High School Coaching.

Abernathy, Melynda (Varsity Diving)
Aldridge Felan, Breanna (Varsity Cross Cntry – Girls)
Anderson, Michael (Varsity Golf – Girls)
Anderson, Todd (JV Football)
Baker, Jr., John (JV Cross Cntry – Girls)
Baldinelli, John (JV Football)
Barteski, Bryce (Freshmen Football)
Bloom, Benton (Conditioning – Boys)
Bloom, Benton (Football Offensive Coord)
Bohon, Robert (Varsity Golf – Boys)
Braden, John (Varsity Golf – Boys)
Brewer, Melodie (Varsity Spirit Line)
Brilla, Laura (Freshmen Volleyball)
Briseno, Jana (Varsity Pom)
Carleton, Jennifer (Varsity Swimming – Girls)
Carson, Ivory (Varsity Cross Cntry – Girls)
Chavez, Andrew (JV Football)
Chezick, Allen (Varsity Swimming – Boys)
Clanton, Jonathan (Conditioning – Girls)
Clanton, Jonathan (Football Defensive Coord)
Cooper, Hollie (Varsity Swimming – Girls)
Corey, Jeffrey (Varsity Golf – Boys)
Corley, Klint (Varsity Golf – Boys)
Cornwell, Anson (Football Offensive Coord)
Crow, Amy (Varsity Spirit Line)
Crow, Ross (Freshmen Football)
Deal, Erin (JV Spirit Line)
Delaney, Monica (JV Cross Country – Girls)
Delmont, Zachary (Varsity Golf – Boys)
Duncan, Ian (Varsity Swimming – Boys)
Ebel, Julia (Varsity Spirit Line)
Eberlein, John (Varsity Golf – Boys)
Elton, Veronica (Freshmen Swimming Boys)
Flores, Alberto (Freshmen Football)
Flores, Anna (Varsity Swimming – Girls)
Frazer, Theron (Football Defensive Coord)
Gabrych, Robert (JV Cross Cntry – Boys)
Gainey, Katye (Freshmen Spirit Line)
Garcia, Bernice (Varsity Cross Cntry – Boys)
Garrett, Andrew (Conditioning – Boys)
Garrett, Andrew (Varsity Football)
Gessner, Ches (Varsity Football Asst)
Gonzalez, Carlos (Varsity Pom)
Gonzalez, Elena (JV Cross Cntry – Boys)
Gutierrez, Nikki (Varsity Volleyball Asst)
Harper, Stephanie (Freshmen Volleyball)
Hein, Jessica (Varsity Pom)
Hemsley, John (Conditioning – Girls)
Hemsley, John (Varsity Golf – Girls)
Henry, Jamee (Varsity Volleyball)
Herrington, Kristy (JV Volleyball)
Hudnutt, Michael (Varsity Football)
Johnson, Latoya (Varsity Cross Cntry – Girls)
Kaylor, Sara (Varsity Cross Cntry – Girls)
Kitchen, Robert (Freshmen Football)
Knutson, Susan (JV Spirit Line)
Kramer, Mary (Varsity Swimming – Boys)
Kuhn, Donald (Football Offensive Coord)
Lee, Tonya (Varsity Volleyball)
Lukkason, Christina (Varsity Volleyball)
Marquardt, Alexander (Football Offensive Coord)
Martinez, Mark (Football Offensive Coord)
Maville, Randy (JV Football)
McCartney, Ryan (Football Defensive Coord)
Melone, John (JV Football)
Milobar, Rebecca (Varsity Volleyball Asst)
Morgan, Laura (JV Spirit Line)
Mucci, Glenn (Freshmen Football)
O'Flaherty, Thomas (Varsity Diving)
O'Leary, Kristina (JV Volleyball)
Ostrus, David (Varsity Cross Cntry – Boys)
Paine, Katelynn (Freshmen Volleyball)
Pearson, Drew (Varsity Football Asst)
Prassas, Danielle (Varsity Spirit Line)
Sager, Kyle (Freshmen Football)
Schoeff, Keri (Varsity Swimming – Girls)
Schwyhart, William (JC Football)
Sekoch, Joshua (Football Defensive Coord)
Soriano, Francisco (JV Football)
Taylor, Celeste (Varsity Volleyball Asst)
Thomas, Michael (Freshmen Football)
Thorell, Olivia (Freshmen Spirit Line)
Thornell, Kent (Varsity Cross Cntry – Boys)
Tipton, Enrico (Conditioning – Boys)
Tipton, Enrico (Varsity Football)
Tizanno, Angela (Varsity Volleyball Asst)
Tizanno, Donald (Varsity Volleyball)
Tremble, Greg (Varsity Football Asst)
Troxell, Thomas (JV Football)
Van Eck, Cara (JV Cross Cntry – Girls)
Walkenbach, Timothy (Varsity Diving)
Walkenbach, Timothy (Varsity Swimming – Boys)
Walker, Curtis (Varsity Pom)
Walker, II, Willie (Freshmen Football)
Ward, Jason (Varsity Cross Cntry – Boys)
Wilke, Jason (Varsity Football)
Worthington, Chad (Varsity Football Asst)
Zinter, Mark (Varsity Golf – Girls)

Staff will be paid per MOU for Grade Level Chair Assignments.

Heddings, Jr., Harold

Staff will be paid per MOU for Elementary Coaching.

Goto, Karin (Softball) Hunley, Lindsey (Softball) Thorson, Greg (Baseball)

SUPPORT STAFF

Staff will be paid through M&O for Behind-the-Wheel Training – New Bus Drivers.

Espejo, Gloria Goulet, Saundra Settle, Guadalupe

Staff will be paid through grants for Additional Hours.

Arizmendez, Yolanda Harper, Anita Payne, Lewis
Avitia, Adelaida Higginbotham, Timi Pedroza, Yesenia
Baars, Elaine Holmlund, Margaret Pena, Carla
Board, Tawanya Hough, Melissa Phillips, Christina
Boulware, Jennifer Houston, Rosamaria Penasol Ragan, Jennifer
Caldwell, Megan Jensen, Judith Ragan, Sheralynn
Cerecedes, Mitzi Kokora, Lujuba Ramos, Shera D
Chavez, Giovanna Laborin, Helen Register, Dorothea
Conk, Dawn Lomeli, Mary Ruiz, Patricia
Dempsey, Melissa Lowry, Seth Soliz, Ofelia
Diaz, Emelinda Lowry, Wendy Stanton, Howard
Dowd, Lisa Luzzi, Mandy Stevens, Branden
Falcon, Marylou Ly, Helen Sudberry, Daniqueka
Felix, Richard Marquez, Juan Thorpe, Brittany
Gonzales, Alisha Mendoza, Irma Torres, Chantell
Gonzales, Charlene Mortier-Arnaiz, Jill Valle, Sandra
Guzman, Roselyn Navarrete, Veronica Washington, Alta

Staff will be paid per MOU through grants for K–8 Extended Day Activities.

Brigham, Marcia
Staff will be paid through M&O for Additional Hours.

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<tr>
<th>Delgadillo, Jesus</th>
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<th>Wester, II, William</th>
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<td>Wilson, Charlnette</td>
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<td>Tovar, Rogelio</td>
<td>Yaro, Ninos</td>
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<td>Ward, Christina</td>
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Student Workers will be paid through Community Ed for Auditorium Technician Assignments.

| Embree, Jessica Mae | Moore, Ryan |

Staff will be paid through M&O for Transportation required training.

| Ames, Flossie  | Crawford, Al  | Howard, Rose |
| Arce, Anthony | Cruz, Victor   | Hoyt, Sheryl |
| Arismendez, Jaime | D’Ambrosio, John | Huff, Shawn |
| Ayers, Robert | Dahlberg, Joyce | Iwanski, David |
| Baker, Darin | DeLaCruz, Jessy | Jacobs, James |
| Barilla, Carlos | DeWitt, Grace  | Jamison, Bonnie |
| Baylor, Betty  | Dominguez, Lupe | Jerome, Edward |
| Beas, Carmen    | Duggan, Darlene | Jespersen, David |
| Benefiel, Bonnie | Espejo, Albert | Jespersen, Neava |
| Benitez, Adam | Espinoza, Elizabeth | Johnson, Patricia Ann |
| Berryhill, Michael | Esquivel, Maria | Judd, Vickie |
| Billington, Marcia | Everett, Rebecca | Kaylor, John |
| Boesen, Andrew  | Ewaskwich, Arleen | Keene, Brianna |
| Booth, Warren   | Fitzgerald, Saundra | Kelly, Stephanie |
| Borowiec, Manuel | Flowers, Angela | Kidd, Yolinda |
| Bradley-Soliz, Patricia | Flynn, Debra | Kimbrel, Robert |
| Branon, Charles  | Flynn-Giles, Jo Anne | Kline, Barry |
| Breit, Darlene  | Fontanez, Luz   | Konen, Charlie |
| Brockman, Troy  | Fortner, Larry  | Kottmann, Kenneth |
| Broich, Justin   | Gall, Nancy     | Kottmann, Ute |
| Broich, Thomas   | Gallegos, Elvira | Labelle, Richard |
| Brooks, Hosea    | Garibay, Cristal | Lam, Chi Pan |
| Brown, Robert    | Garibay, Placida | Lara, Margarita |
| Buckner, James   | Giovannardi, Bruno | Latschar, Jerry |
| Calloway, Letessa | Gonzales, Diana | Lee, Britney |
| Calzada, Betty   | Gonzalez, Cynthia | Litwin, Doris |
| Calzada, Gabriel  | Goulet, Saudra  | Lopez, Nancy |
| Carranza, Teresa  | Griffith, Lacey | Magallanes, Miriam |
| Chalfen, Richard  | Groome, Gina    | Magnusson, Jennifer |
| Chesler, Nancy   | Haines, Tammi   | Martinez, Agustin Aguilar |
| Coreas, Rosanna  | Hanke, Teresa   | Matta, Gloria |
| Cimbruna, Rebecca | Hannes SR, Nicholas | McNeil, Beth |
| Cole, Bussonia   | Hattar, Mischleen | Mele, John |
| Conklin, Gary    | Henderson, Lorrie | Mele, Willadean |
| Contreras, Maricruz | Henderson, Melissa | Mendez, Ana |
| Cook, Jr., Jessie | Hennebohl, Karma | Mendoza, Susana |
| Courtney, Brenda  | Holland, Jaime  | Merlos, Melvin |
| Covarrubio, Maria |               | Montano, Patricio |
Moreno, Viola
Moser, Benjamin
Moses, Erlinda
Munster, John
Murdoch, Clifford
Nelson, Toni
Norton, Juanita
Nyitray, Silvia
Olmstead, Karen
Ortiz, Luis
Palle, Wolfgang
Parish, Carey
Patterson, Latrisha
Penna, Frank
Peralta, Alisa
Perez, Joseph
Plascencia, Beatriz
Plew, Ryan
Pogue, David
Quinn, Kathy
Ramirez, Antonio
Rankins, Eboni
Ray, Ebony
Richards, Oliver
Richardson, Troy
Rosplochowski, Theodore
Ruiz, Jose
Salazar, Rita
Schmitz, David
Schwindt, Crystal
Settle, Guadalupe
Shepard, Edmund
Smith, Marilyn
Snyder, Michael
Spencer, Dale
Steffen, Warren
Stelmark, Donald
Tansy, David
Tellez, Jesus
Thibault, Richard
Treibel, Dwight
Utter, Michael
Van Slyke, Gary
Vanaskey, David
Vasquez, Blanca
Villafana, Juan
Walbran, Duane
Ward, Rebecca
Williams, Frances
Willis, Brent
Wilson, Christopher
Yoder, Will
Zamora, Raul
Zeman, Carl
AGENDA ITEM: Recommendation to Approve the Position of Online Course Creator

Policy Reference: GCA  Cost:  Funding Source: M & O

EXECUTIVE SUMMARY:

Administration is recommending approval of the position of Online Course Creator in an effort to most effectively meet the goals outlined in Theme One of the Strategic Action Plan – Exceeding Standards, Future Ready, including:

- Optimize resources to drive student achievement
- All Dysart graduates will succeed in college, work and life by mastering the New Century Learner Skills

The number of positions will be based on the growth of the iSchool program and the demand for additional classes. A copy of the job description is attached for your review.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the position of Online Course Creator.
**JOB DESCRIPTION – Online Course Creator**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Online Course Creator</th>
<th>REPORTS TO</th>
<th>New Century Learning Coordinator</th>
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<tbody>
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<td>FLSA STATUS</td>
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<td>SUPERVISES</td>
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<td>WORK CALENDAR</td>
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<td>FTE</td>
<td>Part Time Temporary</td>
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<tr>
<td>GRADE</td>
<td></td>
<td>HOURS PER DAY</td>
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</tr>
<tr>
<td></td>
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<td>9/1/2010</td>
</tr>
<tr>
<td>APPROVED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMARY:</td>
<td>The Online Course Creator is responsible for writing course content and assessments for specific online courses. The Online Course Creator is a subject matter expert in their field, who also has sound writing and communication skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Writes content and assessments that meet district, state and national standards using effective online instruction practices.

2. Collaborates with others to incorporate innovative technologies into course development.

3. Creates documents associated with course development including but not limited to scope and sequence, course descriptions, syllabus, course at a glance documents, and answer keys.

4. Assists with reviewing content to determine necessary revisions for content and assessments.

5. Infuses 21st century skills in online content.

6. Adheres to project timelines.

7. Meets professional obligations through efficient work habits such as meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others.

8. Performs other duties and responsibilities as assigned by his/her supervisor.
KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education
1. Valid Arizona Teaching Certificate in assigned subject.
2. Meets highly qualified requirements.

Experience
1. Three or more years of teaching experience in content area preferred.
2. Experience in the field of curriculum writing and/or designing in the content area.
3. Experience with educational technology, teaching strategies and/or online instructional design.

Computer Skills
1. Demonstrated competency in computer applications such as Word, Excel, Outlook, and typing.

Communication Skills
1. Ability to read and interpret general documents such as employee handbooks and safety/training manuals. Ability to write general correspondence and speak effectively with others.

Math Ability
1. Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals.

Reasoning Ability
1. Ability to interpret assortment of instructions furnished in variable forms. Ability to apply reason to research and solve moderately complex issues with little or no assistance.

Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is frequently required to sit, talk, and hear. The employee occasionally will stand and walk. The employee is occasionally required to reach with hands and arms. Employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision. Tasks may involve extended periods of time at a keyboard or workstation.

WORKING CONDITIONS

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the American's with Disabilities Act (ADA) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Dysart Unified School District does not discriminate on
AGENDA ITEM: Recommendation to Approve the Position of Online Course Teacher

Action/Consent  X   Action/Discussion  ____   Information  ____   Supporting Data  X

Policy Reference: GCA Cost: ___________________ Funding Source: M & O

EXECUTIVE SUMMARY:

Administration is recommending approval of the position of Online Course Teacher in an effort to most effectively meet the goals outlined in Theme One of the Strategic Action Plan – Exceeding Standards, Future Ready, including:

- Optimize resources to drive student achievement
- All Dysart graduates will succeed in college, work and life by mastering the New Century Learner Skills

A sufficient number of positions will be needed to fulfill the staffing requirements based on student enrollment. A copy of the job description is attached for your review.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the position of Online Course Teacher.

SUBMITTED BY: [Signature]   SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____

Page 1 of 1
# JOB DESCRIPTION – Online Course Teacher

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Online Course Teacher</th>
<th>REPORTS TO</th>
<th>New Century Learning Coordinator</th>
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<tbody>
<tr>
<td>FLSA STATUS</td>
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<td>SUPERVISES</td>
<td>N/A</td>
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<td>WORK CALENDAR</td>
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<tr>
<td>APPROVED</td>
<td></td>
<td>REVISED</td>
<td>9/1/2010</td>
</tr>
</tbody>
</table>

**SUMMARY:**
The Online Course Teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical and psychological growth. This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success in accordance with district and state policies and law.

## ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
2. Identifies, selects, creates, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
3. Assists in assessing changing curricular needs and offers plans for improvement.
4. Maintains effective and efficient recordkeeping procedures.
5. Provides a positive environment in which students are encouraged to be actively engaged in the learning process.
6. Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
7. Collaborates with peers to enhance the instructional environment for students by participating in activities including, but not limited to, the following: team teaching, meetings, staff development, communities of practice, and committees.
8. Models professional and ethical standards when dealing with students, parents, peers, and community.
9. Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.
10. Meets professional obligations through efficient work habits such as meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others.
11. Assumes responsibility for meeting his/her course and school-wide student performance goals.
12. Other job related duties as assigned.
KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education
1. Valid Arizona Teaching Certificate in assigned area.
2. Meets highly qualified requirements.

Experience
1. Three or more years of teaching experience in content area preferred.
2. Experience in teaching online or as online student valued.
3. Operational knowledge of the Internet and Web-related technologies.

Computer Skills
1. Demonstrated competency in computer applications such as Word, Excel, Outlook, and typing.

Communication Skills
1. Ability to read and interpret general documents such as employee handbooks and safety/training manuals. Ability to write general correspondence and speak effectively with others.

Math Ability
1. Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals.

Reasoning Ability
1. Ability to interpret assortment of instructions furnished in variable forms. Ability to apply reason to research and solve moderately complex issues with little or no assistance.

Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representatives of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is frequently required to sit, talk, and hear. The employee occasionally will stand and walk. The employee is occasionally required to reach with hands and arms. Employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision. Tasks may involve extended periods of time at a keyboard or workstation.

WORKING CONDITIONS

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the American's with Disabilities Act (ADA) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

The Dysart Unified School District is an Equal Employment Opportunity Employer in compliance with Title VI of the Civil Rights Act of 1964, Civil Rights Act Title VII of 1972, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Dysart Unified School District does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in employment or in any of its educational programs or in the provisions of benefits and services to students.
AGENDA ITEM:  *Approval/Ratification of the Minutes of Governing Board Meeting(s) Held August 18, 2010

Action/Consent  X  Action/Discussion  ___  Information  ___  Supporting Data  X

Policy Reference: BEDG  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve the minutes of the Regular Meeting(s) held August 18, 2010. The minute(s) are attached for Governing Board review and consideration.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the minute(s) of Governing Board meeting(s) held August 18, 2010.

SUBMITTED BY:  

SUPERINTENDENT:  

ACTION BY BOARD:  Motion:  _____  Second:  _____  Vote:  _____  AGENDA ITEM:  6
REGULAR MEETING - GENERAL FUNCTION

1. Ms. Jennifer Tanner, Governing Board President, called the regular meeting to order at 6:00 p.m. Governing Board members constituting a quorum were present; Ms. Jennifer Tanner, Mrs. Bonnie Schroader, Ms. Christine Pritchard, Ms. April Allen and Mr. Jerry Eynon.


3. A motion by Tanner/Allen was entered to approve the Agenda Form consistent with Board Policy BEDB and temporarily suspend any Governing Board Policy with which this agenda may be inconsistent. UNANIMOUS

4. Summary of Current Events
   - Superintendent
     - Dr. Pletnick reported the school year got off to a great start with no major incidents or situations.
     - Today, the Strategic Plan Action Committee team members met to receive training on the work to be done. Members who could stay for the beginning of the Board meeting were introduced. Dr. Pletnick thanked these individuals who represent the various stakeholders for helping with the revision process of the Strategic Plan.
   - Presentations, Recognitions, Celebrations
     - The Sundown Mountain Classroom Spotlight was aired. This spotlight may be viewed at: [http://dysart.org/video/99/Sundown_Mountain.html](http://dysart.org/video/99/Sundown_Mountain.html).
     - Strategic Plan Video - This video provides updates on the District's Strategic Plan process which defines a roadmap of excellence for increasing student achievement. The video may be viewed at [http://www.youtube.com/watch?v=8_vf7NZqkC8&feature=bulletin](http://www.youtube.com/watch?v=8_vf7NZqkC8&feature=bulletin).
     - The National School Boards Association awarded the District its NSBA Technology/Learning Spotlight District Award. Each year they recognize three districts in the country. Dysart will become a host district to visitors next year who will come to see how Dysart is doing things great through the use of technology.
   - Governing Board Update
     - Jennifer Tanner - On opening day Ms. Tanner accompanied Dr. Miller and Mr. Eynon in their tour of nine schools. It was a great experience to walk in and feel the excitement of teachers giving training and administrators making sure that everything was ready and prepared and that everyone was feeling welcomed.
     - April Allen accompanied Mr. Dean August 18th on a tour of three schools; Countryside, Ashton Ranch and Marley Park. Ms. Allen thanked the principals and Mr. Dean for the opportunity to see students engaged in learning, especially through the use of technology.
     - Christine Pritchard visited several schools during the first days and first week of school. She was impressed to see the District has so many dedicated teachers, staff, principals, and assistant principals everywhere in the parking lots keeping kids safe. Ms. Pritchard indicated the conclusion drawn is that parking lot safety is not a staffing issue. Sadly it is a parent issue. She thanked the staff for keeping students safe.
• In preparing her children for their return to school, Ms. Schroader attended several back to school events. She thanked the District for changing the annual practice of asking parents to fill out multiple registration packets for returning students. This year she was asked to fill out one packet which was used to update information for all children in the family. Kudos!
• Jerry Eynon reported visiting nine schools with Dr. Miller. He found administrators out and about with the kids, and intermingling with students and parents while the competent staff manned the front office. It was a great day! We have a really good thing going here at Dysart. And, as we form partnerships with the parents and community and have partnerships between teachers, students, parents, and School Board we can’t help but be successful.

5. Audience with Individuals or Groups - NONE

**ACTION/CONSENT**

A motion by Tanner/Eynon was entered to approve the consent items as presented. UNANIMOUS

1. Recommendation for Approval to Award Contract #11-1905-015 for Road Construction Services for the Perryville/Cactus Road Improvements
   Approve the award of Contract #11-1905-015 for road construction services to D.L. Withers for Perryville/Cactus Road improvements. UNANIMOUS

2. Recommendation for Approval to Award Contract #11-6310-008 for Community Education Enrichment Programs for the 2010-2011 School Year
   Approved the award of contract #11-6310-008 for Community Education Enrichment Programs as presented. Appendix A UNANIMOUS

3. Recommendation to Approve a Memorandum of Understanding with the Catholic Charities Community Services, Inc. to Establish a Collaborative Effort to Provide Services to Preschool Children, Including Children with Disabilities
   Approved UNANIMOUS

4. Recommendation to Approve Intergovernmental Agreement with the Mary Lou Fulton Teachers College at Arizona State University for Implementation of a Clinical Student Teacher Education Program for the 2010-2011 School Year
   Approved UNANIMOUS

5. Recommendation to Approve Agreement with the Austin Centers for Exceptional Students, Inc. (The ACES) to Provide Transportation Services for Dysart Special Needs Students Attending the ACES Program for the 2010-2011 School Year
   Approved UNANIMOUS

6. Recommendation to Approve Personnel Action Items for the Period of August 4, 2010 through August 18, 2010
   Approved. Appendix B UNANIMOUS

7. Approval of Qualified Evaluators
   Approved Adriel Grieshaber, Gail Miller, and Traci Price as qualified evaluators for the 2010-2011 school year. UNANIMOUS

Minutes of the August 18, 2010 Regular Meeting
8. Approval/Ratification of the Minutes of Governing Board Meeting(s) Held August 4, 2010
   Approved
   UNANIMOUS

   UNANIMOUS

10. Out of State Travel for Fifty Eighth Grade Students from Sunset Hills Elementary and Six Chaperones to Attend the Catalina Island Marine Institute in Catalina Island, CA, May 13-15, 2011
    Approved
    UNANIMOUS

11. Overnight Travel for Twelve Willow Canyon High School Distributive Education Clubs of America (DECA) Student Members and two Advisors to Attend the 2010 Decathlon Leadership Camp in Heber, AZ, September 24-26, 2010
    Approved
    UNANIMOUS

12. Recommendation for Approval to Dispose of Surplus Property
    Approved
    UNANIMOUS

13. Extra Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of July 2010 and Revised Student Activities Fund Report for the Month of June
    Approved copies of the Extra Curricular Tax Credit Fund and the Student Activities Fund reports for the month of July 2010 and the Revised Student Activities Fund report for the month of June 2010.
    UNANIMOUS

    Accepted as presented; cash donations of $12,955.62 and non-cash valued at $3,804.85.
    UNANIMOUS

15. Approval/Ratification of Expense Voucher 1073, 1074, 1002 and 1003 in the Amount of $2,328,728.31
    Approved
    UNANIMOUS

16. Approval/Ratification of Payroll Voucher 4, 7384, 5 and 7385 in the Amount of $5,097,666.81
    Approved
    UNANIMOUS
17. Appointment of Individual(s) to Serve as Observer(s) to Give Feedback to the Board Regarding its Application of the Policy Governance Model
Dr. Pletnick reported Dr. Jandris with Progress Education recommends the Board consider having an observer monitor Board Meetings and give feedback on the implementation of the Policy Governance model at meetings. The observer(s) should be reliable, familiar with Board work, Board processes, trained in Policy Governance, and someone with strong observation and reporting skills.
After discussion, a motion by Schroader/Tanner was entered to appoint the Superintendent to select and appoint three individuals to be Governing Board observers to give feedback to the Board from Board Meetings on the Governing Board’s application of the Policy Governance model. UNANIMOUS

18. Reduction in Force (RIF) Process – Certified and Support Staff
Due to changes in Arizona law related to reduction in force (RIF) of certified staff, the District processes for RIF needed to be revised. Based on a desire to continue to be as consistent as possible with processes for all the employee groups, a Certified Rubric and Support Staff Rubric for RIF were created utilizing the collaborative process. A training video and FAQs were developed to accompany the certified rubric. The support staff FAQ document and training video are currently under development. Appendix C

19. Enrollment Update
Mr. Scott Thompson reported enrollment is currently at 24,273 and is an increase of 163 students since last years 100th day. K-8 students are 423 below and 9-12 students are 72 above expected enrollment based on the roll-up of last year’s students.

20. Update on Hiring for the 2010-2011 School Year
Dr. Bill Roach provided an update on hiring for the 2010-2011 school year including attrition, new hires, and vacancies. Appendix D

21. Exceeding Standards, Future Ready: Updates and Improvements to iPAL
Using the on-line application, iPAL, Dr. Cyndi Miller and curriculum specialists, Peggy Gregory, Jeremy St. Germain, Michelle Love, and Mary Hoffman, demonstrated updates made to iPLAN designed to improve the rigor of curriculum, instruction and assessment.

22. Strategic Plan Revision Process and the Gathering of Input from the Governing Board
Dr. Gail Pletnick provided the Governing Board with documents related to committee work completed or planned along with timelines for critical tasks. Thus far, the District has completed the first three steps and has begun step four. The District has completed the data audit and the research audit and has established and trained the Action Committees. The next step in the process will be for these committee members to review the current plan, district data and relevant research as part of the gap analysis and goal revision process.

Dr. Roach reported the goals remain the same as there is still work to be completed in 2010-2011. Two additional objectives have been added to the plan to improve and expand District efforts in teacher recruitment and employee discipline protocols and materials.
Mr. Scott Thompson reported the online marketplace, Asset Exchange, has seen limited use. The next steps will be to bring together a focus group in an effort to determine what modifications can be made to improve its usage.

Mr. Evan Allred, Director Information Technology, reported on action steps to 1) upgrade Dysart’s classroom walk through tool by embedding indicators of 21st Century Skills aligned with the current Guiding Pupil Success (GPS) form in iPAL and train site administrators in the use of the tool; 2) pre and post test students in grades 3, 5 and 8 using Technology Literacy Assessment, students in grades 4, 7 and 10 as well as teachers and administrators using 21st Century Skills Assessment from Learning.com; and 3) combine District provided devices with the accessibility of student’s personal Internet enabled devices. Action step three will result in conducting a parent survey to determine the type of personal technology to which students have access as well as changes to discipline procedures to allow limited teacher-guided use of the personal technology in the classroom.

26. Proposal to Rescind Governing Board Policy GDP and GDP-R – Support Staff Promotions and Reclassification – First Reading
This policy is recommended for rescission as it has exceeded the pilot program’s three-year timeline. If renegotiated, the process would be incorporated into a DESP agreement with the Governing Board.

27. Proposed Revision of Governing Board Policy JEB – Entrance Age Requirements – First Reading
Dr. Pletnick reported changes were made to this policy last year in response to some changes in law. However, in so doing the language of the policy did not honor District practice. Administration recommends another change to clearly articulate how the District handles kinder and first grade entrance and a policy which reflects the practice that has been in place since the District began full-day kindergarten. Dr. Pletnick provided backup material, answered questions and agreed to provide requested information at the September 1, 2010 meeting of the Board.

REQUESTS FOR FUTURE AGENDA ITEMS
• Information regarding procedures for Excessive Heat Warnings / Heat Advisories.
• Information regarding the District Volunteer Program.

ADJOURNMENT
On a motion entered by Tanner/Schroader and by a unanimous vote, the meeting ended at 9:03 p.m.

Signed: ___________________________ Date: ___________________________

September 1, 2010
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM:  *Professional Growth Credit and Establishment of Supplemental Assignments for Professional Growth Classes for 2010-2011

<table>
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<tr>
<th>Action/Consent</th>
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Policy Reference: GCI, GCI-R  Cost: $7,000  Funding Source: M&O (Professional Development)

EXECUTIVE SUMMARY:

In accordance with Governing Board Policy GCI and GCI-R, the Superintendent may establish local in-service training courses for teachers. Professional growth credit may be awarded for staff development classes that are recommended by the Superintendent and approved by the Governing Board.

Ongoing professional training is essential to the continued development of teachers and administrators. Through the District’s Professional Growth program, teachers have the opportunity to participate in relevant training and workshops throughout the year for professional growth credit aligned to the long-term professional development plan. Courses are reviewed by the Educational Services Professional Development Department to ensure alignment with the District’s professional development plan.

The list of 2010 fall professional development growth classes is attached.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the professional growth classes, supplemental assignments, and professional growth credit for certified staff participating in these programs.

SUBMITTED BY:  SUPERINTENDENT:  AGENDA ITEM: 7

ACTION BY BOARD:  Motion:  Second:  Vote:
Professional Development
Fall Catalog
2010

Note: Online Registration begins September 7, 2010.
Fall Class Descriptions
Educational Services Department

Language Arts

Differentiated Small Group Instruction: Understanding the Difference Between a Skill Focus Lesson and a Guided Reading Lesson (K-8)

Facilitator: Amy Kennedy
Date(s) of Class: September 16, 2010
Times: 4:30 - 6:30 p.m.
Location: District Office - TBD
Description: Participants will identify alternative lesson structures for differentiated instruction. They will learn about the components of a Skill Focus lesson and a Guided Reading lesson.

Elements of Literature (K-8)

Facilitator: Amy Kennedy
Date(s) of Class: September 14, 2010
Times: 4:30 - 6:30 p.m.
Location: District Office - West Conference Room
Description: Participants will learn the various literary elements and explore the different instructional strategies to teach each element of literature.

Literacy Work Stations (K-3)

Facilitator: Amy Kennedy
Date(s) of Class: September 28, 2010
Times: 4:30 - 6:30 p.m.
Location: District Office - West Conference Room
Description: Participants will identify the purpose of literacy stations and be able to apply the steps to implement the stations.

Achieving Voice In Student Writing (6-12)
(As prescribed by Mary Ledbetter in Writing On Demand: Increasing Your Students Success When Writing to Prompts on Writing Assessments)

Facilitator: Veronica Vasquez
Date(s) of Class: October 20, 2010
Times: 4:30 - 6:30 p.m.
Location: TBD
Description: This class will offer tools for participants to support their students in achieving a stronger sense of voice in writing. Participants will learn, practice, and attain examples of how to immediately embed the strategies in their writing instruction.
Introduction to DIBELS (Grades K-6)

Facilitator: Kristine Wolf
Date(s) of Class: September 16, 23 and 30, 2010
Times: 4:15 - 7:15 p.m.
Location: Parkview Elementary Library
Description: This three part class is designed specifically for K-6 teachers who have not been trained in using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) literacy assessment. Participants will be trained on how to administer the DIBELS assessment. Benchmark assessments include: initial sound fluency, letter naming fluency, phoneme segmentation, nonsense word fluency, oral reading fluency, and retell fluency.

Research - Structured Thinking (5-12)

Facilitators: Peggy Gregory, Mary Hoffman
Date(s) of Class: October 14, 2010
Time: 4:15 - 6:15 p.m.
Location: TBD
Description: Research projects begin with carefully structured thinking and planning activities. If students are guided as they make decisions about relevance, credibility and interest in their research, they become more focused and less encyclopedic in their writing.

Review of the 6-Traits of Writing (K-12)

Facilitator: Peggy Gregory
Date(s) of Class: September 30, 2010
Times: 4:15 - 6:15 p.m.
Location: District Office - East Conference Room
Description: Participants will review the 6-Traits of writing and score papers for each trait individually using Ruth Culham's book, 6+1 Traits of Writing. Discussion among participants will be highly important to understanding. Teaching strategies for each trait will also be introduced and shared among participants.

The Compare/Contrast Essay (9-12)

Facilitator: Peggy Gregory
Date(s) of Class: September 23, 2010
Times: 3:00 - 5:00 p.m.
Location: Shadow Ridge
Description: Participants will analyze the procedures for teaching both the writing process as well as the reading strategies necessary for writing the compare/contrast essay. The TOFFEE formula will be introduced as well as strategies for making the essay sound less formulaic. Participants will create and label sample essays for use as exemplars in the classroom.
The Literary Analysis Essay (9-12)

Facilitator: Peggy Gregory  
Date(s) of Class: October 28, 2010  
Times: 3:00 - 5:00 p.m.  
Location: District Office - Main Conference Room  
Description: Participants will analyze the procedures for teaching both the writing process as well as the reading strategies necessary for writing the literary analysis essay. Participants will create and label sample essays for use as exemplars in the classroom to accompany a short story of their choice.

Writing to Learn (K-8)

Facilitator: Peggy Gregory  
Date(s) of Class: September 16, 2010  
Time: 4:15 - 6:15 p.m.  
Location: TBB  
Description: Writing doesn’t always mean writing a paragraph or an essay for an English assignment. When students really need to know a concept, they need to process that learning through writing – maybe just in a sentence or even a list. Or maybe you just want to know what they understood at the end of a lesson, so you have them write! That's writing to learn. Join other teachers to get a list of quick, low-stakes types of writing that focus on higher order thinking skills to get your students writing to learn.

Social Studies

Initiating Critical Reading Strategies tied to the Common Core Standards (6-12)

Facilitator: J. D. Corey  
Date(s) of Class: September 22 and 23 and October 6 and 7, 2010  
Times: 4:30 - 6:30 p.m.  
Location: Dysart High School - Room TBA  
Description: Teachers (6-12) will be trained in a series of strategies to improve comprehension and skills of analysis and evaluation. These skills are especially tied to literacy expectations for the Common Core standards in literacy in History/Social Studies, Science, and Technical Subjects. Teachers will earn 10 hours toward recertification. (8 hours of class time and 2 hours granted for application and follow up reporting on student results and effectiveness on the use of strategies)
Special Education

Refinement of Reading Instruction in Special Education Classroom

Facilitators: Sharla Jewett and Shara Rose  
Date(s) of Class: September 15 and 29, October 13 and 27, 2010  
Time: 7:15 - 8:15 a.m. (Late Start Schools)  
3:30 - 4:30 p.m. (Early Start Schools)  
Location: TBD  
Description: THIS CLASS IS FOR: Special Education Teachers  
Day 1: Using Houghton Mifflin Leveled Readers/Creating a balanced literacy program in the Special Education Classroom  
Day 2: SRA Refinement Advanced Strategies and Techniques  
Day 3: Assessment  
Day 4: Developing a Reading Data Notebook - a new look at organization!

English Language Development

Round II-B Training

Facilitator: Christina Garcia  
Date(s) of Class: September 22 and 23, 2010  
Times: 4:30-7:30 p.m.  
Location: Dysart High School, Room 4006  
Description: Round II-B training is for the self-contained ELD teacher only. This training is required for all self-contained ELD teachers. The main focus of Round II-B training is the Verb Tense Study and how it helps ELLs learn the different verb tenses that students need to learn. Other methodologies that will be learned are the Vertical Sentences and Reverse Questioning.

Round II-C Training

Facilitator: Christina Garcia  
Date(s) of Class: September 29-30, 2010  
Times: 4:30pm-7:30 p.m.  
Location: Dysart High School, Room 4006  
Description: Round II-C training is for the self-contained ELD teacher only and is required for all self-contained ELD teachers. The main focus of Round II-C training is assessment and parental involvement. Different assessments and how the data from those assessments can be used to guide instruction is discussed during this workshop. Parental Involvement is also a major topic that will be discussed during this training.
Math

Strategies for Problem Solving (Grades 4-8)

Facilitator: Jeremy St. Germain  
Date(s) of Class: September 16, October 7, and November 18, 2010  
Times: 4:30 - 7:00 p.m.  
Location: District Office Conference Rooms (9/16 - East, 10/7 - West, and 11/18 - East)  
Description: In this class, participants will identify a structure for problem solving and select/write problems by interpreting and justifying structures and problems. Participants will also analyze the relevancy of problem solving by developing a philosophy of the teacher's role within the process and identifying real-life problem scenarios. Participants will analyze and create a rubric to assess students' ability to communicate their problem solving strategies using the traits of organization, communication and language.

Ten Minute Math

Facilitators: Tanya Gabrick, Melissa Garland  
Date(s) of Class: September 23, 2010  
Times: 4:00 - 6:00 p.m.  
Location: TBD  
Description: The Ten Minute Math class will provide activities centered on the mathematical strands of number, data analysis and two- and three-dimensional space (geometry). With these activities, participants can help students acquire broader mathematical thinking and problem-solving skills. Students will develop strategies for mental calculation, gain confidence in inventing their own approaches for problem solving, and become fluent in reflecting on and articulating their problem solving processes.

Writing in the Math Class

Facilitators: Tanya Gabrick, Veronica Vasquez  
Date(s) of Class: October 28, 2010  
Time: 4:00 - 6:00 p.m.  
Location: Dysart Elementary School - Room 63  
Description: The Writing in the Math Classroom will offer participants practical ideas to help strengthen their questioning techniques in order to challenge students to verbalize their mathematical thinking. Adding rigor to math instruction will be emphasized. Examples of how to achieve this will be given in all math strands.
Science

Develop Pedagogical Content Knowledge in 6th grade Science (Tuesdays-Group 1)

Facilitators: Michelle Love, April Holton
Date(s) of Class: September 7, September 22, October 12, and November 2, 2010
Times: 4:30 - 6:30 p.m.
Location: Mountain View - Room #112
Description: Participants will increase their understanding of pedagogical content knowledge and share experiences in the Weather and Water 6th grade Science curriculum. This class will focus on ways to increase student knowledge to improve student learning in science and subsequent performance on state assessments.

Develop Pedagogical Content Knowledge in 6th grade Science (Wednesdays-Group 2)

Facilitators: Michelle Love, Amy Gleeson
Date(s) of Class: September 1 and 22, October 13, and November 3, 2010
Times: 4:30 - 6:30 p.m.
Location: Western Peaks Media Center
Description: Participants will increase their understanding of pedagogical content knowledge and share experiences in the Weather and Water 6th grade Science curriculum. This class will focus on ways to increase student knowledge to improve student learning in science and subsequent performance on state assessments.

Imbedding Inquiry Science Notebooks into FOSS (3-8)

Facilitators: Michelle Love, April Holton
Date(s) of Class: September 30, October 14 and 28, 2010
Times: 4:30 - 6:30 p.m.
Location: District Office - West Conference Room
Description: In this class, participants will engage in a FOSS investigation to experience the use of a scientist notebook. The teachers will learn about the phases of a notebook and how to naturally imbed these phases into the existing FOSS investigations. Participants will need to bring a FOSS teacher's guide that they will be using at their grade level. This class will focus around grades 3-8, but all teachers are welcome. The note booking strategies can be easily adapted to be used in any grade level.

Infuse Advancements in Cognitive Science in 6th grade Science (Mondays-Group 3)

Facilitators: Michelle Love, Terry Tipton
Date(s) of Class: September 13 and 20, October 11, and November 1, 2010
Times: 4:30 - 6:30 p.m.
Location: Countryside - Room #207
Description: Participants will infuse principles in cognitive science into the 6th grade Weather and Water curriculum. Teachers will study how the mind receives, processes, stores and retrieves information and knowledge. Students' exposure to critical thinking and scientific reasoning skills will further strengthen learning in other disciplines along with Science.

**Infuse Advancements in Cognitive Science in 6th grade Science**  
(Thursdays—Group 4)

Facilitator: Michelle Love  
Date(s) of Class: September 2 and 23, October 14, and November 4, 2010  
Times: 4:30 - 6:30 p.m.  
Location: Support Service Facilities - Room A  
Description: Participants will infuse principles in cognitive science into the 6th grade Weather and Water curriculum. Teachers will study how the mind receives, processes, stores and retrieves information and knowledge. Students' exposure to critical thinking and scientific reasoning skills will further strengthen learning in other disciplines along with Science.

Science Inquiry (9-12)

Facilitator: Michelle Love  
Date(s) of Class: November 19, December 2, and 9, 2010  
Time: 3:00 - 6:00 p.m.  
Location: District Office Training Lab  
Description: Participants will build a shared understanding of what science as inquiry means and what it looks like in the classroom. Scientific investigations begin with carefully structured thinking and planning those laboratory explorations. Teachers are guided to incorporate ways to assist their students in "working out" answers to questions or problems.

**Information Technology Courses**

**DUSD Online Facilitator Training Course**

Facilitator: Chad Turley  
Date(s) of Class: Online (must be completed within 8 weeks) (Start date: September 6, 2010)  
Times: Online (approx. 60 hours)  
Location: Online  
Description: This course provides an introduction to the pedagogy of online learning, presents best practices for teaching in Web-enhanced and distance learning environments, and offers the opportunity to discuss concepts and practice techniques that will be used in facilitating courses. This course is required to be considered to teach an iSchool class.
Online Facilitation Methods - Moodle and Elluminate

Facilitator: Chad Turley  
Date(s) of Class: Online (must be completed within 6 weeks) (Start date: November 8, 2010)  
Time: Online (approx. 25 hours)  
Location: Online  
Description: Through your participation in this course, you will learn how to design your own online courses using the Moodle Learning Management System. In addition, you will also learn about other online resources that can help to facilitate an interactive and engaging online course, including Elluminate, Skype and more. Upon completion of the course, you will have created the framework for your first online class that can later be tailored to meet the needs of you and your students. This course is required to be considered to teach an iSchool course.

Creating Connections between the Science Classroom and the Real World (Grades 3-5)

Facilitator: Jonathan McMahon  
Date(s) of Class: Live and recorded for playback October 27, 2010  
Time: 6:00 - 7:30 p.m.  
Location: Online via Elluminate  
Description: In this online interactive class, participants will use digital photo sharing as a resource for scientific observation and communication as well as create classroom-to-real-world connections. Participants in this session will review how to use Planet FOSS, a photo-sharing website developed by the FOSS science curriculum. Students observe and photograph science concepts manifested in the real world. The Planet FOSS website encourages scientific communication and collaboration using digital photo sharing from students across the globe.

Through this interactive webinar, teachers will have a chance to explore the Planet FOSS website while discussing and collaborating with other 3rd through 8th grade peers. Participants will receive a link to the online class via email 24 hours before the start date.

E³ Academy (This class is only open to teachers who were accepted into the E³ Academy)

Facilitator: Jonathan McMahon  
Date(s) of Class: September 21 and 28, October 5, 12, and 26, November 2, 9, 16, 23, and 30, 2010  
Time: 4:15 - 8:15 p.m.  
Location: District Office Computer Training Lab  
Description: As teachers progress through this course, they collaborate with their peers discussing ideas for both introducing and using technology in the classroom. Teachers learn instructional strategies for addressing and assessing thinking skills, using technology to support deeper understanding of core content. The goal is for teachers to leave the course with a data-driven, standards-based unit plan, supporting materials, and implementation strategies to improve and assess students' higher order thinking with the use of free online tools.
Getting at 21st Century Skills by Analyzing and Reporting on Data in the Social Studies Classroom (Grades 9-12)

Facilitator: Dave Beard
Date(s) of Class: Live and recorded for playback Wednesday, October 13, 2010
Time: 3:30 - 5:00 p.m.
Location: Online via Elluminate
Description: In this online interactive class, participants will explore how to get their students to look deeper, reflect, compare, postulate and defend their ideas about the data they access. Interactive online tools can help students see trends and anomalies that can lead to better research, discussions and finished products. Resources such as blogs, wikis and shared presentations provide students a place to post findings, give feedback and debate or discuss theories that come out of their data analysis. They also strengthen students' informational text skills in the process.

Through this interactive webinar teachers will have a chance to explore today's most effective and student friendly tools while discussing and collaborating with other high school peers on how to focus on areas such as the Pre/Post testing and Reading Strand 3. Participants will receive a link to the online class via email 24 hours before the start date.

Identifying and Analyzing Literary Elements of Realistic Fiction with 21st Century Products (Grades 3-5)

Facilitator: Jonathan McMahon
Date(s) of Class: Live and recorded for playback September 29, 2010
Time: 6:00 - 7:30 p.m.
Location: Online via Elluminate
Description: In this online interactive class, participants will explore how students in grades 3-5, can analyze realistic fiction, identify and describe literary elements such as main character, setting, conflict, and resolution all while using interactive online resources. Each of these areas can be further strengthened through student created web 2.0 products.

Through this interactive webinar, teachers will have a chance to explore today's most effective and student friendly tools while discussing and collaborating with other 3rd through 5th grade peers. Participants will receive a link to the online class via email 24 hours before the start date.

K-2: Got Word Problems? Using Collaborative Environments to Support Thinking and Decision Making

Facilitator: Cristy Diaz
Date(s) of Class: Live and recorded for playback Wednesday, October 26, 2010
Time: 4:30 - 6:00 p.m.
Location: Online via Elluminate
Description: In this online interactive session, participants will view a variety of resources that can be used to support collaborative problem solving and decision making. Using provided technology resources, they will collaboratively experience problem solving with peers.
Participants will discuss the classroom management strategies of how to move students from working with structured templates to student created word problems and products. Participants will receive a link to the online class via email 24 hours before its start date.

**K-2: Look At Us All Together Sharing Silly Stories**

**Facilitator:** Cristy Diaz  
**Date(s) of Class:** Live and recorded for playback Wednesday, September 29, 2010  
**Time:** 4:30 - 6:00 p.m.  
**Location:** Online via Elluminate  
**Description:** In this online interactive course, participants will engage in conversation on how story structure and comprehension can be supported with technology resources. They will explore how to help students make the transition from using graphic organizers to the development of 21st century student created products. Participants will be presented with a variety of resources for differentiating learners and allowing them to select the best resource to support their knowledge and ability level. Participants will receive a link to the online class via email 24 hours before its start date.

**September/October PD in Your PJ's Series: Data Driven Decision-Making and Technology Integration**

**Facilitator:** Melodie Brewer  
**Date(s) of Class:**  
- Session 1: Standards-based web reading resources - September 23, 2010  
- Session 2: Standards-based web writing resources - October 7, 2010  
- Session 3: Standards-based web math resources - October 14, 2010  
- Session 4: Web-based Literacy and Numeracy in the Science and Social Studies Classroom - October 28, 2010  
**Time:** 6:30-7:30 p.m.  
**Location:** Online via Elluminate  
**Description:** Throughout this series, participants will analyze current student work samples and assessment data in various subject areas to identify and select areas of refinement based on AZ State standards, compare and contrast class data to grade level, school and district-wide data and identify trends and collaborate to find and evaluate web-based resources that can be used to increase engagement and student achievement in the selected areas. Participants will receive a link to the online class via email 24 hours before the start date.
November/December PD in Your PJ’s Series: Using 21st Century Approaches to Your Student’s Learning Styles

Facilitator: Melodie Brewer
Date(s) of Class:
Session 1: Addressing the visual/verbal learner with technology - November 4, 2010
Session 2: Addressing the musical learner with technology - November 18, 2010
Session 3: Addressing the intrapersonal and interpersonal learner with technology - December 2, 2010
Session 4: Addressing the logical/mathematical learner with technology - December 9, 2010
Participants may choose to attend as many sessions as they wish. Credit for session attendance will be granted after the entire series has taken place.

Time: 6:30-7:30 p.m.
Location: Online via Elluminate

Script, Shoot, Show... Math! (Grades 3-5)

Facilitator: Jonathan McMahon
Date(s) of Class: Live and recorded for playback December 8, 2010
Time: 6:00 - 7:30 p.m.
Location: Online via Elluminate
Description: In this online interactive class, participants will explore how students in grades 3-8, through the digital storytelling process can collaborate to create digital products that reinforce learned math concepts and then connect them to the real world.

Through this interactive webinar, teachers will have a chance to explore an effective and student friendly digital storytelling process within the focus of mathematics while discussing and collaborating with other 3rd through 5th grade peers. Participants will receive a link to the online class via email 24 hours before its start date.

Strengthening Functional, Expository and Persuasive Writing skills through Student Created Blogs and 21st Century Products (Grades 6-8)

Facilitator: Dave Beard
Date(s) of Class: Live and recorded for playback Wednesday, Sept. 29, 2010
Time: 4:30 - 5:30 p.m.
Location: Online via Elluminate
Description: In this online interactive class, participants will explore how student created blogs can work to continually strengthen the abilities of middle level (grade 6-8) students in the areas of functional, expository and persuasive text. These areas can be further strengthened through student created web 2.0 products that can be posted and commented on through blogs.

Through this interactive webinar, participants will have an opportunity to explore today’s most effective and student friendly tools while discussing and collaborating on Reading Strand 3 with other 6th-8th grade teacher peers. Participants will receive a link to the online class via email 24 hours before the start date.
NBPTS Classes

National Board Pre-Candidacy

Facilitators: Tim Rockey, Melissa Thibault, Tracey Oglesby
Date(s) of Class: August 19, September 9, October 14, November 4, December 9, 2010; January 13, February 10, March 10, and April 14, 2011
Times: 5:00 - 7:00 p.m.
Location: Valley Vista High School
Description: This class is for any Dysart teacher who is interested in being a National Board candidate within the next three years or is on the National Board Career Ladder track. Participants will learn the history, purpose and importance of the NBPTS, the process for National Board certification, and will personally evaluate readiness to undergo the process. In addition, participants will practice and model critical aspects of the process including video taping, analyzing student work, describing their teaching practice, analyzing practice, and reflecting upon teaching practice. Participants will also complete at least two model entries.

National Board Career Ladder Level Two

Facilitators: Tim Rockey, Melissa Thibault, Tracey Oglesby
Date(s) of Class: August 19, September 9, October 14, November 4, December 9, 2010; January 13, February 10, March 10, and April 14, 2011
Times: 5:00 - 7:00 p.m.
Location: Valley Vista High School
Description: This class is for any Dysart teacher who is interested in being a National Board candidate and has completed level one on the National Board Career Ladder track. Participants will practice and model critical aspects of the process including video taping, analyzing student work, describing their teaching practice, analyzing practice, and reflecting upon teaching practice. Participants will also complete at least three model entries and/or complete the National Board "Take One" process.

National Board Candidacy Facilitation

Facilitator: Tim Rockey, Melissa Thibault, Tracey Oglesby
Date(s) of Class: August 19, September 9, October 14, November 4, December 9, 2010; January 13, February 10, March 10, and April 14, 2011
Times: 5:00 - 7:00 p.m.
Location: Valley Vista High School
Description: This class is for any teacher who is a National Board candidate. Participants will work together through Cognitive Coaching and facilitation strategies to complete National Board Candidacy towards the National Board of Professional Teaching Standards Certification.

Gifted

Enhancing Your Classroom Discussions Using Socratic Seminar
Facilitators: Vicky Rodriguez, JoMarie Russo-Prunier, Kathy Schooler
Date(s) of Class: November 18, 2010
Times: 4:30 - 6:00 p.m.
Location: District Office (Room TBD)
Description: Participants will understand and personally experience a Socratic Seminar discussion. In addition, participants will develop and share a Socratic Seminar lesson.

Using Data to Create Small Groups for Instruction for High Achievers and Gifted Students (Please bring laptop)

Facilitators: Vicky Rodriguez, JoMarie Russo-Prunier, Kathy Schooler
Date(s) of Class: September 30, 2010
Times: 4:30 - 6:00 p.m.
Location: District Office (Room TBD)
Description: Participants will use data to form small groups for high achievers and gifted students. They will learn about management of small groups and student accountability. Instructional compacting and creating rigor in small group instruction will be highlighted. Participants will be given templates (extension menus, centers, and independent practice) to use when creating small groups. The "I Do", "We Do", "You Do" strategy will be utilized.

**Student Conferencing**

Effective Student Conferencing to Promote Academic Progress

Facilitators: Veronica Vasquez, Lisa Gura, Denella Rose
Date(s) of Class: November 4, 2010
Times: 4:30 - 6:30 p.m.
Location: TBD
Description: This class will offer teachers tools to efficiently and effectively conference with students in efforts to reflect on their academic progress. Participants will learn ways to discuss academic success with their students, establish student goals and develop a relationship which promotes support and academic achievement.

**AVID**

Advancement Via Individual Determination (AVID) - Teacher & Coordinator Training

Facilitators: Tim Rockey
Date(s) of Class: September 9, October 14, November 4, December 9, 2010 and January 13, February 10, March 10, April 14, 2011
New Teacher Support

STEP Training - Early Release K-8 schools

Facilitators: Instructional Growth Teachers
Date(s) of Class: August 25, September 29, October 27, November 17, December 15, 2010 and January 26, February 23, March 30, April 27 and May 11, 2011
Times: 3:45 - 5:00 p.m.
Location: Support Facilities Building - Training Room 1
Description: These seminars occur throughout the school year and focus on content and skills that support the K-8 new-to-the-profession teacher.

STEP Training - Late Release K-8 schools

Facilitators: Instructional Growth Teachers
Date(s) of Class: August 25, September 29, October 27, November 17, December 15, 2010 and January 26, February 23, March 30, April 27 and May 11, 2011
Times: 4:15 - 5:30 p.m.
Location: Support Facilities Building - Training Room 2
Description: These seminars occur throughout the school year and focus on content and skills that support the K-8 new-to-the-profession teacher.

STEP Training - High Schools

Facilitators: Instructional Growth Teachers
Date(s) of Class: August 25, September 29, October 27, November 17, December 8, 2010 and January 26, February 23, March 30, April 27 and May 11, 2011
Times: 2:45 - 4:00 p.m.
Location: Valley Vista High School Media Center
Description: These seminars occur throughout the school year and focus on content and skills that support the High School new-to-the-profession teacher.
AGENDA ITEM:  *Out of State Travel for Fifty Dysart High School Band/Choir Club Members, Two Teachers and Four Parent Chaperones to Attend the Band/Choir Spring Turn-Around Trip to Anaheim, CA, March 12-13, 2011

Action/Consent  X  Action/Discussion  ____  Information  ____  Supporting Data  ____

Policy Reference:  IJOA, EEB-R  Cost:  $6,200.00  Funding Source:  Students Club Account

EXECUTIVE SUMMARY:

WHO:  Fifty Dysart High School Choir and Band Club members, two teachers (Mr. Clark and Ms. Wagher) and four volunteer parent chaperones.

WHAT:  Band/Choir Spring Turn-around Trip

WHERE:  Disneyland, Anaheim, CA

WHEN:  March 12-13, 2011

WHY:  At the park, students will have the unique opportunity to explore various applications of music including a 3D music show and New Orleans Jazz. They will also be asked to analyze musical selections and identify how that style/genre of music fits with the theme that is being emulated in the event (i.e. “Why was that style of music selected? Did that music add or distract from the overall environment? How did that musical selection make you feel and why?”). Students will be able to experience professional marching bands and will be asked to evaluate the performances of the professional groups. The trip would also further the development of unity and teamwork within the groups and add an element of recruitment and retention for current and future school years.

COST:  The estimated cost of $6,200.00 includes park entry fees and turn-around trip transportation via charter bus. Students will pay for their own meals.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the out of state travel of fifty Dysart High School Choir/Band Club members, two teachers, and four parent chaperones to attend the Band/Choir Club turn-around trip to Anaheim, CA, March 12-13, 2011.

SUBMITTED BY:  cmiller  SUPERINTENDENT:  __________
ACTION BY BOARD:  Motion:  ______  Second:  ______  Vote:  ______  AGENDA ITEM:  __________
AGENDA ITEM:  *Overnight Travel for Six Dysart High School Family, Career and Community Leaders of America (FCCLA) Student Members and One Advisor to Attend the 2010 Fall Leadership Training Camp in Prescott, AZ, September 20-22, 2010

Action/Consent  X  Action/Discussion  ___  Information  ___  Supporting Data  ___

Policy Reference:  IJOA, EEB-R  Cost:  $1,150.00  Funding Source:  West-MEC and FCCLA Funds

EXECUTIVE SUMMARY:

WHO:  Six Dysart High School FCCLA female student members and Advisor, Ms. Michelle Sciame

WHAT:  The 2010 Arizona FCCLA Fall Leadership Training Camp

WHEN:  September 20-22, 2010

WHERE:  Prescott, AZ

WHY:  The Arizona FCCLA Fall Leadership Training Camp is designed to provide training for chapter officers as they plan for the new school year.

COST:  The approximate cost of $1,150.00 includes housing, meals and transportation. FCCLA funds will pay the transportation fees (campus white bus). West-Mec funding will pay for the advisor fees, student fees, and the cost of substitutes.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the overnight travel of six Dysart High School Family, Career and Community Leaders of America (FCCLA) students and one advisor to attend the 2010 Arizona FCCLA Leadership Camp in Prescott, AZ, September 20-22, 2010.

SUBMITTED BY:  [Signature]  SUPERINTENDENT:  [Signature]

ACTION BY BOARD:  Motion:  _____  Second:  _____  Vote:  _____  AGENDA ITEM:  ___
AGENDA ITEM: *Overnight Travel for Twelve Valley Vista High School Distributive Education Clubs of America (DECA) Student Members and Two Advisors to Attend the 2010 DECALympics Leadership Camp in Heber, AZ, September 24-26, 2010

Action/Consent [X] Action/Discussion [ ] Information [ ] Supporting Data [ ]

Policy Reference: IJOA, EEB-R Cost: $2,500.00 Funding Source: DECA Funding

EXECUTIVE SUMMARY:

WHO: Twelve Valley Vista High School DECA student members and two Advisors, Mrs. Tabitha Sloan, and Mr. Willie Walker.

WHAT: The 2010 DECALympics Leadership Camp

WHEN: September 24-26, 2010

WHERE: Heber, AZ

WHY: Decalypics is an exclusive leadership retreat specifically designed for Chapter Officers.

COST: The approximate cost of $2,500.00 includes housing, meals and transportation. DECA funds will pay the transportation fees (campus white bus). West-MEC will pay for the advisor fees, student fees, and the cost of substitutes.

BOARD ACTION REQUESTED:
It is recommended the Governing Board approve the overnight travel of twelve Valley Vista High School Distributive Education Clubs of America (DECA) students and two advisors to attend the 2010 DECALympics Leadership Camp in Heber, AZ, September 24-26, 2010.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 10
AGENDA ITEM: *Approval of the Photography Club at Valley Vista High School

Action/Consent X Action/Discussion ___ Information ___ Supporting Data ___

Policy Reference: JJA Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

WHO: Membership in the organization shall be available for any Valley Vista High School student interested in the Photography Club.

WHAT: The name of this organization shall be the Photography Club.

WHEN: The regular meetings of this organization shall be no less than twice a month during the regular school year on the days designated by the Executive Committee and approved by the officers.

WHERE: Valley Vista High School

WHY: The purpose of the Photography Club is to promote a positive attitude about photography and to encourage students to be successful in all areas of photography and to provide opportunities to create, explore, and display artwork within the community.

COST: No Cost

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the Photography Club at Valley Vista High School.

Submitted by: [Signature]

Superintendent: [Signature]

Action by Board: Motion: _____ Second: _____ Vote: _____ Agenda Item: 11
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: *Approval of the Science Club at Valley Vista High School

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Policy Reference: JJA  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

WHO: Membership in the organization shall be open to any student interested in science.

WHAT: The name of this organization shall be Science Club.

WHEN: The regular meetings of this organization shall be held monthly during the regular school year on days designated by the Executive Committee and approved by the officers.

WHERE: Valley Vista High School

WHY: The purpose of this organization shall be to support the sciences and offer enriching opportunities to students.

COST: No Cost

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the Science Club at Valley Vista High School.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 12
AGENDA ITEM: *Approval of the Shadow Ridge High School Track and Field Club

Action/Consent X  Action/Discussion  Information  Supporting Data

Policy Reference: JJA  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

WHO: Any Shadow Ridge High School student interested in challenging themselves.

WHAT: Track and Field Club at Shadow Ridge High School

WHEN: Meetings monthly and weekly during season

WHERE: Gym/Track

WHY: To promote growth of the Track and Field program. The club will involve students in fundraisers for team morale, pride and other team needs.

COST: No cost

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the Shadow Ridge High School Track and Field Club.

SUBMITTED BY:  SUPERINTENDENT:  
ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM:
AGENDA ITEM: *Recommendation to Approve Submittal of School Facilities Board Annual Reports

Action/Consent   X   Action/Discussion   ___   Information   ___   Supporting Data   ___
Policy Reference:   FA   Cost:   N/A   Funding Source:   N/A

EXECUTIVE SUMMARY:

In compliance with the regulations of Arizona School Facilities Board, the Dysart Unified School District Governing Board must approve submittal of the following annual reports:

- Square Footage Reports
  Building Preview Report
  New Square Footage Report
  Relocated Portables
- Classroom Space Report
- Renovation Report
- Preventative Maintenance Report
- Three-Year Building Renewal Plan
- Fiscal Year 2009 Capital Plan
  Student Population Update
  New Construction Project Request
  Local Funds Construction Report
  Residential Development Update
- Expenditure Reports
  Building Renewal Fund Annual Report
  New School Facilities Fund Annual Report

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the submittal of annual reports to the Arizona School Facilities Board.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 14
AGENDA ITEM: *Approval/Ratification of Expense Vouchers 1075, 1076, 1004 and 1005 in the Amount of $2,202,091.79

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Policy Reference: DK Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

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TOTAL $2,202,091.79

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve/ratify expense vouchers 1075, 1076, 1004 and 1005 in the amount of $2,202,091.79.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 15
DYSART UNIFIED VOUCHER

Voucher No: 1075  Voucher Date: 08/05/2010  Prepared By: J. COCHRAN 8/5/10

Printed: 08/05/2010 07:20:57 AM

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $42,512.20 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2009 to June 30, 2010 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on ______________ (A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on ______________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER  PRESIDENT

APRIL ALLEN  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JERRY EYNON  MEMBER

DYSART UNIFIED

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DYSART UNIFIED VOUCHER

Voucher No: 1076  Voucher Date: 08/12/2010  Prepared By:

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $27,506.85 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2009 to June 30, 2010 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: was approved at a public meeting of the governing board on (A.R.S. 15-304), or will be ratified at the next regular or special meeting of the governing board on in accordance with the procedures of A.R.S. 15-321. All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER  PRESIDENT

APRIL ALLEN  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JERRY EYNON  MEMBER

DYSART UNIFIED

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DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $1,762,703.56 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2010 to June 30, 2011 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: _____ was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER  PRESIDENT

APRIL ALLEN  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JERRY EYNON  MEMBER

DYSART UNIFIED

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DYSART UNIFIED VOUCHER

Voucher No: 1005  Voucher Date: 08/12/2010  Prepared By: C. Cochran / 8/12/10

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $369,369.18 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2010 to June 30, 2011 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321. All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER  PRESIDENT

APRIL ALLEN  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JERRY EYNON  MEMBER

DYSART UNIFIED

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$369,369.18
AGENDA ITEM: *Approval/Ratification of Payroll Vouchers 6, 7386, 7 and 7387 in the Amount of $3,961,981.18

Executive Summary:

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<td>08-13-2010</td>
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Board Action Requested:

It is recommended that the Governing Board approve/ratify payroll vouchers 6, 7386, 7 and 7387 in the amount of $3,961,981.18.

Submitted by: [Signature]

Superintendent: [Signature]
DYSART UNIFIED VOUCHER

Voucher No: 6  Voucher Date: 08/20/2010  Prepared By:

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $189,231.44 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2010 to June 30, 2011 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, that teachers, substitute teachers and administrators whose salaries are claimed herein are legally certified during the fiscal year covering this pay period and that the services herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on __________(A.R.S. 15-304), or X will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER  PRESIDENT

APRIL ALLEN  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JERRY EYNON  MEMBER

DYSART UNIFIED

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$189,231.44
DYSART UNIFIED VOUCHER

Voucher No:    7386       Voucher Date:    08/16/2010       Prepared By:    

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $3,762,048.26 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2010 to June 30, 2011 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim:    was approved at a public meeting of the governing board on    (A.R.S. 15-304), or    will be ratified at the next regular or special meeting of the governing board on    in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER    PRESIDENT

APRIL ALLEN    CLERK

CHRISTINE PRITCHARD    MEMBER

BONNIE SCHROADER    MEMBER

JERRY EYNON    MEMBER

DYSART UNIFIED

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DYSART UNIFIED VOUCHER

Voucher No:  7      Voucher Date: 08/13/2010      Prepared By:

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $6,895.52 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2010 to June 30, 2011 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, that teachers, substitute teachers and administrators whose salaries are claimed herein are legally certified during the fiscal year covering this pay period and that the services herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on ______________(A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER      PRESIDENT

APRIL ALLEN      CLERK

CHRISTINE PRITCHARD      MEMBER

BONNIE SCHROADER      MEMBER

JERRY EYNON      MEMBER

DYSART UNIFIED

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$6,895.52
DYSART UNIFIED VOUCHER

Voucher No: 7387       Voucher Date: 08/13/2010       Prepared By: 

Printed: 08/13/2010 02:20:42 PM

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $3,805.96 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2010 to June 30, 2011 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: was approved at a public meeting of the governing board on (A.R.S. 15-304), or will be ratified at the next regular or special meeting of the governing board on in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

JENNIFER TANNER       PRESIDENT

APRIL ALLEN           CLERK

CHRISTINE PRITCHARD   MEMBER

BONNIE SCHROADER      MEMBER

JERRY EYNON           MEMBER

DYSART UNIFIED

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$3,805.96
AGENDA ITEM: Recommendation to Approve the Appointment of Prevention Coordinator

Policy Reference: GCF  
Cost: N/A  
Funding Source: Grant Fund 377

EXECUTIVE SUMMARY:

Administration is proud to present a recommendation for the position of Prevention Coordinator. Mr. Gregory Copeland is being recommended for the position.

Mr. Copeland received his Master’s degree in Educational Leadership from Regent University. Mr. Copeland has six (6) years of experience as a High School Teacher, five (5) years experience as a Program Coordinator/Program Specialist for Tucson Unified School District and three (3) years of experience as a School Improvement Coach/Education Program Specialist for the Arizona Department of Education. Mr. Copeland will receive a salary and benefits commensurate with the position, his education and experience. Mr. Copeland’s résumé is attached for Board consideration and review.

A comprehensive selection process was used to identify Mr. Gregory Copeland for this position. The staff were presented with information about the selection process. The position was posted internally and externally for a sufficient length of time for candidates to apply. A pool of qualified candidates was determined through a screening of application materials and references. The candidates were interviewed by a team consisting of Jan Fellow, Counselor; Michelle Bohon, Counselor; Jeri Renyier, Counselor; Laura Linderman, Counselor; Cathie Sylvester, 9-12 Assistant Principal, Linda Streeter, Director, and Sheila Argeris, Director. Consideration was also given to each candidate’s years of related leadership experience, teaching experience, professional training and education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the appointment of Mr. Gregory Copeland as the Prevention Coordinator.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 17
Gregory Dion Copeland, Sr.

QUALIFICATIONS

➢ Proficient in district and school level policy implementation and data driven decision-making practices

➢ In-depth knowledge of NCLB and AZLEARNS statutes, policies, and processes

➢ Extensive knowledge level of Arizona and Virginia state standards and research-based instruction

➢ Proficient in Federal/State/District policy, regulations, and statutes pertaining to Arizona educational system

➢ Able to interpret various federal regulations and all Arizona School Board Association policies

➢ Proficient in report preparation and compilation; for several years, have compiled school and district level monthly, quarterly, and yearly reports

➢ Trainer – proficient in professional development training of staff at all grade levels Also possess strong communication skills

➢ Problem solver: able to communicate and collaborate with diverse ethnic and economic groups

➢ Proficient in assessing and developing professional develop for administrators and school staff

PROFESSIONAL OBJECTIVE:
To seek a position an instructional/school improvement leader in a setting that would positively impact student learning outcomes, using research based and data-driven educational strategies and programs.

WORK HISTORY:
2007 – Present School Improvement Coach /Education Program Specialist
Arizona Department of Education, School Improvement and Effectiveness Division
➢ Provide on-going technical assistance and direction to LEAs and schools that are identified in improvement
➢ Review principal-submitted school improvement plans for deficiencies.
➢ Provide school leadership professional development in assessed areas of needs
➢ Develop and facilitate multi-district and multi-school improvement informational and professional development workshops
➢ Review and approve all assigned district and school level school improvement grant applications
Guide the school improvement plan development and revision at district and school level
Conduct school meetings to assess and direct school leadership in improvement efforts
Conduct school walkthroughs to develop instructional, climate and culture, and leadership strategies for school improvement
Assist in the development and review of Arizona School Improvement Plans
Facilitate instructional practices assessment at school sites
Assist in curriculum review at schools and districts in improvement
Approve NCLB side of Arizona School Improvement Plan
Review assessment and determination data with district and school leaderships
Assist districts and schools in evaluating educational research and methodologies that meet the address their improvement needs

Supervisor: Douglas Price, PhD  Phone no. 480-280-2757

2006–2007  School Improvement Ombudsman/Program Specialist
Tucson Unified School District, School Improvement

- Compliance audit of Title I principals
- AZLEARNS and NCLB compliance and policy interpretation
- Liaison for Arizona Department of Education AZLEARNS and NCLB intervention and improvement division
- Review principal-submitted school improvement plans for deficiencies.
- Project manager for school reorganization.
- Ombudsman/Liaison for School Improvement Department
- Walkthrough evaluation of needs improvement schools
- Assessment articulation of walkthrough schools
- Monitor schools' meaningful access compliance
- Meet with failing schools' principals to provide directional advice
- Serve on the International Baccalaureate Committee
- Participated in discipline hearings of refugee students
- Audit instructional coaches monthly meetings
- School Improvement Site Restructuring Team Chairperson
- Review of district's Title I compliance procedures
- Interview failing school staff on needs assessment perspectives
- Meet with various assistant superintendents and principal coaches to coordinate district level programs
- Curriculum and instructional review for schools in improvement
- Master schedule development assistance
- Compliance monitoring and design assistance of a Title I schools' School Wide Plan
- Compliance monitoring of Arizona School Improvement Plan
- Assist in Language Acquisition Department's in compliance process

2002–2006  Program Coordinator/Academy Administrator/Program Specialist
Tucson Unified School District, Ethnic Studies

- Coordinate and access student services and career training for the high school with district departments and community agencies
- Work as a liaison between students, parents, teachers, and administration
- Directed and supervised the Summer School and Holiday Academies for the department.
Coordinated teachers, students, and staff for the academies.
Directed curriculum focus for academies
Directed discipline for academy students
Ombudsmen liaison for discipline actions to parents of students in the academies and department
Managed facility operations
Compiled and presented final reports, as well as, audited and submitted grades for students
Oversight of academy budget and requisitions
Taught at academies: year round Drivers Ed, Physical Ed, under supervision of department director
Team-taught English, ninth through tenth grade levels, for three years in the Native-American Academies.

1994 – 2002  
**Teacher on Assignment/Program Specialist**

**Tucson Unified School District, Catalina HS/Rincon HS**

- Designed, implemented, and supervised Mentor/Tutor Program for African, Native and Hispanic-American, as well as, special education high school students
- Coordinated and accessed student services and career training for the high school with district departments and community agencies
- Worked as a liaison between students, parents, teachers, and administration
- Recruited and in-serviced, all mentor/tutors from Pima Community College and the University of Arizona
- Made and maintained budgetary decisions for programs. Supervise employees
- Coordinated crisis intervention team
- Coordinated discipline of students in mentor programs
- Taught Reading Literacy for English elective credit for three years to special education and general education students
- Created procedures for gathering and analyzing student data for the purposes of generating comprehensive reports monthly, quarterly, and yearly
- Advocated parent and student concerns
- Liaison between district, school, parent, student, community policy implementation
- Directed budgets for various school programs
- Coordinated facilities rental with school, business manager and sports associations.
- Taught Life Management classes for general high school elective for five years as part of the mentoring program participation requirement
- Implemented an anti-drug student incentive program for Catalina High School through the Chemical Abuse Prevention District Grant funds
- Coordinated and directed activities of dropout prevention specialist and community representative
- Oversight of chemical abuse and troubled behavior teen programs and groups
- Taught Bridge Prep class at Townsend Middle School

**Summer-2000  Coordinator, Pima County Youth Opportunity Grant, Catalina Division**

- Designed and oversaw an eighth and ninth grade summer transition and immersion for the block grant area identified students
- Selected students and in-take processing for the program
- Student counseling and discipline
Facilitated goal setting workshops
Administered student program discipline

EDUCATION:
Real Estate, University of Arizona
Masters in Education, Education Leadership,
Finance, University of Arizona
Regent University

CERTIFICATIONS AND ENDORSEMENTS:
Principal K-12
Full Structured English Immersion

ADDITIONAL TRAININGS:
Coaching Leaders to Attain Student Success
Blended Coaching
L to J Trainings
Marzano Trainings
Observing and Analyzing Teaching
Research for Better Teaching
RTI Training
Turnaround Process Training

SOFTWARE KNOWLEDGE:
MS Office, MS Word, MS Excel, Word Perfect, MS Publisher, Power Point, PDA,
SONORA, MOJAVE, People Soft

AFFILIATIONS AND AWARDS:
(Past and Present)
Advisory Committee for Project Accept
Alpha Phi Alpha Go to High School/Go to College Committee
Arizona Association of School Administrators
Arizona Association of School Business Managers
Association for Supervision and Curriculum Development
Beyond Flight Arizona Refugee Conference Attendee
Coalition of Black Educators
International Mentoring Association
National Association of Secondary School Principals
Tucson Unified School District Native-American Advisory Council
Our-Town Mediation and Crisis Intervention Training
Strategies for Preventing Youth Suicide Training
Tucson Unified School District Internship Program
Tucson Unified School District Multicultural Curriculum Committee
Tucson Unified School District Refugee Task Force Committee
Tucson Unified School District Superintendent's Staff Honor Roll
Tucson Unified School District/ University of Arizona/Pima Community College
Educational Steering Committee
Tucson Unified School District International Baccalaureate Committee
University of Arizona Dr. Martin Luther King Distinguished Leadership Award
Recipient
University of Arizona Leadership Academy

REFERENCES:
Will provide references upon request
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM:  *Recommendation to Approve Revision of the Student Discipline Procedures Regarding the Use of Electronic Devices in Alignment with the 2010-2013 District Education Technology Plan

Action/Consent  X  Action/Discussion  ___  Information  ___  Supporting Data  X

Policy Reference: JA, JIC & JK  Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

In an effort to most effectively meet the goals outlined in Goal 3.B of the Strategic Plan – Theme 3 Exceeding Standards, Future Ready and the District Education Technology Action Step 8.3.8 Infrastructure – Access:

Support national technology plan step 4.2 which states, "Ensure every student has at least one Internet access device and software resources for research, communication and multimedia content creation, and collaboration for use in and out of school" by combining district provided devices with the accessibility of student's personal Internet enabled devices. Design professional development for teachers to ensure students have the skills to properly leverage the power of their student's personal devices. Design professional development to be delivered to E3 Lead teachers by spring 2011 with classes open to all teachers beginning fall 2011.

Administration is recommending approval of the proposed revisions to the Student Discipline Procedures related to the use and definition of and consequences for electronic devices. A redlined copy of the proposed revisions to the discipline procedures is included for Governing Board review and consideration.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the revision of the Student Discipline Procedures with regards to the use of electronic devices in alignment with the 2010-2013 District Education Technology Plan.

SUBMITTED BY:  [Signature]  SUPERINTENDENT:  [Signature]

ACTION BY BOARD:  Motion:  ___  Second:  ___  Vote:  ___  AGENDA ITEM:  ___
Student & Parent Handbook/Discipline Procedures

Acknowledgements and Verification

By signing this page, you are acknowledging and verifying that you have received, and take the responsibility to review with your child, the documents referenced below which can be found in this handbook, including without limitation, the district’s policy on directory information (FERPA), school bus privileges, due process and dress code.

This form must be returned to each child’s school within 10 days.

Parent Name (printed): ___________________________ Student Name: ___________________________

Student ID Number or Teacher: ___________________________ Student Grade: ___________________________

Parent Signature: ___________________________ Date: ___________________________

Discipline Procedures – Discipline Expectations and Consequences

As a parent in the Dysart Unified School District, you have the right to a quality education for your children. To make sure that every student enjoys that right, the district has established procedures regarding disruptive behavior. The procedures for student responsibilities are designed to create an orderly environment that is safe for all students and staff. The rules are reasonable and fair, and they are the same at each school. We ask that you carefully read the infractions and consequences. The Dysart Unified School District #89 has severe consequences for drugs, weapons or threatening behavior. Any such act may result in a recommendation for long-term suspension or expulsion. Some infractions may result in a referral to a local law enforcement agency, in addition to school consequences, such as suspension or expulsion.

_________________________ ___________________________
Signature of Parent Date

_________________________ ___________________________
Signature of Student Date

Please Note: Federal privacy laws prohibit the district from naming students involved in disciplinary actions and from revealing the consequences of those actions to the parents of other students.

Technology Use Agreement Electronic Information Services User Agreement

Your signature below acknowledges and verifies that you have received, and take responsibility to review with your child, the section entitled Electronic Information Services User Agreement.

_________________________ ___________________________
Signature of Parent Date

_________________________ ___________________________
Signature of Student Date
ELECTRONIC DEVICES

If a student and his/her parent decides it is important for the student to bring cell phones or other electronic devices (see definition) to school, please remember:

1. The District is NOT responsible for the loss, damage and/or theft of any of these types of devices.

2. These items must be in the off position and not be displayed for use during the entire school day from bell to bell, unless otherwise directed by a staff member for instructional purposes or for use as a guided instructional resource.

3. Misuse of electronic devices may result in consequences in addition to confiscation of the device.

4. Disciplinary consequences will be assigned to any student who is in violation, in any way, related to electronic devices of the Electronic Information Services User Agreement.

SAFETY CONCERNS

Rollerblades, skateboards, scooters, go-peds, etc., are prohibited on all Dysart Unified School District campuses. Schools will not store them. Students are expected to follow all local laws when traveling to and from school and are encouraged to wear appropriate safety equipment.

GANGS

Gangs that initiate, advocate or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. A Gang is an activity or affiliation of an ongoing, loosely organized association of two or more persons, whether formal or informal, that has a common name, signs, symbols or colors, and whose members engage, either individually or collectively, in gang activity. The use of hand signals, graffiti, pictures, drawings, etc., or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the district’s position that such activities and dress also present a clear and present danger to other district students and to district staff members.

Any activity involving initiation, hazing, intimidation, assault or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited.

Any student wearing, carrying or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to disciplinary action.
Drug Paraphernalia includes any apparatus or equipment used, or capable of being used, in absorbing or consuming a drug.

Electronic Devices include cell phones, pagers, hand-held computers, media players or other electronic items. These may not be used from the point students arrive on school grounds until the time they exit the school grounds. These items must be in the off position and not be displayed for use during the school day from bell to bell, unless otherwise directed by a staff member for instructional purposes or for use as a guided instructional resource. The District is not responsible for the loss, damage and/or theft of any of these types of devices.

Endangerment is recklessly or intentionally creating a risk of injury or imminent injury or death to another or posing a threat to the health, safety and/or welfare of students, staff or others. Consequence depends on the potential severity of harm by either directly/indirectly, acting as an accessory to a serious violation.

Expulsion is the permanent removal of a student from school and district. Expulsion requires action by the Governing Board.

Extortion is the act of knowingly obtaining or seeking to obtain property or services, or causing or seeking to cause another to act in a manner, by means of a threat to do any of the following: (1) cause physical injury; (2) cause damage to property; (3) engage in illegal conduct; or (4) make false accusations.

Fighting is when two or more persons engage in any violence toward each other in an angry or quarrelsome manner. (Note: refer to Page 8 for conditions of self-defense)

Firearm is any weapon that is designed to (or may be readily converted to) expel a projectile by an explosive, or by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, firearms or similar devices designed to explode and capable of causing bodily harm or property damage.

 Forgery/Falsification is the act of falsely or fraudulently marking or altering a document or a verbal, written or electronic communication, or any verbal or written communication that is intentionally false or fraudulent (i.e., dishonesty or lying).

 Gambling is to risk money or anything of value on the outcome of anything involving chance.

Gang Activity is an activity or affiliation of an ongoing loosely organized association of two or more persons, whether formal or informal, that has a common name, signs, symbols or colors, and whose members engage, either individually or collectively, in gang activity.

Harassment is the persistent or repeated annoying or tormenting of another.

Hate/Bias Related Incidents is any written, oral, physical or electronic communication that one could reasonably conclude was motivated, in whole or in part, by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. Examples of bias/hate related incidents include age, ancestry or ethnicity, disability, economic status, gender, height or weight, immigration or citizenship status, marital status, race, religion or religious practices, or sexual orientation.

Hazing is any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, committed in connection with an initiation into an affiliation or membership in any organization, that is affiliated with an educational institution or when the act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.
### DISCIPLINE PROCEDURES - GRADES K-2

<table>
<thead>
<tr>
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<th>1&lt;sup&gt;st&lt;/sup&gt; Offense</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Offense</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Offense</th>
</tr>
</thead>
</table>
| *Drugs (distribution and/or sale) | • One (1) Day Susp.  
• Three (3) Day Susp. | • Five (5) Day Susp.  
• Ten (10) Day Susp. | | |
| *Drug/Tobacco Paraphernalia | • One (1) Day Susp.  
• Three (3) Day Susp. | • Five (5) Day Susp.  
• Ten (10) Day Susp. | | |
| Electronic Devices       | • Confiscation  
• Student Pick-Up  
• Notify Parent/conf. | • Confiscation  
• Parent Pick-Up  
| Detention                | | • Confiscation  
| Detention                | | | |
| *Endangerment            | • Notify Parent  
• Detention  
• One (1) Day Susp. | • Three (3) Day Susp.  
• Five (5) Day Susp.  
• Ten (10) Day Susp. | | |
| *Extortion               | • One (1) Day Susp.  
• Three (3) Day Susp. | • Three (3) Day Susp.  
• Five (5) Day Susp.  
• Ten (10) Day Susp. | | |
| *Fighting                | • One (1) Day Susp. | • Five (5) Day Susp.  
• Ten (10) Day Susp.  
• Long-Term Susp. | | |
| Note: Please refer to section on Student and Staff Self Defense | | | |
| *Forgery/Falsification   | • Notify Parent  
• Detention  
• One (1) Day Susp. | • Three (3) Day Susp. | • Three (3) Day Susp. | |
| *Hate/Bias Related Incidents | • Conference  
• Notify Parent | • Conference  
| Detention                | | | One (1) Day Susp. | |
| Horseplay/Roughhousing   | • Conference  
• Notify Parent  
• Detention | • Detention  
• One (1) Day Susp. | • One (1) Day Susp.  
• Three (3) Day Susp. | |
| Instigation              | • One -Three (1-3) Day Susp. | • Three - Five (3-5) Day Susp. | • Five - Ten (5-10) Day Susp. | |
| *Leaving Campus without Authorization/Unauthorized Absence/Truancy | • Notify Parent  
• Conference  
• Detention | • Detention  
• One (1) Day Susp. | | One (1) Day Susp. | |
| *Other Firearm  
• mandatory TAT | • Up to Five (5) Days Susp. | • Up to Ten (10) Day Susp. | | Long-Term Susp. |
| Physical Aggression      | • Conference  
• Notify Parent  
• Detention | • Detention  
• One (1) Day Susp. | • Three (3) Day Susp.  
• Five (5) Day Susp. | |
| Public Display of Affection | • Warning  
• Conference | • Parent Conference  
| Detention                | | | Parent Conference  
| Detention                | | | | |
| *Sale or Distribution of Dangerous Instruments  
• possible TAT | • Notify Parent  
• Detention  
• One (1) Day Susp. | • One (1) Day Susp.  
• Three (3) Day Susp.  
• Five (5) Day Susp. | | |
| Sale or Distribution of Personal Property | • Confiscation  
• Parent contact/Conf.  
• Detention | • Confiscation  
• Parent contact/Conf.  
• Detention  
• One (1) Day Susp.  
• Three (3) Day Susp. | | |

**Note:**
- An underlined infraction indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension.
- An asterisk (*) indicates that a police report may be filed.
- **An administrator may choose any or all of the consequences for any infraction.**
- TAT = Threat Assessment Team
- The principal is the highest level of appeal for a suspension of 10 days or less.
- Student may participate in a district approved diversion program to reduce suspension.
# Discipline Procedures - Grades 3-6

<table>
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<th>1&lt;sup&gt;st&lt;/sup&gt; Offense</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Offense</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Offense</th>
</tr>
</thead>
</table>
| *Aggravated Assault  
  • mandatory TAT      | • Five (5) Day Susp.  
  • Ten (10) Day Susp.  | • Ten (10) Day Susp.  
  • Long-Term Susp.    | • Long-Term Susp.  
  • Expulsion          |
| *Alcohol (use and/or possession) | • Five (5) Day Susp.  
  • Ten (10) Day Susp. | • Ten (10) Day Susp.  
  • Long-Term Susp.    | • Long-Term Susp.  
  • Expulsion          |
| *Alcohol (distribution and/or sale) | • Five (5) Day Susp.  
  • Ten (10) Day Susp. | • Ten (10) Day Susp.  
  • Long-Term Susp.    | • Long-Term Susp.  
  • Expulsion          |
| *Arson  
  • possible TAT       | • Ten (10) Day Susp.  
  • Long-Term Susp.    | • Long-Term Susp.  
  • Expulsion  
  • Restitution        | • Long-Term Susp.  
  • Expulsion          |
| *Assault  
  • possible TAT       | • Three (3) Day Susp. | • Five (5) Day Susp.  
  • Ten (10) Day Susp. | • Ten (10) Day Susp.  
  • Long-Term Susp.    |
| Bullying          | • Five (5) Day Susp. | • Ten (10) Day Susp. | • Long-Term Susp. |
| *Bus Misconduct  
  Note: In addition to suspension of bus riding privileges, depending on the infraction, normal school consequences also apply. | • Parent Contact  
  • Warning  
  • One - Three (1-3) Day Susp. | • Parent Contact  
  • Five - Ten (5-10) Day Susp. | • Parent Contact  
  • Up to Nine Weeks Susp.  
  • Complete Loss of Bus Riding Privileges |
| Cheating or Plagiarism | • Notify Parent  
  • Loss of Credit for Assignment | • Three (3) Day Susp.  
  • Loss of Credit for Assignment | • Loss of Credit for Assignment |
| *Dangerous Instruments/Devices  
  • possible TAT       | • Five (5) Day Susp.  
  • Ten (10) Day Susp. | • Ten (10) Day Susp.  
  • Long-Term Susp.    | • Long-Term Susp.  
  • Expulsion          |
| *Death Threat  
  • mandatory TAT       | • Up to Ten (10) Day Susp. Pending TAT  
  • Long-Term Susp.    | • Ten (10) Day Susp.  
  • TAT  
  • Expulsion          | • Ten (10) Day Susp.  
  • Long-Term Susp.    |
| *Disorderly Conduct | • Three (3) Day Susp. | • Five (5) Day Susp. | • Ten (10) Day Susp. | • Long-Term Susp. |
| *Disrespect/Defiance/Insubordination | • Conference  
  • Detention         | • One (1) Day Susp.  
  • Three (3) Day Susp. | • Five (5) Day Susp.  
  • Ten (10) Day Susp.  
  • Long-Term Susp.    | 
| Disruption        | • Conference  
  • Detention         | • One (1) Day Susp.  
  • Three (3) Day Susp. | • Five (5) Day Susp.  
  • Ten (10) Day Susp.  
  • Long-Term Susp.    | 
| Dress Code Violation | • Change Clothes  
  • Call to Parent  
  • Conference  
  • One (1) Day Susp. | • Change Clothes  
  • Detention  
  • Conference  
  • One (1) Day Susp. | • Change Clothes  
  • One (1) Day Susp.  
  • Three (3) Day Susp. |
| *Drugs (use and/or possession) | • Ten (10) Day Susp.  
  • Long-Term Susp. | • Long-Term Susp.  
  • Expulsion          | 
| *Drugs (distribution and/or sale) | • Ten (10) Day Susp.  
  • Long-Term Susp. | • Long-Term Susp.  
  • Expulsion          | 
| *Drug/Tobacco Paraphernalia | • Up to Ten (10) Day Susp. | • Long-Term Susp.  
  • Expulsion          | 
| Electronic Devices | • Confiscation  
  • Student Pick-Up  
  • Call to Parent/conf. | • Confiscation  
  • Parent Pick-Up  
  • Detention          | • Confiscation  
  • One (1) Day Susp.  
  • Parent must pick up |

Note:
- An underlined infraction indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension.
- An asterisk (*) indicates that a police report may be filed.
- An administrator may choose any or all of the consequences for any infraction.
- TAT = Threat Assessment Team
- The principal is the highest level of appeal for a suspension of 10 days or less.
- Student may participate in a district approved diversion program to reduce suspension.
# DISCIPLINE PROCEDURES - GRADES 7-12

<table>
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<th>1&lt;sup&gt;st&lt;/sup&gt; Offense</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Offense</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Offense</th>
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</thead>
<tbody>
<tr>
<td><strong>Electronic Devices</strong></td>
<td>• Confiscation</td>
<td>• Confiscation</td>
<td>• Confiscation</td>
</tr>
<tr>
<td></td>
<td>• Student Pick-Up</td>
<td>• Parent Pick-Up</td>
<td>• One (1) Day Susp.</td>
</tr>
<tr>
<td></td>
<td>• Call to Parent</td>
<td>• Detention</td>
<td>• Three (3) Day Susp.</td>
</tr>
<tr>
<td>• Endangerment</td>
<td>• Notify Parent</td>
<td>• Three (3) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
</tr>
<tr>
<td>• possible TAT</td>
<td>• Detention</td>
<td>• Five (5) Day Susp.</td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td></td>
<td>• Three (3) Day Susp.</td>
<td></td>
<td>• Expulsion</td>
</tr>
<tr>
<td><strong>Extortion</strong></td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
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<tr>
<td></td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td><strong>Fighting</strong></td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
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<tr>
<td>Note: Please refer to section on Student and Staff Self Defense</td>
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<tr>
<td><strong>Forgery/Falsification</strong></td>
<td>• One (1) Day Susp.</td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
</tr>
<tr>
<td></td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
</tr>
<tr>
<td><strong>Gambling</strong></td>
<td>• Conference</td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
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<tr>
<td></td>
<td>• Notify Parent</td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
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<tr>
<td></td>
<td>• Detention</td>
<td></td>
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<tr>
<td></td>
<td>• One (1) Day Susp.</td>
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<tr>
<td><strong>Gang Activity</strong></td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
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<td></td>
<td></td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
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<tr>
<td><strong>Harassment</strong></td>
<td>• One (1) Day Susp.</td>
<td>• Three (3) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
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<tr>
<td></td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td><strong>Hate/Bias Related Incidents</strong></td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
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<td></td>
<td></td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td><strong>Hazing</strong></td>
<td>• Five (5) Day Susp.</td>
<td></td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td><strong>Horseplay/Roughhousing</strong></td>
<td>• Conference</td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
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<tr>
<td></td>
<td>• Detention</td>
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<tr>
<td></td>
<td>• One (1) Day Susp.</td>
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<td></td>
</tr>
<tr>
<td><strong>Instigation</strong></td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td><strong>Leaving Campus without Authorization/Unauthorized Absence/Truancy</strong></td>
<td>• Notify Parent</td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
</tr>
<tr>
<td></td>
<td>• Detention</td>
<td></td>
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<tr>
<td></td>
<td>• One (1) Day Susp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Firearm</strong></td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
<td>• Expulsion</td>
</tr>
<tr>
<td></td>
<td>• Long-Term Susp.</td>
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<tr>
<td></td>
<td>• Expulsion</td>
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<tr>
<td><strong>Physical Aggression</strong></td>
<td>• One (1) Day Susp.</td>
<td>• Three (3) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td><strong>Public Display of Affection</strong></td>
<td>• Warning</td>
<td>• Parent Conference</td>
<td>• Three (3) Day Susp.</td>
</tr>
<tr>
<td></td>
<td>• Detention</td>
<td>• One (1) Day Susp.</td>
<td>• Five (5) Day Susp.</td>
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<tr>
<td></td>
<td>• Conference</td>
<td>• Three (3) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
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<td></td>
<td>• Notify Parents</td>
<td></td>
<td>• Long-Term Susp.</td>
</tr>
<tr>
<td></td>
<td>• One (1) Day Susp.</td>
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</tr>
<tr>
<td><strong>Robbery</strong></td>
<td>• Five (5) Day Susp.</td>
<td>• Ten (10) Day Susp.</td>
<td>• Long-Term Susp.</td>
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<tr>
<td></td>
<td>• Restitution</td>
<td>• Restitution</td>
<td>• Restitution</td>
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**Note:**
- An underlined infraction indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension.
- An asterisk (*) indicates that a police report may be filed.
- An administrator may choose any or all of the consequences for any infraction.
- TAT = Threat Assessment Team
- The principal is the highest level of appeal for a suspension of 10 days or less.
- Student may participate in a district approved diversion program to reduce suspension.
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: Recommendation to Rescind Governing Board Policy GDP - Support Staff Promotions and Reclassification – Second Reading

Action/Consent ___ Action/Discussion X Information ___ Supporting Data X

Policy Reference: BGB Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

Administration is recommending Governing Board Policy GDP - Support Staff Promotions and Reclassification be rescinded to bring about conformity with the Arizona School Boards Association recommended policies. During the 2005 Meet and Confer process, the reclassification procedure was agreed to as a pilot program over a three-year period beginning June 1, 2005. If renegotiated, the procedure would be incorporated into a DESP agreement with the Governing Board.

BOARD ACTION REQUESTED:

It is recommended the Governing Board rescind Policy GDP - Support Staff Promotions and Reclassification. Second Reading

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 19
SUPPORT STAFF PROMOTIONS
AND RECLASSIFICATION

Promotions

The Superintendent will fill positions of increased responsibility with the best available candidates.

Reclassification Procedure

The Superintendent will develop a process to review support staff positions through a systematic comparison of job descriptions and salaries with other districts.

A Reclassification Committee will be established to review the findings of the salary comparison. The committee will consist of a maximum of three (3) Dysart Educational Support Professionals (DESP) members who served on the classified negotiation team for that fiscal year, one (1) of which shall be the President of DESP, and three (3) administrators, to include the human resources designee. The committee will be composed of no more than three (3) members of each of the negotiation teams from the previous year.

The Reclassification Committee will also review Special Reclassification Requests. Such requests will meet one (1) of the following specific criteria:

- Significant changes in duties from job description.
- Additional supervisory responsibilities assigned on a permanent basis.
- Salary not in line with positions of same duties/responsibilities in other valley school districts. Only positions not included in the Reclassification Procedure Survey used by Support Staff Interest-Based Negotiations (IBN) Team are eligible for consideration.

All recommendations by the Reclassification Committee will be submitted to the Governing Board for review and consideration.

The Reclassification Procedure will be implemented as a pilot program over a three-year period beginning June 1, 2005.

Adopted: date of manual adoption

DYSART UNIFIED SCHOOL DISTRICT NO. 89
09/28/05
SUPPORT STAFF PROMOTIONS
AND RECLASSIFICATION

(Reclassification)

The reclassification procedure provides a process through which support staff positions are reviewed through a systematic comparison of job descriptions and salaries in other districts. The reclassification process will be implemented as a pilot program over a three-year period beginning June 1, 2005. Support staff is divided into four (4) groups:

Group A
- Accountant
- Attendance Clerk
- Bookstore Manager
- Instructional Asst
- Occupational Therapist Asst
- Speech Language Path Asst

Group B
- Activities Specialist
- Assistant Child Care Facilitator
- Child Care Aide
- Child Care Developer
- Clerk Typist
- Crossing Guard
- Food Service Worker II
- Gear Up Support Specialist
- Hearing Impaired Interpreter
- In School Suspension
- Job Specialist
- Library/Media Tech
- Literacy Specialist
- Migrant Community Worker
- Parent Coordinator/Liaison
- Records Clerk
- Registrar
- School Aide
- School Monitor
- Security Guard

Group C
- Accounts Payable Technician
- Benefits Coordinator
- Compliance Specialist
- Fixed Assets Tech
- Groundskeeper
- Help Desk/Web Master
- HR Specialist I
- HRIS Tech
- Lead Grounds Keeper
- Mail Courier
- Maintenance Worker
- Network Specialist Telephony
- Payroll Clerk
- Night Lead Custodian
- Personnel Tech
- Plant Maintenance Supervisor
- Preventative Maint Specialist
- Purchasing Agent
- Receiving/Property Control Tech
- Receptionist
- Skilled Maint Worker
- District Night Lead Custodian

Group D
- Administrative Secretary I
- Administrative Secretary II
- Applications Analyt
- Cafeteria Manager ELEM
- Cafeteria Manager HS
- Computer Tech I
- Computer Tech II
- Computer Tech III
- Health Aide
- Health Assistant
- Health Services Assistant I
- Health Services Assistant II
- High School Plant Manager
- Network Specialist
- High School Registrar
- Registrar/Records Clerk

Group A will begin the three (3) year pilot program of the reclassification process. Group A is to be reviewed in FY06 with changes effective during the 2005/06 fiscal year; Group B is to be reviewed in FY06 with changes effective July 1, 2006, Group C is to be reviewed in FY07 with changes effective July 1, 2007, and Group D is to be reviewed in FY08 with changes effective July 1, 2008. The salary survey is to be jointly completed by Dysart Educational Support Professionals (DESP), Arizona Education Association and human resources department. A copy of the salary survey will be kept in the human resources department at the District office. Support Staff may review upon written request. Funding of recommendations is based upon the budget and Governing Board approval.

Committee established:

A Reclassification Committee will be established consisting of a maximum of three (3) DESP members who served on the Support Staff Interest-Based Negotiations (IBN) Team for that fiscal year, one (1) of which shall be the President of DESP, and

DYSART UNIFIED SCHOOL DISTRICT NO. 89
09/28/05
three (3) administrators, to include the human resources designee. The committee will be composed of no more than three (3) members of each of the IBN teams from the previous year.

Criteria to be used:

The following is the approved list of districts to be used for the salary survey:

- Aqua Fria Unified District
- Avondale Unified District
- Cave Creek Unified District
- Chandler Unified District
- Deer Valley Unified District
- Glendale Elementary District
- Glendale Union High School
- Mesa Unified District
- Peoria Unified District

All data received from the districts polled shall be used. Job descriptions must meet parameters (seventy-five percent [75%]). The salary survey will be compared to current year salary schedule. Median formula to be based on districts, excluding Dysart Unified School District No. 89, using the following criteria:

- To qualify for a one (1) grade increase, the amounts of the current Step 1 and Step 20 of the grade must be below both the salary survey minimum and maximum median by twenty-five cents ($0.25) or more.

- To qualify for a two (2) grade increase, the amounts of the new Grade (A) Step 1 and Step 20 must be below both the salary survey minimum and maximum median by twenty-five cents ($0.25) or more.

- To qualify for a three (3) grade increase, the amounts of the new Grade (B) Step 1 and Step 20 must be below both the salary survey minimum and maximum median by twenty-five cents ($0.25) or more. Three (3) grade movement is the maximum for any fiscal year.

Timeline - Group A:

- By July 1 - Job description updates completed.
- By August 1 - Salary survey completed.
• By August 8 - Human resources to notify employees in all non-evaluated positions from Group A.

• By September 1 - Salary survey made available to Reclassification Committee for review.

• By September 30 - Results/costs of salary survey to Reclassification Committee team for review and consideration.

• Recommendations will be presented to the Governing Board for review and consideration.

• The Governing Board approved grade increases will be effective as recommended by the administration.

• The Reclassification Procedure is to be reviewed and modified as needed by the Support Staff Interest-Based Negotiations (IBN) Team each year.

**Timeline Group B-D:**

• By September 30 - Job description updates completed.

• By November 1 - Salary survey completed.

• By November 8 - Human resources to notify employees in all non-evaluated positions.

• By November 15 - Salary survey made available to Reclassification Committee for review.

• By January 30 - Results/costs of salary survey to Reclassification Committee for review and recommendations.

• After the Reclassification Committee reviews the results/costs of the salary survey and the Special Reclassification requests, recommendations will be presented to Governing Board for review and consideration.

• July 1 - Effective date of Governing Board approved grade increases.

• The Reclassification Procedure is to be reviewed and modified as needed by Support Staff Interest-Based Negotiations (IBN) Team each year.

**Non-evaluated positions:**

• For employees in non-evaluated positions in each group, see *Special Reclassification Request*.
Special Reclassification Request

Another function of the Reclassification Committee is to review special reclassification requests and make recommendation to the Governing Board. Employees submitting such requests must provide documentation that the request meets specific criteria as outlined in this process.

*Note:* Each employee is responsible for being aware of the requirements and process, and for completing all necessary steps.

Requests submitted to human resources department from *November 15 through December 31* of each fiscal year will be considered on an annual basis by the Reclassification Committee. Questions regarding the committee or the process may be directed to the human resources department or committee members.

*Criteria for Special Reclassification Request*

An individual or employee group may choose to request special consideration based on one (1) or more of the following:


Criteria 2. Additional supervisory responsibilities assigned on a permanent basis.

Criteria 3. Salary not in line with positions of same duties/responsibilities in other valley school districts. Only positions *not* included in salary survey used by Support Staff Interest-Based Negotiations (IBN) Team are eligible for consideration. You may only use Criteria 3 if your position is *in the group under consideration for the current fiscal year*.

*Procedures for Special Reclassification*

Individual or employee group will request conference with supervisor(s) to discuss the possibility for special reclassification.

Following a conference, the individual or employee group will write a letter to their supervisor formally requesting special reclassification. This letter must include supporting documentation and a Special Reclassification Request Checklist (available from the human resources department). Supporting documentation must include the following:

- **Criteria 1:**
  - Current job description.
  - Evidence of additional change in current job responsibilities.
• **Criteria 2:**
  
  ▪ Current job description.
  
  ▪ Evidence of permanent additional supervisory responsibilities.

• **Criteria 3:**
  
  ▪ Job descriptions and salaries from comparable positions in similar districts. A minimum of five (5) districts to be included in survey. If five (5) districts are not available, show supporting documentation of districts contacted.

The supervisor will review request and supporting documentation, and write a supporting or dissenting recommendation.

The individual or employee group will forward request and recommendation to Executive Director of Human Resources, or designee.

The Executive Director of Human Resources or designee will bring all requests before the Reclassification Committee for consideration.

The individual or employee group making request will have an opportunity to discuss request with the committee. The supervisor will be invited to attend to respond to the Special Reclassification Request.

The Reclassification Committee will make a decision and respond in writing within five (5) working days.

The recommendations will be presented to the Governing Board for consideration along with all other recommendations being made for the group scheduled for review.

For requests based on Criteria 3, the median formula for the reclassification process will be used to determine the grade increase.

**Note:** The criterion selected for the Special Reclassification Request may not be changed once submitted to the Executive Director for Human Resources or designee.

**Special Reclassification for Groups B through D Non-evaluated Positions**

For employees who qualify to request special reclassification due to a non-evaluated position, the following timeline applies:

• By November 15 - Human resources to notify employees in all non-evaluated
positions for the group under consideration.

- December 31 - Due date for all special reclassification requests to human resources department.

- By January 15- Notify employees of date for review by Reclassification Committee.

- By February 1 - Reclassification Committee to review requests.

- March 1 - Reclassification recommendation to Governing Board for review and consideration.

- July 1- Effective date of Governing Board approved grade increases.

**Budget**

Decisions will be based upon the salary survey used in the reclassification process and budgetary constraints. Recommendations will be forwarded to the Governing Board for review and consideration.
AGENDA ITEM: Recommendation to Approve Revision of Governing Board Policy JEB – Entrance Age Requirements – Second Reading

Action/Consent ______ Action/Discussion ______ Information ______ Supporting Data ______

Policy Reference: BGB Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:
Administration is recommending Governing Board Policy JEB – Entrance Age Requirements be revised to differentiate admission of under age kindergarten and first grade students.

BOARD ACTION REQUESTED:
It is recommended the Governing Board approve proposed revisions to Policy JEB – Entrance Age Requirements. Second Reading

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: 20
ENTRANCE AGE REQUIREMENTS

Special Preschool

A child evaluated and recommended for special services for a disability in accord with statute, and who has reached the third (3rd) birthday, may be admitted to preschool. If otherwise eligible, the District may admit a child who is within ninety (90) days of reaching age three (3) years if it is determined to be in the best interest of the individual. The Superintendent shall make such determination based upon one (1) or more consultations with parent(s), guardian(s), the child, and the multidisciplinary placement team.

Kindergarten and First Grade

For admission to kindergarten, children must be five (5) years of age prior to September 1 of the current school year. If a full-day kindergarten is provided, the parent of a student eligible for full-day kindergarten shall be offered the opportunity to choose either a half-day or a full-day kindergarten program. The District shall provide an academically meaningful half-day kindergarten program in each District school where the half-day student enrollment is sufficient to fill a class with approximately the same number of students as the District-wide kindergarten classroom average.

First Grade

Children may be admitted to first grade who are six (6) years of age, or shall be deemed six (6) years of age if they reach such age prior to September 1 of the current school year.

The Superintendent may admit children who have not reached the required age as prescribed above if the children have completed kindergarten, if it is determined to be in the best interest of the children, and such children must reach the required age of five (5) for kindergarten and six (6) for first grade by January 1 of the current school year.

For a child who has not reached six (6) years of age (five [5] for kindergarten) before September, the determination of whether to admit shall be based upon one (1) or more consultations with the parent(s) or guardian(s), the child, the teacher, the school principal, and/or professional consultants.
When a child who has not reached age five (5) prior to September 1 was admitted for early enrollment in kindergarten, and the child is readmitted to kindergarten in the following year, the District is not eligible to receive basic state aid for the child's second year. The District may charge tuition for the second year of kindergarten enrollment.

The District may charge tuition for full-day kindergarten in fiscal year 2009-2010 if the District decides not to provide free full-day kindergarten as authorized by Section 78, Laws 2009.

High School

A high school graduate with a recognized diploma may be refused admission.

Students between the ages of sixteen (16) and twenty-one (21) years shall be admitted to high school. A student under sixteen (16) years of age who does not hold an eighth-grade certificate of promotion may be admitted to high school under the following conditions:

- The student must meet competency requirements in the adopted standards for promotion of students from the eighth (8th) grade as determined by the State Board of Education in the areas of reading, writing, mathematics, science, and social studies.

The Superintendent will develop procedures for the student to demonstrate competency in the standards adopted by the State Board of Education.

Adopted: January 13, 2010

LEGAL REF.: A.R.S. 15-701 15-771
15-701.01 15-821
15-703 15-901
15-766 15-901.02
15-767
Section 78, Arizona Laws 2009, HB 2011
A.A.C. R7-2-301

CROSS REF.: JF - Student Admissions
JHD - Exclusions and Exemptions from School Attendance
JLC - Student Health Services and Requirements
AGENDA ITEM: Exceeding Standards, Future Ready: School Data Days

Action/Consent ______ Action/Discussion ______ Information X Supporting Data X

Policy Reference: BBA Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

Information will be provided to the Governing Board regarding school data days. School data days are designed to improve the rigor of instruction and meet the individual learning needs of students.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information as presented.

SUBMITTED BY: miller SUPERINTENDENT: 

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 21
School Data Days

Purpose:
- Culture of high expectations
- Ramp up rigor
- Laser-like focus on each and every learner

Design

- Intentional
  - Calendar
- Shared Leadership
  - Teacher leaders
- Accountability and Responsibility
  - Plan, implement and monitor

School Plans

For August 30, 2010

- Valley Vista High School
- Sunset Hills
# Monday Early Release Schedule

**2010-2011**

**High School**

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Day</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16</td>
<td>School Day</td>
<td></td>
</tr>
<tr>
<td>August 23</td>
<td>Team Planning</td>
<td>• K-12 Counselor Team*</td>
</tr>
<tr>
<td>August 30</td>
<td>School Data Day</td>
<td></td>
</tr>
<tr>
<td>September 13</td>
<td>School Data Day</td>
<td></td>
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<tr>
<td>September 20</td>
<td>School Day</td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td>District Articulation Day</td>
<td>• Fine Arts/PE   &lt;br&gt; • Librarian Team   &lt;br&gt; • K-12 Counselor Team   &lt;br&gt; • SPED Teachers   &lt;br&gt; • 9-12 Content Area Teachers   &lt;br&gt; • 9-12 ELD Teachers   &lt;br&gt; • Foreign Language Teachers   &lt;br&gt; • CTE Teachers</td>
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<tr>
<td>October 4</td>
<td>Team Planning</td>
<td></td>
</tr>
<tr>
<td>October 18</td>
<td>School Day</td>
<td></td>
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<tr>
<td>October 25</td>
<td>School Day</td>
<td></td>
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<tr>
<td>November 1</td>
<td>School Day</td>
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<tr>
<td>November 8</td>
<td>School Day</td>
<td></td>
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<tr>
<td>November 15</td>
<td>District Articulation Day</td>
<td>• Fine Arts/PE   &lt;br&gt; • Librarian Team   &lt;br&gt; • K-12 Counselor Team   &lt;br&gt; • SPED Teachers   &lt;br&gt; • 9-12 Content Area Teachers   &lt;br&gt; • 9-12 ELD Teachers   &lt;br&gt; • Foreign Language Teachers   &lt;br&gt; • CTE Teachers</td>
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<tr>
<td>November 22</td>
<td>Team Planning</td>
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<tr>
<td>November 29</td>
<td>School Day</td>
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<tr>
<td>December 6</td>
<td>School Day</td>
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<tr>
<td>December 13</td>
<td>Team Planning</td>
<td>• K-12 Counselor Team*</td>
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<td>January 3</td>
<td>School Data Day</td>
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<td>January 10</td>
<td>School Data Day</td>
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<tr>
<td>January 24</td>
<td>School Day</td>
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<td>January 31</td>
<td>School Day</td>
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<tr>
<td>February 7</td>
<td>District Articulation Day</td>
<td>• Fine Arts/PE   &lt;br&gt; • Librarian Team   &lt;br&gt; • K-12 Counselor Team   &lt;br&gt; • SPED Teachers   &lt;br&gt; • 9-12 Content Area Teachers   &lt;br&gt; • 9-12 ELD Teachers   &lt;br&gt; • Foreign Language Teachers   &lt;br&gt; • CTE Teachers</td>
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<tr>
<td>February 14</td>
<td>School Day</td>
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<tr>
<td>February 28</td>
<td>Team Planning</td>
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<td>March 7</td>
<td>School Data Day</td>
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<tr>
<td>March 21</td>
<td>School Data Day</td>
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<tr>
<td>March 28</td>
<td>Team Planning</td>
<td>• K-12 Counselor Team*</td>
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<tr>
<td>Date</td>
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<td>Activities</td>
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<tr>
<td>April 4</td>
<td>School Day</td>
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<td>April 11</td>
<td>Team Planning</td>
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<td>April 18</td>
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<td>April 25</td>
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<td>Fine Arts/PE</td>
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<td>Foreign Language Teachers</td>
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<td>CTE Teachers</td>
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<td>May 2</td>
<td>Team Planning</td>
<td>K-12 Counselor Team*</td>
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<tr>
<td>May 9</td>
<td>School Day</td>
<td></td>
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<tr>
<td>May 16</td>
<td>School Day</td>
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</tbody>
</table>

*K-12 Counselors will meet on 4 Team Planning Mondays~(Aug. 23, Dec. 13, March 28, and May 2)

**Total Days: 33**

School Days: 15
Team Planning: 8
School Data Days: 6
District Articulation: 4
# Early Release Schedule
## 2010-2011
### K-8 Elementary Schools

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Day</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>August 16</td>
<td>School Day</td>
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</tr>
<tr>
<td>August 23</td>
<td>Team Planning</td>
<td>• K-12 Counselor Team*</td>
</tr>
<tr>
<td>August 30</td>
<td>School Data Day</td>
<td></td>
</tr>
<tr>
<td>September 13</td>
<td>School Data Day</td>
<td></td>
</tr>
<tr>
<td>September 20</td>
<td>District Artication Day</td>
<td><strong>Early Release Schools Only</strong></td>
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<td>• Fine Arts/PE</td>
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<td></td>
<td></td>
<td>• Librarian Team</td>
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<td></td>
<td>• K-8 SPED Teachers</td>
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<td></td>
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<td>• K-8 ELD Teachers</td>
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<td></td>
<td></td>
<td>• Grade 7-8 Content Area Teachers</td>
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<tr>
<td>September 27</td>
<td>District Artication Day</td>
<td><strong>Late Release Schools</strong></td>
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<td></td>
<td></td>
<td>• Fine Arts/PE</td>
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<tr>
<td></td>
<td></td>
<td>• Librarian Team</td>
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<td></td>
<td></td>
<td>• K-12 Counselor Team</td>
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<tr>
<td></td>
<td></td>
<td>• K-8 SPED Teachers</td>
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<td></td>
<td></td>
<td>• K-8 ELD Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grade 7-8 Content Area Teachers</td>
</tr>
<tr>
<td>October 4</td>
<td>Team Planning</td>
<td><strong>Early Release Schools</strong></td>
</tr>
<tr>
<td>October 18</td>
<td>School Day</td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td>School Day</td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td>School Day</td>
<td></td>
</tr>
<tr>
<td>November 8</td>
<td>District Artication Day</td>
<td><strong>Early Release Schools Only</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fine Arts/PE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Librarian Team</td>
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<td></td>
<td></td>
<td>• K-8 SPED Teachers</td>
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<td></td>
<td></td>
<td>• K-8 ELD Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grade 7-8 Content Area Teachers</td>
</tr>
<tr>
<td>November 15</td>
<td>District Artication Day</td>
<td><strong>Late Release Schools</strong></td>
</tr>
<tr>
<td></td>
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<td>• Fine Arts/PE</td>
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<td></td>
<td></td>
<td>• Librarian Team</td>
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<tr>
<td></td>
<td></td>
<td>• K-12 Counselor Team</td>
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<td>• K-8 SPED Teachers</td>
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<td>• K-8 ELD Teachers</td>
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<tr>
<td></td>
<td></td>
<td>• Grade 7-8 Content Area Teachers</td>
</tr>
<tr>
<td>November 22</td>
<td>Team Planning</td>
<td><strong>Early Release Schools</strong></td>
</tr>
<tr>
<td>November 29</td>
<td>School Day</td>
<td></td>
</tr>
<tr>
<td>December 6</td>
<td>School Day</td>
<td></td>
</tr>
<tr>
<td>December 13</td>
<td>Team Planning</td>
<td>• K-12 Counselor Team*</td>
</tr>
<tr>
<td>January 3</td>
<td>School Data Day</td>
<td></td>
</tr>
<tr>
<td>January 10</td>
<td>School Data day</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| January 24 | District Articulation Day | Early Release Schools Only  
- Fine Arts/PE  
- Librarian Team  
- K-8 SPED Teachers  
- K-8 ELD Teachers  
- Grade 7-8 Content Area Teachers |
| January 31 | School Day              | Late Release Schools                                                  |
| February 7 | District Articulation Day | Late Release Schools Only  
- Fine Arts/PE  
- Librarian Team  
- K-12 Counselor Team  
- K-8 SPED Teachers  
- K-8 ELD Teachers  
- Grade 7-8 Content Area Teachers |
| February 14| School Day              | Early Release Schools                                                  |
| February 28| Team Planning           |                                                                       |
| March 7    | School Data day         |                                                                       |
| March 21   | School Data Day         |                                                                       |
| March 28   | Team Planning           | K-12 Counselor Team*                                                 |
| April 4    | School Day              |                                                                       |
| April 11   | Team Planning           |                                                                       |
| April 18   | District Articulation Day | Early Release Schools Only  
- Fine Arts/PE  
- Librarian Team  
- K-8 SPED Teachers  
- K-8 ELD Teachers  
- Grade 7-8 Content Area Teachers |
| April 25   | District Articulation Day | Late Release Schools Only  
- Fine Arts/PE  
- Librarian Team  
- K-12 Counselor Team  
- K-8 SPED Teachers  
- K-8 ELD Teachers  
- Grade 7-8 Content Area Teachers |
| May 2      | Team Planning           | K-12 Counselor Team*                                                 |
| May 9      | School Day              |                                                                       |
| May 16     | School Day              |                                                                       |

*K-12 Counselors will meet on 4 Team Planning Mondays* (Aug. 23, Dec. 13, March 28, and May 2)

**Total Days:** 33

**School Days:** 15  
**School Data Days:** 6  
**Team Planning:** 8  
**District Articulation:** 4
AGENDA ITEM: Information Regarding the Hake Index or Normalized Gain

EXECUTIVE SUMMARY:

The Hake Index is being used in the District to help teachers and administrators set reasonable goals for continuous academic improvement. This informational item is being brought to the Board to help clarify what the Hake Index is based on, and how it is being applied to drive academic improvement in the District.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information as presented.
The Hake Index or Normalized Gain
Dysart Unified School District
Accountability & Research

The Hake Index, more commonly known as the *normalized gain*, was popularized by Richard R. Hake, Physics Professor Emeritus at the University of Indiana, in his extensive study of introductory physics instruction. The normalized gain measures the fraction of the available improvement that is obtained using a pretest/posttest method.

\[
\text{Normalized gain (Hake)} = \frac{\text{Posttest % Correct} - \text{Pretest % Correct}}{(100\% - \text{Pretest % Correct})}
\]

Example A:
- Pre test = 40% Correct
- Post test = 80% Correct

\[
(80 - 40)/(100 - 40) = 0.67 \text{ Hake}
\]

Example B:
- Pre test = 80% Correct
- Post test = 95% Correct

\[
(95 - 80)/(100 - 80) = 0.75 \text{ Hake}
\]

Even though it appears that more growth was made in Example A (40% growth) compared to Example B (15% growth), the Hake Index shows that there was greater gain made in Example B than in Example A when considering the available improvement.

Each year students take benchmark assessments during the fall, winter and spring. Based on the first benchmark results, school staff can determine the amount of growth available from the current score, to a perfect score (100%). Progress is tracked at the second and third benchmarks to gage how much growth each school and the District has achieved as measured by the Hake Index.

The table below shows the districts’ average growth on benchmark assessments per Hake scores during the 2009-2010 school year. The average growth is the average of all students’ actual growth, determined by subtracting the pretest from the posttest. This would be the average growth from Benchmark 1 to Benchmark 3.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math Avg Growth</th>
<th>Math Avg HAKE</th>
<th>Reading Avg Growth</th>
<th>Reading Avg HAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>20</td>
<td>0.36</td>
<td>13</td>
<td>0.28</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>0.36</td>
<td>10</td>
<td>0.24</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>0.27</td>
<td>9</td>
<td>0.20</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>0.16</td>
<td>9</td>
<td>0.19</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>0.15</td>
<td>11</td>
<td>0.22</td>
</tr>
</tbody>
</table>

The Hake Index is also used by teachers to track the growth of individual students. It is expected that every student will demonstrate growth every year. Low or no growth cases are targeted for intervention.

The table below is an example of a set of pretest/posttest scores with calculated actual growth and the Hake. The equation below is an example of the Hake calculation for the first student listed. This provides a frame of reference as to how the Hake is calculated and how it might look for a class of students.
$\text{Student A: } 0.41 = \frac{65 - 41}{100 - 41}$

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>BM1 (Pretest % Correct)</th>
<th>BM3 (Posttest % Correct)</th>
<th>100%-BM1 (100%-Pretest % Correct)</th>
<th>Actual Growth (Posttest - Pretest)</th>
<th>Hake (Normalized Gain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>41</td>
<td>65</td>
<td>59</td>
<td>24</td>
<td>0.41</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>67</td>
<td>91</td>
<td>33</td>
<td>24</td>
<td>0.73</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>67</td>
<td>85</td>
<td>33</td>
<td>17</td>
<td>0.53</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>24</td>
<td>70</td>
<td>76</td>
<td>46</td>
<td>0.60</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>46</td>
<td>67</td>
<td>54</td>
<td>22</td>
<td>0.40</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>85</td>
<td>96</td>
<td>15</td>
<td>11</td>
<td>0.71</td>
</tr>
<tr>
<td>G</td>
<td>5</td>
<td>26</td>
<td>54</td>
<td>74</td>
<td>28</td>
<td>0.38</td>
</tr>
<tr>
<td>H</td>
<td>5</td>
<td>30</td>
<td>59</td>
<td>70</td>
<td>28</td>
<td>0.41</td>
</tr>
<tr>
<td>I</td>
<td>5</td>
<td>57</td>
<td>80</td>
<td>43</td>
<td>24</td>
<td>0.55</td>
</tr>
<tr>
<td>J</td>
<td>5</td>
<td>43</td>
<td>54</td>
<td>57</td>
<td>11</td>
<td>0.19</td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>41</td>
<td>54</td>
<td>59</td>
<td>13</td>
<td>0.22</td>
</tr>
<tr>
<td>L</td>
<td>5</td>
<td>41</td>
<td>72</td>
<td>59</td>
<td>30</td>
<td>0.52</td>
</tr>
</tbody>
</table>

Additional Historical Background

In 1998 a research article was published in the American Journal of Physics by Dr. Hake, titled *Interactive-engagement versus Traditional Methods: A Six-thousand-student Survey of Mechanics Test Data for Introductory Physics Courses*. In this project Hake used the pretest and posttests results of 6000 students from two assessments, the *Force Concept Inventory* and the *Mechanics Diagnostic Test*, to measure the amount of growth or learning when comparing traditional instructional methods of introductory physics courses with interactive-engagement approaches. He mentioned at the time of this project that the use of the normalized gain was fairly well established in physics and astronomy education. Thus, his reasoning for using normalized gain. The project attracted much attention among physics education researchers for a number of reasons. The method by which the normalized gain is calculated is one of the more common reasons this article is cited as other researchers have opted to use the normalized gain in pretest/posttest models in similarly designed projects.

The work of David Hestenes, a professor of physics and astronomy at Arizona State University, and Ibrahim Halloun, a professor at Lebanese University and doctoral graduate from Arizona State University, is cited in Hake’s 1998 article. The physics assessments used in the study were developed by Dr. Hestenes and Dr. Halloun as a tool for measuring improvement in introductory physics courses in high school and college for use as pretests and posttests. Dr. Hestenes and other physics education researchers often use Hake’s Normalized Gain formula when researching instructional methods and practices in science education.

References to three research projects are provided. The first is the article by Dr. Hake that was described earlier. Similar research designs to Dr. Hake’s in science education commonly use the normalized gain when comparing instructional practices. The other two articles provide examples of some variations of research that involves the normalized gain, and analyzing its use in educational research.


AGENDA ITEM: Information Regarding Heat Advisories and Outdoor Activities

Policy Reference: BBA Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

As a result of requested information about heat advisories and outdoor activities, a survey of all large school districts was conducted to compare written procedures related to recess activities. Two school districts responded indicating that they also had written guidelines for heat advisories and recess. Dysart’s guidelines as well as those from the two responding districts are provided as information.

Information was also requested from neighboring school districts regarding heat advisories related to athletic activities. Five school districts responded. Dysart’s coach’s manual is provided as well as the information received from the other school districts regarding heat advisories and athletic activities.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information as presented.

SUBMITTED BY:   SUPERINTENDENT:   

ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 23
ADMINISTRATIVE MANAGEMENT REFERENCE DIRECTORY (M.R.D.)
Hot Weather

Overview
Great care must be taken to protect students and employees from the effects of heat illnesses. Heat illness, heat cramps, heat-induced dehydration, heat exhaustion and heat stroke are all common results of overexposure to the sun.

A.R.S. 15-341 requires that District Governing Boards "prescribe and enforce policies and procedures relating to the health and safety of all parties participating in district sponsored practice sessions, games or interscholastic athletic activities, including the provision of water."

The Arizona climate provides spectacular benefits as well as challenges with the extreme heat that can be faced in the summer months. Challenges due to heat related situations can result in heat related sickness and injury. To ensure that our students and staff are provided a continued safe environment for outdoor activities, the Community Relations Department will monitor the heat index each day and provide information to schools at 11 a.m., 12 p.m. and 1 p.m. regarding any restrictions that may occur due to the heat. The heat index will be taken from the National Oceanic and Atmospheric Association at www.noaa.gov.

The following Heat Index Legend will be utilized to determine levels of outdoor activities for students. The legend indicates that the proportion of play to rest is as follows:

<table>
<thead>
<tr>
<th>Heat Index</th>
<th>Recommendation of Work to Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 104 degrees</td>
<td>50% work / 50% rest</td>
</tr>
<tr>
<td>105 – 109 degrees</td>
<td>25% work / 75% rest</td>
</tr>
<tr>
<td>110 – higher degrees</td>
<td>All students participate in indoor activities only</td>
</tr>
</tbody>
</table>

Please note that rest can include time out of the heat and under shade structures. The Trust also states that acclimation to heat is the first defense for heat illness. Students living in the Arizona climate experience the heat on a continual basis and can improve the ability to exercise, play, or work in the heat through acclimation.

During extreme heat months, you will receive an e-mail from the Community Relations Department indicating the heat index and any limitations that will need to be followed to ensure the safety of our students and staff. Drinking adequate amounts of fluid and utilizing caution during periods of extreme heat provide an environment in which all can be safe in the Arizona climate.

In addition, the following guidelines are recommended by the Arizona School Risk Retention Trust:
- Exercise or work during the cooler parts of the day.
- Take water breaks during work, play, practice, and competition, even during continuous sports like soccer. Individuals must drink plenty of water before they feel thirsty.
- Plan to drink fluids before, during and after working or exercising in the heat. The quantities of fluid should be closely monitored, and fluid intake should be a mandatory part of the work process or training session. Avoid fluids that contain caffeine, alcohol, or large amounts of sugar. These liquids can cause the body to lose more fluid.
- Encourage staff and students to wear lightweight, light colored, and loose-fitting clothing.
- Maintain adequate rest and proper nutrition.
- Check on children when they are playing outdoors. Playground monitors, physical education teachers, and nursing staff should be aware of the potential for and symptoms of heat-related illnesses. Educate children and staff on the signs and symptoms of heat-related illness and encourage the buddy system during recess and outdoor activities.
Hot Weather

- During extreme heat and/or humidity, stay and play indoors, and if possible stay and play in an air-conditioned place. Electric fans may provide comfort, but when the temperature is in the high 90's, fans will not prevent heat-related illnesses.
- Intensity of work or workouts should be cycled during high heat periods. Heat stress can be cumulative over time. Continuous exposure to high intensity work or workouts can result in illness or injury.
Washington Elementary School District
Protocol for High Heat Index Day Notification

**Notification**: Heat Advisories are issued from the National Weather Service. As soon as a Heat Advisory is announced, an email will be sent from the Health Service Coordinator or Supervisory Nurse to principals, office managers, PE coaches and health offices. The Heat Index will be monitored and the same people will be notified if an Orange-Modified Day or a Red-Rainy Day Schedule needs to be into place. The nurses and health technicians will email the teachers and contact the PE coach in person.

**Morning announcements**: If a Heat Advisory has already been issued, an announcement will be made. If the Heat Index rises to the Orange or Red Level after morning announcements, an "all call" announcement will be made and the corresponding schedule implemented.

**PE Coaches**: Coaches will provide a list of students that have permission to participate in team sporting events to the health office. A schedule of events will be provided to the health offices and the Health Service Coordinator as soon as it is available.

**Sporting Events**: Events on Orange or Red days will be cancelled or rescheduled. If the previous day has fallen into this category and the weather is forecast to remain the same, the event will be cancelled the day prior in order to allow for parent notification to occur. Alternatively, the event may be moved to an indoor venue if available.

**Athletic Practices**: P.E. Coaches will have been notified of the Heat Advisory/Heat Index. Practices are to be modified, relocated or rescheduled according to the protocol.
### Washington Elementary School District #6

**Protocol for High Heat Index Days**

<table>
<thead>
<tr>
<th>Heat Index Range</th>
<th>Activity</th>
<th>Rainy Day Schedule</th>
<th>Modified Day</th>
<th>Outdoor Sporting Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 or higher</td>
<td>Extreme Danger</td>
<td>No outdoor activities</td>
<td>No time limit @ drinking fountain</td>
<td>Outdoor Sporting Events will be rescheduled or relocated indoors. Increase rest periods and water breaks.</td>
</tr>
<tr>
<td>105 to 129</td>
<td>Danger</td>
<td>No outdoor activities</td>
<td>No time limit @ drinking fountain</td>
<td>Outdoor Sporting Events will be rescheduled or relocated indoors. Increase rest periods and water breaks.</td>
</tr>
<tr>
<td>90 to 104</td>
<td>Caution</td>
<td>No Restrictions</td>
<td>Encourage Fluids</td>
<td>No Restrictions</td>
</tr>
<tr>
<td>80 to 89</td>
<td>Caution</td>
<td>No Restrictions</td>
<td>Encourage Fluids</td>
<td>No Restrictions</td>
</tr>
</tbody>
</table>

**Current Heat Index Information can be found at [http://www.azcentral.com/weather/](http://www.azcentral.com/weather/).**

**Note:** The Heat Index (HI) is the temperature the body feels when heat and humidity are combined. Heat index charts are based upon shady, light wind conditions. Remember, exposure to direct sunlight can increase the HI by up to 15 degrees.
Deer Valley Unified School District
Guidelines Regarding Outdoor Activity in the Event of Intense Heat

The Deer Valley Unified School District has developed heat advisory guidelines for students and staff during intense heat days. Arizona heat during summertime is the most dangerous weather for students taking part in outdoor activities including recess and school sports and can pose a threat for heat-related illness if students do not take precautions. A heat advisory is issued by the Arizona Department of Health Services when unusually high temperatures produce conditions that may lead to heat-related health hazards. The advisory is based on four factors – temperature, humidity, amount of cloudiness, and the expected duration of these conditions.

Maricopa County Health Official Heat Advisory: The following guidelines are to be used at every school campus to ensure student safety during high heat:

- The district nurse will monitor heat index on a daily basis (assigned on a weekly basis). The readings will be taken at 9:00 a.m. and 11:00 a.m.

- The district nurse will use the attached chart to determine recommendation for schools (yellow, orange, or red)
  - Red – No outside Activity
  - Orange – Mandatory shade and water break (3-5 minutes)
  - Yellow – Precautionary follow general heat recommendations (water, etc)

- The district nurse will e-mail administrative assistants, health assistants, and principals if the heat index is in the red, orange, or yellow area.

The following guidelines are used at every school campus to ensure student safety during high heat:

- Indoor facilities are utilized to accommodate physical activity (indoor gyms and covered canopies on school playgrounds)
  - Outdoor activities are planned for the coolest times of the day
  - Duration of outdoor activity is limited and reduced
  - Frequent breaks are taken
  - Drinking water is provided before, during, and after the activity
  - Physical activity is paced
  - Cool-down recovery time is planned for in the shade following an outdoor activity

These guidelines are reviewed at the beginning of every school year by DVUSD Athletic Director Bill Gahn and all district physical education and coaching staff.

Deer Valley Unified School District • 20402 N. 15th Avenue, Phoenix, AZ 85027 • 623.445.5000
<table>
<thead>
<tr>
<th>Relative Humidity</th>
<th>Temperature (°F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>132</td>
</tr>
<tr>
<td>96</td>
<td>133</td>
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<td>95</td>
<td>134</td>
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<td>228</td>
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<tr>
<td>0</td>
<td>229</td>
</tr>
</tbody>
</table>

**Legend:**
- 115+ degrees: Inside Activity Only
- 105-114: Shade and water breaks (3-5 minutes)
- 100-105: Caution
DYSART UNITED SCHOOL DISTRICT

"Victory with Honor...Sportsmanship, Citizenship and Community Service

COACH'S ATHLETIC HANDBOOK
2010-2011

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>MASCOT</th>
<th>COLORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysart High School</td>
<td>Demons</td>
<td>Red and White</td>
</tr>
<tr>
<td>Shadow Ridge High School</td>
<td>Stallions</td>
<td>Burgundy, Gold and Black</td>
</tr>
<tr>
<td>Valley Vista High School</td>
<td>Monsoons</td>
<td>Purple, Black and Silver</td>
</tr>
<tr>
<td>Willow Canyon High School</td>
<td>Wildcats</td>
<td>Midnight Blue and Silver</td>
</tr>
</tbody>
</table>
SECTION V: EMERGENCY PROCEDURES

Handling catastrophic injury requires detailed preparation including emergency information, instruction and drills with staff and athletes recommended equipment, and coordination with authorized medical personnel. Under the supervision of the site principal, the head coach will implement this plan, practice it prior to the practice season and review it as needed during the season. Review it after the season and make the necessary changes to effectively prepare their staff for the next season.

EMERGENCY INFORMATION

1. Phone numbers:
   Each sport must develop a list pertinent to its individual area and schedule needs including the following specific emergency numbers. Numbers should be periodically checked and updated.
   
   • Certified Athletic Trainer
   • Superintendent
   • Assistant Superintendent
   • Principal
   • Assistant Principal
   • Athletic Director
   • District Athletic Director
   • Maintenance Director
   • Transportation Director
   • District Security
   • El Mirage Police
   • Surprise Police
   • El Mirage Fire
   • Surprise Fire
   • Boswell Hospital
   • R H Johnson Hospital
   • Luke AFT Hospital
   • El Mirage City
   • Surprise City

2. Medical referral card (Emergency Cards)
   One for each participant must be carried in the medical kit to all practices and games.

3. Emergency equipment and “daily” check
   • Ice – available in large volume
   • Telephone and emergency number card– Always carry a phone to call the Athletic Trainer or 911 in emergencies.
   • Essential keys for each coach

4. Instruction and drills of staff and athletes
   Establish periodic instruction sessions and follow-up drills for all staff members and athletes including procedures for an incapacitated coach.

5. Cardiopulmonary Resuscitation (CPR) and first aid certification
   All coaches will carry a current CPR and first aid card
   All coaches will be responsible for renewing certification when it expires.

6. Professional medical coverage
   No competitive event shall commence without a plan for appropriate professional medical coverage.
BASIC DECISIONS

Sound judgments based upon immediate observation of an injury will determine effective injury management.

FIRST BASIC DECISION – IS THE INJURY LIFE-THREATENING?

<table>
<thead>
<tr>
<th>Life Threatening</th>
<th>Non-Life-Threatening</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Airway obstruction</td>
<td>A. Fractures</td>
</tr>
<tr>
<td>B. Respiratory failure</td>
<td>B. Soft tissue injuries (sprains, contusions</td>
</tr>
<tr>
<td>C. Cardiac arrest</td>
<td>dislocations, open wounds, strains)</td>
</tr>
<tr>
<td>D. Head injury</td>
<td></td>
</tr>
<tr>
<td>E. Cervical spine injury</td>
<td></td>
</tr>
<tr>
<td>F. Heat illness</td>
<td></td>
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<tr>
<td>G. Spleen injury/ internal bleeding</td>
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<tr>
<td>H. Severe bleeding</td>
<td></td>
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<tr>
<td>I. Drug overdose</td>
<td></td>
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<tr>
<td>J. Anaphylaxis (severe allergic reaction, ex: Bee stings)</td>
<td></td>
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</tbody>
</table>

SECOND BASIC DECISION – IS EMERGENCY PROFESSIONAL MEDICAL COVERAGE INDICATED?

THIRD BASIC DECISION – IS THE INJURY IN NEED OF IMMEDIATE EMERGENCY CARE ON THE FIELD?

<table>
<thead>
<tr>
<th>Observations</th>
<th>Immediate Emergency Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Scene and position of injured</td>
<td>A. Airway obstructed</td>
</tr>
<tr>
<td>B. Conscious or unconscious</td>
<td>B. Respiratory failure</td>
</tr>
<tr>
<td>C. Breathing and circulation</td>
<td>C. Cardiac arrest</td>
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<tr>
<td></td>
<td>D. Heat illness</td>
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<tr>
<td></td>
<td>E. Severe bleeding</td>
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<tr>
<td></td>
<td>F. Drug overdose</td>
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</tbody>
</table>

FOURTH BASIC DECISION – MOVING THE INJURED ATHLETE

1. When is it necessary to move the athlete?
   - Face down – non-breathing (to his/her back)
   - During heat illness (to cool place)
   - Remove from immediate danger (fire, traffic, etc).

2. Special considerations require direct communication with the parent. Certain injuries require continued monitoring by staff or parents as they may become catastrophic in nature.
   - Head injuries may result in severe concussion or intracranial hemorrhage
   - Abdominal injuries may result in spleen ruptures
   - Lower back injuries may result in kidney ruptures and internal bleeding.
CATASTROPHIC INJURY EMERGENCY PROCEDURES

Implementation of standardized procedures is vital in dealing with catastrophic injury. The site principal shall design an emergency plan, which defines all responsibilities and included District guidelines.

Classroom Situations
- Make sure decisions as listed in “basic decision” page 46
- Call 911 if needed
- Administer on field emergency care
- Assure access to emergency area is properly directed
- Suspend activity in emergency area
- Request all available unit support – athletic trainer, nurse, administration, security, etc.
- Request additional help as need – Air Evac, etc.
- Notify parents

Enroute Situations
- Before leaving, secure highway safety equipment for the vehicle to be used – flares, fire extinguisher, etc.
- Designate responsible person (assistant or student leader if one coach situation) to initiate emergency plan in the event of serious injury to the coach.
- Make basic decisions as listed in “basic decisions” page 46
- Communicate with highway patrol:
  A. Stop first possible passing vehicle
  B. Call 911
  C. Give the following information
      o Location – be aware of highway markers, etc.
      o Type of injuries
      o Number of persons involved
      o Number of vehicles involved
      o Administer on the scene emergency care
      o Notify District personnel for assistance by using emergency numbers listed on the back of you pocket card
      o Secure all emergency information concerning the accident
      o A cell phone is recommended for use for out of valley trips involving student transportation.

Home Games
- Appropriate professional medical personnel must be in attendance and must assume responsibility for initiating the catastrophic emergency plan.
- The athletic trainer will assist in carrying out the standardized procedures as outlined in the practice plans.

Away Games
- Secure additional emergency phone numbers.
- Predetermine the types of medical assistance available.
- Adapt District emergency plan to fit host schools facilities
- Initiate basic emergency procedures.

Follow Up
A written report of material facts, eyewitnesses, the impounding of involved equipment and photographic evidence must immediately follow a catastrophic injury.
- The school nurse will need a completed District accident report form for the files.
- Prepare independently a narrative supplement, which reports factual observations of all events leading to, during and following the injury within 24 hours (do not include opinions).
- List all witnesses including name, address and phone numbers. Attach team roster including coaches, etc.
- Impound involved equipment and any photographic record with identifying tag indicating date, event, occurrence, and names of persons in chain of command.

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IMPORTANT: Since HI values were devised for shady, light wind conditions, exposure to full sunshine can increase HI values by up to 15°F. Also, strong winds, particularly with very hot, dry air, can be extremely hazardous. Especially on sunny days, category should be increased when HI is borderline.

How to read the chart: Find the temperature on the left hand side, then move to the right until you find the column for the approximate relative humidity. That number will be the temperature that it will "feel" like. For example, a temperature of 95°F and relative humidity of 50% will "feel" like 107°. Add up to 15° if in the direct sun.

### Heat Index Chart

<table>
<thead>
<tr>
<th>Temperature (°F) vs. Relative Humidity</th>
<th>10%</th>
<th>15%</th>
<th>20%</th>
<th>25%</th>
<th>30%</th>
<th>35%</th>
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<th>55%</th>
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<th>65%</th>
<th>70%</th>
<th>75%</th>
<th>80%</th>
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</table>

### Heat Index/Heat Disorders

<table>
<thead>
<tr>
<th>Heat Index</th>
<th>Possible heat disorders for people in higher risk groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 or higher</td>
<td>Heatstroke/sunstroke highly likely with continued exposure.</td>
</tr>
<tr>
<td>105-130</td>
<td>Sunstroke, heat cramps or heat exhaustion likely, and heat stroke possible with prolonged exposure and/or physical activity.</td>
</tr>
<tr>
<td>90-105</td>
<td>Sunstroke, heat cramps and heat exhaustion possible with prolonged exposure and/or physical activity.</td>
</tr>
<tr>
<td>80-90</td>
<td>Fatigue possible with prolonged exposure and/or physical activity.</td>
</tr>
</tbody>
</table>

Source: National Weather Service

### Heat Index Chart

<table>
<thead>
<tr>
<th>Heat Index</th>
<th>Category</th>
<th>Activity Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;80</td>
<td>No limitations</td>
<td></td>
</tr>
<tr>
<td>80 to 89</td>
<td>Caution</td>
<td>75% vigorous activity/25% light activity or rest. Encourage hydration.</td>
</tr>
<tr>
<td>90 to 104</td>
<td>Extreme Caution</td>
<td>50% vigorous activity /50% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion possible</td>
</tr>
<tr>
<td>105 to 129</td>
<td>Danger</td>
<td>25% vigorous activity/75% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion likely. Heat stroke possible.</td>
</tr>
<tr>
<td>130+</td>
<td>Extreme Danger!</td>
<td>All nonessential outdoor activities will be cancelled. [Cancellation of AIA-sanctioned athletic games will be decided by District AD &amp; AIA]</td>
</tr>
</tbody>
</table>
TEMPERATURE

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 80 degrees</td>
<td>No Limitations</td>
</tr>
<tr>
<td>80 to 90 degrees</td>
<td>Caution</td>
</tr>
<tr>
<td>90 to 105 degrees</td>
<td>Extreme Caution</td>
</tr>
<tr>
<td>105 to 129 degrees</td>
<td>Danger</td>
</tr>
<tr>
<td>130 + degrees</td>
<td>Extreme Danger</td>
</tr>
</tbody>
</table>

Cancellation of AIA games decided by the school AD.

To determine what is considered work and what is not the district has the Work/Play Demand Legend.

LIGHT WORK: Sitting with moderate arm and leg movements, standing, some walking only
MODERATE WORK: Walking with lifting, pushing, walking quickly jogging short distances (5-15 yards while carrying a light load)
HEAVY: Lifting, any pushing or sprinting over distance
VERY HEAVY: Sprinting over 15 yards continuous activity with contact prolonged running and Jogging. ALL ACTIVITY OUTDOORS DISCOURAGED.

COACHES GUIDE TO DEHYDRATION AND OTHER HEAT ILLNESSES IN ATHLETES

These guidelines were developed to help coaches increase the safety and performance of young people who play sports in hot weather. Children and adolescents who play sports or are physically active in hot weather can be at risk for heat illnesses. The good news is heat illnesses can be prevented and successfully treated. Children and adolescents sweat less than adults. This makes it harder for them to cool off. Athletic trainers and coaches must make sure that young people take it slow to be sure they can get used to the heat and humidity gradually. There are other reasons why a young person may become ill from a heat illness. Those who have a low level of fitness, who are sick, or who have suffered from dehydration or heat illness in the past should be closely watched. A medical professional such as a certified athletic trainer (ATC) should be on site to monitor the health and safety of all participants during games and practice, especially when it is very hot and humid.

A. Dehydration
Athletes get dehydrated if they do not replace body fluids lost by sweating. Being even a little dehydrated can make an athlete feel bad and play less effectively. Dehydration also puts athletes at risk for more dangerous heat illnesses.

Signs and Symptoms:
- Dry mouth
- Thirst
- Being irritable or cranky
- Headache
- Seeming bored or disinterested
- Dizziness
- Cramps
- Excessive fatigue
- Athlete not able to run as fast or play as well as usual

Treatment:
- Move athlete to a shaded or air-conditioned area.
- Give him or her fluids to drink.

"When can I play again?"
An athlete may be active again as soon as he or she is symptom-free. However, it’s important to continue to watch the athlete.
B. Heat Cramps
Heat cramps are a mild heat illness that can be easily treated. These intense muscle spasms usually develop after a child has been exercising for a while and has lost large amounts of fluid and salt from sweating. While heat cramps are more common in athletes who perform in the heat, they can also occur when it’s not hot (for example, during ice hockey or swimming). Athletes who sweat a lot or have a high concentration of salt in their sweat may be more likely to get heat cramps. Heat cramps can largely be avoided by being adequately conditioned, getting used to the heat and humidity slowly, and being sure an athlete eats and drinks properly.

**Signs and Symptoms:**
- Intense pain (not associated with pulling or straining a muscle)
- Persistent muscle contractions that continue during and after exercise

**Treatment:**
- The athlete should be given a sports drink to help replace fluid and sodium losses.
- Light stretching, relaxation and massage of the cramped muscles may help.

"When can I play again?"
An athlete may be active again when the cramp has gone away and he or she feels and acts ready to participate. You can help decrease the risk of recurring heat cramps by checking whether the athlete needs to change eating and drinking habits, become more fit, or get better adjusted to the heat.

C. Heat Exhaustion-CALL 911
Heat exhaustion is a moderate heat illness that occurs when an athlete continues to be physically active even after he or she starts suffering from ill effects of the heat, like dehydration. The athlete’s body struggles to keep up with the demands, leading to heat exhaustion.

**Signs and Symptoms:**
- Athlete finds it hard or impossible to keep playing
- Loss of coordination, dizziness or fainting
- Dehydration
- Profuse sweating or pale skin
- Headache, nausea, vomiting or diarrhea
- Stomach/intestinal cramps or persistent muscle cramps

**Treatment:**
- Move athlete to a shaded or air-conditioned area.
- Remove any extra clothing and equipment.
- Cool the athlete with cold water, fans or cold towels (replace towels frequently).
- Have athlete lie comfortably with legs raised above heart level.
- If the athlete is not nauseated or vomiting, have him or her drink chilled water or sports drink.
- The athlete’s condition should improve rapidly, but if there is little or no improvement, take the athlete for emergency medical treatment.

"When can I play again?"
An athlete should not be allowed to return to play until all symptoms of heat exhaustion and dehydration are gone. Avoid intense practice in heat until at least the next day, and if heat exhaustion was severe, wait longer. If the athlete received emergency medical treatment, he or she should not be allowed to return until his or her doctor approves and gives specific return-to-play instructions. Parents and athletic trainers should rule out any other conditions or illnesses that may predispose the athlete for continued problems with heat exhaustion. Correct these problems before the athlete returns to full participation in the heat, especially for sports with equipment.
D. Exertional Heat Stroke- CALL 911
Heat stroke is a severe heat illness that occurs when an athlete's body creates more heat than it can release, due to the strain of exercising in the heat. This results in a rapid increase in core body temperature, which can lead to permanent disability or even death if left untreated.

**Signs and Symptoms:**
- Increase in core body temperature, usually above 104°F/40°C (rectal temperature) when the athlete falls ill
- Central nervous system dysfunction, such as altered consciousness, seizures, confusion, emotional instability, irrational behavior or decreased mental acuity

**Other possible indicators include:**
- Nausea, vomiting or diarrhea
- Headache, dizziness or weakness
- Hot and wet or dry skin
- Increased heart rate, decreased blood pressure or fast breathing
- Dehydration
- Combative

**Treatment:**
1. **If there are no on-site medical personnel:**
   - Call emergency medical services for immediate transport to the nearest emergency medical facility.
   - Begin cooling the athlete while waiting for and during transport to the emergency facility.

2. **If there are on-site medical personnel:**
   - Locate medical personnel immediately. Remove extra clothing or equipment. Begin aggressive whole-body cooling by immersing the athlete in a tub of cold water. If a tub is not available, use alternative cooling methods such as cold water, fans, ice or cold towels (replaced frequently), placed over as much of the body as possible.
   - Call emergency medical services for transport to the nearest emergency medical facility.

"When can I play again?"
No athlete who has suffered heat stroke should be allowed to return until his or her doctor approves and gives specific return-to-play instructions. Athletic trainers should work with the athlete’s doctor to rule out or treat any other conditions or illnesses that may cause continued problems with heat stroke. The athlete should return to physical activity slowly, under the supervision of an ATC or other qualified health care professional, especially for sports with equipment.

E. Fluid Replacement
- Before activity in the heat, record your athlete’s body weight. (Remember if your athlete has already been exercising in the heat, he or she may already be dehydrated.)
- Weigh your athlete again, after the activity is over.
- Compare your athlete’s pre-activity body weight to his or her post-activity body weight. If post-activity weight is less than pre-activity weight; your athlete is not drinking enough fluids while active. A loss of as little as 1 percent of body weight can cause a decrease in performance. Because scientists have proven that young people replace less of their fluid losses when drinking water, you may want to offer a flavored sports drink to increase the amount of fluid your athlete consumes.
F. Tips for Coaches
1. Be aware of temperature and humidity levels. Change practice length, intensity and equipment use as the levels rise.
2. It should be easy for children to drink fluids during practice, and you should remind them to drink regularly. Fluid breaks should be scheduled for all practices and become more frequent as the heat and levels rise.
3. Every athletic organization should have an emergency action plan for obtaining emergency medical services if needed.
4. Always have contact information for parents available.

INCLEMENT WEATHER POLICY/LIGHTENING POLICY

Lightening may be the most frequently encountered severe-storm hazard endangering physically active people each year. Millions of lightning flashes strike the ground annually in the United States, causing nearly 100 deaths and 400 injuries. Three quarters of all lightning casualties occur between May and September, and nearly four fifths occur between 10:00 AM and 7:00 PM, which coincides with the hours for most athletic activities. Additionally, lightning casualties from sports and recreational activities have risen alarmingly in recent decades. For this reason, all coaches and athletic trainers must utilize extreme caution when a storm arises.

A flash-to-bang count of 30 seconds or less should be used as a minimal determinant of when to suspend activities. Waiting 30 minutes or longer after the last flash of lightning or sound of thunder is recommended before athletic activities are resumed. Lightning safety strategies include avoiding shelter under trees, avoiding open fields and spaces, and suspending the use of land-line telephones during thunderstorms.

A. Criteria for suspension of activities:
By the time the flash-to-bang count approaches 30 seconds, all individuals should already be inside a safe shelter.

B. Criteria for resumption of activities:
Wait at least 30 minutes after the last sound (thunder) or observation of lightning before leaving the safe shelter to resume activities.

C. Who is Responsible for the Decision?:
If the athletic trainer is present during the practice or competition, the decision to suspend play and when it is safe to resume, will be made by the athletic trainer. If the athletic trainer is not present, the decision rests with the head coach. During suspension of activity all athletes must be directed to a secure structure, such as a building.

D. Treating Lightening-Strike Victims:
   Perform the following steps in order:
1. Survey the scene for safety.
2. Activate the local emergency medical services.
3. Carefully move the victim to a safe area, if needed.
4. Evaluate and treat for apnea and asystole.
5. Evaluate and treat for hypothermia and shock.
6. Evaluate and treat for fractures.
7. Evaluate and treat for burns.

E. Other Weather Conditions:
Should any other forms of inclement weather arise (tornado, wind storm, etc) the athletic trainer will monitor weather reports and make decisions regarding play accordingly. The athletic trainer will make the final decision in any dispute regarding inclement weather. Should a decision be ignored, the matter will be directed to the Athletic Director.
WHAT IS A CONCUSSION?

The American Academy of Neurology defines concussion as “a trauma-induced alteration in mental status that may or may not involve loss of consciousness.” This signifies that a person does not have to be knocked unconscious to receive a concussion. When an athlete sustains one concussion, they are more susceptible to suffer another concussion in subsequent contests.

A. Some Signs and Symptoms of Concussion
- Vacant stare
- Delayed verbal and motor responses (slow to answer questions or follow directions)
- Confusion and inability to focus attention (easily distracted)
- Slurred or incoherent speech (making disjointed or incomprehensible statements)
- Gross observable incoordination (stumbling, inability to walk tandem/straight lines)
- Emotions out of proportion to circumstances (distraught, crying for no apparent reason)
- Disorientation (walking in the wrong direction; unaware of time, date, and place)
- Memory deficits
- Any period of loss of consciousness (paralytic coma, unresponsiveness to arousal)
- Persistent headache
- Double vision
- Nausea/ may be accompanied by vomiting
- Tinnitus (ringing in the ears)

C. Protocol for Suspected Head Injury
1. Determine the level of consciousness.
   - if unconscious, call 911 and check airway, breathing, and circulation-DO NOT MOVE THEM!
   - if conscious, continue to #2
2. Remove the athlete from the activity
3. Observe athlete for movement, disorientation or confusion.
4. Talk to athlete to determine if they
   - are disoriented
   - have any memory loss
   - have a headache or blurred vision
   - they are sick to their stomach
5. If any of these symptoms are present, continue to observe the athlete for 15 minutes.

If any of these symptoms persist for longer than 15 minutes, that athlete should not be allowed to return under any circumstances. The athlete should be observed by an adult, and seen by a physician within 24 hours.

D. Determining When Advanced Care is Necessary

When a head injured athlete is allowed to go home, there are certain circumstances which warrant emergency medical care. If any of the following conditions exist, do not delay—call 911 or transport them to the nearest emergency room if:

- At any time, there is a loss of consciousness.
- The athlete is incoherent, vomiting, or has blood or discharge around the ears or eyes.
- There is a loss of vision, hearing or other senses.
- A headache persists or worsens.
- One pupil becomes larger than the other.
- The athlete’s condition worsens or any time the athlete “just isn’t right.”
RULES FOR THE PREVENTION OF INFECTION

With the increased knowledge of the spreading of different infections through contact with that infection, the following steps are mandatory when treating an injury, cleaning vomit, or any contact with bodily fluids:

- Wear gloves whenever in contact with bodily fluids.
- Wash hands thoroughly and immediately with soap if any contact with bodily fluid occurs.
- Change gloves between patients and throw used gloves away in biohazard plastic bags.
- Protect your eyes when in contact with bodily fluids. Use sunglasses, or any other type of eyeglasses.
- Have contaminated areas cleaned with paper towels and disinfectant as soon as possible with household bleach and water solution (mix 1:10).
- Special plastic containers or gloves cannot be reused.
- Call the custodian to assist with clean up and send the athlete to the athletic trainer, nurse or medical personnel.
- Students are not to empty biohazard containers or handle any soiled materials.
- All open lesions or sores must be cleaned and covered for both students and staff.
- Only the athletic trainer or nurse will treat or clean bleeding wounds unless the wound is life threatening.

WEIGHT LOSS DURING ATHLETIC ACTIVITIES

- Less than 5% body fat requires medical examination and direction.
- Loss of more than 2% of body weight per practice requires medical examination and direction.
- Loss of more than 5% of body weight per practice required medical examination and direction.
- Minimal daily caloric require of 1200 to 2400 must be maintained through balanced diet.
- No fluid deprivation, dehydration and thermally induced sweating are allowed.
- The use of rubber suits, steam rooms, hot boxes, saunas, laxatives and diuretics will not be allowed.
- Encourage the intake of fluids before, during and after practice.
Information received about heat advisories and athletic activities from the AIA, Glendale Union High School District and the Peoria School District is included below:

Arizona Interscholastic Association – Ron Halbach from the AIA said, “The AIA does not have any bylaws governing athletic practice in conjunction with the heat and humidity index. Due to health concerns for student athletes/athletic coaches and liability, the recommendation is to follow the guidance of the local certified athletic trainer in determining safety to practice, time of practice and scheduling or water breaks during practices during times of excessive heat and humidity.”

Glendale Union High School District – Ed Barnes stated, “All of our coaches are certified in sports safety and CPR much like in Dysart. Within that training, coaches are educated on the fundamentals of heat illness and acknowledging heat warnings. As administrators, we communicate with coaches through articles and literature as well as it being a weekly or monthly reminder in our coaches meetings. Our trainers work closely with each program to help monitor and maintain the safety of our athletes and have discussions with coaches when the heat is an issue. Our district athletic manual also contains risk management literature that speaks of heat issues including the heat index.”

Peoria Unified School District – Rick Johnson said, “We start practices in all outdoor fall sports after 4:30 until the weather permits us to move to after school. We meet with parents at the start and accentuate hydration and we have our athletic trainer monitor practices closely. We do not have enough lights to have three teams practice.”
HEAT RELATED PRACTICES

It is the position of the AIA (Section 14.14) that prevention is the best way to deal with heat illness. Prevention includes educating athletes and coaches regarding: recognition and treatment of heat illness; risks associated with exercising in hot, humid environmental conditions; the need for gradual acclimatization over a 10 to 14 day period; guidelines for proper hydration; and following practice/competition modifications based on the local temperature and relative humidity readings.

In determining safe competition the air temperature and relative humidity (RH) must be identified and used to determine whether or not practice/competition should be modified, postponed or cancelled. There are three different zones (below danger zone, danger zone and critical zone). If the source of the temperature readings is in question, it is advised to be conservative and follow the modifications of the higher zone. Temperature measurements can be obtained by using a sling psychrometer or from various Internet weather-related sites such as: www.weather.com or www.noaa.gov.

Example: 105 deg. F + 35% RH = 140 (danger zone)

Below Danger Zone (Under 135 or if air temperature is under 100 degrees)
- Practice/Competition as normal
  - Full pads
  - Regular running schedule

Danger Zone (136-145 or if air temperature is between 105 degrees and 110)
- Practice/Competition with modifications
  - Reduced amount of equipment
  - Adjust start times
  - Reduced running schedule
  - Water breaks every 10-15 minutes or as needed

Critical Zone (146 and above or if air temperature is above 111 degrees)
- Practices modified; Competition postponed or cancelled/rescheduled
  - No equipment worn
  - No running
  - Water breaks every 10-15 minutes or as needed
  - Possibly move practice indoors

Athletic Directors
- Support, collaborate and implement decisions made by the school's Athletic Trainer relative to the safety of students for athletic participation.

Athletic Trainers
- Collaborate, communicate and decide when heat related conditions are safe to conduct physical practices.
• Acceptable temperature and humidity readings are to be monitored by the Athletic Trainer. Coaches will make adjustments up to and including the cancellation of a practice or a game, meet, or match depending upon the conditions. The final decision that is made by the Athletic Trainer or the Athletic Director and is not to be questioned.
Memorandum

DATE: August 2, 2010

TO: High School Principals, Assistant Principals and Athletic Directors

FROM: Scott Brown, District Athletic Director

1. All contact practices (sleds, dummies and body contact) start after 6:00 p.m. for the first four (4) full weeks of the season, no matter what the temperature is. This gives the benefit of cooler practice times and consistency in knowing that all practices will be at the same time. Exception: warm-up and stretching may take place between 5:30 and 6:00 p.m.

On the practice day prior to, or the day following, any AIA interschool scrimmages or games, football teams at all levels may conduct practice after school hours with helmets and shoulder pads only. Any exceptions to the above needs District approval.

2. After September 6, 2010, practice times will be determined at each school by the athletic trainer following the guidelines of modifying practice whenever the temperature and humidity is at or near 150. Anytime it is 150 or higher, cancellation of after-school practice is mandatory. Between 140 and 150, the athletic trainer will determine what, if any modifications are wise. This arrangement is in effect until October 1st, after which there are no time-of-day restrictions on practice.

3. When athletes come out late for a sport, the athletic trainer will verify that players spend three (3) days in helmets, shoes and mouthpieces only; and that shoulder pads, blocking dummies and blocking sleds are added after Day 3 of practice. There shall be a minimum of ten (10) days of football practice prior to game participation. Those ten days shall be mandatory.

4. Remember to submit your Risk Management Monitoring Activities Report to me every two (2) weeks during football season (August through October).

PLEASE NOTE: We have approved Cross Country practice times beginning at 5:00 p.m. for the first four (4) weeks of practice. After September 6, 2010, the same guidelines as above with regard to temperature are to be followed.

SB:
Directions: Once every 5 to 10 school days during the football season, August through October, the high school administrator will observe practice and initial observation of the activities listed below.

Date of Observation____________________

School____________________________________

Name of Administrator completing this form

1. The head coach directed an informed consent meeting with athletes and parents before the start of the first team practice in pads. (Check this item one time only)
   Date it occurred____________________ Initial of Administrator____________________

2. The coaches reinforce the importance of maintaining body fluids.
   Initial of Administrator____________________

3. Athletes in football get water breaks every twenty minutes during heavy workouts and coaches are monitoring water intake.
   Initial of Administrator____________________

4. There are no athletes participating in pads who have not had three days of conditioning under the supervision of the coaches. The requirement for athletes new to the desert environment is five days. Answer this item each time you observe to the best of your knowledge.
   Initial of Administrator____________________

5. Practices are taking place during the time prescribed in the district Risk Management Program.
   Initial of Administrator____________________

Directions: For any item above that is not initialed, please write out an explanation in this space or on the backside of this page. Then submit a copy of your report to the Assistant Superintendent for Administrative Services within one day of the report.

Thank you.

8/1/10
Buckeye Union High School’s Protocols
And Procedures of:
Exertional Heat Illnesses

Introduction: Exertional Heat Illness is a life threatening condition. The outcome of heat illnesses dependents on effective prevention, the efficiency of the management process, and the timeliness of the transfer to a controlled environment for diagnosis and treatment. At Buckeye Union High School all necessary precautions, protocols and procedures will be followed as outlined in this document by the Athletic Trainer, Team Physician, Coaches, and Administrative personnel (the following individuals will be referred to as the “Sports Medicine Team” for the duration of this document).

Factors that Increase the Risk of Heat Illnesses
The Sports Medicine team will be aware of both intrinsic and extrinsic factors that contribute to heat illnesses and make necessary adaptations for those athletes that are more at risk including adapted or removal from activity.

Intrinsic Factors:
1. An individual with a history of heat illnesses.
2. Inadequate heat acclimatization.
3. Lower level of fitness – not being “in shape”.
4. Higher percent body fat.
5. Dehydration or over-hydration.
7. Presence of gastrointestinal illness.
8. Salt deficiencies.
9. Skin conditions such as: sunburn or a skin rash.
10. Ingestion of certain medications such as: antihistamines, diuretics, etc. or dietary supplements such as ephedra, caffeine, etc.
11. Motivation to push oneself too far.
12. Reluctance to report problems, issues, illnesses, or signs and symptoms.
13. Pre-pubescence.

Extrinsic Factors:
1. Intense or prolonged exercise with minimal breaks.
2. High temperature, humidity, and sun exposure. All of which raise concerns here in Arizona since we obviously have high temperatures and some of our sports practice in the heat of the day. In the beginning of the fall season football is practicing in the Monsoon season and humidity is increased, and finally the sun is strong and radiating its heat on our athletes.
3. Inappropriate work/rest ratios based on intensity.
4. Lack of education and awareness of heat illnesses among athletes, parents, coaches and medical staff.
5. No access to shade during exercise, rest, or breaks.
6. Duration and number of rest breaks is limited.
7. Minimal access to fluids before and during practice and rest periods.

Protocols and Procedures: For this document the 5 different Exertional Heat Illnesses will be looked at separately.

Prevention for all Heat Illnesses
1. In the Preparticipation Physical Examinations, the athletes are required to receive, a history of heat illnesses will be taken and susceptible individuals should be identified and educated.
2. Athletes will be acclimated gradually, by the Sports Medicine Team, over a 10 to 14 day period with progressively increases in intensity and duration of exercise as well as equipment implementation. If there is a period of 6 consecutive practice in 6 days there must be one day of rest.
3. The Sports Medicine Team will follow guidelines and rules and guidelines set by the AIA for practice starting dates and equipment use.
4. Fluid intake should nearly approximate fluid loss.
5. Athletes will be educated and should do a self-hydration-evaluation before activity, using their urine color as an indicator. The lighter the color the more hydrated they are.
6. Athletes will be educated by the Sports Medicine Team that any fluid deficits should be replaced with in 1 to 2 hours after exercise is complete.
7. The athletes will be educated to sleep 6 to 8 hours a night in a cool environment and eat a well balanced diet.
8. Athletes will be educated by the Sports Medicine Team that hydrating with a sports drink before, during, and after exercise is optimal to replace losses and provide energy, as well as the dangers of cumulative (over subsequent days) dehydration.
9. When possible the Sports Medicine team will provide Gatorade or other sports drinks before during and after games, due to cost they will not be provided for practice except when environmental factors are potentially risky.
10. When possible the wet-bulb globe temperature will be checked on suspected extremely hot days to check humidity and temperature. Figures 1 and 2 of the “National Athletic Trainers’ Association Position Statement: Exertional Heat Illness” will be followed based on the results.
11. For approximately the first month of fall sports the Athletic Trainer will check and document the weather/environmental conditions at www.weather.com, for our area and time of practices. Adjustments can then be made based on the findings
12. The Sports Medicine Team will plan rest breaks to match the environmental conditions and intensity of the activity.
13. When possible high risk athletes, namely football linemen, should be weighed before and after practice to monitor weight loss by the Athletic Trainer.
14. When possible the amount of equipment worn by the athletes should be minimized in hot or humid conditions.
15. When possible warm up sessions, rest periods and practice will take place in the shade and football players will be permitted to remove their helmets during rest periods.

16. Individuals with the following predisposing medical conditions should be identified, monitored, and consult with a physician: Malignant Hyperthermia, Neuroleptic Malignant Syndrome, Arteriosclerotic Vascular Disease, Scleroderma, Cystic Fibrosis, and Sickle Cell Trait.

**Dehydration**

**Definition**

1. A 2% or more loss of body weight during physical activity indicates dehydration. This is considered to be unavoidable due to the difficulty to replenish fluids at a rate equal to that being lost.

2. A 2% or more loss of body weight can begin to hinder performance and Thermoregulatory function.

**Signs and Symptoms**

1. Dry mouth, thirst, irritability, general discomfort, headache, apathy, weakness, dizziness, cramps, chills, vomiting or nausea, head or neck heat sensations, excessive fatigue, and decreased performance.

**Treatment**

1. The athlete will be moved to a cool environment, cooled down with fanning, ice towels, ice bags, and rehydrated.

2. If needed lost salt can be recovered in food and a sports drink.

3. Athletes that are extremely nauseous or vomiting will be referred to get medical attentions so that intravenous fluid can be administered.

**Return-to-Play Considerations**

1. Athletes that have been taken out of activity due to heat illness must be cleared by the Athletic Trainer or a Physician.

2. The athlete who has been pulled from activity due to a heat illness episode will be checked for hydration status right before they participate in their next practice or game. Their urine’s specific gravity will be tested by the Athletic Trainer and if they are found to be dehydrated they will not be allowed to participate until that status changes to the proper levels.

**Heat Cramps**

**Definition**

1. Heat cramps mostly occur to athletes exercising in the heat; however they can occur in the absence of heat.

2. Dehydration, poor diet with a lack of minerals/electrolytes (Na, Cl, Ca, K, Mg) especially sodium lost in sweat appear to increase the risk of severe, often whole-body muscle cramps.
3. Muscle cramps can largely be avoided with adequate reconditioning, acclimatization, rehydration, electrolyte replacement and appropriate dietary practices.

4. Muscle cramps are seen mostly in “salty sweater” or individuals that have a lot of salt in their sweat, which is evident in salt stains on their clothing.

**Signs and Symptoms**

1. Intense pain in muscles, especially the calves and legs, however it could be in the entire body.
2. Persistent involuntary muscle contractions or cramps, especially the calves and legs, however it could be in the entire body.

**Prevention**

1. Athletes who are “salty sweaters” as seen by sweat stains and have a history or heat cramps will be further instructed by the Sports Medicine Team especially to at more salt and electrolytes to their diets.
2. Athlete who have a history of heat cramps will be evaluated for Sickle Cell Trait to rule out that genetic disorder and reduce the risk of and episode of Acute exertional rhabdomyolysis (explosive muscle breakdown), especially athletes of the African race.

**Treatment**

1. The Sports Medicine team will assist the athlete in re-establishing a normal hydration status using sports drinks with electrolytes and not water.
2. Cramps in the legs will be stretched and massaged.
3. Ice can be applied to the cramping muscles.

**Return-to-Play Considerations**

1. Athletes will be assessed by the Athletic Trainer and or a Physician to determine if the athlete can perform at the level needed for successful and safe participation.

2. The Buckeye Union High School medical staff, including the Athletic Trainer and Team Physician have the authority to alter work/rest ratios, practice schedules, amount of equipment and withdrawal of individuals from participation based on environment and or athlete’s medical conditions.

3. The athlete who has been pulled from activity due to a heat illness episode will be checked for hydration status right before they participate in their next practice or game. Their urine’s specific gravity will be tested by the Athletic Trainer and if they are found to be dehydrated they will not be allowed to participate until that status changes to the proper levels.

**Heat Exhaustion**

**Definition**

1. Moderate heat illness characterized by the inability to sustain adequate cardiac output, resulting from strenuous physical activity and environmental heat stress.

**Signs and Symptoms**
1. The athlete can not continue intense exercise in the heat (physical fatigue).
2. Core body temperature of 104 degrees Fahrenheit or less.
3. Little or no central nervous system (CNS) dysfunction.
4. Dehydration (dark or no urine output) and or electrolyte depletion
5. Muscle coordination problems.
6. Syncope or sudden collapse.
7. Dizziness.
8. Nausea or vomiting.
11. Diarrhea
12. Intestinal and or muscle cramps.

**Treatment**

1. The Athlete will be removed by the Sports Medicine Team from the heat into a shaded or air-conditioned area.
2. The Sports Medicine team will assist the athlete in re-establishing a normal hydration status using sports drinks with electrolytes and water if there is no muscle cramping.
3. If rehydration is not possible due to nausea medical attention will be sought so that intravenous fluids can be given.
4. If the athlete is unconscious or has altered mental statues EMS will be activated.
5. The Sports Medicine Team will be cooled by removal excess equipment and clothing (keeping the athlete decent), using ice towels, cool water, ice bags on major arteries, and or cold water bath immersion.
6. It is recommended that the athlete’s rectal temperature be taken and they be cooled until their core body temperature is approximately 101 degrees Fahrenheit. However in the high school setting due to the inappropriateness of stripping an athlete’s clothing and inserting a rectal thermometer, the athletes will be cooled for no less than 10 minutes in a cold ice bath when consciousness has been lost.
7. The athlete will be laid down on their back with their legs and arms propped above their heart.
8. The athlete’s vital signs will be monitored including: heart rate, blood pressure and respiratory rate.
9. The athlete will be transported to and emergency facility if they loose consciousness, or if rapid improvement is not noted, or if the athlete’s conditions appears to be diminishing.
10. Cramps in the legs will be stretched and massaged.
11. Ice can be applied to the cramping muscles.

**Return-to-Play Considerations**

1. The Buckeye Union High School medical staff, including the Athletic Trainer and Team Physician have the authority to alter work/rest ratios, practice schedules, amount of equipment and withdrawal of individuals from participation based on environment and or athlete’s medical conditions
2. Athletes will be symptom free before they are allowed to participate after a heat illness episode.
3. The athlete who has been pulled from activity due to a heat illness episode will be checked for hydration status right before they participate in their next practice or game. Their urine’s specific gravity will be tested by the Athletic Trainer and if they are found to be dehydrated they will not be allowed to participate until that status changes to the proper levels.
4. It is recommended that there be physician clearance or at the minimum discussion with a supervising physician before the athlete is allowed to return-to-play.
5. The athlete will not be allowed to practice in intense heat until at least the next day after an episode.
6. Any underlying conditions will be ruled out by the Athletic Trainer and or Physician before activity is resumed.
7. If the underlying condition is found to be acclimatization and or in adequate fitness level this problem will be corrected before the athlete returns to full-intensity training in the heat.

Heat Stroke

Definition
1. Severe heat illness characterized by CNS abnormalities.

Signs and Symptoms
1. CNS dysfunction – altered mental status, coma, convulsions, disorientation, irrational behavior, decreased mental acuity, irritability, emotional instability, confusion, hysteria, and apathy.
2. Rectal core body temperature of 104 degrees Fahrenheit or above.
3. Nausea, vomiting, diarrhea
4. Headache, dizziness, weakness
5. Hot and wet or dry skin (no more sweat to sweat).
6. Increased heart rate, decreased blood pressure, and increased respirator rate
7. Combativeness (fight or flight)

Treatment
1. The athlete will be aggressively and immediately whole-body cooled, preferably by cold bath immersion. If cold water immersion is not possible, transport and use alternative cooling strategies such as ice bags and towels and fanning.
2. Cooling will be done first and then transportation to an emergency facility since cooling is most important.
3. It is recommended that the athlete’s rectal temperature be taken and they be cooled until their core body temperature is approximately 101 degrees Fahrenheit. However in the high school setting due to the inappropriateness of stripping an athlete’s clothing and inserting a rectal thermometer, the Athletes will be cooled for no less than 10 minutes in a cold ice bath when consciousness has been lost.
4. Vital signs will be monitored.

Return-to-Play Considerations
1. Because of the seriousness of heat stroke the athlete’s heat tolerance may be temporarily or permanently compromised.
2. It is recommended that there be physician clearance before the athlete is allowed to return-to-play. The athlete should be asymptomatic and all laboratory tests should be normal.
3. The Buckeye Union High School medical staff, including the Athletic Trainer and Team Physician have the authority to alter work/rest ratios, practice schedules, amount of equipment and withdrawal of individuals from participation based on environment and or athlete’s medical conditions.
4. The severity of the incident will dictate the length of recovery time.
5. The athlete should avoid exercise for the minimum of 1 week after release from medical care.
6. There will be a gradual and cautious return-to-physical activity supervised by the Athletic Trainer and the athlete’s Physician.
7. Any underlying conditions will be ruled out by the Athletic Trainer and or Physician before activity is resumed.
8. If the underlying condition is found to be acclimatization and or in adequate fitness level this problem will be corrected before the athlete returns to full-intensity training in the heat.

**Hyponatremia**

**Definition**

1. When an athlete consumes excessive fluid (mostly water) and or sodium lost in sweat is not adequately replaced, sodium in the bloodstream can become diluted and cause cerebral and or pulmonary edema.
2. This usually occurs during warm or hot activities.

**Signs and Symptoms**

1. Low sodium blood levels – less than 130mmol/L
2. Severity of condition increases as sodium levels drop.
3. Weigh gain during activity due to over consumption of water.
4. Possible CNS changes
5. Headache
6. Nausea and or vomiting
7. Swelling in the hands and feet
8. Lethargy
9. Apathy
10. Agitation
11. No excessive elevated core body temperature

**Prevention**

1. The athletes will be educated by the Sports Medicine Team on the dangers of over-hydration.

**Treatment**
1. The athlete will not be given fluids and will be transported immediately to a medical facility.

**Return-to-play**
1. The athlete will be cleared by a Physician.
2. The athlete will be educated on proper hydration before they are allowed to return-to-play by the Athletic Trainer or Physician.

**Special Considerations for Young Athletes**
1. The Sports Medicine Team will give special considerations and modifications if needed to prepubescent and adolescent athletes who exercise intensely in the heat and may not fully comprehend the medical and performance consequences of dehydration.

**Equipment Issues**
1. The Sports Medicine Team will take into affect the equipment being worn by athletes and how it can increase the body temperature of athletes and diminish the cooling process.
2. Modifications by the Sports Medicine Team on the equipment will be implemented as needed.

**Cervical Spine Considerations**
1. When an athlete is unconscious serious head and cervical spine injuries will be assumed and all necessary precautions will be taken including: assessment of airway, cervical spine and skull, proper referral, transfer, and immobilization of athletes with and without sport specific equipment.

The following document is endorsed by the Buckeye Union High School Team Physician.

**Physician Name:**

**Physician Signature:**

**Date:**
Emergency Action Plan
Buckeye Union High School
Athletics
Venues

Stadium
Softball field west
Softball field east
JV Baseball field
Varsity Baseball field
New Gymnasium
Agee Gymnasium
Cafeteria
Tennis courts
Swimming pool – Town of Buckeye

Emergency Personnel

The following is a list of the BUHS emergency personnel. All will be given copies or access to the BUHS Emergency Action Plan and instructed to review it at least annually.

Head Athletic Trainer
Coaches
EMS Personnel (Buckeye Fire Department)
Team Physician
Student Athletic Trainers
School Nurse
Security Personnel

Emergency Equipment

Emergency Equipment is found in Team Medical bags, which are brought to each practice and athletic contest. The athletic trainer also has a medical kit and emergency bag. Emergency equipment includes:

Automated External Defibrillator (AED)
Splints – vacuum and rigid
Slings
Neck collar
Knee immobilizer
Cravats
Tapes
Gauzes
Ace bandages
Crutches
Screw driver
Prunners (face mask removal)

**Communication Equipment**

Cell Phones – Most school employees are issued cell phones and in most cases coaches have personal cell phones that can be used as the primary communication devises for emergency situations.
Walkie-Talkie – BUHS Security and Administration have walkie-talkies.
Land line phones – Located in locker rooms, classrooms, and offices on the BUHS campus.

**First Aid and Injury Assessment Areas on Campus**

Athletic Training Room – Located in the new gym in the long hallway.
Nurses office – Located on main campus next to the office

**Emergency Care Facilities**

When EMS is activated and transportation to an Emergency Care Facility is necessary the victim will be transported to one of the two hospitals.
Imported Phone Numbers

911 – All serious emergencies
Head Athletic Trainer – (623) 640-0806
Athletic Director – (623) 512-6133
BUHS main line – (623) 386-4423
Team Physician (Dr. Duke) – (623) 386-3484

Emergency Protocol

In the event of an injured athlete down on the field or court the head athletic trainer will be the first to respond. If the athletic trainer is not present the coach that is the closest to the athlete will be the first to respond. If the athletic trainer is not present then Coach __________________________ will call the athletic trainer. The Athletic trainer or coach will determine the level of consciousness of the athlete. (AVPU)

A – Athlete is Alert and conscious
V – Responds to Verbal stimuli
P - Responds to Painful stimuli
U – Athlete is Unresponsive/unconscious

If the athlete is unconscious, has obvious fracture or dislocation, respiratory distress, cardiac distress, spine or head injury the athletic trainer (If not already present), team physician, EMS personal, and or student trainers will be summoned. At this time proper first aid will be administered, until EMS arrives

If at an Outside Venue and EMS is warranted
Coach ___________________________ will call EMS. Cell phones or the nearest land line will be used. At this time Coach ___________________________ will exit the playing field through the nearest gate to the street, so that EMS can be directed to the injured athlete.

**If at an Inside Venue and EMS is warranted**

Coach ___________________________ will call EMS. Cell phones or the nearest land line will be used. At this time Coach ___________________________ will exit the building through the closest doors to the street, so that EMS can be directed to the injured athlete.

**If the athlete is Unconscious**

Spinal stabilization will be established and maintained until stabilized on a spine board. Spinal stabilization is established by grasping the athletes head and not allowing any movement. This should be done by the athletic trainer or EMT personnel when ever possible. If none are present then a coach should do so. The face mask will be removed if necessary with pruners or a electric screw driver. The Athlete’s ABC’s will be established.

A – Airway
B – Breathing
C - Circulation

CPR will be initiated if appropriate. The athletic trainer, EMS, team physician, and coaches will spine board the athlete. Athlete will be shipped to the hospital in an EMS vehicle

**If the athlete is Conscious**

The athletic trainer or coach will not move the athlete, and will instruct the athlete not to move until it is deemed safe. All other spectators will be instructed not to touch the athlete. If the athletic
trainer is not present the coach that is the closest to the athlete will be the first to respond. If the athletic trainer is not present then Coach ____________________________ will call the athletic trainer. The athlete’s ABC’s (see above) will be checked. CPR will be initiated if appropriate. The athletic trainer, EMS, team physician, and coaches will spine board the athlete if necessary. Athlete will be shipped to the hospital in an EMS vehicle.

A brief history will be taken by the athletic trainer or coach from the athlete if possible. If the athlete is unable to respond, bystanders, such as other coaches, athletes, officials, or spectators that witnessed the incident can report.

If the athlete has obvious fracture or dislocation, respiratory distress, cardiac distress, spine or head injury the athletic trainer (If not already present), EMS personal, team physician, and or student trainers will be summoned. At this time proper first aid will be administered, until EMS arrives.

If spinal injury is suspected the athlete is not to be move and spinal stabilizations should be established and maintained until the athlete is stabilized on a spine board. Spinal stabilization is established by grasping the athletes head and not allowing any movement. This should be done by the athletic trainer or EMT personnel whenever possible. If none are present then a coach should do so.

If the injury is not serious enough to warrant the assistance of EMT’s proper first aid techniques will be used.

**Examples:**
Bleeding – direct pressure on wound, elevation of wound area above the heart, and pressure on pressure points (arteries) if needed.
Sprains, Strains, and Contusions (bruises) – RICE
R – Rest (stay off of the injured body part, rest from activity, ect.)
I – Ice
C – Compression of the injured area
E – Elevation of the injured area

Suspected Fractures – RICE, splinting of the joint above and below the suspected fracture area. No weight bearing of that area.

Suspected Dislocation – RICE, splinting of the bones above and below the dislocation, and no weight bearing will be allowed.

**Injury Prevention**

The Athletic Trainer and coaches should view each venue before practice and games for any potential injury causing hazards. Such hazards should be removed when possible. If it is not removable Practice should be moved away from the hazard, or the athletes need to be protected from the hazard. An example of this would be padding on the goal posts or padding on the cemented curbing of the track and long jumping areas.

**Weather Hazards**

In the event of a thunder and lightning storm the athletes and coaches should go inside buildings or dugouts when lightning flashes and or bolts are seen, until the storm passes.

When severe heat, humidity, poor air quality, ect. Are experience practice or games should be modified and or postponed.

**Documentation**
When the BUHS Emergency Action Plan has been activated necessary documentation must be used in the aftermath. The Coaches or Administrators involved will fill out a BUHS incidence report. The Certified Athletic Trainer will fill out the necessary referral, concussion, asthma, and SOAP note forms.

Annual Review

The BUHS Emergency Action Plan will be reviewed annually with the BUHS coaches at the first coaches meeting held at the beginning of the school year. The Plan will also be viewed with EMS personnel annually. The easiest time would be the Friday night of the first home football game, before the game starts.

In all situations wise and prudent judgment will be used by those that are in charge, namely: coaches, athletic trainer, athletic director, etc.

Review and Approval

This document has been reviewed and approved by the following individuals.

BUHS Team Physician: ___________________ Date: ______

BUHS Athletic Trainer: ___________________ Date: ______

BUHS Athletic Director: ___________________ Date: ______

BUHS Legal Counsel: ___________________ Date: ______